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<th>Class/Status</th>
<th>School Name, Address and Telephone Number</th>
<th>Principal’s Name</th>
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<tr>
<td>Jenny M. AuBuchon</td>
<td>Senior</td>
<td>Libertyville High School 708 W. Park Ave. Liberryville Illinois 60048 847/367-3100</td>
<td>Joseph Wojtena</td>
<td>Lake</td>
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<td>Katherine A. Avery</td>
<td>Junior</td>
<td>MacArthur High School 1155 N. Fairview Ave. Decatur Illinois 62522 217/424-3156</td>
<td>Edward Boehm</td>
<td>Macon</td>
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<tr>
<td>Eva M. Byerley</td>
<td>Junior</td>
<td>Mount Assisi Academy Lemont Illinois 60439 630/257-7844</td>
<td>Sr. Mary Francis OSF</td>
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<tr>
<td>Kelli L. Barnard</td>
<td>Sophomore</td>
<td>Chenoa High School 700 South Division Chenoa Illinois 61726 815/945-2361</td>
<td>Tom Bock</td>
<td>McLean</td>
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<td>New</td>
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<td>Gacob Nate Carter</td>
<td>Senior</td>
<td>Fairfield Community High School 300 W. King St. Fairfield Illinois 62837 618/842-2649</td>
<td>Rena Talbert</td>
<td>Wayne</td>
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<td>Krupal K. Desai</td>
<td>Junior</td>
<td>Springfield High School 101 S. Lewis Springfield Illinois 62704 217/525-3100</td>
<td>Charles Flamini</td>
<td>Sangamon</td>
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<tr>
<td>Erin Dooly</td>
<td>Junior</td>
<td>Mulberry Grove High School 801 West Wall St. Mulberry Grove Illinois 62262 618/326-8221</td>
<td>John Denton</td>
<td>Bond</td>
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<tr>
<td>Mark R. Gleim</td>
<td>Senior</td>
<td>Mendota High School 302 16th St. Mendota Illinois 61342 815/539-7446</td>
<td>Robert Atherton</td>
<td>LaSalle</td>
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<tr>
<td>Ozie L. Goodwin</td>
<td>Senior</td>
<td>Thornton Township High School 15001 Broadway Harvey Illinois 60426 708/225-4101</td>
<td>William O’Neal</td>
<td>Cook</td>
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<td>City, State</td>
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<tr>
<td>Tiffany Heffner</td>
<td>7033 S. Wabash, Chicago, IL 60637</td>
<td>Chicago Vocational High School</td>
<td>Chicago, IL</td>
<td>773/535-6100</td>
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<tr>
<td>Corrie Heck</td>
<td>1065 N. Broad, Galesburg, IL 61401</td>
<td>Galesburg High School</td>
<td>Galesburg, IL</td>
<td>309/343-4146</td>
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<tr>
<td>Danielle Johnson</td>
<td>5313 Belmont Ave., East St. Louis, IL 62203</td>
<td>East St. Louis Senior High School</td>
<td>East St. Louis, IL</td>
<td>618/583-8200</td>
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<td>Robin S. Kerr</td>
<td>412 Arrowhead, Troy, IL 62294</td>
<td>Triad High School</td>
<td>St. Jacob, IL</td>
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<tr>
<td>Kyle M. Krejci</td>
<td>401 McCoy Circle, Villa Grove, IL 61956</td>
<td>Villa Grove High School</td>
<td>Villa Grove, IL</td>
<td>217/832-2321</td>
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<tr>
<td>David Manriquez</td>
<td>14611 Clark St, Dolton, IL 60419</td>
<td>Thornton Township High School</td>
<td>Harvey, IL</td>
<td>708/225-4101</td>
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<tr>
<td>Muhammed Mekki</td>
<td>430 Muirfield Lane, Riverwoods, IL 60015</td>
<td>Deerfield High School</td>
<td>Deerfield, IL</td>
<td>847/405-8470</td>
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<tr>
<td>Emily C. Melick</td>
<td>SW Main, Danvers, IL 61732</td>
<td>Olympia High School</td>
<td>Stanford, IL</td>
<td>309/579-5911</td>
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<tr>
<td>Pete H. Mockaitis</td>
<td>207 Prairie, Danville, IL 61832</td>
<td>Danville High School</td>
<td>Danville, IL</td>
<td>217/431-5461</td>
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<tr>
<td>Juan A. Miranda</td>
<td>2947 W. Belmont, Chicago, IL 60618</td>
<td>Holy Trinity High School</td>
<td>Chicago, IL</td>
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<tr>
<td>Crystal M. Myers</td>
<td>309 North Verzel, Macomb, IL 61455</td>
<td>Macomb High School</td>
<td>Macomb, IL 61455</td>
<td>309/837-2331</td>
</tr>
</tbody>
</table>

**Junior Chicago Vocational High School**

Junior Returning

2100 East 87th St.
Chicago, IL 60617
773/535-6100

**Junior Galesburg High School**

Junior Returning

1135 W. Fremont St.
Galesburg, IL 61401
309/343-4146

**Junior East St. Louis Senior High School**

Junior Returning

4901 State St.
East St. Louis, IL 62205
618/583-8200

**Junior Triad High School**

Senior Returning

9539 US Highway 40
St. Jacob, IL 62281
618/667-8851

**Junior Villa Grove High School**

Senior Returning

400 N. Sycamore
Villa Grove, IL 61956
217/832-2321

**Junior Thornton Township High School**

Senior Returning

15001 Broadway
Harvey, IL 60426
708/225-4101

**Junior Deerfield High School**

Senior Returning

1959 Waukegan
Deerfield, IL 60016
847/405-8470

**Junior Olympia High School**

Senior Returning

RR 1, Box 149
Stanford, IL 61774
309/379-5911

**Junior Danville High School**

Junior New

202 East Fairchild
Danville, IL 61832
217/431-5461

**Junior Holy Trinity High School**

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By-laws Of The Student Advisory Council To The

Illinois State Board of Education

Revised March, 2001

I. NAME

The name of this organization shall be the Student Advisory Council (SAC) to the Illinois State Board of Education

II. PURPOSE

The purpose of the SAC shall be to review existing and/or proposed programs, policies, and regulations of the ISBE and to make recommendations based on those reviews. Also, the Council shall initiate comments, recommendations, and concerns regarding proposals for consideration and implementation by the SBE, and participate in other activities as necessary to advise the State Board of any and all matters of concern to students of Illinois.

III. MEMBERSHIP

A. A member must be an incoming freshman, a sophomore, a junior, or a senior enrolled in an Illinois High School. Priority may be given to the selection of a preponderance of new members from a given grade level(s) in order to maintain continuity deemed necessary to successfully achieve the goals of on-going SAC projects.

B. In accordance with Illinois State Board of Education Resolution on March 13, 1975, membership shall consist of the following:
   1. High school students from public and private schools in Illinois.
   2. Students will be selected to represent large, small, urban, rural, suburban, private, and public schools.

C. Members shall be selected by the outgoing Student Advisory Council members and approved by the Coordinator and State Superintendent. (Refer to Section VIIIB on Membership Selection).

D. Members will be chosen through written application and may include a committee interview process. Applications will be sent to each junior high and high school in the State of Illinois and distributed in other ways.

E. All applicants must submit the written application for consideration to become members by the deadline specific on the application.
F. Three officers shall be elected by the Student Advisory Council – Chairperson, Vice-Chairperson, and Secretary. In the event that the Student Advisory Council determines to elect co-chairpersons, the Student Advisory Council may elect four officers. (Refer to Section VA4 on Vice-Chairperson).

G. A Parliamentarian may be appointed at the orientation meeting based on his or her qualifications.

IV. ELECTION PROCEDURES

A. Chairperson(s)

1. Elected by members of the last regular Student Advisory Council meeting in the previous school year.

2. All candidates for chairperson must have been active on the Council at least for one year as member.

3. The Chairperson(s)-elect shall assume the duties of Chairperson during the summer preceding the orientation meeting.

4. Candidates must submit a written or oral statement explaining why they desire to hold the office and describe their goals.

5. A co-chairpersonship may exist.

B. Vice-Chairperson

1. Elected at the orientation meeting.

2. Candidates shall inform Chairperson of their intention prior to the announced election time at the orientation meeting.

C. Secretary

1. Elected at the orientation meeting.

2. Any Student Advisory Council member is eligible.

3. Candidates shall inform Chairperson of their intention prior to the announced election time at the orientation meeting.

D. Parliamentarian

1. A parliamentarian member may be appointed at the orientation meeting by the chairperson(s) based on his or her qualifications.

2. Any Student Advisory Council member or liaison is eligible.
E. Committee Chairpersons

1. Elected by Committee members upon formation of the Committee.

2. Any Student Advisory Council member or liaison is eligible, excluding chairperson(s).

V. DUTIES

A. Chairperson(s)

1. Act(s) as spokesperson for the Student Advisory Council.

2. Call(s) and preside(s) over all Student Advisory Council meetings.

3. Prepare(s) an agenda for each meeting and notifies all members and liaisons at least two weeks before a meeting is to be held. The tentative agenda will be announced through the SAC email List Serve.

4. Direct(s) Student Advisory Council correspondence, reports, testimony, or press publicity.

5. Monitor(s) the progress of Committee work through regular communication with Committee Chairpersons.

6. Assume(s) responsibility for all related Student Advisory Council activities.

B. Vice-Chairperson

1. Assists the Chairperson(s) or ISBE coordinator as needed to complete SAC activities.

2. Acts to fill the role of Chairperson in case of vacancy or chairperson’s inability to perform duties.

3. Acts as the Task Force Chairperson if one is active. (Refer to Section VIII on Task Force.)

C. Secretary

1. Takes minutes of all Student Advisory Council meetings.

   Sends minutes to Coordinator(s) within ten days of the past meeting. SAC email List Serve. All members of the Student Advisory Council, the members of the Illinois State Board of Education, the president of the Association of Student Councils, and all other Student Advisory Council liaisons will receive copies of the minutes.
4. Monitors Student Advisory Council records and files.
5. Assists Chairperson or Coordinator as needed to complete SAC activities.

D. Parliamentarian

1. Keeps parliamentary order at the meeting.
2. Interprets the meanings of procedure.
3. Provides the council with resource materials to determine parliamentary procedure the council will use to conduct business.

E. Committee Chair

1. Coordinates the work of the committee.
   a. May solicit and receive correspondence and survey responses from students at large.
   b. Will solicit and receive reports and articles from SAC members and students at large.
2. Coordinates submission of communications and reports to various educational publications and the press regarding the work of the SAC.
3. All written communications with the public must be cleared with Chairperson(s) and Coordinator(s).

F. Members

1. Attend all meetings of the Student Advisory Council (refer to Section VI. Attendance).
2. State their interest in continued membership on the Student Advisory Council at the end of each school year.
3. Participate in the preparation of issue and policy papers for consideration of the Illinois State Board of Education.
4. Keep contact with and survey students in their region on all issues of concern of the Illinois State Board of Education.
5. Carry out any duty as designated by the SAC Chairperson, Coordinator, or a committee chairperson.
VI. ATTENDANCE

A. All members should attend all meetings and follow the adopted rules of behavior at all times.

B. All members must confirm to ISBE coordinator(s) by the specified date their plans for attendance and mode of travel.

C. Any member missing two regularly scheduled meetings without a valid excuse or found to have behaved irresponsibly by majority affirmative vote of the remaining members, shall be removed from the Council. The member in question has an opportunity to appeal.

VII. MEETINGS

A. Shall be called by the Chairperson in cooperation with the coordinator(s).
   1. The Student Advisory Council shall meet at least 3 times per school year.
   2. A tentative Meeting schedule shall be set at the orientation meeting.
   3. A change in schedule may be made following a written petition of at least two-thirds of the members.

B. The quorum shall consist of a simple majority.

C. Meetings will run according to parliamentary procedure and Student Advisory Council business shall be transacted under Robert’s Rule of Order, newly revised unless this rule is waived by a majority vote of members present.

D. Motions (particularly long ones) shall be submitted in written form.

VIII. COMMITTEES

A. Working Committees
   1. Each member is assigned to one of three or four year-long working committees as voted at the Orientation meeting.
   2. The committee chair may call work sessions outside of the Student Advisory Council meeting schedule upon agreement with ISBE coordinator(s).

B. Membership Selection Committee
   1. The committee will be selected at the orientation meeting and shall be comprised of seniors.
   2. May interview candidates for membership.
C. Ad Hoc Committee

1. Is established by the Chairperson(s) in cooperation with the Coordinator.

2. Completes a special task for the Council such as selecting new members, writing an issue paper, preparing testimony, attending other meetings, representing the Student Advisory Council, etc.

D. Task Force

1. The Task Force shall be created only when the Chairperson and the Council have clear, definite goals for said Task Force.

2. The Task Force shall work to achieve those goals specified for it by the Chairperson and the Council.

3. Membership

   a. Membership of the Task Force is unlimited, comprised mainly of, but not limited to, applicants to the SAC who were not selected as members.

   b. Persons may be recommended for membership by any council member.

   c. At least two council members must participate in the Task Force.

4. The Vice Chairperson will serve as the Chairperson of the Task Force.

5. The Task Force will not receive SAC funding.

6. The Vice Chairperson will make monthly reports of Task Force activities at SAC meetings to the Chairperson, Coordinator, Newsletter Editor, and the Council.

7. The Task Force may be dissolved by a two-thirds affirmative vote of the council.

IX. LIAISONS

A. Representatives from other student organizations are invited to:

1. attend and participate in SAC meetings.

2. represent the opinions of their organization’s membership on policy and program matters to the SAC upon request.

3. communicate SAC activities, policy, and program matters to their organization.

4. May have full voting privileges, subject to a motion to that effect which has been approved by a majority of members present.
B. The Chairperson, Coordinator(s), and any council member may recommend or reject student groups for liaisonship to the SAC.

X. AMENDING

These bylaws may be amended by a two-thirds vote of the Student Advisory Council members at any regularly scheduled Student Advisory Council meeting.
Student School Safety Audit Instruments

Student Advisory Council
to the
Illinois State Board of Education
2000-2001

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February 2001
STUDENT SCHOOL SAFETY AUDIT

Overview:

This audit is premised on three assumptions.

- Students are often the first and most aware of impending problems.
- Students are more likely to accept responsibility for school safety if they are involved and their views are represented.
- Students have the most at stake in keeping schools safe.

Consistent with the above, 40 members of the Student Advisory Council to the Illinois State Board of Education participated extensively in preparing this audit material. These students agreed to help develop audit instruments, and they shared their interests, views and suggestions during an intensive brainstorming session in December 1999. In January 2000, after a half-day session led by a nationally known security specialist, the Council reviewed and recommended revisions to the first drafts of the audit instruments. The Council suggested further refinements at its March 2000 meeting.

This packet contains four audit instruments designed to be used collectively or individually, and complemented by a Response Information Sheet and a Summary and Recommendation Section...A Planning Reference.

Purposes:

- Primarily, to assess student perceptions of the presence or absence of safety/security measures in their schools and to encourage the discussion of this topic
- To cue students to the characteristics of safe schools
- To ensure meaningful student input into school safety/security policies and programs
- To enlist student support and responsibility for safer schools
- To encourage schools to develop, update, and communicate their safety programs to staff and students as appropriate
- To provide bases for safety/security needs assessments

Uses:

The audit materials are designed to be used separately or as a supplement to Safe at School: A Resource Manual for Self-Assessment Planning and Training to Improve School Safety (Illinois State Board of Education).

They can be used in any one or combination of the following ways:

- to structure discussions in focus groups and classes
- to guide school safety committees in seeking out student views and input
- as survey instruments for groups or individuals

Note: The instruments in this Student School Safety Audit are designed for students but are equally appropriate for adults, including parents, teachers, administrators, support staff, police, security officers, etc. for purposes of needs assessment and planning.
Guidelines

• The format is purposefully flexible in that all or selected instruments may be administered.

• If used as a survey, the instruments may be administered to entire groups, randomly selected respondents or chosen groups whose views are deemed particularly important.

• Regardless of the use, their primary value is to generate discussion through responses to questions like those in the “Summary and Recommendations…A Planning Reference” section of the instrument.

• Audits should be done periodically.

• Results may be kept confidential or shared with appropriate persons as determined by school personnel.

Additionally, users are reminded that audits should lead to action. They must not become ends in themselves! The audits are for systematic needs assessment, policy/program development, evaluation, planning and training. Finally, the audit process should be instructional to those who participate.

General Instructions

• Determine which audit instruments will be administered.

• Distribute and preview the instruments to be used.

  Form A: Perceptions of Safety Conditions in the School…A Needs Assessment Reference
  Form B: Perceptions of Safety Problems in the School…A Needs Assessment Reference
  Form C: Perceptions of Safety Programs and Interventions in Place…A Planning Reference
  Form D: Summary of Recommendations for Safety in the School…A Planning Reference
  Form E: Perceptions of the Causes of School Violence in Schools About the Nation

• Advise participants of the importance and anticipated uses of their responses.

• Ensure them of anonymity, as appropriate.

• If student facilitators are used, remind leaders and recorders of their responsibilities.

• If used with groups (focus, classroom, select, etc.), once individuals have completed the forms, convene participants to respond to the “Summary and Recommendations…Planning Reference” section.

• Caution all leaders – student or staff – that their roles are to encourage and facilitate discussion and not to suggest or reinforce specific answers and views.

• Share the findings/recommendations as appropriate.
Special Instructions for Use by a Student Audit Team (SAT)

ONE: Student talks to an administrator about the audit and requests a sponsor

TWO: Organizing a Student Audit Team (SAT) to coordinate and monitor the audit, functioning under an adult sponsor

The composition of the SAT will vary with the size and type of school, but it minimally should include:

- an administrator
- students from various grade levels
- school security officer or safety coordinator
- teachers
- support staff, such as secretaries, counselors, custodians, etc.
- others of choice: law enforcement and emergency service personnel, board members, parents, etc.

THREE: The SAT’s functions range from planning through implementing and facilitating the audit. In any case, the following tasks are necessary:

- choosing the instruments of the audit to be used
- identifying desired respondent groups
- recommending sub-committees and their memberships and responsibilities
- facilitating, sometimes directing, focus groups and classroom discussion
- receiving, analyzing and evaluating the findings of written surveys and discussions to identify priorities among concerns, needs, recommendations/solutions and plans
- requesting technical assistance, as necessary
- reporting SAT findings and judgments to appropriate staff and stakeholders, particularly students and administrators
- planning and presenting safety programs throughout the year
- continuously monitoring school safety progress and periodically initiating additional audits
### Form A: Perceptions of Safety Conditions in This School...
A Needs Assessment Reference

School ______________________________ Grade ____ Sex____ Ethnicity/Race____________

For each item listed, check “yes,” “no” or “don’t know” as it relates to your school.

TO THE BEST OF YOUR KNOWLEDGE, IN THIS SCHOOL ...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
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</thead>
<tbody>
<tr>
<td>(1) students feel safe at school.</td>
<td></td>
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<tr>
<td>(2) security and safety policies are developed with student interests and views in mind.</td>
<td></td>
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<tr>
<td>(3) student views are identified through surveys, discussion groups, safety committee membership, security audits and campus walk-throughs.</td>
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<tr>
<td>(4) students are both comfortable and willing to notify school personnel of threats and impending problems.</td>
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<tr>
<td>(5) students know how and who to contact about fears, concerns, or anticipated problems.</td>
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<tr>
<td>(6) students believe they can safely report dangers, threats, and fears and that their identities will not be revealed.</td>
<td></td>
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<tr>
<td>(7) students understand danger indicators and signals and what to do, where to go, and how to respond when signals are given.</td>
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<tr>
<td>(8) crisis/emergency drills (fire, tornado, lock-downs, etc.) occur regularly and are taken seriously both by students and staff.</td>
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<tr>
<td>(9) students understand their critical role and responsibility in preventing violence, since they are often the first and most aware of impending problems.</td>
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<tr>
<td>(10) students want to help prevent violence.</td>
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<td></td>
<td></td>
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<tr>
<td>(11) students recognize the importance of their own actions and attitudes in preventing school violence.</td>
<td></td>
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</tbody>
</table>
(12) school entrances and exits are effectively controlled to prevent school access by unauthorized persons.  

(13) the school offers programs and instruction which teach responsible behavior, such as conflict resolution, anger management, interpersonal sensitivity, manners, etc.  

(14) school, police, and emergency services personnel seem to work cooperatively toward school safety.  

(15) student leaders understand and accept their responsibilities for keeping the school safe.  

(16) in general, students understand and accept responsibility for keeping the school safe and secure.  

(17) the school seriously addresses both special event security (athletics, concerts, dances, etc.) and school day security.  

(18) all students have an adult in school to whom they can relate.  

(19) members of the school and/or community have been identified for post crisis support and counseling.  

Do you believe your views about school safety are similar to the views of other students in this school?  
Yes _______ No _______  

COMMENTS  
Make any observations, qualifications or additions to the above in the space below.  
___________________________________________________________________________________  
___________________________________________________________________________________  
___________________________________________________________________________________  
___________________________________________________________________________________  
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___________________________________________________________________________________  

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Form B: Perceptions of the Extent of Safety Problems in This School...A Needs Assessment Reference

School ______________________________ Grade ____ Sex ____ Ethnicity/Race ____________

Indicate your views as to the seriousness of the following in this school by marking “no problem,” “limited problem,” “serious problem,” or “don’t know”.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No Problem</th>
<th>Limited Problem</th>
<th>Serious Problem</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

**Assaults/abuse:**
1. fights and physical assaults
2. verbal abuse
3. sexual harassment
4. bullying/intimidation
5. person-to-person cruelty/teasing
6. hazing
7. date rape
    other ___________________________

**Groups/gangs:**
8. street gangs
9. cults
10. alternative lifestyles – dress, music, interests, activities
11. cliques (“inners” and “outers”)
12. privileged groups
    other ___________________________

**Drugs:**
13. marijuana
14. cocaine/heroin
15. methamphetamine
16. ecstasy/MDMA
17. inhalants
18. over the counter prescription drug abuse
19. alcohol
20. availability of drugs at school
21. sale of drugs at school
    other ___________________________

**Weapons:**
22. guns
23. knives, blades
24. chemical sprays
    other ___________________________

**Threats:**
25. bombs, other school-wide threats
    ______________________________
26. individual and group threats
    other ___________________________


<table>
<thead>
<tr>
<th>Problems</th>
<th>No Problem</th>
<th>Limited Problem</th>
<th>Serious Problem</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(27) racial/ethnic tension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(28) racial/ethnic conflict</td>
<td></td>
<td></td>
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<tr>
<td>(29) preferential treatment of groups/individuals</td>
<td></td>
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<td></td>
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<tr>
<td>(30) impersonal treatment of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(31) lack of respect/sensitivity for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(32) strangers/intruders at school</td>
<td></td>
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<tr>
<td>(33) problem denial/avoidance</td>
<td></td>
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<td></td>
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<tr>
<td>(34) suicides</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(35) theft</td>
<td></td>
<td></td>
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<tr>
<td>(36) vandalism/graffiti</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Have you, or others that you know, been victims of any of the above? Yes ____ No ____
If yes, please describe. _________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

If yes, to what degree do you feel the school staff was aware of the problem(s) and willing to respond appropriately?  ______________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Comments

Make any observations, qualifications or additions to any of the above in the space below.
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

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Form C: Student Perceptions of Safety Programs and Interventions in Place...A Planning Reference

Listed below are common means to prevent and/or minimize violence. For each, indicate whether or not the item exists in your school. Then, for each item found in your school, rate your perception of its effectiveness.

<table>
<thead>
<tr>
<th>Access Control such as</th>
<th>WE HAVE IT.</th>
<th>IF &quot;YES&quot;, rate &quot;how effective&quot; it is.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) restricted entrance to buildings and grounds</td>
<td>Yes No Don't Know</td>
<td>Not effective Somewhat effective Most effective</td>
</tr>
<tr>
<td>(2) locked classroom doors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) greeters, hall monitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) security personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) metal detectors at doors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) after hours alarm systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anonymous Tip Lines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(7) local/school</td>
<td></td>
</tr>
<tr>
<td>(8) state police</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Badging/IDs (worn or carried)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(9) student</td>
<td></td>
</tr>
<tr>
<td>(10) staff</td>
<td></td>
</tr>
<tr>
<td>(11) visitors</td>
<td></td>
</tr>
<tr>
<td>(12) substitute teachers</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication (classroom &amp; building):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(13) intercom</td>
<td></td>
</tr>
<tr>
<td>(14) phones (fixed or cell)</td>
<td></td>
</tr>
<tr>
<td>(15) hand held radios/walkie talkies</td>
<td></td>
</tr>
<tr>
<td>(16) panic alarms</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion/dialogue of problems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(17) classroom, home room, clubs, assemblies</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(18) discipline/conduct codes</td>
<td></td>
</tr>
<tr>
<td>(19) dress restrictions</td>
<td></td>
</tr>
<tr>
<td>(20) book/handbag restrictions</td>
<td></td>
</tr>
<tr>
<td>(21) school uniforms</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>building evacuation</td>
</tr>
<tr>
<td>23</td>
<td>lock downs</td>
</tr>
<tr>
<td>24</td>
<td>crisis response</td>
</tr>
<tr>
<td>25</td>
<td>emergency first aid kits</td>
</tr>
<tr>
<td>26</td>
<td>first aid/CPR trained persons</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>27</td>
<td>anger/agression management</td>
</tr>
<tr>
<td>28</td>
<td>conflict resolution</td>
</tr>
<tr>
<td>29</td>
<td>D.A.R.E.</td>
</tr>
<tr>
<td>30</td>
<td>peer mediation</td>
</tr>
<tr>
<td>31</td>
<td>suicide prevention</td>
</tr>
<tr>
<td>32</td>
<td>student court</td>
</tr>
<tr>
<td>33</td>
<td>peer counseling</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>34</td>
<td>inside halls/passages</td>
</tr>
<tr>
<td>35</td>
<td>parking areas</td>
</tr>
<tr>
<td>36</td>
<td>entrances/exits</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>37</td>
<td>psychologists</td>
</tr>
<tr>
<td>38</td>
<td>counselors</td>
</tr>
<tr>
<td>39</td>
<td>social workers</td>
</tr>
<tr>
<td>40</td>
<td>school security/police officers</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>41</td>
<td>personal</td>
</tr>
<tr>
<td>42</td>
<td>lockers</td>
</tr>
<tr>
<td>43</td>
<td>vehicles</td>
</tr>
<tr>
<td>44</td>
<td>bags</td>
</tr>
<tr>
<td>45</td>
<td>dog sniffs</td>
</tr>
<tr>
<td>46</td>
<td>on site breath tests</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>47</td>
<td>student pledges of non-violence</td>
</tr>
<tr>
<td>48</td>
<td>faculty/staff familiarity with students and their needs</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td>49</td>
<td>video cameras</td>
</tr>
<tr>
<td>50</td>
<td>convex mirrors</td>
</tr>
<tr>
<td>51</td>
<td>faculty/staff presence</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
</tbody>
</table>

**Drills**

- Building evacuation
- Lockdowns
- Crisis response
- Emergency first aid kits
- First aid/CPR trained persons
- Other

**Instruction/Programs**

- Anger/aggression management
- Conflict resolution
- D.A.R.E.
- Peer mediation
- Suicide prevention
- Student court
- Peer counseling
- Other

**Lighting**

- Inside halls/passages
- Parking areas
- Entrances/exits
- Other

**Support Services**

- Psychologists
- Counselors
- Social workers
- School security/police officers
- Other

**Searches**

- Personal
- Lockers
- Vehicles
- Bags
- Dog sniffs
- On site breath tests
- Other

**Miscellaneous**

- Student pledges of non-violence
- Faculty/staff familiarity with students and their needs
- Other

**Surveillance: Buildings and Grounds**

- Video cameras
- Convex mirrors
- Faculty/staff presence
- Other
Comments

Make any observations, qualifications or additions to any of the above in the space below.

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Form D: Summary and Recommendations for Safety in This School…A Planning Reference

School ______________________________ Grade ____ Sex____ Ethnicity/Race____________

Upon reviewing the previous sections:

*What kinds of problems are most likely to occur in this school?

*Where are the places about the school that are least safe?

*What types of things make students fearful in this school?

*What should the school do to prevent violence and security problems?

*Since students often are more aware of potential safety problems than the school staff is, how might the school encourage students to accept their responsibilities to prevent violence?
Form E: Student Perceptions of the Causes of School Violence In Schools About the Nation

School ______________________________ Grade ____ Sex ____ Ethnicity/Race __________

Indicate the extent to which you think each of the following contributes to school violence in any school by marking "none," “small,” “moderate,” or “great.” In addition, be encouraged to suggest and rate other causes.

<table>
<thead>
<tr>
<th>To what extent does each item contribute to school violence?</th>
<th>None</th>
<th>Small Amount</th>
<th>Moderate Amount</th>
<th>Great Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Bullying/humiliation/intimidation/harassment/teasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Copycatting: imitating events at other schools</td>
<td></td>
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<tr>
<td>(3) Cliques/school groups</td>
<td></td>
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<tr>
<td>(4) Cultural: acceptance of violence as a way of life</td>
<td></td>
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<tr>
<td>(5) Drugs</td>
<td></td>
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<tr>
<td>(6) Emotional problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Gangs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(8) Impersonal treatment of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Lack of respect and sensitivity toward others</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(10) Lack of discipline</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>(11) Lack of school security/policing</td>
<td></td>
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<tr>
<td>(12) Limited opportunity for meaningful school involvement</td>
<td></td>
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<tr>
<td>(13) Low self-esteem by students</td>
<td></td>
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<tr>
<td>(14) Media coverage (TV/radio/print)</td>
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<tr>
<td>(15) Parental irresponsibility</td>
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<tr>
<td>(16) Perceived lack of consequences for violators</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(17) Restrictions on religion in schools</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(18) Schools are too big</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(19) Negative attitudes toward school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20) Lack of someone to whom students can vent feelings</td>
<td></td>
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</tr>
</tbody>
</table>
To what extent does each item contribute to school violence?

<table>
<thead>
<tr>
<th>Item</th>
<th>None</th>
<th>Small Amount</th>
<th>Moderate Amount</th>
<th>Great Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence in/on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(21) computer games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(22) movies</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(23) internet</td>
<td></td>
<td></td>
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<tr>
<td>(24) television</td>
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<td></td>
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<tr>
<td>Violence in/on:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(25) streets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(26) homes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons and their availability:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(27) knives/blades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(28) guns</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(29) chemical sprays</td>
<td></td>
<td></td>
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<tr>
<td>Other: (list and rate)</td>
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</tbody>
</table>

Comments

Make any observations, qualifications, or additions to any of the above in the space provided below.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Buser 04/10/00
Appendices

Appendix 1: Respondent Information

Appendix 2: Focus Group Guide

Appendix 3: Acknowledgements.
Student Advisory Council Members
## RESPONDENT(S) INFORMATION

In instances in which the audit is used for groups (i.e. focus, classroom, etc.), the moderator or recorder should summarize the group’s composition by school, grade level, class, gender, and ethnicity:

<table>
<thead>
<tr>
<th>School or Schools:</th>
<th>______________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class or Classes:</td>
<td>______________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade level(s) of participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
</tr>
</tbody>
</table>

### Gender composition (approximate percents):

<table>
<thead>
<tr>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>_______</td>
</tr>
</tbody>
</table>

### Ethnic distribution (approximate percents):

<table>
<thead>
<tr>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>Asian</td>
<td>Other</td>
</tr>
<tr>
<td>________</td>
<td>__________</td>
</tr>
<tr>
<td>Hispanic</td>
<td>__________</td>
</tr>
</tbody>
</table>

Date: ______________________________

Moderator: ______________________________

Recorder: ______________________________
FOCUS GROUP GUIDE

➢ Select 10-12 students chosen to represent grade levels and in-school behavior histories
➢ Seat students around a table with name plates (first names only)
➢ Schedule for about 2 hours

THE MODERATOR

➢ Introduces self
➢ Provides overview and rules of activity
  • to learn student views
  • no right or wrong answers
  • students respond only when recognized
➢ Has students introduce themselves – name, grade, student activity interests
➢ Directs questions and elicits answers to one question and student at a time
  (Discourages discussion between students unless so invited.)
➢ Asks, “What types of school violence are most likely to occur in this school?”
➢ Asks, “Are you aware of any violent acts in this school since you have been here?” (If so, what?)
➢ Asks, “If a problem such as ______________ occurred, whom would you contact first?”
➢ Asks, students to complete desired audit instruments, unless previously completed
➢ After completion, goes through items and
  • asks, “How many chose ______________?”
  • occasionally says, “Tell me more about ______________.”
  • occasionally asks, “How many agree it’s a problem?” or “How many disagree?”
  • sometimes asks, “Why did you choose ____________?”
➢ May record counts or ideas and/or collect completed surveys at end
  • asks, “How many chose ______________?”
  • “What’s left out or should be added?”
➢ Wind up:
  • “What did we miss or omit?” (Suggestions/Concerns)
  • “Are your opinions similar to other students’ in this school?”
  • “If not, who else would you recommend asking?”
ON THE MODERATOR’S ROLE

- Remain neutral
- Engage all participants equally
- Explain items but never in a manner to influence decisions
- Pick up papers and surveys at the end
- Use flip charts if deemed appropriate

NOTE: The use of a recorder may be employed to enhance efficiency. If so, the Recorder does not participate in the discussion other than to clarify or verify information.
# ACKNOWLEDGEMENTS

**Developer/Author**  
Robert Buser, Professor Emeritus, Southern Illinois University, Carbondale

**Major Contributors**  
Michael Kotner, Principal Management Consultant, ISBE  
Marilyn Holt, Special Assistant for Southern Illinois Services, ISBE

## Student Advisory Council

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>City</th>
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<tbody>
<tr>
<td>Gretchen K. Aleks</td>
<td>Ozie L. Goodwin</td>
<td>Barrington IL</td>
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<tr>
<td>Rockford IL</td>
<td>Harvey IL</td>
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<td>Auburn High School</td>
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<tr>
<td>Jenny M. Aubuchon</td>
<td>Matthew G. Halvorson</td>
<td>Belleville IL</td>
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<td>Vernon Hills IL</td>
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<td>Katherine A. Avery</td>
<td>Stephanie L. Halvorson</td>
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<td>Jamie Bressner</td>
<td>Trish K. Hammond</td>
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<tr>
<td>Eva M. Byerley</td>
<td>Corrie Heck</td>
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<td>Galesburg IL</td>
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<td>Mount Assisi Academy</td>
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<td>Kelli L. Barnard</td>
<td>Danielle Johnson</td>
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<td>Gacob Nate Carter</td>
<td>Robert P. Jones</td>
<td>Elisabeth (Lisa) M. Power</td>
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<td>Fairfield IL</td>
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<td>Kyle J. Chapman</td>
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<td>Erin Dooly</td>
<td>David Manriquez</td>
<td>Joshua B. Thackston</td>
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<td>DeVone Eurales</td>
<td>Muhammed Mekki</td>
<td>Benjamin E. Thonar</td>
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<td>Cairo IL</td>
<td>Riverwoods IL</td>
<td>Lockport IL</td>
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<td>Jason H. Furlow</td>
<td>Emily C. Melick</td>
<td>Gail E. Wolfmeyer</td>
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<td>DuQuoin IL</td>
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<td>Natalie Garcia</td>
<td>Pete H. Mockaitis</td>
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<td>Westmont IL</td>
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<td>Mark R. Greim</td>
<td>Crystal M. Myers</td>
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<td>Mendota IL</td>
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<tr>
<td>Mendota High School</td>
<td>Macomb High School</td>
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</table>

## PARENT ADVISORY MEMBER

Mrs. Maria Byerley  
Lemont IL

## Editorial Assistance

Luanne Brown, Carbondale Community High School

## Design and Copy

Bridget Bryant, ISBE  
Mary Johnson, ISBE
The April meeting of the Student Advisory Council was in conjunction with the Chicago School Safety Conference in order that students might contribute to a major training activity. Student Advisory Council experiences included the introduction of speakers, guidance for speakers and attendants, distribution and collection of materials, and presentations at two large group luncheon meetings where SAC member Josh Thackston sat at the dais with the Illinois Attorney General and presented the Student School Safety Audit Instruments to the group. These activities provided SAC members a wealth of experiences since some 25 nationally known presenters on school safety from across the nation were in attendance. This group included the school principals of Heath, Kentucky and Pearl, Mississippi; the school board president of Columbine High School; and a psychologist and state police officer from Jonesboro, Arkansas, as well as Scott Poland and Michael Josephson of Character Counts.

The SAC students hosted and attended sessions and presented the safety audit to an outstanding conference as evidenced by participant ratings, numerical evaluations on the topics of importance in 2001 and overall quality/worth were rated the highest by some 80% of respondents. Their verbal comments included:

“I am forever changed”
“You had a tremendous variety of topics”
“This should be mandatory for all school administrators”
“Great two days”
“This workshop was an eye opener”
“Every school needs to get this information”
“Hope you have a similar conference next year”

Specifically related to the Illinois materials:

- “Illinois is ahead of the other states” (Bond, Heath Principal on leave with the National Association of Secondary School Principals)
- “I was particularly impressed with the work you are doing with the Student Advisory Council” (Ballantine, Pearl Mississippi principal and school safety consultant group)
- “This is wonderful stuff! May I share it with people from other states…?” (Graham, Psychologist, Jonesboro, Arkansas)
Globalization of Education

Global Connections

“SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE THE STUDY OF
GLOBAL CONNECTION AND INTERDEPENDENCE.”

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in fields such as: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications.

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive actions plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.


PROPOSED SOCIAL STUDIES STATE GOAL 19
Understand how the different social, economic, and political systems of the world function as a whole in today’s interconnected global society.

WHY THIS GOAL IS IMPORTANT
This goal aims to cultivate in students a sense of belonging to the newly emerging global community. In order to be successful, this community needs its members to appreciate each other’s cultural differences. The respect will best come from an education with a strong global perspective.

LEARNING STANDARDS

Social Systems:
Understand the nature and evolution of different societies with diverse cultures and their interactions with one another over time.

Economic Systems:
Understand the interdependence of economic systems that forms the global economy.

Political Systems:
Understand different political systems around the world are designed to suit their respective societies, yet come together to interact on the global stage.

Muhammed Mekki
Imran Naeemullah
May 2001
Teacher Quality

1. Can students identify their best teachers?
   Yes – 100%

2. Should students participate in teacher appraisal?
   Yes – 95%  No – 5%

Characteristics of the Best Teachers

Student Brainstorming

Knowledgeable in subject area
Up-to-date with technology
Teaches in major subject area
Engages and challenges learners
Has high expectations
Incorporates group work
Uses a variety of teaching techniques
Promotes critical thinking
Knows current happenings in the field
Knows how to speak
Explanations are fun
Brings in outside resources
Serves as a mentor
Respects students
Listens to students
Connects with students
Has charisma
Advocates for students
Works hard
Is available (to student)
Does what’s needed to be done
Teaches with a passion
Is interested
Has fresh ideas
Involved in activities taught (example: Spanish teacher is advisor to Spanish Club)
School Funding

Status Report

I. School visits

Buncombe Cons. School District #43

Cairo High School

II. School Finance Workshop

• F. E. “Joe” Glassford, consultant

III. SAC Actions

• Interviews with local superintendent and others regarding school finance
• Preliminary comparison study of Deerfield and Triad High Schools
• Active in assistance with local referendum
• SAC students available to testify in Spring legislative session

IV. SAC Plans for 2001-2002

To continue to build a knowledge of school finance with the Student Advisory Council and other students throughout Illinois
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<tr>
<th>Name</th>
<th>School</th>
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<th>School</th>
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<td>STATEWIDE AVERAGE</td>
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SAC Advisory Issues

The Student Advisory Council provides student input and perspective as needed. The SAC provided comments on the following issues:

I. Teacher Preparation – Frank Llano

   Education as a profession

II. General discussion – Lee Patton

   The high school experience

III. Japan trip – Anne Sustik

IV. Prairie State Achievement Exam – Merv Brennan
Acknowledgements

Parent Advisory Member to Student Advisory Council

Mrs. Maria Byerley

External Consultants

- Mr. Bill Bonds, National Association of Secondary School Principals
- Dr. Robert Buser, Professor Emeritus, Southern Illinois University-Carbondale
- Mr. F. E. “Joe” Glassford, Special Education Administrator and Consultant
- Dr. Michael Solliday, Professor Emeritus, Southern Illinois University-Carbondale
- Mr. Topper Steinman, Former Teacher and Independent Consultant

ISBE Staff

Lee Patton
Frank Llano
Anne Sustik
Merv Brennan
Marilyn Holt
Mike Kotner
Jane Blanton
George Clark
Bridget Bryant
We the members of the 2000-2001 Student Advisory Council wish to express our sincere appreciation to the Illinois State Board of Education and State Superintendent Glenn W. “Max” McGee for allowing us the opportunity to represent the students of Illinois. We encourage you and your staff to identify issues about which you would like student views, and we challenge you to utilize the talent of the Student Advisory Council.