AGENDA

I. Roll Call

II. Board Member Participation by Other Means

III. Violence in Schools

A. Introductions and Overview of ISBE Efforts 9:30 – 9:40 a.m.

Listing of ISBE Efforts


B. Illinois Dropout Prevention Summit Video 9:40 – 10:05 a.m.

C. Chicago Public Schools Safety & Security Initiative (pp 2-10) 10:05 - 10:35
   - Mr. Michael Shields, Safety and Security Officer
   - Christian Plummer, Project Manager
   - Mr. Chika Okafur, Project Manager

D. State Perspective

      - Adam Alonso, Coordinator, Cicero (Adam is with Corazon Community Services)
      - Aana Macario, Youth Council Representative, Cicero
      - Rogers Jones, Coordinator, Roseland (Roger is with Community Assistance Programs)
      - Aisha Latiker, Youth Council Representative, Roseland

   2. IL Safe Schools Alliance Youth Risk Behavior Surveillance Survey (pp 16-30) 11:15 – 11:45
      - Shannon Sullivan Executive Director, Illinois Safe Schools Alliance

   3. Challenge Day Program 11:45 a.m. – 12:15 p.m.
      - Marc Kiehna, Monroe-Randolph Regional Superintendent and
      - Cheryl Lodge, Physical Education & Health Teacher, Trico C.U.S.D. #176

E. Board Wrap-Up Discussion 12:15 – 12:45 p.m.

IV. Adjourn
Violence Involving CPS Students Unacceptable

CPS Students Shooting By Time and Location

- 80% Outside School Hrs.
- 100% Outside of Schools

500+ Shooting Incidents Over Two Years
Analysis Led To 3 Key Areas:

1. Identify Students at Risk of Becoming Victims of Violence
2. Creating a School Culture of Calm
3. Creating a Safe Passage to and from School
CPS Shooting Victim Study

- 80+% of shootings occur during times outside of CPS' control
- All shootings occurred outside of school
- BUT, there is a very predictable pattern of victims; most had a common set of risk factors
- These risk factors are identifiable using basic CPS data
- It is possible to identify students that have a high probability of falling victim

Uncontrollable Risk Factors

- African American and Hispanic males are at a higher risk of becoming shooting victims

<table>
<thead>
<tr>
<th>Gender</th>
<th>% within group</th>
<th>Total HS Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>51</td>
</tr>
<tr>
<td>Male</td>
<td>91</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>% within group</th>
<th>Total HS Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victims</td>
<td>19</td>
<td>80</td>
</tr>
<tr>
<td>Total HS Population</td>
<td>9</td>
<td>51</td>
</tr>
<tr>
<td>Other White</td>
<td>4</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36</td>
<td>African American</td>
</tr>
</tbody>
</table>
"More Controllable" Risk Factors

Victims attending school

School Type
% within School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Victims</th>
<th>Total HS Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Magnet</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>Military</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Career Academy</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Charter</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Alternative</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>55</td>
<td>58</td>
</tr>
</tbody>
</table>

Legend:
- Selective
- Magnet
- Military
- Career Academy
- Charter
- Alternative
- Neighborhood

Probability Of Being A Gun Violence Victim*

<table>
<thead>
<tr>
<th>Group</th>
<th>Risk of Being Shot</th>
<th># of Current Students</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ultra High Risk</td>
<td>20+%</td>
<td>~200</td>
<td>Model predicts that ~200 students have a greater than 20% chance</td>
</tr>
<tr>
<td>Very High Risk</td>
<td>7.5 - 20%</td>
<td>~1,000</td>
<td>Model predicts that ~1,000 students have a 7.5 to 20% chance</td>
</tr>
<tr>
<td>High Risk</td>
<td>1 - 7.5%</td>
<td>~8,500</td>
<td>Model predicts that ~8,500 students have a 1 to 7.5% chance</td>
</tr>
<tr>
<td>Lower Risk</td>
<td>Minimal</td>
<td>~100,000</td>
<td>Model predicts that ~100,000 students have minimal chance &lt;1%</td>
</tr>
</tbody>
</table>

* Over the next 2 years

Violation in Schools Work Study - Page 5
“More Controllable” Risk Factors

- Analysis reveals ability to predict victims

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Attendance</th>
<th>In-school Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students &gt;2 credits “off track”²</td>
<td>Avg. % of days absent¹</td>
<td>Avg. # of 4-6 incidents Per 100 days of school</td>
</tr>
<tr>
<td>Victims</td>
<td>Total HS Population</td>
<td>Victims</td>
</tr>
<tr>
<td>53</td>
<td>9</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>Victims</td>
</tr>
<tr>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

Intervening With At Risk Students

- Student assigned community-based advocate/mentor and placed into a job

- Advocate is on call 24-7 and is required to spend 16+ hours a week with their assigned students

- Advocate works with the student’s family and links them to assistance and support services

- Students routinely assessed by social workers and counselors to monitor progress and needs
Creating a Culture of Calm in Schools

Develop a school safety score and analyze performance across schools

- About 70% of schools' variation in safety performance is outside principal's control - based on environmental risk factors
- 30% is within a principal's control
- A different safety philosophy exists for schools that are performing well
- Outperforming schools tend to favor mental health and prevention whereas underperforming schools favor policing and punishment/discipline
**Victims Attended 89 High Schools**

- 25% of CPS High Schools experienced
- 80% of the total homicide and aggravated battery incidents

![Graph showing total incidents by school]

- 38 schools compose ~80% of total incidents

**Calculating The School Safety Index**

- 40% Safe Climate Index
- 40% Serious Misconduct Index
- 20% Victim Index

**ABSOLUTE SAFETY SCORE** - **EXPECTED SAFETY SCORE** = **VALUE ADD SAFETY SCORE**

- Environmental circumstances outside the school’s control (prevalence of IEP students, crime rates where students live, and school type)
“Safety Value Add”

Estimates impact of every school’s safety and security practices

<table>
<thead>
<tr>
<th>School</th>
<th>Absolute Safety Score</th>
<th>Expected Safety Score</th>
<th>Safety Value Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School 1</td>
<td>80</td>
<td>69</td>
<td>12</td>
</tr>
<tr>
<td>High School 2</td>
<td>36</td>
<td>53</td>
<td>-17</td>
</tr>
</tbody>
</table>

“Safety Value Add” calculation

Absolute Safety Score - Expected Safety Score = Safety Value Add (distance from expectation line)

Example: High School 1

Absolute Safety Score: 80
Expected Score: 69
Value Add: 80-69 = 11

Example: High School 2

Absolute Safety Score: 36
Expected Score: 53
Value Add: 36-53= -17

What Best Schools Do

- Allocate more dollars to safety
- Invest in social/mental health
- Slower to expel
- Drive parental involvement

How schools deal with what is within their control impacts safety and security

Non-Controllable School Environmental Factors: 30%
Controllable School Environmental Factors: 70%
All Schools Would Like More Professional Help

- Underperformers have up to 15% fewer counselors and social workers per student

* Professionals Per Thousand Students

Do Underperformers Over Rely On Police?

% of Time Misconduct Reported to the Police

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Underperforming</th>
<th>Outperforming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display of Gang Affiliation</td>
<td>63%</td>
<td>27%</td>
</tr>
<tr>
<td>Fighting without injury</td>
<td>69%</td>
<td>38%</td>
</tr>
<tr>
<td>Fight with Injury</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>Theft &lt; $500</td>
<td>78%</td>
<td>46%</td>
</tr>
<tr>
<td>Theft &gt; $500</td>
<td>81%</td>
<td>48%</td>
</tr>
<tr>
<td>False Alarm Pull</td>
<td>54%</td>
<td>42%</td>
</tr>
<tr>
<td>Possession of Alcohol</td>
<td>63%</td>
<td>38%</td>
</tr>
<tr>
<td>Possession of Drugs</td>
<td>71%</td>
<td>56%</td>
</tr>
<tr>
<td>Possession of Weapon</td>
<td>57%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Outperformers Allocate More To Safety/Security

- Underperformers spend more safety $s on personnel and less on programs, equipment and training.

```
<table>
<thead>
<tr>
<th>Annual safety $s per student</th>
<th>Percent Allocation of Safety and Security $s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outperforming Schools: $501</td>
<td>Outperforming: 62%</td>
</tr>
<tr>
<td>Underperforming Schools: $328</td>
<td>Underperforming: 82%</td>
</tr>
</tbody>
</table>
```

Discipline

- More severe discipline is used at underperforming schools for student misconduct.

Fighting without a weapon

```
<table>
<thead>
<tr>
<th>1st Violation</th>
<th>Repeat Violation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Warn, Detention, In-school</td>
<td>Short Suspend</td>
</tr>
<tr>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Detention, In-school</td>
<td>Long Suspend</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Detention, In-school</td>
<td>Expel</td>
</tr>
<tr>
<td>85</td>
<td>92</td>
</tr>
<tr>
<td>Expel</td>
<td>Other</td>
</tr>
<tr>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>
```

246%
**Parent Participation**

- Less participation in parent-teacher conferences reported by underperformers

![Bar chart showing average % of participating Parents](chart_image)

### Average % of participating Parents
- 76-100%: 17%
- 51-75%: 43%
- 26-50%: 26%
- 0-25%: 14%

- Participated in parent-teacher conferences
  - Outperforming
  - Underperforming

**Creating A Culture Of Calm**

- School culture action plans for 38 high schools
- Increased staffing of social workers and counselors
- Enhanced training and hiring standards for school security guards
- Overhauling expulsion and disciplinary processes to include parent/guardian engagement
- Social and emotional learning programs instituted at the 38 focus high schools
Safe Passage Is Key To Success

- Feeling “Safe“ precursor to academic success

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>% of days absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not safe</td>
<td>18</td>
</tr>
<tr>
<td>Somewhat at safe</td>
<td>15</td>
</tr>
<tr>
<td>Mostly safe</td>
<td>14</td>
</tr>
<tr>
<td>Very safe</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC PERFORMANCE</th>
<th>% Students Making Expected Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTRACURRICULAR PARTICIPATION</th>
<th>% of students Participating in Extracurricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Feeling "Safe" is a precursor to academic success.
Safe Passage Analysis

Students surveyed to determine their feeling of safety

Students Selecting "Not Safe" or "Somewhat Not Safe"

- 50% or More
- 35% or More
- Less Than 35%

Hotspots Driven By Gang Boundaries

High School at intersection of 3 gang territories

Students living in Gang A territory feel unsafe crossing into Gang B territory

Safe Passage At All High Schools

✓ School by school review using gang boundaries and student survey information to plan community based safe passage strategies

✓ Bus service in areas where students feel “unsafe”

✓ Boosting parental, community and police involvement in focus areas
Preventing & Addressing Bullying in Illinois Schools

Illinois Safe Schools Alliance
Shannon Sullivan
Executive Director

Outline

△ What is bullying and how is it best identified?
△ What does bullying behavior look like in Chicago and Illinois?
△ What does applicable law say about bullying and bullying prevention?
△ What works to prevent and intervene in bullying?
What is bullying?

“Bullying is a conscious and willful act of aggression and/or manipulation by one or more people against another person or people” (Sullivan, 2000, p. 9). Usually occurs over a number of circumstances or over a prolonged period of time. Also, involves an abuse of power within the peer system—perpetrated by those who have more power against those who have less power.

The Bullying Circle (Olweus, 1999)
Types of bullying/peer harassment

- Physical– pushing, hitting, biting, scratching, physically restraining, damaging property.
- Verbal– teasing, threatening, intimidating, name-calling.
- Social– excluding from social groups, ostracizing, spreading rumors, isolating, getting other to dislike person.
- Sexual– any of the above that includes a sexual undertone or connotation. (Craig, et al. 2001)
- Electronic— use of internet for comments or posting pictures

Bullying is a serious problem in IL schools

- Over one-third of students report bullying is a serious problem
- Only half of Illinois students report feeling very safe at school

Source: From Teasing to Torment: A Report on School Climate in Illinois, GLSEN, 2006
Bullying is about difference

- The three most common reasons high school students in Illinois are bullied in school are:
  1. Physical appearance (looks or body size)
     - 40% report being frequently bullied
  2. Perceived sexual orientation
     - 35% report being frequently bullied
  3. Gender expression
     - 34% report being frequently bullied

- 44% report hearing racist remarks and 19% report hearing negative religious remarks at school

Source: From Teasing to Torment: A Report on School Climate in Illinois, GLSEN, 2006

School personnel don’t intervene, and also participate

- School personnel don’t intervene upon hearing biased remarks at school
  - 48% rarely or never intervene on homophobic remarks
  - 30% rarely or never intervene on racist remarks
  - 29% rarely or never intervene on sexist remarks

- Students hear biased language from school personnel:
  - 19% have heard sexist remarks; 12% racist remarks; 11% homophobic remarks; 7% negative religious remarks

Source: From Teasing to Torment: A Report on School Climate in Illinois, GLSEN, 2006
Bullying has serious consequences

- Over a quarter (26.6%) of Illinois high school students report having their property stolen or damaged at school within the past 12 months.


Students are skipping school due to feeling unsafe

- 4.6% of all IL high school students report skipping school during the past 30 days due to feeling unsafe.
- This disproportionately affects students of color.

Students are involved in physical fights

- Over a third (34%) of all IL high school students have been in a physical fight over the past 12 months.
- This also disproportionately affects students of color.

Gay (G), lesbian (L), & bisexual (B) students are at enormous risk.
Unchecked Bullying → More Violence

- Harassment and bullying have been linked to 75% of school-shooting incidents, including the fatal shootings at Columbine High School near Littleton, Colorado, and Santana High School in Santee, California.
- Nearly 60% of boys who researchers classified as bullies in grades 6–9 were convicted of at least 1 crime by the age of 24; 40% of them had 3 or more convictions by 24.

Source: www.groundspark.org

Bullying prevention works

According to the U.S. Dept. of Health & Human Services, bullying prevention programs that work include:

- Establishing & enforcing clear school policies that define the problem, define the consequences, establish avenues to collect data, and outline adult intervention.
- Posting and discussing the school policies with all students, parents and guardians.
- Providing professional development to all school personnel on the problem of bullying, its effects and how to intervene.
- Devoting class time to talking with students about bullying and how to prevent it.

www.illinoisafeschools.org
Barriers to Safe Schools

U.S. school principals report a variety of factors limit them from implementing efforts to reduce or prevent crime in schools:
- Inadequate funds (62%)
- Likelihood of complaints from parents (35%)
- Inconsistent application of school policies (32%)
- Lack of teacher support for school policies (19%)

Applicable Law

The area of bullying and/or harassment by students of other students (and, sometimes of teachers) is addressed by both state and federal law.
Illinois’ Anti-Bullying Statute

History: Section 27-23.7 of the School Code was enacted and took effect on June 26, 2006.

The General Assembly, in the Act, found that bullying:
- Creates a climate of fear among students,
- Inhibits their ability to learn, and
- Leads to other antisocial behavior, such as:
  vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and sexual violence.

105 ILCS 5/27-23.7

Illinois Statute Continued:

The 2006 law stated that: “Each school district may make suitable provisions for instruction in bullying prevention and gang resistance education and training in all grades and include such instruction in the courses of study regularly taught therein.” (emphasis added)

“Bullying prevention” means and includes instruction in all of the following: (1) intimidation; (2) student victimization; (3) sexual harassment; (4) sexual violence; and (5) strategies for student-centered problem solving regarding bullying.

Notably, the term “bullying” was not explicitly defined.

105 ILCS 5/27-23.7
Illinois Statute Continued: Bullying Policies

In 2007, the General Assembly amended Section 27-23.7 to include a requirement that, within 180 days of the effective date of the amendment:
- School districts create and maintain a policy on bullying, which must be filed with the State Board of Education.
- Each school district must communicate this policy on bullying to its students and their parent or guardian on an annual basis.
- The policy must be updated every 2 years and filed with State Board of Education after updated.
- The amendment, however, did not provide any detail as to what must be contained in this policy.

The amendment became effective on August 23, 2007, so the requirement to have a policy in place has been in effect since approximately February 23, 2008.

Further, the amendment required the State Board of Education to monitor the implementation of the policies.

105 ILCS 5/27-23.7

www.illinoissafeschools.org

Other State Laws

Recently, other U.S. states have enacted bullying statutes that are more prescriptive than what we have in Illinois. Florida and Iowa are but two examples:

Florida (F.S.A. Section 1006.147) (Effective June 10, 2008):
- "Jeffrey Johnston Stand Up For All Students Act": Jeffrey Johnston was a Florida student who, in 2005, at the age of 15, committed suicide as a result of the bullying by a classmate.
- Prohibits “bullying” or “harassment” (including through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 educational institution) and defines each.
- By December 1, 2008, each school district must adopt a policy prohibiting bullying and harassment. The law sets out, in detail, the minimum components of the required policy.

www.illinoissafeschools.org
Other State Laws (cont’d)

- Iowa (ICA sec. 280.28) (effective Sept. 1, 2007)
  - Prohibition on bullying—“The board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying...as against state and school policy.”
  - As in Florida, the law sets out the minimum required components for that policy.
  - School districts and accredited nonpublic schools must develop and maintain a system to collect harassment and bullying incidence data.
  - To the extent funding is available, school districts and accredited nonpublic schools should establish programs designed to eliminate harassment and bullying in school.

Federal Law

No Child Left Behind Act:

- NCLB emphasizes the importance of school safety
  - Definition of “drug and violence prevention” (in relevant part): “the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school sponsored activities through the creation and maintenance of a school environment that...fosters individual responsibility and respect for the rights of others.” 20 U.S.C. 7161(3).
Federal Legal Responsibilities

Equal Protection Clause: An individual can bring a claim against a school district for violation of the equal protection clause of the U.S. Constitution. The student (or his or her parent) must show that the defendants acted either intentionally or with deliberate indifference to the plaintiff’s complaints of harassment.

Title IX of the Education Amendments of 1972: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” 20 U.S.C. 1681. A recipient of federal funds can be liable for damages for its own misconduct.

High Stakes for School Districts

Jamie Nabozny (1996)
- Student in Wisconsin was subjected to antigay verbal and physical abuse by fellow high school students. The Federal Court of Appeals for the Seventh Circuit (based in Chicago) found that a public school could be held accountable for not stopping anti-gay abuse.
- The school district ultimately settled the matter for approximately $1 million

- Allegations against an Indiana school district for failure to stop bullying of an eighth-grade student and his sister.
- Represents another example that courts will allow claims that bullying and/or harassment violate the victim’s constitutional or statutory rights and subject school district to substantial damages.
The Illinois Safe & Civil Schools Act

In line with what we know work to help prevent and address bullying behavior in schools, the IL Safe & Civil Schools Act will

- Define, for the first time, bullying in public schools and non-public schools that receive state financial assistance or enroll students who receive state aid
- Require that each district’s required anti-bullying policy include, at a minimum, that definition, as well as procedures for reporting, investigating, and addressing bullying and harassment, and publication of the policy through various media
- Require that districts collect and maintain data on bullying and harassment and submit such data to the State Board of Education
- Subject to funds appropriated for these purposes, require the State Board of Education to collaborate with state agencies to provide in-service trainings regarding bullying and harassment to school personnel and students

www.illinoissafeschools.org

IL Safe & Civil Schools Act Definition of Bullying

The IL Safe and Civil Schools Act defines bullying as “any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students which has or can reasonably be predicted to have the effect of one of more of the following:

- (1) placing the student(s) in reasonable fear of harm to the student’s person or property;
- (2) causing a substantially detrimental effect on the student’s physical or mental health;
- (3) substantially interfering with the student’s academic performance; or
- (4) substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

www.illinoissafeschools.org
IL Safe & Civil Schools Act Definition of Bullying, Cont’d

To further define bullying, the law would state that bullying “may include without limitation harassment, threats, intimidation, stalking, physical violence, sexual harassment or violence, theft, public humiliation, teasing, social exclusion, destruction or property or retaliation for asserting or alleging an act of bullying.”

Illinois Safe Schools Alliance

Professional Development
- ‘Safety for All’: specific to handling sexual orientation and gender identity-related bullying and harassment
- ‘Let’s Get Real’: Board-based anti-bullying film and curriculum for 5th-10th grades

Technical Assistance: either in preparation for or after provision of professional development

Assessment and Evaluation
- School-based needs assessment across all types of bullying behavior
- Evaluation of professional development activities to determine impact
Youth Organizing
- Support for youth in efforts to organizing against bullying and harassment
- Working directly with youth through film and curricular activities

Policy Advocacy
- Expertise on non-discrimination, EEO, and anti-bullying/harassment policies
- Partner with IASB PRESS

Contact: Shannon Sullivan, 312/368-9070 x12, shannon@illinoissafeschools.org