



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

MEMORANDUM

TO: The Honorable John J. Cullerton, Senate President
The Honorable Christine Radogno, Senate Republican Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Tom Cross, House Republican Leader

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

DATE: March 1, 2011

RE: School Bullying Prevention Task Force Report

Pursuant to PA 96-0J1 G that created the School Bullying Prevention Task Force, attached is a report including the findings and recommendations for preventing and addressing bullying in schools in this State.

The Task Force was charged with exploring the causes and consequences of bullying in schools in this State, identifying promising practices that reduce incidences of bullying, highlighting training and technical assistance opportunities for schools to effectively address bullying, evaluating the effectiveness of schools current anti-bullying policies and other bullying prevention programs, and other related issues. Under tight time constraints, the Task Force has met that charge. The Illinois State Board of Education will post this report on its webpage devoted to the Task Force (<http://www.isbe.net/SBPTF/default.htm>). Moreover, in the near future, the Task Force will produce an Executive Summary of this report which the ISBE will also include on the Task Force webpage.

If you have any questions or comments, please contact Darren Reisberg, ISBE General Counsel and Deputy Superintendent, at 217/782-8535.

cc: The Honorable Pat Quinn, Governor
Mark Mahoney, Clerk of the House
Jillayne Rock, Secretary of the Senate
Legislative Research Unit
State Government Report Center

Introduction

Recent youth suicides only highlight a persistent problem in US schools – bullying¹. Illinois is not immune to this; indeed, bullying and school violence are serious problems in our schools across the state (GLSEN, 2006). Being a target or victim of bullying has long been recognized as having short- and long-term psychological effects on children and adolescents. Recent studies are supporting what we have suspected for years. Bullying and violence have serious consequences to youth, schools, and communities (Berger, 2007; Chicago and Illinois YRBS 2007; Espelage & Horne, 2007). In Illinois, youth who experience bullying, (whether they engage in bullying behavior, are the targets of bullying behavior, are bystanders to bullying, or all of the above), have alarmingly negative health, social, and academic outcomes. Youth who are targets of bullying and school violence are more likely to report that they feel unsafe in school and are more likely to skip school. Youth who feel unsafe at school are less likely than others to have college plans. Further, they are more likely to carry a gun to school and receive injuries that require hospitalization. They are more likely to use drugs and alcohol, suffer with depression, and attempt suicide (Birkett, Espelage, & Koenig, 2009; Centers for Disease Control, 2009; Espelage, Aragon, Birkett, & Koenig, 2008; Kosciw, Greytak, Diaz, & Bartkiewicz, 2008; Russell, Seif, & Truong, 2001). Youth who engage in bullying behavior are more likely to commit crimes. Nearly sixty percent (60%) of boys classified as bullies in grades 6–9 were convicted of at least one crime by age 24 and forty percent (40%) of them had three or more convictions (Fight Crime: Invest in Kids, September 2003).

Being a target of bullying can have a major impact on school engagement, achievement, and test scores. For example, Glew and colleagues (2005) found an association between bullying victimization and low academic achievement. More specifically, Glew and colleagues (2008) found that for each 1-point rise in the grade point average of 7th, 9th, and 11th graders in an urban public school district, the odds of being a victim, versus a bystander, decreased by 10% (Glew, Fan, Katon, & Rivara, 2008). A study of 930 6th graders in the first year of middle school found that students who were bullies, victims, or bully-victims showed poorer school adjustment (e.g., doing well on schoolwork, getting along with classmates, following rules, doing homework) than their uninvolved peers

¹ As used in these recommendations, the definition of the term bullying comes from the Prevent School Violence Act. It includes bullying behavior that occurs in person, is done through the use of technology (cyberbullying) and other types of behavior such as that which is verbal or written.

over three assessments into the end of the 7th grade (Nansel, Haynie, & Simons-Morton, 2003). Taken together, cross-sectional data suggest that poor academic achievement may be a sequel to bullying behavior or victimization, as well as a potential risk factor (i.e., moderator). It stands to reason that the prevalent nature of bullying is preventing many very talented children and adolescents from achieving their full academic potential.

Despite the concern over bullying and school violence, researchers, families, advocates, and students define bullying in myriad ways. Without an understanding of what behaviors constitute bullying and violence in schools that is shared across levels of an education system, it is not possible to accurately assess the prevalence of the behavior, the biases or other factors that may motivate it, or its dire consequences. In other words, without a shared understanding that certain behaviors *are* bullying and school violence, the efficacy of attempts to collect meaningful data, analyze it and use it to inform decision making to improve schools and their effects on students, personnel, and communities is seriously compromised.

The overarching recommendation of this report is that education stakeholders in Illinois commit to engaging in overall school transformation in order to create ideal conditions for development and learning. We propose that schools do this through a process of data driven decision-making and through the development of district- or school-wide bullying and school violence prevention policy and plans. Further, this plan includes recommendations for how the current Prevent School Violence Act (PSVA) could be amended to ensure that districts and schools seriously engage in a bullying and violence prevention process and that they have the support necessary to effectively implement the PSVA.

These recommendations are intended to provide guidance on how to best implement the PSVA through statewide, district, and school level mechanisms. In the first section of the report, the Task Force presents a history of the passage of the PSVA and provides recommendations for amending it. The second section outlines a framework for a comprehensive and effective monitoring and evaluation system to ensure that decision-making at the state, district and local school level is informed by valid, reliable, accurate, and timely data. In the third section, the Task Force presents a framework through which districts and schools can begin the work necessary to reduce bullying and school violence through a school-wide transformation process and provides resources and supports for doing this. The fourth section provides information on developing a school district and school bullying prevention

implementation plan and outlines the components that need to be considered by districts and schools in developing an implementation strategy (this section references Appendix A which includes a model bullying prevention policy). The fifth section presents a number of “success stories” from districts and schools engaged in this process. The sixth section presents a summary of the Task Force recommendations regarding the effective implementation of the PSVA.

Section I: The Prevent School Violence Act and Recommendations for Future Amendments

In 2007, the Illinois School Code was amended to require public school districts to have on file a policy on bullying, communicate the policy annually to students and families, and to update the policy biennially for submission to the Illinois State Board of Education (ISBE). Although a necessary step in the prevention of bullying and school violence in Illinois, the amendment did not provide any real guidance to the school districts required to comply with the law; it did not define bullying, enumerate categories of students against whom bullying was prohibited (actually it did not explicitly prohibit bullying at all), set out criteria to be included in policy to qualify it as a “policy on bullying,” or require districts to take specific steps to implement their bullying policies or evaluate their actual effects on behavior in their schools. Compared to similar laws in other states (e.g., Iowa, New Jersey, North Carolina, Florida), Illinois’s bullying law was merely perfunctory. The critical components that are necessary to help ensure that a bullying law and its implementation help to create schools that are safe and supportive of students were absent from the law.

In 2009, ISBE made the decision to support its third strategic goal – to ensure that every school will offer a safe and healthy learning environment for all students – by heading an initiative to further improve Illinois’s bullying law. At the same time, a broad-based group of organizations from across the state joined together to form the Prevent School Violence Illinois coalition (PSVI). The confluence of these events resulted in a bill (SB 3266) sponsored by Sen. Kimberly Lightford (D-4th Dist.) and Rep. Karen Yarbrough (D-7th Dist.) that would amend the School Code’s bullying provision. Ultimately, SB 3266 passed the Senate (51-2) and then the House (108-0) with nearly unanimous, bi-partisan support. On June 28, 2010, Governor Pat Quinn signed into law Public Act 96-952 (hereafter referred to as the Prevent School Violence Act (PSVA)). The PSVA amends the School Code’s bullying provision in four significant ways.

First, it explicitly prohibits bullying in schools. Further, it states that bullying is prohibited on the bases of characteristics in a number of enumerated categories, including actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with

a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristics.

Second, the PSVA comprehensively defines bullying behavior, as well as where and when it is prohibited. As defined, bullying is an umbrella term that includes a broad range of conduct and behavior. The PSVA cites harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying as examples (and is clear that the list is not meant to be exhaustive).

Third, the PSVA expands the reach of the bullying law to include all private, non-sectarian schools in Illinois. Now all non-sectarian schools are required to create and maintain policies on bullying, share them with students and families, update them biennially, and submit them to ISBE.

Fourth, the PSVA creates the Illinois School Bullying Prevention Task Force (Task Force). The Task Force, administered by ISBE, is populated by representatives of state agencies, regional offices of education and school districts, as well as teachers, researchers, and high school students. The PSVA charged the Task Force with:

- exploring the causes and consequences of bullying in schools in this State,
- identifying promising practices that reduce incidences of bullying,
- highlighting training and technical assistance opportunities for schools to effectively address bullying,
- evaluating the effectiveness of schools' current anti-bullying policies and other bullying prevention programs,
- and other related issues.

105 ILCS 5/27-23.9

The PSVA requires that the Task Force submit a report to the Governor and the General Assembly, no later than March 1, 2011, on any recommendations for preventing and addressing bullying in schools in this State. These recommendations are the result of the work of the Task Force and its deliberations. (The minutes of Task Force meetings are attached as Appendix B). The Task Force hereby timely submits its report.

Recommendations for Future Amendments

The PSVA represents a significant step forward as a policy tool for preventing school violence and bullying. Of course, there is room for improvement. The School Code (and the administrative regulations promulgated to implement it) represents the highest level of education policy in Illinois. The original version of SB 3266 reflected other states' laws widely considered to be models for bullying prevention and intervention:

1. To qualify as a bullying policy, a district's policy would have to:
 - define bullying in a way consistent with the law
 - contain a statement that bullying is contrary to state law and the policy of the district
 - contain a procedure for reporting incidences of bullying, including a way to make reports anonymously
 - require school employees to report bullying
 - require procedures for investigating incidences of bullying, including identification of a person responsible for such investigations
 - identify the timeline to follow to resolve complaints of bullying
 - list potential consequences for bullying and remedial actions that could be taken for a student who engages in bullying behavior; and
 - list potential remedies for and protective actions that could be taken for students subjected to bullying.

2. Districts and their schools would be required to post and distribute their bullying policy, including on their websites.

3. A district's bullying policy would be integrated with its schools' curricula, discipline policies and practices and any other violence prevention efforts.

4. School districts would be required to collect and maintain data regarding allegations and incidences of bullying at their schools, including a record of each complaint and the action taken in regard to the complaint. Districts would be required to submit such data to ISBE in a format determined by the agency.

5. Subject to sufficient funding, ISBE would develop a model policy and a demonstration project, which would include training of school personnel, student programming, and evaluation of the project's efficacy.

The Task Force recommends that the School Code be further amended to reflect elements of the original version to strengthen its role and its effectiveness in bullying and school violence prevention and overall school transformation.

Section II: Building an Effective State-wide System to Support Data Driven Decision Making

Implicit in the focus on standardized testing and achievement scores emphasized and required by the No Child Left Behind Act, is a belief that data are important sources of information to guide improvement at all levels of the education system.

*The presence of raw data does not ensure its use.
(Marsh, Pane, & Hamilton 2006)*

An essential component of the implementation of the PSVA will be to ensure that decision-making at all levels (e.g., state, region, district, school) is informed by measures and methods that yield valid, reliable, accurate, and timely data. In this section of this report, the Task Force provides information regarding a variety of uses of data for decision-making and outlines a blueprint for building an effective system to support bullying and violence prevention efforts within Illinois.

Using Data to Support Effective Bullying and School Violence Prevention Efforts

Information (data) only becomes useful when data users synthesize the information, apply their judgment to prioritize it, and weigh the relative merits of possible solutions in relation to the context in which they are working. That is, simply collecting data is not enough. Once collected, raw data must be organized, analyzed, and summarized in relation to an understanding of the situation to yield useful information or “actionable knowledge.” At this point, actionable knowledge can inform different types of decisions that might include, for example, setting goals and assessing progress toward attaining them, addressing individual or group needs (e.g., targeting support to certain schools or groups of students), evaluating effectiveness of programs, assessing whether the needs of students and other stakeholders are being met, reallocating resources, or improving processes to improve outcomes. These types of data-driven decisions generally fall into two categories: decisions that entail using data to inform, identify, or clarify (e.g., identifying goals or needs) and those that entail using data to act (e.g., changing curriculum, reallocating resources). Once the decision to act has been made, new data can be collected to begin assessing the effectiveness of those actions, leading to a continuous cycle of collection, organization, and synthesis of data in support of decision-making; sometimes called the Program Quality Cycle.

Below, we describe in detail how schools put into practice data directed decision making in practical, cost effective ways to guide their bullying and school violence prevention and overall school transformation efforts. First, however, schools must understand what can be gained from using data to support decision making as part of a comprehensive approach to addressing bullying and school violence.

The Functions of Data to Address Bullying and School Violence: Awareness, Assessment of Policy, Resource Allocation, and Content-Level Development of Curricula, Programs, and Systems

There are innumerable decisions that can be made using the information yielded by meaningful data collection and analysis and such decisions must be understood within a larger context. The types of data collected, analyses that are performed, and decisions that are made will vary across levels of the educational system: the classroom, school, district, region, and state.

Conditions at all of these levels within a system influence the process of data-driven decision making. For example, at a particular level of the system, the accuracy and accessibility of data and the technical support or training can affect educators' ability to turn data into valid information and actionable knowledge. Without the availability of high-quality data and perhaps technical assistance, data may become misinformation or lead to invalid inferences. As an example of the former, data from a local test that is poorly aligned with the state test and standards might misinform teachers about their students' preparation for the annual state exam; as an example of the latter, incomplete understanding of statistics might lead educators to interpret non-significant changes in test scores as meaningful indicators. For these reasons, it is critical that stakeholders at all levels of the education system in Illinois coordinate data collection, analysis and decision making processes, by agreeing to look to the PSVA's definition of bullying behavior. It is equally as critical that districts and schools be provided with technical assistance and support for collecting high quality data, conducting meaningful analyses, and for interpreting and communicating results.

For the purposes of this report, the Task Force has focused on the four functions of data-based knowledge most critical to bullying and school violence prevention in Illinois: awareness, policy assessment, resource allocation, and content-level decision making.

Awareness

Information about bullying, its causes and its consequences, as set out at the beginning of this section, draws attention to the issue and calls people to action. Data about bullying and school violence drawn from national samples are compelling. Data that are specific to Illinois, at the state, regional, district or school building levels, are compelling *and* motivating. In Illinois, legislators motivated by the prevalence of bullying and school violence introduced bullying prevention legislation and a broad-based coalition of education stakeholders supported its passage. State agencies, similarly motivated, created funding opportunities to address school bullying and violence. Regularly, school boards motivated by knowledge of bullying and school violence in their districts pass policies to guide schools in addressing the behavior. Schools motivated by the prevalence or specific characteristics of bullying behavior in their schools invest in professional development to help their staff learn prevention and intervention.

Assessment of Policy

Statewide prevalence data about bullying and school violence would help to measure whether the PSVA is effective at reducing the behaviors. Such data disaggregated by region, district, individual characteristics of those targeted (e.g., race, sexual orientation), or types of bullying, could measure whether the PSVA helps to reduce bullying and school violence in some cases and not in others, which would inform lawmakers and advocates how to change or better implement the law.

Data revealing the prevalence of bullying and school violence at the district or school levels would help measure whether local anti-bullying or bullying prevention policies are effective at reducing the behaviors and also whether the policies affect other school issues such as discipline. Such data disaggregated by individual characteristics of those targeted (e.g., race, sexual orientation) or types of bullying could measure whether a district's or school's policies are effective at reducing bullying and school violence in some cases and not in others, which would inform school boards and advocates how to change or better implement those policies.

Resource Allocation

Illinois schools are faced with the immense pressures of standardized testing, stretched budgets, changing demographics of students and families they serve, and increased reporting and accountability demands. Instead of viewing data collection and evaluation as another costly mandate, data-driven decision-making may actually produce a more effective use of existing resources or even cost savings.

At the state level, information about bullying and school violence provides a baseline by which to measure increases or decreases in the behaviors within the state, between regions, or from one district or school to the next. Analysis of these behavioral trends can then be used to assess funding levels across state and local levels and allocate or re-allocate resources. Data can also inform districts and schools about the types of programs and curriculum that are effective in reducing bullying and school violence, thereby allowing the district or school to direct resources to successful efforts rather than simply funding an array of programming.

Curriculum and Prevention and Intervention Program Development and Evaluation

Assessment and evaluation of current or new curriculum, prevention and intervention programming is the final way in which data can be used to inform the school transformation process. To be most effective at this level, data should be used to inform decisions at all stages of the program quality cycle: planning and development, implementation, and evaluation.

A Blueprint for an Effective Data System in Illinois

In order to support overall school transformation and create ideal conditions for development and learning across the state of Illinois, it is essential that mechanisms for data-driven decision-making be put into place. As mentioned above, evaluation and assessment (via data collection) are critical tools in ensuring that schools are safe and supportive places for young people to learn and grow, that prevention and intervention programs are effective in the school transformation process, that district and statewide goals regarding school safety are being met, and that the implementation of the PSVA is facilitated. In a time of shrinking resources, existing data systems must be enhanced when possible. Those resources have been identified and should be adapted to address the needs within the discipline of violence and bullying prevention. By promoting data collection at the state level, it establishes a minimum expectation for data collection and reporting, reinforces existing Illinois Learning Standards, and establishes a state level picture regarding the extent of the bullying problem in the State.

This section of the report provides a blueprint for what an effective statewide data-driven decision-making system should include. As designed, the blueprint maximizes assessments, resources, and systems that already exist within Illinois to enhance educational outcomes for

youth. Further, we tried to strike a balance between mandated and universal data collection and reporting and flexibility for the state, districts, and schools to utilize measures and processes that best meet their goals and needs. Finally, we have tried to build into the recommended system supports for districts and schools in utilizing data in their school transformation processes.

Existing data collection and monitoring systems in Illinois

The Task Force examined existing data collection and monitoring systems being used across the State to better understand and communicate certain types of youth and educational outcomes. Of these, three Illinois state level resources were identified as being relevant to effectively addressing bullying and school violence in the State: 1) the Illinois Interactive Report Card, 2) the Illinois Social Emotional Learning Standards (SEL), and 3) the Illinois Youth Survey (IYS). There are several benefits for using these resources. First, data are consistently collected and reported at the state and local levels. Second, these mechanisms are cost efficient as they already exist and are being effectively used throughout the State. Third, schools are already expected to help their students meet the Illinois Social Emotional Learning standards through their curriculum and programming.

Illinois Interactive Report Card (IIRC)

The IIRC is a document that is produced by ISBE for each public school. The report cards include certain numbers and averages for each school and district, and also for the State. This information can be found on ISBE's website. In order to use this assessment to address bullying and violence prevention an additional category of reporting would need to be created. Below, we outline in more depth what this might entail.

Social Emotional Learning Standards

The Illinois Learning Standards (ILS) define what all students in public schools should know and be able to do in seven core areas. One of the seven core areas is social and emotional learning (SEL). The SEL goals address life skills development such as interpersonal skills to establish and maintain positive relationships.

The full implementation of the SEL standard, as required by the Illinois Children's Mental Health Act of 2003, would foster and create healthy environments for all students, thereby complementing and enhancing bullying and school violence prevention. The Task Force recommends that an SEL self-assessment tool be developed and made available to schools. Through self-assessment, schools would gain insight

into the effectiveness of their efforts to implement their SEL policies and programs. The self-assessment would validate the areas that have been adopted, but would also serve to identify missing information or areas that may require enhancement.

Illinois Youth Survey (IYS)

The Illinois Department of Human Services (DHS) funds the Illinois Youth Survey (IYS), a voluntary, self-report survey administered in public and private schools every two years (the next administration is scheduled for 2012). Schools that house grades 6, 8, 10 and 12 are recruited to participate at no cost to the school. There are three versions of the survey (by grade level) and it is available in English and Spanish. The survey is comprised of a set of core questions to which schools may add up to fifteen more of their own. The survey assesses information regarding the consumption of alcohol, tobacco and other drugs (ATOD) and attendant consequences, teen dating violence, gambling, nutrition, as well as information about other behaviors, attitudes, and beliefs. Every school that participates receives a report with their own data and may request additional analyses. A state level report is also produced with a randomized state level sample by grade level and Metropolitan Statistical Areas (MSAs) (urban, suburban, other urban and rural). In the core section of the surveys, a few questions and scales address bullying, safety, violence, and social emotional learning. However, there are a limited number of questions/scales and the current questions/scales may not be the most essential types of information needed for planning or evaluation regarding bullying and violence prevention. See below for recommendations regarding how to better adapt this resource to make it an effective mechanism for informing and evaluating bullying and violence prevention efforts across the State.

Recommended Data Collection and Monitoring System: Statewide Systems and Strategies

In order to assess statewide progress toward ensuring that all schools are safe and supportive places for young people to learn and grow and to monitor the effectiveness of the PSVA, it is necessary to collect a common set of data from all districts and schools within the state of Illinois on an annual basis. The Task Force recommends that this be done through both mandatory and voluntary reporting mechanisms.

Mandatory

In regard to universal and mandatory reporting mechanisms, the Task Force recognizes that asking districts and schools to meet

complicated and labor intensive reporting requirements is not realistic given the current demands on districts and schools. Thus, we recommend that the state develop two to four common indicators (e.g., incidence rates, discipline referrals related to bullying, overall school climate) that address school bullying and school violence that all schools and districts be required to report on annually (similar to the current reporting requirement around expulsions and suspensions). The Task Force recommends that the indicators be directly tied to the three-part definition of bullying set out in the PSVA and that reporting include a disaggregation of bias- or identity-based violence and bullying (e.g., based on race or sexual orientation) from other types of violence and bullying.

A second form of mandatory reporting that the Task Force recommends would be including a school safety indicator/measure on the Illinois Interactive Report Card (IIRC). This indicator could be an aggregate of the indicators described above or could involve some other measure of school safety or school climate. Again, recognizing the current demands on districts and schools, the Task Force recommends that the measure chosen for this be valid and reliable but not overly long or complicated and that the state provide adequate support to districts to enable them to meet these data collection requirements.

Finally, a third mechanism of mandatory reporting would occur through state funded prevention and intervention programs/grants to districts or schools (such as grants administered by the Illinois Violence Prevention Authority). The Task Force recommends that any state funding or grant program related to school safety and/or violence/bullying reduction include as a part of its requirements an evaluation and monitoring plan. One method of doing this would be to require that all grantees collect specific types of data (indicators) as a part of their project. A second method would be to require that grantees develop an evaluation and monitoring plan as part of their grant proposals and that this become a part of the selection criteria for the grant program.

Voluntary

The second type of statewide data that the Task Force recommends be collected and analyzed comes from statewide voluntary assessments already available to districts and schools. Currently in Illinois, as mentioned previously, schools can opt to participate in the Illinois Youth Survey (IYS) administered by the Illinois Department of Human Services, as well as the Youth Risk Behavior Survey (YRBS) administered by the Centers for Disease Control.

While both surveys include questions related to school safety, school violence, and bullying, the Task Force recommends that a review of the Illinois Youth Survey be conducted and a few additional questions be added to the core survey that would further address issues of school violence and bullying. Further, the Task Force recommends that question modules be developed that would allow schools to explore particular aspects of bullying and/or school violence at a deeper level (through the 15 voluntary questions they can add to the survey). These modules could include topics such as sexual, racial, or gender based harassment, cyberbullying, or relational aggression. Further, the Task Force recommends that, as part of its existing responsibility to analyze data captured by the IYS, Department of Human Services design an analytic protocol to disaggregate the data related to bullying and school violence by each of the categories of students against whom such behavior is prohibited in the PSVA and then report this information annually to ISBE.

Technical assistance and support for districts and schools

In addition to implementing the above statewide strategies, the Task Force recommends that ISBE put into place certain data collection and monitoring support systems. This will ensure that districts and schools have adequate support and resources to effectively use data to inform their school transformation process.

First, the Task Force recommends that ISBE make available (via its website) free access to valid and reliable measures related to school climate, school violence, and bullying. We further recommend that these measures be vetted through a committee prior to being made available to schools to ensure that they are high quality. Second, the Task Force recommends that ISBE provide access to professional development regarding data collection, program evaluation, and monitoring for districts and schools (via webinars, web-based tutorials, or in-person trainings). Finally, the Task Force recommends that ISBE provide technical assistance to schools engaged in the school transformation process through the regional education offices.

District and School Level Strategies/Mechanisms

The Task Force recognizes that district and schools across Illinois are very diverse and may be at different stages in their school transformation process related to implementation of the PSVA. Therefore, the Task Force recommends that a number of data collection strategies, measures, and supports be available to districts and schools to assist them at all stages of the school transformation process. In this section of the report, we

recommend four types of data collection strategies be developed and made available to districts and schools: situational analysis, school climate, incident reporting, and program evaluation.

Situational Analysis

First, the Task Force recommends that districts and schools engage in a situational analysis (Patton, 1997) to assess their readiness to engage in the school transformation process. Because research suggests that the most effective programs for reducing bullying and violence in schools involve the entire school community (e.g., students, teachers, parents, administrators, support personnel; Espelage & Swearer, 2011) it is critical that districts and schools accurately assess the human and organizational capacity and willingness to engage in this process. The Task Force recommends that a self-assessment for districts and schools be developed to support schools in conducting a situational analysis that will inform their school transformation process.

The situational analysis can then inform the school transformation process by providing insight into the opportunities that already exist that can be leveraged, as well as the obstacles/challenges that need to be addressed to develop a successful process. The situational analysis will provide the district/school with the necessary information to develop a roadmap for the school transformation process. (See Appendix C for more information regarding the situational analysis).

School Climate

School climate is defined as an individual's subjective experience of the developmental, working, and learning environment within a given school and includes such dimensions as physical safety, sense of belonging, peer and adult support (Cohen, 2006; Freiberg, 1999). School climate can be an excellent indication of the overall conditions for development and learning that exist within a school. Further, overall school climate provides a general assessment for the level of safety, support, and belonging that individuals feel within the school. Specific measures related to school violence and overall bullying can also be indicators of school climate. Multiple measures and methods exist to assess both overall school climate, as well as climate specifically related to violence and bullying. In this section, we provide a few guidelines for the selection and use of school climate measures.

Use of School Climate.

Districts or schools that are just beginning the school transformation process will want to utilize school climate data to **build awareness of the**

scope of the problem among key stakeholders and constituents within the school community. In using school climate data in this way districts or schools should ensure that the measures being used include indicators that are of value and interest to the school transformation process, key stakeholders, and constituents. Further, districts and schools should obtain as representative of a sample as possible and ensure that they are obtaining information from multiple sources (e.g., students, teachers, bus drivers, administrators).

A second way that districts and schools can use school climate data in the school transformation process is to **assess school climate change** from year to year related to prevention or intervention program implementation or other situational factors. This type of use of school climate data requires that districts/schools initially obtain baseline data to which they can compare subsequent measures of school climate (usually done at some regular interval—annually, biannually). In addition, this type of use necessitates that a common measure be used at all data collection time points and that the district or school have the resources to compare measures across years. Further, if districts/schools are interested in tracking individual change over the course of time, the measures must include identifiers that can be linked back to specific students. Finally, if districts or schools are interested in assessing the impact of particular programs or interventions on school climate, the measures used should include a measure of program/intervention fidelity. For example, the measure should include whether or not individuals within the target audience were present for the program / intervention being assessed.

Districts may also want to use school climate data to **compare schools and/or the effectiveness of diverse programs with one another.** Similar concerns exist for this use of school climate data as described above. A common measure should be utilized across contexts or diverse programs. Any comparative measure should factor baseline school climate scores into analyses investigating change over time. In addition, a caution in using school climate data for comparative purposes is that contextual variation across schools or programs (e.g., types of students, organization constraints) needs to be taken into account in interpreting any results.

A final way that districts or schools might utilize school climate data is in **communication with both internal and external stakeholders** or to **leverage resources (e.g., human, economic).** The considerations regarding this type of use of school climate data are similar to those in using these data to build awareness amongst stakeholders and constituents.

Selection of School Climate Measures. An initial step in selecting a school climate or other measures is to determine how the results will be used and the audiences to whom the results will be communicated. For example, if a school is interested in assessing the effectiveness of a particular bullying prevention program to inform their decision-making regarding the continued use of that intervention the school climate measure should be tied directly to the goals and objectives of the program. Further, it will be critical to have pre- and post-intervention data for those who participated in the intervention and to measure individuals' level of participation within the intervention. In addition, a more rigorous way to assess program efficacy would be to have a control sample (individuals who did not participate in the intervention) for whom you collect the same measures. Conversely, if a district or school is interested in assessing their school climate in relation to national averages or other types of standardized measures, the district or school should utilize the same measures as were used to determine those national averages.

Additional factors that districts or schools should consider in the selection of school climate measures include investigating the assessments/surveys that are already being utilized by the district or school (e.g., Illinois Youth Survey; assessment related to a PBIS process) and whether the data obtained from these measures could be utilized for additional or multiple purposes within the district or school if different analyses were conducted or reporting frameworks were used. In addition, districts and schools may want to spend some time investigating multiple measures commonly used nationally or across the state and should consider the validity and reliability of those measure for the specific population and/or intended use within the district or school (see section on technical assistance and support structures for strategies to facilitate this process). Finally, districts and schools should consider where they are at in the school transformation cycle when selecting or determining the most appropriate methods and measures to utilize in assessing school climate.

Prevention and Intervention Program Evaluation Data

A third reason that districts or schools would collect data as a part of their school transformation process is to assess and/or evaluate specific prevention and intervention programs implemented within the district of school. While this was addressed briefly in the preceding section, in this section additional guidance is provided for engaging in this type of data collection process.

As with school climate data, the methods and measures used for program evaluation will depend on three factors: 1) where the district/school is at in the program cycle (e.g., brand new program vs. established program that has been running for a long time); 2) the intended uses of the evaluation data (e.g., to improve the program, to communicate the effectiveness of the program); and 3) the intended audience for the evaluation (e.g., internal stakeholders vs. funding agency). Depending on these three factors, different types of methods or measures would be utilized to meet the goals and objectives of the evaluation process.

To highlight how these factors relate to the evaluation process we have included two sample situations below.

Situation 1. The program is brand new and being piloted with a small group of teachers/classrooms and the district or school committee is interested in gathering data about the program implementation process in an effort to improve on and expand the implementation the following year. In this case, the school would want to collect data from the individuals responsible for implementing the program and would likely use a focus group or interview format in order to gain a deep understanding from the program implementers about what worked, what did not work, the challenges with the program, and any recommendations they might have for future implementation. The evaluation team might also want to obtain some data from the participants in the program regarding their experiences with the program, their understanding of the purpose of the program, and their assessment of the effectiveness of the program.

Situation 2. A district has implemented a full-scale bullying prevention program in every grade 5 classroom across the district and is interested in determining the effectiveness of the program in reducing bullying. The district will be using the results of the evaluation as part of their report to the school board to request additional funding for the program for the following year. In this case, the evaluation team would need to systematically assess whether the program was effective in achieving the specific goals addressed by the program (bullying reduction). One way to do this would be to assess bullying behaviors prior to the program implementation (through surveys, observations, teacher reports) as well as after the prevention program has been implemented. In assessing bullying behaviors, the evaluation team would likely want to choose valid and reliable measures that have been used in previous evaluation studies with the age group being targeted. Further, the team would want to ensure that the measures assessed the intended outcomes (e.g., bullying,

willingness to report) of the program being implemented. For example, if the program does NOT include a component related to cyberbullying, assessing changes in cyberbullying would not be an effective evaluation of the program. Further, data collection of potential moderators, such as implementation level, should be considered to determine how the program efficacy varies across subgroups and implementation levels.

Section III. Reducing Bullying and School Violence through a Systematic School Transformation Process

Every child's sense of himself is terrifyingly fragile. He is at the mercy of his elders, and when he finds himself totally at the mercy of his peers, who know as little about themselves as he, it is because his elders have abandoned him. I am talking, then, about morale, that sense of self with which the child must be invested. No child can do it alone. Children, I submit, cannot be fooled. They can only be betrayed by adults. – James Baldwin, Dark Days

Of course, while it is critical to have the structures in place to identify the data that needs to be collected and the methodologies through which that data are to be analyzed, compiled and reported, school districts and schools must ensure that the appropriate programming is offered for staff and students to foster a safe and positive school climate conducive to student learning and achievement. The Task Force has sought to identify effective programming options for youth and adults in the school context to address and prevent bullying behaviors. The literature reporting on the effectiveness of these programs consistently states that they would become much more effective when implemented as a piece of larger work to change school climate/culture or, as ISBE calls it in their School Improvement Process (SIP), creating conditions for learning. The Task Force has focused on accomplishing bullying prevention in Illinois schools through a 'school transformation process' based on the review of the literature. There are some schools already fully and completely engaged in school transformation and examples of such success stories are included in Section V.

Introduction to School Transformation:

In this section, the Task Force submits that all schools in Illinois immediately embark on a journey of complete school transformation to ensure ideal conditions for development and learning. This submission is supported by these facts:

- Bullying and school violence are part and parcel of the same issue: interpersonal aggression.
- Schools are systems and thus are impacted by systemic cultural issues such as racism, sexism, classism, adultism, ableism and homophobia that contribute to negative and hostile environments for youth and adults.

- Social and emotional learning (SEL) provides students and adults with the skills needed to interact positively and is a necessary condition for development and learning.
- Zero-tolerance policies and punitive discipline are ineffective in improving behaviors, and disproportionately impact students of color.
- School Improvement Processes, Response to Intervention (RtI) Plans and systems-based frameworks that fully address student's academic and behavioral strengths and needs serve as solid supports for fully implementing SEL.

Along with one entreaty:

- Schools in crisis need to be released from indicators of purely academic progress and receive intensive support in school transformation toward creating ideal conditions for development and learning.

Introduction

School Transformation to Prevent Bullying and School Violence

After thorough and careful consideration of all relevant academic research, bullying prevention models and programs in other states and countries, and the wisdom and experience of educators, students and families, the Task Force urgently recommends that all schools in Illinois embark on a journey of school transformation whereby all stakeholders, with a priority on youth, in the school community are engaged as leaders in creating ideal conditions for development and learning unimpeded by negative and hostile behaviors.

We believe that to effectively and sustainably transform school communities to create conditions for development and learning that support students' achievement and well-being, bullying (such as the anti-gay bullying and attendant suicides that recently have captured the attention of the media) and school violence (such as the beating death of Dereon Albert) must be addressed as part and parcel of the same issue, which is inter- and intra-personal aggression. In all its forms, this aggression negatively impacts students, school personnel, and communities. We also believe that restorative discipline should wholly replace punitive discipline measures. Punitive discipline is ineffective in changing behaviors and does not provide students and adults with the necessary skills to act differently and more positively should a conflicting situation arise again (Cameron, 2006). Discipline should include comprehensive efforts to help students learn alternative ways to handle

conflict and relational aggression and the ability to practice those behaviors until fluency is gained.

The state of Illinois was the first in the nation to mandate Social and Emotional Learning standards in order to attend to the critical developmental needs of students and to ensure that students develop into healthy adults able to act positively in relationship in the world. The Task Force strongly recommends that SEL be fully, completely, and consistently implemented in all Illinois schools and that any and all attendant programs, be they anti-bullying or otherwise, be implemented as part and parcel of SEL and with data demonstrating both their need and potential efficacy. Initial evaluation of schools where SEL has been fully implemented clearly demonstrates the positive impact of SEL on academic achievement as measured by standardized tests in math and reading (Durlak et al., 2011).

Meta-Analytic Evaluations of School-Based Anti-Bullying Research Efforts

School-based anti-bullying efforts have largely involved universal programs administered to the entire school population, typically with the goal of increasing awareness about bullying and decreasing bullying behaviors among students. Although some research has demonstrated significant and positive outcomes for school-based anti-bullying intervention and prevention efforts (e.g., Cross, Hall, Hamilton, Pintabona, & Erceg, 2004; Frey et al., 2009; Olweus, 1993a, 2004; Salmivalli, Kaukiainen, Voeten, & Sinisammal, 2004), not all efforts have met with consistent success (e.g., Bauer, Lozano, & Rivara, 2007; Hanewinkel, 2004; Limber, Nation, Tracy, Melton, & Flerx, 2004). In fact, four recent reviews evaluating school based anti-bullying efforts have yielded mixed results.

A 2004 meta-analysis of 14 whole-school anti-bullying programs by Smith, Schneider, Smith, and Ananiadou (2004) found small to negligible effect sizes for desired changes in student self-reports of both victimization and perpetration. In fact, in some cases program effects were actually negative, with documented increases in bullying among students. These reported "increases", however, may reflect an increase in awareness and vigilance regarding bullying behavior. Vreeman and Carroll (2007) examined the findings of 26 studies evaluating school-based anti-bullying efforts, distinguishing between classroom curriculum studies, whole-school/multidisciplinary interventions, and targeted social and behavioral skill training for bullies/victims. The most promising results were reported for whole-school anti-bullying efforts including efforts to establish school-wide rules and consequences for bullying, teacher training, and conflict

resolution strategies as well as classroom curricula and individual training. School-wide programs were found to be far more effective in reducing bullying and victimization than were classroom curriculum programs or social skills training strategies, though at least some research showed positive benefits of these latter two approaches. Of the 10 studies evaluating whole-school programs, two studies examining the impact of the Olweus Bullying Prevention Programme (OBPP), both conducted in Norway, yielded disparate results. Although Olweus (1993a, 1994) reported decreases in both bullying and victimization, Roland (1993, 2000) reported increases in bullying (for boys) and victimization (for boys and girls). Seven of the eight other school-wide interventions demonstrated at least some significant improvements in bullying/victimization, although results varied across subsamples and measures.

A more recent, 2008 meta-analytic investigation of 16 studies published from 1980-2004 yielded similarly disappointing results regarding the impact of anti-bullying programs (Merrell, Gueldner, Ross, & Isava, 2008). This meta-analysis included data from over 15,000 students (grades Kindergarten to 12) in Europe, Canada, and the United States. Positive effect sizes were found for only one-third of the study variables, which primarily reflected favorable changes in knowledge, attitudes, and perceptions of bullying. No changes were found for bullying behaviors, as predominately assessed via student self-report (across 13 studies).

A third recent meta-analysis by Ttofi, Farrington and Baldry (2008) has yielded mixed results. In a report for the Swedish National Council for Crime Prevention, they evaluated 30 bullying intervention studies, of which 13 were based on the OBPP. This meta-analysis was noteworthy because of the rigorous study selection procedures used (i.e., focus on reducing school bullying; bullying defined clearly; bullying measured using self-report; studies that included both experimental and control conditions; inclusion of effect sizes; and sample sizes of 200 or larger). Results indicated that bullying and victimization were reduced by 17-23% in experimental schools compared to control schools, with programs based on the OBPP being the most efficacious. Ttofi et al. found that reductions in bullying were associated with **parent training, increased playground supervision, disciplinary methods (dichotomized as “punitive” versus “non-punitive”), teacher competence in managing bullying situations, home-school communication, classroom rules, classroom management, and use of training videos**. Further, there was a dosage effect; the more elements included in a program, the greater likelihood of reducing bullying. The researchers also noted that anti-bullying programs were more efficacious in smaller-scale European studies and less effective in the United States.

So, what do these findings mean for school-based bullying programming in North America? These mixed results suggest that, although school-based and school-wide bullying prevention efforts *can* be effective, success in one school or context is no guarantee of success in another. Indeed, given the pioneering work that Dan Olweus has done in the area of bullying (e.g., Olweus, 1993a), it is not surprising that almost half of the programs included in the meta-analyses above were based on the OBPP (Olweus, 1993a) which, despite many successful trials in Scandinavian countries, has not yet demonstrated consistent efficacy within schools in North America (Bauer et al., 2007). Researchers are only beginning to understand the factors that contribute to this variation in outcomes across schools and across countries. Indeed, there is no single, large-scale randomized clinical trial of a school-wide bullying prevention program, highlighting the need to conduct rigorous randomized trials in this area.

Why are whole-school approaches to reducing bullying relatively ineffective? It is our contention that anti-bullying programs are struggling for four critical reasons. First, most anti-bullying programs are not well grounded in a guiding theoretical framework that would inform program development and evaluation. Second, most fail to direct interventions at the social ecology that promote and sustain bullying perpetration, such as peers and families. Third, many of these programs do not address the changing demographics of communities and fail to incorporate factors such as race, disability, and sexual orientation. Finally, many packaged programs are not integrated into curriculum, but are seen as “add-on” programs, and therefore are not sustained over time.

These meta-analytic studies are presented here in order to send a transparent message about the scientific evidence of current approaches that are being promoted as “proven” programs in reducing bullying in US schools. It is important to remember that individual studies that did not meet the criteria to be included in a meta-analytic investigation can be found in the literature and point to “promising” approaches to bullying prevention. These “promising” programs stem from a wide range of theoretical frameworks, which will be highlighted later in this document.

Inefficacy of Zero-Tolerance Policies & Punitive School Discipline

Schools currently over-rely on punitive discipline measures to redress acts of bullying and school violence between and among students and adults in the school environment. Much of schools meting out of punitive school discipline is based on zero-tolerance policies (e.g., zero-tolerance

of bullying and harassment). In 2008, the American Psychological Association (APA) released a comprehensive report examining the literature on the effectiveness of zero-tolerance policies and found that these policies are often used arbitrarily and for minor misconduct. Further, when utilizing data from a national data set, Achilles, McLaughlin and Croninger (2007) found that zero-tolerance policies do not improve overall school safety and are associated with lower academic performance, higher rates of dropout, failures to graduate on time, increased academic disengagement, and subsequent disciplinary exclusions.

Punitive behavior management methods are ineffective at reducing misconduct and may cause harm to students (Cameron, 2006). Higher rates of suspension are related to higher rates of future anti-social behavior and involvement in the juvenile justice system (APA, 2008). Punitive discipline also disproportionately impacts students of color, particularly African-American students:

- African-American students are more frequently suspended because of subjective disciplinary actions and are more likely to be disciplined more severely for minor misconduct (APA, 2008; Christle, Jolivette, & Nelson, 2005; Skiba & Sprague, 2008; Skiba et al., 2000)
 - There is no conclusive evidence that these findings are because African-American students engage in more school misconduct or violent behaviors (APA, 2008; Christle et al., 2005; Skiba & Sprague, 2008; APA, 2008; Skiba et al., 2000).
 - The relation between being African-American and being suspended more frequently is not entirely explained by poverty (e.g., socio-economic status—receiving free and reduced lunches, low parental education) (Skiba et al., 2000; Wallace, 2008).

Because schools are systems and are influenced by broader cultural systemic issues of power, privilege and oppression, the issues of race and racism must be surfaced in examining school practices (Padgett & Chiricos, 2007). Based on the data and research above, the disproportionate rates of meting out punitive school discipline to African-American students cannot be explained by differences in behavior or socio-economic status. We must address the pervasive mythologies about African-American students being inherently dangerous, especially young black men (Welch & Kelly, 2010). Our current zero-tolerance policies and punitive school discipline practices have led to the wholesale push-out of young African-American men and the partial push-out of students of color more broadly (Fenning & Rose, 2007).

The table below reports the suspension and expulsion rates by race/ethnicity and gender for Illinois for the 2006-07 school year along with the demographics of students. During this school year in Illinois:

- 42.5% of expulsions were of black students though black students only comprised 19.6% of the student population; in contrast, only 39.4% of expulsions were of white students though white students comprised 54.9% of the student population
- 70.8% of expulsions were of males though males only comprised 51.3% of the student population
- When comparing being suspended once versus more than once by race/ethnicity, black students were the only category that saw a significant *increase* (44% to 54.7%)

Suspensions & Expulsions by Race/Ethnicity and Gender, Illinois, 2006-2007

Statewide	White	Black	Latino	Asian	American Indian/Alaska Native	Multiracial	Male	Female	Total
Total Demographics	54.9%	19.6%	19.3%	3.8%	0.2%	2.2%	51.3%	48.7%	2,077,856
Expulsions	39.4%	42.5%	14.8%	1.4%	0.3%	1.7%	70.8%	29.2%	3,451
Suspensions									
Once	34.3%	44.0%	18.6%	1.1%	0.2%	1.8%	65.0%	35.0%	99,620
More than once	27.1%	54.7%	15.6%	0.5%	0.4%	1.7%	69.9%	30.1%	75,310

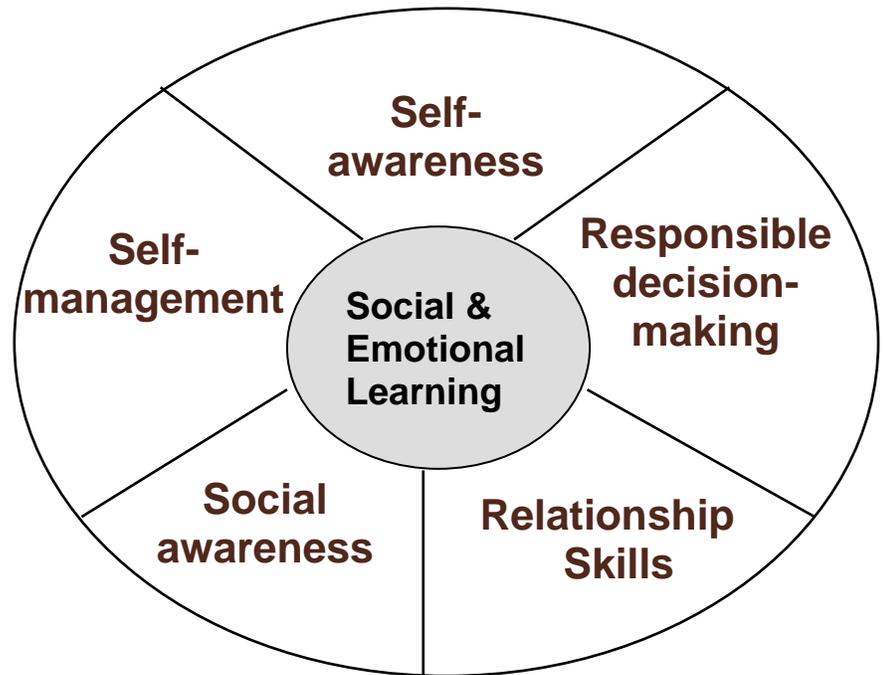
Source: Illinois State Board of Education

Social and Emotional Learning (SEL)

The Children’s Mental Health Act of 2003 (405 ILCS 49/15) required the Illinois State Board of Education (ISBE) to develop and implement a plan to incorporate SEL standards as part of the Illinois Learning Standards (ILS) and mandated every school district to develop a policy for incorporating these standards into the district’s educational program. The goals of these standards are to:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Each goal has attendant standards in service of reaching that goal for early elementary, late elementary, middle/junior high, early high school and late high school years. These standards serve as a conceptual framework for ensuring all students develop wholly into people who are able to handle stress, control impulses, motivate to overcome obstacles to goal achievement, make use of resources, be empathic, make decisions and solve problems, establish positive relationships, assess their abilities, and establish and monitor goals for personal and academic success (http://www.isbe.net/ils/social_emotional/standards.htm).

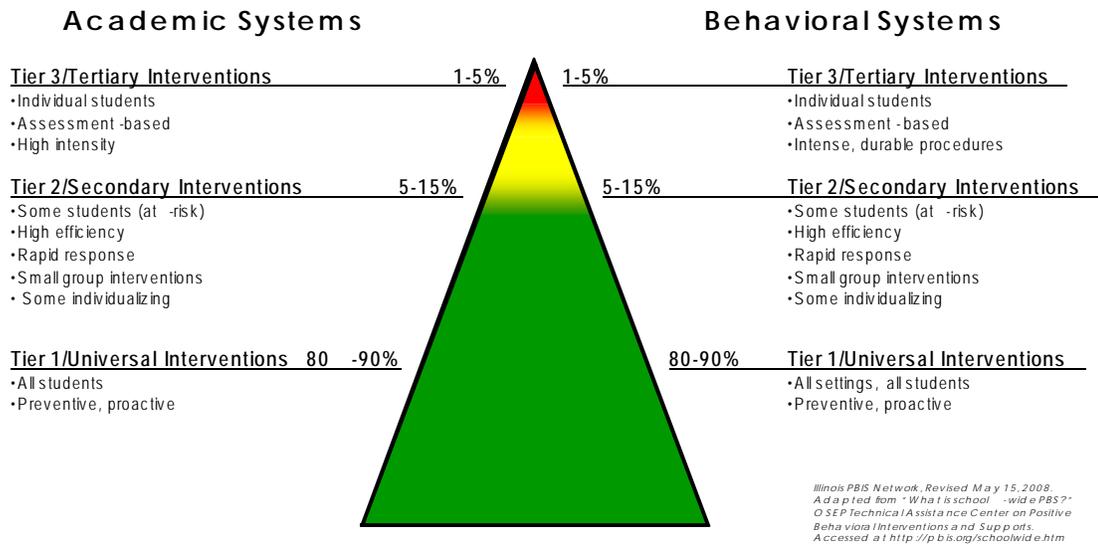


The Task Force submits that, when SEL is fundamental and consistent for all school-based education and for all students and school personnel, bullying prevention will be accomplished.

School Improvement Process (SIP)

ISBE is currently expanding the school improvement process beyond the two standard components of school reform (district/school operations and instructional practices) to include conditions for learning. Conditions for learning are the resources, strategies and practices that provide physical, social, emotional, behavioral and intellectual supports to enable all students to have an equal opportunity for success at school. As of January 2009, all Illinois school districts were required by ISBE to develop Response to Intervention (Rti-please see figure below) plans.

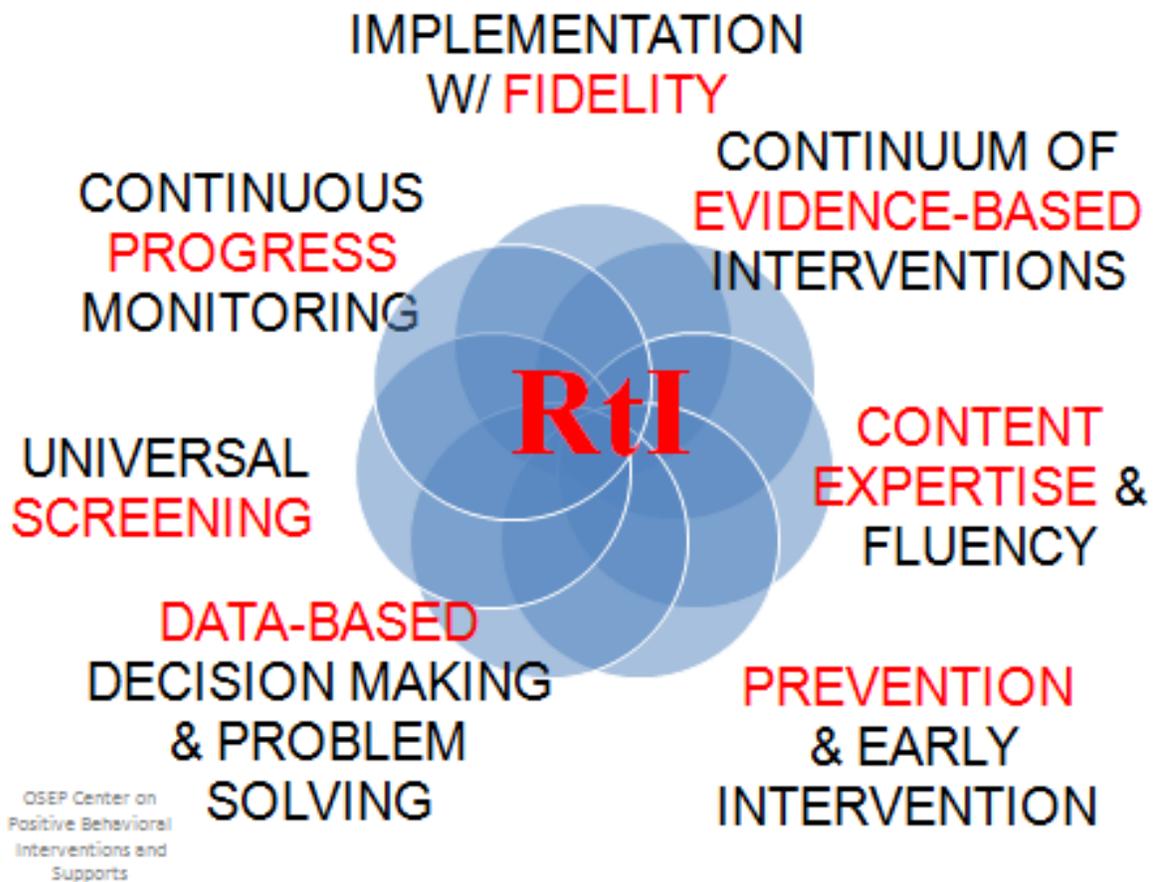
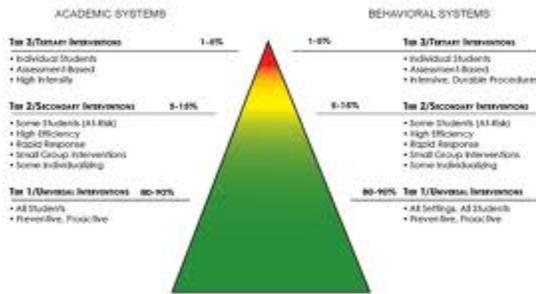
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



RtI is “a model used to guide efforts to teach (intervention) based on measures of pupil progress (response) and grounded in the idea of prevention” (Sailor, 2009, p. 3). It involves systematic screening of children, selection of research-based interventions, and progress monitoring of students in order to prevent academic and social challenges. The process of such identification and continuous monitoring are the foundational pieces of a successful system of early interventions. RtI has three essential components: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction. The school improvement process, as defined by ISBE, encompasses the seven components of the RtI framework (please see image below): universal screening, data-based decision making and problem solving, prevention and early intervention, content expertise and fluency, continuum of evidence-based interventions, implementation with fidelity, and continuous progress monitoring.

The Task Force submits that all schools’ improvement processes and RtI plans should completely and fully address ensuring achievement of SEL standards and provide the necessary resources, support, referrals, case management, etc. where there is a demonstrated need for more intensive support in order to meet and exceed those standards. The most effective way to change bullying behaviors and influence bystanders is through systemic cultural change in the school.

**School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model**



Systems-based Frameworks for School Transformation

The Task Force recognizes that schools will need roadmaps to accomplish school transformation. The following section detailing school transformation is devoted to giving guidance and resources for school stakeholders (school stakeholders encompasses the diverse populations who have a stake in schools: personnel, families, students, communities, etc.) who want to begin the process. Successful implementation is found

when schools and their stakeholders embrace proven systems-based frameworks rather than one-shot trainings for adults or short films to show to a student population. A systems-based approach, such as Positive Behavior Interventions and Supports (PBIS), when used with fidelity and focused on the development of the whole person and not just on managing behaviors, can provide a framework for schools to support their SEL goals. Positive Behavior Interventions and Supports (PBIS) is a framework schools can implement to support their SEL goals. It is based on the three-tier model and gives schools guidance on how to address school stakeholders at each level. Further, it provides systems to track data and to organize for leadership across all school stakeholders. The Task Force submits that PBIS, and other frameworks like it, can be effective in helping schools address the context of why bullying happens and implement strategies to prevent bullying through reaching SEL goals if the focus goes beyond managing behaviors to the development of the whole person and it includes adult school stakeholders as well as students.

Schools in Crisis

The Task Force is aware that many schools across Illinois struggle every day to attend to school stakeholder populations who have needs such as food, shelter, consistent family/home, childcare, medical and mental health care, transportation, and safety. The Task Force submits that ISBE define a standard for identifying schools in crisis that includes analysis of the above needs along with mental health indicators such as exposure to trauma, depression, substance use/abuse, etc. (the Task Force understands there is work being done under systems of support at ISBE). Utilizing the RtI model, these schools are working with school stakeholders who are primarily in Tiers 2 and 3, thus requiring much more intensive services and support than schools where the majority of the population is in Tier 1. Once it is understood that a school is in crisis, the school and the district, in collaboration with ISBE, will create an emergency plan to address the issues most fundamental to the crisis, be it providing food, transportation, greater access to care and case management, etc. While the school is implementing its emergency plan to address the crisis, the school will be released from purely academic indicators of progress like adequate yearly progress (AYP) and be evaluated solely on its efficacy of addressing current crises through its emergency plan.

School Transformation:

In this section the Task Force submits that effective school transformation includes:

- Leadership and commitment at all school stakeholder levels
- Thorough understanding of all adults as role models
- Consistent fidelity of implementation with monitoring to ensure program fidelity
- Data-driven decision-making
- Communicated and enforced school-wide expectations through pro-social guidance skill-building and interventions with all school stakeholders
- Abolishment of punitive school discipline
- Policy-directed procedures and practices
- Pre-service education that prepares all school personnel to lead in this new type of school environment
- Commitment to work directly with youth to ensure the success of school transformation

School Transformation

Leadership and Commitment

Embarking on this journey of school transformation requires a starting place. The Task Force submits that this starting place is effective school, youth and community

Address adultism immediately:

Adultism consists of behaviors and attitudes based on the assumptions that adults are better than young people, and entitled to act upon young people without agreement

organizing to gain buy-in at all school stakeholder levels. This buy-in will be demonstrated by forming a leadership committee that has representation from *at least*, administration, students,

parents/families, community stakeholders (e.g., community organizations, block clubs, neighborhood watch/associations, etc.), school board/local school council (LSC—Chicago-specific), teachers, and paraprofessionals. All participants on this leadership committee *must* be given the time and resources

needed to effectively participate on this committee. In addition, adultism must be addressed up-front in order to ensure that student participation and leadership is possible in the face of working with so many adults. This is only possible with effective and compassionate leadership from administration.

Organize for success:

Use multiple communication vehicles to identify school stakeholders to participate on the leadership committee

Key Components

To accomplish school transformation toward creating ideal conditions for development and learning, the leadership committee must devise a multi-phase process that seeks to accomplish these goals/objectives:

Phase One – Plan Development and Communication

- Collect data from all school stakeholders to determine what the current school environment is actually like and what the needs are for change
- Use the collected data to draft school-wide expectations for behavior and interactions and define the pro-social guidance and skill-building interventions to be used in helping everyone meet these expectations
- Circulate the proposed expectations for feedback
- Use community feedback to revise and finalize school-wide expectations and interventions
- Design and implement a communication plan which addresses all school stakeholders
- Revise and update all relevant school policies based on the new expectations and interventions (think here about the student code of conduct, anti- harassment/bullying policies, etc.)

For a **FREE** data collection tool developed by the World Health Organization please visit:
http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

Dignity in Schools is a national campaign to end school push-out. For help with changing your school policies to implement restorative discipline, please see their **model school code** at http://www.dignityinschools.org/files/DRAFT_Model_Code.pdf

Sample school-wide expectations from Lake Co. School District, CO:

PRIDE

Participation	Active learners are involved, Be there-be prepared
Respect	Take care of Self, Others, Environment
Integrity	Be honest, Be true to yourself and others, Take responsibility for your actions and words
Dedication	Be a team player, Demonstrate commitment, Maintain perseverance
Excellence	Do your personal best, Challenge yourself to go above and beyond, Support the best in all

In collaboration with families and students, schools and districts should develop a shared understanding of expected norms for behavior and communication with the parent/guardian and student that all parties agree to before each school year commences. The purpose of the shared understanding is to foster appropriate and respectful behavior among students, school personnel and parents/guardians, to encourage the development of a school-parent relationship, and to ensure that all stakeholders are held to clear and accountable responsibilities. Such an agreement may include separate sections for (i): school staff responsibilities; (ii) student responsibilities; (iii) and parent responsibilities. Staff expectations may include, but will not be limited to: demonstrating

care and concern for each student; respecting cultural, racial, ethnic, and other differences; providing clear and consistent instruction and explanation of the standards students are expected to meet and demonstrate; intervening immediately and taking appropriate action when they witness an act of bullying or school violence. Student expectations may include, but will not be limited to: demonstrating that he or she is a trustworthy, responsible, respectful student who is an active participant in learning; reading, accepting, and following the student handbook and/or code of conduct; demonstrating by his or her actions and words respect for teachers, peers, and all other individuals at the school; and reporting any incident of bullying to a school staff member. Parent or guardian expectations may include, but will not be limited to: requiring child to always demonstrate respect for teachers, peers, and all other individuals at school; attending parent-teacher conferences and ad-hoc meetings when needed for disciplinary reasons; requiring regular attendance; reinforcing positive behavior and setting a positive example.

Phase Two – Implementation

- Provide professional development to *all* school personnel including bus drivers, maintenance workers, security, cafeteria workers, etc. on both the school-wide expectations, the reporting and monitoring requirements for when expectations are not met, and the pro-social skill-building and guidance interventions to address school stakeholders who need help in meeting the expectations

Whether or not you're implementing PBIS or a program like it to support school transformation, the **PBIS website offers connections to tools for data collection, monitoring implementation, communicating with families, and more:**
<http://www.pbis.org/school/default.aspx>

- Provide parent/family and community sessions on both the school-wide expectations and the pro-social skill-building, the reporting and monitoring requirements for when expectations are not met, and guidance interventions to address school stakeholders who need help in meeting the expectations

- Implement school-wide expectations and pro-social guidance and skill-building and interventions; communicate them through a variety of means to best reach all audiences (e.g., classroom meetings, school-wide assemblies, posters, PTA/O meetings, newsletters, community papers, union newsletters/posters/meetings, newsletters of community organizations/neighborhood clubs and associations, etc.)

- Provide professional development to *all* school personnel on team-building, effective communications,

implementation, based on lessons learned, for the next school year; communicate that plan effectively to all school stakeholders

- Identify, through data, any specific content pieces needed for professional development at all school stakeholder levels; e.g., training around adultism; addressing anti-gay language; power, privilege, and oppression; working for change within the peer group; collecting and utilizing data; providing more intensive support services to small populations; team-building; etc.

Administrator's Academy

The Task Force believes that ISBE should establish an ongoing administrator's academy for all administrators on the topic of establishing and maintaining a positive school climate and culture, which results in outcomes of inclusive, safe, orderly, and pro-social learning environments for all students.

All public and private school employees working as administrators in an elementary, middle, or high school should complete an Administrator Academy workshop on the topic of Bullying and Harassment by July 1, 2016. New administrators should complete the academy within their first 3-years of employment. ISBE in cooperation with agencies and experts who understand and promote effective strategies for reducing or eliminating the incidence of Bullying and Harassment should create a curriculum to be used in the academy by July 1, 2013. The curriculum should be revised regularly to stay current with the latest issues and strategies for schools and be delivered statewide by the Regional Offices of Education and the Intermediate Service Centers. Participants in the academy will be required to submit a dissemination component within 30 days of the workshop that should contain an initial or revised plan for developing a comprehensive program in their school communities.

Pre-Service Education

The Task Force submits that all professionals being trained to be school personnel must be prepared to be participants and leaders in the school transformation process focused on creating ideal conditions for learning. ISBE is currently redesigning principal and teacher (high school, middle school and elementary) preparation and certification requirements and has already made the following change for principals (effective 2013):

- Proposed rules 23 IAC 30.50 a) # 7 which requires that coursework required by the preparation program of its candidates must cover the following:

identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate

ISBE has also adopted changes (effective 2013) to the Illinois Professional Teaching Standards, 23 IAC 24.130 to include a focus on each student. Examples of current language that begin to address the social and emotional well being of each student can be found the strongest in the following standards:

- 25.130 a) *"Teaching Diverse Students - The competent teacher understands the differed characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences."*
- 25.130 d) *"Learning Environment - The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interactions, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting."*
- 25.130 h) *"Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to later, cognitive, linguistic, physical, and social and emotional development..."*

The Task Force applauds this important work, but further recommends that full preparation in SEL for adults and students is necessary for school personnel to be successful in the school transformation process. Each adult in the school building must be given the opportunity to both attend to their own SEL needs and be supported where necessary and to attend to the development of SEL in each student and the school community once in a school environment. This includes, then, strengthening SEL standards for the state of Illinois and including the notion that many adults also have SEL needs to attend to and should be supported in doing so.

Effective Youth Programming

The Task Force submits that involvement and engagement of youth as leaders and prioritizing communications with and programming for youth is critical to the success of school transformation. This will most certainly require adults to re-think how they interact with youth, how they prioritize/challenge youth voices, and how they interrelate with young people on a daily basis. The literature has much to offer us in terms of how

to effectively provide programming for and with youth. Examining the effects of safety on climate, students learn best when they feel emotionally and physically safe in school (Holt, Finkelhor, & Kaufman Kantor, 2007; Wilson, 2004). In addition, both targets and those who are involved in bullying behavior have poor educational and public health trajectories when compared with those who are not connected to such interactions (Sourander et al., 2007). Moreover, given the recent demands on educational systems, the loss of human capital is under increased scrutiny, which is coupled with concerns of increased violence in schools (Becker, 1993; Eisenbraun, 2004). The confluence of these factors compels educators and policy makers to identify appropriate interventions.

Researchers have agreed that there are many programs created by practitioners and publishers to address the problem of bullying in schools. However, a number of researchers have found limitations in the “science behind” most of the programs available (Farrington, 2009; Merrell, Gueldner, Ross, & Isava, 2008 as cited in Swearer, Espelage, Vaillancourt, & Hymel, 2010). These analyses have identified a number of criteria to look for in order to identify a program that will be successful in addressing bullying behaviors and contexts.

Five Conceptual Frameworks for Effective Youth Programming (Swearer et al., 2010)

1. Strong ties to theoretical constructs related to bullying, child development, process theory, behavioral change, etc.
2. Impact evaluation goes beyond self-reporting
3. Ecological domains (peer relationships, family relationships) are addressed
4. Methods and strategies for adapting the program based on school contexts (age, race, gender, etc.)
5. Universal school-wide programs paired with identifying individuals who are engaged in bullying behaviors

In addition, there are a number of key findings that are important for practitioners/policy makers to be mindful of when examining bullying programs/interventions.

Criteria for Effective Youth Programming

1. It is important to examine if there is research associated with programs and interventions, and if they encourage pro-social behaviors. Drawing from social psychology research, it is important to help bystanders and allies help prevent bullying by assisting the targets and reporting to school personnel
2. Programs should include parent training/meetings (Fekkes, Pijpers, Verloove, & Vanhorick, 2005; Ttofi et al.), a focus on changing punitive disciplinary methods, an adequate duration of the program for children and teachers and the intensity of the program so that students receive enough “dose”
3. Intensity, duration, and fidelity in implementation are linked to effectiveness (Farrington & Ttofi, 2009; Olweus, 2005; Smith, 1997,)
4. Playground supervision and supervision of identified hot spots are critical in upholding school-wide expectations
5. School wide programs were more effective than classroom curriculum/programs, and social skills training (Vreeman & Carroll, 2007 as cited in Swearer et al., 2010)
6. Classroom rules and expectations need to coalesce with school-wide programs (Farrington & Ttofi, 2009)
7. Whole school gatherings should be conducted as a way to make an announcement about the implementation of a program (Farrington & Ttofi, 2009)
8. There is evidence that more interventions should be done with individuals who demonstrate bullying behaviors through skills training programs (Farrington & Ttofi, 2009; Losel & Beelman, 2003)
9. Programs must provide an adult component when placing students through intervention (Vreeman & Carroll, 2007 as cited in Plog, Garrity, Jens, & Porter, 2010)

The Task Force cannot emphasize enough the critical importance of all adults within a school system acting as role models—a school cannot expect a transformation unless adults work carefully and thoroughly on it first. In addition, if students are engaged effectively as leaders at every stage in the process, the transformation has a higher likelihood of success. As students transition their focus from avoiding punitive school discipline to having the opportunity to learn and grow in terms of their development, behavior supports such as opportunities to reflect, to discuss challenges, to give feedback on the process, to serve as a support to their peers where appropriate, and to self-examine will assist in the students' development into supportive members of the school community.

Conclusion

Preparations for Success: Commitment, Time and Resources

The Task Force submits that complete school transformation cannot be accomplished without adequate commitment, time, and resources. Securing such commitment requires extensive leadership and management skills from school administrators and school boards/LSCs at each school and school district. School leaders must identify time that can be freed up from other tasks (e.g., meting out and serving punitive school discipline, professional development geared solely toward ISAT testing) and communicate their commitment by utilizing their own time as part of the leadership committee. Where necessary, outside resources must be sought and shared in order to ensure success. As the success stories in Section describe, though the initial investment of time may seem burdensome, the return on the investment of that time is well worth it.

Potential Impact

The potential impact of this work of school transformation toward creating ideal conditions for learning is nothing less than the complete overhaul of the education system in Illinois to guarantee every student the opportunity and ability to achieve to their fullest potential.

Pilot Projects

The Task Force submits that the state of Illinois fully fund pilot projects to collect and evaluate data on the efficacy of the proposed school transformation model toward creating ideal learning conditions. These pilot projects must be in schools that are diverse in terms of geography, size and student population characteristics and must be adequately funded to ensure that evaluation is conducted with sound evaluation procedures and by independent evaluation bodies.

State Laws, ISBE Regulations and School Policies

Many changes will need to be made to state laws, ISBE regulations and school policies in order to ensure that school transformation practices are codified appropriately in all relevant places and vehicles.

Section IV: Pulling it All Together—Developing a Bullying and Violence Prevention and Intervention Plan

As described throughout these recommendations, ensuring that schools are safe and supportive places for all young people is a complex process that involves multiple stakeholders, systems, and activities. School stakeholders in districts in and outside of Illinois have made the commitment to engage in the comprehensive transformation of their schools to address bullying and school violence. Fortunately, certain of these stakeholders have developed step-by-step guides for others interested in making a similar commitment. The Model Bullying Prevention Protocol developed by the DuPage County (IL) Anti-Bullying Task Force and the Model Bullying Prevention and Intervention Plan developed by the Massachusetts Department of Elementary and Secondary Education are two such guides. Each is introduced briefly below. This Task Force submits that education stakeholders committed to developing systems that effectively and sustainably prevent bullying and school violence consider these existing guides to inform their plan development.

Model Bullying Prevention Protocol: DuPage County, Illinois

The Anti-Bullying Task Force of DuPage County, Illinois, released in January 2011, a comprehensive protocol and best practices guide (together, DuPage Protocol) that addresses bullying in the schools in the county. The DuPage Protocol is organized around ISBE's Eight Essential Elements for Effective Education: Comprehensive Planning, Climate and Culture, Community and Family, Professional Development, Leadership, Curriculum, Instruction, and Assessment. Its description of the role of each of these elements often parallels the recommendations of this Task Force. For example, the DuPage Protocol affirms the importance of:

- a whole school, multi-faceted approach to bullying and school violence prevention, integrating prevention with implementation of Social and Emotional Learning, positive youth development,
- strong leadership committed to systemic change
- a comprehensive bullying policy
- investing in a needs assessments, school climate surveys, data collection and evaluation
- effective interventions and education in place of punishment
- working with students, families, and communities to understand differences such as religion and sexual orientation; and,
- carefully selecting programs and implementing them with fidelity

Model Bullying Prevention and Intervention Plan: Massachusetts Department of Elementary and Secondary Education

In August 2010, as required by state law, the Massachusetts Department of Elementary and Secondary Education created the Model Bullying Prevention and Intervention Plan (Massachusetts Plan). The Massachusetts Plan is organized around the ten components of a model plan:

- leadership
- training and professional development
- access to resources and services
- students at risk for being bullied
- approaches for effective prevent and intervention
- policies and procedures for reporting and responding to bullying and school violence
- collaboration with families
- prohibition against bullying and school violence
- definitions; and
- relationship to other laws

Like the DuPage Protocol, the underlying approaches set out in the Massachusetts Plan align closely with the recommendations of this Task Force. To obtain a copy of the Massachusetts Plan, go to <http://www.doe.mass.edu/bullying/#1>.

Section V: Success Stories

It is appropriate to end with stories of the amazing and impactful school transformation work already happening in Illinois. The Task Force shares these stories not because any are perfect, but because their examples in striving to create schools where all stakeholders have the opportunity for success are the most instructive pieces of this report.

Algonquin Middle School—Best Practices for the implementation of Positive Behavior Interventions & Supports (PBIS)

Algonquin Middle Schools has found that a thorough implementation of PBIS has contributed significantly to transforming their school environment. Here, they share their best practices for the implementation:

- Faculty “buy in”-
Explain the P.B.I.S. program to all faculty and provide data to back up your reasoning for choosing the program. Explain to the faculty how P.B.I.S. will be implemented within the school and ask for feedback. Have faculty involvement!
- New faculty professional development training-
Every year, or as new faculty are hired provide a training. This training can be very simple. The P.B.I.S. internal building coaches can provide the new hires with the appropriate information regarding the P.B.I.S. program and how it works in the school. This should be conducted prior to the in-service days at the beginning of the school year.
- Develop clear expectations-
Make sure that expectations are clear, minimal (we have three school wide expectations) and students understand them. Students are to be re-taught expectations at the beginning and throughout the school year based on data and problem areas.
- Student reward system-
Implement a reward system that is consistent and provides students with immediate feedback regarding their positive behavior. Make sure the reward system you choose is tied to your school wide expectations.
- Faculty reward system-
Provide the faculty members that are implementing the program with a reward (i.e., gift card, note pad, etc.).
- Monitoring of school-wide data related to expectations-

Data needs to be provided to faculty on a regular basis. The Universal, Secondary and Tertiary teams analyze data at each monthly meeting and problem solve when necessary.

- Monthly Focus/Cool Tools-
Based on the data, monthly lessons are developed to re-teach the expectation/cool tool to students. This may be different per grade level. The internal building coaches complete the lesson plan for the grade levels.
- Regularly scheduled celebrations & incentives-
On a regular basis, students need to participate in an all school celebration (every student is involved) or a school-wide incentive (students who follow the school-wide expectations for a certain period of time are involved).

Results seen from PBIS Implementation

- Out of school suspension reductions by 77% the first semester of implementing PBIS.
- Continued below average out of school suspensions for a middle school.
- Administrators saved 1025 hours (first semester of administrative time spent with discipline and out of school suspensions) of time that would have been spent on paperwork for out of school suspensions.
- Staff, students, and parents have a better understanding of the rules (through the matrix) and expectations at AMS.
- Below daily average of referrals for a middle school.
- A chance to celebrate the positive in our school that all students, staff, and parents have been involved in.
- More modeling of the behavior expected from students by the adults in the building.
- PBIS and SWISS provide data that allows the staff to focus on various ethnic groups/gender and monitor behavior problems they may be having in a particular location of the school or with one another.
- PBIS provided data driven goals and decision making for our school improvement team.
- PBIS provided a process for referring students for additional help in academics and behavior.
- PBIS gives us a structure that drives our entire learning process and relates closely to RTI interventions.
- PBIS allow staff, students, and parents to take ownership of our school and celebrate the positive accomplishments that are made!

Lincoln Elementary School, District 103, Brookfield, IL

Lincoln School is in the fourth year of SEL implementation using Second Step. The faculty has noticed the impact on how our students problem-solve as well as know about their emotions in certain situations because of the Second Step lessons. Many students are able to handle minor issues using the strategies and steps they have learned. We appreciate that the program includes pre-kindergarten through eighth grade lessons and how it has given us a foundation on which to build Positive Behavior Supports into our school culture. The core implementation team has even created an entire week of celebrations based on Second Step to unite students, faculty, and parents in our efforts to teach SEL. We are proud to say Lincoln School is a social-emotional learning community where we celebrate student success every step of the way!

Ogden Avenue School Bullying Success Story, LaGrange, IL

Ogden Avenue School, a K – 6 grade building of over 600 students in LaGrange, Illinois, has enjoyed a long history of implementing a strong social emotional program that is fully part of our school culture. However, last year our school SEL team determined that we could benefit from a specific program regarding bullying, and empowering bystanders.

We already had the Second Step Program implemented, and had already seen the result of this effective program; therefore, we looked into the Step to Respect Program. With limited funds, we trained a couple of staff members to come back and pilot the program. After last year's pilot, we used the trainer of trainer model and purchased a kit for each of our fourth grade teachers, and fully implemented the program across the grade level. We have observed students using appropriate problem solving skills as bystanders and reporting when necessary. All teachers in the school participated in a book study of *The Bully, The Bullied, and The Bystander* by Barbara Coloroso so are empowered to see and hear bullying and also know how to coach both students effectively.

As an example, just last week, I met with 8 grade five female students, who were part of this program last year. They felt that there was an "exclusion" situation going on within their own group and while they tried to solve the problem themselves, they looked to an adult for some additional coaching. Rather than letting the problem escalate, or ignoring the problem, they were able to work with me, as a facilitator, and come up with their own good solutions. Checking in with them recently, they are doing fine and have learned a powerful lesson of acknowledging a

problem, reacting to it appropriately and working productively to keep friendship free of gossip and exclusion.

Both of our SEL program implementations, and empowering all of our staff, along with the book study last year, has made a distinct difference in understanding bullying by adults and children. While bullying and unkind behavior will certainly occur from time to time as children learn, we all know we are much better equipped to handle the challenge and work with the bully and the bullied to make lifelong changes.

Highland Elementary, SD U-46

At the end of the 2009-10 school year, the staff at Highland Elementary, in SD U-46 in Elgin identified that 57% of the school's office discipline referrals (ODRs) for the year had been a result of behaviors associated with bullying. The school identified the curriculum guide *Bully Prevention in Positive Behavior Support* (Ross et al., 2008), as their guide to embed bully prevention within their existing PBIS systems. Highland staff was trained in the program components at the beginning of the 2010-11 school year including the dynamics of bullying behavior, and the relationships between the bully, the victim, and the bystanders. Staff also discussed which incidents of bullying behaviors would be handled in the classroom and which would be referred to the office. During the first two weeks of the school year, Highland students completed five instructional sessions specifically designed to prevent bullying behaviors by teaching social responsibility skills and a "stop/walk/talk" approach for students to apply in different scenarios. During the training, students were taught how to use the "stop" verbal command to deter the student that is making them feel unsafe, and how to respond to the stop prompt. The victim is taught to "walk-away" if the perpetrator persists. Finally, if the negative behavior continues, the victim is taught to report the incident ("talk") to an adult. The adults in the school were trained how to respond when the student "talks". The Highland staff shared the bully prevention program embedded in their PBIS system with parents at the Fall Open House, and at the October *Parent Education and Family Fun* night held at the YMCA.

A data collection system was put in place for the school to keep track of all incidents of bullying behavior, defined as when a student continues the negative behavior after the victim has tried to "stop" and "walk." The adult verifies the report and then fills out a brief tracking form that includes: the name of the person reporting the incident, the name of the perpetrator, the adult's name, and the date. The adult may also complete an ODR if they feel it is warranted. All of the bullying behavior reports are entered into a spreadsheet that is reviewed to identify trends.

By collecting this supplemental data, the school team was able to identify a student who did not have any major or minor ODRs, and was not on Check-in/Check-out * (CICO), but was exhibiting bullying behaviors based on multiple student reports. Because of their vigilant use of data, they were able to put secondary interventions in place to address this student's needs more quickly than is typical for this behavior, which is hard to detect in early stages.

Students with multiple reports for bullying behaviors receive a targeted re-teaching of both the school-wide expectations and the lessons from the bully prevention curriculum. These students also participate in the tier 2 CICO system where staff members provide structured "Check-ins" with selected students and monitor effectiveness using *Daily Progress Report* (DPR) points. The number of reports that are made on the student for bullying behaviors is also monitored. Measures of impact being used to assess progress also include school-wide behavior data such as ODRs on all students, DPRs for some targeted students, and individual behavior monitoring for a few students. Measures of school safety and climate are also being considered to guide sustainability.

Cossitt Elementary School, La Grange, IL

Every school has an academic curriculum that teaches reading, but today many schools are finding that by having a well-defined curriculum for social emotional learning (SEL), students are immersed in learning how to learn with others while discovering how to control themselves. By creating a school climate where social emotional skills are as valued as academic ones, students learn how to treat each other in a caring a respectful manner and bullying is reduced.

Teaching children self-awareness and self-management, how to develop social awareness and interpersonal skills and to demonstrate responsible decision-making are the basic tenets of social emotional learning. Children who are effectively developing these skills will not be bullies and will not stand by while bullying is happening. At Cossitt Elementary School we structure our school, our classrooms and our lessons in ways that keep SEL part of everything that happens here.

As the year begins, students work as a class to set the norms they will live by to make their school "the way we want to be." We hold class meetings to plan learning activities, solve the problems that have cropped up and to build a community where every child feels valued by his or her classmates. Collaborative group work begins with setting

academic and social goals where students learn what needs to be done not only to meet the academic standard, but how to be a contributing member of the group. Those goals are always referenced after each work session to evaluate progress and success. In addition to creating a climate where student autonomy and sense of community are valued, our students are also offered explicit instruction in the skills that are necessary to be a successful person. There is no place for bullying in our environment and our students work hard to eliminate it.

Cossitt's school-wide transformation has taken time, training and patience but the results are evident in our classrooms and hallways as well as in our lunchroom and on our playground. Implementing SEL with fidelity and commitment has made a tremendous difference in our school. Our disciplinary referrals have been reduced significantly and our students feel positive about their school, their teachers and their classmates. We feel we are making a difference for life for each of our students.

Section VI: Recommendations

Legislative Recommendations (See Section I)

Modify Section 27-23.7 of the Illinois School Code (105 ILCS 5/27-23.7) such that:

1. To qualify as a bullying policy, a district's policy would have to:
 - define bullying in a way consistent with the law
 - contain a statement that bullying is contrary to state law and the policy of the district
 - contain a procedure for reporting incidences of bullying, including a way to make reports anonymously
 - require school employees to report bullying
 - require procedures for investigating incidences of bullying, including identification of a person responsible for such investigations
 - identify the timeline to follow to resolve complaints of bullying
 - list potential consequences for bullying and remedial actions that could be taken for a student who engages in bullying behavior; and
 - list potential remedies for and protective actions that could be taken for students subjected to bullying.

2. Districts and their schools would be required to post and distribute their bullying policy in a number of ways, including on their websites.

3. A district's bullying policy would be integrated with its schools' curricula, discipline policies and practices and any other violence prevention efforts, and that it would be ongoing throughout each school year.

4. School districts would be required to collect and maintain data regarding allegations and incidences of bullying at their schools, including a record of each complaint and the action taken in regard to the complaint. Districts would be required to submit such data to ISBE in a format determined by the agency.

5. ISBE would develop a model policy and a demonstration project, which would include training of school personnel, student programming, and evaluation of the project's efficacy.

Other Recommendations:

- Analyze the lessons learned from schools engaged in school transformation, including lessons from successful implementation of Positive Behavioral Interventions Support, in order to both identify and implement effective strategies and identify any further areas where pilot projects are needed in order to collect data.
- Invest in pilot projects in schools and communities that are diverse in terms of geography, size, and student population characteristics in order to further define and understand the contextual factors that affect school transformation.
- Change state law, ISBE regulations, and school policies to address the misuse of punitive school discipline, to create a focus on school transformation as defined and explained in this report (including the need for time and resources in order to be fully implemented), and to clearly mandate the need for SEL standards for students and adults.
- ISBE requires each school district to collect and report annually on between 2-4 bullying and school violence indicators that are directly tied to the three-part definition of bullying set out in the PSVA and that reporting include a disaggregation of bias- or identity-based violence and bullying (e.g., based on race or sexual orientation) from other types of violence.
- ISBE includes a school safety indicator/measure on the Illinois Interactive Report Card (IIRC).
- ISBE establishes an ongoing administrator's academy for all administrators on the topic of establishing and maintaining a positive school climate and culture, which results in outcomes of inclusive, safe, orderly, and pro-social learning environments for all students. The curriculum should be revised regularly to stay current with the latest issues and strategies for schools and be delivered statewide by the Regional Offices of Education and the Intermediate Service Centers.
- State funded prevention and intervention programs/grants to districts or schools related to school safety and/or

violence/bullying reduction include as a part of its requirements an evaluation and monitoring plan.

- ISBE develops an SEL self-assessment tool and makes it available to all schools.
- A number of data collection strategies, measures, and supports are made available to districts and schools to assist them at all stages of the school transformation process.
- The Illinois State Board of Education updates their website to include an area dedicated to violence and bullying prevention. Included on the website should be valid and reliable measures that schools could utilize in their school transformation process as well as other supports regarding data collection, monitoring, and evaluation.
- The Illinois Department of Human Services adapts the Illinois Youth Survey to add new questions to the survey's core questions and develops modules with more in-depth information about various aspects of bullying and schools prevention that schools could opt to include as part or all of their additional voluntary allotment of fifteen (15) items.
- The Prevent School Violence Illinois (PSVI) coalition (a broad-based group of organizations from across the State) continues working, in coordination with state agencies such as the Illinois Violence Prevention Authority, the Department of Human Services, and the Illinois State Board of Education, to develop and/or identify additional recommendations associated with this report and, as necessary, report back to the Governor and General Assembly.

Resources (A Partial List)

Programs and Professional Development

Restorative Discipline

Dignity in Schools is a national campaign to end school push-out. For help with changing your school policies to implement restorative discipline, please see their **model school code** at

http://www.dignityinschools.org/files/DRAFT_Model_Code.pdf

PBIS

<http://www.pbis.org/school/default.aspx>

Social and Emotional Learning Standards

(http://www.isbe.net/ils/social_emotional/standards.htm).

State of Massachusetts Guide for Developing a Model Bullying Prevention Plan

<http://www.doe.mass.edu/news/news.aspx?id=5680>

Data Collection

Centers for Disease Control Compendium of Measures and Assessments

Youth Violence prevention

http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

Intimate Partner Violence

http://www.cdc.gov/NCIPC/pub-res/ipv_and_sv_screening.htm

Bullying

Forthcoming

PBIS website offers connections to tools for data collection, monitoring implementation, communicating with families, and more:

<http://www.pbis.org/school/default.aspx>

For a FREE data collection tool developed by the World Health Organization please visit:

http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

References

- Achilles, G.M., McLaughlin, M.J., & Croninger, R.G. (2007). Sociocultural Correlates of Disciplinary Exclusion Among Students With Emotional, Behavioral, and Learning Disabilities in the SEELS National Dataset. *Journal of Emotional and Behavioral Disorders*, 2007. 15(1): p. 33-45.
- American Psychological Association Zero Tolerance Task Force. (2008). Are Zero-Tolerance Policies Effective in Schools?: An Evidentiary Review and Recommendations. *American Psychologist*, 2008. 63(9): p. 852-862.
- Becker, G. (1993). *Human capital: A theoretical and empirical analysis with special reference to education*. Chicago, University of Chicago Press.
- Birkett, M., Espelage, D.L., & Koenig, B. (in press). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence*, 38, 989-1000.. Boulton, M.J., & Flemington, I. (1996). The effects of a short video intervention on secondary school pupils' involvement in definitions of and attitudes towards bullying. *School Psychology International*, 17, 331-345.
- Cameron, M. (2006). Managing School discipline and Implications for School Social Workers: A Review of the Literature. *Children and Schools*, 2006. 28(4): p. 219-227.
- Centers for Disease Control, 2009
- Christle, C.A., K. Jolivette, and C.M. Nelson (2005). Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency. *Exceptionality*, 12, 69-88.
- Cohen, J. (2006). Social, emotional, ethical and academic education: Creating a climate for learning, participation in democracy and well-being. *Harvard Educational Review*, Vol. 76, No. 2, Summer, pg 201-237.
- Durlak, J.A., Weissberg, R.P., Taylor, R.D., Dymnicki, A.B., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1): p. 405-432.
- Eisenbraun, K.D. (2004). Violence in schools: prevalence, prediction, prevention. *Aggression and Violent Behavior*, 12(4), 459-469.
- Espelage, D., & Horn, S. S. (January, 2011) School bullying prevention: what do we know? Presentation at the Illinois Bullying Prevention Task Force Meeting, State of Illinois Building, January 14th, 2011.
- Espelage, D., & Horne, A. (2007). School violence and bullying preventions: From research-based explanations to empirically based solutions. In S. Brown & R. Lent (Eds.). *Handbook of counseling psychology* (4th ed, pp. 588-606. Hoboken, NJ: Wiley.
- Espelage, D. L., & Swearer, S. M. (Eds.). (2011). *Bullying in North American schools* (2nd ed.). New York, NY: Routledge.
- Espelage, D. L., Aragon, S. R, Birkett, M., & Koenig, B. (2008). Homophobic teasing, psychological outcomes, and sexual orientation among high school students: What influence do parents and schools have? In D.L. Espelage, & S.M. Swearer (Eds.), Sexual Orientation, Homophobia, Bullying, and Psychological Adjustment During Adolescence[Special issue]. *School Psychology Review*, 37, 202-216.
- Farrington, D. P., & Ttofi, M. M. (2009). School-based programs to reduce bullying and victimization. *Campbell Systematic Reviews*.
- Fenning, P. & Rose, J. (2007). Overrepresentation of African-American students in exclusionary discipline: the role of school policy. *Urban Education*. 42(6): p. 538-552.
- Freiberg, H. J. (Ed.). (1999). *School climate: Measuring, improving and sustaining healthy learning environments*. Philadelphia, PA: Falmer Press.

- Glew, G. M., Fan, M., Katon, W., Rivara, F. P., & Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatric Adolescent Medicine, 159*, 1026-1031.
- Glew, G. M., Fan, M., Katon, W., & Rivara, F. P. (2008). Bullying and school safety. *The Journal of Pediatrics, 152*, 123-128.
- Gregory, A., Skiba, R.J., & Noguera, P.A.. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? *Educational Researcher, 39*, 59-68.
- Holt, M. K., Finkelhor, D., & Kaufman Kantor, G. (2007). Hidden forms of victimization in elementary students involved in bullying. *School Psychology Review, 36*, 345-360.
- Karp, S. (2009). Black male conundrum. *Catalyst Chicago*, accessed at <http://www.catalyst-chicago.org/news/index.php?item=2593&cat=23> February 4, 2011.
- Kosciw, J. G., Greytak, E. A., Diaz, E. M., & Bartkiewicz, M. J. (2010). *The 2009 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in our Nation's Schools*. New York: GLSEN.
- Krezmien, M.P., Leone, P.E., & Achilles, G.M. (2006). Suspension, Race, and Disability: Analysis of statewide practices and reporting. *Journal of Emotional and Behavioral Disorders, 14*, 217-226.
- Losen, D., & Skiba, R. Suspended education. Southern Poverty Law Center, accessed at <http://www.splcenter.org/get-informed/publications/suspended-education> February 15, 2011.
- Marsh, J.A., Pane, J.F., & Hamilton, L.S. (2006). Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research, *RAND corporation occasional paper series* (available at www.rand.org).
- Merrell, K. W., Gueldner, B. A., Ross, S. W., & Isava, D. M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly, 23*(1), 26-42.
- Nansel, T. R., Haynie, D. L., & Simons-Morton, B. G. (2003). The association of bullying and victimization with middle school adjustment. *Journal of Applied School Psychology, 19*, 45-61.
- Padgett, K. G., & Chiricos, T. (2007) Race, Racial Threat, and School Discipline. Paper presented at the annual meeting of the AMERICAN SOCIETY OF CRIMINOLOGY, Atlanta accessed at http://www.allacademic.com/meta/p201530_index.html February 15, 2011.
- Patton, M. Q. (1997). *Utilization-focused evaluation: The new century text*. Thousand Oaks, CA: Sage.
- Skiba, R., & Sprague, J.. (2008). Safety Without Suspensions. *Educational Leadership, 66*, p. 38-43.
- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: It's nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry, 49*, 376-385.
- Sourander, A., Jensen, P., Rönning, J., Elonheimo, H., Niemalä, S., Kumpulainen, K., Piha, J., Tamminen, T., Moilanen, I., & Almqvist, F. (2007). Childhood bullies and victims and their risk of criminality in late adolescence. *Archives of Pediatrics and Adolescent Medicine, 161*.
- Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*(1), 38-47.
- Theriot, M.T., Craun, S.W., & Dupper, D.R. (2010). Multilevel evaluation of factors predicting school exclusion among middle and high school students. *Children and Youth Services Review, 32*(1), 13-19.

- Ttofi, M., & Farrington, D. P. (2009). What works in preventing bullying: Effective elements of anti-bullying programs. *Journal of Aggression, Conflict and Peace Research*, 1(1), 13–24.
- Wallace, J.M., Jr. (2008). Racial, Ethnic, and Gender Differences in School Discipline among U.S. High School Students: 1991-2005. *The Negro Educational Review*, 59(1-2).
- Welch, K., & Payne, A. (2010). Racial Threat and Punitive School Discipline. *Social Problems*, 57,25.
- Wilson, D. (2004). The interface of school climate on school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74(7).

Appendix A

Model School Bullying and Violence Prevention Policy

In order to carry out the letter and spirit of the Prevent School Violence Act (PSVA), districts and their schools must ensure that their bullying policies are well formulated and effectively and continuously implemented. As introduced, SB 3266 (discussed above and what became, in modified form, the PSVA) sought to require districts to include in their bullying policies the components considered critical to ensuring the prevention and intervention of bullying and school violence.

We recommend that districts and their schools consider using or adapting the policy template outlined below as one of the first steps in effectively developing a system that supports the learning and development of all youth by effectively preventing bullying and school violence. This template represents a synthesis of knowledge of model policies from both Illinois and across the United States. A model bullying and school violence report form and interview form and guidelines, both critical features of good policy and practice, are also included below.

Bullying and School Violence Policy

I. Purpose

The purpose of this bullying and school violence policy is to ensure that Illinois schools create positive conditions for learning and development that support the academic, social and emotional well-being of all students.

II. Policy Statement

In this [DISTRICT], in line with the Illinois School Prevention Act (105 ILCS 5/27-23.7 et seq.), bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited.

Any student or students who engage in bullying or school violence will be subject to a range of consequences, including educational and behavioral consequences. Unless an incident involves serious harm or the threat of serious harm to a person or persons, involving law enforcement should be the course of last resort. School personnel must immediately intervene in bullying and school violence.

III. Bullying Defined

Bullying is any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

AND occurs at one or more of the following times or places:

- (1) during any school-sponsored education program or activity;

- (2) while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; **OR**
- (3) through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Examples of bullying include harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Behavior not listed here may also constitute bullying.

IV. Responding to Bullying and School Violence

School personnel, including administrators, teachers, lunch room staff, security, janitorial staff, bus drivers, volunteers, and contractors, are obligated to respond to bullying and school violence. School personnel must intervene immediately in an incidence of bullying or school violence. School personnel are also responsible for modeling positive, respectful behavior with students and each other.

It is the responsibility of school personnel to use incidences of bullying and schools violence as opportunities to help students understand the consequences of their actions and develop their social and emotional skills. To determine an appropriate response to students who engage in bullying behavior, [THOSE RESPONSIBLE] should consider the following:

- the ages and maturity of the students involved;
- the type and frequency and severity of the behavior(s);
- contextual details of the behavior(s); **AND**
- other relevant circumstances

With respect to potential consequences, except to secure their immediate safety or with the consent of the student's legal guardian, student or students should not be removed from a class, the school building or the [DISTRICT] in order to stop ongoing bullying directed at them. If there is a need to separate students to create effective conditions for learning and development, it is ordinarily the student or students engaged in bullying behavior who should be removed.

Development of consequences for a student or students who engage in bullying behavior must be grounded in ongoing efforts within [THE DISTRICT] to implement Social and Emotional Learning, Positive Behavioral Interventions and Supports, the overarching curriculum, discipline policies and other violence prevention efforts.

To guide effective responses to students who engage in bullying and school violence, [THOSE RESPONSIBLE] should consult the [DISTRICT'S] Matrix of Consequences and Remediation for Bullying.

The [DISTRICT] and its schools shall have a procedure for referring the student or students targeted by bullying and school violence, engaged in bullying or violent behavior, and others to counseling, mental health and other services, as appropriate. Such procedure shall include information about the types of support services available.

V. Report Procedures, Investigation and Recordkeeping

The [DISTRICT] shall develop a reporting procedure that requires a written report. Any person who witnesses conduct that could constitute bullying shall make a report as soon as possible, using the attached Bullying and School Violence Report Form. The written report then shall be submitted to the Principal or a designee who promptly shall conduct or cause to be conducted a thorough investigation of the incident. As part of the investigation, student alleged to have engaged in bullying behavior and the student(s) targeted by bullying behavior (if the student(s) did not make the original report) may file a written statement in response to the report. The principal or designee may also interview the students involved in the bullying behavior. Such interviews shall be conducted separately and not in the same room. The Principal or designee shall not interview those involved in the bullying behavior in the same room. The Principal or designee may interview witnesses to the bullying behavior as deemed appropriate.

Upon completion of the investigation, the Principal or designee shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The result of the investigation shall inform the consequences to the student or students who engaged in bullying behavior.

The Superintendent or designee shall review disciplinary incidences involving bullying or school violence annually for purposes of monitoring:

- the effectiveness of the [DSITRICT'S] programs and interventions in creating effective conditions for learning and development; and
- the application of this policy in an equitable, effective and non-discriminatory manner. A report of the Superintendent's findings shall be made to the [Board of Education] at least once a year.

This [DISTRICT] shall maintain written records of reports of bullying and school violence and their resolution for two (2) years or a period of time that complies with other [DISTRICT] policy, whichever is longer.

VI. Notification

The [DISTRICT] shall ensure that this policy is:

- (1) distributed annually to students, parents and legal guardians;
- (2) provided to all school personnel at the beginning of each school year and at the time a new employee is hired;
- (3) posted in the [DISTRICT'S] offices and each one of the schools in the [DISTRICT] in an area where notices regarding policies, procedures, rules or standards of conduct are posted, or is otherwise visibly posted;
- (4) included on the home page (or is linked from the home page) of the websites of the [DISTRICT] and each school within the [DISTRICT], if applicable; **AND**
- (5) included in the student handbook, any student orientation material, or any publication that sets forth the policies, procedures, rules or standards of conduct for students.

VII. Data Collection and Reporting

The [DISTRICT] shall maintain data regarding allegations and incidents of bullying and school violence in the [DISTRICT], including a record of each complaint alleging a violation of the bullying policy and the resulting determination made or actions taken, or both, in response to the complaint.

The [DISTRICT] shall submit to the Illinois State Board of Education data regarding bullying on an annual basis.

VIII. Professional Development

The [DISTRICT] recognizes that accurate and current information about the causes and consequences of bullying and school violence to students, schools and communities is critical to effective prevention and intervention.

The [DISTRICT] will ensure that the [Superintendent], [Assistant Superintendents], and all school personnel will receive individualized professional development that addresses the causes and consequences of bullying and school violence and strategies to effectively prevent and intervene when such behavior occurs.

The [DISTRICT] shall implement age-appropriate school- and community-wide bullying prevention programs. In addition, the [DISTRICT] shall integrate into its XXX that teaches students about the consequences of bullying and to effectively intervene when such incidents occur. The

[DISTRICT] will evaluate the effects of the professional development and programming on bullying behavior within the [DISTRICT].

IX. Policy Review

The [DISTRICT] shall review this policy at least every two (2) years to ensure the goals of the state and federal laws protecting students from bullying and school violence are met.

Model Bullying and School Violence Interview Form

Date of interview: _____

Name of person interviewed: _____

Name of interviewer: _____

Description of incident by person being interviewed:

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of person interviewed: _____

Signature of interviewer: _____

Model Bullying and School Violence Interview Guidelines

1. Do not hand this to the person to be interviewed to have them fill out. As the interviewer, it is your task to make notes as you interview the person.
2. Have the person interviewed review front side and all attachments thoroughly before having them sign. If you wish to make notes on a separate sheet and then legibly fill out this form later, that's fine. This is the document for the person interviewed to review and sign.
3. Make sure to include the basic facts (who, what, where, when, how).
4. Begin the interview with open-ended questions. For example, ask "How are you feeling?" How has what has happened affected you?
5. You may follow up with leading questions if necessary to complete the description of what has happened and its consequences. Try to elicit information about with the following questions:
 - a. Have the incident(s) against you made you fear for your safety? How? Where (just at school? Home? Both?)?
 - b. Have the actions against you made you fear that harm would come to any of your personal property? How?
 - c. Has your health – physical, emotional, mental – been affected? How? (seen by a doctor? Missing school?)
 - d. Have your academics been affected? How? (increase in tardies/absences? Grades going down? Missed assignments?)
 - e. Have you quit any extracurricular activities?
 - f. Have you changed any of your usual routine at school? (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)
 - g. Why do you think this happened to you (or to the target)?
5. Keep a copy of this signed form in your investigations file.

Model Bullying and School Violence Report Form

Today's Date: _____

Date of incident(s) of bullying behavior: _____

Person or persons who reported the bullying behavior:

- Student
- Teacher
- Other (please identify): _____
- Anonymous

Person completing this form (please indicate if you would like to remain anonymous): _____

Name of student(s) targeted for bullying:

First Last

First Last

Others: _____

Names of student(s) engaged in bullying behavior:

First Last

First Last

Others: _____

Student or students were targeted for bullying because of actual or perceived (check all that apply):

- Race
- Color
- Religion
- Sex
- National Origin
- Ancestry
- Age
- Marital Status
- Physical or Mental Disability
- Military Status

- Sexual Orientation
- Gender-Related Identity or Expression
- Unfavorable Discharge from Military Service
- Association with Person or

Persons with One or More of These Characteristics

- Other Characteristic:

Student or students were targeted for bullying in the following ways (check all that apply):

- Electronic Communication (e.g., Facebook, text, email)
- Written Communication
- Physical Act or Conduct
- Verbal Act or Conduct
- Other (please explain): _____

Student or students were targeted for bullying in the following place(s) (check all that apply):

- Classroom
- Hallway
- Cafeteria
- Bathroom
- Locker Room
- Gym
- Bus
- Bus Stop
- Extracurricular Activity
- Other (please explain): _____
- _____
- _____

Please describe the incident (please use as much detail as possible – what time did the incident(s) take place, who witnessed the event, what was said, what, if any, physical interactions were there):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Name

Date

(Please indicate if you wish to remain anonymous): _____

Appendix B

TASK FORCE MEMBERS AND MINUTES

Thursday, October 7, 2010 Meeting Minutes

At 9:15 a.m. the first meeting of the Illinois School Bullying Prevention Task Force was called to order by Darren Reisberg, the Deputy Superintendent/General Counsel at the Illinois State Board of Education (ISBE). With one exception, all members were present or represented by a designee. A list of Task Force members appears on the final page of the minutes. There were ten members of the public present at the meeting. During public participation, one of these guests shared information about a bullying prevention program that he designed.

Mr. Reisberg welcomed the Task Force members and facilitated introductions. Shannon Sullivan, of the Safe Schools Alliance, welcomed the group to their offices for the first meeting. Mr. Reisberg noted that Learning Point Associates would be staffing and facilitating the Task Force at no cost to the state. He then reviewed the Open Meetings Act requirements, which apply to the Task Force, and will share a link to FAQs about the Act with the members of the Task Force. All agendas and minutes related to the Task Force meetings will be posted at: <http://www.isbe.state.il.us/SBPTF/default.htm>. Mr. Reisberg further noted that all Task Force members will need to complete ethics training. He had packets of information available for the members. The certification can be returned to Mr. Reisberg. He pointed out that the on-line ethics training version for state and government workers is not sufficient.

During the introductions, Barbara Shaw, of the Illinois Violence Prevention Authority (IVPA), noted that she would like to present about upcoming IVPA grant opportunities at the next meeting and gather feedback from the Task Force about the plans for those grants. She also mentioned the recently announced Neighborhood Recovery Initiative, which will fund a comprehensive range of supports for students and residents in 20 communities in Chicago. She looks forward to engaging the Task Force as this new initiative is launched in Illinois. Mr. Reisberg thanked Barbara for the information and encouraged the Task Force members to also inform ISBE of funding priorities as ISBE will be developing their budget for next year soon. ISBE welcomes the collaboration of stakeholders in the budget development process.

Before closing out the introductions, Mr. Reisberg asked the representatives from Carpentersville CUSD 300 and Rantoul School District 137 to describe the Positive Behavioral Interventions and Supports (PBIS) system that is used in their school districts. When naming members to the Task Force, it was a priority of State Superintendent Chris Koch to invite school leaders and teachers who have successfully implemented PBIS. The school district members described PBIS as a systems approach to establish a school climate that is conducive to learning for all students. It is not a pre-packaged curriculum, but rather a data-driven approach that can be tailored to the needs of each school. Students are explicitly taught what the schoolwide expectations for behavior are and those expectations are continually reinforced. The general design includes three levels. The universal level provides proactive support for all students. The second level, for 10-15% of students, includes more intensive supports and interventions for students who are at-risk for behavioral problems and educational failure. Finally, the tertiary level, for those students with the most complex and chronic needs, involves supports from outside agencies. Parents/guardians are involved throughout the process.

Mr. Reisberg closed out the introductions and then provided the Task Force members with some background about the laws related to bullying prevention in Illinois. The first anti-bullying law was passed in June 2006. It was a bare-boned statute that found that bullying has a negative effect on school climate and is linked to other forms of antisocial behavior. The law defined bullying prevention, but not bullying, and made it optional for school districts to implement bullying prevention policies or programs.

In 2007 the General Assembly strengthened the law by adding a requirement for school districts to develop a bullying prevention policy, but provided no detail about the recommended content for these policies. School districts were further required to communicate the policy to parents and file a copy with ISBE. However, ISBE was not provided with any enforcement authority.

During this time, many other states were moving forward faster than Illinois in the development of statewide bullying prevention laws. Several states included a great deal of detail in their laws about the requirements for school policies and for districts reporting data back to the state. Inspired by the movement in other states, several organizations in Illinois collaborated to encourage the legislature to align the 2007 law with model laws from other states. In the spring of 2010 a robust bill was proposed in the legislative session. Although the bill was modified and is not as strong as ISBE had hoped, the resulting new law, Public Act 096-0952, became effective on June 28, 2010. The law provides a detailed definition of bullying, enumerates classifications of bullying, describes where and when bullying is explicitly prohibited, and charges both public and non-public non-sectarian school districts with developing a bullying prevention policy, updating it every two years, and filing a copy with ISBE. Currently, most districts do not have a great deal of detail in their bullying prevention policies and simply adopt the Illinois Association of School Boards (IASB) model policies. To strengthen these policies statewide, the Safe Schools Alliance is working with IASB to incorporate bullying prevention into their model policies.

Mr. Reisberg continued his discussion of the context related to the law by noting that ISBE has strong working relationships with stakeholders in the state, but there are certainly areas of tension. For example, because of the current fiscal crisis and the sensitivity of school districts to increased mandates without increased funding, there was some controversy about the breadth of the state's authority and the responsibility of the district with this law. Brooke Whitted, of the Leslie Shankman School Corporation, asked if there was an existing mechanism in state law that would enable ISBE to intervene in school buildings with toxic climates. Mr. Reisberg responded that there is not such a mechanism and that ISBE does not currently have the resources to support that type of intervention.

Finally, Mr. Reisberg highlighted how Public Act 096-0952 outlines the charge of the Task Force to: explore the causes and consequences of bullying in schools, identify promising practices that reduce incidences of bullying, highlight training and technical assistance opportunities for schools to effectively address bullying, and evaluate the effectiveness of schools' current anti-bullying policies and other bullying prevention programs. The first meeting is designed for Task Force members to get acquainted, place issues on the table, and solicit feedback from the members about topics that should be covered in the next three meetings,

which will be more substantive. The second and third meetings will be devoted to the four objectives outlined by the legislature. A draft of the report will be circulated before the final meeting. Comments are welcome during that meeting and minority reports can also be drafted if there is disagreement about recommendations. By March 1, 2011, the Task Force will submit a final report to the Governor and the General Assembly and then the Task Force will be dissolved. Hopefully, Mr. Reisberg remarked, members will continue to be active to move the recommendations of the Task Force forward. Brooke Whitted expressed concern that three 2-hour meetings will not be enough to fulfill the Task Force's obligation. Mr. Reisberg responded that as the members of the Task Force are busy people, the goal will be to hold four meetings, which can be longer than 2 hours. If the Task Force decides that more meetings are necessary, scheduling additional time could be a possibility. Shannon Sullivan noted that the coalition, Prevent School Violence Illinois, was formed to pass the law, but still meets regularly and can support the work of the Task Force between meetings. Mr. Reisberg welcomed the offer, but offered a caveat that the coalition would need to be careful not to convene a majority of the members of the Task Force because this would constitute a Task Force meeting and would need to meet the requirements for public posting under the Open Meetings Act.

At this point, Rob Mayo, the Deputy Director of the National Charter School Resource Center at Learning Point Associates, who will be facilitating the Task Force, asked the Task Force members to share resources that could inform the work of the group. Task Force members recommended that the Task Force explore resources available from the Illinois Violence Prevention Authority, the Safe Schools Alliance, and the Illinois Center for Violence Prevention. Brooke Whitted prepared spiral bound books with information that he has gathered, indicating that several of his articles noted how bullying dovetails with school shooters as victims who were bullied have in some cases become school shooters.

Professor Dorothy Espelage has been studying bullying for 17 years and would welcome the opportunity to deliver a presentation for the Task Force. To help the Task Force members review the highest quality of evidence that is currently available, she will share two recent meta-analyses that have been completed. She is also conducting a randomized controlled trial of a bullying prevention program in 32 schools in Illinois. As a result of her expertise in this area, she can provide the members with a sense of what the research says, what is working, and where gaps in the research still exist. She also noted that, despite the recent media attention to cyberbullying, school-based bullying is more prevalent and should be the main focus of the Task Force.

Kim Fornero, of the Illinois Department of Human Services, mentioned that the Illinois Youth Survey, which was administered in 2010, is a rich longitudinal data source that the Task Force can access. The survey includes county and statewide data for students in grades 6, 8, 10, and 12. She can ask her staff to pull data related to bullying prevention and describe how responses on those questions are correlated with student responses in other sections of the survey. The Task Force can also make recommendations for adding questions to the survey in the future.

Malik Nevels, Shannon Sullivan, Brooke Whitted and Sukari Stone agreed that it would be important to have youth speak to the issue of bullying because they are directly impacted. Anna Rangos added that many students do not report bullying at school because they do not think the

administration will act on the report. Thus, it will also be important to examine this aspect of the issue. Julie Justicz, of Health and Disability Advocates, encouraged the Task Force to include youth voices from elementary and secondary school students. She mentioned that the Human Rights Campaign has developed an elementary curriculum that might be helpful for the Task Force to review. Josh Gray agreed that it would be valuable to hear from youth, but also urged the Task Force members to focus on the need for adults in school buildings to take responsibility for developing a school climate in which all students feel safe. Professor Espelage agreed and observed that there needs to be a stronger focus on bullying prevention, classroom management and assessing the school climate in teacher pre-service training programs. Mr. Reisberg responded that ISBE recently updated their rules to ensure that bullying prevention is included in pre-service training. It might be helpful to have ISBE staff present on these new rules and the plan for implementation.

Jen Nielsen, of the Anti-Defamation League (ADL), mentioned that ADL is active in anti-bias initiatives which include helping students move from bystander to ally, delivering professional development for teachers, developing sample school policies for cyberbullying, and outlining the legal rights and responsibilities for victims. Mr. Whitted remarked that the focus on the bystander is critical. Programs like KiVa in Finland have found that it is effective to train bystanders to step up to the ally role. He recommended that the Task Force not be distracted by cyberbullying, but instead focus on school-based bullying. Ms. Nielsen acknowledge that school-based bullying will be important to examine, but urged the Task Force not to discount cyberbullying because she has found that it is important to educate students about what cyberbullying is and how they can confront it.

Other Task Force members shared additional perspectives that the Task Force should consider. Abdi Maya observed that it would be important to examine the impact of language and culture on outreach. As larger percentages of Latinos and African-Americans are victims of bullying, the Task Force should pay particular attention to strategies that are effective both with students and with outreach to parents. Matthew John Rodriguez, of the Illinois Parent Teacher Association, mentioned that he is representing parents' perspective on the Task Force and recognizes the importance of engaging parents. Marc Kiehna, the Regional Superintendent of the Monroe/Randolph Regional Office of Education, commented that regional superintendents are interested in working with the Task Force on training for bus drivers and new teachers and principals to ensure that all stakeholders are involved in developing a school climate that is safe for all students.

Rob Mayo asked the Task Force members to join four small groups, related to the four objectives outlined in the legislation, and then brainstorm agenda items for future meetings that are related to each of those objectives. In future meetings, the causes and consequences group would like to analyze ignorance and intolerance as root causes, issues related to cultural context, and gaps in the research related to the causes of bullying. The evaluating effectiveness group would like to review bullying prevention policies in the 43 states where those policies currently exist, analyze district policies across the state of Illinois, which can be coded by graduate students from the University of Illinois, and monitor the existing system to ensure all stakeholders are aware of the policies, and that the policies are accessible for parents of different languages, cultures, and literacy levels. The promising practices group would like to review promising practices related to

celebrating success (e.g. when a student moves from bystander to ally), diversity training for staff, what works in existing programs, and the youth perspective. The group on the phone would like to review promising practices related to community involvement and examine the existing system of compliance and monitoring. Marc Kiehna would be willing to lead the discussion related to compliance.

The Task Force members decided they would like to hold the remaining three meetings from 3-6 p.m. in the video conference spaces at the ISBE offices in both Chicago and Springfield. Learning Point Associates staff will request members' availability for the next three meetings to be held in early December, mid-January, and early to mid-February. Within the next two weeks, members will also receive the minutes from the first meeting and a draft agenda for the second meeting. Darren Reisberg thanked the members for attending. He adjourned the meeting at 11:05 a.m.

Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members

Representative	Organization	October 7, 2010 meeting
Darren Reisberg	Illinois State Board of Education	present
Barbara Shaw	Illinois Violence Prevention Authority	present
Rocco Claps	Illinois Department of Human Rights	represented by designee
Sarah Migas	Illinois Attorney General	present
Grace Hong Duffin	Illinois Department of Human Services	represented by designee
Shannon Sullivan	Safe Schools Alliance	present
Malik Nevels	African American Coalition	present
Lonnie Nasatir	Anti-Defamation League	represented by designee
Julie Justicz	Health and Disability Advocates	present
Peggy Thurow	Carpentersville CUSD 300	present
Lisa Brennan	Carpentersville CUSD 300	represented by designee
Mike Penicook	Rantoul School District 137	present
Maria McCarthy	Rantoul School District 137	present
Josh Gray	Chicago Public Schools	present
Kelly Keating	East Aurora District 131	present
Stacey Horn	University of Illinois Chicago	absent
Dorothy Espelage	University of Illinois	present
Anna Rangos	Student/ Maine South High School	present
Sukari Stone	Student/ Whitney Young College Prep	present
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	present
Matthew John Rodriguez	Illinois Parent Teacher Association	present
Brooke Whitted	President, Leslie Shankman School Corporation	present
Susan Goodwin	President, Quincy Human Rights Commission	present

Monday January 10, 2011 Meeting Minutes

Dr. Christopher Koch, the Illinois State Superintendent, opened the second meeting of the Illinois School Bullying Prevention Task Force. He thanked the Task Force members for their participation. He noted that every student in Illinois has the right to go to school and not be bullied. He observed that he appreciated the time the Task Force members had dedicated to the Task Force and thanked Darren Reisberg, the Deputy Superintendent/General Counsel at the Illinois State Board of Education (ISBE), for graciously agreeing to chair the Task Force.

Mr. Reisberg welcomed the Task Force members. He noted that the Task Force has a great deal of work to do in a short amount of time in order to send a report to the governor and the General Assembly by March 1st. He would like to review draft sections of the report at the February 14th meeting. In order to make that possible, he will ask Task Force members to share their availability so another meeting can be scheduled before the February meeting. In response to an inquiry from Brooke Whitted, of the Leslie Shankman School Corporation, about the possibility of delaying the submission of the report past the deadline, Mr. Reisberg responded that the law requires that the Task Force deliver the report by that deadline so the Task Force should do their best to meet that goal. He indicated that the work groups will work in between meetings in order to help the Task Force meet the March deadline. He also reminded the Task Force to keep in mind that the time they will be sending the report to the legislature will be the same time that legislators are engaged in a difficult budget discussion.

At this point, Mr. Reisberg reviewed which members had been assigned to each of the five workgroups. He then listed goals for each of the work groups. The Policies and Procedures group will develop a model state policy that outlines what is and what is not required by current state law. ISBE has provided the Task Force with all of the existing school policies in the state as well as a model policy from Massachusetts. The Professional Development and Youth Programming groups will identify the most effective bullying prevention programs and the means by which to make them available, including a discussion of cost implications. The Data group will describe what data is currently available and what data is important to collect, from the perspective of a variety of different stakeholders, when designing a comprehensive system. The Legislative group will dovetail with the Policies group. During the last legislative session, several important changes were made to the existing law, but this work group might recommend how the current statute could be further improved.

Before moving to the items on the agenda, Mr. Reisberg opened the meeting to public participation. Dr. Keith Avery, a psychologist from North Central College, addressed the Task Force. He is interested in getting better data about school climate by capturing information from every student and every teacher in the school. He has designed a system to capture this data. He observed that people in schools are best positioned to make changes to the school climate, but they need to have data in order to make good decisions. He would like to follow-up with the data group to talk more about his system. He is currently working with more than 40,000 students in Illinois and has expanded his business by word of mouth.

Professors Dorothy Espelage and Stacey Horn of the University of Illinois, Urbana-Champaign and Chicago respectively, then presented for the Task Force the findings from the most rigorous research that is currently available. They provided a definition of peer harassment which lists

different types of bullying behaviors and identifies the abuse of power as a common component. They then listed several myths, which are false, but that are often heard in schools. For example, one commonly held misconception is that the experience of being bullied is character forming because young people have to learn to stand up for themselves. In fact, this is not at all the case, but it can be very damaging for young people if many of the adults in a school building believe these myths.

They then described the different actors on various places of the bully/victim continuum, noting that a bully-victim can both report bullying others and being bullied themselves. The vast majority of students on the continuum are observers. They also remarked that it is important to identify behaviors rather than labeling young people. Professor Horn noted that although this is a controversial claim, some bullying behaviors are not negative in all instances. For example, there might be cases in which gossip about a student can lead to getting them the help that they need. Professor Espelage reviewed data about the prevalence of bullying, noting that this survey data has been quite consistent over the last 15 years. Approximately 15 percent of students report being bullied chronically over time. Although only approximately eight percent are bully-victims (e.g. students who might become school shooters to retaliate against students who bullied them), these are the students who have the greatest need for mental health services. There has not been a dramatic increase in the prevalence of bullying recently, despite reports in the media, but the ways in which students bully has shifted.

Professor Horn commented that technology is just a tool to bully in a different way, but the behavior is the same whether it occurs on school grounds or on social network sites. They then moved into a discussion of cyberbullying and noted that the epidemic that the media presents is not evident in the data. It certainly happens, but school-based bullying is by far the most common type of bullying. They also urged the Task Force to be careful consumers of research when reviewing statistics related to cyberbullying. Prevalence will appear to be much higher when students are asked, for example, if they received a rude text message at some point in their lifetime rather than in a clearly defined timeframe (e.g. within the last 30 days). Statistics that are based on the lifetime time frame will not provide educators with a clear picture of what is happening in schools on a regular basis.

Professor Horn then moved into a discussion of homophobic language and bullying, remarking that lesbian, bisexual, transgender and questioning students are at great risk for bullying as 30 to 50 percent of the content of bullying is homophobic in nature. Despite this, most bullying prevention programs do not deeply address homophobic issues, although this is a critical issue for schools to address. High rates of victimization and negative school climates lead to issues with mental, physical, academic and social health for these students.

Professors Espelage and Horn then discussed the development of peer harassment, noting that it tends to peak around the time when students hit puberty and then continues at the same level into high school. This peak is related to biological, cognitive, and social transitions. Another related cause is the social structures of large high schools in which it is impossible to know everyone well. As a result, many teenagers try to put their peers in boxes (e.g. Goths, geeks, jocks, etc.) that do not represent the complexity of each individual's identity.

In the most recently published meta-analysis about bullying prevention programs (Merrell et al., 2008), the overall story is that we are not moving the needle with reducing bullying in the United States. In examining the effectiveness of 16 interventions that have been rigorously studied, all showed small to negligible impacts on bullying behaviors with some trend of small positive effects for enhancing social competence and peer acceptance. Unfortunately, many bullying prevention programs have not yet been evaluated or the developers of the program hid the data, so we do not currently have the data we need to fully assess existing bullying prevention programs. In addition, the federal government has further confused the field by supporting a Norwegian program that has not been proven effective in the United States. In another research synthesis, Farrington, in the U.K., examined 40 studies across several countries, which revealed that programs in the United States did not demonstrate a significant impact. KiVa, in Finland, has demonstrated effectiveness with pilot schools in that country, but the effect sizes dropped dramatically when the program was scaled up and federal financial support was reduced. As Finland has such a homogenous population, it is unclear if the impacts demonstrated in the pilot study can be replicated in the United States.

Finally, they turned to analysis of what is working and recommendations for the Task Force to consider. First, bullying prevention programs must be comprehensive and take into account the context in the family, in the peer group, in the school, and in the larger community. Schools should develop secondary and tertiary programs, not just primary prevention programs because too many programs fail to recognize that bullying co-occurs with other forms of aggression. One large assembly will not be effective because students do not need to simply raise their awareness about bullying, but rather need assistance with developing basic life and social skills so they are prepared to respond to bullying. Second, because so much of the content of bullying is homophobic in nature, bullying programs should incorporate a discussion of sexual harassment and sexual orientation. Third, other stakeholders in the school and community should also be involved. For example, the research has demonstrated that teachers are often not adequately prepared to respond to bullies or to help their students develop social skills, so it will be important to carefully look at teacher pre-service preparation programs. School administrators and parents also need to be engaged in bullying prevention efforts. Fourth, peer influence has to be considered in developing and evaluating prevention/intervention programs. In the same way that drug and alcohol prevention programs must include peer influence as an important component, the same is true for bullying prevention programs. It is important to look at the roles of allies and bystanders. Ideally, educators can help young people see their role as an ally because everyone in the school is responsible for interactions within the school community. Some research has also identified the importance of peer leaders. If educators are successful at shifting the leaders' attitudes about bullying, there could be a contagion effect throughout the peer group. Although the peer group is critically important, only one program that has been studied directly attempts to address peer norms. Finally, in the randomized trial that Professor Espelage is currently conducting, she noted the importance of using multimedia to engage students in the programs.

In response to a question from Darren Reisberg, Professor Espelage clarified that the 67-69 programs she described were a subset of existing programs that have been evaluated and for which there are data about implementation and outcomes. As many existing programs have not yet been studied in a rigorous way, they could not be included in the meta-analysis because there

is no data associated with those programs. This is important to note because bully prevention programs are money making venture for many companies, but there is often not rigorous data to document impacts that resulted from the programs. Bullyinginfo.org is just beginning to collect data about these programs and to house this information in a central location. She urged the Task Force members to be careful consumers of such programs and to be aware of the importance of implementing programs with fidelity. In response to a question from Josh Gray, of Chicago Public Schools, about the types of data that were collected, Professor Espelage remarked that all of the measures used in the studies were quantitative, measuring both social/emotional and academic impacts. However, there has not yet been a federally funded randomized study about bullying prevention programs. Such a study could help to greatly enhance our existing knowledge.

Barbara Shaw, of the Illinois Violence Prevention Authority (IVPA), then presented briefly about an upcoming IVPA grant competition and asked the Task Force for feedback. She is concerned that there are no evidence-based programs that work, but would like Professors Espelage and Horn to share a list of promising programs with her. The appropriation for this program has decreased over time and is now a relatively small pot of money. The intent is to provide funds to support implementation of school-based bullying prevention programs for students in grades K-12 and to train school personnel and parents on bullying prevention. The funded programs would be 3-year initiatives. Eligible applicants include public schools in Illinois and non-profits with a demonstrated capacity to provide prevention programs and/or training to school personnel. The current guidelines require that the funded bullying prevention programs provide multi-session programs in school settings, demonstrate that they are established evidence-based programs, and include a focus on the role of bystanders. Grantees must also agree to participate in a statewide evaluation of the program. She would like feedback from the Task Force soon as she would like to get the RFP out the door.

In response to a question from Darren Reisberg about ensuring that the funded programs are distributed across the state, Ms. Shaw indicated that the applicants will be judged within their region and the best proposal will win in each region. Josh Gray inquired if for-profit organizations could compete. Ms. Shaw responded that for-profits were not eligible applicants, but school districts were welcome to subcontract with these entities if that intent was made clear in their proposal. Shannon Sullivan, of the Safe Schools Alliance, commented on the requirement for evidence-based programs because there are currently no evidence-based programs that address LGBT concerns. She proposed that IVPA refer to research-based strategies, but not to comprehensive evidence-based programs.

Lucille Eber, the Statewide Director of the IL PBIS Network, spoke to the Task Force about effective bullying prevention programs within a school-wide system of Positive Behavioral Interventions and Supports (PBIS). She urged the Task Force to be careful about drafting a recommendation that would support strict disciplinary policies because research suggests that policies that label students, exclude students, or react only to negative behavior are not effective in changing that behavior. Instead, it is more effective to respond to risk factors within home, peer, school, and community contexts, to teach targeted social skills to all students, to reward students for positive social skills, and to invest in the development of a positive school-wide culture. She reviewed research findings that supported the implementation of school-wide

behavioral expectations for all students, which are explicitly taught and for which there are multiple embedded opportunities to practice newly learned behavior. In addition, PBIS provides multiple levels of interventions that align appropriate supports with individual needs. In this way, PBIS is similar to an RTI approach for behavior. Through this approach, bullying behavior is reduced because all students are taught the appropriate social skills and the larger school culture no longer supports aggressive behavior. Consequently, an effective bullying prevention policy should not focus on discipline, but rather on the development of a positive school culture that incorporates data-driven decision making and provides layered levels of support and intervention to meet the needs of all students.

PBIS is currently being implemented in 300 school districts in Illinois. It is a systems approach focused on respect, responsibility and safety. PBIS helps schools build a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions that impact academic and behavioral outcomes for all students. It is not a curriculum or a packaged program. Instead, school teams choose specific problems to address, use data on an ongoing basis to learn more about those problems, identify and implement solutions, and then monitor changes in both student behavior and performance and with the perceptions and behavior of school staff. Features of PBIS that contribute to the effective implementation of bully prevention programs include the development of a school-wide culture where positive behavior is expected, the training and support that are provided to adults, and the range of individualized supports that are available for students.

Before breaking into work groups, Mr. Reisberg asked the Task Force if there were any other comments. Brooke Whitted responded that he drafted a letter to Charlie Rose, of the U.S. Department of Education, copies of which were circulated to the Task Force members. He is also planning to go to DC to speak with Mr. Rose. Mr. Whitted noted that he would be happy to send the letter and to meet with Mr. Rose on behalf of the Task Force. Mr. Reisberg recommended that the Task Force members review the letter, provide Mr. Whitted with feedback, and if they are interested in submitting a joint letter, sign the letter on behalf of individuals or organizations rather than on behalf of the Task Force as a whole.

Darren Reisberg thanked the members for attending and asked them to join their work groups, the notes from which are included below.

Work Group Notes

Data Work Group

Discussed needs for data:

- state level (e.g. prevalence)
- local level data for planning

Idea of providing the existing data sources

- PBIS
- Illinois Youth Survey (ISY)
- SEL

Briefly reviewed Prevent School Violence Illinois' proposed work plan

Idea of recommending data collection as a requirement of every school
Illinois Youth Survey - provided overview of survey tool

Proposed Work Plan - Preliminary Ideas

1. Develop goals related to data, consider the needs at the state and local levels, consider new and existing data sources (e.g. IYS, ISAT, etc.)
2. Review current IYS questions, identify new potential questions (core and additional), provide a rationale for their selection and identify potential sources for good, existing bullying questions
3. Presentation of SEL
4. Develop recommendations for common data collection (e.g. associated with any grant funds)
5. Develop recommendations for the use of data associated with funding initiatives
6. Develop recommendations for use of data at local level (fully develop recommendations and resources)
7. Re-examine ideas presented by the Prevention School Violence Illinois Data Collection Work Group

Follow Up - IYS Qs currently in place related to bullying

6th grade version: D8, C6, I5 a-c, S2, S3 b-c, S6 b-c

8th grade version: D8, C7, P2, P5, P6 a-c, I3,a, I4 a-c, I9, S2, S6c,

High School version: D8, C7, P2, P7, P8 a-e, P9, I2, I3a, I4 a-c, S2, S3c, S6 a and c,

The group plans to meet face-to-face prior to next meeting. Planning is underway to confirm a date, time and location.

PD/Youth Programming Joint Work Group

Goals of the work groups: Identify the most effective means of PD and youth programming for bullying prevention in schools as well as how to make them available to schools and at what cost(s).

The group discussed how broad and large the goals are especially given our time frame. ROE's were discussed as a potential vehicle for distributing any chosen PD sessions through train-the-trainer opportunities that would make the impact much greater and keep the cost down. Webinars are also a possibility through the ISBE website. It was also discussed as to whether or not any kind of PD had to be given through ISBE rather than outside non-profits, consultants, etc.

The group also discussed how the research presented at the meeting seemed to point to the inefficacy of a lot of pre-packaged programs and how it would be hard to recommend based on that. Also, schools are very different contextually and what works for one may not work for another.

The group then moved to talking about PBIS as an example of putting in a framework to change school culture rather than simply implementing a pre-packaged curriculum and that maybe the group should lean toward creating a set of recommendations about how to change school culture rather than simply doing a bullying prevention lesson or sessions. A member pointed out the instead of calling it school climate it can also be called setting up 'conditions for learning.'

The co-chair present agreed to email everyone the preliminary research put together by the PSVI coalition and to reach out to Professor Espelage prior to our next meeting to discuss any best practices the research suggests. The co-chair also agreed to get word out to everyone re: the next meeting by 1/12 along with a draft agenda for participants to respond to in order to have a solid agenda by 1/18.

Next meeting:

1/19/11, 3-4:30p via teleconference

Legislative Work Group

Brooke Whitted co-convened the legislative work group with Sarah Migas, who is a social worker with the office of the Illinois Attorney General. Other members present were Lisa Pelligrini, a social work intern with the Attorney General, Theresa Geary, with the Policy Bureau of the Attorney General, and by phone, Barbara Shaw of the Illinois Violence Prevention Authority. Rocco Claps was not present.

It was observed that no one has had time to look at all the legislation around the country yet, and Brooke Whitted suggested that he may have an intern who would be able to see if someone else has done that work before we reinvent the wheel. Shermin Ali, the intern, has already located a summary of all of the statutes, which was forwarded to the group.

Sarah Migas and others suggested that it might be a good idea to require schools to begin collection of data in light of the presentations at the Task Force meeting preceding the work group meeting, in which it was clearly conveyed that there is no real data out there. Data could be collected, as required by an amended statute, on school climate measures; what schools are doing in response; and a potential effectiveness of the different responses. The purpose of this would be to get an actual baseline of real data and elevate bullying incidents as a priority for archival data, because this information is not of a priority status at the present time.

Brooke also suggested that the definition be looked at and the DuPage County model policy, including our definition, was discussed. Whitted talked about the Finnish KiVa system where they had the equivalent of a "swat team" of anti-bullying individuals, specifically trained to investigate every claim of harassment, in every school building.

The work group is in agreement with Darren that the statute needs to go further than it goes now. The only question is how far it can realistically go for reasonable implementation. The following consensus was reached:

1. There should be no reactive or punitive measures built into the statute, which appears to be the tone of some of the DuPage County model policy;

2. Meaningful data should be required to be collected by school districts for a specific period of time, which might include but not be limited to types of incidents and what the Illinois State Board of Education might require districts to do with the information. At present, there is no mandate for reporting to ISBE bullying/harassment incidents. Given that there is already a data collection system in place in light of the PBIS presentation, it would appear minimally intrusive to simply mandate collection of this data into that system, and compilation by ISBE.

Policies and Procedures Committee

The policy committee met briefly to outline a plan for next steps. First, Ryan Erickson represented Prevent School Violence Illinois (PSVI) and reported that his group had spent the last two months reviewing bullying policies at the national level and offered a document (pasted below) to the committee to outline their findings. We will review this document more closely during an upcoming phone conference call. We also agreed to review more completely the memo from Arne Duncan and the Massachusetts Bill for the phone conference call. We discussed the importance of communicating with the legislation subcommittee about their work. We discussed the importance of a policy that reflects systematic change and maintenance, professional development training for teachers and administrators, prevention focus, specific strategies for administrators, parental involvement, and school board member involvement. A phone conference call is being scheduled.

PSVI Policy and Procedures Working Group Summary and Perspectives on Anti-Bullying Policies in Massachusetts

Contributed by Ryan Erickson, Center on Halsted

Introduction

In May of 2010, the Governor of Massachusetts signed “An Act Relative to Bullying in Schools” (MA SB2404) into law. The state legislature approved the measure primarily as a response to a number of documented incidents in which persistent bullying drove youth to suicide. The intention of the bill’s supporters was to create the most comprehensive anti-bullying measure in the country. The authors of the bill therefore aimed to address not only the reaction to bullying and commensurate punishments; they also intended to impact the culture of schools in the state, impressing upon youth, teachers, administrators and parents that they must take a role in bullying prevention.

Summary of the Bill

The Massachusetts anti-bullying measure defines bullying fairly broadly, and outlines a number of specific requirements that school districts must fulfill to be in agreement with the law, including: the development of anti-bullying policies in each district that explicitly condemn bullying and outline punishments for bullies, the development of age-appropriate curricular components for students that stress the harm and dangers of bullying, the education of parents on the deleterious effects of bullying and the professional development of educators, requiring teachers and administrators to attend training that prepares them to recognize bullying and to intervene accordingly.

Each school district is required to develop an “anti-bullying plan” that outlines how they will comply with the anti-bullying law as a component of each school district’s “School Improvement Plan”—a document required of each school district to outline how the school district will improve upon its educational benchmarks over the coming year. The “anti-bullying plan” is expected to enumerate and address several specific components of bullying prevention, e.g. the range of disciplinary measures that could be observed under the policy, how the district will address cyber bullying, etc. Because the “anti-bullying plan” is considered part of the School Improvement Plan, the plan is subject to public comment.

Additionally, the bill mandates the Massachusetts Department of Education to form a task force that will evaluate the school district’s individual plans. The bill also requires the Department of Education to provide a number of resources to school districts in order to help the school districts comply, including teacher/administrator professional development resources, cost effective measures to implement the district-by-district policies, materials for educating parents about bullying and even a model bullying policy.

Conclusion

Perhaps the most definitive feature of the Massachusetts plan is the balance it strikes between local control and standards observed statewide. By requiring schools to develop individualized policies and also outlining the basic tenets that the policies must address, Massachusetts education officials have allowed schools leeway to set bullying priorities that will work in their individual districts but hold each school district accountable to the same standards nonetheless. The pledging of resources and assistance from the state Department of Education for local school districts, too, appears helpful; school districts can rely on the state for anti-bullying resources.

However, much of the Massachusetts anti-bullying measure’s success depends on its exclusive applicability to the Massachusetts education system, a system which may be very different from ours in Illinois.

**Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members**

Representative	Organization	January 10, 2011 meeting
Darren Reisberg	Illinois State Board of Education	present
Barbara Shaw	Illinois Violence Prevention Authority	present
Rocco Claps	Illinois Department of Human Rights	absent
Sarah Migas	Illinois Attorney General	present
Grace Hong Duffin	Illinois Department of Human Services	represented by designee
Shannon Sullivan	Safe Schools Alliance	present
Malik Nevels	African American Coalition	present
Lonnie Nasatir	Anti-Defamation League	represented by designee
Julie Justicz	Health and Disability Advocates	present
Peggy Thurow	Carpentersville CUSD 300	absent
Lisa Brennan	Carpentersville CUSD 300	absent
Mike Penicook	Rantoul School District 137	present
Maria McCarthy	Rantoul School District 137	absent
Josh Gray	Chicago Public Schools	present
Kelly Keating	East Aurora District 131	absent
Stacey Horn	University of Illinois Chicago	present
Dorothy Espelage	University of Illinois	present
Anna Rangos	Student/ Maine South High School	present
Sukari Stone	Student/ Whitney Young College Prep	present
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	present
Matthew John Rodriguez	Illinois Parent Teacher Association	absent
Brooke Whitted	President, Leslie Shankman School Corporation	present
Susan Goodwin	President, Quincy Human Rights Commission	absent

Monday, January 31, 2011 Meeting Minutes

Darren Reisberg, the Deputy Superintendent/General Counsel at the Illinois State Board of Education (ISBE), opened the third meeting of the Task Force. After welcoming the Task Force members, he asked for approval of the minutes from the first two meetings. Brooke Whitted, of the Leslie Shankman School Corporation, made a motion to approve the minutes. Shannon Sullivan, of the Illinois Safe Schools Alliance, seconded the motion. The Task Force unanimously approved the minutes. Mr. Reisberg reiterated that the goal should be to review drafts of sections of the report at the next, and final, meeting of the Task Force. The workgroups will have time to meet during the meeting and then in subcommittees between meetings to complete the drafts. He thanked Shannon Sullivan for graciously hosting the meeting in her office.

Three speakers addressed the Task Force during the public participation period. The first, Judy Freedman, was a school social worker in Illinois for 20 years. During her time in schools, teasing was the number one issue for students. They had often not developed coping skills to deal with the teasing. Most of the situations in her schools were not bullying. She found that when kids reacted in a more confident way, the incidence of teasing decreased. As a result, she wrote a book, *Easing the Teasing*, to provide a resource for parents and kids who are dealing with teasing. Ms. Freedman is currently working on a follow-up guidebook for teachers. Her book is not evidence-based, but it is intended to empower kids with strategies to increase their confidence.

The second speaker during public participation was Steve Leaver from Imagination Theater. He uses theater techniques in classrooms as a method to encourage kids to explore different solutions to problems they may face. These interactive techniques open up discussions on a range of issues. After reading *Easing the Teasing*, Mr. Leaver partnered with Judy Freedman to write a play that would teach kids the skills that are described in the book. This play is the most requested program that his company offers in schools. In response to the discussion at the previous meeting about evidence-based programs, he noted that there is currently little funding to pay for programs related to bullying prevention. Schools typically pay his company for this performance. In contrast, another performance piece about sexual victims is generously funded by 5 foundations. This program is free for schools and the foundations provide funding to evaluate the impact of the program. Without additional funding for bullying prevention, it will be difficult to establish an evidence base for many programs. In response to a question from Darren Reisberg about how schools become aware of the program, Mr. Leaver responded that many schools are repeat customers and request the performance year after year. In addition, his company markets their programs at PTA conventions, social worker conventions, through email marketing, and at showcases.

The final speaker, Dr. Keith Avery, clarified his presentation from the previous week by stating that some schools pay for his product, while others schools, those with little discretionary funding, receive the service free of charge.

A student then presented for the group. She described how she transferred to a school district in 7th grade, at which time she came out openly as a lesbian. As a result, she faced a great deal of homophobia from her peers. She was told that she had HIV, was asked inappropriate questions,

called names, and continually harassed. After authoring an article about transsexual young people, the bullying became so bad that she stopped going to school for weeks. She took up the issue with the school administration, the school board, and her counselors. She received no support from school leaders, who claimed that she provoked the bullying. She has worked to develop of a toolkit for policy change for youth. The toolkit has been well received and is now being used in a number of districts. She has continued to lead a school club that advocates for the rights of gay and lesbian students and has partnered with the Latino club, members of which have also suffered from discrimination and bullying at the school. She noted that there is a great deal of work that needs to be done, but it is refreshing to see students of different races working together, hoping for a time when things will be better. Her next step is to reach out to the school's social workers and to continue to advocate for youth-driven policy change.

She closed by stating that only 3 students at her school of 2500 have the courage to identify as openly gay, although researchers often estimate that ten percent of the population, on average, is gay. She stands in solidarity not only with gay students, but also with young people who are bullied because of their size, religion, race, etc. She is willing to speak out, but many students at her school will not speak out because they are afraid or because they think adults will not listen or help. The administration has yet to investigate her case and the girl who bullied her was never punished and has no idea that what she did was wrong. The only remotely positive step that the administration took was to fly in an expensive mime from California to mime about bullying prevention, an attempt to address the problem that the student assessed as wholly unsuccessful.

In response to the presentation, Brooke Whitted described how Erika Harold, a former Miss America, visited his school and talked to all of the kids because bullying is her issue. He noted that all of the students had experienced bullying, and many of them reported that school staff did nothing in response. Before concluding this section of the agenda, Darren Reisberg commented that there are 869 districts in Illinois, some of which will do the right thing and some of which will need more support. One of the outcomes from the Task Force should be to provide districts with guidance about the critical components that should be included in a bullying prevention policy.

Caryn Curry, the SEL Project Coordinator for the Illinois Children's Mental Health Partnership then delivered a presentation about social and emotional learning (SEL) for the Task Force. She introduced the topic by noting that social and emotional learning provides a framework through which we can learn to be in relationship with one another. She shared a definition of SEL from the Collaborative for Academic, Social and Emotional Learning (CASEL), a nationally recognized organization that is based in Chicago. She emphasized that SEL is a process through which people develop fundamental emotional and social life skills. Because the SEL framework is developmental, it works well with both the academic and behavioral sides of the RTI pyramid. Research suggests that solid social emotional skills are correlated with behavioral and academic performance, so helping students to develop these skills can also impact other outcomes. Ms. Curry further observed that proficiency in SEL also prepares students for the work of the 21st century because these skills focus on teamwork, collaboration, communication, critical thinking and problem-solving.

The five core SEL competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Individuals must first build an awareness of self before beginning to understand how self and “other” interact. These social and emotional skills are a foundation for success in school and in life. Within evidence-based programs, students develop these skills by receiving explicit and interactive instruction, practicing the skills and receiving feedback, observing others’ good behavior, reflecting on their experience, and applying the skills. She noted that school days are often not structured to support the development of these skills, but that schools should consider how to make time for more reflection and conversation. Although Illinois was the first state to implement SEL standards, she observed that students will continue to fall through the cracks unless there is an infrastructure to support SEL for all kids at the school level. She stressed that these competencies can be taught and that mastery of these competencies can support academic achievement. Consequently, she asserted that it is our job as educators to teach SEL with the same commitment that we currently devote to academics. She implored the Task Force to reflect upon how our children are dying, both literally and figuratively. Thus, educators must take the lead to turn the tide through prevention, not crisis intervention after a violent incident in a school.

Ms. Curry then reviewed the findings from a meta-analysis of more than 200 studies conducted by CASEL and Loyola University. The researchers reviewed studies of interventions that promoted the social and emotional development of students between the ages of 5 and 18. They found that students who developed social and emotional skills had more positive attitudes, improved their prosocial behavior, reduced their negative behaviors, and increased their academic achievement.

Ms. Curry emphasized that SEL is a framework that helps schools to organize a variety of initiatives that promote whole child development. Illinois was the first state to implement social and emotional standards, which means that SEL is at least as important as math, language arts, etc. The Illinois goals are designed around the five competencies and each goal is paired with standards and performance descriptions along a developmental continuum.

She further noted that there is currently a great deal of confusion in Illinois about SEL and PBIS. She clarified that these are complementary initiatives because PBIS is about managing behavior while SEL is about emotional/social development. Interventions are more widespread with PBIS, while SEL is about skill building, which goes deeper than PBIS. She asserted that SEL learning should be embedded in the work of the Task Force because schools that implement this framework will likely have increased productivity and a decreased incidence of bullying.

She encouraged the Task Force to read the brief about SEL and bullying prevention that was authored by CASEL and AIR and can be found at:
http://casel.org/downloads/2009_bullyingbrief.pdf

In response to a question from the Task Force, Ms. Curry indicated that she has 3 years of data from schools that piloted the implementation of the SEL standards. However, this data does not include a wealth of student-level academic or behavioral outcomes. The world of assessment for SEL is relatively young and not yet fully developed. Researchers have a great deal of perception

and qualitative data, but the quantitative data will take more time. That being said, many important factors cannot be captured with quantitative data.

Finally, SEL is a paradigm shift, not another thing to add to educators' already full plates. However, most schools have not yet taken the time to do a crosswalk to identify what they are already doing and where the gaps are. Teachers are not trained that SEL is as important as math and language arts, and this teacher training will be essential for effective implementation of the framework. The Illinois Mental Health Partnership has been cultivating partnerships with higher education to open this conversation, but teacher training is currently not consistent across institutions.

Shannon Sullivan noted that another factor impeding implementation of SEL frameworks in schools is the intense focus on academic accountability. She has observed that at ISAT time the levels of stress, anxiety, and tension increase dramatically for students. She also contended that both Type 75 and pre-service teacher preparation should include a focus on SEL and bullying prevention.

Josh Gray, of Chicago Public Schools, asked about accountability and ensuring that there is consistent implementation across staff. Ms. Curry responded that it would be important to ensure that new teachers were on board with the SEL framework, administrators could assess implementation through classroom observation, educators could reflect upon the development of the SEL competencies in their professional learning communities, and the teacher evaluation system could include a SEL component.

Mike Penicook, of Rantoul School District 137, observed that his school is part of a PBIS district. As a result, they worked to ensure that the union was on board at the beginning of the process, and now include PBIS indicators as part of the teacher evaluation system. He noted that it is easy to change the behavior of young people, but the adults are more difficult. Over time, through PBIS, they have built a positive school environment. There will always be issues, but the incidence is reduced with a positive school climate.

Michelle Carmichael indicated that SEL will be embedded within the school improvement process and the conditions for learning in schools across Illinois. At this point, Darren Reisberg asked Ms. Carmichael to share more about ISBE's vision with her work group and asked the Task Force members to join their work groups before reporting out at the end of the meeting.

After the work group session, the Youth Programming and Professional Development group reported that they have a solid outline of their section of the report, which will include: school climate and culture, the transformation of learning, leadership, pre-service education, implementation, and youth programming. They will include success stories from across different types of schools throughout the state, discuss the impact for kids, propose pilot programs and an evaluation of the pilots, and reference the policy and legislation section. Members of the work group have assignments to work on different sections of the report. Darren Reisberg commented that Shannon Sullivan might want to reach out to Linda Tomlinson, Assistant Superintendent at ISBE, because she could provide some insight into the state education agency's vision.

The Policies and Procedures group decided to work with the Legislative group. The members will look at recent legislation in several states and identify key components for recommended changes in Illinois. The group will then decide which components they agree upon and different members will flesh out the details of each component. Darren Reisberg encouraged the group to consider drafting a model policy for districts because the existing models lack sufficient detail. Such a policy was included in the draft of the legislation that was shared with the Task Force. Rather than outlining general principles as the work group suggested, he observed that school leaders have a great deal on their plate and a model policy might be more effective because it could be easily adopted by a school board.

Finally, the Data group is still in the early stages of defining the types of data that they would like to gather to understand both the extent of bullying, from multiple reporting sources, and the quality of the larger school environment. These data can be used to inform action planning for school leaders. Shannon Sullivan indicated that her group's report will refer to the need for a data-driven decision making process at the school, regular needs assessment, and monitoring the implementation of the program. All of these components will overlap with the Data group's recommendations. Brooke Whitted contended that the New Jersey statute is the most aggressive in the nation in mandating that schools report all data about bullying incidents to the state. He urged the Task Force to include a recommendation with teeth that is modeled on the New Jersey legislation.

Darren Reisberg thanked the members for attending and observed that he looked forward to reviewing the drafts before the final meeting of the Task Force on February 14, 2011. He asked the members to submit their draft sections to Peggie Garcia by the end of the day on February 10, 2011 so that all drafts could be provided to the members to review before the final meeting.

**Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members**

Representative	Organization	January 31, 2011 meeting
Darren Reisberg	Illinois State Board of Education	present
Barbara Shaw	Illinois Violence Prevention Authority	absent
Rocco Claps	Illinois Department of Human Rights	absent
Sarah Migas	Illinois Attorney General	present
Grace Hong Duffin	Illinois Department of Human Services	represented by designee
Shannon Sullivan	Safe Schools Alliance	present
Malik Nevels	African American Coalition	represented by designee
Lonnie Nasatir	Anti-Defamation League	represented by designee
Julie Justicz	Health and Disability Advocates	present
Peggy Thurow	Carpentersville CUSD 300	present
Heather Nelson	Carpentersville CUSD 300	present
Mike Penicook	Rantoul School District 137	present
Maria McCarthy	Rantoul School District 137	absent
Josh Gray	Chicago Public Schools	present
Kelly Keating	East Aurora District 131	absent
Stacey Horn	University of Illinois Chicago	absent
Dorothy Espelage	University of Illinois	absent
Anna Rangos	Student/ Maine South High School	present
Sukari Stone	Student/ Whitney Young College Prep	absent
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	present
Matthew John Rodriguez	Illinois Parent Teacher Association	absent
Brooke Whitted	President, Leslie Shankman School Corporation	present
Susan Goodwin	President, Quincy Human Rights Commission	absent

Monday, February 14, 2011'Meeting Minutes

Darren Reisberg, the Deputy Superintendent/General Counsel at the Illinois State Board of Education (ISBE) called the fourth meeting of the Illinois School Bullying Prevention Task Force to order at 3:12 p.m. Mr. Reisberg welcomed the Task Force and asked for a motion to approve the minutes from the January 31st meeting. Brooke Whitted, of the Leslie Shankman School Corporation, made the motion, which was seconded by Dorothy Espelage of the University of Illinois at Urbana-Champaign. The minutes were unanimously approved.

Mr. Reisberg observed that the Task Force report is due on March 1, 2011 and he is committed to delivering the final report to the legislature and the Governor on time. He asked each work group to appoint a lead writer who could work with a small subcommittee to finalize the report. He recommended taking some time during the meeting to break into work groups to allow each subcommittee an opportunity to identify modifications that should be made to their drafts based upon feedback they received from the larger Task Force. After these breakout sessions, Mr. Reisberg will reconvene the Task Force to decide how to logistically finalize the report.

Mr. Reisberg laid out several general points about revisions to the draft report that the Task Force should consider. He recommended that the report should open by setting out the legislative and policy direction that the Task Force recommends because the audience is legislators. This section could be followed by the professional development section and then the data needs section, both of which should refer back to the policy/legislative section. After the work groups revise their draft sections, a subcommittee of writing leads from each group can compile the sections, add transitions, and remove any duplication.

Brooke Whitted mentioned that he provided a draft of revised language for legislation for the Task Force members, which incorporates most of the principles that the policy group has discussed. Mr. Reisberg responded that ISBE staff could help the policy group revise the current draft to include appropriate legislative language. He pointed out that it is helpful to have draft language for legislators. In addition, a model bullying prevention policy would also be helpful for districts. He remarked that including examples of policies from other states, and then drawing attention to the differences between Illinois and the other states, can be a powerful tool when working with legislators. In the same way, the Task Force might include examples of current district policies that are both sparse and well-developed and point out the differences so legislators can clearly see what elements should be required in the future. This section of the report might also refer to criteria that can be used to assess the effectiveness of district policies.

As the Task Force members revise their draft sections of the report, Mr. Reisberg encouraged them to consider the five charges of the Task Force: explore the causes and consequences of bullying in schools; identify promising practices that reduce incidences of bullying; highlight training and technical assistance opportunities for schools to effectively address bullying; evaluate the effectiveness of schools' current anti-bullying policies and other bullying prevention programs; and other related issues.

Linda Tomlinson, Assistant Superintendent at ISBE, then presented briefly for the Task Force about how ISBE is working to include education about bullying prevention in teacher and principal preparation programs in Illinois. Beginning in 2013, principal preparation programs in

Illinois must include coursework related to the identification of bullying, understanding the different types of bullying behavior, and the importance of teaching, promoting and rewarding a peaceful and productive school climate. The guidelines for principal preparation programs are currently more developed than those for teacher preparation, but Dr. Tomlinson welcomed input from the Task Force on the development of the guidelines for teacher preparation programs.

Teacher preparation programs must address the Illinois Professional Teaching Standards, three of which are related to bullying prevention, although bullying is not specifically mentioned. The first related standard focuses on the importance of teachers understanding the spectrum of diversity that they will encounter in their classrooms. Teachers should be prepared to work with students across this spectrum, facilitate a learning community in which individual differences are respected, and demonstrate positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

The second standard is related to creating a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. In developing this positive learning environment, teachers should be prepared to teach social skill development to all students and to make decisions that enhance social relationships in the classroom through mutual respect, cooperation, and support for one another.

The third related standard centers on the importance of teachers developing and maintaining collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. Teachers should be prepared to work with colleagues to develop an effective learning climate within the school and to participate in collaborative decision-making and problem-solving with other professionals to support student success.

In addition to the Illinois Professional Teaching Standards, bullying prevention is also related to the code of ethics which applies to all educators in Illinois. All educators must create learning environments that are accessible to each student, enable students to achieve their highest academic potential, and maximize their ability to succeed in academic and employment settings as a responsible member of society. Further, Illinois educators must respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status. The development of such respectful learning environments should result in a decrease in bullying behavior.

Stacey Horn, of the University of Illinois at Chicago, asked about how teacher preparation programs will be held accountable. Dr. Tomlinson indicated that ISBE guidelines will require changes to all programs to align with the Illinois Professional Teaching Standards. These changes will be approved after the preparation program provider presents before the State Teacher Certification Board. In response to a question from Dr. Horn about accountability for alternative routes to certification, Mr. Reisberg mentioned that state law recently opened the door to non-profit organizations developing teacher preparation programs, but they will be subject to the same approval process as institutions of higher education. Mr. Reisberg also mentioned that if a provider is not following ISBE rules, ISBE can take action and the agency has demonstrated a willingness to do that.

In a similar fashion, every principal preparation program must present before an external review team and then before the State Teacher Certification Board. In response to a question from Dr. Horn, Linda Tomlinson affirmed that these reviewers would be provided with training. In response to an inquiry from Malik Nevels, of the African-American Coalition, Mr. Reisberg encouraged the Task Force members to contact the Joint Committee on Administrative Rules (JCAR) to indicate their support for the rules. He will also ask ISBE staff to send the rules, ISBE's responses to public comments, and the code of ethics to all of the members. Shannon Sullivan, of the Illinois Safe Schools Alliance, observed that the ethics code and Illinois Professional Teaching Standards contradict the current practice of religious institutions of higher education asking students to sign lifestyle statements that are opposed to non-heterosexual sexual orientation. She asked if those discriminatory practices will impact the ability of these institutions to offer approved teacher preparation programs. Mr. Reisberg thanked her for bringing the matter to his attention and he will look into it further.

During public participation, Keith Avery described his data system, which captures information about attitudes and beliefs and social/emotional competencies. Multiple stakeholders (e.g. student, teacher, parent, bus driver, etc.) can rate students on social/emotional competencies and these varied perspectives can be tracked over time. In addition, data can be examined at the student level or aggregated to compare schools within a district or across districts. His reports also provide a summary of strengths, weaknesses, and recommendations for next steps.

Eddie Slowikowski also addressed the Task Force about promising practices in district 202 in Plainfield. In that school district, community-buy-in has been important, garnered largely through neighborhood watch groups. He observed that when parents are more involved, the success of bullying prevention programs increases. Initiatives in the district that have been most successful have helped bullies to become a more integral part of the larger community. Brooke Whitted expressed support for comprehensive programs to reduce the epidemic of bullying and to measure reports of bullying systematically.

Before transitioning to the reports from the work groups, Mr. Reisberg mentioned that ISBE is working with education groups in the state on a bill that will require an annual climate survey in schools. If the legislature passes this bill and appropriates funds to support the survey, information from the survey could be added to the annual school report cards that ISBE publishes.

Josh Gray, of Chicago Public Schools, led the reporting for the Policy work group. In their draft section of the report, the group identified 10-12 core components of bullying prevention policies for school districts to consider. While they tried to stay within the scope of the Task Force's charge, they included recommendations that were related not only to bullying prevention, but also to school improvement more broadly. Brooke Whitted added that the group thought it was important for districts to mandate reporting, to implement RTI structures, and to develop written contracts with families. Caryn Curry, of the Illinois Children's Mental Health Partnership, urged the policy group to look carefully at their Tier 3 recommendations and to clearly state that referral to special education is not a mandate, but an option at this stage. As they revise their section, Mr. Reisberg encouraged the group to include some language about evaluating the effectiveness of policies, with some comments devoted to the evaluation of current district

policies. This section of the report also provides the group with an opportunity to include examples of existing lackluster policies, as examples of what districts should not do, as well as examples of exemplary policies, and a full draft of a model district policy that district leaders could easily bring to their Boards. He also cautioned the group about including legislation that is quite detailed and to examine the overlap in their report between legislative language and recommendations for district policy.

Mr. Gray noted that their recommendation for a contract was designed as a strategy to engage parents. However, Brian Meyer, of the Illinois PBIS Network, observed that mention of a contract was better suited for the report section on programs rather than being included as a component of a state or district policy. He asked the academics in the room if there is research to support the use of contracts. Dr. Horn responded that there is no rigorous research about contracts with bully prevention program, but contracts absolutely do not work for abstinence programs.

Shannon Sullivan then reviewed the report section that focuses on professional development and youth programming. Throughout the section, the members of this group focus on transforming school climate through comprehensive frameworks like PBIS. Bullying prevention is a small piece of this larger recommended transformation, which also includes a call to replace punitive policies with skill building and to implement RTI models and SEL standards. In addition, she noted that working with youth will be critical to the success of these transformations. The section concludes with success stories about prevention programs that are effective.

Stacey Horn then led the reporting for the data group. She noted that the charge of the group was confusing and asked if the group should be focused more on what is currently happening or on what the system should look like? They also need more direction about how far to go, i.e. should they make recommendations for what tools should look like or should they actually design sample tools? She observed that the data section might not be a stand-alone section, but instead the group might contribute language that can be woven into other sections of the report. For example, the data group could provide the policy group with language related to methods for assessing if programs are effective. In the larger report, the data work group believes it will be important to make the case for what we do know about bullying prevention, to discuss the data sources that are currently available, to outline what we need to know, and to describe methods to gather that data. Their recommendations might include: encouraging the development of tools for schools to assess their readiness to engage in bullying prevention work (e.g. do they have a policy in place?, do they have community buy-in?, etc.); adding questions to the IYS or creating modules that are specifically related to bullying; developing a battery of measures that are developmentally appropriate, valid, and reliable; and providing schools with support to collect data, monitor progress, and evaluate the effectiveness of their bullying prevention programs.

Dr. Horn is sensitive to the challenges that schools are facing and would like the recommendations to include a discussion of what kinds of data are reasonable for schools to collect because there is not enough money in the state budget to mandate that districts collect a great deal of data. Instead, the Task Force might encourage the legislature to mandate reporting on 2-3 indicators, which would be published on the annual school report card, and then provide schools that would like to go further with resources and a menu of opportunities to collect data

and evaluate program effectiveness. Dr. Espelage agreed with providing schools with recommendations for tools. She noted that many organizations are selling surveys to schools, but the tools that she has developed are free and psychometrically sound.

Dr. Horn also urged the Task Force to be cautious of the language that is used in the final report and to carefully consider the tone and approach. She recommended an asset-based approach with softened language such as support vs. mandate, agreement vs. contract, etc. Malik Nevels supported Dr. Horn's recommendation to work with the community to build value for data and to strengthen relationships between providers and schools. Josh Gray observed that it would be helpful if the Task Force's final report provided useful outputs, such as sample policies and recommendations on the types of data that schools should be collecting and the questions they should be asking. Shannon Sullivan noted that the menu of opportunities would be important to recognize that context is important and different schools need different things. Mr. Reisberg agreed that attention to a constructive tone would be important as organizations that represent districts are not in favor of any more mandates that require dollars or staff time. He asked the Task Force to recognize that any recommendations for mandates would likely receive push-back from the field. He urged the Task Force to recommend the best way to implement their vision, but cautioned that extending the timeline for the Task Force might not be the best choice; instead other mechanisms might be better choices to continue the momentum on this issue. Before breaking into work groups, Mr. Reisberg clarified that it would be helpful for the Task Force to review resources that are available on ISBE's website and recommend how those resources could be improved to better assist school districts.

After the work groups returned from their breakout sessions, Mr. Reisberg asked each subcommittee to designate one person who would serve as the writing lead for the group. The writing subcommittee will then shape the revised report sections from the work groups into the final report. The writing subcommittee members will be Dorothy Espelage, Stacey Horn and Shannon Sullivan. He observed that the final report should be a consensus document, but a minority report may also be attached.

Barbara Shaw, of the Illinois Violence Prevention Authority, and Kim Fornero, of the Illinois Department of Human Services, urged Mr. Reisberg to consider a late submission of the report in order to ensure that the final report is a high-quality document. Mr. Reisberg responded that it would be difficult to request an extension at this late date and that ISBE takes audit findings seriously. He noted that the report does not signal an end to the process, but rather that the recommendations in the report can shape the next stage of the discussion in the legislature. Ms. Shaw and Mr. Reisberg will reach out to Senator Lightford and Representative Yarbrough to explore the possibility of requesting an extension. In the event that an extension is not possible, the Task Force agreed to work toward the following benchmarks to submit the final report on time:

- **February 18:** Work groups will send revised drafts of their sections to the writing subcommittee.
- **February 22:** The writing subcommittee will send a revised draft of the full report to the Task Force by the end of the business day.

- **February 25:** Task Force members will submit any comments they have to the writing subcommittee by 9 a.m.
- **February 28:** The writing subcommittee will send the final draft of the full report to the Task Force and the members will vote to submit the report.
- **March 1:** ISBE staff will prepare the final report for submission to the Governor and the legislature.

Mr. Reisberg adjourned the Task Force meeting at 6:03 p.m.

**Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members**

Representative	Organization	Attendance at 2/14 Meeting
Darren Reisberg	Illinois State Board of Education	Present
Barbara Shaw	Illinois Violence Prevention Authority	Present
Rocco Claps	Illinois Department of Human Rights	Absent
Sarah Migas	Illinois Attorney General	Present
Grace Hong Duffin	Illinois Department of Human Services	Represented by designee
Shannon Sullivan	Safe Schools Alliance	Present
Malik Nevels	African American Coalition	Present
Lonnie Nasatir	Anti-Defamation League	Absent
Julie Justicz	Health and Disability Advocates	Absent
Peggy Thurow	Carpentersville CUSD 300	Present
Heather Nelson	Carpentersville CUSD 300	Present
Mike Penicook	Rantoul School District 137	Present
Maria McCarthy	Rantoul School District 137	Absent
Josh Gray	Chicago Public Schools	Present
Kelly Keating	East Aurora District 131	Absent
Stacey Horn	University of Illinois Chicago	Present
Dorothy Espelage	University of Illinois	Present
Anna Rangos	Student/ Maine South High School	Present
Sukari Stone	Student/ Whitney Young College Prep	Absent
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	Present
Matthew John Rodriguez	Illinois Parent Teacher Association	Absent
Brooke Whitted	President, Leslie Shankman School Corporation	Present
Susan Goodwin	President, Quincy Human Rights Commission	Absent

Monday, February 28, 2011 Meeting Minutes

Darren Reisberg, the Deputy Superintendent/General Counsel at the Illinois State Board of Education (ISBE), opened the final meeting of the Task Force. Fifteen members were present during the meeting, or represented by a designee, and eight members were absent. Each member's attendance status is included on the list of the members that appears on the final page of this document.

Mr. Reisberg observed that he sees this Task Force as a first step. He thanked all of the members for joining ISBE to discuss these sensitive and important issues. He encouraged Task Force members from state agencies to work together to provide leadership on this issue across the state. He pointed out that he sent a draft of the final report to the members yesterday and then made some additional changes today. He included a draft policy in the appendices because it might be helpful for districts across the state. He asked the members to share questions, concerns, or comments before the Task Force voted on the document. On March 1, 2011, ISBE will prepare the report for submission to the Governor and the legislature.

Brooke Whitted, of the Leslie Shankman School Corporation, made a motion to adopt the report, which was seconded by Marc Kiehna, the Regional Superintendent of the Monroe/Randolph Regional Office of Education. Mr. Reisberg then opened discussion on the motion, noting that he wanted to ensure that members did not feel that they were being pressured into voting too soon.

Brooke Whitted remarked that he would like a note on the section that contains the DuPage County policy because he believes the policy is too punitive. Marc Kiehna agreed with Brooke about the punitive nature of the policy, but noted that he was an advocate for including the policy in the larger document as a resource for district leaders. Darren Reisberg pointed out that while the report could include this policy as a sample, the Task Force can also urge caution for other districts against being so punitive. Barbara Shaw, of the Illinois Violence Prevention Authority, remarked that she thought such a statement would call attention to the policy, when it was not mentioned elsewhere in document, and might not accurately reflect current practice in DuPage County. Mr. Whitted responded that elsewhere in the document the Task Force makes clear that punitive approaches and zero tolerance are not best practice. He noted that the public minutes of this meeting can also reflect this discussion. Stacey Horn, of the University of Illinois at Chicago, further observed that in the larger report, with the success stories for example, the Task Force does comment that these examples are not perfect, but that they represent the spirit of an ideal approach, even if a universal ideal is not necessarily ideal for each individual context.

To improve the final report, Barbara Shaw recommended that the Task Force provide an executive summary. She remarked that there is a great deal of good material in the report, but she worries that it won't get read in-depth. She would like an executive summary to list the Task Force's key approaches and key messages at the beginning of the report. Mr. Reisberg responded that unless anyone has concerns, in ISBE's cover note to the Governor and the General Assembly, ISBE staff will develop an executive summary that highlights the key points of the report and the Task Force's recommendations. He will send the final report and executive summary to the group.

Marc Kiehna asked for clarification about what happened to the section related to professional development for administrators through an Administrators' Academy. He urged ISBE to ensure that this section is included to encourage implementation of the Task Force's recommendations by administrators in the state of Illinois, to move them along in adopting a plan, and then to guide the implementation of those plans in their school buildings. Mr. Reisberg remarked that the language may have been accidentally removed from the final revision, but ISBE will make sure that language is included in the final report. Stacey Horn and Josh Gray, of Chicago Public Schools, agreed that language should be included in the report. Mr. Reisberg recommended that the language be added to the professional development section of the report as it is related to professional development for administrators. Dorothy Espelage, of the University of Illinois at Urbana-Champaign, further noted that the administrators' academy is not currently a recommendation, but it should be pulled out as an explicit recommendation in the executive summary and in the recommendation section of the report.

Stacey Horn raised an additional issue about a section of the report that included a paragraph about referral to special education. She observed that special education works very differently in different places across the state, so she wants to be careful about how the Task Force phrases this section. She recommended that the language be changed to, for example, special education or other appropriate services. Mr. Whitted contended that it was important for the report to reflect that special education should be available as an option for students who need it. He views special education in a positive way, not as a tool to marginalize young people. He would like to make clear that special education can be used at every stage of process. He believes there is more of a risk of not referring kids than in over identifying them. For example, autistic kids might be mercilessly harassed in a general education setting and might be better served in a self-contained situation. Barbara Shaw asked about the language used in the paragraph that indicated that special education would be appropriate to achieve a goal of reducing harassment and bullying. Marc Kiehna pointed out that in many districts in southern Illinois, special education referrals are the only way to conduct a high-quality case study analysis and to understand what may be behind a student's behavior. Through special education cooperatives, which work in collaboration with school districts in his region, districts are able to access school social workers and psychologists who can put together a battery of assessments and gather a variety of information about students. Without the special education referral process, many of these services would not otherwise be available downstate and it is the only avenue many districts have to examine the whole child. Dr. Horn remarked that she does not want this to be a big deal, but would like the Task Force to pay attention to how special education is used in different parts of state. She would like to craft the best statement possible so it does not give districts license to over utilize special education services for students when the services are not appropriate. Heather Nelson agreed that there are many districts that over identify students. However, if districts have a behavior system in place with tiers, then they can use the full case study approach after all interventions have been tried. Shannon Sullivan, of the Illinois Safe Schools Alliance, pointed out that schools are tremendously contextual places. In some instances, there are schools that place gay students in self-contained special education classrooms rather than deal with the homophobic climate that is pervasive in their school. There are some districts that are over identifying students for special education and some that are under identifying students. The Task Force needs to recognize that things happen differently in different parts of state and that special education services can be

utilized, as appropriate, at every stage of the process. Shannon will send language later this evening to reflect her statement to the Task Force.

Barbara Shaw thanked ISBE and the writing team for their responsiveness to the concerns that were raised by the members. She commended them and thanked everyone who worked on the report. Darren Reisberg asked for any final questions or concerns.

Josh Gray requested clarification about a statement in the report that referred to the idea about engaging key stakeholders and holding them accountable in some kind of agreement. It was clear at the last meeting that there is no research-based evidence for contracts, but he would still like to ensure that all stakeholders are held accountable. Dr. Espelage remarked that the language related to that idea should still be in the document. The writing team tempered the language to make it more inclusive, but she believes the message is still included. Dr. Horn noted that the language was in the version of the report that was sent on Sunday morning (either in the legislative/policy section or an appendix), but it looks like it might have been accidentally removed from the latest version. She asked Josh to review the language in the Sunday morning version. If he agreed with that language, it could be inserted again. Mr. Reisberg agreed that ISBE will make sure the language is reinstated if it is not in the current draft.

Mr. Reisberg mentioned that ISBE's goal will be to post the final report on the ISBE Task Force page. At that point, all of the members are welcome to distribute it to any of their colleagues or constituents who are interested in the report. He then called a vote of the members. All those in attendance at the time of the roll call voted to submit the report to the Governor and the General Assembly. Each Task Force member's vote is reflected on the final page of this document.

Darren Reisberg thanked all of the Task Force members for their contributions and hard work and then adjourned the meeting.

Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members

Representative	Organization	February 28, 2011 meeting attendance	Vote to submit report
Darren Reisberg	Illinois State Board of Education	present	yes
Barbara Shaw	Illinois Violence Prevention Authority	present	yes
Rocco Claps	Illinois Department of Human Rights	absent	no vote
Sarah Migas	Illinois Attorney General	absent	no vote
Grace Hong Duffin	Illinois Department of Human Services	represented by designee Kim Fornero (who had to leave early)	no vote
Shannon Sullivan	Safe Schools Alliance	present	yes
Malik Nevels	African American Coalition	present	yes
Lonnie Nasatir	Anti-Defamation League	absent	no vote
Julie Justicz	Health and Disability Advocates	present	yes
Peggy Thurow	Carpentersville CUSD 300	present	yes
Heather Nelson	Carpentersville CUSD 300	present	yes
Mike Penicook	Rantoul School District 137	absent	no vote
Maria McCarthy	Rantoul School District 137	absent	no vote
Josh Gray	Chicago Public Schools	present	yes
Kelly Keating	East Aurora District 131	absent	no vote
Stacey Horn	University of Illinois Chicago	present	yes
Dorothy Espelage	University of Illinois	present	yes
Anna Rangos	Student/ Maine South High School	absent	no vote
Sukari Stone	Student/ Whitney Young College Prep	present	yes
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	present	yes
Matthew John Rodriguez	Illinois Parent Teacher Association	present	yes
Brooke Whitted	President, Leslie Shankman School Corporation	present	yes
Susan Goodwin	President, Quincy Human Rights Commission	absent	no vote

Illinois State Board of Education
Illinois School Bullying Prevention Task Force Members

Representative	Organization	February 28, 2011 meeting	Vote
Darren Reisberg	Illinois State Board of Education	present	yes
Barbara Shaw	Illinois Violence Prevention Authority	present	yes
Rocco Claps	Illinois Department of Human Rights	absent	no vote
Sarah Migas	Illinois Attorney General	absent	no vote
Grace Hong Duffin	Illinois Department of Human Services	represented by designee Kim Fornero (who had to leave early)	no vote
Shannon Sullivan	Safe Schools Alliance	present	yes
Malik Nevels	African American Coalition	present	yes
Lonnie Nasatir	Anti-Defamation League	absent	no vote
Julie Justicz	Health and Disability Advocates	present	yes
Peggy Thurow	Carpentersville CUSD 300	present	yes
Heather Nelson	Carpentersville CUSD 300	present	yes
Mike Penicook	Rantoul School District 137	absent	no vote
Maria McCarthy	Rantoul School District 137	absent	no vote
Josh Gray	Chicago Public Schools	present	yes
Kelly Keating	East Aurora District 131	absent	no vote
Stacey Horn	University of Illinois Chicago	present	yes
Dorothy Espelage	University of Illinois	present	yes
Anna Rangos	Student/ Maine South High School	absent	no vote
Sukari Stone	Student/ Whitney Young College Prep	present	yes
Marc Kiehna	Regional Superintendent Monroe/Randolph Regional Office of Education	present	yes
Matthew John Rodriguez	Illinois Parent Teacher Association	present	yes
Brooke Whitted	President, Leslie Shankman School Corporation	present	yes
Susan Goodwin	President, Quincy Human Rights Commission	absent	no vote

Appendix C

Situational Analysis

Suggested Minimal Components

1. A review of the current district and school non-harassment and anti-bullying policies (Are they concordant with the Prevent School Violence Act (PSVA)? Is bullying defined and defined similarly to the definition used in PSVA? Are they enumerated? Are they consistent across schools within the district)
2. A review of current community-, district-, and school-wide programs already addressing issues related to school climate, school violence, bullying prevention, social emotional learning (e.g., Positive Behavioral Intervention Supports) that could be leveraged in the school transformation process.
3. Assessment of individual attitudes and beliefs (e.g., students, teachers, parents, administrators) regarding school violence, bullying, and violence/bullying prevention (e.g., causes and consequences, incidence, importance of school interventions to reduce violence and bullying). This could be done through various data collection strategies (e.g., focus groups or surveys with various constituent groups, key stakeholder interviews)
4. An analysis of the frequency and types of incidents that occur (e.g. Are most incidents bias related or identity-based? Do the majority of incidents occur on the playground? etc.) (Note: This process requires that some type of reporting and monitoring system already be in place to document violence and bullying-related transgressions within the school.)
5. Assessment of current reporting or monitoring mechanisms to track incidence levels. (Are we capturing the data we need to fully understand what is happening in our context? Is our reporting mechanism tied to the definition of bullying put forth in the policy? Does everyone in the school know and understand the mechanism for reporting incidents? Are the mechanisms consistent across schools within the district?)
6. Assessment of the discipline strategies and consequences utilized when addressing bullying- and violence-related transgressions? (Does everyone in the school community know what they are? Are they applied

consistently and fairly? Are they expiatory (punitive) in nature or do they provide a developmental context for understanding the causes of and for transforming the behavior?)

7. Assessment of organizational capacity to engage in the school transformation process. (Are the necessary human and economic resources available and in place? Is the leadership on board? Are there other competing priorities/conflicts that the district/school is negotiating such as massive layoffs or leadership transition?)

Appendix D

Guidelines on Effective and Ineffective Bullying and Violence Prevention Strategies

Suggested SYSTEMS components for bullying prevention and intervention informed by current research:

- Strong leadership committed to systemic change.
- Create a leadership team representative of the school community to make sure all voices are heard and to attain buy-in from all constituents including educators, paraprofessionals, students, and parents.
- Incorporate bullying prevention into a school-wide, prevention-based, systemic RtI framework (such as Positive Behavior Interventions and Supports) that includes multi-tiered, data-based structures to ensure effective implementation and sustainability.
- Designing a thorough bullying policy that clearly defines bullying; states the types of behaviors that will not be tolerated; and that focuses on prevention, effective interventions, and education rather than punitive or coercive mode of redress.
- Focus on prevention and creating positive school climate and culture starting in the primary grades and continuing throughout the school years with no “end date.”
- School-wide plans include instruction for all staff members and students in how to prevent and respond to bullying behavior.
- District policy should include provisions to prevent and respond to cyber-bullying.
- Use appropriate media and channels of communication to regularly inform and engage stakeholders on the school’s efforts, data, and outcomes of bullying prevention and intervention.
- Provide adequate resources to implement strategic initiatives with fidelity as they are designed.
- Understand the critical importance of the bystander in bullying prevention. Recognize that all community members are negatively affected by bullying.
- Classroom teachers who promote inclusive, caring learning environments and allow time for discussions about difficult topics such as bullying.

- Work together with parents, families, and community to understand racial, religious, cultural, and sexual orientation differences in order to access network resources and create avenues to support positive youth development.

Suggested PRACTICES for bullying prevention and intervention informed by current research presented within an Rtl Framework:

Tier 1 Bully Prevention Practices that address all students and staff to increase prosocial behaviors, emotional wellbeing, skill development, academic success, and mental health, include:

- Establish positively stated universal behavioral expectations for all settings (classroom, hallways, playground, bus, etc.).
- Teaching and modeling school wide behavioral expectations with multiple methods and reinforce consistently over time to promote pro-social and pro-academic skills and character traits.
- Incorporate lessons on social and emotional development into the curriculum such as understanding differences, empathy, problem-solving, making choices, and developing healthy relationships.
- Use scripts and role plays to develop skills.
- Teach bystanders to take action by knowing what to do when they witness other students engaged in aggressive behavior or retaliation.
- Help students and staff understand the dynamics of bullying and cyberbullying, including the underlying power imbalances that may exist within a school.
- Teach internet safety.
- Enhance students' skills for engaging in healthy relationships and respectful communications.
- Ensure a safe, supportive school environment that is respectful of and celebrates diversity and difference.
- Encourage students to develop positive relationships with adults.
- Encourage student interests and participation in non-academic and extracurricular activities in their areas of strength.

Tier 2 Bully Prevention Practices that provide additional support to meet the needs of roughly 10-15% of students whose behaviors do not respond to Tier 1, include:

- Provide targeted social skills instruction tied to the universal school wide expectations.
- Student-level interventions that target individual or small groups of targets while recognizing the important role power plays in bullying.
- Increase adult monitoring and positive attention.
- Create systems for specific and regular daily feedback on their behavioral progress.
- Provide additional academic supports.

Tier 3 Bully Prevention Practices that provide intensive preventive strategies to the 1-5% of students whose behaviors do not respond to Tier 1 or Tier 2, include:

- Highly individualized support plans for aggressors or targets.
- Individualized academic and/or behavior intervention planning
- Comprehensive, person-centered, and function-based wraparound processes including school, family, and community mental health supports.

A Special Note About Bullying, School Violence and the Special Education System:

When a school determines that referral of a student (whether aggressor or target or both) to the special education system would be appropriate in achieving the goal of reducing bullying in a particular situation, no district or individual building policy may prohibit or limit an immediate and expedited referral for a case study evaluation to determine eligibility for and appropriateness of special education services. Likewise, private schools must make a formal referral for a case study evaluation to the public school district in which they are located. Such referrals may be made, if and when appropriate, at any point in the Tier 1-2-3 process.

The Task Force recognizes that schools/school districts are contextual and utilize a variety of services and supports for their community of students and families. School stakeholders may have concerns about both the under- and over-utilization of special education services to address issues that arise around bullying and school violence. The Task Force submits that schools/districts should not assume that, because a student is involved in bullying or school

violence, he automatically should be evaluated for special education services. At the same time, students or families should never be denied the opportunity to participate in a case study evaluation to determine eligibility for special education services. The Task Force is invested in schools/school districts utilizing special education services appropriately for and with students and families who demonstrate a need for the services.

Current research informs AGAINST the following practices for bullying prevention and intervention:

- Viewing bullying as “one more thing” separate from the school curriculum
- Delegating bullying prevention to a few staff members without administrative leadership and support, and without input from students, parents, and community members
- Blaming parents, families, and communities for the issues children face
- Addressing bullying separately from other curricular and prevention efforts
- Focusing only on the children known to be directly involved in a bullying incident
- Ignoring the critical importance of bystanders, and therefore focusing primarily on aggressors and targets
- Classroom teachers who ignore bullying or do not intervene appropriately
- Conflict resolution or peer mediation
- Group counseling for aggressors
- Zero tolerance discipline policies
- Thinking bullying only affects the aggressor and the target
- Focusing on intervention and punitive measures when bullying peaks – typically in middle and early high school.
- A generic bullying policy with nonspecific rules or unclear or vague behavioral expectations.
- Sporadic implementation of a program because of lack of time, money, staff development, or commitment.
- Bullying efforts that focus on students while adults in the building bully students or each other.