

2016-17 COMMUNITY REVIEW COMMITTEE

SCHOOL CLIMATE

June 19, 2017

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Table of Contents

Executive Summary	..	2
A. Background		2
B. Process	..	2
C. Findings and Conclusions		3
D. Recommendations for Action	..	3
Research Summaries and Strategic Recommendations	.	5
1. District 39 should identify areas of difference that exist in its student body and develop ways to promote how these differences can be respected and celebrated by students, parents, and teachers	..	5
2. District 39 should assess the effectiveness of all areas where social-emotional learning is taught, including Second Step, and research other programs that will support students in social-emotional learning. In addition, the district should assess whether any of its current classroom practices are having the unintended effect of making children feel excluded and promote more sensitive alternatives instead		7
3. District 39 should engage and utilize student leadership to help support expectations and promote a positive school climate	.	8
4. District 39 should help parents understand why it is promoting an improved school climate and give parents the tools they need to support their children in this endeavor		9
5. District 39 should develop a protocol to educate parents, teachers, and students in order to improve communication about district policies, processes, and services with respect to situations involving bullying and social conflict		11
6. District 39 should emphasize and prioritize the promotion of “upstander behavior” in its students, which is the practice whereby instead of colluding with or passively witnessing bullying, children either directly or indirectly say “no” to bully-victim behavior.		12
Conclusion	.	13

Executive Summary

A. Background

The purpose of the Community Review Committee (CRC) is to “advise the Board on specific strategies that help fulfill District 39’s mission.”¹ District 39’s mission is to “nurture, guide, and challenge students to become creative thinkers, collaborators, and socially responsible, compassionate, and productive citizens of a global society [by providing] an environment that supports the academic, social-emotional, and physical well-being of each student[.]”² This year’s research on the topic of “School Climate” and the CRC’s resulting findings and recommendations seek to primarily improve the social-emotional well-being of District 39 students and help facilitate the charge for them to become compassionate citizens of a global society. However, the thinking is that these goals, if achieved, will have an effect that reaches beyond that of merely addressing these particular objectives. Indeed, the hope is that when school becomes a place where all students feel safe to express differing opinions, perspectives and beliefs and that the climate is such that differences are not only respected, but also celebrated, the academic and physical well-being of each student will also grow and flourish.

The choice of the topic of school climate was the result of a process that stemmed largely from increased concerns among school administrators and staff, members of the Board of Education, and parents about some disturbing trends and incidents occurring in District 39 schools. These trends were confirmed in the 2016-2017 District 39 Strategic Plan, which stated that “[i]n particular, there have been increased reports of before/after school incidents, racial and/or religious tension, and social conflicts/bullying within social media settings.”³ The strategic plan further observed that these incidents were known to have had a negative impact on school attendance due to its contribution to an increase in school avoidance.⁴ As a result of an awareness in an increase in these types of reports, the topic of “diversity and inclusion” was suggested in the summer of 2016 and was chosen as one of two finalists for this year’s CRC topic. After a discussion at the July CRC meeting about the two topic finalists (diversity/inclusion and wellness), the CRC unanimously decided to pursue the more inclusive and broad topic of “School Climate,” specifically focusing on two of the four recognized areas of school climate, which are “interpersonal relationships” (which includes diversity and inclusion) and “safety” (which includes bullying and social conflict).

B. Process

To delve into the topic of school climate, the CRC divided in two subcommittees, with one focusing on interpersonal relationships (which was chaired by Meg Kahdeman) and the other focusing on safety (which was chaired by Brian Knudson). In addition to taking inventory of the district’s current practices

¹ http://www.wilmette39.org/UserFiles/Servers/Server_360846/File/About%20D39/CRC/CRC%20Bylaws%202016.pdf

² <http://www.wilmette39.org/cms/one.aspx?portalid=360930&pageid=845727>

³ http://www.wilmette39.org/UserFiles/Servers/Server_360846/File/About%20D39/Strategic%20Plan/2016-2017%20District%2039%20Strategic%20Plan.pdf

⁴ *Ibid.*

and also researching best practices in these areas, the majority of the subcommittees' focus and energy centered on creating and distributing surveys to assess the current state of school climate in District 39. The CRC sent out separate surveys with combined questions from each subcommittee to various stakeholders in the district, including parents, students in grades 5-8, and all K-8 teachers. The response rate from each group was extremely high. Parents representing 1070 households responded, as did 1338 students in grades 5-8 and 304 K-8 teachers. The data from these surveys was analyzed by an outside statistician affiliated with the educational consulting company NogginLabs, and CRC members also sought to identify trends by looking at all of the comments made in the open response sections of each survey.

C. Findings and Conclusions

An examination of current and best practices on the subject of school climate and the results of surveys given to all D39 parents, teachers, and students in grades 5-8 caused the CRC to reach the following conclusions:

1. District 39 could do more to help students of various diverse groups feel included and safe in their school communities and to be bullied less.
2. District 39 could do more to engage, educate, and communicate with all D39 stakeholders (parents, teachers, and students) in improving school climate and in understanding current policies, processes, and services.
3. An assessment of the effectiveness of current District 39 practices and research into additional programs in the area of social-emotional learning is warranted, as is an assessment of practices which may have the unintended effect of making students feel excluded.

D. Recommendations for Action

In light of the foregoing conclusions, the CRC recommends the following:

1. District 39 should identify areas of difference that exist in its student body and develop ways to promote how these differences can be respected and celebrated by students, parents, and teachers.
2. District 39 should assess the effectiveness of all areas where social-emotional learning is currently taught, including Second Step, and research other programs that will support students in social-emotional learning. In addition, the district should assess whether any of its current classroom practices are having the unintended effect of making children feel excluded and promote more sensitive alternatives instead.
3. District 39 should engage and utilize student leadership to help support expectations and promote a positive school climate.
4. District 39 should help parents understand why it is promoting an improved school climate and give parents the tools they need to support their children in this endeavor.

5. District 39 should develop a protocol to educate parents, teachers, and students in order to improve communication about district policies, processes, and services with respect to situations involving bullying and social conflict.
6. District 39 should emphasize and prioritize the promotion of “upstander behavior” in its students, which is the practice whereby instead of colluding with or passively witnessing bullying, children either directly or indirectly say “no” to bully-victim behavior.

Research Summaries and Strategic Recommendations

District 39 has indicated a commitment to the social and emotional development of its students.⁵ Specifically, it has promised to “[f]oster a safe, supportive learning environment where students feel respected and valued” and also to “[p]artner with families and the community to promote students’ social and emotional development.”⁶ The National School Climate Council asserts that a “sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society.”⁷ It further contends that this climate supports people “feeling socially, emotionally and physically safe” and is a place where “[p]eople are engaged and respected.”⁸ School climate reform is a strategy increasingly employed by educational leaders to “increase student learning and achievement, enhance school connectedness, reduce high school dropout rates, prevent bullying and other forms of violence and enhance teacher retention rates.”⁹ After its year-long study on school climate, CRC makes the following recommendations to improve the school climate in District 39 and to help the district fulfill its commitment to creating a supportive learning environment for all of its students:

1. District 39 should identify areas of difference that exist in its student body and develop ways to promote how these differences can be respected and celebrated by students, parents, and teachers.

In surveying all district parents and teachers, as well as students in grades 5-8, the CRC sought to ascertain the level to which D39 students currently feel included at school. The National School Climate Center (NSCC) defines inclusion as a “set of best practices and shared values that meaningfully support the diversity that each person brings to the school.”¹⁰ It further notes that inclusion is “more than equitable access” but also includes the “mutual expectation that all students are encouraged and engaged in school activities to his or her fullest potential.”¹¹ Indeed, at the center of this idea is the “ever growing phenomenon that evokes a need for the community to cultivate global citizenship in today’s students.”¹² This need to engage in such a cultivation is echoed in District 39’s Mission Statement, which issues the charge to “nurture, guide, and challenge students to become creative thinkers, collaborators, and socially responsible, compassionate, and productive citizens of a global society.”¹³ The NSCC explained that “by the virtue of inclusion, we are able to celebrate and respect the many variances that embellish a thirst for learning.”¹⁴

⁵ <http://www.wilmette39.org/cms/one.aspx?portalId=360930&pageId=3146305>

⁶ *Ibid.*

⁷ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

⁸ *Ibid.*

⁹ <https://www.schoolclimate.org/publications/documents/sc-brief-leadership.pdf>

¹⁰ <https://www.schoolclimate.org/publications/documents/sc-brief-inclusion.pdf>

¹¹ *Ibid.*

¹² *Ibid.*

¹³ <http://www.wilmette39.org/cms/one.aspx?portalid=360930&pageid=845727>

¹⁴ <https://www.schoolclimate.org/publications/documents/sc-brief-inclusion.pdf>

The National School Climate Center has observed that there is a “great deal of research showing that many students do not feel physically and emotionally safe in schools,” and that differences such as race, gender, sexual identity, disability, socioeconomic and/or cultural differences are a common cause of bullying.¹⁵ In addition to celebrating and respecting differences in order to increase a “thirst for learning,” CRC is also hopeful that promoting a culture where differences are celebrated will reduce instances of bullying. Consequently, CRC is recommending that District 39 identify areas of difference that exist in its student body and develop ways to promote how these differences can be respected and celebrated by students, parents, and teachers.

One place to start in the identification of these areas of difference may be found in the responses to the CRC surveys. Parents were asked to rate their level of agreement or disagreement with the following statement: “People of different backgrounds/opinions/learning styles feel included at my child’s school.” In pooling the results of these responses with those to similar questions posed in surveys of students and teachers, an outside statistician affiliated with the educational consulting company NogginLabs concluded that parents felt that these groups were less included than students and teachers did. In the parents’ open-ended responses after this question, where they were asked to “please comment below,” the greatest number of comments were about students’ race/ethnicity. The second highest number of comments were about political ideology, specifically with respect to the sentiment that students with conservative views are not respected -- and are even harassed -- in D39 schools. It should be noted that even though political ideology was not specifically asked about in the surveys, responses to this effect (indicating that students with conservative political views were not being treated well at school) were seen across the board in all three surveys, including those submitted to parents, teachers, and students in grades 5-8. In addition to responses about race/ethnicity and political ideology, parents also made comments expressing concern about the inclusion of students in the following areas: disabilities (including students’ mental health and invisible disabilities), gender, socioeconomic status, learning styles (including giftedness), religion, and sexual orientation.

In addition, parents were asked to “indicate the level of inclusion that each group feels” with respect to the following categories of students: students of different racial backgrounds, students who identify as LGBT, students who identify with different religious backgrounds, students from lower socioeconomic backgrounds, and students with unique physical, cognitive, medical, or emotional needs. After this series of questions, the survey asked parents to “Please share any additional insights you have regarding children and their sense of belonging or inclusion in the school environment.” The greatest amount of parents’ comments in this open-ended response section were related to students’ disabilities, followed in order by political ideology, socioeconomic status, religion, and sexual orientation.

Finally, the results of the parent survey revealed a number of disparities along gender lines. The data analysis done by an outside statistician affiliated with the educational consulting company NogginLabs showed that female students were more included than male students in all areas and by a significant margin, with male students in grades 5-6 showing the lowest level of inclusion of all groups. Male students qualified for free and reduced lunch at significantly higher levels than females. In addition, the

¹⁵ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

number of male students with disabilities that are not immediately apparent was also significantly higher than are present in females.

The responses to these survey questions are a useful starting point for the district in its identification process of areas of difference to be respected and celebrated by all of its stakeholders, including students, parents, and teachers. Indeed, the hope is that by doing so, District 39 can create an environment where all of its students feel physically and emotionally safe and can reach their fullest potential in harmony with the District's mission statement.

2. District 39 should assess the effectiveness of all areas where social-emotional learning is currently taught, including Second Step, and research other programs that will support students in social-emotional learning. In addition, the district should assess whether any of its current classroom practices are having the unintended effect of making children feel excluded and promote more sensitive alternatives instead.

The National School Climate Center has explained that “[a]s many as 160,000 students may stay home from school on any given day because they are afraid of being bullied.”¹⁶ In addition, it observed that a “growing body of research has underscored that bully-victim behavior is toxic; it undermines K-12 students’ capacity to learn and develop in healthy ways.”¹⁷ In the “School Climate: Creating a Culture of Empathy” portion of the 2016-2017 District 39 Strategic Plan, the district expressed concern over the impact that increased reports of incidences of bullying and social conflict were having on student attendance due to social avoidance and in doing so, declared the “need to better develop empathy, instill respect, and promote acceptance of responsibility within our school communities.”¹⁸ Second Step is currently the district-wide program used for most of its social-emotional learning, and included in this program are Bullying Prevention Units for each grade level.¹⁹

The National School Climate Center has found that the adults in a school community usually believe that issues surrounding bullying and safety are less pervasive than what is actually felt by the students themselves.²⁰ The responses in the surveys given to all D39 parents and teachers, as well as to students in grades 5-8, mirrored these results. In these surveys, the CRC sought to determine whether students felt verbally and/or physically harassed at school. Specifically, the CRC asked students to rate their level of agreement or disagreement with the following statements: “I have felt verbally harassed repeatedly at school” and “I have felt physically harassed repeatedly at school.” In addition, it similarly asked parents to indicate their level of agreement or disagreement with the following statements: “My child feels verbally harassed repeatedly at this school” and “My child feels physically harassed

¹⁶ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

¹⁷ *Ibid.*

¹⁸ http://www.wilmette39.org/UserFiles/Servers/Server_360846/File/About%20D39/Strategic%20Plan/2016-2017%20District%2039%20Strategic%20Plan.pdf

¹⁹ http://www.cfchildren.org/Portals/1/SS_Multi/SS_DOC/EL-G8_Scope_Sequence_SS.pdf
<http://www.cfchildren.org/bullying-prevention>

²⁰ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

repeatedly at this school.” Finally, CRC surveys asked all D39 teachers to rate their level of agreement or disagreement with the statement, “I have had students who have felt verbally harassed repeatedly at school.” In the analysis done by an outside statistician affiliated with the educational consulting company NogginLabs, the survey results indicated that District 39 students in grades 5-8 who experience verbal harassments are also likely to experience physical harassments as well. In addition, the statistician’s analysis also showed that parents were less aware of both physical and verbal harassments being experienced by their children, and teachers were similarly less aware of verbal harassments being experienced by their students.

In light of the district’s concern about an increase in incidences of bullying and social conflict, as well as survey results indicating that D39 children are experiencing verbal and physical harassment to a higher degree than the adult stakeholders in the district are aware of, CRC recommends that District 39 assess the effectiveness of all of its current programs that deal with social-emotional learning, including Second Step. In addition, CRC also recommends that the district research other social-emotional programs that might either replace or perhaps supplement (depending on the outcome of the effectiveness assessment) its current programs in order to deal with both the increased incidences that the district is concerned about as well as the disparity between how students describe their level of verbal and physical harassment compared with that of their parents and teachers.

Finally, the CRC concluded that it would also behoove the district to assess whether any practices currently used by teachers are having the unintended effect of excluding children and if so, to promote some professional development that would result in more sensitive practices being used in their stead. Some examples might include rethinking a practice whereby children “pick teams” in gym class, which naturally results in some kids getting picked last; students “lining up by gender,” as this might exclude transgender, non-binary, and gender-nonconforming students; and engaging in an activity that involves food, as this might exclude children with food allergies. The CRC believes that an increased sensitivity on the part of teachers to these sorts of matters will also help to improve the overall sense of inclusion felt by students and as a result, will promote a more sustained and positive school climate.

3. District 39 should engage and utilize student leadership to help support expectations and promote a positive school climate.

Among the strategies that the National School Climate Center recommends that schools employ to create a more inclusive school community are to “engage youth in establishing social norms” and to “create leadership opportunities for all students.”²¹ In addition to advocating for the “engagement of all the members of the school community,” the NSCC notes that in particular, the group that “can be often forgotten or disavowed from contributing [is] students.”²² It contends that students “have the power to alter the school climate in either a negative or positive way, based upon their perception of what a school climate should feel like.”²³ Finally, the NSCC concludes that when “teachers, students, staff and parents are included in deciding what the behavioral expectations and interventions will be schoolwide,

²¹ <https://www.schoolclimate.org/publications/documents/sc-brief-inclusion.pdf>

²² *Ibid.*

²³ *Ibid.*

they are more likely to ensure that they are consistently used in classrooms, hallways and schoolyards effectively.”²⁴

In the pooled results of all three surveys given to District 39 parents, teachers, and students in grades 5-8, the statistician affiliated with the educational consulting company NogginLabs found that parents felt that students were included in the school community more than the students themselves did. In the survey that CRC gave to students in grades 5-8, there was an open-ended response section after the statement, “I feel included in the school community” where students could comment if they wanted to. In that section, a great many students delineated the ways in which they felt included in the school community, including, but not limited to, reference to extracurricular activities and social groups, or just making the assertion that they felt included. However, there were a few surveys where students’ responses indicated their feeling of “powerlessness,” so to speak, in the decision-making processes that affected them, as well as their broader desire to improve their school community.

In light of both the best practice of engaging students in the process of improving school climate and the results of its survey of D39 students in grades 5-8, CRC is recommending that District 39 increase its engagement and utilization of student leadership in its schools. Possible strategies in this endeavor might include peer mentoring and peer advisory programs, which have been shown to be effective in improving school climate.²⁵

4. District 39 should help parents understand why it is promoting an improved school climate and give parents the tools they need to support their children in this endeavor.

The National School Climate Council defines a “positive and sustained school climate,” in part, as one where “students, families and educators work together to develop, live, and contribute to a shared school vision.”²⁶ In addition, the National School Climate Center has stated that “feeling safe in school is fundamental for educators to be able to effectively teach and for students to effectively learn,” and that “school climate research shows that [one of] the best ways to address safety concerns is by building strong school communities with respectful and trusting relationships among and between teachers and students with parents, school staff, and the surrounding community.”²⁷ It further asserts that the strength or weakness of “parent-school-community ties” can either support or undermine efforts to improve school climate.²⁸

The response rate by parents to the school climate survey that CRC sent out was very high (1070 households represented), indicating that D39 parents are very invested in their children’s experience in

²⁴ <https://www.schoolclimate.org/publications/documents/sc-brief-leadership.pdf>

²⁵ <http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/For-Positive-Behavior,-Involve-Peers.aspx>

²⁶ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

²⁷ *Ibid.*

²⁸ *Ibid.*

D39 schools. Most parents gave straightforward answers to the questions being asked in the survey; however, a few expressed negativity towards the survey itself and/or to some of its questions. An outside statistician affiliated with the educational consulting company NogginLabs analyzed the results of all three surveys that were given to parents, students, and teachers and found some disparities in the responses. Those findings revealed the following:

1. An overall sense of inclusion is felt more by parents than students.
2. The level to which students of diverse backgrounds²⁹ are being included is felt more by students than parents.
3. The inclusion level felt by diverse groups³⁰ is most felt by students, is followed by teachers, and is felt least by parents.
4. Parents are less aware of both the physical and verbal harassments that their children are subjected to, and teachers are the least aware of verbal harassments being experienced by students.
5. Teachers felt that students who identify as LGBT are included to a level that is much higher than that which is felt by parents.
6. The level to which students who identify with diverse religious backgrounds are included was felt by students and teachers more than parents.
7. The level to which students of a lower socioeconomic background feel included is highest for students, followed by teachers, and is felt least by parents.
8. The level to which students who have unique physical, cognitive, medical, or emotional needs feel included is felt the most by students, followed by teachers, and is felt the least by parents.
9. The belief that students have negative feelings towards school is felt the least by teachers, followed by students, and is felt the most by parents.
10. Awareness of the availability of services at school is felt more by teachers than students and parents.
11. The level to which stakeholders feel comfortable reaching out to the school team for help is felt most by teachers, followed by students, and is least felt by parents.

Given both the importance of the parent piece in promoting a positive and sustained school climate, as well as the disparities revealed between how the various stakeholders currently view the school climate in District 39, CRC believes that one way to improve the school climate in D39 is to improve its parent-school-community ties. This may potentially be achieved by offering classes, discussions, panels, etc. to D39 parents with the hope being that not only will they have a better understanding of why the district

²⁹ Students in grades 5-8 were asked in the survey to “[p]lease indicate how included the different groups listed below feel in your school community: students from diverse racial backgrounds, students from diverse religious backgrounds, students from lower socioeconomic (financial) backgrounds, [and] students with unique physical, learning, medical or emotional needs.” Similarly, parents were asked in the survey to “[p]lease indicate the level of inclusion that each group feels: students of different racial backgrounds, students who identify as LGBT, students who identify with different religious backgrounds, students from lower socioeconomic backgrounds, [and] students with unique physical, cognitive, medical, or emotional needs.”

³⁰ *Ibid.* In addition, teachers were asked in the survey to “[p]lease indicate the level of inclusion that each group feels: students of different racial backgrounds, students who identify as LGBT, students who identify with different religious backgrounds, students from lower socioeconomic backgrounds, [and] students with unique physical, cognitive, medical, or emotional needs.”

is promoting an improved school climate but also so that they will receive instruction and tools on how they can help their children in this effort as well.

5. District 39 should develop a protocol to educate parents, teachers, and students in order to improve communication about district policies, processes, and services with respect to situations involving bullying and social conflict.

District 39 policies regarding bullying are not only set forth in the District Handbook, but they are also explicitly outlined in various policies that have been adopted by the Board of Education.³¹ However, as is noted in the 2016-2017 District 39 Strategic Plan, there is current debate “among a variety of people [both] in and out of the educational setting” regarding the difference between bullying and social conflict, with the observation being that “some situations defined as ‘bullying’ could actually be incidences of typical social conflict for the age group.”³² In light of this, the Strategic Plan implores that “all stakeholders” in this area should be educated and that “continued efforts should be made in developing a common understanding.”³³

In its surveys, the CRC sought to ascertain both whether students in grades 5-8 knew that they could seek support at school if they needed it and the degree to which students felt comfortable doing so. Students were asked to what extent they agreed or disagreed with the following statements: “There are people I can talk to if I need support at school” and “I feel comfortable reaching out to teachers or other staff in the school when I need it.” In addition, the surveys asked teachers to rate their level of agreement or disagreement with the following statements: “I feel like our school has services available to support students’ varying social and emotional needs” and “If I have a student with a social emotional conflict, I feel comfortable reaching out to other resources in the school for support.” Finally, the CRC asked the parents to indicate their level of agreement or disagreement with the following statements: “I feel the services available at the school are adequate to support my child’s social and emotional needs” and “I feel comfortable reaching out to the school team to discuss any social or emotional conflicts my child experiences.” The analysis done by the outside statistician affiliated with NogginLabs revealed that teachers were more likely to feel that services were available at school and were also more likely to feel comfortable reaching out to the school team than were both students and parents. In addition, parents felt the least comfortable of the three groups reaching out to the school team to discuss any social or emotional conflicts experienced by their children. Furthermore, the survey results showed a correlation between students’ low feeling of the availability of services and their comfort level reaching out to the school team for support. It also showed a correlation between the students’ general level of inclusion and their feeling of how available and comfortable they felt reaching out to the school team.

³¹ http://www.wilmette39.org/UserFiles/Servers/Server_360846/File/Parents/District%20Handbook/Handbook_2016-2017.pdf

<http://www.wilmette39.org/cms/One.aspx?portalId=360930&pageId=3146702>
<http://www.wilmette39.org/cms/One.aspx?portalId=360930&pageId=3146539>

³² http://www.wilmette39.org/UserFiles/Servers/Server_360846/File/About%20D39/Strategic%20Plan/2016-2017%20District%2039%20Strategic%20Plan.pdf

³³ *Ibid.*

While the responses to these survey questions would appear to capture a larger issue than just that of how aware of or how comfortable a stakeholder feels in reaching out to the school team if a child is being bullied or is experiencing social conflict, they do indicate that some increased communication about district policies, processes, and services in these areas is warranted. Indeed, there was a consensus among the CRC during its discussions that is supported by the sentiments expressed in the 2016-2017 District 39 Strategic Plan, which is that some confusion exists around the particular areas of bullying and social conflict. As a result, CRC is recommending that District 39 develop a protocol to educate parents, teachers, and students in order to improve communication about district policies, processes, and services with respect to situations involving bullying and social conflict.

6. District 39 should emphasize and prioritize the promotion of “upstander behavior” in its students, which is the practice whereby instead of colluding with or passively witnessing bullying, children either directly or indirectly say “no” to bully-victim behavior.

As noted earlier, Second Step is currently the district-wide program used for most of its social-emotional learning, and included in this program are Bullying Prevention Units for each grade level.³⁴ Part of the Bullying Prevention Units in Second Step address “Bystander Power” and “Bystander Responsibility.”³⁵ The National School Climate Center has observed that one of the best practices in the area of combatting bullying relates to “witness-related behaviors: either being a passive bystander who, knowingly or not, colludes with and supports bully-victim behavior or being an upstander who, directly or indirectly, says ‘no’ to bully-victim behavior.”³⁶ Research has shown that bully prevention programs which focus on emphasizing and prioritizing upstander behavior have resulted in improved classroom behavior, “pronounced improvement in” elementary students’ achievement test scores, and “substantially reduced aggression.”³⁷

The CRC was very impressed by this research. While it would appear that “bystander behavior” is currently addressed in the district’s Second Step program, the results of the CRC surveys indicated that students in D39 schools are being verbally and physically harassed more than their parents and teachers realize. By emphasizing and prioritizing the promotion of “upstander behavior,” the hope is that trends in D39 will track the findings of the research in this area and that similar improvements will result.

³⁴ <http://www.cfchildren.org/bullying-prevention>

³⁵ *Ibid.*

³⁶ <http://studylib.net/doc/11881443/national-school-climate-center-school-climate-research-su...>

³⁷ *Ibid.*

Conclusion

In response to concerns from District 39 administrators, staff, Board of Education members and parents, the CRC embarked upon a year-long study on the topic of school climate. The CRC believes that if District 39 adopts the recommendations contained herein, it will help fulfill its mission to nurture, guide, and challenge students to become creative thinkers, collaborators, and socially responsible, compassionate, and productive citizens of a global society and in doing so, will make its already outstanding schools even better.