**Summary of the 2017-2018 McCall Climate Survey**

The 2017-2018 McCall Climate survey was administered to students in January 2018. Of the 1,113 students presently attending McCall 1,061 completed the survey. The McCall School Council reviewed the results over the following months and has put together a summary of the results to help focus your attention on some of the trends we have noted.

The survey can be roughly divided into the following sections. We will focus on the latter four sections:
- Background
- Respect / Safety
- Social cruelty / bullying online and in person
- Smart phone and social media app use
- Health habits

## Respect / Safety:

*Respect*:
Approximately 63% (658) of students reported always / almost always feeling respected by other students. This was a slight improvement over the previous year's result by about 2%.

Over 75% (792) students reported that they felt respected by staff members at school. This was comparable to the results in 2016-2017.

One trend that we noted was a 3.5% increase in the number of students who "rarely / never" try to stop disrespectful behaviors that they have witnessed from 13.9% to 17.4% (183 students). The percentage of students who believe that staff "always" or "sometimes" will step in to stop disrespectful behaviors was steady at 75% although more students seemed to think staff would only step in "sometimes" versus last year's student perception.

62% (634) of students felt that they have been taught appropriate ways to respond to conflict or disrespectful behaviors, which is down by 4% over the previous survey.

*Safety*:
The majority of students who feel safe at McCall was down from last year's 99% to 97% (84% always / almost always; 13.4% sometimes). Furthermore, in contrast to last year's breakdown between the categories of "always / almost always" and "sometimes," more students only feel safe "sometimes."

Students were asked if they have ever felt unsafe at McCall and if so, where. Over the last 6 years, the locations that have consistently come up include 1) in the bathroom (6.9% - 63 students); 2) in the hallways between classes (6.3% - 57 students); 3) in the cafeteria during lunch 5.8% - 53 students); and 4) riding the bus to school (5.4% - 49 students, the majority of whom are 6th graders).

## Social Cruelty / Bullying:

The social cruelty / bullying questions dealt with both online incidents and in-person incidents. In previous years, the survey only covered incidents that have been seen or witnessed, but this year, the School Council added an additional section on "experiencing such incidents personally." The students were asked to respond to several situations and indicate if they had "never seen or experienced such an incident," if they had "seen or witnessed an incident," or if they had "personally experienced such an incident."

The types of social cruelty / bullying situations that were encountered most often <u>in person</u> including the following four (in different order depending on whether they had been seen / heard or had been personally experienced):

| | I witnessed behavior: | I experienced personally: |
|---|---|---|
| Name-calling | 2) 53.3% - 548 | 1) 21.6% - 222 |
| Excluding someone | 3) 52.3% - 534 | 3) 15.4% - 157 |
| Spreading rumors | 1) 59.8% - 612 | 2) 16.7% - 170 |
| Making fun of someone's appearance | 4) 43.8% - 445 | 4) 11.1% - 113 |

The most frequent locations that these situations had occurred were listed as 1) in the cafeteria during lunch (21.8% - 211 students); 2) in the hallways between classes (20.1% - 202 students); and 3) in the classroom (14.0% - 135 students).

Some trends that we noted included:

• <u>Nearly 30% of students reported that they did not feel it was their responsibility to report an incident</u>. Similarly, when asked how they <u>responded</u> to seeing such an incident, <u>nearly 31% either "didn't leave but didn't get involved" or "walked away."</u>

• The number of students who know how to report such an incident has decreased sharply by nearly 14% from previous years to 85%.

• The number of students who said that they would <u>not report an incident of bullying</u> rose to 21% in 2017-18, vs. 16% in the previous year's survey and only 5% in the first year that this question appeared on the Climate Survey.

• We also noted that of those who responded to how they reported an incident, <u>only 10% reported it to an adult at school</u>; 35% told friends or a parent / family member; and 17% did not report the incident at all.

• The percentage of students who felt they would <u>not be taken seriously</u> if they were to report an incident increased 6% from last year to 18% this year.

Students similarly reported the same four (4) behaviors in <u>online situations</u> as well:

| | I witnessed behavior: | I experienced personally: |
|---|---|---|
| Name-calling | 2) 44.7% - 438 | 1) 12.1% - 119 |
| Excluding someone | 4) 34.5% - 335 | 2) 10.2% - 99 |
| Spreading rumors | 1) 47.5% - 466 | 3) 8.5% - 83 |
| Making fun of someone's appearance | 3) 35.1% - 341 | 4) 6.7% - 65 |

Approximately 23% (251) students reported seeing online social cruelty on a monthly or weekly basis, with most of the incidents occurring on Instagram or Snapchat per student written responses.

**Smart Phone & Social Media App Usage:**

This was a new section on the survey so we had no comparable data from previous years.

Nearly 90% of McCall Middle School students reported having a smart phone with 42.9% receiving their first phone in 6th grade. We noted that 47.4% of students keep their phone in their bedroom at night. Based on recommendations from Winchester Parent to Parent speaker Katie Greer on Internet / phone usage, parents / guardians may want to consider moving the phone out of their child's bedroom in the evening to improve study /sleep patterns.

Social media apps are used by 62.1% of students (655) although we did not split this by grade. The most popular apps for middle schoolers are Instagram, Snapchat, and YouTube. Parents / guardians should note that both Instagram and Snapchat have age limits over 13 years old. Also, we noted that similar to the trends we saw in online social cruelty / bullying at McCall, students reported that they saw most of these incidents on Instagram and Snapchat.

Approximately 62% of students reported talking with their parents 2-3 times or more within the last 12 months about social media usage, and 54.25% (568) students reported that they adjust their privacy settings when using social media.

**Health Habits:**

This was a new section on the survey so we had no comparable data from previous years.

*Concussions:*
Nearly 10% (103) students reported having had a concussion 1-3 times in the past year related to sports or physical activity. 2.5% (26) of students reported 4 or more concussions within the last year. We did not seek further information on the degree of the injury. We thought this may be important information for parents / guardians to note with the increased focus on concussion training in various sports.
*Screen Time:*
Approximately 77% of students reported that they watched less than 2 hours of TV per day during the school week. Fifty-seven percent (57%) of students reported watching videos or playing computer games or other screen time of less than 3 hours per day. However, we did note that 12.7% of students (135) reported screen time of over 4-5 hours per day during the school week.

*Stress:*
Approximately 87.4% (912) of students reported feeling stress although we did not differentiate on the survey between different types of stress (motivational stress vs. negative stress).

In general, stresses that students reported included the following, in order of frequency: 1) School demands / expectations (61.3% - 625 students); 2) Busy schedules (61.2% - 624 students); 3) Worrying about the future such as college, career, etc. (30.3% - 309 students); and 4) Difficulty getting enough sleep (29.4% - 299 students).

Stresses that students reported related to school included in order of frequency: 1) Tests / quizzes (61% - 625 students); 2) Homework (60% - 614 students); 3) Grades (57% - 580 students).

Students dealt with stress by 1) Listening to music (53% - 525 students); 2) Sports (40% - 395 students); 3) Sleeping (37% - 367 students); and 4) Exercise (31% - 308 students).

There were no questions in this section on peer pressure although some of the written responses from students included "trying to fit in" or "be normal."

**CONCLUSIONS:**
In reviewing the results of the McCall School Climate survey over the past 7 years including this current year, we took note of several trends in the data results that seem to warrant a more thorough review and thought.

In discussing these trends, we decided to offer a few suggestions for consideration as ways to address these themes.

Trends in social cruelty/ bullying under reporting. A few possible ways to address:
- Increase use of anti-bullying curriculum especially around what is means to be an Upstander and special assemblies.
- Encourage, highlight, model, and recognize what it is to be an upstander.
- Recognize children who engage in Upstander, kind and inclusive behavior.
- Share contact information about who to report social cruelty and bullying to with all students especially 6th graders upon entering the school and post this information throughout the school.
- Schedule more

Trends in increase experience of social cruelty and bullying:
- Buddy table in cafeteria
- Provide opportunities for students to meet someone new.
- Mix it up day in cafeteria where kids are asked to sit with new people and make a few new friends. For more information please see these links:
  https://www.tolerance.org/about
  https://www.tolerance.org/mix-it-up
  https://www.youtube.com/watch?v=RrD1CyyJfTk
  https://www.youtube.com/watch?v=RNZneWIYHsc

- Investigate becoming members of the National School Climate Center
  https://www.schoolclimate.org/services/educational-offerings

Trends around stress:
- Define stress on survey before asking questions about stress.
  o Eustress: a positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being. Ex: A student feeling stress to study for an upcoming test.
  o Stress: a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.
  o Distress: extreme anxiety, sorrow, or pain.
  o Possible presenter: http://www.lynnlyonsnh.com/speaking/