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## Creating Positive School Culture on Social Media - School Culture on the Go

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**Antoine L Reed**

**Creating Positive School Culture on Social Media**

**School Culture on the Go**

**Doctor of Education**

**June 2020**

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**DePaul University College of Education**

**Chair: Professor Dr. Andrea Kayne**

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We approve the capstone of

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06/09/2020

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Date

**Certification of Authorship**

I certify that I am the sole author of this capstone. Any assistance received in the preparation of this capstone has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly or paraphrased, have been cited. I certify that I have prepared this capstone according program guidelines as directed.

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*June 5, 2020*

## Executive Summary

Schools across America have created policies to address school culture. School culture today must be able to adjust and adapt to the changing times that are brought on by technology. Technology has continued to change citizens across the globe; this change has made communication look, feel, and operate differently than ever before. Technology has grown, with its platforms embedded in schools, these changes have gifts such as cultural inclusiveness, vast options for instructional resources, and even options for feedback and evaluation. Technology has also challenged many schools in ways of distracting students, bullying through social media, and gangs today have evolved to use social media for advertising and threatening students and schools. Schools must find innovative ways to create a culture that is strong at school, extends to the cyber world, and can transition to communities and homes.

### Summary of problems

- Cell phones and social media can reduce scores
- Students that use cell phones in class distract their peers
- Students have a hard time regaining focus due to technology usage
- Students may experience bullying and gang violence in connection to social media.

### Possible solutions

- Schools need a culture inclusive of students
- Schools must partner with parents and the community
- Parents will need to be aware of the cyber world and train alongside the schools
- Schools need a culture that will bridge to the cyber world and home.

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## Chapter 1 School Culture

### What is School Culture

For schools to grow, certain occurrences must take place. Successful, students are sent to school from various communities, economic backgrounds, religious beliefs, and future outlooks. The constant evolution of the purpose of education makes instruction and educational leadership, a practice that requires ongoing professional development, openness, adjustments, and understanding of legalities that govern schools. If one were to ask what some things are every school must have, I would argue the first three would be a safe environment, a school environment conducive for growth and learning, and finally, an environment of trust. This trust must be from all stakeholders, parents, students, and staff. Schools that have trust have buy-in, which leads to a school climate that is conducive for growth.

School culture represents the school's effects on all stakeholders' students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. These three variables will make a school accept and champion diversity and cultivate a school culture of learning. Why is this important to growth? Well, in many schools, students come to school with external forces that require internal focus, meaning the community can be a gift and curse to the school. Still, the foundations and beliefs of staff, students, parents, and the school members can cultivate learning and growth despite the negatives that can loom on a school and or school community.

*The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school function, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.*

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. Schools need an impactful way to reach students to make sure culture is seen as positive. The growth of the school depends on the variables of trust, growth, and safety. Schools that grow will share the feeling of a healthy environment and or do whatever it takes to ensure all students and staff experience a nurturing school environment. The teacher usually has the most contact with students; this is why instruction is fundamental to growth. The supports around students must share the same values as the school. The systems of support start with the home and community; this includes the parents, then the school and staff, the two must work as one. Teachers have to believe that all students can succeed. First, they must develop an easy way to analyze data and know where each student is strong and weak, then adjust to each students' individual needs. Teachers usually wear their feelings and or do not mask them as well as administrators; they can be the first line of culture. Teachers must feel supported; they usually voice their support and or nonsupport to various stakeholders.

The mindset of growth is essential when teachers analyze their day to day instruction. Parents have to trust that each day he or she is sending their students into a school that will treat them with the care and focus. School culture is something schools work on to improve and grow daily. With a genuine belief and a positive environment provided by the administration, and districts, teachers, staff, students and even parents are willing to prioritize their roles and improve on their jobs with a growth mindset. Teachers will want to expand their base of knowledge by connecting with their students; students will know teachers care and will be motivated and prepared. Parents and staff will want to jump on board. Motivated teachers individualize learning and praise students, these teachers find the gaps and close them, and eventually grow students. The classroom efforts take a team effort.

The dynamics of school culture make systems, tracking, and school buy-in significant. The process for building an influential culture does not happen overnight; this takes dedication from all stakeholders, as there will be times that schools will deal with difficult issues. The ability to handle tough situations will define how strong school culture is. All decisions must be inclusive; those who do not buy into the changes that impact school culture are addressed in a way that does not affect the growth of the school. This means making sure the staff understands the why behind implementation, everyone may not agree with everything that is done. Still, as a staff, we must agree to put our best foot forward, knowing decisions are made to better the students and staff. School culture must not stop at the school's threshold but must extend to homes and communities. This is very important because of problems surrounding the social media platform in the cyber world. This platform can blindside schools and destroy the school's culture. A strong school culture will be able to extend to the social world, and back to homes.

### Steps to Improve & Grow Culture

Understanding that beliefs, perceptions, relationships, and attitudes are crucial to school culture. School leaders must seek ways to measure these essential proponents as perceptions are based on or influenced by personal feelings, tastes, or opinions, meaning they are subjective. For the administration to assist in making sure all stakeholders have a voice, it is key to develop strategies to survey voice, and action plans to address. It is essential to consider the various attitudes that can influence positively and negatively the school's outcomes. Teacher and staff feelings of security and inclusive professional development planning assist in creating commonality with school voice. Each school is made up of different variables, but specific questions need to be addressed by all schools when considering school culture. These are example questions of what should be considered by all school leaders, districts, and stakeholders in the school:

- Does our school feel safe, and what is safety defined by at our school? ○ What is considered orderly in the hallways, cafeteria, and classrooms? ○ Do students trust the staff? ○ Do the teachers trust the administrators and believe they have the best interest of the staff and students?
- Do students have a voice, does the school do townhall meetings, praise students, and allow them a choice?
- Is the school culturally diverse and or using culture within instruction? ○ How does the school use data and clearly define growth?

- How does the school celebrate growth?

These are guiding questions when considering the beliefs, perceptions, attitudes, and feelings of all involved in school culture. The practice of developing a school culture can guide many decisions, hiring practices, and guide integral parts of budgeting and planning. School leaders hiring practice should be based on culture and belief. It is essential to have people on the team that are professional, open, bring a positive attitude, and want to add to the culture and not just critique. A rule growth is to create two solutions for every problem. Administrators must create teams consisting of administrators, teachers, parents, and students to help shape changes to school culture. The school team must agree on the prioritized focus areas of the school. They should meet consistently and bring issues to the forefront with transparency to create plans that result in a collaborative decision. The administration must support teachers and staff. Teachers need to feel supported; the morale of teachers is important; they are the first line of defending the school's culture. Teachers will directly impact students daily. Teachers will spend the most time influencing students; they build relationships with students and carry out the vision of the school. It is important that teachers and staff share language around the importance of school culture.

Each school is going to list things that will define what school culture looks like. School culture must be personalized to the needs of the students, community, and the goals set by all stakeholders. Stakeholder's voice matters to the outcome of school culture. Students come into schools with various backgrounds aforementioned but must leave each day feeling like a champion with a want to return attitude. An article in the educational post listed these eight crucial factors when considering what makes a good school. These eight points listed below have a direct impact on schools:

- Teachers must believe all students can learn. If you are in my children's school and you don't believe they can learn, then goodbye. Don't let your classroom door hit you on the way out (well...maybe it should). You should not be an educator. Go find another profession, please!
- Students from all backgrounds who are racially, ethnically, linguistically, or economically different are learning. If a school is majority White, but the Black kids are failing, this is not a good school. Schools can earn an A or B rating if their population of students of color is small and failing. That's not okay.
- Teachers must know their content well. Some students are not learning because their teachers haven't learned. No, a first-year teacher will not be as good as a ten-year teacher, but we need more teachers knowledgeable in their content and not learning on the job.
- The school communicates with parents clearly and frequently about important issues and asks for input before making decisions. The school serves the community. If major changes are happening or my children are behaving poorly, I expect a phone call, email— some form of communication. I shouldn't have to beg for information.
- The principal must support teachers and build teacher leaders. A principal cannot run a school alone, but many of them feel like they have to do so. They micromanage, lead with fear, and refuse to delegate to others. This creates toxic environments and leads to a rotating cast of teachers in the school.
- Schools must be safe. Teachers nor students should feel fear when they walk through the school doors. Too many schools are rampant with bullying from both teachers and students. Violent behavior is occurring, and there isn't a plan to curb the behavior.
- Schools need appropriate up-

to-date resources. Teachers should not have to purchase their entire curriculum from Teachers Pay Teachers because they don't have textbooks, or the resources are decades old.

- Teachers should not be racist, bullies, pedophiles, or present any danger to the school community. There are too many stories about teachers harming children, and yet, many of these teachers get canned from one school and find employment at another. I not only want these teachers away from children, but I want their teaching license revoked. (POSTED JULY 12, 2019 in Better conversation by Shawnta S Barnes)

To recap the comments made by parents, teachers, and staff posted in the educational post. Schools must have a hiring practice that matters. The belief in students is something that sets the tone for the growth of students. The education practice is one that requires a belief that all students can learn and grow. Students of color should accelerate the same as students that are of non-color; every student must partake in meaningful instruction that grows all. Teachers must believe in their content, know their content, and differentiate their content, personalizing it to the students. This allows for teachers to grow in their craft and personalize instruction to each student. Good teachers have experience in many settings; they know how to communicate with parents, with a level of respect. Expert teachers can deliver bad messages in a good way and know how to turn negative interactions into positive experiences with parents and students.

The principal and administration must support staff and teachers. The school body must be safe, structured, and students centered. The safety of schools must exclude negative social media interactions, cyberbullying, gangs' threats, and violence. This includes all forms of intimidation. Teachers must have resources and feel supported by funding and development. The final conversation on the post said teachers should not be racist and or harm students in any way; although this should never happen, I would question does racism exists in schools and or is it a perception that it may? It may be critical when planning and hiring that schools understand how public schools' teachers are broken down into our classrooms; this also can contribute to school culture.

### Public School teacher breakdown

The National Center for Educational Statistics (NCES), had the following two post and data charts available on their website. These data charts speak to the percentage of teachers in education broken down by degree, racial breakdown, and gender. This is important to demographics and communities; this can be an indicator of success in many communities where students of color lack male figures and especially black male figures. It is also an overwhelming lack of male teachers in education, regardless of race. The ability to place a teacher in front of students that he or she can connect with is very important. These are three data graphs that speak to the breakdown of teachers in the classrooms across America.

The percentage of public-school teachers who held a postbaccalaureate degree (i.e., a master's, education specialist, or doctor's degree) was higher in 2015–16 (57 percent) than in 1999–2000 (47 percent). In both school years, a lower percentage of elementary school teachers than secondary school teachers held a postbaccalaureate degree (Last updates April 2018 NCES).

Schools that had more racial/ethnic diversity in their student populations also tended to have more racial/ethnic diversity among teachers. The percentage of minority teachers was highest at schools that had 90 percent or more minority students (55 percent) and was lowest at schools that had less than 10 percent of minority students (2 percent). Last Updated: February 2019, NCES)

FIGURE 1.  
**Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 2003–04 and 2015–16**

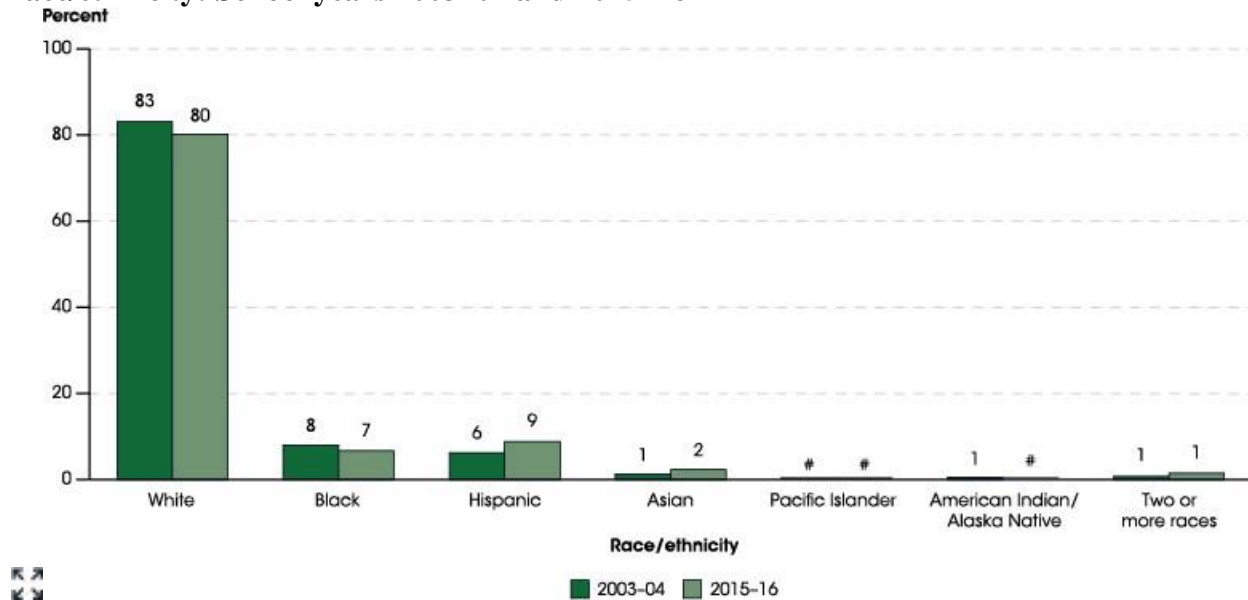


FIGURE 2.  
**Minority students in school and teacher minority status: School year 2015–16**

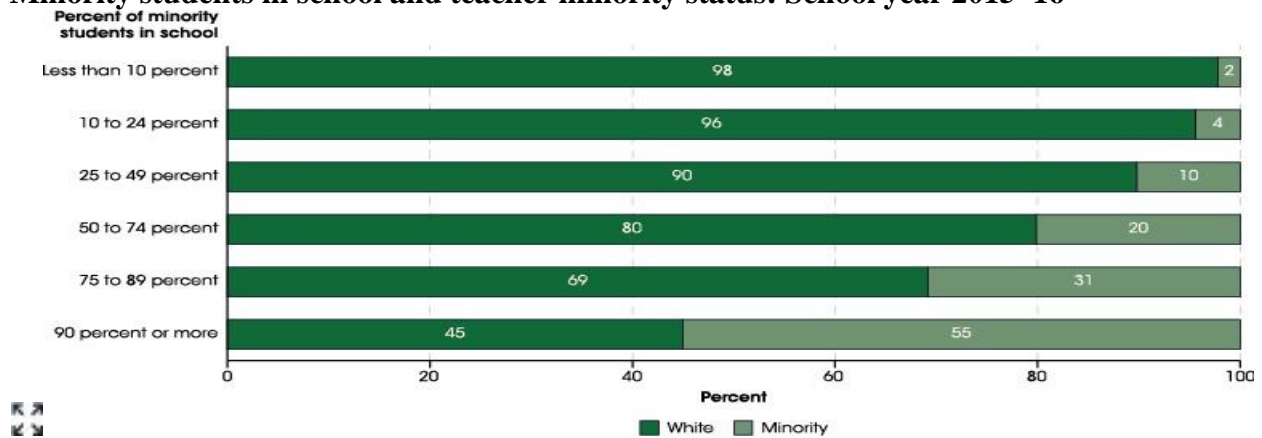
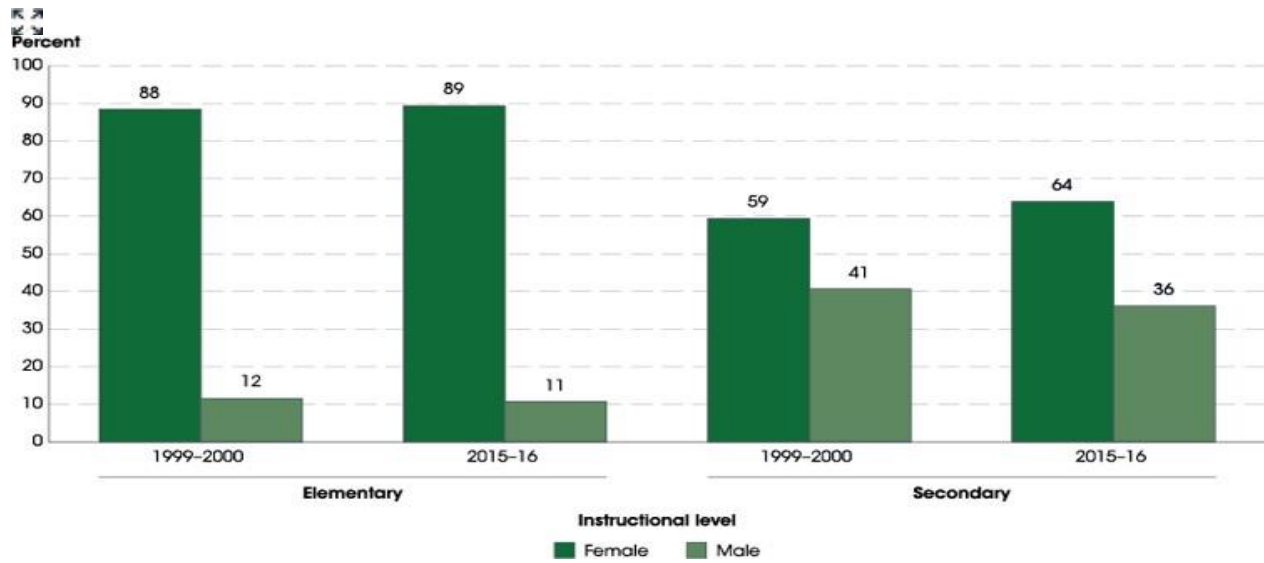


FIGURE 3.  
**Percentage distribution of teachers in public elementary and secondary schools, by instructional level and sex: School years 1999–2000 and 2015–16**



In summary, 73 percent of our teachers are white women; most schools lack male teachers. Of the 27% of teachers who are male-only, 3% identify as male teachers of color. This may not identify racism in school distribution, but it can represent the breakdown of what is generally available when interviewing for teachers. When looking to create a good school, it is important to look at the demographics of students and create those key elements such as belief in students, resources, data, and how well teachers know their content. When staffing a school it is important to close gaps similar to teaching in the classroom if a school lacks a presence of a demographic of teachers, based on experience, race, and or gender, this will require planning to ensure no student, and or group of stakeholders are left out and or perceive any imbalance in practice.



## Chapter 2 Student Leadership

### Culture on the “Go”

In the current roll out I will focus on what school culture looks like in a school on the “GO,” as we know the internet, cell phones, and social media have made education in the classroom a place that must evolve and adapt quickly. A theme that continues to come up in all discussions on school culture is safety. It is the belief that no school can survive if both students and staff do not feel safe, and this safety must extend to the reach of social media, the internet, and cell phone usage. Schools on the “Go” mean heading in the right direction. Green culture on the Go represents an environmentally friendly school that champions each day and provides supports that are inclusive of all stakeholders. Most important, the school culture will be able to address the social world that includes cyber bullying, threats of violence, gangs, and loss of instructional minutes due to negative social media interactions during school and even outside of school hours.

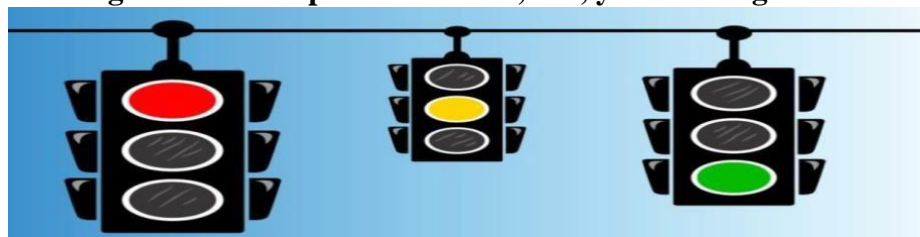
#### **Indicators for a strong culture that will also address the social world.**

- Parents aware of social media activities
- Students are trained on unsafe environments on social media
- Students understand future implications of social media
- School is trained on social media safety
- Students are involved in the conversation surrounding social media

Parents, students, teachers, staff, and administration will all be driving factors in a school on the “Go” or heading in the right direction. We will also consider what it means to be in yellow or red. These colors can mean slowing down and rethinking the course and or path and or stopping and restarting in the same direction with better ideas and or taking a new direction. When defining school culture, it is important to make sure it is easy for all to identify with. This is where something as simple as green, yellow, and red color signals come into play. We see these colors daily; we can use them to define the school’s direction.

FIGURE 4.

#### **Streetlights used to explain the colors, red, yellow and green.**



- Green on the streetlights we see represents that the driver is in the clear and ready to go. Green lights and or colors are easy to see; they represent something that is visible to the eye and tells the driver to proceed with caution but continues moving.



- Yellow means caution because it is easy to see, like green and red, it represents yielding. This amber light and or color tells the driver to slow down, be prepared to stop if needed, and it possibly can tell a driver not to speed if he or she is approaching an intersection.
- Red represents a danger in many cultures; it is the longest wavelength of any color visible and can be seen from the furthest distance. You see red on many stop signs railroads; this tells the driver on the road to stop, do not proceed.

### **Green**

Although these colors represent the traffic lights, they can also represent school culture. To recap, our school culture works to be on the “GO” and in the Green. Education practices that create a culture and climate that is conducive for academic growth. This environmentally friendly school culture eliminates wasted days. It cultivates responsible decisions and lifestyle changes that will help grow the school environment and sustain its internal natural resources for current and future school years! Green Means in the Go (take ownership of the school and continue in the right direction and utilize the school’s inherent greatness to grow all stakeholders.

### **Yellow**

Yellow tells schools to slow down, revisit what the stakeholders and school is grounded on, and proceed with caution, planning, and schoolwide supports. Technology can be an example of a focus that can be seen as a negative force. The internet has made a platform for cell phones to be the new dynamic, the internet and cell phone has made the use of social media a key focus in schools as most students have cell phones and will use them at some point in the school daily. In a positive school culture, we must address how to use technology, how to keep social media as a positive platform and not a place for threats, gangs, and other negativity that will slow down school growth.

### **Red**

Red tells the school to intervene, to provide support and redirect. This color for schools means make different choices. This can represent a danger to the school community; this can come in the form of a staff member feeling unsafe, students failing classes, and or a student’s social emotional wellness that requires care. A key area of focus is social media, bullying and students feeling threatened and not safe.

To stay on the “Go,” schools must evolve and redefine continuously, similar to this is technology. Schools must maintain grades, test scores, and the social-emotional needs of students. The practice of hiring a teacher is no longer simple as the teacher now has more roles than an administrator can pay for in most cases. This is important because all must provide supports to grow schools. Data has shown that the use of technology can be a gift and or curse in schools. When it comes to social media, schools tend to adopt different positions. It’s clear to most educators that cell phones, the internet, and social media can be useful when it comes to sharing information or organizing the school tasks online and even in the classroom. The flip side is that these same tools with many positive intents can be used to destroy school culture.

Social networking is blamed for the lack of attention in students during classes; it can be used to bully students and even as a platform for violence and gang activities.

But an increasing trend of adopting social media in school is starting to show that social media cannot be ignored, technology will be used, and schools must have plans in place to support student usage of all three the internet, cell phone, and social media. Students will devote a lot of time to social media and connecting with others outside school hours, but should they be allowed to do so during school hours is a question many schools must address. Social media is a part of daily life and will one way, or another be a part of the educational day of every student and directly and or indirectly impact schools. Great school culture may be able to utilize the structures in place to combat negative social media use and continue school growth.

### Green Culture and Environment

"Going **green for the environment**" means to pursue knowledge and practices that can lead to more environmentally friendly and ecologically responsible decisions and lifestyles, which can help protect the environment and sustain its natural resources for current and future generations; in school, at home, and extended to social media outlets. In a Green environment, sustainability, conservation, building, renewable energy, power, engineering, and waste reduction would be important. To first look at the Green

According to the Green Journal steps can be taken to make the planet healthier, BY TULANI THOMAS · APRIL 20, 2012 Celebrities are doing it droves. Michelle Obama is a champion of it. Even your local grocer is going green. So why does it still seem like such a daunting task? The reality is that, like any lifestyle change, the small steps can make a world of difference. Going green doesn't mean you suddenly have to start a compost box. It can be as simple as turning off the lights when you're not in a room.

Today, as we show our appreciation for the planet and encourage its protection, I pulled together a list of seven green acts that can be done every day. They are small acts that make a big impact and guess what; they're really easy! These steps are included in a green community for the earth:

- Turn off the water, turn off lights
- Turn off the water and fill up a cup while you brush your teeth. Turn off the water while you lather in the shower or wash your hands. These simple actions can save thousands of gallons of water each year. ○
- As you exit a room, turn off the lights. This can reduce your energy consumption tremendously. Don't just stop at your home but take it to your office or child's school. Many times, companies keep lights on during the day, although an office may not be in use. Using energy-saving bulbs also conserves energy when you do need to use light. ○ Reuse your water bottles
- This not only helps to save the earth but also money. Make it a habit to not buy water, rather to have your own bottle that you refill because it helps eliminate waste. However, if you have to buy water, please make sure to recycle those plastic bottles!
- Donate old clothing and appliances
- This is the season for spring cleaning. I usually have bags of clothes that my children have outgrown, toys they no longer play with and clothes that I no longer wear. Instead of tossing the

items, donate them to a local church or organization for those less fortunate. Toy swaps are also a great way to avoid discarding older toys.

- Give green gifts
- There are always reasons to give gifts, and a great way to spread green love is through an eco-friendly gift. Give the gift of a great experience that complements the recipient’s interest or hobby. Memberships to a museum, aquarium, or zoo, a donation to a favorite charity, or enrollment in a healthy living/green cooking class are examples of great green gift ideas. Who doesn’t love receiving a gift!
- Use reusable bags
- When going to the supermarket, try to always bring your own bags for your items. If you can carry your items in your hand, even better! Reusable bags can be used for just about anything. The summer is coming up, and they are great to toss wet swim clothes into library books and toys when going to the park or a play date with the kids. Allowing your kids to decorate and personalize the bag will help to reinforce the green habit and create ownership.
- Think before you print
- With increased access to smartphones, iPads, and laptops, oftentimes, a hard copy is not necessary. Switching subscriptions and bill receipts to be sent via email only is another great way to lessen paper waste.
- These seven green tips can be done daily. Let’s show our planet appreciation every day, not just today, and leave this planet in better condition for the next generation.

Sited by: Tulani Thomas is the founder of TuTu’s Green World LLC, a company that encourages green habits in children through the voice in this article she outlines these steps. Below is a quick chart showing how the School community can also maximize resources similar to how we want to sustain our planet.

TABLE 1  
Shows examples of a school green environment and a planet in the green

School Green Environment	Go Green Planet
Students are engaged and proactively lead restorative conversation	Turn off lights & Water
Students lead the initiatives in school and in the cyber world	Reuse Water Bottles
Teachers teach rigor and build relationships	Donate old clothing
Schools hire a multicultural staff that reflect school cultural goals	Use reusable bags
Use internal resources first (internal mentoring)	Think Before you print
Parents are involved and aware of student’s social media outlets.	Give Green Gifts
Schools trained on social media and recognize negative indicators.	Bring your own bags to stores

### School Culture on the Go

It is important when discussing school culture and that the students are at the forefront, they will outnumber staff, students, and parents, and need to adapt the model of the school, lead it

and be a part of shaping the school's culture. This is where we have developed a Go Green School Culture, a place where students and staff have a clear path to understanding supports and tools to grow student outcomes. These outcomes are not just limited to test scores and grades but go to the core of the student's needs. Go Green Culture will get all invested and create ownership by students and staff; it is a simple tool of understanding that is not limited to economics, communities, or race but connects to all schools. Similar to the terms go green environment, we will cultivate schools to become Go Green school cultures. Green Culture on the Go is a culture that supports the school by providing strong, clear, and high expectations. This is done by holding students accountable, being proactive, and engaging students to be invested in the ownership of the school's culture. It also helps focus our students on a daily basis to live a life that is disciplined and focused on their educational career with post-secondary implications.

We want students to come to school with a focus on filling their BAGS behaviors, attendance, grades, and social-emotional, with tools of success that transition into their daily lifestyles and habits. A school on the Go will work to have all areas in the Green. This starts with students, teachers, parents, and then the school's strategic planning in the areas of culture. To complete a school culture on the Go, schools must have a clear attendance plan, behavior management systems, procedures, and daily flow start to end plans, and finally incentives with celebrations. The following is an example of how each area will contribute to an in the Green culture on the "Go" the collaboration and involvement of all stakeholders are needed to have a school in the Green, this may take time but should be worked on each and revisited every five weeks, as a school and school community

### Student B.A. G's & Social Media

Students outnumber all stakeholders; they are the reason schools exist, to grow them, educate them, and prepare them for adulthood. Students should be heard; they should have townhall meetings to voice their opinion on the direction of the school. Students should lead to choosing incentives based on their grade levels. Students that are invested will be the fuel for other structures in the school, such as cell phone use, cyber bullying, and positive social media use. Students in the classroom will take on the leadership of growing other scholars, leading the charge to make more student leaders and encouraging the student body to thrive towards being in the Green. When the student is committed to the school, all other areas become easier. The more schools praise positive and reward outcomes of leadership, the fewer students are suspended from instruction, the less they are missing school, and the more the students will utilize the supports in place. Students should receive rigorous instruction in the classroom and do the heavy lifting when monitoring behaviors such as social media, hallway interactions, and lead groups that teach skills to communicate effectively and live a Green lifestyle in and out of school. Students are to focus on their B.A.G. S's:

BAGSS: Behaviors, Attendance, Grades, and Social-Emotional & Scores will come.

- Green Means on the “GO” time to take ownership and continue in the right direction or Yellow Means Slow Down and refocuses in the right direction by reminding the scholar of what it takes to be on the “GO.” (yellow card signed for an area of support)
- Red Means Stop and make different decisions. Students in the red receive support for attendance, behaviors, grades, and or social, emotional learning.

### Behaviors

- **Students behaviors on social media: Scholars** will lead positive conversations and train peers on anti-bullying initiatives. They will make schools aware of threats and gang activity that can prevent school growth. Students that are in the yellow will have internal mentors and students in the red will work with the school’s external partners to continue positive growth
- Behaviors: “Going Green” addresses negative school behaviors by creating student ownership. Students in the green cannot have more than two detentions within a 5-week period of school.
- Students in the yellow, who want to participate in school activities, or athletics, must see the dean or teachers develop a contract and plan to transition into the green (restorative practice).
- Students in the red will receive Tier 1 & 2 supports that will include an internal staff member as a mentor. (intervention).

### Attendance

- **Attendance and Social media: Students will** use social media with restraints that will encourage sleep at night and no instructional minute’s loss due to addictive behaviors that can come from social media. Overall, students will be able to maximize instructional minutes.
- Attendance: Goals are to ensure students are on time and obtain 97% attendance or higher during each 10-week quarter; this is checked every five weeks.
- Students in the yellow will participate in attendance incentives 85-96%
- Any student below 84% attendance is considered in the red for attendance, these students must have attendance contracts, and will be assigned to either an internal mentor or attendance angel student or staff that helps encourage better attendance, they make daily calls home and provide additional touchpoints for student needs.

### Grades

Grades: Students are to obtain all A’s and B’s a minimum of 3.0 or higher at each 5-week check. B’s in school, one C is allowed, but this C must transition within the next 5-week period. Students in the yellow must have their teachers sign off, showing they are working with teachers to improve grades. Yellow for grades simply means not on the honor roll. Students with two or more D’s and /or failing a class will be considered in the red; these students will be assigned to an internal mentor and or a Going Green student lead for additional academic support.

### S

**Social-emotional learning helps** students work on things like coping with feelings and setting goals. It also **helps** with interpersonal skills like working in teams and resolving conflicts. In schools, an emphasis on **social-emotional learning can help** reduce bullying and disciplinary incidents.

Green-Students are students who have a clear plan and have been observed communicating effectively and developing positive relationships and resolving conflict peacefully, especially, when using social media. These students will be considered on the “Go” and ready to example effective communication and solving conflict peacefully to others. These students will participate in school roles as the leaders of the school. These roles include student deans, attendance angles, incentive leaders, deans on social media and tutors. These students receive weekly rewards recognition and do have to do service-learning as their service-learning is provided through the school.

Yellow-Students are students that have a conflict on social media, through interactions with other students and or staff within a 5-week period, will be considered in the yellow. This student must complete a reflection and complete proper peace circle and or restorative training. Students in the red are students that have three or more incidents where he or she has not resolved conflict peacefully on social media, in the school and even outside of school. This student has had issues that are preventing educational growth, in or out of school. This student will meet with the social worker and or mentor to do daily check-in and check-out. This student will receive additional tier 3 supports.

## S

Scores -SAT 1000-means Khan academy practice and a minimum score of 1000 on the P/SAT

Students in the Green are responsible for growing the school culture. This includes increasing attendance, monitoring behaviors, advocating for better grades, creating school activities, and surveying concerns of the students. The "bring two" program means all Going Green Students have a goal before the end of the school Quarter to get two classmates in the Green. This helps keep the student body improving and on the “Go.”

## Teachers on the Go

Teachers in the Green have a daily flow, they not only participate in differentiated instruction, but they provide engaging and rigorous instruction. The teacher in the Green has a daily flow of instructional practices that include minute by minute instruction through planning. The daily flow of the classroom is important to teachers in the Green as they produce consistency in practice. The teacher on the “Go” is meticulous about all things as related to instruction, for example, how students enter and exit the classroom. Students enter the classroom and follow a process and then exit the classroom in a way that is conducive for learning for the next class period.

Daily instructional flow is important for teachers as each day, they are focusing on a different area of teaching, with the ultimate goal of implementing rigor in the classroom and making sure students can apply learning to real-life opportunities ahead. This is an example of a Monday-Friday curriculum flow, rigor in the classroom, and an entry and exit pan for students:

- Monday (Reteach Day, Gaps Misconceptions)
- Tuesday (Teacher Driven: Engage NY IXL)



- Wednesday (Teacher Guided Engage NY IXL)
- Thursday (PSAT NWEA test Prep)
- Friday (Real-life application)

Teachers in the “Green and on the Go” Implement Grade Level Rigor Tasks in the Classroom (Curriculum Internalization and Adaptation)

**Reteach** -mastery before movement, cover gaps misconceptions (teach formulas and learning skills)

**Individualize-differentiate**, small group, and centered learning

**Growth mindset-data** assessment,

**Ongoing-Bell to bell** instruction, Clear Objectives, Student Greeters,

**Reflecting-Planning** lessons for the future (Bride lesson) See it, Name it, know it, Do it

Teachers in the Green have the following

- 100% weekly grade submission (3-5 grades one of them being an assessment)
- Will have 100% on-time lesson plan submission
- Look 4's in place 100%
- Student Greeter
- Correct board configuration
- Active Monitoring
- Student engagement

This is an example of what a teacher in the Green would do to prepare for instruction daily.

Prior to the bell

- Prep the rooms for scholars to enter. The room should be clean and orderly.
- Materials should be out and ready to distribute; Technology should be “tested” and ready for use.
- The objectives, do first, and the lesson plan should be posted. ○ Students need to bring all materials to class needed to start instruction. Students should use the restroom, prepare for the lesson (teacher Taught).

At the bell

- Teachers will be at the threshold greeting students (try to use a personal greeting)
- Teachers at their door will assist in clearing the hallways encouraging students to class
- Teachers will encourage students to enter with materials, have the proper uniform on, (reminder no cell phones allowed).
- Students will greet the teacher while entering class, then begin to organize materials.
- Students will be seated and prepare for the “Do First” (teacher taught).

During Instruction

- Reiterate the objectives, confirm students understand what they will learn
- Prepare greeters for the class period (this is the student that will deliver the objectives and learning goals to a visiting adult).

- Circulate the classroom, monitor students' work, and interactions.
- Students during instruction are to model structured and rigorous principles; this includes being actively engaged in the lesson, and following the classroom expectations (teacher taught)

#### Exit (Take Attendance)

- Explain to students the exit strategy (i.e., cleaning the room, turning in materials)
- Exit slip and extension (extension is the bridge to the next class period)
- Students “DO NOT” pack up materials until the teacher indicates the end of class. The teacher NOT the bell dismisses students
- Students should clean their space, turn in work and exit at a voice level 1 or lower (teacher taught)

Teachers in the Green are always focused on making learning real-life; they have high expectations and allow students to do the heavy lifting while they do the heavy planning. They have a belief that all scholars can grow and implement a growth mindset in everything they do. Finally, these teachers have a great rapport with students and parents and include culture within their instruction. Teachers in the Green now how to have positive conversations with parents and work with them to grow students.



## Chapter 3 Stakeholders and Structures on The Go

### Parents on the Go

There is nothing more important to the school than the parent's belief in the schools, and the support parents provide at home. Schools act in place of parents in many cases; For example, the term in **loco parentis**, Latin for "in the place of a parent" refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent. Originally derived from English common law, it is applied in two separate areas of the law Parents in the Green, have a student in the Green, participate in school events, activity, or offer support two times in a quarter.

Parents in the green want to be involved; they are the driving force behind students in the Green. These parents are busy working hard at home and or at work but make time to attend school events such as report card pick-up. These parents are involved inside the school and communicate with teachers via technology, social media, phone calls, and even school walks. Parents in the Green start at home, they make sure students are prepared, they are informed of the instructional plans of the teacher, their scholar eats healthy, gets rest, and participates in the betterment of the school. The parent in the Green will speak up for their child but will have positive views and offer solutions to problems. The parent encourages homework, reading at home and ensures that the student understands how involvement in activities encourage growth. Parents in the green make availability to discuss important implications of participating in parent-teacher organizations. These parents create group chats to discuss ways to better the school. Parents in the Green volunteer participate and will example engagement they want to see out of their children. Parents in the Green involve active learning; they play a role in student success and take advantage of the opportunities to shape the academic goals of the school.

It is important that schools make a platform for parents that want to be involved. The involvement of the student's parents leads to better academic performance and less behavior management issues. These parents support the social-emotional needs of students prior to entering schools. The parents will place restrictions around cell phone use and will be aware of what takes place on social media. These parents will participate in social media trainings with the school and participate in the conversation. The busy schedules of a parent do not prevent a parent that is considered on the "Go"; they will not waste an instructional day; they look for resources to support the school mission and the students. The parent in the Green does not only rely on the school to instruct and grow their student but get involved as much as possible but still allows the growth of the student to continue in a way that allows independence. The parents in the Green will start pre-school with the college and career conversations in mind. This plan grows each year, time constraints will prevent parents from being actively involved, but a parent in the Green makes away rather, mornings, during school, after school, being involved at all cost. Schools that want to be on the Go must have parents in the Green. These parents make sure their students have the behaviors, attendance, and grades that harbor success. Parents in the Green are not limited by resources and will make way for their scholar inside and outside of the school setting.

## School Attendance on the Go

Schools on the Go must have a school that gets students in the door and inspire students who want to return. The attendance is most important to the school as it is an indicator of student engagement. Schools must use internal resources to mentor, monitor, and grow students past the school. A good attendance plan includes surveys, the daily flow of responsibility, attendance clean up throughout the day, to make sure attendance is properly recorded. This is a school-wide initiative; the school attendance is the responsibility of everyone in the school.

Attendance Climate: The goal is to have all yes to these questions by the end of the School year!

- Does our school have an effective attendance policy? Yes \_\_\_ No \_\_\_
- Is our attendance policy clear to everyone? Yes \_\_\_ No \_\_\_
- Is the local law enforcement agency a member of our attendance? Team? Yes \_\_\_ No
- Does our school have a variety of extracurricular activities? Yes \_\_\_ No \_\_\_
- Is good attendance positively reinforced among the staff? Yes \_\_\_ No \_\_\_
- Are students involved in the decisions that affect them? Yes \_\_\_ No \_\_\_
- Does a dropout identification and prevention program exist? Yes \_\_\_ No \_\_\_
- Is our attendance communicated regularly to staff, students, and parents? Yes \_\_\_ No
- Is there consistent enforcement of all policies for students and staff? Yes \_\_\_ No \_\_\_
- Does a school newsletter exist that publicizes the school's activities? As well as attendance and disciplinary patterns Yes \_\_\_ No \_\_\_
- Is attendance taken each period? Yes \_\_\_ No \_\_\_
- Are parents contacted on each absence? Yes \_\_\_ No \_\_\_
- Are absences monitored weekly? Yes \_\_\_ No \_\_\_
- Is attendance improvement part of the School-wide goals and objectives? Yes \_\_\_ No

### Daily attendance Plan

- 7:00-7:50 Families call/text ahead of time to provide an update on absences
- 7:30-7:50 Students arrive and walk to homerooms
- 8:00 a.m. Office Manager (OM) starts collecting tardiness, Office Assistant (OA) supports
- 8:20 Attendance is submitted, 100% accurate 100% of time
- 8:30 Teachers text/call families who are absent
- 8:35 Teachers Include Attendance in AM Homeroom Culture
- 8:45 OM and OA begin calling absent students
- 8:51 OM follows up with teachers via text to submit attendance
- 8:51 OA Sends Text & Email to Leadership Team to check to make sure attendance is accurate
- 9:15 OM Sends Out Basic Attendance Email
- 10:00 OA updates classroom attendance trackers
- 10:15 OA updates board by front desk; During preps teachers call students who are attendance concerns because they are missing too many days

- 11:45 OM sends out 2nd email to document numbers improving with attendance incentives earned
- 12:00 Mark Deduction give to all students for all tardiness
- 1:00 OM Updates IMPACT with 100% accuracy
- 2:50 OA Passes Out Attendance Incentives Earned
- 3:00 Teachers Include Attendance in PM Homeroom Culture
- 4:00 OA and AP Tracks Attendance for Individual Students & Makes Decisions on supports

The office manager and office assistant lead attendance. The school is in charge of the attendance collectively. Newsletters regarding attendance will go out with “shout outs” and “bright spots.” The Assistant Principal influences families to change behavior with attendance via phone calls and meetings. The school social worker and case manager help influence families to change behavior with supportive conversations daily; teachers and staff all should do the same. Scholars have to be in attendance and on time daily to be on the “GO,” and the school must make sure this takes place.

### On the Go Behavior Management

Schools will structure trainings with parents bi-weekly to discuss positive social media interactions. This training will transition to students leading the conversations. Our schools should take a positive stance on behavior management. I firmly believe that it is important to work with a child and not against them. To address a behavior issue, go schools believe that first, you must understand the behavior and, more importantly, understand what its causes are. There is a plethora of ways to change the problem. Schools on the Go believe that the teacher should be proactive, not just reacting to behaviors, but take preventative measures. A teacher may be able to do a lot of things to avoid behavior problems. Structure in the classroom and procedures that the students know how to follow will provide stability. For example, having a (timed) do-now posted every day when the students enter the classroom is a good way to cut out lots of talking and milling in the hall. When the students know what is expected of them, then there is a natural flow to the classroom. The stability in the classroom is necessary to meet the basic needs of students. We also change the naming, and of behavior management responses, for example, we don't demerit, but we care for it, meaning every behavior is a learning opportunity to redirect, correct, and grow.

Schools on the Go also believe that schoolwork should never be given as punishment. Students learn their morals based on what they witness others, especially adults. The teacher is a role model that sets the tone for the class. If you expect respect from your students, you must first respect them. If you want them to be on time and prepared, this should be exemplified. They need to learn responsibility, but we need to give it to them. Students will go as high as you set the bar.

#### In Class Redirection System (Teacher/Student)

In class, all teachers should use the school-wide redirection system.

- (PBIS & CHAMPS included in individual plans). For students with IEPs, please ensure that the BIP is followed and interventions are given. Proactive redirection should be provided to the entire

class; this is a reminder of the class procedures & expectations. Positively narrate 2-3 students then redirect the student who is off task.

The goal is to keep students in the class.

- The first redirection is a one-on-one conversation with the student
- The second redirection is a seat change; this student should move to a designated location in the classroom to refocus
- (Optional if available) Proactive messaging can be used for a diverse learner instead of a seat change: This is a message through the google hangout for assistance prior to the final redirection. A staff member with a relationship with this student can have a 10-minute conversation to refocus the student.
- The third redirection, if the student after the seat change continues to interrupt instruction, the teacher is to message the hangout for removal.

What teachers should expect

Dean

- The Dean will record in power school, and track data, teachers can follow behavior steps in the behavior management system, infractions restart every ten weeks, and students all start fresh.
- Dean will track the following: removals, repeat offenders, cell phone violations, and uniform violations,
- The dean will also track all other logged cycle 1-3 infractions (infractions that can be handled in the classroom in collaboration with the teacher).
- Students removed from class for more than 30 minutes should return with a reflection/restorative sheet the following day.
- The goal of the Dean is to support the teacher and restore the student back to class when it is conducive for the student and does not interrupt the instructional practices of the teacher.
- The Dean can assign a student to refocus, In-School Suspension, and or assist in implementing teacher-guided interventions.

Social Worker

- **The Social Worker** will be on the floor greeting and encouraging students to class
- The social worker will implement the mindfulness drills at the end of every lunch period
- The social worker will meet with the top 5 students of each grade level, receiving negative feedback, and or redirections. These students must have an intervention plan with support the social worker will report out data on these students Bi-Weekly and track interventions and progress of each student.
- The social worker will work with other stakeholders to provide external supports for students that need additional supports /
- The social worker will manage heart-to-heart and round table conversations with the dean, student, and teachers. These meetings are to set a clear path for the student to move forward.
- The social worker will not meet with students during class time; these meetings will take place during lunch, before school, after school, and or by appointments agreed on by the teacher.
- In the final period of the school day, the social worker runs the refocus room to teach social-emotional skills to close out the day. It is important that students end and restart each day with a new focus

## Schools on the Go, Strategic Culture Plan

Schools in the Green will have clear strategies, sustainability planning, clear behavior management plans, attendance plans, internal mentoring's, parent and student voice opportunities, and a way to celebrate and incentivize success.

**STRATEGY 1:** Create a climate that encourages students to become connected to their schools. Students are more likely to become engaged in their studies if the school offers a challenging, creative curriculum and a climate that allows them to play a role in decision-making that is developmentally appropriate; Going Green students help choose school incentives/activities and serve as model students and mentors to other peers. Having a safe school where students have positive relationships inside the school is important to the growth of the school climate. This will extend to the cyber world.

**STRATEGY 2:** Establish firm and consistent sanctions for truancy. Students must be on time for school, daily and will be encouraged to maintain 97% attendance or higher. Students that need supports will receive supports, but students that are constantly tardy to school will follow the detention refocus sequences.

**STRATEGY 3:** Establish discipline policies that bring students back into schools. We will develop discipline policies that do not unnecessarily remove students from class. According to the National Association of Secondary School Principals, out-of-school suspensions and even in-school suspensions can mean that a student falls further behind in work and is even less motivated. In addition, according to Ken Seeley, it is counterproductive to punish a student for missing school by telling him or her to stay away from school. We will have a refocus system that will use after-school, before school, during lunch, and Saturdays that redirect negative behaviors.

**STRATEGY 4:** Include parents/students in plans to address truancy. Parents are one of the most important factors in determining whether their children will attend school regularly. Parents communicate their values about schools, so we will enlist parents as allies in helping children get the education they need. We will find positive ways to communicate with parents about the positive qualities of their children. In addition, student relationships are very influential; student leaders and classmates will be counted on to help improve school BAGS-S.

**STRATEGY 5:** Green Schools will use town hall meetings, before school meetings, advisories, posters, and announcements to ensure staff, students, and all stakeholders are aware of the goals of the school during each 5-week period.

The Green Strategy supports education practices that create a culture and climate that is conducive for academic growth. This environmentally friendly school culture eliminates wasted days and cultivates responsible decisions and lifestyle changes that will help grow the school environment and sustain its internal natural resources for current and future school years!

## Sustainability Planning Checklist

**Preparation**

- Get approval and buy-in from key decision-makers to engage in your planning process
- Identify leadership for the planning effort
- Recruit and establish a planning team
- Clarify your team's role and the scope of their work

**Assess the current internal and external factors that impact sustainability**  Conduct an internal assessment, including:

- Goals, objectives, and outcomes to date
- current funding, budget, and other resources
- Organizational capacity and limitations
- Involvement of the Board of Directors or advisory boards  Conduct an assessment of your partnerships, including:
  - Responsibilities of partners
  - Strengths and challenges of partnerships
  - Potential for enhancing existing partnerships
  - Conduct an assessment of the broader community
  - Community needs and priorities
  - the current mix of services offered and how your services support them
  - Potential new partners
  - Funding resources in your community
- Record findings and identify key themes, issues, strengths, and challenges

**Develop a lasting plan—the eight steps to sustainability**

- Know your primary reason for developing resources
- Develop and clarify your priorities for ensuring a sustainable program
- Review and understand primary resource development options
- Develop goals and measurable objectives based on your assessment and identified priorities
- Develop activities with realistic timelines, and assign roles for accountability
- Develop a final, written resource development plan
- Implement the action plan
- Monitor, review, and celebrate your progress

**Implement, review, and adjust your plan**

- Develop a final document and share it with everyone
- Monitor your progress and continue to meet with the planning team
- Adjust and modify the plan as needed
- Celebrate and publicize your successes

Evidence of Success *All grade levels will meet the benchmark or 90%*

Evaluation Process *We will evaluate school data on a bi-weekly basis as a team and adjust our plan as needed.*

School Incentives and celebrations for being on the "GO."

Students Incentives to be in the Green ○ Activities Plan created by students and staff ○ Announcements and posts that encourage students to "Get in the Green."



- Every five weeks, students will receive a new incentive announced at town-halls. Townhall meetings will be a space to award students who are in the "Green" and on the "GO" every five weeks.
- Out of uniform days once per month with a Going Green shirt and every Friday with a role and ID.
- All of the student's service-learning hours will be complete through the Going Green initiatives.
- All students in the Green receive a reference letter for college, discounted or free admission to school activities, and a leadership trip every ten weeks.
- The students who stay in the Green will participate in the school finale Going Green Field Trip (TBA) by the student incentive team.

#### Other Student Incentives school-wide

- Positive Reinforcement Phone Call Home
- Removal of 1 Detention
- Participation in the Going Green Special Lunch
- Participation in the Going Green Special Breakfast
- Participation in the Afterschool Sports Event (Staff Versus Students)
- Participation in the School Dance: 3 dances per year (Homecoming, Winter Ball and Spring Bash; 7th -12th Grade Final Dance of the School Year)
- Participation in School Spirit Week (daily themes)
- Free Admission on \$1 Jean Day (fundraiser for school incentives)
- School Supply and Uniform Store
- Peace Week Completion
- After School Basketball and Sports Day

#### Each five weeks

#### Student BAG incentives weeks 1-40

- Green letter home to parents of students in the Green; these students will be announced in the town hall and celebrated on the school screen (Week 5)
- Green Special Lunch (Students in the Green will have a special lunch during lunch periods (Week 10-15). ○ Go Green Field Trip for students in the Green (Week 20)
- Parents of the Green, all parents who have students in the Green for the first 25 weeks will receive a shirt and celebration with their student (Week 25)
- Student choice celebrations will allow students in the "Green on the Go" to choose their own incentive (Week 30)
- Wristbands for the Green students that have been in the Green will receive wrist bands allowing them to use their cell phones during lunch (Week 35)
- The award ceremony and dinner for students that have been in the Green 5 of 7 times during the school year and other special awards for our Scholars (Week 40).

#### School-Wide Incentives

- Homecoming participation and dance
- 10-day attendance challenge: This will award the class with the highest attendance and on-time rates for the dates of the challenge. This grade level will receive a pizza party during the last period of the school day (November).

- ○ Winter door decorating competition
- ○ Valentine day pictures and in school social
- Spring fling dance prior to spring break
- Khan Academy school trip: This trip is combined with the: requirements for the Khan trip will be: Green 1000 (1000 points on the practice test), or 50 hours of Khan and three practice tests. This trip will combine with the Go Green trip week 20
- Leadership trip: Students who do not have ten or more behavior infractions, and practice leadership principles will all participate in this trip (Week 35)
- Behavior infractions are timed, detention, refocus partial days, In-School, and or Out of School Suspensions.

#### Parents

- Positive phone calls to parents will be ongoing: Staff will call to thank parents and leave positive feedback related to students and the school.
- School guided parent walks: parents will visit classes and participate in looks with administration 9:00-10:30 the last week in September and May.
- Our school will host “Kids of the Community” Parents will be allowed to drop off students and siblings to engage in a game/movie night. December and May 5:00-7:30 (Dates TBA)
- Parent “Going Green Shirts and Celebration: parents that have students in the Green will receive shirts and awards (week 25)
- Report card picks up rallies: for parents that attend report card pick-up, they will participate in celebrations and gift card raffles.
- Parents are invited to the culminating awards ceremony during week 40. Parents of students that remained in the Green all school year will receive a Go Green plaque.
- Parent Night Out

#### Staff

- Daily praise and recognition in morning announcements and on the TV screen of staff that have demonstrated behavior above and beyond
- Praise and recognition during Friday staff meetings of staff have demonstrated behavior above and beyond
- Staff in the Green Brief Interruptions Gifts student leaders will deliver smoothie, coffee or ice cream to Staff for excellence (Based on rigor, attendance, on time and /or job compliance)
- 3 Staff outings: All staff will be invited to off-campus team-building socials to be held in restaurants, bowling alleys, or some other social hangout. Sept, Dec. June
- Staff appreciation aligned with the calendar
- Staff is invited to the culminating awards ceremony during week 40. The staff that has modeled a school on the Go will receive a plaque and school gift card at graduation.

The charts below show an example of students that lead the conversations and participate in a culture that is extended back home. These students show that once social median and restorative practice training began, many of the negative behaviors in the school holistically were decreased.



In year two, schools would see a drastic decrease in infractions. The effectiveness of the program can be dedicated to the number of repeated offenders and or students that come back to the dean with the same and or similar issues. This indicates the restorative practices can be effective. This also shows that the trainings on social media can almost cut in half the behaviors that are attributed and or influenced by social media. Other indicators not included are parent influence as there needs to be more data to show how parent influence at home curves social media guided behaviors. This study also needs a year three follow-up as schools prefer to see trends in three to five years sets.

TABLE 2

**Data tracking for school year 1 and 2 showing the implementation of restorative practice use, and other behavior management data tracking.**

K-8 550 Students Gresham Chicago	Year 1 2015	Year 2 2016
Total number of infractions	650	500
Repeated offenses	120	50
Cycle 1-3 minor infractions	450	450
Cycle 3-6 major Infractions	200	50
Suspensions	228	25
Other Consequence	162	50
Restorative Practices	422	425
Social media influenced	260	100

FIGURE 5

**Pie Chart breaking down school year 1 and 2 behavior measurables. This is from school one of three within the study.**

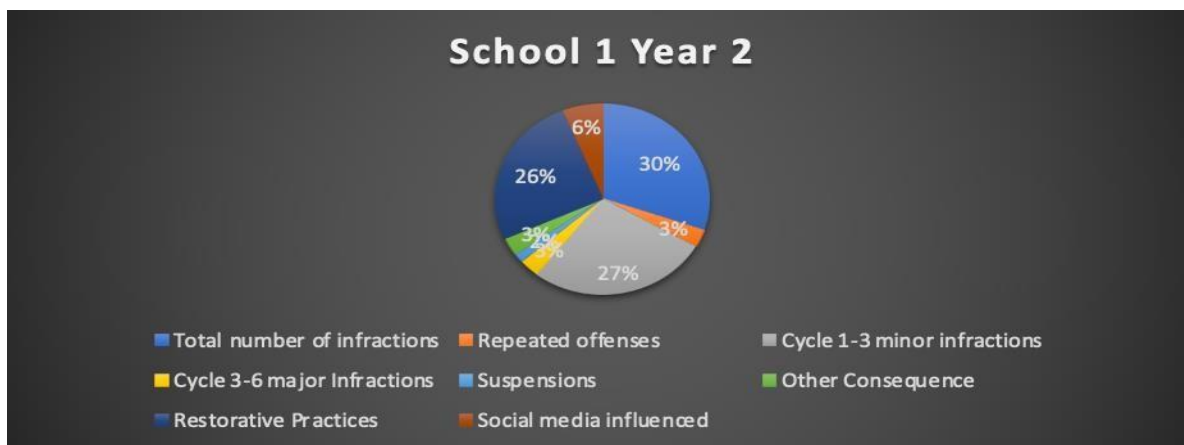
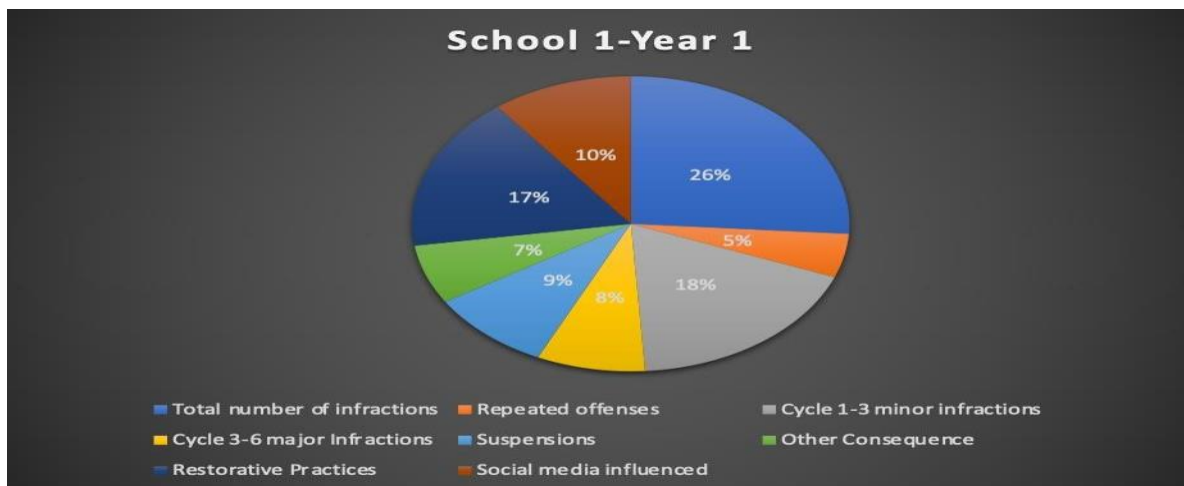


TABLE 3  
 Represents school year one and school year two at the second school. This data shows behavior management data for a different school in a different area of the city of Chicago.

K-12 650 Students (North Chicago)	Year 1 2017	Year 2 2018
Total number of infractions	400	305
Repeated offenses	150	65
Cycle 1-3 minor infractions	350	275
Cycle 3-6 major Infractions	50	30
Suspensions	80	50
Other Consequences	40	25
Restorative Practices	280	230
Social media influenced	140	60

FIGURE 6

Shows a pie chart representing behavior management data for the second school year 1. Year two is not shown.

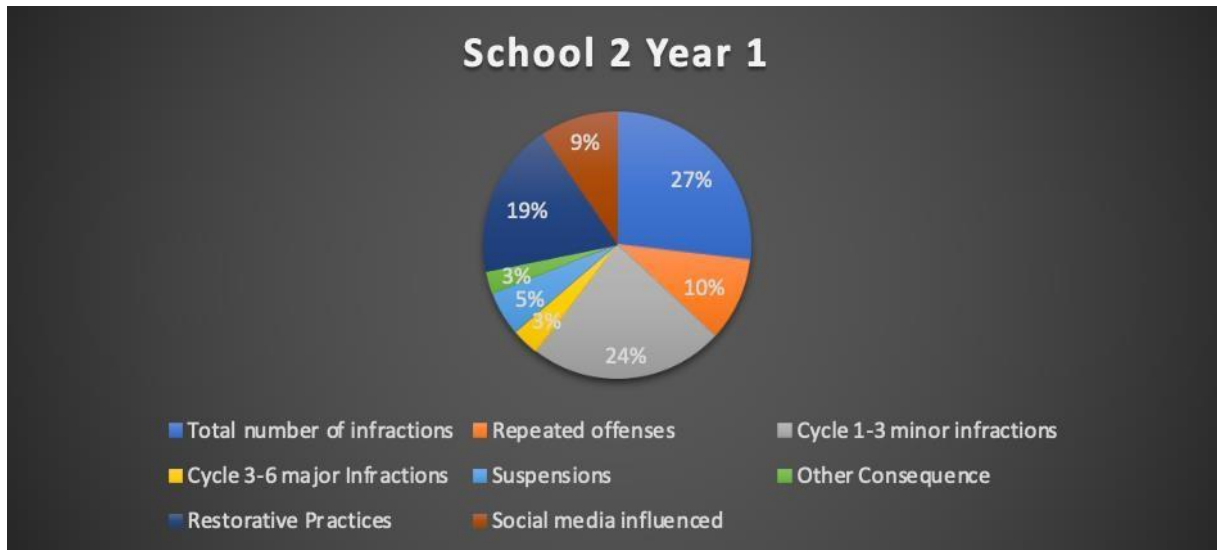


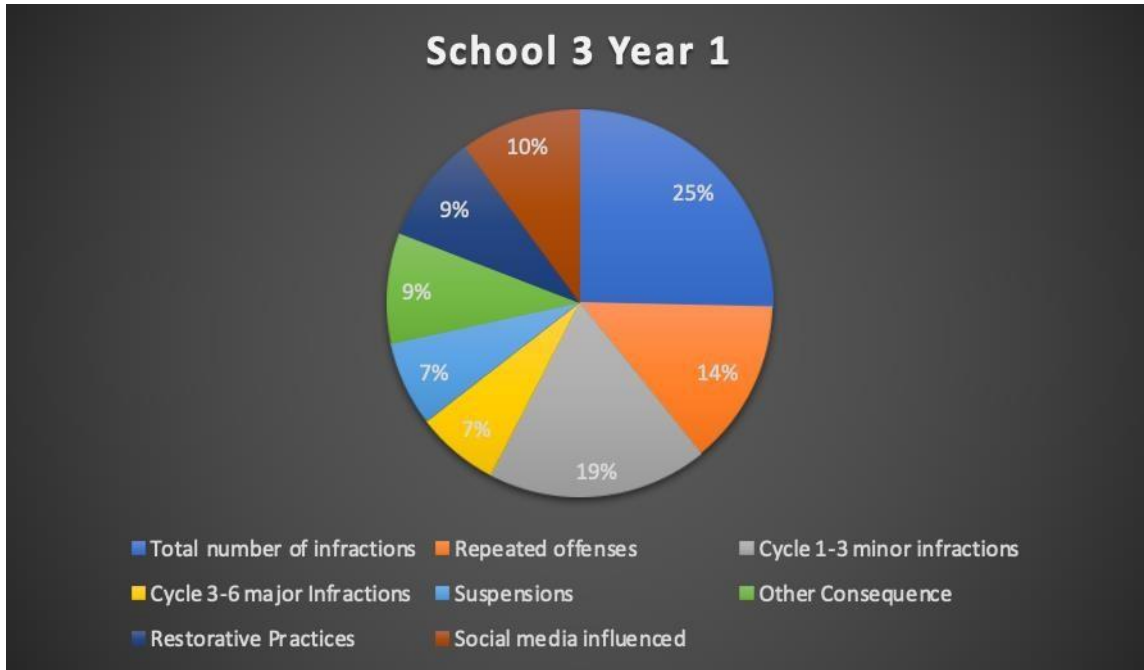
TABLE 4

Shows behavior management data for a third school but only the first year, no year two data shown.

7-12 400 Students (South Loop)	Year 1 2019-20	Year 2 NA
Total number of infractions	550	
Repeated offenses	300	
Cycle 1-3 minor infractions	400	
Cycle 3-6 major Infractions	150	
Suspensions	154	
Other Consequences	200	
Restorative Practices	196	
Social media influenced	220	

FIGURE 7

Shows a pie chart of school number three year one, no year two data for school number three.



More data as the year continues.

## Chapter 4 Literature Review

### Social Media's Impact on Education

Over the years, Americans have experienced some life-changing moments that forever change society. We saw a millennium switchover in the year 2000; we watched our first African American president take office in the United States, we have made discoveries and connected globally more than ever before. Some things happen that for better or worse, impacted schools, communities, and daily life. When looking at schools, the internet has made us more connected; we can now skype into a classroom across the world, we can then teach a class to students that are thousands of miles away. I have watched schools through the internet champion these lifechanging events that have become even more personal through social media. Through social media, teachers and students can follow instruction, blog, and do various things on many ever-evolving social media sites. Social media has made people famous overnight; one message or quote by a person can show the good in our culture and also the bad. Social media is computer-based technology, which facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content; it can be an educator's best practice and or possibly a school culture and climate destroyer.

Social media is a gift and a curse to society and our schools. The harm that can be caused by social media is exponential in destruction and sometimes leaves little or no trail. Many may use social media outlets as a way to sit behind his or her Smartphone or computer and message evil thoughts and or post-violence. These violent and or harmful posts can go unnoticed by schools until they spiral out of control; this can quickly destroy school culture and climate. Social media and technology have many benefits, yet the threats of bullying, violence, and gangs through social media can outweigh those benefits for school culture. Schools must protect students. The internet and the progression of technology provide access to many at just a touch of a button. Yet, the devastation of social media outlets when used to harm others does not quickly go away. The internet and advancements of cell phones and social media are a phenomenon that is hard to track as they continue to grow and evolve.

### Growth of the internet

This growth in technology communication started in the 1960s. The occurrences of the internet and new technology forever changed how the world would communicate. The phenomenon of the internet began back in 1965 when two computers at an MIT Lincoln lab were able to communicate with one another using packet-switching technology. In 1968, Beranek and Newman, Inc (BBN) unveiled the final version of the Interface Message Processor (IMP), many arguing this is where it all began (Zimmerman, 2017, p. 2). In the 1970's many claim this to be the decade that the internet was officially born. In 1973, a critical advancement took place as Global networking became a reality, the University College of London (England) and Royal Radar Establishment (Norway) connected to Arpanet. (ARPANET) was an early packet switching network and the first network to implement the TCP/IP protocol suite. Both technologies became

the technical platform for the first Internet Service Provider (ISP) in 1974 (Zimmerman, 2017, p.3). The Queen would send her first email in 1976, leading to the 1980s, where the term cyberspace would arise, this form of digital connection took place in 1984 (Zimmerman, 2017, p. 4). In 1991, the World Wide Web was made public, the number of websites for the white house, and the United Nations reached 600 by 1993, leading to the first dating site called math.com in 1995 (Kim Ann Zimmerman, 2017). The 1990s continued to be a game-changer to internet growth as 3D animation, Netflix, yahoo, and google search engines were born (Zimmerman, 2017). The millennium brings in new levels to the advancements of the internet, in 2003 Skype, Myspace, and Safari Web took off leading to Facebook and the launch of YouTube in 2005, twitter in 2006, and Pinterest and Instagram in 2010 (Zimmerman, 2017).

In 2011, social media began to play a role in political affairs as Twitter and Facebook played a role in the Middle East revolts. These sites were said to plan and plot attacks in the middle east. In 2012, President Barack Obama launched the Stop Online Piracy Act aimed at curbing online copyright infringement and online trafficking in counterfeit goods as more than half of the U.S. began to do business online. Social media sites such as Instagram and Facebook at the time had over 400 million users. The growth of the internet saw a similar evolution as of the mobile phone, the use of the cell phone assists millions in communication.

### Cell Phones and Social Media

The cell phone became a hub for communication, it may have started simple, but it began to become smart and even smarter as the years progressed. The first-ever portable mobile phone took place around 1983, made by Motorola; this phone opened the doors to the dawn of consumer headsets. By 1992, mobile devices were not just for business use; mass productions of mobile phones and headsets with digital displays began to launch, as Nokia was one of the first to take advantage of this transition releasing the Nokia 1011 (Tiger, 2019, p.8). In 1995, cell phones added color and had capabilities to text, email, and play games. The more massive transitions of the cell phone came between the years of 1999-2002, as phones began to add many features such as the wireless network of the internet, photography, music, text fonts, and instant messaging. Cell phones start to open the door for the mobile data revolution of 2003-2006 (Tiger, 2019). During 2003-2006, cell phones began to boost download speeds, and the popular blackberry hit the scene, allowing for the Smartphone to take flight between the years of 2007-2010 as the iPhone started to take the advancement of touch screens to new heights (Tiger, 2019). Cell phones by 2014, were able to have longer battery life, voice recognition, advanced cameras, health and fitness capabilities, leading to the larger phones and touch and retinal recognition to the superfast world of cell phone use today.

The growth of the cell phone seems to advance more and more each year as the technology giants try to come up with the newest technology to capture the attention and sales of millions across the globe. The advancements of the internet and the cell phone became a platform for communication that changed the world; these platforms included social media:

websites and applications that enable users to create and share content or to participate in social networking. Social media emphasizes specific platforms such as Facebook and or Twitter. These

platforms have content that is very significant to the use of social media (Miller, 2016, p.9). This content can transform relationships through unique ways of communication as the original forms of communication were generally television, radio, and or the newspaper, now with the combination of the cell phones and the internet, private media has begun to change. (Miller, 2016).

The development of text messaging through mainstream media (MSM) and America Online (AOL) services led many to begin to text messages and not talk face to face. Private chat groups began to increase, and the rise of the Smartphone, in particular, the blackberry messenger moved private messaging to new levels. These changes are important as the forms of communication began to change for most; even today, the formats of communication continue to evolve, aforementioned the use of voice-based phone conversations have shifted to text and social media platforms by most (Miller, 2016). Social media platforms continually develop; social media has created a new potential for sociality, where groups can be most private to public, small groups to large groups across the globe (Miller, 2016). The constant dynamic forms of communicating come with terminologies that continues to evolve, such as tweets, followers, and even the definition of various platforms.

Some argue that the development of new technology took away society's authenticity. Today many can sit behind a phone or computer and become rich, famous, be someone who they are not, and or in some forms hurt others through messaging that may be threatening and or harmful. Social media platforms are now involved in most ways of life: education, politics, religion, and overall daily communication. Social media has become as routine as driving a car and or walking a dog; it is now the manner of who society has become.

*"Plato argued that the invention of writing would damage our capacity of memory. At the same time, others have a utopian view that new technologies make us in some manner post-human" (Daniel Miller, How the World Changed Social Media, 2016).*

Social media has a chronological history similar to the cell phone; it is continuously evolving and adapting. Social media boosted by the Smartphone but got its beginnings with the internet. Those who use social media can thank the first email sent in 1971 as a birth to the social media possibilities. The first social media outlet is said to be founded by Andrew Weinreich, May 1996. Social media is about twenty-five years old. Weinreich's site, Six Degrees, had popular features such as profiles, friend lists, and school affiliations in one of its services. While the site had millions of registered users, due to the lack of people connected to the internet, networks were limited (McFadden, October 16, 2018). In 2002, Friendster was one of the hottest things in social networking, seen as the pioneer of social media followed by Linked-In, a social media outlet for business, which now has more than 500 million users. The king of social media, by many, is Facebook, founded in 2004 by Mark Zuckerberg; this site now boasts more than 2.4 billion users. In 2005, YouTube online video streaming founded by former PayPal Employees allowed users to share and watch content online (McFadden, October 16, 2018). In 2006, Twitter introduced tweeting; this platform allows the public to interact with celebrities and share your message in only 140 characters.



The interaction between the public and the celebrity began to take center stage of social media from 2009 and beyond. WhatsApp has 1.5 billion users as it was a messaging platform that launched in 2009, it was user friendly with most phones, and the interface allowed it to be very picture friendly. In 2010, Instagram became a competitor to Facebook, with the sharing of images and selfies. This site would become very popular. In 2011, Snapchat became popular by allowing users to send messages and stories with disappearing messages, photos, and videos. By 2013, selfies were widespread across the globe, and in 2015, filters began to add creativity to photos. Similar to the fast growth of the internet and cell phones, social media has taken flight, starting with 0.97 billion users in 2010, social media now is used by close to half the world as it has 3 billion internet users worldwide. 2.1 billion people have accounts, and most are active on these accounts; social media is popular and has become a virtual ecosystem that continues to evolve and be uncertain (McFadden, October 16, 2018).

In just a few decades, we can examine the growth of these systems of communication is vast. Technology growth could be a sign of the future in human evolution, but it is certainly a new age of communication. The internet paved the way for a dynamic form of communication that will continue to grow. The foundation on the internet has shaken communication, advertisement, and media for the future. While looking at the growth of the internet, it is clear to see that it has reached its vastness. From the year 1995, the internet had 16 million users only; 0.4 percent of the population in the world had access. Today, 4,313 million and counting are users, and over 55 percent of the world has a form of internet access (McLuhan, 2019). The internet, owned by governments, industries, academia, and private parties, has changed communication, business, and in some ways, globalized the world. The use of the internet, cell phone, and social media all have an impact on something essential to most, and that is the future. The future is many times shaped in part by education and politics, as communication grew the use of these platforms in schools, and politics would have substantial implications.

### Technology and Social Media Culture

Technology has changed the world; it has also begun to improve communication and even classroom students. Teachers now possess the expertise to use technology in the classroom through various forms; the use of technology in the school has made the classroom digital. In most schools, the use of some types of technology is evident; rather, its students learning on chrome books or teachers instructing on digital boards. The integration of technology has made learning virtual or real-life applicable while allowing students to reach parts of the globe within minutes. The use of the internet and technology can be a very useful tool if implemented correctly (Sadik, 2008). The youth are using technology at a high rate, so the integration of technology is culturally relevant to educating. The internet has made a new type of reading and writing, as media is a kind of reading and writing. (Sefton-Green, 2006, p. 292). Various types of media literacy have become a new orthodoxy in education as the use of literacy or digital literacy as communication has forced many educators to change views of negative notions of media to beneficial learning for students (Sefton-Green, 2006). The culture of the youth has made technology the center of discussion as diverse learning takes place across all kinds of social domains; the media culture has forced education and instruction to change with technology. The internet can allow a student to apply self-directed



learning; teachers can teach from a google classroom and or send home video links; instruction has become global similar to media. Students have the capacity through technology to learn various types of ways in short periods due to technology.

Technology has changed the classroom and instruction; with the internet, students can learn from other cultures across the globe daily. This means educators must be able to grow and learn the culture of the times in succession to keep up and compete with the communication and technological platforms of today. Every single day millions of users are on social media outlets, and over 85% of students in the U.S. log onto social media at some point in the day. The rapid growth of social media platforms has made it profitable to brand the online markets while taking advantage of the social, economic, and cultural perspectives of social media (Dijck, 2013). Technology and social media are forever integrated into some forms of the classroom and even in our politics. Elections of today gain influenced through social media. Political candidates use social media as a way to influence society by mobilizing forces on many platforms. The diversity of social presence has different platforms used to reach different audiences; social media provided an alternative way for political actors to shape public opinion. Social media influences and shapes public options (Chen, 2013). The youth uses social media to engage in politics and shape its views; it is also a way to mobilize movements. Technology and social media have shaped the way movements take off, and the classroom is learning, but why is social media so popular, and where is it going next could be a continued question.

The use of social media is not going to change any time soon as a majority of young adults are heavy users of Facebook, YouTube, Snapchat, and Instagram. Almost 80 percent of adults 18-24 use Snapchat; some 71% of these use the site multiple times per day (Smith, 2018). Americans in this same age group use Instagram at 71% and use twitter about half of the time they use Instagram at 45%. Three-quarters of adults and 94% of 18-24-year-olds are using some forms of social media. The use of social media can even seem contagious as over half of all users use these platforms several times a day (Smith, 2018). Facebook is no longer the dominant platform for the youth as YouTube, Instagram, and Snapchat are the most popular online platforms for teens. 95% of teens have access to a smartphone, and 45% say they are online almost constantly (Anderson, 2018). Students with household income over 30K or less tend to use Facebook at a rate of 70%, while those who have a household income of 75K or more use other social media outlets (Anderson, 2018).

The more a student has access to a smartphone, the more the students seem to use social media. Social media is also a way to connect with relatives living in other countries, cities, or states, as mobile phones can pick up internet free in many locations. Social media has become a cost-efficient way to communicate with people who are far away (Spyer, 2017). The internet is the driving force of the cell phone; then, the cell phone seems to drive the use of social media for teens. The forces of the internet, cell phone, and social media are impactful on education for teens who use these outlets daily. The tools seem to connect and communicate in a way like never before, but for education, what are the implications of social media are they all positive?

Schools across America are implementing policies with caution to deal with the use of the internet, cell phone, and social media. These policies can be important, especially in various

communities across America that are driven by violence. There are positives and negatives to the use of social media and its impact on education.

### Positives and Negative Social Media Impacts on Education

The positives of social media are the user-friendly capabilities to change communication. It is evident that most students are all using social media, these tools can be used as a way to help students work in groups, collaborate, and even utilize external resources to complete projects (Dunn, 2011). Social media is a networking skill that is needed to survive today; businesses are becoming global, and even on the college campus, students need to learn how to network in many ways to obtain resources needed for success, making connections is critical to business growth. Students that use social media, computers, cell phones, and other electronic devices are increasingly technology-focused; this is the way of the future. Technology will be integrated into education, politics, business, and society, so these skills are life-changing (Dunn, 2011). The students that are familiar with gaming and systems are viewed as technologically savvy enough to use these same systems to learn skills such as programming and web design educationally. Social media and profiles are basic layouts for web design. Students and teens that design profile pages probably do not even know they are building and designing layouts similar to those needed to make webpages. Finally, the ease and speed at which users upload pictures, videos, and music have created a frenzy of creativity and the ability to give and receive feedback, what better way to market and get constructive feedback than from social media (Dunn, 2011)?

The good in social media also comes with some areas that are not so great. The majority of students do not engage in learning when using the internet and social media. Students simply search the web for general answers, reducing learning, focus, and retention. Students who attempt to multitask by checking social media throughout the day show reduced academic performance (Dunn, 2011). Students' ability to concentrate on the task at hand is significantly reduced by the distractions that are brought out by the use of social media. The more students are on social sites, the less time they spend having a face to face conversations. The lack of verbal and nonverbal cues and tones are not a replacement for face-to-face communication; students today may be losing the skill of communicating face to face (Dunn, 2011). The popularity of social media and the speed of which information is published has created a relaxed attitude towards spelling, grammar, formatting, and proper writing skills. Students are also destroying their futures by providing private information that may come back to haunt their future. Potential employees search social networks for profiles before interviewing most candidates (Dunn, 2011). So, like it or not, most teens will use social media; they will have smartphones and or access to the internet. Will educators see social media and the internet as a benefit or a hindrance; this question will need to be answered by most schools across the globe.

### Social Media in the Classroom

As schools across America begin to think about the school year, the school culture and climate must be conducive to learning. Technology and social media will be a part of the daily life of students in some form or fashion as most students have a smartphone, and most students will

network using social media. One of the reasons social media in the classroom and schools is unwanted is the use of the internet as a tool for bullying and threatening behaviors. Social media can be used as an outlet for students to bully their peers. Some studies show that close to 40% of students in high school report being a victim of bullying on social media. (Hosler, 2019). Social media can take up the focus and time of students. The quick distraction to peek at their peers actively can turn into hours and waste instruction time, distracting students and peers with the latest story and or video that is streaming. The internet and social media can also be seen as dangerous as inappropriate images, language, scams; viruses have become easily accessible to students. Students have become the targets of fraud, identity theft, trafficking, and many other dangerous things that the internet and social media make easily available (Hosler, 2019).

The negatives of social media are clear, but some good comes from the use of social media even in the classroom; for example, social media can create a sense of community for schools and an identity. This engages students in various movements, causes, and or efforts that make students creative and interactive without evening, recognizing they are engaging in growing the school and classroom environment (Hosler, 2019). The use of social media can be a tool for teachers; when used effectively, teachers can post lessons, learning activities, and even use social media to encourage peer feedback and collaboration. The use of real-life lessons can be very applicable to the use of social media as a teacher's life lessons to many students (Hosler, 2019). Social media can be seen as credible and authentic experiences online that open up discussions for ideas and dialogue. It comes down to how teachers, schools, and deans see the use of social media, and how they train their students and implement strategies surrounding social media and cell phone use. Even educators use social media; they can be the first source for sharing ideas on the use of social media as social media can be embedded in daily instruction.

### Positive use of social media in the classroom

A classroom is a place the instructor and the students can get and receive feedback. It is a place and opportunity for digital citizenship. Through social media, this can be a strong tool for building student and teacher rapport and makes instructing a fun community. The classroom is similar to a blog, a place where materials are updated daily. Blogging is a way to publish, upload, and update classroom materials and information daily (Neal, 2012, p.7). These blogs can be published to one person and or many people. This is a form of publishing that the academic classroom can use to publish authors and allow colleagues to communicate and share best practices (Neal, 2012). Social media allows academic sites for online scholarly communities; this is made possible by the current functions of social networking sites. Students and teachers engage in many features and functionality through social media such as creating user profiles, post public and private messages, sharing information, and finding other users with similar interests. Finding other scholars who share common ideas on a topic can add resources to a project, paper, and or an inspiration to a struggling teacher or student.

Social media can be a place for the school community to discover relevant articles and engage in academic research (Neal, 2012). The use of tools like EndNote and RefWorks for managing bibliographic references has been around to improve citing and sourcing for students.

These tools allow the ability to store references, create perfectly formatted citations and bibliographies, capture metadata quickly and easily, manage files, and integrate software, making your bibliography experience less daunting. (Neal, 2012, p.88). Although social media is in the public eye, it can be a place for continued feedback on topics and a place where your followers can be your critics and approvers of topics. Social media websites provide a painless method for documenting monthly activities within research projects. Many teachers set up accounts for courses, as a way to track student conversations, engagement, and give students support and tools live (Neal, 2012).

Teachers thrive more when students know they care for them past the classroom. The most popular and respected teacher is probably the teacher that can talk about the touchdown you scored or the blog you wrote and even can share the story of the basketball game on television. It is important to get to know students, and as it is a great indicator of how well students will engage in the classroom. Social media can be a tool where teachers can respect, honor, and even learn their students' cultural differences and implement them into daily instruction and discussion. Meaningful engagement produces great outcomes in the classroom. Social media offers many possibilities for learning in the classroom; as mentioned, it is a direct tool that increases the interactions between the instructors and peers. This engagement leads to enhanced students' success and satisfaction because students see the use of social media as a natural already used daily tool, and this is also a way that teachers can learn more about the students they teach daily (Joosten, 2012, p. 51).

Social media can be used throughout many subjects in the curriculum. With proper planning, teachers can extend the classroom to the student's community. Social media is a way to maintain connections with friends and family and disseminate opinions and thoughts to a large audience; a group of people can criticize and or praise you within the blink of an eye. Social media can be used in favor of educators as a tool that enhances face to face communication. Social media can possibly help students learn better across the curriculum (Albert, 2015). The use of cultural difference is captured no more eloquently than in sports and music; many students argue these are the forms of engagement that cultivates the conversations and takes you to a place that you identify with and a space that you can make your own or argue an opinion that is analyzed daily. This type of conversation takes place on social media constantly with questions like who the best basketball player is, will my football team win, who will win the world cup, who is the best rapper, who sells the most records, and so forth. This takes engagement to another level as music educators use social media as an online community of practice, a conceptual framework and groundwork for inquiry, social interaction, and reflection (Albert, 2015, p.32). Music educators have discussed ways to use various platforms of social media to create personal learning.

The connection to other people and the use of technology extends to various places and people, such as communities, students, educators, and even parents, who can support a school cause or criticize a bad practice. Parents use social media as a place to cultivate activism and discuss concerns ranging from sports, teachers, school practice, teacher evaluations, testing, and even the school budget (Blumenreich, 2005, p. 25). The activism of parents is a powerful force, as teachers evaluate new systems parents respond to, as it is nothing that is more valuable to a parent than their children. Topics like high stake assessments, the achievement gap, and special education

are not just topics for the school superintendent and Principal, but parents are using social media to build momentum and develop voices that demand attention. In some school's half of the activism by parents is led on social media (Blumenreich, 2005). School reforms go through the community-led by parents, and social media is a platform for needed activism.

Educating the youth of today requires a deep understanding of the topics surrounding students and one that cannot be ignored is the use of social media, in the ever-changing world social media and how it is used can be used (Miller, 2016). The world is changing, and social media, cellphones, and the internet are a great influence on this change. Politics and education are closely connected through social media, as the topics of the day and are the classroom discussions of tomorrow. Some argue social media is a destructive force to education, others oppose the use of technology today seems to be growing, so it will not go away, yet it will continue to evolve. The reshaping of education with the tools of social media encompasses the student, the teacher, the parent, and the community in a way like never before. The engagement, intimacy, and dangers of social media can impact all involved (Daniel Miller, *How the World Changed Social Media*, 2016). The positive use of the internet and social media can be a tool that can improve reading and even writing skills, as peers of students can become their critics.

Something worth paying attention to is the perception surrounding social media. Studies found that economic status plays a key role in social media perception as families that are middle and higher class see social media as a way to undertake research and complete school assignments. Many studies show that wealthy families have a more positive view on social media, as they are confident that their students will make positive use of social media. In contrast, poorer families have negative views that come along with social media such as bullying and violence. These are things that the community may harbor. Nevertheless, these views impact the perception of social media use in school and even at home (Daniel Miller, *How the World Changed Social Media*, 2016). Many schools in these same communities have similar cell phone policies, for example, schools in inner cities usually have strict cell phone no use policies, where schools in the middle- and high-class communities allow cell phone use with little or no guidelines. In general, schools recognize that students are using cell phones to be on social media, so must schools want students undivided attention and teach students the importance of focus during class time (Kolb, 2011).



## Chapter 5 Bullying and Violence on Social Media

*"Social media has crippled my students when it comes to interacting with one another in person. Their ability to communicate is deteriorating "says McAbee, who teacher 11th grade English in Rutherford County, North Carolina" (Barrett, 2018)*

### Bullying and Violence

Social media definition can be misleading, according to experts who are finding that the more time teens are on social media, the lonelier and more anxious they are. The correlation between smartphone usage and lower satisfaction with life is a study that Jacob Barkley, professor of health sciences at Kent State University, is taking on. Barkley's study found that those who spent five or more hours a day online were 71percent more likely to have at least one suicide risk factor. In a study of 450 youth aged 11-17, he found 97 percent participated in using social media at least 5 hours a day, have sleep disorders, anxiety, and higher emotional investment in social media (Barrett, 2018). Social media is causing depression from peers. They see other people on social media smiling and at parties with friends and or in various relationships and begin to feel isolated (Barrett, 2018). Social media is not only causing harm to the mental health of students in usage, but it also can be devastating when students directly threaten, attack, and bully other students.

### Desire Dreyer Bullying Story

Suicide is a viable option for those caught up in the realm of cyber-bullying and or bullying in general. Donna Dreyer was the mother of a student named Desire Dreyer. The Desire was a victim of bullying, and her story is one that continued to take place in schools across America. She was a transfer student from outside of Cincinnati, Ohio, she was an eighth-grader full of promise, one event changed the dynamic of her promise, and this was the use of her social media. Desire began to adjust to social media but began to experience escalating abuse by her peers that continued over the course of several years. Desire adjusted quickly to her new school East Side High, she tried out for cheerleading, but could not be on the team because of a zero on her report card caused by a glitch in transferring her grades over, she saw this as a sign that the school administration did not want her (Losey, 2011).

Within weeks, Desire made friends and developed a close relationship with a student named Ashley. She then met a boy named Cameron at a basketball game; during this time, her transfer was put on hold, and she once again took this as a sign that the administration did not want her. She then went to Westside Communication and Technology, a sister school where her boyfriend also attended. She made the junior varsity cheerleading team and was excited about the change. Amber Gavin, another girl on the cheerleading team, presented herself to Desire in a way to gain her trust, she secretly liked Cameron, Desire's boyfriend, and began to make threats secretly to kill Desire, posting notes on her locker. Desire's parents talked to the police, yet Amber got more friends and continued to threaten Desire; Amber and her friends surrounded

Desire's car at a restaurant and continued to threaten Desire and wanted to attack her. She called her parents, and when they arrived, the girls fled (Losey, 2011). The police arrived but did not take a report. The final blow was at the New Year's Eve Party, where girls harassed her and continued to text her every 10 minutes, threatening and harassing her. In the classroom, Amber began to throw things at Desire without the teacher noticing.

### Are Parents and School Aware?

One day, after class Amber and girls chased Desire down the hallways, Desire would hide in the bathroom and lock herself in the bathroom crying, her parents called the Principal, and he met with the two students and simply told them to stop the "nonsense," or they would be suspended. Desire missed school three days as she claimed to be sick, her mom called it silent pain. Desire felt isolated, alone, and gave up. She sent a text to three friends explaining how she loved Cameron and told them to tell him, she then walked into the bedroom and hung herself. Desire's death prompted the district-wide change, but at the cost of her life. This was cruel and negligent on many sides, but this form of bullying just involved text messaging, this type of behavior goes on within the social media realm daily (Losey, 2011). Victims of bullying on social media and off consider suicide. They are victims of cruelty; they are physically and emotionally stressed, and usually cry out for help. The school was not trained to recognize the signs given by the student. Could this tragedy have been prevented? Many times, schools and parents are not aware of the implications until too late.

### Loss of classroom instruction

Distractions negatively impact student learning, so the use of the cell phone causes students to miss various steps along the way. The use of the cell phone can be disrespectful and distracting as the use of social media can not only interrupt others but pose a threat to school culture (Kolb, 2011). The key indicators are the use of social media based on the community, as some communities deal with the negatives of social media in a way like no other. It is clear and aforementioned that the use of social media to bully other students can be a dangerous and even life-threatening occurrence to youth as those who are against social media see it as a credible negative threat that can display violence to others exponentially. Cyberbullying on social media within education requires attention as students are being harassed, threatened, and refusing to attend school because of messages, attacks, and even slandering or gang recruitment. Social media and technology have many benefits, yet the threats of bullying, violence, and gangs through social media can outweigh those benefits for school culture; this informative writing started with this point, so now it is time to look at the bullying, violence and even gang activities that are platforms on social media.

Social media involves communication and collaboration. It is dynamic and constantly being altered by users. It takes just one message from behind a computer screen and or phone to make a person a victim. Cyberbullying comes in an array of ways as more and more individuals are communicating online. Social cruelty is a term used to define various forms of cyberbullying (Bollinger, 2014, pp. Page 8-9). Nancy Willard from the center of Safe and Responsible Internet

use conceptually termed the following in order of severity to define terms used to represent different social forms of cyberbullying:

1. Exclusion: Intentional exclusion in an online event making the individual an outcast
2. Impersonation: Impersonating a target posted online: can involve a threat that reflects badly on the targeted.
3. Denigration: Speech that is harmful, untrue or cruel posted online and sent to others, gossip or rumors designed to damage relationships
4. Outing: Disseminating intimate, private information that is embarrassing sexually suggestive or explicit
5. Trickery: Tricking someone into disclosing private, embarrassing information that is disseminated online
6. Flaming: Deliberate, hostile, short-lived argument, generally rude and vulgar language, insults, and threats.
7. Harassment: Repeated, ongoing offensive messages sent online, unsolicited words or actions intended to annoy harm, or abuse another individual.
8. Cyberthreat: Distressing material that raises concerns that the creator of the post may intend to inflict harm or violence to self or others.
9. Cyberstalking: Repeated sending of unwanted messages that include threats of harm; persistent behaviors instill apprehension and fear' highly intimidating and extremely offensive may be criminal behavior. (Bollinger, 2014, pp. Page 8-9)

These are a few forms of the terminology used with cruel intent, they are frequently taking place in schools, classrooms, as students go home and come to school daily. Terminology schools and parents may not recognize are used in the cyber world. With limited training on responding to negative communication on social media can destroy school culture as content spreads quickly from one person to another. It is almost impossible to control rapid dissemination. Cyberbullying is not confined to the school day; it is an ongoing occurrence. The victims who experience these types of threats may be sad, anxious, have low self-esteem, experience anger, frustration, embarrassment, fear, and finally, some are depressed to the point of suicide (Bollinger, 2014, p. Page 10). The increasing data of those harmed on social media grows yearly, as many have experienced these forms of bullying, almost half of girls from fifteen to seventeen reported being bullied more than any other age or gender group (Bollinger, 2014).

Bullying victims can become fragile mentally, as they experience short- and long-term effects such as sleep difficulties, anxiety, depression, low self-esteem, and loss of academic performance. These students may struggle to come to class; they may display outbreaks and even show signs in their physical appearance and health (Hughes, 2016, p. Page 3). Many schools have developed anti-bullying policies and school-wide initiatives to address the phenomenon of social media and bullying, yet the imbalance of power, aggression, and repetitive negative actions online in many schools worsen. The anonymity of the online world makes it easier for bullies to target their victims without adults looking on, and this can even trigger students who might not bully in-person into bullying online. The accessibility of the internet can create a more opportunistic approach and space for those who want to bully others; the goal of the bully is



often to embarrass or isolate the victim by spreading information. The cyberbully can tag others and or attack groups. These attacks can be sexual, racial, and painful for those involved (Hughes, 2016).

Social media with speed as over a period of a few hours, tweets can target classmates, peers, and others, as many do not think of the harm before they post, subtweet (indirectly talking about a person) and tag others into negative conversations and or cyberbullying (William Kist, 2015). Many students are victims of bullying in some form as electronic bullying is made available through the use of cell phones in schools and classrooms. Cell phones are made available even to children; some children have cell phones as early as five. This device can be used for social media as early as fourth grade as students begin to use you-tube then other sites. The cell phone opens the door for social media and threatening behaviors as children are eagerly trained to use both (Arora, August 12, 2019). Some may argue cell phones are harmful to children; they can cause tumors, disrupt brain activity, academic performance. Those against the use of cell phones in schools and even at home recognize students can access inappropriate media, interrupt sleep, and cause other medical and mental health issues for children. These children can start using a cell phone as early as 2-3 years old, and they are becoming a tool for children, so schools have to make decisions to say no to the Smartphone and or allow it (Arora, August 12, 2019). Many states have got in on the action recognizing the dangers of cell phone use. Some states require phones to stay in their lockers during schools, some school districts and schools are finding new ways to deal with the use of cell phones as they have become a part of students' everyday life and routines. The use of the cell phone can lead to many negative effects and impact students and student learning.

#### [Cyberbullying and Student First Amendment Rights](#)

Schools must create a safe learning environment in order to educate, yet the realm of social media is generally protected by freedom of speech laws. The First Amendment protects hate speech from government censorship unless that speech incites or is likely to incite imminent lawless action (Bollinger, 2014, p. Page 34). The First Amendment of the U.S. Constitution provides for the rights of freedom of speech and clearly stated students do not shed their constitutional rights to freedom of speech or expression at schools. The courts also stated that the constitutional rights of students are not automatically coextensive with the rights of adults in other settings and that students' rights must be applied in special characteristics of the school environment (Bollinger, 2014, p. Page 35). The constitution and the state must protect student's speech in public schools, but they are not without exceptions, as educational institutions may regulate student speech that is not protected. On January 17, 2012, the Supreme Court decided to accept three cases that involved cyberbullying on social media. *Layshock v Hermitage School district*, *J.S. v Blue Mountain School District*, and *Owalsi v Berkeley County Schools* (Bollinger, 2014, p. Page 35). The courts in 2012 relied on various standards established by the U.S. Supreme Court in the past that they believed most applicable.

Educational personnel should know what the standards are too so they can respect the rights of students, but at the same time maintain an orderly school environment for learning. Schools may restrict expression if the officials can show that the student's activity would materially and substantially disrupt the work and discipline of the school. The Supreme Court in *Tinker v Des Moines Independent School District* (1969) stated, that the conduct by the student, in the class, or

out of it which for any reason disrupts classwork or involves substantial disorder or invasion of the rights of others is and can be seen as a student conduct violation, not protected by the constitutional guarantee of freedom of speech (Bollinger, 2014, p. Page 36). Courts have applied the Tinker material and substantial disruption standard when they have analyzed student to student expressions on and off campus (Bollinger, 2014). Schools have the task of determining the various types of distinctions between expression and not removing freedom of speech but keeping schools orderly and safe. Many investigations of schools can invade the perpetrators' privacy and be mindful of how the school conducts investigations into cyberbullying (Bollinger, 2014).

In another court case, *Elonis v United States*, Anthony Alanis was convicted under 18, this case shed light on criminalizing based on the transmission of threats in interstate commerce for posting threats to injure his coworkers, his wife, the police, a kindergarten class. He went as far as threatening a Federal Bureau of Investigation agent on Facebook (*Elonis V. United States*, 2015). The district court instructed the jury that a true threat that falls outside the scope of the First Amendment speech protections requires an objective intent to threaten. *Elonis* argued that genuine threats require subjective intent to threaten; the Third Circuit affirmed *Elonis*' conviction and held that a subjective intent standard would fail to protect individuals from the fear of violence in which the true threat exception was created to prevent (*Elonis V. United States*, 2015). Numerous first amendment issues have taken place from the communication of social media and the social networking sites that exist. The highest authority, the U.S. Supreme Court has explained in *Packingham v North Carolina* (2017) that social media websites can provide the most powerful tools to a citizen who wants to make his or her voice heard. In the case of *North Carolina*, the Law prohibited sex offenders from accessing social media websites. The Court explained that Law was overboard and would criminalize a wide range of legal activities. The decision emphasized the free speech capabilities of social media. The wide range of decisions on first amendments and rights requires school officials the ability to evolve with the courts.

Students on campus and off-campus behaviors are in play when dealing with social media. In *Bell V Itawamba School District* (2015), the Fifth Circuit Court of Appeals determined that public school officials could punish a student for a rap song he created off-campus and posted on Facebook and YouTube. The video referenced two teachers at the school who allegedly had engaged in inappropriate sexual behaviors with female students (Jr D. L., 2017). Many employees have faced disciplinary actions for posting about their boss, coworkers, and or students. These cases will continue to evolve as the impact on student mental health in schools make cyberbullying a force that can prevent orderly instruction, and damage an individual, school and even community (Jr D. L., 2017)

### Segregation and Violence in Schools

The internet, cell phones, and social media have had exponential growth in use and availability; all three are addressed and used in schools across America. The three negative factors that some schools must address over others is the impact of bullying, violence, and gangs through social media. Inner-city schools deal with poverty inequalities and violence at a high rate. The lack of opportunity and a voice leads many in inner cities across America looking to be heard and seen;

this is where social media comes into play. Similar to suburban schools or middle-class communities, inner-city schools will deal with the distractions of the use of social media, cell phones, and cyberbullying, but these schools will also need to address violence and gangs played out on social media. The poverty of many communities' leaves conditions that are dangerous and unthinkable. There is overwhelming evidence that inequality and social exclusion shape the experiences of many violent crimes across America, especially in inner-city communities (Kramer, 2000, p. 124).

Students in inner cities experience deprivation, poverty, crime, and a lack of supportive social networks. This lack of networking and cultural capital leaves many students of color segregated. This segregation is never more evident than in public housing, where systems are created to keep people of color confined to what is seen as ghettos. This has taken place since the early 1940s and continued even in our present-day (Orfield, 2008). To better understand how segregation leads to crime and gangs in school and social media, one can look no further than public housing. In a city like Chicago, public housing has a direct impact on student outcomes, and these project homes were torn apart, and students of these houses were sent to communities similar and worse than the places they left.

Subsidized housing in the United States is administered by federal, state, and local agencies to provide subsidized rental assistance for low-income households. ... Subsidized apartment buildings, often referred to as housing projects, have a complicated and often notorious history in the United States (Jacob, Public Housing, Vouchers, and Student Achievement: Evidence from Public Housing Demolition in Chicago, 2004). These buildings, known as projects, laid the foundation for a future of families that would have to relocate into many communities with unwelcoming arms. The perception of many students coming from project houses was that students from project homes were criminal and violent. High unemployment rates and poverty heighten this. (Jacob, Public Housing, Housing Vouchers, and Student Achievement: Evidence from Public Housing Demolitions in Chicago, 2004).

In 1935-1936 about one-third of Chicago families received incomes below \$1,000 per year, while in 1942, one fourth had an income lower than \$2,000 per year (McMillen, 1946, p. Page 153). These students received vouchers to move into other communities when these large subsidized housing units were destroyed. They would use the vouchers to communities that were of color, yet still discriminated against those of color that came from the project homes (McEwan, 2004). By 1975 Chicago Housing Authority (CHA) realized that the budget crises for maintaining these homes, the heightened levels of crime, and the vacant units would lead to the destruction of these homes in the year 2000, Communities in Chicago were segregated and so was crime, violence, and drugs (Hunt, 1998, p. Page 96). The conditions of Chicago schools caused for community activism in the 1980s; this was reflected in other cities across America, a pattern of broken housing communities, segregation, and poverty in communities of color (Gills, 2004, p. Page 97). These occurrences of poverty, crime, and drugs led to gangs. In these communities that are structured around gangs and violence, many identified underlying issues such as loitering and race, the attack on gangs, and drugs were mainly targeted to people of color.

## Threats of Gangs on Social Media

Gangs are defined as street gangs; they are expressed as oriented groups whose members are youth that exhibit persistence across time and who participate in illegal activities (Pyrooz, 2011, p. Page 159). Gangs in Chicago, like many inner cities, went through periods of change. In the year 1919, Italian gangs participated in racketeering and illegal sales, while people of color were forced into ghettos, many times fighting against other races in particular whites. This would transition to race riots, as many people of color were killed by racial wars (Hagedorn, 2006). This continued as white supremacy continued into the 1940s and 1950s met by activities in many communities of color. In the 1960s, project housing took off, and this was when the years of Chicago African American gangs became violent, leading to the 1970s and 1980s as America placed a war on drugs, gangs, and violence. During these periods, many people of color were imprisoned and jailed (Hagedorn, 2006).

Black nationalists and movements began to be overshadowed by street gangs and violence into the year 2000 when project homes were torn apart, and the communities that received these families and students began to be redefined (Jr J. F., 1974, p. Page 7). This framing of violence and a history of gang development is an essential factor in realizing how social media impacts gang activity and how gangs use social media. The families, communities, and students are plagued by lack of opportunity, no voice, and very little resources. Gangs were growing fast as project housing members would bring gangs into communities making the development of different gang structures. Teens began to make social media posts with large guns rather for protection and or to act tough. Many students became gang members by association with a block as gang territories became blocks, and many gang members bragged on social media about catching other gang members and causing harm (Witte, May 1, 2019).

Gang fractions began to drive up to Chicago's murder toll: "These gangs, cliques or fractions, some controlling no more than a block or two, have fueled much of the 37% rise in murders during the first six months of 2012, Police Superintendent Gary McCarthy said" (Konkol, 2012). These gangs are fractions of bigger gangs. Gangs in Chicago grew from 50 gangs in the 1990s to 500 gangs in 2000, to 650 gangs by 2012. These gangs use social media to gain respect for their gang. The internet and cell phones in schools are used to taunt other gangs and began the term "cyber banging" (Curry, July 3, 2017). Cyberbanking has led to death as social media fuels gang wars; social media is just an endorsement for gangs; many have died over gang wars on social media. So, the growth of segregation, violence, poverty, drugs, and gangs are platforms on social media in inner cities. This makes social media a weapon against educators in the inner cities who will battle these community occurrences and lack the resources to deal with the many implications (Austen, 2013).

### Conclusion

In conclusion, the internet took off, cell phones followed, and social media the same, schools must prepare to deal with the positives and negatives of all three. The devastation of bullying in schools can be life-changing, when schools make these decisions, they must understand the implications of bullying on social media. The growth of technology is also parallel with the growth of gangs and violence in inner-city schools, who deal with all the same issues as other schools but must battle poverty, violence, and gangs. Inner-city schools must develop tools to monitor social media for signs of violence and gang membership. School systems have put place a code of conduct in place to address social media, and social outlet awareness initiatives are also in many schools to combat the harms of social media (Karp, 2019).

FIGURE 8  
RECAP OF THE PROBLEM



FIGURE 9  
Recap Solutions-Student training shows a recap of school, and parent solutions.

## School Training



Green –Will be able to lead positive interactions on social media as deans of social media



Yellow –will participate in discussions to better the school in a social worlds but reflect on how they can make better choices



Red –Student will partner with a student/staff mentor and partake in check in and check outs surrounding social interactions

## Parent Awareness



Green -Parents will participate in 5 or more school events as related to social media and school culture



Yellow -Parents will engage in discussion 2-4 times as it relates to social media and culture



Red -Parent have one or no meetings as relates to social media (they will be invited to zoom conferences)

### Brief examples of student leadership

- Student Juwan S had low attendance from being threatened by gangs at the beginning of the school year. After the school initiative, this student's attendance and grades went up, and his behavior infractions decreased.
- Student Samantha R. was a student with many behavior infractions and tagged as bullying on social media; after the cultural program, she had no repeat offenses and eventually became a student lead on monitoring social media infractions.
- The school-wide student leadership initiative has decreased social media threats, bullying, and overall school infractions. Students are a part of the conversation that includes adults and all stakeholders of positive social media communications.

Schools must have an influential culture to deal with all of the occurrences of technology and social media. Restorative practice can extend to the communities of students by teaching students' foundational skills to successfully resolve conflict peacefully and avoid negative conversations on social media. Schools must address the daily occurrences in schools as relates to social media communication; they must better equip students to find outlets of positive

communication. Schools must be aware of and prevent student gang activities through social media (Gulbrandson, June 19, 2018). Social media can create harm, yet it is the voice for the voiceless, it is the cry for the hurt. So many students must have a voice in schools and their communities. Technology will never stop growing, so must the educator's ability to adapt. Schools need to empower student leaders who can go places the educator cannot go and who are aware of the ever-changing tools of social media. The first mission of schools should be to provide a safe learning environment. Student speech cannot disrupt this environment; schools must protect safety; free speech is free when it does not destroy and harm others. Our schools must teach this in curriculum and culture across schools. Parents must be involved in the conversation; they should attend school organized professional developments that encourage and grow awareness and student leadership



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