

Creating Safe and Civil Schools:
Reaching Higher Academic Success

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Politics 458
Whitman College
December 8th, 2008

Acknowledgements

Before I continue with this report I would like to take this time to appreciate and thank each contributing individual. Without their support, guidance, and time this comprehensive report would not have been feasible.

- ❖ Walla Walla High School Administrators and Staff for their collaboration and cooperation.
- ❖ Teachers, advisors, and administrators who willingly took their time out of their busy schedules to be interviewed.
- ❖ All the students who participated for voicing their experiences and engaging in a tough discussion.
- ❖ Diana and Bill Erickson's, community partners, passion and dedication in initiating an incredible and important discussion.
- ❖ And lastly but not by any means the least, Professor Paul Aspostolidis, the organization and facilitation of all the projects.

Each of these groups of people and individuals played a vital role in the overall success of this project. This project has the pleasure of contributing to the recent initiative, by the Walla Walla School District, of promoting safe and civil schools. I strongly hope for the recommendations and findings to be of value for the Walla Walla High School as well as for the general public—those from other schools or organizations. This report builds on the dialogue centered on civility that has begun and must continue.

INTRODUCTION

This year the Walla Walla School District is focused and determined to create safer and more civil schools. District leaders have created a plan of action: a Safe and Civil Committee was formed to oversee the process of each school implementing a program to proactively address incivility language and behaviors that best suits the school's student population. The Walla Walla School District is determined to enhance each school's atmosphere, elementary, middle, and high schools, in order to prevent any serious cases of incivility from arising.

All the district administrators were required to read *The Respectful Schools* by Stephen Wessler. In this book, the author not only discusses the importance of eliminating acts of incivility, such as harassment, bullying, and derogatory language, but also provides a framework and guidelines in how to accomplish this task. He stresses language is the region where efforts to promote a safer and more civil school should reside because words can rapidly become actual threats and result in violent expressions towards others in a physical manner. The *Respectful Schools* model concerns with making a strong and concise statement titled "Core Beliefs" which addresses essential elements of a civil environment such as respect. Administrator support, teacher intervention, and peer leadership developments are also stressed. Each of these elements is important to incorporate into a comprehensive approach towards creating safer and more civil schools.

To increase the success of these programs, however, it would be beneficial for the Walla Walla School District to obtain their students' perspectives and ideas. What are their current experiences of harassment, discrimination, and/or disrespect? In other words, how are students experiencing incivility while at school? What do they think are the major issues that need to be addressed? If students could change policy and the school environment, what would they do first and how would they do it? Furthermore, it is necessary to evaluate Wessler's recommendations in *The Respectful Schools*. Do they fall short of providing a complete solution for the Walla Walla Schools?

These sorts of questions are critical to address in order to create and establish a successful method of promoting and sustaining safe and civil schools. Due to the time and resource limitations of this research, this report is focused on the concept of civility only within the context of the Walla Walla High School (Wa-Hi). Furthermore, although specific student needs in each school in the district need to be assessed individually, the research for this report aims to specifically answer the following questions:

1. What level of civility and incivility do Latino students experience in Wa-Hi?
2. In what ways and for what reasons do Latino high school students experience incivility?
3. And, finally, what can schools best do to prevent these incidents from occurring?

To answer these questions, I conducted both focus groups and interviews. I interviewed administrators and staff in order to understand current efforts in promoting a safer and civil environment at Wa-Hi. I spoke to four student groups of various backgrounds in order to get their perspective on the culture present at Wa-Hi. The following four student groups participated:

- The Associated Student Body (ASB) group
- The Science Bowl team
- Club Latino, and
- English as Second Language (ESL) students

Two sessions were conducted with each focus group, the discussions centered on civility and incivility. After the first discussion, I asked each group of students to keep a journal and make daily entries concerning their experiences at school: observations, thoughts, reflections, and ideas to effect change. Three of the groups comprised only of Latino¹ students, and the government representative group (ASB) consisted mostly of Caucasian² students with only a few Latino/students.

This paper seeks a better understanding of the culture in the Walla Walla School District.

- ◆ Summarize your preliminary conclusions or findings.
- ◆ Summarize the policy and activist responses you think, at this point, that you will recommend on that basis.

¹ Latino: Those of Hispanic origins--could be from Mexico or from other Central American Countries, such as Spain, Peru, or Columbia.

² Caucasian: definition

SCHOLARLY LITERATURE REVIEW

George Washington, first president of the United States of American, wrote about civility when he was 16 years old. The book titled “110 Rules of Civility & Decent Behavior in Company and Conversation” is still very applicable today. Although his original work was written in the late eighteenth century, his words convey the essence of what it means to be civil.

- ✚ The very first rule states, “Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present.” In other words, “Treat everyone with respect.”
- ✚ The 6th rule, “Sleep not when others Speak, Sit not when others stand, Speak not when you Should hold your Peace, walk not on when others aside.”
- ✚ Rule number 47th, “Mock not nor Jest at any thing of Importance break [n]o Jest that are Sharp Biting and if you Deliver any thing witty and Pleasant abstain from Laughing thereat yourself;” in other words, “Do not make fun of anything important to others.”
- ✚ Number 49, “Use no Reproachful Language against any one neither Curse nor Revile.”
- ✚ The 63rd rule, “A man ought to not to value himself of his Achievements, or rare Qualities of wit; much less of his riches Virture or Kindred.”
- ✚ Rule number 73rd, “Think before you Speak pronounce not imperfectly nor bring out your Words too harshly but orderly and distinctly.”
- ✚ And lastly, although all very important, number 89, “Speak not Evil of the absent for it is unjust.” In other words, “Do not speak badly of those who are not present.”

*See Appendix E for complete set of rules.

Civility is a complex term that has various elements associated with, as represented by these rules,—respect, courteous, manners, language, gestures etc. These verbal and nonverbal actions of ours are everyday choices. Furthermore, numerous of George Washington Civility Rules is about appreciation and understanding regardless of whether we believe or accept the differences of others. However, it is importance to recognize the civility is not only about these one on one interactions or in regards to etiquette only. Civility is also present at the macro-level. Support networks, group relationships, general welcome feelings, etc.

Incivility is often defined as the opposite of civility. However, similar to civility, incivility is a complex term that can include a wide range of uncivil language and behaviors. Incivility can be in used in regards to bullying, teasing, harassment, disrespect etc. Other forms, more on the macro-level, include hate crimes, gun violence, physical aggression display, etc. Too often is the macro-scale incivilities more commonly dealt with then the lower scale incivilities. Stephen Wessler argues the importance of taking the time to address the lower scale incidence of incivility in order to prevent the larger scale incivilities that often are the result of the preventable lower scale incidences.

The lack of civility among peers, teachers, and in the environment in general can lead to devastating consequences. On April 20th, 1999 the one of the largest hate crime in history occurred in America at Columbine High School. It was just another “normal” day at the school until 11:08 when the gun shootings began in hallways, the cafeteria, and in classrooms: everywhere. Two high school student attending Columbine high school, Dylan Klebol and Eric Harris, snapped. They could no longer take the bullying, the harassment, or the teasing from their peers. 13 people died as a result, 12 students and one teacher, and 23 individuals were injured. This incidence spurred many discussions concerning lower scale uncivil treatment that occur everyday in America’s schools.

In the last decade the amount of school violence has increased (Violence in Americas Schools 1998, 3) and continues to rise. The Columbine is one of many similar, but not as massive, incidences. On April 24, 1998 a 48-year old science teacher was shot and killed by a 14 year-old student in front of his classmates at the graduation dance of James W. Parker Middle School. On February 21, 2002 in Cashmere Washington a 14 year-old male high school student stabbed a 16 year-old male student 8 times on the back, side, and chest, for making racial slurs towards him. On April 14, 2003 due to a gang-related motive, a 15 year-old was killed and 13 more were wounded at John McDonogh High School by four teenagers (The School Violence Watch Network). Elliot, Delbert et al. who examines schools in relation to violence in all of America inform us the “real costs” of these incidences go beyond the individual. Violence impacts the school environment—the quality of learning, relationships, and the openness and accessibility of the campus. Everyone is affected: teachers, students, administrators, staff, and parents (Elliot 1998, 9).

Therefore, when civility is not present it affects not only individuals, but relationships and the environments are affected. In fact, each of these levels is critical to examine and address. In this literature review you will find scholarly research pertaining to the following four domains:

- I. General Environment
- II. Peer Relationships
- III. Relationships with teachers and classroom experiences
- IV. Models promoting civility

Furthermore, these categories of research are integrated because of its direct relevance to education. These elements are all interconnected with civility as well as students’ academic performance and success.

I. General Environment

Elliot Aronson, a social psychologist, speaks about how the Columbine incident has brought to America’s attention the importance of producing schools that are “more pleasant, more stimulating, more compassionate and more humane” (Aronson 2000, 14). The Columbine incident was planned to be much larger than what occurred: 250 people were supposed to be killed and 95 explosive devices were supposed to go off, but failed. In Aronson’s opinion, with a tremendous amount of experience with educational issues across the nation, this tragic event

resulted from those two students feeling a sense of exclusion and a desire to be accepted. It was the little everyday things that build until they could no longer take it. Unfortunately these students are not the only ones to feel this way. Through observation practices, Aronson's research has consistently found that schools' environments are very competitive and cliquish (Aronson 2000, 13). Such exclusionary practices create a hostile and a judgmental place.

Interdependence

Currently there exists a lack of interdependence among individuals in the schools systems (Smith 1992, 50). The postmodern era is a society in which individuals are accustomed and to fulfilling one another's needs rather than seeing each person as having an intrinsic worth and value. Individuals become a commodity that others judge: such a process dehumanizes individuals (Staples 2000, 32). Therefore, the establishments of meaningful social relationships become less of a priority while the pursuits of personal development and of personal economic goals become the priority. Smith found that this individualist culture widens the disconnection between individuals and the society.

It is of great importance then for students to be taught a more holistic view of the universe, that we are all interdependent on one another. Smith encourages students to engage in collective tasks more often (Smith 1992, 3). Scott recommends for schools to proactively engage students with the greater community. He claims that youth violence is a result from their lack of feeling a sense of significance to their existence. Therefore, the establishment of a cohesive community is necessary to reduce the incidence of incivility and to encourage civility.

School Avoidance

Both teachers and students are reporting an avoidance of the school due to the fear of being attacked for being different (Violence in schools, 1998). People are discriminated against on multiple levels, racial, beliefs, values, dress, etc. In 2005, 6 percent of 12-18 year old students reported avoiding a school activity or certain places in the last 6 months from fear of being attack or harm. Also, in the school year 2003-2004 teachers at public schools reported a greater percentage of fear of being threaten, 10% **(cite)**. And, Hispanics students more frequently reported being threatened or injured with a weapon on school property in comparison to Whites. There was no significant difference between Blacks and Whites.

The level of incivility is related to school avoidance. Those who are afraid would rather stay home. This, however, rapidly affects their ability to perform well academically. When students are not present they do not get the information that they need. The schools environment affects student's engagement level and academic performance (Newman). The degree to which an environment is safe and fun will lead to more students' decision to not skip.

Cultural Diversity

The Hispanic population is growing rapidly in the United States. Each day our nation becomes more and more ethnically diverse. Mexicans in particular are the fastest growing subgroup within the Hispanic population. Melissa Roderick speaks about the importance of

providing these children with the tools and support necessary for them to succeed because they “will shape the future of America” (Roderick 2000, 123)

The education system is a place where people from various backgrounds come together. Students not only come to school to learn the material but they are constantly interacting with their peers and staff. It is further important for these students to learn not only how to interact with those that are different than themselves, but it is essential to also learn to appreciate the diversity.

Furthermore, Hispanics are the most commonly uneducated population. In 1996, about 40% of Hispanic students did not complete high school (Roderick 2000 129). This number remains on the high end. Conchas critically examines multiple works in regards to how color affects success. He informs the reader the importance of a strong institutional support establishment. Roderick further elaborates on one of the major changes that often affect Latino families are the transitions from elementary to middle and then to high school. Each institution has a completely different support structure set up (Roderick 2000, 149). It is thus important for the entire school system to work on sustaining or be actively integrating Latino families into the school system.

Parents involved in a more supportive and open school environment will be more likely to have constant communication with the school concerning their children's performance. Also, the student themselves will become more integrated in the system.

Civically Minded

Students spend a large portion of their day at school. It is of great importance for students to feel a sense of purpose at their school and to feel connected with their school. When this competitive and individualist culture dominates the school atmosphere, it not only negatively affects personal growth, private comfort, and individual achievements, but more important, the larger “civic” values that school should be teaching. These could be such as learning how to respect those from other races or being able to solve conflicts in a non-aggressive manner. It is essential for students to become more civic-minded and socially responsible in order to be effective, engaged citizens (Acting civically, 5).

In today's schools students are trained with the skills necessary to go out into the work field and be employed (Smith 1982; Roderick 2000). However, this focus negates other essential teaching. The work force environment is very distinct from the educational institution. In fact, if an employee were to push or even make a racist joke at a work place they will most likely be sued. However, if a student were to push or make a racist joke at a school setting they will not receive any severe form of punishment. The messages conveyed to students are a certain degree of “acceptability,” when in reality it is not acceptable. Our democratic society is functions with people acting civility to one another to ensure individuals' rights are protected. Therefore, social relations and social skills are important teaching. Acts of civility are to be actively promoted.

II. Peer Acceptance

Important elements researchers have pointed in regards to the student's experiences at school are peer relationships. Peers can have a negative or a positive effect on students' behavior and academic success. The pressure to fit in and be accepted is too great. This section examines the dynamics of peer relationships in five ways: relational aggression, academic engagement, gang activity, racial discrimination, and misjudgment.

Relational Aggression

Within schools high levels of relational aggression³ is present (harm done to another via social relationships). Sara Goldstein surveyed 1335 adolescents from a wide grade range (7-12). She found that students exposed to relational aggression perceive their school to be less safe, and those who were victims of this aggression were less satisfied with their social experiences (Goldstein, 2008, 648-649). Relational aggression affects students' status and their peer network. In a study conducted by ___ who administered a 45min to 60min questionnaire to two classrooms also found a correlation between level of aggression and students status. Those with popular status who exhibit relational aggression are more likely to have less friendship conflict than those who are disliked but also exhibit relational aggression. These disliked students experience more friendship conflicts. In another study about relational aggression, 128 students, 65 girls and 63 boys, were surveyed and questioned. It was found overt aggression is positively correlated with relational aggression. Also, boys are more likely to demonstrate overt aggression⁴ (15.6% vs. 0.4% girls) and girls are more likely to demonstrate relational aggression (17.4% vs. 2.0% boys).

Academic Engagement

Numerous of scholarly journals have established the importance of peer acceptance for student success. Eric S. Buhs et al. conducted a longitudinal study from kindergarten to fifth grade with 380 children looking at peer acceptance and peer treatment as well as classroom and school avoidance behaviors. She found that students who were accepted by their peers at an earlier age did not suffer from chronic peer abuse⁵ or from peer exclusion⁶ in later years (Buhs 2006, 9). However, once peer rejection is established, it becomes more prevalent as the student gets older both in terms of peer abuse and exclusion by peers. These negative acts perpetuate and re-enforce one another. The rejected student becomes trapped in a vicious cycle. Buhs et al. also found peer exclusion to be a better predictor compared to peer abuse of the student's future engagement levels with school. Students who receive peer abuse or peer exclusion reported school avoidance and classroom participation—measure of school engagement—and exhibited poorer academic performance. Negative peer interactions not only affects the student's engagement levels at school but also negatively affects their ability to perform well academically.

³ Relational aggression: harm done via social relationships, indirect

⁴ Overt aggression: harm done in a direct and openly manner

⁵ Peer abuse: Non-aggressive behavior such as ignoring, avoiding

⁶ Peer Exclusion: Aggressive verbal or physical acts

Peer networks can either negatively or positively influence academic performance. The social environment of adolescents affects the likelihood of whether students will complete high school. A study concerning Mexican-Americans analyzed existing data from the National Education Longitudinal Study of 1988. This tracked students who had not dropped out of school while looking at variables that have been found to affect friendship formations. It was found that students who were more involved at school not only increased their peer social capital but also significantly decreased their likelihood of dropping out. It was also found that those who were more involved established an academic focus social network with peers. Therefore, as the engagement level increases within the school so does the student's network of positive influencing friends (Ream, 2008, 123).

Furthermore, Bernadette Sanchez found that peers are a unique and an important form of relationship. This study interviewed Mexican-American students seeking their role model and then contacted that role model for further information. They conclude that peers play a crucial role in being able to provide other peers a variety of support (Sanchez 2006, 64). They provide both domains of support teachers and parents are associated with. Peers have the ability to not only help students academically but emotionally as well. Students tutor and pass on academic information to each other. They also support and encourage one another to do their best. And, a sense of companionship is present among peers. The development of peers is important for students to not only receive emotional support but academic support as well and have someone with whom to go through the classes with.

Peers are a strong source of relationships students establish, especially for Hispanic students; more broadly for Latino students. Forming peer relationships is of great importance because they are more likely to come from families with uneducated parents and are more likely to have a lower degree of social network established within the school. These will work against the student success. Peers for students are often the ones who motivate students to continue. Their opinion is validated because they experience the same experiences.

Gang Activity

Although peer relationships can be positive, there are other forms of peer relationships that have a negative influence on students. Firstly, the desire to be accepted by peers may be substantial that often times it pressures students to act in manners they do not agree with in order to save themselves from embarrassment or from being teased (Wessler 2003, 27). Ruth Styuk speaks about how teachers are able to identify gang members. Clothing, colors and tattoo wear are the most common forms. Also, academic performance and grades are indicators of students being involved in gang activity.

Racial Segregation

Kozol has done an extensive amount of research at different schools across America and has consistently found that racial segregation is of heavy presence in today's schools. The line between White and non-white students is visible in classrooms, cafeterias, in open areas etc. Another scholar author, Angela Valenzuela, also speaks in regards to the division that still exists among racial lines. However, she further explores the division present among Mexican

youth in schools. These group boundaries as she phrases are between immigrant and U.S. born youth. The immigrant populations further divided into ESL students and non-ESL students (Valenzuela, 1999, 181).

These racial lines affect the degree of interaction that occur among each of the racial groups and thus further re-enforces these segregation practices. Another study indicated student's ethnic identity influences their peer networks. Those of similar identification form a peer group. Too often does the reason to these separation come down to because of cultural differences as explained by students who are informally interviewed (Kozol ; Venazula 1999). More specifically, Latinos with dissonance attitudes and confusion established traditional Latino culture values compared to Latinos who actively endorse White culture value establish more negative views of their own original culture. Karen speaks the importance of integration. The segregation among peers facilitates more racial attitudes on behalf of peers because of their non-existence or limited interactions with the "others" (Donaldson 1996, 21). Another study measured the level of prejudice present in Hispanics and Whites towards one another. Data analyzed came from archives for American social behavior. Social distance, stereotypes, degree of contact were all measured. Both groups demonstrated prejudice towards one another; however, increase contact between Whites and Hispanics reduces the level of prejudice – especially for non-Hispanic Whites (Weaver 2207, 270).

The student population attitudes in large determine significantly the social interactions activities that do occur on school campuses. Furthermore, these segregation practices no only seem to simulate racial attitudes towards different races but even among the same race—Latinos who identify as white, immigration Latinos etc. The segregation that is prevalent in schools demonstrate little contact occurs among the racial lines.

Misjudgments

The process of being accepted or rejected is interconnected with how the individuals are perceived by peers. Students are constantly being judge to determine their worth, and to determine whether they are accepted. Aronson, Elliot elaborates on the process of how such a judgmental decision is made. She discusses the poor assessment that occurs daily of others. Too often people determine others' actions as a result of their personality rather than their situational circumstances (Aronson 2000, 22). Even though, situational forces are greater than often presumed. Humans as social beings are by nature very interdependent: other people and events affect our performance and attitudes. Aronson provides an example: if people observe a waitress impatiently tapping her pen, rolling her eyes towards the ceiling, rushing the order, and with a short temper. People's reaction towards this person is negative and they associate such negativity with her personality. However when told that the waitress's car broke down on the way to work, she is a single parent and was awake all night nursing her youngest child who has a painful terminal illness, the conclusion changes. The addition of another perspective changes the initial judgment (Aronson 2000, 24). Peer exclusion thus is a process, where decisions on acceptance, is based on looks, behavior, etc.: the superficial and visible characteristics of a person.

III. Relationships to Teachers and Classroom Experiences

Student's relationships to institutional agents are critical to establish in order to enhance student's social capital and increase the degree of their positive perception of the school. Also, students' self-identify affects their classroom experiences which thus affects their academic performance. Civility is critical to establish both in the classroom and among teacher-student relationships in order for the student to succeed.

Social Capital

Social capital are networks that provided resources, information, and support. The larger social capital one has then the ore opportunities and wealth of information is accessible. In a school setting, students develop both peer networks and school personnel networks. The combination of the networks is a crucial element in order to maximize academic success. There are two forms of relationships: expressive and instrumental. These kinds of relationships each provided different forms of social capital. Therefore, networks and relationships do not all provided the same wealth of information and thus important to have various networks to enhance various social capital forms.

Multiple researchers stresses the importance of parent involvement in motivating students to complete higher education (Newman 1992; Nation et al. 2007; Sanchez 2005 etc.). In a study about Mexican Americans examine the kind of social networks students establish were examined. In-depth interviews took place with students and follow up interviews were conducted with their identified role model. 10 Mexican American participated and 12 role models were interviewed. All participants were first generation Mexican American who came from uneducated and from low socioeconomic status. Role models identified ranged from: parents, peers, siblings, extended family members, or institutional agents⁷. The forms of support students received, categorized based on students perspective, included: cognitive guidance⁸, emotional support, informational and experimental support, modeling⁹, and tangible support¹⁰. Each of the role models provided the student with social capital. These identified support forms were in regards to the following areas: classes¹¹, go/finish, major/career, college application process, and motivation towards school¹², scholarships/financial aid, as well as teachers.

Although it was found that parent involvement was essential, some parents, however, do not have adequate resources to support their kids—especially immigrant or low-English speaking ability parents. In these cases, relationships with teachers and staff, and school personal, become even more important in order for students to gain the resources and information concerning college enrollment and application process that they needed. Therefore it is of great importance for students to gain a good-working relationship with school personnel (). However, Sanchez et al. demonstrated that the Mexican-American students identifying fewer role models from the institution of education. They more commonly identified parent because of the strong pressure

⁷ Institutional agent: Any school personnel such as a counselor or a teacher.

⁸ Cognitive guidance: "giving advice, asking questions of the student, teaching and tutoring the student." (Sanchez 2005, 57)

⁹ Modeling support: Looking up to someone and following in their foot-steps. Role model.

¹⁰ Tangible support: Logistical providing such as financial.

¹¹ Classes: "This included homework assignments, studying, schedules, and grades" (Sanchez 2005, 59).

¹² Motivation for school: This category is broad and more centered on the student.

for affiliated achievement—meaning student achieve in order to “pay back” those who have helped. In this respect parents sacrifices encourages students to succeed. Yet parental support is limited and can only provided so much of the social capital student need to succeed.

Furthermore, the formation of strong relationships with school personnel also increased the sense of safety inside and outside of the school for students (fear of violence...social capital). The larger the social capital of students, resources and information available via the various relationships established, the great perception of feeling safe at school is reported by students. Also, teachers play a critical role in forming student’s perception of the school. Those teachers who encourage a dialogue give the student a message that their opinions matter (subtractive schooling). Nation, Maury et al. in a longitudinal study concerning statistical analysis of a national sample size of 4386 students, found that the disempowering relationships with teachers predict bullying/victimization (Nation et al 2008, 228). The establishment of insitutional figure role model extends beyond social capital gains, it also affects student overall sense of safety.

In fact, a study investigated the relationships between social capital and school safety. They analyzed existing data collected in 1999, 1,773 children 10-11 years of age and parents were surveyed in regards to safety. Among various results, a major finding was the direct positive relationship found among social capital and school safety. Those who established relationship with parents, teachers, and friends as well as possessed self-esteem and self-control characteristics felt safer inside and outside school grounds (Sacco, 2007, 19).

Degree of Empowerment

A study assesses various types of relationships in regards to adolescent’s sense of empowerment from the perspective. This sense of empowerment affects the development of both bullying and victimization. Analysis was conducted on previously gathered national data on youth. Nation, Maury et al. found that students who were either bullies or victims were less likely to make decisions with their parents and more likely to let their parents make decisions for them. Also, bullies and victims often have difficulties with personal relationships and social competence (Nation et al. 2008, 222). Overall, a negative relationship was found between bullying and a student’s level of empowerment.

Racial Identification

Identity formation is a phenomena that all human beings engage in. This identity formation is very interdependent with social surroundings. The way others see and interact with individuals very much affects the manner in which identity formation evolves. Furthermore each form of identity formation has a certain degree of stereotype threat¹³. Stereotypes threats have the most impact on students’ ability to perform--their skills and self-confidence level are dependent on their identification status. Based on examination of past literature racial identity formation is an important form that directly affects a student academic performance, regardless of socioeconomic status or skill level (Steele 1997, 622). The stigmatization associated with minorities’ not only has a negative impact on students’ performance level but more importantly it

¹³ Stereotype Threat: “It is a situational stereotype—a threat in the air—that, in general form, can affect the members of any group about whom a negative stereotype exists” (Steele 1997, 614).

also affects the students' degree of school identification. This leads to dis-identification, either or both racially and in regards to the school. Which as previously discussed is related to degree of school involvement that is an important attribute to succeeding and becoming well integrated into the school. Furthermore, Steele argues that because identity formations are different on various levels for different students, the same classroom environment is experienced very differently (Steele 1997).

With the assumption that that not everyone experiences discrimination in the same manner Edward Liza and Andrea Romero conducted a study investigating the relationships among discrimination stress, coping, strategies, and self esteem in regards to Mexican decent youth. The study consisted of interviews with 73 adolescents. Her result supported previous research that indicated minorities are more likely to experience prejudice and, therefore, report higher levels of discrimination related to stress. The Mexican youth experience their classroom environment differently. However, self-esteem was not affected form the higher levels of discrimination and prejudice stress because of other coping mechanisms (Edwards 2008, 34). Even though, higher levels of discrimination based stress is associated with lower self-esteem, those with a higher level of engagement level reduced their level of discrimination stress. Engagement is a coping mechanism. In addition, Edwards found a statistically significant difference between recently arrived immigrants and fourth or more generation students in regards to discrimination stress. Immigrant students reported higher levels of stress suggesting that they are at greater risk for discrimination. And, students who preferred to speak in Spanish experienced more discrimination stress.

Identity safety is critical to establish in a schools—especially in the classrooms. The concept “inclusion” is closely related to the manner in which students self-identify. Markus et al. elaborates on the concept that minorities experiences are different compared to the mainstraim group in the classroom setting and that those in the mainstream take for granted their racial identification. Also, students of color focus on the differences while mainstream students focus on similarities. It is further argued that classrooms have a high potential of cultivating “identity threat.” It is thus important to recognize these racial differences among the students and to disregard a colorblind mentality. Colorblind is regards as: “A mode of community that says difference does not matter works against the recognition of difference in experience that in many ways defines minority group status.” It is then critical to establish a more cultural model in the classrooms and to celebrate these differences, more specifically racial differences. Steele found that even though the person themselves does not internalize stereotypes that are associated with their race, it still does have a negative effect on them. He calls this phenomena “a threat in the air.”

IV. School Programs and Enhance/Promote Civility

Civility implementation is done in numerous of ways. It differs depending on the population and setting. Models and programs may have overlaps among them but there are also multiple ways in how to promote civility. In this section Stephen Wessler's Model is critically broken into its part and a few other Models found on-line of programs already implemented are discussed. Specifically programs in regards to promoting civility at schools are investigated.

Stephen Wessler's Civility Enhancement Recommendations

Stephen L. Wessler, author of *The Respectful Schools*, speaks about the importance of preventing bias, prejudice, harassment, and violence between students through the active prevention of degrading language use. He highlights various stories from his own research to point out the importance of addressing lower scale incidences of incivility. These stories are everyday, subtle incidences, that revolve around words—language. Wessler argues that words are dangerous weapons because they rapidly escalate to physical and larger scale incidences of violence as well as results in emotionally traumatizing effects. The effects of experiencing incivility are numerous. They result in the loss of students spirit, the loss of educational engagement, health consequences—such as sleeplessness, anxiety, depression, substance abuse, etc—and it can even lead to the loss of a life. The intervention model developed by Wessler focus on three elements, the first teacher intervention, the second administrators role, and the third peer leadership.

A. Teacher Intervention

The first element needed in order to promote a more civil school is consistent enforcement by teachers that degrading language is not tolerated. Teachers who pretend to not hear such negative language convey a message of “okay” and condone such behavior and language to continue. These interventions are to be timely, consistent, firm and respectful. Teachers and staff and administrators are the role models. They set the example and convey messages to the students via their actions and language use. Therefore, it is important for colleagues to treat each other with respect and to be cautious of language use. A key guide Wessler recommends “following instincts” on when and how to intervene. The power of intervention goes beyond words; it is a statement that brings about change.

B. Administrators Roles

Administrator's role is to give voice to respect and civility. To develop appropriate policies regarding anti-harassment that reflects both schools commitment and that is exhaustive. They are to include more than the federal laws, those specific to the school. Also, it is important for the policies to be clear with the use of definitions. There should be clear reporting procedures that all staffs are aware of, and a section dedicated to the serious consequences of retaliation upon occurrence. Lastly, clear discipline implications upon evidence of certain behaviors. It is important for these policies to be re-conveyed yearly. Furthermore, not only have the policies written but visually represented in understandable language throughout the academic buildings for re-enforcement. It is also essential for the policies to be enforced actively by the adults. Providing workshops for teachers and staff to gain the skills necessary to intervene, as well as to recognize and understand the importance and consequential effects of ignorance. Lastly to evaluate security measures. Administrators are role models to teachers and other staff. Their involvement and interventions are invaluable. Continuous reminders about these efforts from principles and superintendents to teachers and staff promote the continuation of proactively.

C. Peer Leadership

The development and creation of programs for students to be involved in promoting civility is critical. Wessler argues that administrators and teachers can not change the environment without the help of the students. He highlights two main peer leadership programs, The Main Attorney General's Civil Rights Team Project and the Students Leader Project, CPHV. The first program consist of forming teams, 3 or 4 students and one or two faculty advisors, to meet weekly in order to implement different projects that address bias, prejudice, and harassment. Wessler provides some examples past teams have done: diversity conferences, film series, policy changes to increase reporting, etc. Also, these teams receive reports about uncivil incidence that occurs on campus and pass the information to the appropriate teacher or administrator. The students in the teams are people who demonstrate leadership skills. The second program, CPHV Student Leadership Project, sends students to a full day workshop on understanding verbal harassment consequences and to gain intervening skills. These students then meet weekly to with the goal of speaking up for civility. These students are also leaders in their school.

A study conducted by William Preble found, through surveying and interviewing students, that effective peer leadership programs changed student's perception. A large number of students were aware of the existence of the peer leadership program. They, also, reported more confidence in their peers and adults likelihood to stop harassment, experiencing higher level of respect, and feeling more safe as well as witnessing or experiencing less harassment. These peer leadership programs, however, cannot be successful without the commitment of administrators and staff towards civility. Also, it is best to have other clubs present in the schools such as diversity clubs, peer mediation programs, mentoring programs, gay-straight alliances etc. These together have a greater effect on promoting civility and increasing the appreciation towards differences.

Alternative Models

National wide and in various local community regions programs and organizations have started to grow and expand with the common goal of improving the civility present in today's society—more specifically in today's schools. For this section, I will discuss a few of the many programs that have already been implemented at the local level in schools.

The program funded by the Center for Disease Control centers on providing student with the skills necessary for them to deal with conflict in a non-violent way. It is essential for students to be equipped with the skills necessary for them to learn how to positively interact with one regardless of their differences. This model focus on the three C's: cooperation, civil values, and conflict resolution.

Civitas program is a national program funded by The Center for Public Justice: Equipping Citizens, developing leaders, and shaping policy. This program provides various leadership programs and numerous of other resources, all, in regards to promoting civility. Their organization promotes civility across campus by giving each student a Civilitas bracelet which challenges them to be more civility minded. The bracelet is a constant reminder to be more aware of their language and behaviors.

These programs often times convey the importance of increasing the civility because of the vast majority of violence's that not only occur in the streets and in our society but in our schools where the youth are at trying to learn.

Literature Review SUMMERY

Past literature stresses the importance of creating welcoming and respectful schools in order to increase student's academic performance. Forming a strong school identity facilitates stronger social networks with teachers, staff, and parents, which in turn increases student's social capital. It is of great importance however to step back and reconsider school violence at it most basic fundamental level. To critically evaluate the everyday interactions that creates individualist and exclusionary atmosphere. It is also of great importance to in deathly examine the difference in experience between Latinos and Non-Latinos. A lot of the literature review is heavily concern with identity formation and how this self-identification affects the manner in which same conditions are experienced differently—like classrooms. More specifically, racial identification is powerful. Student of color report higher violence crimes and are more likely to have lower academic performance in schools. Also, segregation is heavily present in schools. This literature review concentrates on the Mexican American population—Latinos. Furthermore, the growing number of Latino drop out rates and the staggering percentages of uneducated Latinos demonstrate the need to continue addressing why aren't they achieving higher education? The answer is not easy; it is a complex puzzle with a lot of different elements contributing to it.

Because civility is a critical element to address in schools in order for all students to perform their best academically and the manner in which student racially self-identify governs interactions and behaviors, it is critical to better understand the relationship between civility and racial identification. This report focus on the Latino population because of their increasing representation in our country—out society as a whole will economically prosper as more Hispanics achieve higher education (Roderick 2000, 127).

Key Research Questions:

1. What level of civility and incivility do Latino students experience in Wa-Hi?
2. In what ways and for what reasons do Latino high school students experience incivility?
3. And, finally, what can schools best do to prevent these incidents from occurring?

METHODOLOGY

To better understand the general environment, the peer relationships, and the teachers and classroom experiences I decided to speak with students themselves. The literature review has highlighted these three regions of importance in regards to a comprehensive civility atmosphere. Four focus groups were conducted with different groups of students at the Walla Walla High School to elicit discussion centered on the above categories. More specifically Latino and Non-Latino students groups are compared on the identified categories. Furthermore, to critically evaluate the Wesslers model and its application success to Wa-Hi, as well as in light of the alternative models, interviews were conducted with administrators and teachers in regards to the current process of promoting civility.

My methodology aimed at gaining information through various perspectives—students, teachers, and administrators. Although students and teachers/administrators were not asked the same set of questions, the elements addressed in discussions with both groups were similar. Thus this research enabled me to examine the degree to which the administrators were aware of what occurred in the daily life of their students and the degree to which students were aware of the new initiative and changes their school is currently undergoing.

“For many students, schooling signifies institutional hypocrisy and aimlessness, rather than consistency and clarity of purpose; arbitrariness and inequity, rather than fairness; ridicule and humiliation, rather than personal support and respect; and worst of all, failure, rather than success.” (19, engagement and achievement).

Case Study

The Walla Walla High School (Wa-Hi) located in Walla Walla, Washington, agreed to collaborate with the State of the State project. Wa-Hi is chosen to be the case study for this report for various reasons. Firstly, in Walla Walla, Wa-Hi is the only high school public institution students have the option of attending. Secondly, high school is a critical period in regards to student’s decision to continue pursuing a higher education. And, thirdly, Wa-Hi has a large Latino population.

In this report, via **focus groups** with students and **interviews** with administrators, I seek to answer three critical questions to enhance current efforts of increasing civility at Walla Walla High School:

1. What level of civility and incivility do Latino students experience in Wa-Hi?
2. In what ways and for what reasons do Latino high school students experience incivility? How is this different or similar to non-Latino students?
3. And, finally, what can schools best do to prevent these incidences from occurring?

FOCUS GROUPS

Focus groups are similar to interviews, but instead of a one-to-one conversation several people are present and engage in discussion. This method fosters a dynamic conversation. I choose to conduct focus groups because the topic of civility is a very complicated term to grasp and to convey. Therefore, in a group setting this term can be furthered explored among the students themselves—ideas, thoughts, feedback, debates—and such discussion engages students to critically think about civility. Also, focus groups are effective to gather information from numerous of people at the same time. Four focus groups were conducted with diverse group of students at Wa-Hi to complement the research that different status traits and self-identification affects the degree to which the same situations are experienced differently (___). More specifically, to answer my research questions, the groups were chosen based on their racial identification—three groups are Latino groups and one is a non-Latino group.

Participants

These groups were selectively chosen with recommendations made by the Wa-Hi associate principle and Diana and Bill Erickson, community partners. Four groups participated, the ASB group (associate student body representative), the Science Bowl team, the Club Latino group, and the ESL group (English as a second language).

The ASB group is chosen to participate because of their similar goal in enhancing Wa-Hi’s atmosphere. They not only have a large influence over what occurs at their school, but students from each grade level are present and the majority of the students are Caucasian. The Science Bowl team is selected to participate because of the students are high achieving students enrolled in majority AP courses. Their perception or experiences pertaining to civility and incivility may differ because they are highly involved in numerous of clubs on campus. Club Latino is selected because they are “the Latino” population on school grounds. This group of students also has a mix of grade levels. The students involved in the club have difference academic performing levels, but in general they are “average.” Lastly, the ESL group was chosen because they face different barriers when compared to the average high school students. Language and culture obstacles are a constant battle for this group of students. Furthermore, the ESL student are first generation in the US the Club Latino students are more likely to be US citizen as are the Science Bowl students. This further provided me with grounds to examine civility in terms of generational differences among the Latino groups. The students in the last three groups are all Latino students. One non-Latino group and three Latino groups enable me to better elaborate on the relationships between civility and racial identification as well as between civility and academic performance.

A total of 24 ASB students were present the first week and on the second week there were 23 present. I collected a total of 20 journals from the class. The Science Bowl group had 7 students present and on the second week there were 4 students. However, another student joined the discussion the second week and the student did not journal. A total of 4 journals were collected from the science bowl team. There were 9 Club Latino students present the first week and on the second week 3 were present. I collected 4 journals in total from the Club Latino group. There were 12 ESL students present the first week and on the second week there were 13. One joined the conversation the second week and the teacher did provide him with a journal; however he was only able to write his observations for two days. I got a total of 10 journals from the ESL group. See table 1.1 for a visual representation.

TABLE: 1.1

Focus Group	Racial Identification	1st Discussion Size	2nd Discussion Size	# of Journals Collected
1. The Associated Student Body (ASB)	Prominently Caucasians—few Latino students (3)	24	23	20
2. The Science Bowl Team	All Latino Students—Mexicans and one Columbian	7	4	4
3. Club Latino	All Latino Students—Mexicans and one Columbian	9	3	4
4. English as Second Language (ESL)	All Latino Students – Mexicans	12	13	10

These groups of students represented a diverse set of student population. Although the ASB group had a few Latinos the majority is non-Latinos and therefore this group was considered “non-Latino.” Overall there are about equal number of Latinos and Non-Latinos. A total of 29 Latino students were spoken to and a total of 23 Non-Latinos participated. Furthermore a total of 18 Journals from the Latino students were collected and a total of 20 journals from the Non-Latino students were collected. These two groups are relatively close in size and a relatively close number of journals were collected from both groups, therefore I compared and contrasted between them to answer my research question of difference and similarities among Latinos and Non-Latinos in regard to civility and incivility experiences and perceptions.

Procedures

The focus group process was a two-week long process. These focus groups were conducted during the student’s regular class or club times. The teacher or advisor spoke to their students about the project and distributed permission slip forms. All youth who participated brought their permission slip sign by their parent; however, a few of the youth had their teacher or advisor obtain verbal consent via phone from their parents. After the first discussion, I asked students to keep a journal during the in-between discussions time and record their day’s worth of observations once a day. To pick out and filter events that was relevant to them and to the study concerning civility and incivility. Students received instructions, bilingual when necessary. See appendix D for complete instructions. This technique does not allow me to determine with quantifiable accuracy of how often a certain activity occurs. It, however, adds the benefits of seeing how different groups of students consider different incidences important to write down and talk about in their journal. It further demonstrate what the daily days like for these different groups of students are like.

Students not only discussed civility and incivility during the focus groups, but also wrote on 3X5 index cards in order to ensure the information I am getting is representative of the whole group. A constant battle with focus groups is the potential to have certain answers be skewed by more outspoken students. It is a tendency for students to agree than to disagree. During the focus groups I consciously prompted students to feel free to disagree or to tell me otherwise if they have felt differently. The combination of verbal and written (including journals) not only ensured that I hear each student’s voice without the pressure of their peers, but also enhanced the scope of information I obtain. My ability to accurately understand and describe a group’s civility and incivility experiences and perceptions is improved

I. General Environment

The literature review speaks about the importance of creating a more inclusive atmosphere, and minimizing the degree of an individualist and competitive environment. Diversity appreciation is also an integral component of the general environment. The establishment of a more welcoming and accepting school affects the degree of civility that is present.

During the first discussion with all of the focus groups, the focus was centered on Wa-Hi's general environment. The focus groups opened with a case scenario. I told them to imagine I was a new student who recently started school at Wa-Hi and to tell me about Wa-Hi, to give me tips or advice that would be useful to know. It was made clear that any sort of advice or information is helpful. This opens the discussion for the students to explain to me how they perceive Wa-Hi in an indirect way. I then asked all of the focus groups to describe their school, using adjectives and descriptive words. In order to make comparisons across the groups I specifically probed at certain elements if not brought up by students during the conversation, those including feeling welcomed, respected, supported, comfortable, and safety. These elements came from my various informal talks with professors, students, and from various readings. The students were asked to follow the same elements when journaling.

All groups were compared in their overall description of Wa-Hi's environment. Discussion and journaling material were all analyzed for information in regards to students' description and perception of the school's environment.

*Starting the focus group with general environment enabled me to introduce the concepts of civility and incivility in a more effective manner. The discussion itself evolves into a conversation concerning concepts central to civility and incivility. For example, if someone said they thought Wa-Hi was welcoming or they said I would tell the student to be themselves because Wa-Hi is very welcoming, then they perceived their school to be a place where they felt accepted. This is a form of civility. Each focus group collaboratively, with my guidance, began to understand the terms: civility and incivility.

II. Peer Interactions

Peer relationships are an important source of network to have as identified by _____. They provide both support and guidance to students. Also, the desire to be accepted by peers is a strong phenomenon among students. Even academic engagement level is influenced by the students' group of friends. Therefore, peers are an important source that can negatively or positively affect student's behaviors and attitudes. Peer interactions have the power to create either a civil or an uncivil environment. Each of the focus groups was questioned about their peer interactions to describe the kind of relationships established by the students.

It is assumed that because each of these groups of students is part of a certain group or club on campus their peers network system is different compared to one another. Therefore, during the focus groups the students were asked to answer the questions thinking about not only what they themselves say or do but also what they observe and hear in their surroundings.

Because civility escalates from the use of derogatory language to more extreme forms of violence (Stephen), students were specifically asked to describe their interaction with peers in terms of the language use. During the focus groups they were asked to discuss negative language (phrases and words) that they use or hear around them. Also, because joking is a big part of youth language, the discussion included jokes as well. After the discussion students were asked to write down these words or jokes they have heard on campus grounds on a 3 by 5 note card.

Incivility also occurs at higher levels than just words. Physical behaviors such as pushing, fights, facial expressions are also part of being uncivil. This is the most common form that incivility is identified—even though they result from the lower scale incivilities. Therefore, students were asked to describe physical behaviors they observe among their peers.

As Steele found that racial identification affects the manner in which similar situations are experienced. All of the groups were asked to inform me how they think race pertains to civility or incivility at Wa-Hi. More specifically, the Latino groups were asked to specifically think about their racial identity and to inform me how they feel their interactions are like with other Latinos and with other Non-Latinos students.

*During these portions of the focus group I encouraged the student to tell me stories about the incidences they observe or experienced. These stories often reflect more than what the student states, and it encourages a dialogue among the students. To either agree or disagree. The journaling part was all about describing incidences to me. Who was involved? What were observer's reactions? How the teachers or administrator's respond? Etc.

Each of the groups was then compared to another to determine whether a certain group heard more uncivil language or saw more uncivil behavior. Also, collaboratively they provide information about the everyday incivilities that occur at Wa-Hi, both the lower-scale and the larger-scale incidences. Also, racial identification differences were critically analyzed in term of the level and form of civility that were reported. Specifically I examined the experiences and stories that were reported both verbally and nonverbally (journals).

III. Teacher Relationships and Classroom Experiences

The greater degree of social capital a student has the more likely the student is well integrated into the school—larger social networks. Involved students are more likely to feel comfortable therefore more likely to perceived or experience civility from administrators and teachers.

All of the focus groups were asked to discuss their degree of involvement in school as well as the degree of school avoidance they exhibited. Students were also asked to speak about their interaction with teachers and general perceptions with teachers. Latino students, parallel to the peer relationship category, were asked to inform me of how they thought their race played a role in their interactions with administrators, teachers, or staff. Classroom engagement and participation was also taken into account among the groups based on the discussions and how each student felt about their ability to participate.

This category was analyzed in terms of how involved each focus group is and the kind of relationships they reported. Each group was also assessed in term of their overall classroom experiences. Journals were also included in this analysis in terms of whether the focus group overall reported more positive or negative things about teachers and administrators. In other words the degree of civility and incivility incidences reported are compared between all the groups to determine if involvement level, social capital, and racial identification affected their perception and experiences.

IV. Promoting Civility Models

Wesslers approach is the model the Walla Walla School District is following in accordance with to promote more civil schools. However, there are numerous of alternative models that suggest similar and even different elements than Wessler offers, as previously discuss in the literature review. There are three areas of focus when promoting civility at schools, the first is the school itself, the second are students themselves, and the third element are the teachers.

Interviews with administrators and staff (teachers) were conducted to better understand their perceptive of the current initiative of promoting safer and civiler schools. They were also asked to opinionate on whether they though Latinos experiences civility or incivility to a different degree than non-Latinos and whether girls experienced civility or incivility different than boys. Both administrators and teachers discussed their involvement with promoting civility in relation to their role.

These interviewed were analyzed collectively, to get an overall sense of the areas that are already actively targeted to promote civility as well as to identify the areas where improvements are needed. These set of interviews also allowed me to understand how well the information about civility was being transferred from administrators to staff and teachers. Each individual informed about a different aspect in relation to civility and incivility that Wa-Hi as a whole are doing.

Beside the interviews, the focus groups were also spoken to about civility programs. During the second discussion time with the different groups of students, students themselves brainstormed on how to increase the level of civility that is present in their school and decrease the forms of incivility that have been discussed to be an issue at Wa-Hi. They also reflected on past initiatives and current initiatives as did administrators and staff. However, before we begin this conversation, we first briefly discussed their journaling observations. By having students share their observations it triggers either agreement or disagreement and it increases awareness of the other students experiences. Not only are incidences reported, but the context is reported as well: other student's reaction, and administrator's response or teacher's response if any. This conversation stimulates students to take into consideration all of these experiences when thinking about the programs or projects they think will be effective in promoting a more civil atmosphere.

The analysis of this category was prominently a reflection of the Wesslers model. What elements did Wa-Hi implement and what sorts of elements from other models are necessary that best fit their population? Students input and suggestions were also analyzed.

INTERVIEWS

The interviews were about forty five minutes long. I interviewed the following administrators and staff at Walla Walla High School.

- ✚ The Walla Walla School District Superintendent
- ✚ The Walla Walla High School Principal

- ✚ The Wa-Hi Assistant Principal
- ✚ The other Wa-Hi Associate Principal.
- ✚ The Dean of Students
- ✚ Drop-Out Intervention Specialist
- ✚ Health Clinician
- ✚ Spanish Teacher who is also the Club Latino Advisor
- ✚ And, lastly, the ESL Teacher

All of these school personnel were asked the same set of questions. However the order of the questions differed. During a typical interview session I started with an introduction and then asked them to tell me about their background: education, job titled, responsibility, duties, etc. I followed these questions with a discussion of the terms civility and incivility. I asked the individual to tell me how they thought the school district defined these terms and whether they felt differently. Other question previously mention was also disused: race, gender, and past efforts. I asked the interview about the current safe and civil school initiative, to inform me of the events or planning already in progress, their role and who else was involved.

Another important element of these interviews was to see how aware the school personnel are in regards to the uncivil activity that occurs within the school, such as the teasing or the sort of language used. They were asked whether they thought incivility was an issue and, if so, what forms were present. More specifically, I inquired on their opinion on whether there is a difference between Latinos and Non-Latinos (racial occurrences) in experiences of incivility. Our discussion ended with a critical evaluation of what sort of programs have been done in the past and whether they think certain areas need to be more of a focus or if certain programs should be implemented.

Methodology Summery

In summary, both focus groups and interviews were conducted to gain a comprehensive understanding of the civil culture present at Wa-Hi and to identify the gaps or barriers that are of existence towards promoting a civil atmosphere. The focus groups chosen allowed me to critically compare between the Latinos experiences and perception and those of the non-Latinos. The interviews allowed me to understand the process of promoting a safe and civil school is occurring. Furthermore, the question asked to students and staff/administrators enabled me to compare and contrast the knowledge level of administrators towards students and vice versa.

All the data gathered is analyzed in terms of the four categories: general environment, peer interactions, teacher relationships and classroom interactions, and promoting civility models. The overall emphasis is racial differences. Latinos experiences are critical to understand in order to continue increasing the number of Latino students who graduate from high school as well as increasing the number of Latino students who complete secondary education. It maybe that civility is a critical piece necessary to solve the multi-complex puzzle of why aren't Latinos achieving a higher education.

RESULTS

I conducted a total of 10 interviews with administrators and staff. All of the interviews were transcribed. All of the four focus groups complete the whole process, although the number of student differed from the initial discussion to the second discussion. A total of 52 students were spoken to in regards to civility and incivility at the Walla Walla High School (Wa-Hi). A total of 29 Latino students participated compare to a total of 23 Non-Latino students who participated. I collected 18 journals from the Latino student and 20 journals form the non-Latino students. These numbers between the two broader groups provided me with the basis for comparing.

During our discussions startling differences among the Latinos and Non-Latino groups emerged. There were also differences among the Latino groups themselves. However, they collectively provided a better understanding of the culture present at Wa-Hi in regards to civility and incivility. Data was analyzed in regards to the pre-discussed categories:

- I. General Environment
- II. Peer Relationships
- III. Teacher Relationships and Classroom Experiences
- IV. Models Promoting Civility

In each of these categories, information from each of the focus groups and information from the interviews with administrators or teachers are reference to. Also, relevant data from the journals are discussed in each category.

I. GENERAL ENVIORNMENT

For this portion there were specific elements that were discussed with all of the focus groups pertaining to the general environment to compare differences and similarities among the groups: These elements reflected the degree of civility that is present: the degree to which they felt welcomed, respected, valued, supported, comfortable, and safe. Incivility is reflected via the analysis of the following elements: teasing, harassment, judgment, derogatory language, segregation, and littering. A solid understanding of the group's perspective on these elements was gained through the combination of discussions and journaling. Also, diversity was discussed in each focus group in regards to the environment. Further exploration on why students perceived Wa-Hi the way they do will be found in either the peer relationships or teacher relationships and classroom experiences portions.

a. ASB: Associated Student Body Group

The student government group reported feeling welcomed. They also indicated they felt like they have a strong support network at Wa-Hi. They received constant positive feedback and when needed something they were able to obtain it. This group of student's also felt safe at Wa-Hi, as an ASB student said, "Administrators and everyone does a good job of protecting us." They informed me that there are more cameras and more security now on campus than ever before. The ASB student felt as though this is a

response to the numerous of bomb threatens that the school received in prior years. They noticed such situations create chaos among all administrators and teachers, but since the implementation of the cameras felt it have decreased such activity.

They also said there was a general feeling of openness at Wa-Hi. And, spirited was one of the words they used to describe Wa-Hi. Students at Wa-Hi demonstrated their support and pride in being there. In regards to the new student case scenario, the ASB group unanimously said to get involved, to be yourself, and to be social. As stated by an ASB student, "important to be real... don't try to be different because that group does not want you to be different" Another student added, "make your friends rather than friends chose you." This group of student saw it is their responsibility to get integrated into school and to make the best out of it. The ASB students spoke fondly of high school as a once in a life time memory and chance.

They also spoke in regards to the totem pole that was present at Wa-Hi. Each class at Wa-Hi has a certain status and as you get older you work your way towards the highest status. In one of the ASB journals that I collected it further explained this totem pole. Freshmen are regarded as babies, sophomores are not an upper classman, juniors are nice try but one more year, and seniors are regarded as senior power. This system was a pretty important part of the environment at Wa-Hi. Students looked forward to their senior year to be the most spirited (loud) and to be recognized. As said by a student "you call your respect." However, the ASB group also clearly informed me that because seniors have a lot of power it's important for seniors to set a positive example for the whole school.

Diversity was another descriptive word they expressed about Wa-Hi. The ASB group felt very positive of the diversity present and felt it brought to Wa-Hi different cultures and different ideas. However, they also reported that segregation was visibly present in their school. All of the Latino students congregate together and all of the Caucasian students do as well. But these behaviors were not regarded to be negative. The students felt as though tension did not exist among the two groups. A student told me, "Everyone has their own little groups of friends and people can talk just like everyone does, it is human nature but I really don't see any discrimination between colors... I think there are some individuals who make it that way it is like a personal choice and so I don't think it is a problem." Another student agreed, "I don't think it is a problem either, you know people have been friends with people since they were like two years old and you know you just grew up with them so you are friends with them more." Therefore, although diversity is present, there is a division between the races which is accepted because student's themselves made that decision. However, it is questionable as to how much choice a student really does have in regards to who they becomes friends with.

In regards to gangs, the ASB students were aware of their present in school but reported and discussed very little about it. They felt as though it was not a real issue, there was very little conflict present in relation to gang, and that those students would not do anything on school grounds. As a ASB student said, "I think it is well contained within this city and within here, lets just face it is a pretty small town and if you do something people are going to know about it." Another wrote about how many students are just

trying to be cool by pretending they are in a gang. Gangs are not taken seriously by these students.

In general, the ASB student observed more civility than incivility. Their journaling confirm this because they observed more civil incidences than uncivil incidences. A majority of the students spoke about how a large number of students complement each other and opened doors for one another. Only one student spoke in regards to noticing more incivility and that he found it harder to notice the civility. He explained the joking and the language he heard, but all the other students disregard those incidences as playing around. A fair amount of incivility was prevalent in their journal writing, but often negated as joking. The ASB students did not view any of the derogatory language, racial jokes, or teasing as uncivil but instead as funny because it was not true. However, it was evident that some students even though they recognized the “meanness” and reported feeling strong emotions such as “angry” or “annoyed” they still laughed it off and just regarded the incidence as not meant. The general environment is therefore positive in their perspective.

b. Science Bowl Students:

The Science bowl team also expressed that Wa-Hi is a welcoming, supportive, and open school. They further describe Wa-Hi as a place where there are a lot of clubs and activities to get involved with. A science bowl student said, “As cliché as it may be or anything it actually is true, if you get involved you will actually have friends everywhere.” This focus group also reported the importance of getting involved and being social as did the ASB focus group. “Put yourself out there” a science bowl student stated. I probed them what would the results be if the person is shy. One of the students responded, “If you don’t put yourself out there I won’t really put the time to get to know you.” It is evident that in order for a student to be well integrated into Wa-Hi and to feel welcomed by everyone they have to take initiative. However, in order to take the initiative the students need to feel not only confident enough but comfortable enough to put themselves out there. The students spoke in regards to two different exchange students who attended Wa-Hi for a period of time. One of them was very outspoken the other one was reserved and quite—they had very different experiences at Wa-Hi. They also recognize that student’s personality differs but emphasized that students need to actively change that and trust the environment to be open. A science bowl student said, “it is a trial and error thing.”

The science bowl team is well integrated in Wa-Hi, they are heavily involved in various activities and clubs as well as enrolled in AP courses. These students have large peer and staff networks. They are able to turn for help to different people. In regards to support, they felt like they had an existing support system but also felt as though it was not strong. This group felt that their racial identification as Latino/a made it difficult for them to establish as many “good” relationships compared to a non-Latino student--especially because they are constantly in prominent Caucasian environments.

This group of students also spoke about the different clicks present at Wa-Hi. They felt as though clicks existed the jocks, the preps, etc. Even the AP students had their own click. The science bowl students were part of that click, but all of the Latinos AP students are its own sub-click. They also reported on the evident segregation among Caucasian and Latinos that are present not only in the cafeteria, but at the assemblies and in the classrooms (more in non-AP classrooms because there are more than two Latinos present). However, they also informed me of the division among the Latinos themselves. Specifically the division exists among Latinos who have been in the United States for a length of time, regardless if born here, and Latinos who are recent arrivals.

Another element mentioned by the science bowl team in regards to the general environment was diversity. They felt Wa-Hi is a diverse place and accepting of various cultures. Two of the students in the focus group told us about their experience in starting a Marachi club at Wa-Hi. They were terrified but successfully and smoothly were able to create the first and only Marachi club at Wa-Hi. This demonstrated to them of how accepting Wa-Hi is to diversity. But, although diversity is present another student said, “I don’t think we have culture in our school. Culture is white that is the culture.” The students felt as though different groups were present and different clubs like GBLTQ were present on campus which demonstrates acceptance of diversity, but culture is not present. Specifically, the Latino culture is missing. These students explained to me the difference between existing clubs and the actual celebration of clubs. For example, students are aware of the Club Latino present at Wa-Hi, but not all students actively celebrated or even recognized the Heritage day celebration in September. However, even though these students felt culture was missing and desired to increase it they felt limited in engaging and making this happen because they themselves are unaware of the events and traditional customs important to the Latino culture. Furthermore, this group felt as though the Latino population expression of their culture decreased. A student said, “Usually people dress in the Mexican flag colors but here was actually a lack of representation this year.” The others agreed and stated they missed wearing things that reflected their culture.

This group of student spoke in terms that gangs brought fights to school. They wrote in their journal that the dressing was a problem in regards to gang activity. The science bowl team also did not say very much concerning the gang present. However, they were aware of the fights that occurred and the congregations that very rarely occur. In fact, they told me about watching a fight from a distance at a off-campus location.

In general this group reported Wa-Hi as a very civil place. Their journal writing reflected very little incivilities incidences. In the larger scheme they were very concern with their own experiences in regards to racial identification. This group of students struggle with identity. They even created their own—Chicano—. However, felt very much apart of Wa-Hi. This may be because of their high involvement in various clubs and activities and it may even be a reflection of how they believe to be “White.” This identification could stop them away from stereotype pressures. Furthermore, they established a “good kid” image at Wa-Hi. Although they conveyed incidences of incivility they overall still felt safe and part of a civil place.

c. **Club Latino Students:**

The Club Latino student's description of the general environment at Wa-Hi is similar yet different. These students agreed with some of the elements previously mentioned such as spirit, welcoming, open, etc. but provided exceptions and limitations. A degree of disagreement is present. When asked if Wa-Hi is a welcoming school they responded yes, but not on behalf from everyone just by their own race. Also, in regards to feelings respected and valued they response yes, but only because this country is diverse and it is now negative/unacceptable for someone to be racist.

Furthermore, the students felt disrespected because they felt a sense of distrust from those around them—weather that is from peers or teachers. Events such as MLK, being a small scale assembly, and Cinco de Mayo, not allowed to be celebrated, conveys a mixed message, of acceptance yet not really acceptance. They felt in this middle space of belonging and not belonging. Their main involvement at school is Club Latino. In fact, this group of students did not mention anything about Wa-Hi having a lot of things to do. They actual spoke in light of uncomfortably in the expansion of their involvement because it required them to be in an environment of majority Caucasians. These situations were not appealing. Once again they reported that Caucasian and Latino tend to congregated and only “hang out” with those whom they feel most comfortable with.

In regards to spirit—they felt as though Wa-Hi has a lot of spirit but it is not the same when it comes to Latinos. In fact, one of the students, a senior, spoke about her experience. She loves demonstrating school spirit and is always doing it, but feels as though because of her race it is so unexpected. One day this student wore a red wig and she says, “A lot of the Americans do have school spirit and when for example me when I try to do it everybody all of a sudden ‘whoa this is a Mexican.’” There seems to be preconceptions of Latinos role and behaviors.

The Club Latino students did, however, report feeling safe. These students also reported a dislike to all of the rules that are rising at Wa-Hi. They felt like these rules were not being applied fairly. Their racial identification transforms them into a target. More specifically the males felt as though the manner in which they dress is self-expression, but because it is affiliated with certain gangs they are getting in trouble. Inequalities between the races were constantly brought up among this group.

About the gang activity, this group reported a lot of fights occurring among them and even stated that drugs and alcohol are present in school. However, they felt as though it was not a big problem at school. The only thing they did not like was the formation of all the new rules because of the gang activity. They felt as though they were limited in expressing themselves. Furthermore, they expressed experiencing a higher self-conscious of their race. The camera on campus conveys to them the message as a student said, “I feel like we are I don't know [not] trustworthy.” Another student said, “like a Mexican does something wrong then like the culture does something wrong.” The gang activity to

a certain extent has affected the way they think others perceive them. But they are determined to not forget their roots.

Overall the Club Latino students were in the middle range of feeling welcomed but not so much and feeling respected but also not completely respected. A majority of the student's hesitation came from their racial identification. Feeling welcomed only by their own people or not feeling trusted because of the negative stereotypes associated with their racial identification. This focus group describes Wa-Hi as a civil and uncivil environment. But too often the students felt as though creating a complete civil atmosphere is impossible. Their attitudes to certain ways are pessimistic. A Club Latino student wrote in her journal, "I think civility will never be able to happen but we can try but there will always be a higher chance of incivility." The ASB and the Science Bowl team on the other hand were more likely to say that addressing civility was not necessary. This group of students though it is important to address but felt it will not be effective. Club Latino was the most negative in comparisons to all the other groups. This may be because of the lack of participation in the school and because of how they felt others negatively perceived them. A majority said they felt like they had to work twice as hard. Inequalities overall were more prominent in this group.

d. ESL English as a Second Language Students:

The ESL students used several of descriptive words to describe Wa-Hi. They felt that Wa-Hi was complicated and boring, old, yet "cool." One of the more prominent qualities of Wa-Hi for these groups of students was support. They felt very supportive by Wa-Hi. They emphasized how supportive Wa-Hi is in meeting their individual needs and in feeling helped with their school related concerns. The migrant programs, is one they spoken in regards with high appraisal and great delight. It has encouraged and motivated them to do well. The school planned a feast with traditional Mexican food for both the student and their families. During the gathering each student received a backpack with school supplies.

In terms of feeling welcomed, they said they felt very welcomed but on behalf of the Americans. The other Latinos in the school are not as friendly. This group of students informed me of the strong tensions present among Latinos compared to Latinos and Non-Latinos. Furthermore, they also said that is was a personal choice. This is a consistent message that enabled all the students from all the focus groups to feel that the segregation was okay. They themselves separate. However, once again this choice is questionable. In fact, classes schedule and lunch times divided student in certain ways that it is more likely for certain students to be in more contact with other certain students. Latino students are separated among the three lunch period, but ironically at every lunch it is the same type of segregation.

In general these students had a very limited network in regards to who to speak to because of their language barrier. This restricted their mobility. They unanimously mention the only four adult figures they could speak to who are Latino/a. Also these students are not involved in programs due to other responsibilities and the lack of

interest. They are not even involved in Club Latino. These students network are the lowest compared to the other focus group students. Furthermore, the ESL students reported feeling ignored often times at Wa-Hi--both by peers and teachers. They felt comfortable only in limited spaces and areas.

In regards to the gang activity, this group of students spent a large portion of our discussion on this topic. They felt very strongly towards the racially biased rules. In other words, they felt like they are not free to express themselves as they would like and as though they get in trouble easily. As the Club Latino students were more aware of the Latino stereotypes, this group of students are also aware. In fact, a frequently phrased used among them is “es proque somos Mejicanos” [it’s because we are Mexicans]. A lot of what occurs is constantly attributed to their race—this group of student constantly has on the forefront of their mind their racial identification.

The ESL students overall perceived Wa-Hi as a very civil place. To them there was nothing to change. However, there were some students, two, felt strongly that Wa-Hi is very uncivil but they remained quiet after begin told they were wrong by the other students. This group of students’ unique barriers resulted in their lack of understanding other common derogatory language or jokes used among other Wa-Hi students. However, among themselves a lot of uncivil language was used and were not regarded as uncivil among them. They also strongly felt like all the other focus groups that such incidences are all done in a joking manner. This group of students reported the most incidences in relation to a fight than any of the other groups. Ironically although they felt Wa-Hi was very civil they still felt as though they were not treated equally.

e. Administrators/Teachers:

The consistent message throughout the interviews with all of the administrators and staff is that Wa-Hi’s student population is composed of a great group of kids. Unanimously they consistently give positive feedback to their students, about how great and fantastic they are. The administrators and teachers are proud of their student population and feel fortunate to work with a good group of students.

All of the administrators felt that a certain degree of incivility is present at Wa-Hi, but that these incidences are not a big problem when compared to other schools. There exist harassment, bullying, teasing, and the use of derogatory language is very prevalent at Wa-Hi. And, littering exists. Furthermore, since the implementation of the cameras the civil environment has increased at Wa-Hi. Students are aware of the cameras present and the use of them. These cameras have increased the investigation process. The dean of students feels that since the implementation of camera the number of harassment bullying reporting have deceased.

The presence of gang activity has been a constant battle this year for Wa-Hi. There was a large problem at the beginning of the school year but with striker dress codes, changing lunch schedule and constant supervision the gang activity slowed. Wa-Hi enforces a zero-tolerance rule in regards to any gang activity or gang representation. The principle

recognizes the battle with fighting gangs is that it targets the Latino male population. Rules enforced are more likely to affect the Latino/a population because of the culture association with certain gang attire. An administrator spoke in regards to the possibility of singling out the Mexican population; however, this is not the case. The rules are present for everyone and will be forced equally.

Numerous of administrators and teachers felt it was important to clearly tells student what is expected of them. Wa-Hi students are great at following directions and doing what is asked of them. The main method of intervention among all administrator and teachers is “teaching.” Not only yelling and sending them to detention but having a conversation about the incidence and the significance of it in order to change future behaviors. It is also important as brought up in a few interviews for students to a clear and consistent expectation in all the classrooms. What is unacceptable in one class is also unacceptable in another class. More unity is necessary.

A teacher spoke in regards to an after school program that she felt was very effective. Those kids who were “troubling” were instead do given detentions were given homework detention. Meaning they had to attend an after school homework program. This not only disciplined them but also provided assistance for homework. The teacher spoke in great appraisal for this program and wished it still continued. This created a different, more positive, environment for those who got in trouble. She also spoke in regard to so many students struggle and are stress out. Providing academic support is important.

From all 10 interviews conducted, the issue of segregation came up in only in two interviews and those were with the teachers. They felt there was a strong division between the Latinos and non-Latinos but also between the Latinos themselves. Those of recent arrival and those who have been here longer were divided. Club Latino was described as a club for Latinos whoa re well integrated. Also the issue of immigration was brought up. One teacher in particular felt it was a big problem. Students demonstrated different degrees of attachment to the school and academic performance based on their citizen status.

This year gang has been a larger problem that ever before. At the beginning of the year there were a lot of fights and chaos at the school because of the rival gangs present in Wa-Hi. Two major gangs were present, three total. However, such activity has decreased. Wa-Hi has very stick no-tolerance rules and spent a lot of effort and energy into this in the beginning of the year.

FINDINGS SUMMERY-- General Environment

Table 1.1: is a synthesis of the general environment findings for all the focus groups.

	Welcomed?	Respected?	Supported?	Comfortable?
ASB	Yes	Yes	Yes	Yes
Science Bowl	Yes	Yes	Yes	Semi
Club Latino	Middle	Semi	Semi	Semi
ESL	Semi	Semi	Yes	Semi

To summarize the general environment finding, it was found that the both ASB and Science Bowl student have very similar involvement levels and large networks with peers and teachers. The Club Latino student's network is not as large compared to the ASB group and the Science Bowl students but it is larger than the ESL student's network. Furthermore, the ASB students interacted with various groups of students as do the Science Bowl students. The Club Latino student mainly interact with other Latino students and those in the ESL group interact with those in ESL only. The incivility that is present is of larger existence within the race rather than between the races. In other words there is more uncivil language and behaviors occurring among the races themselves, a Mexican using derogatory language towards another Mexican. Diversity was viewed in a different light among the focus groups. The non-Latino student all identified diversity as a positive element, but the Latino focus groups felt as though diversity was not being celebrated.

The ASB and the Science focus group reported Wa-Hi being welcomed, respected, supported and comfortable. However, the Club Latino and the ESL students differed. They often felt in the middle, yes and no, on many of the categories. In general the incivilities that were discussed were in terms of derogatory language. This is the most common form of incivility found at Wa-Hi. Little harassment and bullying were reported by the students. Teasing and joking was consistently reported but they were all accepted because these comments were made for laughter purposes. None of it is really mean; however, all of the students from the focus groups did report some kind of dissonance between their feeling and their reaction. Although a student got angry for being called a dirty Mexican they laughed it off and smiled. Furthermore, the Science Bowl students, Club Latino and the ESL students wrote more about racial incivilities compared to the non-Latino group (ASB) who mainly focused on gender incivilities.

II. PEER INTERACTIONS

Peer interactions are important in regards to civility and incivility because the interactions occurring at this level affects the whole environment. The kinds of uncivil interactions present are to be of a focus in order to enhance the schools atmosphere. And the civil interactions occurring among students are to be further encouraged. Based on previous literature review that stress the influence peers have, this section explores the kind of networks the different focus groups have established. Also, self-identity is explored in this section to determine the kind of influence it has on their peer interactions—discrimination stress and degree of peer acceptance.

a. ASB Associated Student Body:

The associated student body reported a lot of cussing and derogatory language being used among peers. Both racial and gender negative words or jokes are consistently made. However, they also claim that all of these are made in a joking manner. None of them are said in a rude manner. Throughout the journals and during the discussions the students who reported incivility language or behavior often also said, "But it is all in good fun" or "they were just joking." At times they would also indicate that it is just the way the person is.

During the discussion a student told me, as an example, about how he frequently calls his friend a carnis and his friend calls him beaner, the whole class laughed, yet it is done in a joking manner. Also, another girl told me how she calls her best friend ho ho because her name is Holly, and that this is okay because she is not calling her a ho. Racial comments are common and each story I heard were all disregarded as a “joke.” Even though students specifically in their journals, reported mixed feelings. For example a student wrote about how his friends make Mexican jokes because he is a Mexican, but he knows they are joking so he laughs; however, he also says that he gets tiresome of them. Furthermore, this student even makes the following claim: “I am part Hispanic, not Mexican, so it does not exactly even apply to me.” Various students find ways to diminish the negativity of such language regardless if it hurt or affect them. Therefore when asked is they though racial discrimination was an issue students replied no.

There are a lot of rules centered on who can make such remarks and what kind of remarks can be made. An unspoken system is behind these remarks that are said casually to each other in the hallways or in other regions of the school building. First of all, a relationship needs to be established between the individuals. Friends can say these things to each other, but non-friends are not okay. Secondly, the remark needs to be untrue. It needs to be a lie. You cannot joke about someone if it is true because then it is just not acceptable. Also, student some student’s character is associated with constant cussing and therefore anything said by them is known not to be taken personally.

This acceptance of hurtful words or jokes must be deal with. Student experience a dissonance but often choose to laugh it off rather than confront the incidence. The ASB group did discuss, however, that such language use is not appropriate in classroom setting. And they spoke in regards o public vs. private. A student said, “There is a time and a place.” Such remarks should not make anyone feel uncomfortable.

Segregation among the students is present at Wa-Hi, as previously mentioned. The ASB group, however, felt as though it is not an issue because no one is forcing these students to segregate it is instead a personal choice (self-identification). Furthermore when questioned about tension arising from the groups because of the division, they reported it was minimal between races and more common within the races. A girl said, “People notice something more when Hispanics is fighting with White people but you know you don’t notice when it is White fighting with White or Hispanic with Hispanic or that [a] hick is fighting with that hick.” During the focus groups fights were minimally discussed. One student did, however, indicated in disagreement with another student that three fights occurred during that week. This student was one of the few Latina students. Also in regards to segregation the students indicated that students are friends with students they grew up with.

The acceptance of such vivid segregation based on it being a personal choice is important to examine because of its acceptance based on a self-identification process. Also this was the only focus group that discussed littering as a form of incivility.

The ASB students seem to spread out on campus and interact with a wide range of students.

b. Science Bowl:

These students discuss their own identity and how that identity affected the manner in which they interacted with other peers. These students also discussed a lot of “fitting in.” The manner in which they changed themselves—attitudes and behaviors—in order to better fit in at Wa-Hi.

In regards to self-identity, the science bowl students identified themselves as White. A student said, “We are so Americanized.” Another student said, “I really do appear white, I am white, that is what I am.” This group expressed that being White meant having certain attitudes about education as well as dressing in a certain manner. A generalization is made concerning Mexicans don’t value education and that Mexicans are lazy—they don’t try. The clothing brand is a marker of racial identification. All of the students, whether that is a sweater, a shirt, or the pants, were wearing American Eagle. This company is the “white” brand, partially because it is expensive. A science bowl student explained: “you feel good in that clothes because it is expensive and not the cheap brand that can bring back families oh the poor little Mexicans still working in the field.” Also, the degree of Spanish that is spoken is also an indicator of whether one is White or not. Those who spoke a lot of Spanish were considered Mexicans, but because they did not speak Spanish to each other and more often spoke in English they considered themselves White. However, by claiming a white identity the other Latinos reject them. As stated by a student, “But then you get called out by the original race.”

This self-identification creates a division line among the Latinos themselves. This group of students is all enrolled in AP courses together; they all identify as White and strongly value education. They have formed their own click in the school and are not involved in Club Latino—instead they are involved in orchestra, dance team, tennis, etc. They have numerous of Caucasian friends.

Furthermore, the science bowl kids are actively attempting to engage into the White culture. They sought out acceptance. The science bowl students are enrolled in numerous of AP courses where the majority of the student populations are Caucasian. This may be a form of pressure for them to conform. One of the forms is by wearing American Eagle clothes. That in fact, has become a trend among the Latinos. A science bowl student says, “I do it because I want to try and fit in. I am sure everybody does it to fit in. Yeah. It is kind of like you don’t just in society in general you don’t want to be different so you just conform.” The science bowl students are consciously thinking about their behaviors and way of expression.

An analogy is made to Indians. A teacher explained to the students that no matter how much an Indian or a person of color tries to fit in they will very be like them. They told me about this to convey the similarity in the difficulty of balancing the Mexican culture and American culture. Students feel as though they will never fully make it into the

American culture but at the same time they will also never be fully accepted into the Mexican culture either. However, many of the students feel more American than Mexican because they are U.S. citizens. But they are actively trying to find a middle ground because of the negative associations attached to those who forget their roots. In the end the science bowl students claim to be Chicanos, a whole different group not White and not Mexicans but a mix.

This constant reflection and checking in increases the student's awareness of their self-identity and may affect the manner they interact with other students. However, because this group of students is very involved they are well integrated to system though.

c. Club Latino Students:

This group of students identified uncivil language, teasing, and jokes as the most common form of incivility present at Wa-Hi. They also felt that harassment and bullying was not a big problem at Wa-Hi. In regards to behaviors, Club Latino reported receiving unwelcoming stares from peers as well as frequent indirect pushing in the hallways.

Cussing occurs frequently at Wa-Hi. This sort of language have become background noise for them. When I first asked about the forms of incivility present on their campus, they reported nothing uncivil occurs. When I gave examples (cussing words), then they reported hearing it all the time. This group of students in particular, specifically told me that students at Wa-Hi say, "that's so gay." However, for them this word is associated with "happiness" and therefore is finding to say. Also, another frequent phrase is "oh fuck me." This is a common phrase to use among friends as an expression. The boy who have heard this and says this himself is actually not very clear as to what it refers to but the use of it has urged him to use it.

The Club Latino students did indicate that a lot of teasing occurs at Wa-Hi. Particularly one of the students present said she teasing others a lot, but that she never means what she says. They also felt that the jokes and teasing are acceptable because of the laughing nature. Students have learned to just accept these remarks and move on. However, many of the teasing remarks are in regards to racial comments. This group of students reported hearing and receiving racial related word or jokes. In face, they informed me of the "race card." This "race card" is constantly used by the Latino students, which means using the phrase: "Because I am Mexican." For example, a student calls another student you are retarded and that student responses oh just because I am Mexican. Another example a student told us about is that the students friend sends her a text message asking if she has ever stolen anything. She responses and says, yes but in an accidental manner. The friend response with, you Mexican, because he assumes all Mexicans steal.

Uncivil behaviors included pushing and unwelcome states. The pushing incidences they frequently discusses occurred in the hallways. It is difficult to get to classes when students are standing around in the hallways and narrowing them, which increase the likelihood students get pushed. More often than not the pushing is done in a non-purposefully manner. But at times the pushing is very purposeful. The students indicated exerting

assertiveness and saying “excuse me!” Others just took the push and continue. Students make a clear distinction in their reaction depends on if the student who pushes them is White or Hispanic. A student said, “Especially if it is a white person pushes you are like okay what are you doing?” The Club Latino students did inform me that the implementation of cameras’ reduced this pushing activity. When and if the push was done in a purposeful manner student are able to inform administrators.

However, in regards to facial expressions it becomes more difficult. The student spoke about how they received unwelcomed stares from their peers. This staring is connected with their racial identification. As Club Latino student says, “they are always staring because you are Mexican and the way they look at you.” Another student agreed, “yeah, because we are Mexicans.” And another Club Latino participant said, “they sometimes look at you strange.” These stares are in relation informal passing and more prevalent when in circumstances that the Mexican student is underrepresented (the minority).

The same rules govern peer interactions here as previously mention by the ASB students. Only friends are able to say these things to one another. More specifically, the Club Latino students made a clear line between racial privileges. In other words only Latinos as able to make such jokes to other Latinos. Caucasians are not to make such jokes. This is different than the Science Bowl students—who actually did experience racial remarks from other races about their race. Furthermore, the Club Latino students informed me to their peer interactions with the Caucasian students is very minimal. In fact, they prefer to only be with those of their similar race because they are more comfortable and are able to be themselves. The barrier is the cultural differences. This group of students spoke in regards to the cultures being to different. The Mexican culture is more collective and supportive while the American culture is very individualist. Also, this group of student uses Spanish and English. An active decision was made on their behalf not to interact with the Caucasians. The Club Latino student’s racial identification has narrowed their peer network. This focus group student, except for one, indicate having little to no contact with the Caucasians.

Overall, the Club Latino students did not discuss the inappropriateness associated with these language use and behaviors. Instead, they said that the Latinos have large support system and that the Americans are too scared to really mess with any Mexican. Students did not mention any of the boundaries that others have mention like the ASB and the Science Bowl kids. Neither did they report any dissonance-of feeling angry but laughing. This maybe because they only accepted such comments from those of their similar race.

This group of students also talked in regards to being cool. Various references were made in regards to trying to be cool. A Club Latino student said, “I just think everybody is trying to be cool, nerds are trying to be cool.” The student felt pressure to act in a certain manner. The dressing was also a major part of peer interactions. However, it was a negative to dress “Mexican preppy.” A student pointed out that wearing Nikes makes one cool. These students, like the science bowl students, also actively were trying to gain acceptance at their school.

In regards to the segregation that exists at the peer level the Club Latino students felt that there was no separation. They said they had a few ESL students and AP students in their club. However, the ESL students in the Club Latino were all fluent in English and have previously been in the United States. Also, the AP students involved in the Club Latino club were those we did not form part of the AP Latino click. Regardless, though, the Club Latino students felt that their club is open to anyone and there was not much division among the Latinos. This may be that because the Club Latino club is the group where a majority of the Latino population interacts. However, at the same time the Club Latino students reported negative feelings towards those Club Latinos who separated. The ESL students were understandable because they cannot speak English well, but the AP students who were not involved were often made fun of and disliked.

d. ESL English as a Second Language:

The ESL students feel that there exists peer exclusion at their school. The cussing and jokes are also present, but not a concern for them. Other form of incivility present from their perspective is the assumptions and accusations they receive because of their racial identification. Discrimination was the form they identified.

Unique barriers, language prominently, prevent these students from engaging and forming relationships with a large portion of the student population. Both Caucasian students and other Latino students who prefer to speak in English. The students informed me feeling more welcomed and accepted by Caucasian peers than by their Latino peers. There exists a stigma against speaking in Spanish. A student told me of a time when she asked a Latino student for help and he responded he did not speak Spanish. However, a few days later this student saw the boy speaking Spanish with his father at the front desk. She was angered. In the journals a student overheard a student say "I don't understand. I don't speak Spanish. I am not Mexican. Mexicans are dumb." The student felt hurt and angered. The language barrier is a constant battle and struggle for many of these students. They feel excluded and not wanted on behalf of their peers. However, even though the students are at

This segregation present among the Latinos and Caucasians is not only because of the language barrier. Also in regards to cultural differences as previously discussed with the Club Latino students. For the ESL students, however, this cultural difference gap is wide. The conversation of the Caucasian have in regards to TV shows, songs, hobbies etc are irrelevant and not of interest to the ESL students. They feel the inability to participate and engage and are unable to freely be themselves.

In regards to uncivil words and jokes, the Club Latino students mainly spoke in regards to what they themselves use and to the most common type of jokes they hear. The cussing in English does not have the same negative impact on them as Spanish cussing. However, regardless of the difference, this group of students uses a lot of cussing and derogatory language even throughout the focus group. To them it is cultural to speak in that manner. And they have begun to understand the same for the words and derogatory

language used by the Americans. The word “slut” a student said is something she hears a lot – she concluded that it must be a cultural thing.

The ESL student spent a large portion of the focus groups discussion centered on the various forms of discrimination they experience. In regards to peer interactions they felt like they were constantly accused by other students because they were Mexicans. Numerous incidences about Mexicans stealing were reflected in the discussion and in the journals. In one incidence a student who happened to be in the locker area was accused for stealing another student’s I-pod because of his past history. However, in his eyes it was because he was Latino and they were discriminating against him.

These students peer network with other Latinos is not as large because they speak in Spanish constantly and the other Latinos prefer to speak in English. The ESL students felt hostility from behalf of their Latino peers. Furthermore, these students are not able to interact with Caucasians.

e. Administrators/Teachers:

Regardless of this system the language used is just not acceptable. In fact, when they are targeted by teachers or administrators for such language they still continue to use it. The students inform me that it is not a big issue to speak in such a manner. Everyone uses inappropriate language. At one point the student said, “The teachers don’t realize that they are joking around.” There is a misconception that by telling teachers that it is joking, it is then okay. However, students themselves have not thought if it is really okay.

Teachers are more informed on the activity that is present among the students because of their constant day to day interaction with them. However, teachers often do not see nor listen to many of the remarks and facial expression that occur among students. In fact, all of the focus groups inform me of their active attention to not saying certain remarks in front of teachers. Peer interactions occur only among peers. One of the teachers I interviewed actively said that she is sure a lot of incivility occurs in her classrooms among peers that she does not get the opportunity to educate them because she does not hear or listen to it.

However, administrators and teachers were very aware of the uncivil language that occurs. This is why they have begun with the teacher intervention. This is the main focus of prompting a more civil school—improving the language used on campus. Teaching students the difference between public and private school grounds are public and therefore interactions with peers or teachers much reflect those occurring at any other public place. Home is a private place where they can act and say anything to one another.

The teachers interviewed all reported a racial divide among the Latinos as well as among Latinos and Caucasians. None of the administrators who were interviewed spoke in light of racial incivility. They informed that that is was not a problem at Wa-Hi. In fact the dean of students found that a larger percentage of the uncivil incidences are among those of the same race.

The administrators expressed that the race was not a big issue at Wa-Hi. In fact they felt that a lot of the incivility incidences at Wa-Hi occurred among the races rather than between the races. Therefore, a race “issue” did not exist. The Caucasian and the Latino conflicts were rare. They felt as though student interacted with everyone. In fact, one of the administrators I interviewed felt that club Latino should not even exist because it creates a division in the environment. Latinos only go to the meeting. They expressed that it would be better to create another club where everyone on campus can join.

III. TEACHER RELAITONSHIPS and CLASSROOM EXPERIANCES

The classroom setting is another important setting where a civil environment is crucial. This is where the learning takes place and students need to be able to engage and discuss the topic. Classroom dynamics and curriculum are all under the teacher’s power. In fact, students are very observant of their teacher’s language and behaviors. They infer definite statements from their observations and form a strong opinion about their teachers. Also, one teachers’ interaction pre-positions all of the other teachers.

a. **ASB Associated Student Body:**

The ASB students felt that they are able to speak to their teachers about anything. They expressed an establishment of an “open environment.” However, they also exerted that the teachers themselves had to earn their respect. It was a two-way relationship, the student and teacher demonstrating respect. These students described that on the majority of the time they establish a good teacher relationship. Also, because the of the students involvement in ASB they felt they have achieved a “good kid” status that enables them to get away with certain behavior or language situations that they otherwise would more likely not. And, this has increased their staff and teacher network. Many more school personally know who they are and admire their work towards the school. These ASB students have a large and strong staff network.

A student said, “teachers make it okay to talk to them, most of them. It is pretty open.” In fact, the students realized that respect if important but that teachers need to earn that respect from their behalf. An ASB student explained, “They expect you to respect [them] right away but you have to earn it for us to respect them or for them to respect us too. By doing the little things like showing up on time and not like talking profanity to your classroom.” The student also listed qualities that they taught was important for a teacher to have in order to increase the respect present among them. Respect is on eof the most fundamental needs to have a civil environment.

Firstly, as the ASB student says, “that it is okay to mess up.” Student enjoy Ms. Name class because when mistakes do occur she does not make “a big deal” but instead guides the students and works with them to learn from that mistake. Also, leniency is another important quality. Teacher to understand that student have a life outside of school. There will be times where they will be late, there will be times when things are not going their way. The students desire “just a little bit” of leniency. The students felt frustrated by the

constant pressure. Lastly motivation for the students comes from the teacher. Student want to know that teachers are putting in the effort and time in teaching them the material. They like to see that their instructor cares about them. It is not liked when teachers just assigned irrelevant work and does not even take the homework seriously themselves. The students also spoke in regards to how organized and well planned teachers are. Teachers who were more on top of their teaching plan were more respected by the students. A student said, "...motivated by the amount of work teachers put in." The journals brought out another important element—humanity. The ASB students appreciate it when teachers or any adult are "real."

A major source of incivility for these students was the conflict that they observed between adults and students. When substitutes were present the classroom was disorganized. Another example of conflict results from a cell phone conversation. The student pulled out this cell phone to check the time or something, but then the teacher took the phone immediately and in the process of giving the phone to the teacher the student took out the battery. This discussion continued for about 5 minutes during class time. Students do not understand why the battery was needed. In fact, they felt it violated their privacy in giving the battery to the adult. There were incidences students observe red and reported that students were unable to get their class to quite down. Many of the incivility that occur are attributed to the lack of a relationships establishment. The respect is not present.

Teachers contributed both positively and negatively to the level of racial comments and negative language (cursing) that occur. Some teachers do not tolerate any form of it in their classrooms. However, other teachers, themselves, do cuss and make racial comments. During the discussion there was a teacher in particular that the student were all really found of because he is as said, "down to earth." This teacher was viewed like a peer. However, this teacher engaged in derogatory language and cussing. A student told us all about her conversation with him in the middle of class: "you are a dumb" "you're an ass" "your're a bitch". These comments were exchanged among the teacher and student. The student then concludes the incidence by saying that she feels the teacher "does not judge at all." Another student pointed out how other teachers are very stick and say "OMG I can't believe you said this." A student wrote in the journal that a math video was shown to the class but unfortunately the sound was not working. The teacher then said, "The math video is funnier when the Chinese are actually talking." The student felt as though the teacher was making fun of their racial minority. In another incident, a student informed me of their teacher who constantly provides a different and positive perspective about Mexicans that forces students to reconsider stereotypes and for them to make less assumptions.

As briefly mention, the ASB student felt as though they had a "good status" title. Other student, peers, would tease them about it but it also changed the dynamics of their interactions with teachers and school personal. The ASB student felt that because of their status there was an inequality in the manner that some of the rules are enforced—they noted this. A student told me of an incidence when a friend and her were walking down the hallway and both wearing halter tops (again dress code). However, the other girl who

is Mexican and shorter was told to change her shirt and nothing was mentioned to the ASB student who was side by side to the other student.

In regards to teachers controlling the civility level in the classroom, these students spoke in regards to the level of respect present among them. The teacher whom they respect they better behave. But the teachers whom are not liked, then they tend to not be on task and are impaction about getting to another class.

b. Science Bowl Students:

The science bowl students also reported having a “good kid” image-this benefited them when interacting with teachers (staff). They also discussed that their AP courses were more cohesive and civil compared to the regular courses. And, they talked about favoritism existing between teachers and staff. Students discussed participation barriers in regards to classroom dynamics as well.

The “good kid” image empowers students to be more confident and feel respected. They were well aware of this image and embraced it. The students even associated this image with acting White—wearing American Eagle. A student spoke in regards to her experience of being unquestioned when walking thorough the hallway very slowly (they did have a pass). The student said, “I like how that we just look like good kids the don’t even sop us or anything. It made me think how about I was wearing like hoop earring and a low cut shirt and tight jeans...” They pondered to what degree discrimination would occur and how would their image (clothing) change or overpower their racial identify. They even began planning a mini-experiment to measure judgment and assumptions of others based on clothing. The student felt their “good kid” image protect them from getting into trouble. In general they feel staff and teachers automatically interact with them and are more open, with fewer assumptions.

In regards to similarities and differences between AP courses and normal courses, the science bowl students felt as though their existed more cohesion in the AP classes and less segregation compared to the normal courses. A student spoke in delight about her AP courses, “they don’t care who you are it is family...they challenge you more.” There seemed to be a division in regards to the degree of participation. Some of the science bowl students indicated having trouble. One said, “I don’t talk in my classes because it is weird cause it is just white people.” A of the students agreed but the rest of the student disagreed. One responded with that it was not a racial issue it was more about a worry of sounding smart.” There is a division among this focus group, half are very extroverted but the other half of the students are introverted. Those who did participate did so because they were concern about their image, as a student said, “Well if I sit there in quite then I am like oh people think I am a quite person and does not participate so I try when I can.” They indicated that teacher like student who participate and engage. And, students who are loud seem to be preferred. The students mention that those who are loud have more control over the classroom environment. This is more evident in AP courses that are smaller.

The science bowl student also heavily spoke in regards to teacher favoritism. A student said, "We all can kind of see that sometimes there is favoritism between teachers and students." The students felt as though those who are favored are students with parents who have met and have established a good relationship with the teacher. Teachers who are friends with students then will treat the student nicer and will be more likely to let things go by. Another form of demonstrating favoritism is when the student and teacher engage in joking and teasing language with one another. Even if the sort of language exchanged is uncivil it is still considered a sign of "closeness." Furthermore, the student felt that depending to which click you belong to, you established favoritism with a particular teacher. For example, an athletic could be a PE favorite student. These sorts of relationships are unfair in their perspective.

In general the student felt as though the classroom dynamics are civil and teachers' encourage participation as well as mixing. The teachers would also encourage involvement and they remind students to come in after class for any help or questions. However, they clearly indicate that teachers do not hear it or see all the incivility that occurs in the classroom. For example, a conversation occurred between two students in the middle of class. One student called the other "brown" and the other called the first student "white." This interaction is justified as just joking. In the end, however, the teacher did not over hear nor did he say anything. In fact, often times the students are keen in not saying things in class or being too overt about it.

c. Club Latino Students:

Club Latino students spoke in regards to getting on the good side of the teacher. They also spoke in regards to wanting teachers to demonstrate they care more often. These students have a limited number of individuals on campus who they can speak with. Also, the classroom dynamic is friendlier to this group of students when there is a larger Latino population in the classroom.

The manner in which the teacher interactions were described was unidirectional. In other words, unlike the ASB student who felt that not only did they have to give but they also had to receive respect. The Club Latino population instead just focused on what they had to do. Also, it seemed to them to be difficult because of their racial identity. As a student indicated by saying, "Sometimes when you are a person of color you have to try even harder than a White person like me." They spoke not only in regards to establishing a good teacher relationship, but also in regards to excelling in the classroom and doing well. Another student also claimed that class year made a difference in how well one interacts with teachers. He says, "I think you have a lot more experience. You are a senior now? Yeah I think you have a lot more experience." The Club Latino students felt like they had to establish that good relationships. When I first asked them about the new kid scenario, many of them spoke in regards to getting on the good side of a teacher. This was a major focus and the information that they most wanted to convey to the new student.

Teachers' demonstrating that they cared is another major component of enhancing the civility present in the classroom. A student said she would like if it the teachers are nicer. The student feel as though the teachers think that they are better then the students. These comments are along the similar line of what the ASB students were saying about being more prepared but different in the sense of these students would like emotionally investigated teachers. They speak about the drop-out-interventionist as an example of someone who demonstrates care. A student said the following about her experience with teachers:

"There are just like 2 teachers that I don't feel connected to... it bugs me if I do feel connected then I can talk to them about my grades... I don't know if it is because they are like that they are not very sociable because I think at times teachers prefer others. And like I noticed they call on them more and I mean I personally don't care if they call on me or not to get my opinion but they don't call on me so I am like okay does my opinion matter."

This student highlights various aspects in relation to a teacher-student relationship. The first, caring, and caring in regards to calling on the student and asking them questions.

Teachers seem to target Latino students who cluster together in an assumption that something bad is going to occur. In reality they are just "hanging out." A student spoke in regards to this, "and like if you are in a group of all Mexicans, teacher just target you and think you are doing something bad but you are not."

The Club Latino students ironically feel very visible and invisible. Also, they did speak in regards to how some teacher does try to integrate the student in the classroom. However, when they did they would do so on the assumption of race. In other words when the activity required group work, the teacher would actively divided up the click in the classroom. However, the clicks are considered as White and Latino. When in reality it is more complicated, there are clicks within a click. A student spoke in regards to a teacher putting one Hispanic kid in each group, yet the other four White group members are best friends. Therefore, throughout the class the Latino student felt really left out and not engaged.

d. ESL English as a Second Language

The ESL students focused on ignorance. They felt ignored in class by their teachers. However, they also reported feeling the most supported by their teachers and cared about.

The students felt as though their questions were avoided in class in order to continue making progress with the material. Furthermore, they feel as though the teachers pay more attention to the American students. A student said,

"Se se levanta el mano primero y a lado esta el Americano que alsa la mano despues le llaman a los Americanos. Y van con la hisotira de ellos. Poreso ya nisiquira pregunto algo si no entenemos algo ya ni levantamos la mano, proque dicimos pues dicimos pa que si no nos van a poner [attention]."

[you raise your hand first and following an American peer next to you raises their hand. Then the American is called on. And they often go with their story. That is why I don't ask questions any longer. If we don't understand something we are not going to raise our hand, because we tell ourselves why? Why, if they are just going to ignore us.]

This student not only felt ignored in class but she also feels as though the Americans' story is believed over theirs. The other student all nodded their head in agreement and one even say "ah yeah!" This student has now stopped raising her hand because she feels it is pointless to raise it if the teacher is going to ignore it. Also, their reasoning for why teachers ignore their hands is because their questions slow down the learning process.

Language use is another area the students pointed out in regards to incivility—speaking Spanish. A student wrote in their journal they observed a student inform a teacher that someone else said to them, "This is America we don't talk Spanish." However, the teacher did nothing. The students concluded that each teacher is unique and that not all teachers did ignore them or dislike when they spoke in Spanish. A student said, "Depende cade cien. Como son las persons." ["Depends on whom it is, each person"] This means that personality and characteristic vary among teachers.

The students also stated, however, that they received an incredible amount of support from students. Everyone agreed except for one student who is very pessimistic about the school. The teachers would go out of their way to help assist the ESL student and to make sure they succeeded. A girl told us all and wrote in her journal about her experience with her History exam. She struggled thorough the homework set and went to speak to her counselor who then told the teacher to provide her with extra assistance. The teacher gave her more time and thoroughly explained her the material. The exam approach and she was able to pass. Her initiative in seeing assistance enabled her to get the additional help she wanted. Other examples given verbally and non-verbally included of a math teacher who got the student the same math text book but in Spanish. In order for the student to be able to more comprehensibly understand the material.

The students stress the importance of demonstrating care, either by taking the time to listen or by taking the time to ask the student's questions. A student wrote in her journal how she really enjoyed her Music teacher who greeted her at the door each day with a "how are you doing today?" A student spoke about a security guard whom she has a good relationships with because he knows of her problems and secretes and is able to talk about anything with him.

e. Administrators/Teachers:

I interviewed a administrator who spoke with deep passion in regards to teachers intervening students language and behavior patterns. She talked about how it is very easy for teachers, and even her self, to pretend o not see a certain incidence of incivility. This may be for numerous of reasons. The first, it may be because the teacher is tired and has already had a long day. Another is because the teacher is always well informed of who the parents are and does not want to deal with the parent of the children and so would rather not tell the student anything.

Parents are a critical piece of promoting civility at Wa-Hi. Not only are they a major support structure in student life and encouragement to complete high school as spoken about in all the Latino focus groups, but they are also a critical adult figure who teachers

and demonstrates certain behaviors and language. Both teachers and administrators once speaking the parent about the children discipline issue quickly can locate the origination of such behavior of language use. It becomes difficult for the parent to tell the kid to beat anyone up if they are bullied and for the school district to tell the student to report it and not take any action. These clashes occur very frequently.

Both teachers and administrators deal with such incidences. At times it is easier to pretend not to hear certain things. And a third reason for not intervening is that the teacher lacks the skills to do so. They do not know how to handle a situation in which a student either hit or cussed another student.

Through the interviewing process I began to understand the complexity of addressing civility in a classroom setting. Each classroom had a different set of expectations, although similar, and each teacher dealt with incidence of incivility differently. The two teachers I interviewed were complete opposites. One of them had meeting with a student if they said any derogatory language. The classroom was no tolerance to any disrespect. The teacher would work with students too to change their language. In multiple interviews

SUMMARY—TEACHER RELATIONSHIP AND CLASSROOM EXPERIENCES

This section is centered on the both teacher relationships and classroom experiences. The classroom setting is where civility is most commonly found to be of a direct effect on students' ability to learn. A disruptive classroom does not enable teachers to convey the information in an effective and efficient manner to the students. Furthermore the establishment of a good teacher relationship is key element of social capital student need in order to succeed in school. Teachers are their primary source information providers concerning their grades and other educational opportunities.

It was found that both the Associated Student Body students and the Science Bowl team students had establish a large network. The Club Latino students and the English as a Second Language students demonstrated to have a established some for of social network in regards to staff but the individual included are all individual who identify themselves as Latino.

The ASB students were more concern in regards to incivility the kind of relationship present between the teacher and the student. They felt like they were being treated as kids rather than as adults. Also, just like ASB did, Club Latino group mention they did not like the dominance present. However, the Club Latino students were more explicit and states that they felt teachers thought they were better. The Science Bowl Student reported favoritism occurring in the classrooms. They also noticed that the AP courses were more open then the average courses where more racial diversity is found. Both the ASB students and the Club Latino students expressed having a "good kid" status that benefited them and decrease the likely hood of getting in trouble. Lastly, the ESL students felt that exclusion and ignorance was the prominent incivility form present at Wa-Hi.

All of the groups expressed that teachers do not get to see all of the incivility that occurs at the school. They are more concern with the larger scale incidences that rarely occur.

IV. MODELS PROMOTING CIVILITY

The Walla Walla School District is promoting more safer and civil schools. This process is guided following the Stephen Wesslers approach found in *The Respectful Schools* book. Each school takes this model and implements the four elements: core belief, teacher interventions, administrator's intervention and peer leadership, into the school. This section first of all evaluates student's awareness of this initiative and it captures their opinions in regards to how Wa-Hi can best promote a more civil atmosphere. The fifth part, teachers and administrators, is a section dedicated to comprehend the complete process Wa-Hi has begun as well as to obtain their reflection and ideas on how to best promote a more civil school.

a. **ASB Associated Student Body:**

These students reported teacher's responses to the uncivil language and behaviors that are done by the students are varied. Not all the teachers respond in the same way. In fact, some teachers even engage in the uncivil language and behaviors with the students.

This group of student felt that the relationship between student and teachers are not where they need to be and furthermore not all the student know all of the teachers. It would be great if the number of relationships increased on campus between teachers and students regardless if you have them as a teacher or not. This is an excellent focus because as the familiarity increases among student and teacher so will the degree of comfortability. At some point teachers will be more incline to interrupt the uncivil language that occurs among the students regardless if they have that student as a class or not.

Big Blue Weekend is the vent that rose from the discussion. This get away fro about 200 students is an excellent opportunity for student to get o know numerous of teachers, beyond their own. It also increases the level of familiarity student have with other students. This is another important part that will enable the school to no longer accept the visible segregation that is present. In fact, this program started as a result form the ASB group. They organized it the first time and this year actively are seeking more Latino students to participate.

Another is the freshman mentor program that begun this year at Wa-Hi. Upper classman students are partnered up with an incoming freshman. They role is to integrate them into the school. Show them their classes, be a resource for them when in need, essential become the role model. This program not only enhances the student academic success but it a program where new relationships are fostered and grow.

The ASB group stresses that it is important to get students involved on campus. But they don't know how. They do feel however, that there still are gaps present. Any student who comes to Wa-Hi although faced with numerous of events and clubs, may not be abel to find anything of their interested. The expansion of clubs and programs will be great in

order to cover all possible interests by student and thereby increases afterschool participation, school engagement. The student recognized the importance of this because it allows student to interact with those who they normally do and it increased their network.

This group of students also spoke in regards to the rules. They feel as though they are too harsh and too many. The rules are changing the environment present at Wa-Hi. In fact, many informed me that some of their friends are starting to have and not enjoy school because of all the rules. Leniency from the administration would be appreciated. One girl told us all about how her class wrote to the administration in request to band the cell phone rules, but that the administration replied with a harsh letter informing them it is their school who has the power to do that and that they need to write better. The students were hurt and no longer want to contact anyone for a requesting of change. The teacher of the class was also disappointed.

A few of the phrases that I most enjoyed and picked out are the following. A student said "There is a time and a place." Another student indicated that it is not okay if it makes someone else feel uncomfortable. Another student mentioned that it is disrespectful to the teacher and to the classroom if such negative language or behaviors are demonstrated. In regard to the positive, a student enjoyed seeking others help each other. For example opening the door for someone just makes the place more welcoming and comfortable.

This group of students is the role model student for the school. Their actions and behavior set a strong example for the entire student population. The creation of the Big Blue weekend is a large step towards enhancing the civility present at Wa-Hi. They felt very strongly about the rules and in wanting to be looked at as responsible adults. Once again this group of student felt as though the level of civility was fine at Wa-Hi and did not feel there was a strong need to change it. Friends are friends and it just happens to be much divided at times. Also, some aspects that are uncivil are because that is the youth culture.

b. Science Bowl Students:

This group of student recommended several of programs to promote civility at Wa-Hi. Current but recent program such as Big Blue Weekend is a great start. They felt that the past rewards program is not effective. Advertising can be effective. Organizing school trips especially to other schools, inform teachers to be cautious when breaking clicks, and increase Latino staff.

The Big Blue Weekend as previously talked about does help increase civility at Wa-Hi via establishing more relationship with both peers and staff. However, even though the program sounds great none of the science bowl students attended. There seems to be a disconnect between the idea behind Big Blue Weekend and the actual reason why students attend. A student said, "The whole thing with meeting people and you will have more friends from different groups and stuff is kind of hard for me to believe because people are usually not like that." This belief that it is human nature to not want to interact with those of different groups discourages students from attending.

In the past the Rewards program occurred. This program had teachers and administrators nominate students whom they witness did something positive, a good deed. The students' name went into a drawing for different prizes like I-pod. Regardless of the benefits this program had the students felt that only those students who were favored by teachers entered into the drawing and not everyone who does a good deed is nominated. Furthermore, some deeds are larger than others.

Firstly they felt it was important to encourage students to minimize the cursing and derogatory language use through the use of creative advertising around the school. Great ways to advertise on school groups would be effective, cool ways. A student said, "Advertise it but in a creative way that grabs the attention." For example, in regards not drinking or doing drugs the phrase is "above the influence." A student spoke about a commercial that she saw on TV in regards to the word "gay." She said this commercial has two characters on it and they are talking. One says, that is gay the other says yeah that is gay and then that is super gay This commercial is advertising, to the youth mainly, that using the word gay is not okay.

Lastly the last recommendation made by this group of student was to increase the number of Latino staff (teachers or administrators). They felt that it would make Wa-Hi a more welcoming and comfortable place. It will also increase the number of people they can go to for help. They are very happy with those who are there now. The drop-out interventionist was spoken highly of. They spoke in regards to the career center. Although it is an excellent resource, the students feel as though they will be more comfortable going into those places and being open to freely express their concerns. They indicated that is because White people are expected to go to college and so therefore do not understand them as they feel a Latino person would.

And, the science bowl kids spoke very positively of the Club Latino club. Although they themselves are not as involved in Club Latino, they felt it is one of the few clubs that is helpful in getting Latinos actively involved. Without it there would be a general less involvement on behalf of the Latino population student. As a student mentioned that their involvement is critical to maintaining representation. However, just having Club Latino is not enough. Once again, the science bowl team felt as did the club Latino student that culture is lacking at Wa-Hi. Diversity is present but it is not celebrated.

c. Club Latino Students:

In regards to the Big Blue weekend these students also hesitated but for different reasons. To increase civility, a cultural class should be integrated into the curriculum in order to increase the appreciation and celebration of diversity. They also recommended for efforts to get people involved continue, and though that a block party would create more unity at Wa-Hi. Creating a "ceja" [complaint] box is another suggestion.

The Big Blue Weekend sounds appealing, however, the Club Latino student also felt some sort of “disbelief.” Furthermore, a student indicated that it is boring. Why they do is not fun and she would rather go with her friends. Friends and what peers do influenced many of them not to do. Another major indicator of going was money. To attend students are asked to pay \$60 dollars. For some students this is a large amount. The administration and the advisors of Club Latino actively did fundraising in order to cover half of the cost for students. However, they still felt as though it was too expensive.

In regard to the culture class, a student said, “Maybe if they had like a class where they can learn about other culture. Right now we have French and Spanish where we learn the language you are also learning about the culture and so you get to see their point of perspective. So maybe if they had a class like that. Study culture.” They further elaborated on the difference between language classes and the “study culture” class as I renamed it study culture.

A block party was another ideas to get student from all background together. And another student suggest a “caja” [complain] box which is a box where students can anonymously submit their concerns and uncivil incidence that they have witness in order to let the administers know about them. It does not have to be a box where everything that is reported is dealt with but a box to demonstrate what is occurring and where administrators need to put their effort into. Plus they felt as though more students will be more likely to report what is occurring to them or to a friend.

d. ESL English as a Second Language

This group of student in this group did not give nay specific recommendations. They just felt that Wa-Hi was great and that it was all good. What they did speak a lot in regards to was about changing others mentality.

Many of the stories coincidence I heard was done or stated in a way as to make a point that not all Mexicans or Latinos are dumb or dirty. They are smart and educated and clean. These students actively had this in their mind.

For example, a student was speaking with a teacher when another student cam in and asked a question about biology. The teacher was trying to help this Caucasian boy to get the answer but he was unable to. Then the ESL student said the answer and briefly explained it. The student was very surprised and said, “You must be good in biology” and the teacher congratulated the girl. When she told me this she said to show them that we are smart. Another incident was in the cafeteria. An ESL student was eating lunch with friends and when they were done her friend just left the trash at the table. She went and threw away her thing and then headed back to clean after her. A security guard thanked her and told her that it was good what she did to demonstrate to America that not all Mexicans are dirty.”

These students actively engage in breaking stereotypes but at times they just give up and instead joke about it.

e. Administrators/Teachers

The purpose of the interviews was to gain a solid understanding of the administration and where Wa-Hi was in regards to promoting a safe and civil school. The Walla Walla School District formed a Safe and Civil Committee. At Wa-Hi the Core Beliefs are already being implemented and the teacher's intervention process has begun. The peer leadership implementation is in the process. The school plans to select individuals who are already leaders in their school to train. Although this is a critical piece, such occurrence is second priority. Although at this years Big Blue Weekend the topic of civility started to be discussed. At the moment the teacher intervention is priority and needs to be done well. Have all the teachers be on the same page and needs them all to be enforcing and stopping any negative language and behavior with a simple phrase of, "we don't do that here at Wa-Hi." Teachers are asked to do this one minute a day for five day; they call it the five minute intervention. And for a few seconds each intervention. It must be non-confrontational unless the student did not something that is breaking the Wa-Hi code of conduct then it is necessary to follow preceded and sent the student to disciplinary.

Through out the interviews Civility and Incivility were terms that each person defined in a slightly different way. No one had the same definition. However, many regarded to the golden rule—"treat others as you would like to be treated." This is a crucial thing to establish. A few of those who I interviewed had nod even stopped to think about what Civility means to them and even less on how to define such term. Civility is a term that seemed to be related on non-verbal understands. "You know" is a common phrase used in explaining and conveying civility. Furthermore many committees are being created to further enhance the process of promoting civility; however, not everyone knows what is occurring nor are they aware of some of the committees that are of existence. For instance an administrator I interviewed did not know what the safe and school committee was.

The students and I had a difficult conversation concerning how to change things. It was a lengthily process in elicitation ideas. This may have been as a result of the "normalization" mentality that the students have. They heard the incivility language and behavior but have accepted it to be that way. As previously discussed the students did come up with a wide range of ideas. These came from both the discussion and the journal writing. Once again it is important that I stress each group though of civility and incivility in slightly different terms—depends on their experiences. The following is a summary of the ideas that the students came across—both in the discussion and in the journal writing.

Club/Programs

- A hall monitor that wears a yellow vest giving detention to those who are being uncivil
- Create an after school club where students can come and talk openly about what is going on in their life. Students speak about their feelings and well-being. Someone outside of the school will lead this group.

- Have a place where everyone is welcomed. Whoever wants can go and just “chill.” It a place to “hang-out”
- Create a club who are in charge of promoting civility. Those students will bring awareness and put on events.
- Important for the intervention to be during class time or else student swill not go and listen. In the classroom students are forced to listen and can a bigger effect.
- Implement a Culture class, similar concept to language class but one more focus on educating students on the wide variety of cultures. Increase culture-awareness: not just know but to celebrate and embrace.

Racial changes

- Increase the number of Latino staff and administrators
- Have a space where students are able to go to get help with anything but one where diversity is present.

Programs

- Mentoring Program (expand)
- Big Blue Weekend (expand)

DISCUSSION

You will find a brief overview of the information in the results section. Furthermore, in during the interviews different administers brought to my attention various element that are critical to address in regards to civility. I will begin this discussion with a current overview of what Wa-Hi is already doing in regards to civility and those that address some of the current issues and then I will end with recommendations of what can be done to further promote civility and to highlight the areas that are yet to be critically considered.

I. OVERALL SUMMERY

This study investigated the degree and the forms of civility present at Walla Walla High School. I conducted ten interviews with various administrators and teachers, as well as four focus groups with the Associated Student Body, the Science Bowl team, Club Latino, and with the advance English as a Second Language group. And, I also asked all the students to record in their journal for a week: their experience (incidence of civility and incivility), thoughts, reflections, and ideas. All of these provided a wealth of information to answer the research questions:

1. What level of civility and incivility do Latino students experience in Wa-Hi?
2. In what ways and for what reasons do Latino high school students experience incivility?
3. And, finally, what can schools best do to prevent these incidents from occurring?

It is evident that the ASB students and the Science Bowl students had a larger peer and teacher network compared to the Club Latino and the ESL students. They were also very

involved in their school in various clubs, programs, and activities unlike the Club Latino and the ESL students who were involved with a few or none. In regards to civility and incivility, everyone felt welcomed at Wa-Hi. The ASB and the ESL students reported Wa-Hi environment more civil than the Science Bowl team and the Club Latino students did. The ASB students thought that many students opened doors for each other and complimented each other while the ESL students thought they were very supportive and welcomed by a majority of the schools. The Club Latino students felt as though the civility present at Wa-Hi was limited. They felt semi-respected and semi supported.

In terms of peer interactions all of the groups reported uncivil language and behavior occurring among them. However, they all spoke in regards to an unwritten rule. Only friends and only things that are not true are permissible to be jokes. In fact, those from the ESL and the Club Latino focus groups were more specific and stated the rules slightly different. Only Latinos are allowed to joke with them.

When teachers and classroom were discussed it became evident that the students of color, the Latinos, reported having to try harder, reported being invisible and feeling intimidated to speak. The ASB student reported having open relationships with their teachers while all of the other students were limited on whom they felt comfortable speaking to. The ESL students would speak to those they were comfortable with and then those teachers would often speak to the classroom teachers. Both the ESL and the Club Latino students talked about only being able to speak to the “Latino” teachers or staff. The science bowl students also indicated this problem, more specifically with the career center. Another important finding was the “good kid” status that both the ASB and the Science Bowl team have. This status enabled them to get away with more, but it also creates inequality that all the groups identified.

Specific forms of incivility arisen with each of the groups. The Associated Student Body discussed being treated like kids and not like responsible students. The Science Bowl team spoke in regards to favoritism and they are bothered by the lack of other non-White culture celebrating or awareness, in particular their culture. The Club Latino student talked about the unwelcoming stares and judgment making towards them. The ESL student spoke in regards to experiencing peer exclusion and language barriers. However, all of the groups felt as though the increase in rules and regulation is too much. Also, they all spoke in regards to the visible segregation that occur not only during lunch but in the auditoriums, in the classrooms etc. Many of the students also felt as though the racial tensions was not heavily present in term of White and Latino students, but present within the same racial groups.

These finding indicate that the Latino groups were more aware and sensitive to the incivilities that were occurring in comparison to the Non-Latino group. The manner in which Wa-Hi was described by them was not all positive and the incidences they wrote about were often in relation to their race. All of the Latino students struggled with their identity and with “acceptance.” They did not know how to classify them selves and often felt in between the two cultures—more so did the Club Latino and the Science Bowl students then the ESL students. The ways in which Club Latino experience incivility a majority of the time is in regards to their race. Latino students felt a sense of “difference” -- constantly aware of the stereotypes and assumptions.

II. PROGRAMS ESTABLISHED AT WA-HI THAT FOSTER CIVILITY

Through out my research observation I did identify specific program already implemented at Wa-Hi that promote civility. However, it is critical to further elaborate and recognize the potential in these programs. I concluded this section with further recommendation that is necessary to address.

Firstly, the Safe and Civil Committee was formed to promote a more safe and civil school. All the principles from each school is on the committee as well as community members those including: sheriff fire department, mental health community agencies, Joinville justice center, and others. They get together about 4 or 5 times a year. The purpose of this is prevention as she says, “this is what we call proactive. So we have pre-crisis and dealing with that crisis.” They discuss potential situation ensure that a plan is prepared and then upon the occurrence of the incidence a debrief stage occurs in which any changes are discussed.

The Student Safety Assessment Team is a newly created committee based on the recent civility initiative. This committee monitors any potential threats or any sort of threat to the school or students such as a bomb threat. A systematic and intense investigation occurs first, they all get together and ask themselves questions like: “is this true or is this false? Is this student capable of harming? And I think this is serious e need to involve the police.” They make decision son who needs to get involved for each incidence. Action is carried out appropriates to protect the whole school community.

As previously mention and following The Respectful Schools model, Wa-Hi has created their core belief and is in the process of printing them to place in each classroom. They are the following:

- ❖ Every student has the right to be physically, emotionally safe at Wa-Hi
- ❖ Respect is safety learning, dignity, diversity, and well being of others
- ❖ Model and expect appropriate behavior in every student, every class, everyday

These are the core beliefs that Wa-Hi are endorsing as their guidelines in promoting a more civil culture. Also, the teacher intervention has begun. A large training session occurred for all the teachers. They received training on the five minute intervene that is done in a non-confrontational manner. During the training as a teacher informed me they were question and made to ponder if whether they should have known. They stress prevention not ignorance. The peer leadership team is in the process of being formed. At the upcoming Big Blue Weekend trip they are going to bring up the topic to all of the students.

The Big Blue Weekend is an excellent intervention to promote a more civil school. This program is a weekend long—four days—where students and staff who volunteer their time get to spend the time getting to know one another. The drop-out interventionist is very fond of this program. He went the first year and told me all about the great experience. Each staff is assigned a certain group of boys or girls and through out that week you do various reflective activities that are emotionally tough. For example, a conversation was in regards to parent relationships. The

student all complained about their overbearing parents, but went the adult spoke about his own experience and explain his worries for his kids the students started to understand a whole new and different perspective. The weekend is to simulate the youth mind and to be aware of the various perspectives that do exist. More importantly it is for them to get to know both staff and peers whom they otherwise would not get to meet. This is an excellent program. The first year 200 students went; however, only 8-10 of those students were Latinos. They all headed to Wild Cannon at Dalles, Oregon.

When I spoke to the health nurse at Wa-Hi, she informed me of various other key elements that are critical to the civility environment. Her concern regarded mental health issues. Many students come in to see her complaining of other symptoms when in reality they fear another student and thus would rather be in the nurse clinic than in class. Often times she informed me parents themselves are the ones that prevent the students from telling and it is not until grades and character starts to go negative that they take the initiative to speak to staff. From her experience she noted that students very rapidly become depressed and often it is associated because they are different. Something about them is different and they get teased about that until they hit depression and enter a vicious cycle. For example she had a student come in constantly complaining of a stomach ache, but she never had any fever or any actual symptoms. Until the day came when the student told her about how she was teased because of her sexual orientation. Students need to be comfortable with people before they say anything. She is close to some student and when she is they are more likely to tell what is really going on. This relationship is difficult to foster however, because she does not know too many students. As she told me, "I see about 25-30 kids a day, 1/3 is actually you know a real illness other[s] are some kind of emotional attention to anxiety or depression whether it is school related or not depends." The health clinician receives reports not only from students but from parent and teachers as well.

The drop out interventionist is a Latino employee whom most of the Latino students I spoke to reference to in high admiration. This person is an incredible support to the Latinos and demonstrates care. He informed me of his role and that he mainly works with the Latino population. More specifically he works with the immigration population at a middle school located in College Place and is the Drop-Out coordination at Wa-Hi. This dual role is actually a great advantage for both schools. Walla Walla High School is the only public high school in Walla Walla in the surrounding towns so student from various regions attend Wa-Hi. The students from College Place come into Wa-Hi knowing a staff member well and this staff member works very close with the families at College Place. So when their kid is at Wa-Hi the family member is already very familiar with a staff member and is able to go to them with any questions. The drop-out interventionist does a lot for these families. He often spends a lot of his time speaking to teens and parents. While we interviewed a parent called to see how her kid is doing. There is a program on-line that enables parent to monitor children's progress. All the assignments and if they are turned in or not are accessible on-line; however, the some of the Latino population do not have access to a campus at home and so the drop-out interventionist goes on lien for them and reports it over the phone. These relationships are essential to foster. The student is supported not only by parent but by staff.

The superintendent spoke in regards to a recently developed program about 5 or 6 years ago called the dual emersion program. Walla Walla Latino population has grown tremendously

and continues to increase. Schools are teaching students English and to immerse them into the culture. However, with this program it is not only schools teaching but also the students themselves teaching one another and it is not only English teaching but Spanish is taught as well. The dual immersion program starts at kindergarten and students are paired. For half the day the material is taught in Spanish and for the other half of the day the material is taught in English. As the superintendent said, “when you are learning day in and day out along side a buddy that made a difference for students to create more friendships with students that they might not have had.” This program began at Blue ridge Elementary school in Walla Walla, WA and is in the process of being expanded into a middle school. Parents from both races—White and Latinos—are calling the school concerned about what will happen because their student is about to enter middle school.

Lastly I want to point out the Student Support Team committee that is present and implemented at Wa-Hi. This committee is composed of all the counselors, some of the administrators and teachers. Every two weeks they meet and they identify all the kids who are failing with one or more F’s. Those kids are then divided up into small groups and each staff member gets assigned a group of students they follow and meet with once a week to see what is going on. This committee stops this downward cycle before it gets too large and the student can not get out of the hole or get more discouraged. An administrator said, “What is going on with their life is usually what comes down at the bottom of their schooling... drop out their grades and that kind of stuff.” Along the same lines struggling students in the Walla Walla District are identified in advance to get them the support they need by the time they reach high school. And good performing students are identified in order to encourage them to take AP courses. These identifications are done through standardized exam evaluations.

III. RECOMMENDATIONS

1. First it is critical for schools promoting civility to CLEARLY define civility.
 - a. This term cannot be assumed to be understood by everyone. Each person understands and highlights different elements in regards to civility.
 - b. Furthermore it is very easy to reduce civility to one on one interaction when it is also about group interactions and the atmosphere in general.
 - c. Based on this research and the various elements that arose the following are the definitions that I recommend.

CIVILITY: def

INCIVILITY def

2. Actively get rid of the “normalization” attitude that is present among youth, administrators, and teachers.
 - a. Important not to think such language is okay because it is joking. Too many students reported mixed feelings of did not appreciate it but it is okay because that is what occurs.
 - b. Reporting does not occur because it is seen as okay.

3. Focus is necessary on the teacher – student relationships
 - a. Teachers are an important piece to promoting civility as are students. Each element needs to be addressed.
 - b. Each movement or words said by teachers are actively observed by students.
4. Celebration of culture is important not just tolerance. Create a class or an after school program to teach culture and increase awareness.
 - a. An assistance principle said, “You know we use to teach cultural tolerance and I hate that word tolerance because I don’t think that is enough and you heard that a lot you know. I think that is minimum. I want to hear words more like embrace or celebrate... I don’t want to teach cultural tolerance I want to teach cultural acceptance cultural embracement where every kid can be embraced not just tolerated.”
 - b. Being aware of the potential bias and inequality applications of the rules especially in terms of the gangs that are present at the school.

*** The Respectful School by Stephen Wesself is missing this crucial element here. Diversity in the sense of racial diversity and having it is explicitly mentioned. Some school shave formed a “racism free zone.” Wa-Hi has a large Latino population that who’s needs to be more actively represented in policies.

5. Ratio of the student population needs to equal the ratio of the teachers and administrators.
 - a. All of the focus groups students felt they needed more Latino staff.
 - b. A teacher even said, “Turns out this school does not have a lot of Latino staff is mostly Caucasians so it really is underrepresented in that way... The student population is big this big student population and staff should reflect that...I have taken the role of role model for a lot of Latino kids.”

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APPENDIX A: Interview Information

- A. Interview with Linda Boggs-----Walla Walla School District Superintendent
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi-Transcribed
- B. Interview with Darcy Weismer-----Principle of Wa-Hi
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed
- C. Interview with Mira Goboy-----Associate Principle of Wa-Hi
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed
- D. Interview with Matt Bona-----Assistant Principle of Wa-Hi
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed
- E. Interview with Jack Machn-----Dean of Students
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed
- F. Interview with Melito Ramirez-----Drop-Out Specialist
 - a. Interview Length:
 - b. Conversation in English and Spanish
 - c. Recorded & Semi Transcribed
- G. Interview with Susie Morris-----Health Services
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed
- H. Interview with Refugio Reyes-----Spanish Teacher & Club Latino Advisor
 - a. Interview Length:
 - b. Conversation in English
 - c. Recorded & Semi Transcribed

APPENDIX B: Interview Questions

APPENDIX C: Bilingual Permission Slip Form for Focus Groups

October 9th, 2008
Consent Form

Dear Walla Walla High School Parents:

My name is Estela Vasquez; I am a junior at Whitman College. This year as part of Whitman's ongoing research project "*The State of the State for Washington Latinos*" I am working in partnership with Diana and Bill Erickson as well as with the Walla Walla Public Schools. We are conducting a study focusing in particular on the problems of civility and incivility here at Walla Walla High School.

The Walla Walla School District wants to make strides towards creating safer and more civil schools. All the administrators were asked to read The Respectful Schools by Stephen Wessler, which has mobilized administrators to create a specific plan of action. This book discusses the importance of addressing issues of disrespect, hateful language, negative behaviors, etc. My research is centered on the topic of civility. It is important to further understand what the current atmosphere is within the schools in order to better focus efforts on improving the schools' environment. Therefore the purpose of this research is to gain information about the current atmosphere at Walla Walla High School with respect to civility.

This study will consist of conducting interviews with the administrators and staff as well as conducting "focus groups" with students, which are similar to interviews but offer opportunities for participants to exchange and discuss ideas. During the focus groups students will be asked to share their experiences and observations regarding civility both verbally and through writing. Students will also be asked what recommendations or information they would give to the administrators and staff. There will be two sessions of focus groups, about a week apart, and in between them your son or daughter will be observing and reflecting on incidences of civility and incivility in a journal that I will provide.

There is no foreseeable risk if your son or daughter participates in these focus groups, nor should they experience any discomfort. Their identity in this study will remain anonymous unless you give permission for me to quote them by name. Your son or daughter is not obligated to participate and may end his or her participation in the focus group at any time. You should also know that Whitman College's Internal Review Board has approved this research project, certifying that it will not cause any harm to any participation. Furthermore, in order to encourage discussion I will be the only person present in the room during the focus groups, apart from the students; no staff or administrators will be present.

I encourage you to have a discussion with your child concerning this study. If your child agrees to be part of the focus groups, their participation will help us study these problems and to analyze how uncivil language or behavior can be addressed at Walla Walla High School. Also there will be a pizza party celebration as a thank you for the students' time and efforts.

Please sign the permission slip below and give it to your son or daughter for them to return to Refugio Reyes who will give them to me, if you are willing to allow your child to participate. After I receive this completed permission slip I will then speak to your child about the dates for the focus groups, which will be after school but are yet to be determined based on the student's schedule.

If you have any questions or concerns about these focus groups or project feel free to contact me at 503-201-0061 or at vasquee@whitman.edu. You may also contact Paul Apostolidis at (509) 522-4426 or at apostopc@whitman.edu, a politics professor who oversees these projects. Please do not hesitate to contact me if you would like to speak about this topic in more depth. I am very interested in hearing from you as a parent in regards to civility. I thank you for your time and hope your child takes part in this project.

I _____ give permission to _____, my son or
daughter attending _____
(Parent's Name) (Student's Name)

Wa-Hi, to participate in the above described research centered on civility.

Parent's Signature

Date

Thank you,
Estela Vasquez

9 de Octubre de 2008
Formulario de Consentimiento

Estimados padres de los estudiantes de la preparatoria *Walla Walla High School*:

Mi nombre es Estela Vásquez, y soy estudiante de tercer año de la universidad *Whitman College*. Este año, como parte del proyecto de investigación de esta universidad, conocido con el título de “La situación actual de los latinos en el estado de Washington”, estoy trabajando en colaboración con Diana y Bill Erickson, así como con el sistema escolar público de Walla Walla. Estamos realizando un estudio enfocado específicamente en los problemas de civildad (cortesía, comedimiento, atención y buen modo), y de la incivildad en la escuela preparatoria *Walla Walla High School*.

El Distrito Escolar de Walla Walla quiere dar grandes pasos con el fin de crear escuelas más seguras y más civiles. A todo el personal administrativo se le pidió leer el libro del autor Stephen Wessler, Las escuelas respetuosas, el cual ha movlizado a personal administrativo a crear un plan específico de acción. Este libro habla de la importancia de abordar los temas como la falta de respeto, el uso del lenguaje mezquino, las conductas negativas, etc. Mi investigación está centrada en el tema de la civildad. Es importante comprender mejor cuál es el ambiente actual dentro de las escuelas para poder enfocar mejor los esfuerzos con el fin de mejorar el ambiente de las escuelas. Por lo tanto, el propósito de esta investigación es obtener información sobre el ambiente actual en la preparatoria *Walla Walla High School* en lo que se refiere a la civildad.

Este estudio consistirá en entrevistar al personal tanto administrativo como académico, así como realizar “grupos de discusión” con estudiantes. Estos grupos son muy parecidos a las entrevistas, pero les ofrecen a los participantes la oportunidad para intercambiar y discutir ideas. Durante los grupos de discusión, a los estudiantes se les pedirá compartir sus experiencias y observaciones sobre la civildad, tanto verbal como a través de la escritura. Además se les preguntará que recomendaciones o información le darían al personal administrativo y académico. Habrá dos sesiones de grupos de discusión, con una semana de diferencia. Durante ese tiempo su hijo o hija observará y reflexionará sobre los incidentes de civildad e incivildad que ocurran y los anotará en un diario que yo le proporcionaré.

No hay un riesgo previsible si su hijo o hija participa en estos grupos de discusión, ni tampoco le creará ninguna incomodidad. Su identidad en este estudio permanecerá anónima, a menos que ustedes me otorguen permiso para citarlos por su nombre. Su hijo o hija no está obligado a participar y puede concluir su participación en los grupos de discusión en cualquier momento. También deben saber que el Consejo Interno de Revisión de la universidad *Whitman College*, ha aprobado este proyecto de investigación, certificando que no le causará ningún perjuicio a ninguno de los participantes. Aún más, para alentar la discusión, yo seré la única persona presente en el salón durante los grupos de discusión, aparte de los estudiantes, ninguna persona del personal administrativo o académico estará presente.

Lo animo a que hable con su hijo sobre este estudio. Si su hijo(a) está de acuerdo en participar en los grupos de discusión, su participación nos ayudará a estudiar esos problemas y analizar como el lenguaje o la conducta incivil pueden abordarse en la preparatoria *Walla Walla High School*. Además habrá una fiesta de celebración con pizza, como agradecimiento a los estudiantes por su tiempo y esfuerzos.

Si ustedes están dispuestos a permitir que su hijo o hija participe, por favor firmen el permiso que está a continuación y, déselo a su hijo o hija para que se lo entreguen al maestro Refugio Reyes, quién a su vez, me los entregará. Después de que yo reciba el permiso, hablaré con su hijo(a) sobre las fechas para los grupos de discusión, los que se realizarán después de clases, y la hora será determinada en base al horario de los estudiantes.

Si tienen alguna pregunta o preocupación sobre estos grupos de discusión, o sobre el proyecto, por favor comuníquense conmigo llamándome al teléfono 503-201-0061, o pueden enviarme un mensaje electrónico a vasquee@whitman.edu. También pueden comunicarse con el profesor Paul Apostolidis al número (509) 522-4426, o a su dirección electrónica apostopc@whitman.edu. Él es un profesor de la facultad de Ciencias Políticas, quien supervisa estos proyectos. Por favor no duden en comunicarse conmigo si le gustaría hablar más a fondo sobre este tema. Yo estoy muy interesada en escucharlos a ustedes, como padres, sobre la civilidad. Les agradezco por su tiempo y espero que su hijo o hija participen en este proyecto.

Yo _____ doy permiso para que _____, quien asiste a
(Nombre del padre) (Nombre del estudiante)

Wa-Hi, de participar en la investigación arriba descrita, centrada en la civilidad.

Firma del padre

Fecha

Gracias,
Estela Vasquez

APPENDIX D: Focus Group Instructions (WEEK ONE & WEEK TWO) + Journaling Instructions

FOCUS GROUPS Week One Introduction: Name, Favorite Food, and Ideal Vacation Location

Wa-Hi Environment

1. Let's pretend I am a new student here at Wa-Hi. What do I need to know? What would you tell me about this school in order for me to survive at such a large school? Any tips or advice for me?
2. What is your opinion/attitude about this school, anything (e.g. it is good, it is okay, it sucks, etc)?
3. What is your peer's opinion/attitude towards Wa-Hi? Positive or negative? WHY?
4. What do you think are other's opinion/attitude about Wa-Hi? Do you agree, disagree etc.?
5. What sort of descriptive words would you use to describe the Wa-Hi environment? List. Both the Positive and Negative.
 - a. What sorts of things make Wa-Hi a safe place? A comfortable place?

- b. What sorts of things make Wa-Hi a good learning place?
- c. What sorts of things make Wa-Hi a scary place?
- d. What sorts of things make Wa-Hi welcoming or respectful towards you?
 - i. **In group activity:** Discuss # 5 and report as a group.
 - ii. Everyone as a group think of EXAMPLES!!!!

Incidences / Experiences

- 6. What sort of words or jocks are you all hearing?
 - a. Who are using these words? When and Where?
 - b. Who is the target? Is someone more often targeted from your perspective?
 - c. Why do you think these words get used?
 - d. How often do you hear these sorts of words?
 - e. Are they okay in some context but not in others? How do you know?
 - i. **Writing Exercise:** (These will not be read out loud)
 - 1. *I am passing out an index and I would like to take about 5 minutes to write down at least 3 examples of degrading language or jokes you have heard.*
 - 2. *Give at least 1 joke. It may even be stories about these sorts of incidences.*
 - 3. *Also, these does not have to be what you experience personally, it can be what you witness a friend or a classmate be told.*
- 7. What sort of behaviors are you all seeing? (push, kick etc)
 - a. Who are doing these actions? Where and When?
 - b. Who is the target? Is someone more often targeted from your perspective?
 - c. Why do you think these occur?
 - d. How often do these occur?
 - e. Are they okay in some context but not in others? How do you know?
- 8. What sort of language or behavior have you seen that is positive?
- 9. Any other forms of incivility or civility we should talk in more detailed?

Latino/a Perspective

- 10. As Latino/a how would you describe your interactions/relationship like with Non-Latinos?
With other Latinos?
- 11. How about your interactions/relationship like with Teachers? Administrators?
- 12. Is there a difference among race?
- 13. Does race matter here at Wa-Hi? Does being Latino/a matter? If so how?
- 14. Do you in general feel supported, welcomed, respected, valued here in school? Safe?
- 15. What is it like for you all coming to school here as Latino/a? Different? Do you even like school?
EXAMPLES!!

Wrap Up / Defining Civility

16. Okay so today we have discussed a lot! Really what we did is think about Wa-Hi in terms of Civility and Incivility.

- a. This is what I heard from you: civility is ___ we know by ____
Incivility is ___ we know by ____
- b. What did I miss? Anything else

17. How do we know when an environment is civil or incivility? What sort of criteria tells us this?

18. How do you describe an ideal civil environment or an ideal positive and welcoming Wa-Hi?

19. In your opinion do you think Wa-Hi is civil or uncivil? Why?

20. What forms of incivility are most common here? What forms of civility are common here?

21. What are the effects of incivility? Or of Civility?

22. Why or why not is civility something that needs to be promoted? Is there a benefit? Is it important? If not addressed or looked into what are the consequences (if any)?

😊 Journaling Instructions 😊

Thank you Thank you Thank you Thank you Thank you so much for your participation!

¡Gracias Gracias Gracias Gracias Y Muchas Gracias por toda tu participación!

Our discussions concerning civility and incivility went great. All of the examples provided were descriptive and specific. The following are the definitions with concrete examples that we have cooperatively defined. However, they are not limited to these and those in one category can be in another (e.g. respect in civility and disrespect in incivility).

Nuestra discusión sobre civilidad e incivildad fueron excelentes. Todos los ejemplos fueron descriptivos y específicos. A continuación están las definiciones con ejemplos que juntos hemos producido. Estos elementos no son los únicos que definen civilidad o incivildad, hay otros. Y los que están en civilidad pueden estar en incivildad (por ejemplo en civilita es respecto pero en incivildad es no respecto).

CIVILITY

- Language or actions that foster open communication, trust, and respect among individuals. The following are important elements to consider in regards to civility (but by no means is this an exhaustive list):
 - Feeling Welcomed
 - E.g. Getting attention and not feeling invisible, knowing people
 - Being Respected and Valued
 - E.g. Being at equal grounds with staff or administrators, feeling like your voice matters, having a mini birthday celebration with a song in class
 - Receiving Support
 - E.g. Having teachers be understanding and motivating, School material help
 - Feeling Comfortable
 - E.g. Having individuals who we can go to for any question or concerns
 - Safety
 - E.g. Not being afraid of going to class or being on school grounds

INCIVILITY

- Language or actions that restrict others' freedom to express or to be themselves. The following are important elements to consider in regards to civility, but not limited to them.
 - Teasing
 - E.g. Making fun of accents
 - Harassment: Bullying
 - E.g. Threatening someone or blackmailing them to change their clothes
 - Judgment (Discrimination)
 - Assumptions like accusing someone of something because of a certain characteristic or trait about them.
 - Negative/Derogatory Language
 - E.g. Jokes or words that insult or are offensive to others in any way
 - Ignoring
 - E.g. Feeling excluded and not part of something

**Think of all of these in terms of peer relationships, teacher relationships and administrators or staff relationships.*

**This journal will remain anonymous. You are only asked to put your name or student id number on it in order to receive classroom points for your completion. However, nothing you say will be published with your name unless you explicitly provide the permission to do so. Also any names that you disclose will not be reported to anyone so people will not get in trouble.*

In your journal you will write your observations at Wa-Hi during a one week period. Please take a minimum of 10 minutes per night to write your observations and reflections. Grammar will not be graded; however, each day there must be at least a few pages of writing in order to receive full points. Try to be as specific in responses as possible.

En sus libretos van a escribir sobre sus observaciones de Wa-Hi durante una semana. Por favor tomen mínimo 10 minutos cada noche para escribir sus observaciones y reflexiones. La gramática no va a ser calificada, pero es necesario a escribir cada día unas páginas para recibir todos los puntos. Asegúrate de incluir lo siguiente en los libretos y de ser específicos.

Please include the following in your **daily** entries:

(I recommend taking good mental notes or jotting down key words/phrases throughout the day to help trigger your memory later)

- ✚ *What* occurred?
- ✚ *Who* was involved? (e.g. Describe the person and their relation with you rather than using their name. For example: “A tall African American boy who was a sophomore in my upper level math class.” Or “My white male science teacher.”)
- ✚ *How* did others respond? What were teachers' actions? Students' reactions? Administrators' reactions?
- ✚ *When* did this occur? (Before school? Between second and third period? During class?)
- ✚ *Where* did it occur?
- ✚ Was this event demonstrating civility or incivility? Or were there examples of both civility and incivility by the different people involved?
- ✚ Your personal response to the event? How did you feel? What did you think?

On the **last few days** please take the following three steps of reflection:

1. Reflect on your overall observations.
 - a. Was there a lot of civility or incivility present? What is the general environment at Wa-Hi (use descriptive words)? Were you surprised? Not surprised? *How* and *why*?
 - b. What were the frequent and less frequent incidences of civility and incivility?
2. Did any part of your definition of civility and incivility change after looking for them this week? What parts of the two definitions? What would you remove or add to the definitions that we decided upon during our meeting?
 - a. Do you think civility is an important issue to address?
3. What would you do to enhance the safety and civility of Wa-Hi if you were the principal or, even better, if you were the superintendent of all the schools?
 - a. Is there any specific program or group you would create? For what purposes? Who is included?
 - b. What will be the teachers' role? Students' role? Administrators' and staffs' role in implementing this positive change?

**Please be honest. It is important to be open and convey your thoughts/reflections in order to help the school promote a more safe and civil Wa-Hi. Your voice is very important to us and we want to know your thoughts and opinions. This is a great chance to inform the school on what they can do differently or what areas need more or less focus.*

THANK YOU for your TIME and EFFORTS!

¡GRACIAS por su TIEMPO y ESFUERZOS!

Please contact me with any questions or concerns! 503-201-0061 or at vasquee@whitman.edu
See you next Thursday! Please bring your completed journal to receive full points.

FOCUS GROUPS Week TWO

Re-introductions: What did you think about the journaling experience? Frustrations, good, negative?

Journaling Experience

23. What did you think? How did you feel? What were some of your reflections? Surprised? No?
24. What did you see? (Here is our definition of civility and here are the indicators) what has changed?
 - a. Did any one add anything, found something different
 - b. Did any one take away something
 - c. More civility? More incivility?
25. Who were often targeted? Who often did the damage?
26. What forms were more common?
 - a. Was it language use? Behavior more common?
27. What were some of the responses?
28. When were they okay and not okay?
 - a. Criteria????

Latino/a Perspective

29. Did race matter?
 - a. White and Mexicans
 - b. Hispanics and Hispanics
30. Did gender matter?

Consequences / Effects

31. Now all of these examples we have discussed, what could be the effects of experiencing these things?

i. Group Exercise:

1. *Now by a show of hands, how many of you think that those who get teased or harassed may.....you can think about personal experiences or friends/classmate experiences?*
 - a. ...Gotten into a fight because they anger built
 - b. ...Started missing school to avoid being teased or bullied
 - c. ...Turned to drug or alcohol
 - d. ...Started cutting themselves
 - e. ...Became depressed
 - f. ...just changed
 - g. Others?????

32. What do you think some one feels when they hear such things?

Outsider Response / Options

33. What sort of responses do you see towards such language or behaviors?
 - a. From teachers, from administrators, from staff, from students?
 - b. Why does it matter how one responds to it? & Why such variation in responses? (Some get yelled at and others don't)
34. Do these responses further encourage or discourage uncivil language or behavior?
35. What would a student do if they were in such a situation? LIST ALL
POSSIBILITIES
 - a. Where or to who? Resources?
 - b. Is it safe to tell?
 - c. Would you tell? What would you do?

Policy Effects: CHANGING?

36. What do you think should be addressed?
 - a. Important 3 areas
 - b. What should be the focus
37. How can we better address this?

- a. Thing back in your journal, what did you say?
- 38. What would you do differently?
 - a. Why? What works about this? How is it different?
- 39. What is your ideal Wa-Hi environment?

Wrap Up / Defining Civility

40. (Same as above: Week One)

APPENDIX D: George Washington 110 Civility Rules

1st Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present.

2d When in Company, put not your Hands to any Part of the Body, not usually Discovered.

3d Shew Nothing to your Freind that may affright him.

4th In the Presence of Others Sing not to yourself with a humming Noise, nor Drum with your Fingers or Feet.

5th If You Cough, Sneeze, Sigh, or Yawn, do it not Loud but Privately; and Speak not in your Yawning, but put Your handkercheif or Hand before your face and turn aside.

6th Sleep not when others Speak, Sit not when others stand, Speak not when you Should hold your Peace, walk not on when others Stop.

7th Put not off your Cloths in the presence of Others, nor go out your Chamber half Drest.

8th At Play and at Fire its Good manners to Give Place to the last Commer, and affect not to Speak Louder than Ordinary.

9th Spit not in the Fire, nor Stoop low before it neither Put your Hands into the Flames to warm them, nor Set your Feet upon the Fire especially if there be meat before it.

10th When you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.

11th Shift not yourself in the Sight of others nor Gnaw your nails.

12th Shake not the head, Feet, or Legs rowl not the Eys lift not one eyebrow higher than the other wry not the mouth, and bedew no mans face with your Spittle, by approaching too near him when you Speak.

13th Kill no Vermin as Fleas, lice ticks &c in the Sight of Others, if you See any filth or thick Spittle put your foot Dexteriously upon it if it be upon the Cloths of your Companions, Put it off privately, and if it be upon your own Cloths return Thanks to him who puts it off.

14th Turn not your Back to others especially in Speaking, Jog not the Table or Desk on which Another reads or writes, lean not upon any one.

15th Keep your Nails clean and Short, also your Hands and Teeth Clean yet without Shewing any great Concern for them.

16th Do not Puff up the Cheeks, Loll not out the tongue rub the Hands, or beard, thrust out the lips, or bite them or keep the Lips too open or too Close.

17th Be no Flatterer, neither Play with any that delights not to be Play'd Withal.

18th Read no Letters, Books, or Papers in Company but when there is a Necessity for the doing of it you must ask leave: come not near the Books or Writings of Another so as to read them unless desired or give your opinion of them unask'd also look not nigh when another is writing a Letter.

19th let your Countenance be pleasant but in Serious Matters Somewhat grave.

20th The Gestures of the Body must be Suited to the discourse you are upon.

21st: Reproach none for the Infirmities of Nature, nor Delight to Put them that have in mind thereof.

22d Shew not yourself glad at the Misfortune of another though he were your enemy.

23d When you see a Crime punished, you may be inwardly Pleased; but always shew Pity to the Suffering Offender.

24th Do not laugh too loud or too much at any Publick Spectacle.

25th Superfluous Complements and all Affectation of Ceremonie are to be avoided, yet where due they are not to be Neglected.

26th In Pulling off your Hat to Persons of Distinction, as Noblemen, Justices, Churchmen &c make a Reverence, bowing more or less according to the Custom of the Better Bred, and Quality of the Person. Amongst your equals expect not always that they Should begin with you first, but to Pull off the Hat when there is no need is Affectation, in the Manner of Saluting and resaluting in words keep to the most usual Custom.

27th Tis ill manners to bid one more eminent than yourself be covered as well as not to do it to whom it's due Likewise he that makes too much haste to Put on his hat does not well, yet he ought to Put it on at the first, or at most the Second time of being ask'd; now what is herein Spoken, of Qualification in behaviour in Saluting, ought also to be observed in taking of Place, and Sitting down for ceremonies without Bounds is troublesome.

28th If any one come to Speak to you while you are are Sitting Stand up tho he be your Inferiour, and when you Present Seats let it be to every one according to his Degree.

29th When you meet with one of Greater Quality than yourself, Stop, and retire especially if it be at a Door or any Straight place to give way for him to Pass.

30th In walking the highest Place in most Countrys Seems to be on the right hand therefore Place yourself on the left of him whom you desire to Honour: but if three walk together the middest Place is the most Honourable the wall is usually given to the most worthy if two walk together.

31st If any one far Surpassess others, either in age, Estate, or Merit yet would give Place to a meaner than himself in his own lodging or elsewhere the one ought not to except it, So he on the other part should not use much earnestness nor offer it above once or twice.

32d: To one that is your equal, or not much inferior you are to give the cheif Place in your Lodging and he to who 'tis offered ought at the first to refuse it but at the Second to accept though not without acknowledging his own unworthiness.

33d They that are in Dignity or in office have in all places Precedency but whilst they are Young they ought to respect those that are their equals in Birth or other Qualitys, though they have no Publick charge.

34th It is good Manners to prefer them to whom we Speak before ourselves especially if they be above us with whom in no Sort we ought to begin.

35th Let your Discourse with Men of Business be Short and Comprehensive.

36th Artificers & Persons of low Degree ought not to use many ceremonies to Lords, or Others of high Degree but Respect and highly Honour them, and those of high Degree ought to treat them with affability & Courtesie, without Arrogancy.

37th In Speaking to men of Quality do not lean nor Look them full in the Face, nor approach too near them at lest Keep a full Pace from them.

38th In visiting the Sick, do not Presently play the Physicion if you be not Knowing therein.

39th In writing or Speaking, give to every Person his due Title According to his Degree & the Custom of the Place.

40th Strive not with your Superiers in argument, but always Submit your Judgment to others with Modesty.

41st Undertake not to Teach your equal in the art himself Proffesses; it Savours of arrogancy.

42d Let thy ceremonies in Courtesie be proper to the Dignity of his place with whom thou conversest for it is absurd to act the same with a Clown and a Prince.

43d Do not express Joy before one sick or in pain for that contrary Passion will aggravate his Misery.

44th When a man does all he can though it Succeeds not well blame not him that did it.

45th Being to advise or reprehend any one, consider whether it ought to be in publick or in Private; presently, or at Some other time in what terms to do it & in reprovng Shew no Sign of Cholar but do it with all Sweetness and Mildness.

46th Take all Admonitions thankfully in what Time or Place Soever given but afterwards not being culpable take a Time & Place convenient to let him know it that gave them.

47th Mock not nor Jest at any thing of Importance break no Jest that are Sharp Biting and if you Deliver any thing witty and Pleasent abstain from Laughing there at yourself.

48th Wherein you reprove Another be unblameable yourself; for example is more prevalent than Precepts.

49th Use no Reproachfull Language against any one neither Curse nor Revile.

50th Be not hasty to beleive flying Reports to the Disparagement of any.

51st Wear not your Cloths, foul, unript or Dusty but See they be Brush'd once every day at least and take heed that you approach not to any Uncleaness.

52d In your Apparel be Modest and endeavour to accomodate Nature, rather than to procure Admiration keep to the Fashion of your equals Such as are Civil and orderly with respect to Times and Places.

53d Run not in the Streets, neither go too slowly nor with Mouth open go not Shaking yr Arms kick not the earth with yr feet, go not upon the Toes, nor in a Dancing fashion.

54th Play not the Peacock, looking every where about you, to See if you be well Deck't, if your Shoes fit well if your Stokings sit neatly, and Cloths handsomely.

55th Eat not in the Streets, nor in the House, out of Season.

56th Associate yourself with Men of good Quality if you Esteem your own Reputation; for 'tis better to be alone than in bad Company.

57th In walking up and Down in a House, only with One in Company if he be Greater than yourself, at the first give him the Right hand and Stop not till he does and be not the first that turns, and when you do turn let it be with your face towards him, if he be a Man of Great Quality, walk not with him Cheek by Joul but Somewhat behind him; but yet in Such a Manner that he may easily Speak to you.

- 58th Let your Conversation be without Malice or Envy, for 'tis a Sign of a Tractable and Commendable Nature: And in all Causes of Passion admit Reason to Govern.
- 59th Never express anything unbecoming, nor Act agst the Rules Moral before your inferiours.
- 60th Be not immodest in urging your Freinds to Discover a Secret.
- 61st Utter not base and frivolous things amongst grave and Learn'd Men nor very Difficult Questions or Subjects, among the Ignorant or things hard to be believed, Stuff not your Discourse with Sentences amongst your Betters nor Equals.
- 62d Speak not of doleful Things in a Time of Mirth or at the Table; Speak not of Melancholy Things as Death and Wounds, and if others Mention them Change if you can the Discourse tell not your Dreams, but to your intimate Friend.
- 63d A Man ought not to value himself of his Atchievements, or rare Qualities of wit; much less of his riches Virtue or Kindred.
- 64th Break not a Jest where none take pleasure in mirth Laugh not aloud, nor at all without Occasion, deride no mans Misfortune, tho' there Seem to be Some cause.
- 65th Speak not injurious Words neither in Jest nor Earnest Scoff at none although they give Occasion.
- 66th Be not forward but friendly and Courteous; the first to Salute hear and answer & be not Pensive when it's a time to Converse.
- 67th Detract not from others neither be excessive in Commanding.
- 68th Go not thither, where you know not, whether you Shall be Welcome or not. Give not Advice without being Ask'd & when desired do it briefly.
- 69th If two contend together take not the part of either unconstrained; and be not obstinate in your own Opinion, in Things indiferent be of the Major Side.
- 70th Reprehend not the imperfections of others for that belongs to Parents Masters and Superiours.
- 71st Gaze not on the marks or blemishes of Others and ask not how they came. What you may Speak in Secret to your Friend deliver not before others.
- 72d Speak not in an unknown Tongue in Company but in your own Language and that as those of Quality do and not as the Vulgar; Sublime matters treat Seriously.
- 73d Think before you Speak pronounce not imperfectly nor bring out your Words too hastily but orderly & distinctly.
- 74th When Another Speaks be attentive your Self and disturb not the Audience if any hesitate in his Words help him not nor Prompt him without desired, Interrupt him not, nor Answer him till his Speech be ended.
- 75th In the midst of Discourse ask not of what one treateth but if you Perceive any Stop because of your coming you may well intreat him gently to Proceed: If a Person of Quality comes in while your Conversing it's handsome to Repeat what was said before.
- 76th While you are talking, Point not with your Finger at him of Whom you Discourse nor Approach too near him to whom you talk especially to his face.
- 77th Treat with men at fit Times about Business & Whisper not in the Company of Others.
- 78th Make no Comparisons and if any of the Company be Commended for any brave act of Vertue, commend not another for the Same.
- 79th Be not apt to relate News if you know not the truth thereof. In Discoursing of things you Have heard Name not your Author always A Secret Discover not.

80th Be not Tedious in Discourse or in reading unless you find the Company pleased therewith.

81st Be not Curious to Know the Affairs of Others neither approach those that Speak in Private.

82d undertake not what you cannot perform but be carefull to keep your promise.

83d when you deliver a matter do it without passion & with discretion, however mean the person be you do it too.

84th When your Superiours talk to any Body hearken not neither Speak nor Laugh.

85th In Company of these of Higher Quality than yourself Speak not til you are ask'd a Question then Stand upright put of your Hat & Answer in few words.

86th In Disputes, be not So Desireous to Overcome as not to give Liberty to each one to deliver his Opinion and Submit to the Judgment of the Major Part especially if they are Judges of the Dispute.

87th Let thy carriage be such as becomes a Man Grave Settled and attentive to that which is spoken. Contradict not at every turn what others Say.

88th Be not tedious in Discourse, make not many Digressions, nor repeat often the Same manner of Discourse.

89th Speak not Evil of the absent for it is unjust.

90th Being Set at meat Scratch not neither Spit Cough or blow your Nose except there's a Necessity for it.

91st Make no Shew of taking great Delight in your Victuals, Feed not with Greediness; cut your Bread with a Knife, lean not on the Table neither find fault with what you Eat.

92d Take no Salt or cut Bread with your Knife Greasy.

93d Entertaining any one at table it is decent to present him wt. meat, Undertake not to help others undesired by the Master.

94th If you Soak bread in the Sauce let it be no more than what you put in your Mouth at a time and blow not your broth at Table but Stay till Cools of it Self.

95th Put not your meat to your Mouth with your Knife in your hand neither Spit forth the Stones of any fruit Pye upon a Dish nor Cast anything under the table.

96th It's unbecoming to Stoop much to ones Meat Keep your Fingers clean & when foul wipe them on a Corner of your Table Napkin.

97th Put not another bit into your Mouth til the former be Swallowed let not your Morsels be too big for the Gowls.

98th Drink not nor talk with your mouth full neither Gaze about you while you are a Drinking.

99th Drink not too leisurely nor yet too hastily. Before and after Drinking wipe your Lips breath not then or Ever with too Great a Noise, for its uncivil.

100th Cleanse not your teeth with the Table Cloth Napkin Fork or Knife but if Others do it let it be done wt. a Pick Tooth.

101st Rince not your Mouth in the Presence of Others.

102d It is out of use to call upon the Company often to Eat nor need you Drink to others every Time you Drink.

103d In Company of your Betters be not longer in eating than they are lay not your Arm but only your hand upon the table.

104th It belongs to the Chiefest in Company to unfold his Napkin and fall to Meat first, But he ought then to Begin in time & to Dispatch with Dexterity that the Slowest may have time allowed him.

105th Be not Angry at Table whatever happens & if you have reason to be so, Shew it not but on a Chearfull Countenance especially if there be Strangers for Good Humour makes one Dish of Meat a Feast.

106th Set not yourself at the upper of the Table but if it Be your Due or that the Master of the house will have it So, Contend not, least you Should Trouble the Company.

107th If others talk at Table be attentive but talk not with Meat in your Mouth.

108th When you Speak of God or his Atributes, let it be Seriously & wt. Reverence. Honour & Obey your Natural Parents altho they be Poor.

109th Let your Recreations be Manfull not Sinfull.

110th Labour to keep alive in your Breast that Little Spark of Celestial fire Called Conscience.