



From Teasing to Torment: A Report on School Climate in Michigan



A Report from GLSEN's Research Department

From Teasing to Torment: A Report of School Climate in Michigan

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The **Gay, Lesbian and Straight Education Network** is the leading national education organization focused on ensuring safe schools for all lesbian, gay, bisexual and transgender students. Established nationally in 1995, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression.

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KEY FINDINGS AND RECOMMENDATIONS

KEY FINDINGS

Biased language was both commonly heard and pervasive in schools:

- A vast majority of Michigan students reported hearing homophobic remarks, such as “faggot” or “dyke” (82%) or the expressions “that’s so gay” or “you’re so gay” (90%) from other students in school. Nearly a half (41%) heard such remarks from all or most of the students at their school.
- Sexist remarks and negative comments about someone’s gender expression (e.g., saying a male student acts “too feminine”) were frequently heard by students—eight out of ten (80%) students heard other students use sexist language, and two-thirds (66%) heard remarks regarding gender expression.
- Intervention by school personnel when hearing students use biased language was not as common as should be expected. Many Michigan students reported that teachers and other staff rarely or never intervened when homophobic (27%), racist (30%) or sexist (25%) remarks were made in their presence.

Bullying, name calling and harassment were serious problems in Michigan schools:

- Over a third (35%) of Michigan students said that bullying, name calling and harassment were serious problems in their school.
- Many respondents reported that other students were frequently bullied because of their physical appearance (51%), sexual orientation (28%) or gender expression (26%).

Michigan students often reported feeling unsafe in school. Experiences of verbal and physical harassment and assault in school were not uncommon:

- Less than half (37%) of Michigan students reported that they felt very safe in their schools.
- About a third (34%) of the students reported that they felt unsafe in school because of a personal characteristic, such as their sexual orientation or race/ethnicity.
- Approximately two-thirds (65%) of the students reported that they had been verbally harassed in the previous year.
- Nearly one-quarter (24%) of students reported being verbally harassed because of their gender expression and 12% because of their sexual orientation in the previous year.
- One-fifth of the students reported that they had been physically harassed or assaulted in the previous year.

Most students never reported incidents of harassment and assault to teachers and other school staff. Among those who did, many students said their reports were ignored or received an ineffective response:

- A majority (67%) of respondents who were harassed or assaulted in school never reported the incidents to a teacher, principal or other staff person.
- Approximately a quarter (26%) of students did not report an incident because they believed that school staff would not care or believe them, or that it would only make the situation worse.

Protective policies in schools were lacking:

- Barely half (54%) of students in Michigan reported that they were protected by a school anti-harassment policy that specifically mentioned sexual orientation or gender identity/expression. Nearly a fifth (18%) did not know if their school had a policy of any kind.
- The frequency of biased remarks such as “that’s so gay” or “you’re so gay” as well as negative remarks about nontraditional gender expressions was higher at schools without inclusive policies.

RECOMMENDATIONS

- Michigan teachers and other school staff need training to address the inconsistency in their responses when hearing students make derogatory remarks and when learning of incidents of harassment and assault in school. In addition, schools should establish and enforce “no tolerance” policies regarding the use of biased language by school staff.
- Given that barely half of Michigan students reported being protected by inclusive anti-harassment policies in their schools, state-level safe school legislation that provides specific enumerated categories, such as sexual orientation and gender identity, must be adopted.
- Given that nearly a fifth of Michigan students did not know if their school had an anti-harassment policy of any kind, school staff and administrators must ensure that students are made fully aware of any anti-harassment protections provided by their school.

INTRODUCTION

In 2003 GLSEN conducted its third national survey of LGBT (lesbian, gay, bisexual and transgender) youth—the 2003 National School Climate Survey (NSCS), the only national survey to document the experiences of LGBT youth in school. Results from this survey revealed that school can be an unsafe and hostile environment for many students, particularly those who are LGBT. Name calling, harassment and bullying, as well as the use of derogatory language by students were common occurrences in our nation’s schools and were often not properly addressed by teachers and other school staff.¹ Given the limited attention paid by federal, state and local policy makers to LGBT youth, and because GLSEN’s work to make all schools safe for LGBT students is on-going, it is important to keep informed about the experiences of LGBT students in their schools. Understanding the experiences of the general school population is key to meeting this challenge. GLSEN hoped to broaden the scope of its research by documenting the attitudes and experiences of all students in secondary school. For this reason, GLSEN commissioned Harris Interactive to conduct a national survey of secondary school students and teachers. Topics covered in the survey included exposure to biased language, the frequency of bullying, name calling and harassment, and students’ personal experiences with harassment and assault at school. The full report from this study, *From Teasing to Torment: School Climate in America*, also includes results from a national survey of secondary school teachers, can be found on GLSEN’s website (www.glsen.org). The following is a report of findings based on the responses of youth who were attending schools in Michigan at the time of the survey. Data collection and analysis of the national survey of students and teachers was conducted by Harris Interactive. Analysis of state oversampled data in this report was conducted by GLSEN’s Research Department.

RESULTS

A total of 199 respondents were attending schools in Michigan at the time of the survey. As shown in Tables 1 and 2, the majority of students were male, white and two-thirds were in high school.² Eight percent of students in Michigan identified as lesbian, gay, bisexual or transgender (LGBT).³ The vast majority of respondents attended public schools. Among the 5% who reported attending private or parochial schools, 78% were in religious-affiliated schools (see Table 2).

Biased Language in School

Biased Language from Students

Hearing derogatory remarks about oneself or others contributes to a hostile school environment for students. Thus, it is important to examine the frequency and pervasiveness of biased language in school. Students were asked how frequently they heard homophobic, racist, sexist and religiously-biased remarks from other students.

Homophobic Remarks

Homophobic remarks, such as “faggot”, “dyke”, or “queer”, were the most frequent derogatory remarks that respondents reported hearing from other students in school. The majority (82%) of respondents said that they heard such remarks from students at least sometimes, and almost two-thirds (62%) reported hearing homophobic remarks even more frequently (see Figure 1). Additionally, of the students who reported hearing homophobic remarks, over one-third (41%) reported hearing them from most or all of the students at their school (see Figure 2).

¹ Kosciw, J. G. (2004). *The 2003 National School Climate Survey: The school-related experiences of our nation’s lesbian, gay, bisexual and transgender youth*. New York: GLSEN.

² A “high school” represents those schools that only had grades between 9th and 12th. Schools that included lower grades are referred to as “middle schools”.

³ The category “LGBT” includes respondents who were transgender, lesbian, gay, bisexual, questioning or “other.”

Table 1: Demographics of Michigan Participants

Gender	
Female	41%
Male	59%
Race/Ethnicity	
White	86%
Black/African American	9%
Latino/a	2%
Asian or Pacific Islander	<1%
Native American/Alaskan Native	2%
Mixed racial background	<1%
LGBT Status	
Non-LGBT	92%
LGBT	8%
Grade	
5th Grade	<1%
7th Grade	9%
8th Grade	20%
9th Grade	15%
10th Grade	19%
11th Grade	12%
12th Grade	25%

Average Age = 15.1 years

Table 2: School Characteristics

Grade Levels	
K through 12 school	4%
Lower school (elementary & middle school grades)	<1%
Middle school	28%
Upper school (middle & high school grades)	2%
High School	66%
School Location	
Urban area	18%
Suburban area	55%
Small town or rural area	27%
School Type	
Public school	95%
Private school	5%
<i>Religious-affiliated school</i>	<i>78%</i>

Figure 1. Frequency of Remarks From Students

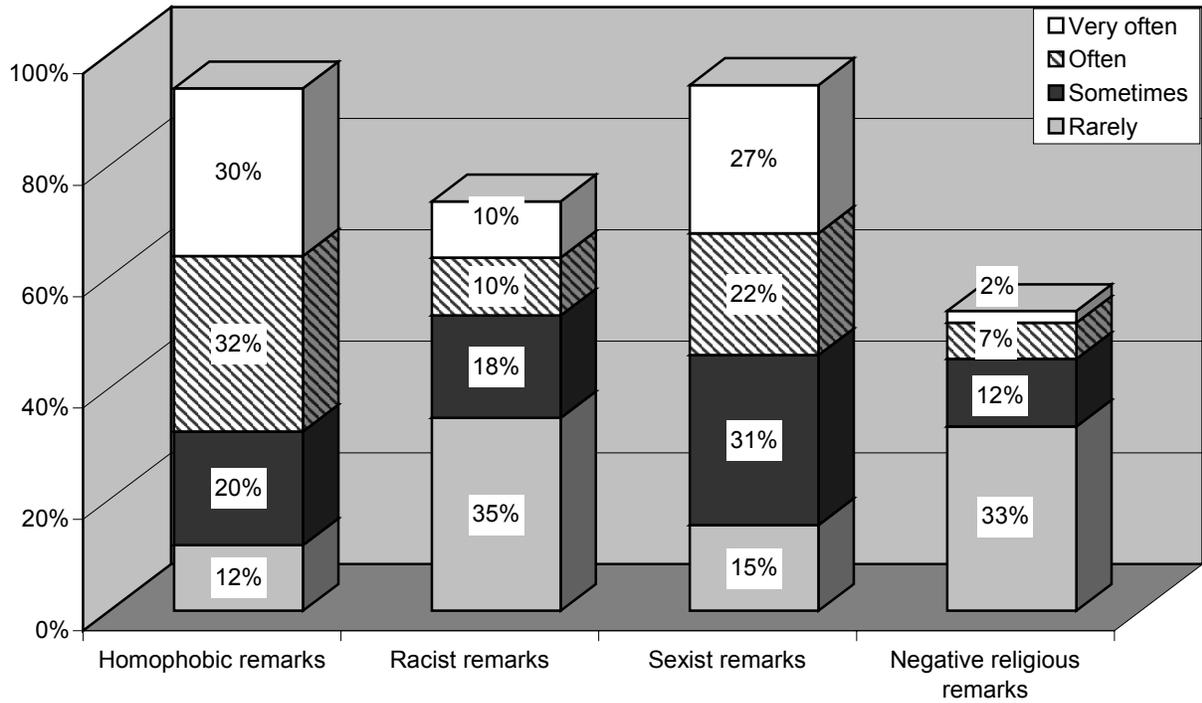
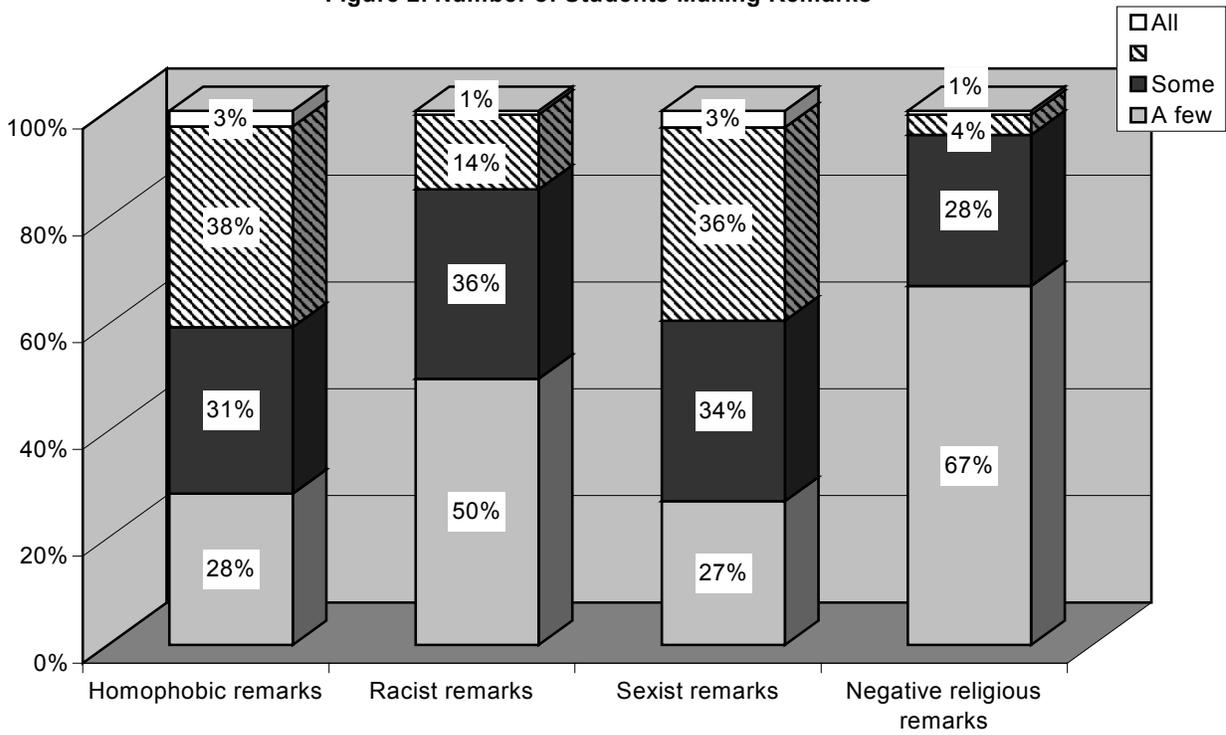


Figure 2. Number of Students Making Remarks



Respondents were also asked how often they heard the expressions “that’s so gay” or “you’re so gay” from other students at school. These expressions are used to indicate that something or someone is valueless or “stupid.” Use of these expressions was extremely common in Michigan schools—nine out of ten (90%) students reported hearing these comments in school at least some of the time and eight out of ten reported hearing these expressions often or very often.

Sexist Remarks

In addition to homophobic remarks, sexist remarks, such as calling a girl a “bitch,” or saying girls are not as capable as boys, were also heard quite frequently in Michigan schools. As shown in Figure 1, 80% of students reported that they heard sexist language at least some of the time, and nearly half (49%) heard sexist remarks often or very often. Over one-third (39%) of the respondents who reported hearing sexist remarks said that they heard these remarks from most or all of the students at their school (see Figure 2).

Racist Remarks

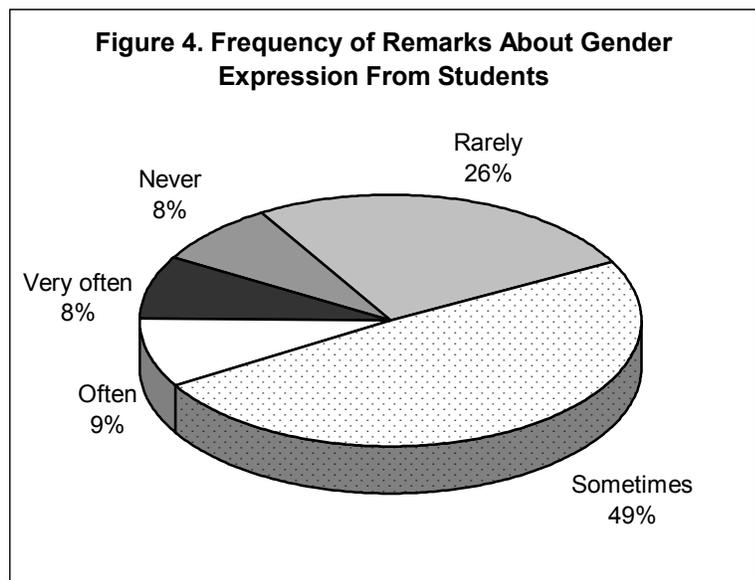
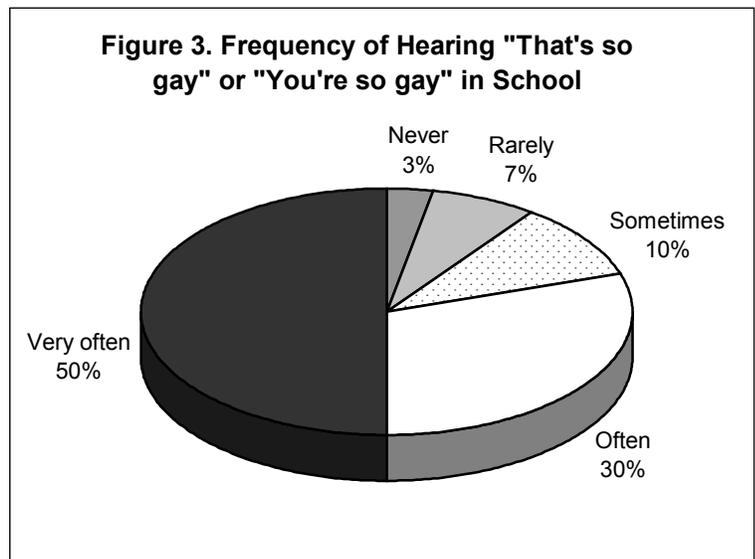
Although racist remarks were heard significantly less often than homophobic or sexist remarks, they were not uncommon in Michigan schools. Over one-third (38%) of respondents reported hearing racist remarks from students at least sometimes, and one-fifth (20%) heard these remarks often or very often (see Figure 1). Fifteen percent of respondents said they heard these remarks from most or all of the students at their school (see Figure 2).

Negative Religious Remarks

Negative remarks about a person’s religion were least commonly heard by respondents. As shown in Figure 1, 21% of students reported hearing such remarks at least some of the time, and less than 10% heard them often or very often. Only 5% reported hearing negative religious remarks from most or all of their peers (see Figure 2).

Negative Remarks about Gender Expression

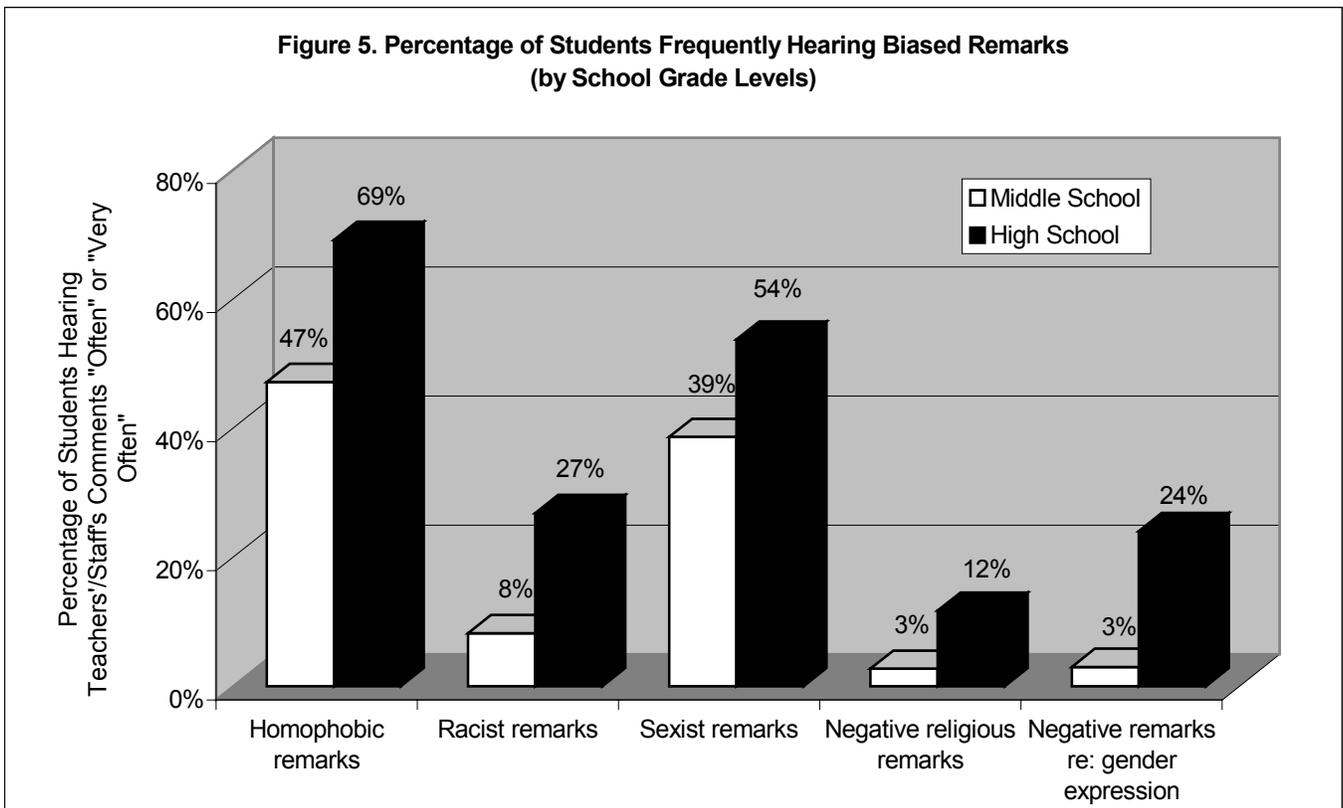
Youth who fail to express themselves in ways considered to be gender-appropriate must often contend with negative experiences, such as being called names and being harassed, particularly



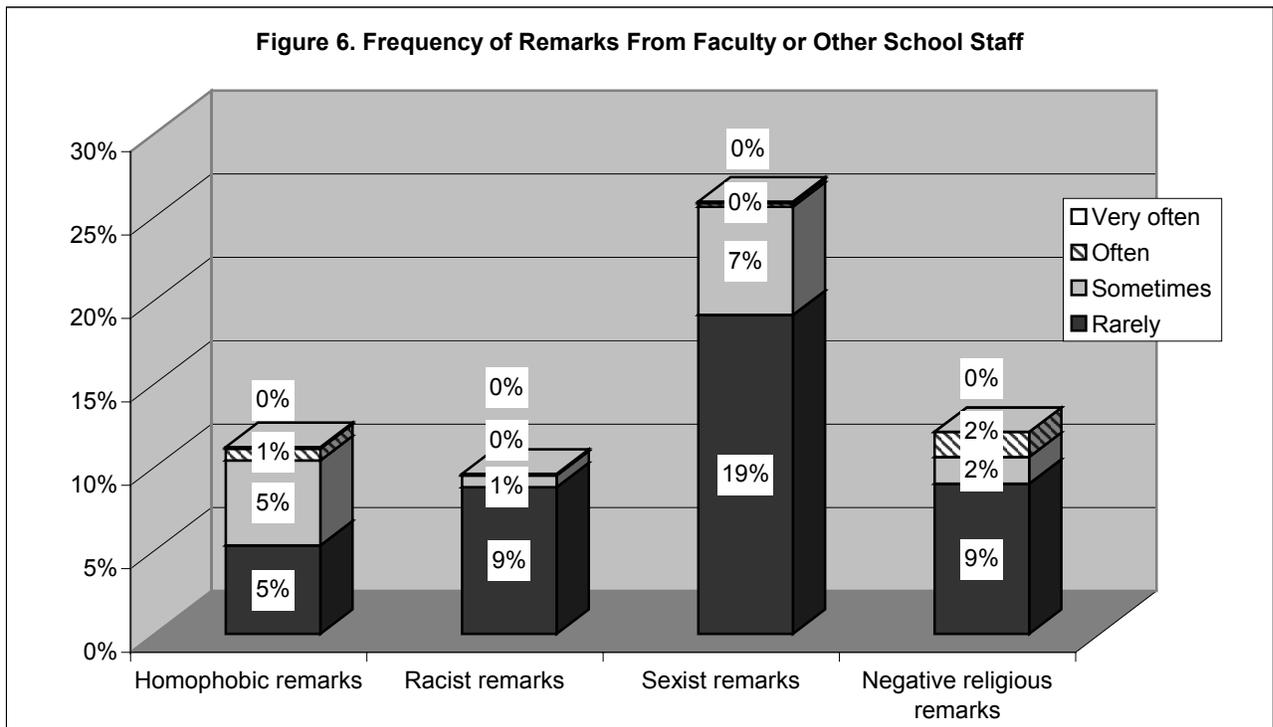
at school.⁴ Respondents were asked how often they had heard remarks about a person’s nontraditional gender expression, such as a male student acting too “feminine,” or a female student acting “too much like a boy.” Respondents were asked how often they heard remarks about a person’s nontraditional gender expression, such as telling a boy that he is acting too much like a girl or telling a girl that she is acting too masculine. Two-thirds (66%) of students reported hearing these remarks at least sometimes and nearly one-fifth (17%) heard such remarks more frequently (see Figure 4).

Comparison of Middle School and High School Experiences of Biased Language

The reported frequency of biased remarks differed between students from high schools and middle schools. As shown in Figure 5, students in high schools were more likely than students in middle schools to report that they frequently heard (“very often” or “often”) biased remarks based on sexual orientation, race/ethnicity, gender and religion. For example, over two-thirds (69%) of high school students reported that they heard homophobic remarks often or very often from other students, whereas less than half (47%) of middle school students reported that they heard these remarks often or very often. Additionally, nearly a quarter (24%) of high school students reported hearing negative comments about gender expression often or very often, whereas very few middle school students (3%) reported hearing these remarks as frequently. Overall, these findings indicate that biased remarks are more of a problem in Michigan’s high schools than middle schools.



⁴ Kosciw, J. G. (2004). *The 2003 National School Climate Survey: The school-related experiences of our nation’s lesbian, gay, bisexual and transgender youth*. New York: GLSEN.



Biased Language from Faculty and Other School Staff

Hearing biased language from authority figures, such as a teacher or school principal, may send a message to students that use of such language in school is permissible. Although biased remarks from school authorities were not overly commonplace, given the possible impact on students any biased language coming from educators is troublesome. Accordingly, respondents were asked how often they heard homophobic, sexist, racist or negative religious remarks from faculty or other school staff. As shown in Figure 6, sexist were the most common types of biased language that students reported hearing from school personnel—about a quarter (26%) reported hearing sexist remarks. About one in ten reported hearing homophobic (11%), racist (10%) or negative religious (13%) remarks from school personnel.

Intervention Regarding Biased Remarks

Respondents were asked how often teachers and staff corrected or criticized biased remarks made in school. Many students reported that teachers and other school staff were not intervening when hearing other students make homophobic, racist or sexist remarks in school. As shown in Figure 7, more than a quarter of Michigan respondents reported that teachers and staff rarely or never corrected or criticized homophobic (27%), racist (30%) or sexist (25%) remarks. Overall, these findings suggest that many teachers and staff are not intervening when students make offensive and bigoted remarks. The failure to correct prejudiced language may indicate to students that such behavior is permissible and thereby contribute to a hostile school environment for students.

Figure 7. Frequency of Intervention by Faculty or Other School Staff

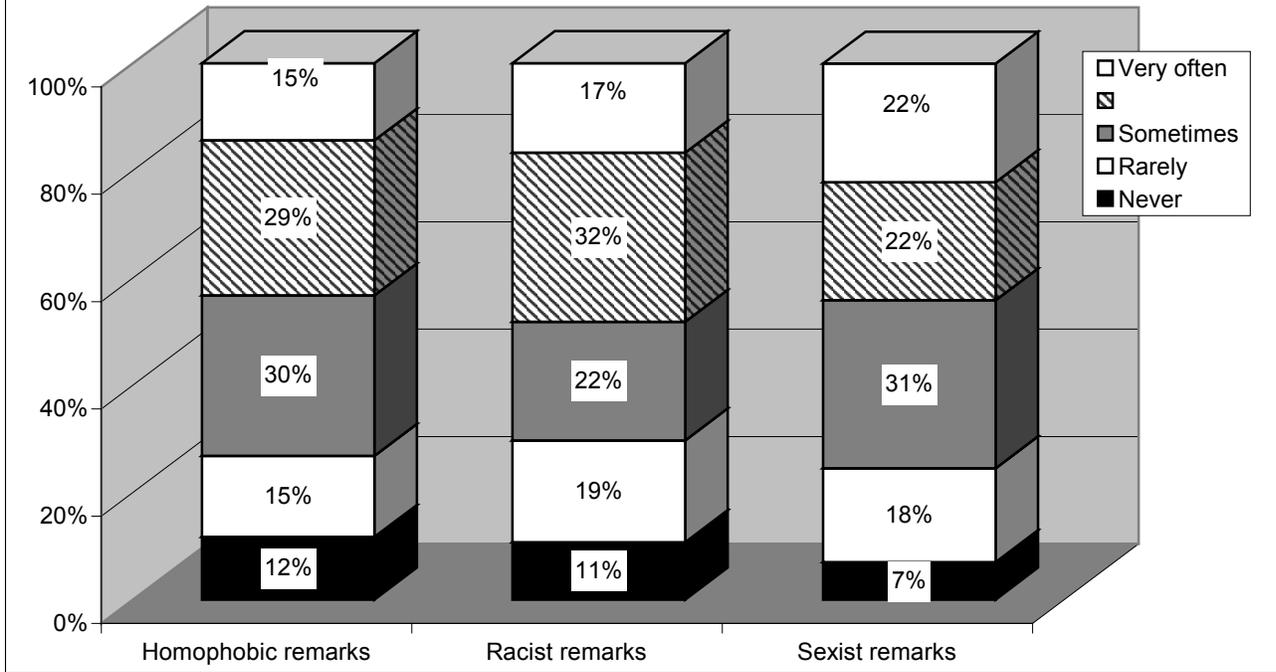
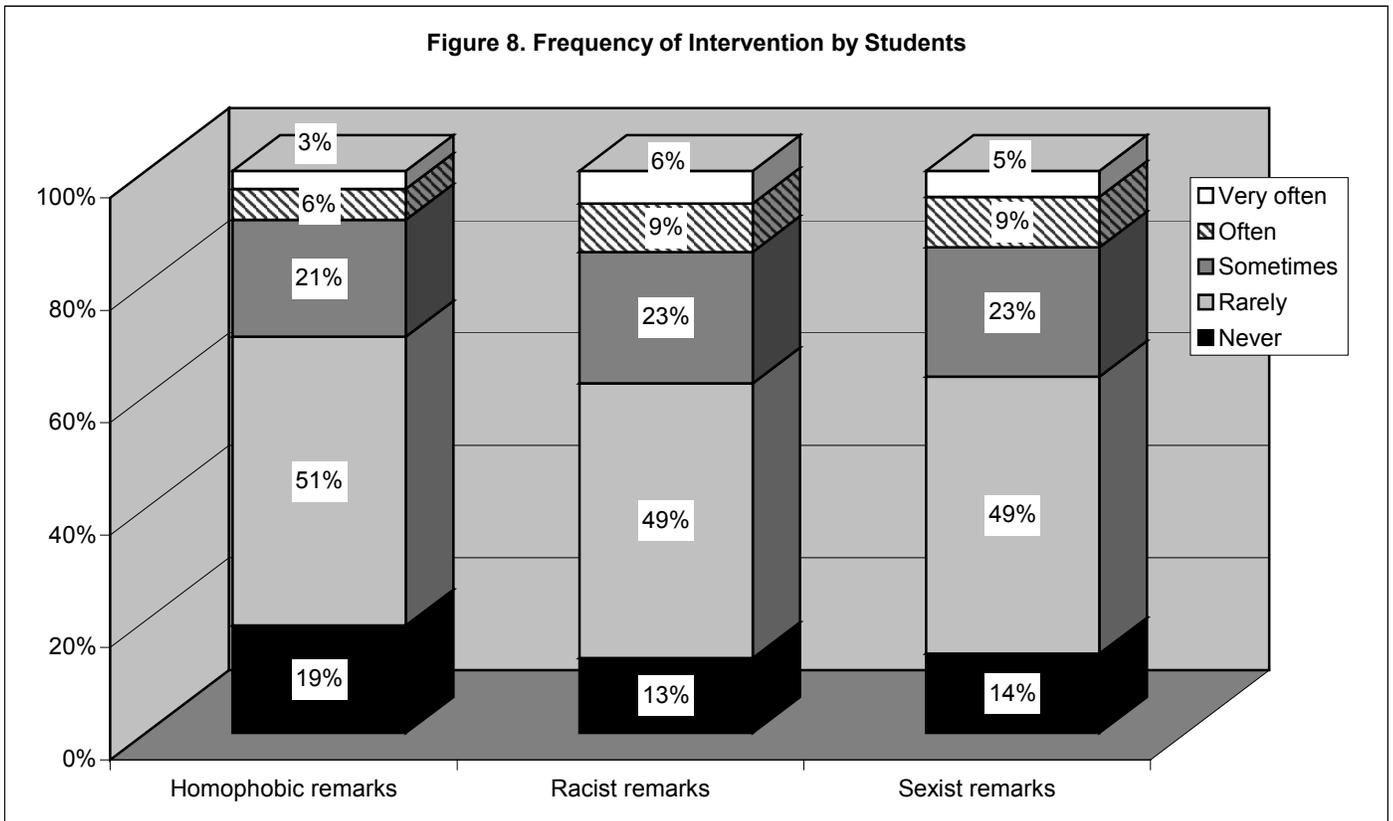
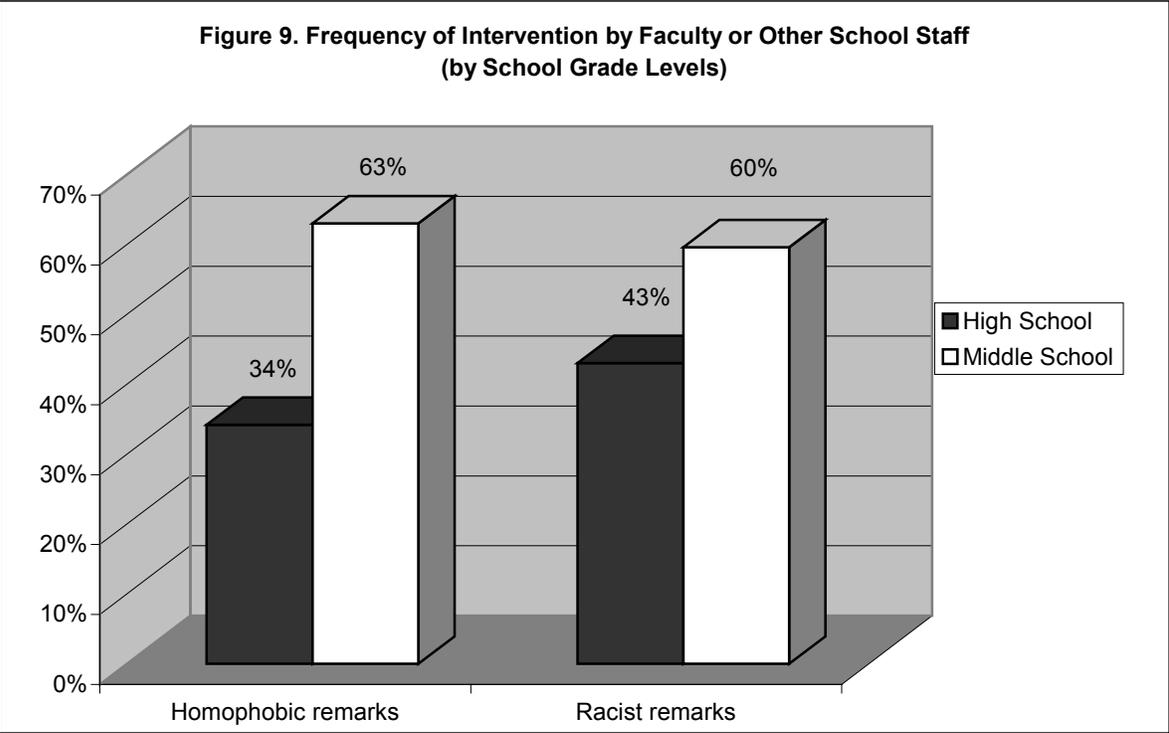


Figure 8. Frequency of Intervention by Students



The degree to which students intervene when hearing derogatory language from their peers is another indicator of school climate. Students' own failure to intervene may be indicative of a school atmosphere in which use of such language is considered acceptable. Thus, students were asked how often other students corrected or criticized biased remarks made in school. As shown in Figure 8, a majority of respondents reported that other students rarely or never intervened in response to homophobic (70%), racist (62%) or sexist (63%) remarks.

There was a difference between high school and middle school student reports of the frequency of teachers and staff interventions when homophobic and racist remarks were made in their presence. Specifically, students in middle schools were more likely than students in high schools to report that their teachers and staff intervened in response to these types of biased remarks. As shown in Figure 9, although about a third (34%) of high school students reported that teachers and staff intervened often or very often when homophobic remarks were made in their presence, nearly two-thirds (63%) of middle school students reported such frequency of intervention. Similarly, 43% of high school students reported that teachers and staff intervened when hearing racist remarks, as compared to 60% of middle school students. These findings suggest that not only are homophobic and racist remarks more frequent in high schools, but teachers and staff are also less likely to correct or criticize these remarks when made by high school students.



Severity of Bullying, Name Calling and Harassment in School

All students have the right to an education, yet when schools do not provide safe environments, they impede the opportunity to learn. Respondents were asked how serious bullying, name-calling and harassment were at their school. Over one-third (35%) of students believed that these were serious problems in their school (see Figure 10).

Respondents were also asked about the frequency of witnessing other students being bullied, called names or harassed in school. As shown in Figure 11, students were frequently harassed because of their sexual orientation, gender expression and physical appearance (looks/body size).

A majority of respondents said that bullying occurred at least sometimes because of students' looks/body size (71%), actual or perceived sexual orientation (67%) or gender expression (60%). These three reasons for harassment were significantly more common than race/ethnicity or religion.

Students from Michigan schools reported a higher frequency of other students being harassed because of their family income than students nationally—18% of Michigan students reported others being bullied or harassed often or very often based on race/ethnicity versus 15% of students nationally. Michigan students also reported a lower frequency of harassment based on race/ethnicity than students nationally—9% of Michigan students reported frequent bullying or harassment based on this characteristic versus 15% of students nationally. However, it is important to note that this difference may be due, in part, to the racial composition of the Michigan sample, which had a higher number of white students than the national sample (86% vs. 64%).

Students were also asked to indicate the most common reason people were bullied, called names, or harassed in their schools. As shown in Figure 12, nearly half of Michigan students (45%) cited looks/body size as the most common reason students are bullied and harassed, followed by actual or perceived sexual orientation and gender expression (16% for each).

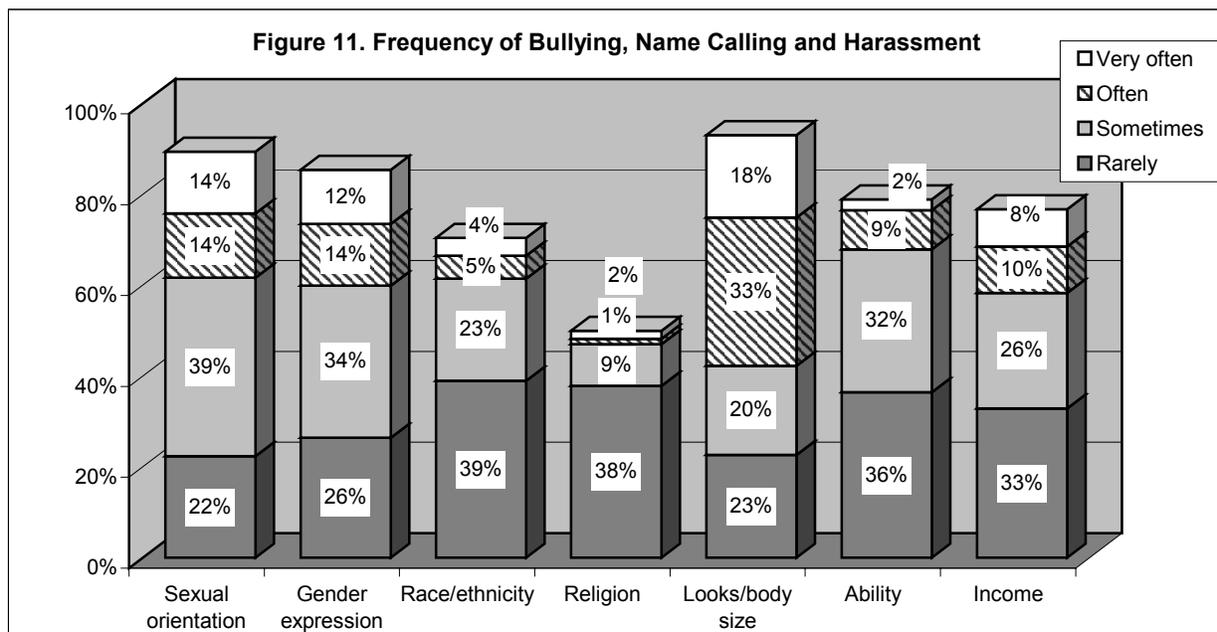
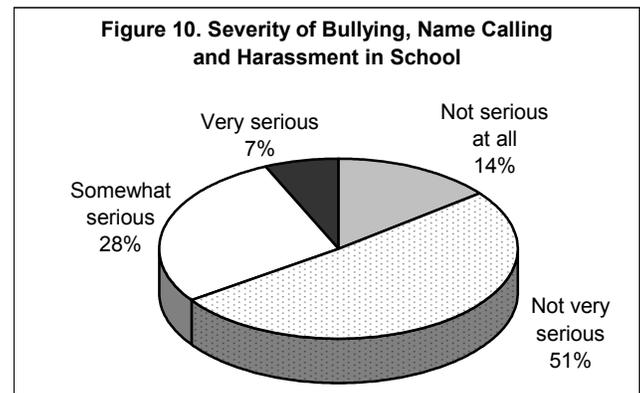
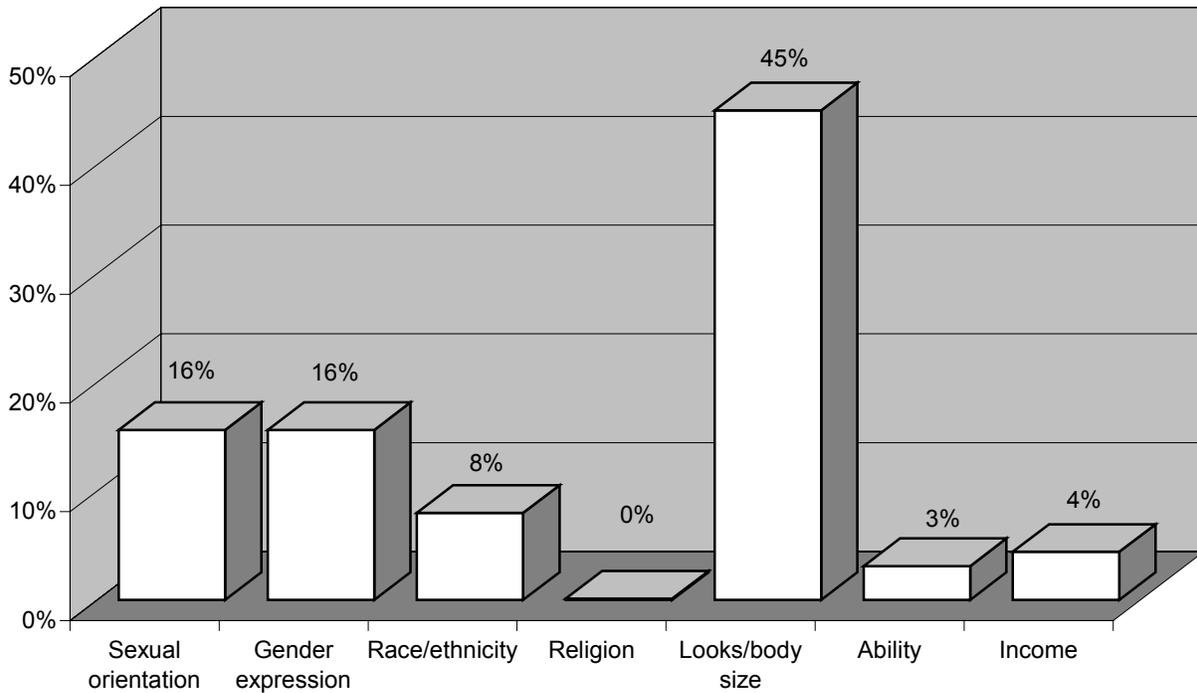


Figure 12. Reason Students Most Often Bullied, Called Names or Harassed in School



Safety in School

In addition to reporting the frequency of witnessing bullying, name calling and harassment experienced by other students, respondents were also asked a range of questions regarding their personal safety in school and their own experiences of being verbally or physically harassed or assaulted in school. As shown in Figure 13, considerably less than half (37%) of Michigan students felt very safe in their schools.

Students were asked whether they felt unsafe in school because of one or more personal characteristics, such as their gender expression or religion. About a third (34%) stated that at least one personal characteristic made them feel unsafe. As shown in Figure 14, the largest number of Michigan students reported feeling unsafe because of their looks/body size (18%). Nearly a tenth of the students reported that they felt unsafe because of their actual or perceived sexual orientation or their gender expression (8% each).

Figure 13. Students' Feelings of Personal Safety in School

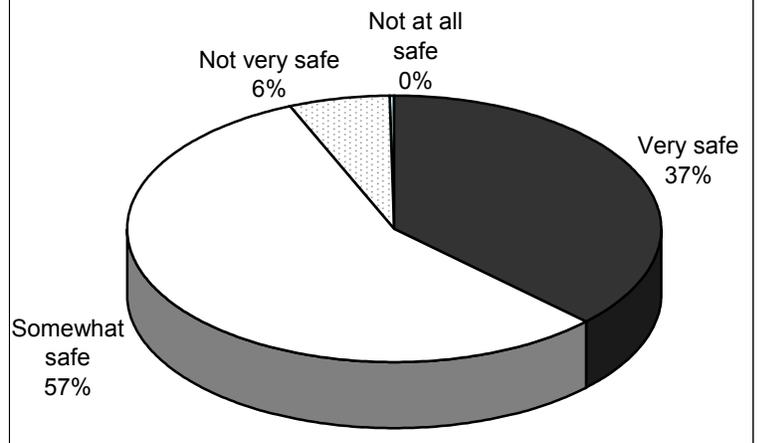


Figure 14. Reasons Students Personally Felt Unsafe in School

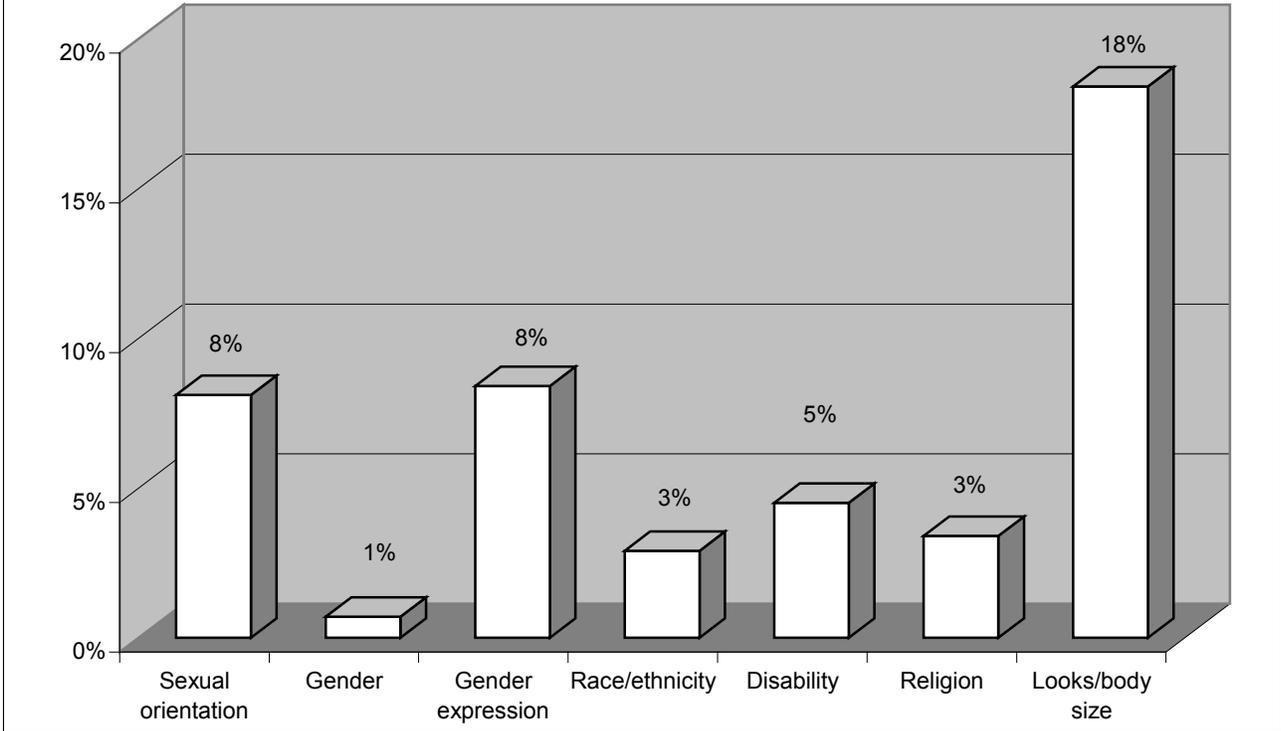
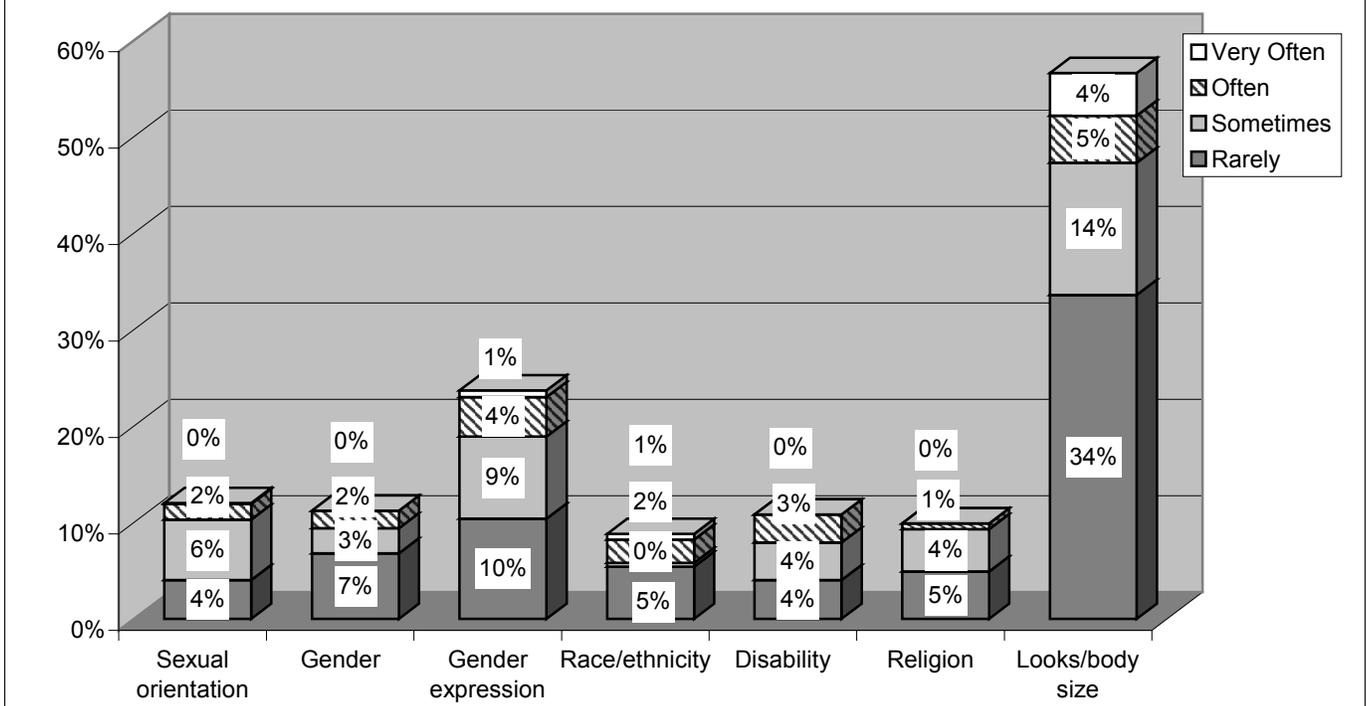


Figure 15. Frequency of Students Personally Experiencing Verbal Harassment in the Past Year



Personal Experiences of Bullying, Name Calling and Harassment

Verbal Harassment

Survey respondents were asked how often they had personally been verbally harassed (e.g., been called names or threatened) in the past school year. Nearly two-thirds (65%) of Michigan students reported that they were verbally harassed in school in the previous year. As shown in Figure 15, the most common reason for verbal harassment was looks/body size (57%). However, over a tenth (12%) of students reported that they were verbally harassed because of their sexual orientation, and about a quarter (24%) of students reported that they were verbally harassed because of their gender expression. Interestingly, nearly three-fourths (72%) of the students who had been verbally harassed because of their sexual orientation were not lesbian, gay or bisexual. Intolerance directed at students' sexual orientations negatively affected Michigan students regardless of their actual sexual orientation.

Physical Harassment and Assault

About one-fifth (21%) of students reported that they were physically harassed (e.g., pushed or shoved) or assaulted (e.g., punched, kicked, or injured with a weapon) in the previous year. As with verbal harassment, looks/body size was the most frequently reported reason for being physically harassed or assaulted in school (see Figure 16).⁵ Regardless of the frequency of these events, because of the severe nature of these types of behaviors, any occurrence in school is unacceptable and contributes to a hostile school climate.

Other Forms of Harassment in School

Figure 17 illustrates other forms of bullying and harassment in school. Unlike the previously discussed frequencies of verbal harassment and physical harassment or assault, students were not asked whether these types of harassment were specifically related to a personal characteristic. For example, students may be the target of mean rumors or lies because of their sexual orientation or race or for no apparent reason. Students most frequently reported being the target of mean rumors or lies with over half (55%) reporting that it occurred in the past year. Just under half (47%) of students reported that their personal property had been damaged or stolen in school in the previous year. Nearly one-quarter (22%) reported that they experienced sexual harassment, and 15% of Michigan students had been harassed because others thought they were gay or lesbian.

⁵ Given the low incidence of physical harassment and assault, Figure 16 represents only whether students ever experienced the particular event, i.e., those who reported "rarely," "sometimes," "often" or "very often."

Figure 16. Percentage of Students Personally Experiencing Physical Harassment or Assault in the Past Year

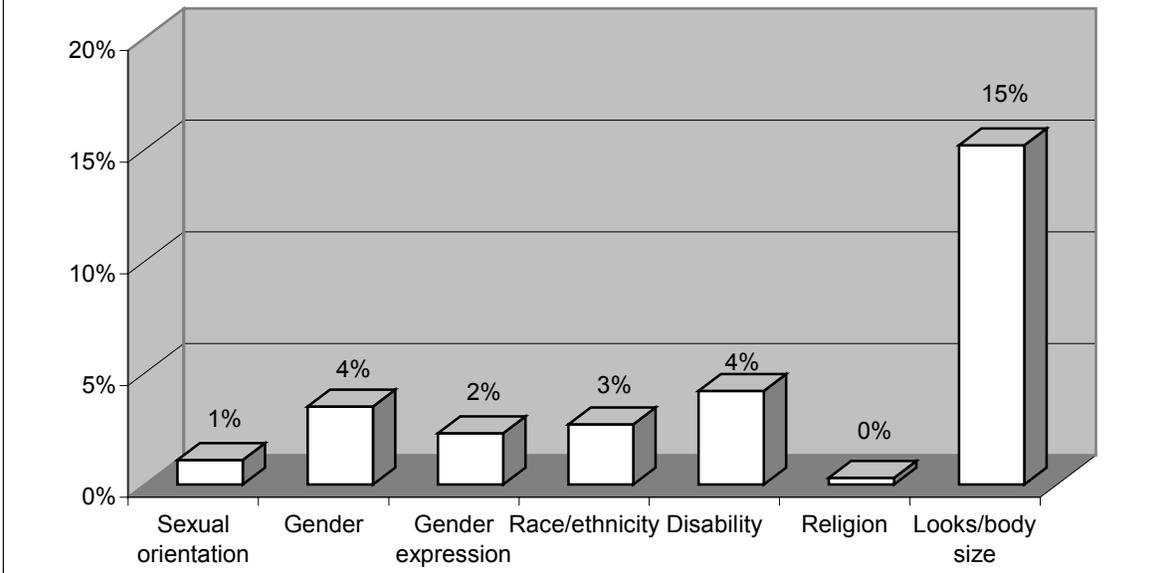
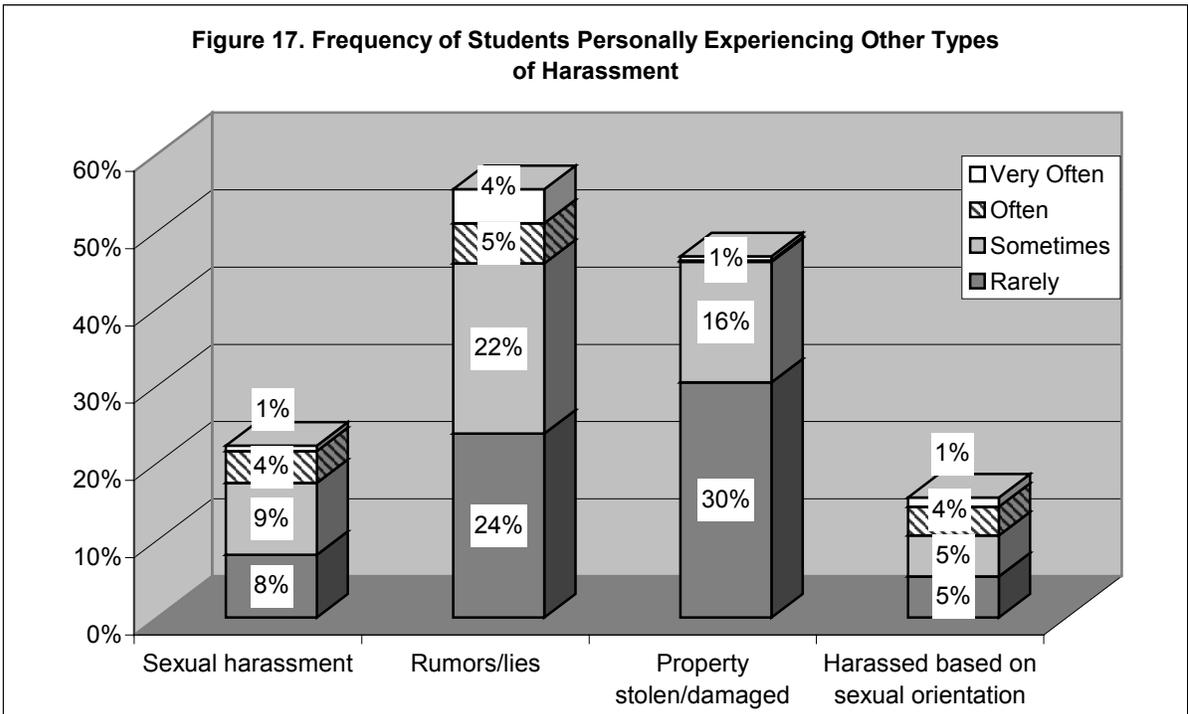
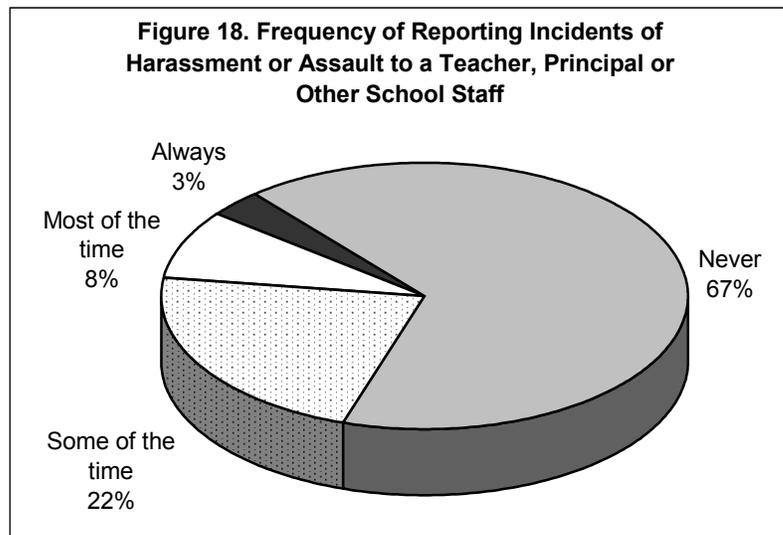


Figure 17. Frequency of Students Personally Experiencing Other Types of Harassment



Reporting Incidents of Harassment

Among Michigan students who experienced any form of verbal or physical harassment or assault, approximately two-thirds said that they never reported the incident(s) to a teacher, principal or other school staff member (see Figure 18). Students who had reported incidents to school personnel were asked how the matter was handled. Of those students who provided a response, most reported that the teacher or staff person addressed the matter by reprimanding or punishing the perpetrator or reporting the behavior to the perpetrator's parents. Nevertheless, nearly a tenth of the students (9%) said that school personnel did not take steps to correct the problem or ensure that it would not occur again. Several students simply replied that the teachers did "nothing." One 17 year-old 11th grader elaborated:



[The teacher] said he would take care of it and he never did.

Students who did not report an incident were asked why they had not. Most commonly, students said that they had not reported the incident because they were not serious problems, i.e., "not a big deal" or "just a joke" (39%). In addition, a sizable number of students (17%) said that they would handle the problem themselves. However, a sizable number of students reported that they did not report incidents of harassment or assault because they believed that it would not improve and perhaps worsen their plight in school. The second most common reason for not reporting was students believed that to do so would make the problem worse (19%). For example, one 18 year-old high school senior explained that she did not report an incident because:

I've watched other people report their assaulters and nothing gets done. If anything, the teasing gets worse. It's just not worth it.

Similarly, nearly a tenth of students (7%) said that they did not think teachers or staff would be concerned about the problem or believe the student.

School Climate and Educational Indicators

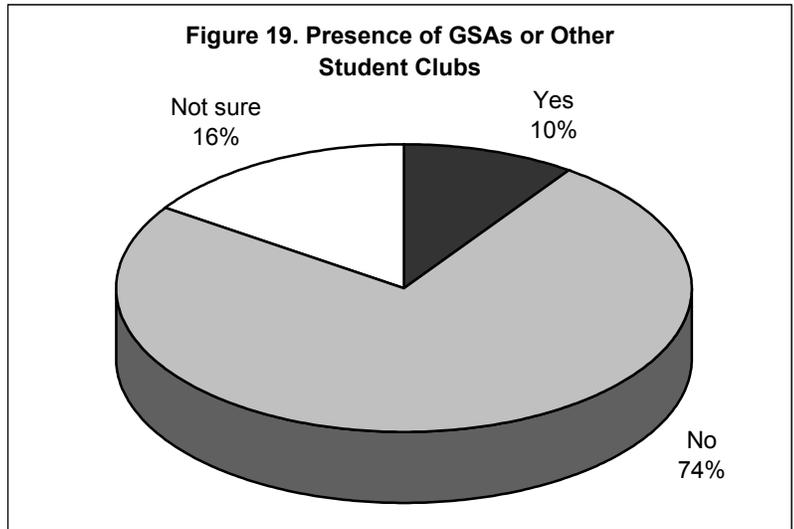
As stated previously, students have the right to an education but many students cannot take full advantage of this education if they feel unsafe in their schools. Students were asked if they themselves or their friends had missed a class or an entire day of school in the past month because they felt uncomfortable or unsafe in the class or going to or from school. Nearly a tenth of Michigan students reported that they had friends who had missed a class (9%) or an entire day of school (8%) due to safety concerns. Furthermore, 4% of Michigan students reported that they themselves had missed a class and 5% reported missing an entire day of school because of safety concerns.

Half of respondents reported that they liked school (51%) and that they planned to attend college (85%). However, students who did not feel safe were much less likely to report that they liked

school (10% vs. 54%) and less likely to report that they planned on attending college (84% vs. 90%) compared to students who did feel safe in school. In addition, students who reported that bullying, name calling or harassment were somewhat or serious problems at their schools in general, were less likely than other students to report that they planned to attend college (80% vs. 88%).

LGBT Resources and Supports in Schools

Given the frequency of homophobic remarks, bullying, verbal harassment and physical harassment and assault, it is essential for LGBT students to have resources and supports in schools that they can access. One potentially important source of support is school clubs that address LGBT student issues, such as Gay-Straight Alliances (GSAs). Unfortunately, as shown in Figure 19, Michigan students were less likely than the national average (22%) to have GSAs. In fact, only one-tenth (10%) of students reported that their school had this type of supportive organization in place for LGBT students.



Another important type of support is the existence of anti-harassment policies that protect LGBT students by explicitly including sexual orientation and gender identity/expression. Unfortunately, as shown in Figure 20, barely more than one-half (54%) of all students reported that an inclusive policy was absent in their schools. One-fifth of Michigan students reported that their school had no type of anti-harassment policy in place or were unsure if such a policy existed.

As Figure 21 illustrates, the reported frequency of biased remarks such as “that’s so gay” or “you’re so gay” as well as negative remarks about nontraditional gender expression was higher at schools without inclusive policies. The vast majority (89%) of students from schools without inclusive policies reported that they heard homophobic remarks often or very often from other students, whereas less than three-quarters (72%) of students from schools with inclusive policies reported that they heard these remarks often or very often. Nearly a quarter (23%) of students who attended schools without inclusive policies reported that they heard biased remarks about gender expression often or very often from other students, whereas about a tenth (11%) of students from schools with inclusive policies reported that they heard these remarks often or very often (see Figure 22). These findings suggest that anti-harassment policies which explicitly include sexual orientation and gender identity/expression may help lower the frequency of biased remarks in schools.

Figure 20. Prevalence and Type of School Anti-Harassment Policies

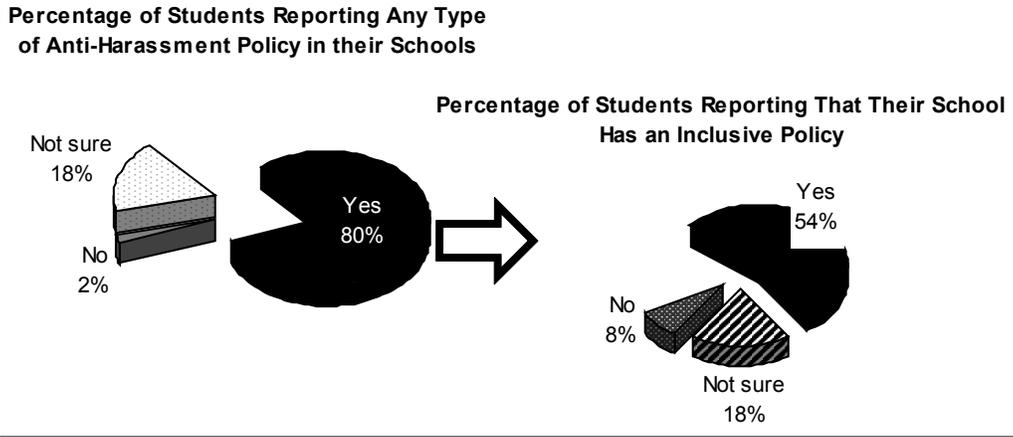
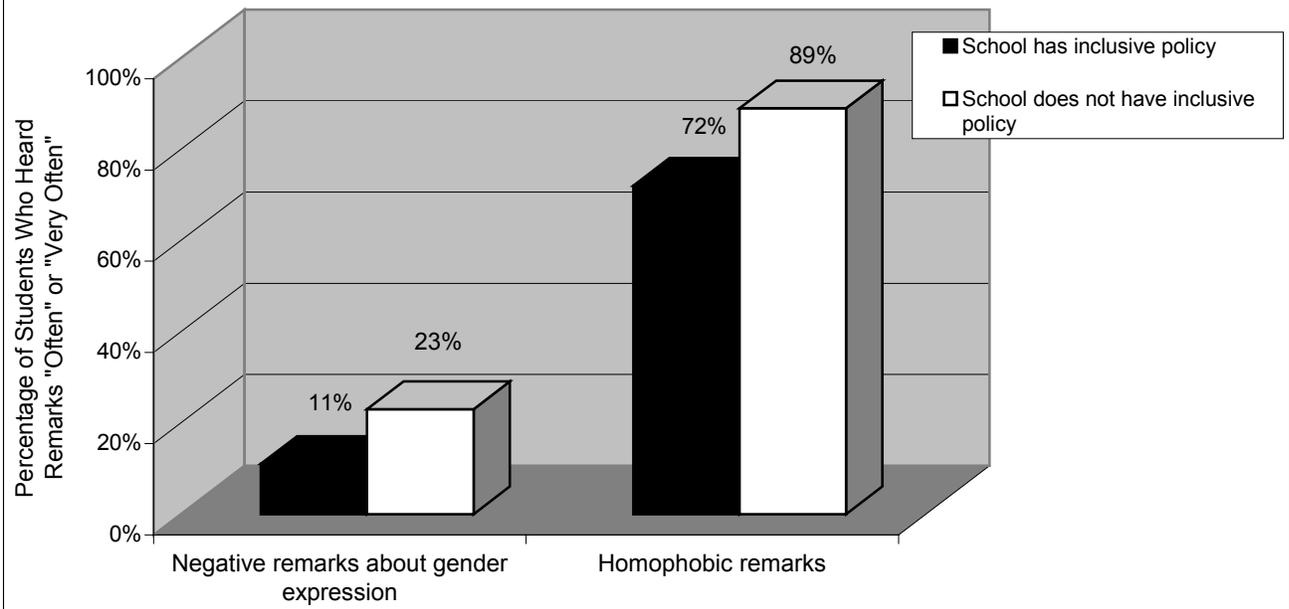


Figure 21. Relationship Between Inclusive Anti-Harassment Policy and Hearing Biased Remarks in School



SUMMARY AND RECOMMENDATIONS

The results from this study indicate that issues of safety, bullying, name-calling and harassment were serious for middle and high school students in Michigan. Biased language, especially homophobic and sexist remarks, was commonly heard among students and often went uncorrected by teachers and staff. It is particularly disturbing that two-thirds of Michigan students reported that they had been verbally harassed in the previous year, and about one-fifth of students reported that they had been physically harassed or assaulted in the previous year. Among those verbally harassed, over a tenth were harassed because of their sexual orientation and almost a quarter for their gender expression. Among those students who were harassed or assaulted, most did not report the incidents to a teacher, principal or staff, often because they thought it would make a situation worse or that teachers and staff would not care. Among those who did report an incident of harassment or assault, a tenth of respondents said that no steps were taken to correct the situation or prevent it from happening again. Such inconsistent action on the part of school personnel only serves to reinforce students' beliefs that teachers and staff would not help when needed.

Based on the findings presented in this report, it is imperative that Michigan lawmakers and school officials create state-level safe school legislation that offers explicit protection to students who are targets of bullying, harassment and assault based on personal characteristics such as sexual orientation and gender identity/expression. Findings from this report indeed show that anti-harassment policies which explicitly include sexual orientation and gender identity/expression may help lower the frequency of biased remarks in Michigan schools. General policies that do not explicitly mention protection for these groups will likely fall short of creating needed changes in schools since many students may believe that certain prejudiced behaviors are acceptable and therefore do not count as "real" forms of bullying and harassment. Given that nearly a fifth of Michigan students did not know if their school had an anti-harassment policy of any kind, school staff and administrators must also ensure that students are made fully aware of any anti-harassment protections provided by their school.

Michigan teachers and other school staff need training to address the inconsistency in their responses when hearing students make derogatory remarks and when learning of incidents of harassment and assault in school. In addition, schools should establish and enforce "no tolerance" policies regarding the use of biased language by school staff. Teachers and staff who understand their role in enforcing protective policies are likely to do so effectively, ultimately improving the safety and quality of the school environment for all students.

ABOUT THE METHODOLOGY

Student interviews were conducted online by a nationally representative sample of 3,450 public and private/parochial students ages 13 to 18. Within this sample, an oversample of students was drawn from Arizona, Florida, Georgia, Illinois, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania, Texas and Virginia. Interviews averaged 15 minutes and were conducted between December 15 and December 20, 2004. Sample was drawn from the Harris Poll Online (HPOL) multimillion member online panel of cooperative respondents from over one hundred countries. Invitations for this study were e-mailed to a selected sample of the database identified as residing in the U.S.A and being a student ages 13-18. Data for the national survey were weighted to reflect the national population of children ages 13-18 for key demographic variables (gender, age, race and ethnicity, size of place, region, and parent's education). Demographic weights were based on US Census data obtained via the March 2004 Current Population Survey (CPS). For the national survey, a post weight was applied to the student data to adjust for the twelve state oversampling so that the regional distribution reflects the nation as a whole. State-specific data, including that which is presented in this report, does not reflect this postweight.