



# The Principal's Perspective: School Safety, Bullying and Harassment

**A Survey of Public School Principals**



**Commissioned by GLSEN in collaboration with NASSP  
Researched by Harris Interactive**



**THE PRINCIPAL'S PERSPECTIVE: SCHOOL SAFETY, BULLYING AND HARASSMENT  
A SURVEY OF PUBLIC SCHOOL PRINCIPALS**

Conducted for GLSEN  
(the Gay, Lesbian and Straight Education Network)



In collaboration with the  
National Association of Secondary School Principals

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MARKET RESEARCH

***The Harris Poll***® PEOPLE

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**GLSEN**, or the **Gay, Lesbian, and Straight Education Network** is the leading national education organization focused on ensuring safe schools for all students. GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. For more information on GLSEN's research, educational resources, public policy agenda, student organizing programs or development initiatives, visit [www.glsen.org](http://www.glsen.org).

## FOREWORD

As leaders of their schools, principals strive to ensure a positive learning environment for all students—one where students feel safe and free from harassment. Yet for many students who identify as lesbian, gay, bisexual or transgender (LGBT), school can often be a very dangerous place. The 2005 report *From Teasing to Torment: School Climate in America* by Harris Interactive and GLSEN found that the most common reasons for bullying and harassment in America's middle and high schools are physical appearance, sexual orientation and gender expression, showing that LGBT-related characteristics account for two of the top three reasons students are singled out for mistreatment. A recent tragic event in a California middle school illustrated the extreme: Lawrence King, an 8<sup>th</sup> grade student who was reportedly often harassed at school because he was gay, was shot and killed while sitting in computer lab one morning.

Bullying and harassment negatively affect the learning environment, and school principals can make a difference. Our previous research has found that teachers see having a supportive principal as critical to changing school climate. Yet not all principals may have the experience, skills or knowledge to address LGBT student issues. In order to get a clearer understanding of the principal's perspective, GLSEN collaborated with NASSP (the National Association of Secondary School Principals) on a study exploring the perspectives of elementary and secondary public school principals on student bullying and harassment and on the policies, programs and training that principals have instituted in their schools to address these issues.

The report from this study, *The Principal's Perspective: School Safety, Bullying and Harassment*, reveals a rich and complex picture of the attitudes of principals. Half of principals surveyed deem bullying, name-calling or harassment of students to be a serious problem at their school. Only one-third of secondary school principals say that a lesbian, gay or bisexual student would feel very safe at their school and only one-quarter say that a transgender student would feel very safe. Overall, few of the efforts to

address bullying and harassment in schools specifically address victimization based on sexual orientation or gender identity/expression:

- The majority of principals reported that their school or district policies do not specifically provide protections based on sexual orientation or gender identity/expression, compared to the two-thirds that do so for religion or race/ethnicity.
- The majority also report that their professional development efforts during the past school year addressed bullying or harassment, yet few say these addressed LGBT issues specifically.

These findings are particularly troubling given that previous research shows that students and teachers report that sexual orientation and gender identity/expression are among the most common reasons why students are victimized at school and principals themselves believe that LGBT students feel less safe at school than other students.

School leaders are clearly concerned about the welfare of their students; yet safety issues related to sexual orientation and gender identity/expression don't seem to rise to the same level of urgency as other safety issues. We know from the research field that safety issues greatly affect student academic performance, and research findings suggest a deliberate course of action for school leaders who want to establish and maintain safe school environments where teaching and learning can take place, including:

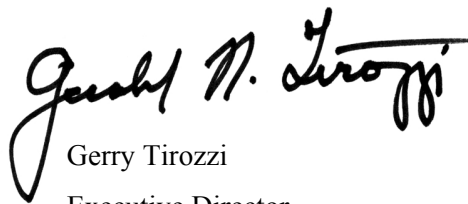
- Education and open discussions with teachers and students;
- Protection of students who are victimized for whatever reason, including their sexual orientation or gender identity/expression, and
- School-based professional development around these issues.

We hope that the findings in this report will inform principals' efforts to create safer schools for all students, regardless of sexual orientation or gender identity/expression, and that you will call upon our organizations for assistance and support as you do.

Sincerely,



Kevin Jennings  
Executive Director  
GLSEN



Gerry Tirozzi  
Executive Director  
NASSP

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## INTRODUCTION

Harris Interactive, Inc. conducted *The Principal's Perspective: School Safety, Bullying, and Harassment*, an online survey completed by a nationally representative sample of 1,580 K-12 public school principals, on behalf of the Gay, Lesbian and Straight Education Network (GLSEN). This survey is intended to extend findings from GLSEN's study of student and teacher experiences, *From Teasing to Torment: School Climate in America*, conducted by Harris Interactive, in 2005. The 2005 survey documented and raised awareness of the secondary students' and teachers' experiences with bullying and harassment. It provided the first ever findings about school climate that were nationally representative of all secondary school students, and included questions about sexual orientation and gender expression.

Topics covered in *The Principal's Perspective* include principals' general attitudes and perspectives on bullying and harassment and safety in school, overall awareness of the school experiences of lesbian, gay, bisexual or transgender<sup>1</sup> (LGBT) students and families, efforts to reduce bullying and harassment in schools, resources available to students, and school district and community supports and barriers for principals in creating safer schools for all students.

### Survey Method

A nationally representative sample of 1,580 K-12 public school principals participated in the online survey. The final sample was drawn from three sources: a list from the National Association of Secondary School Principals (NASSP), a list from a membership-based national education organization and a list from the National Center for Educational Statistics (NCES). All respondents were invited to participate through password protected emails. Interviews averaged twenty-seven minutes in length, and were conducted between June 15 and August 3, 2007.

### A Note on Reading the Exhibits and Figures

An asterisk (\*) on a table signals a value of less than one-half percent. A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding, the acceptance of multiple answers from respondents, or because some answer categories may be excluded from the figure. The base for each question represents the total number of respondents answering that question. Note that in some cases, results may be based on small sample sizes. This is typically true when questions were

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<sup>1</sup>Transgender is a term that applies to people who live their lives in ways that may not be considered consistent with their biological sex. For example, this could be someone who was born female but identifies as male, someone who was born male but identifies as female, or someone who identifies as neither male nor female.

asked of subgroups. Caution should be used in drawing any conclusions of the results based on these samples.

Analyses were conducted to determine statistically significant different (at 95% confidence) responses between subgroups (e.g., elementary vs. secondary school). Statistically significant differences are indicated by a superscript capital letter (e.g. 60<sup>B</sup>). This notation indicates that the particular result is greater than the corresponding response in the column indicated by the letter. For example, in Exhibit 1.1 below, the notations indicate that statistically significant differences exist between the responses of elementary principals and the responses of secondary principals for all types problems except for “religious differences among students.” Additionally, a greater portion of junior high and middle schools principals than of senior high school principals reported that bullying, name-calling or harassment of students is a “very” or “somewhat” problem in their school.

EXHIBIT 1.1  
 VERY SERIOUS AND SOMEWHAT SERIOUS PROBLEMS IN SCHOOLS  
 Q606 How serious of a problem are the following at your school?

Base: All qualified respondents

% Very/Somewhat Serious

	Total A	School Level			
		Elementary B	All Secondary C	Secondary	
				Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Bullying, name-calling or harassment of students	49	43	57 <sup>B</sup>	74 <sup>BE</sup>	45
Peer pressure to use alcohol or drugs	27	4	70 <sup>B</sup>	48 <sup>B</sup>	82 <sup>BD</sup>
Other disciplinary issues	19	16	25 <sup>B</sup>	26 <sup>B</sup>	
Racial or ethnic differences among students	16	13	23 <sup>B</sup>	28 <sup>B</sup>	
Other school violence (fighting, weapons, gang involvement)	12	7	22 <sup>B</sup>	22 <sup>B</sup>	
Religious differences among students	2	2	3	2	

The “B” indicates that 74% is statistically significantly greater than the 43% in Column B. The “E” indicates that 74% is statistically significantly greater than the 45% in Column E.

**Project Responsibility and Acknowledgements**

The Harris team responsible for the design and analysis of this survey include Dana Markow, Ph.D., Vice President, and Jill Danczewicz, Senior Research Assistant. Jean O’Neil, consultant, also contributed to the report. Harris Interactive, Inc. is responsible for final determination of topics, question wording, collection of data, analysis, and interpretation in the report.

Harris Interactive, Inc. is especially grateful to Joseph Kosciw, Ph.D., and Emily Greytak, M.S.Ed. of GLSEN (the Gay, Lesbian, and Straight Education Network) for their input and guidance.

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**Public Release of Survey Findings**

All Harris Interactive, Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report is also available.



## EXECUTIVE SUMMARY

Principals are the leaders of their schools and have a responsibility for the climate of teaching and learning in their schools. A school where students and staff feel safe and free from harassment is important for the school as a learning environment for students and a work environment for teachers and other staff. However, previous research has documented that not all students and teachers feel safe in their schools. Studies such as the *MetLife Survey of the American Teacher, 1993: Violence in America's Public Schools*, the American Association of University Women's reports on bullying, teasing and sexual harassment in schools, *Hostile Hallways* (1993 and 2001), and GLSEN's *From Teasing to Torment* (2005) have shown the prevalence of bullying and harassment of students and its impact on students' education. These studies focused on the experiences and perspectives of students, and in some instances, teachers as well, but the voice of the principal has been missing. As school leaders, principals have an important role in creating and maintaining safe and welcoming environments in their schools. The current study explores the perspectives of elementary and secondary (junior high, middle school or high school) public school principals on student bullying and harassment and on the policies, programs and training that principals have instituted in their school to address these issues for students. The study highlights these issues for students overall and for lesbian, gay, bisexual and transgender (LGBT) students and families in particular.

Half of principals surveyed deem bullying, name-calling or harassment of students to be a serious problem at their school. Principals are more likely to report that bullying, name-calling or harassment is a serious problem than are to report peer pressure to use alcohol or drugs, racial or ethnic differences or other disciplinary issues are serious problems at their school. While bullying, name-calling and harassment are issues that principals of all grade levels face, it is an issue that becomes particularly prominent at the junior high/middle school level. Three-quarters of junior high/middle school principals describe bullying, name-calling or harassment of students as a serious problem at their school, compared to less than half of elementary school principals.

Principals recognize that student harassment can focus on a variety of characteristics, including looks or body size, race or ethnicity, sexual orientation, or gender identity or expression<sup>2</sup>. Although they have less contact with students than teachers, most principals report having heard students make sexist or homophobic remarks, or use the expression "that's so gay" or "you're so gay" in a pejorative manner. As

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<sup>2</sup>"Gender identity" refers to a person's internal sense of being either male or female or something other than exclusively male or female. "Gender expression," refers to external characteristics and behaviors that are socially defined as masculine or feminine.

with their assessments of the seriousness of harassment, principals' experiences vary by school level. Principals of junior high or middle schools are more likely than elementary school principals to report that students at their school are bullied because of the way they look or body size, their race or ethnicity, their academic performance, their religion, their masculinity or femininity, being or people thinking they are gay, lesbian or bisexual or because they have an LGBT family member.

While a majority of secondary school principals report that students at their schools have been harassed because of their gender expression (i.e. how masculine or feminine they are) or because of their actual or perceived sexual orientation, few principals believe this to be a frequent occurrence. Yet most secondary school principals report that male students who do not act "typically masculine" and LGBT students would not feel very safe at their school. Only one-third of secondary school principals say that a lesbian, gay or bisexual student or a male student who acted feminine would feel very safe at their school and only one-quarter say that a transgender student would feel very safe. In contrast, six in ten secondary school principals believe that a student from a minority racial/ethnic group would feel very safe and three-quarters believe that a student from a minority religious group would feel very safe. Given the course of child development, sexual orientation may be less of a concern in elementary schools. Thus, it is not surprising that elementary school principals are more likely than secondary school principals to report that LGBT students would feel very safe at their school. However, elementary school principals also report that LGBT students are less likely to feel very safe than students from other minority groups, such as minority racial/ethnic or religious groups.

Both elementary and secondary schools are giving attention to the issue of increasing school safety and reducing bullying and harassment. Nearly all schools report that their school or school district has a "safer school" or anti-bullying/harassment policy. These policies are most often characterized by procedures for students to report incidents of bullying or harassment and a description of consequences to students for engaging in bullying or harassing behavior. Interestingly, only seven in ten schools whose district has a policy are required to notify school personnel, students and families of the policy. Relatively few of schools' anti-bullying or anti-harassment efforts are focused on increasing the safety of LGBT students or families, although principals indicate that LGBT students are among the least likely to feel very safe at their schools. A majority of school/district policies do not specifically mention sexual orientation or gender identity or expression, compared to the two-thirds that mention other characteristics such as religion or race/ethnicity. Furthermore, only four in ten secondary schools and one in nine elementary schools have engaged in efforts specifically designed to create a safe environment for LGBT students.



Principals emphasize the importance of professional development in efforts to reduce bullying or harassment. Six in ten principals report that their professional development efforts during the past school year addressed bullying or harassment, but fewer than one in twenty say these addressed LGBT issues specifically. Principals indicate that there is an unmet need in the area of teacher training for LGBT issues: three in ten principals rate their teachers and staff as only fair or poor in their ability to deal effectively with a student being bullied or harassed because they are or are perceived to be lesbian, gay or bisexual, or because they have an LGBT family member. Furthermore, one-third of principals give their teachers or staff a fair or poor rating for being able to respond effectively to a student talking to them about being LGBT. When asked about the non-academic areas where their staff need the most support or training, one-quarter of principals nominate lesbian, gay or bisexual student issues (similar to the level of need expressed for training on substance abuse and school violence) and more than half indicate bullying and or harassment intervention and prevention in general.

When addressing the issue of creating safe environments for LGBT students or students with LGBT parents, principals say that the most helpful efforts would be professional development, clear consequences for school personnel who do not intervene when witnessing anti-LGBT harassment or homophobic remarks and having anti-harassment and anti-discrimination policies that explicitly protect LGBT students. Programs directed at students, such as incorporating information about LGBT people, history and events into the curriculum and allowing clubs on school campus where LGBT and straight students join together to promote tolerance are viewed as less helpful. However, more secondary school principals than elementary school principals view such student programs as helpful.

Student bullying and harassment continues to be a focus of attention for both elementary and secondary school principals. Schools have a variety of efforts in place to address this issue, including explicit policies, as well as programs for teachers, staff and students. However, relatively few of these efforts specifically address bullying and harassment that focuses on students' sexual orientation or gender identity or expression. This discrepancy warrants further examination, particularly since principals themselves believe that LGBT students would feel less safe than others at their school. Such findings are important for schools to keep in mind as principals endeavor to create safe environments for all students.



## MAJOR FINDINGS

**Half of public school principals (49%) report that bullying, name-calling or harassment of students is a serious problem at their school.**

- More principals describe bullying, name-calling or harassment as a serious problem (49%) than say that peer pressure to use alcohol or drugs (27%), racial or ethnic differences among students (16%) or school violence (12%) is a serious problem at their school.
- Bullying or harassment is a particularly prominent problem at the junior high or middle school level. Three-quarters of junior high or middle school principals say that bullying or harassment is a serious problem at their school, compared to 43% of elementary school principals and 45% of senior high school principals.

**Principals of all school levels report that harassment because of the way students look or their body size is most common. Name-calling, bullying or harassment because of a student's or a student's family's sexual orientation or gender identity or expression is more common at the secondary school level.**

- Elementary school principals report that students at their school are very often or often bullied, called names or harassed for the following reasons:
  - The way they look or their body size (19%);
  - How masculine or feminine they are (6%);
  - Their race/ethnicity (5%);
  - Being or people think they are gay, lesbian or bisexual (3%);
  - Their academic performance (4%);
  - Having an LGBT parent/family member (less than 1%); and
  - Their religion (1%).
- Secondary school principals report that students at their school are very often or often bullied, called names or harassed for the following reasons:
  - The way they look or their body size (35% of junior high/middle school principals; 14% of senior high school principals);
  - How masculine or feminine they are (17% of junior high/middle school principals; 8% of senior high school principals);
  - Because they are or people think they are gay, lesbian or bisexual (10% of junior high/middle school principals; 10% of senior high school principals);

- Their race/ethnicity (9% of junior high/middle school principals; 6% of senior high school principals);
- Their academic performance (8% of junior high/middle school principals; 4% of senior high school principals);
- Having an LGBT parent/family member (2% of junior high/middle school principals; 3% of senior high school principals); and
- Their religion (less than 1% of junior high/middle school principals; less than 1% of senior high school principals).

**Fewer than half of principals believe that an LGBT student would feel very safe at their school, yet more than half of principals believe that students from racial/ethnic or religious minority groups would feel very safe at their school.**

- Four out of ten elementary school principals say that a gay, lesbian or bisexual student (44%) would feel very safe in their school or that a transgender student would feel very safe in their school (42%), as compared to eight out of ten (81%) who say a student from the minority religious group would feel very safe in their school and three-quarters (73%) who say that a student from the minority racial/ethnic group would feel very safe in their school.
- One-third (33%) of secondary school principals say that a gay, lesbian or bisexual student would feel very safe in their school and one-quarter (24%) say that a transgender student would feel very safe in their school, as compared to two-thirds (64%) who say a student from the minority religious group would feel very safe in their school and three-quarters (76%) who say that a student from the minority racial/ethnic group would feel very safe in their school.

**Most principals have heard students make sexist remarks, homophobic remarks or use the expression “that’s so gay” or “you’re so gay” in a pejorative manner. Fewer principals have heard students make comments about a student’s gender expression, racist remarks, or negative religious remarks.**

- Nine in ten principals (91%) have ever heard students make sexist remarks (secondary school: 98%; elementary school: 87%).
- Nine in ten principals (90%) have ever heard students use the expression “that’s so gay” or “you’re so gay” in a pejorative manner (secondary school: 96%; elementary school: 86%).
- Nearly nine in ten principals (85%) have ever heard students make other kinds of homophobic remarks, e.g. “faggot”, “dyke” or “queer” (secondary school: 96%; elementary school: 79%).

- Over three-quarters of principals (88%) have ever heard students make racist remarks (secondary school: 92%; elementary school: 73%).
- Slightly more than a third of principals (37%) have ever heard students make negative religious remarks (secondary school: 62%; elementary school: 25%).

**Students with LGBT family members and LGBT parents themselves face challenges in achieving safe and welcoming environments at school.**

- Three-quarters (74%) of secondary school principals and four in ten (42%) elementary school principals say that students at their school have ever been harassed because they have an LGBT parent/family member.
- Half (49%) of secondary school principals and 60% of elementary school principals report that a student with an LGBT parent would feel very safe at their school.
- About one in six principals think that a lesbian or gay parent would feel less than comfortable participating in the following activities at their school: joining the PTA or PTO (15%); helping out in the classroom (15%); or chaperoning a field trip (16%).

**Whereas most principals speak to the student perpetrator and victim when incidents of harassment are reported to them, few principals believe that the majority of bullying or harassment come to their attention.**

- More than nine in ten principals (94%) usually speak to the student perpetrator when incidents of student bullying or harassment are reported to them.
- Nine in ten principals (90%) usually speak to the student victim when incidents of student bullying or harassment are reported to them.
- Three-quarters of principals (75%) usually engage in disciplinary activity when incidents of student bullying or harassment are reported to them.
- One-third of principals (34%) believe that a majority of bullying or harassment incidents that occur at their school come to their attention.

**Nearly all principals report that their school or school district has a “safer school” or anti-bullying or anti-harassment policy, but only two in ten schools have engaged in efforts specifically designed to create a safe environment for LGBT students.**

- Two in ten principals (21%) report that their school has engaged in efforts specifically designed to create a safe environment for LGBT students (secondary school: 41%; elementary school: 11%).

- Nearly all principals (96%) report that their school or school district has a “safer school” or anti-bullying or harassment policy.
- Fewer than half of principals report that their school’s anti-bullying/harassment policy specifically mentions sexual orientation (46%) or gender identity or expression (39%).

**Principals indicate a need for professional development for teachers and staff in order to reduce harassment of LGBT students in their school.**

- Three in ten principals (29%) rate their teachers and staff as fair or poor at being able to effectively deal with a student being bullied or harassed because they are or are perceived to be lesbian, gay or bisexual.
- Two in ten principals (22%) rate their teachers and staff as fair or poor at being able to effectively deal with a student being bullied or harassed because of how traditionally masculine or feminine they are. Four percent of principals report that their school district’s training efforts addressed LGBT issues during the 2006-2007 year, as compared to more than half of principals (58%) who report that these efforts addressed bullying or harassment, over one-third who report that they addressed diversity or multicultural issues (41%) and school violence (39%), one-third (32%) who report that they addressed substance abuse, and a quarter (24%) who report that they addressed student mental health issues.
- Seven in ten principals (69%) believe that professional development for school personnel would be most helpful in reducing bullying or harassment of LGBT students in their school.

**Most principals believe that administrators and other staff would support efforts that specifically address issues of school safety for LGBT students and families; other members of the school community are viewed as less supportive.**

- Three-quarters of principals (75%) believe that administrators in their school would be supportive of efforts that specifically address issues of school safety for LGBT students and families.
- Seven in ten principals (72%) believe that teachers in their school would be supportive of such efforts.
- Seven in ten principals (71%) believe that district-level administration would be supportive of such efforts.
- Six in ten principals (57%) believe that school board members would be supportive of such efforts.
- Six in ten principals (57%) believe that students would be supportive of such efforts.

- Half of principals (51%) believe that families of students in the school would be supportive of such efforts.
- Fewer than half of principals (46%) believe that other community members would be supportive of such efforts.





## Chapter 1

### Bullying and Harassment: The Extent of the Problem

#### *Overview*

In previous generations, many parents and school administrators dismissed bullying – whether physical or verbal – with the attitude that “kids will be kids.” Studies of student behavior and its consequences have since proved that verbal and physical harassment and bullying have far more reaching psychological, social, and even life-threatening consequences than many would once have believed.<sup>3,4</sup> Research studies consistently show that bullying and harassment affect those directly involved (bully and victim) and those who witness such incidents. Evidence also suggests strongly that bullying and harassment lead to violence or self-destruction by the victims and criminal behavior by the bullies in disproportionate numbers.<sup>5</sup>

Bullying, name-calling and harassment disrupt the safe climate of the school – an effect that was specifically declared undesirable by the “No Child Left Behind” federal legislation, which made safe and secure school climates one of its pivotal goals. Students who feel unsafe may have difficulty concentrating in class or avoid going to class at all. The 2006 report, *Indicators of School Crime and Safety*, found that 6% of children report missing school activities due to fear of attack, including bullying or harassment.<sup>6</sup>

In 2005, GLSEN contributed to the understanding of bullying and harassment in secondary schools by examining these experiences from the perspectives of two key school stakeholders: students and teachers. The report explored students’ and teachers’ views about the prevalence of different types of bullying and harassment, its impact on school climate and the types of preventive or early intervention efforts made by schools. The survey, conducted by Harris Interactive, found that bullying and harassment in schools is experienced by a majority of secondary school students; and that students who are, or perceived to be lesbian, gay, bisexual or transgender (LGBT), are frequent targets of bullying and harassment in schools. The survey also documented the extent to which harassing remarks focus on students’ individual

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<sup>3</sup> Olweus, D. (1998). *Bullying at School*. Malden, MA: Blackwell Publishing.

<sup>4</sup> Nansel, T., Overpeck, M. D., Haynie, D. L., Ruan, W. J., and Scheidt, P. C. (2003). *Relationship Between Bullying and Violence Among U.S. Youth*. Archives of Pediatric and Adolescent Medicine. Vol. 157, pp. 348-53.

<sup>5</sup> Lodge, J. and Frydenberg, E. (2005). *The Role of Peer Bystanders in School Bullying*. Theory into Practice, Vol. 44, Number 4, p.329.

<sup>6</sup> Dinkes, R., Cataldi, E. F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/ NCJ 214262). Washington, DC, U.S. Departments of Education and Justice.

characteristics, including their actual or perceived sexual orientation or gender expression. The survey revealed that secondary school teachers believe they have an obligation to ensure a safe and supportive learning environment for LGBT students.<sup>7</sup> Furthermore, students whose schools have an anti-bullying/harassment policy that specifies sexual orientation or gender expression reported fewer problems with school safety in general.

The current study extends GLSEN's previous work by examining the issues of bullying and harassment and school safety from the perspective of public school principals at both the elementary and secondary school levels. School principals provide an important perspective on the issue of school climate. As school leaders, they also help set the tone of the school through the policies that they implement and the manner in which they interact with teachers, students, district personnel, parents and the broader community.

This chapter reports on principals' views of the seriousness and prevalence of bullying and harassment in their schools. Particular attention is paid to how these experiences and views vary by the level of the school – whether the principal's school is an elementary or secondary (middle/junior high or senior high) school. In addition to examining bullying and harassment in general, the report highlights name-calling, bullying and harassment that focus on students' sexual orientation and gender expression and that specifically affect LGBT students and their families. Understanding principals' perspectives on the extent of these problems affecting school safety are critical to understanding the actions currently taken to improve school climate and the actions principals may take in the future.

### *Seriousness of the Issue*

According to principals, bullying, name-calling or harassment of students is among the most serious problems at their school. Half of principals (49%) describe name-calling, bullying or harassment as a very or somewhat serious problem at their school (as opposed to a not very or not at all serious problem). Principals are nearly twice as likely to describe name-calling, bullying or harassment as a serious problem as they are to say that peer pressure to use alcohol or drugs is a serious problem (49% vs. 27%). In addition, more principals view name-calling, bullying or harassment as a serious problem than view the following as serious problems at their school: racial or ethnic differences among students (16%), religious differences among students (2%), other school disciplinary issues (19%) or other school violence (12%). (Exhibit 1.1)

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<sup>7</sup> GLSEN and Harris Interactive (2005). *From Teasing to Torment: School Climate in America: A Survey of Students and Teachers*. New York: GLSEN.

School level does distinguish principals' assessment of the seriousness of the problem of name-calling, bullying or harassment. Overall, secondary school principals are more likely than elementary school principals to report that bullying, name-calling or harassment of students is a very or somewhat serious problem at their school (57% vs. 43%). The problem is most prevalent at the junior high or middle school level. Three-quarters of junior high or middle school principals (74%) say that bullying, name-calling or harassment is a serious problem at their school, compared to 45% of senior high school principals and 43% of elementary school principals. At the junior high/middle school and elementary levels, bullying, name-calling or harassment is viewed as the most serious of the examined student behavioral problems. However, principals of senior high schools are most likely to report that peer pressure to use alcohol or drugs (82%) is a serious problem, which is higher than the portion of principals who report bullying or harassment (45%), school violence (26%), other disciplinary issues (24%) or racial or ethnic differences (21%) as serious problems. (Exhibit 1.1)

Younger principals (under age 45) are more likely than their older counterparts to see bullying, name-calling or harassment as a serious issue (56% vs. 46%). Interestingly, school size does not distinguish principals' assessment of the seriousness of the problem of bullying or harassment – principals of large, medium and small schools are equally as likely to report that this is a serious problem at their school. However, principals of large schools (1000+ students) are more likely than those of smaller schools to report that peer pressure to use alcohol or drugs, school violence and racial/ethnic differences among students are serious problems (Exhibit 1.2). Although large schools are predominantly secondary schools (with 83% covering the junior/middle or senior high levels), these differences in the extent of problems among larger and smaller schools still hold when only examining secondary schools. Large schools are more likely than small schools (300 or fewer students) to report that the following are serious problems at their schools: peer pressure to use alcohol or drugs (70% vs. 24%), school violence (27% vs. 9%) and racial/ethnic differences among students (25% vs. 12%).

Whereas half of principals overall report that name-calling, bullying or harassment is a serious problem at their school, only five percent describe it as a very serious problem. However, 13% of junior high or middle school principals describe bullying or harassment as a very serious problem at their school, compared to 4% of senior high and 3% of elementary school principals. Nearly two in ten (18%) of secondary school principals describe peer pressure to use alcohol or drugs as a very serious problem at their school, a finding driven by the 24% of senior high school principals who describe this as a very serious problem. (Exhibit 1.3)

EXHIBIT 1.1

VERY SERIOUS AND SOMEWHAT SERIOUS PROBLEMS IN SCHOOLS

Q606 How serious of a problem are the following at your school?

Base: All qualified respondents

% Very/Somewhat Serious

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Bullying, name-calling or harassment of students	49	43	57 <sup>B</sup>	74 <sup>BE</sup>	45
Peer pressure to use alcohol or drugs	27	4	70 <sup>B</sup>	48 <sup>B</sup>	82 <sup>BD</sup>
Other disciplinary issues	19	16	25 <sup>B</sup>	26 <sup>B</sup>	24 <sup>B</sup>
Racial or ethnic differences among students	16	13	23 <sup>B</sup>	28 <sup>B</sup>	21 <sup>B</sup>
Other school violence (fighting, weapons, gang involvement)	12	7	22 <sup>B</sup>	22 <sup>B</sup>	26 <sup>B</sup>
Religious differences among students	2	2	3	2	3

EXHIBIT 1.2

VERY SERIOUS AND SOMEWHAT SERIOUS PROBLEMS IN SCHOOLS

Q606 How serious of a problem are the following at your school?

Base: All qualified respondents

% Very/Somewhat Serious

	Total A	School Size			Age of Principal	
		≤300 Students B	301-999 Students C	1000+ Students D	<45 Years E	45+ Years F
		Base	1580 %	297 %	988 %	283 %
Bullying, name-calling or harassment of students	49	43	51	48	56 <sup>F</sup>	46
Peer pressure to use alcohol or drugs	27	24	21	70 <sup>BC</sup>	28	27
Other disciplinary issues	19	14	20	23	20	18
Racial or ethnic differences among students	16	12	16	25 <sup>BC</sup>	18	15
Other school violence (fighting, weapons, gang involvement)	12	9	10	27 <sup>BC</sup>	9	13
Religious differences among students	2	1	2	3	1	3

EXHIBIT 1.3

VERY SERIOUS AND SOMEWHAT SERIOUS PROBLEMS IN SCHOOLS

Q606 How serious of a problem are the following at your school?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
<b>Bullying, name-calling or harassment of students</b>					
Very serious	5	3	7 <sup>B</sup>	13 <sup>BE</sup>	4
Somewhat serious	43	39	50 <sup>B</sup>	61 <sup>BE</sup>	41
<b>Peer pressure to use alcohol or drugs</b>					
Very serious	6	-	18 <sup>B</sup>	7 <sup>B</sup>	24 <sup>BD</sup>
Somewhat serious	21	4	53 <sup>B</sup>	41 <sup>B</sup>	58 <sup>BD</sup>
<b>Other disciplinary issues</b>					
Very serious	1	1	2	2	2
Somewhat serious	18	15	23 <sup>B</sup>	24 <sup>B</sup>	22 <sup>B</sup>
<b>Racial or ethnic differences among students</b>					
Very serious	1	*	1	1	1
Somewhat serious	16	13	22 <sup>B</sup>	27 <sup>B</sup>	21 <sup>B</sup>
<b>Other school violence (fighting, weapons, gang involvement)</b>					
Very serious	2	1	3	4 <sup>B</sup>	2
Somewhat serious	10	6	20 <sup>B</sup>	18 <sup>B</sup>	24 <sup>B</sup>
<b>Religious differences among students</b>					
Very serious	-	-	-	-	-
Somewhat serious	2	2	3	2	3

### *Frequency of Different Types of Name-Calling, Bullying and Harassment*

As noted in the previous section, many principals consider name-calling, bullying or harassment to be a serious problem at their school, particularly principals of junior high or middle schools and one indicator of severity is the frequency of bullying, name-calling or harassment. Furthermore, it is important to understand that bullying, name-calling and harassment can take many forms. Perpetrators may focus on a variety of actual or perceived personal characteristics of their victims, including the way they look or body size, their race/ethnicity, their academic performance, their religion, how masculine or feminine they are, being or being perceived as gay, lesbian or bisexual or having a lesbian, gay, bisexual, or transgender (LGBT) parent or family member.

Nearly all principals (97%) report that students at their school have been bullied, called names or harassed because of the way they look or their body size. Nine in ten principals report that students at their school have been harassed because of their academic performance (91%) or their race/ethnicity (87%). Most principals also report that students at their school are harassed because of their gender expression or perceived or actual sexual orientation. More than eight in ten principals (84%) report that students at their school are harassed because of how masculine or feminine they are and seven in ten (69%) say that students have been harassed because they are gay, lesbian or bisexual or people think that they are. Half of principals say students in their school have been harassed because they have an LGBT parent or family member (52%), a prevalence similar to harassment because of religion (51%). (Exhibit 1.4)

As with the prevalence of bullying, name-calling, and harassment in general, types of bullying, name-calling, and harassment vary by school level. Nearly all the types measured are more common at the secondary school than the elementary school level. At the junior high or middle school level, a majority of principals report that students at their school have been bullied, called names or harassed for each of the specified types. Principals of junior high or middle schools are also most likely to report that these types of bullying, name-calling, and harassment occur frequently (very often or often). The most frequent type of bullying, name-calling, and harassment at this school level relates to the student's appearance or the student's body size. One-third of junior high or middle school principals (35%) report that students at their school are very often or often bullied, called names, or harassed for this reason. The next most common reason students are targeted is because of how traditionally masculine or feminine the student is perceived to be. Nearly two in ten junior high or middle school principals (17%) report that students at their school are frequently bullied, called names, or harassed for this reason. One in ten principals (10%) reports that students at their school are bullied, called names, or harassed because they are, or are perceived to be, gay, lesbian or bisexual. Similar numbers of junior high/middle school principals report

that students are frequently bullied, called names, or harassed because of their race/ethnicity (9%) or academic performance (8%). Junior high/middle school and senior high school principals do not differ in their assessment of the frequency of bullying, name-calling, and harassment based on religion, as both types of principals report this is a rare occurrence, with less than 1% reporting that students are frequently bullied, called names, or harassed because of their religion. (Exhibit 1.4)

When asked to select the single reason students are most often bullied, called names or harassed at their school, nearly half (48%) of principals say the reason is the way students look or their body size. Elementary school principals are more likely than secondary school principals to select this reason (51% vs. 41%). Eight percent of secondary school principals report that the single most common reason for harassment is how masculine or feminine students are and six percent report that the most common reason is students' actual or perceived sexual orientation. However, it is important to note that 12% of principals are not sure why students are most often harassed at their school and 18% believe that it is for reasons other than those listed. (Exhibit 1.5)

EXHIBIT 1.4

REASONS WHY STUDENTS EVER AND VERY OFTEN/OFTEN ARE BULLIED AT THEIR SCHOOLS  
 Q611 At school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
The way they look or their body size					
Ever (Net)	97	96	99 <sup>B</sup>	99 <sup>B</sup>	98
Very often/Often (Subnet)	20	19	21	35 <sup>BE</sup>	14
How masculine or feminine they are					
Ever (Net)	84	77	95 <sup>B</sup>	96 <sup>B</sup>	95 <sup>B</sup>
Very often/Often (Subnet)	8	6	12 <sup>B</sup>	17 <sup>BE</sup>	8
Their race/ethnicity					
Ever (Net)	87	85	93 <sup>B</sup>	98 <sup>BE</sup>	92 <sup>B</sup>
Very often/Often (Subnet)	6	5	7	9 <sup>B</sup>	6
They are or people think they are gay, lesbian or bisexual					
Ever (Net)	69	58	92 <sup>B</sup>	91 <sup>B</sup>	95 <sup>B</sup>
Very often/Often (Subnet)	5	3	9	10 <sup>B</sup>	10 <sup>B</sup>
Their academic performance					
Ever (Net)	91	90	92	95 <sup>E</sup>	89
Very often/Often (Subnet)	5	4	6	8 <sup>B</sup>	4
They have an LGBT parent/family member					
Ever (Net)	52	42	74 <sup>B</sup>	72 <sup>B</sup>	77 <sup>B</sup>
Very often/Often (Subnet)	1	*	3 <sup>B</sup>	2 <sup>B</sup>	3 <sup>B</sup>
Their religion					
Ever (Net)	51	42	67 <sup>B</sup>	71 <sup>B</sup>	67 <sup>B</sup>
Very often/Often (Subnet)	1	1	*	*	*



EXHIBIT 1.5

REASONS WHY STUDENTS ARE BULLIED MOST OFTEN AT THEIR SCHOOLS

Q615 Why are students bullied, called names, or harassed most often at your school

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1569 %	474 %	881 %	296 %	464 %
The way they look or their body size	48	51 <sup>CE</sup>	41	57	30
Their academic performance	7	9 <sup>CDE</sup>	3	2	3
Their race/ethnicity	7	6	8	7	9
How masculine or feminine they are	6	5	8 <sup>B</sup>	10 <sup>B</sup>	7
They are or people think they are lesbian gay or bisexual	3	1	6 <sup>B</sup>	4 <sup>B</sup>	9 <sup>BD</sup>
They have an LGBT parent/family member	*	-	1 <sup>B</sup>	1 <sup>B</sup>	1 <sup>B</sup>
Their religion	*	*	*	1	*
Not sure	12	10	14	9	18 <sup>BD</sup>
None of these	18	18 <sup>D</sup>	18	10	22 <sup>D</sup>

While a majority of secondary school principals believe that students at their school have at some point been bullied, called names or harassed for a variety of personal characteristics, including gender expression or sexual orientation, their assessment of the frequency of the problem differs markedly from that of secondary school teachers and secondary school students. Drawing from the findings of GLSEN's 2005 report, *From Teasing to Torment*, secondary school teachers and students are at least twice as likely as secondary school principals to report that these types of name-calling, bullying and harassment occur frequently at their schools. Two times as many secondary school teachers and students as principals report that students at their school are frequently bullied, called names or harassed because of the way they look or their body size (40% of teachers, 41% of students vs. 21% of principals). This discrepancy between secondary teachers', students' and principals' assessment of the prevalence of the problem is

even greater when it comes to name-calling, bullying or harassment related to gender expression or sexual orientation. Secondary school teachers and students are more than twice as likely as principals to report that students are frequently called names, bullied or harassed because of how masculine or feminine they are (31% of teachers, 29% of students vs. 12% of principals) and more than three times as likely to report that students are frequently called names, bullied or harassed because they are or people think they are gay, lesbian or bisexual (28% of teachers, 34% of students vs. 9% of principals). The differences between principals', teachers' and students' perspectives on the prevalence of the problem of name-calling, bullying and harassment likely result from their different roles within the school and the different nature of principals' contact with students. Teachers and students spend more time with other students, and thus are more likely to have the opportunity to directly observe instances of name-calling, bullying or harassment. (Exhibit 1.6)

EXHIBIT 1.6

REASONS WHY STUDENTS ARE VERY OFTEN/OFTEN BULLIED AT THEIR SCHOOLS – SECONDARY PRINCIPALS VS. SECONDARY TEACHERS AND STUDENTS<sup>8</sup>

Q611 At school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified respondents

% Very Often/Often

	Secondary Public School Principals	Secondary Public School Teachers	Secondary Public School Students
	Total	Total	Total
Base	883 %	886 %	3102 %
The way they look or their body size	21	40	41
How masculine or feminine they are	12	31	29
They are or people think they are gay, lesbian or bisexual	9	28	34
Their race/ethnicity	7	14	15
Their academic performance (2007) / Their ability at school (2005)	6	24	17
They have an LGBT parent/family member	3	N/A	N/A
Their religion	*	3	8

<sup>8</sup> GLSEN and Harris Interactive (2005). *From Teasing to Torment: School Climate in America: A Survey of Students and Teachers*. New York: GLSEN.

Teachers, students and principals may differ in how often they observe bullying, name-calling and harassment, yet not all bullying and harassment is directly visible. Technological advances have opened up new frontiers for harassment. Both teachers and principals are at a disadvantage in being able to observe many types of cyberbullying – bullying or harassment via text messaging, email, instant messaging, websites, blogs, MySpace postings, etc. When asked about the extent of this type of activity, most principals (72%) report that students at their school engage in cyberbullying to some extent. However few (8%) believe that students frequently (very often/often) engage in this behavior. School level greatly distinguishes principals’ perspectives on this issue. Twenty percent of secondary school principals report that students at their school frequently engage in cyberbullying, compared to only one percent of elementary school principals. Younger principals (under 45) are also more likely to report that cyberbullying frequently occurs at their school (12% vs. 6% of those 45 years or older). Also, principals of suburban schools are more likely to report that cyberbullying ever occurs at their schools (81%) than principals of urban (66%) or rural (68%) schools. (Exhibit 1.7-1.8)

EXHIBIT 1.7

FREQUENCY OF STUDENTS AT THEIR SCHOOL ENGAGING IN CYBERBULLYING

Q620 To the best of your knowledge, how often do students at your school engage in cyberbullying or harassment – that is, bullying or harassing others via text messaging, email, instant messaging, websites, blogs, MySpace postings, etc.?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580	479	883	296	465
	%	%	%	%	%
Ever (Net)	72	56	97 <sup>B</sup>	99 <sup>B</sup>	57 <sup>B</sup>
Very Often/Often (Subnet)	8	1	20 <sup>B</sup>	21 <sup>B</sup>	19 <sup>B</sup>
Very Often	1	*	3 <sup>B</sup>	4 <sup>B</sup>	2 <sup>B</sup>
Often	6	*	17 <sup>B</sup>	18 <sup>B</sup>	17 <sup>B</sup>
Sometimes	29	11	60 <sup>B</sup>	59 <sup>B</sup>	63 <sup>B</sup>
Rarely	35	44	17	19	15
Never	28	44 <sup>CDE</sup>	3	1	3

EXHIBIT 1.8

FREQUENCY OF STUDENTS AT THEIR SCHOOL ENGAGING IN CYBERBULLYING

Q620 To the best of your knowledge, how often do students at your school engage in cyberbullying or harassment – that is, bullying or harassing others via text messaging, email, instant messaging, websites, blogs, MySpace postings, etc.?

Base: All qualified respondents

	Total A	Age of Principal		Urbanicity		
		<45 Years B	45+ Years C	Urban D	Suburban E	Rural F
Base	1580 %	409 %	1171 %	313 %	488 %	779 %
Ever (Net)	72	71	72	66	81 <sup>HJ</sup>	68
Very Often/Often (Subnet)	8	12 <sup>C</sup>	6	8	7	8
Very Often	1	3 <sup>C</sup>	1	2	1	1
Often	6	9	5	5	6	7
Sometimes	29	29	23	22	34 <sup>H</sup>	29
Rarely	35	30	42	36	40 <sup>I</sup>	31
Never	28	29	28	34 <sup>I</sup>	19	32 <sup>I</sup>

*Principals’ Observations of Negative Student Remarks*

In addition to explicit instances of bullying, name-calling or harassment, certain types of negative language or remarks may also have a detrimental impact on overall school climate and a sense of safety at school. While 69% of principals (91% secondary school and 58% elementary school) report that students at their school have been called names, bullied or harassed because of their actual or perceived sexual orientation, even more principals report that they have heard students use homophobic or anti-gay remarks. Nine in ten (90%) principals (96% secondary and 86% elementary) have heard students use the expression “That’s so gay” or “You’re so gay” in a pejorative or negative manner. Nearly nine in ten (85%) principals (96% secondary and 79% elementary) have heard students make homophobic remarks. Eight in ten principals (79%) have heard students make comments about a male student acting too ‘feminine’ or a female student acting too ‘masculine’ (92% of secondary school principals and 71% of elementary school principals). As with other types of harassment, junior high or middle school appears to be a time of particular risk. Four in ten junior high or middle school principals (39%) report that they frequently hear students use the expression “That’s so gay” or “You’re so gay” in a pejorative or negative manner, and one-quarter (24%) hear students frequently make homophobic remarks. Principals observe other types of negative student remarks as well. Sexist and racist remarks are also prevalent. Nine in ten (91%) principals (98% secondary school and 87% elementary school) have heard students make sexist

remarks and eight in ten (78%) principals (88% secondary school and 73% elementary school) have heard students make racist remarks. Negative religious remarks are less common, with 37% of principals reporting having heard students make such comments. (Exhibit 1.9)

EXHIBIT 1.9  
NEGATIVE REMARKS PRINCIPALS EVER AND VERY OFTEN/OFTEN HEAR STUDENTS MAKE AT THEIR SCHOOLS

Q626 At your school, how often do you hear students make the following types of remarks?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
The expression “That’s so gay” or “You’re so gay” said in a pejorative or negative manner					
Ever (Net)	90	86	96 <sup>B</sup>	98 <sup>B</sup>	95 <sup>B</sup>
Very often/Often (Subnet)	19	10	32 <sup>B</sup>	39 <sup>BE</sup>	27 <sup>B</sup>
Sexist remarks					
Ever (Net)	91	87	98 <sup>B</sup>	100 <sup>B</sup>	98 <sup>B</sup>
Very often/Often (Subnet)	15	8	27 <sup>B</sup>	31 <sup>B</sup>	24 <sup>B</sup>
Homophobic remarks					
Ever (Net)	85	79	96 <sup>B</sup>	97 <sup>B</sup>	94 <sup>B</sup>
Very often/Often (Subnet)	11	7	17 <sup>B</sup>	24 <sup>BE</sup>	12 <sup>B</sup>
Racist remarks					
Ever (Net)	78	73	88 <sup>B</sup>	93 <sup>BE</sup>	86 <sup>B</sup>
Very often/Often (Subnet)	3	2	5 <sup>B</sup>	4	6 <sup>B</sup>
Comments about a male student acting too ‘feminine’ or a female student acting too ‘masculine’					
Ever (Net)	79	71	92 <sup>B</sup>	95 <sup>B</sup>	91 <sup>B</sup>
Very often/Often (Subnet)	3	3	3	4	3
Negative religious remarks					
Ever (Net)	37	25	62 <sup>B</sup>	61 <sup>B</sup>	62 <sup>B</sup>
Very often/Often (Subnet)	*	-	*	*	*

As with assessments of the prevalence of different types of bullying, name-calling, and harassment, secondary school principals differ from teachers and students in their assessment of the frequency that students make negative remarks. Secondary school teachers are more likely than secondary school principals to report that students at their school frequently (very often or often) use the expression “That’s so gay” or “You’re so gay” (55% vs. 32%), make homophobic remarks (36% vs. 17%) and make comments about a male student acting too “feminine” or a female student acting too “masculine” (12% vs. 3%). Teachers are also more likely than principals to report that students frequently make sexist (44% vs. 27%) or racist (13% vs. 5%) remarks. Secondary students are much more likely than both principals and teachers to report that students frequently make negative remarks. Specifically, students are at least twice as likely as secondary school principals to report that students frequently use the expression “That’s so gay” or “You’re so gay” (70% vs. 32%) and make sexist remarks (53% vs. 27%). Students are more than three times more likely than secondary school principals to report that students frequently make homophobic remarks (54% vs. 17%). Students are more than five times more likely than secondary school principals to report that students frequently make racist remarks (28% vs. 5%) comments about a male student acting too “feminine” or a female student acting too “masculine” (25% vs. 3%) and negative religious remarks (10% vs. less than 1%). Clearly, secondary school principals hear students use biased language far less often than teachers or students. (Exhibit 1.10)

EXHIBIT 1.10

NEGATIVE REMARKS PRINCIPALS VERY OFTEN/OFTEN HEAR STUDENTS MAKE AT THEIR SCHOOLS –  
SECONDARY PRINCIPALS VS. SECONDARY TEACHERS AND STUDENTS<sup>9</sup>

Q626 At your school, how often do you hear students make the following types of remarks?

Base: All qualified respondents

% Very often/Often

	Secondary Public School Principals	Secondary Public School Teachers	Secondary Public School Students
	Total	Total	Total
Base	883 %	886 %	3102 %
The expression “That’s so gay” or “You’re so gay” said in a pejorative or negative manner	32	55	70
Sexist remarks	27	44	53
Homophobic remarks	17	36	54
Racist remarks	5	13	28
Comments about a male student acting too ‘feminine’ or a female student acting too ‘masculine’	3	12	25
Negative religious remarks	*	3	10

*What Gets Reported to Principals?*

Principals’ assessments of the prevalence of bullying, name-calling, and harassment at their school can come from direct observation of students or from reports from students or school personnel. Perhaps reflecting the discrepancy seen previously in this chapter between principals’, teachers’ and students’ perspectives, principals themselves believe that the majority of bullying or harassment incidents that take place in their school do not come to their attention. Two-thirds of principals (66%) believe that only half or fewer of bullying or harassment incidents that occur at their school come to their attention. This lack of information is even more pronounced at the secondary school level. Eight in ten (79%) secondary school principals report that only half or fewer of bullying or harassment incidents come to their attention (compared to 58% of elementary school principals). (Exhibit 1.11)

<sup>9</sup> GLSEN (2005). *From Teasing to Torment: School Climate in America: A Survey of Students and Teachers*. New York: GLSEN.

EXHIBIT 1.11  
 PERCENTAGE OF BULLYING OR HARASSMENT INCIDENTS WHICH COME TO THE PRINCIPAL'S  
 ATTENTION

Q705 What percentage of bullying or harassment incidents taking place in your school do you believe come to your attention?

Base: All qualified respondents

	School Level				
	Total A	Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
0%	*	*	*	-	*
1% - 25%	36	30	47 <sup>B</sup>	39 <sup>B</sup>	51 <sup>BD</sup>
26% - 50%	30	28	32	38 <sup>BE</sup>	29
51% - 75%	20	23 <sup>CE</sup>	15	17	13
76% - 99%	14	19 <sup>CDE</sup>	6	5	6
100%	*	*	*	1	*

*Who Feels Safe in School?*

A key element of school management is the creation of a safe and welcoming climate for students and parents. Most principals believe that a range of students feel very or at least somewhat safe at their school. However, students' feelings of safety at school can vary based on students' personal characteristics. Eight in ten principals (79%) believe that students from minority religious groups feel very safe at their school and 70% report that students from minority racial/ethnic groups feel very safe. In contrast, fewer principals report that the following students would feel very safe at their school:

- A female student who acted traditionally masculine (58%);
- A student who has LGBT parents (56%);
- A male student who acted traditionally feminine (41%);
- A gay, lesbian or bisexual student (40%); or
- A transgender student (35%). (Exhibit 1.12)

Overall more school principals believe that students from racial/ethnic minority groups or religious minority groups would feel safe at school than would students who are or are thought to be lesbian, gay, or bisexual, who are perceived as not masculine or feminine enough, who are transgender or who have



lesbian, gay, bisexual, or transgender parents. Although principals in general share this opinion, issues of sexual orientation and gender expression may be more salient in secondary schools than in elementary schools. Thus, as one might expect, secondary school principals are less likely than elementary school principals to report that these students feel very safe at their school:

- A student who has LGBT parents (49% secondary vs. 60% elementary);
- A male student who acted feminine (33% secondary vs. 46% elementary);
- A gay, lesbian or bisexual student (33% secondary vs. 44% elementary); or
- A transgender student (24% secondary vs. 42% elementary). (Exhibit 1.11)

The preceding analysis focused on the experiences of LGBT students, among other minority groups. However, school climate can have an impact on parents as well as students. About one in six principals think that a lesbian or gay parent would feel less than comfortable (only somewhat or not at all comfortable) participating in the following activities at their school: joining the PTA or PTO (15%), helping out in the classroom (15%), or chaperoning a field trip (16%). About half of principals think that a lesbian or gay parent would feel extremely or very comfortable participating in these activities. However, secondary school principals are less likely than elementary school principals to believe that a lesbian or gay parent would feel extremely or very comfortable participating at school, including joining the PTA or PTO (47% vs. 58%), helping out in the classroom (42% vs. 60%), or chaperoning a field trip (43% vs. 59%). (Exhibit 1.13)

EXHIBIT 1.12

HOW VERY/SOMEWHAT SAFE LGBT STUDENTS/STUDENTS WITH LGBT PARENT(S) WOULD FEEL AT THEIR SCHOOLS

Q906 How safe do you think the following students would feel at your school?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
A student from the minority religious group					
Very/Somewhat safe (Net)	99	99	99	99	99
Very safe	79	81	76	75	79
Somewhat safe	20	18	23	24	20
A student from the minority racial/ethnic group					
Very/Somewhat safe (Net)	99	99	99	99	99
Very safe	70	73 <sup>CD</sup>	64	63	68
Somewhat safe	29	26	34 <sup>B</sup>	36 <sup>B</sup>	30
A female student who acted traditionally masculine					
Very/Somewhat safe (Net)	97	97	97	95	97
Very safe	58	62 <sup>CD</sup>	51	42	57 <sup>D</sup>
Somewhat safe	39	34	45 <sup>B</sup>	53 <sup>BE</sup>	41
A student who has LGBT parent(s)					
Very/Somewhat safe (Net)	95	96	95	93	96 <sup>D</sup>
Very safe	56	60 <sup>CD</sup>	49	42	55 <sup>D</sup>
Somewhat safe	39	35	46 <sup>B</sup>	51 <sup>BE</sup>	41
A male student who acted traditionally feminine					
Very/Somewhat safe (Net)	90	91 <sup>D</sup>	89	86	92 <sup>D</sup>
Very safe	41	46 <sup>CDE</sup>	33	28	36
Somewhat safe	45	45	56 <sup>B</sup>	57 <sup>B</sup>	56 <sup>B</sup>
A gay, lesbian or bisexual student					
Very/Somewhat safe (Net)	89	90 <sup>D</sup>	89	84	93 <sup>D</sup>
Very safe	40	44 <sup>CD</sup>	33	26	38 <sup>D</sup>
Somewhat safe	49	46	56 <sup>B</sup>	58 <sup>B</sup>	54 <sup>B</sup>
A transgender student					
Very/Somewhat safe (Net)	83	87 <sup>CDE</sup>	76	70	81 <sup>D</sup>
Very safe	35	42 <sup>CDE</sup>	24	21	26
Somewhat safe	47	45	52 <sup>B</sup>	50	55 <sup>B</sup>

EXHIBIT 1.13

HOW COMFORTABLE LESBIAN OR GAY PARENTS WOULD FEEL PARTICIPATING IN CERTAIN SCHOOL ACTIVITIES

Q1316 How comfortable do you think a lesbian or gay parent would feel participating in the following activities at your school?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Joining the PTA or PTO					
Extremely/Very comfortable (Net)	54	58 <sup>CE</sup>	47	53	46
Somewhat/Not at all comfortable (Net)	15	13	16	13	17
Helping out in the classroom					
Extremely/Very comfortable (Net)	53	60 <sup>CDE</sup>	42	49	41
Somewhat/Not at all comfortable (Net)	15	11	21 <sup>B</sup>	17	22 <sup>B</sup>
Chaperoning a field trip					
Extremely/Very comfortable (Net)	53	59 <sup>CDE</sup>	43	50	42
Somewhat/Not at all comfortable (Net)	16	12	21 <sup>B</sup>	13	24 <sup>BD</sup>

*Summary*

Large numbers of principals believe that bullying, name-calling or harassment of students is a serious problem at their school, and the issue is of particular concern at the junior high or middle school level. Principals recognize a variety of types of student name-calling, bullying and harassment, with the most common reason being the way a student looks or a student’s body size. A student’s gender expression and sexual orientation are among the next most common reasons for name-calling, bullying or harassment. While most principals report that name-calling, bullying, harassment or negative remarks related to a student’s or a student’s parent’s gender expression or sexual orientation do occur at their school, few principals believe that these are frequent occurrences. Yet, principals believe that LGBT students or students with LGBT parents would feel less safe at their school than students from racial/ethnic or religious minority groups. A majority of principals do report however, that LGBT parents would feel comfortable participating in school activities.



## **Chapter 2**

### **Bullying and Harassment: Current Efforts for Prevention**

#### *Overview*

Principals recognize that student bullying and harassment occur in their schools. As shown in Chapter One, half of principals describe name-calling, bullying and harassment as a serious problem. Principals themselves hear students make a variety of negative remarks (such as sexist, racist, homophobic comments). This chapter examines how principals respond to bullying, name-calling and harassment in their schools and the efforts principals and schools are making to reduce such incidents. Schools' efforts can include policies at the district or school level, programs or curricula for students, and professional development for teachers and staff. The potential variety and range of these efforts is broad, as student bullying, name-calling and harassment affects all the key stakeholders in the school community and affects students' lives both inside and outside the classroom.

#### *What Do Principals Do If There Is an Incident?*

A key to understanding current solutions to bullying and harassment is to understand how principals respond to the incidents that are reported to them. In general, potential responses can include direct conversations with victims, perpetrators, or their parents; disciplinary actions (e.g. formal suspension, incident reports); and resource referrals or delegation of follow-up.

Overall, principals' most common response is some type of direct conversation with the students involved. Over nine in ten principals (94%) report that their most common response to an incident of student bullying or harassment that is reported to them is to speak to the student perpetrator. Slightly more principals speak to the perpetrator than to the victim (90%). A similar pattern is seen in principal conversations with the parents involved -- more than eight in ten (84%) spoke to the parent of the student perpetrator and eight in ten (78%) spoke to the parent of the student victim. Principals of elementary schools are more likely than principals of secondary schools to have direct conversations with those involved, including speaking to the student perpetrator (96% vs. 90%), speaking to the parent of the student perpetrator (87% vs. 79%), and speaking to the parent of the student victim (81% vs. 73%). (Exhibit 2.1)

Overall, while direct conversation with the students involved is the most common response among nearly all principals, three-quarters of principals (75%) report that engaging in disciplinary activity is also

among their most common responses to incidents of bullying or harassment that are reported to them. More than half (58%) also report that they made a note in the student perpetrator's file. This response is more common among secondary school principals than elementary school principals (68% vs. 53%). (Exhibit 2.1)

A measure of the seriousness of the issue of bullying and harassment is the finding that one in ten principals (11%) report that notifying the police is among their most common responses to incidents that are reported to them. At the secondary school level, two in ten principals (21%) report that they typically notify the police, compared to only 6% of elementary school principals. (Exhibit 2.1)

Not all actions are taken directly by principals themselves. Four in ten (37%) report that delegating any follow-up to other staff is among their most common responses. Secondary school principals and elementary school principals are equally likely to delegate follow-up to other staff. (Exhibit 2.1)

In addition to school level, other factors also distinguish principals' responses to incidents of bullying or harassment, including school size, urbanicity and the principal's gender (Exhibits 2.2-2.3). As seen in Exhibit 2.2, principals of large schools (1000+ students) are more likely than principals of small schools (300 or fewer students) to engage in disciplinary activity (83% vs. 69%), speak to the parent of the student victim (80% vs. 70%), delegate follow-up to other staff (52% vs. 26%) and to notify the police (27% vs. 6%). Even at the secondary school level, school size distinguishes principals' reactions in these areas. Secondary school principals of large schools are more likely than secondary school principals of small schools to engage in disciplinary activity, speak to the parent of the student victim, delegate follow-up to other staff and to notify the police.

Principals of suburban schools are more likely than those of rural schools to speak with the parents of the students involved, either the parent of the student perpetrator (89% vs. 80%) or the parent of the victim (84% vs. 71%). Principals of urban schools are less likely than those in suburban or rural schools to say that making a note in the student perpetrator's file is among their most common responses (46% vs. 62% vs. 63%). (Exhibit 2.2)

Male and female principals also show different patterns of responses (see Exhibit 2.3). Female principals are more likely than male principals to speak to the student victim (93% vs. 88%), to the parent of the student perpetrator (88% vs. 80%) and to the parent of the student victim (83% vs. 74%). They are also more likely to engage in disciplinary activity (79% vs. 72%) and to delegate to other staff (43% vs. 31%).

Although secondary school principals are less likely than elementary school principals to be female (26% vs. 54%), some of these differences in responses based on gender are seen when looking at secondary schools alone. Secondary school principals who are female are more likely than secondary school principals who are male to engage in disciplinary activity and to delegate follow-up to other staff.

EXHIBIT 2.1

WHAT PRINCIPALS HAVE MOST COMMONLY DONE WHEN INCIDENT IS REPORTED TO THEM  
 Q720 When an incident of student bullying or harassment is reported to you, which of the following have you most commonly done?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
<b>Direct Conversation</b>					
Spoken to the student perpetrator	94	96 <sup>CDE</sup>	90	92	88
Spoken to the student victim	90	91 <sup>E</sup>	88	89	87
Spoken to the parent of the student perpetrator	84	87 <sup>CE</sup>	79	82	78
Spoken to parent of the student victim	78	81 <sup>CD</sup>	73	72	75
<b>Disciplinary-Related Action</b>					
Engaged in disciplinary activity	75	74	79	83 <sup>B</sup>	77
Made a note in the student perpetrator's file	58	53	68 <sup>B</sup>	67 <sup>B</sup>	67 <sup>B</sup>
Notified the police	11	6	21 <sup>B</sup>	17 <sup>B</sup>	26 <sup>BD</sup>
<b>Referrals/Follow-up</b>					
Delegated any follow-up to other staff	37	35	41	43 <sup>B</sup>	42
<b>Other Actions</b>	6	5	7	7	8
<b>Nothing</b>	-	-	-	-	-

EXHIBIT 2.2

WHAT PRINCIPALS HAVE MOST COMMONLY DONE WHEN INCIDENT IS REPORTED TO THEM  
 Q720 When an incident of student bullying or harassment is reported to you, which of the following have you most commonly done?

Base: All qualified respondents

	Total A	School Size			Urbanicity		
		≤300 Students B	301-999 Students C	1000+ Students D	Urban E	Sub- urban F	Rural G
Base	1580 %	297 %	988 %	283 %	313 %	488 %	779 %
<b>Direct Conversation</b>							
Spoken to the student perpetrator	94	93	96 <sup>D</sup>	88	93	95	94
Spoken to the student victim	90	87	91	88	89	92	90
Spoken to the parent of the student perpetrator	84	74	87 <sup>B</sup>	83	85	89 <sup>G</sup>	80
Spoken to parent of the student victim	78	70	80 <sup>B</sup>	80 <sup>B</sup>	82 <sup>G</sup>	84 <sup>G</sup>	71
<b>Disciplinary-Related Action</b>							
Engaged in disciplinary activity	75	69	76	83 <sup>B</sup>	79	72	76
Made a note in the student perpetrator's file	58	60	57	65	46	62 <sup>E</sup>	63 <sup>E</sup>
Notified the police	11	6	10	27 <sup>BC</sup>	13	10	10
<b>Referrals/Follow-up</b>							
Delegated any follow-up to other staff	37	26	37 <sup>B</sup>	52 <sup>BC</sup>	43 <sup>G</sup>	38	32
<b>Other Actions</b>							
Nothing	-	-	-	-	-	-	-



EXHIBIT 2.3

WHAT PRINCIPALS HAVE MOST COMMONLY DONE WHEN INCIDENT IS REPORTED TO THEM

Q720 When an incident of student bullying or harassment is reported to you, which of the following have you most commonly done?

Base: All qualified respondents

	Total A	Gender of Principal		Region			
		Male B	Female C	East D	Mid- west E	South F	West G
Base	1580 %	832 %	729 %	369 %	580 %	334 %	295 %
<b>Direct Conversation</b>							
Spoken to the student perpetrator	94	93	95	97 <sup>F</sup>	94	90	97 <sup>F</sup>
Spoken to the student victim	90	88	93 <sup>B</sup>	93	89	89	92
Spoken to the parent of the student perpetrator	84	80	88 <sup>B</sup>	91 <sup>EF</sup>	77	84 <sup>E</sup>	86 <sup>E</sup>
Spoken to parent of the student victim	78	74	83 <sup>B</sup>	84 <sup>EG</sup>	75	78	76
<b>Disciplinary-Related Action</b>							
Engaged in disciplinary activity	75	72	79 <sup>B</sup>	76	75	76	76
Made a note in the student perpetrators file	58	60	57	59	61 <sup>F</sup>	52	62
Notified the police	11	11	11	8	10	10	16 <sup>D</sup>
<b>Referrals/Follow-up</b>							
Delegated any follow-up to other staff	37	31	43 <sup>B</sup>	48 <sup>EF</sup>	33	36	32
<b>Other Actions</b>	6	3	10 <sup>B</sup>	7	7	6	3 <sup>DEF</sup>
<b>Nothing</b>	-	-	-	-	-	-	-

### *How Well-Equipped Are Staff To Handle Various Bullying-Harassment Issues?*

An important aspect of understanding schools' responses to bullying and harassment is the teachers' and staff's skill in responding to instances of student bullying and harassment they encounter. Principals report that teachers' and other staffs' ability to effectively address these instances vary by the types of bullying and harassment that occur. Principals believe that teachers and other staff in their schools are best equipped to deal with students who are bullied or harassed because of their academic performance or because of how they look or their body size. Nearly nine in ten principals rate the teachers and other staff at their school as excellent or good at effectively addressing a situation where a student is bullied or harassed because of their academic performance (88%) or because of how they look or their body size (86%). Elementary school principals are more likely than secondary school principals to give their teachers and staff these high ratings for their ability to address both of these situations. In contrast, slightly fewer principals rate their teachers and staff as highly in their ability to address student bullying or harassment because of race/ethnicity, sexual harassment or harassment because of religion. Eight in ten principals rate their teachers and staff as excellent or good at addressing students being bullied or harassed because of their actual or perceived race/ethnicity (83%), students being sexually harassed (81%) or students being bullied or harassed because of their actual or perceived religion (77%). Principals' ratings of staff's responses to these situations do not differ by school level. (Exhibit 2.4)

Principals are least likely to rate their teachers and other staff as highly on their ability to effectively address situations related to a student's sexual orientation or gender expression or identity, or the sexual orientation of their parents. As seen in Exhibit 2.4, three-quarters of principals (75%) rate their teachers and other staff as excellent or good at effectively responding to a student being bullied or harassed because of how traditionally masculine or feminine they are, Fewer than two-thirds of principals rate their teachers and other staff as excellent or good at effectively responding to a situation where a student is being bullied or harassed because they are or are perceived to be lesbian, gay or bisexual (65%) or where a student is being bullied or harassed because they have a lesbian, gay, bisexual or transgender (LGBT) parent or family member (61%). Secondary school principals are more likely than elementary school principals to give their teachers and staff excellent or good ratings for addressing bullying or harassment because a student is or perceived to be lesbian, gay or bisexual (70% vs. 63%), or because they have an LGBT parent or family member (64% vs. 59%). In addition, as many as one in ten principals are not sure of the quality of staff's responses in these areas.

It is not only instances of bullying or harassment related to student sexual orientation or gender expression or identity that yield lower ratings of teachers' abilities. Just speaking to students about their

sexual orientation or gender identity is challenging for teachers and staff. Fewer than three in five principals (58%) report that teachers' and staff's ability to deal effectively with a student talking to them about being LGBT is excellent or good. Senior high school principals are most likely to give their staff an excellent or good rating for dealing with this situation (69% vs. 58% of junior high/middle school principals and 54% of elementary school principals). (Exhibit 2.4)

EXHIBIT 2.4

STAFF'S ABILITY TO DEAL WITH BULLYING/HARASSMENT ISSUES

Q826 Overall, how would you rate the ability of teachers and other staff in your school to effectively address the following situations, should they arise?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
A student being bullied/harassed because of their academic performance					
Excellent/Good (Net)	88	91 <sup>CDE</sup>	82	84	81
Excellent	41	48 <sup>CDE</sup>	30	32	29
Good	47	43	52 <sup>B</sup>	51	52 <sup>B</sup>
Fair/Poor (Net)	11	8	15 <sup>B</sup>	14 <sup>B</sup>	15 <sup>B</sup>
A student being bullied/harassed because of the way they look or their body size					
Excellent/Good (Net)	86	89 <sup>CDE</sup>	81	83	81
Excellent	35	42 <sup>CDE</sup>	23	29 <sup>E</sup>	20
Good	51	47	58 <sup>B</sup>	54	60 <sup>B</sup>
Fair/Poor (Net)	14	11	19 <sup>B</sup>	17 <sup>B</sup>	19 <sup>B</sup>
A student being bullied/harassed because of their actual/perceived race/ethnicity					
Excellent/Good (Net)	83	84	82	82	82
Excellent	37	41 <sup>CE</sup>	31	33	31
Good	46	44	51 <sup>B</sup>	49	51
Fair/Poor (Net)	15	15	17	16	17
A student being sexually harassed					
Excellent/Good (Net)	81	80	83	83	85
Excellent	37	37	36	46 <sup>E</sup>	34
Good	44	42	47	37	51 <sup>BD</sup>
Fair/Poor (Net)	16	17	16	17	14

EXHIBIT 2.4 (CONTINUED)

	Total	School Level			
		Elementary	Secondary		
			All Secondary	Junior High/Middle	Senior High
A	B	C	D	E	
Base	1580 %	479 %	883 %	296 %	465 %
A student being bullied/harassed because of their actual/perceived religion					
Excellent/Good (Net)	77	76	77	75	77
Excellent	33	37 <sup>CDE</sup>	26	28	26
Good	44	40	51 <sup>B</sup>	47	50 <sup>B</sup>
Fair/Poor (Net)	17	17	19	21	20
A student being bullied/harassed because of how traditionally masculine/feminine they are					
Excellent/Good (Net)	75	76	71	73	73
Excellent	23	27 <sup>CE</sup>	16	22 <sup>E</sup>	14
Good	51	49	55	51	59 <sup>B</sup>
Fair/Poor (Net)	22	19	26 <sup>B</sup>	27 <sup>B</sup>	25
A student being bullied/harassed because they are or are perceived to be lesbian, gay or bisexual					
Excellent/Good (Net)	65	63	70 <sup>B</sup>	67	74 <sup>B</sup>
Excellent	21	24 <sup>CE</sup>	16	17	15
Good	44	39	54 <sup>B</sup>	45 <sup>B</sup>	52 <sup>B</sup>
Fair/Poor (Net)	29	30	28	32	24
A student being bullied/harassed because they have an LGBT parent/family member					
Excellent/Good (Net)	61	59	64 <sup>B</sup>	62	67 <sup>B</sup>
Excellent	20	22 <sup>CE</sup>	15	18	16
Good	41	37	48 <sup>B</sup>	50 <sup>B</sup>	58 <sup>B</sup>
Fair/Poor (Net)	30	30	30	32	27
A student talking to them about being LGBT					
Excellent/Good (Net)	58	54	64 <sup>B</sup>	58	69 <sup>BD</sup>
Excellent	20	22	16	16	17
Good	38	32	48 <sup>B</sup>	43 <sup>B</sup>	52 <sup>BD</sup>
Fair/Poor (Net)	34	35	33	37 <sup>E</sup>	29

*What Policies, Programs and Professional Development Have Been Implemented To Reduce Bullying and Harassment?*

As documented in this report, many principals identify bullying and harassment as a serious problem at their school and indicate that teachers and staff at their school have room for improvement for being able to effectively deal with issues of bullying and harassment. Principals also report that their schools have implemented a variety of programs and policies aimed at reducing bullying and harassment. The most common efforts in place at both the elementary and secondary school level are safe school or anti-bullying/harassment policies at the school or district level (91%) and punitive measures for those who engage in bullying or harassing behaviors (90%). State policies regarding safe schools or anti-bullying/harassment are less common than those at the school or district level, with 69% of principals reporting that their states have such a policy. Three-quarters of principals overall (74%) report that their school provides professional development for school personnel to reduce bullying and harassment, although this is more common at the elementary than secondary school level (76% vs. 70%). In addition to programming for staff, elementary school principals are more likely than secondary school principals to provide anti-bullying/harassment programming for students. Elementary school principals are more likely than secondary school principals to report that their schools have classroom-based curricula/programs directed at reducing bullying or harassment (70% vs. 47%). Half of principals or more have implemented peer mediation or conflict resolution (59%) or awareness campaigns (51%) to reduce bullying or harassment. The least common steps implemented to reduce bullying or harassment are clear consequences for school personnel who do not intervene when they witness bullying or harassment (35%) or student groups, such as Gay-Straight Alliances or GSAs, diversity clubs or anti-violence groups (15%). Secondary school principals are nearly five times more likely than elementary school principals to report that their schools have such student groups (34% vs. 7%). (Exhibit 2.5)

School size and urbanicity also play roles in the types of bullying- or harassment-reduction efforts that are implemented (see Exhibit 2.6). Larger schools are more likely than small schools to have punitive measures for those who engage in bullying or harassment (97% vs. 88%), peer mediation or conflict resolution programs (76% vs. 47%), clear consequences for school personnel who do not intervene (44% vs. 32%) and student groups (55% vs. 8%). Even among secondary schools, which tend to be larger than elementary schools, school size plays a role. Large secondary schools are more likely than small secondary schools to have safe school or anti-bullying/harassment school or district policies, punitive measures for those who engage in bullying or harassment, student groups, awareness campaigns and clear consequences for school personnel who do not intervene when witnessing bullying or harassment. Principals of urban schools are also more likely to report having clear consequences for school personnel

who do not intervene than those of suburban (49% vs. 29%) or rural (49% vs. 32%) schools. Principals of rural schools are less likely to report that peer mediation (50%) or student groups (10%) have been implemented at their schools than principals of urban (68% and 19%, respectively) or suburban (64% and 20%, respectively) schools. (Exhibit 2.6)

EXHIBIT 2.5

STEPS IMPLEMENTED TO REDUCE BULLYING/HARASSMENT IN SCHOOLS

Q1005 Which of the following, if any, have been implemented to reduce bullying or harassment in your school?

Base: All respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Safe school or anti-bullying/harassment school or district policies	91	91	91	94 <sup>E</sup>	88
Punitive measures for those who engage in bullying or harassing behaviors	90	89	92	94	92
Professional development for school personnel	74	76 <sup>CE</sup>	70	77 <sup>E</sup>	65
Safe school or anti-bullying/harassment state policies	69	67	72	74	69
Classroom-based curricula/programs	62	70 <sup>CE</sup>	47	66 <sup>E</sup>	35
Peer mediation or conflict resolution	59	58	63	66	65
Awareness campaigns (e.g., posters, contests, special events)	51	50	55	64 <sup>BE</sup>	48
Clear consequences for school personnel who do not intervene when they witness bullying or harassment	35	34	38	37	40
Student groups (e.g., Gay-Straight Alliances, diversity clubs, anti-violence groups)	15	7	34 <sup>B</sup>	18 <sup>B</sup>	49 <sup>BD</sup>

EXHIBIT 2.6

STEPS IMPLEMENTED TO REDUCE BULLYING/HARASSMENT IN SCHOOLS

Q1005 Which of the following, if any, have been implemented to reduce bullying or harassment in your school?

Base: All respondents

	Total A	School Size			Urbanicity		
		≤300 Students B	301-999 Students C	1000+ Students D	Urban E	Sub-urban F	Rural G
Base	1580 %	297 %	988 %	283 %	313 %	488 %	779 %
Safe school or anti-bullying/harassment school or district policies	91	89	91	95	88	93	91
Punitive measures for those who engage in bullying or harassing behaviors	90	88	90	97 <sup>BC</sup>	92	89	90
Professional development for school personnel	74	73	76 <sup>D</sup>	64	78	77	70
Safe school or anti-bullying/harassment state policies	69	64	69	74	66	70	70
Classroom-based curricula/programs	62	63 <sup>D</sup>	64 <sup>D</sup>	44	62	64	61
Peer mediation or conflict resolution	59	47	60 <sup>B</sup>	76 <sup>BC</sup>	68 <sup>G</sup>	64 <sup>G</sup>	50
Awareness campaigns (e.g., posters, contests, special events)	51	49	51	59	46	56 <sup>E</sup>	50
Clear consequences for school personnel who do not intervene when they witness bullying or harassment	35	32	34	44 <sup>BC</sup>	49 <sup>FG</sup>	29	32
Student groups (e.g., Gay-Straight Alliances, diversity clubs, anti-violence groups)	15	8	11	55 <sup>BC</sup>	19 <sup>G</sup>	20 <sup>G</sup>	10

Nearly all principals (96%) report that either their school or their district (or both) have in place either a “safer school” or an “anti-bullying or harassment” policy. Only 1% say there is no policy at either the district or school level, and 2% are not sure about whether such a policy existed at either location. Two-thirds of principals (66%) report that their school itself has a “safer school” policy. Thus, in many cases, district-wide school policies provide direction without the reinforcement of formal local support. Junior high/middle schools, urban schools and schools in the West are among those most likely to have a school-level “safer school” policy. (Exhibits 2.7-2.8)

EXHIBIT 2.7

SCHOOLS THAT HAVE ‘SAFER SCHOOL,’ ANTI-BULLYING OR HARASSMENT POLICIES  
 Q1065 Does your school or school district have a ‘safer school’ or anti-bullying or harassment policy?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Yes (Net)	96	97	97	98	96
Yes, my school district has a policy	92	92	92	95	91
Yes, my school has a policy	66	66	67	73 <sup>E</sup>	63
No, neither my school nor my school district has a policy	1	1	2	*	3 <sup>BD</sup>
Not sure	2	3	2	2	2

EXHIBIT 2.8

SCHOOLS THAT HAVE ‘SAFER SCHOOL,’ ANTI-BULLYING OR HARASSMENT POLICIES  
 Q1065 Does your school or school district have a ‘safer school’ or anti-bullying or harassment policy?

Base: All qualified respondents

	Total A	Urbanicity			Region			
		Urban B	Sub-urban C	Rural D	East E	Mid-west F	South G	West H
Base	1580 %	313 %	488 %	779 %	369 %	580 %	334 %	295 %
Yes (Net)	96	97	97	96	97	96	94	98
Yes, my school district has a policy	92	92	92	91	94	91	90	94
Yes, my school has a policy	66	73 <sup>D</sup>	65	62	58	62	66	77 <sup>EFG</sup>
No, neither my school nor my school district has a policy	1	1	1	2	1	1	3	*
Not sure	2	2	2	3	2	3	3	1



An examination of these policies reveals that there is a great range in what these policies include. Principals whose districts have a “safe school” policy are most likely to report that this policy includes procedures for students to report incidents of bullying or harassment (80%) and a description of consequences to students for engaging in bullying or harassing behavior (78%). Seven in ten principals report that their school district requires notification of school personnel, students and families of the policy itself (70%) and requires schools to report incidents (69%). Programs are mandated by fewer than half of the school districts with these policies, with 41% of principals whose district has a policy reporting that professional development is mandated and only 29% reporting that education programs for students are mandated. (Exhibit 2.9)

According to principals’ reports, race/ethnicity (66%) and religion (55%) are specifically mentioned in the policy by over half of these school districts, fewer specify sexual orientation (46%) or gender identity or expression (39%). Senior high school principals are more likely than elementary school principals to report that their district has a policy that specifies sexual orientation (56% vs. 42%) or gender identity or expression (47% vs. 37%). District policies rarely specify sexual orientation and/or gender identity or expression without specifying other areas or including other policy elements. Those schools that do specify either or both of these two areas, often referred to LGBT inclusive policies, are more likely than those with more general policies to specify other areas as well, including race/ethnicity (93% vs. 36%) and religion (84% vs. 21%), and are also more likely than others to have a policy with reporting procedures for students (88% vs. 72%), have a description of consequences for students who engage in bullying or harassing behavior (85% vs. 71%), require reporting of incidents (76% vs. 62%), and require notification of the policy itself (78% vs. 61%). (Exhibit 2.9)

EXHIBIT 2.9

ASPECTS OF 'SAFER SCHOOL', ANTI-BULLYING OR HARASSMENT POLICIES

Q1070 Which of the following is part of your school district's safe school or anti-bullying or harassment policy?

Base: School district has a policy

	School Level					Type of District Anti-Bullying/Harassment Policy	
	Total A	Elementary B	Secondary			General F	LGBT Inclusive <sup>10</sup> G
			All Secondary C	Junior High/Middle D	Senior High E		
Base	1456 %	444 %	819 %	280 %	427 %	611 %	845 %
Procedures for students to report incidents of bullying or harassment	80	78	84	89 <sup>BE</sup>	81	72	88 <sup>F</sup>
A description of consequences to students for engaging in bullying or harassing behavior	78	75	85 <sup>B</sup>	82	85 <sup>B</sup>	71	85 <sup>F</sup>
Schools are required to notify school personnel, students, and families of policy	70	69	70	73	68	61	78 <sup>F</sup>
Schools are required to report incidents	69	69	70	71	70	62	76 <sup>F</sup>
Race/ethnicity is specifically mentioned	66	63	71 <sup>B</sup>	69	72 <sup>B</sup>	36	93 <sup>F</sup>
Religion is specifically mentioned	55	52	59 <sup>B</sup>	58	59	21	84 <sup>F</sup>
Sexual orientation is specifically mentioned	46	42	54 <sup>B</sup>	50	56 <sup>B</sup>	-	87 <sup>F</sup>
Professional development (e.g., training) for school personnel is mandated	41	42	41	50 <sup>E</sup>	36	37	46 <sup>F</sup>
Gender identity or expression is specifically mentioned	39	37	44	40	47 <sup>B</sup>	-	74 <sup>F</sup>
Education programs for students are mandated	29	31 <sup>CE</sup>	23	37 <sup>E</sup>	16	26	32
Something else	2	2	1	*	*	2	1
Not sure	4	6 <sup>CDE</sup>	1	1	1	9 <sup>G</sup>	-

<sup>10</sup> In this report, LGBT inclusive school district anti-bullying/harassment policies are defined as those which specifically mention sexual orientation of students and/or gender identity or expression of students. General policies do not mention either sexual orientation or gender identity or expression of students.

When considering their school or district's overall professional development efforts for school personnel during the previous school year, very few principals (4%) report that the training addressed LGBT issues. In contrast, 58% of principals report that their school or district's training addressed bullying or harassment. Fewer than half of principals report that their school's or district's professional development addressed diversity or multicultural issues (41%), school violence (39%), substance abuse (32%) or mental health (24%). Two in ten principals (19%) report that their school or district's professional development efforts for school personnel did not address any of these areas. Secondary school principals, including those at both the junior high/middle and senior high school level, are more likely than elementary principals to report that their school or district's professional development for personnel addressed substance abuse (43% vs. 32%). Secondary school principals are also more likely than those at the elementary level to report that professional development addressed LGBT issues (6% vs. 3%). (Exhibit 2.10)

For those principals who report that their schools or districts offered professional development on bullying or harassment, principals report that the reasons for doing so were varied. The most common reason reported by principals is that the school provided professional development in this area because they thought it was important (65%), and junior high/middle school principals are particularly likely to endorse this reason (80%). Whereas the principal's own desire to include bullying or harassment issues for their personnel's training is their top reason, half of principals (49%) report that this training was provided due to school personnel's interest or request. Student or family interest or request was a less common reason (19%). Four in ten (42%) provide this training because of district mandate, not surprising given that a similar portion of principals (41%) reported that their school district's policy mandated professional development for school personnel. Providing professional development because of this mandate was more common among elementary school principals than secondary school principals (46% vs. 33%). Also of note, one in ten schools provided professional development on bullying or harassment because their school had funds earmarked for this purpose (10%) and one in ten provided the training in response to an incident (10%). (Exhibit 2.11)

EXHIBIT 2.10

AREAS OF PROFESSIONAL DEVELOPMENT SCHOOLS PROVIDED TO PERSONNEL IN 2006-2007

Q1110 During the 2006-2007 school year, which of the following areas, if any, did your school or school district's professional development efforts (e.g., training) for school personnel provided by your school or school district address?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580	479	883	296	465
	%	%	%	%	%
Any of these (Net)	81	80	83	86	81
Bullying or harassment	58	57	58	64 <sup>E</sup>	51
Diversity or multicultural issues	41	42	41	45	39
School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)	39	36	43	40	45 <sup>B</sup>
Substance abuse (e.g., drugs, alcohol)	32	25	43 <sup>B</sup>	38 <sup>B</sup>	46 <sup>B</sup>
Student mental health	24	26	21	20	20
LGBT issues	4	3	6 <sup>B</sup>	4	6 <sup>B</sup>
None of these	19	20	17	14	19

EXHIBIT 2.11

REASONS SCHOOLS PROVIDED PROFESSIONAL DEVELOPMENT ON BULLYING/HARASSMENT TO PERSONNEL IN 2006-2007

Q1120 Why did your school provide professional development (e.g., training) for school personnel on bullying or harassment?

Base: Held training on bullying/harassment

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	935 %	277 %	513 %	193 %	236 %
I thought it was important	65	62	72 <sup>B</sup>	80 <sup>BE</sup>	69
School personnel interest/request	49	48	51	50	49
District mandate	42	46 <sup>CD</sup>	33	32	39
State policy	26	24	28	24	30
Student/Family interest/request	19	22 <sup>E</sup>	16	23 <sup>E</sup>	13
In response to an incident	10	10	12	8	13
School had earmarked funds	10	11	9	11	7
To have a support system in place	1	1	*	*	-
Part of school policy	*	1	*	-	-
Student initiated	*	*	1	-	1
To create a safe environment in school	*	*	*	1	*
Character action team/program	*	-	1	1 <sup>B</sup>	-
Other	*	*	*	1	-

Although 58% of principals report that their school provided professional development on issues of bullying or harassment during the past school year, not all of this training had content that specifically addressed student characteristics. A majority of these school's professional development on bullying or harassment had specific content on race/ethnicity (66%), gender (61%) or the way students look or their body size (60%). In contrast, only three in ten or fewer principals whose schools provided professional development on bullying or harassment report that it included specific content on students' sexual orientation (30%), the sexual orientation or gender identity/expression of students' family members (26%) or students' gender identity/expression (24%). (Exhibit 2.12)

Exhibit 2.13 examines those principals whose schools provide professional development on bullying or harassment that includes content on sexual orientation and/or gender identity/expression, those whose professional development on bullying or harassment does not specify these issues, as well as those schools who did not provide any professional development on bullying or harassment. Secondary school principals are more likely than elementary school principals to report that their school provides professional development inclusive of sexual orientation and or gender identity/expression content (29% vs. 15%). Elementary school principals are more likely than secondary school principals to report that their professional development on bullying/harassment was general and did not specify sexual orientation and/or gender identity/expression (42% vs. 29%). Mid-size schools (301-999 students) are less likely than small or large schools to not have any professional development on bullying or harassment (38% vs. 51% vs. 48%), but are more likely to report that their professional development on bullying/harassment was general and did not specify sexual orientation and/or gender identity/expression. Additionally, large schools (1,000 or more students) are more likely to include sexual orientation and/or gender identity/expression content in their professional development on bullying/harassment than small or mid-size schools (28% vs. 17% vs. 24%).

EXHIBIT 2.12

CONTENT INCLUDED IN PERSONNEL PROFESSIONAL DEVELOPMENT ON BULLYING/HARASSMENT IN 2006-2007

Q1125 Did your school’s professional development (e.g., training) for school personnel on bullying or harassment include specific content on the following types of bullying or harassment?

Base: Held professional development on bullying/harassment

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	935 %	277 %	513 %	193 %	230 %
Any of these (Net)	83	81	84	89	84
Race or ethnicity	66	64	70	78 <sup>B</sup>	68
Gender (e.g., sexual harassment)	61	58	68	75 <sup>B</sup>	67
The way students look or their body size	60	60 <sup>E</sup>	56	68 <sup>E</sup>	46
Students’ academic performance	48	53 <sup>CE</sup>	40	47 <sup>E</sup>	31
Students’ religion	38	38	40	50 <sup>BE</sup>	37
Students’ sexual orientation (e.g., lesbian, gay or bisexual (LGB) students)	30	23	45 <sup>B</sup>	44 <sup>B</sup>	49 <sup>B</sup>
Sexual orientation or gender identity or expression of students’ family members (e.g., of students with LGBT parents)	26	22	35 <sup>B</sup>	35 <sup>B</sup>	38 <sup>B</sup>
Students’ gender identity or expression (e.g., of transgender students)	24	19	34 <sup>B</sup>	30 <sup>B</sup>	40 <sup>B</sup>
None of these	17	19	16	11	16

EXHIBIT 2.13

TYPE OF PROFESSIONAL DEVELOPMENT ON BULLYING/HARASSMENT PROVIDED FOR SCHOOL PERSONNEL IN 2006-2007

Q1110 During the 2006-2007 school year, which of the following areas, if any, did your school or school district’s professional development efforts (e.g., training) for school personnel provided by your school or school district address?

Q1125 Did your school’s professional development (e.g., training) for school personnel on bullying or harassment include specific content on the following types of bullying or harassment?

Base: All qualified respondents

		Base		Type of Personnel Professional Development on Bullying/Harassment		
				None	General	LGBT Inclusive <sup>11</sup>
Total	A	1580	%	42	38	20
School Level						
Elementary	B	479	%	43	42 <sup>CE</sup>	15
Secondary	C	883	%	42	29	29 <sup>B</sup>
Junior High / Middle	D	296	%	36	33 <sup>E</sup>	31 <sup>B</sup>
Senior High	E	465	%	49 <sup>B</sup>	23	28 <sup>B</sup>
School Size						
≤300 Students	F	297	%	51 <sup>G</sup>	32	17
301-999 Students	G	988	%	38	42 <sup>FH</sup>	24
1000+ Students	H	283	%	48 <sup>G</sup>	24	28 <sup>FG</sup>
Gender of Principal						
Male	I	832	%	43	36	21
Female	J	729	%	40	40	20

Principals’ reports of their own professional development is similar to their reports of the professional development provided to their staff, in that they are more likely to have received professional development on bullying or harassment and diversity or multicultural issues than on issues related to lesbian, gay, bisexual, or transgender students and families. Nearly all principals report that they have received professional development in the areas of bullying or harassment (95%) or diversity or multicultural issues (94%). In contrast, only one-third of principals (36%) have ever received any professional development on LGBT issues. (Exhibit 2.14)

The majority of principals received professional development on bullying or harassment and diversity or multicultural issues in their current position, as opposed to in a previous position or during their pre-

<sup>11</sup> LGBT inclusive professional development for school personnel on bullying/harassment provided content on students’ sexual orientation, students’ gender identity or expression, or both. General professional development did not address either students’ sexual orientation or students’ gender identity or expression.



service or educational leadership education. Elementary school principals are more likely than secondary school principals to have received professional development in their current position in the areas of bullying or harassment (77% vs. 68%) and diversity or multicultural issues (63% vs. 56%).

Exhibit 2.15 shows the characteristics of those principals who have received professional development on LGBT issues or bullying or harassment and those who have not. As in other areas, school level is a distinguishing factor. Secondary school principals are more likely than elementary school principals to have received professional development on LGBT issues (46% vs. 30%) and senior high school principals are more likely than junior high/middle school principals to have received this type of professional development (49% vs. 39%). Principals of large schools are also more likely than those of small or mid-sized schools to have received professional development on LGBT issues (49% vs. 32% vs. 35%). Principals in the East (42%) and Midwest (40%) are more likely to have received professional development on LGBT issues than those in the South (28%). Principals in urban areas are more likely than principals in rural areas to have received this type of professional development (42% vs. 31%). Principals' own professional development is related to the type of their district's anti-bullying/harassment policy. Principals whose district policies specifically include sexual orientation and/or gender identity/expression are more likely to have had professional development on LGBT issues than principals whose district policy does not include sexual orientation and/or gender identity/expression (44% vs. 26%).

EXHIBIT 2.14

PERSONAL PROFESSIONAL DEVELOPMENT PRINCIPALS HAVE RECEIVED

Q1206 Have you, personally, ever received any professional development in these areas?

Base: All qualified respondents

	Bullying or Harassment	Diversity or multicultural issues	LGBT issues
Base	1580 %	1580 %	1580 %
Yes (Net)	95	94	36
Yes, in a current position	74	60	15
Yes, in a previous position	32	38	15
Yes, during preservice or educational leadership training	17	24	13
No	5	6	64

EXHIBIT 2.15

PRINCIPALS WHO HAVE OR HAVE NOT RECEIVED PERSONAL PROFESSIONAL DEVELOPMENT ON BULLYING OR HARASSMENT OR LGBT ISSUES

Q1206 Have you, personally, ever received any professional development in these areas?

Base: All qualified respondents

		Base		Area of Professional Development			
				Bullying or Harassment		LGBT Issues	
				Yes	No	Yes	No
Total	A	1580	%	95	5	36	64
Gender of Principal							
Male	B	832	%	95	5	40 <sup>C</sup>	60
Female	C	729	%	95	5	31	69 <sup>B</sup>
School Level							
Elementary	D	479	%	96 <sup>EG</sup>	4	30	70 <sup>EFG</sup>
Secondary	E	883	%	93	7 <sup>D</sup>	46 <sup>D</sup>	54
Junior High / Middle	F	296	%	95	5	39 <sup>D</sup>	61 <sup>G</sup>
Senior High	G	465	%	91	9 <sup>D</sup>	49 <sup>DF</sup>	51
School Size							
≤300 Students	H	297	%	95	5	32	68 <sup>J</sup>
301-999 Students	I	988	%	96 <sup>J</sup>	4	35	65 <sup>J</sup>
1000+ Students	J	283	%	91	9 <sup>I</sup>	49 <sup>HI</sup>	51
Urbanicity							
Urban	K	313	%	95	5	42 <sup>M</sup>	58
Suburban	L	488	%	96	4	38	62
Rural	M	779	%	94	6	31	69 <sup>K</sup>
Region							
East	N	369	%	94	6	42 <sup>P</sup>	58
Midwest	O	580	%	95	5	40 <sup>P</sup>	60
South	P	334	%	95	5	28	72 <sup>NO</sup>
West	Q	295	%	96	4	36	64
District Anti-Bullying/Harassment Policy							
General	R	611	%	94	6	26	74 <sup>S</sup>
Inclusive <sup>12</sup>	S	951	%	96	4	44 <sup>R</sup>	56

In contrast to the professional development offered to school personnel, principals report that anti-bullying or harassment education programs are more common for students. It may be that principals provide programs to students on the issues they believe to be the most serious problems at their school. Bullying, name-calling, or harassment are the problems rated as very or somewhat serious by the greatest percentage of principals (49%, see Exhibit 1.1.), and programs addressing bullying or harassment are the type of programs provided to students by the greatest portion of principals. Nearly seven in ten principals (68%) report that their school implemented education programs for students during the

<sup>12</sup> In this report, LGBT inclusive school district anti-bullying/harassment policies are defined as those which specifically mention sexual orientation of students and/or gender identity or expression of students. General policies do not mention either sexual orientation or gender identity or expression of students.

previous school year on anti-bullying/harassment. Elementary school principals (73%) and junior high/middle school principals (74%) are more likely than senior high school principals (48%) to have implemented anti-bullying/harassment programs for students. Among those principals whose schools offer these programs, the most frequently selected programs from a list of popular programs are *Bully-Proofing your School* from Caring Communities (16%), *Steps to Respect* from Committee for Children (10%), *No Name-calling Week* (9%), *Olweus Bullying Prevention Program* (8%) and *Don't Laugh at Me* from Operation Respect (8%). The *Names Can Really Hurt Us* program from the Anti-Defamation League was most common at the senior high school level (10%). Most principals mentioned using a wide variety of other programs (55%), including programs developed specifically for their own schools. (Exhibits 2.16 – 2.17)

Though bullying, name-calling and harassment is the problem most commonly rated as somewhat or very serious by principals, few principals report that students are targeted (see Exhibit 1.5) because of their gender expression (7%), because they are or people think they are lesbian, gay, or bisexual (3%), or because they have a lesbian, gay, bisexual or transgender parent or family member (less than 1%). Perhaps this explains why only 4% of principals report that they have implemented student education programs on LGBT issues in the past year, with this being more common at the secondary school than elementary school level (8% vs. 2%). Among secondary schools, principals of senior high schools are more likely than those of junior high/middle schools to report holding such programs (10% vs. 4%). (Exhibit 2.16)

Second to bullying and harassment, peer pressure to use alcohol or drugs is the problem most commonly cited by principals (27%) as somewhat or very serious (see Exhibit 1.1). Not surprisingly, programs on substance abuse are the next most commonly provided student programs with four in ten principals (45%) reporting that their schools implemented these types of programs. Fewer principals rate racial or ethnic differences (16%) or school violence (12%) as somewhat or very serious problems in their school and about one-third implemented student programs on diversity/multi-cultural issues (36%) or school violence (33%).

Motivation for offering student education generally echoes that for providing professional development. Foremost is that principals personally think the topic is important (75%). A second category is interest and request of school personnel (51%) or students and families (23%). District mandates (33%) and state policies (23%) are the third major category. Ten percent of principals say that their school provided education programs for students on anti-bullying/ harassment in response to an incident. (Exhibit 2.18)

Among those principals whose schools implemented anti-bullying/harassment education programs for students, fewer than three in ten included specific content on students' sexual orientation (27%), the sexual orientation or gender identity/gender expression of students' family members (20%) or students' gender identity or expression (20%). Programs including this content are more common at the secondary school level than the elementary school level, although no more than half of principals report programs of this type: students' sexual orientation (51% vs. 18%), sexual orientation or gender identity/expression of family members (37% vs. 14%) and students' gender identity/expression (37% vs. 13%). Principals' own professional development is related to the types of education programs provided to students at their school. Principals who have had personal professional development on bullying or harassment are more likely than others to report that their school provided student programs on bullying/harassment that were LGBT inclusive -- that is, provided content on students' sexual orientation and/or gender identity/expression (22% vs. 9%). The same pattern holds for principals who have had personal professional development on LGBT issues (32% vs. 16%). Overall, secondary school principals are more likely to report that their school's education programs for students on anti-bullying/harassment are LGBT inclusive (32% vs. 17%). Principals of large schools are also more likely than those of small schools to report that their school's education programs for students on anti-bullying/harassment are LGBT inclusive (29% vs. 21 %). (Exhibits 2.19 – 2.20)

EXHIBIT 2.16

AREAS OF EDUCATION PROGRAMS SCHOOLS IMPLEMENTED FOR STUDENTS IN 2006-2007  
 Q1160 During the 2006-2007 school year, in which of the following areas, if any, did your school implement education programs for students?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	All Secondary C	Junior High/ Middle D	Senior High E
Base	1580	479	883	296	465
	%	%	%	%	%
Any of these (Net)	83	83	83	88 <sup>E</sup>	80
Anti-bullying or harassment	68	73 <sup>CE</sup>	59	74 <sup>E</sup>	48
Substance abuse (e.g., drugs, alcohol)	45	37	60 <sup>B</sup>	58 <sup>B</sup>	60 <sup>B</sup>
Diversity or multicultural issues	36	36	40	38	43
School violence (other than bullying or harassment, e.g., fighting, weapons gang involvement)	33	31	36	39	33
Student mental health	21	21	21	20	20
LGBT issues	4	2	8 <sup>B</sup>	4	10 <sup>BE</sup>
None of these	17	17	17	12	20

EXHIBIT 2.17

ANTI-BULLYING/HARASSMENT EDUCATION PROGRAMS USED FOR STUDENTS IN 2006-2007  
 Q1165 Which anti-bullying or harassment program for students did your school use?

Base: Held anti-bullying/harassment program for students

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1031 %	351 %	535 %	222 %	229 %
<b>SELECT NATIONAL PROGRAMS</b>					
Bully-Proofing Your School (from Caring Communities)	16	17 <sup>E</sup>	12	14	8
Steps to Respect: A Bullying Prevention Program (from Committee for Children)	10	13 <sup>CDE</sup>	3	4	3
No Name-Calling Week	9	9	8	13	6
Olweus Bullying Prevention Program	8	9	8	11 <sup>E</sup>	5
Don't Laugh at Me (from Operation Respect)	8	10 <sup>CE</sup>	4	6 <sup>E</sup>	2
Expect Respect	7	7	8	7	9
Names Can Really Hurt Us (from Anti-Defamation League)	4	3	6 <sup>B</sup>	3	10 <sup>BD</sup>
<b>OTHER PROGRAMS</b>	55	53	57	58	59

EXHIBIT 2.18

REASONS SCHOOLS HELD EDUCATION PROGRAMS ON ANTI-BULLYING/HARASSMENT FOR STUDENTS IN 2006-2007

Q1175 Why did your school provide education programs for students on anti-bullying or harassment?

Base: Held anti-bullying/harassment programs for students

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1031 %	351 %	535 %	222 %	229 %
I thought it was important	75	74	79	78	79
School personnel interest/request	51	50	53	62 <sup>BE</sup>	46
District mandate	33	35	31	31	34
State policy	23	22	25	21	27
Student/Family interest/request	23	23	23	29	21
In response to an incident	10	9	13	11	10
School had earmarked funds	9	9	7	6	8
Other	5	6	4	5	3

EXHIBIT 2.19

CONTENT INCLUDED IN STUDENT EDUCATION PROGRAMS ON ANTI-BULLYING/HARASSMENT IN 2006-2007

Q1180 Did your school’s education programs for students on anti-bullying or harassment include specific content on the following types of bullying or harassment?

Base: Held anti-bullying/harassment programs for students

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1031 %	351 %	535 %	222 %	229 %
Any of these (Net)	89	88	90	92	88
The way students look or their body size	74	76 <sup>CE</sup>	68	81 <sup>E</sup>	54
Race or ethnicity	72	72	75	81 <sup>B</sup>	72
Gender (e.g., sexual harassment)	59	54	71 <sup>B</sup>	74 <sup>B</sup>	69 <sup>B</sup>
Students’ academic performance	56	59 <sup>CE</sup>	47	58 <sup>B</sup>	34
Students’ religion	39	37	48 <sup>B</sup>	52 <sup>B</sup>	47 <sup>B</sup>
Students’ sexual orientation (e.g., lesbian, gay or bisexual (LGB) students)	27	18	51 <sup>B</sup>	44 <sup>E</sup>	59 <sup>BD</sup>
Sexual orientation or gender identity or expression of students’ family members (e.g., of students with LGBT parents)	20	14	37 <sup>B</sup>	34 <sup>B</sup>	42 <sup>B</sup>
Students’ gender identity or expression (e.g., of transgender students)	20	13	37 <sup>B</sup>	31 <sup>B</sup>	44 <sup>BD</sup>
None of these	11	12	10	8	12



EXHIBIT 2.20

TYPE OF STUDENT EDUCATION PROGRAMS ON ANTI-BULLYING/HARASSMENT PROVIDED IN 2006-2007

Q1160 During the 2006-2007 school year, in which of the following areas, if any, did your school implement education programs for students?

Q1180 Did your school's education programs for students on anti-bullying or harassment include specific content on the following types of bullying or harassment?

Base: All qualified respondents

		Base		Type of Student Education Programs on Bullying/Harassment		
				None	General	LGBT Inclusive <sup>13</sup>
Total	A	1580	%	32	46	22
School Level						
Elementary	B	479	%	27	56 <sup>CDE</sup>	17
Secondary	C	883	%	41 <sup>B</sup>	26	32 <sup>B</sup>
Junior High / Middle	D	296	%	26	38 <sup>E</sup>	36 <sup>B</sup>
Senior High	E	465	%	52 <sup>BD</sup>	18	30 <sup>B</sup>
School Size						
≤300 Students	F	297	%	33	46 <sup>H</sup>	21
301-999 Students	G	988	%	30	49 <sup>H</sup>	21
1000+ Students	H	283	%	43 <sup>F</sup>	28	29 <sup>F</sup>
Urbanicity						
Urban	I	313	%	31	44	26
Suburban	J	488	%	28	52	20
Rural	K	779	%	35 <sup>J</sup>	44	20
Region						
East	L	369	%	31	43	27
Midwest	M	580	%	32	47	21
South	N	334	%	34	47	19
West	O	295	%	29	48	23
Principal Has Had Personal Prof. Development on Bullying or Harassment						
Yes	P	1491	%	31	47	22 <sup>Q</sup>
No	Q	89	%	50 <sup>P</sup>	42	9
Principal Has Had Personal Prof. Development on LGBT Issues						
Yes	R	677	%	27	41	32 <sup>S</sup>
No	S	903	%	35 <sup>R</sup>	49 <sup>R</sup>	16

<sup>13</sup> LGBT inclusive education programs on anti-bullying/harassment for students provided content on students' sexual orientation, students' gender identity or expression, or both. General education programs did not address either students' sexual orientation or students' gender identity or expression.

### *What Kinds of Schools Have Focused on Safe Environments for LGBT Students?*

Most principals report that their school has implemented safe school or anti-bullying/harassment policies, and many schools also have implemented a range of other programs to address the general issue of bullying or harassment. However, most principals also report that their schools have not engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students. Overall, only two in ten principals (21%) report that their school has engaged in such efforts. (Exhibit 2.21).

School level is the main distinguishing feature between schools who have engaged in efforts specifically designed to create a safe environment for LGBT students and those who have not. As seen in Exhibit 2.22, Secondary school principals are nearly four times as likely as elementary school principals to have engaged in efforts specifically designed to create safe schools for LGBT students (41% vs. 11%) and senior high schools were almost twice as likely as junior high/middle schools to engage in efforts (51% vs. 26%). Although less than half of secondary school principals have engaged in such efforts, secondary school students report that such a need exists. In the 2005 GLSEN report, *From Teasing to Torment*<sup>14</sup>, 80% of secondary public school students said that students in their school are bullied or harassed because they are or people think they are gay, lesbian, or bisexual.

Large schools are also more likely than medium or small schools to have been engaged in efforts specifically designed to create a safe environment for LGBT students (54% vs. 17% vs. 13%). Principals who have had professional development on LGBT issues are also more likely than others to report that their schools have engaged in these efforts (36% vs. 12%). Similarly, principals whose school or has an LGBT-inclusive district anti-bullying/harassment policy are also more likely than others to be engaged in these efforts to create a safe environment for LGBT students (25% vs. 16%). (Exhibit 2.22)

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<sup>14</sup> GLSEN and Harris Interactive (2005). *From Teasing to Torment: School Climate in America: A Survey of Students and Teachers*. New York: GLSEN.

EXHIBIT 2.21

SCHOOL ENGAGEMENT IN EFFORTS TO CREATE SAFE SCHOOL ENVIRONMENTS FOR LGBT STUDENTS  
 Q910 Has your school engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/Middle D	Senior High E
Base	1580	479	883	296	465
	%	%	%	%	%
Yes	21	11	41 <sup>B</sup>	26 <sup>B</sup>	51 <sup>BD</sup>
No	79	89 <sup>CDE</sup>	59	74 <sup>E</sup>	49

EXHIBIT 2.22

SCHOOLS ENGAGED AND NOT ENGAGED IN EFFORTS TO CREATE SAFE SCHOOL ENVIRONMENTS FOR LGBT STUDENTS

Q910 Has your school engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students?

Base: All qualified respondents

		Base	%	Engagement in Efforts	
				Yes	No
Total	A	1580	%	21	79
School Level					
Elementary	B	479	%	11	89 <sup>CDE</sup>
Secondary	C	883	%	41 <sup>B</sup>	59
Junior High / Middle	D	296	%	26 <sup>B</sup>	74
Senior High	E	465	%	51 <sup>BD</sup>	49
School Size					
≤300 Students	F	297	%	13	87 <sup>H</sup>
301-999 Students	G	988	%	17	83 <sup>H</sup>
1000+ Students	H	283	%	54 <sup>FG</sup>	46
Urbanicity					
Urban	I	313	%	24	76
Suburban	J	488	%	22	78
Rural	K	779	%	18	82
Region					
East	L	369	%	23	77
Midwest	M	580	%	22	78
South	N	334	%	20	80
West	O	295	%	17	83
School Harassment Problem					
Very/Somewhat serious	P	870	%	20	80
Not very/Not at all serious	Q	710	%	21	79
District Anti-Bullying/Harassment Policy					
General	R	611	%	16	84 <sup>S</sup>
Inclusive <sup>15</sup>	S	951	%	25 <sup>R</sup>	75
Gender of Principal					
Male	T	832	%	25 <sup>U</sup>	75
Female	U	729	%	16	84 <sup>T</sup>
Principal Had Professional Development on Bullying/Harassment					
Yes	V	1491	%	20	80
No	W	89	%	27	73
Principal Had Professional Development on LGBT Issues					
Yes	X	677	%	36 <sup>Y</sup>	64
No	Y	903	%	12	88 <sup>X</sup>
Years as Principal					
5 or fewer years	Z	551	%	19	81
6+ years	AA	1029	%	22	78

<sup>15</sup> In this report, LGBT inclusive school district anti-bullying/harassment policies are defined as those which specifically mention sexual orientation of students and/or gender identity or expression of students. General policies do not mention either sexual orientation or gender identity or expression of students.

### *Summary*

When incidents of bullying or harassment do occur, principals most commonly respond by talking with the involved students or their families or imposing disciplinary action against the perpetrator. Additionally, most schools have safe schools or anti-bullying/harassment policies in place and principals, school staff and students themselves have been involved in anti-bullying and anti-harassment efforts. However, these efforts infrequently include issues related to sexual orientation or gender identity or expression. Furthermore, principals rate their staff as relatively less equipped to address issues related name-calling, bullying or harassment of LGBT students or targeting the perceived or actual sexual orientation and gender identity/expression of students or their families. Similarly, although most principals have received professional development about bullying/harassment and diversity/multicultural issues, they have not been educated about LGBT issues. The minority of principals who have received professional development about LGBT issues, however, are more likely to lead schools that engage in efforts to create safe environments for LGBT students or families, such as inclusive anti-bullying/harassment education for students and policies providing specific protections from victimization based on sexual orientation and gender identity/expression.



## **Chapter 3**

### **Bullying and Harassment: Future Efforts for Prevention**

#### *Overview*

The preceding chapters of this report describe today's public school principals' views on the prevalence of bullying and harassment in their schools, and the current steps they are taking to address this issue. Student bullying and harassment can be related to many different personal characteristics, including body size or appearance, gender, race/ethnicity, religion, sexual orientation or gender identity or expression. While principals report that sexual orientation and gender expression are among the most common reasons why students are bullied or harassed, relatively few schools currently offer professional development for staff or education programs for students that specifically address bullying or harassment for these reasons. Chapter 3 explores principals' assessments of the areas where they believe their staff need support or training and principals' perspectives on the efforts necessary to reduce harassment and create safe environments for LGBT students and families.

#### *Needed Areas of Training for School Personnel*

Bullying and harassment intervention and prevention is an area in which a majority of principals indicate their school currently provides professional development. Yet, despite this fact, principals are most likely to indicate that this is the non-academic area in which the staff at their school needs support or training, as six in ten principals (62%) believe that their staff need the most support or training in this area. Six in ten principals (60%) also indicate that student mental health is among the areas in which their staff need support or training. This represents a gap between what is currently provided to staff and what they need, as only one-quarter of schools currently provide professional development for staff in this area (as shown in Chapter 2). Professional development addressing lesbian, gay or bisexual student issues and transgender issues emerges as another unmet need among principals. In Chapter 2, only 4% of principals reported that their school provides training for staff on LGBT issues. However, one-quarter (24%) of principals indicate that LGB student issues<sup>16</sup> is among the areas where staff need the most support or training and two in ten principals (20%) indicate that teachers need the most support and training on transgender issues. Principals at the secondary school level are more likely than elementary school principals to report that LGB student issues (31% vs. 22%) and transgender issues (24% vs. 18%) are among the areas where their staff need support and training. Given that issues of sexual orientation often gain importance as students enter middle and high school, this difference between secondary and

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<sup>16</sup> Principals were asked separately about their staff's need for support and training about lesbian, gay and bisexual (LGB) issues and about transgender issues.

elementary principals is to be expected. Principals of large schools (1000+ students) are more likely than those of small schools to report that their staff need more training on transgender issues (26% vs. 13%) and substance abuse issues (46% vs. 25%). Principals of small and medium-sized schools are more likely than those of large schools to note an unmet need for training on student mental health (66% vs. 60% vs. 49%). (Exhibits 3.1 and 3.2)

EXHIBIT 3.1

AREAS IN WHICH SCHOOL PERSONNEL NEED THE MOST SUPPORT OR TRAINING  
 Q1105 In which non-academic areas do the staff at your school need the most support or training?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Bullying and/or harassment intervention and prevention	62	63 <sup>E</sup>	60	63	55
Student mental health	60	64 <sup>CDE</sup>	52	54	51
Diversity and multicultural issues	47	48	48	50	49
Substance abuse (e.g., drugs, alcohol)	27	16	49 <sup>B</sup>	37 <sup>B</sup>	56 <sup>BD</sup>
School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)	25	22	31 <sup>B</sup>	28	33 <sup>B</sup>
Lesbian, gay or bisexual (LGB) student issues	24	22	31 <sup>B</sup>	32 <sup>B</sup>	30 <sup>B</sup>
Transgender issues	20	18	24 <sup>B</sup>	26 <sup>B</sup>	24
Other	3	4	3	3	2



EXHIBIT 3.2

AREAS IN WHICH SCHOOL PERSONNEL NEED THE MOST SUPPORT OR TRAINING

Q1105 In which non-academic areas do the staff at your school need the most support or training?

Base: All qualified respondents

	Total A	School Size		
		≤300 Students B	301-999 Students C	1000+ Students D
Base	1580 %	297 %	988 %	283 %
Bullying and/or harassment intervention and prevention	62	62	64	57
Student mental health	60	66 <sup>D</sup>	60 <sup>D</sup>	49
Diversity and multicultural issues	47	44	47	52
Substance abuse (e.g., drugs, alcohol)	27	25	25	46 <sup>BC</sup>
School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)	25	25	25	28
Lesbian, gay or bisexual (LGB) student issues	24	21	25	30
Transgender issues	20	13	21 <sup>B</sup>	26 <sup>B</sup>
Other	3	5	3	2

*Creating Safe Environments for LGBT Students and Students with LGBT Parents*

Principals endorse several approaches to creating safe environments for LGBT students and students with LGBT parents. Principals are most likely to indicate that having professional development for school personnel (71%) and clear consequences for school personnel who do not intervene when witnessing anti-LGBT harassment or homophobic remarks (70%) would be helpful in creating safe environments for LGBT students and students with LGBT parents. Two-thirds of principals also believe that having anti-bullying/harassment and anti-discrimination policies that explicitly protect LGBT students (67%) and having principals more openly address safety issues for LGBT students and support teachers and other staff who take action on these issues (65%) would be helpful in creating safe environments. Principals' assessment of the helpfulness of these efforts does not differ by school level. Slightly fewer principals, although still a majority (58%), believe that having the superintendent or district administration more openly address safety issues for LGBT students and support principals for taking action on these issues would be helpful. (Exhibit 3.3)

Efforts that focus more on students' actions receive less support among principals. Four in ten principals believe that allowing clubs on school campus where LGBT and straight students join together to promote tolerance, such as Gay-Straight Alliances, or GSAs, (45%) and incorporating information about LGBT

people, history and events into the curriculum (36%) would be helpful. Not surprisingly, secondary school principals are more likely than elementary school principals to believe that these areas would be helpful (LGBT and straight student clubs: 55% vs. 42%; incorporating LGBT information into the curriculum: 41% vs. 33%). However, these differences between elementary and secondary principals are not as large as one might expect, especially given these types of student clubs exist almost exclusively in secondary schools.<sup>17</sup> (Exhibit 3.3)

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<sup>17</sup> According to listing of student clubs (also called Gay-Straight Alliances or GSAs) registered with the Gay, Lesbian, and Straight Education Network (GLSEN) at [www.studentorganizing.org](http://www.studentorganizing.org).

EXHIBIT 3.3  
 HELPFULNESS OF EFFORTS TO CREATE SAFE SCHOOL ENVIRONMENTS FOR LGBT  
 STUDENTS/STUDENTS WITH LGBT PARENTS

Q921 For schools in general, how helpful would the following be in creating safe environments for lesbian, gay, bisexual or transgender (LGBT) students or students with LGBT parents?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Having professional development for school personnel					
Extremely/Very helpful/Helpful (Net)	71	72	72	71	74
Extremely/Very helpful (Subnet)	40	42	39	37	43
Clear consequences for school personnel who do not intervene when they witness anti-LGBT bullying or harassment or hear homophobic remarks					
Extremely/Very helpful/Helpful (Net)	70	70	69	63	73 <sup>D</sup>
Extremely/Very helpful (Subnet)	38	39	39	37	42
Having anti-harassment and anti-discrimination policies that explicitly protect LGBT students					
Extremely /Very helpful/Helpful (Net)	67	66	67	66	71
Extremely/Very helpful (Subnet)	38	38	40	35	45 <sup>D</sup>
Having principals more openly address safety issues for LGBT students and support teachers and other staff who take action on these issues					
Extremely/Very helpful/Helpful (Net)	65	65	66	62	70 <sup>D</sup>
Extremely/Very helpful (Subnet)	31	32	32	28	36
Having the superintendent or district administration more openly address safety issues for LGBT students and support principals who take action on these issues					
Extremely/Very helpful/Helpful (Net)	58	60	57	52	60
Extremely/Very helpful (Subnet)	28	29	28	26	29
Allowing clubs on school campus where LGBT and straight students join together to promote tolerance					
Extremely/Very helpful/Helpful (Net)	45	42	55 <sup>B</sup>	39	65 <sup>BD</sup>
Extremely/Very helpful (Subnet)	22	21	28 <sup>B</sup>	16	37 <sup>BD</sup>
Incorporating information about LGBT people, history, and events into the curriculum					
Extremely/Very helpful/Helpful (Net)	36	33	41 <sup>B</sup>	38	44 <sup>B</sup>
Extremely/Very helpful (Subnet)	13	13	15	13	18

Factors such as school location and age of the principal distinguish principals' assessment of the helpfulness of these efforts. Principals of urban schools are more likely than those of rural schools to believe that the following efforts would be helpful in creating safe environments for LGBT students and students with LGBT parents: having professional development (77% vs. 67%); having principals more openly address LGBT student safety issues (74% vs. 59%); having district administration more openly address LGBT student safety issues (65% vs. 54%); allowing LGBT and straight student clubs on campus (53% vs. 40%); and incorporating information about LGBT people in the curriculum (46% vs. 29%). Principals in the East are more likely than those in other regions to believe that each of the efforts listed would be helpful (see Exhibit 3.4 for all percentages). Older principals (45+ years) are more likely than younger principals to believe that professional development (73% vs. 65%), involvement of district administration (62% vs. 46%) and incorporating information about LGBT people and history into the curriculum (38% vs. 28%) would be helpful. (Exhibits 3.4 – 3.5)

EXHIBIT 3.4  
HELPLEFULNESS OF EFFORTS TO CREATE SAFE SCHOOL ENVIRONMENTS FOR LGBT  
STUDENTS/STUDENTS WITH LGBT PARENTS

Q921 For schools in general, how helpful would the following be in creating safe environments for lesbian, gay, bisexual or transgender (LGBT) students or students with LGBT parents?

Base: All qualified respondents

	Total	Urbanicity			Region			
		Urban	Sub-urban	Rural	East	Mid-west	South	West
	A	B	C	D	E	F	G	H
Base	1580 %	313 %	488 %	779 %	369 %	580 %	334 %	295 %
Having professional development for school personnel								
Extremely/Very helpful/Helpful (Net)	71	77 <sup>D</sup>	71	67	83 <sup>FGH</sup>	72	64	69
Extremely/Very helpful (Subnet)	40	51 <sup>CD</sup>	39	35	53 <sup>FGH</sup>	42	33	37
Having clear consequences for school personnel who do not intervene when they witness anti-LGBT bullying/harassment or hear homophobic remarks								
Extremely/Very helpful/Helpful (Net)	70	71	66	72	82 <sup>FGH</sup>	72 <sup>G</sup>	62	67
Extremely/Very helpful (Subnet)	38	44	38	35	53 <sup>FGH</sup>	36	35	33
Having anti-bullying/harassment and anti-discrimination policies that explicitly protect LGBT students								
Extremely/Very helpful/Helpful (Net)	67	70	71 <sup>D</sup>	61	82 <sup>FGH</sup>	68 <sup>G</sup>	57	63
Extremely/Very helpful (Subnet)	38	46 <sup>D</sup>	39	32	52 <sup>FGH</sup>	39 <sup>G</sup>	30	34
Having principals more openly address safety issues for LGBT students and support teachers and other staff who take action on these issues								
Extremely/Very helpful/Helpful (Net)	65	74 <sup>D</sup>	66	59	78 <sup>FGH</sup>	67 <sup>G</sup>	56	63
Extremely/Very helpful (Subnet)	31	39 <sup>D</sup>	32	26	42 <sup>FGH</sup>	31	26	28
Having the superintendent or district administration more openly address safety issues for LGBT students and support principals who take action on these issues								
Extremely/Very helpful/Helpful (Net)	58	65 <sup>D</sup>	58	54	74 <sup>FGH</sup>	61 <sup>G</sup>	49	52
Extremely/Very helpful (Subnet)	28	34 <sup>D</sup>	28	24	38 <sup>FGH</sup>	29	23	22
Allowing clubs on school campus where LGBT and straight students join together to promote tolerance								
Extremely/Very helpful/Helpful (Net)	45	53 <sup>D</sup>	45	40	56 <sup>GH</sup>	48 <sup>G</sup>	36	45
Extremely/Very helpful (Subnet)	22	28 <sup>D</sup>	26 <sup>D</sup>	15	32 <sup>FGH</sup>	22	18	20
Incorporating information about LGBT people, history, and events into the curriculum								
Extremely/Very helpful/Helpful (Net)	36	46 <sup>CD</sup>	36	29	52 <sup>FGH</sup>	35	27	33
Extremely/Very helpful (Subnet)	13	22 <sup>CD</sup>	13 <sup>D</sup>	8	20 <sup>FG</sup>	12	10	14

EXHIBIT 3.5  
HELPLEFULNESS OF EFFORTS TO CREATE SAFE SCHOOL ENVIRONMENTS FOR LGBT  
STUDENTS/STUDENTS WITH LGBT PARENTS

Q921 For schools in general, how helpful would the following be in creating safe environments for lesbian, gay, bisexual or transgender (LGBT) students or students with LGBT parents?

Base: All qualified respondents

	Total A	Age of Principal		Years as Principal	
		<45 Years B	45+ Years C	5 or Fewer Years D	6+ Years E
Base	1580 %	409 %	1171 %	551 %	1029 %
Having professional development for school personnel					
Extremely/Very helpful/Helpful (Net)	71	65	73 <sup>B</sup>	65	74 <sup>D</sup>
Extremely/Very helpful (Subnet)	40	32	43 <sup>B</sup>	36	43
Clear consequences for school personnel who do not intervene when they witness anti-LGBT bullying or harassment or hear homophobic remarks					
Extremely/Very helpful/Helpful (Net)	70	65	72	68	71
Extremely/Very helpful (Subnet)	38	39	38	37	39
Having anti-bullying/harassment and anti-discrimination policies that explicitly protect LGBT students					
Extremely/Very helpful/Helpful (Net)	67	62	68	63	69
Extremely/Very helpful (Subnet)	38	34	39	31	42 <sup>D</sup>
Having principals more openly address safety issues for LGBT students and support teachers and other staff who take action on these issues					
Extremely/Very helpful/Helpful (Net)	65	61	66	61	67
Extremely/Very helpful (Subnet)	31	26	33	27	33 <sup>D</sup>
Having the superintendent or district administration more openly address safety issues for LGBT students and support principals who take action on these issues					
Extremely/Very helpful/Helpful (Net)	58	46	62 <sup>B</sup>	52	61 <sup>D</sup>
Extremely/Very helpful (Subnet)	28	22	30 <sup>B</sup>	25	29
Allowing clubs on school campus where LGBT and straight students join together to promote tolerance					
Extremely/Very helpful/Helpful (Net)	45	41	47	42	47
Extremely/Very helpful (Subnet)	22	19	23	18	25
Incorporating information about LGBT people, history, and events into the curriculum					
Extremely/Very helpful/Helpful (Net)	36	28	38 <sup>B</sup>	33	37
Extremely/Very helpful (Subnet)	13	10	15	13	13

### *Creating Welcoming Environments for LGBT Parents*

Principals are charged not only with creating safe schools for students, but also with creating welcoming school environments for the parents. In this way, parental engagement in their child's education can be encouraged and supported. LGBT parents may face particular challenges in feeling comfortable and accepted at their child's school. Six in ten principals believe that having professional development for school personnel that includes information on LGBT families (63%) and using inclusive language when communicating with parents (62%) would be helpful in creating welcoming environments for LGBT parents. Including representations of diverse families in the school environment is endorsed by fewer principals, with only half (49%) believing it would be helpful. Using inclusive language is more likely to be viewed as helpful by female than male principals (67% vs. 58%), and, even when accounting for gender differences, by elementary than secondary school principals (65% vs. 58%). Principals in rural areas are less likely than others to believe in the helpfulness of these different efforts. (Exhibits 3.6 – 3.7)

EXHIBIT 3.6

HELPFULNESS OF EFFORTS TO CREATE WELCOMING SCHOOL ENVIRONMENTS FOR FAMILIES WITH  
LGBT PARENTS

Q926 For schools in general, how helpful would the following be in creating welcoming school environments for families with a lesbian, gay, bisexual or transgender (LGBT) parent or parents?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Having professional development for school personnel that includes info on LGBT families in schools					
Extremely/Very helpful/Helpful (Net)	63	65	61	61	62
Extremely helpful	11	13 <sup>D</sup>	9	6	13 <sup>D</sup>
Very helpful	17	17	18	20	16
Helpful	34	35	34	36	33
Less than helpful (Net)	37	35	39	39	38
Using inclusive language when communicating with parents/guardians					
Extremely/Very helpful/Helpful (Net)	62	65 <sup>CE</sup>	58	62	58
Extremely helpful	9	12 <sup>CDE</sup>	5	4	7
Very helpful	15	17	14	16	14
Helpful	37	37	38	42	37
Less than helpful (Net)	38	35	42 <sup>B</sup>	38	42 <sup>B</sup>
Including representations of diverse families (including LGBT families) in school environment					
Extremely/Very helpful/Helpful (Net)	49	51	48	48	49
Extremely helpful	6	7 <sup>CD</sup>	4	2	5 <sup>D</sup>
Very helpful	12	13	10	11	11
Helpful	31	30	34	35	33
Less than helpful (Net)	51	49	52	52	51



EXHIBIT 3.7

HELPFULNESS OF EFFORTS TO CREATE WELCOMING SCHOOL ENVIRONMENTS FOR FAMILIES WITH LGBT PARENTS

Q926 For schools in general, how helpful would the following be in creating welcoming school environments for families with a lesbian, gay, bisexual or transgender (LGBT) parent or parents?

Base: All qualified respondents

	Total A	Gender of Principal		Urbanicity		
		Male B	Female C	Urban D	Sub-urban E	Rural F
Base	1580 %	832 %	729 %	313 %	488 %	779 %
Having professional development for school personnel that includes info on LGBT families in schools						
Extremely/Very helpful/Helpful (Net)	63	62	65	68 <sup>F</sup>	64	58
Extremely/Very helpful (Subnet)	28	25	32 <sup>B</sup>	36 <sup>F</sup>	29 <sup>F</sup>	23
Using inclusive language when communicating with parents/guardians						
Extremely/Very helpful/Helpful (Net)	62	58	67 <sup>B</sup>	71 <sup>F</sup>	67 <sup>F</sup>	53
Extremely/Very helpful (Subnet)	25	19	32 <sup>B</sup>	37 <sup>EF</sup>	27 <sup>F</sup>	15
Including representations of diverse families (including LGBT families) in school environment						
Extremely/Very helpful/Helpful (Net)	49	47	53	59 <sup>F</sup>	50	43
Extremely/Very helpful (Subnet)	18	15	22 <sup>B</sup>	25 <sup>F</sup>	19 <sup>F</sup>	13

*Reducing Bullying or Harassment of LGBT Students in School*

When asked to evaluate efforts specifically targeted towards reducing bullying or harassment of LGBT students in their school, principals again emphasize the importance of professional development and school or district policies. Seven in ten principals believe that professional development for school personnel (69%) and safe school or anti-bullying/harassment school or district policies (68%) would be most helpful in reducing bullying or harassment of LGBT students in their school. Elementary and secondary school principals are equally likely to endorse the helpfulness of these efforts. However, secondary school principals are more likely than elementary school principals to believe that punitive measures for those who engage in bullying or harassing behaviors would be most helpful in reducing harassment of LGBT students (71% vs. 61%). Secondary school principals are also more likely than elementary school principals to believe that the following areas would be most helpful in reducing bullying and harassment of LGBT students: peer mediation or conflict resolution (56% vs. 47%); awareness campaigns (38% vs. 30%); and student groups (such as Gay-Straight Alliances or GSAs) (33% vs. 14%). (Exhibit 3.8)

EXHIBIT 3.8

MOST HELPFUL EFFORTS TO REDUCE LGBT BULLYING/HARASSMENT IN SCHOOLS

Q1020 Which of the following would be most helpful in reducing bullying or harassment of LGBT students in your school?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Professional development for school personnel	69	71	69	73	66
Safe school or anti-bullying/harassment school or district policies	68	67	71	75	69
Punitive measures for those who engage in bullying or harassing behaviors	65	61	71 <sup>B</sup>	75 <sup>B</sup>	68
Safe school or anti-bullying/harassment state policies	53	52	55	57	54
Peer mediation or conflict resolution	49	47	56 <sup>B</sup>	57 <sup>B</sup>	58 <sup>B</sup>
Clear consequences for school personnel who do not intervene when they witness bullying or harassment	49	48	49	49	50
Classroom-based curricula/programs	38	40 <sup>E</sup>	35	45 <sup>E</sup>	28
Awareness campaigns (e.g., posters, contests, special events)	32	30	38 <sup>B</sup>	43 <sup>B</sup>	38 <sup>B</sup>
Student groups (e.g., Gay-Straight Alliances, diversity clubs, anti-violence groups)	20	14	33 <sup>B</sup>	20 <sup>B</sup>	43 <sup>BD</sup>

*Barriers to Creating Safer Schools for LGBT Students*

It is important to know what barriers principals encounter when engaging in efforts to make their schools safer for LGBT students. As reported in Chapter 2, 21% of principals say that their school has engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students (Exhibit 2.7). Of these principals, half (52%) did not face any barriers in implementing their efforts in this regard. Of those who faced barriers, the most common barrier is the lack of resources (32%), including lack of school personnel’s time (22%) and lack of funding (21%). Three in ten principals (28%) encountered objections from at least one of their stakeholder groups. Two in ten (20%) faced objections by parents and nearly as many (16%) faced objections by other community members.

Objections by students (8%) were less common. Overall, secondary school principals were more likely than elementary school principals to face objections (38% vs. 14%). Objections by parents and the lack of school personnel’s time were cited as the most common barriers by secondary school principals, both faced by over a quarter (26%) of these principals. (Exhibit 3.9)

EXHIBIT 3.9

BARRIERS TO IMPLEMENTING EFFORTS TO CREATE SAFER SCHOOLS FOR LGBT STUDENTS

Q915 What barriers, if any, were encountered in your school’s efforts specifically designed to create safer schools for LGBT students?

Base: School engaged in efforts to create safer schools for LGBT students

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	458 %	56** %	361 %	84** %	236 %
Lack of Resources (Net)	32	30	34	41	29
Lack of time of school personnel	22	15	26	31 <sup>B</sup>	21
Lack of funding or financial resources	21	20	21	28	19
Objections (Net)	28	14	38 <sup>B</sup>	33 <sup>B</sup>	39 <sup>B</sup>
Objections by parents	20	11	26 <sup>B</sup>	30 <sup>B</sup>	24
Objections by other community members	16	8	21 <sup>B</sup>	14	25 <sup>B</sup>
Objections by students	8	1	13 <sup>B</sup>	5	15 <sup>B</sup>
Objections by members of the school board	5	2	7	8	7
Objections by superintendent/ other district administration	3	1	4	3	5
Objections by school personnel	1	2	1	-	1
Something else (Net)	3	4	2	4	2
None	52	63	46	45	47

\*\* Small Base Size

### *Anticipated Support from the School Community*

A majority of principals believe that a variety of segments of the school community would be supportive of efforts that specifically address issues of school safety for LGBT students and families, yet fewer than half of principals believed they would be very or extremely supportive. moreover 70% believe that administrators in the school (75%), teachers in the school (72%), and district-level administration (71%) would be supportive, approximately 40% or fewer believing they would be very or extremely supportive. A majority of principals also believe that other school staff (62%), the PTA/PTO (58%), school board members (57%) and students themselves (57%) would be supportive, with fewer than a quarter believing that they would be very or extremely supportive. However, half or fewer principals believe that families of students in the school (51%), local government officials (50%) and other community members (46%) would be supportive, and fewer than one in five principals believe they would be very or extremely supportive. Principals of senior high schools are more likely than principals of junior high/middle and elementary school levels to believe that the various members of their school community would be supportive of efforts that specifically address LGBT students and families in school safety issues. (Exhibit 3.10)

EXHIBIT 3.10

COMMUNITY MEMBERS EXTREMELY SUPPORTIVE, VERY SUPPORTIVE AND SUPPORTIVE OF EFFORTS  
TO ADDRESS SCHOOL SAFETY FOR LGBT STUDENTS AND FAMILIES

Q931 Based on your experiences as a school principal, how supportive would the following members of the school community be about efforts that specifically address issues of school safety for LGBT students and families?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Administrators in the school					
Extremely/Very supportive/Supportive (Net)	75	73	81 <sup>B</sup>	76	85 <sup>BD</sup>
Extremely/Very supportive (Subnet)	41	38	50 <sup>B</sup>	43	56 <sup>BD</sup>
District-level administration					
Extremely/Very supportive/Supportive (Net)	71	71	72	65	77 <sup>D</sup>
Extremely/Very supportive (Subnet)	34	31	40 <sup>B</sup>	36	44 <sup>B</sup>
Teachers in the school					
Extremely/Very supportive/Supportive (Net)	72	72	73	64	80 <sup>D</sup>
Extremely/Very supportive (Subnet)	33	30	40 <sup>B</sup>	33	45 <sup>BD</sup>
Other staff (other than teachers or administrators)					
Extremely/Very supportive/Supportive (Net)	62	62	65	56	70 <sup>D</sup>
Extremely/Very supportive (Subnet)	24	22	28 <sup>B</sup>	23	31 <sup>BD</sup>
The PTA or PTO					
Extremely/Very supportive/Supportive (Net)	58	59	58	53	61 <sup>D</sup>
Extremely/Very supportive (Subnet)	23	22	25	25	26
School board members					
Extremely/Very supportive/Supportive (Net)	57	54	61	55	66 <sup>BD</sup>
Extremely/Very supportive (Subnet)	22	19	28 <sup>B</sup>	23	32 <sup>BD</sup>
Students in the school					
Extremely/Very supportive/Supportive (Net)	57	57	63	53	72 <sup>BD</sup>
Extremely/Very supportive (Subnet)	21	19	27 <sup>B</sup>	22	33 <sup>BD</sup>
Local government officials (other than school board members)					
Extremely/Very supportive/Supportive (Net)	50	49	54	49	59 <sup>BD</sup>
Extremely/Very supportive (Subnet)	18	17	21	17	23
Families of students in the school					
Extremely/Very supportive/Supportive (Net)	51	50	54	49	60 <sup>BD</sup>
Extremely/Very supportive (Subnet)	18	17	19	18	21
Other community members					
Extremely/Very supportive/Supportive (Net)	46	46	49	43	52 <sup>D</sup>
Extremely/Very supportive (Subnet)	14	13	16	15	18

### *Needed Support for Principals Who Are Seeking To Improve Safety for LGBT Students and Families*

Principals indicate that a range of types of support would be helpful in their efforts to create a safe environment for LGBT students and families at their school. However, no single effort is viewed as considerably more helpful than others. Two-thirds of principals believe that the support of the superintendent or district administration (65%) and resources from professional organizations (65%) would be helpful in supporting their efforts in this area. Six in ten principals believe that the support of the school board (62%), support of families and community members (62%), professional development (62%) and anti-bullying/harassment policies that explicitly protect LGBT students would be helpful (61%). Secondary school principals are more likely than elementary school principals to believe that support of the district administration (70% vs. 63%), support of the school board (67% vs. 59%) and support of families and community members (68% vs. 59%) to more openly address safety issues for LGBT students would be helpful for their efforts in this area. (Exhibit 3.11)

### *Summary*

Principals indicate a gap between the current state of programs and policies that specifically address the safety of LGBT students and families and the need for such efforts in their school. Overall, principals believe in the helpfulness of a variety of efforts to achieve the goal of safe and welcoming schools for LGBT students and families, particularly professional development for school personnel and anti-bullying/harassment policies that provide specific protections based on sexual orientation and gender identity/expression. Whereas only a small percentage of principals report that their schools have actually engaged in specific efforts to create safer schools for LGBT students, most of these principals faced no barriers in doing so. Additionally, the majority of these principals believe that members of the school community would be supportive of such efforts.

EXHIBIT 3.11

HELPFULNESS OF ITEMS TO PRINCIPAL FOR CREATING SAFE SCHOOL ENVIRONMENTS FOR LGBT STUDENTS/FAMILIES

Q1211 For you as an educational leader, how helpful would the following be in your efforts to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students and families at your school?

Base: All qualified respondents

	Total A	School Level			
		Elementary B	Secondary		
			All Secondary C	Junior High/ Middle D	Senior High E
Base	1580 %	479 %	883 %	296 %	465 %
Support of the superintendent/district administration to more openly address safety issues					
Extremely/Very helpful/Helpful (Net)	65	63	70 <sup>B</sup>	67	71 <sup>B</sup>
Extremely/Very helpful (Subnet)	32	31	36	32	40 <sup>B</sup>
Support of the school board to more openly address safety issues for LGBT students and support					
Extremely/Very helpful/Helpful (Net)	62	59	67 <sup>B</sup>	65	69 <sup>B</sup>
Extremely/Very helpful (Subnet)	30	28	35 <sup>B</sup>	31	39 <sup>B</sup>
Support of families and community members to more openly address safety issues for LGBT students					
Extremely/Very helpful/Helpful (Net)	62	59	68 <sup>B</sup>	63	71 <sup>B</sup>
Extremely/Very helpful (Subnet)	29	27	34 <sup>B</sup>	30	38 <sup>BD</sup>
Professional development (e.g., training) that includes information on dealing with LGBT harassment in schools					
Extremely/Very helpful/Helpful (Net)	62	61	65	65	66
Extremely/Very helpful (Subnet)	29	29	32	32	34
Anti-bullying/harassment/discrimination policies that explicitly protect LGBT students					
Extremely/Very helpful/Helpful (Net)	61	59	65	62	68 <sup>B</sup>
Extremely/Very helpful (Subnet)	29	28	32	25	30 <sup>BD</sup>
Resources from professional education organizations (e.g., NAESP, NASSP, ASCD, NEA)					
Extremely/Very helpful/Helpful (Net)	65	65	66	66	67
Extremely/Very helpful (Subnet)	29	29	30	27	34





## **APPENDIX A: SURVEY METHODOLOGY**

### **Overview**

The survey questionnaire was self-administered online by means of the Internet. A total of 1,580 K-12 public school principals who have access to the Internet completed the survey. Interviews averaged twenty-seven minutes in length and were conducted between June 15 and August 3, 2007.

### **Sample Selection**

Survey respondents were drawn from three sources: a list from the National Association of Secondary School Principals (NASSP), a list from a membership-based national education organization and a list from the National Center for Educational Statistics (NCES).

### *Weighting of the Data*

The samples were weighted to represent the universe of public school principals, using a population profile derived from data published by the National Center for Education Statistics (NCES). The NCES variables used in weighting were school type (elementary, junior high/high school, combined), school region, school location (urban, suburban, rural), school socio-economic status (high, low), principal gender, and principal race/ethnicity. An additional variable was included in the weighting algorithm to account for possible self-selection biases arising from the use of sample from the National Association of Secondary School Principals (NASSP) and the membership-based, national education organization. Using a technique analogous to Harris Interactive's propensity score weighting, this additional variable corrects for any attitudinal or behavioral differences between the members of the education organizations and the general population of public school principals, and ensures that the weighted results from this survey are projectable to the universe of public school principals.

### **Online Interviewing Procedures**

Interviews were conducted using a self-administered, online questionnaire, via proprietary, Web-assisted interviewing software. The HPOL interviewing system permitted online data entry of interviews by the respondents. Questionnaires were programmed into the system with the following checks:

1. Question and response series
2. Skip pattern
3. Question rotation
4. Range checks

5. Mathematical checks
6. Consistency checks
7. Special edit procedures

All data were tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables was then produced for each of the key sample groups showing the results of each survey question, both the total number of respondents and by the key subgroups.

### **Control of the Sample**

To maintain the reliability and integrity in the sample, the following procedures were used:

1. Password Protection: Each invitation contained a URL with a built-in password that was uniquely assigned to that e-mail address. Password protection ensured that a respondent was able to complete the survey only one time.
2. Reminder Invitations: To increase the number of respondents in the survey and to improve overall response rates, additional reminder invitations were mailed at 2 to 4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the Survey Findings: To increase the number of respondents in the survey and improve overall response rates, respondents were provided with an instant summary of a selection of survey responses. These responses were available to the respondent immediately following completion of the survey via a link on the thank you screen.

### **Cleaning the Data**

All interviews were carefully edited and checked for completeness and accuracy. As a general Harris procedure, surveys with significant errors or large proportions of missing data are removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. Unless otherwise noted, findings for each question are based on the total number of potential respondents in the sample.

### **Potential Sampling Error**

The results for sample surveys are subject to sampling error — the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources are:

- Non-response (if those who are interviewed differ from those who are not interviewed).
- Random or sampling error, which may in theory, be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All that can be dealt with are probabilities.
- Question wording, particularly where the survey is measuring attitude or future intention and not a “fact.” Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of any survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm reflect the most reliable information available.

## APPENDIX B: QUESTIONNAIRE

HARRIS INTERACTIVE  
GLSEN: SCHOOL SAFETY, BULLYING AND HARASSMENT:  
THE PRINCIPAL'S PERSPECTIVE  
A SURVEY OF PUBLIC SCHOOL PRINCIPALS  
(J30996)

### SECTION 500: WEB SURVEY SCREENING

#### **BASE: ALL RESPONDENTS**

**Q505** Thank you very much for taking our survey! This survey is being conducted to help us learn more about the experiences of school principals nationwide, particularly about school safety.

As you will notice as you take the survey, many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. Again, please be as honest as you can in answering the following questions.

Our first few questions are for classification purposes and they enable us to select the questions to ask you later in the survey. They will also help us properly analyze responses to this survey. Consistent with Harris Interactive confidentiality standards of nondisclosure and codes of research--any personally identifiable information provided to and maintained by Harris will be held in confidence. Results are not in any way personally identifiable to either you or the school you represent.

#### **BASE: ALL RESPONDENTS**

**Q101** [GENDER/YEAR OF BIRTH QUESTION PLACEMENT (Q102/Q104)]

- 1 PRESENT GENDER/YOB AS FIRST ITEMS
- 2 PRESENT GENDER/YOB FOLLOWING SCREENER ITEMS
- 3 PRESENT GENDER/YOB IN DEMOGRAPHIC SECTION

#### **BASE: PRESENT Q110 (Q109/1)**

**Q110** In which country or region do you currently reside?

#### **BASE: US RESPONDENTS (Q110/244)**

**Q510** Which of the following best describes your current occupation?

- 1 Principal (K-12)
- 2 Assistant / Vice Principal (K-12)
- 3 Other type of administrator at your school
- 4 Guidance counselor
- 5 School district administrator
- 6 None of these

#### **BASE: PRINCIPAL (Q510/1)**

**Q1405** In what state or territory is your school located?

#### **BASE: PRINCIPAL (Q510/1)**

**Q1410** Is your school located....?

- 1 In an urban or city area
- 2 In a suburban area next to a city
- 3 In a small town or rural area

#### **BASE: PRINCIPAL (Q510/1)**

**Q515** Is the school where you work?

- 1 A private or parochial school
- 2 A public school

**BASE: PUBLIC SCHOOL PRINCIPAL (Q510/1 AND Q515/2)**

**Q520** What grade levels does your school have? Please select all that apply.

- 01 K – 5<sup>th</sup> grades (elementary school)
- 02 6<sup>th</sup> – 8<sup>th</sup> grades (junior high or middle school)
- 03 9<sup>th</sup> – 12<sup>th</sup> grades (senior high or middle school)

**SECTION 600: PERSPECTIVES ON BULLYING AND HARASSMENT: INCIDENTS**

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q605** Now, we would like to ask you some questions about your experiences at your school.

How serious of a problem are the following at your school?

**Q606**

- 1 Not serious at all
- 2 Not very serious
- 3 Somewhat serious
- 4 Very serious

- 1 Bullying, name calling or harassment of students
- 2 Peer pressure to use alcohol or drugs
- 3 Racial or ethnic differences among students
- 4 Religious differences among students
- 5 Other school violence (fighting, weapons, gang involvement)
- 6 Other disciplinary issues

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q610** At your school, how often are students bullied, called names or harassed for the following reasons?

**Q611**

- 1 Never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Very often
- 6 Not sure

- 1 Because they are or people think they are gay, lesbian or bisexual
- 2 Because of how traditionally masculine or feminine they are (e.g., boys that act “too much like a girl” or girls who act “too much like a boy”)
- 3 Because of their race/ethnicity or because people think they are of a certain race/ethnicity
- 4 Because of their religion or because people think they are of a certain religion
- 5 Because of the way they look or their body size
- 6 Because of their academic performance (either not doing well or doing very well)
- 7 Because they have a gay, lesbian, bisexual, or transgender parent or other family member (Transgender is a term that applies to people who live their lives in ways that may not be considered consistent with their biological sex. For example, this could be someone who was born female but identifies as male, or someone who was born male but identifies as female.)

**BASE: BULLIED FOR ANY REASON (Q610/1-7 AND Q611/2-6)**

**Q615** Why are students bullied, called names or harassed most often at your school?

- 1 Because they are or people think they are gay, lesbian or bisexual.
- 2 Because of how traditionally masculine or feminine they are (e.g., boys that act “too much like a girl” or girls who act “too much like a boy”)
- 3 Because of their race/ethnicity or because people think they are of a certain race/ethnicity
- 4 Because of their religion or because people think they are of a certain religion
- 5 Because of the way they look or their body size
- 6 Because of their academic performance (either not doing well or doing very well)
- 7 Because they have a gay, lesbian, bisexual or transgender parent or other family member
- 96 Not sure
- 97 None of these

**BASE: ALL RESPONDENTS**

**Q620** To the best of your knowledge, how often do students at your school engage in cyberbullying or harassment – that is bullying or harassing other students via text messaging, email, instant messaging, websites, blogs, MySpace postings, etc.?

[RESULTS LABEL: Percentage of respondents stating how often students engage in cyberbullying or harassment at school]

- 1 Never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Very often

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q625** At your school, how often do you hear students make the following types of remarks?

**Q626**

- 1 Never
  - 2 Rarely
  - 3 Sometimes
  - 4 Often
  - 5 Very often
- 
- 1 Homophobic remarks (such as “faggot”, “dyke” or “queer”, etc.)
  - 2 The expression “That’s so gay” or “You’re so gay” said in a pejorative or negative manner
  - 3 Racist remarks (such as “nigger”, “spic” or “gook”, etc.)
  - 4 Sexist remarks (such as calling a girl a “bitch” or calling a boy a “girl”, saying girls are not as capable as boys, or saying boys are stupid, etc.)
  - 5 Negative religious remarks (such as people teasing others about their religion, or calling others names such as “kike” or “Jesus freak”)
  - 6 Comments about a male student acting too “feminine” (too much “like a girl”) or a female student acting too “masculine” (too much “like a boy”)

**SECTION 700: PERSPECTIVES ON BULLYING AND HARASSMENT: REPORTING**

**BASE: ALL RESPONDENTS**

**Q705** What percentage of all bullying or harassment incidents taking place in your school do you believe come to your attention?

- 1 0%
- 2 1% - 25%
- 3 26% - 50%
- 4 51% - 75%
- 5 76% - 99%
- 6 100%

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q720** When an incident of student bullying or harassment is reported to you, which of the following have you most commonly done? Please select all that apply.

- 1 Spoken to the student perpetrator
- 2 Spoken to the student victim
- 3 Spoken to the parent of the student perpetrator
- 4 Spoken to the parent of the student victim
- 5 Notified the police
- 6 Engaged in disciplinary activity (e.g., suspension, expulsion)
- 7 Made a note in the perpetrator's student file
- 8 Delegated any follow-up to other staff
- 9 Something else
- 10 Nothing [E; ANCHOR]

**BASE: BULLYING OR HARASSMENT INCIDENT, DONE SOMETHING ELSE (Q720/9)**

**Q723** When an incident of student bullying or harassment is reported to you, what else have you most commonly done?

**SECTION 800: PERSPECTIVES ON BULLYING AND HARASSMENT: INTERVENTIONS**

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q825** Overall, how would you rate the ability of teachers and other staff in your school to effectively address the following situations, should they arise?

**Q826**

- 1 Poor
  - 2 Fair
  - 3 Good
  - 4 Excellent
  - 8 Not sure
- 
- 1 A student talking about being gay, lesbian, bisexual, or transgender
  - 2 A student being bullied or harassed because they are or people think they are gay, lesbian, or bisexual
  - 3 A student being bullied or harassed because they are of how traditionally masculine or feminine they are (e.g. boys that act "too much like a girl" or girls who act "too much like a boy")
  - 4 A student being bullied or harassed because of their race/ethnicity or because people think they are of a certain race/ethnicity
  - 5 A student being bullied or harassed because of their religion or because people think they are of a certain religion
  - 6 A student being bullied or harassed because of the way they look or their body size.
  - 7 A student being bullied or harassed because of their academic performance (either not doing well or doing very well)
  - 8 A student being bullied or harassed because they have a gay, lesbian, bisexual or transgender parent or other family member
  - 9 A student being sexually harassed.

**SECTION 900: SCHOOL SAFETY**

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q905** Please think about safety at school. How safe do you think the following students would feel at your school?

**Q906**

- 1 Not at all safe
- 2 Not very safe
- 3 Somewhat safe
- 4 Very safe

- 1 A gay, lesbian or bisexual student
- 2 A transgender student
- 3 A male student who acted traditionally feminine
- 4 A female student who acted traditionally masculine
- 5 A student who has a gay, lesbian, bisexual or transgender parent or parents
- 6 A student who is of a racial/ethnic group that is the minority in your school
- 7 A student who is of a religious group that is the minority in your school

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q910** School safety is an important issue for all students. Sometimes, certain students or student groups may feel less safe than other students or student groups. The next part of the survey asks about your views and experiences regarding lesbian, gay, bisexual or transgender (LGBT) students. We are interested in your views regardless of whether or not you have LGBT students or students perceived to be LGBT at your school.

Has your school engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students?

- 1 Yes
- 2 No

**BASE: SCHOOL ENGAGED IN EFFORTS TO CREATE SAFER SCHOOLS FOR LGBT STUDENTS (Q910/1)**

**Q913** What efforts has your school engaged in efforts specifically designed to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students?

**BASE: SCHOOL ENGAGED IN EFFORTS TO CREATE SAFER SCHOOLS FOR LGBT STUDENTS (Q910/1)**

**Q915** What barriers, if any, were encountered in your school's efforts specifically designed to create safer schools for LGBT students? Please select all that apply.

- 1 Lack of funding or financial resources
- 2 Lack of time of school personnel
- 3 Objections by students
- 4 Objections by parents
- 5 Objections by superintendent or other school district administration
- 6 Objections by members of the school board
- 7 Objections by other community members
- 8 Something else
- 9 None

**BASE: SCHOOL ENCOUNTERED OTHER BARRIERS IN EFFORTS TO CREATE SAFER SCHOOLS FOR LGBT STUDENTS (Q915/8)**

**Q917** What other barriers were encountered in your school's efforts specifically designed to create safer schools for LGBT students?



**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q920** For schools in general, how helpful would the following be in creating safe environments for lesbian, gay, bisexual or transgender (LGBT) students or students with LGBT parents?

**Q921**

- 1 Not helpful
- 2 Somewhat helpful
- 3 Helpful
- 4 Very helpful
- 5 Extremely helpful

- 1 Having professional development for school personnel (e.g., training) that includes information on dealing with LGBT harassment in schools
- 2 Having clear consequences for school personnel who do not intervene when they witness anti-LGBT bullying or harassment or hear homophobic remarks
- 3 Having anti-harassment and anti-discrimination policies that explicitly protect LGBT students
- 4 Allowing clubs on school campus where LGBT and straight students join together to promote tolerance
- 5 Having principals more openly address safety issues for LGBT students and support teachers and other school staff who take action on these issues
- 6 Having the superintendent or district administration more openly address safety issues for LGBT students and support principals who take action on these issues
- 7 Incorporating information about LGBT people, history, and events into the curriculum

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q923** What else, if anything, would be helpful in creating safer schools for lesbian, gay, bisexual or transgender (LGBT) students or students with LGBT parents?

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1315** How comfortable do you think a lesbian or gay parent would feel participating in the following activities at your school?

**Q1316**

- 1 Not comfortable
- 2 Somewhat comfortable
- 3 Comfortable
- 4 Very comfortable
- 5 Extremely comfortable

- 1 Joining the PTA or PTO
- 2 Helping out in the classroom
- 3 Chaperoning a field trip

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q925** For schools in general, how helpful would the following be in creating welcoming school environments for families with a lesbian, gay, bisexual or transgender (LGBT) parent or parents?

**Q926**

- 1 Not helpful
- 2 Somewhat helpful
- 3 Helpful
- 4 Very helpful
- 5 Extremely helpful

- 1 Including representations of diverse families (including LGBT families) in school environment (e.g. curricula, text, visual displays)
- 2 Using inclusive language when communicating with parents/guardians (e.g. gender neutral language)
- 3 Having professional development for school personnel (e.g., training) that includes information on LGBT families in schools

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q928** What else, if anything, would be helpful in creating welcoming school environments for lesbian, gay, bisexual, and transgender (LGBT) families?

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q930** Based on your experiences as a school principal, how supportive would the following members of the school community be about efforts that specifically address issues of school safety for LGBT students and families?

**Q931**

- 1 Not supportive
- 2 Somewhat supportive
- 3 Supportive
- 4 Very supportive
- 5 Extremely supportive
- 6 Not applicable

- 1 Students in my school
- 2 Teachers in my school
- 3 Administrators in my school
- 4 Other school staff (other than teachers or administrators)
- 5 The Parent Teacher Association or Organization
- 6 District-level administration
- 7 School board members
- 8 Families of students in your school
- 9 Local government officials (other than school board members)
- 10 Other community members (e.g. local businesses, religious institutions, etc.)

**SECTION 1000: REDUCING BULLYING AND HARASSMENT: GENERAL AND POLICIES**

**BASE: ALL RESPONDENTS**

**Q1005** Which of the following, if any, have been implemented to reduce bullying or harassment in your school? Please select all that apply.

- 1 Professional development for school personnel (e.g., training)
- 2 Safe school or anti-bullying/harassment school or district policies
- 3 Safe school or anti-bullying/harassment state policies
- 4 Punitive measures for those who engage in bullying or harassing behaviors
- 5 Clear consequences for school personnel who do not intervene when they witness bullying or harassment
- 6 Peer mediation or conflict resolution programs
- 7 Classroom-based curricula or programs
- 8 Student groups (e.g. gay/straight alliances, diversity clubs, anti-violence groups)
- 9 Awareness campaigns (e.g. posters, contests, special events)
- 10 Other
- 11 None of these [E; ANCHOR]

**BASE: SPECIFIED OTHER IMPLEMENTED (Q1005/10)**

**Q1010** What else has been implemented to reduce bullying or harassment in your school?

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1020** Which of the following would be most helpful in reducing bullying or harassment of LGBT students in your school? Please select all that apply.

- 1 Professional development for school personnel (e.g., training)
- 2 Safe school or anti-bullying/harassment school or district policies
- 3 Safe school or anti-bullying/harassment state policies
- 4 Punitive measures for those who engage in bullying or harassing behaviors
- 5 Clear consequences for school personnel who do not intervene when they witness bullying or harassment
- 6 Peer mediation or conflict resolution programs
- 7 Classroom-based curricula or programs
- 8 Student groups (e.g. gay/straight alliances, diversity clubs, anti-violence groups)
- 9 Awareness campaigns (e.g. posters, contests, special events)
- 10 Other
- 11 None

**BASE: SPECIFIED OTHER WOULD BE MOST HELPFUL (Q1020/10)**

**Q1023** What else would be most helpful in reducing bullying or harassment of LGBT students in your school?

**BASE: ALL RESPONDENTS**

**Q1065** Does your school or school district have a “safer school” or anti-bullying or harassment policy? Please select all that apply.

- 1 Yes, my school district has a policy
- 2 Yes, my school has a policy
- 3 No, neither my school nor school district has a policy
- 8 Not sure

**BASE: SCHOOL DISTRICT HAS POLICY (Q1065/1)**

**Q1070** Which of the following is part of your school district’s safe school or anti-bullying or harassment policy? Please select all that apply.

- 1 Sexual orientation is specifically mentioned
- 2 Gender identity or expression is specifically mentioned
- 3 Race/ethnicity is specifically mentioned
- 4 Religion is specifically mentioned
- 5 Professional development (e.g., training) for school personnel is mandated
- 6 Education programs for students are mandated
- 7 Schools are required to report incidents
- 8 Schools are required to notify school personnel, students and families of policy
- 9 Procedures for students to report incidents of bullying or harassment
- 10 A description of consequences to students for engaging in bullying or harassing behavior
- 11 Something else
- 12 Not sure

**SECTION 1100: REDUCING BULLYING AND HARASSMENT: STAFF AND STUDENT PREP/TRAINING**

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1105** In which non-academic areas do the staff at your school need the most support or training? Please select all that apply.

- 1 Bullying and/or harassment intervention and prevention
- 2 Diversity and multicultural issues
- 3 Lesbian, gay, or bisexual (LGB) student issues
- 4 Transgender student issues
- 5 School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)
- 6 Substance abuse (i.e. drugs, alcohol)
- 7 Student mental health
- 8 Other

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1110** During the 2006-2007 school year, which of the following areas, if any, did your school or school district’s professional development efforts (e.g., training) for school personnel provided by your school or school district address? Please select all that apply.

- 1 Bullying or harassment
- 2 Diversity or multicultural issues
- 3 LGBT issues
- 4 School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)
- 5 Substance abuse (i.e. drugs, alcohol)
- 6 Student mental health
- 7 None of these

**BASE: HELD TRAINING ON BULLYING/HARASSMENT (Q1110/1)**

**Q1120** Why did your school provide professional development (e.g., training) for school personnel on bullying or harassment? Please select all that apply.

- 1 In response to an incident
- 2 District mandate
- 3 State policy
- 4 School personnel interest/request
- 5 Student/Family interest/request
- 6 I thought it was important
- 7 School had earmarked funds
- 8 Other

**BASE: HELD TRAINING ON BULLYING/HARASSMENT FOR OTHER REASON (Q1120/8)**

**Q1123** Why did your school provide professional development (e.g., training) for school personnel on bullying or harassment?

**BASE: HELD TRAINING ON BULLYING/HARASSMENT (Q1110/1)**

**Q1125** Did your school's professional development (e.g. training) for school personnel on bullying or harassment include specific content on the following types of bullying or harassment? Please select all that apply.

- 1 Students' sexual orientation (e.g., of lesbian, gay, or bisexual (LGB) students)
- 2 Students' gender identity or gender expression (e.g., of transgender students)
- 3 Gender (e.g., sexual harassment)
- 4 Race or ethnicity
- 5 Students' academic performance
- 6 The way students' look or their body size
- 7 Students' religion
- 8 Sexual orientation or gender identity or expression of students' family members (e.g. of students with lesbian, gay, bisexual or transgender parents)
- 10 None of these

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1160** During the 2006-2007 school year, in which of the following areas, if any, did your school implement education programs for students? Please select all that apply.

- 1 Anti-bullying or harassment
- 2 Diversity or multicultural issues
- 3 LGBT issues
- 4 School violence (other than bullying or harassment, e.g., fighting, weapons, gang involvement)
- 5 Substance abuse (i.e. drugs, alcohol)
- 6 Student mental health
- 7 None of these

**BASE: HELD ANTI-BULLYING/HARASSMENT PROGRAM FOR STUDENTS (Q1160/1)**

**Q1165** Which anti-bullying or harassment program for students did your school use? Please select all that apply.

[RANDOMIZE]

[MULTIPLE RESPONSE]

- 1 Olweus Bullying Prevention Program (BPP)
- 2 Names Can Really Hurt Us (from Anti-Defamation League)
- 3 Don't Laugh At Me (from Operation Respect)
- 4 No Name Calling Week
- 5 Expect Respect
- 6 Bully-Proofing Your School (from Caring Communities)
- 7 Steps to Respect: A Bullying Prevention Program (from Committee for Children)
- 8 Other

**BASE: HELD OTHER ANTI-BULLYING/HARASSMENT PROGRAM FOR STUDENTS (Q1165/8)**

**Q1167** Which anti-bullying or harassment program for students did your school use?

**BASE: HELD ANTI-BULLYING/HARASSMENT PROGRAM FOR STUDENTS (Q1160/1)**

**Q1175** Why did your school implement education programs for students on bullying or harassment? Please select all that apply.

- 1 In response to an incident
- 2 District mandate
- 3 State policy
- 4 School personnel interest/request
- 5 Student/Family interest/request
- 6 I thought it was important
- 7 School had earmarked funds
- 8 Other

**BASE: HELD ANTI-BULLYING/HARASSMENT PROGRAM FOR STUDENTS (Q1160/1)**

**Q1180** Did your school's education programs for students on bullying or harassment include specific content on the following types of bullying or harassment? Please select all that apply.

- 1 Students' sexual orientation (e.g. of lesbian, gay, or bisexual (LGB) students)
- 2 Students' gender identity or gender expression (e.g. of transgender students)
- 3 Gender (e.g. sexual harassment)
- 4 Race or ethnicity
- 5 Students' academic performance
- 6 The way students look or their body size
- 7 Students' religion
- 8 Sexual orientation or gender identity or expression of students' family members (e.g. of students with lesbian, gay, bisexual or transgender parents)
- 9 None of these [E; ANCHOR]

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1205** Have you, personally, ever received any professional development (e.g., training) in the following areas?

**Q1206**

- 1 Yes, in my current position
  - 2 Yes, in a previous position
  - 3 Yes, during my pre-service or educational leadership education
  - 4 No
- 
- 1 Bullying or harassment
  - 2 Diversity or multicultural issues
  - 3 Lesbian, gay, bisexual, or transgender (LGBT) issues

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1210** For you as an educational leader, how helpful would the following be in your efforts to create a safe environment for lesbian, gay, bisexual or transgender (LGBT) students and families at your school?

**Q1211**

- 1 Not helpful
  - 2 Somewhat helpful
  - 3 Helpful
  - 4 Very helpful
  - 5 Extremely helpful
- 
- 1 Engaging in professional development (e.g. training) that includes information on dealing with LGBT harassment in schools
  - 2 Resources from professional education organizations (e.g. NAESP, NASSP, ASCD, NEA)
  - 3 Having anti-harassment and anti-discrimination policies that explicitly protect LGBT students
  - 4 Having the support of the superintendent and district administration to more openly address safety issues for LGBT students and support principals who take action on these issues
  - 5 Having the support of families and community members to more openly address safety issues for LGBT students
  - 6 Having the support of the school board to more openly address safety issues for LGBT students and support principals who take action on these issues

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1213** What else, if anything, would be helpful to you in creating a safe environment for lesbian, gay, bisexual or transgender (LGBT) students and at your school?

**SECTION 1400: SCHOOL DEMOS**

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1420** Next, we would like to ask you some questions about your school. <BR><BR>

What percentage of students in your school are eligible for free or reduced lunch? Your best estimate is fine. Enter '998' for 'not sure' and '999' for 'decline to answer'.

[RANGE 0-100, 998, 999]

\_\_\_\_\_%

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1425** What percentage of students in your school come from racial or ethnic minority families? Your best estimate is fine. Enter '998' for 'not sure' and '999' for 'decline to answer'.

[RANGE 0-100, 998, 999]

\_\_\_\_\_%

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1430** In total, how many students attend your school? Your best estimate is fine. Enter '9998' for 'not sure' and '9999' for 'decline to answer'.

\_\_\_\_\_

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1435** How many years have you been professionally involved with the field of education? If you have worked less than 6 months, please enter '0'. If you have worked more than 6 months but less than a year, please enter '1'.

\_\_\_\_

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1440** How many years have you worked as a principal? If you have worked less than 6 months, please enter '0'. If you have worked more than 6 months but less than a year, please enter '1'.

\_\_\_\_

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1450** Do you know anyone in your school community who is gay, lesbian or bisexual? Please select all that apply.

[MULTIPLE RESPONSE]

- 01 Yes, a parent of a student
- 02 Yes, a student
- 03 Yes, a teacher
- 04 Yes, a school staff person, other than a teacher
- 05 Yes, another person at school
- 09 No
- 98 Not sure
- 99 Decline to answer

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1455** Do you know anyone in your school community who is transgender? Please select all that apply.

- 01 Yes, a parent of a student
- 02 Yes, a student
- 03 Yes, a teacher
- 04 Yes, a school staff person, other than a teacher
- 05 Yes, another person at school
- 09 No
- 98 Not sure
- 99 Decline to answer

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**

**Q1445** Of which of the following organizations are you a member? Please select all that apply.

- 1 National Association of Elementary School Principals (NAESP)
- 2 National Association of Secondary School Principals (NASSP)
- 3 National Education Association (NEA)
- 4 American Federation of Teachers (AFT)
- 5 American Association of School Administrators (AASA)
- 6 Association for Supervision and Curriculum Development (ASCD)
- 7 State affiliate of National Association of Elementary School Principals (NAESP)
- 8 State affiliate of National Association of Secondary School Principals (NASSP)
- 9 State affiliate of National Education Association (NEA)
- 10 State affiliate of American Federation of Teachers (AFT)
- 11 None of these

**SECTION 1500: WEBOGRAPHIC QUESTIONS**

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1505** Next we have a few questions about your own views and experiences.

On how many separate occasions would you say you watched news programs on TV during the past 30 days?

□□□

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1510** On how many different occasions did you do vigorous physical exercise during the past 30 days?

□□□

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1515** Do you think that community service should be a requirement in schools?

- 1 Yes
- 2 No

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1520** Have you chosen not to purchase a product or service or told someone not to purchase a product or service made by a particular company because the company's actions or policies conflicted with your values or beliefs?

- 1 Yes, in the past year.
- 2 Yes, more than 1 year ago, but within the past 2 years.
- 3 Yes, more than 2 years ago, but within the past 3 years.
- 4 Yes, more than 3 years ago.
- 5 No, I have never done this.

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1525** Most companies today want to know about the individual interests and lifestyle of their customers so they can tailor their information services and products to each customer's personal preferences. In general, do you see such personalization as a good thing?

- 1 Yes
- 2 No

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1530** Do you own a non-retirement investment account?

- 1 Yes
- 2 No

**BASE: ALL US RESPONDENTS AGE 18+**

**Q1535** Of which of the following types of organizations are you a member? Please select all that apply.

- 1 Political clubs
- 2 Church - or Religion-affiliated groups
- 3 Service clubs
- 4 Sports groups
- 5 Any other group
- 6 None - I am not a member of any organization

**SECTION 100: DEMOGRAPHICS**

**BASE: ALL RESPONDENTS**

**Q102** [IF Q101/3 INSERT Our next series of questions is for classification purposes and will help us properly analyze responses to this survey. As you may already know, we never disclose the identity of any individual. Your answers will always be kept strictly confidential. We only report results for groups of people, not for individuals.]

Are you...?

- 1 Male
- 2 Female
- 99 Decline to answer

**BASE: ALL RESPONDENTS**

**Q104** In what year were you born? Please enter as a four-digit number, e.g., 1963.

|\_|\_|\_|\_|

**BASE: PRESENT SOLE EMAIL USER OR PRESENT SWEEPSTAKES SELECTED (Q112/3, 24)**

**Q199** Does anyone else use the email address to which this survey's invitation was sent?

- 1 Yes, someone else uses the same email address as I do.
- 2 No, no one else uses my email address.
- 3 I'm not sure if anyone else uses my email address.

**BASE: CITIZENSHIP ITEM TO BE PRESENTED (Q112/9)**

**Q170** Sometimes, a person may reside in one country, but he/she is a citizen of another country. Of what country are you a citizen? If you hold citizenship in more than one country, please indicate the country you consider your primary country of citizenship.



**BASE: INTERNET CONNECTION TO BE PRESENTED (Q112/10)**

**Q190** What type of Internet connection do you have for your home computer or other primary computer?

- 01 14.4k modem
- 02 28.8k modem
- 03 33.6k modem
- 04 56k modem
- 06 Cable modem
- 07 T1 or T3 line
- 08 ISDN line
- 09 ADSL/DSL
- 96 Other
- 98 Not sure

**BASE: INTERNET USAGE ITEM TO BE PRESENTED AND FROM COUNTRY WITH SUFFICIENT INTERNET PENETRATION AND 18 OR OVER (Q112/12 AND Q189/1 AND Q106/3-13)**

**Q194** Excluding email, how many hours per week do you spend on the Internet or World Wide Web?

□□□□□

**BASE: EDUCATION TO BE PRESENTED (Q112/13) AND U.S. RESIDENT (Q166/244)**

**Q216** What is the highest level of education you have completed or the highest degree you have received?

- 1 Less than high school
- 2 Some high school
- 3 High school or equivalent (e.g., GED)
- 4 Some college, but no degree
- 5 College (e.g., B.A., B.S.)
- 6 Some graduate school, but no degree
- 7 Graduate school (e.g., M.S., M.D., Ph.D.)
- 70 Associate's degree

**BASE: MULTI-EMPLOYMENT ITEM TO BE PRESENTED (Q112/14) AND RESIDE IN U.S. (Q112/14 AND Q166/244)**

**Q210** What is your employment status? Please check all that apply.

- 1 Employed full time
- 2 Employed part time
- 3 Self-employed
- 4 Not employed, but looking for work
- 5 Not employed and not looking for work
- 6 Retired
- 8 Student
- 9 Homemaker

**BASE: INCOME IS TO BE PRESENTED (Q112/16) AND U.S. (Q166/244)**

**Q232** Which of the following income categories best describes your total household income before taxes?

- 1 Less than \$15,000
- 2 \$15,000 to \$24,999
- 3 \$25,000 to \$34,999
- 4 \$35,000 to \$49,999
- 5 \$50,000 to \$74,999
- 6 \$75,000 to \$99,999
- 7 \$100,000 to \$124,999
- 8 \$125,000 to \$149,999
- 9 \$150,000 to \$199,999
- 10 \$200,000 to \$249,999
- 11 \$250,000 or more
- 99 Decline to answer

**BASE: STATE/TERRITORY/PROVINCE ITEM TO BE PRESENTED (Q112/17) AND U.S. RESIDENT (Q166/244)**  
**Q172** In what state or territory do you currently reside? [DROP DOWN LIST OF STATES AND US TERRITORIES]

**BASE: PRIMARY LANGUAGE TO BE PRESENTED (Q112/18)**  
**Q182** What is the primary language spoken in your household?

**BASE: ZIP CODE TO BE PRESENTED (Q112/19) AND U.S. RESIDENT (Q166/244)**  
**Q178** What is your zip code? Please enter only the first five digits.  
|\_|\_|\_|\_|\_|

**BASE: RACE ITEMS TO BE PRESENTED AND U.S. RESIDENT (Q112/21 AND Q166/244)**  
**Q236** Are you of Hispanic origin, such as Latin American, Mexican, Puerto Rican, or Cuban?

- 1 Yes, of Hispanic origin
- 2 No, not of Hispanic origin
- 9 Decline to answer

**BASE: RACE ITEMS TO BE PRESENTED AND U.S. RESIDENT (Q112/21 AND Q166/244)**  
**Q238** Do you consider yourself...?

- 1 White
- 2 Black
- 3 Asian or Pacific Islander
- 4 Native American or Alaskan native
- 5 Mixed racial background
- 6 Other race
- 7 African American
- 9 Decline to answer

**BASE: OTHER RACE (Q238/06)**  
**Q240** Please specify what race you consider yourself. <BR><BR>

**BASE: U.S. RESPONDENT AND MIXED RACIAL BACKGROUND (Q166/244 AND Q238/05)**  
**Q242** You indicated that you consider yourself of a mixed racial background. With which of the following racial groups do you most closely identify? Please check all that apply.

- 01 White
- 02 Black
- 03 African American
- 04 Asian or Pacific Islander
- 05 Native American or Alaskan native
- 06 Other race
- 99 Decline to answer

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**  
**Q1460** Do you consider yourself...?

- 01 Heterosexual (Straight)
- 02 Lesbian
- 03 Gay
- 04 Bisexual
- 96 Other
- 98 Not sure
- 99 Decline to answer

**BASE: ALL QUALIFIED RESPONDENTS (Q99/1)**  
**Q1465** Do you consider yourself transgender?

- 1 No
- 2 Yes
- 8 Not sure
- 9 Decline to answer





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