

From Teasing to Torment: School Climate in America

A Survey of Students and Teachers



**Commissioned by
GLSEN**

**Researched by
Harris Interactive**

**FROM TEASING TO TORMENT: SCHOOL CLIMATE IN AMERICA
A SURVEY OF STUDENTS AND TEACHERS**

Conducted for:



Gay, Lesbian and Straight Education Network

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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.

FOREWARD FROM GLSEN

GLSEN envisions a future in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. To that end, much of our work focuses on making harassment and bullying on those bases unacceptable in America's schools. Given our commitment to making K through 12 schools safe for all students, we commissioned this report from Harris Interactive in order to place the issues on which we focus in a broader context, and to better understand how students and teachers in junior high and high schools across the country perceive and experience the problem of bullying and harassment of all kinds in their schools.

Findings from this study provide us with a clearer picture of the extent and nature of the problem of bullying and harassment, and confirm that it is, indeed, a central challenge facing all schools as they seek to serve all students. Two-thirds of the students surveyed report that they have been verbally or physically harassed or assaulted at school during the past year because of their appearance or their actual or perceived race/ethnicity, disability, gender, sexual orientation, gender expression, or religion. Half of the teachers surveyed described bullying and harassment of all kinds as a serious problem in their schools. *From Teasing to Torment* also confirms that anti-LGBT bullying is a central piece of the bullying puzzle: Actual or perceived sexual orientation is one of the most common reasons that students are harassed by their peers, second only to physical appearance. This echoes GLSEN's own research, such as the National School Climate Survey, a biennial study of the school experiences of lesbian, gay, bisexual and transgender (LGBT) secondary school students, which reveals a clear pattern of harassment and violence directed at these young people at school.

Perhaps the most important findings from this report relate to solutions for improving school safety. Teachers themselves are committed to action to address the problem, and many believe that comprehensive anti-harassment policies would make a difference in their schools. Indeed, students from schools that had inclusive school safety policies, ones that included sexual orientation and/or gender identity/expression, were more likely to report feeling safe at school and were less likely to report harassment or negative remarks.

In 2004, the United States Departments of Justice and Education urge that “for youth to fulfill their potential in school, schools should be safe and secure places for all students...”¹ Today, we still have far to go on the issue. *From Teasing to Torment* gives voice to the students and teachers who experience and witness this on a daily basis, and provides educators and policymakers with valuable information about the specific nature of the problem that must be addressed – and ideas about ways to go about it – to ensure that schools provide all students with a safe and secure learning environment.

A handwritten signature in black ink that reads "Kevin Jennings". The signature is written in a cursive style with a large, prominent 'K' and 'J'.

Kevin Jennings
Executive Director
GLSEN

¹ DeVoe, J.F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T.D., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

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INTRODUCTION

Harris Interactive, Inc. conducted *From Teasing to Torment: School Climate In America*, on behalf of The Gay, Lesbian and Straight Education Network (GLSEN). This survey is based on online surveys completed by a nationally representative sample of 3450 students aged 13-18 and 1011 secondary school teachers. The survey is intended to explore teens' and secondary school teachers' experiences with and attitudes towards school harassment. Topics covered in the survey include frequency of harassment and bullying, exposure to offensive language and personal experiences with harassment at their school.

Survey Method

Students

A nationally representative sample of 3450 students ages 13 through 18 participated in the online survey. Respondents are members of the Harris Poll Online (HPOL) panel and were invited to participate through password protected emails. Interviews averaged fifteen minutes in length and were conducted between January 13 and January 31, 2005.

Teachers

A nationally representative sample of 1011 secondary school teachers participated in the online survey. Respondents are members of the Harris Poll Online (HPOL) panel and were invited to participate through password protected emails. Interviews averaged ten minutes in length and were conducted between January 18 and January 25, 2005.

A Note on Reading the Exhibits and Figures

An asterisk (*) on a table signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is 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 asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgements

The Harris team responsible for the design and analysis of the survey included Dana Markow, Ph.D., Senior Research Director, and Jordan Fein, Senior Research Associate. Harris Interactive, Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Harris Interactive, Inc. is especially grateful to Joseph Kosciw, Ph.D. of GLSEN (the Gay, Lesbian, and Straight Education Network) for his input and guidance.

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, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY

The overall atmosphere or climate of a school is established by the behaviors and attitudes of the students, teachers and other school staff as well as the school's official policies. One measure of school climate is the levels of harassment experienced by the students. Harassment in school can take many forms from verbal to physical, although physical harassment is much less common. Verbal harassment includes name-calling, teasing and threats and can escalate to more physical forms such as pushing, hitting or assault with a weapon. Students who are harassed can be singled out for perceived or actual personal characteristics, such as physical appearance, race/ethnicity, religion, income level, physical or intellectual ability, gender or sexual orientation. Of course, sometimes harassment can occur for no apparent reason at all. The question is why should educators, parents and other concerned adults care, particularly if no physical harm is done? The reason is that harassment, even when it is limited to teasing and negative remarks, can interfere with a student's education. Previous research, such as *The 2003 National School Climate Survey* conducted by GLSEN and the American Association of University Women's *Hostile Hallways* reports (1993 and 2001), has found a direct linkage between academic performance and experiences of harassment and an unsafe learning environment in school. The present study, *From Teasing to Torment*, examines several aspects of the school climate that can detract from a safe learning environment, as well as teens' personal experiences with harassment. In addition, the survey examines the overall prevalence of offensive remarks and harassment at their school, whether experienced by that teen or their classmates, and the impact that has on their ability to learn. Secondary school teachers also contributed their perspectives on these issues and provided their views on what can be done to improve the situation.

Students tell us that harassment is not a rare phenomenon. Two-thirds of teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion. Most teens also report hearing students make negative or offensive remarks related to these characteristics at least occasionally. Half of students report that they frequently hear homophobic and sexist remarks being made by students and seven in ten frequently hear the expressions "that's so gay" or "you're so gay." The reason most frequently cited for being harassed is a student's appearance – the way they look or their body size. Four in ten teens report that students are frequently harassed for this reason. The next most common reason for frequent harassment is sexual orientation. One-third of teens report that students are frequently harassed because they are or are perceived to be lesbian, gay or bisexual.

Despite these reports of personal experiences or observations of harassment, fewer students – 36% – describe bullying and harassment as a serious problem at their school. Students may not be aware of the extent of the problem for their fellow students or the impact that it is having on students in their school. Teachers do not hear students make negative remarks as frequently as the students themselves report hearing them, but they rate the problem of bullying and harassment as more serious. Half of teachers say that this is a serious problem at their school.

The severity and type of harassment that students experience in school varies by gender, race/ethnicity and sexual orientation. Girls, for example, are more likely than boys to report feeling unsafe in school, particularly because of their personal appearance. Girls are also more likely to experience being verbally harassed because of their gender than are boys. Overall, White students report that they feel safe in their schools and experience fewer problems with name-calling and harassment in their schools. Latino/a students are more likely than White and Black students to experience racially-based harassment. Results from this study also demonstrate that it is not uncommon for students to be familiar with LGBT students in their schools. More than half of teens know another student who is gay, lesbian or bisexual and two in ten have a close personal friend at school who is LGBT. More than a third of secondary school teachers overall (and 54% of senior high school teachers) know a student at their school who is gay, lesbian or bisexual. LGBT students are over three times more likely than non-LGBT students to report that they feel unsafe at school (20% vs. 6%). The data also show that students who openly identify as lesbian, gay, bisexual or transgender (LGBT) have a more acute problem with being harassed in school. LGBT students also experience harassment more frequently. Nine in ten LGBT students have been verbally or physically harassed in the past year because of their physical appearance, race/ethnicity, religion, disability, sexual orientation or gender expression. In contrast, six in ten non-LGBT students have experienced such harassment in the past year. Because of their sexual orientation, two-thirds of LGBT students have been verbally harassed, 16% have been physically harassed and 8% have been physically assaulted. In addition, LGBT students are more likely than other students to report that they are verbally harassed for how they look and because of their gender expression, i.e. how traditionally masculine or feminine they act. One interpretation of this finding is sexual orientation, gender expression and appearance may be inextricably linked for many students and teachers. For example, a student, regardless of his or her sexual orientation, may be harassed because of how masculine or feminine he or she acts or because of his or her physical appearance, which may lead them to be harassed because they are perceived to be gay or lesbian.

Most students who experience harassment in school, regardless of demographics or reasons for the harassment, do not report these incidents of harassment to teachers or other school personnel. The most common reason these students give for not reporting harassment is because they did not think that the event was important or serious. Nevertheless, one in ten students do not report these incidents because they believe the teachers or staff are powerless to improve the situation. LGBT students are even more likely never to report such incidents than other students and are twice as likely to say that it is because school staff would not do anything. Teachers report that they would feel comfortable intervening if they observed harassment and that they frequently have intervened. An implication of these findings is the importance of bridging the gap between the support that teachers say they provide to students and students' perceptions of teachers' willingness to take action. Teachers may need to be made more aware of problems that students are having in school and be willing to identify themselves as resources for students experiencing harassment.

Most teachers tell us that they believe they have an obligation to ensure a safe learning environment for LGBT students with three-quarters of secondary school teachers strongly endorsing this view. Those teachers who know a LGBT student are more likely than those who do not to believe they have this obligation. Teachers believe that anti-harassment and anti-discrimination policies would be most helpful in ensuring a safe learning environment for LGBT students. Most secondary schools have a policy for reporting incidents of harassment or assault. The majority of both teachers and students report that their school has a harassment policy (91% and 68%, respectively). Given the prevalence of harassment policies overall, does having a policy that goes further and specifically mentions sexual orientation or gender expression make a difference in school climate? This appears to be the case. More than half of teachers and students report that their school has this type of inclusive harassment policy in place and having an inclusive policy is associated with students feeling safer and describing less harassment or negative remarks at their school. Students whose schools have such a policy are also less likely than others to skip a class because they feel unsafe. However, this survey cannot address whether these policies caused the improved learning environment or whether schools that are safer and more attuned to the needs of their students, including their LGBT students, tend to be the ones to implement these policies.

The finding of a link between having anti-harassment policies in place and increased levels of safety is an encouraging result from the current study. Another noteworthy finding is that teachers believe they have an obligation to ensure a safe learning environment for LGBT students and that this belief is even more common among those teachers who know LGBT students. In this study, students have documented the pervasiveness of harassment and bullying in junior and senior high schools today. These problems are

magnified for the LGBT student, who is less likely to feel safe and more likely to experience a range of harassment. Although bullying and harassment is so pervasive in our nation's schools, it is of some comfort that teachers understand harassment to be a serious problem that needs to be addressed in schools today.

MAJOR FINDINGS

I. Harassment in schools is experienced by a majority of students.

- 65% of teens have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion.
- 39% of teens report that students in their school are frequently harassed because of their physical appearance.
- 33% of teens report that students in their school are frequently harassed because of their perceived or actual sexual orientation.
- 52% of teens frequently hear students make homophobic remarks.
- 51% of teens frequently hear students make sexist remarks.
- 69% of teens frequently hear students say “that’s so gay” or “you’re so gay”; expressions where “gay” is meant to mean something bad or devalued.
- 36% of teens indicate that bullying or harassment is a serious problem at their school.
- 53% of secondary school teachers say that bullying or harassment is a serious problem at their school.

II. Students who are or are perceived to be LGBT are frequent targets of harassment in school.

- LGBT students are three times as likely as non-LGBT students to feel not safe at school (22% vs. 7%).
- 90% of LGBT teens (vs. 62% of non-LGBT teens) have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion.

III. The nature of bullying and harassment varies by the type of school the students attend.

- Junior high school students are more likely to report harassment because of physical appearance or body size frequently occurs (48% vs. 39%).
- Junior high school students are more likely to frequently have rumors or lies spread about them (17% vs. 10%).
- Junior high school teachers are more likely to describe bullying and harassment as a serious problem at their school (64% vs. 46%).

- Public school students are more likely than others to consider bullying or harassment to be a serious problem at their school (38% vs. 14%).
- Public school students are less likely than private or parochial students to feel very safe at their school (44% vs. 81%).
- Public school students are more likely than private or parochial school students to report that harassment based on sexual orientation frequently occurs (34% vs. 18%). However, private school students are much less likely to know a student in their school who identifies as LGBT (36% vs. 57%), to have a close friend who is LGBT (10% vs. 20%) or to identify as LGBT themselves (2% vs. 6%).

IV. Teachers believe they have an obligation to ensure a safe and supportive learning environment for LGBT students.

- 73% of teachers strongly agree that they have an obligation to ensure a safe and supportive learning environment for LGBT students. Half of these teachers (47%) believe that anti-harassment and anti-discrimination policies would be most helpful in achieving this.
- 53% of teachers report that bullying and harassment of students is a serious problem at their school.

V. Most schools have some type of anti-harassment policy, however only about half of these policies specify sexual orientation or gender identity or expression.

- More than two-thirds of students (68%) report that their school has a policy for reporting incidents of harassment. Only 4% report that their school does not have a policy, while 27% are not sure.
- Nine in ten teachers (91%) report that their school has a policy for reporting incidents of harassment.
- 48% of secondary school students and 51% of teachers report that their school has a harassment policy that specifically mentions sexual orientation or gender identity/expression.
- Private school teachers are less likely than public school teachers to work in schools that have this type of inclusive policy (39% vs. 52% of teachers).

VI. Students from schools with a policy that includes sexual orientation or gender report fewer problems with school safety in general.

- Students whose schools have a policy that includes sexual orientation or gender identity/expression are less likely than other students to report a serious harassment problem at their school (33% vs. 44%).
- Students from schools with an inclusive policy report that others are less often harassed in their school because of their physical appearance (36% vs. 52%), their sexual orientation (32% vs. 43%) or their gender expression (26% vs. 37%).
- Students from schools with an inclusive policy are also more likely to feel very safe at school (54% vs. 36%) and one-third as likely to skip a class because they felt uncomfortable or unsafe (5% vs. 16%).

CHAPTER 1

HARASSMENT, BULLYING AND OFFENSIVE LANGUAGE AT SCHOOL

Overview

An overall atmosphere of safety at school has several components. Physical safety and freedom from bodily harm is certainly of paramount importance. But negative or offensive speech can also undermine a feeling of safety at school and negatively affect the learning atmosphere. This chapter examines the frequency and prevalence of verbal harassment and bullying at schools from the perspectives of students and teachers, with particular attention to remarks and harassment related to sexual orientation or gender identity.

The Student Perspective

Homophobic and sexist remarks are commonly heard by teens in school. Most secondary school students hear other students make such comments at least sometimes at school; and half of students very often or often hear homophobic remarks (52%) and sexist remarks (51%). In contrast, fewer students frequently hear racist remarks. One-quarter of teens (26%) hear such remarks frequently. The least commonly heard remarks made by students are negative religious remarks. Only one in ten teens (10%) frequently hear other students make these types of remarks and 42% report that they never hear these types of remarks. (Exhibit 1.1)

The prevalence of these remarks differs by the type of school students attend. The survey revealed that all of these types of negative, offensive speech are more common in public schools than private or parochial schools. Most students attending a private or parochial school (72%) are attending a school that is affiliated with a particular religion, most commonly a Catholic school (41% of private school students) followed by nondenominational Christian schools (18% of private school students). Public school students are more likely than private/parochial students to frequently hear students make homophobic remarks (54% vs. 31%), sexist remarks (53% vs. 31%), racist remarks (28% vs. 13%) or negative religious remarks (10% vs. 4%). The frequency of hearing homophobic remarks differs by school level, although other types of offensive remarks are heard with the same frequency at the senior and junior/middle school level. Fifty-five percent of senior high school students say that they frequently hear other students make homophobic remarks, compared to 45% of junior or middle school students. (Exhibit 1.2)

Exhibit 1.1
Remarks Heard By Students

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified students

	Homophobic Remarks	Racist Remarks	Sexist Remarks	Negative Religious Remarks
Base	3450 %	3450 %	3450 %	3450 %
Very often/often	52	26	51	10
Very often	31	15	30	5
Often	21	12	21	5
Sometimes	23	22	26	16
Rarely	13	26	14	31
Never	11	25	8	42
Decline to answer	1	2	1	2

Exhibit 1.2
Remarks Very Often/Often Heard By Students – Students

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified students

% Very Often/Often

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450	1454	1996	298	2868	3102	327
	%	%	%	%	%	%	%
Homophobic remarks	52	52	52	45	55	54	31
Sexist remarks	51	44	58	47	53	53	31
Racist remarks	26	26	27	23	27	28	13
Negative religious remarks	10	11	8	7	10	10	4

Individual student characteristics also distinguish the levels of offensive speech reported by teens. Oftentimes, the frequency of hearing specific remarks is linked to that individual’s personal characteristics. For example, girls are more likely than boys to say that they frequently hear sexist remarks (58% vs. 44%), although girls and boys do not differ on how frequently they hear other types of offensive speech. (Exhibits 1.2 – 1.3) Latino/a teens are more likely than White teens to say that they frequently hear racist remarks (35% vs. 24%); however, this is not the case for Black students (22% vs. 24%). Black students and Latino/a students are more likely than White students to report that they frequently hear sexist remarks (59% vs. 62% vs. 48%). White students are more likely than Black or Latino/a students to report that they frequently hear negative religious remarks (11% vs. 3% vs. 8%). Socioeconomic status (defined by parent’s education level) does not distinguish the frequency with which students hear these types of remarks. (Exhibits 1.2-1.3)

It is not uncommon for students to be familiar with LGBT students in their school. More than half of teens know another student who is gay, lesbian or bisexual and two in ten have a close personal friend at school who is LGBT. (Exhibit 1.4) Although the majority of all teens report that they frequently hear homophobic remarks (52%), lesbian, gay, bisexual or transgender (LGBT) teens are more likely than other teens to do so (66% vs. 51%). (Exhibit 1.3)

Exhibit 1.3
Remarks Very Often/Often Heard By Students – Students’ Views

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified students

% Very Often/Often

	Total	LGBT Status		Race/Ethnicity			Parent’s Education		
		LGBT	Non-LGBT	White	Black	Hispanic	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Homophobic remarks	52	66	51	51	57	60	51	55	51
Sexist remarks	51	62	50	48	59	62	53	50	52
Racist remarks	26	34	26	24	22	35	28	30	23
Negative religious remarks	10	14	10	11	3	8	10	11	11

Exhibit 1.4
Students' Familiarity With LGBT Persons

Q850/Q855/Q860 Do you know anyone who is gay, lesbian or bisexual/transgender?

Base: All qualified students

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %
Yes, Gay/Lesbian/ Bisexual	75	66	84	52	79	75	66
Yes, another student	55	48	64	27	62	57	36
Yes, a close personal friend at school	19	14	26	10	22	20	10
Yes, I am	6	5	6	3	7	6	2
Yes, transgender	13	10	16	8	15	14	7
Yes, another student	7	6	8	4	8	8	3
Yes, a close personal friend at school	1	1	2	1	1	1	-
Yes, I am	*	1	*	-	1	1	-

*Less than 0.5%

One measure of the pervasiveness of these types of negative, prejudicial speech in schools is the frequency with which students hear it. Another measure is whether these remarks are being made by most students or only small groups of individuals. In addition to the finding that homophobic and sexist remarks are the most frequently heard types of offensive speech, they are also the remarks most likely to be made by the majority of students at the school. Four in ten students who have heard these remarks report that all or most students are making homophobic (39%) or sexist remarks (39%). Two in ten students who report hearing racist remarks (22%) say that they are being made by all or most of the students at their school, while eight percent of those who hear negative religious remarks report that these comments are being made by a majority of the student body. Students’ view these remarks as having a negative effect on their school’s atmosphere. A majority of students who have experienced these remarks believe that their school’s atmosphere would be better if they heard homophobic (63%), racist (66%), sexist (64%) or negative religious remarks (67%) less often. (Exhibits 1.5 – 1.6)

Exhibit 1.5
Types of Remarks Made by All/Most Students – Students

Q610/Q615 At your school, how many students make the following remarks?

Base: Students heard remarks

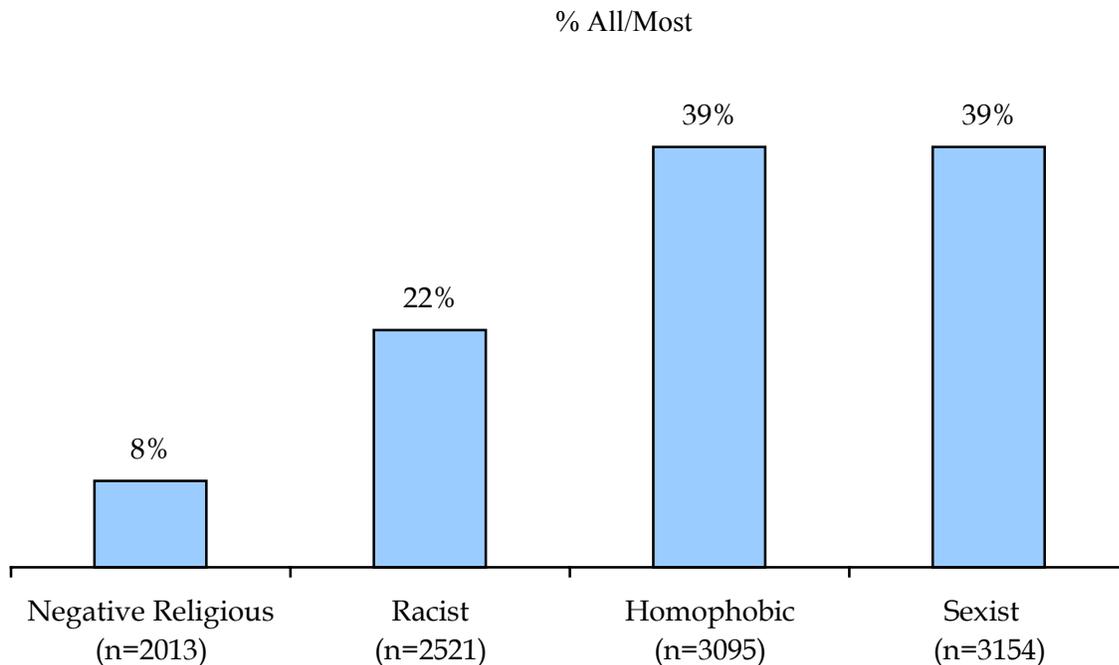


Exhibit 1.6
Effect of Remarks on School Atmosphere – Students

Q620 Would your school’s atmosphere be better if the following types of remarks were used less often or not at all?

Base: All students who heard remarks at school

	Homophobic Remarks	Racist Remarks	Sexist Remarks	Negative Religious Remarks
Base	3107 %	2535 %	3162 %	2051 %
Yes	63	66	64	67
No	18	17	17	16
Not sure	19	17	19	17

In what situations do students hear these types of remarks from other students? Most frequently teachers or other school staff are not present. Fewer than two in ten students report that teachers or staff are very often or often around when sexist (15%), racist (14%), or homophobic remarks (18%) are made by students. When teachers are around, most students report that they do not frequently intervene. Four in ten students report that a teacher frequently corrects or criticizes the student who makes the sexist remark (37%) or racist remark (37%). Slightly fewer students (33%) report that teachers frequently intervene when they hear students make homophobic remarks. However, teachers are more likely than students to intervene frequently. One in six or fewer students report that students frequently intervene when they hear sexist (16%), racist (15%) or homophobic remarks (13%). (Exhibit 1.7)

Exhibit 1.7
Teacher/Student Intervention

Q625/Q630/Q635 When you hear students make sexist/racist/homophobic remarks made at school, how often...?

Base: All students who heard sexist/racist/homophobic remarks at school

% Very Often/Often

	Sexist Remarks	Racist Remarks	Homophobic Remarks
Base: All students who heard remarks	3162 %	2535 %	3107 %
Has a teacher or other school staff person been present	15	14	18
Has another student corrected, criticized or scolded the person who said the remark	16	15	13
<hr/>			
Base: Teacher or other school staff present	2653 %	2052 %	2488 %
Has a teacher or other school staff person corrected, criticized or scolded the person who said the remark	37	37	33

In addition to perhaps more traditional homophobic remarks, such as “faggot” or “dyke,” other types of prejudicial remarks by students can have a deleterious effect on LGBT students. Students may make comments such as “that’s so gay” or “you’re so gay”, or comments about a male student acting too “feminine” or a female student acting too “masculine”. As previously mentioned, half of teens report that they hear other students frequently make homophobic remarks (such as “faggot”, “dyke” or “queer”). Even more students (69%) report that they frequently hear students at their school use the expression, “that’s so gay” or “you’re so gay”. As with other types of potentially offensive speech, public school students are more likely than those in private or parochial schools to report frequently hearing this expression (70% vs. 58%). LGBT students are more likely than other teens to report that they frequently

hear this expression (84% vs. 68%). White students are more likely than Black students to hear this expression frequently at their school (70% vs. 58%). This expression is also more common among teens from higher socio-economic backgrounds (parent has college degree) than those from lower socio-economic backgrounds (parent has no more than a high school education) (75% vs. 65%). Whether this is a reflection of the frequency of these particular phrases among these groups or the frequency of the underlying sentiment devaluing gays is unknown.

Although less common than homophobic remarks or expressions such as “that’s so gay”, a sizeable number of students report hearing disparaging comments about gender (such as saying a male student is too “feminine”). One-quarter (24%) of secondary school students say they frequently hear students at their school making these gender-related comments. Black students are more likely than White students to report that they frequently hear students make such comments (38% vs. 21%). (Exhibits 1.8-1.11)

Exhibit 1.8
Frequency of Students Saying “That’s so gay” or “You’re so gay” –Students

Q645 At your school, how often do you hear students use the expression, “That’s so gay” or “You’re so gay”?

Base: All qualified students

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450	1454	1996	298	2868	3102	327
	%	%	%	%	%	%	%
Very often/often	69	67	71	64	71	70	58
Very often	46	42	49	37	47	46	37
Often	23	25	22	28	23	24	22
Sometimes	18	18	18	17	18	18	20
Rarely	8	9	8	11	8	8	13
Never	3	4	2	5	3	3	9
Decline to answer	1	2	1	3	1	1	0

Exhibit 1.9
Frequency of Students Saying “That’s so gay” or “You’re so gay” – Students

Q645 At your school, how often do you hear students use the expression, “That’s so gay” or “You’re so gay”?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent’s Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Very often/often	69	84	68	70	58	71	65	69	75
Very often	46	65	44	47	39	51	43	47	48
Often	23	19	24	23	20	20	22	23	27
Sometimes	18	12	19	17	24	19	19	20	15
Rarely	8	4	9	8	12	6	9	8	7
Never	3	*	4	4	5	1	5	2	3
Decline to answer	1	-	1	1	*	3	2	-	*

*Less than 0.5%

Exhibit 1.10

Frequency of Students Being Harassed For Being Too Feminine or Masculine – Students

Q640 At your school, how often do you hear students make 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”)?

Base: All qualified students

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450	1454	1996	298	2868	3102	327
	%	%	%	%	%	%	%
Very often/often	24	23	26	21	25	25	19
Very often	10	9	10	9	9	10	7
Often	15	14	16	12	16	15	12
Sometimes	36	35	37	35	37	37	26
Rarely	29	30	27	35	27	28	33
Never	9	10	9	6	9	8	21
Decline to answer	2	1	2	2	1	2	1

Exhibit 1.11

Frequency of Students Being Harassed For Being Too Feminine or Masculine – Students

Q640 At your school, how often do you hear students make 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”)?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent’s Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Very often/ often	24	31	23	21	38	28	25	26	22
Very often	10	20	8	8	14	12	11	10	8
Often	15	12	15	13	23	17	14	17	15
Sometimes	36	43	36	37	39	39	36	36	41
Rarely	29	21	30	32	15	23	27	30	28
Never	9	4	10	10	7	6	10	7	8
Decline to answer	2	*	1	1	1	3	2	1	1

*Less than 0.5%

Although specific negative or offensive remarks are common in schools, most students (64%) do not consider bullying, name calling or harassment of students to be a serious problem at their school. Over one-third (36%) do say that bullying or harassment is a very or somewhat serious problem. Public school students are more likely than private or parochial school students to report that bullying or harassment is a serious problem (38% vs. 14%) and this also is more commonly a problem at the junior high or middle school level than senior high (47% vs. 35%). More Black students than Latino/a students report that harassment is a serious problem at their school (46% vs. 31%). (Exhibits 1.12-1.13)

Exhibit 1.12
Seriousness of Harassment at Their School—Students

Q505 How serious of a problem is bullying, name calling or harassment of students at your school?

Base: All qualified students

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450	1454	1996	298	2868	3102	327
	%	%	%	%	%	%	%
Very/somewhat serious	36	33	39	47	35	38	14
Very serious	7	7	7	14	6	8	5
Somewhat serious	29	26	32	32	29	30	8
Not at all/not very serious	64	67	61	53	65	62	86
Not very serious	48	49	46	42	49	47	56
Not serious at all	16	18	14	12	16	15	30

Exhibit 1.13
Seriousness of Harassment at Their School—Students

Q505 How serious of a problem is bullying, name calling or harassment of students at your school?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Very/some-what serious	36	43	34	37	46	31	39	38	33
Very serious	7	8	7	7	12	6	11	6	5
Some-what serious	29	35	27	30	34	24	28	32	28
Not at all/not very serious	64	57	66	63	54	69	61	62	67
Not very serious	48	41	49	48	43	50	43	49	52
Not serious at all	16	16	17	15	11	20	18	13	15

What is the focus of student-on-student harassment? The most common reason cited by students is appearance. Four in ten teens (39%) report that students at their school are bullied very often or often because of the way they look. The second most common reason for students being bullied frequently at school is because they are or people think they are gay, lesbian or bisexual. One-third of teens (33%) report that students are bullied frequently at their school for this reason. Three in ten students (28%) say that their peers are frequently harassed because of how masculine or feminine they are. In comparison, fewer than two in ten teens report that students are frequently bullied or harassed because of their ability at school (16%), their race or ethnicity (14%), not having a lot of money (13%) or their religion (8%). (Exhibits 1.14)

Bullying related to physical appearance is more likely to be reported by teens in public than in private or parochial schools (41% vs. 23%), and in junior high or middle schools than senior high schools (48% vs. 39%). Gay, lesbian or bisexual harassment (34% vs. 18%) and harassment for being perceived as too masculine or feminine (29% vs. 17%) is more common in public schools as well. Harassment of students due to sexual orientation is also more likely to be noted by LGBT students (46% vs. 33%) as is harassment of students because of how masculine or feminine they are (47% vs. 27%). (Exhibits 1.15-1.16)

Exhibit 1.14
Reasons Why Students Are Harassed – Students

Q530 At your school, how often are students bullied, called names or harassed for the following reasons? Because (of)...

Base: All qualified students

	They are or people think they are gay, lesbian or bisexual	How masculine or feminine they are	Their race/ethnicity	Their religion	The way they look or their body size	Their ability at school	Their family does not have a lot of money
Base	3450 %	3450 %	3450 %	3450 %	3450 %	3450 %	3450 %
Very often/often	33	28	14	8	39	16	13
Very often	18	13	7	3	19	6	5
Often	15	16	7	4	20	10	8
Sometimes	27	30	24	13	29	29	19
Rarely	21	23	31	33	19	33	32
Never	15	14	27	40	9	17	29
Not sure	4	4	4	6	3	4	6

Exhibit 1.15
Reasons Why Students Are Very Often/Often Harassed – Students

Q530 At your school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified students

% Very Often/Often

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %
The way they look or their body size	39	36	43	48	39	41	23
They are or people think they are gay, lesbian or bisexual	33	34	32	32	34	34	18
How masculine or feminine they are	28	30	27	29	29	29	17
Their ability at school	16	15	17	19	16	17	12
Their race/ethnicity	14	16	12	14	15	15	4
Their family does not have a lot of money	13	12	15	21	12	13	13
Their religion	8	9	6	7	8	8	2

Exhibit 1.16
Reasons Why Students Are Very Often/Often Harassed – Students

Q530 At your school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified students

% Very Often/Often

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
The way they look or their body size	39	43	39	37	50	45	44	40	38
They are or people think they are gay, lesbian or bisexual	33	46	33	31	42	40	34	31	33
How masculine or feminine they are	28	47	27	26	42	36	30	30	28
Their ability at school	16	18	16	16	23	14	17	14	18
Their race/ethnicity	14	24	13	14	10	15	15	14	14
Their family does not have a lot of money	13	18	13	14	21	10	17	12	12
Their religion	8	17	7	8	4	5	8	6	7

Teens themselves are aware of the frequency of bullying or harassment because of the way students look or their body size. One-third of students (33%) report that the most frequent reason for students being bullied or harassed at school is because of their physical appearance. This is the most often reason mentioned by students in junior and senior high schools, public and private schools and across a variety of student demographics. LGBT students, however, are equally likely to say that bullying because of sexual orientation (27%) and bullying because of physical appearance (24%) are the most frequent harassment situations at their school. Harassment directed at LGBT students is just as likely to mention or be perceived as targeting physical appearance (“looking different”) as to focus on the student’s sexual orientation. (Exhibits 1.17-1.18)

Although many teens report frequently hearing remarks by other students that are homophobic or sexist, most students report that they never hear these types of remarks from teachers or other school staff. More than three-quarters of students report that they never heard a teacher make a homophobic remark (84%), a racist remark (85%), a negative religious remark (86%) or a sexist remark (75%). The type of negative remark that students are most likely to report ever hearing from a teacher is a sexist remark (23%). (Exhibit 1.19)

Exhibit 1.17
Reasons Why Students Are Most Often Harassed – Students

Q535 Why are students bullied, called names or harassed most often at your school?

Base: All students who said students are bullied, called names or harassed at school

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino /a	High School or Less	Some College	College or More
Base	3306 %	185 %	2920 %	2517 %	193 %	197 %	552 %	585 %	1718 %
The way they look or their body size	33	24	34	34	38	30	38	33	33
They are or people think they are gay, lesbian or bisexual	17	27	17	18	14	22	16	19	19
How masculine or feminine they are	8	14	7	9	11	3	8	9	9
Their race/ethnicity	6	1	6	5	5	7	4	5	8
Their ability at school	3	*	3	4	2	1	3	3	4
Their family does not have a lot of money	3	4	3	4	3	2	5	4	3
Their religion	1	2	1	1	0	*	1	2	1
Not sure	23	24	23	21	12	30	22	19	21
None of these	6	4	6	5	14	4	5	7	4

*Less than 0.5%

Exhibit 1.18
Reasons Why Students Are Most Often Harassed – Students

Q535 Why are students bullied, called names or harassed most often at your school?

Base: All students who said students are bullied, called names or harassed at school

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	3306 %	1377 %	1929 %	289 %	2757 %	3006 %	283 %
The way they look or their body size	33	28	38	40	32	33	27
They are or people think they are gay, lesbian or bisexual	17	19	16	13	18	18	13
How masculine or feminine they are	8	9	7	10	8	8	9
Their race/ethnicity	6	8	3	3	7	6	8
Their ability at school	3	4	2	8	2	3	3
Their family does not have a lot of money	3	3	4	4	4	3	5
Their religion	1	1	1	0	1	1	*
Not sure	23	23	23	15	24	23	21
None of these	6	6	6	7	5	5	14

*Less than 0.5%

Exhibit 1.19
Frequency of Remarks by Teachers and Other School Staff – Students

Q610 At your school, how often do you hear teachers or other school staff make the following types of remarks about you or someone else?

Base: All qualified students

	Homophobic Remarks	Racist Remarks	Sexist Remarks	Negative Religious Remarks
Base	3450 %	3450 %	3450 %	3450 %
Very often	1	1	1	*
Often	2	1	2	1
Sometimes	4	3	5	2
Rarely	8	8	14	8
Never	84	85	75	86
Decline to answer	2	2	2	2

*Less than 0.5%

The Teacher Perspective

Teachers are less likely than teens to report that they hear students make offensive remarks about race, sex, sexual orientation or religion. However, like teens, the types of remarks that they most commonly hear students make are sexist and homophobic remarks. Four in ten teachers (40%) frequently hear students make sexist remarks and one-third (33%) of teachers frequently hear homophobic remarks. As with students, teachers in public schools are more likely than those in private schools to report hearing students make sexist remarks (44% vs. 8%), homophobic remarks (36% vs. 8%) and racist remarks (13% vs. 3%). Note that 70% of private/parochial school teachers teach in a school affiliated with a particular religion, most commonly a Catholic school (36% of private/parochial school teachers). Interestingly, homophobic, sexist, racist and negative religious remarks are as frequent at the middle and as at the senior high school levels. (Exhibits 1.20-1.21)

Exhibit 1.20
Remarks Heard By Teachers

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified teachers

	Homophobic Remarks	Racist Remarks	Sexist Remarks	Negative Religious Remarks
Base	1011 %	1011 %	1011 %	1011 %
Very often/often	33	12	40	3
Very often	17	4	16	1
Often	16	8	24	3
Sometimes	31	22	33	10
Rarely	22	38	19	44
Never	13	27	8	42
Decline to answer	*	*	*	*

*Less than 0.5%

Exhibit 1.21
Remarks Very Often/Often Heard By Teachers, School Characteristics

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified teachers

% Very Often/Often

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011 %	406 %	444 %	886 %	125 %
Sexist remarks	40	41	41	44	8
Homophobic remarks	33	33	36	36	8
Racist remarks	12	11	14	13	3
Negative religious remarks	3	3	3	3	2

Other school characteristics beyond public or private also appear to play a role in the frequency that teachers hear students make different types of remarks. Teachers in schools with a predominantly low-income student population are more likely to hear these types of negative remarks, as are teachers in schools with a predominantly minority student population. Teachers who know LGBT students in their school are more likely than those who do not know LGBT students to report hearing other students make sexist (50% vs. 34%), homophobic (43% vs. 27%) and racist (18% vs. 8%) remarks. (Exhibit 1.22)

Not only do fewer teachers than students report that they frequently hear students make these types of remarks, teachers are also less likely to report that these remarks are being made by all or most of the students at their school. Nevertheless, 16% of teachers report that all or most of the students in their school make sexist remarks and 13% of teachers report that all or most of the students in their school make homophobic remarks. (Exhibit 1.23)

Exhibit 1.22
Remarks Very Often/Often Heard By Teachers

Q605 At your school, how often do you hear students making the following types of remarks?

Base: All qualified teachers

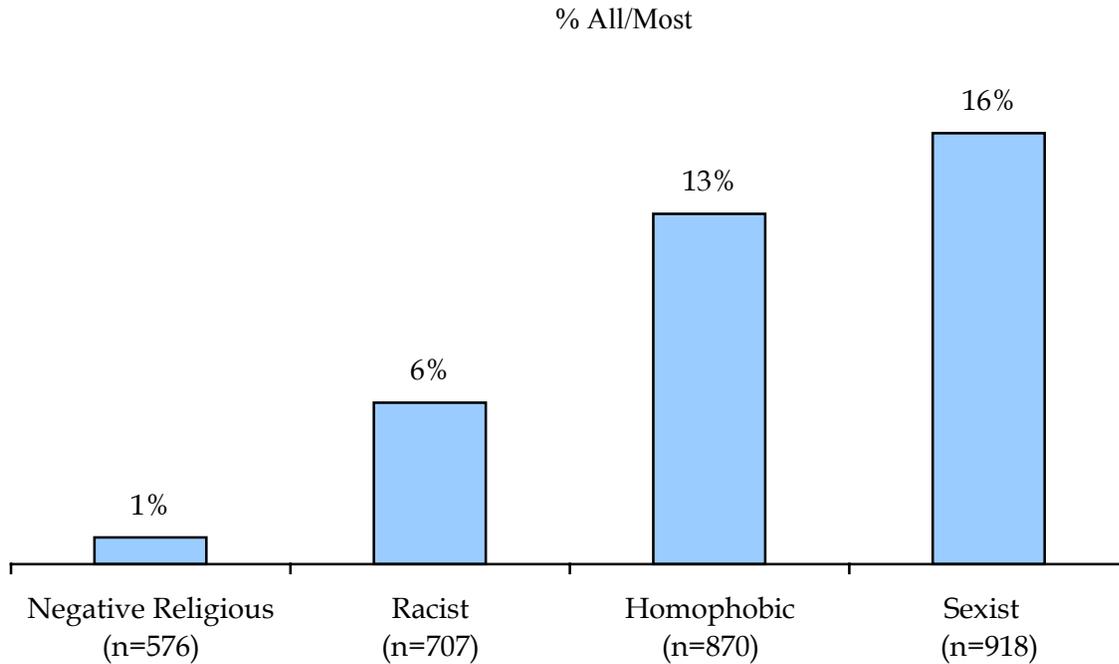
% Very Often/Often

	Total	Knows LGBT Students in School		Racial/Ethnic /Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
Sexist remarks	40	50	34	35	52	33	51
Homophobic remarks	33	43	27	31	41	30	40
Racist remarks	12	18	8	8	20	7	18
Negative religious remarks	3	5	2	4	2	3	3

Exhibit 1.23
Types of Remarks Made by All/Most Students – Teachers

Q610/615 At your school, how many students make the following remarks?

Base: Teachers heard remarks



Most teachers report that they would be comfortable intervening or reprimanding students if they heard them make any of these types of negative or offensive remarks. Nine in ten say they would be very or somewhat comfortable intervening, regardless of the teacher's age or gender. However, only seven in ten or fewer teachers frequently do intervene when they hear students make such remarks. Teachers are most likely to intervene very often or often when they hear students make homophobic remarks (69%) or sexist remarks (69%). In contrast, 56% of teachers who have heard negative religious remarks say they frequently intervene when they hear students make these remarks. So, not only are negative religious remarks less frequent, they also are less likely than other remarks to result in teacher intervention. Teachers' reports of comfort with and frequency of intervention are in striking contrast to students' experiences and perceptions. While at least two-thirds of teachers report that they frequently intervene when they hear sexist, racist or homophobic remarks, no more than four in ten students report that teachers frequently intervene when they are present when such remarks are made.

Although 69% of teachers say they frequently intervene when they hear students make homophobic remarks, 31% never or infrequently intervene. Among these teachers, the most commonly cited reason for not intervening is because they were unable to reach or identify the students involved (14%). According to one public school teacher, “I heard it off in the distance and I was already on my way to some other duty and I didn't have time to track the student down and deal with it.” In the words of another public school teacher, “In a crowded hallway with 1800 students it is difficult to determine who made the remark.” Nine percent of teachers who did not intervene upon hearing a homophobic remark say they did not take action because the student did not have the intention to hurt or made the remark in a joking manner: “In my determination the students were just having fun with each other. Some of the words and expression that they [use] are part of their everyday vocabulary. They mean nothing by it because that's the way most students talk.” This perception indicates that teachers may not appreciate the extent to which such remarks affect the overall school climate. (Exhibits 1.24-1.26)

Exhibit 1.24
Teachers’ Comfort with Intervening or Reprimanding

Q620 How comfortable would you feel intervening or reprimanding if you heard a student make the following remark?

Base: All qualified teachers

% Very/Somewhat Comfortable

	Total	Gender		Age	
		Male	Female	Under 40	Over 40
Base	1011	356	655	197	814
	%	%	%	%	%
Homophobic remarks	89	89	89	90	88
Sexist remarks	89	88	89	89	88
Racist remarks	88	88	88	88	88
Negative religious remarks	88	88	88	89	88

Exhibit 1.25
Frequency of Teacher Intervention

Q630 How often have you intervened when students made the following remark?

Base: Heard remarks by students

% Very Often/Often

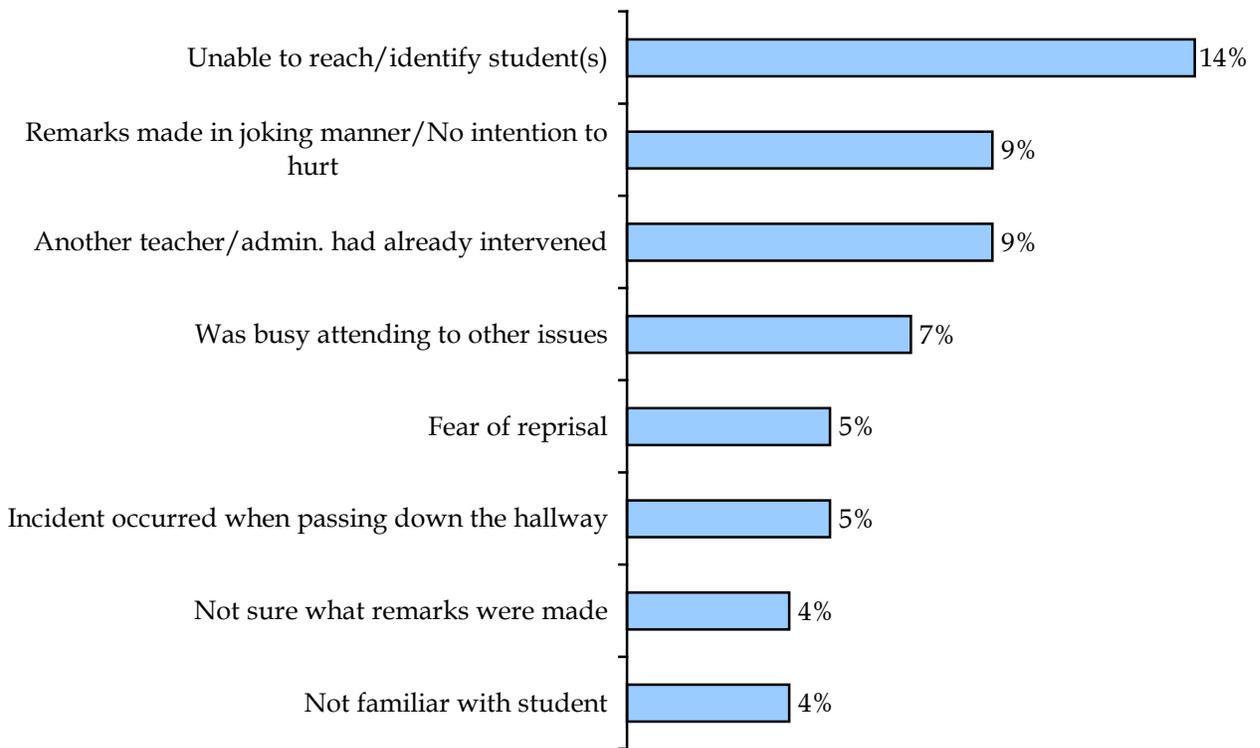
	Total	Gender		Age	
		Male	Female	Under 40	Over 40
	%	%	%	%	%
Homophobic remarks (n=870)	69	61 (n=309)	74 (n=561)	76 (n=172)	66 (n=698)
Sexist remarks (n=918)	69	61 (n=326)	73 (n=592)	78 (n=186)	64 (n=732)
Racist remarks (n=707)	65	58 (n=248)	69 (n=459)	75 (n=139)	61 (n=568)
Negative religious remarks (n=576)	56	45 (n=214)	63 (n=362)	65 (n=103)	52 (n=473)

Exhibit 1.26
Teachers' Reasons for Not Intervening

Q1235 For the times when you did not intervene when hearing a student make a homophobic remark, what were your reasons for not intervening?

Base: Teachers who never, rarely or sometimes intervene (n=292)

Top Responses



Teachers do frequently hear students use the expressions, “That’s so gay” or “You’re so gay”. Half of teachers (52%) report that they hear students use these expressions very often or often. Senior high teachers and those teaching in public schools are more likely than other teachers to hear students use these expressions. Only one in nine teachers (11%) frequently hear students make comments that a boy is too “feminine” or a girl too “masculine”. (Exhibits 1.27-1.30)

Exhibit 1.27
Frequency of Students Saying “That’s so gay” or “You’re so gay” – Teachers

Q645 At your school, how often do you hear students use the expression, “That’s so gay” or “You’re so gay”?

Base: All qualified teachers

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011	406	444	886	125
	%	%	%	%	%
Very often/often	52	46	57	55	28
Very often	35	30	40	38	10
Often	17	16	17	17	18
Sometimes	28	33	25	28	24
Rarely	14	15	13	13	27
Never	6	5	5	4	20
Decline to answer	*	*	*	*	1

*Less than 0.5%

Exhibit 1.28
Frequency of Students Saying “That’s so gay” or “You’re so gay” – Teachers

Q645 At your school, how often do you hear students use the expression, “That’s so gay” or “You’re so gay”?

Base: All qualified teachers

	Total	Knows LGBT Students in School		Racial/Ethnic/Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
Very often/often	52	64	44	54	51	53	53
Very often	35	49	26	35	36	33	38
Often	17	15	18	19	15	20	16
Sometimes	28	22	32	26	30	28	27
Rarely	14	10	17	13	15	13	14
Never	6	3	8	7	4	6	6
Decline to answer	*	*	*	*	*	*	*

*Less than 0.5%

Exhibit 1.29

Frequency of Students Being Harassed For Being Too Feminine or Masculine – Teachers

Q640 At your school, how often do you hear students make 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”)?

Base: All qualified teachers

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011	406	444	886	125
	%	%	%	%	%
Very often/often	11	11	11	12	3
Very often	3	3	3	3	1
Often	8	8	8	9	3
Sometimes	34	35	36	36	13
Rarely	44	41	45	43	51
Never	11	12	8	8	32
Decline to answer	*	*	*	*	1

*Less than 0.5%

Exhibit 1.30

Frequency of Students Being Harassed For Being Too Feminine or Masculine – Teachers

Q640 At your school, how often do you hear students make 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”)?

Base: All qualified teachers

	Total	Knows LGBT Students in School		Racial/Ethnic/ Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
Very often/often	11	17	7	9	16	7	16
Very often	3	5	2	4	3	4	3
Often	8	13	5	5	13	3	13
Sometimes	34	42	29	35	36	36	34
Rarely	44	36	49	45	40	46	42
Never	11	4	15	12	8	11	9
Decline to answer	*	*	*	*	*	*	*

*Less than 0.5%

As discussed, teachers are less likely than students to report that they frequently hear students making racist, sexist or homophobic remarks. Despite this, more teachers than students report that bullying, name calling and harassment of students is a very or somewhat serious problem at their school. Half of teachers (53%) describe their school this way, compared to 36% of students. Public school teachers, junior high school teachers and those who teach in schools with predominantly low-income or minority students are more likely than other teachers to report that bullying and harassment is a serious problem at their school. As did students, teachers are most likely to report that the most frequent reason for students being bullied or harassed is because of the way they look or their body size. One-third of teachers (33%) say that this is the most frequent reason and nearly four in ten (37%) report that students are harassed very often or often

for this reason. Three in ten teachers (29%) report that students are frequently bullied because of how masculine or feminine they are and one-quarter (26%) report that students are frequently bullied because of their actual or perceived sexual orientation. Teachers who know LGBT students in their school are more likely than other teachers to report that there is frequent harassment of students because of sexual orientation. Their awareness of who the LGBT students are may contribute to their heightened awareness of the issue and their attribution of the harassment to the student’s sexual orientation as opposed to another characteristic. (Exhibits 1.31-1.37)

Exhibit 1.31
Seriousness of Harassment at Their School – Teachers’ Views

Q505 How serious of a problem is bullying, name calling or harassment of students at your school?

Base: All qualified teachers

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011	406	444	886	125
	%	%	%	%	%
Very/somewhat serious	53	64	46	58	18
Very serious	9	12	7	10	2
Somewhat serious	44	52	39	48	15
Not at all/not very serious	47	36	54	42	82
Not very serious	39	30	48	39	44
Not serious at all	7	6	6	3	39

Exhibit 1.32
Seriousness of Harassment at Their School – Teachers’ Views

Q505 How serious of a problem is bullying, name calling or harassment of students at your school?

Base: All qualified teachers

	Total	Knows LGBT Students in School		Racial/Ethnic /Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
Very/somewhat serious	53	57	51	48	64	45	64
Very serious	9	11	8	6	15	5	14
Somewhat serious	44	46	43	42	49	40	49
Not at all/not very serious	47	43	49	52	36	55	36
Not very serious	39	40	39	43	33	45	32
Not serious at all	7	3	10	9	3	10	4

Exhibit 1.33
Reasons Why Students Are Harassed – Teachers

Q530 At your school, how often are students bullied, called names or harassed for the following reasons? Because (of)...

Base: All qualified teachers

	They are or people think they are gay, lesbian or bisexual	How masculine or feminine they are	Their race/ethnicity	Their religion	The way they look or their body size	Their ability at school	Their family does not have a lot of money
Base	1011 %	1011 %	1011 %	1011 %	1011 %	1011 %	1011 %
Very often/often	26	29	14	3	37	22	14
Very often	11	11	3	1	17	7	4
Often	15	18	11	2	21	15	10
Sometimes	30	37	31	14	40	44	29
Rarely	29	24	39	52	16	26	41
Never	12	8	14	29	4	5	14
Not sure	3	2	2	3	2	2	3

Exhibit 1.34
Reasons Why Students Are Very Often/Often Harassed – Teachers

Q530 At your school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified teachers

% Very Often/Often

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011	406	444	886	125
	%	%	%	%	%
The way they look or their body size	37	45	31	40	14
How masculine or feminine they are	29	30	30	31	5
They are or people think they are gay, lesbian or bisexual	26	22	33	28	6
Their ability at school	22	31	15	24	4
Their family does not have a lot of money	14	19	9	14	6
Their race/ethnicity	14	19	9	14	6
Their religion	3	3	4	3	-

Exhibit 1.35
Reasons Why Students Are Very Often/Often Harassed – Teachers

Q530 At your school, how often are students bullied, called names or harassed for the following reasons?

Base: All qualified teachers

% Very Often/Often

	Total	Knows LGBT Students in School		Racial/Ethnic /Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
The way they look or their body size	37	37	38	37	40	33	44
How masculine or feminine they are	29	37	23	28	33	27	32
They are or people think they are gay, lesbian or bisexual	26	37	19	25	30	26	29
Their ability at school	22	23	22	20	26	15	30
Their family does not have a lot of money	14	11	15	15	12	11	17
Their race/ethnicity	14	16	13	12	19	11	18
Their religion	3	3	2	3	2	3	2

Exhibit 1.36
Reasons Why Students Are Most Often Harassed – Teachers

Q535 Why are students bullied, called names or harassed most often at your school?

Base: All teachers who said students are bullied, called names or harassed at school

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	992	399	439	882	110
	%	%	%	%	%
The way they look or their body size	33	39	26	32	38
They are or people think they are gay, lesbian or bisexual	10	3	19	11	4
Their ability at school	10	13	7	10	14
Their race/ethnicity	8	7	10	8	6
How masculine or feminine they are	6	7	5	7	3
Their family does not have a lot of money	4	8	2	5	2
Their religion	1	1	-	1	-
Not sure	18	13	23	18	20
None of these	8	9	8	8	12

Exhibit 1.37
Reasons Why Students Are Most Often Harassed – Teachers

Q535 Why are students bullied, called names or harassed most often at your school?

Base: All teachers who said students are bullied, called names or harassed at school

	Total	Knows LGBT Students in School		Racial/Ethnic/Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	992 %	351 %	641 %	542 %	378 %	392 %	493 %
The way they look or their body size	33	25	38	34	31	32	33
They are or people think they are gay, lesbian or bisexual	10	22	3	11	10	14	9
Their ability at school	10	10	11	9	12	10	11
Their race/ethnicity	8	9	8	6	12	6	10
How masculine or feminine they are	6	7	6	6	8	5	8
Their family does not have a lot of money	4	3	5	5	3	2	5
Their religion	1	*	1	1	*	1	*
Not sure	18	14	21	21	14	23	14
None of these	8	10	7	7	10	8	10

*Less than 0.5%

Summary

Offensive remarks by students about others' sexual orientation and gender pervade the atmosphere of secondary school. Most students believe that the school atmosphere would benefit by a reduction in these types of remarks. Teachers may not be privy to the full extent of students' remarks of this nature, but teachers' perspectives on the issue of which types of remarks predominate reflect the same patterns as reported by students themselves. Despite the frequency that students report hearing homophobic and sexist remarks, the majority of students do not describe their school as having a serious problem with bullying and harassment. Teachers, in fact, are more likely to see this as a problem. Half of teachers, compared to a little over one-third of students, say their school has a serious problem with bullying and harassment. For both students and teachers, these problems are more common in public schools than in private or parochial schools and at the junior, as opposed to the senior, high school level.

CHAPTER 2

FEELING SAFE AT SCHOOL

Overview

As documented in the preceding chapter, most teachers and many students consider bullying and harassment to be a serious problem in their junior and senior high schools. Faced with the prevalence of harassment at schools and with potential court liabilities,² most schools have adopted policies addressing harassment. The presence of these policies appears to be having the desired effect. Students whose schools have such policies are more likely to feel safe and less likely to consider harassment to be a problem at their school.

School Harassment Policies

Over two-thirds (68%) of secondary school students report that their school has a policy for reporting incidents of harassment or assault at school. Few students (4%) say that their school does not have such a policy, but one-quarter (27%) do not know whether such a policy exists. Junior and senior high school students, and public and private school students, are similarly likely to report that their school has such a policy.

Perhaps not surprisingly, teachers are more likely than students to be aware of their schools' policies. Nearly all (91%) secondary school teachers say that their school does have a harassment policy and only 6% are not sure if such a policy exists at their school. Although students do not report this difference, public school teachers are more likely than those in private schools to say their school has a harassment policy (93% vs. 79%). Most students and teachers whose schools have harassment policies report that these policies specifically mention sexual orientation or gender identity or expression. Students are more likely than teachers to say that their school's policy specifically mentions protections based on these personal characteristics (70% vs. 56%). Overall, half of secondary school students (48%) and teachers (51%) report that their school has a harassment policy that specifically mentions sexual orientation or gender identity/expression. These policies may be more detailed overall and specify other types of harassment. Because of the prevalence of the more general type of harassment policy, subsequent analyses will examine the differences in school climate between those schools that have policies that

² 'Making Schools Safe', An Anti-Harassment Training Program from the Lesbian and Gay Rights Project, ACLU, 2002

specify sexual orientation or gender expression compared to those schools that have no harassment policy at all. (Exhibits 2.1-2.4)

Exhibit 2.1

School Harassment Policy- Students

Q815 Does your school have a policy for reporting incidents of harassment or assault in school?

Base: All qualified students

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	3450 %	298 %	2868 %	3102 %	327 %
Yes	68	65	69	68	70
No	4	7	4	4	6
Not sure	27	28	27	27	24

Exhibit 2.2

School Harassment Policy Addressing Sexual Orientation- Students

Q820 Does your school have a policy for reporting incidents of harassment or assault that specifically mentions sexual orientation or gender identity/expression?

Base: All students at schools with harassment policies

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	2420 %	211 %	2025 %	2187 %	221 %
Yes	70	65	71	70	65
No	5	7	5	5	5
Not sure	25	27	25	25	30

Exhibit 2.3
School Harassment Policy- Teachers

Q1275 Does your school have a policy for reporting incidents of harassment or assault in school?

Base: All qualified teachers

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011 %	406 %	444 %	886 %	125 %
Yes	91	92	92	93	79
No	3	4	2	2	14
Not sure	6	5	6	6	7

Exhibit 2.4
School Harassment Policy Addressing Sexual Orientation- Teachers

Q1280 Does your school have a policy for reporting incidents of harassment or assault that specifically mentions sexual orientation or gender identity/expression?

Base: All teachers at schools with harassment policies

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011 %	370 %	414 %	823 %	100 %
Yes	56	57	54	56	50
No	21	21	21	21	28
Not sure	23	22	26	23	22

Students whose school has an inclusive harassment policy, one that specifies sexual orientation or gender identity, describe their school as having a better atmosphere regarding bullying, name-calling and offensive remarks. Students in schools with such a policy are less likely than others to report that their school has a serious harassment problem (33% vs. 44%), that students frequently make homophobic remarks (50% vs. 59%) and that students are frequently harassed because of their physical appearance (36% vs. 52%), their sexual orientation (32% vs. 43%) or their gender expression (26% vs. 37%). For the most part, teachers in schools with and without such policies do not report these types of differences. The one exception is the frequency of hearing the expression, “that’s so gay.” Teachers whose schools have a harassment policy that specifies sexual orientation are less likely than others to say that students frequently use this expression (48% vs. 60%). This finding does not necessarily indicate that the policy is the cause of this difference. Other aspects of the school climate may be the underlying cause. However it is interesting to note that schools may be able to affect the levels of such a pervasive type of remark. (Exhibits 2.5-2.6)

Exhibit 2.5
Profile of Students With and Without a School Policy That Includes Sexual Orientation or Gender Identity/Expression

Base: All qualified students

	Total	Inclusive School Harassment Policy	
		Yes	No
Base	3450	1592	276
	%	%	%
Very/somewhat serious harassment problem at school	36	33	44
Students are very often/often harassed because (of)...			
The way they look or their body size	39	36	52
People think they are gay, lesbian or bisexual	33	32	43
How masculine or feminine they are	28	26	37
Their ability at school	16	16	22
Their race/ethnicity	14	14	13

Continued from previous page

	Total	Inclusive School Harassment Policy	
		Yes	No
Base	3450 %	1592 %	276 %
Their family does not have a lot of money	13	13	19
Their religion	8	8	10
Very often/often hear students make...			
Homophobic remarks	52	50	59
Sexist remarks	51	49	55
Racist remarks	26	25	31
Negative religious remarks	10	10	10
Very often/often hear comments about students being too “feminine” or “masculine”	24	21	29
Very often/often hear students say “That’s so gay” or “You’re so gay”	69	66	74

Exhibit 2.6
 Profile of Teachers With and Without a School Policy That Includes Sexual Orientation or
 Gender Identity/Expression

Base: All qualified teachers

	Total	Inclusive School Harassment Policy	
		Yes	No
Base	1011	532	210
	%	%	%
Very/somewhat serious harassment problem at school	53	56	52
Students are very often/often harassed because (of)...			
The way they look or their body size	37	38	35
How masculine or feminine they are	29	30	28
People think they are gay, lesbian or bisexual	26	26	32
Their ability at school	22	24	21
Their race/ethnicity	14	12	17
Their family does not have a lot of money	14	14	14
Their religion	3	3	4
Very often/often hear students make...			
Sexist remarks	40	41	44
Homophobic remarks	33	34	35
Racist remarks	12	14	12
Negative religious remarks	3	4	4
Very often/often hear comments about students being too “feminine” or “masculine”	11	11	14
Very often/often hear students say “That’s so gay” or “You’re so gay”	52	48	60

Personal Experiences with Safety and Harassment at School

Most students (92%) report that they feel very or somewhat safe at school. Nearly, half of students (47%) say they feel very safe. Private school students are nearly twice as likely as public school students to report feeling very safe (81% vs. 44%). Gender, race/ethnicity and socioeconomic status also distinguish which students feel most safe. Boys, White students and those whose parents have at least some college education (a proxy for household income level) are more likely than others to feel very safe. LGBT students are more than three times as likely as others to say that they do not feel very safe at school (20% vs. 6%).

The survey shows that feeling safe is related to harassment. Those students who report that harassment is not a serious problem at their school are more likely than others to say they feel very safe (60% vs. 23%). Those students whose school has a policy about harassment that specifies sexual orientation are more likely than students whose school does not have such policies to feel very safe when they are in school (54% vs. 36%). (Exhibits 2.7-2.9)

Exhibit 2.7
Student’s Feeling of Safety

Q507 Overall, how safe do you feel when you are at school?

Base: All qualified students

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %	1592 %	276 %
Very/Somewhat safe	92	93	90	87	93	92	94	95	83
Very safe	47	51	42	41	47	44	81	54	36
Somewhat safe	45	43	47	47	46	48	12	41	46
Not very safe	7	5	9	10	6	7	6	4	14
Not at all safe	2	2	1	3	1	2	1	1	3

Exhibit 2.8
Student's Feeling of Safety

Q507 Overall, how safe do you feel when you are at school?

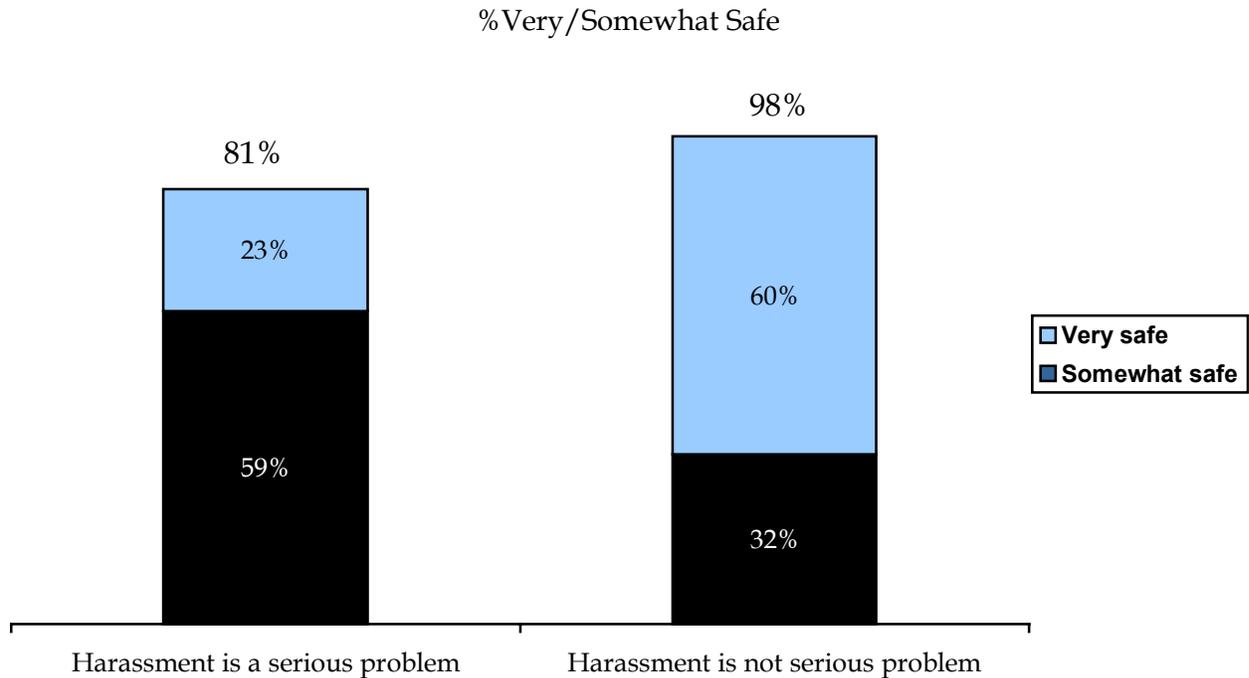
Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Very/Some-what safe	92	78	93	93	85	90	90	90	95
Very safe	47	40	49	51	36	38	37	50	51
Some-what safe	45	38	44	42	50	52	52	40	44
Not very safe	7	20	6	6	12	9	8	8	5
Not at all safe	2	2	2	1	3	1	2	2	1

Exhibit 2.9
Student's Feeling of Safety

Q507 Overall, how safe do you feel when you are at school?

Base: All qualified students (n=3450)



Feeling safe is certainly important and it does contribute to the overall atmosphere of the school. But feeling safe can also have real consequences on students' ability to learn. One in eleven students (9%) have had a friend who skipped a class or an entire day of school in the past month because they felt uncomfortable or unsafe in class. Nearly as many students report that they themselves have skipped a class (8%) or a day of school (7%) in the past month because they felt unsafe there. This problem is even more pervasive among LGBT students. LGBT students are nearly four times as likely as other students to have skipped class in the past month because they felt unsafe (22% vs. 6%). Students whose school has a harassment policy specifying sexual orientation and gender identity are less likely than others to say that they have skipped a class (5% vs. 16%) or that their friends have skipped a class (8% vs. 17%). (Exhibits 2.10-2.15)

Exhibit 2.10
Students' Friends School Skipping Behavior

Q510/515 In the past month, have any of your friends skipped a class/entire day because of feeling uncomfortable or unsafe in class?

Base: All qualified students

	Total	%Yes							
		Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %	1592 %	276 %
Skipped class	9	9	9	14	9	10	5	8	17
Skipped a day	9	7	11	16	8	9	4	6	18

Exhibit 2.11
Students' Friends School Skipping Behavior

Q510/515 In the past month, have any of your friends skipped a class/entire day because of feeling uncomfortable or unsafe in class?

Base: All qualified students

	Total	%Yes							
		LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Skipped class	9	19	8	7	8	17	13	9	7
Skipped a day	9	14	8	8	4	14	11	10	8

Exhibit 2.12
Students' Class Skipping Behavior

Q520 In the past month, how many times have you skipped a class because you felt uncomfortable or unsafe in that class?

Base: All qualified students

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/ Middle	Senior High	Public	Private/ Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
Did not skip a class	91	92	90	89	91	91	92	94	84
Skipped a class	8	7	9	10	8	8	8	5	16
1 time	4	3	5	3	4	4	6	3	10
2 or 3 times	2	2	2	3	2	2	*	1	3
4 or 5 times	1	1	1	4	1	1	1	*	*
6 or more times	1	1	1	-	1	1	*	1	2
Decline to answer	1	1	1	*	1	1	*	1	*

*Less than 0.5 %

Exhibit 2.13
Students' Class Skipping Behavior

Q520 In the past month, how many times have you skipped a class because you felt uncomfortable or unsafe in that class?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Did not skip a class	91	78	93	93	96	84	88	90	93
Skipped a class	8	22	6	6	4	14	10	9	6
1 time	4	9	4	3	3	6	4	5	4
2 or 3 times	2	6	1	2	-	5	3	2	1
4 or 5 times	1	3	1	*	1	3	2	1	1
6 or more times	1	4	1	1	-	1	1	1	1
Decline to answer	1	*	1	1	-	2	2	1	1

*Less than 0.5 %

Exhibit 2.14
Students' School Skipping Behavior

Q525 In the past month, how many days did you miss an entire day of school because you felt unsafe at school or on your way to or from school?

Base: All qualified students

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/ Middle	Senior High	Public	Private/ Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
Did not skip a day	92	94	91	87	94	93	93	96	87
Skipped a day	7	5	9	11	6	6	7	4	10
1 day	4	3	6	5	4	4	6	3	9
2 or 3 days	2	2	2	4	2	2	-	1	1
4 or 5 days	*	1	*	2	*	*	*	*	-
6 or more days	*	*	1	-	*	*	*	*	*
Decline to answer	1	1	1	2	1	1	*	*	3

*Less than 0.5 %

Exhibit 2.15
Students' School Skipping Behavior

Q525 In the past month, how many days did you miss an entire day of school because you felt unsafe at school or on your way to or from school?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Did not skip a day	92	85	94	93	94	90	88	93	95
Skipped a day	7	14	5	6	6	10	11	6	4
1 day	4	2	4	4	4	5	6	4	3
2 or 3 days	2	10	1	1	1	5	4	2	1
4 or 5 days	*	*	*	*	-	-	1	*	*
6 or more days	*	1	*	*	-	*	1	*	*
Decline to answer	1	1	1	1	-	*	*	1	1

*Less than 0.5 %

When considering such personal characteristics as appearance, sexual orientation, gender expression, race, religion, gender and disability, the most common reason why students feel unsafe is their appearance. Two in ten students (22%) feel unsafe at school because of the way they look or their body size. However, this is much more commonly reported by girls. Girls are twice as likely to report feeling unsafe because of their appearance than boys (30% vs. 16%). For many LGBT students, their sexual orientation or gender expression causes them to feel unsafe at school. More than half of LGBT students (53%) feel unsafe at school because of their sexual orientation, more than one-third (36%) feel unsafe because of how they express their gender and one-third (33%) feel unsafe because of the way they look. (Exhibits 2.16-2.17)

As has been noted previously, physical appearance is the subject of much of the negative remarks and harassment in high school. The survey examined the specific forms harassment may take. Four in ten secondary school students (42%) have been verbally harassed at school because of their appearance, 14% have been physically harassed and 6% have been physically assaulted for this reason. This type of harassment is more common at the junior high than senior high level and in public, rather than private, schools. Overall, two in ten students have been verbally harassed because of their race/ethnicity (21%) or how they express their gender (20%). Slightly fewer than two in ten students have been verbally harassed because of their religion (17%), gender (17%) or sexual orientation (14%). When it comes to gender harassment, girls are more likely than boys to be verbally harassed for their gender (22% vs. 12%), while boys are more likely than girls to be harassed because of their gender expression (24% vs. 16%).

Among LGBT students, harassment because of their sexual orientation is as common as harassment because of physical appearance. Two-thirds of LGBT students (65%) have been verbally harassed because of their sexual orientation, 16% have been physically harassed and 8% have been physically assaulted for this reason. These levels are lower among non-LGBT students (less than 10% to 3%) and most likely represent non-LGBT students being harassed for being perceived as LGBT. In addition, six in ten (61%) have been verbally harassed for the way they look and 55% have been verbally harassed because of how they express their gender. Although having a school harassment policy that specifies sexual orientation is related to overall school climate, it appears to make little or no difference in students' personal experiences with harassment. (Exhibits 2.18-2.23)

Exhibit 2.16
Reasons Students Feel Unsafe At School

Q700 Which of the following makes you feel unsafe at school?

Base: All qualified students

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
The way I look or my body size	22	16	30	23	22	23	17	19	28
How I express my gender	8	9	6	5	8	8	8	6	12
My race or ethnicity	7	6	7	3	7	7	7	5	8
My sexual orientation	6	7	6	2	7	6	5	6	9
My religion	5	3	6	3	5	5	3	4	6
My gender	2	1	4	2	2	2	1	2	3
My disability or b/c people think I am disabled	2	3	1	4	2	2	*	2	1
Something else	15	14	17	22	14	16	6	15	17
I do not feel unsafe at school	60	64	55	59	60	59	75	66	50

*Less than 0.5 %

Exhibit 2.17
Reasons Students Feel Unsafe At School

Q700 Which of the following makes you feel unsafe at school?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
The way I look or my body size	22	33	21	23	25	23	29	22	20
How I express my gender	8	36	5	6	12	10	8	8	6
My race or ethnicity	7	7	7	3	14	13	7	6	6
My sexual orientation	6	53	2	5	8	10	8	7	4
My religion	5	8	4	6	2	2	5	3	6
My gender	2	6	2	2	*	4	2	3	3
My disability or b/c people think I am disabled	2	4	2	2	1	2	2	2	3
Something else	15	22	14	13	22	17	17	15	14
I do not feel unsafe at school	60	25	64	64	54	51	52	62	64

Exhibit 2.18
Student's Experience with Verbal Harassment

Q705 How often have you been verbally harassed at your school because of (your) ...?

Base: All qualified students

% Ever Verbally Harassed

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
The way you look or your body size	42	40	45	55	40	43	32	39	46
Race or ethnicity	21	22	19	16	22	21	18	20	21
How you express your gender	20	24	16	21	20	21	15	19	23
Gender	17	12	22	16	17	17	14	16	20
Religion	17	19	15	13	17	17	12	17	23
Sexual orientation	14	15	14	9	15	14	11	14	20
Disability or b/c people think I am disabled	10	12	7	14	9	10	6	12	8

Exhibit 2.19
Student's Experience with Verbal Harassment

Q705 How often have you been verbally harassed at your school because of (your) ...?

Base: All qualified students

% Ever Verbally Harassed

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
The way you look or your body size	42	61	40	44	42	42	50	42	42
Race or ethnicity	21	22	19	14	22	36	22	23	20
How you express your gender	20	55	16	20	13	22	19	23	21
Gender	17	30	15	18	12	19	18	19	17
Religion	17	28	16	18	10	17	18	15	19
Sexual orientation	14	65	9	15	15	18	16	14	13
Disability or b/c people think I am disabled	10	10	9	11	9	10	13	10	9

Exhibit 2.20
Student's Experience with Physical Harassment

Q710 How often have you been physically harassed at your school because of (your) ...?

Base: All qualified students

% Ever Physically Harassed

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
The way you look or your body size	14	16	12	27	12	15	7	13	21
Race or ethnicity	7	8	6	8	7	7	5	7	6
Gender	6	5	8	10	6	6	6	6	6
How you express your gender	6	8	4	9	6	6	3	5	8
Sexual orientation	5	6	4	7	5	5	3	5	7
Religion	5	5	4	6	4	5	4	5	5
Disability or b/c people think I am disabled	4	6	3	10	4	4	4	5	5

Exhibit 2.21
Student's Experience with Physical Harassment

Q710 How often have you been physically harassed at your school because of (your) ...?

Base: All qualified students

% Ever Physically Harassed

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
The way you look or your body size	14	18	13	14	17	10	18	15	13
Race or ethnicity	7	8	6	5	10	11	11	8	5
Gender	6	12	5	6	7	8	8	6	7
How you express your gender	6	19	5	6	7	7	9	5	6
Sexual orientation	5	16	3	4	6	7	8	4	4
Religion	5	10	4	4	7	5	8	2	4
Disability or b/c people think I am disabled	4	5	4	4	7	4	8	4	3

Exhibit 2.22
Student's Experience with Physical Assault

Q715 How often have you been physically assaulted at your school because of (your) ...?

Base: All qualified students

% Ever Physically Assaulted

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450	1454	1996	298	2868	3102	327	1592	276
	%	%	%	%	%	%	%	%	%
The way you look or your body size	6	8	4	15	5	6	4	4	12
Race or ethnicity	4	5	2	7	4	4	2	3	3
Gender	3	3	2	3	2	2	3	3	3
How you express your gender	3	4	2	6	3	3	4	3	5
Disability or b/c people think I am disabled	3	3	2	7	2	2	3	2	1
Sexual orientation	3	4	2	4	3	3	2	3	4
Religion	2	3	2	2	2	2	4	2	3

Exhibit 2.23
Student's Experience with Physical Assault

Q715 How often have you been physically assaulted at your school because of (your) ...?

Base: All qualified students

% Ever Physically Assaulted

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
The way you look or your body size	6	8	5	6	4	6	9	6	6
Race or ethnicity	4	3	3	3	4	8	8	3	3
Gender	3	3	2	3	3	2	6	2	2
How you express your gender	3	8	2	3	3	4	7	1	3
Sexual orientation	3	8	2	G2	4	4	7	1	2
Disability or b/c people think I am disabled	3	2	2	2	3	3	6	1	2
Religion	2	5	2	3	*	4	5	1	2

*Less than 0.5 %

How does the incidence of harassment, both verbal and physical, because of appearance or sexual orientation compare to other behaviors that may make students feel unsafe at school? The most common form this takes is having mean rumors or lies spread about you at school. Half of students (50%) have had this happen to them in the past year. Four in ten (39%) students have had their property stolen or deliberately damaged and one-quarter (25%) have been sexually harassed. Overall, two in ten (18%) students have been called names, teased, bullied or hurt at school because people thought they were gay or lesbian, including 13% of non-LGBT students.

Some students are experiencing these types of behaviors more often than others. Girls are more likely than boys to have had rumors or lies spread about them frequently at school during the past year (15% vs. 9%). Rumors are also more likely to be a frequent experience of junior high students than senior high students (17% vs. 10%) and of those whose school does not have a policy on harassment compared to those who do (20% vs. 8%). LGBT students are three times more likely than other students to have had mean rumors spread about them (31% vs. 10%). Although more common among LGBT students, 3% of non-LGBT students have been called names or bullied because people thought they were gay or lesbian (21% vs. 3%). (Exhibits 2.24-2.26)

Exhibit 2.24
Student's Experience with Harassment

Q720 In the past year, how often have the following happened to you at school?

Base: All qualified students

	Been sexually harassed at school	Had mean rumors or lies spread about you at school	Had your property stolen or deliberately damaged	Been called names, teased, bullied or hurt at school because people thought you were gay or lesbian
Base	3450 %	3450 %	3450 %	3450 %
Very often/Often	4	12	5	5
Very Often	2	6	2	2
Often	2	6	3	3
Sometimes	9	16	12	6
Rarely	12	22	22	7
Never	74	48	60	81
Not sure	1	1	1	1
Decline to answer	1	1	1	1

Exhibit 2.25
Student's Experience with Harassment

Q720 In the past year, how often have the following happened to you at school?

Base: All qualified students

	% Very Often/Often								
	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %	1592 %	276 %
Had mean rumors or lies spread about you at school	12	9	15	17	10	12	11	8	20
Had your property stolen or deliberately damaged	5	4	6	7	5	5	5	4	15
Been called names, teased, bullied or hurt at school because people thought you were gay or lesbian	5	6	3	6	5	5	2	4	7
Been sexually harassed at school	4	2	6	3	4	4	2	4	5

Exhibit 2.26
Student's Experience with Harassment

Q720 In the past year, how often have the following happened to you at school?

Base: All qualified students

% Very Often/Often

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Had mean rumors or lies spread about you at school	12	31	10	12	13	13	15	11	9
Had your property stolen or deliberately damaged	5	10	4	5	6	5	5	6	4
Been called names, teased, bullied or hurt at school because people thought you were gay or lesbian	5	21	3	5	3	4	7	4	3
Been sexually harassed at school	4	9	4	4	7	4	7	2	3

Overall, two-thirds of secondary school students (65%) report that they have been verbally or physically harassed or assaulted in the past year at school because of their appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion. Yet most of these students (57%) never report this harassment or assault to a teacher, principal or other school staff person. Junior high school students are more likely than senior high school students to report harassment (51% vs. 28%) and public school students are more likely than private school students to report harassment (33% vs. 16%). LGBT students are more likely than others to have been harassed or assaulted at school (90% vs. 62%). However, compared to other students who have been harassed or assaulted, LGBT students are less likely to report these incidents (29% vs. 33%). Students whose schools have a harassment policy that specifies sexual orientation are less likely than other students to have experienced these types of harassment or assault (61% vs. 72%).

For those students who did report harassment, the most common reaction from teachers was to speak to the harasser or take action. A 12th grade female student says, “They talked to the person who harassed me and simply went over correct school conduct, but didn't give them a punishment. They told me to report any problems in the future as well.” However, 5% of students who reported harassment said the teacher did not take action and 4% said the teacher recommended ignoring the incident. “[The teacher did] absolutely nothing and went and gossiped with her friends.” according to a 10th grade female. The most common reason that students do not report harassment is that they consider it not important or serious (28%). According to one 12th grade male, “it was all fun and games, nothing serious- all jokes, nothing more- so there was no need to.” One 9th grade female says, “[I didn't report it] because I didn't think it was a big deal. I told them to leave me alone and they did.” One in eight (12%) prefer to handle the situation themselves. One 11th grade male said he didn't report the incident “because I know how to defend myself.” One in ten (10%) do not report these incidents because they believe that the teachers or staff are powerless to improve the situation. “Because I've watched other people report their assaulters and nothing gets done. If anything, the teasing gets worse. It's just not worth it.” says a 12th grade female. It is noteworthy that LGBT students are twice as likely as others to mention this reason for not reporting harassment (23% vs. 9%). (Exhibits 2.27-2.31)

Exhibit 2.27
Incidence of Harassment or Assault in Past Year

Base: All qualified students

	Base	Harassed or Assaulted in Past Year
Total	3450	65%
Gender		
Male	1454	62%
Female	1996	68%
School Level		
Junior High/Middle	298	69%
Senior High	2868	65%
School Type		
Public	3102	66%
Private/parochial	327	50%
LGBT Status		
LGBT	190	90%
Non-LGBT	3044	62%
Race/Ethnicity		
White	2622	64%
Black	202	72%
Latino/a	206	68%
Parent's Education		
HS or less	578	67%
Some college	608	68%
College or more	1785	67%
School Harassment Policy		
Yes	1592	61%
No	276	72%

Exhibit 2.28
Students' Reporting of Assault

Q725 When you were harassed or assaulted in school, how often did you report it to a teacher, the principal or another school staff person?

Base: All students who have been harassed

	Total	Gender		School Level		School Type		Inclusive School Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	2213 %	877 %	1336 %	205 %	1834 %	2037 %	163 %	956 %	189 %
Reported to teacher (Net)	32	32	31	51	28	33	16	33	33
Always	6	7	5	14	4	6	4	6	3
Most of the time	7	7	7	11	6	7	3	9	5
Some of the time	19	19	19	26	17	20	10	18	25
Never	57	56	58	43	60	56	71	53	63
Decline to answer	11	12	11	6	12	11	13	14	4

Exhibit 2.29
Students' Reporting of Assault

Q725 When you were harassed or assaulted in school, how often did you report it to a teacher, the principal or another school staff person?

Base: All students who have been harassed

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	2213 %	166 %	1893 %	1676 %	132 %	137 %	386 %	405 %	1153 %
Reported to teacher (Net)	32	29	33	30	45	29	36	36	29
Always	6	9	5	5	8	3	6	6	7
Most of the time	7	5	8	7	8	7	8	10	4
Some of the time	19	15	20	18	29	19	23	21	18
Never	57	67	57	59	43	59	51	53	61
Decline to answer	11	4	11	10	12	12	13	11	10

Exhibit 2.30
Teachers' Reactions to Students Reporting of Assault

Q730 What did the teacher or staff person do or say when you reported being harassed or assaulted?

Base: All students who reported assault to teacher (n = 886)

Top Responses

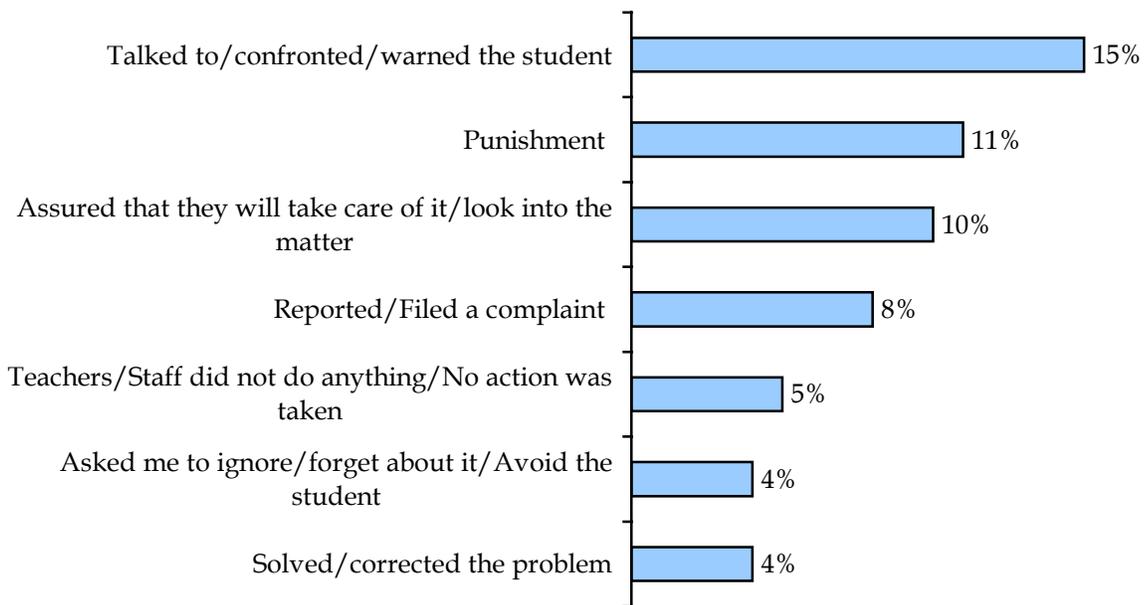
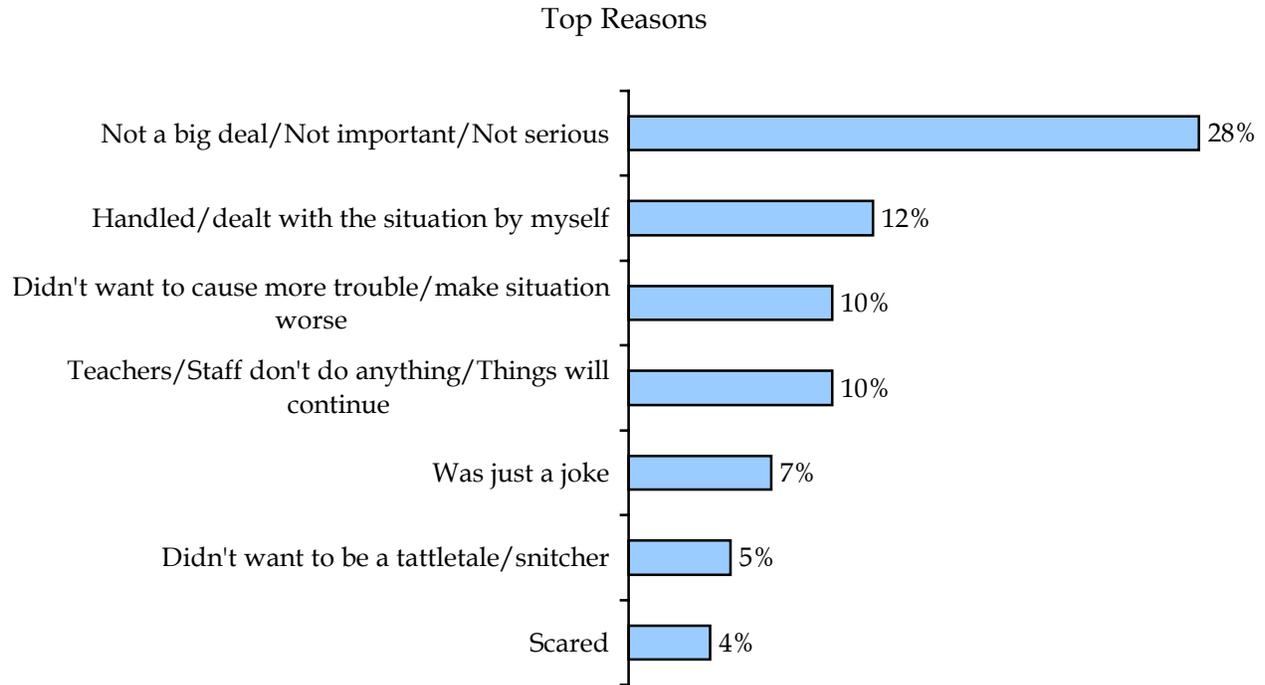


Exhibit 2.31
Reasons Students Did Not Report Assault

Q735 Why did you not report being harassed or assaulted to a teacher or staff person?

Base: All students who never reported assault to teacher (n = 1327)



Summary

LGBT students' personal experiences with safety at school differ from other students. They are more likely to feel unsafe and they are more likely to experience a range of verbal and physical harassment. Only a minority, however, report these incidents. A positive finding is the role of school harassment policies that specify sexual orientation or gender expression. Students in schools with such policies report a lower level of harassment and a greater feeling of safety.

CHAPTER 3

TEACHERS' ATTITUDES TOWARDS LGBT STUDENT ISSUES

Overview

Most schools have harassment policies, yet many students still experience harassment and feel unsafe at school. This is particularly true for LGBT students. This chapter examines teachers' views on the safety of LGBT students in their school and what they see as potential ways to ensure a safe learning environment for all students.

Familiarity with LGBT Students

For many teachers – and students – consideration of LGBT students' needs is not an abstract issue. Nearly half of teachers know a co-worker who is gay, lesbian or bisexual. Private or parochial school teachers (the plurality of whom teach in Catholic schools) are less likely than public school teachers to have an LGBT co-worker (28% vs. 50%). Four in ten teachers (37%) know a student at their school who is gay, lesbian or bisexual and 5% know a student who is transgender. More senior high than junior high (54% vs. 21%) and more public school than private school teachers (39% vs. 18%) know a student who is gay, lesbian or bisexual. In comparison as noted in Chapter 1, half of students (55%) reports knowing another student who is gay, lesbian or bisexual and two in ten (19%) have a close personal friend at school who is gay, lesbian or bisexual. (Exhibits 3.1)

Most teachers believe that LGBT students would feel very or somewhat safe at their school. They are most likely to believe that a female teen who acted masculine would feel safe. Nine in ten teachers (91%) believe this to be the case. In contrast, three-quarters believe that a male teen who acted feminine would feel safe (74%), a number similar to those who believe that a gay, lesbian or bisexual teen would feel safe (73%). Fewer teachers (57%) believe that a transgender teen would feel safe at their school. Senior high school teachers are more likely than junior high school teachers to believe that a gay, lesbian or bisexual teen would feel safe at their school (81% vs. 67%), but school level does not distinguish teachers' views on safety for transgender teens or those who express their gender non-traditionally. (Exhibits 3.2-3.4)

Exhibit 3.1
Teachers' Familiarity With LGBT Persons

Q850/Q855/Q860 Do you know anyone who is gay, lesbian or bisexual/transgender?

Base: All qualified teachers

	Total	Gender		School Level		School Type	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011 %	356 %	655 %	406 %	444 %	886 %	125 %
Yes, Gay/Lesbian/ Bisexual	89	88	90	89	91	90	78
Yes, a co- worker	48	50	46	45	53	50	28
Yes, a student at my school	37	35	38	21	54	39	18
Yes, I am	9	16	4	9	9	9	3
Yes, transgender	18	18	19	16	22	19	16
Yes, a co- worker	1	3	*	1	2	1	-
Yes, a student at my school	5	6	5	1	2	1	-
Yes, I am	*	-	*	*	-	*	-

*Less than 0.5%

Exhibit 3.2
Teachers' Perceptions of Student Safety

Q1240 How safe do you think the following students would feel at the school where you teach?

Base: All qualified teachers

	Gay, lesbian or bisexual teen	Transgender teen	Male teen who acted feminine	Female teen who acted masculine
Base	1011 %	1011 %	1011 %	1011 %
Very/Somewhat safe	73	57	74	91
Very safe	21	14	19	32
Somewhat safe	53	43	54	59
Not very safe	23	28	23	9
Not at all safe	3	15	4	*

*Less than 0.5%

Exhibit 3.3
Teachers' Perceptions of Student Safety

Q1240 How safe do you think the following students would feel at the school where you teach?

Base: All qualified teachers

Very/Somewhat safe

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	1011 %	406 %	444 %	886 %	125 %
Gay, lesbian or bisexual teen	73	67	81	73	78
Transgender teen	57	55	59	55	71
Male teen who acted feminine	74	70	78	73	83
Female teen who acted masculine	91	92	91	90	93

Exhibit 3.4
Teachers' Perceptions of Student Safety

Q1240 How safe do you think the following students would feel at the school where you teach?

Base: All qualified teachers

Very/Somewhat safe

	Total	Knows LGBT Students in School		Racial/Ethnic /Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011	351	660	553	382	402	497
	%	%	%	%	%	%	%
Gay, lesbian or bisexual teen	73	75	72	73	71	76	70
Transgender teen	57	54	59	58	50	59	52
Male teen who acted feminine	74	74	73	77	67	75	71
Female teen who acted masculine	91	92	90	92	90	92	90

Attitudes About Teachers' Obligations Towards LGBT Student Safety

Most teachers (73%) strongly endorse the view that they and other school personnel have an obligation to ensure a safe and supportive learning environment for gay, lesbian, bisexual and transgender students. Only nine percent disagree with this view. Teachers who know LGBT students are more likely than others to strongly agree with this view (80% vs. 68%). Private school teachers are more likely than public school teachers to disagree with this view (20% vs. 8%). This lower level of support is probably related to the fact that most of these teachers are in schools affiliated with a particular religion, predominantly Catholicism. (Exhibits 3.5-3.6)

Teachers believe that some tactics for creating safer schools would be more helpful than others. Those teachers who agree that they have an obligation to ensure a safe environment for LGBT students are most likely to believe that anti-harassment and anti-discrimination policies would be most helpful. Half of teachers (47%) believe such policies would be extremely or very helpful. Four in ten believe that teacher

sensitivity training (37%) or having the principal or superintendent more openly address safety issues (37%) would be extremely or very helpful. Although all teachers are most likely to emphasize the helpfulness of anti-harassment policies, teachers who know LGBT students are next most likely to emphasize the importance of a supportive principal. Teachers who do not know LGBT students are next most likely to emphasize the helpfulness of teacher sensitivity training. (Exhibits 3.7-3.9)

Exhibit 3.5
Teacher Feeling of Obligation Towards LGBT Students

Q1245 How much do you agree or disagree with the following statement?

Teachers and other school personnel have an obligation to ensure a safe and supportive learning environment for gay, lesbian, bisexual and transgender students.

Base: All qualified teachers

	Total	School Level		School Type		School Harassment Problem	
		Junior High/Middle	Senior High	Public	Private/Parochial	Very/Somewhat	Not Very/Not At All
Base	1011	406	444	886	125	524	487
	%	%	%	%	%	%	%
Strongly/somewhat agree	85	86	85	87	67	87	83
Strongly agree	73	75	72	75	56	74	71
Somewhat agree	12	11	14	13	11	13	12
Neither agree or disagree	6	7	6	5	13	5	7
Strongly/somewhat disagree	9	7	9	8	20	8	10
Somewhat disagree	2	1	2	2	5	1	3
Strongly disagree	7	6	7	6	15	7	7

Exhibit 3.6
Teachers' Feeling of Obligation Towards LGBT Students

Q1245 How much do you agree or disagree with the following statement?

Teachers and other school personnel have an obligation to ensure a safe and supportive learning environment for gay, lesbian, bisexual and transgender students.

Base: All qualified teachers

	Total	Knows LGBT Students in School		Racial/Ethnic/ Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	1011 %	351 %	660 %	553 %	382 %	402 %	497 %
Strongly/somewhat agree	85	92	81	88	86	88	86
Strongly agree	73	80	68	78	70	79	71
Somewhat agree	12	12	13	10	16	9	16
Neither agree or disagree	6	2	8	4	7	4	6
Strongly/somewhat disagree	9	6	11	8	7	8	7
Somewhat disagree	2	1	3	2	1	2	1
Strongly disagree	7	5	8	6	5	6	6

Exhibit 3.7

Efforts Teachers Believe Will Help Create Safer Schools for LGBT Students

Q715 How helpful would the following effort be in creating safer schools for lesbian, gay, bisexual or transgender (LGBT) students?

Base: All teachers agree/neutral that school personnel have obligation to ensure safe environment

	Teacher sensitivity training	Anti-harassment and anti-discrimination policies	Allowing clubs on school campus to promote tolerance	Having the principal and/or superintendent more openly address safety issues
Base	913 %	913 %	913 %	913 %
Extremely/Very helpful	37	47	28	37
Extremely helpful	17	23	16	20
Very helpful	20	23	13	17
Helpful	26	24	24	27
Somewhat helpful	23	18	22	20
Not helpful	15	11	26	16

Exhibit 3.8
Efforts Teachers Believe Will Help Create Safer Schools for LGBT Students

Q715 How helpful would the following effort be in creating safer schools for lesbian, gay, bisexual or transgender (LGBT) students?

Base: All teachers agree/neutral that school personnel have obligation to ensure safe environment

%Extremely/Very helpful

	Total	School Level		School Type	
		Junior High/Middle	Senior High	Public	Private/Parochial
Base	913	373	404	814	99
	%	%	%	%	%
Teacher sensitivity training	37	39	35	38	30
Anti-harassment and anti-discrimination policies	47	46	49	49	26
Allowing clubs on school campus to promote tolerance	28	25	33	29	17
Having the principal and/or superintendent more openly address safety issues	37	35	40	39	24

Exhibit 3.9
Efforts Teachers Believe Will Help Create Safer Schools for LGBT Students

Q715 How helpful would the following effort be in creating safer schools for lesbian, gay, bisexual or transgender (LGBT) students?

Base: All teachers agree/neutral that school personnel have obligation to ensure safe environment

%Extremely/Very helpful

	Total	Knows LGBT Students in School		Racial/Ethnic Minority Students		Low Income Students	
		Yes	No	Less than 50%	50% or More	Less than 50%	50% or More
Base	913	322	591	497	351	364	452
	%	%	%	%	%	%	%
Teacher sensitivity training	37	41	34	39	36	39	36
Anti-harassment and anti-discrimination policies	47	54	42	47	46	51	44
Allowing clubs on school campus to promote tolerance	28	39	21	30	27	30	28
Having the principal and/or superintendent more openly address safety issues	37	48	30	40	35	41	34

Gay/Straight Student Alliances or Clubs

School clubs that promote tolerance among LGBT and straight students are slightly more controversial. Fewer teachers (28%) believe that allowing clubs on school campus to promote tolerance would be extremely or very helpful in creating safer schools for LGBT students. Nearly as many (26%) believe that such clubs would be not helpful. Teachers appear to have more confidence in the efficacy of educator- or policy-based or other top-down approaches than efforts at the student level. However, teachers who know LGBT students are more likely than others to consider all of these steps to be extremely or very helpful, including school clubs (39% vs. 21%). Two in ten students (22%) report that their school does in fact have a Gay/Straight Alliance or another type of club that addresses LGBT

student issues. These types of clubs are much more commonly found at the senior high than junior high level (27% vs. 1%) and in public, rather than private, schools (23% vs. 11%). Although these clubs are alliances between straight and LGBT students, it is still perhaps not surprising that LGBT students tend to be more aware of these types of clubs than are non-LGBT students. They are more likely to report that they have such a club (33% vs. 20%) and less likely to be not sure of such a club's existence (8% vs. 18%). (Exhibits 3.9-3.11)

Exhibit 3.10
Prevalence of Gay/Straight Alliances In School

Q870 Does your school have a Gay/Straight Alliance or another type of club that addresses LGBT (lesbian, gay, bisexual or transgender) student issues?

Base: All qualified students

	Total	Gender		School Level		School Type		Sexual Harassment Policy	
		Male	Female	Junior High/Middle	Senior High	Public	Private/Parochial	Yes	No
Base	3450 %	1454 %	1996 %	298 %	2868 %	3102 %	327 %	1592 %	276 %
Yes	22	22	21	1	27	23	11	25	19
No	60	59	61	75	55	58	84	58	77
Not sure	19	20	17	24	18	20	5	17	4

Exhibit 3.11
Prevalence of Gay/Straight Alliance In School

Q870 Does your school have a Gay/Straight Alliance or another type of club that addresses LGBT (lesbian, gay, bisexual or transgender) student issues?

Base: All qualified students

	Total	LGBT Status		Race/Ethnicity			Parent's Education		
		LGBT	Non-LGBT	White	Black	Latino/a	High School or Less	Some College	College or More
Base	3450 %	190 %	3044 %	2622 %	202 %	206 %	578 %	608 %	1785 %
Yes	22	33	20	20	17	19	17	21	26
No	60	59	61	62	64	58	58	64	59
Not sure	19	8	18	17	19	22	25	15	16

Summary

A majority of teachers strongly believe that they have an obligation to ensure a safe and supportive learning environment for LGBT students. Teachers most support instituting policies to achieve this goal. Over half of senior high school teachers know a gay, lesbian, bisexual or transgender student at their school. From the teachers' perspective, the safety of transgender students is the most vulnerable. Among teachers who know LGBT students, 39% believe that a club on school campus that promotes tolerance among LGBT and straight students would be extremely or very helpful in creating safer schools for LGBT students.

SURVEY METHODOLOGY

Overview

The survey questionnaire was self-administered online by means of the Internet. A total of 3,450 students aged 13-18 and 1,011 secondary school teachers who have access to the Internet completed the survey. Student interviews averaged 15 minutes and were conducted between January 13 and January 31, 2005. Teacher interviews averaged 10 minutes and were conducted between January 18 and January 25, 2005.

Student Sample Selection

Student interviews were conducted online by a nationally representative sample of 3,450 public and private/parochial students ages 13 to 18. Within this sample, an oversample of students was drawn from Arizona, Florida, Georgia, Illinois, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania, Texas and Virginia. Interviews averaged 15 minutes and were conducted between January 13 and January 31, 2005. Sample was drawn from the Harris Poll Online (HPOL) multimillion member online panel of cooperative respondents from over one hundred countries. Invitations for this study were e-mailed to a selected sample of the database identified as residing in the U.S.A and being a student ages 13-18.

Weighting of Student Data

Data were weighted to reflect the national population of children ages 13-18 for key demographic variables (gender, age, race and ethnicity, size of place, region, and parent's education). A post weight was applied to the student data to adjust for the twelve state oversampling (Arizona, Florida, Georgia, Illinois, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania, Texas and Virginia) so that the regional distribution reflects the nation as a whole. Demographic weights were based on US Census data obtained via the March 2004 Current Population Survey (CPS).

Teacher Sample Selection

Teacher interviews were conducted online by a nationally representative sample of 1,011 public and private/parochial secondary school teachers. Interviews averaged 10 minutes and were conducted between January 18 and January 25, 2005. Sample was drawn from the Harris Poll Online (HPOL) multimillion member online panel of cooperative respondents from over one hundred countries. Invitations for this study were e-mailed to a selected sample of the database identified as residing in the U.S.A and being a teacher.

Weighting of Teacher Data

Data were weighted to reflect the national population for key demographic (gender, age, race and ethnicity, region, education and income) and attitudinal variables to align it with the national population of U.S. secondary school teachers.

Online Interviewing Procedures

Interviews are conducted using a self-administered, online questionnaire, via proprietary, Web-assisted interviewing software. The HPOL interviewing system permits online data entry of interviews by the respondents. Questionnaires are 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 are tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is 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 are used:

1. Password Protection: Each invitation contains a URL with a built-in password that is uniquely assigned to that e-mail address. Password protection ensures that a respondent is 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, up to two additional reminder invitations are typically 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 are provided with an instant summary of a selection of survey responses. These responses are available to the respondent immediately following completion of the survey via a link on the thank you screen.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit I shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample. For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit I
Approximate Sampling Tolerances (At 95% Confidence) To Use
In Evaluating Percentage Results

Number Of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result At 40% or 60%	Survey Percentage Result at 50%
3,000	1	1	2	2	2
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Exhibit II
 Approximate Sampling Tolerances (At 95% Confidence) To Use
 In Evaluating Differences Between Two Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,500 vs. 1,500	2	3	3	4	4
1,000	2	3	4	4	4
500	3	4	5	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit II shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval. For example, suppose one group of 1,000 has a response of 34% “yes” to a question, and an independent group of 500 has a response of 28% “yes” to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Cleaning the Data

All interviews were carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data were 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 were based on the total number of potential respondents in the sample.

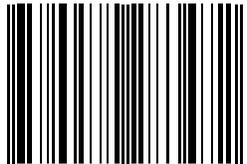
Potential Sampling Error

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). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.
- 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 we deal 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.

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