



KEY DATA IN SUPPORT OF *WELCOMING SCHOOLS*

SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT

Students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.

Karin Osterman (2000) *Review of Educational Research*.

When students report a more severe bullying climate in their school, up to 5% fewer students pass state mandated standardized tests.

Virginia High School Safety Study (2000)

BIAS-BASED BULLYING

4 out of 5 of students who are harassed are targeted because of their identity including race, national origin, gender, actual or perceived sexual orientation, religion or ability.

WestEd (2014) *California Healthy Kids Survey, School Climate and Student Well-being in California, 2011-13*.

Compared with students harassed for other reasons, students who feel harassed for their race, religion, ability, perceived sexual orientation, or gender are more likely to have lower grades and skip school.

Stephen Russell et al. (2012) *American Journal of Public Health*

In a nationwide survey, children said they feared anti-gay harassment more than any other name-calling.

Joseph Drake et al. (2003) *Journal of School Health*.

Students targeted with anti-gay putdowns are more likely to report higher levels of depression and anxiety, and a lower sense of school belonging regardless of their sexual orientation.

V. Paul Poteat and Dorothy L. Espelage (2007) *The Journal of Early Adolescence*.

5th – 8th grade students who report higher levels of gender or racial hassles on a daily basis also report greater emotional and behavioral problems, as well as lower self-esteem.

David DuBois et al. (2002) *Child Development*

GENDER AND HARASSMENT

Almost one-quarter of students in California are harassed because they are not “as masculine as other guys” or “as feminine as other girls.”

Stephen Russell et al. (2010) *California Safe Schools Coalition Research Brief*.

About one in six people who had expressed their gender in a way that was different than their sex assigned at birth while in grades K-12, stopped going to school for a period of time due to harassment. Almost half of that group experienced homelessness as well.

Jamie M. Grant et al. (2011) *National Transgender Discrimination Survey*.

Higher levels of homophobic teasing are linked with more bullying and subsequently more sexual harassment.

Dorothy Espelage et al. (2012) *Journal of Adolescent Health*.

In the 28 random shootings in U.S. schools between 1982 and 2001, nearly all the boys who committed the violence had stories of being constantly bullied, teased and “gay-baited” – not because they were gay, but because they were different from the other boys: shy, artistic, theatrical, non-athletic or “geekish.”

Michael Kimmel and Matthew Mahler (2003) *American Behavioral Scientist*.

Schools that promote greater gender equity and do not tolerate sexual or gendered harassment have significantly less bullying, less aggression and victimization, and there is a greater willingness to intervene.

Dorothy Espelage et al. (2014) *School Psychology Quarterly*.