



**REPORT on Faculty Bullying Survey:
Goffstown, NH Public School District
School Administrative Unit #19**

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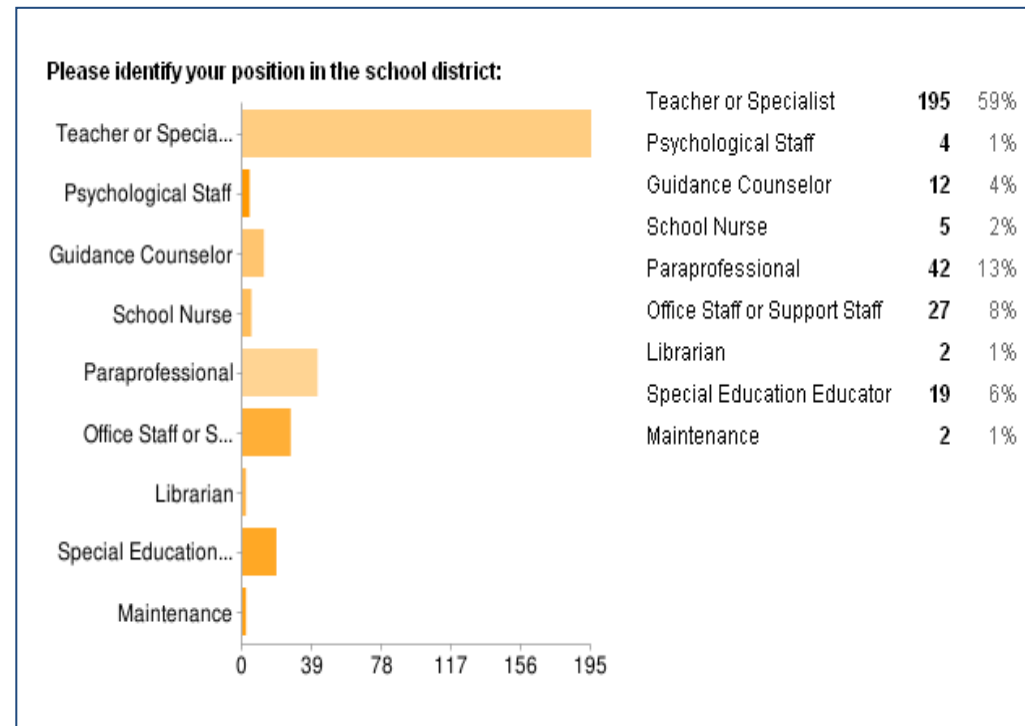
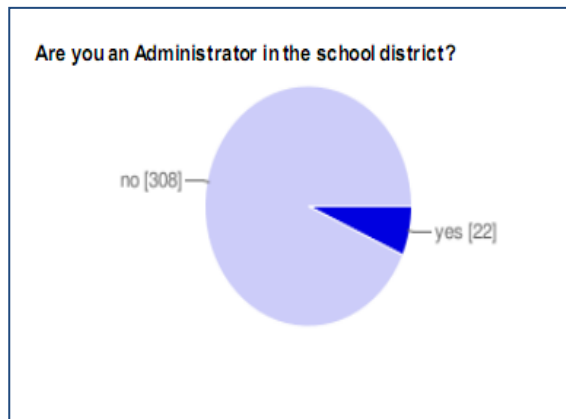
Faculty Survey: conducted on June 15, 2010

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Part I: Sample Information

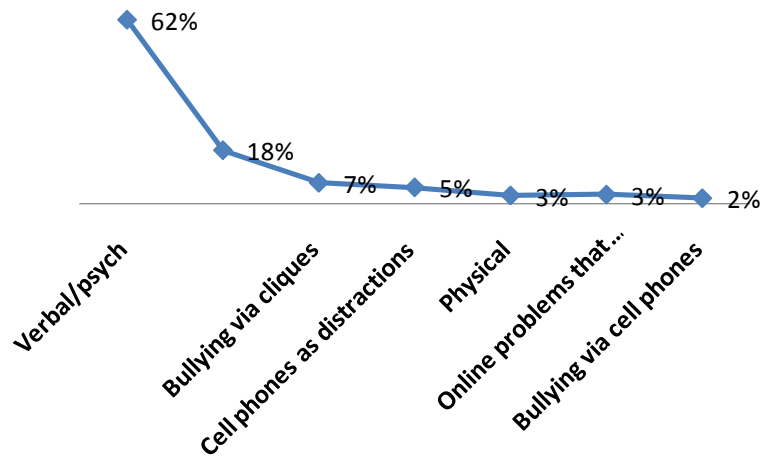
Sample: 330 Respondents

- 308 faculty/staff
- 22 administrators
- Faculty/Staff were primarily teachers and specialists

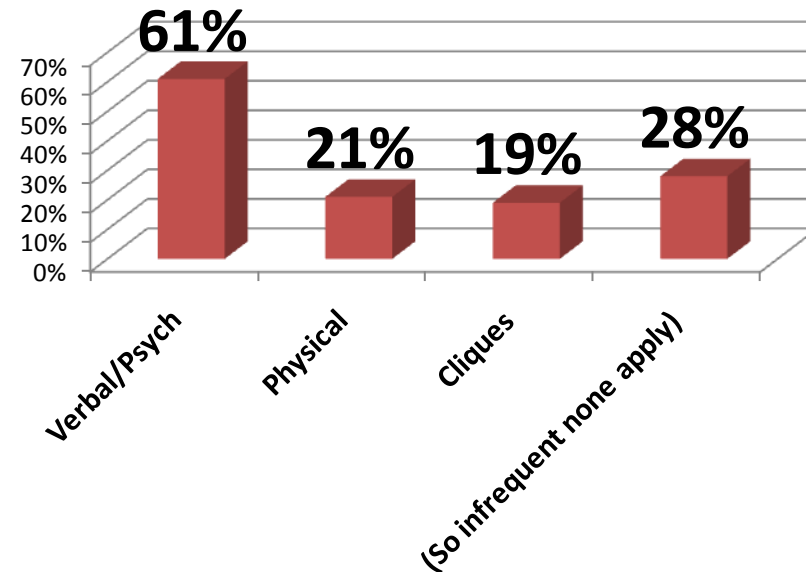


Part II: Frequency of Bullying

In your opinion, what is the most common type of bullying? (All respondents)

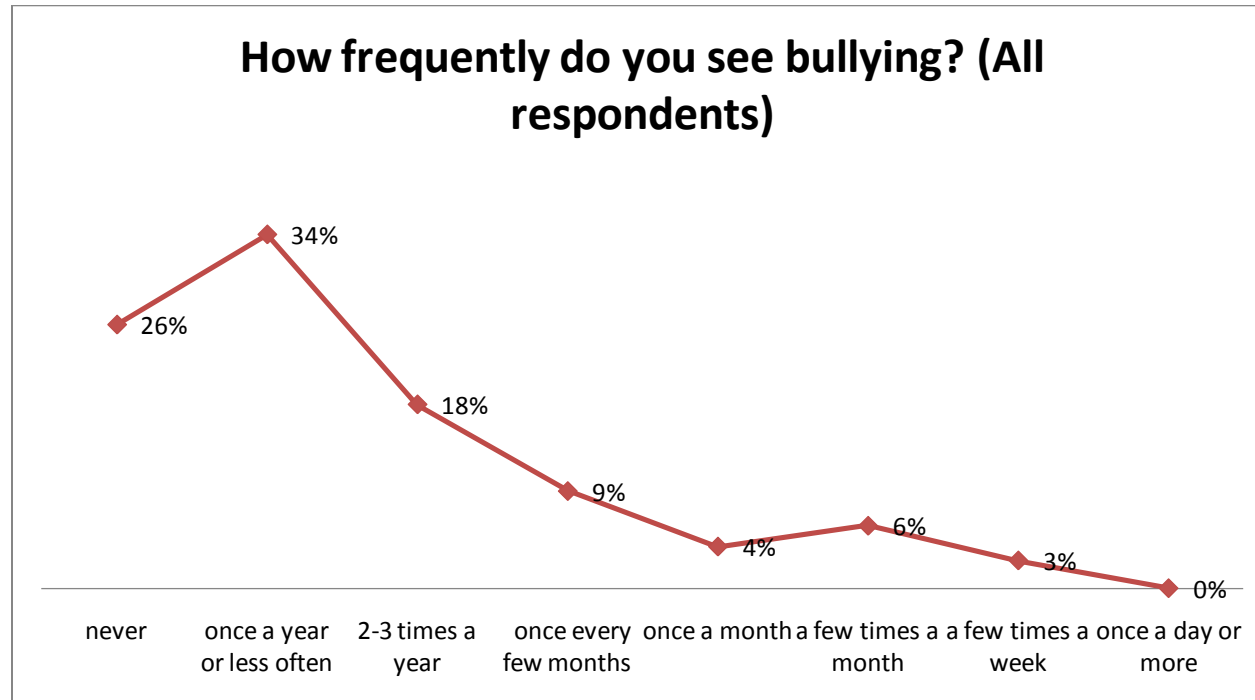


Most common types of bullying, in order of estimated frequency



- Faculty and staff correctly view the most common type of in-school bullying as “verbal/psychological”.
- Based on nationwide and regional frequency data, the incidence of online bullying is significantly underestimated.

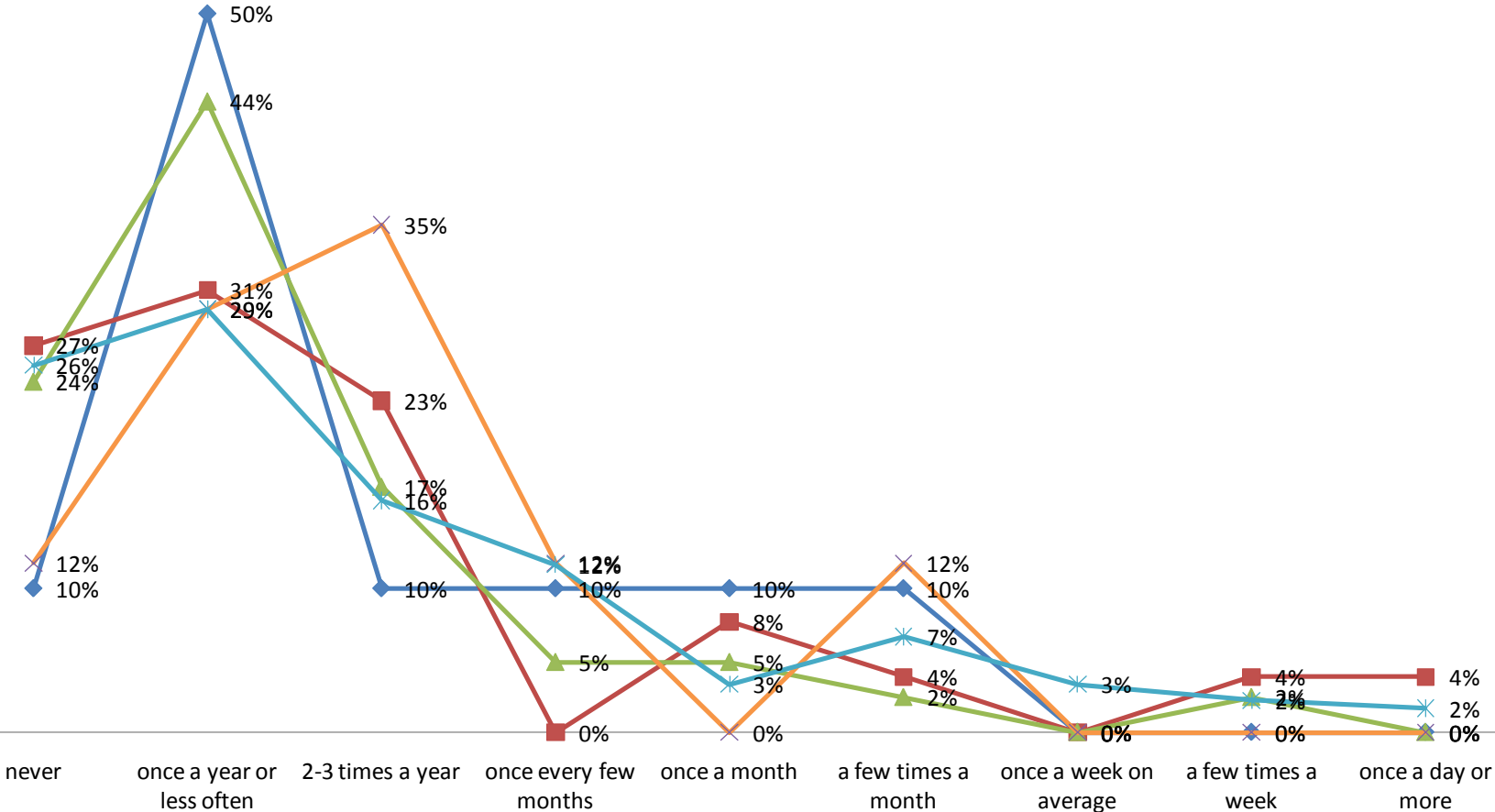
Part III: Frequency of Bullying as Actually Witnessed

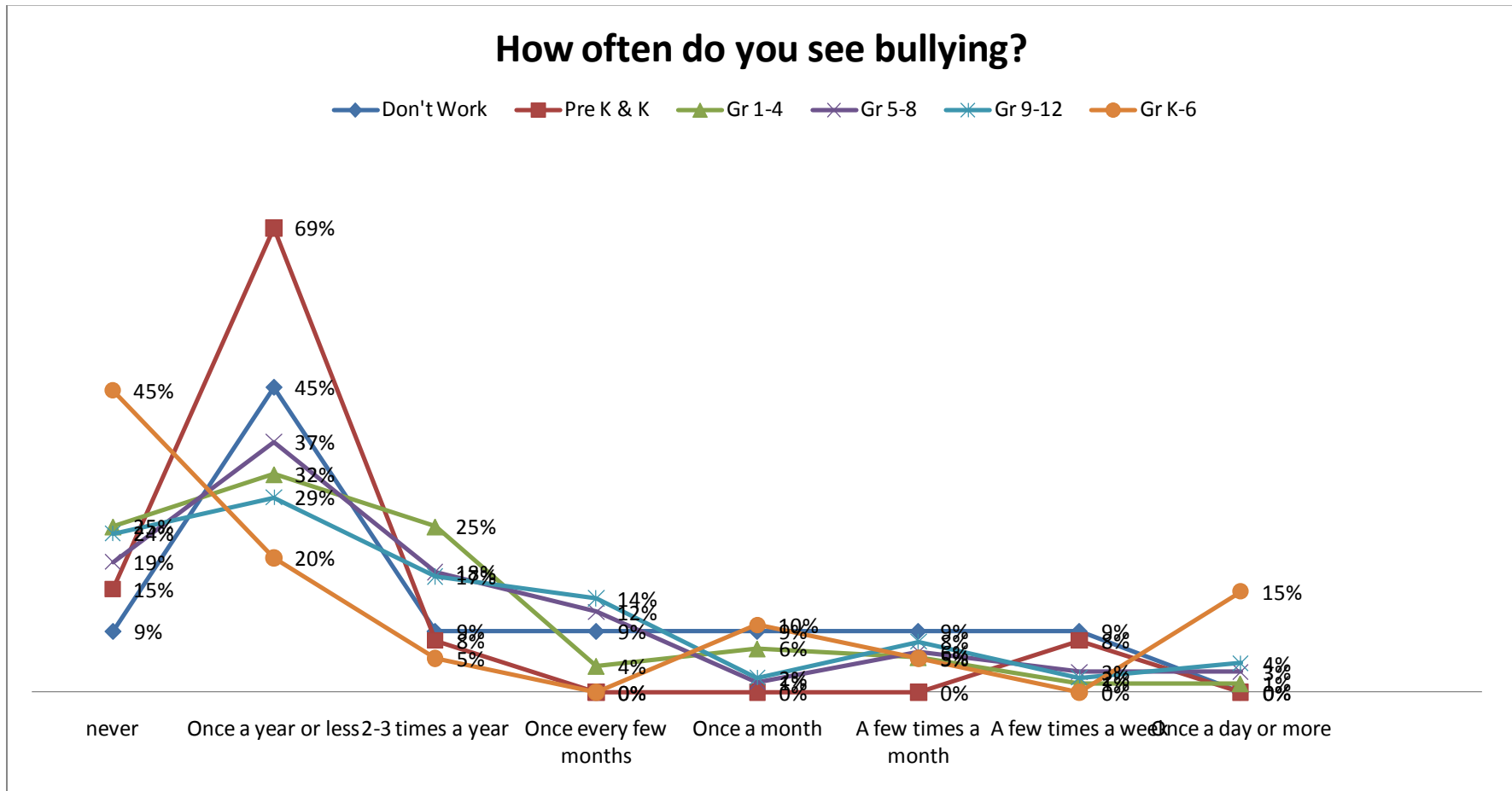


Overall, respondents did not report seeing much bullying. However, differences emerged between different groups.

How frequently do you see bullying?

◆ GUIDANCE COUNSELORS ■ OFFICE SUPPORT ▲ PARAPROF'S × SPECIAL EDUC * TEACHER

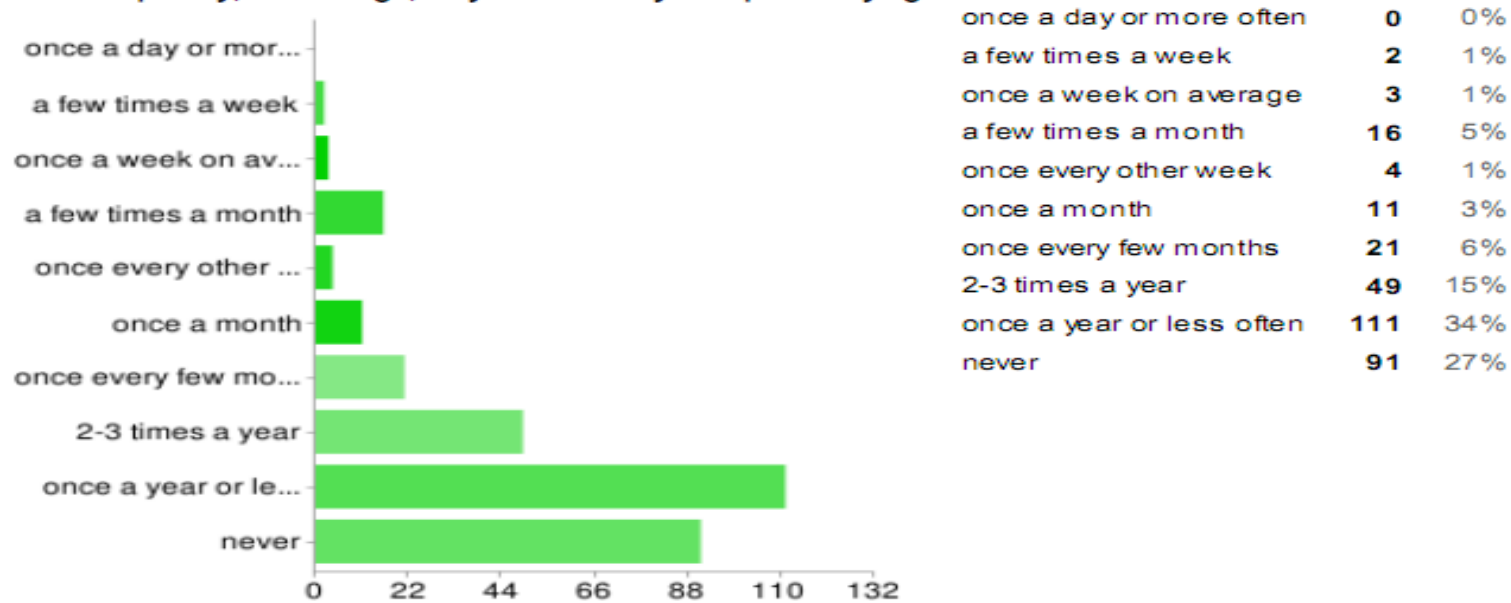




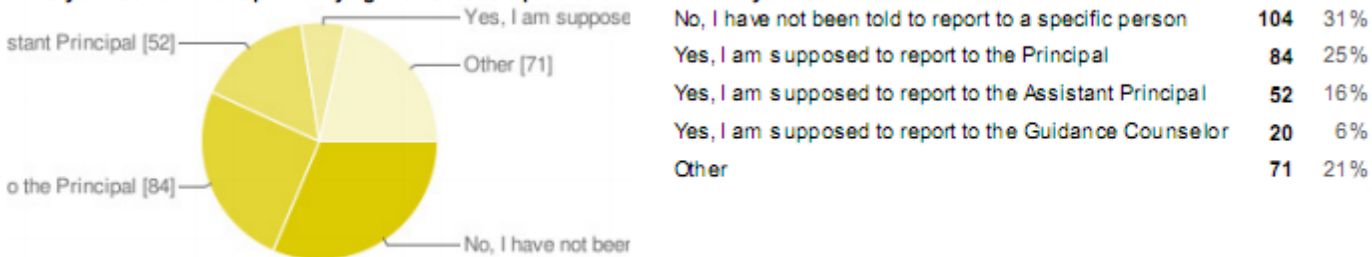
- Guidance Counselors, Paraprofessionals, and PreK/K teachers were least likely to report seeing bullying.
- Special Education Educators, Grades K-6 Teachers, and Grades 5-12 teachers were more likely to report seeing bullying.
- Despite some differences, it is notable that the overall trend of seeing little bullying remains largely true for all types of respondents.

Part IV: Frequency of Reporting Behaviors

How frequently, on average, do you feel that you report bullying incidents?

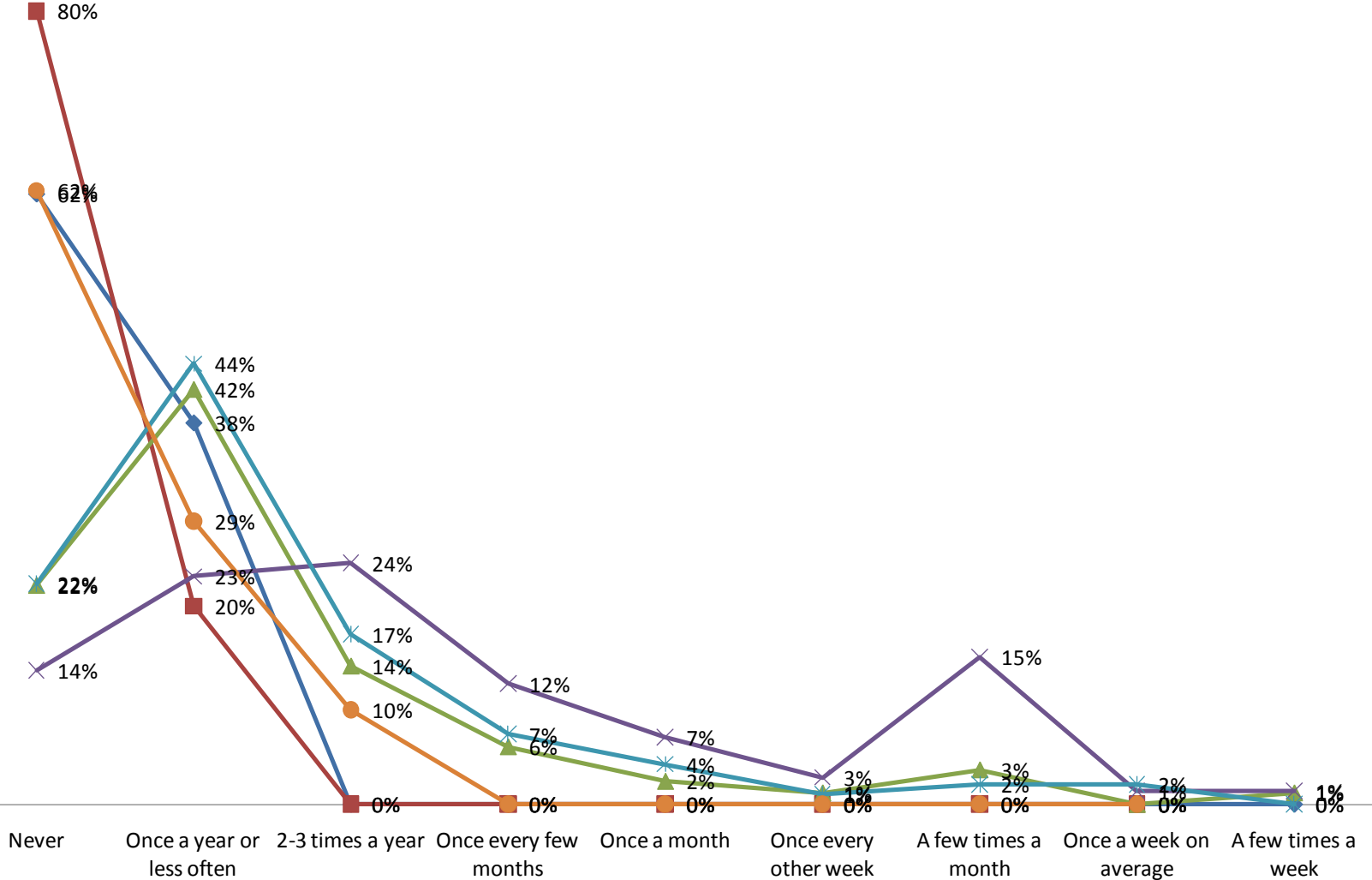


Have you been told to report bullying incidents to a particular individual in your school?

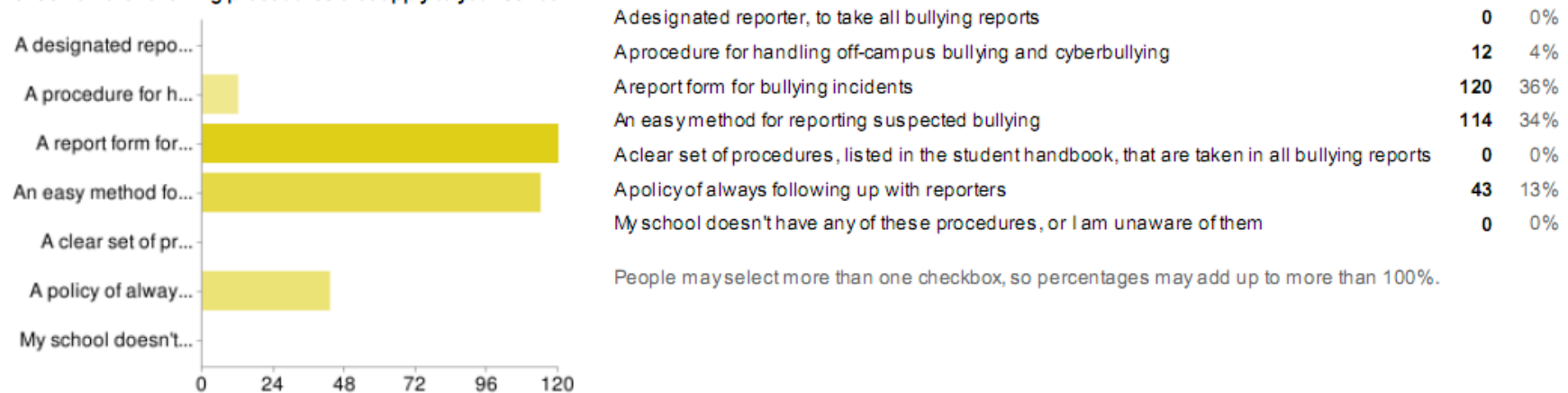


How often do you report bullying?

◆ Don't Work ■ Pre K & K ▲ Gr 1-4 ✕ Gr 5-8 ✕ Gr 9-12 ● Gr K-6



Check off the following procedures that apply to your school:

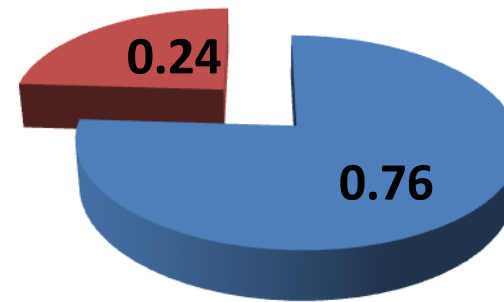


- Pre-K and K teachers and K-6 faculty and staff were least likely to report bullying.
- Grades 1-4, 5-8 and 9-12 faculty and staff were most likely to report it.
- Although bullying behaviors, overall, are infrequently reported, it is important to note that the frequency of reporting follows the same data path as the frequency of witnessing bullying. Thus, although faculty and staff may not often report, they do in fact appear to report when they witness bullying. It is troubling if the opposite is true (i.e., it indicates a potential problem if faculty and staff report seeing bullying much more frequently than they report it. That was not the case here.)
- Almost one-third (31%) of respondents indicated that they did not know who to report bullying to (i.e., who was the individual designated to take reports). This may account in part for the low reporting frequency, although it is estimated that the low frequency of witnessing bullying is the major reason.
- Almost half (47%) indicated that they knew to whom they were supposed to report bullying.
- Because most faculty/staff indicated that they knew how to report (via forms or other “easy” procedures), it is unlikely that low reporting rates are due to lack of established reporting methodology.
- It is notable that only 13% of faculty/staff believed that their school had an established policy of follow-up contact with reporters (considered an important psychological element in satisfactory outcomes).

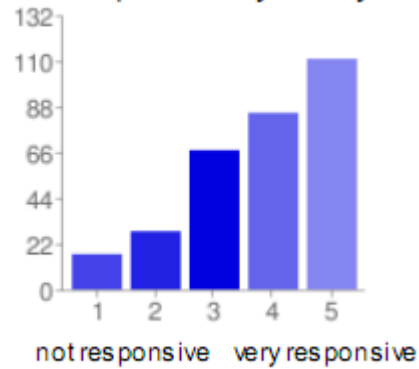
Part V: Perceived Responsiveness, Effectiveness, and Supportiveness of Administration

- Overall, faculty/staff rated their school administrators as highly responsive.

How responsive is your school to acts of bullying? Average: 3.8 out of 5

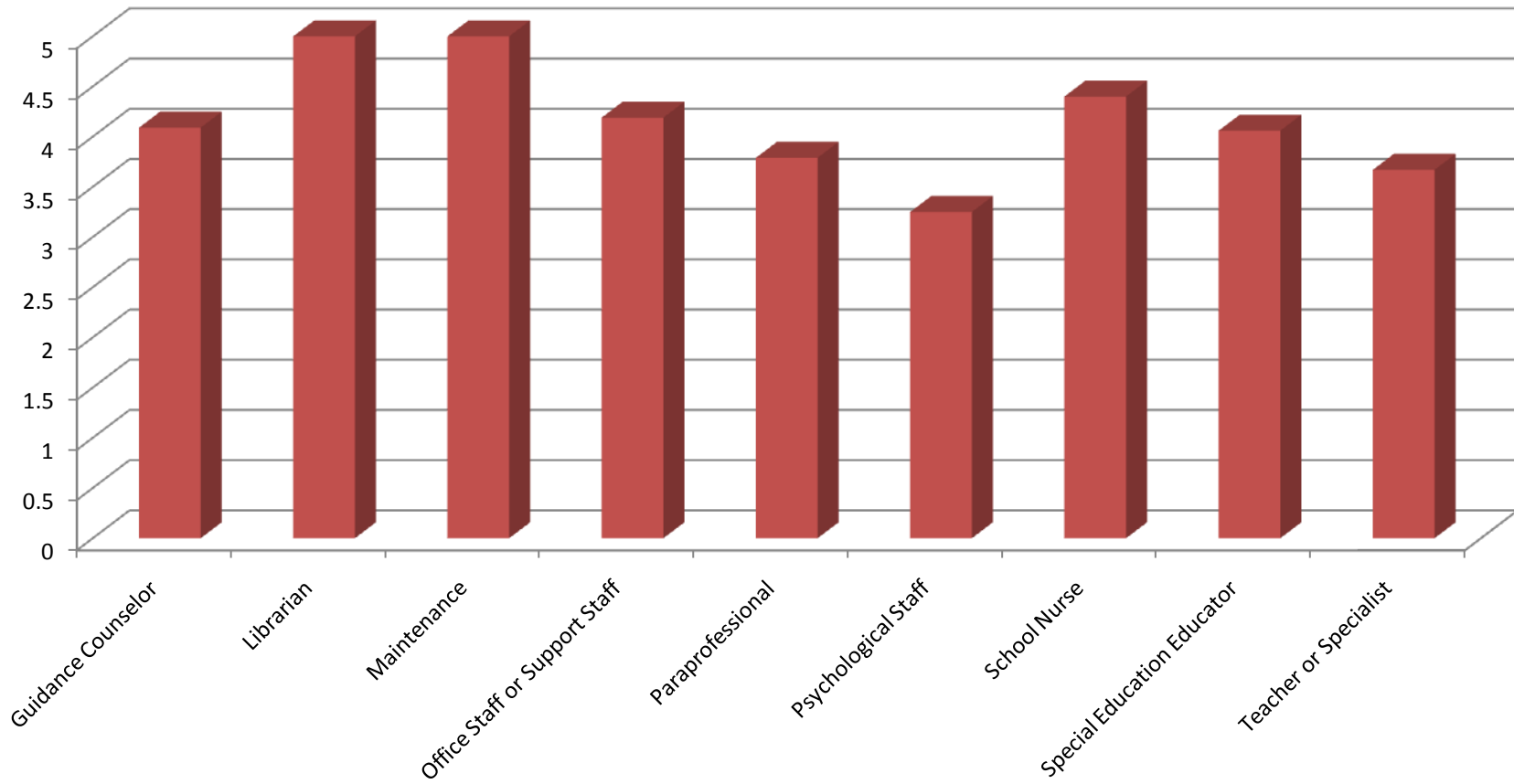


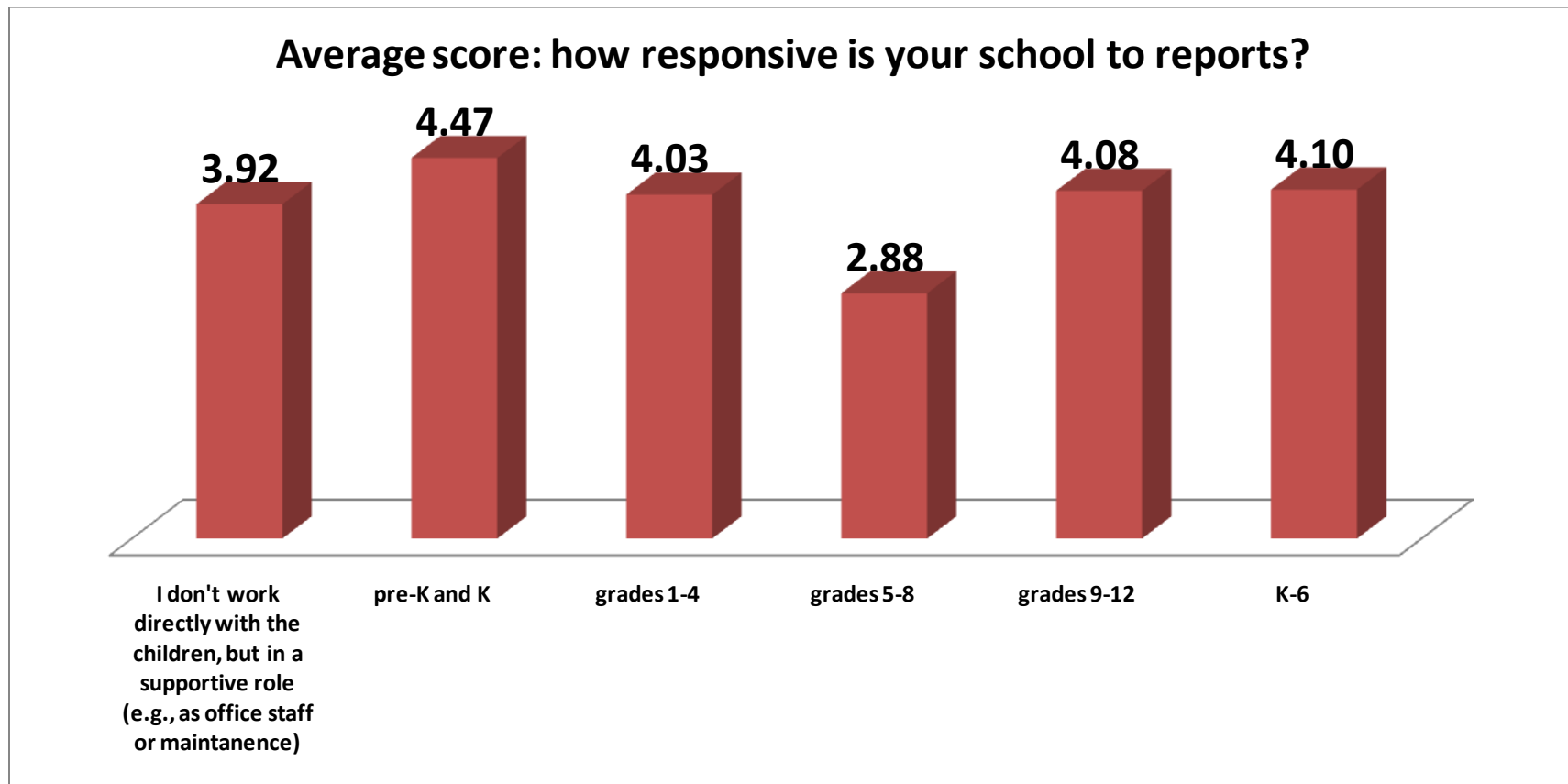
How responsive do you feel your school is to reports of bullying?



1 -not responsive	17	5%
2	28	8%
3	67	20%
4	85	26%
5 -very responsive	111	34%

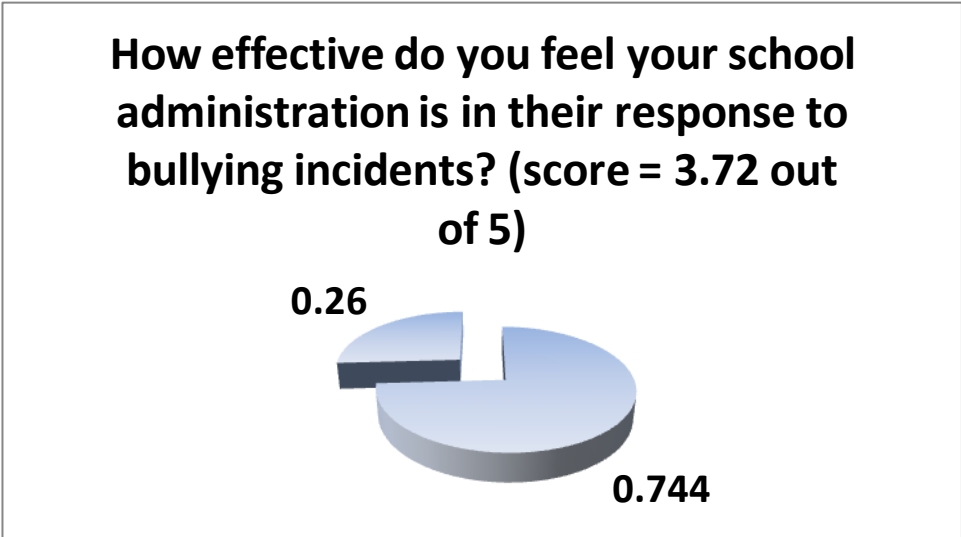
How responsive do you feel your school is to reports of bullying?



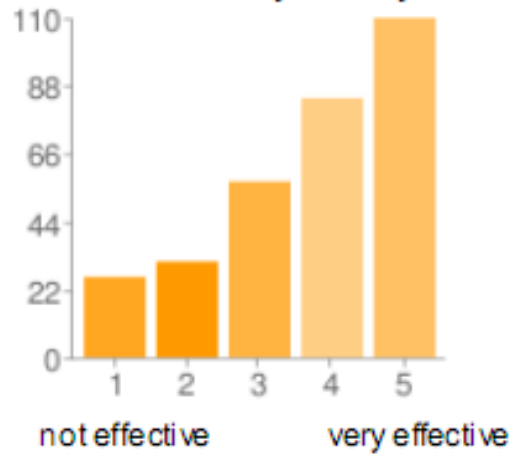


- Major differences were not noted between different types of faculty/staff although Psychological Staff were slightly less likely to rate administrators as responsive. However, it should be noted that numbers for Psych Staff are low overall.
- Across different schools (indicated by the different grades they serve), a relative weakness was noted in the school(s) which serves grades 5-8. This school rated their administrators as approximately 31% less responsive to bullying reports (relative to PreK & K schools). These faculty/staff were also among the more likely to witness bullying and to report bullying when they saw it.

* Overall, faculty and staff rated their administrators as effective in responding to bullying incidents.

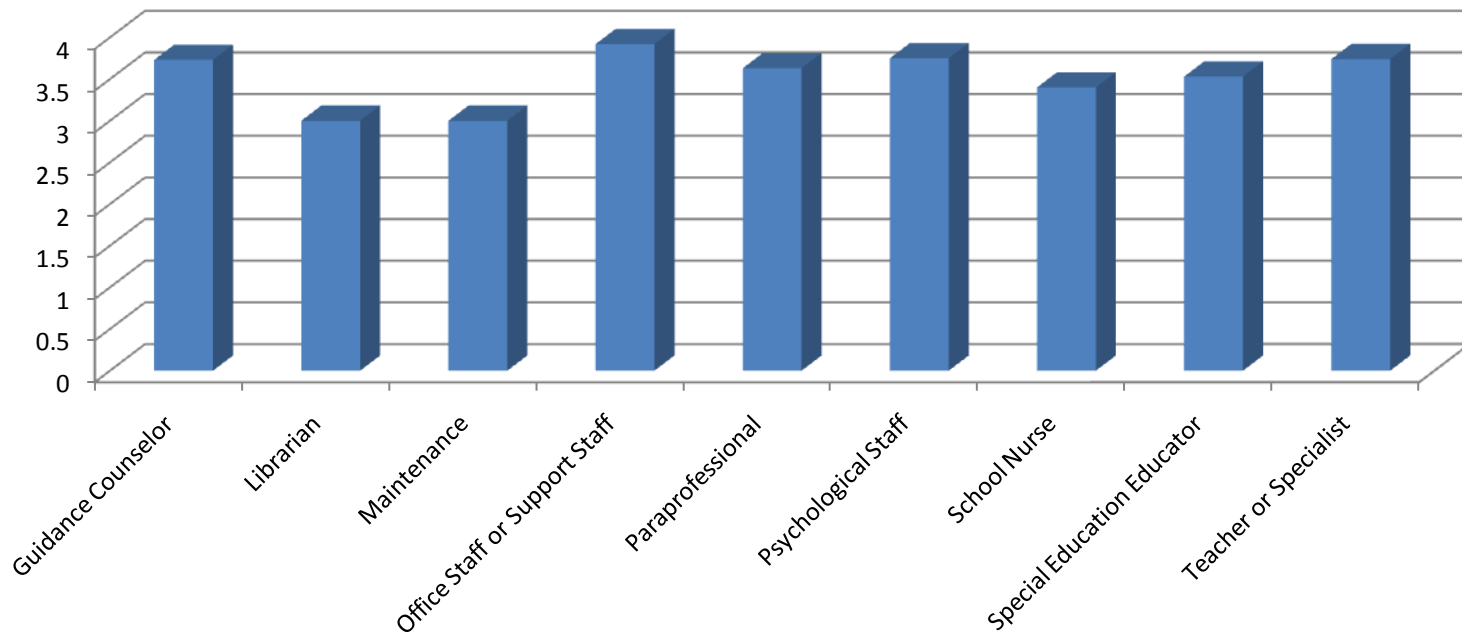


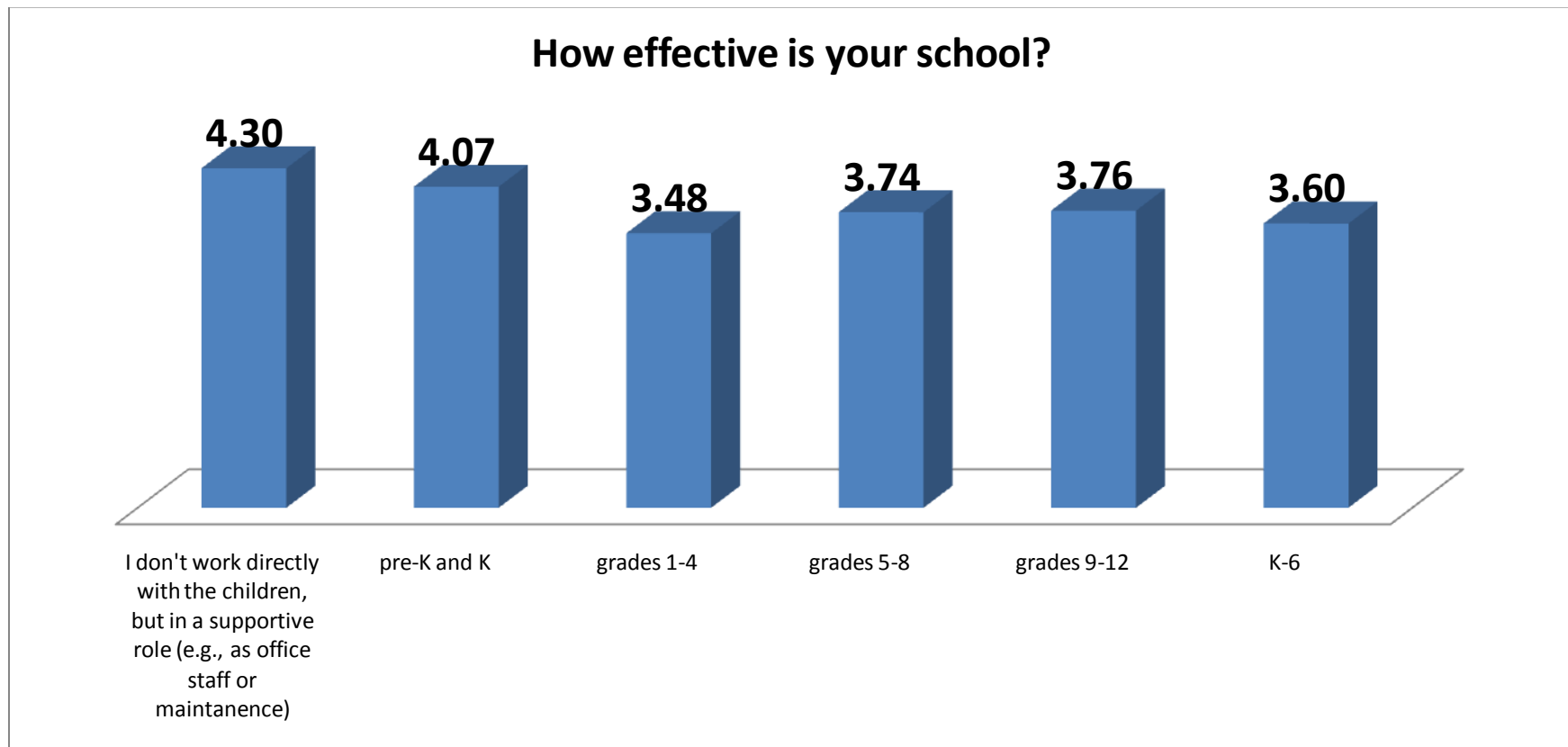
How effective do you feel your school administration is in their response to bullying incidents?



1 - not effective	26	8%
2	31	9%
3	57	17%
4	84	25%
5 - very effective	110	33%

How effective do you feel your school administration is in their response to bullying incidents?





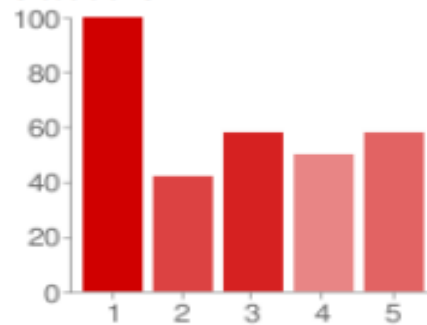
- Estimates of school administrator effectiveness were roughly equivalent across schools and across job titles.
- Teachers from grades 1-4 rated their administrators about 16% less effective than those who do not work directly with children.

Among the three characteristics of *responsiveness*, *effectiveness*, and *supportiveness*, faculty/staff rated *supportiveness* least strongly.

**How well does your school administration support the actions YOU take to resolve bullying situations?
(score=2.76 out of 5)**



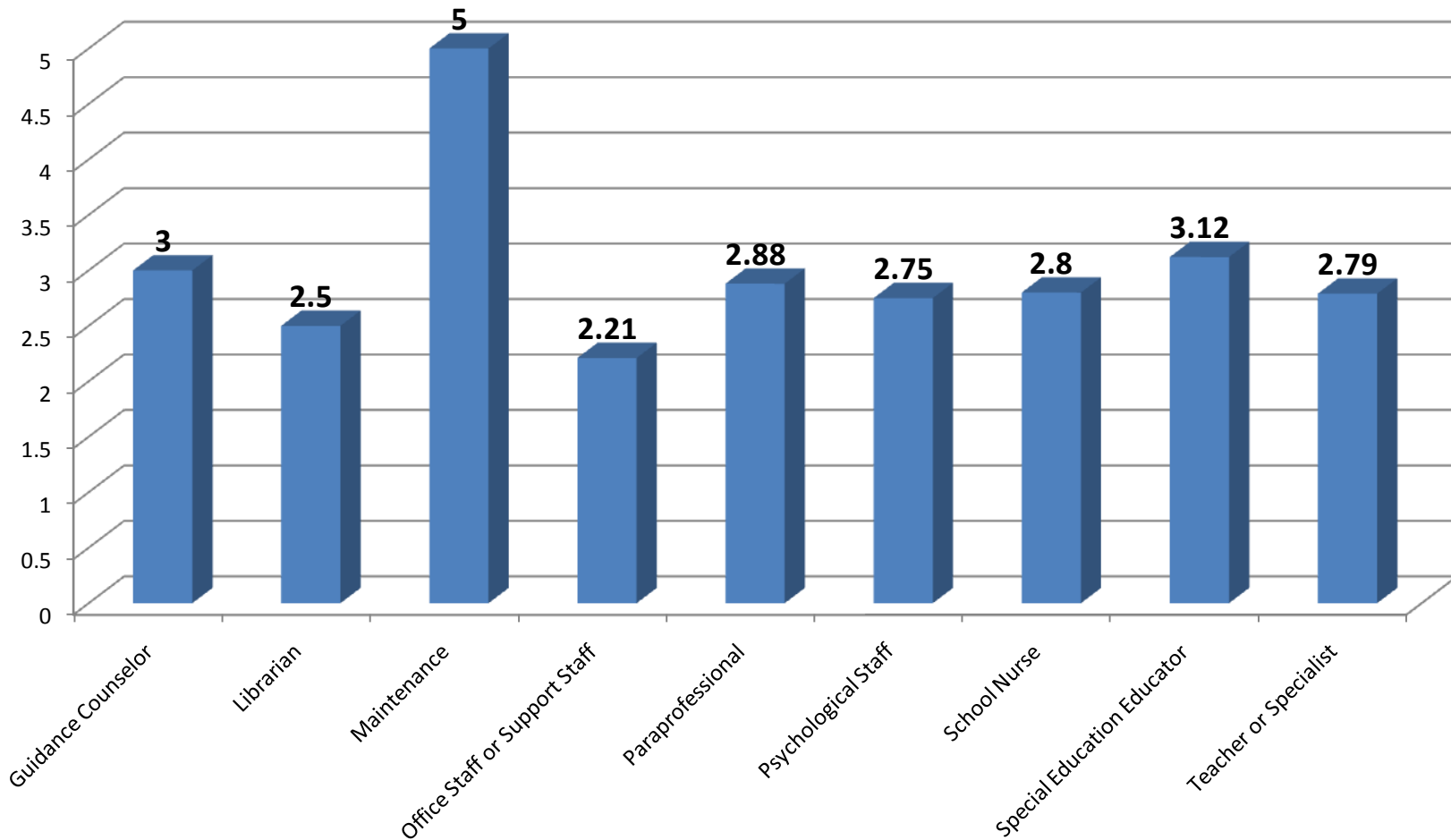
How well does your school administration support the actions YOU take to resolve bullying situations?

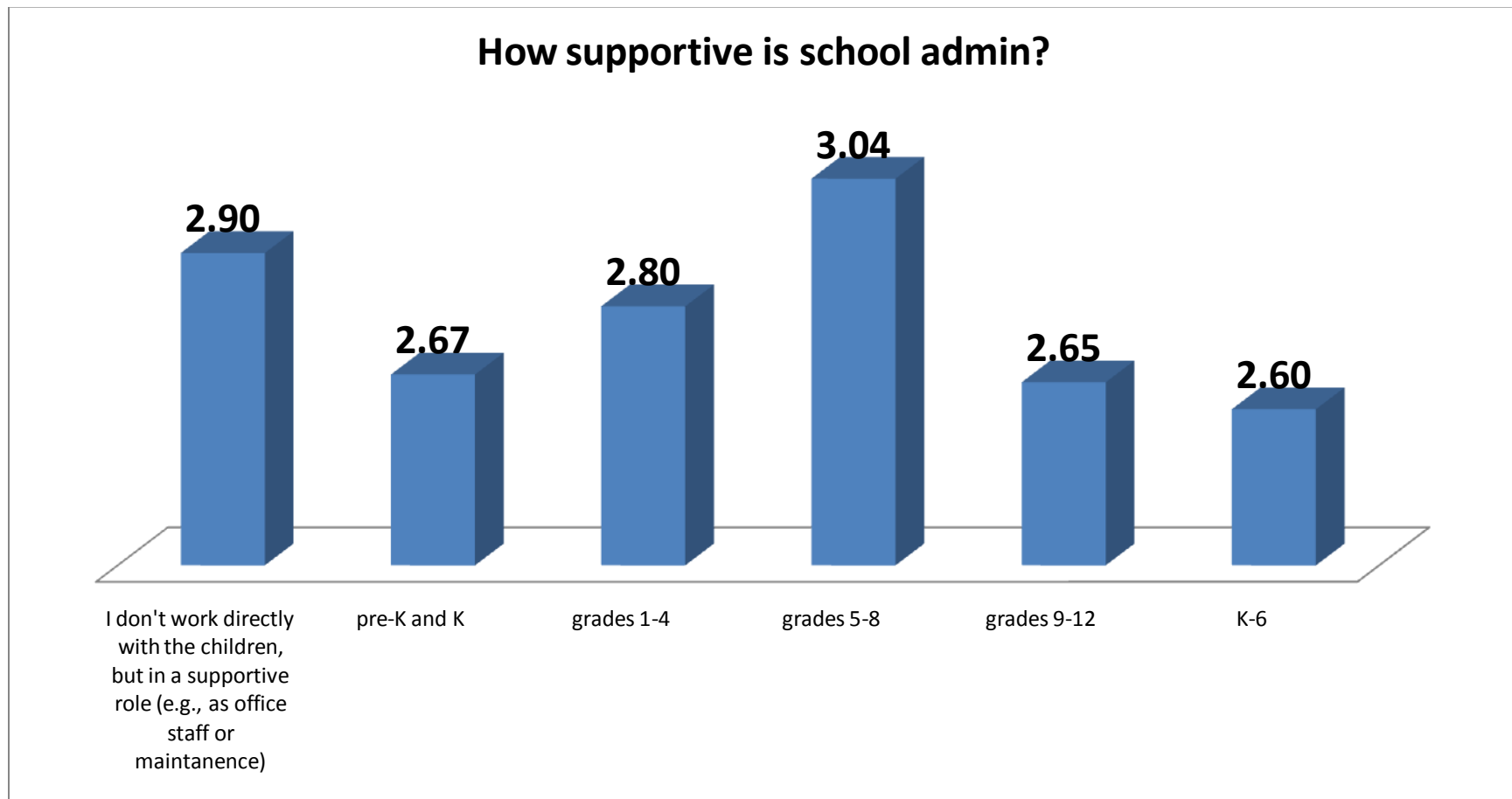


they are very supportive they are not supportive

1 -they are very supportive	100	30%
2	42	13%
3	58	18%
4	50	15%
5 -they are not supportive	58	18%

How well does your school administration support the actions YOU take to resolve bullying situations?



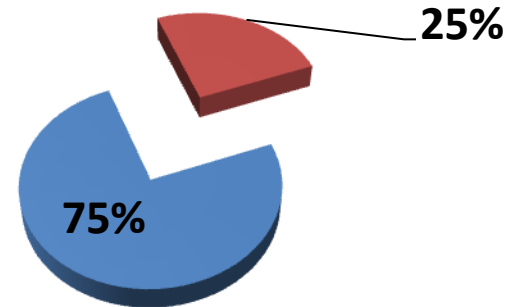


- Ratings of school administration supportiveness varied widely between job titles and between schools.
- Maintenance staff rated administration as very supportive. Other positions rated supportiveness as much as 60% lower.
- Faculty/staff in the K-6 school, the High School, and the Pre-K and K school also rated their school administrators as much less supportive.
- Grades 1-4 schools and the Grades 5-8 schools rated their school administrators as relatively more supportive.

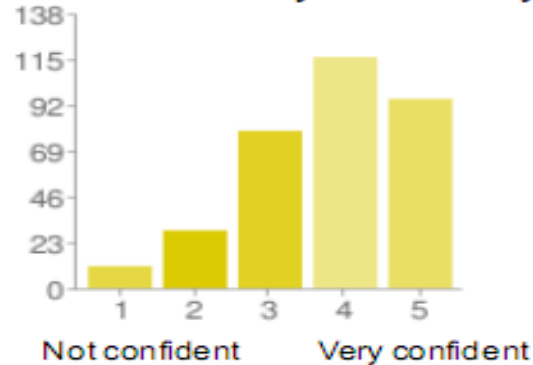
Part VI: Estimates of Skill in Responding to Bullying Incidents, and Attitudes Towards Need for Further Professional Development

Generally, faculty and staff felt *reasonably* but not *extremely* confident that they could respond to bullying incidents.

How confident do you feel about your own ability to respond to bullying incidents? (score = 3.77 out of 5)

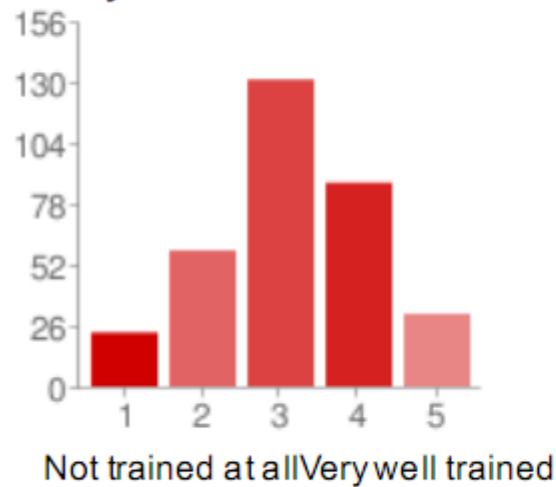


How confident do you feel about your own ability to respond to bullying incidents?



1 -Not confident	11	3%
2	29	9%
3	79	24%
4	116	35%
5 -Very confident	95	29%

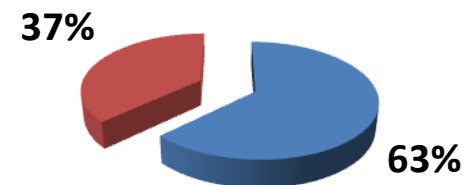
In general, how well trained in bullying intervention and prevention do you consider your school's faculty and administration to be?



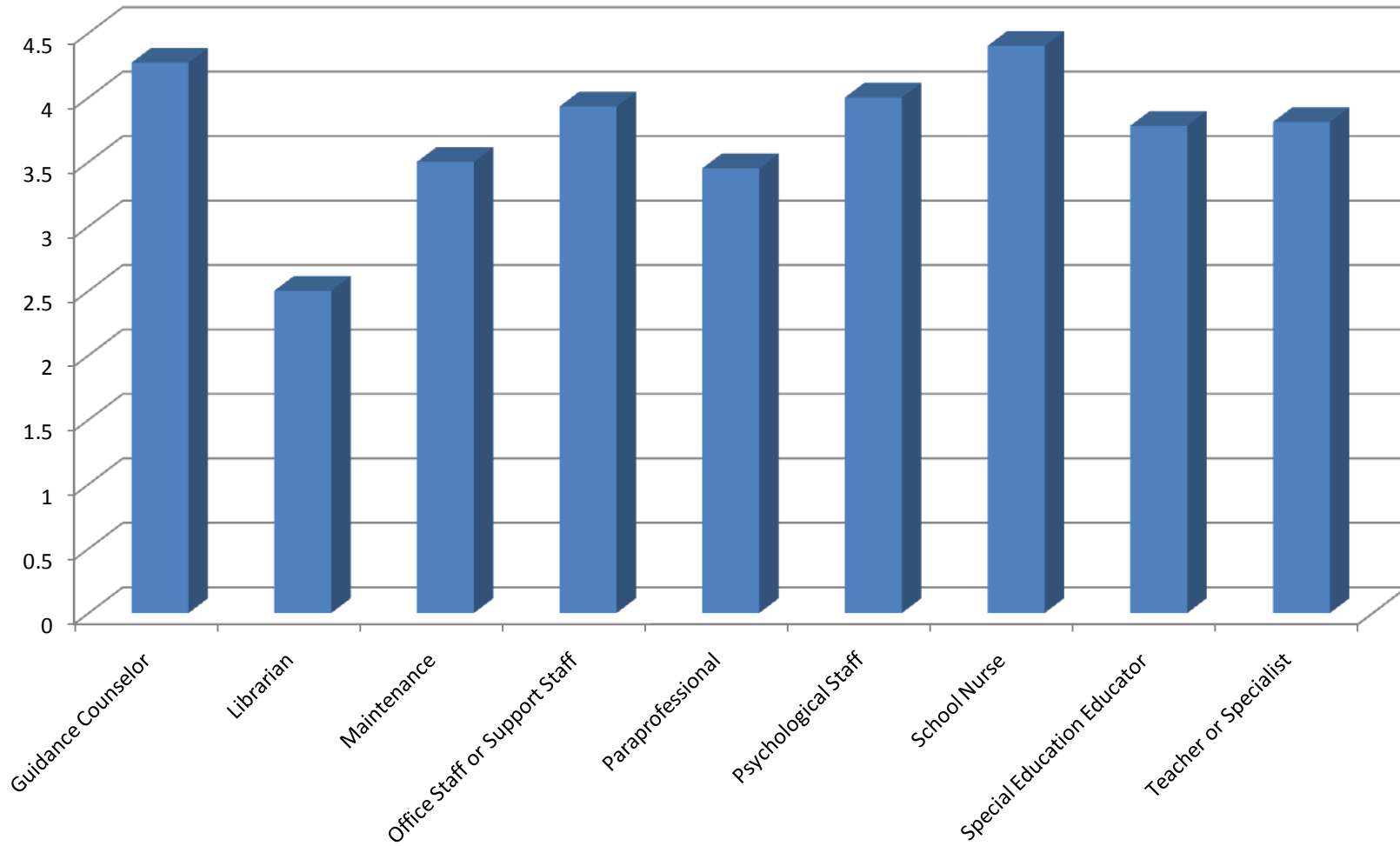
1 -Not trained at all	23	7%
2	58	18%
3	131	40%
4	87	26%
5 -Very well trained	31	9%

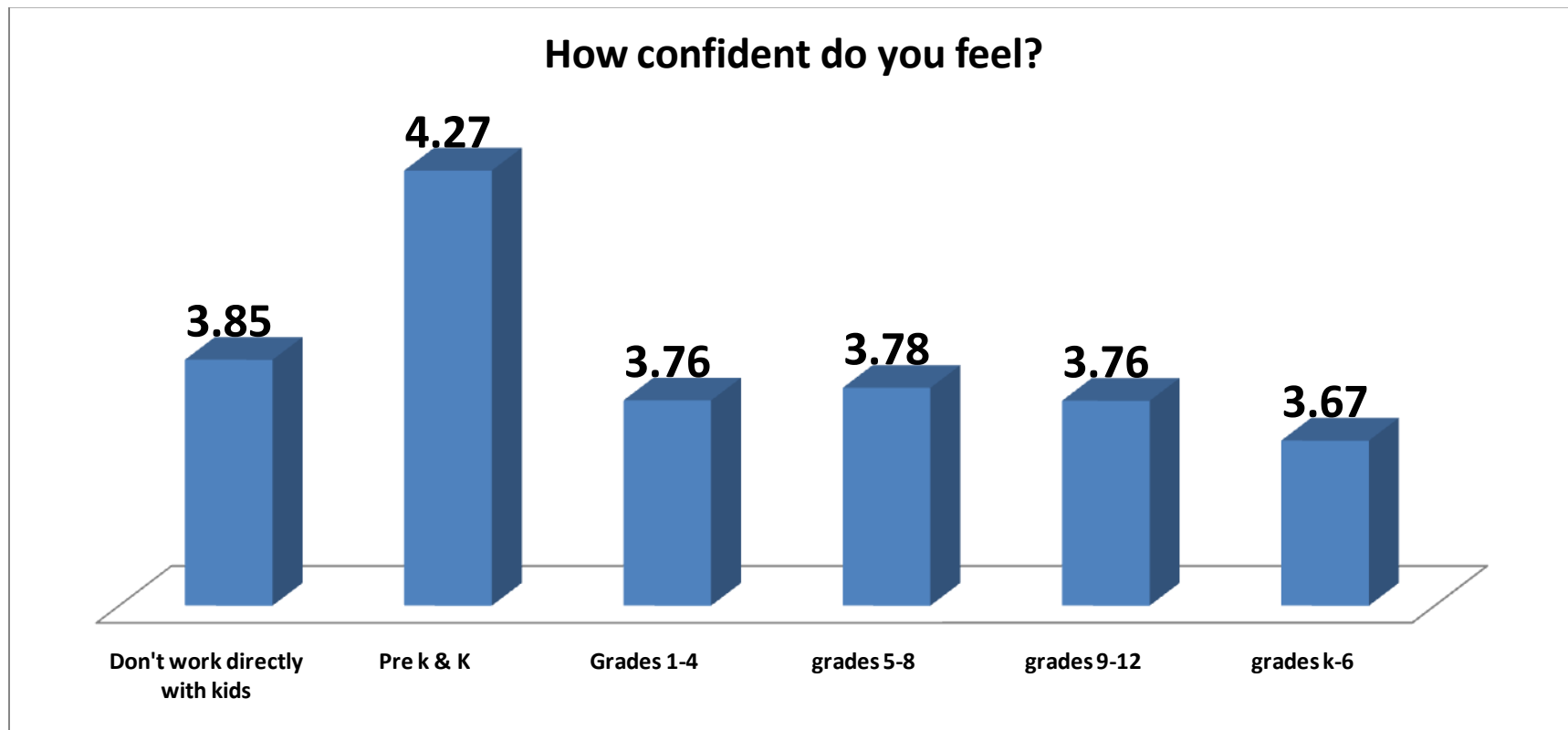
Respondents tended to rate the general level of skill in their school as somewhat lower than their own skills. This is often the case in similar surveys.

**How well trained do you feel you are to deal with bullying situations?
(score=3.14 out of 5)**



How confident do you feel about your own ability to respond to bullying incidents?

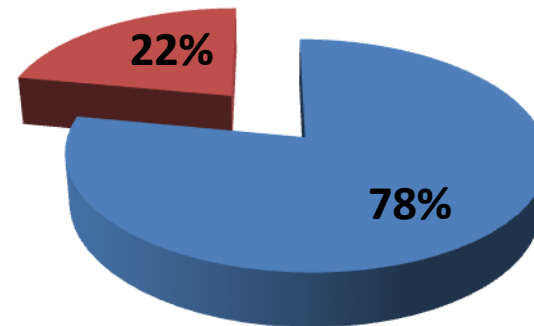




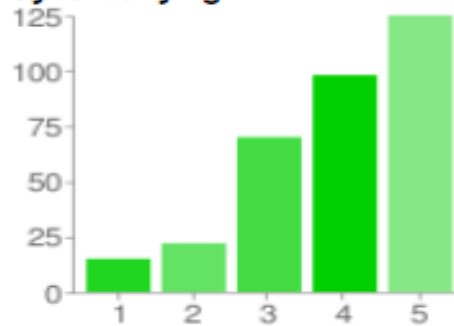
- With the exception of Librarians, personnel tended to rate themselves as roughly equivalent in their ability to respond to bullying incidents.
- However, it is the Pre-K and K personnel who feel most confident about their ability in this area. It is likely that their responses are pushing up the aggregate data. Teachers in Grades 1 through 12 are notably less confident in their estimates of their own ability to respond effectively to bullying.

In fact, respondents strongly agreed that they would like more Professional Development about the topic of bullying.

Would you like more PD about bullying? (score = 3.9 out of 5)



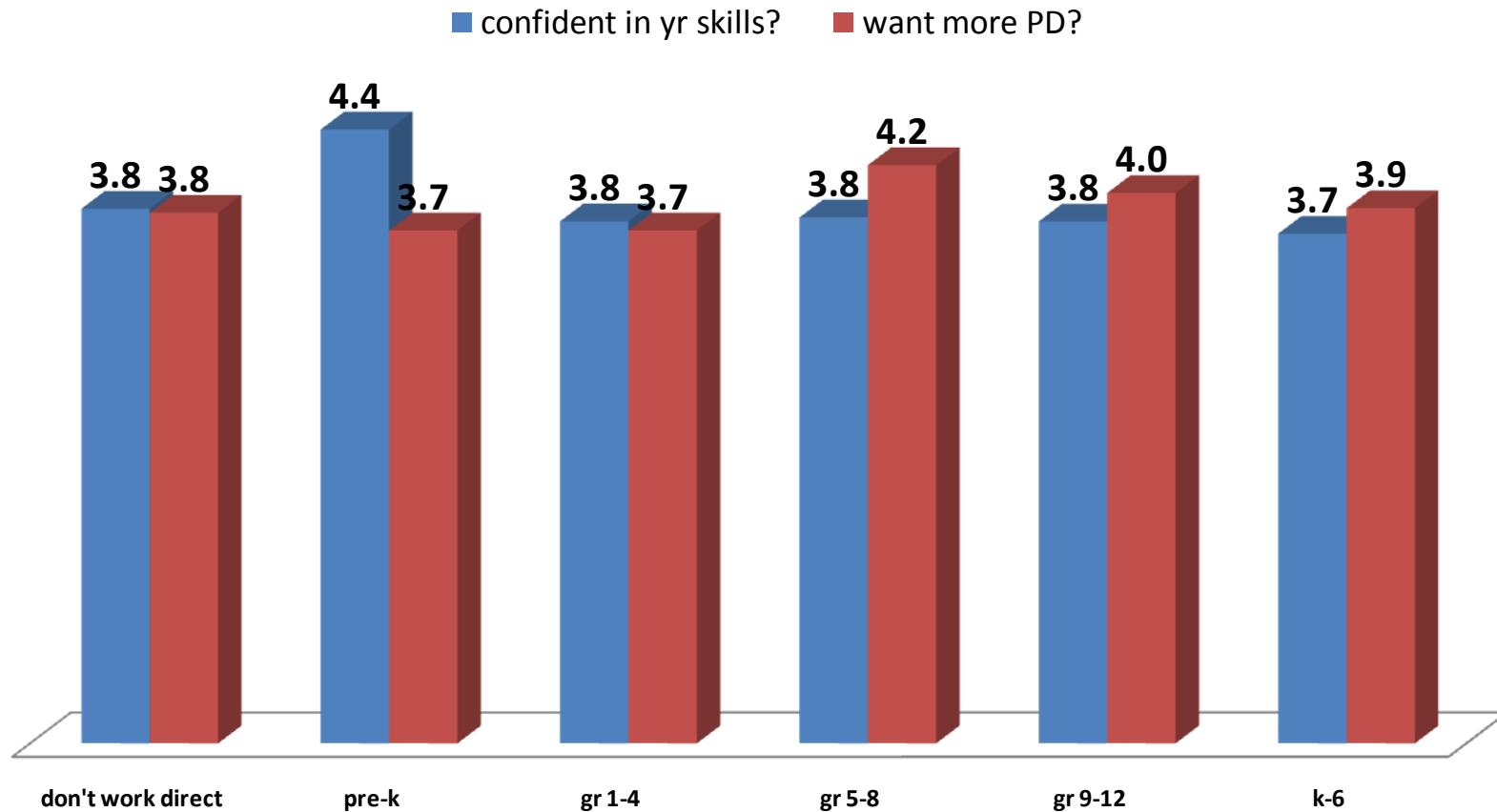
Would you like more professional development about how to identify and react to bullying and cyberbullying?



1 -I would not like that at all	15	5%
2	22	7%
3	70	21%
4	98	30%
5 -I would like that very much	125	38%

I would not like that at all would like that very much

Relationship between confidence levels & wanting more PD



Consistent with expectations, those teachers who rated themselves as least confident in their ability to respond to bullying also indicated a higher desire for more professional development.

Similarly, those who felt most confident had the lowest desire for more Professional Development.

Part VII: Analysis and Recommendations

Overall

Clearly, based on the data here, this School District is not one overrun with bullying episodes. Adults reported low levels of visible bullying and neither felt the need to report constantly, nor did they feel that their school administrations were unresponsive or ineffective in dealing with bullying. While these findings can be partially attributed to a need for further awareness and training, it is highly unlikely that a District experiencing extremely high levels of bullying would see results such as these.

Consistent with expectations based on national statistics, Special Education Educators, Grades K-6 Teachers, and Grades 5-12 teachers were most likely to report seeing bullying.

Awareness and Education

Overall, faculty and staff in this District are aware of the predominance of verbal and psychological bullying among children. This indicates an awareness of the way in which bullying has evolved, from a largely physical activity (several generations ago) to a more sophisticated form of psychological abuse among children.

Despite this awareness level, several findings support the argument that further professional development would be desirable:

1. Lack of awareness about the incidence and frequency of online bullying, and its impact upon in-school behaviors;
2. Low levels of noting and reporting bullying (lower than would be reasonably expected);
3. Many personnel indicated strong desire for further professional development in this area.

4. In comparison to Pre-K and K teachers, most other faculty expressed much less confidence in their ability to respond to bullying incidents.

Reporting Behaviors Among Faculty and Staff

The personnel who saw bullying the most were also the most likely to report it. Rates of reporting in general “matched” rates of witnessing bullying. This is a positive finding, as it indicates that this District is not one in which faculty and staff frequently see bullying but do not report it.

Generally, faculty and staff knew how to report (via forms and procedures) and about half knew who to report to (47%). However, it is worth noting that almost one-third of faculty and staff did not know who to report to if they were to see bullying.

It is also worth noting that if this District has a policy of following up with reporters, it is largely unknown among personnel. If they do not have such a policy, it should be adopted.

Personnel’s perception of Administrative Responsiveness, Effectiveness, and Supportiveness

Overall, personnel found administration to be responsive and effective and, to a slightly lesser degree, supportive.

The Grades 5-8 school had particular concerns about the responsiveness of their administration to bullying reports and this should be explored; however, it is important to note that they rated their administration strongly when it came to effectiveness and supportiveness. This suggests that there may be a problem with communicating when a report is received, but once action is initiated, it is rated positively. It is worth noting that in fact the administration in that school was rated as exceptionally supportive. Overall these findings do not indicate a persistent problem with the

professional relationship between faculty and administration at that school; in fact they argue against such a conclusion. However, further work on communicating back to teachers who report is worth exploring.

Recommendations:

Based on this data, four recommendations are made:

1. Professional Development should be offered staff and faculty. It should address:
 - a. Responding to bullying incidents;
 - b. How to recognize bullying when it occurs; and
 - c. Cyberbullying facts.
2. Faculty and staff should be trained briefly in the appropriate person designated to take bullying reports in each school.
3. The District should consider adopting, as part of its Policy and/or Procedures in responding to bullying reports, the policy that anyone who reports bullying should receive a follow-up communication from the appropriate personnel.
4. The Grades 5-8 school should review how they register the receipt of bullying reports. It is important for faculty and staff who report to have that report acknowledged.