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School Climate Perception: Examining Differences Between School Counselors and Victims of Cyberbullying

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Abstract

School climate defines how members of a school's community perceive the atmosphere of a school, specifically regarding whether or not students and employees feel safe at school, feel comfortable and at ease at school, feel that a learning atmosphere is supported, and can sense whether or not trust and concern for students are discernible. Indications were that perceptions of the quality of the school climate may differ among members of the school community. School counselors were surveyed to determine if there were variances of perception of school climate. Results revealed distinct disparities between school counselors' and cyberbullying victims' attitudes toward the quality of their school climate. Discussion includes survey results, suggestions for the role the school counselor could take in creating an optimal school climate, and suggestions for further research.

Keywords: cyberbullying, school climate, school counselor, perception of school climate, Georgia, harassment

Our ever-growing reliance on technology has introduced a new threat to today's youth. In a national survey of teenagers, the Pew Internet & American Life Project found that one in three teens who use the Internet experienced some form of cyberbullying (Lenhart, 2007). While cyberbullying mainly occurs outside of school grounds, it still creates a climate of fear and emotional unrest inside the school (Hernandez & Seem, 2004). This type of negative school climate has adverse effects on student achievement (National School Climate Council, 2007). Research suggests that academic achievement is promoted by a trusting school climate that is comfortable, safe, and supportive (Buckley, Storino, & Sebastiani, 2003; Ray, Lambie, & Curry, 2007). Through their specialized training and education, school counselors play a leadership role in setting the

tone for optimal student performance (Hernandez & Seem, 2004). School counselors must address the prevalence of cyberbullying and the impact it has in creating a negative, untrusting school climate.

School climate is a term that describes the atmosphere of the school, specifically how that atmosphere is perceived by all members of the school community (Hoy, 2002). A positive school climate is evident when students perceive the school to be a place that is comfortable, warm, safe, and supportive; where he/she can expect a sense of social, physical, and emotional safety; and where caring relationships are built on mutual trust and respect (Ray et al., 2007). Caring, supportive, and safe learning environments have been shown to significantly improve students' standardized test scores (American Institutes for Research, 2007; Bolin, 2005; Buckley et al., 2003; Ray et al., 2007; Sherblom, Marshall, & Sherblom, 2006).

Cyberbullying is a form of harassment that is pervasive, repeated, and intentional. It is conducted through electronic mediums such as cell phones, e-mail, text messaging, social networking sites, and instant messaging. To be classified as cyberbullying, the actions must be aggressive and carried out with the intention to harm, harass, or intimidate other individuals (Smith et al., 2008). Cyberbullying differs from traditional bullying, not only through the medium used, but also in its anonymity and accessibility. Due to the anonymity of cyberbullying, victims may never be able to identify who is responsible for the harassment. Since cyberbullies have access to their victims 24 hours a day, the victim is not permitted to feel safe in his/her own home (Zacchilli & Valerio, 2011). Students who are victimized by cyberbullying undergo severe psychological torment and show signs of depression, anxiety, loneliness, and suicide ideation; academic performance will likely decrease as a result (Konishi, Hymel, Zumbo, & Li, 2010).

A school's climate has an effect on whether or not students will confide information to members of the school staff. Syvertsen, Flanagan, and Stout (2009) performed a study which presented students with a hypothetical situation involving a peer's plan to "do something dangerous." Results indicated that if the school climate is positive, students will be more likely to intervene or go directly to an adult at their school. Similar research reveals that of students who were victims of bullying or cyberbullying, 64% did not report to a principal, teacher, or school counselor (National Center for Education Statistics, 2010). In another study, 30% of students who witnessed cyberbullying would not report to a school official even if they knew that person was being hurt (Shariff, 2009).

Since the climate of the school affects whether or not students will report incidents of harassment, it is important to measure both staff and student perception of school climate. The SRS Safe Schools Survey, which assesses perceptions of school climate and connectedness, found discrepancies between students and teachers (Skiba, Simmons, Peterson, & Forde, 2006). One component of the SRS is a connection/climate scale, which is designed to measure students' feelings of connectedness with the school and their feelings of the responsiveness of the school environment. Students consistently rated their feelings about climate and connectedness lower than school staff members (Skiba et al., 2006). This survey found that a key predictor to school climate and connectedness is whether or not students feel welcome (Skiba et al., 2006). School connectedness and school climate are highly correlated (American Institutes for Research, 2007). Connectedness refers to the feelings, thoughts, and attitudes associated

with a student's sense of belonging, and his or her trust that school staff are working toward his or her best interests (American Institutes for Research, 2007). The American Institutes for Research (2007) also found that standardized achievement scores significantly improved as a result of positively changing school climate and connectedness. Similarly, students achieved higher standardized test scores in classroom environments where they felt involved and invested (Bolin, 2005; Ray et al., 2007).

Review of the results of a 2010 unpublished survey assessing the prevalence and types of cyberbullying occurring among young people from the southeastern United States, indicated that victims of cyberbullying lacked the trust needed to tell school faculty members about these types of problems. Students ranked school counselors second to last (only one higher than principal/vice principal) when asked who they would tell. Options included friends, parents, various school staff members, and handling the bullying themselves. Students reported concerns about confiding in school staff members including escalation of the problem, possibility of punishment, and apathy of the staff member (Caldwell, 2010). This survey alluded that school counselors may be unaware of the real thoughts and feelings of many students and that a trusting school climate for many students is not a reality.

A deficit exists in the research on perception of school climate, specifically in regards to school counselors. Since school counselors play such an integral part in creating positive learning environments, it is imperative to measure their perception of school climate and how cyberbullying relates to this. Our research explores how school counselors rate their school's climate and how they perceive victims of cyberbullying would rate the school climate. Issues addressed include trust, connectedness, and other factors related to school climate.

Method

Participants

Participants of this study were members of the Georgia School Counselors Association (GSCA). The GSCA online membership directory, listing approximately 700 members' contact information, was utilized to identify 375 middle and high school counselors. Of these 375 counselors who were contacted through a mass e-mail message containing an anonymous survey link, 78 participants responded; however, 10 of these responses were discarded because they were not complete. Counselor respondent demographics indicated a 9:1 ratio of females to males. A majority of participants, 68%, identified themselves as Caucasian. Of the remaining participants, 29% identified as African American, 1.5% identified as Hispanic, and 1.5% identified as Other. Participants were also asked to indicate highest degree earned: 19% earned a PhD, 29.5% earned an EdS, 50% earned a MEd, and 1.5% earned a BA/BS and were certified only. Years of experience ranged from less than one year to 32 years, and all participants were Georgia certified school counselors. Ninety percent of counselors worked in public schools, 7% in private schools, and 3% in charter schools. In response to school setting, 44% were employed in a suburban area, 41% were employed in a rural area, and 15% were employed in an urban area. Ten respondents indicated they were Licensed Professional Counselors.

Materials and Procedure

The present study's survey was adapted from the California School Climate Survey (CSCS), a 69 item survey designed to measure perception of school climate at a counselors' current school (WestEd, 2007). From the CSCS, 40 questions were selected for the current survey. These questions concerned the school staff's perception of the school environment, observations of student behavior, and prevalence of specific student issues. Questions related to school environment included whether or not the school:

is a supportive and inviting place for students to learn; sets high standards for academic performance for all students; promotes academic success for all students, emphasizes helping students academically when they need it; is a supportive and inviting place for staff to work; promotes trust and collegiality among staff; provides the materials, resources, and training (professional development) needed to do your job effectively; encourages opportunities for students to decide things like class activities or rules; gives all students equal opportunity to participate in classroom discussions or activities; gives all students equal opportunity to participate in numerous extracurricular and enrichment activities; gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning); encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality; emphasizes using instructional materials that reflect the culture or ethnicity of its students; has staff examine their own cultural biases through professional development or other processes; considers closing the racial/ethnic achievement gap a high priority. (WestEd, 2007, pp. 4-5)

Items about whether or not students "arrive at school alert and rested, are motivated to learn, and are well-behaved" were also included in the survey (WestEd, 2007, p. 6). Questions utilized regarding student problems at school included:

student alcohol and drug use, student tobacco use, harassment or bullying among students, physical fighting between students, disruptive student behavior, racial/ethnic conflict among students, student depression or other mental health problems, lack of respect of staff by students, cutting classes or being truant, gang-related activity, weapons possession, vandalism including graffiti, and theft. (WestEd, 2007, p. 7)

The survey in the present study contained 34 questions addressing demographics of the school, factors contributing to school climate, student behavior observations, and questions specific to cyberbullying. In addition to the questions from the CSCS, this survey examined case load ratios, what percentage of time was spent performing certain duties, observations of problems faced by the student population, types of services offered, school policies and handbook, familiarity with the Georgia Stalking Law pertaining to online harassment, and administrator awareness of cyberbullying issues. School counselors were asked who students would tell if they were being cyberbullied. School counselors were also asked to rate the climate of their current school, as well as how they think the students perceive the school's climate. An *Excellent* climate was described as one where students feel safe, welcomed, and supported, and relationships

based on trust; a *Good* climate is one where students feel safe most of the time, receive academic support most of the time, and have opportunities for some trusting relationships; a *Just Okay* climate is one where students feel uneasy some of the time, feel somewhat academically supported but have few opportunities for trusting relationships with faculty and staff; a *Needs Improving* climate is one where students do not feel safe all of the time, they feel that they do not have academic support from many of the faculty, and they avoid many relationships due to lack of trust; a *Not Conducive to Learning* climate is a climate where students feel unsafe, threatened and fearful, they have little or no support from faculty or the administration academically or personally, and they are distrustful of peers and administrative personnel. A copy of the survey can be found in the Appendix.

Results

The number of students per caseload of the school counselors surveyed averaged 418.60 with a range of 10 to 1100. In a typical day, school counselors spend 32.77% of their time in individual counseling; 19.33% performing administrative duties; 12.39% implementing classroom guidance; 10.14% planning, developing, or managing the school counseling program; 8.45% testing; 6.20% conducting group counseling; 5.42% completing other non-counseling related duties; 2.96% sponsoring of school groups; and 2.33% on lunchroom or bus duty. The average number of individual sessions per student was 5.34, but many respondents acknowledged that number of sessions varies by individual student need, time constraints, and reason for referral. Referral issues most commonly seen were academic problems, personal crisis, peer issues, family issues, and grief/loss. Issues dealt with the least were vandalism, weapons possession, and student tobacco use. A comprehensive list of selected problems and their respective frequencies are illustrated in Table 1.

Table 1

Reasons for Counseling

Issue or Problem	Number of Respondents	Percentage of Respondents
Academic issues	65	5.07%
Anger management	60	4.68%
Abuse at home	56	4.36%
Abusive relationship	20	1.56%
Attention seeking	54	4.21%
Disruptive behavior	59	4.60%
Body issues	31	2.42%
Bullying one-on-one	60	4.68%
Career indecision	35	2.73%
Personal crisis	65	5.07%
Cyberbullying	51	3.98%
Decision making	51	3.98%
Family issues	64	4.99%

Grief/loss	61	4.75%
Peer issues	65	5.07%
Future planning	43	3.35%
Class scheduling	56	4.36%
Military deport	15	1.17%
Pregnancy	38	2.96%
Drugs, alcohol	30	2.34%
Student tobacco use	10	0.78%
Physical fighting	43	3.35%
Racial/ethnic conflict	31	2.42%
Depression/mental health	58	4.52%
Lack of respect	48	3.74%
Cutting class, truancy	48	3.74%
Gang-related activity	15	1.17%
Weapons possession	9	0.70%
Vandalism, including graffiti	8	0.62%
Theft	15	1.17%
Destruction of property	12	0.94%
Other	7	0.55%

Note. Response when asked to check all of the following reasons students choose to see school counselors for counseling or are referred. $N=68$.

Student behavior observations that are indicative of school climate were assessed. Behaviors were selected based on what the school counselor currently observes at his or her school. The most frequently selected student behavior observation was trust in other members of the school staff (including administration, clerical staff, nurse, social worker) with 11.44%, followed by students feel safe from violence 11.21%, students trust teachers 8.24%, and students feel valued and listened to 7.32%. In contrast, the least frequently chosen was students self-correct peers who use destructive and/or abusive language. Full results are included in Figure 1.

Factors addressing school climate were rated using a Likert scale. The most relevant questions from our survey are discussed in text. Results to all questions regarding school climate can be found in Table 2. When asked whether their school promotes trust and collegiality among staff, 6% *Strongly Disagreed*, 6% *Disagreed*, 16% *Slightly Disagreed*, 24% *Slightly Agreed*, 36% *Agreed*, and 9% *Strongly Agreed*. Four percent *Slightly Disagreed* that their school is a safe place for students: 14% *Slightly Agreed*, 54% *Agreed*, and 26% *Strongly Agreed*. In response to questions pertaining to school policy, 7% of counselors *Disagreed* with the statement that their school effectively handles student discipline and behavioral problems; 10% *Disagreed* that discipline problems are handled consistently; 6% *Disagreed* that discipline problems are handled fairly; and 1% *Disagreed* that the school clearly communicates to students the consequences of breaking school rules.

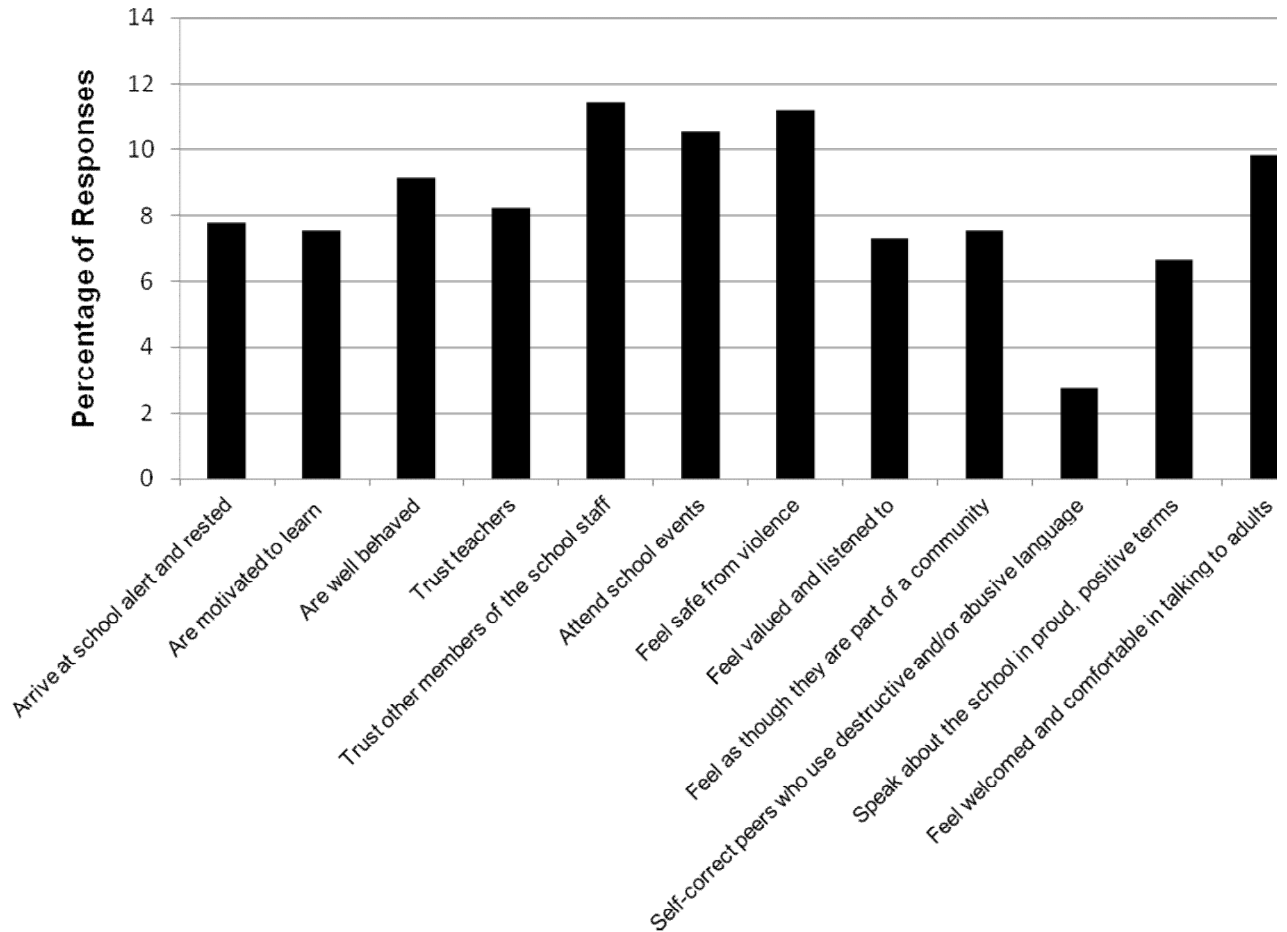


Figure 1. Student Behavior Observations. Note. Frequency of school counselors’ observations regarding students at their school. N=62.

Multiple questions in the survey addressed school policy. When asked whether the school’s student policy handbook provided a clear definition of violence, 72.31% responded affirmatively, although 16.92% were unsure. Only 21.19% of school counselors indicated that the handbook included the term cyberbullying. In contrast, 40.40% included bullying and 37.75% included harassment. Twenty-two percent of respondents specified that their school policy does not provide developmentally appropriate terms to define inappropriate behavior. When asked if the school policy included information describing appropriate behavior, 61.90% confirmed; however, 48.98% of respondents did not agree that descriptions provided developmentally clear examples. Of the school counselors surveyed, 69.84% were not familiar with the Georgia Stalking Law and how it relates to online harassment.

School counselors rated the awareness of their administrators concerning issues related to cyberbullying as *Extremely Aware*, *Very Aware*, *Moderately Aware*, *Somewhat Aware*, or *Not Aware*. *Very Aware* was most commonly selected at 35.94%, followed by *Moderately Aware* at 29.69%, *Extremely Aware* at 18.75%, *Somewhat Aware* at 12.50%, and *Not Aware* at 3.13%.

Table 2

Factors Related to School Climate

My school...	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
is a supportive and inviting place for students to learn	18% (12)	61% (40)	16% (11)	3% (2)	0% (0)	0% (0)	0% (0)
sets high standards for academic performance for all students	23% (15)	58% (38)	15% (10)	1% (1)	1% (1)	0% (0)	0% (0)
promotes academic success for all students	24% (16)	61% (40)	10% (7)	1% (1)	1% (1)	0% (0)	0% (0)
emphasizes helping students academically when they need it	23% (15)	57% (36)	15% (10)	1% (1)	1% (1)	0% (0)	0% (0)
is a supportive place for staff to work	13% (9)	44% (29)	20% (13)	12% (8)	7% (5)	1% (1)	0% (0)
promotes trust and collegiality among staff	9% (6)	36% (24)	24% (16)	16% (11)	6% (4)	6% (4)	0% (0)
provides materials, resources, and training (professional development) to do your job effectively	10% (7)	53% (35)	26% (17)	6% (4)	1% (1)	1% (1)	0% (0)
encourages opportunities for students to decide things like class activities and rules	4% (3)	23% (15)	24% (16)	21% (14)	20% (13)	1% (1)	4% (3)
gives all students equal opportunity to participate in classroom discussion or activities	10% (7)	46% (30)	28% (18)	6% (4)	3% (2)	0% (0)	4% (3)
gives students opportunities to “make a difference” by helping other people, the school, or the community	21% (14)	46% (30)	16% (11)	9% (6)	3% (2)	0% (0)	3% (2)
encourages students to enroll in rigorous courses (such as honors, AP, gifted) regardless of their race, ethnicity, or nationality	27% (18)	40% (26)	12% (8)	6% (4)	3% (2)	0% (0)	10% (7)
emphasizes using instructional materials that reflect the culture or ethnicity of its students	4% (3)	24% (16)	29% (19)	16% (11)	13% (9)	3% (2)	7% (5)
has staff examine their own cultural biases through professional development or other processes	3% (2)	10% (7)	15% (10)	26% (17)	23% (15)	13% (9)	7% (5)
considers closing the racial/ethnic achievement gap a high priority	9% (6)	26% (17)	32% (21)	9% (6)	12% (8)	1% (1)	7% (5)
fosters an appreciation of student appreciation of student diversity and respect for each other	6% (4)	37% (24)	28% (18)	18% (12)	9% (6)	0% (0)	0% (0)

emphasizes showing respect for all students' cultural beliefs and practices	9% (6)	36% (24)	24% (16)	21% (14)	7% (5)	0% (0)	0% (0)
clearly communicates to students the consequences of breaking school rules	25% (16)	49% (31)	11% (7)	12% (8)	1% (1)	0% (0)	0% (0)
handles discipline problems fairly	10% (7)	50% (33)	18% (12)	9% (6)	6% (4)	4% (3)	0% (0)
handles discipline problems consistently	10% (7)	38% (25)	26% (17)	10% (7)	10% (7)	3% (2)	0% (0)
effectively handles student discipline and behavioral problems	12% (8)	37% (24)	28% (18)	12% (8)	7% (5)	1% (1)	0% (0)
is a safe place for students	26% (17)	54% (35)	14% (9)	4% (3)	0% (0)	0% (0)	0% (0)
is a safe place for staff	32% (21)	46% (30)	15% (10)	3% (2)	3% (2)	0% (0)	0% (0)
is welcoming to and facilitates parent involvement	25% (16)	48% (31)	17% (11)	9% (6)	0% (0)	0% (0)	0% (0)
has clean and well-maintained facilities and property	32% (21)	47% (31)	10% (7)	9% (6)	0% (0)	0% (0)	0% (0)
promotes school bonding (i.e., school pride campaigns, pep rallies, etc.)	12% (8)	40% (26)	29% (19)	15% (10)	1% (1)	1% (1)	0% (0)
has positive school traditions (i.e., ceremonies used to recognize success of students or teachers)	16% (11)	55% (36)	23% (15)	4% (3)	0% (0)	0% (0)	0% (0)
offers character education programs or values statements	10% (7)	33% (22)	23% (15)	16% (11)	10% (7)	4% (3)	0% (0)

Note. Indicates to what extent the school counselor agreed or disagreed with statements about the school. Percentage is listed first followed by number of respondents in parentheses.

School counselors were asked who students would tell if they were being cyberbullied. Response options included *Parents, School Counselor, Coach, Teacher, Principal, Vice Principal, School Staff Member, Friend, or No One/Handle it themselves*. The most frequently chosen response was *Friends* with 18.50%, followed closely by *School Counselor* with 17.87%, and then *Teacher* with 16.30%. Results from all response options are listed in Figure 2.

Analysis of results for the question regarding how school counselors rate their school climate is as follows: 10.77% *Excellent*, 69.23% *Good*, 16.92% *Just Okay*, 3.08% *Needs Improvement*, and 0.00% *Not Conducive to Learning*. Analysis of results for the question regarding how school counselors think their students rate school climate: 6.15% *Excellent*, 61.54% *Good*, 26.15% *Just Okay*, 6.15% *Needs Improvement*, and 0.00% *Not Conducive to Learning*. Results to both questions are listed in Table 3.

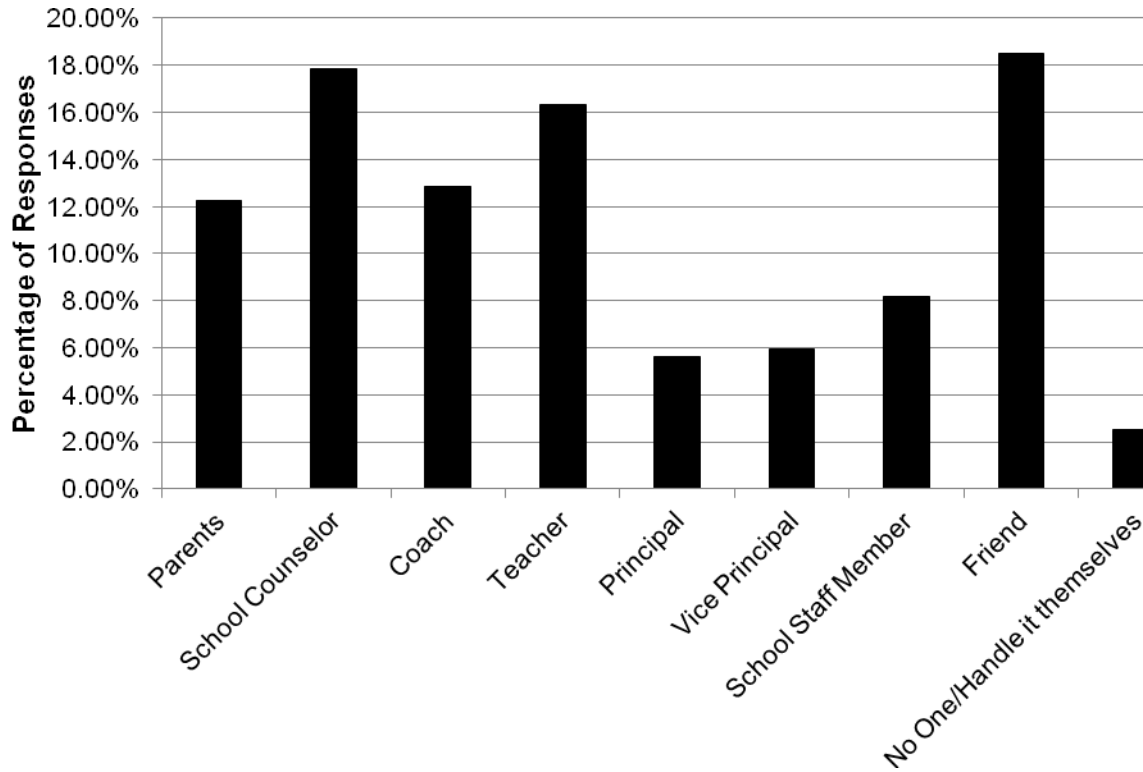


Figure 2. Results of School Counselors' Prediction: To Whom Would Victims Report. *Note.* Frequency of school counselors' perception when asked who they think a typical student would tell if he or she is being cyberbullied? *N*= 64.

Discussion

It is important to note that our results indicated an average caseload of counselors surveyed contained 418.60 students. This number is slightly lower than the national average of 459 students per caseload and the Georgia average of 454 (U.S. Department of Education, 2010). The American School Counselor Association (ASCA; 2005) recommends a school counselor to student ratio of 250:1 to be able to properly meet the needs of every student. The majority of this population's time is spent in individual counseling, and this does not fit with the ASCA recommendations of concentrating efforts on reaching the largest number of students (ASCA, 2005). Perhaps if counselors were given more opportunity to meet the personal/social, academic, and career needs of every student, a better school climate could be fostered.

It is the role of the school counselor to collaborate with other professionals in the school and community to implement programs that garner trust and promote student safety. When developing a comprehensive, developmental school counseling program, counselors should include "anti-bullying/harassment and violence-prevention programs along with comprehensive conflict-resolution programs to foster a positive school climate" (ASCA, 2011 p. 36). Development of these programs may reduce the likelihood of cyberbullying instances. Seventy percent of school counselors surveyed were unaware of the legal implications of online harassment. Georgia law defines stalking as not only following or placing someone under surveillance, but also "when someone contacts you

(in person, by phone, e-mail, etc.) without your permission for the purpose of ‘harassing or intimidating’ you” (Georgia Stalking Law, 2002). This law makes online harassment illegal; therefore, it is imperative for educators to understand the implication this legislation could have on perpetrators when dealing with cases of cyberbullying.

Table 3

School Climate Assessment

Scale	School Climate Rating	
	School counselor	Perception of student
Excellent	10.77%	6.15%
Good	69.23%	61.54%
Just Okay	16.92%	26.15%
Needs Improving	3.08%	6.15%
Not Conducive to Learning	0.00%	0.00%

Note. Response when asked “How do you rate your school’s climate?” and “How do you think students rate your school’s climate?” *N*=65.

Over 80% of school counselors rated their school’s climate as *Good* or *Excellent*. When predicting how their students would rate the school’s climate, responses shifted toward more negative ratings. *Just Okay* responses rose approximately 10% and *Needs Improvement* responses rose approximately 3%, while *Excellent* ratings dropped approximately 4% and *Good* ratings dropped approximately 8%. Counselors think students see the school environment as being one that has fewer opportunities to develop trusting relationships, which could result in students who do not feel safe all the time and do not feel academically supported.

Counselors are aware there is a deficit between how students rate school climate compared to how faculty rate school climate, but they seem to be unaware of the lack of trust among students to report cyberbullying to any school staff member. In the current study, school counselors ranked counselors a close second behind friends when asked who students would tell if they were being cyberbullied. There was only an approximate 1% difference among the top three most selected options of Friend, School Counselor, and Teacher. Only 2.51% of counselors believe that students would not voice concerns to anyone and try to handle it themselves. Results of this survey indicated a clear misperception when compared to the aforementioned unpublished survey which revealed that victims of cyberbullying lacked trust in telling school faculty members about cyberbullying (Caldwell, 2010). Students indicated school counselors would be a last option when deciding in whom to confide. Concerns about reporting the problem to a school staff member included a mistrust of competence and confidentiality. Based on these results, it appears that school counselors have overestimated students’ willingness to confide in them.

School counselors can work to establish a more trusting environment by utilizing skills such as leadership, consultation, collaboration and advocacy efforts. The school counseling program can be used to raise awareness of cyberbullying as well establish

character education and empathy training for students. Collaborating with school stakeholders to create a universal definition of violence, harassment, bullying, and cyberbullying could be included in the school's policy handbook. Examples should be developmentally appropriate when describing both appropriate and inappropriate behavior. All students should have a clear understanding of the rules. Counselors can use classroom guidance to communicate these policies that may increase students' trust in school staff to competently address incidences of cyberbullying.

Certain limitations should be considered when interpreting the results of this study. The number of respondents was lower than anticipated at 68. Findings would be more generalizable with a larger sample size. Also, this sample was gathered through a school counseling organization which requires paid membership. Members, since they have taken the initiative to join this association, may skew results in favor of a better school climate. Future research would benefit from a more definitive, concrete method of measuring school climate and trust and an increased number of respondents. Focus could turn to how students perceive their school's climate and how that relates to trust in faculty and staff. A comparison of school climate ratings of both students and school counselors could be used to work toward a more positive school climate. Studies illustrating whether a positive change in school climate reduces incidences of cyberbullying is a necessity.

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Appendix

School Counselor Perception of School Climate Survey

Please answer the questions based on your experiences as a school counselor only at your current school, not your experiences with the district overall or another school where you might have also worked. Questions about staff or adults at the school refer to ALL staff – administrators, teachers, teaching assistants, counselors, nurses, and all other certified and classified staff.

1. Gender
 - Male
 - Female
2. What is your age?
3. How many years have you been a school counselor?
4. Ethnicity:
 - Caucasian
 - African American
 - Asian
 - Native American
 - Hispanic
 - Other
5. Highest Degree:
 - BA/BS and certified only
 - MEd in School Counseling
 - EdS in School Counseling
 - PhD
6. Did your degree come from a CACREP-accredited program?
 - Yes
 - No
 - Not Sure
7. Are you a Georgia Certified School Counselor?
 - Yes
 - No
8. If no, are you in the process of becoming certified? (Please skip if answered yes above)
 - Yes
 - No
9. Are you certified in another state and working in Georgia?
 - Yes
 - No
10. If yes, which state? (Please skip if answered no above)
11. Are you a licensed professional counselor?
 - Yes
 - No
12. If yes, how many years have you been a LPC? (Please skip if answered no above)

13. What type of school do you work in?
- Private
 - Public
 - Parochial
 - Alternative
 - Charter
 - Other
14. What is the setting of your school?
- Urban
 - Suburban
 - Rural
15. What's your school's enrollment?
16. What percentage make up the demographics of your student population (must equal 100%)?
- Caucasian
 - African American
 - Asian
 - Native American
 - Hispanic
 - Other
17. How many students make up your case load?
18. What percent of your time is spent performing the following duties: (must equal 100%)
- Individual counseling
 - Group counseling
 - Classroom guidance
 - Test administration and tasks associated with testing
 - Lunchroom and/or bus duty
 - Planning, developing, and managing your school counseling program
 - Sponsoring of school groups (i.e., sponsor of debate team, assistant coach, etc.)
 - Administrative duties (scheduling, personnel files, writing letters)
 - Other
19. Please check all of the following reasons students choose to see you for counseling, are referred to you for counseling, or that you observe in the student population that are problems at your school:
- Academic issues
 - Anger management
 - Abuse at home
 - Abusive relationship
 - Attention seeking
 - Disruptive behavior
 - Body issues
 - Bullying one-on-one
 - Career indecision
 - Personal crisis
 - Cyberbullying
 - Decision making
 - Family issues
 - Grief/loss
 - Peer issues
 - Future planning
 - Class scheduling
 - Military deport
 - Pregnancy
 - Drugs, alcohol
 - Student tobacco use
 - Physical fighting
 - Racial/ethnic conflict
 - Depression or other mental health problems
 - Lack of respect
 - Cutting class, truancy
 - Gang-related activity
 - Weapons possession
 - Vandalism, including graffiti
 - Theft
 - Destruction of property
 - Other (specify)

20. When in contact with students, which of the following types of services do you spend the **MOST** amount of time with, the **SECOND** most amount of time with, and the **LEAST** amount of time with? (Please use the bolded words for your answers)
- Individual counseling
 - Group counseling
 - Classroom guidance
21. When students come to you for individual counseling, what is the average number of sessions you conduct?
22. Please indicate by number to what extent you agree or disagree with the following statements about your school. If the question is not applicable to your school, and you could not know enough information to answer it, mark NA- Not Applicable. (1- Strongly Agree, 2- Agree, 3- Slightly Agree, 4-Slightly Disagree, 5- Disagree, 6- Strongly Disagree, 7- NA)
- is a supportive and inviting place for students to learn
 - sets high standards for academic performance for all students
 - promotes academic success for all students
 - emphasizes helping students academically when they need it
 - is a supportive place for staff to work
 - promotes trust and collegiality among staff
 - provides materials, resources, and training (professional development) to do your job effectively
 - encourages opportunities for students to decide things like class activities and rules
 - gives all students equal opportunity to participate in classroom discussions or activities
 - gives all students equal opportunity to participate in numerous extracurricular and enrichment activities
 - gives students opportunities to “make a difference” by helping other people, the school, or the community
 - encourages students to enroll in rigorous courses (such as honors, AP, gifted) regardless of their race, ethnicity, or nationality
 - emphasizes using instructional materials that reflect the culture or ethnicity of its students
 - has staff examine their own cultural biases through professional development or other processes
 - considers closing the racial/ethnic achievement gap a high priority
 - fosters an appreciation of student diversity and respect for each other
 - emphasizes showing respect for all students cultural beliefs and practices
 - clearly communicates to students the consequences of breaking school rules
 - handles discipline problems fairly
 - handles discipline problems consistently
 - effectively handles student discipline and behavioral problems
 - is a safe place for students
 - is a safe place for staff

- is welcoming to and facilitates parent involvement
 - has clean and well maintained facilities and property
 - promotes school bonding (i.e., school pride campaigns, pep rallies, etc.)
 - has positive school traditions (i.e., ceremonies used to recognize success of students and teachers)
 - offers character education programs or values statements
23. Regarding students that you observe at your school, please check all that apply. They:
- arrive at school alert and rested
 - are motivated to learn
 - are well-behaved
 - trust teachers
 - trust other members of the school staff (administration, clerical staff, nurse, social worker)
 - attend school events
 - feel safe from violence
 - feel valued and listened to
 - feel as though they are part of a community
 - self-correct peers who use destructive and/or abusive language
 - speak about the school in proud, positive terms
 - feel welcomed and comfortable in talking to adults
24. Does your school provide a clear definition of violence in the student policy handbook?
- Yes
 - No
 - Do not know
25. Does the student policy handbook include any of the following terms? (Check all that apply)
- Bullying
 - Harassment
 - Cyberbullying
 - None of these terms
26. Does the student policy handbook refer only to students or to all staff and faculty as well?
- Only addresses students
 - Includes students, staff, and faculty members
27. Does your school policy provide developmentally appropriate terms to define inappropriate behavior?
- Yes
 - No
28. Does the school policy include information describing appropriate behavior?
- Yes
 - No
29. If yes, does it provide developmentally clear examples?
- Yes
 - No

30. How aware are the administrators at your school of issues related to cyberbullying?
- Extremely aware
 - Very aware
 - Moderately aware
 - Somewhat aware
 - Not aware
31. Are you familiar with the Georgia Stalking Law and how it relates to online harassment?
- Yes
 - No
32. Check any of the following people that you think a typical student would tell if they were being cyberbullied:
- Parents
 - School counselor
 - Coach
 - Teacher
 - Principal
 - Vice principal
 - School staff member
 - Friend
 - No one/he or she would handle it themselves
 - Other (specify)
33. How do you rate your school's climate? (Please check one of the following values)
- Excellent (students feel safe, welcomed, and supported; relationships based on trust)
 - Good (students feel safe most of the time; receive academic support most of the time; have opportunities for some trusting relationships)
 - Just okay (students feel uneasy some of the time; feel somewhat academically supported, but have few opportunities for trusting relationships with faculty and staff)
 - Needs improving (students do not feel safe all of the time; they feel that they do not have academic support from many of the faculty; they avoid many relationships due to lack of trust)
 - Not conducive to learning (students feel unsafe, threatened and fearful; they have little or no support from faculty or the administration academically or personally; they are distrustful of peers and administrative personnel)
34. How do you think students rate your school's climate? (Using the definitions of values above, please check one of the following)
- Excellent
 - Good
 - Just okay
 - Needs improving
 - Not conducive to learning