



GLSEN Phoenix: Climate Change for LGBTQ Students

Arizona School Boards Association
December 2019

Today's Intentions

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- Discover GLSEN's mission and programs
- Reflect on LGBTQ student experiences in school
- Explore evidence-based strategies for LGBTQ-inclusive climate change
- Assess your school district's climate and identify next steps



We invite you to share your pronouns in this space.

The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used.

Some examples include “[she/her/hers](#)” or “[he/him/his](#)” or gender-neutral pronouns, such as “[ze/hir/hirs](#),” or “[they/them/theirs](#)”.

Some people use no pronouns at all.

Introductions

My name is _____.

My pronouns are/ I use
_____.

My role in education is/I am a
_____.

GLSEN Overview

GLSEN's Mission & Vision

GLSEN is the leading national education organization focused on ensuring **safe schools for all students**, regardless of sexual orientation or gender identity/expression.

We believe that all students deserve a safe, healthy, and affirming school environment where they can learn and grow.

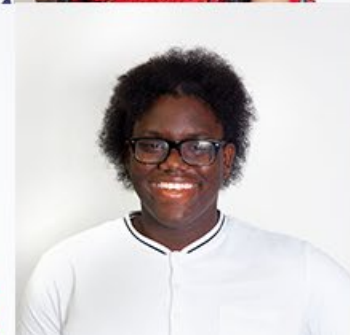
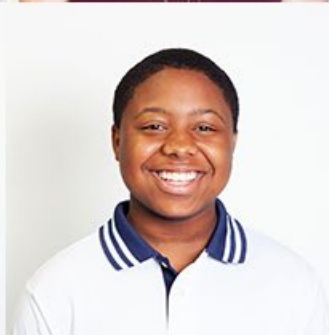
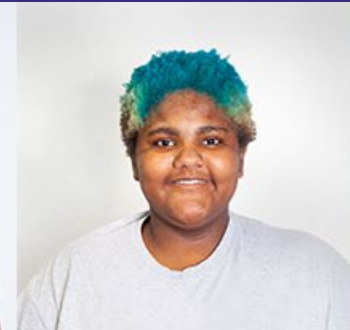
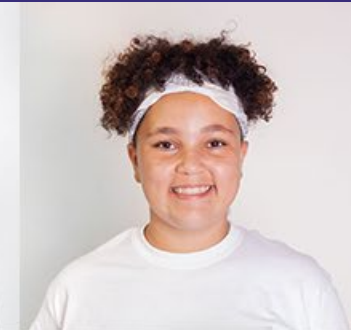
**GLSEN envisions a world
in which every child learns
to respect and accept all people.**

GLSEN Evidence-Based Strategies & Programs



Protective Policies
Empowered Students
Supportive Educators
Inclusive Curriculum





Intersectionality Framework



“There is no such thing as a single-issue struggle, because we do not live single-issue lives.”

—Audre Lorde



My name is: Sarah

#MyAllies... validate my
existence and
experiences as
a queer
person of color

GLSEN
ALLY
WEEK

Early Messages



My name is
Hunter. Don't
call me anything
else.



We love words!



GLSEN Research

School Climate

Elementary School
Student & Teacher Experiences

Playgrounds and Prejudice: Elementary School Climate in the United States

A Survey of Students and Teachers

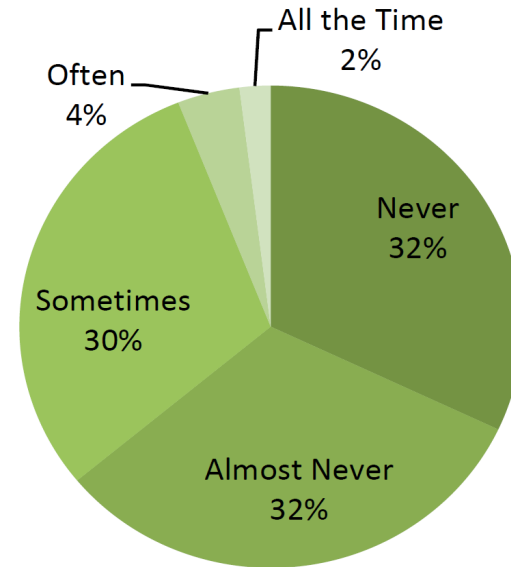


A Report from the Gay, Lesbian and Straight Education Network
glsen.org

1,065 elementary school students 3rd - 6th grade
1,099 elementary school teachers K - 6th grade

Figure 3.3

Frequency of Personally Being Bullied and Called Names at School



Remarks about gender stereotypes are commonly heard



Students

Hear others make remarks about how boys should act or look (38%)

Hear others make remarks about how girls should act or look (33%)

Teachers

Hear comments about a male acting or looking “too feminine” (25%)

Hear comments about a female acting or looking “too masculine” (15%)

Gender Non-Conforming Elementary School Student Experiences

Nearly **1 in 10 (8%)** students report that they do not conform to traditional gender norms.

(i.e. that they are a boy/girl who others “sometimes think act or look like a girl/boy”)



Compared to other students, gender nonconforming students:

- ↑ Called names, made fun of or bullied
- ↑ Have mean rumors or lies spread about them
- ↓ Feel very safe at school
- ↑ Miss school for safety reasons

Effects of gender-based bullying & harassment

- Students follow teacher behavior
- Have fewer friends
- Often more sad or bored at school
- Often feel stressed
- Lack of sense of safety at school
- Lack of sense of belonging at school
- Lower school grades
- Don't want to go to school



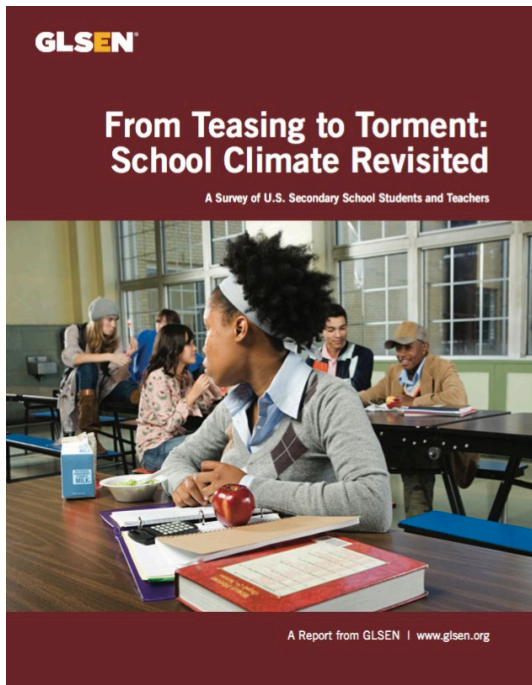
GLSEN Research

School Climate

General Population
School Experiences

GLSEN Research: All Students

Middle and high school students and educators across the country.



TOP 5 REASONS STUDENTS ARE BULLIED AT SCHOOL

1. APPEARANCE/BODY SIZE
2. SEXUAL ORIENTATION
3. RACE/ETHNICITY
4. ACADEMIC ABILITY
5. GENDER EXPRESSION

ACCORDING TO STUDENTS' REPORTS OF MOST COMMON REASONS STUDENTS ARE BULLIED, CALLED NAMES, OR HARASSED AT THEIR SCHOOL

GLSEN.ORG/TEASINGTOTORMENT

SOURCE: FROM TEASING TO TORMENT: SCHOOL CLIMATE REVISITED, GLSEN, 2015

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COMPARED TO THEIR NON-LGBTQ PEERS, LGBTQ STUDENTS ARE:



2X AS LIKELY TO HAVE **MISSED SCHOOL**
IN THE PAST MONTH DUE TO FEELING
UNSAFE OR UNCOMFORTABLE.

GLSEN.ORG/TEASINGTOTORMENT

SOURCE: FROM TEASING TO TORMENT: SCHOOL CLIMATE REVISITED, GLSEN, 2015

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COMPARED TO THEIR NON-LGBTQ PEERS, LGBTQ STUDENTS ARE:



3X AS LIKELY TO REPORT THAT
THEY **DON'T** PLAN ON
FINISHING HIGH SCHOOL.

GLSEN.ORG/TEASINGTOTORMENT

SOURCE: FROM TEASING TO TORMENT: SCHOOL CLIMATE REVISITED, GLSEN, 2015

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GLSEN Research

School Climate

LGBTQ Student
School Experiences

The 2017 National School Climate Survey

The Experiences of Lesbian, Gay,
Bisexual, Transgender, and Queer
Youth in Our Nation's Schools



A Report from GLSEN
www.glsen.org

GLSEN Research

Biennial survey
23K+ LGBTQ students
in 50 states, DC &
5 US territories.

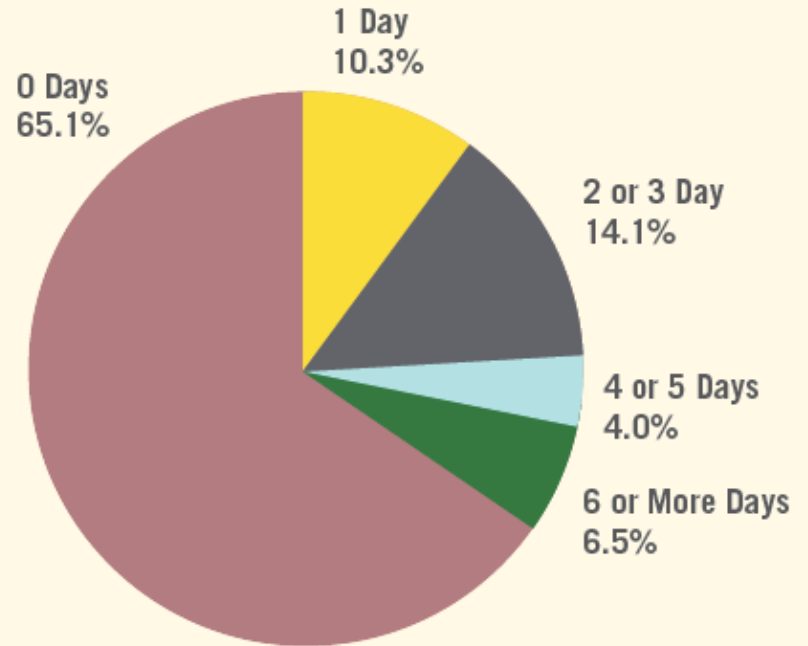
LGBTQ Students felt unsafe at school:

59.5% because of their sexual orientation

44.6% because of their gender expression

35.0% because of their gender

Frequency that LGBTQ Students Missed Days of School in the Past Month Because of Feeling Unsafe



LGBTQ Student Experiences

Harassment and assault based on **sexual orientation**

- 7 in 10 were **verbally harassed** (70.8%)
- Nearly 3 in 10 were **physically harassed** (28.9%)
- More than 1 in 10 were **physically assaulted** (12.4%)

LGBTQ Student Experiences

Harassment and assault based on **gender expression**

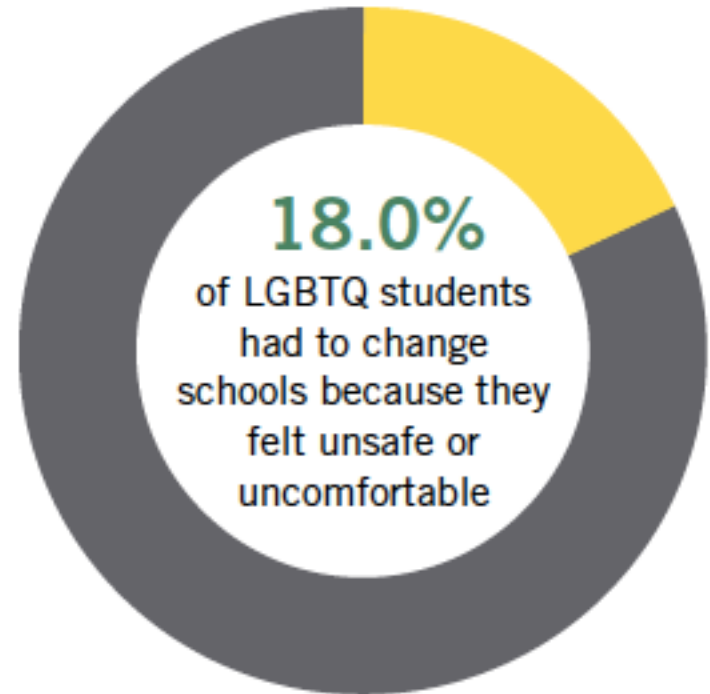
- 3 in 5 were **verbally harassed** (59.1%)
- 1 in 4 were **physically harassed** (24.4%)
- More than 1 in 10 were **physically assaulted** (11.2%)

LGBTBQ Students:

56.6% heard anti-gay remarks from teachers and staff

71% heard negative remarks about gender expression from teachers and staff

Figure 1.5 LGBTQ Students who Have Had to Change Schools Because They Felt Unsafe or Uncomfortable at School



Know the Issues

The most common staff response when students did report:

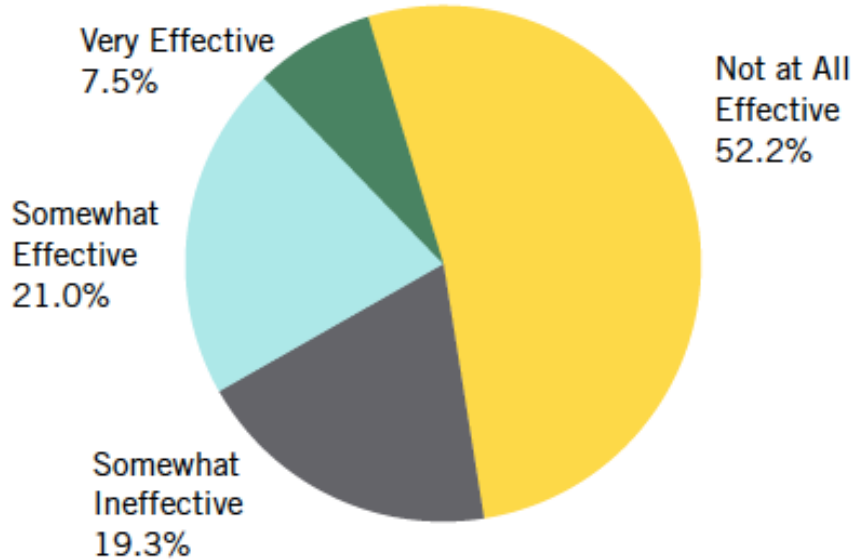
Staff Did Nothing or Told Student to Ignore It (60.4%)

“For three years I was teased about anything and everything and it just got worse when I came out. Every single day I reported it, and at the end of the year the guidance counselor just told me that I needed to ‘grow thicker skin.’”

–bisexual cisgender female, age 15, Maryland

Effectiveness of Staff Intervention

Figure 1.22 LGBTQ Students' Perceptions of Effectiveness of Reporting Incidences of Harassment and Assault to School Staff (n=6943)



Students reported that staff members' responses were more likely to be **effective** when:

- Staff educated the perpetrator about bullying
- Staff took disciplinary action against the perpetrator
- Staff contacted the perpetrator's parents

Effects of Anti-LGBTQ School Climate

“I have been physically and verbally harassed and assaulted by students. I was outed by other students and was not safe at my school. I was forced to leave school in the middle of the year for the fear of my own life.

I cannot describe the emotional toll this put on me.”

Effects of Higher vs Lower Levels of Victimization

- More likely to miss school - 63% vs 23%
- Lower GPA - 3.0 vs 3.3
- Twice as likely not to plan post-secondary education
- More likely to be disciplined at school - 54% vs 30%
- Lower self-esteem & school belonging
- Higher levels of depression & mental health concerns
- Lower participation rates in co- and extra-curriculars

What LGBTQ Students Want You to Know



GLSEN's 4 Supports to Create Inclusive Schools:



- **Enumerated Policies**

Implement comprehensive anti-bullying policy that specifically includes protections based on sexual orientation or gender identity/expression among a list of enumerated categories. **See GLSEN's Trans Model Policy**



- **Supportive Educators**

Educators who show their support for LGBTQ students.

Educators who have had staff trainings on how to address anti-LGBT bullying.



- **Student-led Clubs**

Support for student interventions such as Gender-Sexuality Alliance (GSA) clubs and participation in events such as the Day of Silence.



- **Inclusive Curriculum**

Positive representations of LGBTQ people, history, and events in school curriculum.

LGBTQ-Related School Resources & Supports

Comprehensive
Policies

Student Clubs
(GSAs)

Supportive
Educators

Inclusive
Curricular
Resources

were related to:



Negative school experiences
(homophobic remarks, feeling unsafe, victimization)



School staff intervention in name-calling, bullying and harassment



Positive educational outcomes
(less absenteeism, higher educational aspirations, greater
academic achievement)

GLSEN Safe Space Kit Overview



- GLSEN Safe Space Kit to help educators become visible allies for LGBTQ students in middle and high schools
- Kit includes – Guide, Safe Space Stickers, Safe Space Posters

SSK: Small Group Discussions

What are the key elements of your section?

What are **2 or 3 highlights** that you think are important to share about this section?

GLSEN Ready, Set, Respect Toolkit Overview

GLSEN Ready Set Respect Toolkit



- GLSEN Ready Set Respect Toolkit: to help ensure that all students feel safe and respected and develop respectful attitudes and behaviors related to gender and family diversity
- Developed in partnership with National Association of Elementary School Principals & aligned with McRel Standards

LGBTQ Families ...

- Part of our U.S. tapestry
- Live in 96% of U.S. counties
- More ethnically diverse than the general population
- More similar than different when compared to cisgender or heterosexual parents
- In AZ, 25% of LGBTQ adults are parents



RSS: Small Group Discussions

What are the key elements of your section?

What are **2 or 3 highlights** that you think are important to share about this section?

Protective Policies & Practices



ENSURING SAFE
AND EFFECTIVE
SCHOOLS FOR ALL

MODEL DISTRICT ANTI-BULLYING & HARASSMENT POLICY

MODEL
LANGUAGE,
COMMENTARY &
RESOURCES

GLSEN®



MODEL DISTRICT POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS

Model Language,
Commentary & Resources

HELLO

my name is



Permit Changes to School Records

All-Student Dress Codes



Gender-Segregated/Based Facilities



Gender-Segregated/Based Activities



Right to Privacy

Transgender Status

Sex Assigned At Birth

Legal Name

Medical Information

Individual Gender Plan



Institutional Capacity Building



Action Planning



DOLORES HUERTA

b. 1930

Personal and School Assessment **GLSEN**[®]

Understanding to what degree your school is inclusive of LGBT students, families and issues is key to ensuring that your school is safe and affirming for all students. To begin this process, review each item below and indicate where you feel you and your school fall with respect to the following school practices and policies.

After completion, decide which areas of your school need the most work and collaborate with other educators and administrators to implement realistic changes within the school.

Beginning: Initial stages of change; Very little to no implementation; Limited or vague understanding of the issues.

Exploring: Beginning stages of implementation and change; Early stages of understanding student needs and benefits of change.

Developing: Intermediate stages of implementation and change; Moderate understanding of student needs and benefits of change.

Mastering: Well developed and comprehensive implementation; Thorough and complex understanding of needs and benefits of change

Personal & School Assessment

- Review the areas of the school assessment. Where is your school now?

Personal & School Assessment

- **Beginning:** Initial stages of change. Very little to no implementation. Limited or vague understanding of the issues.
- **Exploring:** Beginning stages of implementation and change. Early stages of understanding student needs and benefits of change.
- **Developing:** Intermediate stages of implementation and change. Moderate understanding of student needs and benefits of change.
- **Mastering:** Well developed and comprehensive implementation. Thorough and complex understanding of needs and benefits of change.

Steps to Inclusion

LGBTQ-inclusive schools

require the community to expect
the non-discriminatory application
of existing policies and practices
& the adoption and implementation of
evidence-based protective policies and practices.

To Create a More LGBTQ-Inclusive School, I will:

- learn more about diverse LGBTQ community & its histories
- explore and use LGBTQ-inclusive language
- honor people's self-identification & not make assumptions about SOGI/E or pronouns
- remember that "if I've met one member of the LGBTQ community, I've only met one"
- respond to youth & adult anti-LGBTQ language and behavior
- advocate for LGBTQ-inclusive protective school policies & practices
- listen to LGBTQ students' experiences & support their leadership
- assess the school's official and unofficial curriculum
- collect local data on school climate
- _____

Reflection & Next Steps

1. What are we doing well to create an LGBTQ-inclusive school or school district?
2. What resources, information, or help do we need to create a more LGBTQ-inclusive school or school district?
3. What step(s) will I take to advocate for changes within my school or school district?



It's a Process

My name is: Sayer

#MyAllies...

Want to learn
more



GLSEN
ALLY
WEEK

Questions?

Thank you!

Sign up for the Educator
Network at
www.glsen.org/educators



“**#MyAllies**
educate
THEMSELVES.”

Ezra
GLSEN's National Student Council

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