

ASBA Equity Webinar Series:

The State of LGBTQ Education

in Arizona

Madeline Adelman

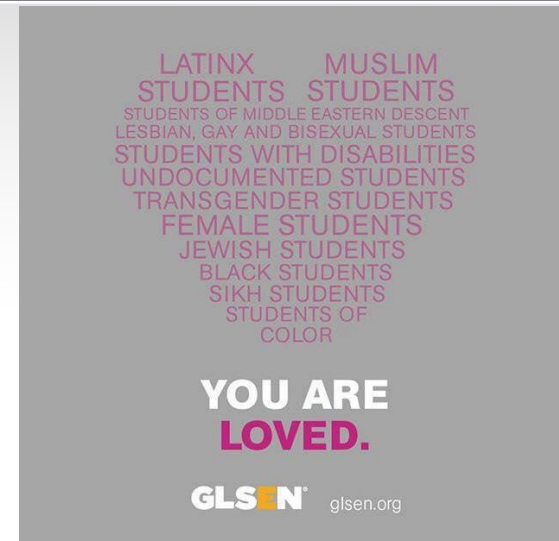


- Pronouns: She, her, hers
- Professor of Justice & Social Inquiry at Arizona State University
- Founder of GLSEN Phoenix
- Member of GLSEN's National Board of Directors and Executive Committee



GLSEN Phoenix School Climate Research on LGBTQ Student Experiences in K-12 Schools

Arizona School Boards Association
April 18, 2019



GLSEN: Championing LGBTQ Issues in K-12 Education Since 1990



- Original Research
- Educational Resources & Training
- Student Leadership & Action
- Protective Policy Advocacy
- Public Awareness
- 43 Local Chapters

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.”

GLSEN VISION & MISSION

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

We strive to ensure that each student, in every school, is valued and treated with respect, regardless of their sexual orientation or gender identity or gender expression.

GLSEN CREATES SAFE SCHOOLS

Addressing anti-LGBTQ bias in K-12 schools results in a safer social, emotional & academic learning environment for **all students**, regardless of sexual orientation and gender identity/expression.

Sexual Orientation vs. Gender

An individual who identifies as:

Gay
Lesbian
Bisexual
Straight
Pansexual
Queer
Asexual
Questioning

May also identify as:

Cisgender
Transgender
Girl
Boy
Gender non-conforming
Genderqueer
Non-Binary
Questioning

Know the Facts: Elementary School Climate



Playgrounds and Prejudice: Elementary School Climate in the United States

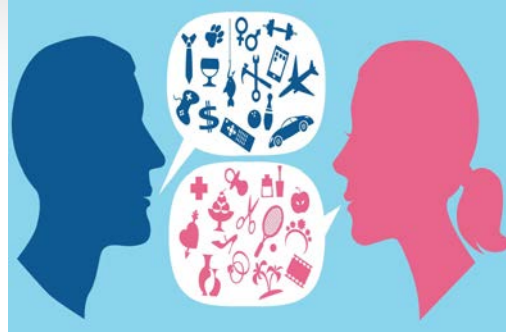
A Survey of Students and Teachers



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

Elementary School Climate Research

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%)

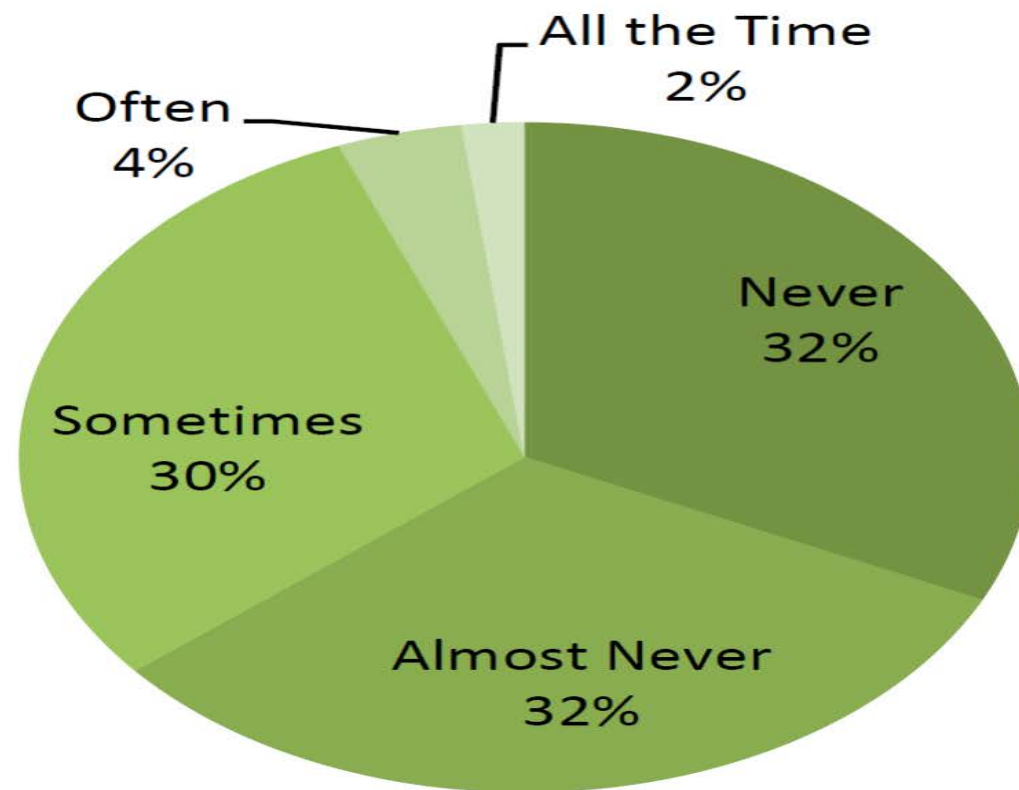
Teachers

- Hear comments about a male acting or looking “too feminine” (25%)
- Hear comments about a female acting or looking “too masculine” (15%)

Elementary School Student Safety

Figure 3.3

Frequency of Personally Being Bullied and Called Names at School



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



School communities are for everyone?

Fewer than half of elementary school teachers believe that a student with an LGBTQ parent would feel comfortable at their school.



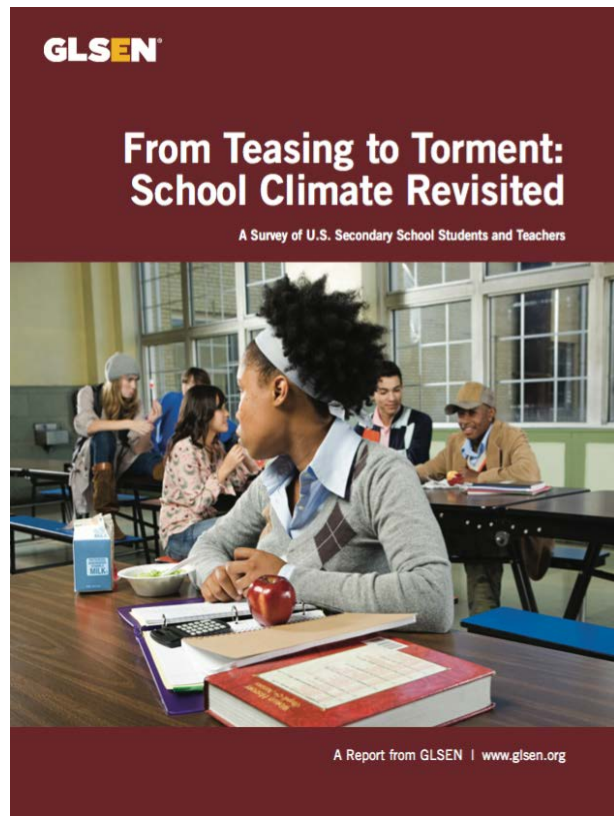
LGBTQ Families Are...

- Part of the American tapestry
- Live in 96% of US counties
- More ethnically diverse than the general population
- More similar than different when compared to cisgender or heterosexual parents
- In AZ, 27% of LGBTQ adults are parents



Know the Facts: Middle & High School Climate Research

GLSEN Research: All Middle & High School Students



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

GLSEN®



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

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

**LGBTQ students experience
harassment and assault based on their
sexual orientation & gender expression**

- **Called names, harassed, threatened (70.1%) (59.1%)**
- **Pushed, shoved (28.9%) (24.4%)**
- **Punched, kicked, injured w/weapon (12.4%) (11.2%)**

Anti-LGBTQ harassment and discrimination negatively affect educational outcomes and mental health.



GPA



Education
Aspirations



Self-esteem

LEARN MORE: glsen.org/nscs
GLSEN's 2015 National School Climate Survey

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Effects of higher vs lower levels of victimization

- More likely to miss school - 63% vs 23%
- Lower GPAs - 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

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.

Enumerated and Protective Policies

12.6% of students reported that their school had an enumerated anti-bullying policy.

10.6% of students reported that their school or district had policies or guidelines to support transgender or GNC students.

Supportive Educators

Almost all LGBTQ students (96.7%) could identify at least one staff member supportive of LGBTQ students at their school.

Less than two thirds of students (61.0%) could identify at least six supportive school staff.

LGBTQ youth with a GSA in their school are:



Almost twice as likely to describe their classmates as “accepting”

(54.7% vs. 28.3%)



Less likely to feel unsafe in school

(51.7% vs. 67.3%)



Less likely to miss school because of safety concerns

(28.7% vs. 41.8%)

2017 National School Climate Survey

Learn more at glsen.org/nscs

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LGBTQ students in schools with an
LGBTQ-inclusive curriculum *are*
less likely to feel unsafe at school
because of their sexual orientation
(41.8% vs. 63.3%) and gender
expression (34.6% vs. 47.0%)



2017 National School Climate Survey
Learn more at glsen.org/nscs

Steps to Inclusion

LGBTQ-inclusive schools

require administrators
to expect the non-discriminatory application
of existing policies & to adopt
(and educators to implement)
protective policies and practices.

Protective Policies

- ◆ Enumerated anti-bullying & anti-harassment policies
- ◆ Trans-inclusive policies
- ◆ Enumerated non-discrimination policies
- ◆ Comprehensive health education policies

glsen.org/policy

Sources of Guidance for Health Education

ARS 15-716-C. No district shall include in its course of study instruction which: 1) Promotes a homosexual life-style; 2) Portrays homosexuality as a positive alternative life-style; 3) Suggests that some methods of sex are safe methods of homosexual sex.

PRIOR TO REPEAL:

Restricted to HIV/AIDS education only & Required to be medically accurate and dispel myths of HIV transmission.

Sources of Guidance for Health Education

Administrative regulation R7-2-303

https://apps.azsos.gov/public_services/Title_07/7-02.pdf

"Promote honor and respect
for monogamous heterosexual marriage."

HOWEVER:

Does not bar health education about pre-marital dating
or non-heterosexual marriage.

GLSEN Research & Policy Resources

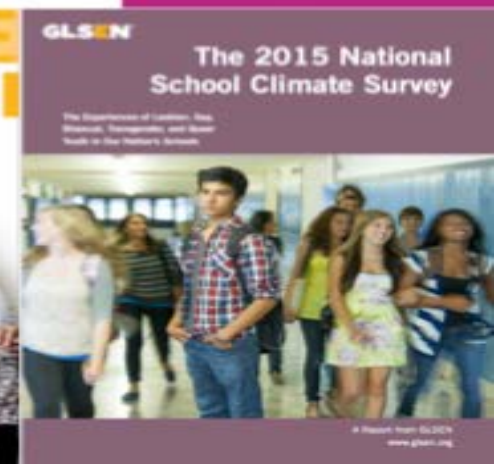
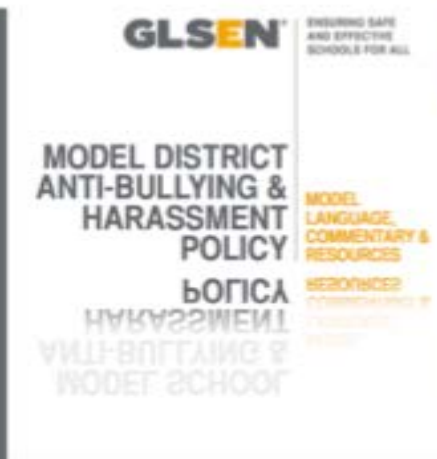
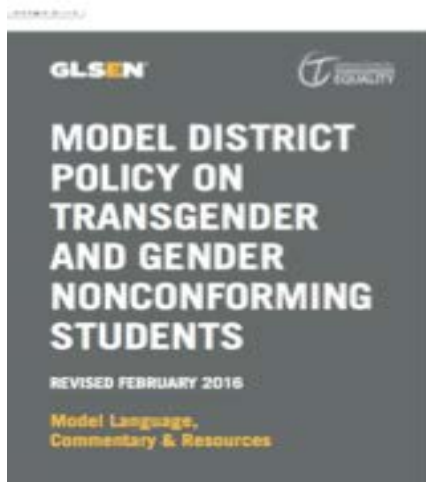
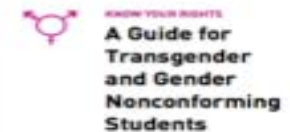
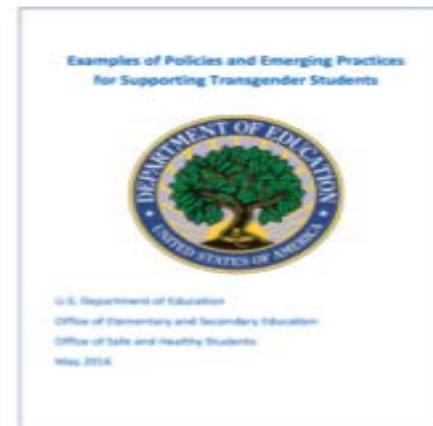
Resources for District Leaders

- * Guidance on Title IX, its application to transgender students, and examples of how to implement federal protections:

<https://www2.ed.gov/about/offices/list/ocr/lgbt.html>

- * GLSEN model policies, research reports, handbooks, and educator kits:

www.glsen.org

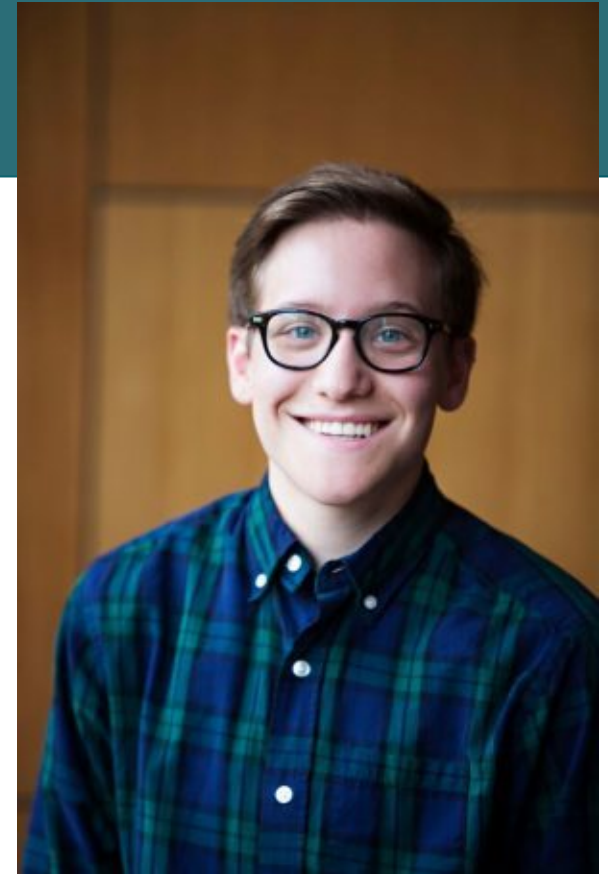


GLSEN Local School Assessment & GLSEN Local School Climate Survey

Understanding to what degree your school district is LGBTQ-inclusive is a critical step to ensure that your school is safe and affirming for all students.

We Look Forward to Working with You

GLSEN Phoenix
glsen.org/chapters/phoenix
info@glsenphoenix.org



Nicholas Tellez (He/Him/His)-Board President Solomon ESD

Robert Chevaleau (He/Him/His)- President, Arizona Trans Youth and Parent Organization_____

Ashton Skinner (Them/They/Their)- Director of Education, Anti-Defamation League



Resources:

<https://www.glsen.org/chapters/phoenix>

<https://arizona.adl.org/>

<https://onenten.org/>

<http://aztypo.org/>





Resources:

<https://saaf.org/hiv-prevention-and-testing/community-presentations/>

<https://www.sagatucson.org/wpn/>

<http://www.azpta.org/about-arizona-pta/advocacy/lgbtq-resources.html>

<https://pflag.org/>



Nicholas Tellez (He/Him/His)-Board President Solomon ESD

Email: n_tellez@hotmail.com

Robert Chevaleau (He/Him/His)- President, Arizona Trans Youth and Parent Organization

Email rob@aztypo.org

Ashton Skinner (Them/They/Their)- Director of Education, Anti-Defamation League

Email: askinner@adl.org

Madelaine Adelman (She/Her/Hers)- Board Member & Fundraising Committee Chair GLSEN Phoenix

Email: Mad@glsenphoenix.org

Webinar Speakers

A group of diverse school children, including boys and girls of various ethnicities, are captured in a moment of pure joy as they jump and run in a schoolyard. They are wearing casual school attire like t-shirts, polo shirts, and khakis. The background shows a typical school playground with trees and a clear sky. The overall mood is energetic and positive.

EQUITY WEBINAR SERIES

2019-2020 Series Topics Include:

Rural & Remote
Homelessness
Foster Youth
Refugee & Immigrant
Special Education: Gifted
Special Education: IEP/ 504



THANK YOU