ASBA Equity Webinar Series:
The State of LGBTQ Education in Arizona
Madelaine 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®
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.”
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.
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

<table>
<thead>
<tr>
<th>An individual who identifies as:</th>
<th>May also identify as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay</td>
<td>Cisgender</td>
</tr>
<tr>
<td>Lesbian</td>
<td>Transgender</td>
</tr>
<tr>
<td>Bisexual</td>
<td>Girl</td>
</tr>
<tr>
<td>Straight</td>
<td>Boy</td>
</tr>
<tr>
<td>Pansexual</td>
<td>Gender non-conforming</td>
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<tr>
<td>Queer</td>
<td>Genderqueer</td>
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<tr>
<td>Asexual</td>
<td>Non-Binary</td>
</tr>
<tr>
<td>Questioning</td>
<td>Questioning</td>
</tr>
</tbody>
</table>
Know the Facts:
Elementary School Climate
Playgrounds and Prejudice: Elementary School Climate in the United States

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

- All the Time: 2%
- Never: 32%
- Almost Never: 32%
- Sometimes: 30%
- Often: 4%
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
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
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
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.
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
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%)

GLSEN®

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

[glisn.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.
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
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/
Webinar Speakers

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
2019-2020 Series Topics Include:

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