



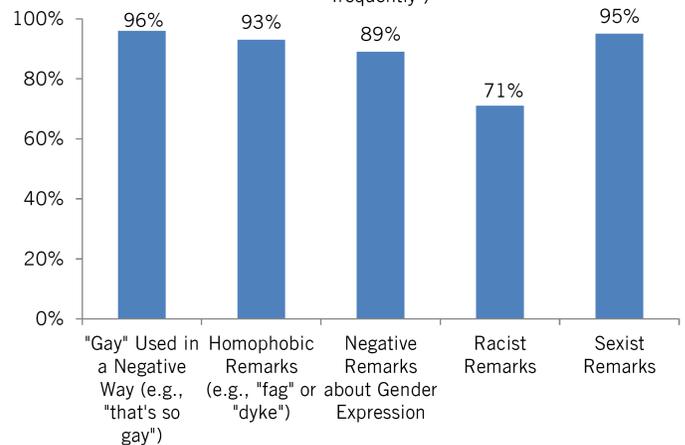
## 2011 STATE SNAPSHOT

Findings from the GLSEN 2011 National School Climate Survey demonstrate that Michigan schools were not safe for most lesbian, gay, bisexual, and transgender (LGBT) secondary school students. In addition, many LGBT students in Michigan did not have access to important school resources, such as having a curriculum that is inclusive of LGBT people, history, or events, and were not protected by comprehensive anti-bullying/harassment school policies.

**FACT: The vast majority of LGBT students in Michigan regularly heard homophobic remarks, sexist remarks, and negative remarks about gender expression.**

- Almost all heard “gay” used in a negative way (e.g., “that’s so gay”) and 9 in 10 heard other homophobic remarks (e.g., “fag” or “dyke”) regularly at school (see Figure 1).
- Nearly 9 in 10 regularly heard other students in their school make negative remarks about how someone expressed their gender, such as comments about someone not acting “feminine” or “masculine” enough (see Figure 1).
- Students also heard biased language from school staff. 27% regularly heard school staff make negative remarks about someone’s gender expression and 19% regularly heard staff make homophobic remarks.

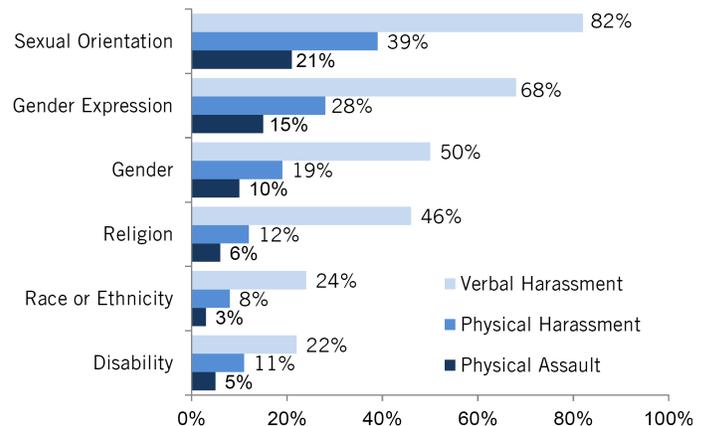
**Figure 1. Hearing Biased Remarks from Students in Michigan Schools**  
(percentage hearing remarks "sometimes," "often," or "frequently")



**FACT: Most LGBT students in Michigan had been victimized at school. The majority of these incidents were not reported to adult authorities.**

- The majority experienced verbal harassment (e.g., called names or threatened): 8 in 10 based on their sexual orientation and nearly 7 in 10 based on the way they expressed their gender (see Figure 2).
- Many also experienced physical harassment and physical assault: nearly 4 in 10 were physically harassed (e.g., pushed or shoved) based on their sexual orientation and nearly 2 in 10 were physically assaulted (e.g., punched, kicked or injured with a weapon) based on the way they expressed their gender (see Figure 2).
- Students also reported high levels of other forms of harassment at school: 95% felt deliberately excluded or “left out” by peers; 88% had mean rumors or lies told about them; 65% experienced electronic harassment or “cyberbullying”; 55% were sexually harassed; and 51% had property (e.g., car, clothing, or books) deliberately damaged and/or stolen.

**Figure 2. Harassment and Assault in Michigan Schools**  
(percentage harassed or assaulted in the past year)

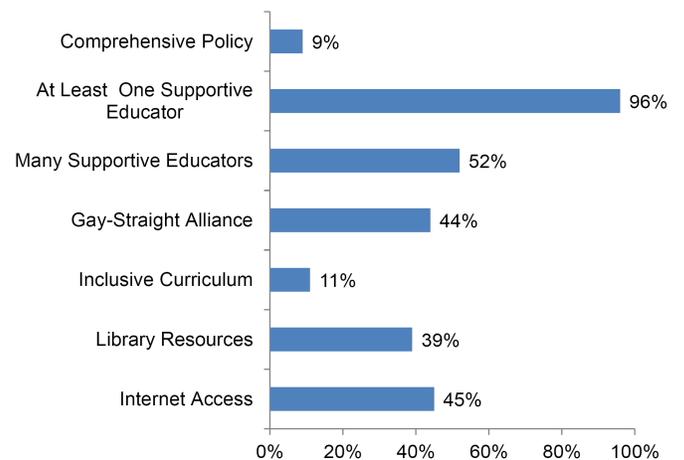


- 60% of students who were harassed or assaulted in school *never* reported it to school staff, and 60% *never* told a family member about the incident. Among students who did report incidents to school authorities, only 27% said that reporting resulted in effective intervention by staff.

**FACT: LGBT students in Michigan most often did not have access to in-school resources and supports.**

- Only 9% attended a school with a comprehensive anti-bullying/harassment policy that included specific protections based on sexual orientation and gender identity/expression (see Figure 3).
- Nearly all could identify at least one school staff member supportive of LGBT students, but only 52% could identify many (6 or more) supportive school staff (see Figure 3).
- Only 44% had a Gay-Straight Alliance or similar student club at their school (see Figure 3).
- Less than 1 in 10 were taught positive representations of LGBT people, history, and events (see Figure 3).

Figure 3. Availability of LGBT-Related Resources and Supports in Michigan Schools



**RECOMMENDATIONS**

School-based supports such as comprehensive anti-bullying/harassment policies, school personnel who are supportive of LGBT students, Gay-Straight Alliances and LGBT-inclusive curricular resources can positively affect school climate for LGBT students. Findings from the *2011 National School Climate Survey* demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement.

Given the high percentages of LGBT students in Michigan who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that Michigan school leaders, education policymakers and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement comprehensive school anti-bullying/harassment policies;
- Support Gay-Straight Alliances;
- Provide professional development for school staff on LGBT student issues; and
- Increase student access to LGBT-inclusive curricular resources.

These actions can move us toward a future in which all students in Michigan will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity, or gender expression.

To **learn more** about GLSEN, visit [www.glsen.org](http://www.glsen.org) or contact [glsen@glsen.org](mailto:glsen@glsen.org).

To **get involved** in a GLSEN chapter in Michigan, visit [www.glsen.org/chapters](http://www.glsen.org/chapters) or contact [chapterinfo@glsen.org](mailto:chapterinfo@glsen.org).

**GLSEN** (the Gay, Lesbian & Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students.

**ABOUT THE RESEARCH**

In 2011, GLSEN conducted the seventh National School Climate Survey (NSCS), a biennial survey of the experiences of LGBT youth in U.S. secondary schools. The national sample consisted of 8,584 LGBT students from all 50 states and the District of Columbia. A total of 330 respondents were attending schools in Michigan. The majority of the sample was White (79%), 8% multi-racial, 6% Hispanic/Latino, 4% African American/Black, 1% Middle Eastern/Arab American, and less than 1% Asian/Pacific Islander or Native American/American Indian. The gender composition was 49% female, 32% male, 11% transgender, and 8% some other gender (e.g., genderqueer). Most (92%) attended public schools. The school community makeup was 44% suburban, 40% rural/small town, and 16% urban. The results reported for Michigan have a margin of error of +/-5%.

For the national NSCS report or for any other GLSEN research, go to [www.glsen.org/research](http://www.glsen.org/research). Follow @GLSENResearch on Twitter.

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