



2013 STATE SNAPSHOT

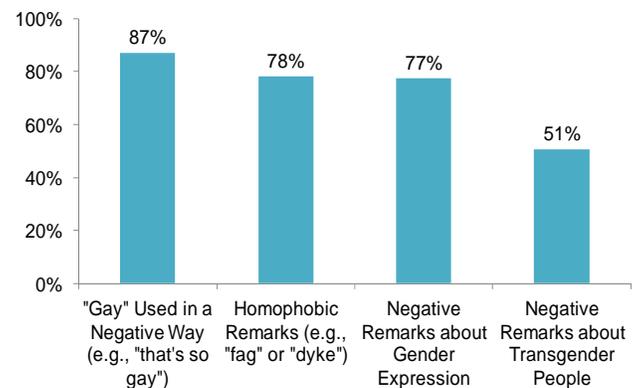
Findings from the GLSEN 2013 National School Climate Survey demonstrate that Connecticut schools were not safe for many lesbian, gay, bisexual, and transgender (LGBT) secondary school students. In addition, many LGBT students in Connecticut did not have access to important school resources, such as having an LGBT-inclusive curriculum, and were not protected by comprehensive anti-bullying/harassment school policies.

FACT: The vast majority of LGBT students in Connecticut regularly heard anti-LGBT remarks.

- Nearly 9 in 10 heard “gay” used in a negative way (e.g., “that’s so gay”) and nearly 8 in 10 heard other homophobic remarks (e.g., “fag” or “dyke”) at school regularly (i.e., sometimes, often, or frequently; see Figure 1).
- Nearly 8 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).
- 5 in 10 regularly heard negative remarks about transgender people (see Figure 1).
- Students also heard anti-LGBT language from school staff. 23% regularly heard staff make negative remarks about someone’s gender expression, and 10% regularly heard school staff make homophobic remarks.

Figure 1. Hearing Anti-LGBT Remarks from Students in Connecticut Schools

(percentage hearing remarks sometimes, often, or frequently)

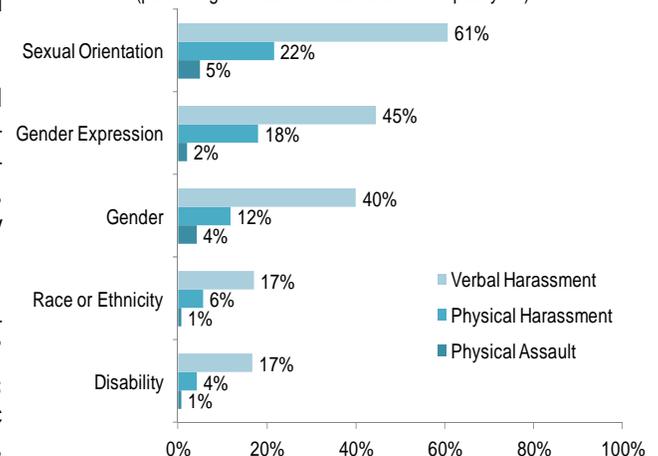


FACT: Most LGBT students in Connecticut had been victimized at school. Many of these incidents were not reported to adult authorities.

- The majority experienced verbal harassment (e.g., called names or threatened): 6 in 10 based on their sexual orientation and more than 4 in 10 based on the way they expressed their gender (see Figure 2).
- Many also experienced physical harassment and physical assault: for example, more than 2 in 10 were physically harassed (e.g., pushed or shoved) based on their sexual orientation and 2% 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: 90% felt deliberately excluded or “left out” by peers; 78% had mean rumors or lies told about them; 49% were sexually harassed; 46% experienced electronic harassment or “cyberbullying”; and 39% had property (e.g., car, clothing, or books) deliberately damaged and/or stolen.

Figure 2. Harassment and Assault in Connecticut Schools

(percentage harassed or assaulted in the past year)

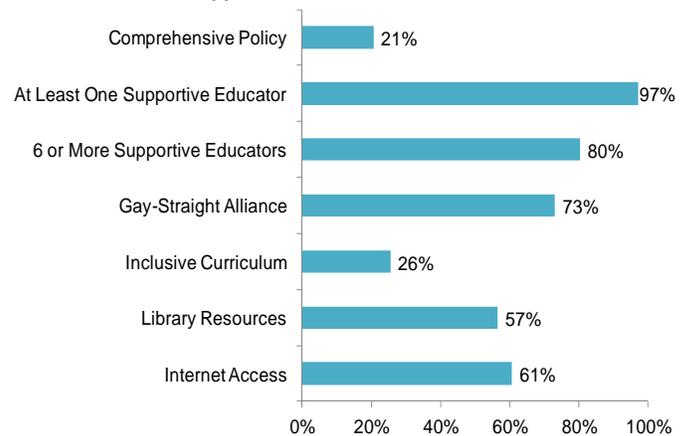


- 50% of students who were harassed or assaulted in school *never* reported it to school staff, and 48% *never* told a family member about the incident. Among students who did report incidents to school authorities, only 35% said that reporting resulted in effective intervention by staff.

FACT: Many LGBT students in Connecticut did not have access to in-school resources and supports.

- Only 21% attended a school with a comprehensive anti-bullying/harassment policy that included specific protections based on sexual orientation and/or gender identity/expression (see Figure 3).
- Nearly all could identify at least one school staff member supportive of LGBT students, but fewer (80%) could identify 6 or more supportive school staff (see Figure 3).
- Many did not have LGBT-inclusive curricular resources: only 26% were taught positive representations of LGBT people, history, and events, and 39% could not access information about LGBT communities on school Internet (see Figure 3).

Figure 3. Availability of LGBT-Related Resources and Supports in Connecticut 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 *2013 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 Connecticut 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 Connecticut 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 Connecticut 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 or contact glsen@glsen.org.

To get involved in the GLSEN Connecticut chapter, visit www.glsen.org/connecticut or contact connecticut@chapters.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 2013, GLSEN conducted the eighth National School Climate Survey (NSCS), a biennial survey of the experiences of LGBT youth in U.S. secondary schools. The national sample consisted of 7,898 LGBT students from all 50 states and the District of Columbia. A total of 146 respondents were attending schools in Connecticut. The majority of the Connecticut sample was White/European American (74%), 10% Hispanic/Latino, 7% multi-racial, 4% Asian/Pacific Islander, 3% African American/Black, 1% Native American/American Indian, and 1% Middle Eastern/Arab American. The gender composition was 51% cisgender female, 24% cisgender male, 12% genderqueer, 9% transgender, and 4% some other gender (e.g., genderfluid). Most (82%) attended public schools. The school community makeup was 52% suburban, 28% rural/small town, and 19% urban. The results reported for Connecticut have a margin of error of +/-8%.

For the full 2013 National School Climate Survey report or for any other GLSEN research, go to www.glsen.org/research. Follow @GLSENResearch on Twitter.