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This issue's focus: Gender Justice



"Student safety is foundational to student learning. Gender-based injustice and discrimination against LGBTQ students are not just harmful to students' well-being; they also have long-lasting academic and societal impacts."

- Celina Moreno, J.D., IDRA President & CEO

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Making Schools Safe Learning Havens for LGBTQ Students

by Stephanie Garcia, Ph.D., & Aurelio M. Montemayor, M.Ed.

LGBTQ students face attacks and discrimination daily in schools - from outward aggression to implicit bias that makes their campus feel unwelcoming. In the United States, 60% of students feel unsafe at school because of their sexual orientation.

All students have the right to be safe in school and to have the support of educators to help them learn. Educators can create an anti-bias and safe learning environment through focused and strategic planning, professional development and adopting specific strategies. This article outlines four key areas for focus: reframing communication, analyzing school policies, confronting myths and stereotypes, and preventing and eliminating harassment and violence.



[See Resource List for Supporting LGBTQ Students](#)

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Discipline Strategies to Combat Faulty Assumptions that Target Black Male Youth

by Daryl V. Williams, Ed.D.

No student group is more or less likely to misbehave. But Black male students are punished more often and more severely in our nation's schools. While only representing 8% of public school students, Black males account for 25% of students receiving out-of-school suspensions and 23% of students expelled.

The use of exclusionary discipline like out-of-school suspension and expulsion results in reduced instruction time and negatively impacts students' academic performance, including entry into the school-to-prison pipeline.



Alternative, non-exclusionary discipline strategies have better results for students and the school community. Strategies include incorporating restorative justice programs, improving the school climate, ensuring there are enough mental health professionals and counselors for students, expanding family and community engagement, and reviewing academic and instructional practices.

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Strategies for Increasing Girls' Participation in STEM

by Paula Johnson, Ph.D., & Michelle Vega

The education environment girls experience shapes their interest and achievement in STEM. Stereotypes, gender bias, and the climate of science and engineering courses act as barriers to girls' progress in STEM coursework.

This article offers numerous strategies for promoting STEM equity in the classroom.

They range from providing female role models and mentors to having hands-on tools and opportunities to explore the many different STEM career pathways available to students in the future.

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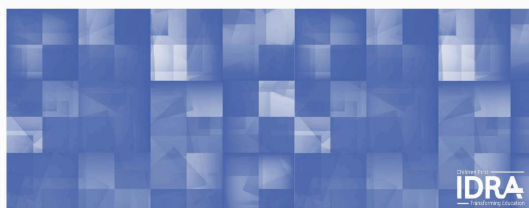
In Memoriam - William S. White

One of the longest-serving leaders of a major philanthropy in the United States, William S. White passed away peacefully on October 9 at age 82. Leading the Charles Stewart Mott Foundation, he built a reputation for seeking out solid, well-managed organizations and funding them to create infrastructure and sustainability in key sectors, including education. He embraced Charles Stewart Mott's belief that good things happen when people work in partnership with their communities.

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Tools

Girls and STEM Education Research Overview and Resources



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School Climate Affects LGBTQ Student Well-being

60% of LGBTQ students feel unsafe at school.

35% of LGBTQ students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable.

92% of LGBTQ students felt distressed by hearing anti-LGBTQ remarks at school.

57% of students reported hearing homophobic remarks from their teachers or other school staff.

Lesbian, gay, and bisexual youth are **3-5 times more likely** to attempt suicide.

42% of transgender people will attempt suicide in their lifetime.

62%

of LGBTQ students report experiencing LGBTQ-related discriminatory policies or practices at school.

Some schools have policies prohibiting students from...

- ✗ discussing or writing about LGBTQ topics in school assignments;
- ✗ attending a dance or function with someone of the same gender;
- ✗ wearing clothing or items supporting LGBTQ issues; and
- ✗ using the preferred name or pronoun of transgender and gender nonconforming students.

LGBTQ students who experienced higher levels of victimization because of their sexual orientation or gender expression...

- ▢ Were nearly **three times as likely** to have missed school in the past month than those who experienced lower levels;
- ▢ Had **lower grade point averages** than students who were less often harassed;
- ▢ Were **twice as likely** to report that they did not plan to pursue college than those who experienced lower levels; and
- ▢ Were **more likely** to have been disciplined at school.

Students who feel safe and supported at school naturally do better in school

Effective School-based Supports...



Data Sources: The 2017 National School Climate Survey, GLSEN; Side by Side, 2019

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strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.