

Creating and Sustaining Safe and Supportive Environments for LGBTQ₂+ Students at SPS | Parents

**Facilitated by Brennon Ham,
Pronouns: Brennon/They/She/He**

Health Education Office

Seattle Public Schools

- Student Support Services
 - Coordinated School Health
 - Health Education Office

CDC

- DASH
 - 1807
 - SHE, SHS, SSE
 - Prevention Work



What is Your School's Mission and Vision?

What is your school's mission?

(Yes, this is homework)

What are your school's values?

(Yes, this is homework)

What are your family's values?

(Yes, this is homework)

Where does all of this overlap?

(Yes, this is homework)



Marya Gingrey, JD, from Healthier Here reminds us to ground ourselves.

Who are you?

What do you do?

Why do you do it?

How do you get it done?



Why do we address this population?

In a public school system, it is our role to help create a safe and welcoming environment for ALL students so that they can reach their full social and academic potential. This includes LGBTQ2+ students.

This is not about your personal politics.



**What messages did you
receive growing up about
LGBTQ people?**

Scenario:

Gregory, a student in your fourth grade class, likes hanging out with girls, playing with barbies, and making braiding friendship bracelets. One day, when Gregory is making a bracelet, you hear one of his classmates, Jeremy, say to another student, “that’s so gay.”

What do you do?

What might the impact be? On Gregory?
On Jeremy? And on students nearby?



How do these negative
messages cause harm?
Short-term and
long-term.

Mental Health

Physical Health

Risky Behavior

Job Security

Finances

Housing Stability

Lack of Connectedness



Question		% Straight	% LGB
30 day any tobacco use	MS	5	14
	HS	20	38
30 Day Marijuana Use	MS	3	9
	HS	24	32
Ever had Sex	MS	5	12
	HS	31	49

How are these
harms and
outcomes
reinforced?



Violence looks like:

- Physical
- Emotional
- Sexual
- Institutional
- Historical



Scenario:

Yann, a student in your fifth grade class, is quiet, speaks softly, and has been picked on in the past. You hear a student you don't know call him "fa**ot" in the hallway.

What do you do?

What might the impact be? Will Yann be able to focus on class the next period?

What if this happens more than once per day? And every day? How much learning is lost? This is violence.



Question		% Straight	% LGB
Bullied in past 30 days	MS	20	36
	HS	11	22
Cyberbullied in past 30 days	MS	9	19
	HS	*	*
Boyfriend/Girlfriend has threatened or limited activities	MS	11	25
	HS	10	19
Nervous Anxious or on edge (several or more days past 2 weeks)	HS	50	83
	MS	62	86

Forced Sexual Activity	MS	8	19
	HS	14	33

1 in 5 women experience sexual violence
in their lifetimes.

$\frac{2}{5}$ for lesbian women.

$\frac{3}{5}$ for bisexual women.

And, in Seattle,
for our LGBTQ2+ students,
that number is $\frac{1}{3}$.
Including all genders.

Looking at both sexual
and institutional
violence, we need to
talk about rape
culture.

Product of Sexism: Rape Culture

Rape Culture is an environment in which rape is prevalent and in which sexual violence against women is normalized and excused in the media and popular culture.

Rape culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorization of sexual violence, thereby creating a society that disregards women's rights and safety.

In order to interrupt
homophobia and
transphobia, **we must also
interrupt rape culture.**

That means we must teach
everyone, especially boys,
how to be better to each
other.



Scenario for parents:

You are a parent of a second grader who identifies as a boy. Together, you're attending a birthday party. A few of your son's friends and your son are pointing at some of the girls at the party and laughing. Another parent goes over to talk with the boys and comes back to tell you what was shared. "They were talking about boobs from a video game. Can you believe it? Seven years old and they're already lotharios. What are you going to do? Boys will be boys."

How do you respond? How do you engage all students in this conversation?



Accountable Communities

This can all feel hard. But, remember, the weight is lighter when we lift together. We must interrupt, intervene, and educate every time. And we must hold each other to that same standard.



What do you think is
the number one
predictor of health and
wellness outcomes?



Number one predictor of health and wellness outcomes is:

FAMILY ACCEPTANCE



Other essential factors include:

- Safe, supportive, and welcoming school environments
- Access/connectedness to community
- Meaningful access to resources



Dr. Maya
Angelou reminds
us to “do the best
you can until you
know better.
Then when you
know better, do
better.”

Quick Breather

What is gender?



What do ultrasound technicians identify at 18-22 weeks?



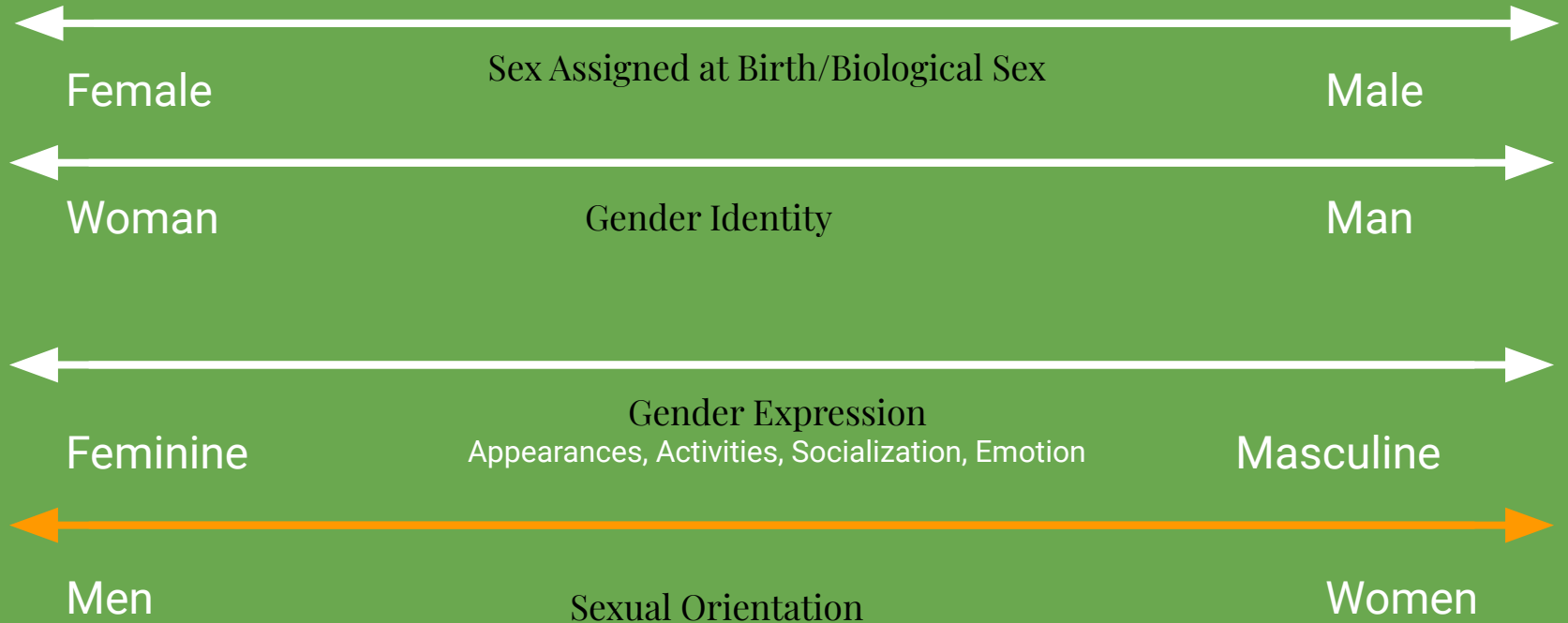
What expectations do we commonly have?

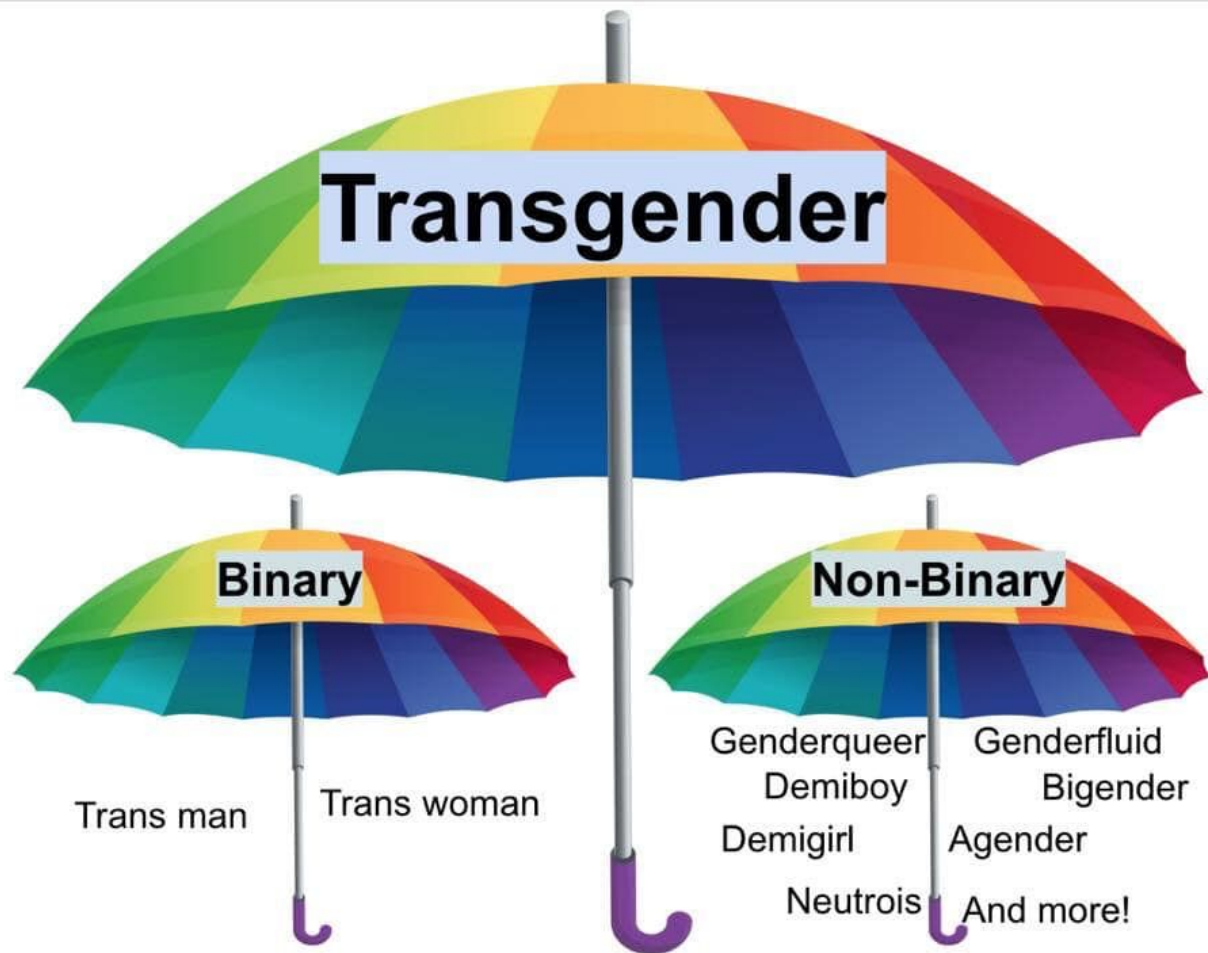
vulva ⇒ girl ⇒ woman ⇒ feminine ⇒ marry a man ⇒ birth and raise children

penis ⇒ boy ⇒ man ⇒ masculine ⇒ marry woman ⇒ impregnate and provide

What happens when we deviate? What do people call us?C

So, gender is different from sex? Yes.





How do I wrap my head around transgender and all of the other words people say?

Biological Sex

Genitals and Chromosomes

Gender Identity

Who you know yourself to be.

Gender Expression

How you express your gender.

Romantic Attraction

To whom you're romantically
attracted.

Sexual Attraction

To whom you are physically
attracted.

Biological Sex

Female, Male, Intersex

Gender Identity

Man, Woman, Non-Binary, Trans

Gender Expression

Masculine, Feminine, Expansive

Romantic and Sexual Attraction

Gay, Lesbian, Bisexual, Queer,
Straight

Everyone has a SOGIE.

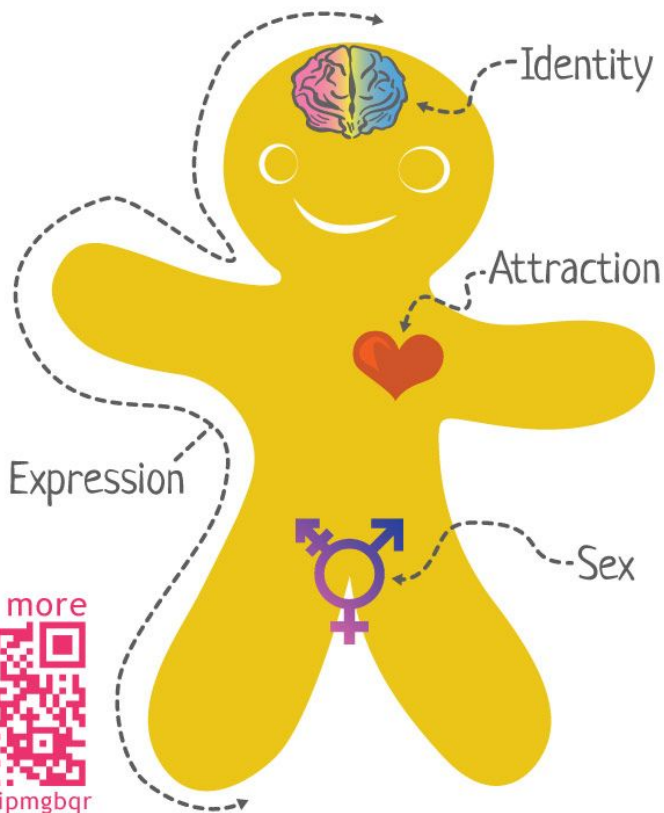
(sexual orientation, gender identity and expression)

Not just gay people.

The Genderbread Person v2.0

by its pronounced **METROsexual**.com

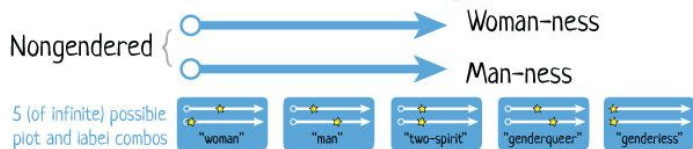
Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



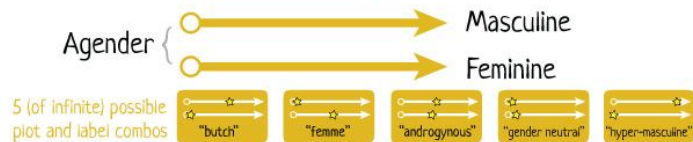
read more

bit.ly/ipmgbar

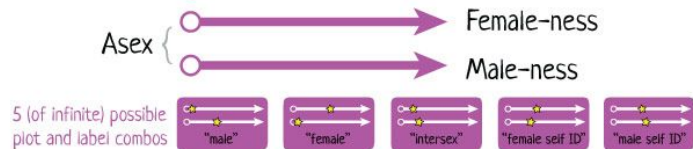
Gender Identity



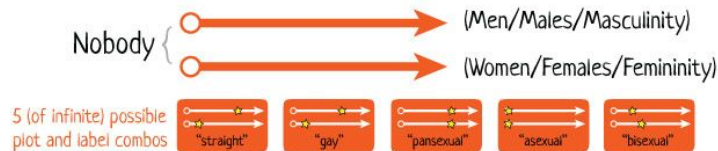
Gender Expression



Biological Sex

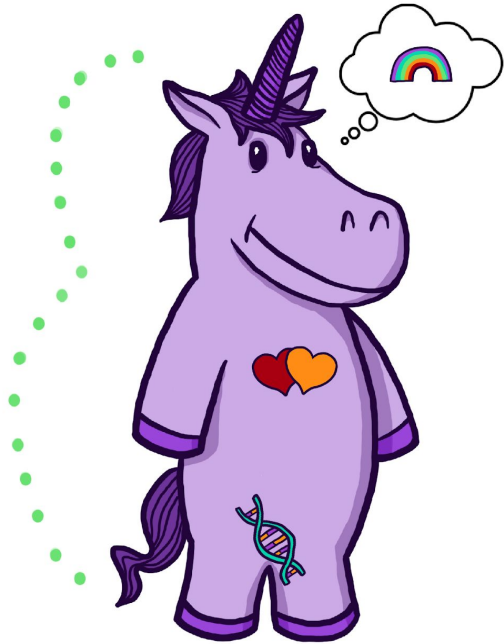


Attracted to



The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Gender is less like this:



And more like this:





them.

Two-Spirit

Historical Violence

Enslavement of African Peoples

Colonization

Religion/Religious Crusades

War and Genocide



Just as homophobia and sexism are linked, homophobia and transphobia are also interconnected with racism. Racism and Sexism prop up homophobia and transphobia.

Therefore, if we are to interrupt homophobia and transphobia, **we must also interrupt anti-Blackness and white supremacy culture.**



Two-Spirit

Hijra

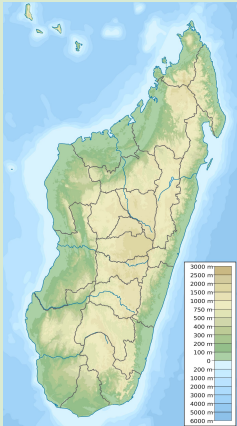
Muxe

Mashoga

Kathoey

Fa'afafine

Sekrata





Devin Michael Lowe

@ThatBoyYouLike



The key to not misgendering strangers is to stop gendering strangers.

2017-10-20, 11:39 AM from [Manhattan, NY](#)

What about ELL students?

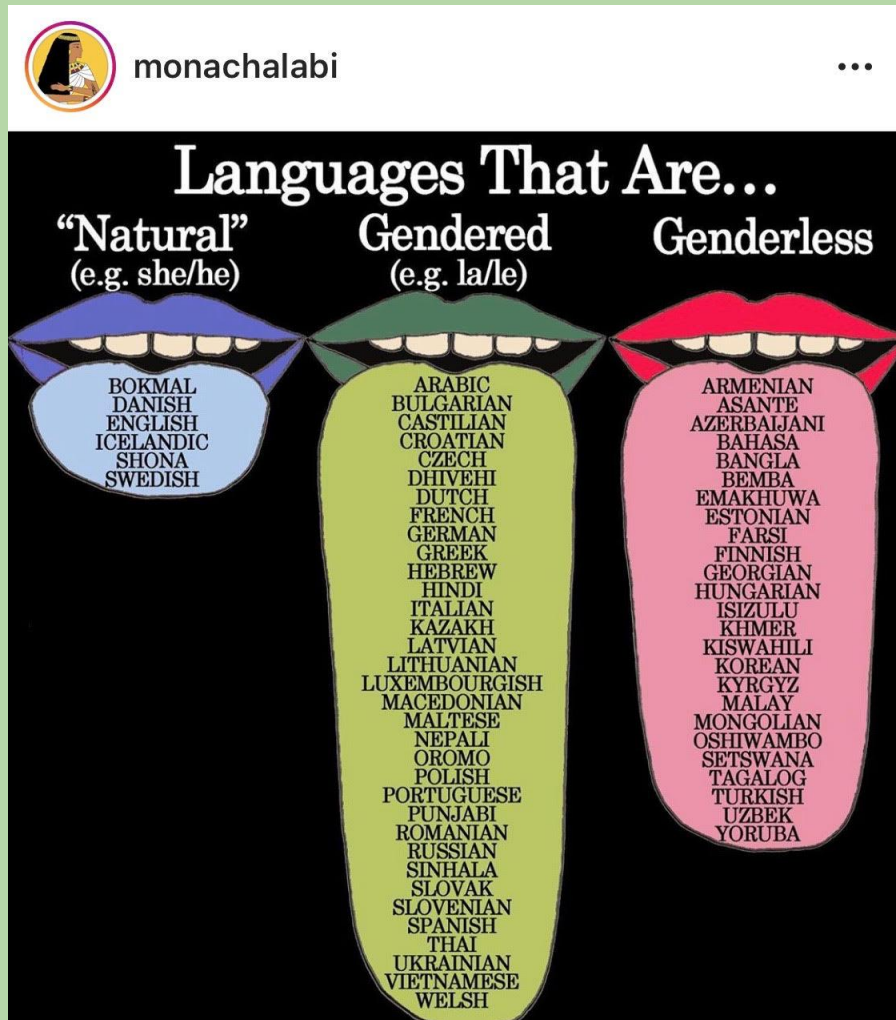


Image by Mona Chalabi

She, He, and They - Oh, my!

Who are they talking to?

Looks like their wallet was stolen!

They don't like pizza.

Your turn:

_____ got a B+ on _____ test last week.

Jaden scored a goal on Saturday, winning the game for _____ team!

Thank goodness my friend changed _____ mind about pizza! Now _____ love it!

My friend just told me _____ changed _____ name. Now, _____ go by Braxton!

Hello
my name is

my pronouns are

Kaiser Permanente Center for Total Health

Superintendent Procedure 3210sp.C

Names/Pronouns

Official Records

Restroom Accessibility

Locker rooms

Physical Education

Dress code

Overnight Field Trips

Gender Segregation



Key Messages

- Our district supports ALL students. This includes our LGBTQ₂+ students.
- Our primary charge is to create safe and welcoming school environments so the whole student can develop fully.
- We cannot debate or deny the existence of a group of people.
- Our beliefs and our behavior may or may not align.
- Invisibility contributes to poor outcomes and a lack of connectedness and engagement in our schools.

Key Messages to Parents

- Consistency is key; what are your family's values? Do you talk about those values? How might those values connect with gender identity?
- Most people become aware of their gender between the ages of 2 and 4, but people transition any time throughout the lifespan.
- Some people want to change their names, try on different names, change their hair, try on different pronouns. Some do not.
- There is no one right way to be a trans, just as there is no one right way to be a boy, a girl, a student, an artist, etc.
- Love-first.

What about if this goes against someone else's beliefs.

- All of us have our own beliefs and backgrounds. Coming to school with those differences makes our community richer. It is encouraged for us to have our own beliefs and values. It is **not okay** to impose those beliefs or values on others **nor is it okay** to put others down for not having the same beliefs and values as ourselves.
- We speak to universal values of respect, kindness, and safety.
- LGBTQ people are all peoples. We cannot debate or deny the existence of a group of people.
- ALL students are welcome here.

What is Age Appropriate



Grades K-3 (Talking Points)

- There aren't any "girl" colors/toy/games or "boy" colors/toys/games, etc. People can simply like what they like.
- Families come in all shapes and sizes.
- It is wrong to call people names or put them down for any reason, including who they like, how they look, or who they are.

Grades 3-5 (Talking Points)

- We often hold stereotypes and prejudice about many different groups of people and this can be harmful. Why do you think that's true?
- You can be an ally to those who may be targeted for being different. What is one way you can do that?
- Some people feel in their heart and mind like a boy or a girl, neither, or somewhere in between. All of that is welcome here.
- How cool that we get to celebrate our friends in our community!

What can you do?

Things we ask teachers to do!

- Stop separating students by gender.
- State clear expectations about slurs.
- Interrupt/Intervene every time.
- Set classroom norms.
- Have signs of support visibility for marginalized groups (posters, books, etc.).
- Be consistent about your messaging - in your classroom and throughout the school.



More things teachers can do!

- Become familiar with local resources.
- Commit to ongoing and evaluative self-assessment.
- Continue your own learning about things that are unfamiliar to you. Use inclusive language.
- Model using they/them pronouns.
- Give examples of same and different gender situations.
- Stand up for yourself and for others.
- Hold your peers accountable.
- Lift together.

Things YOU can do as parents!

- Be consistent about messaging around your children and peers.
- Continue your own learning about things that are unfamiliar to you. Share what you learn with peers when they ask.
- Model using they/them pronouns.
- Give examples of same and different gender situations.
- Don't make assumptions about your kid's friends.
- Ask your kids to think through their impacts - increase empathy and thoughtfulness.

Prompt Yourself with Scenarios

What would you do if your child came out as gay? What would you do after?

How would you respond if your child's friend came out as trans? What might you ask?

If your friend's kid came out to you, but not their parents, what might you do as an adult in that child's life?

You hear your kid talking badly about a peer in their class. You can tell it's because they kid is "different." How do you engage?

K-5 Gender Book Kit has a lot in it!

- Introduction packet /
Teacher Guide
- Sample letter to parents
- FAQ sheet
- At least 1 book and 1
lesson per grade

Check it out!!

Other things available through the Health Education Office

- Ongoing Technical Assistance for SPS schools
- PTA Trainings/Information Sessions
- Bullying Intervention Training
- Puberty Night facilitation
- FLASH Updates
- Health Education Standards for WA State
- Bathroom/Locker room/Policy support
- Family and Staff Support for Trans Students

Questions?

Contact information:

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