

RHODE ISLAND

In response to a FOIA, Barrington, Rhode Island Schools provided a link to [this site](#). It is difficult to tell much about what is taught in the schools from the information provided there. The only reference to Gender Identity is for Grade 6:

Grade Level: 6th

TOPIC: Gender Identity

Unit Name: Gender Identity (Total 3 classes)

Overview - Students will be able to

- What is the difference between biological sex, gender expression, and gender identity?
- What do the letters LGBTQ stand for and why are they important in our learning community.
- What is S.A.G.A and what is its role in our school community?
- Understand how slang words/terms can be derogatory to members of the LGBTQ community.

I Can Statements:

The standards in kid friendly language

- Distinguish between the L, G, B, T, and the Q of LGBTQ.
- Compare and contrast the differences between biological sex, gender expressions and gender identity.
- Discuss the emotional challenges individuals face when they decide to come out.
- Acknowledge that terms and slang can be considered offensive to members of the LGBTQ.
- Resources available within the school and the community.

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- Why is understanding the differences between biological sex, gender expressions and gender identity important?
- What does the LGTBQ term stand for?
- What are the physical, mental/emotional, and social changes that affect me when coming out?

Learning Progressions:

What should the students come in knowing?

- This is a new unit for all incoming students.

What are the students working on?

- The Genderbread Person v3.3
- www.thesafezoneproject.org

What will they work on next year?

- N/A

Vocabulary - Essential terms for the unit

- Adolescence
- Puberty
- Gender
- Gender Identity
- Gender Expression
- Biological Sex
- Gay
- Heterosexual
- Lesbian
- Transgender
- Bisexual

Texts and Resources for the Unit

Genderbread.org, The Safezone Project

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- Safezoneproject.com
- ASPEN (for class updates and communication)

Learning Plan

Describe the major activities that will occur in teaching and learning

- Group work
- Turn and talk
- Genderbread person v3.3
- www.safezoneproject.org

<http://itspronouncedmetrosexual.com>

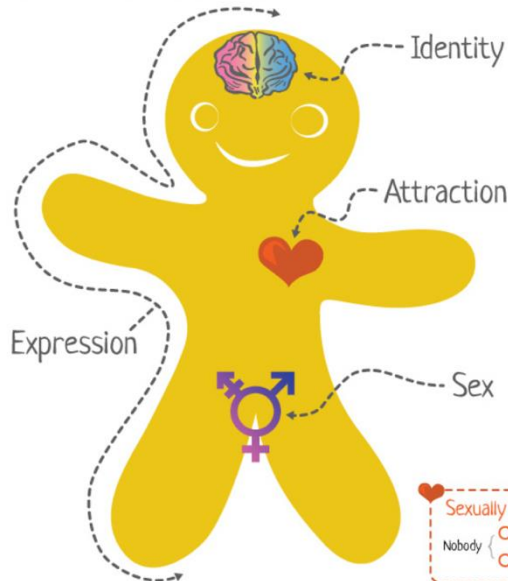
The SafeZone link didn't work. The link itspronouncedmetrosexual goes to a site by the guy who created the Genderbread person. Below is The Genderbread Person v3.3

The Genderbread Person v3.3

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 gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread. 4 (of infinite) possible plot and label combos



Gender Identity

How you, in your head, define your gender; based on how much you align (or don't align) with what you understand to be the options for gender.

☉ indicates a lack of what's on the right.

Woman-ness

Man-ness

☉ ☉ ☉ ☉

"woman" "man" "two-spirit" "genderqueer"

Gender Expression

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

Feminine

Masculine

☉ ☉ ☉ ☉

"feminine" "masculine" "androgynous" "gender neutral"

Biological Sex

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Female-ness

Male-ness

☉ ☉ ☉ ☉

"female" "male" "transsexual" "MTF Female"

Sexually Attracted to

Nobody

☉ ☉

(Women/Females/Femininity)

(Men/Males/Masculinity)

Romantically Attracted to

Nobody

☉ ☉

(Women/Females/Femininity)

(Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

TEXAS

AUSTIN

In response to a FOIA, Austin Schools said to visit [this link](#) to the District's website to see lessons. The website indicates that the new "approved lessons are slated to be implemented in K-12 classrooms in November and December of 2022." The District does not appear to teach units on Gender Identity per se, but this ideology permeates lessons on the human body. The FOIA response also included attachments related to training teachers.

Documents Obtained from the District's Website

Lessons for Kindergarten-Grade 2

(Yellow highlighting is added.)

The following page from the My Body lesson for kindergarten uses language that sets the stage for teaching kids that people with male anatomy (i.e. boys) are girls if they identify as such, and vice versa. Note that throughout the lessons, Austin teachers are told to describe the chest area on boys as the "breast area."

AISD Elementary Health Education Human Sexuality & Responsibility Kinder Lesson 1 - My Body

Everyone has them! These are also the few parts of the body that are different for different types of people. Let's take a look at the pictures."

- Show slide/page 3 of the My Body images
 - Say: "In these pictures, four body parts are labeled: the **Breast Area**, **Buttocks**, **Vulva**, and **Penis**. **All people have the breast area** which is a middle part on the front side of our body. Inside the breast area is our heart, lungs, and ribcage."
 - Ask the students to say the word 'breast'.
 - Say: "All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the *gluteus maximus* muscle that you may have learned about in PE."
 - Ask the students to say the word 'buttocks'.

- ○ Say: “The two parts that are different for some people than others are the other parts on the front of our body. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva.”
- ○ Ask the students to say the word ‘vulva’.
- ○ Say: “On the other hand, boys are mostly born with a penis on the outside of their body.”
- ○ Ask the students to say the word ‘penis’.
- ● Review the words again, having the students repeat each word after you: breast, buttocks, vulva, penis.
- ● Explain that bodies vary and change

○ Say: “Because every **BODY** is unique, these parts, just like all of our other parts, come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies.”

The following language is taken from a Human Sexuality & Responsibility lesson for Grade 1 entitled “Living Things and Reproduction.” Note that no mention is made of the fact that it is females/women who gestate babies, and that the uterus is an organ that is in girls and women, not boys and men. Note that they set the stage for the Gender identity narrative by saying bodies with uteruses are “usually girls.”

- ● Bring the conversation back to the word “Reproduce.”
 - ○ Say: “When living things reproduce, we also call that having a baby! Living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg.”
 - ○ Ask: “Does anyone know where a baby human grows before it is born?” (Students will likely answer things like, in the mommy, in the stomach or tummy.)
 - ○ Explain: “The part of the body that a baby human grows in is called a **uterus**. The uterus is close to the stomach, but it’s actually a different organ. Everyone has a stomach, but not everyone has a uterus. Bodies that have uteruses are **usually girls**.”
 - ○ Explain that they will learn more about bodies in the next lesson.

Later in the lesson, teachers are told the following:

AISD Elementary Health Education Human Sexuality & Responsibility Grade 1, Lesson 2 - My Body

- ○ Say: “In these pictures, four body parts are labeled: the **Breast Area, Buttocks, Vulva, and Penis**. All people have the breast area which is a middle part on the front side of our body above the stomach. Inside the breast area is our heart, lungs, and ribcage.”
- ○ Ask the students to say the word ‘breast’.
- ○ Say: “All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE.”
- ○ Ask the students to say the word ‘buttocks’.

- ○ Say: “The two parts that are different for some people than others are the other parts on the front of our body and below the stomach. **Most of the time, girls are born with a vulva on the outside of their body.** Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva.
- ○ Ask the students to say the word ‘vulva’.
- ○ Say: “**For people with a vulva on the outside, they have a uterus on the inside. Who remembers what the uterus is?**” (Response: it’s where a human baby grows)
- ○ Say: “**On the other hand, boys are mostly born with a penis on the outside of their body.**”
- ○ Ask the students to say the word ‘penis’.

The lessons here and in other grades spend time teaching children about safety. The messages on that topic are similar around the U.S. but only here do we include some of the language as an example. The “Know My Body “ rule taught to small children in Austin is contradicted by the failure to make sure children know their sex and understand that they have the anatomy for that sex. The No Secrets rule is contradicted in many school districts across the U.S. by schools intentionally keeping secret from parents the fact that their children are being treated as a different sex at school. (They literally encourage children to keep secrets from their parents and facilitate that.) Research is needed to learn whether Austin schools engage in that practice.

Say: “There are a few important rules when it comes to your body. These rules will help you stay safe and understand when it is time to talk to a trusted adult.”

- **Rule 1: My Body is Mine** Rule 1 is My Body is Mine. That means that everyone has the right to say “NO” if they do not like it or how their body is being touched.
- **Rule 2: I Know My Body** Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It’s not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.
- **Rule 3: No Secrets** Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.
- **Rule 4: Telling is OK** Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.

The lessons include discussion of anatomy. Note that drawings are not labeled girl, boy. And “breast area” rather than “chest area”) is used for boys.

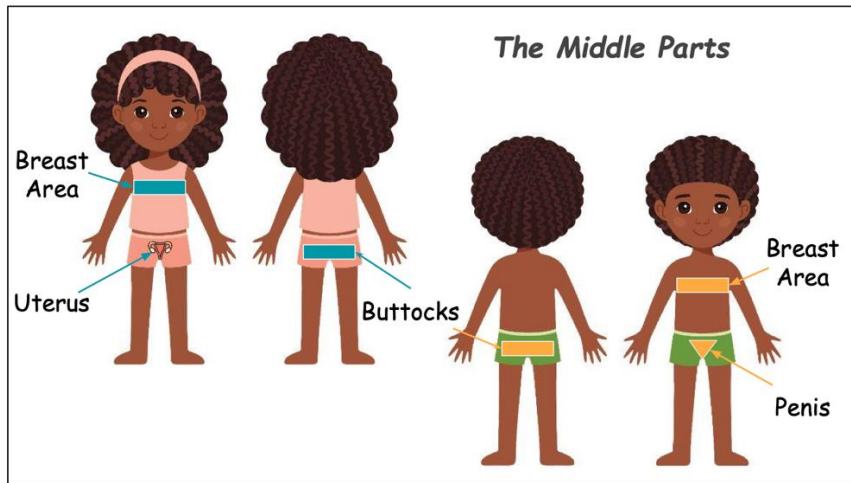


Image credit: alexandrabadashovaa/Shutterstock.com

Below are materials from a Grade 2 Human Sexuality & Responsibility lesson entitled “What Makes a Baby”. Here’s the opening overview.


**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 2, Lesson 1: What Makes a Baby**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tips:

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	What Makes a Baby
Grade:	2nd Grade
NSES:	SH.2.CC.1: Define reproduction and explain that all living things may have the capacity to reproduce
Lesson Objectives:	Define trusted adult Define reproduction
Estimated Lesson Time:	35-45 minutes
Vocabulary:	Trusted Adult - someone whose words and actions make you feel safe Reproduction - to make a baby or babies Uterus - where a human baby grows before being born
Materials & Technology:	<u>What Makes a Baby</u> , by Cory Silverberg (Book or video  What Makes a Baby Storytime) What Makes a Baby Teacher's Guide
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

Further on in the lesson:

1. Middle - Explore (15-20 minutes)

- ● Write the word "**Reproduction**" in large letters on the board or chart paper.
- ● Say: "*To start this unit, we are going to be talking about **Reproduction**.*"
- ● Ask the students to repeat the word and say it three times.
- ● Explain: "*All living things reproduce, meaning they make more of themselves by making a baby or babies. All plants, trees, fish, animals, bugs, and people reproduce. People reproduce by getting pregnant and giving birth. Reproduction is how you were made!*"
- ● Read **What Makes a Baby, by Cory Silverberg**, aloud, answering questions as they arise. (If the book is not available, you can use this video: What Makes a Baby Storytime , starting at 0:50.)

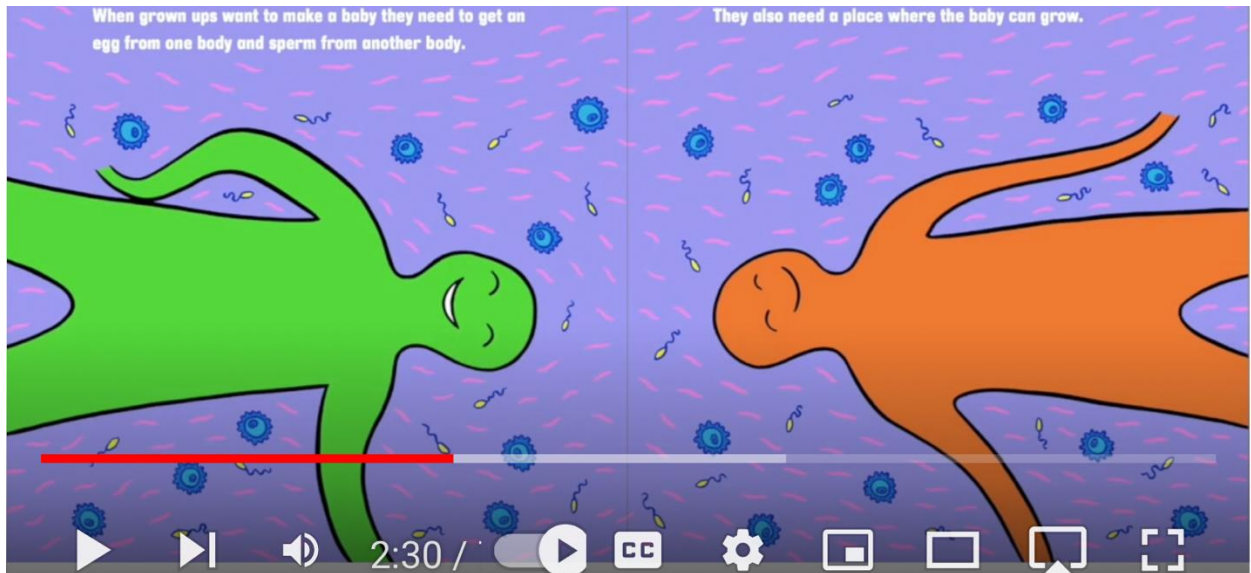
- Use the **What Makes a Baby Teacher's Guide** for more information and suggested responses to common questions.

End - Evaluate (5 minutes)


- ● Summarize by saying: *"We all started out as very tiny little things and we grew and we changed based on the stories that came together to make us and the stories that we learn and experience as we grow. However you came to be, there are a lot of people in the world today who are very happy that you were born."*
- ● Direct students to the home connections handout and have them draw the people in their lives who are very happy that they were born.
- ● Wrap up by explaining that in the next lesson, we will learn more about our bodies.

The book read to children (*What Makes a Baby*) eliminates the reality of there being male and female bodies. It erases women from the concept of gestating and delivering a baby. [Click here](#) for a youtube video reading of the book by its author. Below are selected pages.






This is a uterus.
It is a place where a baby can grow.



You might think that everyone has a uterus,
since it has the words YOU and US in it.

But not everyone has a uterus.



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Just like eggs and just like sperm, some bodies
have a uterus and some bodies do not.



Every body that has a uterus always has it in
the same place, just below the belly button,
in the squishy middle part.



2:57 /

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Sometimes the baby is ready
to come out on its own.

Sometimes a midwife or a doctor
will be the one to say it is time
for the baby to be born.

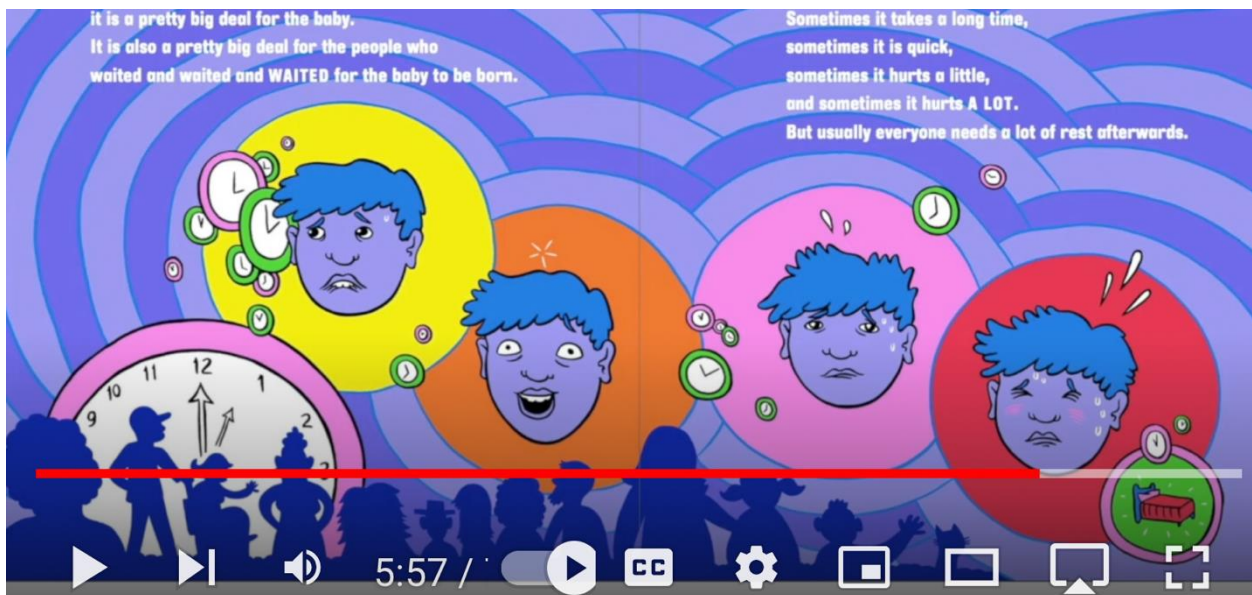
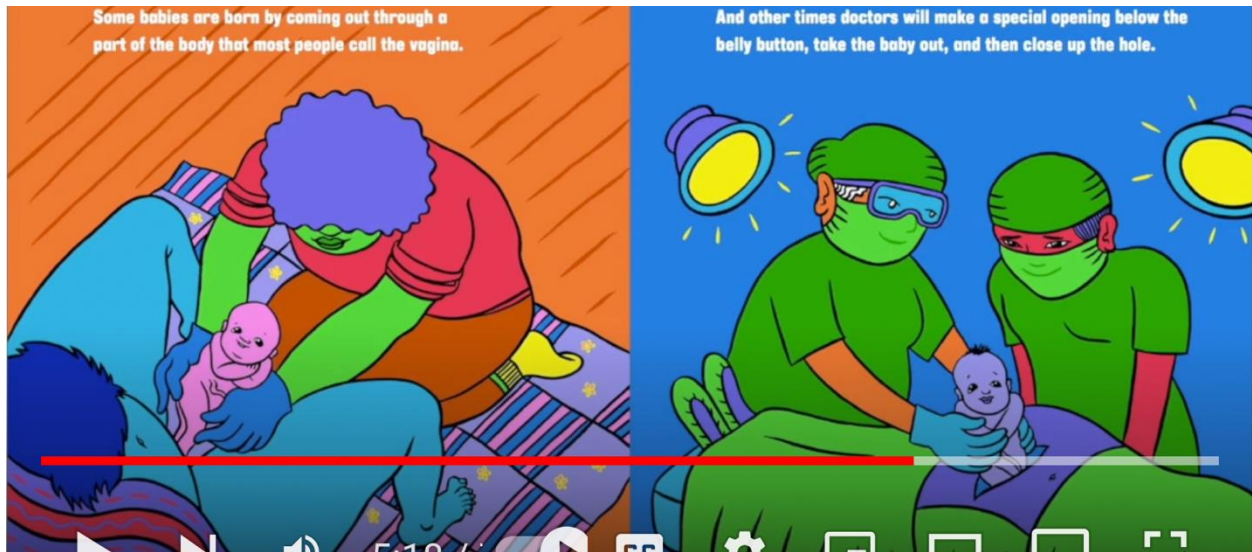


No matter who decides, the baby does not just hop out by itself.



4:54 /

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The lesson continues with notes for teachers on how to respond to questions that may arise from the children:

➤ *Who has what? (i.e. Does my body have eggs? Do I have a uterus? Do I have sperm? Does your body have them?)*

- ○ It is ok if you want to share if your body has a uterus and eggs or makes sperm, or if it used to but doesn't any longer, or something else that is brief. For example, "No, my body doesn't have a uterus in it. Like the book says, some bodies do and some don't."
- ○ It might also be helpful to explain to students that most girls are born in a body that has eggs and a uterus, but not all girls, and that most boys are born in a body that will make sperm when they get older, but not all boys.
- ○ Be sure to note that bodies are private and that you can't tell what someone has or doesn't have by just looking at them. Remind them that these can be great things to talk with a parent or other trusted adult about.

- ➤ *Can only grown ups make a baby? Can I make a baby?*
 - ○ Refrain from going into any details about puberty, or from sharing your values on when the right time for a baby might be.
 - ○ Remember, very young children don't think of eggs and sperm as "sexual" or strange because they haven't learned about them yet.
 - ○ Suggested response: *"The book says grown-ups because very young people's bodies can't make babies yet. Our bodies change as we get older. Once your body has grown and changed you might be able to make a baby, but that's still a long way off. You'll learn more about that as you get older."*
- ➤ *How does the baby get into the uterus?*
 - ○ This book is designed to be inclusive of all ways that babies are made, whether through intercourse, egg or sperm donation, in vitro fertilization or surrogacy.
 - ○ Suggested response: *"There are lots of ways that sperm and egg get together and that baby gets into the uterus. Sometimes the people making the baby do it on their own and sometimes they get help."*
- ➤ *How come the baby doesn't grow?*
 - ○ Not every fertilized egg becomes a baby. Miscarriages are a common experience that is almost never talked about, resulting in feelings of embarrassment or shame. At this age, there is no need to introduce the word "miscarriage", just the understanding that sometimes, as it says in the book, the "tiny thing does not grow".
 - ○ Suggested response: *"Sometimes the egg and the sperm came together but they couldn't match up just right. Sometimes it's because they couldn't share their stories or the stories didn't fit together. We don't always know why it doesn't grow."*

The lesson continues and reinforces previous grade lessons about anatomy, including the following, for example:

AISD Elementary Health Education Human Sexuality & Responsibility Grade 2, Lesson 2 - My Body

- ○ Say: *"In these pictures, four body parts are labeled: the **Breast Area, Buttocks, Vulva, and Penis.** All people have the breast area which is a middle part on the front side of our body above the stomach. Inside the breast area is our heart, lungs, and ribcage."*
- ○ Ask the students to say the word 'breast'.
- ○ Say: *"All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE."*
- ○ Ask the students to say the word 'buttocks'.
- ○ Say: *"The two parts that are different for some people than others are the other parts on the front of our body and below the stomach. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva."*
- ○ Ask the students to say the word 'vulva'.
- ○ Say: *"On the other hand, boys are mostly born with a penis on the outside of their body."*
- ○ Ask the students to say the word 'penis'.
- ● Slide/page 4 of the My Body Images
 - ○ This slide shows where the **uterus** would be on the inside of a body with a vulva.

- ○ Say: “For people with a vulva on the outside, they have a **uterus** on the inside. Who remembers what the uterus is?” (Response: it’s where a baby grows after the sperm and egg meet up and share their stories.)

Below we move on to Human Sexuality and Responsibility Lessons for Grade 3. These continue to prime kids for believing that whether you’re a boy or a girl is not determined your anatomy.

Activity: Understanding our Bodies and our Reproductive Systems.

Directions: Now that students have the systems in front of them, ask the students if they notice a body system where the organs look different on the two images. Lead them to the discovery that all the systems for the two bodies are the same EXCEPT for the reproductive system. Project the image of the reproductive body parts and start the discussion:

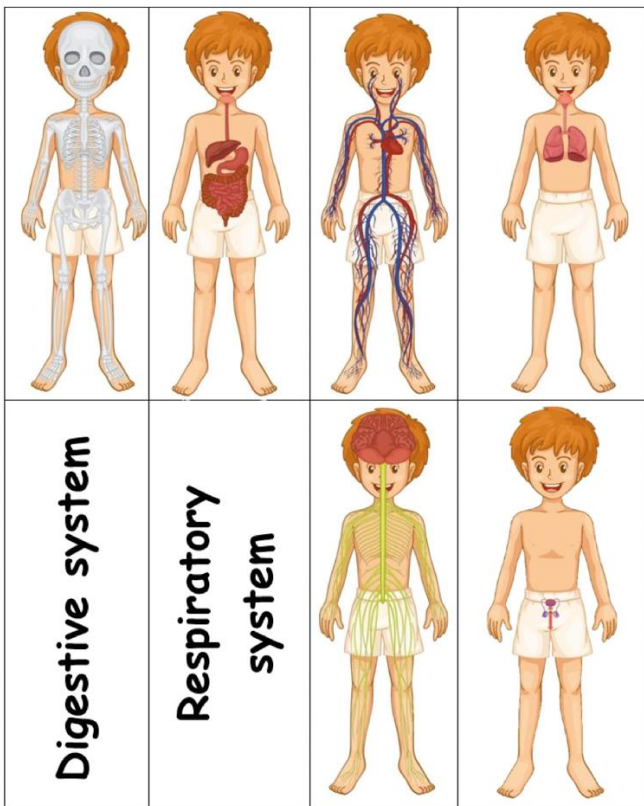
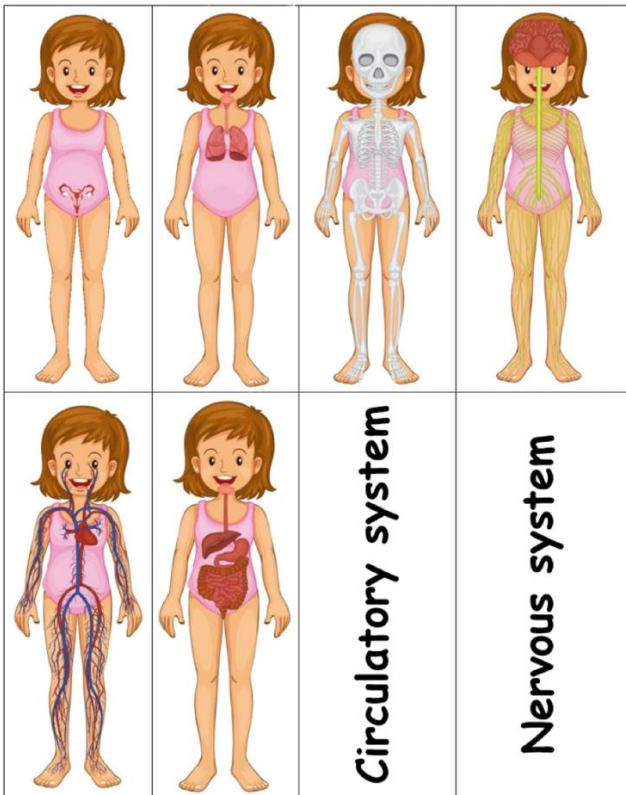
“Today we are going to focus on one of the body systems: The reproductive system. The reproductive system is that which allows humans to create more humans or make babies. For another human or baby to be created an egg and a sperm must come together. **Our bodies are designed so that some humans produce the sperm and others produce and carry the egg. The difference you see in the two images of the reproductive body systems is due to the roles they take on.**

The body with the penis and testes, mostly the male or boy, produces the sperm. The organs of this system are mainly external, or on the outside of the body. The scrotum holds the testes that produce the sperm and the penis is the organ that sperm use to travel out of the body).

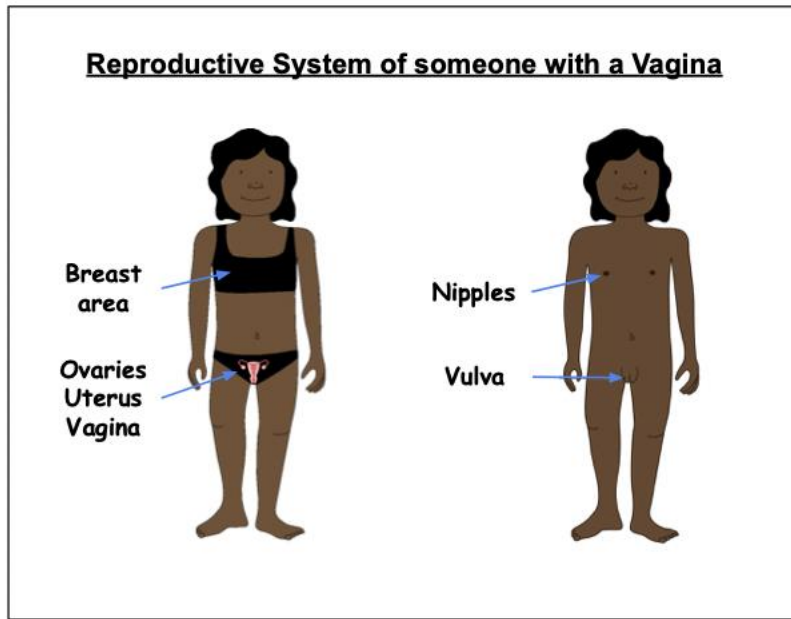
The other body, usually the female or girl, produces the egg. The organs of this reproductive system are mainly internal, or on the inside of the body. The ovaries produce the eggs, the uterus receives and holds the eggs, and the vagina connects the uterus to the outside of the body. The outside part of this system is called the vulva.

The reproductive system of our bodies is part of us from the day we are born. However, as babies and through elementary school, the reproductive system is not ready to reproduce or make babies. It is not until our bodies start changing from children to young adults and then to adults that our bodies are ready to reproduce (create a baby). This change is called puberty. We will be discussing what happens during puberty tomorrow.

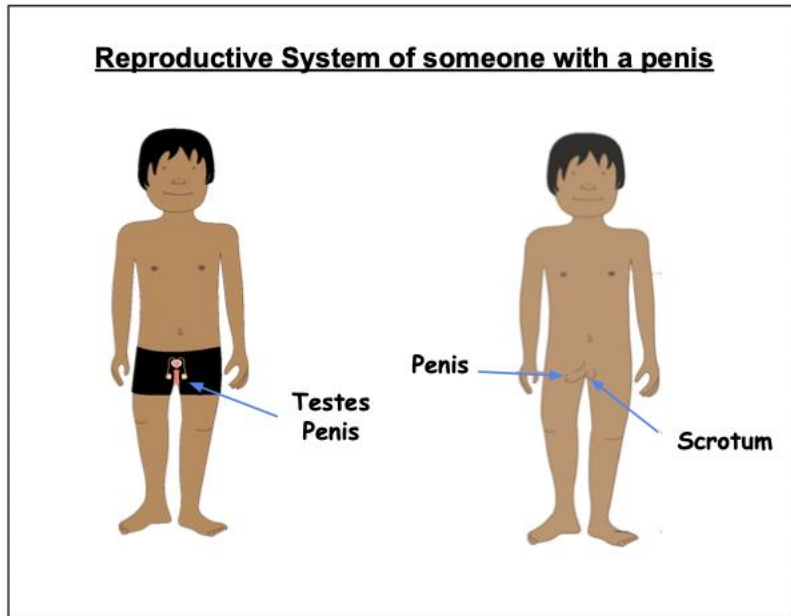
Graphics like the ones below are used. There are no labels that say “girl”, “boy”, “woman”, “man”, “female” or “male.”



The lessons proceed with wording like “someone with a vagina” and “someone with a penis.”



[Uterus icons](https://www.flaticon.com/free-icons/uterus "uterus icons")
created by Freepik - Flaticon



[Penis icons](https://www.flaticon.com/free-icons/penis "penis icons")
created by imaginationlol - Flaticon

The discussion of puberty continues with this language:

Puberty usually starts between ages 8 and 13 in people with a vagina and ages 9 and 15 in people with a penis. This wide range in ages helps to explain why, soon, some of your friends will look like young kids and others will start to look more like adults.

When each person's body is ready to begin puberty, a part of the brain called the hypothalamus releases special hormones that tell your body it's time for puberty to begin. These hormones send messages to different parts of the body to signal it is time for the change to begin.

While there is some differentiation between what happens to "people with penises" versus those "with vaginas", there's a heavy emphasis on lack of clarity of distinctions as much as possible. It is never stated that those with penises are male, and those with vaginas are female.

Next: Hair, Oil and Sweat (Pic. 3, 4, 5)

Your body starts growing more hair on the legs, under your arms, and on the genitals. Some people start to grow hair on their faces. **This usually happens to people with penises, but can happen to anyone.**

Not only do you get more hair, but your skin also changes. The skin under your hair (known as the scalp) and the skin on your face starts to produce more oil. This can make your hair feel and look dirty, and can clog the pores in your skin, causing pimples, or acne.

The changes don't stop with more hair and oil. Your sweat glands also start to develop. So, when you get hot you sweat more, especially under your arms. And now that your body is going through puberty, the sweat makes you stink. Odor comes from under the arms, from your feet, from the genitals, and even the scalp.

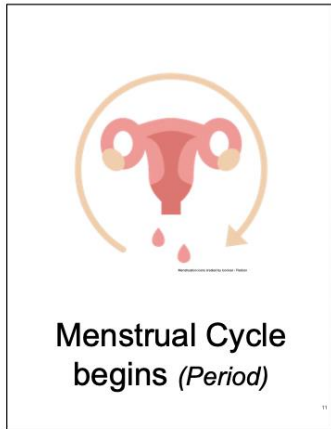
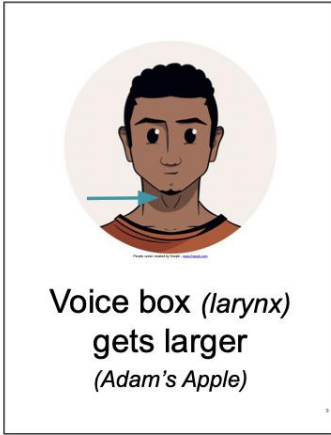
And: Your Body Shape Can Change

(Pics 6, 7, 8, 9) **For people with penises,** the penis and testicles grow larger and the testicles start producing sperm. These same people may become more muscular and their shoulders might grow wider. They also might start to notice a change in their voice. As the larynx, or voice box, grows, the voice gets deeper. And while this is happening, the voice might "crack" as it's getting used to the new shape. In many people, the larynx will start to become a visible lump on the front of the neck. This is normal and is called an "Adam's apple".

(Pics 8, 10, 11) **For people with vaginas,** breast tissue starts to develop and the hips may get wider. Their voices can change as well, but the larynx typically doesn't get as large so no voice "cracking" or Adam's apple. This is also when the ovaries start to release eggs and the uterus starts to prepare for a pregnancy. This process is called the menstrual cycle, or some people call it a "period." This cycle, or period, happens every month.

(Pic 11) There is so much going on during puberty that your body needs more energy so your appetite increases. Many people experience weight gain during puberty, and that is normal, but it's important to eat healthy and avoid too much "junk food" so that the body has good nutrients to help it grow.

There are then lots of images for teachers to use with students, such as the following. The images are vague as to who's voice box gets larger, whose voice changes, etc. Whose menstrual cycle begins. The graphics do not specify sex.



Charts provided to kids are similarly sex-free and confusing.

Managing Puberty Changes - Answer Key

Puberty Change	Management Tools
1. Grow taller	<p>Active Living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
2. Feet get bigger	None
3. Hair grows in new places	<p>Razor and shaving cream/gel</p> <ul style="list-style-type: none"> Some people choose to remove the hair on their face and other parts of their body, others do not. If someone chooses to shave, using shave gel or cream helps to reduce friction and adds moisture in order to reduce skin irritation.
4. Skin and hair get oily and causes pimples (acne)	<p>Wash face</p> <ul style="list-style-type: none"> Using a mild or unscented soap to wash the face twice daily can help prevent the oil from clogging the pores in the skin, which causes pimples. <p>Acne cream/medicine</p> <ul style="list-style-type: none"> Many types of creams or lotions have ingredients in them to help prevent and clear up minor acne or pimples Be sure to follow the directions closely. Some people experience more serious acne and see a doctor (like a dermatologist) who can prescribe stronger medications <p>Shower, shampoo, soap</p>
5. Sweat and body odor increase	<p>Deodorant/antiperspirant</p> <ul style="list-style-type: none"> This can be used in addition to daily washing of the underarms to either stop sweat from forming (antiperspirant) or to absorb/block the odor (deodorant) <p>Shower, shampoo, soap</p> <ul style="list-style-type: none"> If a person doesn't shower or bathe daily, it's a good idea to wash at least the feet, neck/ears, armpits, and genital/anal area daily <p>Drink water</p> <ul style="list-style-type: none"> Drinking water is important, especially during physical activity and hot weather, in order to replenish the fluids that are lost from sweating
6. Penis and testicles may begin to get larger	<p>Athletic support cup</p> <ul style="list-style-type: none"> This can be worn just as support (without a hard cup) or for protection of the genitals during contact sports

<p>7. Muscles develop and shoulders get wider</p>	<p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
<p>8. Voice changes</p>	<p>None</p>
<p>9. Voice box gets larger</p>	<p>None</p>
<p>10. Breasts develop and hips get wider</p>	<p>Bra</p> <ul style="list-style-type: none"> People can wear a bra for comfort, modesty, or support as their breasts develop <p>Healthy eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening <p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow.
<p>11. Menstrual cycle begins</p>	<p>Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)</p> <ul style="list-style-type: none"> Used to manage menstrual flow. You can keep extra menstruation supplies handy in a locker or bag. Pads and sometimes tampons are usually available at school offices. Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. Choose products that are unscented. Always put used menstrual supplies in the garbage, not the toilet.
<p>Additional Menstrual Product Information</p>	<p>Pads are applied to underwear to absorb menstrual flow as it leaves the vagina.</p> <ul style="list-style-type: none"> Pads come in a variety of shapes and sizes. Pads can be disposable or reusable. Disposable pads attach to the inside of underwear by sticky strips. If they have wings, the wings wrap around the leg openings of the underwear. Reusable pads have snaps to keep them in place. Change pads often. If disposable, wrap in toilet paper and put in the garbage. If reusable, put them in a zippered wet bag or resealable plastic bag (such as a Ziploc® bag) if away from home. Reusable pads are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it. <p>Panty liners are similar to pads and absorb light menstrual flow or vaginal discharge.</p>

In Grade 4, things continue as they have in previous grades. Now there’s more emphasis on graphics of reproductive anatomy. But those graphics and the wording used by teachers provided in the lesson plans continue to omit labels identifying who we’re talking about: girls or boys. The terms “girls”, “boys”, “women”, and “men” are not used. The terms “male” and “female” are also eschewed. Below are selected paragraphs and graphics from the lesson illustrating the approach taken.

Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this.

On the inside of this type of body, the scrotum holds the "**testicles**" or "**testes.**" There are 2 testicles and they produce **sperm.**

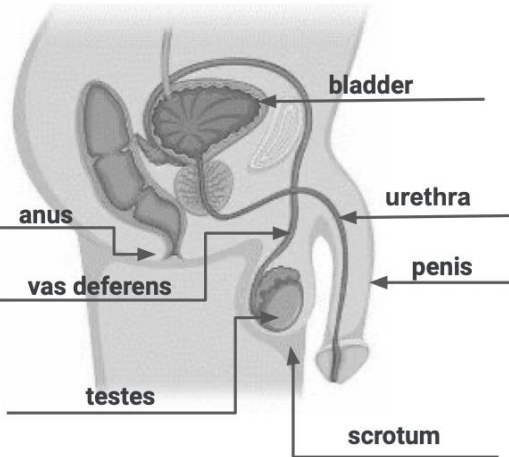
A person with a penis has two openings in this part of the body, the urethra is one. The other opening is the anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside. Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have two **ovaries** that produce and store **eggs.** Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

Attached to the **ovaries** are the two **fallopian tubes.**

Reproductive Body Parts



Word Bank

vas deferens penis bladder
testes urethra scrotum anus

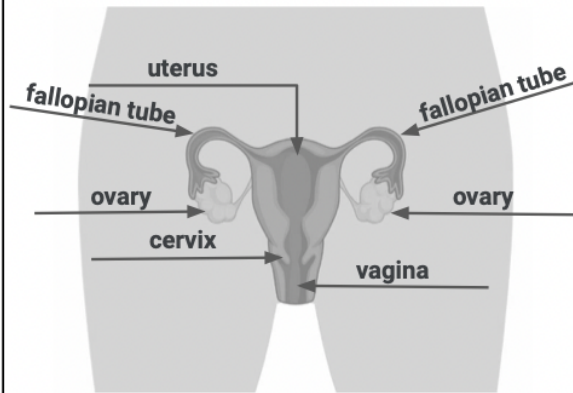
Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this. Be sure to give students time to label and color each part as you speak.

The outside of this type of reproductive system has two parts.

.....

Reproductive Body Parts



Internal Word Bank

vagina uterus ovary
cervix fallopian tube

Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have **(click)** two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

Attached to the ovaries are **(click)** the two **fallopian tubes**.

The fallopian tubes lead to the **(click)** **uterus**.

The bottom of the uterus is the **(click)** **cervix**.

The cervix connects the uterus to the **(click)** **vagina**, which opens to the outside of the body.

Now let's look at the outside structures of this system.

The 4th graders are given a letter from someone named Chen illustrated by a sex-less stick figure who says "They Tell Me I'm Going Through Puberty." The write-up is intentionally vague, never mentioning anything sex-specific. Children are asked if they can tell Chen's gender from the story. Of course, they can't. That's the set-up and the point. Kids are taught to see sex as irrelevant, disconnected from their anatomy, etc.

They Tell Me I'm Going Through Puberty

Hi, I'm Chen and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

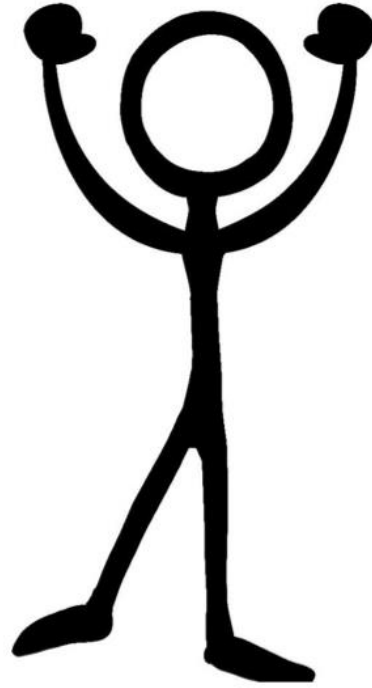
But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Can you tell Chen's age or gender from this story?



Wrapping up the unit, kids are shown lists of physical changes that happen during puberty. See below, and notice Footnote 1. Having failed to be clear about what will happen to each child based on their sex, teachers are admonished to remind students that only some of the things on the list will happen to them. Footnote 2 uses the term “male”, which is extremely rare in the district's lessons.

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
Acne (pimples) Breasts develop ² Erections (penis gets hard) ³ Ejaculation (sperm released from penis) ⁴ Grow taller Hair gets oily Hair grows in armpits Hair grows on face Hips get wider Menstruation (periods) begins Nocturnal emissions (wet dreams) ⁵ Ovulation (eggs released from ovaries) ⁶ Penis grows bigger Pubic hair grows on genitals Shoulders get wider Skin gets oily Start making sex hormones ⁷ Start producing sperm ⁸ Sweat glands develop Testicles grow bigger Vaginal discharge ⁹ Voice changes	Concerned about appearance (looks) Friendships become more important Interested in having a romantic partner Mood swings Sometimes feel lonely and confused Stronger feelings of wanting to be liked Stronger feelings of wanting to fit in Thinking about the future Want more independence

¹ Remind students that not every change on these lists will happen to every person. Some of the changes depend on anatomy (for example, only people with a uterus will menstruate). Not all social and emotional changes happen to everyone either. For example, there are people who never become concerned about their looks, have mood swings, or become interested in dating.

² Most people experience some breast changes during puberty because of the production of sex hormones. Many of these changes are temporary such as hard breast buds and tenderness. For females/people with a uterus, breast growth is typically permanent. For males/those with testicles, it is typically temporary.

³ An erection happens when the penis fills up with blood and hardens. The penis will become bigger and stand out from the body.

⁴ Ejaculation is when the fluid that carries sperm (semen) leaves the body through the penis.

⁵ A wet dream, or nocturnal emission, is when fluid (not urine) comes out of the penis or vagina while asleep. It can happen to anyone, but not everyone has them.

⁶ Eggs are the cells that, when joined with sperm, create a baby.

⁷ Testosterone is made in the testes and estrogen is made in the ovaries.

⁸ Sperm are the cells that, when joined with an egg, create a baby.

⁹ Vaginal discharge is fluid that comes from the vagina. You might see this on the toilet paper when you wipe, or in your underwear. Normal vaginal discharge has several purposes: cleaning and moistening the vagina, and helping to prevent and fight infections. It's normal for the color, texture, and amount of vaginal discharge to change at different times of the month during the menstrual cycle.

The 4th grade lesson refers to a film called The Menstrual Cycle, and it appears that all students watch this. Questions asked of students after the film include “What did you learn about yourself?”

The lesson ends with detailed discussion of what happens in female reproductive anatomy during the menstrual cycle from ovulation to menstruation, without ever mentioning that this is a woman's body/a female body.

The lessons for grades 5,6, 7 and 8 can also be reviewed via the link provided by the District. These take the same approach as seen in the earlier grades, and are not copied here. The High School lesson also takes the same approach, but a few items from it are copied below. There were no explicit separate Gender Identity lessons in the Austin school materials delivered in response to the FOIA via attachment or via links.

From the High School Reproductive Anatomy Section:

An important note about language:

Language is complex, evolving and powerful. In this lesson, inclusive language is used to be inclusive of all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be male, female or intersex (not clearly defined as either male or female). Sex is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). For others, their gender identity does not match the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term 'trans' is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

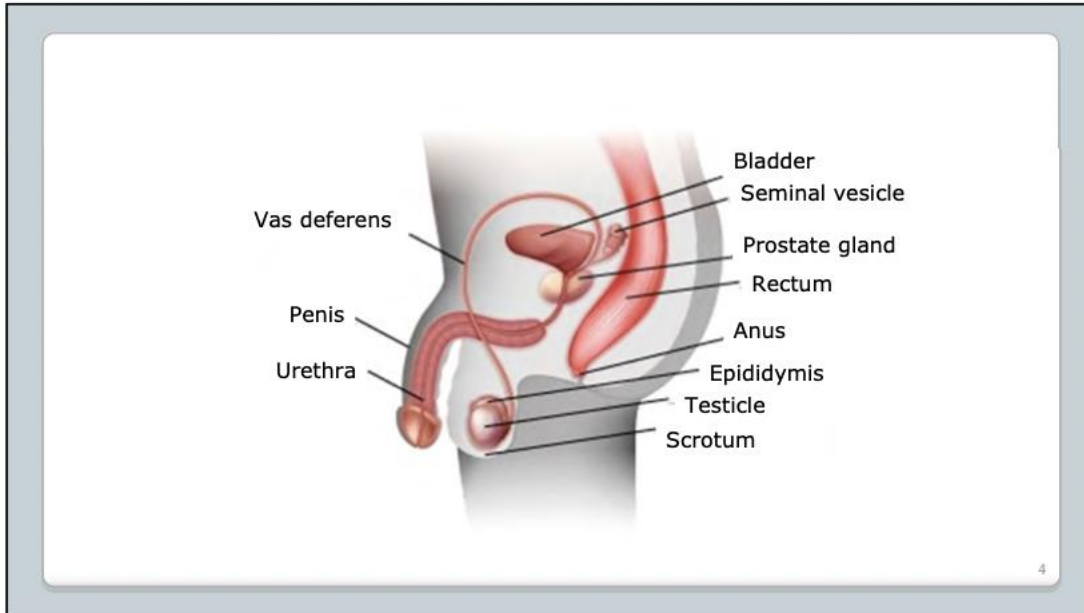
In this lesson, you will notice that body parts and processes are *not labelled as male or female*. While it is ok to use the terms boy/girl/male/female, it is important not to assume that all boys or girls have certain anatomy. This approach is more inclusive of intersex and gender diverse people. (teachingsexualhealth.ca)

The following "reminder" for teachers appears in the "Reproductive Anatomy Review, with regard to graphics of a penis and a uterus:

*A reminder about language: these diagrams are not labeled as male or female. *It is recommended to talk about it as "the penis or the uterus or vagina and related structures"*. This can be a challenge as we practice changing our language, but it is an important tool for the

inclusion of any student who may not identify with the gender that they were assigned at birth based on their external genitalia.

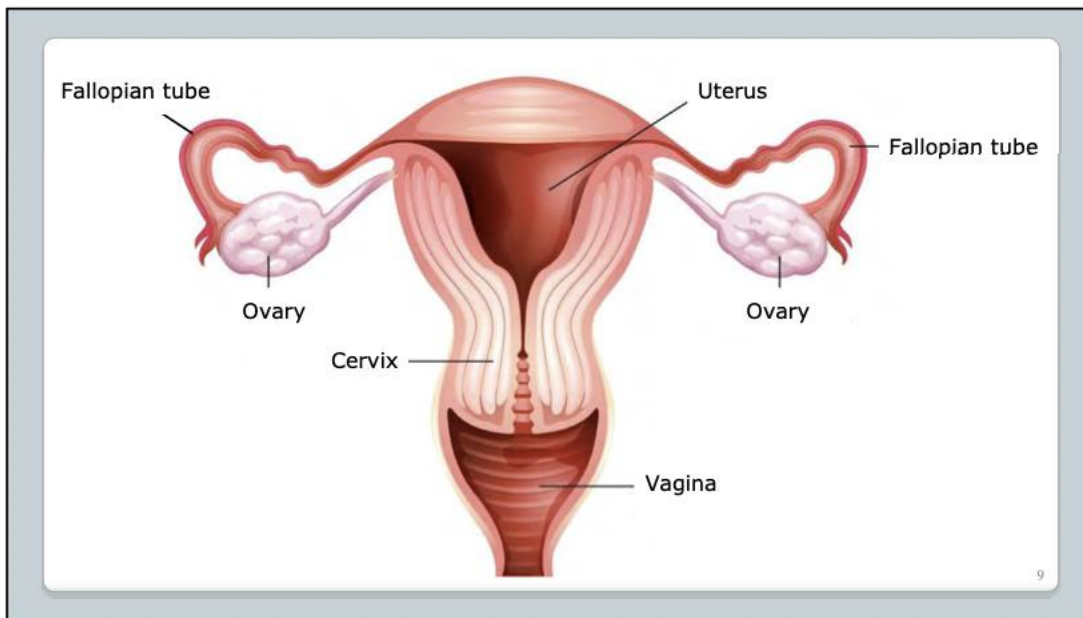
Below are pictures of anatomy not identified as male or female, man or woman, which are to be used with the students, along with directions to teachers:



Review the anatomy of the penis and related structures.

Using the numbers as a guide, state the function and ask students to give the correct name, then **click** to reveal:

1. the sac of skin that hangs outside of the body, just below the penis - **(click)** - **Scrotum**
2. protected inside of the scrotum; where sperm are made - **(click)** - **Testicle**
(note: there are 2 testicles within the 1 scrotum, separated by a ridge called a "raphe")
3. a long coiled tube that sits on top of the testicle; where sperm are stored and mature after leaving the testicle - **(click)** - **Epididymis**
4. a narrow tube that carries sperm from the testicles to the urethra to leave the body - **(click)** - **Vas deferens**



Review the anatomy of the uterus and related structures, using the numbers as a guide. Click to reveal each part as you go through the following discussion.

1. These two glands in the body produce eggs and release approximately one each month after puberty begins, a process called *Ovulation* - **(click) - Ovary** (note: typically, eggs are released from alternating sides each month)
2. The tube that “catches” the egg that is released from the ovary and is also the place that *fertilization* would happen if there were sperm in the body - **(click) - Fallopian tube**
3. the structure that ‘houses’ a growing fetus/baby during pregnancy; each month this structure prepares for a pregnancy by building up a thick lining that is shed if no pregnancy occurs (aka. ‘the period’) - **(click) - Uterus**
4. The bottom of the uterus that connects to the vagina - **(click) - Cervix**
5. The passageway leading from the cervix to the outside of the body - **(click) - Vagina**

Note: many people refer to the outside genitals as the vagina. Let’s now look at the outside and review the external structures that make up the Vulva.

The discussion of pregnancy doesn’t mention women:



If a **person with a uterus** has had any contact that would have allowed sperm to enter the vagina (this is usually via vaginal sex, or inserting a penis into the vagina, but it can happen even if semen is on the outside of the vagina without vaginal penetration), there could be a possibility of pregnancy happening. Remember that abstinence, meaning not having any sexual contact, is the most effective way to prevent a pregnancy.

Start this conversation about pregnancy by asking students when they think is the right time for a pregnancy (or another pregnancy).

Considerations might include things like age, physical health, emotional and financial stability, etc. This, ideally, includes being done with schooling. Everyone is going to have a different opinion about the “right” time, but be sure to end the conversation with the idea that the best time is when both partners have planned and prepared for raising a child.

A pregnancy test checks for the presence of a hormone, called human chorionic gonadotropin (or HCG), which takes about 10-14 days to build up enough to be detected. So what other signs might someone have if they are pregnant?

- Missed period
- Light spotting or implantation bleeding
- Cramping
- Swollen tender breasts
- Nausea and vomiting
- Headaches and dizziness
- Fatigue
- Frequent need to urinate
- Constipation
- Bloating
- Gas
- Mood swings
- Food cravings
- Elevated basal temperature

First Signs of Pregnancy

11

What are some things that you have heard of that might lead **someone** to think **they** might be pregnant?

Take a few responses then **click** to reveal some of the possible signs. (See “Early pregnancy symptoms: First signs you might be pregnant” Teacher Resource for additional information about these and more possible symptoms.)

Note that all of these signs can also be symptoms of other issues so if **someone** suspects they could be pregnant, it is important to see a doctor.

Some important steps **pregnant people** can take to help reduce the risk for problems are:

Follow a healthy, safe diet.

Get regular, moderate exercise.

Avoid exposure to potentially harmful substances such as lead and radiation. Control existing conditions, such as high blood pressure and diabetes.

Avoid tobacco smoke and alcohol use

Below is another example of the disembodiment going on. “Once upon a time, there was a reproductive system...” Note how the reproductive system floats disconnected from sex.....even though sex and sexual reproduction is what it is all about. There’s a similar disembodied tale for students to fill in called “The Sperm’s Journey.” Eggs? Sperm? As taught by the schools, these have nothing to do with female, male, woman, man.

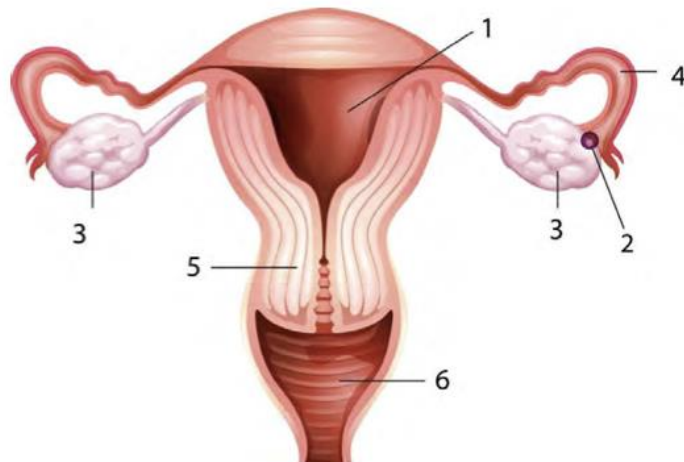
Name: _____

The Egg's Journey

Read the following story and fill in the blanks using the words provided.

Word Bank

cervix
fallopian tubes
menstrual cycle
ovary
egg
uterus
vagina



Once upon a time, there was a reproductive system. Each month, due to changes in hormones, the

_____ (1) invited a thick, soft lining made up of tissue and blood to grow along its walls. The lining contained nutrients that would be needed to nourish a growing baby if a pregnancy was to occur. Once the lining had grown, it waited for the ovaries to do their job.

The ovaries contained special reproductive cells, each cell called an _____ (2). Each month, one of these cells would reach maturity and be released from the _____ (3).

This month, it was the right ovary that got to release an egg. The left one would have to wait until the next month. The _____ (4), which wait for the ovaries to release an egg, waved their numerous arms. The waving arms grabbed the egg that was just released and gently guided it into one of the tubes. After about a day of travel, the egg began to dissolve. When it had disappeared, the brain sent a message to the lining of the uterus telling it that a fertilized egg wasn't going to arrive, so it could leave the uterus. Slowly, the lining passed through the _____ (5), into the _____ (6), and out of the body.

As soon as the lining was gone, the uterus invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again. This process is called the _____ (7).

By the way, the high school lesson has a section on "Parenting and Paternity" which seems to be assuming that "fathers" are "fathers", i.e. male parents, and that "mothers" are the female parent. But Gender Identity believers have pushed for men to be called mothers and women to be called fathers. That's not discussed in the school materials.

Documents sent as attachments to the reply to the FOIA.

Out Youth, Be A Beacon Online Course for Staff.

The district's reply letter to the FOIA said that an optional online course for staff, developed in partnership with Out Youth and entitled "Creating Identity Safe Schools" was attached. Here are portions of what they attached:



Learning Objectives



Define concepts related to gender identity and sexual orientation



Name risk and protective factors for LGBTQIA+ youth



Identify ways to improve mental health outcomes for LGBTQIA+ youth

Gender Questionnaire



What is a boy?

What is a girl?

How do you know?

Gender Questionnaire



When does a person know that they are a boy or a girl?

Are you male?

Are you female?

How do you know?

Gender Questionnaire



Are you, or parts of you, both?

How do you know?

If your anatomy changed overnight to the opposite sex, would it change who you feel yourself to be?

Excerpted from: Brill, Stephanie A.; Pepper, Rachel (2009). *The Transgender Child: A Handbook for Families and Professionals* (p. 7). Cleis Press Start. Kindle Edition.

Quiz 1



1) What makes a boy a boy?

2) What makes a girl a girl?

3) How do you know you are male or female?

4) What thoughts or feelings come up for you when you ask yourself these questions?





CASE STUDY

A 14 year-old youth, who recently asked to be called Ronnie not Veronica, discloses to you a desire to go by "they" pronouns. Ronnie wants to cut their hair short but isn't sure how their parents will react, making them feel anxious.

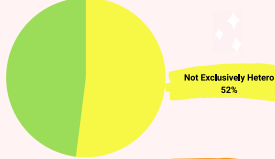
Ronnie is also stressed because while they have been dating Julie and "came out as a lesbian" in 7th grade, they have started to have feelings for Ted, who identifies as male, and this is confusing for them.

Gender Identity and Sexual Orientation: Gen Z

Sexual Orientation Identification: 13-20 Year Olds



Exclusively Heterosexual
48%

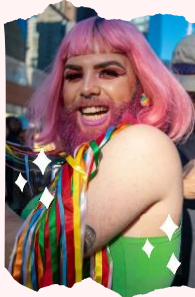


Not Exclusively Hetero
52%

56% of youth know someone who uses gender neutral pronouns (they/them, ze/hir, etc.)

<https://www.jointintelligence.com/2016/03/gen-z-opens-beyond-gender-binaries-on-representation-group-data/>

The Four Boxes




<p><u>Sex Assigned at Birth</u></p> <p>The assignment of someone as male, female or intersex at birth based on anatomy or karyotyping (chromosome analysis).</p> <p>Examples: AFAB (assigned female at birth), AMAB (assigned male at birth), intersex</p>	<p><u>Gender Expression</u></p> <p>External appearance of gender identity through clothing, hairstyle, voice, gesture etc. May not conform with socially defined behaviors and characteristics culturally associated with particular gender identities.</p> <p>Examples: Masculine, feminine, androgynous</p>
<p><u>Gender Identity</u></p> <p>One's innermost concept of self as male, female, neither or both. One's authentic identity. Everyone has a gender identity (including you)! For transgender people, their sex assigned at birth and their gender identity may not be the same.</p> <p>Examples: Female, male, genderqueer, non-binary, genderfluid</p>	<p><u>Sexual Orientation</u></p> <p>One's inherent enduring emotional, romantic or sexual attraction to other people. **Note that sexual and romantic attraction can also be fluid**</p> <p>Examples: Gay, straight, bisexual, queer, asexual</p>




The Four Boxes




<p><u>Sex Assigned at Birth</u></p> <p>What parts were you born with?</p>	<p><u>Gender Expression</u></p> <p>How do you show the world how you feel inside?</p>
<p><u>Gender Identity</u></p> <p>What gender do you identify with?</p>	<p><u>Sexual Orientation</u></p> <p>Who are you attracted to?</p>



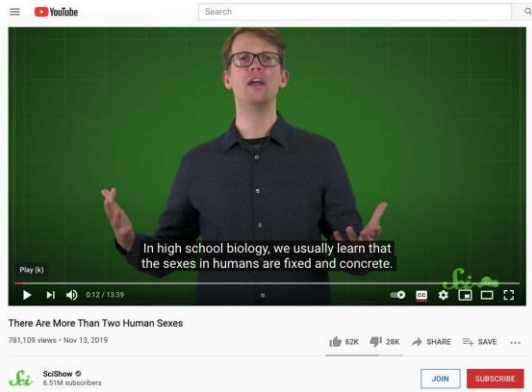


Quiz 2



- 1) What sex were you assigned at birth?
- 2) What is your sexual orientation?
- 3) What is your gender identity?
- 4) How do you express your gender identity?



More Info on Intersex



In high school biology, we usually learn that the sexes in humans are fixed and concrete.

There Are More Than Two Human Sexes

781,109 views · Nov 13, 2019

62K 28K SHARE SAVE ...

SciShow 6.51M subscribers

<https://www.youtube.com/watch?v=KT0HJkr1jj4&feature=youtu.be>

The slide above indicates that teachers are shown a video called “There Are More Than Two Human Sexes” from the “Sci Show,” narrated by Hank Green. The video starts with zippy music as scientific graphics flash on the screen. Green then says: “In high school biology, we usually learn that the sexes in humans are fixed and concrete. Whether you’re male or female is black-and-white and rooted in your DNA: your 23rd pair of chromosomes is either two X chromosomes or an X and a Y. That’s it. End of story. And that’s essentially what scientists thought, too. But it turns out that sex isn’t that straightforward. In fact, biologists today are saying sex is a spectrum. And the scientific community is still working on understanding and respecting the people who fall in the middle of that spectrum...” Green spends most of the video talking about Disorders of Sexual Development (DSDs) as if they create a sex spectrum. An excellent rebuttal is available from The Paradox Institute at: <https://www.youtube.com/watch?v=521NRGQjLW8>

Gender Identity and Sexuality Exploration

- ✦ Is normal, as both gender and sexuality exist on a spectrum
- ✦ Does not mean a youth is transgender, but it might
- ✦ Is developmentally appropriate, so should not be dismissed or discouraged
- ✦ Should be led by the youth, supported by adults



<https://www.parents.com/kids/health/safe-to-kids/about-gender/>

The training then focuses on intersectionality before returning to the case study of Ronnie, asking participants to answer how they would support Ronnie based on what they've learned during the training. And it provides this answer:

TOOLS FOR RONNIE



Respect students' pronouns/name switch

Normalize the exploration of sexuality and gender

Validate their anxiety or confusion and fear of talking with their parents

Attendees are given links to learn the Gender Cult vocabulary: HRC, GLAAD, and the Genderbread guy.

Gender and Sexual Diversity Throughout History



The Kama Sutra, written around 400-300 BCE, explained and depicted sex between men, sex between women, bisexuality, group sex, BDSM, and sex work, among many other topics related to romance and sex



Navajo people historically acknowledge four gender roles: *asdzáán* (feminine female), *hastíín* (masculine male), *dilbaa* (masculine female), *nádleehi* (feminine male)



Roberta Cowell (1918-2011) British World War II fighter pilot — and one of the first people to ever undergo gender confirmation surgery



Bayard Rustin (1912-1987) Civil rights leader and chief organizer of the 1963 March on Washington, engaged in gay rights activism in the 1980s

Mental Health & Minority Stress

...changes in societal acceptance of LGBT people have made coming out possible for contemporary youth, yet the age of coming out now intersects with the developmental period characterized by potentially intense interpersonal and social regulation of gender and sexuality, including homophobia [and transphobia].

Given this social/historical context, and despite increasing social acceptance, mental health is a particularly important concern for LGBT youth.

Stephen T. Russell and Jessica Fish. Mental Health in Lesbian, Gay, Bisexual, and Transgender Youth. Annual Review of Clinical Psychology; 2016.

Risk & Protective Factors



Risk Factors*

- Family, peer and community rejection
- School-based bullying and discrimination
- Internalized homophobia and/or transphobia

Protective Factors

- Family support, caring adults, strong peer group
- Safe school and community environments
- Self-esteem and normalized identity

*intersectional aspects of identities may complicate risk factors



UT NEWS

MENU

HEALTH & WELLNESS

© Mar 30, 2018

Using Chosen Names Reduces Odds of Depression and Suicide in Transgender Youths

In a recent study, researchers found that when transgender youths are allowed to use their chosen names their risk of suicide and depression decreases.

The Importance of Pronouns



You Don't Have to Understand to be Supportive



Let's Practice Ronnie's Pronouns!



A: Have you seen __{name}__ since yesterday? I saw __{pronoun}__ at the hair salon, but I left before I saw __{pronoun}__ new haircut.

B: Yeah, I just saw __{name}__ this morning! __{pronoun}__ hair looks great!

Quiz 5



Add at least one line each for speaker A and speaker B to the conversation using Ronnie's pronouns.



Ways to Keep Learning



- Q+ EDU
- GLAAD Media Guide
- My Story Out Loud
- Podcasts! (How to Be A Girl, Queery)
- Watch some reputable YouTubers (Uppercase Chase, Kikis with Louis, Tea Time with the T-Boys)



Resources



For Parents/Educators

- **Lambda Legal**
Includes tips for what school administrators and educators can do to make schools safer for LGBTQ youth.
<https://www.lambdalegal.org/know-your-rights/article/youth-for-educators>
- **GLSEN (pronounced glisten)**
Champions LGBTQ issues in K-12 education to create safe and affirming schools.
<https://www.glsen.org/>
- **Transgender Student Educational Resources (TSER)**
Amazing infographics created by students on everything from grammar to queer youth of color to Title IX to homelessness to immigration, and more!
<https://transstudent.org/graphics/>
- **Stories & Numbers**
Accessible research providing data and statistics on what helps LGBTQ+ students feel safe at school.
<http://storiesandnumbers.org/>



Resources, Continued

Online Support for Parents

- **Gender Spectrum**
(also available in Spanish)
<https://www.genderspectrum.org/>
- **Family Acceptance Project**
(also available in Spanish)
<https://familyproject.sfsu.edu/>
- **Strong Family Alliance**
<https://www.strongfamilyalliance.org/>



Quiz 6



What questions do you have about what you've learned today?



THANK YOU!

VIRGINIA

Documents from Fairfax County Public Schools reply to a FOIA

Slides 2-7 used for teacher training for grades 7 & 8, 9 & 10, Part D, Sexual Orientation & Gender Identity, Module 2:

Notes to Teacher

- Create a safe classroom
- Set and model class expectations for a supportive, respectful, and inclusive learning environment
- Alert student services that you are about to teach the content in this unit
- Correct any use of derogatory or slang terms by providing students with the correct term and explain that use of slang terms is not appropriate
- Refer students to the [FCPS Student Rights and Responsibilities](#) handbook for school policies if needed.

Sexual Orientation

- **Sexual Orientation:** Describes who someone is attracted to and who someone has romantic feelings for. Sexual orientation is usually discussed in terms of three categories: heterosexual, gay / lesbian (homosexual), and bisexual.
- **Heterosexual:** Refers to a person that is emotionally, romantically, and/or sexually attracted to the other gender.
- **Gay/Lesbian (Homosexual):** Refers to a person that is emotionally, romantically, and/or sexually attracted to members of one's own gender. Gay men are attracted to men and gay women, sometimes referred to as lesbians, are women attracted to women.
- **Bisexual:** refers to a person that is emotionally, romantically, and/or sexually attracted to both men and women

Gender Identity

- **Gender identity:** describes how a person thinks of themselves as a male or female
- **Transgender:** describes an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's sex assigned at birth (the anatomical structures that one is born with).

Slides 9-14, used in teacher training for grades 9 & 10

Human Sexuality

- Sensuality
- Intimacy
- Sexual health and reproduction
- Sexualization
- Sexual identity
 - Sexual orientation - The gender of a person to whom an individual is emotionally, romantically, and/or sexually attracted
 - Heterosexual: attraction to people of the other gender
 - Lesbian or gay (homosexual): attraction to members of one's own gender
 - Bisexual: attraction to both men and women
 - Asexual - are not sexually attracted to other individuals

F

Human Sexuality (cont.)

- Sexual identity

- **Gender identity:** Refers to one's internal sense of gender (how one thinks of themselves or feels as a male or female). For most people, their gender identity is the same as their biological sex assigned at birth. For some people, it is not the same.

- Transgender: describes an individual whose gender identity, how they think of themselves or feel as a male or female, is different from the individual's sex assigned at birth

**Grade 9 lesson on Human Sexuality (*document*
G9_HGD_L6_Human_sexuality_21-22.pdf)**

This lesson provides the usual Gender Identity Ideology definitions and uses terms like “sex assigned at birth.” But it seems less pushy regarding Gender Ideology than other curricula around the U.S. There is an emphasis in the lesson on kids needing to discuss sexual issues with parents. Selected pages pasted below

Human Growth and Development

Human Sexuality

Essential Unit Question:

How can students' awareness and behaviors regarding human growth and development benefit them in leading a healthy life?

Key Question for the Lesson:

What is human sexuality?

KEY TERMS:

Bisexuality	Sexual identity
Gender identity	Sexuality
Heterosexuality	Sexualization
Homosexuality	Transgender
Intimacy	
Sensuality	
Sexual health and reproduction	


Standards, Benchmarks, Indicators
9.6 Students will recognize development of sexuality as a lifelong aspect of personality.

Descriptive Statement: Instruction will include that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Sexual orientation terms heterosexual, homosexual, and bisexual; and the gender identity term transgender will be defined. Students with questions or concerned about their sexual orientation or gender identity will be advised to talk with a parent, member of the clergy, trusted adult, health care provider, or counselor. Emphasis will be placed on tolerance and nondiscrimination of all people.

FLE LESSON

Parents may opt their child out of this lesson



NOTE: This lesson will take one 90-minute class period.

Teacher Note: The classroom should be a safe place for students to learn and teachers should model and set class expectations for a supportive, respectful, and inclusive learning environment. Students in your health class may be struggling with issues related to sexual orientation and/or gender identity. School psychologists, social workers, and counselors are resources for questions or concerns that arise from students and/or teachers related to human sexuality. If students use any derogatory/slang terms for gay men, lesbians, or transgender during class discussions, inform them of the correct term and explain that in this class the use of slang terms for ethnic, racial, or any other group is not appropriate; just as the use of slang terms for anatomical parts and physiological functions was not acceptable during other FLE instruction. Refer students to the FCPS *Student Responsibilities and Rights* (<http://www.fcps.edu/dss/ips/ssaw/SRR/index.shtml>) handbook for school policies if needed.

Before beginning the lessons, remind students that slang or derogatory terms are not acceptable in class and that students are expected to listen to and be respectful of the opinions of others. Encourage students to think beyond stereotypes and derogatory terms.

Teacher Note: The classroom should be a safe place for students to learn and teachers should model and set class expectations for a supportive, respectful, and inclusive learning environment. Students in your health class may be struggling with issues related to sexual

orientation and/or gender identity. School psychologists, social workers, and counselors are resources for questions or concerns that arise from students and/or teachers related to human sexuality. If students use any derogatory/slang terms for gay men, lesbians, or transgender during class discussions, inform them of the correct term and explain that in this class the use of slang terms for ethnic, racial, or any other group is not appropriate; just as the use of slang terms for anatomical parts and physiological functions was not acceptable during other FLE instruction. Refer students to the FCPS Student Responsibilities and Rights (<http://www.fcps.edu/dss/ips/ssaw/SRR/index.shtml>) handbook for school policies if needed. Before beginning the lessons, remind students that slang or derogatory terms are not acceptable in class and that students are expected to listen to and be respectful of the opinions of others. Encourage students to think beyond stereotypes and derogatory terms.

LEARN Link.

1. Display slide # 2 -- and ask students what they think of when they hear the word sexuality. Then ask - What does human sexuality mean? (Accept students' responses. Questions are animated on the slide to appear one at a time.)

2. Say to students:

Human sexuality is the constitution of an individual in relation to sexual attitudes or activity. This is a broad concept that includes aspects of the physical, psychological, social, emotional, and spiritual makeup of an individual. It is not limited to the physical or biological reproductive elements and behavior, but encompasses the manner in which individuals use their own roles, relationships, values, customs, and gender. (<http://medical-dictionary.thefreedictionary.com/>)

3. Display slide #3 and ask students to reproduce the beginning word web (from the slide) for human sexuality.

Using the definition of sexuality, students write down some of the subtopics in the circles that might be studied under the broad topic of human sexuality.

3. Ask students to share some of their thoughts. List their ideas on the board or type onto the slide.

LEARN. Engage and Explain.

1. Components of Human Sexuality.

Say to students:

Sexuality develops as a person matures and is an integral part of one's personality. It includes not only the study of reproductive anatomy, physiology, and function, but also an individual's feelings, thoughts, and behaviors of being male or female. Sexuality includes being attractive and attracted to others, being in love, and relationships that include both sexual intimacy and physical sexual activity. Humans are sexual beings from

birth to death. Just as a person grows and develops over time from infancy to old age, so does their sexuality. Many of the terms you used in your web activity will fit into five components of human sexuality.

2. Using slides #4-5, define each of the five components of human sexuality.

Sensuality - Awareness, acceptance of, and comfort with one's own body. Includes physical expressions and non-physical aspects

Intimacy - Becoming emotionally close to someone

Sexual health and reproduction - Anatomy and physiology of human reproduction

Sexualization - Using sex and/or sexuality to influence, exploit, manipulate, abuse, or control other people

Sexual identity – Gender identity and sexual orientation

- **Four parts of sexual identity**

- **Sex assigned at birth** – anatomy as female or male; indicators of sex include sex chromosomes, hormones, and internal and external anatomical structures

- **Gender identity** – Refers to one's internal sense of gender (how one thinks of themselves or feels as a male or female). For most people, their gender identity is the same as their sex assigned at birth. For some people, it is not the same.

- **Transgender:** describes an individual whose gender identity, how they think of themselves or feel as a male or female, is different from the individual's sex assigned at birth

- **Gender role** – Knowing what it means to be male or female or knowing expectations about what males and females are supposed to do or what it means to be masculine or feminine

- **Sexual orientation** - The gender of a person to whom an individual is emotionally, romantically, and/or sexually attracted

- Heterosexual: attraction to people of the other gender

- Lesbian or gay (homosexual): attraction to members of one's own gender

- Bisexual: attraction to both men and women

3. Distribute the worksheet, Components of Human Sexuality, and the student fact sheet, Sexuality Terms. Using the terms on the worksheet and information from definitions of the five components, students will write the terms in the circle that they believe corresponds with the component.

Distribute student fact sheet, Components of Human Sexuality, and have students read the information and check their understanding.

Display slide #6 to further discuss student answers.

4. Have students share with a shoulder partner where most of their understanding of sexuality originates. Ask for volunteers to share with the class.

Explain to students that much of our understanding of sexuality comes from family, religion, culture, and friends; and, although students can create their own meaning for sexuality, they need to be aware of what it means to those around them, including their parents.

***Note: Students should not be sharing their personal beliefs about sexuality but only how they developed those beliefs.

5. Say to students:

Sexuality is a major aspect of being human and many people have questions and concerns

related to sexuality. Anyone with questions or concerns are encouraged to talk with a parent, member of the clergy, counselor, health care provider, or another trusted adult.

It is also important to remember that people may have different opinions on sexuality, particularly related to sexual orientation and gender identity. Regardless of your personal

beliefs, it is important that all people are treated with respect and are not victims of intolerance, harassment, or discrimination.

Student Fact Sheet

Components of Human Sexuality

Human sexuality is generally accepted to have five components or parts. These are sensuality, intimacy, sexual identity, sexual health and reproduction, and sexualization (see diagram). The following definitions will help you understand each of these components better

Sexual Identity is a person's understanding of who they are sexually. Sexual identity has four parts to it. The first part is a person's sex assigned at birth— anatomy as female or male. Indicators of sex assigned at birth include sex chromosomes and internal and external anatomic structures. The second part is a person's gender identity—a person's internal sense of gender. Transgender describes an individual whose gender identity, how they think of themselves or feel as a male or female, is different from the individual's sex assigned at birth. The third part is gender role—expectations about what males and females are supposed to do or what it means to be masculine or feminine. The final part of sexual identity is sexual orientation—the gender of a person to whom an individual is emotionally, romantically, or sexually attracted. A person's sexual orientation can be to the other gender (heterosexual, hetero meaning other), the same gender (homosexual (homo meaning same), or to both genders (bisexual, bi meaning two)

**A unit on Individual Identity for Grade 8
(G8_ESH_L2_Individual Identity21-22.pdf) Selected
pages pasted below:**

GRADE 8															
Emotional and Social Health (ESH)															
Lesson 2 - Individual Identity															
<p>Essential Unit Question: How can teens be healthy emotionally and socially?</p> <p>Key Question for the Lesson: What influences an individual's identity? How would I describe myself?</p>	<p>KEY TERMS:</p> <table><tr><td>Bisexual</td><td>Identity</td></tr><tr><td>Gay</td><td>Lesbian</td></tr><tr><td>Gender</td><td>Sex assigned at birth</td></tr><tr><td>Gender identity</td><td>Sexual orientation</td></tr><tr><td>Gender Roles</td><td>Stereotype</td></tr><tr><td>Heterosexual</td><td>Transgender</td></tr><tr><td>Homosexual</td><td></td></tr></table>	Bisexual	Identity	Gay	Lesbian	Gender	Sex assigned at birth	Gender identity	Sexual orientation	Gender Roles	Stereotype	Heterosexual	Transgender	Homosexual	
Bisexual	Identity														
Gay	Lesbian														
Gender	Sex assigned at birth														
Gender identity	Sexual orientation														
Gender Roles	Stereotype														
Heterosexual	Transgender														
Homosexual															

8.4 (ESH) Students will identify that development of individual identity occurs over a lifetime and includes the component of sexual orientation and gender identity.

Descriptive Statement: Instruction will include factors that influence the development of individual identity such as capabilities; areas in need of personal growth; understanding and accepting oneself; and the effect of gender roles and expectations on individual choices and emphasizes that while attitudes about gender roles differ among families, cultures, religions, and individuals, stereotyping individuals based on gender can limit opportunities. Individual identity will also be described as having four parts – sex assigned at birth, gender identity (includes transgender), gender role, and sexual orientation (includes heterosexual, bisexual, and homosexual).

FLE

LESSON

Students may be opted out of this lesson by their parent/guardian.



NOTE:

This lesson will take one 45-minute class period.

*****Note to teacher:** Students in your health class may be struggling with issues related to sexual orientation and/or gender identity. The classroom should be a supportive environment. School psychologists, social workers, and school counselors are resources for questions or concerns that arise from teachers and/or students related to human sexuality. Teachers should model and set class expectations for a supportive, respectful, and inclusive learning environment. If students use any derogatory/slang terms for gay, lesbians, or transgender during class discussions, inform them of the correct term and explain that in this class the use of slang terms for ethnic, racial, and any other group is not appropriate; just as the use of slang terms for anatomical parts and physiological functions was not acceptable during that instruction (ex. "We don't use that language in this class."). Refer students to the [FCPS Student Rights and Responsibilities](#) handbook for school policies if needed.

1. Defining Identity

Display slide #3 and SAY TO STUDENTS

If you research definitions of identity, you might see words such as the collective set of characteristics, distinct personality, and distinguishing character. Identity may include aspects of your goals, what you feel, what you believe, what you do, and how you are known or recognized. Individual identity is the term used to describe who a person is or how that person perceives himself or herself. For example, the two people in the pictures we just looked at are both participating in individual activities. They may be perceived by others as risk takers in a positive sense or risk takers in a negative sense. They may be perceived as wanting to do things by themselves when in reality they work with and are in groups more often. Neither one characteristic nor one activity defines an individual's identity, it is the collection of these things and more that shape identity.

...

3. Display Slide #5 Sex – Male or Female and SAY TO STUDENTS

When you looked at the slide, one thing you may have noticed about the two people is whether you thought they are a boy or a girl. A person's sex, either male or female, is assigned at birth based on their reproductive anatomy, chromosomes, and hormones determined at conception and developed during embryonic and fetal development.

Parents may dress their baby in certain colors if they are a boy, blue, or a girl, pink. Parents and others may buy toys based on the baby's sex such as a truck for a boy and a doll for a girl. These are the beginning societal impacts on development of individual identity and help to shape a person's thoughts and understanding about what it means to be male/masculine or female/feminine.

4. Display slide #6 Gender Roles and SAY TO STUDENTS

Gender roles are expectations from the social environment about what males and females are supposed to do or what it means to be masculine or feminine. Attitudes and expectations about gender roles differ among families, cultures, religions, and individuals. What is considered appropriate for only females in one culture might be commonplace for males in another family or culture such as washing the dishes or doing the laundry.

What are some other examples of gender roles? How are men and women portrayed differently in media? (Allow for student responses)

4. Display slide #6 Gender Roles and SAY TO STUDENTS

Gender roles are expectations from the social environment about what males and females are supposed to do or what it means to be masculine or feminine. Attitudes and expectations about gender roles differ among families, cultures, religions, and individuals. What is considered appropriate for only females in one culture might be commonplace for males in another family or culture such as washing the dishes or doing the laundry.

What are some other examples of gender roles? How are men and women portrayed differently in media? (Allow for student responses)

5. Display slide #7 Stereotypes and SAY TO STUDENTS

Sometimes, gender roles can be expressed in limiting statements, such as only girls should wash clothes. These are stereotypes.

Stereotypes are sweeping generalizations about a group of people. People can be stereotyped based on many factors, including their gender, appearance, age, culture, race, religion, abilities, and interests. Stereotyping can affect how people will feel, think, and act, and what they will value. Think back to the statements made about the skateboarder and horseback rider at the beginning of the lesson, were any of those statements an example of possible stereotypes? (Responses will vary based on class discussion in the Link activity, such as all skateboarders don't like school.)

While gender role cues from a person's social environment may help individuals understand themselves better, these same cues may cause tension or confusion. Gender roles and expectations can affect individual choices and stereotyping individuals based on gender can limit opportunities.

How or why can gender roles and/or stereotypes be a problem for individuals or groups of people? *Responses may include: There can be tension and confusion when societal, family, religious, or cultural expectations about gender roles are different from what an individual may think or feel. Gender roles and stereotyping can lead a person to act a certain way or to expect other people to act a certain way. Gender roles and stereotypes can limit the opportunities that are offered to people or limit a person's choices for opportunities. May not pursue a particular job, career, or activity. Stereotypes can limit a person's expectations of another's abilities.*

8. Display slide #10 Gender Identity and SAY TO STUDENTS

As adolescents continue to develop their individual identity, it is important to note that individual identity includes components of gender identity and sexual orientation. These components go beyond who a person is physically (anatomy and physiology) to how people think about themselves as male or female and who people are attracted to.

Gender identity describes how a person thinks of themselves as a male or female. For most people, their gender identity is the same as their sex assigned at birth. For some people, their gender identity is different than their sex assigned at birth.

The term transgender is used to describe a person that identifies with a gender different from their sex assigned at birth. How they think about themselves as a male or female is not the same as their sex assigned at birth.

(Definitions adapted from American Psychological Association)

10. Display slide #12 and SAY TO STUDENTS

As was stated at the beginning of the lesson, identity may include your goals, what you feel, what you believe, what you do, and how you are known or recognized. Individual identity is the term used to describe who a person is and how that person perceives himself or herself. Aspects of individual identity include a person's sex assigned at birth, gender roles, gender identity, sexual orientation, strengths, experiences, interests, family, ethnic, and cultural background, values, and beliefs. All of these things contribute to individual identity and continues to shape identity throughout a lifetime.

There are many people and resources that are available to help if you have any concerns or have any questions with the many changes that occur in middle school. A trusted adult should be the first resource that students seek out. Trusted adults include parents/guardians, coaches, mentors, clergy or other members of the faith community, and school personnel such as teachers, administrators, counselors, social workers, and psychologists.

Document entitled "Emotional and Social Health (ESH) Middle School Changes – Lesson 1"(G7_ESH_L1_Middle_Schools_Changes_21-22.pdf)

Selected pages below:

Emotional and Social Health (ESH)

Middle School Changes – Lesson 1

Essential Unit Question: How can students work to be emotionally and socially healthy in middle school?

Key Question for the Lesson: What has changed since entering middle school?

KEY TERMS:

Adolescence

Bisexuality

Gender Identity

Heterosexuality

Homosexuality

Hormones

Puberty

Sexual Orientation

Transgender



Family Life Education Objective

7.1 Students will identify physical, emotional, sexual, and social developmental changes that occur during the middle school years.

Descriptive Statement: The new responsibilities related to changing classes, communication with more teachers, organization and homework, and other school-related changes are discussed, and resources for support are presented. Instruction will include that adolescence is a period of time when teens are growing and developing physically, socially, psychologically, and sexually. During this period of time they have a greater interest in sexuality than they had in their younger years. Emphasis will be placed on recognizing that everyone is experiencing changes and the role of respectful, inclusive language in promoting an environment free of bias and discrimination. Students will be provided definitions for the following sexual orientation terms: heterosexuality, homosexuality, and bisexuality; and the gender identity term transgender.

FLE LESSON

Students may be opted out of this lesson by their parent/guardian.



NOTE: This lesson will take one 45-minute class period.

1. Adolescence, Puberty, and Hormones

Display slide #2 and SAY TO STUDENTS

Middle school students are in a period of their life called adolescence. Adolescence is the period of time as a human grows that occurs after childhood and before adulthood. The World Health Organization defines adolescence as occurring between the ages of 10 and 19.

[\(http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/\)](http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/)

There are many changes that a person goes through during adolescence. Through adolescence, humans grow and develop physically, socially, psychologically, and sexually.

Some of these changes are triggered by the start of puberty. Puberty is the time when children begin to develop the physical characteristics of an adult. As puberty starts, many hormones are released. Hormones are chemical substances produced in glands that regulate the way that the body functions and they help prepare the body for adulthood.

2. Review Physical Changes

Display slide #3 and SAY TO STUDENTS

During adolescence and puberty, many physical changes occur. Some of the changes occur in both males and females.

List physical changes that occur in both males and females:

- Rate of growth increases (growth spurt)
- Weight gain occurs
- Muscular development, strength increases
- Permanent teeth finish coming in
- Acne may appear
- Underarm and leg hair appears
- Pubic hair appears
- Perspiration increases

Display slide #4 and SAY TO STUDENTS

Some physical changes are specific to males and females. Changes for females include:

- Production of the female hormone estrogen
- Development of breasts
- Hips become wider
- Body fat increases
- Ovulation occurs and menstruation begins

Changes for males include:

- Production of the male hormone testosterone
- Broadening of the shoulders
- Arm, leg, and facial hair begin to appear
- Deepening of the voice
- Production of sperm starts

It is important to note that these physical changes can begin at any point during adolescence. Teens grow and mature physically at different rates. It is normal for these physical changes to start before middle school, and it is normal for these changes to start in high school. Because of this, it is important not to compare your own growth and changes to anyone else.

4. Sexual Orientation and Gender Identity

SAY TO STUDENTS

Adolescent changes include learning about what is important in supportive friendships and future relationships. Adolescents experience a greater interest in sexuality than they did in their younger years. During adolescence, many students experience an increased interest in romantic attractions as well. Relationships and interest in sexuality are aspects of human sexuality and part of each person's growth and development.

Display slide #6

Human sexuality is part of the ongoing development of an individual throughout life. Human sexuality is a broad term that includes sexual orientation – who someone is attracted to/has romantic feelings for; and gender identity – how a person thinks of themselves as a male or female.

Sexual orientation, who someone is attracted to, can be divided into different categories. We will discuss heterosexual, gay / lesbian (homosexual), and bisexual although there are additional sexual orientations.

Display slide #7 and define the following terms for students:

Heterosexual refers to a person that is emotionally, romantically, and/or sexually attracted to the other sex.

Gay / lesbian refers to a person that is emotionally, romantically, and/or sexually attracted to members of one's own sex. Gay men are attracted to men. Gay women, sometimes referred to as lesbians, are attracted to women.

Bisexual: A term that describes a person who is emotionally, romantically, or sexually attracted to people of more than one gender, sex, or gender identity.

(Definitions adapted from: American Psychological Association <http://www.apa.org/topics/lgbt/orientation.aspx> and FCPS Regulation 2603 guidance document)

SAY TO STUDENTS

Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. Sexual orientation describes who a person is romantically attracted to and gender identity describes how a person thinks of themselves as a male or female. At birth a person is assigned the sex of male or female based on their reproductive anatomy, chromosomes, and hormones. For most people, their gender identity is the same as their sex assigned at birth. For some people, it is not the same.

Display slide #8

The term transgender is used to describe an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's sex assigned at birth.

(Definition adapted from: American Psychological Association <http://www.apa.org/topics/lgbt/transgender.aspx>)

5. Bias and Discrimination

SAY TO STUDENTS

Unfortunately, people may be treated differently based on age, race, color, religion, national origin, disability, gender, sexual orientation, or gender identity. People may have a bias, or belief, towards different groups of people that may be positive or negative. Negative bias may lead to discrimination of groups or individuals resulting in unfair treatment for no clear or proper reason.

Display slide #9 and define the terms bias and discrimination for students:

Bias: an attitude or belief in which one always favors one way of feeling or action over any other; synonym - prejudice ([Merriam-Webster](#))

Discrimination: treating of some people better than others without a fair or proper reason; treating people unfairly based on a category, such as age, race, sex, sexual orientation, or gender identification ([Merriam-Webster](#); [Merriam-Webster](#))

SAY TO STUDENTS

Think about a time that you or someone that you care about was treated unfairly or unequally because they were members of a specific group. How did it make them feel? Have individuals write down their responses. Ask for volunteers to share. Remind students not to share any personal stories or information about someone else, but rather have students refer to someone as "a person that I know..."

Differentiation Strategies

Provide sentence starters for students. You can also provide examples. Teachers can create scenarios and have students discuss how it would have made them feel. Teachers can also provide a list of feelings, both positive and negative. Teachers can go a step further and add facial expressions or smiley face emoji next to each feeling.

ASK STUDENTS

What strategies do you think we could use at school to help end bias and discrimination?

Have students work to create a list of strategies to end bias and discrimination in your school. Allow students to share responses.

Strategies should include:

- If you see discrimination taking place, use assertive language to tell the harasser to stop
- Stand up for the person being discriminated against
- Use inclusive language
- Refrain from using slang or derogatory terms
- Tell a trusted adult

Differentiation Strategies

Teachers can provide a scenario showing bias and discrimination with a list of healthy and unhealthy strategies below. Have the students circle the healthy strategies.

SAY TO STUDENTS

It is important to know that everyone is experiencing changes during adolescence and that we must understand that physical, social, and emotional changes may occur at different times and at different rates. We must respect everyone and work to create an environment in which all people feel welcome to learn, regardless of the physical, emotional, or social changes that take place during adolescence.

6. Resources for Support

Display slide #10 and SAY TO STUDENTS

There are many people and resources that are available to help if you have any concerns or have any questions with the many changes that occur in middle school. A trusted adult should be the first resource that middle school students seek out. Trusted adults include parents/guardians; school personnel to include teachers, administrators, counselors, social workers, and psychologists; coaches; mentors; clergy or other members of the faith community; and health care providers.

A document sent by Fairfax County entitled
5th -WH-Social Justice-LGBTQIA
Resources_1zT_Q8LnuldowQaPiTnx3BWafDTL7E4ZpQFokqspYOPE.pdf

It is not clear what this document is. Perhaps it was assembled by activist teachers or parents to send to families and teachers? Perhaps it is a school newsletter? In any case, it shows full-blown promotion of Gender Identity Ideology.

The document links to a Pronoun Guide for school staff and to the usual cast of Gender identity organizations including GLSEN. It links to glowing discussions of a GSA pushing through Gender Ideology-based policies. And more. Gender Ideology on everyone through policy changes, and much more.

LGBTQIA

Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual and/or Ally

Teaching Resources

We are looking for resources for 5th graders:

TBD: _____

TBD: _____

TBD: _____

Pronoun Guide for Staff, from FCPS Employee News (09-29-20): [here](#).

School Board Passes LGBTQ+ Pride Month Resolution

June is Pride Month. In June of 2020, the Fairfax County School Board passed a resolution in support of LGBTQ+ individuals and Pride Month at its business meeting on June 25. The full text is [here](#). Below is the final paragraph:

NOW, THEREFORE, BE IT RESOLVED, that the Fairfax County School Board, on behalf of the students, educators, and families of Fairfax County Public Schools, **does hereby proclaim June 2020 as LGBTQ+ Pride Month in Fairfax County Public Schools**; and in the spirit of One Fairfax, that the Fairfax County School Board urges all to respect and honor our diverse community, and to build a culture of inclusivity and equity, not only during LGBTQ+ Pride Month but during the other eleven months of the year as well.

Resources for LGBTQIA+ Youth

On the [Student Wellness: Tips and Strategies](#) page, FCPS offers [Resources for LGBTQIA+ Youth](#):

- **GLSEN Northern Virginia**

GLSEN Northern Virginia is a chapter of GLSEN, a national organization fighting for every student's right to a safe, supportive education.

- Email: northernva@chapters.glsen.org
- Phone: 571-208-2424

- **Gay Straight Alliance Network**

A next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.

- **The Trevor Project**

The leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.

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Crisis Resources for LGBTQ Youth

- **National Suicide Prevention Lifeline:** 1-800-273-TALK (8255)
- **PRS Crisis Link:** Text: "CONNECT" to 85511
Phone: 703-527-4077
- **Trans Lifeline:** Phone: 877-565-8860
- **Trevor Hotline:** Hotline: 866-488-7386
Chat: www.thetrevorproject.org
- **PFLAG**
The first and largest organization for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people, their parents and families, and allies. Contact: wf.pflag@gmail.com
 - Alexandria Location: Third Tuesday 7:00-9:30; St Luke's Episcopal Church, 8009 Fort Hunt Road, Alexandria, VA 22308
 - Fairfax Location: First Tuesday 7:30-9:00; Unitarian Universalist Congregation of Fairfax, 2709 Hunter Mill Road, Oakton, VA 22124

FCPS Regulation 2603

Regulation 2603: Guidance Document - Supporting Gender-Expansive and Transgender Students: [here](#)

FCPS is pleased to support gender-expansive and transgender students through the development of [Regulation 2603](#). This regulation provides our students, families, staff, and community with a way forward, providing youth with an equitable, safe and supportive school environment. The journey to this point has been a long one for our community and for the country. Virginia has been clear; it is time to recognize and support youth as they express their identities. All who have been part of these discussions know that there are differing levels of understanding and acceptance, so, now the work begins to operationalize the ideal for all students.

The Virginia Assembly passed House Bill 145 and Senate Bill 161 during the spring 2020 session. With the passage of this bill the Code of VA 22.1-23.3 was amended to address common issues regarding the treatment of transgender students in public schools. The Virginia Department of Education (VDOE) immediately started to work on a model policy which is currently in draft status.

Glasgow MS LGBTQ Club Advocates for, Supports Students

Article: [here](#) (April 19, 2021)

Formed in 2019, **Glasgow Middle's LGBTQ Club** can count numerous positive achievements to its credit.

Fairfax County School Board Recognizes LGBT History Month

Article: [here](#). (October 9, 2020)

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The Fairfax County School Board recognized LGBT (lesbian, gay, bisexual, and transgender) History Month at its business meeting on October 8, 2020.

Highlights include:

- More than a dozen Fairfax County schools have active **Gender and Sexuality Alliances or Gay Straight Alliances (GSA)** through which students are able to network, socialize, and educate their communities about inclusion of the LGBTQ community in our schools. Students do this through forums, posters, announcements, and activities such as ally week. The existence of GSAs is an asset to our schools. Educational research indicates that schools which have GSAs have better mental health outcomes for all students. The equity liaisons in our schools also help to make our schools more welcoming for all students and staff.
- In addition to student clubs, Fairfax County Public Schools boasts an organization for LGBTQ employees, parents of LGBTQ students, and LGBTQ family members. **FCPS Pride** holds monthly coffee houses and an annual picnic for the community and supports activities such as holiday celebrations and the LGBTQ prom.

FCPS Pride

<http://fcpspride.org>

We are an LGBTQ and allies group for Fairfax County Public Schools, including employees, family members and residents; that is, everyone who supports a safe and welcoming school district for all students, family and staff, regardless of Gender Identity/Expression or Sexual Orientation.

Video from FCPS Pride 2017 Picnic: [here](#).

Virginia General Assembly Sessions:
School Board / Governance Related Legislation

2021: www.fcps.edu/about-fcps/departments-and-offices/office-chief-operating-officer/office-government-relations-7

Virginia LGBTQ+ Advisory Board HB 2130 (Lopez) **establishes** the Virginia LGBTQ+ Advisory Board to advise the Governor regarding the economic, professional, cultural, educational, and governmental links between the Commonwealth and the LGBTQ+ community in Virginia and sets out the powers and duties of the Board. The Board will be composed of 21 nonlegislative citizen members, at least 15 of whom shall identify as LGBTQ+, to be appointed by the Governor, and the Secretaries of the Commonwealth, Commerce and Trade, Education, Health and Human Resources, and Public Safety and Homeland Security, or their designees, who shall serve as ex officio members.

2018: <https://www.fcps.edu/node/36150>

Bullying and Suicide Prevention Among LGBTQ and Other Youth; Study HJ 73 (Carr) **would have requested** that the Department of Education assess the effectiveness of current suicide prevention strategies and anti-bullying policies and codes of student conduct among school divisions; identify areas for improvement among such strategies, policies, and codes of conduct; determine the suicide rate of youth in

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the Commonwealth and identify the percentage of LGBTQ youth in such rate; and recommend strategies, policies, and programs that can be used to decrease and prevent bullying, harassment, discrimination, and intimidation of LGBTQ and other youth, and the rate of suicide resulting therefrom, in the Commonwealth's public schools.

Staff: FCPS Cares Awards

FCPS Cares - July 2020 / August 2020: [here](#)

Leigh Reinemann and Roni Breza, Luther Jackson MS (lareinemann@fcps.edu; vabreza@fcps.edu)

"Roni and Leigh contributed two asynchronous learning opportunities for return to school professional learning - **supporting LGBTQ+ students and how to pronoun**. Supporting LGBTQ+ students and creating inclusive and safe spaces is essential whenever we begin a new year but especially when beginning a new year in this virtual and uncertain time. Their resources and perspectives guide teachers in understanding essential vocabulary and considerations to create equitable and meaningful learning opportunities for ALL students. Thank you both for leadership and putting equity at the center."

- Summer Johnson, Willow Oaks Center

FCPS Cares - May 2019: [here](#)

Lisa Vanlahr, Centreville HS (LGVanlahr@fcps.edu)

"Lisa Vanlahr is the sponsor of the Human Rights Club at CVHS, which is a **safe space for LGBTQ+ students**. She organized a lunch-and-learn event where students from the Human Rights Club gave teachers a presentation. These students educated their teachers on transgender issues such as pronouns, bathrooms, and taking attendance. Through her help and support, Lisa has empowered these students to find their voices and change their world in a positive way. I was so moved to see these students advocate for their rights, and I could tell that this was a really proud moment for all of them."

- Marissa Perrone, Centreville HS

2021 Student Peace Awards

www.fcps.edu/news/high-school-students-named-recipients-2021-student-peace-awards

Equity Team, Justice High School is the first Equity Team in FCPS to include both students and teachers and is now a model for the district. The Justice team sponsored an art show featuring work representing micro-aggressions the artists had experienced, and are devoted to educating the community on antiracism, inviting speakers to honor the school's recent name-change, supporting the **LGBTQ+ community**, and sharing ideas of how to advance equity and antiracism.

The Teen Town Hall Project, Chantilly High School Nayana Celine Xavier led a group of seven Chantilly students to establish a virtual town hall to explore the concerns of underrepresented students. The group held a Zoom call in which they fielded questions on race, culture, ethnicity, and gender issues and the program

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has expanded to cover issues concerning Asian-Americans, students with disabilities, and **LGBTQ+ students**, as well as the attack on the U.S. Capitol.

School Board Members

School Board Members who mention LGBTQ in their bios:

Laura Jane Cohen, Springfield District Representative: [here](#). "Cohen is a proud volunteer with Moms Demand Action and has also served on the Fairfax County Democratic Committee's LGBTQ+ Committee."

Karl Frisch, Providence District Representative: [here](#). "He is also the first openly LGBTQ+ local elected official in Fairfax County."

Nathan Onibudo, Student Representative: [here](#). "Among the issues Onibudo wants to focus on as student representative are...ensuring that the increasingly diverse FCPS student body feels included in their school community. "The last issue mentioned is extremely important to me because I have witnessed what a broken school community can do to the educational environment of a school," says Onibudo, who cites increasing numbers of students identifying as LGBTQ+ community and a growing number of ethnicities."

Searching the FCPS Website

This link will perform a search of the FCPS website on the term **LGBTQ**:

www.fcps.edu/search?keywords=lgbtq

As of May 21, 2021, there were 18 results returned when performing this search. I have curated all those results and included the information above. ~ Michele (masullivan@fcps.edu)

Please add any resources that you would like to share.

Thank you!

Items obtained through on-line research (not from reply to FOIA)

Fairfax County Public Schools News [article](#) .

Note what the Glasgow Middle School club had achieved as of that date.

Glasgow MS LGBTQ Club Advocates for, Supports Students April 19, 2021

Formed in 2019, Glasgow Middle's LGBTQ Club can count among its achievements the designation of a gender neutral bathroom, meeting with School Board members to encourage support of LGBTQ students, encouraging faculty and staff to use preferred pronouns and names with students, allowing students to select a Family Life Education class based on their gender, and supporting the use of Safe Space flags and stickers in classrooms. When FCPS went to virtual learning last spring, the club continued its advocacy and support of LGBTQ students, working with administrators to create staff training and resources. The club has also established a Google site for the school where students can find resources. Future projects include establishing standards for welcoming students to school, more resources to support school counselors working with LGBTQ students, and having explicit homophobia and transphobia considered as bullying/harassment. Contact club sponsor Stefanie Vestal at slvestal@fcps.edu.

Fairfax County Public Schools Regulation 2603.2, effective 4/21/22: ([Click here.](#))

SPECIAL SERVICES

Health and Welfare

Gender-expansive and Transgender Students

This regulation supersedes Regulation 2603.1

I. PURPOSE

To establish procedures and guidelines for schools to ensure that all students, including gender-expansive and transgender students experience a safe, supportive, and inclusive school environment.

All students have a right to privacy in Fairfax County Public School (FCPS) facilities or while participating in FCPS sponsored events. Any student who has a need or desire for increased privacy, regardless of the underlying reason, shall be provided with reasonable, non-stigmatizing accommodations. Students shall not disclose private information about another student's reason for seeking privacy. Additionally, school personnel should not disclose information about a student's gender-expansive or transgender status, legal name, or sex assigned at birth, including to other school personnel who do not have a need to know, unless the student has authorized such disclosure, or unless legally required to do so as further outlined below.

II. DEFINITIONS

Official Transcript: to include legal name at the time of the awarded credit. Documents are signed by the school official with name and title or transmitted and

verified through a verified electronic method.

III. SUMMARY OF CHANGES SINCE LAST PUBLICATION

1. Section II., removed the definition of parent and added the definition of official transcript.
2. Section IV., added definition of parent.
3. Section VI.B., added language to reflect that a student can request an alternate and/or unofficial diploma or transcript.
4. Section VI.D., added "and transcript assistants."
5. Legal References., added the proposed Virginia Code 8VAC20-160-3D

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IV. IDENTIFICATION OF GENDER-EXPANSIVE AND TRANSGENDER STUDENTS

Schools shall accept a student or parent's (use of this term herein includes parent, guardian, legal custodian, or other person having control or charge of a child) assertion of a student's gender-expansive or transgender status.

1. When a school is made aware of a student's gender-expansive or transgender status, the school shall offer to convene a support team for the student or the parents. The

support team shall be a multidisciplinary team that may consist of the student, parents if the student is willing, classroom teacher(s), administrator, school counselor, school psychologist, school social worker, and/or other staff members as appropriate for this collaboration. The student or the student's parents may have input into the composition of the team and also may invite any representatives of their choosing to include physical and mental health professionals or advocates.

2. **Support teams shall develop a student-specific support plan** to provide the gender-expansive or transgender student with safe and equitable access to all school and school division facilities and activities, addressing any particular issues raised by the student or the student's parents. The support team shall consider the student's needs, protection of student privacy, maximization of social integration, minimization of stigmatization, student age, and any perceived safety risks as they contemplate appropriate supports and arrangements. The plan may include, but is not limited to:
 1. Annual conferences with a student support team, the student, and/or the student's parents to discuss any necessary accommodations for the school year.
 2. Regular check-ins with the student and/or the student's parents by the school counselor, administrator, school psychologist, school social worker, or other designated staff member deemed appropriate.
 3. Meetings to support the student from academic year to academic year.
 4. Information about community resources.
 5. School staff should provide information and referral to resources to support a student in coping with a lack of support at home and seek opportunities to foster a better relationship between the student and their family.
 6. **A timeline to support student transition from one gender to another, if applicable.**
 7. **Decisions regarding use of student name and pronouns, restroom and locker room access, gender specific courses, sports, student activities, and extended instructional field trips or athletic events. School staff will address the student using the asserted name and gender as communicated by the student. This plan should be maintained in the school file (i.e., school counselor office) to be accessible to the members of the support team.** This plan is subject to the same privacy guidelines as are other student records.
3. **In situations where a student may be transitioning from one gender to another, either prior to the beginning of or during the current school year, school teams shall consider**

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providing staff training on gender diversity to include responsibilities to support gender-expansive and transgender students under Title IX and Policy 1450, Nondiscrimination. This training should be generalized to honor the privacy and confidentiality of the student.

4. A student or parent may request that the support team be reconvened at any time.
5. **Every effort shall be made to encourage and support communication between gender-expansive or transgender students and the student's parents.** Schools may offer to meet jointly with the parents and the student at school.

V. STUDENT NAMES AND PRONOUNS

Students who identify as gender-expansive or transgender should be called by their chosen name and pronouns, regardless of the name and gender recorded in the student's permanent pupil record. School counselors, administrators, or other designated school personnel should work with the student and/or the student's parents to determine the best course of action to inform teachers, coaches, and other school personnel of this request. Every effort should be made by the student's teachers to reasonably inform substitute teachers of the student's chosen name and pronouns.

VI. PERMANENT STUDENT RECORDS

1. Each school is required to maintain a permanent pupil record of each student. The student's legal name, birth date, sex assigned at birth, and parent(s) name as they appear on the birth certificate shall be considered the student's official identification and shall be entered in the FCPS student scholastic record. A court order or an official government document, such as an updated birth certificate or passport attesting to any changes in student identification, to include legal name and sex, is required before any changes will be made to the student scholastic record.
2. If a gender-expansive or transgender student and the student's parents request a diploma and/or transcript with the student's chosen name, schools will provide a student with both a diploma and/or transcript reflecting the student's legal name as well as an alternate diploma and/or alternate, unofficial transcript with the student's chosen name that reflects the student's gender identity. Students who are 18 or older may request an additional diploma and/or unofficial transcript with their chosen name, without parent permission being received by FCPS.
3. For current FCPS students, legal name and/or gender marker changes will be reflected throughout the time of enrollment.
4. Staff access to permanent student records that contain a gender-expansive or transgender student's legal name and/or sex assigned at birth will be limited to the following staff members: administrators, directors of student services, counselors, school psychologists, school social workers, SIAs/SSAs, and transcript assistants based on their legitimate educational interest in this information.
5. In situations where school staff is required to use or to report a transgender student's legal name or sex assigned at birth, such as for purposes of standardized testing,

Regulation 2603.2

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school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information to individuals outside of the reporting requirement.

F. FCPS graduates may change their permanent records under the same requirements as current FCPS students.

VII. CLASSROOM RECORDS

1. Internally generated and shared school lists of students (e.g., honor roll, graduation programs) shall identify gender-expansive or transgender students by their chosen names and genders. Additionally, school documents such as yearbooks, school newspapers, and communications to outside media shall identify gender-expansive or transgender students by their chosen names and appropriate gender markers.
2. FCPS electronic systems which will be seen by staff (including teachers and substitutes) should reflect the student's chosen name and pronoun (when possible) as designated by the student or parents.

VIII. PRIVACY AND EDUCATIONAL RECORDS

Information about students' transgender status, legal name, or sex assigned at birth constitutes confidential personally identifiable and medical information. Such information should not be disclosed unless required by law.

IX. ACCESS TO FACILITIES

1. Gender-expansive and transgender students shall be provided with the option of using a locker room or restroom consistent with the student's gender identity.
2. When an instructional or extra-curricular event requires students to be accommodated overnight, students may be assigned to a room consistent with the student's gender identity.
3. Any student who has a need or desire for increased privacy, regardless of the underlying reason including gender identity, shall be provided with a reasonable, non-stigmatizing alternative such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, or a nearby health or single-use/unisex bathroom), or with a separate changing schedule (e.g., using the locker room that corresponds to the student's gender identity before or after other students). Such alternative options will minimize impact to instructional time to the extent possible.
4. Any alternative arrangement should be provided in a way that protects the ability of students to keep their gender-expansive or transgender status or other underlying reason for the request confidential. FCPS will maintain confidentiality of nonpublic information about students, releasing this information to third parties only when authorized by a student or parent.
5. In no case shall a gender-expansive or transgender student be required to use a locker room or restroom that conflicts with the student's gender identity or be limited to using

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only a private area, single-occupancy accommodation, or other single-use facility as described in this section.

F. Gender-expansive and transgender students may also be provided with the option of using the facilities that correspond to the student's sex assigned at birth.

X. STUDENT ACTIVITIES AND ATHLETICS

1. Student participation in Virginia High School League(VHSL) sponsored programs, or another organization such as the Virginia Scholastic Rowing Association (VASRA), as well as middle school athletics, are governed by policies and rules of those organizations. Gender-expansive and transgender students shall participate in such sponsored activities in accordance with these policies.
2. Student participation in school-sponsored programs, clubs, activities, and sports (other than those sponsored by VHSL) shall allow gender-expansive and transgender students to participate in accordance with the student's gender identity.

XI GENDER SPECIFIC COURSES

1. Schools should eliminate or reduce the segregation of students by gender to the extent possible.
2. When schools offer a gender specific course or a course with a gender specific section, gender-expansive and transgender students shall be allowed to enroll in the course corresponding with the student's gender identity.
3. In courses where specific units are taught in a way that divides students into groups by gender (e.g., Family Life Education), gender-expansive and transgender students, shall be allowed to participate with the gender group corresponding to the student's gender identity.

XII. GENDER SEGREGATION IN OTHER AREAS

As a general rule, in any other circumstances where students are separated by gender in school activities, gender-expansive and transgender students shall be permitted to participate in accordance with the student's gender identity consistently asserted at schools. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis.

XIII. DRESS CODES

All students are required to dress in clothing that follow the guidelines as listed in [Policy 2613, Student Dress Code](#) as well as [Regulation 2601, Student Rights and Responsibilities Booklet \(SR&R\)](#), regardless of gender identity. There are no separate categories of clothing requirements for either males or females, therefore, gender-expansive and transgender students shall be allowed to dress in any clothing that meets the guidelines in the policies referenced above. Requirements for attire for school-related

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programs, activities, and events shall be gender-neutral. These guidelines shall be enforced impartially regardless of a student's gender identity or expression.

XIV. TRAINING FOR EMPLOYEES

All school staff will be trained annually on topics relating to transgender students, including procedures for preventing and responding to harassment and bullying based on gender identity and expression. This includes that a persistent refusal to use a student's chosen name and pronouns constitutes discrimination. School mental health professionals shall be trained annually on topics relating to safety and support of these students.

XV. COMPLAINTS

Parents and students may direct complaints to the school principal, the Region Office, or to the Office of Equity and Employee Relations.

Legal References:

Family Educational Rights & Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99; Virginia Code Sections 22.1-23.3, 2.2-3901, Virginia Administrative Code 8VAC20-160-3D Proposed

See also the current versions of:

[Policy 1450](#), Nondiscrimination

[Policy 2613](#), Student Dress Code

[Policy 2730](#), Confidentiality of Student Information

[Regulation 2202](#), Required Admission Credentials for Students [Regulation 2601](#), Student Rights and Responsibilities Booklet [Regulation 2701](#), Student Personal Data

[Regulation 4952](#), Discrimination and Harassment on a Protected Class [Management of the Student Scholastic Records Manual](#), Virginia High

School League, Inc. Handbook and Policy Manual
FAIRFAX COUNTY PUBLIC SCHOOLS