**Campbell PTA Meeting: November 13, 2018, 6:30 PM – 8:00 PM**

**Approximate # of Attendees: 25**

1. **Welcome: Barbara Martinez, President**
* Barbara welcomed everyone and gave a quick rundown of the amazing month we had
	+ The Fun Run was hugely successful – thanks to Julia Ahumada for organizing, and to all the volunteers who made it happen
	+ EL Chief Academic Officer Ron Berger spent the day at Campbell
	+ We had our first restaurant night at Chipotle – thanks to Enis Al Majeed for organizing
	+ Campbell wear came in – if you haven’t gotten yours yet, talk to Celanyi Tejada – there will be another order session in the spring
	+ Students have been very busy with their expedition field work – follow along on Twitter and be ready to see what they’ve been up to at showcases
* Guest speaker Sarah Watson, invited to give a talk about understanding gender expansive youth
1. **Understanding Gender Expansive Youth: Sarah Watson, co-chair, Parents for Transgender Equality National Council, Human Rights Campaign**
* Sarah (she/her pronouns) co-chairs the Parents for Transgender Equality National Council – a group of about 18-20 parents across the country under the Human Rights Campaign umbrella, whose goal is to educate people about gender expansive youth by telling their stories
* Sarah and her husband have 13-year-old twins, both were assigned female at birth – today one identifies as female and one identifies as non-binary
* Note about consent and confidentiality:
	+ Sarah always asks both of her children for their consent to tell their family’s story – they have an agreement for Sarah to do these talks because storytelling is important, but also have to take privacy into account – Sarah asked and obtained their consent for this talk
	+ Regarding confidentiality – not everyone feels safe in this environment to be out, so if we meet Sarah in public the expectation would be to maintain confidentiality
* Basic terminology:
	+ Gender: complex relationship between physical traits and one’s internal sense of self as male, female, both, or neither; can’t be predicted at birth
	+ Sex: used to label a person as male or female at birth, refers to a person’s external genitalia and internal reproductive organs; when a person’s sex is assigned at birth it is often assumed that this will equate with their gender, but this isn’t always the case
	+ Gender identity: one’s internal sense of being male, female, or a blend of both or neither – it’s a spectrum; how you feel as a person; can’t be predicted at birth
	+ Sexual orientation: one’s emotional, romantic, and sexual attraction to other people; how you feel about other people; can’t be predicted at birth
	+ Cisgender: people who identify with the gender in which they were assigned at birth
	+ Transgender: people whose gender identity doesn’t match the gender assigned at birth
	+ Gender expression: the way in which a person communicates their gender through external means, e.g. clothing, appearance, mannerisms; this expression may or may not reflect their gender identity or sexual orientation
	+ Non-binary, also referred to as genderqueer or gender expansive: people who don’t identify as male or female, or who identify as a combination of both, or neither; usually use they/them pronouns; prefer to use gender expansive because “non” sounds so negative, whereas “expansive” reflects an open acceptance
	+ Gender fluid: people whose gender identity/expression may vary from day-to-day or for whom gender identity/expression is not fixed; usually use they/them pronouns
* Family in transition: Sarah’s child socially transitioned in 5th grade – got new clothes, changed hair, changed name (eventually legally), adopted different pronouns, started using bathroom and other facilities that matched their gender identify – the school was very supportive
* Socially transitioning gives young people a huge sense of relief being able to live as their authentic selves at home and school – removes the emphasis on gender, so they can focus on other things (e.g. schoolwork) – is completely reversible
* Gender fluidity and exploration
	+ Children begin to express gender expansive behavior as early as 2 years old; core gender identity is set by age 4, but people might not understand their gender identity until they are preteens, teens, or adults
	+ “Insistent, consistent, persistent” – these are the hallmarks of gender identity
	+ It is essential to support gender exploration and help children cope with social pressures such as stereotyping, bullying, and teasing – tell children that long hair (or short hair) is for “people”, nail polish is for “people”, etc.
	+ Children might not tell about their gender identity because they don’t have words for it, don’t know they can, think parents won’t love them
* Family and school acceptance
	+ Children who are affirmed in their gender expansive traits are happier and healthier
	+ Research shows transgender children whose family and school affirm their gender identity have better overall physical and mental health – there is a high suicide rate among transgender youth who are not affirmed
	+ Educators can play a crucial role in educating parents and caregivers on ways to support transgender youth – parents, teachers, students, principal need to work collaboratively
* How to support gender expansive children at home and school
	+ Give children access to all colors, books, and toys – pink is for everyone and so are trucks – expose children to all different things
	+ Find other ways besides gender to sort children, e.g. by birthdays, count them off by 2s
	+ Use gender neutral language – students, friends, kids, scientists, musicians, everyone, y’all, sibling, child, parent – e.g. don’t ask people if they have boys or girls, ask if they have “children” (e.g. Sarah has two children, a cisgender daughter and a nonbinary kid)
	+ Embrace “they” as a singular pronoun – we do this already! e.g. “that’s their coat”
	+ Talk about gender beyond the binary – embrace and support children along the gender spectrum – remember that gender is a social construct!
	+ Don’t make assumptions about someone’s gender or gender identity
* Prevent bullying
	+ Adults need to stop bullying and teasing immediately – even if we don’t know what to say we need to stop it – e.g. when kids say something like “that’s so gay” we can at least ask them “do you know what that means?” or “are you saying that to be mean?” and then we can talk about it – this also lets other children know we are an ally
	+ Teach children about the difference between being a bystander and upstander
* Resources on gender inclusion in the classroom
	+ Human Rights Campaign’s Welcoming Schools: <http://www.welcomingschools.org/>
	+ GLSEN: <https://www.glsen.org/>
	+ Gender Spectrum - Schools in Transition: <https://www.genderspectrum.org/staging/wp-content/uploads/2015/08/Schools-in-Transition-2015.pdf>
* Discussion
	+ Suggestion to put pronouns in email signatures, nametags – signals to others as an ally
	+ What kinds of resources are there for families who don’t have easy access to therapy?
		- PFLAG has free support groups for parents and children
		- Transparents – new organization rolling out across country, has local groups
		- Private Facebook groups where people connect and network
	+ How would you suggest handling situations with younger children who may have known someone prior to transitioning?
		- Children get it! “Last summer you knew Jane as a girl because everyone thought Jane was a girl because of how she looked when she was born, but now we know that Jane really is Jack and he’s the same kid, only happier.” ☺
		- Teachers can say, “We all knew John Doe as a boy last year, and now this is their name and these are their pronouns. If you have any questions, ask them about it, or ask your parents.”
* Maureen and Kate talked about what we do at Campbell to support transgender youth
	+ Teachers have incorporated supportive books into their classroom libraries
	+ Kate has done several sessions with staff similar to this presentation – the approach to this sort of centers on the suicide rates, e.g. this isn’t political, this is about supporting our children, literally saving their lives
	+ APS also has changes coming down the pike – lots of staff took online training
	+ Kate has gone into classrooms with lessons
		- In younger grades it’s about “when your outside doesn’t match your inside” e.g. Story of Red (crayon with a red label but is actually blue), I Am Jazz
		- With older students – e.g. in 5th grade, she split them into groups and gave them the books for younger children to create a presentation about what the book is actually about – the students really liked it, it resonated with them
		- Lessons focus on “this is how we’re going to treat people, because this is how we need to treat people”
		- Not just Campbell – APS is doing this across the whole system
1. **Treasurer Report: Amanda Lowenberger, Treasurer**
* Budget highlights:
	+ Main expenses: Green screen and book club books
	+ Income: Fun Run donations and Project Discovery dues
* Funding requests:
	+ Tami Hill, as one of the Wellness Coordinators at Campbell, requested $200 to put together wellness baskets for teachers to raffle off before break
		- Motion passed unanimously
	+ Maureen is looking into a weekly magazine subscription for students in Grades 3-5 (possibly whole school) to add to classroom libraries that students can also bring home, e.g. Scholastic, Time for Kids – would be about $1000-$1200 for upper grades
		- We haven’t invested much PTA money in classroom libraries, though PTA funds were key for starting them – we have used Title I money to build them
		- Funds could be allocated to EL line – would have to figure that out
		- Motion to spend up to $1200 passes unanimously
	+ Grade 5 expedition – each class is creating a placard about something in the Campbell grounds, an organism that will stay for next 5-10 years (like at the zoo, e.g. a table with four posts installed in the ground) – theme of expedition is “5th graders leaving their mark on a place that’s left their mark on them”
		- 3 placards: 1 in courtyard, 1 in butterfly garden, 1 in rose or colonial garden
		- Gone through weeks and weeks of technical drawing and looked at placards in the community as part of fieldwork – they have invested a lot of time in this
		- This is a tenet of EL – high quality work that is relevant to the community
		- Students create layout in Word – will cost approx. $1000 to have them professionally made (doesn’t include installation; will figure that out later)
		- Motion to spend up to $1100 to have placards made passes unanimously
1. **New Business: Barbara Martinez, President**
* Campbell car magnets – 58 families earned them with Fun Run donations, we are looking into producing new ones since we are out of magnets with the old design
* Coat drive – local church has partnership with Campbell and other neighborhood Title 1 schools to donate new coats for families in need – we send them a list of what we need (how many and sizes of coats) – we are usually able to serve 50-70 families right before winter break
	+ Q: What happens to items that aren’t selected?
		- We had very few coats left over after last year, but whatever we had left in January we gave to students who needed them
	+ Q: Is there a reason why this isn’t an official PTA effort this year? (It was last year)
		- This hasn’t traditionally been a PTA effort in part because the money raised by the PTA should be going to serve the community as a whole – the coat drive has been a staff and family effort – last year Fun Run fundraising was so successful and we were looking for something immediate to support with the excess funds
	+ Families can donate gift cards – no need to donate coats (the church will cover this)
1. **Closing: Barbara Martinez, President**
* Reminders:
	+ EL Night is tomorrow, children are welcome
	+ Restaurant night – Tuesday, Nov 27 at Ireland’s Four Courts – there will be a whole room set aside for Campbell! Thanks to Campbell parent Dave Cahill for hosting
	+ Movie night (Coco) – Friday, Nov 30 in the multi
	+ Showcases are starting this week – enjoy!
* Maureen gave an update about the water issue near the 7th Street entrance
	+ The school has reported it to the County and to APS – Facilities is coming to clear the drains and cut back some plant material since it may be clogging drainage
	+ The PTA is not responsible for managing groundwater, as this is a maintenance issue
	+ If the 7th Street entrance freezes or water becomes too much of a problem we may need to shut down the gate – we are trying to get Facilities to take care of it
	+ It’s unclear where the water is coming from, e.g. whether it’s coming from the spring
	+ Suggestion to have someone from APS come talk with us; Maureen will keep us updated
* Next PTA meeting on January 8, 2019 at 6:30 PM