

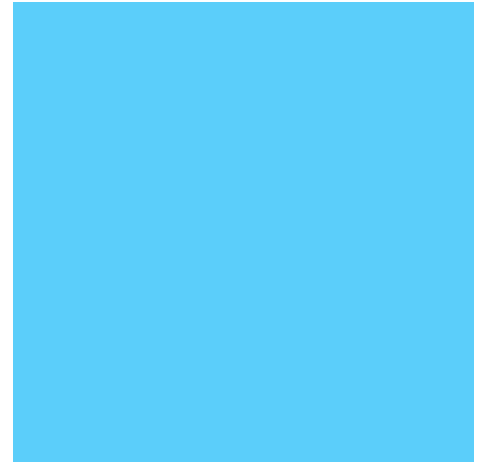


[tinyurl.com/jeffcope](https://tinyurl.com/jeffcope)

# Increased Physical Activity Is Associated with Positive Mental Health Outcomes

High school students who get the recommended amount of physical activity (60 mins. most days) are **33%** less likely to report signs of depression.

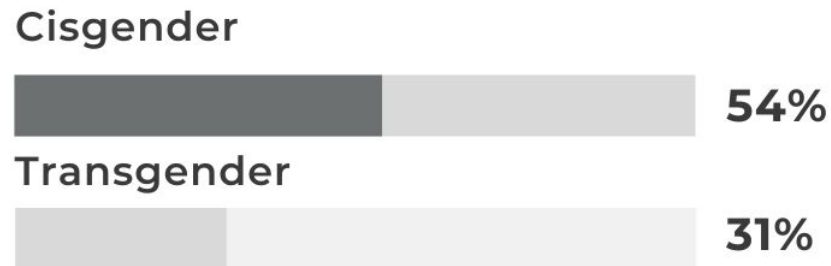
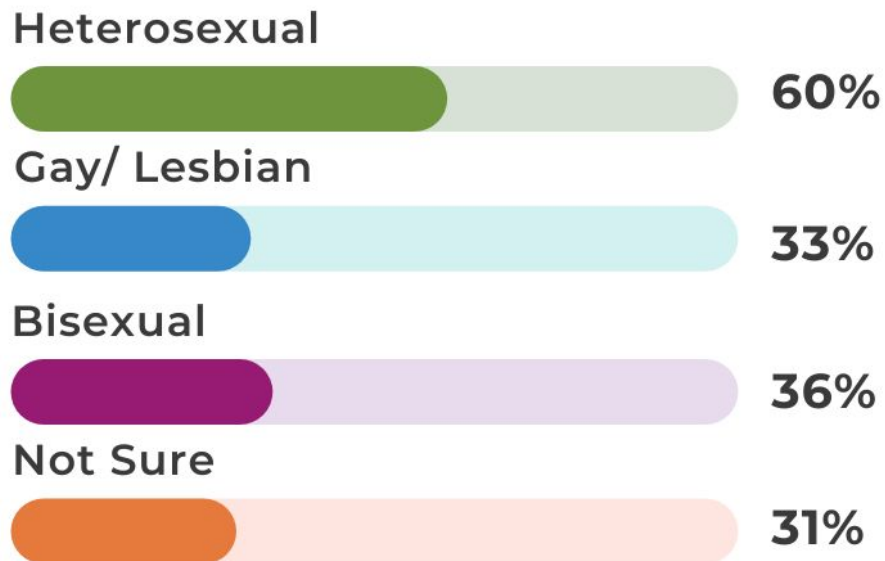
High school students who get the recommended amount of physical activity are **36%** less likely to consider suicide.



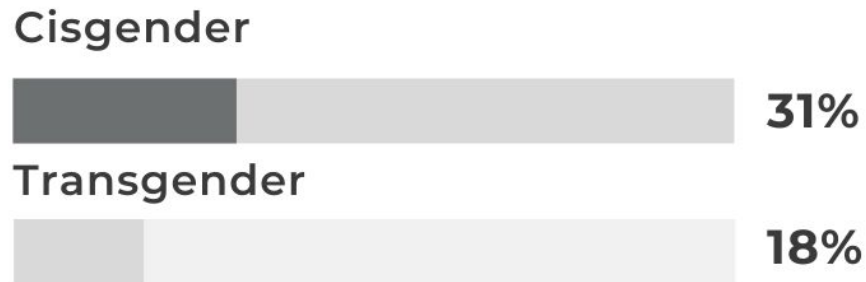
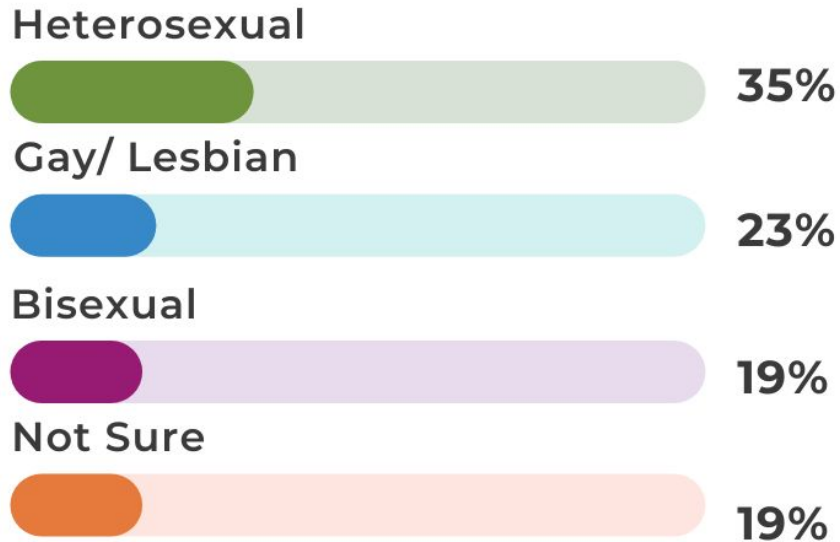
# Physical Activity Is a Protective Factor



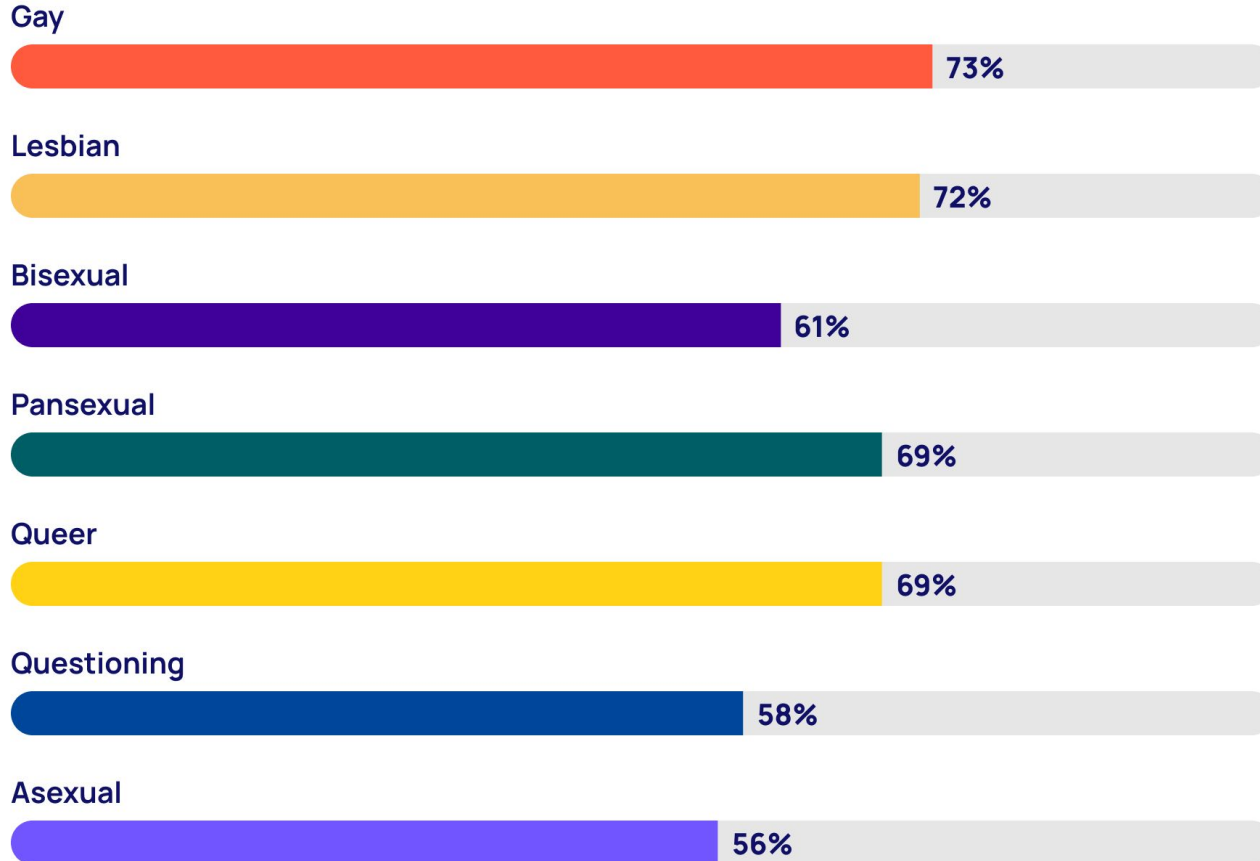
Jeffco High School Students who are **physically active for a total of at least 60 minutes** per day most days per week.\*



# Jeffco High School Students who participated in a **PE Class** in an average week.\*



## Rates of LGBTQ youth who have experienced discrimination due to their sexual orientation



## Rates of transgender and nonbinary youth who have experienced discrimination due to their gender identity

Transgender boy/man



Transgender girl/woman



Nonbinary/genderqueer



THE TREVOR PROJECT

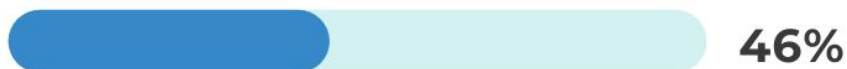
[www.thetrevorproject.org/survey-2022](http://www.thetrevorproject.org/survey-2022)

Jeffco High School Students who agree or strongly agree that they **BELONG** at their school.\*

Heterosexual



Gay/ Lesbian



Bisexual



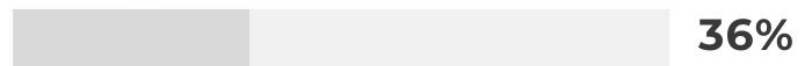
Not Sure



Cisgender



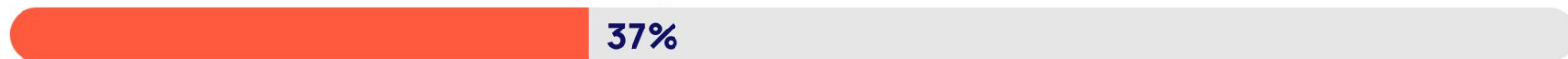
Transgender





## LGBTQ youth who identified home or school as an LGBTQ affirming space

Identified home as an LGBTQ-affirming space

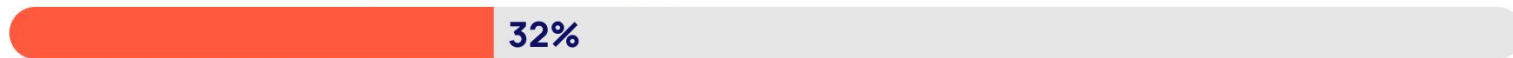


Identified school as an LGBTQ-affirming space



## Transgender and nonbinary youth who identified home or school as a gender-affirming space

Identified home as a gender-affirming space



Identified school as a gender-affirming space



# Jeffco Students Feelings of Belonging

Percentage of high school students who **agree or strongly agree** that they **belong** at their school.

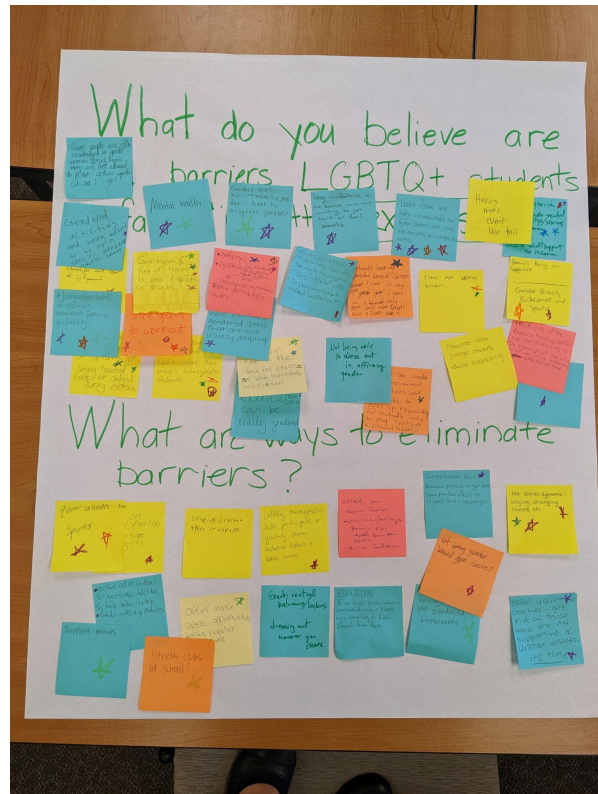
Heterosexual	Bisexual	Gay/Lesbian	Not Sure
73%	51%	46%	55%

Cisgender	Transgender	Not Sure
68%	36%	40%

# Jeffco GSA Summit

## What are the barriers to LGBTQ+ students getting exercise:

- Lack of safe spaces (locker rooms, bathrooms)
- Policies/Practices: changing clothes, gendered class / teams
- Coaches/Teachers need more training





# Intentions

We will learn from each other to increase the sense of belonging for our students that identify as LGBTQ+, especially in the world of sports and PE





# Norms

- Allow for all voices to be heard.
- Create a brave space.
- What's said here, stays here
- Sit in discomfort.



# Agenda

8:00AM- 8:20AM: Welcome and Breakfast

8:20AM- 8:35AM Introductions and Norms

8:35AM- 9:30AM Learning Modules

- Symbols, Signals, Pronouns
- Locker Room Safety
- Inclusive Policies

9:30AM-9:45AM- Break

9:45AM-11:00AM Hearing From You! Focus Group

# SYMBOLS, SIGNALS & PRONOUNS

EVEN SMALL SIGNALS AND SYMBOLS MAKE A BIG DIFFERENCE



There are growing studies and data making the case that “public visibility” of support for the LGBTQ community has a significantly positive impact on individuals and groups.

## The Importance of LGBTQ Representation & Advocacy

Share:



**89%**

of LGBTQ youth reported that seeing LGBTQ representation in TV/movies made them feel good about being LGBTQ.

**LGBTQ youth also reported feeling good about being LGBTQ when...**

**79%**

musicians come out as LGBTQ

**74%**

other celebrities come out as LGBTQ

**71%**

non-LGBTQ celebrities advocate for LGBTQ people

**70%**

companies are led by LGBTQ people

**67%**

athletes come out as LGBTQ



# SYMBOLS, SIGNALS & PRONOUNS

EVEN SMALL SIGNALS AND SYMBOLS MAKE A BIG DIFFERENCE



**40.2% LGBTQ students**

**59.4% trans students**

**41.2% nonbinary students**

**Avoid gym classes because they feel unsafe or uncomfortable<sup>2</sup>**



# SYMBOLS, SIGNALS & PRONOUNS

**EVEN SMALL SIGNALS AND SYMBOLS MAKE A BIG DIFFERENCE**



## **Symbols and Signals**

We know from research and feedback from students around the country that visibility matters immensely in building inclusion. A pin, a t-shirt, flags, stickers and use of pronouns are impactful ways of making a difference.

What does “public visibility” look like?

- safe-space & ally messages in waiting areas, hallways, and most importantly, the locker room, P.E., coach or athletic director offices
- organizing or participating in inclusion and “pride” events at the school

# SYMBOLS, SIGNALS & PRONOUNS

**EVEN SMALL SIGNALS AND SYMBOLS MAKE A BIG DIFFERENCE**



Wear something during important public occasions that sends a strong message of support (scarf, shirt, tie, lapel pin, shoes, etc.).

Meet with your GSA (Gender - Sexuality - Alliance).



# SYMBOLS, SIGNALS & PRONOUNS

EVEN SMALL SIGNALS AND SYMBOLS MAKE A BIG DIFFERENCE



## Pronouns

Using someone's correct personal pronouns is a way to respect them and create an inclusive environment, just as using a person's name is a way to respect them. It can be offensive or harassing to guess at someone's pronouns and refer to them using those pronouns if that is not how that person wants to be known.

### Pronoun Examples:

- They/Them/Their
- She/Her/Hers
- He/Him/His



What if I get it wrong?...That's ok! It will happen...Instead of apologizing to the individual, say 'Thank You' for the correction and use the appropriate language moving forward.



## HOW CAN I USE PRONOUNS PROACTIVELY TO SIGNAL MY INCLUSION?

email signature  
business cards

Zoom profile

Whiteboard  
email signature

With Pride,



**WARREN  
TECH**  
[warrentech.org](http://warrentech.org)



**JEFFCO**  
PUBLIC SCHOOLS

**Micah Porter**

(pronouns: he/him/his) [Why Pronouns Matter](#)

Associate Principal

Warren Tech North

W: 303.982.8053

11325 Allendale Dr., Arvada, CO 80004

Note to recipient: This message, and any response to it, may be a public record under the Colorado Open Records Act.

# LOCKER ROOM/TEAM SPACES

'THE LOCKER ROOM IS A TRUE TEST OF A TEAM'S CULTURE AND VALUES'



## Why is this such a sensitive topic?

- many in the LGBTQ+ community have experienced very negative interactions in the locker room
- the “changing of clothes dynamic”
- lack of supervision
- lack of accountability
- casual homophobia
- effects EVERYONE





# LOCKER ROOM/TEAM SPACES

**'THE LOCKER ROOM IS A TRUE TEST OF A TEAM'S CULTURE AND VALUES'**



**Allow student access to the locker room that corresponds with the student's gender identity consistently asserted at school.**



The use of locker rooms by students who are transgender and gender nonconforming should be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort and minimizing stigmatization of the student.

# LOCKER ROOM/TEAM SPACES

**'THE LOCKER ROOM IS A TRUE TEST OF A TEAM'S CULTURE AND VALUES'**



## SUGGESTED STRATEGIES

- anonymous tip box
- offer alternative spaces
- class “culture keepers”
- strong coach presence to start the year
- teacher rotation?
- empower class leaders/captains



# LOCKER ROOM/TEAM SPACES

**'THE LOCKER ROOM IS A TRUE TEST OF A TEAM'S CULTURE AND VALUES'**



## MY APPROACH TO BUILDING AN INCLUSIVE AND SAFE LOCKER ROOM

**CURRENT CULTURE**

**LET'S FIND  
OUT!**



**MY ACTION ITEM**

**MY ACTION ITEM**



# INCLUSIVE TEAM RULES & POLICIES

YOUR POLICIES CODIFY YOUR COMMITMENT TO INCLUSION



Depending on where a school or class is in terms of culture, inclusivity, and diversity, the starting points will be different.

## Think about:

- the leadership at your school
- school policies and rules
- diversity and inclusion training
- cultural competency and awareness (educational professional development)



# INCLUSIVE TEAM RULES & POLICIES

YOUR POLICIES CODIFY YOUR COMMITMENT TO INCLUSION



Permit students to participate in physical education classes and intramural sports in a manner consistent with his or her gender identity and supported by law. Unless precluded by state interscholastic association policies, students should be permitted to participate in interscholastic athletics in a manner consistent with their gender identity. Link to Governing CHSAA Policy: [CHSAA Policy Statement and School Recommendations Regarding Transgender Participation](#)

# INCLUSIVE TEAM RULES & POLICIES

YOUR POLICIES CODIFY YOUR COMMITMENT TO INCLUSION



THE  
INCLUSION  
PLAYBOOK



TRANSATHLETE

RETURN ON  
INCLUSION



# INCLUSIVE TEAM RULES & POLICIES

**YOUR POLICIES CODIFY YOUR COMMITMENT TO INCLUSION**



## **Questions for Consideration When Creating Inclusive Team Rules & Policies:**

Creating inclusive policies is one of the most impactful ways for coaches to implement and enforce a culture of inclusion. Your culture must be reflected in your team's rules, code of conduct, and policies. Just as you do not want ambiguity in regards to athlete timeliness, dress code, etc., so must be the case with inclusion. Starting with inclusive terminology, such as those included in "The Power of Language" lesson, is a great place to begin.

---

**Let's take a look at your team's rules & policies or an exemplar.**

---

## **Questions for Consideration When Reviewing Team Rules & Policies:**

1. Do you have any statement that makes it clear that the LGBTQ+ community is welcome?
2. What are the first aspects of inclusion that a new athlete/parent will see when signing up for your program? Is this soon enough for them to know their child will be welcome and safe on your team?
3. Are there only two options for gender on forms you use for your team?
4. Have you considered pronoun use in your policy language? Do you collect pronouns from your athletes as part of their entrance/information forms?

# INCLUSIVE TEAM RULES & POLICIES

**YOUR POLICIES CODIFY YOUR COMMITMENT TO INCLUSION**

Let's take a look at a few examples:



## DOCUMENTING INCLUSION INTO YOUR SCHOOL/TEAM'S POLICIES

**WHAT POLICIES DO I  
NEED TO REVIEW?**

*Code of Conduct, locker room signage, parent agreements*

**EXAMPLE ADDITIONS TO  
POLICIES**

"All athletes are welcome on this team, regardless of race, religion, sexuality or gender identity."

**SAMPLE  
POLICY!**



**MY ACTION ITEM**



# Toolkit for Supporting Transgender Students

**Purpose:** Guidelines are designed to apply District Policies to situations encountered in our schools. The resources in the Toolkit are intended to create a safe learning and work environment for all students and staff and to best support the needs of any Jeffco student or employee who is transgender or gender nonconforming.

# Other Possible Topics



## SOCIAL MEDIA

PREPARING FOR THE UNKNOWN AND USING INCLUSIVE SOCIAL MEDIA

## AN ATHLETE COMING OUT

GIVING ATHLETES THE ACCEPTANCE THEY NEED TO SUCCEED




## POWER OF LANGUAGE

YOUR LANGUAGE LEADS THE WAY TO POSITIVE CULTURE

- ✓ Trans Inclusion
- ✓ Participation v. Performance







**What resonates with you?**  
**What are your needs in doing this  
work?**  
**What conversations need to happen  
with your peers?**