



Sarah Bartels-Marrero &lt;smarrero@cpsd.us&gt;

## Seeking LGBTQ+ Safe Space Advocates

1 message

Jenny Chung &lt;jchung@cpsd.us&gt;

Thu, Apr 14, 2022 at 3:47 PM

To: Manuel J Fernandez &lt;mfernandez@cpsd.us&gt;, Leslie Jimenez &lt;ljimenez@cpsd.us&gt;, Kini Udovicki &lt;kudovicki@cpsd.us&gt;

Cc: Michelle Madera &lt;mmadera@cpsd.us&gt;

Bcc: cps-amigos-staff@cpsd.us

Dear Elementary Educators,

The Office of Equity, Inclusion, and Belonging would like to invite all elementary educators to consider becoming a Safe Space Advocate.

As part of our work developing inclusive and affirming schools for LGBTQ+ students, the district is working toward having all schools have a dedicated group in each elementary school for LGBTQ+ students, students in LGBTQ+ families, and co-conspirators. These groups are sometimes known as Rainbow Clubs and are the elementary counterpart to the Gender and Sexuality Alliances (GSAs) often found in middle and high schools.

This is a **stipended** position for the upcoming school year that will be supported through OEIB and Health and Wellness offices. If you are interested, please fill out this [short form](#) by **Friday, April 29th**.

Feel free to reach out with any questions to Jenny Chung at [jchung@cpsd.us](mailto:jchung@cpsd.us).

Have a restful and rejuvenating vacation,  
OEIB Team

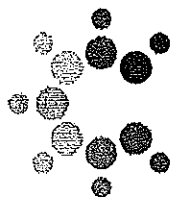
### Who should be a Safe Space Advocate?

- Identify as part of the LGBTQ+ community and/or identify as a visible and committed ally
- Share a commitment to maintaining inclusivity and supporting LGBTQ+ rights
- Are willing and able to engage in continuous learning and unlearning, confronting your own prejudices and unconscious bias
- Use LGBTQ+ language accurately and respectfully

### What will Safe Space Advocates do?

- Create and provide a safe space for all LGBTQ+ individuals
- Advocate for school-wide efforts to support LGBTQ+ students
- Collaborate with the Coordinated School Health Team to design and launch Rainbow groups
- Receive a \$500 stipend in SY 22-23 - can be split if multiple Advocates are interested
- Gather with other Advocates across the district a few times a year
  - First gathering will be **Friday, June 10th 1-3pm at CRLS**

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**Jenny Chung Greenfield** (she/her)

Curriculum &amp; Training Specialist

Educator on Assignment

Office of Equity, Inclusion, and Belonging

Cambridge Public Schools

135 Berkshire Street, Cambridge, MA 02141

[jchung@cpsd.us](mailto:jchung@cpsd.us) | OEIB website | (857) 262-1873





Sarah Bartels-Marrero &lt;smarrero@cpsd.us&gt;

## Rainbow Alliance meeting

5 messages

Elizabeth Bacher <ebacher@cpsd.us>  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Wed, Sep 28, 2022 at 5:12 PM

Hi Sarah,

Can we touch base at some point to discuss starting a Rainbow Alliance at Amigos? I'm thinking of meeting once a month on Thursdays during 3rd and 4th grade lunch and have some ideas to kick off content. Let me know if there's a time we can meet to discuss further.

Thanks!  
Libby

--  
Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

Sarah Bartels-Marrero <smarrero@cpsd.us>  
To: Elizabeth Bacher <ebacher@cpsd.us>

Thu, Sep 29, 2022 at 11:54 AM

Yes, absolutely. This week is pretty full and almost over. What times can work for you next week?

### Sarah B Marrero

Directora/Principal  
Escuela Amigos School  
617.349.6567 | smarrero@cpsd.us | www.cpsd.us  
Ella, She, Her, Hers



*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

*Este es un buzón consciente. Reviso el correo electrónico dos veces al día durante la semana. Si su mensaje llega en un fin de semana, no recibirá una respuesta hasta la semana siguiente. Hago todo lo posible para responder dentro de 48 horas, pero no siempre puedo hacerlo. Por favor, no dude en hacer un seguimiento de lo que sea urgente llamándome a la escuela. Gracias por su comprensión.*

[Quoted text hidden]

Elizabeth Bacher <ebacher@cpsd.us>  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Thu, Sep 29, 2022 at 12:17 PM

Agreed, next week is better for me, too. My Thursday afternoon is open from 1:25-3, or Tuesday from 10:25-11:30. Let me know if either of those work for you!

Thanks,  
Libby  
[Quoted text hidden]

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**Sarah Bartels-Marrero** <smarrero@cpsd.us>  
To: Elizabeth Bacher <ebacher@cpsd.us>

Thu, Sep 29, 2022 at 12:30 PM

How about 2:15 on Thursday?

## Sarah B Marrero

Directora/Principal  
Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Ella, She, Her, Hers*



*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

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[Quoted text hidden]

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**Elizabeth Bacher** <ebacher@cpsd.us>  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Thu, Sep 29, 2022 at 12:32 PM

Sounds good!  
[Quoted text hidden]



Sarah Bartels-Marrero &lt;smarrero@cpsd.us&gt;

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## Gender Identities Resources

1 message

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Elizabeth Bacher <ebacher@cpsd.us>  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Thu, Sep 1, 2022 at 11:30 AM

Hi Sarah,

Attaching the Gender Identities resource folder that we went over during the training last year. If you could share this with staff along with the pronoun intro script, that would be great! Feel free to modify as needed.

Also, let me know when might be a good time to discuss the Rainbow "Alliance". I think the most challenging piece will be scheduling a time during the day for the group to meet - maybe during lunch or recess if that falls on one of my preps?

Thanks!  
Libbt

 Gender Identity Resources

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Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

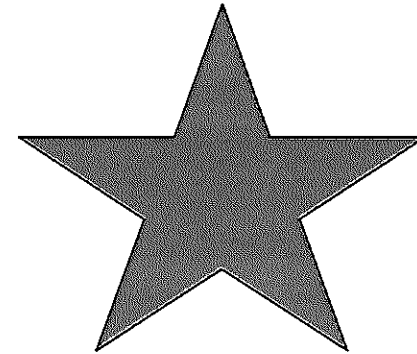
Teachers inspire and protect LGBTQ students by **acknowledging their assets and taking courageous action**. Students who identify as lesbian, gay, bisexual, transgender or queer face singular trials (educational, psychological, and health). By both supporting the intelligence and uniqueness of each student while clearly blocking and deterring harm, a teacher is more than a pedagogue. The teacher becomes mentor, counselor, advocate and cheerleader for each student's academic and social success.

Aurelio M. Montemayor, M.Ed., and Michelle Martínez Vega • IDRA Newsletter • February 2018 •

## EQUITY FOR LGBTQ+ STUDENTS

# Proposed Norms from Previous Work

- Stay engaged
- Speak your truth - trust one another
- Plan to experience and accept discomfort
- Expect and accept non-closure
- Assume best intentions





# Supporting Non-Binary and Gender Expansive Students in the Classroom & Beyond

Supported by a grant from the NoVo Foundation.





# Goals

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1

Understand concerns and needs of non-binary and gender expansive students

2

Be able to articulate and use correct terms and definitions

3

Clarify common concerns and misinformation

4

Examine CPS Policy

5

Determine how to implement best practices for our school

# Some Background Information



## Guiding Questions

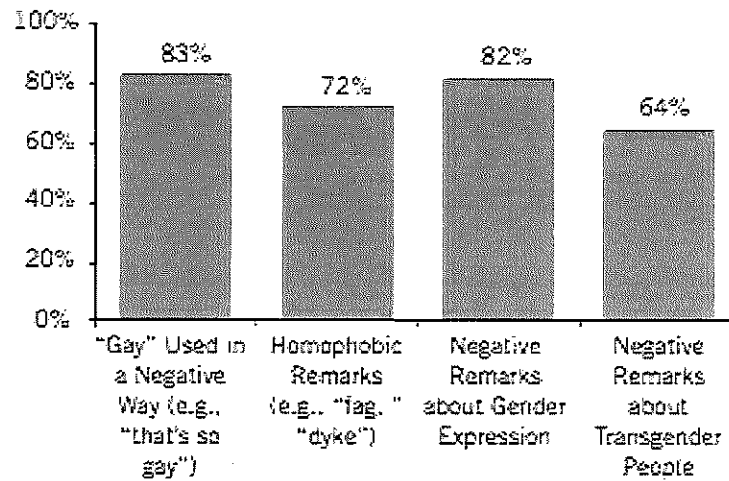
- What resonated with you?
- What surprised you?



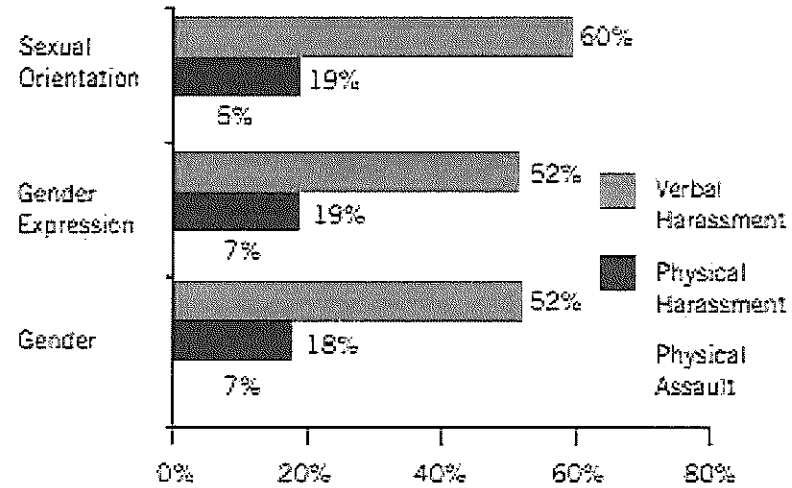
Video: Dr. Margaret Nichols, Beyond the Gender Binary

# Why Should You Care?

**Figure 1. Hearing Anti-LGBTQ Remarks from Students in Massachusetts Schools**  
(percentage of LGBTQ students hearing remarks regularly)



**Figure 2. Anti-LGBTQ Harassment & Assault in Massachusetts Schools**  
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



Source: [GLSEN 2017 State Snapshot](#)

# Why Should You Care?

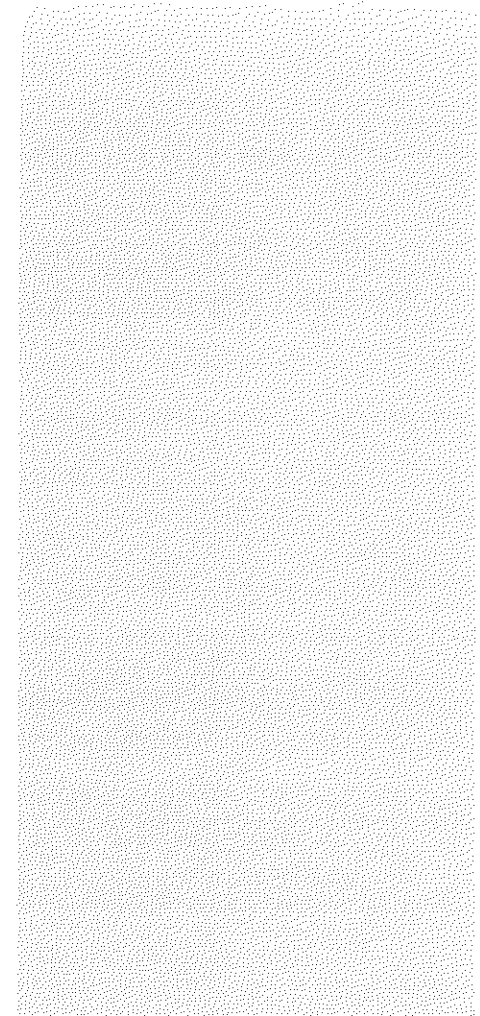
THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	SEXUAL IDENTITY			SEX OF SEXUAL CONTACTS			Total all students
	Heterosexual	Lesbian, gay, or bisexual	Not sure	Opposite sex only	Same sex or both sexes	No sexual contact	
<b>Experienced persistent feelings of sadness or hopelessness</b>	27.5	63.0	46.4	34.8	63.9	25.4	31.5
<b>Seriously considered attempting suicide</b>	13.3	47.7	31.8	19.0	45.1	12.3	17.2
<b>Made a suicide plan</b>	10.4	38.0	25.6	14.4	41.2	9.1	13.6
<b>Attempted suicide</b>	5.4	23.0	14.3	8.1	23.8	4.2	7.4
<b>Were injured in a suicide attempt</b>	1.7	7.5	5.6	2.7	7.8	1.2	2.4

**1 in 6** high school students reported “seriously considering suicide” in 2017, including nearly **1 in 4** girls and **almost half** of gay, lesbian, and bisexual students (CDC, 2018)

\*For the complete wording of YRBS questions, refer to Appendix. | Source: National Youth Risk Behavior Survey, 2017

# Why Should You Care?

<b>THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:</b>	<b>SEXUAL IDENTITY</b>		
	<b>Hetero- sexual</b>	<b>Lesbian, gay, or bisexual</b>	<b>Not sure</b>
<b>Experienced persistent feelings of sadness or hopelessness</b>	27.5	63.0	46.4
<b>Seriously considered attempting suicide</b>	13.3	47.7	31.8
<b>Made a suicide plan</b>	10.4	38.0	25.6
<b>Attempted suicide</b>	5.4	23.0	14.3
<b>Were injured in a suicide attempt</b>	1.7	7.5	5.6



# Vocabulary Jamboard

genders identity delay Binary voice  
birth Expression female  
Cisgender behavior haircut reproductive  
having own genitals one's psychological Suppression  
body complementary internal  
born elements process distinct two femininity children medical  
everyone attraction concept significant sometimes deep-seated caused natural  
conform include person other multiple health through  
appearance describing one match based involving  
male Assigned gender more emotional roles belief constructs  
someone gendered term Intersex traditional socially Queer sex  
sexual umbrella describe Pubertal refers agender  
Transgender neither Heteronormative embodies  
chromosome outside whose behaviors person's only people  
combination characteristics identify used  
Dysphoria puberty Orientation typically  
masculinity biological congruent and/or themselves

WordItOut



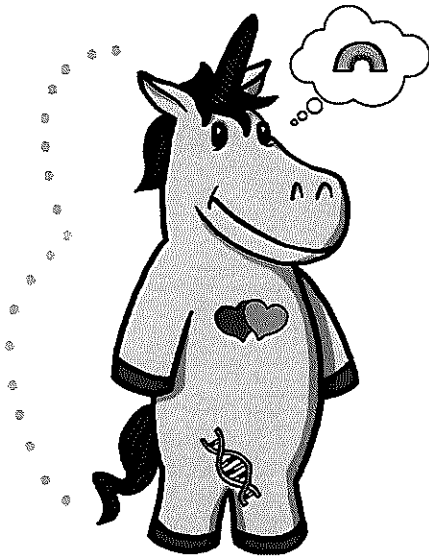
Sexual Orientation	A person's sexual, emotional, physical and psychological attraction to other people.
Biological Sex	A person's combination of genitals, chromosomes and hormones.
Sex Assigned At Birth	The sex that someone is labeled at birth, usually based on the appearance of their genitals
Intersex	An umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female.
Gender Identity	A person's deep-seated internal sense of their own gender
Gender Expression	The gendered way that a person expresses themselves through behavior, clothing, haircut or voice, which may or may not conform to socially defined behaviors and characteristics.
Cisgender	A term used to describe a person whose biological sex and gender identity are congruent or "match"
Gender Dysphoria	A mental health diagnosis involving significant distress caused when a person's assigned birth gender is not the same as the one with which they identify
Transgender	A term used to describe a person whose biological sex and gender identity are incongruent, or do not "match"
Gender Non-Conforming	A term used to describe a person whose gendered appearance does not conform to traditional masculinity or femininity.
Gender Fluid	Someone who embodies characteristics of multiple genders, or shifts in gender identity.
Gender Queer	A term that is sometimes used to describe someone who defines their gender outside the constructs of male and female. This can include having no gender (agender), being androgynous, or having having elements of multiple genders.
Heteronormative	A belief that people fall into distinct and complementary genders (male and female) with natural roles in life involving alignment of biological sex, sexuality, gender identity and gender roles
Binary	The concept that there are only two genders, male and female, and that everyone must be one or the other.
Non- binary	An umbrella that refers to individuals who identify as neither male or female
Medical Transition	The medical process of changing one's body to be more aligned with their gender identity
Pubertal Suppression	A medical process used to delay puberty in children

Sexo biológico	Se refiere a la combinación de órganos genitales, cromosomas y hormonas.
Sexo asignado al nacimiento	El sexo con el que alguien es etiquetado al nacimiento, generalmente basado en la apariencia de sus genitales.
Intersexual	Un término general que describe a las personas nacidas con anatomía reproductiva o sexual y/o patrón cromosómico que no se puede clasificar como típicamente masculino o femenino.
Identidad de género	Una persona con profundo sentido interno de su propio género.
Expresión de género	La forma en que una persona se expresa por medio de su comportamiento, ropa, corte de pelo o voz, que puede o no ajustarse a comportamientos y características socialmente definidos.
Concordancia de género	Término utilizado para describir a una persona cuyo sexo biológico e identidad de género son congruentes o coincidentes.
Disforia de Género	Un diagnóstico de salud mental que implica un sufrimiento significativo causado cuando a una persona se le asigna el sexo del nacimiento y no es el mismo con el que se identifica.
Disconcordancia de género	Término utilizado para describir a una persona cuyo sexo biológico y la identidad de género son incongruentes, no coinciden.
Disconformidad de género	Término utilizado para describir a una persona cuya apariencia de género no se ajusta a la masculinidad o feminidad tradicional.
Género fluido	Alguien que encarna características de múltiples géneros o cambios en la identidad de género.
Género Queer	Se utiliza para describir a alguien que define su género fuera de lo establecido como de hombre o mujer. Esto puede incluir no tener género, ser andrógino o tener elementos de múltiples géneros.
Heteronormativa	La creencia de que las personas caen en géneros distintos y complementarios (hombres o mujeres) con roles naturales en la vida que implican alineamiento del sexo biológico, sexualidad, identidad de género y roles de género.
Modelo binario	El concepto de que solo hay dos géneros masculino y femenino, y que uno debe ser uno u otro.
Identidad Binario	Término que se refiere a las personas que no se identifican ni como hombre ni como mujer.
Transición médica	El proceso médico de cambiar el cuerpo de una persona para estar más alineado con su identidad de género.
Retrasación pubertal	Un proceso médico para retrasar la pubertad en los niños@s



# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



**Gender Identity**

Female/Woman/Girl  
Male/Man/Boy  
Other Gender(s)

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**Gender Expression**

Feminine  
Masculine  
Other

---

**Sex Assigned at Birth**

Female      Male      Other/Intersex

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**Physically Attracted to**

Women  
Men  
Other Gender(s)

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**Emotionally Attracted to**

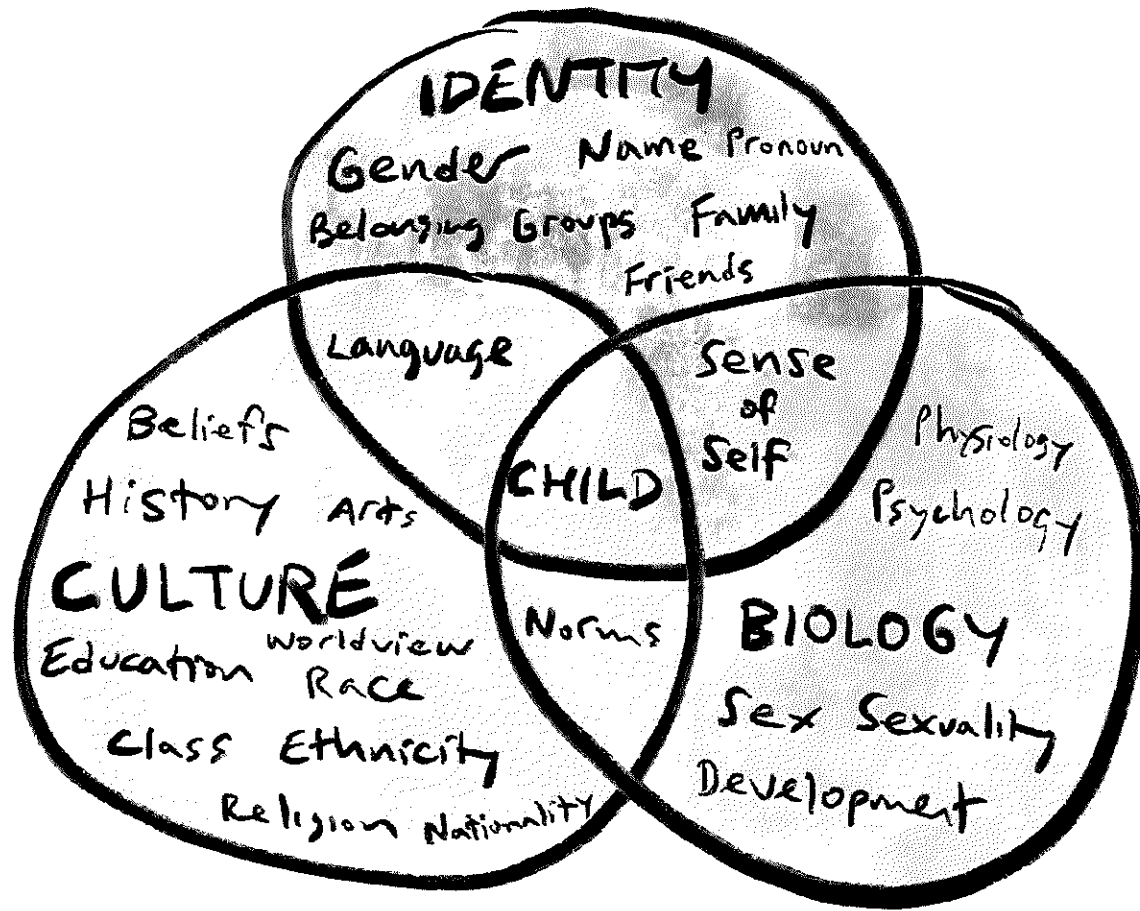
Women  
Men  
Other Gender(s)

To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

## Questions

- What age do you think a person begins to meaningfully recognize their own gender identity?
- What age do you think a person begins to meaningfully recognize their own sexual orientation?



# CPS Policy

## Non-Discrimination on the Basis of Gender Identity (Adopted: May 15, 2018)

## Change in Student Name & Pronoun (Updated July 2021)

- Find these documents in the shared Google Folder (Gender Identity Resources)



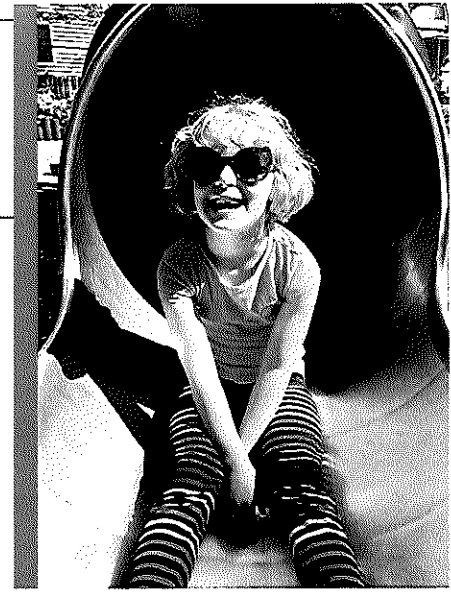
# CPS Policy

## Non-Discrimination on the

## Basis of Gender Identity (Adopted: May 15, 2018)

Did you know...

- That “a student has the right to choose a name and pronoun appropriate to the student's gender identity, regardless of the student's assigned birth sex and name that appears on the student's birth certificate”
- That when a student transitions, the school must hold a meeting with the student, parents and guardians to develop a transition plan to provide a safe and supportive learning environment for the student
- All information related to gender identity or of a similar nature must be kept confidential



# CPS Policy

Did you know...

- “A student may access the restrooms, locker rooms and changing facility that corresponds to the student's gender identity.”
- A student must be allowed to participate in physical education and athletic activities in a manner consistent with the student's gender identity.
- “A student must be permitted to dress in compliance with the school district's dress code in a manner consistent with the student's gender identity.”
- “Schools should review and evaluate any gender-based activities, rules and practices currently being utilized, and replace such gender-based activities, rules and practices with non-gendered alternatives.”
- The school district must incorporate training about transgender and gender non-conforming students into its anti-bullying and non-discrimination curriculum



17 U.S.C §§ 101 et. seq.

Grupo 1: 101   Grupo 2: 109   Grupo 3: 108   Grupo 4: 110   Grupo 5: 104   Grupo 6: 310   Grupo 7: 304   Grupo 8: 308   Grupo 9: 305   Grupo 10: 306

Sharon Hamel	Ginamarí Martínez-Jiménez	Libby Bacher	Dalton Caudill	Kristala Smart	Fredrick McClelland	Diego Mathó	Ilanna Newman	Diana Baldelomar	Johanna Homan
Sarah Miller	Linda Santiago	Jonathon Leiner	Luisa Quintanilla	Lillian Rater	Elíka Fredrickson	Melisa Paulino	Brigitte Valerio	Mariel Santos-Dugan	María González
Caryn Collins	Virginia Simon	Rebecca Ludovico	Rebecca Sawady	José Vega	Abigail Krueger	Caroline Butler-Rahman	Maggie Manso-Rosa	Sarah Collazo	Laurie Ferhani
Steven Rodenas	Michael Batt	Julio Ruiz Montero	Ailene Orr	Dacey Sartor	Katie Brophy	Alexis Bonilla	Ryan Civiello	Alicia Montero Marcos	Marlene Ramos
Ernesto González	Francesca Manzón	Margaret Lewis	Patty Curbelo	Luis Bañuelos	Vionette Matos	Isabel Esquitín	Jennifer Miranda	Karina de los Santos	Cristina Jurado
Pati Londoño	Silvia Arata	Oscar Carrillo	Nelson Arroyo	Gloribel Buruca	Andrea Padilla	Johana Rodríguez	Ana Sánchez	Edith Martínez	Erika Ramos
	Elvy Rodríguez								

17 U.S.C §§ 101 et. seq.



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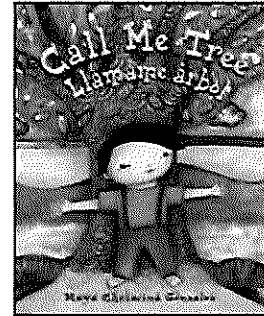
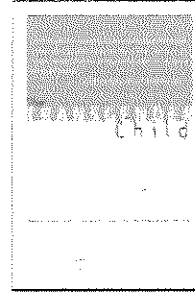
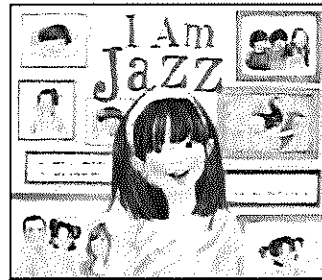
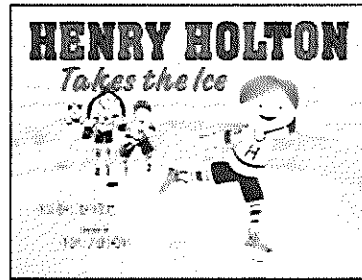
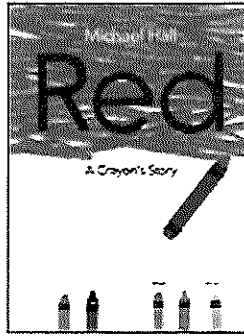
17 U.S.C §§ 101 et. seq.

17 U.S.C §§ 101 et. seq.

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17 U.S.C §§ 101 et. seq.

# Books & Resources



## Online Resources:

- [www.WelcomingSchools.org](http://www.WelcomingSchools.org)
- [www.GenderSpectrum.org](http://www.GenderSpectrum.org)
- [www.GLSEN.org](http://www.GLSEN.org)
- <http://FamilyProject.sfsu.edu>

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Safe Schools Program for LGBTQ Students





17 U.S.C §§ 101 et. seq.

# Teacher Actions

Without over-simplifying, the following are **critical equitable classroom actions**.

- Interrupt, compassionately but firmly, any clear expression of bigotry.
- Identify and bring to light all the talents, strengths and potential in each student. Let each student know that you see this in him or her and let others know. Do this naturally as with any other child and without exaggeration or artificiality.
- Facilitate conversations and dialogues about student identification, respecting individual expressions, and furthering respectful dialogue among peers and educators.

## **Cambridge Public Schools Administrative Guidelines and Procedures Change in Student Name and Pronouns**

As detailed in the Cambridge School Committee's Non-Discrimination on the Basis of Gender Identity Policy a student has the right to choose a name and pronoun appropriate to the student's gender identity, regardless of the student's assigned birth sex and name that appears on the student's birth certificate. Schools should accurately record and use the student's chosen name and pronouns that are consistent with the student's gender identity. Court orders are not required to update student records to reflect changes in a student's name and gender markers. Schools will work with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a plan for communicating any name and pronoun change within the school. The process to initiate a name and pronoun change is as follows:

The student and/or their parent/guardian/caregiver should email, call, or go to the school clerk and ask for a name change form. Pre-kindergarten to grade 8 students will need their parent/guardian/caregiver to be part of the requesting process. High school students can request a name change themselves without parent/guardian/caregiver permission.

The school clerk should change the student's name in Aspen.

High school students and students in grades 6 through 8 may also request that their preferred name be used during the school day and when using online educational technology tools. Request for utilization of a preferred name will only result in an update of the student record to also include the preferred name. Parents/guardians/caregivers may opt out of having their student in grades 6 through 8 request the use of a preferred name by completing an annual opt-out form. High school students can request the use of a preferred name themselves without parent/guardian/caregiver permission. The school clerk should include the student's preferred name in ASPEN for a high school student when request and for students in grades 6 through 8 when the parent/guardian/caregiver has completed an opt out form.

Policy references: ACA-1

Legal References: Chapter 199 of the Acts of 2011  
M.G.L.c. 76, §5  
603 CMR 26.00

Safe and Supportive Guidance for Massachusetts Public Schools Creating a  
School Environment

Last updated: July 23, 2021

## **Non-Discrimination on the Basis of Gender Identity**

The Cambridge Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of gender identity, sex, sexual orientation, or gender expression is not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Cambridge Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Cambridge Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome and included.

The Cambridge Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Cambridge Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Cambridge Public Schools' Non-Discrimination Policy and Prohibition Against Sexual Harassment, Non-Discrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies are incorporated as if fully set forth herein.

To help create a safe and supportive environment for all students, the school district will, consistent with applicable laws and guidance, take the following steps:

### Names/Pronouns

A student has the right to choose a name and pronoun appropriate to the student's gender identity, regardless of the student's assigned birth sex and name that appears on the student's birth certificate. Schools should accurately record and use the student's chosen name and pronouns that are consistent with the student's gender identity. Court orders are not required to update student records to reflect changes in a student's name and gender markers. Schools will work with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a plan for communicating any name and pronoun change within the school.

### Transitions

When a student transitions, the school shall hold a meeting with the student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a

transition plan to provide a safe and supportive educational environment for the student and to address any concerns that may arise.

#### Privacy, Confidentiality and Student Records

Records with a student's assigned birth name and sex, name change for gender identity purposes, gender transition, medical information related to gender identity or other information of a similar nature, if such records exist, will be maintained in a separate, confidential file. The school district shall ensure that all information relation to a student's gender identity shall be kept confidential in accordance with applicable, federal, state and local privacy laws and regulations. Information that may reveal a student's gender identity to others will not be disclosed unless the school is legally required to do so, or unless the disclosure has been authorized by the student, or in the case of a younger student, by the student's parents/guardians/caregivers. Schools will consult with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, when determining whether any such information should be disclosed, and if so, how much information should be disclosed and to whom.

#### Accessibility to Restrooms, Locker Rooms and Changing Facilities

A student may access the restrooms, locker rooms and changing facility that corresponds to the student's gender identity. Upon a student's request, any student who is uncomfortable using a shared facility, regardless of the reason, shall be provided with a safe and non-stigmatizing alternative. Based upon availability and the appropriateness to address privacy concerns, accommodations that may be offered to a student who desires increased privacy may include, but are not limited, to: (a) use of a nearby private area (such as a gender neutral restroom, gender neutral changing room, nurse's restroom, or a nurse's office); (b) a separate changing schedule, or (c) use of private area within a public area (such as, an area separated by a curtain, or a bathroom or changing stall with a door. Schools will consult with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student's parents/guardians/caregivers, to ensure accessibility and address any concerns that may arise.

#### Physical Education Classes and Athletic Activities

In those instances where there are gender-segregated classes or activities, as opposed to co-educational classes and activities, a student must be allowed to participate in a manner consistent with the student's gender identity.

#### Dress Codes

A student must be permitted to dress in compliance with the school district's dress code in a manner consistent with the student's gender identity.

#### Other Gender-Based Activities, Rules and Practices

Schools should review and evaluate any gender-based activities, rules and practices currently being utilized, and replace such gender-based activities, rules and practices with non-gendered alternatives. If there is a clear and sound pedagogical purpose to retain a gender-based activity, rule or practice, a student must be allowed to participate in the activity, rule or practice in a manner consistent with their gender identity.

### Education and Training

The school district shall incorporate training about transgender and gender nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership training and staff professional development in order to promote a safe and supportive environment for all students and staff.

Consistent with this policy and applicable laws and guidance, the Superintendent of Schools shall promulgate administrative procedures to address steps that school staff should take to create a culture where transgender and gender nonconforming students feel safe, supported and fully included. The administrative guidelines should, at a minimum, address the following areas: gender transition, names and pronouns, privacy, confidentiality and student records, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, and other gender-based activities, rules, policies and practices, and education and training.

*Adopted: May 15, 2018*

Sexual Orientation	A person's sexual, emotional, physical and psychological attraction to other people.
Biological Sex	A person's combination of genitals, chromosomes and hormones.
Sex Assigned At Birth	The sex that someone is labeled at birth, usually based on the appearance of their genitals
Intersex	An umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female.
Gender Identity	A person's deep-seated internal sense of their own gender
Gender Expression	The gendered way that a person expresses themselves through behavior, clothing, haircut or voice, which may or may not conform to socially defined behaviors and characteristics.
Cisgender	A term used to describe a person whose biological sex and gender identity are congruent or "match"
Gender Dysphoria	A mental health diagnosis involving significant distress caused when a person's assigned birth gender is not the same as the one with which they identify
Transgender	A term used to describe a person whose biological sex and gender identity are incongruent, or do not "match"
Gender Non-Conforming	A term used to describe a person whose gendered appearance does not conform to traditional masculinity or femininity.
Gender Fluid	Someone who embodies characteristics of multiple genders, or shifts in gender identity.
Gender Queer	A term that is sometimes used to describe someone who defines their gender outside the constructs of male and female. This can include having no gender (agender), being androgynous, or having having elements of multiple genders.
Heteronormative	A belief that people fall into distinct and complementary genders (male and female) with natural roles in life involving alignment of biological sex, sexuality, gender identity and gender roles
Binary	The concept that there are only two genders, male and female, and that everyone must be one or the other.
Non-binary	An umbrella that refers to individuals who identify as neither male or female
Medical Transition	The medical process of changing one's body to be more aligned with their gender identity
Pubertal Suppression	A medical process used to delay puberty in children

## Understanding Terminology

Biologic Sex  
Binary  
Cisgender  
Gender Identity  
Gender Expression  
Gender Non-conforming

Gender Fluid  
Gender Queer  
Gender Dysphoria  
Heteronormative  
Intersex

Medical Transition  
Non-binary  
Pubertal Suppression  
Sex Assigned at Birth  
Sexual Orientation  
Transgender

	A person's sexual, emotional, physical and psychological attraction to other people.
	A person's combination of genitals, chromosomes and hormones.
	The sex that someone is labeled at birth, usually based on the appearance of their genitals
	An umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female.
	A person's deep-seated internal sense of their own gender
	The gendered way that a person expresses themselves through behavior, clothing, haircut or voice, which may or may not conform to socially defined behaviors and characteristics.
	A term used to describe a person whose biological sex and gender identity are congruent or "match"
	A mental health diagnosis involving significant distress caused when a person's assigned birth gender is not the same as the one with which they identify
	A term used to describe a person whose biological sex and gender identity are incongruent, or do not "match"
	A term used to describe a person whose gendered appearance does not conform to traditional masculinity or femininity.
	Someone who embodies characteristics of multiple genders, or shifts in gender identity.
	A term that is sometimes used to describe someone who defines their gender outside the constructs of male and female. This can include having no gender (agender), being androgynous, or having having elements of multiple genders.
	A belief that people fall into distinct and complementary genders (male and female) with natural roles in life involving alignment of biological sex, sexuality, gender identity and gender roles
	The concept that there are only two genders, male and female, and that everyone must be one or the other.
	An umbrella that refers to individuals who identify as neither male or female
	The medical process of changing one's body to be more aligned with their gender identity
	A medical process used to delay puberty in children



1. Welcome/introduction (5 minutes)
  - a. Why is this work important?
  - b. In each breakout group today: introduce yourself with your pronouns (Libby give example)
  - c. We will not have enough time today! You will receive this presentation along with a Google folder of resources to look into. Continue this work on your own and let Libby know if you have questions!
2. Goals: popcorn, one person read each goal (3 minutes)
3. Learning goal 1: Understand concerns and needs of non-binary and gender expansive students
  - a. Video (7 minutes): Turn & talk (1 minute), share out (2 minutes)
  - b. Why should you care? Discuss data (5 mins)
4. Learning goal 2: Be able to articulate and use correct terms and definitions
  - a. Activity (10 mins): Breakout groups of 2-3, read your definition and decide which word it matches to, use cheat sheet if necessary after 5 minutes
5. Learning goal 3: Clarify common concerns and misinformation
  - a. Gender unicorn (3 minutes): 30 seconds to look on own, then tag team English/Spanish
6. Learning goal 4: Examine CPS policy
  - a. Libby to summarize for group (3 mins) - copies of these in your mailbox to look over!
7. Learning goal 5: Determine how to implement best practices for our school
  - a. Group with your grade band - in-person (7 mins): discuss your ideas and thoughts, share out
  - b. Go over grade-level ideas/tag-lines (5 mins)
8. Wrap-up: Takeaways, parking lot, resources

## Conversation/Script to Discuss Gender Identities

### Notes:

This script was loosely developed to be discussed at the very beginning of the school year for students in grades JK-5. It would be great to revisit this script later on in the year once you know your students better. As you get to know your students, you may want to adjust accordingly (especially for older students). The key to this script and conversation is to speak authentically from the heart, and be honest with your kids. If you feel uncomfortable or awkward, it's okay to name that with the students and let them help you! The more you practice discussing these topics, the more comfortable you will feel.

### Script

"As we move into our assigned seats today, I'm going to ask each of you which pronouns make you feel the most comfortable. Does anyone know what pronouns are?" *Give students the chance to explain, then give a few examples using yourself (or even a stuffed animal for younger students).*

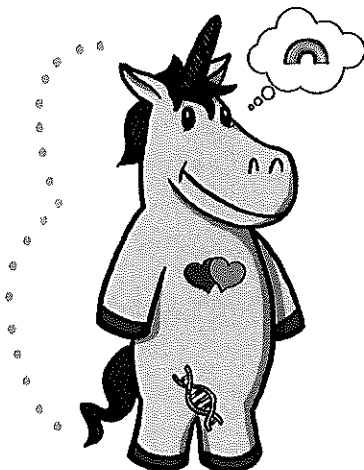
"For example, my name is Ms. Libby. My pronouns are she/her, which means that when people talk about me, it makes me feel comfortable when they use 'she', 'her', and 'hers'. It would make me uncomfortable if I heard other people talking about me saying, 'Ms. Libby is the PE teacher. He likes to run.'" *Students may laugh because it sounds strange!* "Right, that sounds weird to me!"

"Now, I want you to think about what feels good in your heart when you hear people talk about you. Some kids use she/her, others use he/him, and others prefer they/them. These pronouns may also change at some point, and that's okay too! If you feel comfortable, you can let me know if and when your pronouns change."

"When I call your name, I'm going to walk over to your seat with you and give you a chance to tell me your pronouns. If you're not sure yet, I can come back to you later today. I'll write down what you tell me so that I can make you feel the most comfortable throughout the school year!"

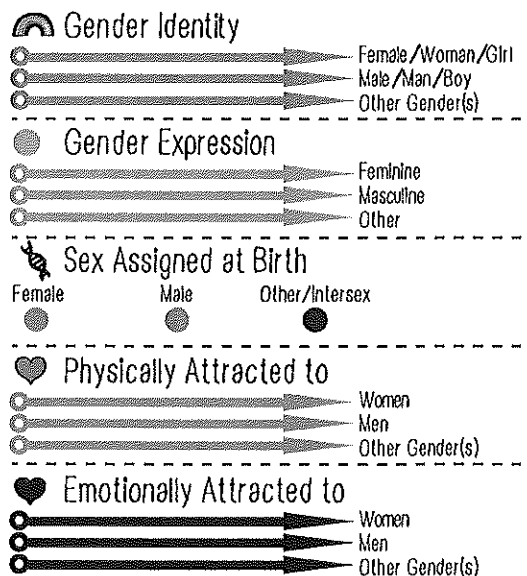
# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore



## ***SEIS PASOS FÁCILES HACIA UNA PRÁCTICA INCLUSIVA DE GÉNERO***

1.-Evite pedir a los niños que se alineen como niños o como niñas o separarlos por géneros. En su lugar, use cosas como “fechas de nacimiento pares o impares” o “qué elegirías: patinete o bicicleta, leche o zumo, perros o gatos, verano o invierno, hablar o escuchar.” Invite a los estudiantes a inventar opciones por sí mismos.

2.-No use frases como : “niños y niñas”, “ustedes chicos”, “señores y señoras”, y expresiones de género similares para llamar la atención de los niñ@s. En su lugar, use palabras que no son de género como: “buenos días colegas”, “hey a todo el mundo”, o se puede tratar de llamar a “todos l@s profesionales de la lectura”, o “hey campistas”, o “podrían todos l@s atletas/deportistas venir aquí”.

3.-Proporcione oportunidades para que las personas identifiquen su nombre y pronombres. Cuando los grupos se formen o nuevas personas se unan, utilice esto para reforzar su compromiso con la inclusión de género.

4.-Tenga imágenes que refuercen la inclusión de género: “Todos los géneros son bienvenidos”, carteles colgados en las puertas, o imágenes de personas que no se ajustan a las normas de género. También se podrían incluir carteles tachando las palabras “todos los niños” o “todas las niñas”. Anime a los estudiantes a crear mensajes similares o a crear sus propias versiones de los mismos.

5.-Sea intolerante con las actitudes abiertamente hostiles o referencias hacia otros CADA VEZ que las escuche u observe, pero también úselas como momentos de enseñanza. Aproveche la oportunidad para presionar al individuo en sus declaraciones sobre el género. Siendo punitivo puede detener el comportamiento al momento, pero siendo instructivo puede detenerlo por completo.

6.-Comparta anécdotas personales de su propia vida que reflejen una comprensión cada vez mayor de la inclusión social y de género. Esto podría ser un momento en el que usted no tuvo un pensamiento, palabras o comportamiento de inclusión de género, lo que aprendió como resultado y lo que hará de manera diferente la próxima vez.

17 U.S.C §§ 101 et. seq.

## 1.-Orientación sexual

Atracción sexual, emocional, física y psicológica de una persona hacia otra.

## 2.-Sexo biológico

Se refiere a la combinación de órganos genitales, cromosomas y hormonas.

## 3.-Sexo asignado al nacimiento

El sexo con el que alguien es etiquetado al nacimiento, generalmente basado en la apariencia de sus genitales.

## 4.- Intersexual

Un término general que describe a las personas nacidas con anatomía reproductiva o sexual y/o patrón cromosómico que no se puede clasificar como típicamente masculino o femenino.

## 5.-Identidad de género

Una persona con profundo sentido interno de su propio género.

## 6.- Expresión de género

La forma en que una persona se expresa por medio de su comportamiento, ropa, corte de pelo o voz, que puede o no ajustarse a comportamientos y características socialmente definidos.

## 7.-Cisgénero

Término utilizado para describir a una persona cuyo sexo biológico e identidad de género son congruentes o coincidentes.

## 8.-Disforia de Género

Un diagnóstico de salud mental que implica un sufrimiento significativo causado cuando a una persona se le asigna el sexo del nacimiento y no es el mismo con el que se identifica.

## 9.-Transgénero

Término utilizado para describir a una persona cuyo sexo biológico y la identidad de género son incongruentes, no coinciden.

## 10.-No conformidad de género

Término utilizado para describir a una persona cuya apariencia de género no se ajusta a la masculinidad o feminidad tradicional.

## 11.- Género fluido

Alguien que encarna características de múltiples géneros o cambios en la identidad de género.

## 12.-Género queer

Se utiliza para describir a alguien que define su género fuera de lo establecido como de hombre o mujer. Esto puede incluir no tener género, ser andrógino o tener elementos de múltiples géneros.

## 13.- Heteronormativa.

La creencia de que las personas caen en géneros distintos y complementarios (hombres o mujeres) con roles naturales en la vida que implican alineamiento del sexo biológico, sexualidad, identidad de género y roles de género.

## 14.-Binario

El concepto de que solo hay dos géneros masculino y femenino, y que uno debe ser uno u otro.

## 15.- No Binario

Término que se refiere a las personas que no se identifican ni como hombre ni como mujer.

## 16.-Transición médica

El proceso médico de cambiar el cuerpo de una persona para estar más alineado con su identidad de género.

## 17.- Supresión pubertal

Un proceso médico para retrasar la pubertad en los niñ@s.



Sarah Bartels-Marrero &lt;smarrero@cpsd.us&gt;

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**Rainbow Alliance (next week!)**

4 messages

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 Elizabeth Bacher <ebacher@cpsd.us>  
 To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Wed, Oct 26, 2022 at 5:04 PM

Hi Sarah,

Time got away from me and I can't believe next week is the first week of November! If we can manage it, I'm still hoping to start meeting with 3rd graders for the Rainbow Alliance next Thursday, November 3rd. I'm working on a blurb for you to send out with your Friday update email and a flyer to get out to students via Google Classroom. One question - where should we have students meet during lunch? Can we take over a table or two in the cafeteria, or is there another space that would work better (health room perhaps)? Let me know what you think.

Thanks!  
 Libby

---  
 Libby Bacher  
 K-4 PE Teacher  
 Escuela Amigos School  
 Pronouns: she/her  
 ebacher@cpsd.us

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 Sarah Bartels-Marrero <smarrero@cpsd.us>  
 To: Elizabeth Bacher <ebacher@cpsd.us>

Thu, Oct 27, 2022 at 9:36 AM

No worries, Libby. Once you have the blurb, I will include it.

I think you could use either a table in the cafeteria or the health room. I don't have a preference so you should check with Nicole to make sure she is ok with it.

**Sarah B Marrero**

Directora/Principal  
 Escuela Amigos School  
 617.349.6567 | smarrero@cpsd.us | www.cpsd.us  
 Ella, She, Her, Hers



*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

*Este es un buzón consciente. Reviso el correo electrónico dos veces al día durante la semana. Si su mensaje llega en un fin de semana, no recibirá una respuesta hasta la semana siguiente. Hago todo lo posible para responder dentro de 48 horas, pero no siempre puedo hacerlo. Por favor, no dude en hacer un seguimiento de lo que sea urgente llamándome a la escuela. Gracias por su comprensión.*

[Quoted text hidden]



Sarah Bartels-Marrero <smarrero@cpsd.us>  
To: Elizabeth Bacher <ebacher@cpsd.us>

Thu, Oct 27, 2022 at 10:25 AM

Hi, Libby.

Quick question, I thought you were planning on doing this with 4th grade **71 § 34D 34E**  
**71 § 34D 34E** Am I remembering incorrectly?

**Sarah B Marrero**

Directora/Principal  
Escuela Amigos School  
617.349.6567 | smarrero@cpsd.us | www.cpsd.us  
Ella, She, Her, Hers



*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

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[Quoted text hidden]

Elizabeth Bacher <ebacher@cpsd.us>  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Thu, Oct 27, 2022 at 12:16 PM

Hi Sarah,

Yes, you are correct! I just realized that as I talked to **71 § 34D 34E**  
**71 § 34D 34E** oops!

All this to say, yes starting with 4th grade next week! Nicole is happy to have us use the health room, so let's plan on that. Blurb is below (please change as needed and have someone double check my Spanish) and a flyer is attached if you'd like to share with anyone. I'll share the flyer in the 4th grade Google classroom.

Looking forward to it!

Thanks,  
Libby

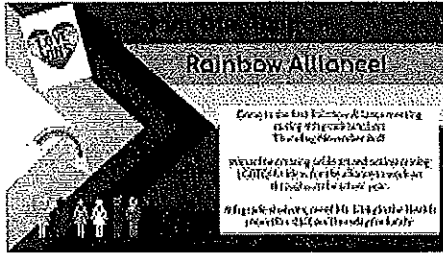
**4th Grade Students: Join the Amigos Rainbow Alliance!**

- WHO:** All 4th graders are welcome, including LGBTQIA+ students and allies!
- WHEN:** The first Thursday of every month during 4th grade lunch, starting next Thursday, November 3rd
- WHERE:** Meet Ms. Libby in the Health room (Rm. 213) after recess
- WHY:** To spread LGBTQIA+ love, learn about queer activism, and have fun!

- QUIEN:** Tod@s l@s estudiantes del cuarto grado están bienvenid@s, incluyendo estudiantes LGBTQIA+ y aliad@s
- CUANDO:** El primer jueves de cada mes durante almuerzo, arranca el jueves, 3 de noviembre
- DONDE:** El salón de Salud (Aula 213) después de recreo con Ms. Libby

**POR QUE:** Para difundir el amor LGBTQIA+, aprender de activismo queer, y divertirse!

[Quoted text hidden]



Rainbow Club Flyer 2022.png  
131K



Sarah Bartels-Marrero <smarrero@cpsd.us>

**Inappropriate sexual content at Amigos**

15 messages

**71 § 34D 34E**

Fri, Oct 28, 2022 at 6:50 PM

To: Sarah Bartels-Marrero <smarrero@cpsd.us>  
Cc: Victoria Greer <vgreer@cpsd.us>, School Committee <schoolcom@cpsd.us>, mmacfarlane@cpsd.us

Hello Sarah:

I was disturbed to see a club for FOURTH GRADERS whose purpose is: "To spread LGBTQIA+ love, learn about queer activism, and have fun!"

This is not an appropriate club for fourth graders. Also, you should not be promoting activism to little kids. Please focus on TEACHING and LEARNING.

Can you please stop pushing your agenda on children and focus on academics instead of sexuality?

How do you recruit fourth graders to this club? That strikes me as grooming.

**Sarah:** I would like you to confirm that if there is ANY sexual content **71 § 34D 34E** that I will be notified in advance and be able to opt him out. I also do not want **71 § 34D 34E**  
**71 § 34D 34E** I do not condone the promotion of body dysphoria and confusion to young children. **71 § 34D 34E**  
**71 § 34D 34E** at your social justice warrior training academy.

The gym teacher at Amigos did ask students for pronouns, which is inappropriate compelled speech that can lead to lawsuits if you're not careful.

You guys are failing on so many levels. Enough with the ideology!

**71 § 34D 34E**

----- Forwarded message -----  
From: **ParentSquare** <donotreply@parentsquare.com>  
Date: Fri, Oct 28, 2022 at 6:34 PM  
Subject: Oct 28, 2022 Digest: 1 new message from Cambridge Public Schools today  
To: **71 § 34D 34E**



Cambridge Public Schools

Daily digest created for **71 § 34D 34E**

- **From the Amigos Principal: October 28, 2022**  
Amigos School posted in 2022-23 School Committee , Amigos School, Amigos School Community Group

# From the Amigos Principal: October 28, 2022

Posted by Amigos School on Friday, Oct 28 at 3:00 PM in 2022-23 School Committee , Amigos School, Amigos School Community Group

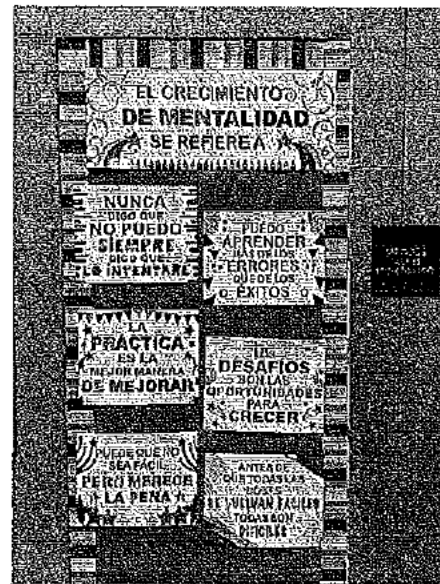
# Amigos School Newsletter Boletín de la Escuela Amigos

October 28, 2022 | 28 de octubre, 2022

## Estimadas familias,

### Asistencia

La asistencia consistente a la escuela es una parte esencial de la experiencia educativa de un estudiante. En una escuela como Amigos, la asistencia es especialmente importante porque afecta a la cantidad de tiempo que l@s estudiantes tienen con el idioma, ya sea inglés o español. Aunque reconocemos - especialmente en tiempos de COVID - que l@s estudiantes se enferman o las familias pueden necesitar solicitar ausencias justificadas, es importante recordar que cualquier ausencia, sea justificada o no, afecta el aprendizaje del estudiante. Actualmente tenemos un índice de absentismo crónico del 15%, lo que significa que el 15% de nuestr@s alumn@s faltan más de diez días a clase cada año. Debemos mejorar esta tasa para recuperar el aprendizaje perdido en los últimos años y, a su vez, mejorar el aprendizaje y el rendimiento académico de tod@s. Como escuela, nuestro objetivo es tener una tasa de asistencia general del 95%.



### Consejo Estudiantil

A principios de esta semana anunciamos los representantes del consejo estudiantil y los miembros del gabinete. Por favor, únense a mí para felicitar a tod@s ell@s y agradecerles su liderazgo y dedicación a nuestra escuela.

Representantes:

<p>6th Grade</p> <p><b>71 § 34D 34E</b></p>	<p>7th Grade</p> <p><b>71 § 34D 34E</b></p>
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71 § 34D 34E	71 § 34D 34E
8th Grade 71 § 34D 34E	Cabinet Members 71 § 34D 34E

#### Alianza Arco Iris

**QUIEN:** Tod@s l@s estudiantes del cuarto grado están bienvenid@s, incluyendo estudiantes LGBTQIA+ y aliad@s

**CUANDO:** El primer jueves de cada mes durante almuerzo, arranca el jueves, 3 de noviembre

**DONDE:** El salón de Salud (Aula 213) después de recreo con Ms. Libby

**POR QUE:** Para difundir el amor LGBTQIA+, aprender de activismo queer, y divertirse!

#### ParentSquare

El 45% de las familias de Amigos han descargado la aplicación Parent Square. Nos gustaría llegar al 100%. Parent Square es una gran manera de mantenerse conectad@ con la escuela y recibir actualizaciones sobre el plan de estudios y el aprendizaje. En Parent Square, puede elegir cuándo quiere recibir las notificaciones: al instante o a las 6 de la tarde (resumen), que contendrá todas las publicaciones del día. Para personalizar su configuración, consulte este artículo de ayuda. Si necesita ayuda, pongase en contacto con la secretaria de la escuela o con nuestra enlace de familias. Puede descargar la aplicación aquí.

#### Caramelos y bocadillos

Por favor, no envíe a su hij@ a la escuela la próxima semana con dulces de Halloween. Es muy disruptivo y puede crear muchos problemas en el aula. También, el "Desafío de Paqui One Chip" ha vuelto en TikTok. L@s estudiantes están trayendo salsa picante y/o papas fritas picantes para ver quién puede comer más y se están enfermando. Según el Centro Nacional de Control de Intoxicaciones, "el Paqui One Chip Challenge es un reto en las redes sociales que implica el consumo de un chip de tortilla picante. El chip contiene capsaicina, un compuesto que se encuentra de forma natural en los pimientos. El consumo de capsaicina suele provocar dolor de boca y garganta, pero también puede dar lugar a problemas de salud más graves, como un ataque al corazón y daños en el esófago". Por favor, hable con su estudiante sobre los peligros de este y otros desafíos de las redes sociales.

Atentamente,

Sarah Bartels-Marrero

Directora

## Dear Families,

### Attendance

Regular attendance at school is an essential part of a student's educational experience. At a school like Amigos, attendance is especially important because it affects the amount of time students have with the target language, be that English or Spanish. While we recognize - especially in times of COVID - that students get sick or families may need to request excused absences, it is important to remember that any absence, be it excused or unexcused, affects student learning. We currently have a chronic absentee rate of 15% which means that 15% of our students miss over ten days of school each year! We must improve this rate in order to recover learning lost over the past few years and, in turn, improve learning and academic achievement for all. As a school we aim to have an overall attendance rate of 95%.



### Student Council

We announced our student council representatives and cabinet members earlier this week. Please join me in congratulating all of them and thanking them for their leadership and dedication to our school.

### Representatives

<p>6th Grade</p> <p><b>71 § 34D 34E</b></p>	<p>7th Grade</p> <p><b>71 § 34D 34E</b></p>
<p>8th Grade</p> <p><b>71 § 34D 34E</b></p>	<p>Cabinet Members</p> <p><b>71 § 34D 34E</b></p>

### Rainbow Alliance



4th Grade Students: Join the Amigos Rainbow Alliance!

**WHO:** All 4th graders are welcome, including LGBTQIA+ students and allies!

**WHEN:** The first Thursday of every month during 4th grade lunch, starting next Thursday, November 3rd

**WHERE:** Meet Ms. Libby in the Health room (Rm. 213) after recess

**WHY:** To spread LGBTQIA+ love, learn about queer activism, and have fun!

#### ParentSquare

51% of families have downloaded the app! We would still love to get to 100%. Parent Square is a great way to stay connected with the school and receive updates on curriculum and learning. In ParentSquare, you can choose when you would like to receive notifications: instantly or at 6PM (digest), which will contain all the posts from the day. To customize your settings, check out this help article. If you need help, please contact the school clerk or family liaison. Download the app here!

#### Candy and snacks

Please **do not** send your child to school next week with Halloween candy. It is very disruptive and can create a lot of problems in the classroom. Also, the "Paqui One Chip Challenge" has returned on TikTok. Students are bringing hot sauce and/or hot chips to see who can eat the most and they are getting sick. According to the National Poison Control Center, "The Paqui One Chip Challenge is a social media challenge that involves consumption of a spicy tortilla chip. The chip contains capsaicin, a compound found naturally in chili peppers. Capsaicin consumption typically causes mouth and throat pain but can also result in more serious health problems including heart attack and esophageal damage". Please talk to your student about the dangers of this and other social media challenges.

Sincerely,

Sarah Bartels-Marrero

*Principal*

## Amigos School Council Elections

The Amigos School Council is holding elections. **Please vote for our new officers HERE!**

El Consejo escolar de Amigos está celebrando elecciones. ¡Por favor, voten por nuestros nuevos oficiales AQUÍ!

## November Calendar 2022

**Monday October 31, 4PM:** Is the Deadline to apply online for the CPS 3 year old Lottery. In order to maintain the Amigos Sibling preference for your child we recommend that you only apply to the 3 year old Special Start program. If you apply to the Fletcher Maynard or Tobin Montessori programs, your child must attend these schools up to the 5th grade, won't

participate in the Jr.K/Kindergarten Lottery and will lose the Amigos Sibling Preference. If you have any questions, please contact Lillian Rater ([lrater@cpsd.us](mailto:lrater@cpsd.us), 617.349.6315)

**Tuesday, November 1:** 3rd to 8th grade Families iReady Virtual Instructional Sessions. iReady is a program that helps students advance in Reading and Math. CPS will offer two sessions that include information about the program, interpreting student data and ways families can support Reading and Math at home. Session 1: 6-7PM/ Session 2: 7:15-8:15PM.

**Tuesday, November 1:** Cambridge School Committee meeting, 6PM.

**Wednesday, November 2:** Join Courageous Conversations "Race in America" Workshop, 7-9PM.

**Sunday, November 6:** Daylight Saving Time Ends. At 2AM, clocks are turned backward one hour to 1AM.

**Tuesday, November 8:** There will be no school for Amigos Jr. Kindergarten to 8th grade. Staff professional day. Election day.

**Wednesday, November 9:** Join us for the Amigos School Council meeting, 6-8PM.

**Friday, November 11:** Holiday, Veteran's Day: No School.

**Tuesday, November 15:** Cambridge School Committee meeting, 6PM.

**Wednesday, November 16:** 1. Early Release Day at 12:55PM for Amigos Jr. Kindergarten to 8th grade.  
2. Amigos Family Conferences by appointment.

**Monday, November 7:** We invite you to the Friends of Amigos meeting, 7-8PM.

**Wednesday, November 23:** Early Release Day at 12:55PM for Amigos Jr. Kindergarten to the 8th grade.

**Thursday - Friday, November 24-25:** Holiday: Thanksgiving Day. No School. Classes resume on Monday, November 28th. We hope you have a wonderful Thanksgiving!

**Tuesday, November 29:** 4th grade trip to Lowell Mills, 9AM-2PM.

## Calendario de noviembre de 2022

**Lunes 31 de octubre, 4PM:** Es la fecha límite para entregar el formulario en línea para la lotería de CPS para niños de 3 años. Para mantener la preferencia de hermanos, le recomendamos que solo inscriba su hij@ en el programa Special Start. Si inscribe a su hij@ en los programas de 3 años de Fletcher Maynard o Tobin Montessori, su hij@ tendrá que asistir a estas escuelas hasta el 5to grado. Su hijo no podrá participar en la lotería de Jr.K/Kindergarten y perderá la Preferencia de Hermanos para Amigos. Si tiene alguna pregunta haga el favor de contactar a Lillian Rater ([lrater@cpsd.us](mailto:lrater@cpsd.us), 617.349.6315)



**Martes, 1 de noviembre:** Sesiones virtuales instructivas sobre iReady para las familias del 3er hasta el 8vo grado. iReady es un programa que ayuda a los estudiantes a progresar en la lectura y matemática. CPS ofrecerá dos sesiones que incluyen información sobre el programa, cómo se interpreta los datos del estudiante y la manera en que las familias pueden apoyar la lectura y matemática en el hogar. Sesión 1: 6-7PM Sesión 2: 7:15-8:15PM.

**Martes 1 de noviembre:** Reunión del Comité Escolar de Cambridge, 6PM.

**Miércoles 2 de noviembre:** Acompáñenos en un taller de Conversaciones Valientes, La Raza en América, de 7-9PM.

**Domingo 6 noviembre:** Termina: "Daylight Saving". A las 2AM cambie el reloj una hora hacia atrás a la 1AM.

**Martes 8 de noviembre:** No habrá escuela para Jr. Kindergarten hasta el 8vo grado. Día profesional para el personal de Amigos. Día de elecciones.

**Miércoles 9 de noviembre:** Acompáñenos en la reunión del Consejo Escolar de Amigos, 6-8PM

**Viernes 11 de noviembre:** Día feriado, de los Veteranos: No habrá escuela.

**Martes 15 de noviembre:** Reunión del Comité Escolar de Cambridge, 6PM.

**Miércoles 16 de noviembre:** 1. Día de Salida Temprana a las 12:55PM para Jr. Kindergarten hasta 8vo grado.

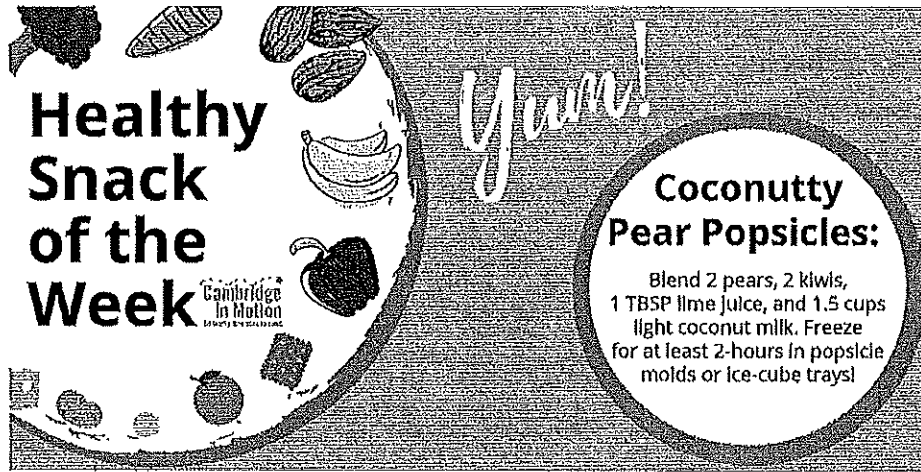
2. Conferencias de Familias de Amigos por cita.

**Lunes 7 de noviembre:** Les invitamos a una reunión de Friends of Amigos, 7-8PM.

**Miércoles 23 de noviembre:** Día de Salida Temprana a las 12:55PM para Jr. Kindergarten hasta 8vo grado. Jueves y viernes, 24 a 25 de noviembre: Día de Acción de Gracias. No habrá escuela. Las clases comienzan el lunes 28 de noviembre. ¡Les deseamos que pasen unos días felices!

**Martes 29 de noviembre:** Paseo del 4to grado a Lowell Mills, 9AM-2PM.

## Healthy Snack of the Week



## Healthy Smiles School Bulletin

**CHOOSE WATER AS YOUR DRINK**

Choose drinks you enjoy and that keep your body and teeth healthy. If your diet includes drinks with sugar, or drinks with a low pH which are acidic, you increase the chance of damaging your teeth.

Acid weakens tooth enamel and a hole or cavity can form. Dental enamel starts to break down at a pH less than 5.5. Cambridge tap water is neutral, pH 7, and a healthy choice.

The infographic shows a tooth being attacked by acidic drinks with pH levels of 2, 3, 4, and 5. A pH scale is shown below the tooth, with 7 labeled as neutral. A cavity is shown forming on the tooth. A water tap is shown on the right, with water labeled as pH 7.

### In Our District and Community



Visit Find It Cambridge for lots of great resources!

You can also call/text 617.686.2998 or email Andrew for help.

See a **curated** list of programs, events, and resources within our district & community!

### Upcoming Amigos Events

**Race in America (Courageous Conversations)**

November 2 | 7-9PM

**No School (Staff Professional day, Election day)** November 8

**Amigos School Council Meeting**

November 9 | 6-8PM

**No School (Veteran's Day)**

Friday, November 11

[See list >>](#)

**Early Release Day at 12:55PM**

November 16

**Amigos Family Conferences**

November 16

**Friends of Amigos Meeting**

November 7 | 7-8PM

**Early Release Day at 12:55PM**

November 23

**No School (Thanksgiving Break)**

November 24-25

**4th Grade Trip to Lowell Mills**

November 29 | 9AM-2PM

**Reminders and More**

**Annual Forms:** Please complete your annual forms by the first day of school. [Learn more >>](#)

**Free School Meals:** [Learn more >>](#)

**CPS COVID-19 Protocols:** [Learn more >>](#)



Amigos School | Escuela Amigos  
15 Upton Street | Cambridge, MA 02139  
617.349.6567 | <https://amigos.cpsd.us>

[View in ParentSquare](#)

Please do not reply to this email. Click here if you wish to change your email setting to receive emails as they are sent.

Stay involved with your child's learning and activities at school.



You received this email because you are a ParentSquare user in Cambridge Public Schools. If you received this email in error or wish to disable your account, click here to unsubscribe.

ParentSquare Inc · 6144 Calle Real, #200A · Goleta, CA 93117

71 § 34D 34E

Fri, Oct 28, 2022 at 7:08 PM

To: Sarah Bartels-Marrero <smarrero@cpsd.us>, mmacfarlane@cpsd.us, School Committee <schoolcom@cpsd.us>, Victoria Greer <vgreer@cpsd.us>

P.S. Is Libby the gym teacher? I believe she was the one asking second graders to identify their pronouns.

Enough of this nonsense.

I am also aware of how the district paid \$32,000 to a Communist "trainer" to teach teachers and some of the school committee members bizarre notions, such as that the concept of two genders is white supremacy.

Your priorities are WAY out of line. Stop using public taxpayer money on sexual content for kids.

[Quoted text hidden]

71 § 34D 34E

Sun, Oct 30, 2022 at 12:31 AM

To: lbacher@cpsd.us

Cc: Sarah Bartels-Marrero <smarrero@cpsd.us>, Victoria Greer <vgreer@cpsd.us>, mmacfarlane@cpsd.us, Edward Ross Moyer <rossmoyer@comcast.net>, Siddiqui Sumbul <ssiddiqui@cambridgema.gov>

Libby:

Apologies in advance if I have the wrong person here.

If it IS you running the so-called "rainbow club"---

It's not appropriate for you to run a sexuality-focused club for fourth graders.

Here are some questions:

How do you recruit children into it? Do you get parental permission for children to join? Do you share the agenda with parents? Why are you focused on 4th grader sexuality and "queer activism" for fourth graders? [That's WEIRD!] Are there other sexuality-focused clubs in other CPSD schools?

71 § 34D 34E

I want you NEVER to discuss sexuality or pronouns

any young children. It's wildly inappropriate. Schools should not push sexual identities onto innocent kids who are pre-pubescent. Children aren't gender-queer, pansexual, or two-spirit-and schools should not be pushing this. I know that CPSD has hired Dena Simmons (for a cool \$32k) to do just that, and I have her absurd materials to prove it.

I urge you to focus on your core job, whatever that is, and not sexual issues with children.

I would like to discuss this "club" with you, Sarah Bartels-Marrero, Victoria Greer, and an attorney I have enlisted. Please let me know when we can talk.

Sincerely,

71 § 34D 34E

[Quoted text hidden]

71 § 34D 34E

Sun, Oct 30, 2022 at 1:33 AM

To: lbacher@cpsd.us

Cc: Sarah Bartels-Marrero <smarrero@cpsd.us>, Victoria Greer <vgreer@cpsd.us>, mmacfarlane@cpsd.us, Edward Ross Moyer <rossmoyer@comcast.net>, Siddiqui Sumbul <ssiddiqui@cambridgema.gov>

lbacher@cpsd.us is not a valid email address.

Would appreciate if you could give me Libby's email address, or forward to her.

[Quoted text hidden]

71 § 34D 34E

Sun, Oct 30, 2022 at 11:11 AM

71 § 34D 34E

Cc: lbacher@cpsd.us, Sarah Bartels-Marrero <smarrero@cpsd.us>, Victoria Greer <vgreer@cpsd.us>, mmacfarlane@cpsd.us, Siddiqui Sumbul <ssiddiqui@cambridgema.gov>

I agree with this assessment entirely. It is egregiously inappropriate for 4th graders to be exposed to this.

[Quoted text hidden]

(26)(d)

----- Forwarded message -----

From: 71 § 34D 34E

Date: Fri, Oct 28, 2022 at 6:50 PM

Subject: Inappropriate sexual content at Amigos

To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Cc: Victoria Greer <vgreer@cpsd.us>, School Committee <schoolcom@cpsd.us>, <mmacfarlane@cpsd.us>

[Quoted text hidden]

Sarah Bartels-Marrero <smarrero@cpsd.us>

Sun, Oct 30, 2022 at 11:39 PM

To: Marco Curnen <mcurnen@cpsd.us>

fyi

## Sarah B Marrero

Directora/Principal

Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Ella, She, Her, Hers*



*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

*Este es un buzón consciente. Reviso el correo electrónico dos veces al día durante la semana. Si su mensaje llega en un fin de semana, no recibirá una respuesta hasta la semana siguiente. Hago todo lo posible para responder dentro de 48 horas, pero no siempre puedo hacerlo. Por favor, no dude en hacer un seguimiento de lo que sea urgente llamándome a la escuela. Gracias por su comprensión.*

----- Forwarded message -----

From: [REDACTED] 71 § 34D 34E

Date: Fri, Oct 28, 2022 at 6:50 PM

Subject: Inappropriate sexual content at Amigos

To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Cc: Victoria Greer <vgreer@cpsd.us>, School Committee <schoolcom@cpsd.us>, <mmacfarlane@cpsd.us>

[Quoted text hidden]

Michelle Madera <mmadera@cpsd.us>

Mon, Oct 31, 2022 at 11:29 AM

To: Sarah Bartels-Marrero <smarrero@cpsd.us>

Cc: Nicole Gittens <ngittens@cpsd.us>, "Manuel J. Fernandez" <mfernandez@cpsd.us>

Hi Sarah,

Received and noted.

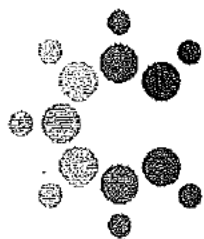
Thanks for the heads up.

Best,

Michelle

## Dr. Michelle Madera

Assistant Superintendent for Elementary Education  
Cambridge Public Schools



135 Berkshire Street, Cambridge, MA 02141  
617.201-2891 | mmadera@cpsd.us | www.cpsd.us



"To teach is to be the giver of eyes." ~Asian proverb

[Quoted text hidden]

(26)(d)

Sarah Bartels-Marrero <smarrero@cpsd.us>

Tue, Nov 1, 2022 at 12:00 PM

To: [REDACTED] 71 § 34D 34E

Cc: Victoria Greer <vgreer@cpsd.us>, mmaciarlone@cpsd.us

Bcc: "Manuel J. Fernandez" <mfernandez@cpsd.us>, Carolyn Turk <cturk@cpsd.us>, Marco Curnen <mcurnen@cpsd.us>

Dear [REDACTED] 71 § 34D 34E

Thank you for sharing your perspective with us. We will think about your concerns and circle back to you. You can visit the CPSD website for our Health, PE, and Wellness Curriculum.

Warm regards,

Sarah

**Sarah B Marrero**

Directora/Principal  
Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Ella, She, Her, Hers*



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On Fri, Oct 28, 2022 at 6:50 PM Elinor Actipis <elinor.actipis@gmail.com> wrote:  
[Quoted text hidden]

**71 § 34D 34E**

Tue, Nov 1, 2022 at 4:39 PM

To: Sarah Bartels-Marrero <smarrero@cpsd.us>  
Cc: Victoria Greer <vgreer@cpsd.us>, mmacfarlane@cpsd.us

Thanks. It's truly shocking how Halloween is forbidden at CPSD, but sexuality clubs for 9-yr-olds? Let's  
ROOOOOOOLLLLLLLLLLLLLLLLLLLLLL!!!  
[Quoted text hidden]

**(26)(d)**



(26)(d)

(26)(d)

----- Forwarded message -----

From: (26)(d)  
Date: Fri, Oct 28, 2022 at 6:50 PM  
Subject: Inappropriate sexual content at Amigos  
To: Sarah Bartels-Marrero <smarrero@cpsd.us>  
Cc: Victoria Greer <vgreer@cpsd.us>, School Committee <schoolcom@cpsd.us>, <rmmacfarlane@cpsd.us>

[Quoted text hidden]

(26)(d)

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## Health room access for Rainbow Alliance?

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**ebacher@cpsd.us Elizabeth Bacher**  
 To: nschweizer@cpsd.us Nicole Schweizer

Thursday, October 27, 2022 at 11:20:25 AM Eastern Daylight Time

Hi Nicole,

We're starting the Rainbow Alliance for 3rd grade students next Thursday, 11/3 during lunch (11:50-12:15) and I'm wondering if it'd be possible to use the health room to hold the meeting?

I know that time falls during your lunch - you're welcome to join us to eat and chat with us, or we won't bother you if you'd prefer! Let me know if that would be okay with you.

Thank you!!  
 Libby

--

Libby Bacher  
 K-4 PE Teacher  
 Escuela Amigos School  
 Pronouns: she/her  
 ebacher@cpsd.us

---

**nschweizer@cpsd.us Nicole Schweizer**  
 To: ebacher@cpsd.us Elizabeth Bacher

Thursday, October 27, 2022 at 11:46:06 AM Eastern Daylight Time

That's fine with me! Sounds great!!

Is the gaming club over? They were in here Thursdays during lunch but I noticed they did not come last week.

Thanks!

On Thu, Oct 27, 2022 at 11:20 AM Elizabeth Bacher <ebacher@cpsd.us> wrote:

Hi Nicole,

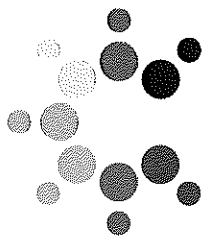
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I know that time falls during your lunch - you're welcome to join us to eat and chat with us, or we won't bother you if you'd prefer! Let me know if that would be okay with you.

Thank you!!  
 Libby

--

Libby Bacher  
 K-4 PE Teacher  
 Escuela Amigos School  
 Pronouns: she/her  
 ebacher@cpsd.us



**Nicole Schweizer** (pronouns: she/her)  
 Health Teacher  
 The Amigos School  
 617.349.6567 | nschwweizer@cpsd.us | www.cpsd.us



**ebacher@cpsd.us Elizabeth Bacher**

Thursday, October 27, 2022 at 11:55:40 AM Eastern Daylight Time

To: nschweizer@cpsd.us Nicole Schweizer

Great, thank you so much! We'll only be meeting the first Thursday of each month, too.

I talked to Dalton about the gaming club and he said they meet in your room later, like at 12:40? So we shouldn't overlap, but we'll move to the cafeteria if that does happen!

Thanks again,  
Libby

On Thu, Oct 27, 2022 at 11:46 AM Nicole Schweizer <nschweizer@cpsd.us> wrote:

That's fine with me! Sounds great!!

Is the gaming club over? They were in here Thursdays during lunch but I noticed they did not come last week.

Thanks!

On Thu, Oct 27, 2022 at 11:20 AM Elizabeth Bacher <ebacher@cpsd.us> wrote:

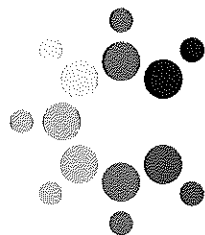
Hi Nicole,

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I know that time falls during your lunch - you're welcome to join us to eat and chat with us, or we won't bother you if you'd prefer! Let me know if that would be okay with you.

Thank you!!  
Libby

--  
Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us



**Nicole Schweizer** (pronouns: she/her)

Health Teacher  
The Amigos School  
617.349.6567 | nschwizer@cpsd.us | www.cpsd.us



--  
Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

---

## 4th Grade Rainbow Alliance starting Thurs 11/3!

---

ebacher@cpsd.us Elizabeth Bacher

Thursday, October 27, 2022 at 12:21:27 PM Eastern Daylight Time

To: aorr@cpsd.us Ailene Orr, jbonilla-guevara@cpsd.us Jorge Bonilla-Guevara, mesquitin@cpsd.us Maria Isabel Esquitin

Hi 4th grade team,

We are starting the Amigos Rainbow Alliance with our 4th grade students next Thursday, November 3rd during 4th grade lunch! We will meet in the health room (213) to introduce the club, create pride art, and discuss plans for the alliance throughout the year. Find more info below and a flyer attached, please share with your students and I'll do the same in PE and at recess! Let me know if you have any questions.

This alliance is currently only open to 4th graders as a pilot, but we'll hopefully expand later this year :)

Thanks,  
Libby

### 4th Grade Students: Join the Amigos Rainbow Alliance!

**WHO:** All 4th graders are welcome, including LGBTQIA+ students and allies!

**WHEN:** The first Thursday of every month during 4th grade lunch, starting next Thursday, November 3rd

**WHERE:** Meet Ms. Libby in the Health room (Rm. 213) after recess

**WHY:** To spread LGBTQIA+ love, learn about queer activism, and have fun!

**QUIEN:** Tod@s l@s estudiantes del cuarto grado están bienvenid@s, incluyendo estudiantes LGBTQIA+ y aliad@s

**CUANDO:** El primer jueves de cada mes durante almuerzo, arranca el jueves, 3 de noviembre

**DONDE:** El salón de Salud (Aula 213) después de recreo con Ms. Libby

**POR QUE:** Para difundir el amor LGBTQIA+, aprender de activismo queer, y divertirse!

--

Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

---

### Attachments:

Rainbow Club Flyer 2022.png 130k

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## Rainbow Alliance (next week!)

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ebacher@cpsd.us Elizabeth Bacher  
To: smarrero@cpsd.us Sarah Bartels-Marrero

Wednesday, October 26, 2022 at 5:04:56 PM Eastern Daylight Time

Hi Sarah,

Time got away from me and I can't believe next week is the first week of November! If we can manage it, I'm still hoping to start meeting with 3rd graders for the Rainbow Alliance next Thursday, November 3rd. I'm working on a blurb for you to send out with your Friday update email and a flyer to get out to students via Google Classroom. One question - where should we have students meet during lunch? Can we take over a table or two in the cafeteria, or is there another space that would work better (health room perhaps)? Let me know what you think.

Thanks!  
Libby

--  
Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

---

smarrero@cpsd.us Sarah Bartels-Marrero  
To: ebacher@cpsd.us Elizabeth Bacher

Thursday, October 27, 2022 at 9:36:03 AM Eastern Daylight Time

No worries, Libby. Once you have the blurb, I will include it.

I think you could use either a table in the cafeteria or the health room. I don't have a preference so you should check with Nicole to make sure she is ok with it.

Sarah B Marrero

Directora/Principal  
Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Ella, She, Her, Hers*



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On Wed, Oct 26, 2022 at 5:05 PM Elizabeth Bacher <ebacher@cpsd.us> wrote:

Hi Sarah,

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Thanks!

Libby

--

Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

smarrero@cpsd.us Sarah Bartels-Marrero

Thursday, October 27, 2022 at 10:25:37 AM Eastern Daylight Time

To: ebacher@cpsd.us Elizabeth Bacher

Hi, Libby.

Quick question, I thought you were planning on doing this with 4th grade

**71 § 34D 34E****71 § 34D 34E**

Am I remembering incorrectly?

Sarah B Marrero

Directora/Principal  
Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Ella, She, Her, Hers*

*This is a mindful inbox. I check email twice daily during the week. If your message comes in on a weekend, you will not receive a reply until the following week. I make every effort to respond within 48 hours, but am not always able to do so. Please do not hesitate to follow up on anything time-sensitive by calling me at the school. Thank you for your understanding.*

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On Thu, Oct 27, 2022 at 9:36 AM Sarah Bartels-Marrero &lt;smarrero@cpsd.us&gt; wrote:

No worries, Libby. Once you have the blurb, I will include it.

I think you could use either a table in the cafeteria or the health room. I don't have a preference so you should check with Nicole to make sure she is ok with it.

Sarah B Marrero

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K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

ebacher@cpsd.us Elizabeth Bacher  
To: smarrero@cpsd.us Sarah Bartels-Marrero

Thursday, October 27, 2022 at 12:16:09 PM Eastern Daylight Time

Hi Sarah,

Yes, you are correct! I just realized that as I talked to [REDACTED] .. oops!

**71 § 34D 34E**

All this to say, yes starting with 4th grade next week! Nicole is happy to have us use the health room, so let's plan on that. Blurb is below (please change as needed and have someone double check my Spanish) and a flyer is attached if you'd like to share with anyone. I'll share the flyer in the 4th grade Google classroom.

Looking forward to it!

Thanks,  
Libby

**4th Grade Students: Join the Amigos Rainbow Alliance!**

- WHO:** All 4th graders are welcome, including LGBTQIA+ students and allies!
- WHEN:** The first Thursday of every month during 4th grade lunch, starting next Thursday, November 3rd
- WHERE:** Meet Ms. Libby in the Health room (Rm. 213) after recess
- WHY:** To spread LGBTQIA+ love, learn about queer activism, and have fun!

- QUIEN:** Tod@s l@s estudiantes del cuarto grado están bienvenid@s, incluyendo estudiantes LGBTQIA+ y aliad@s
- CUANDO:** El primer jueves de cada mes durante almuerzo, arranca el jueves, 3 de noviembre
- DONDE:** El salón de Salud (Aula 213) después de recreo con Ms. Libby
- POR QUE:** Para difundir el amor LGBTQIA+, aprender de activismo queer, y divertirse!

On Thu, Oct 27, 2022 at 10:26 AM Sarah Bartels-Marrero <smarrero@cpsd.us> wrote:

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**71 § 34D 34E**

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**Sarah B Marrero**

Directora/Principal  
Escuela Amigos School

617.349.6567 | smarrero@cpsd.us | www.cpsd.us

*Elle, She, Her, Hers*



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--

Libby Bacher  
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Pronouns: she/her  
ebacher@cpsd.us

---

**Attachments:**

Rainbow Club Flyer 2022.png 130k

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## Rainbow Alliance for 4th graders!

---

ebacher@cpsd.us Elizabeth Bacher  
To: jvegadelasheras@cpsd.us Jose VegadelasHeras

Thursday, October 27, 2022 at 12:18:29 PM Eastern Daylight Time

Hi Jose,

Could you post the info below to your Google Classroom with the 4th grade students? I'm starting our Amigos Rainbow Alliance next Thursday, November 3rd during 4th grade lunch and would love to spread the word to our kiddos! Info is below and a flyer is attached if you could post both. Feel free to edit the Spanish version as needed (thank you!). Let me know if you have any questions!

Thank you!!  
Libby

### 4th Grade Students: Join the Amigos Rainbow Alliance!

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**WHY:** To spread LGBTQIA+ love, learn about queer activism, and have fun!

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**POR QUE:** Para difundir el amor LGBTQIA+, aprender de activismo queer, y divertirse!

--  
Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us

---

### Attachments:

Rainbow Club Flyer 2022.png 130k

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jvegadelasheras@cpsd.us Jose VegadelasHeras  
To: ebacher@cpsd.us Elizabeth Bacher

Friday, October 28, 2022 at 9:56:14 PM Eastern Daylight Time

Hecho!!

On Thu, Oct 27, 2022 at 12:18 PM Elizabeth Bacher <ebacher@cpsd.us> wrote:

Hi Jose,

Could you post the info below to your Google Classroom with the 4th grade students? I'm starting our Amigos Rainbow Alliance next Thursday, November 3rd during 4th grade lunch and would love to spread the word to our kiddos! Info is below and a flyer is attached if you could post both. Feel free to edit the Spanish version as needed (thank you!). Let me know if you have any questions!

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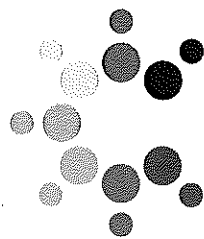
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Libby Bacher  
K-4 PE Teacher  
Escuela Amigos School  
Pronouns: she/her  
ebacher@cpsd.us



**José VegadelasHeras** (pronouns: he/him)

Instructional Technology Specialist  
Amigos School - Cambridge Public Schools  
jvegadelasheras@cpsd.us | www.cpsd.us

**Families:** CPS@Home

**Staff:** CPS Staff Hub



---

**Accepted: Meeting: Rainbow Alliance @ Thu Oct 6, 2022 2:15pm - 2:45pm (EDT)  
(smarrero@cpsd.us)**

---

**ebacher@cpsd.us Elizabeth Bacher**  
To: ebacher@cpsd.us Elizabeth Bacher  
To: smarrero@cpsd.us

Thursday, September 29, 2022 at 12:32:19 PM Eastern Daylight Time

**Elizabeth Bacher has accepted this invitation.**

**When**

Thursday Oct 6, 2022 · 2:15pm – 2:45pm (Eastern Time - New York)

**Guests**

smarrero@cpsd.us - organizer

ebacher@cpsd.us

[View all guest info](#)

Invitation from Google Calendar

You are receiving this email because you are subscribed to calendar notifications. To stop receiving these emails, go to Calendar settings, select this calendar, and change "Other notifications".

Forwarding this invitation could allow any recipient to send a response to the organizer, be added to the guest list, invite others regardless of their own invitation status, or modify your RSVP. [Learn more](#)

---

**Attachments:**

invite.ics 621

invite.ics 621

# Join the Amigos

# Rainbow Alliance!



Come to the first Rainbow Alliance meeting during 4th grade lunch on **Thursday, November 3rd!**

We will be creating pride art and brainstorming LGBTQIA+ ideas for the alliance to work on throughout the school year.

**4th grade students, meet Ms. Libby in the Health room (Rm. 213) on Thursday for lunch!**

---

**Safe Space Advocate gathering, 6/10 1-3pm**

41 messages

**Jenny Chung** <jchung@cpsd.us>

Tue, May 24, 2022 at 5:31 PM

To: Jo Quest-Neubert <jquest-neubert@cpsd.us>, Jennifer Flynn <jeflynn@cpsd.us>  
Bcc: akrueger@cpsd.us, ebacher@cpsd.us, Danielle Card-Howe <dcard-howe@cpsd.us>, cmoloy@cpsd.us, mhallihan@cpsd.us, kmooney@cpsd.us, ssloop@cpsd.us, nolivier@cpsd.us, Inbal Alon <ialon@cpsd.us>, Karen Haglund <khaglund@cpsd.us>, kokabe-velasco@cpsd.us, Elizabeth LaRose <elarose@cpsd.us>, ssamura@cpsd.us, Shelley Irvin-Kent <sirvinkent@cpsd.us>, Bonnie Steyer <bsteyer@cpsd.us>, Elise Bolwell <ebolwell@cpsd.us>, Tracey Pratt <tpratt@cpsd.us>, sengel@cpsd.us, choldm@cpsd.us, Charlotte Ochs <cochs@cpsd.us>, ahenderson@cpsd.us, dfitzpatrick@cpsd.us, Daniel Offley <doffley@cpsd.us>, Lisa DellaCioppa <ldellacioppa@cpsd.us>, esinthia@cpsd.us, Amy Blenk <ablenk@cpsd.us>, nclark@cpsd.us, Maya Cameron-Gilsey <mcameron-gilsey@cpsd.us>, Leighanna Son <lson@cpsd.us>, Kirsten Ridlen <kridlen@cpsd.us>, Neil DiMaio <ndimaio@cpsd.us>, jmartha-reynolds@cpsd.us, Elizabeth Gosselin <Egosselin@cpsd.us>, Katrina Frongillo <kfrongillo@cpsd.us>

Dear potential Safe Space Advocate,

Thank you for expressing interest in being a Safe Space Advocate! We would like to invite you to a preliminary meeting to discuss more what the role of the Safe Space Advocate is, the supports that will be offered, and the questions you have about this initiative. Here is a [shared folder](#) with resources to get us started.

Apologies for the time lapse in reaching out; we were awaiting approval from principals, and we appreciate your patience in the process. Most principals have agreed to release you during this time. **Please fill out an [SOA form](#) (this is your RSVP) if you haven't already, submit to Jenny Chung, and we'll know for sure!** If you have specific concerns related to release time or your principal's approval, please let us know. Hopefully, sub coverage can be worked out within your building, but if you need support, please contact us.

**Parking at high school** - because school will still be in session, we recommend parking at a meter (or in a permitted parking space, if you are a Cambridge resident). There is the public library main branch parking off of Broadway, which is right next to the high school, as well as metered spots along Broadway. We will meet in the TRC ([Teacher Resource Center](#), 3rd floor) at CRLS at 1pm.

Also, feel free to stay for the first-ever [Community Pride Day](#), which will start at 3:30 in the CRLS auditorium - of most interest is the panel with Ericka Hart and CRLS students. Workshops are only for students in grades 6-12, though we could use adult volunteers at the event!

So excited to build a community of practice with you all!

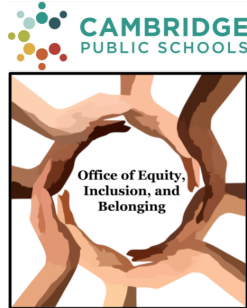
Best,

Jenny Chung, Jo Quest-Neubert, and Jenny Flynn

--

**Jenny Chung Greenfield** (she/her)

Curriculum & Training Specialist  
Educator on Assignment  
Office of Equity, Inclusion, and Belonging  
Cambridge Public Schools  
135 Berkshire Street, Cambridge, MA 02141  
[jchung@cpsd.us](mailto:jchung@cpsd.us) | [OEIB website](#) | (857) 262-1873



## **LGBTQ+ Affirming Practices in Elementary Schools Frequently Asked Questions (FAQs)**

### **Why Elementary?**

While our internal research focuses on high school and middle school, we know that to support adolescents, we must start in elementary school. LGBTQ+ students exist in elementary schools whether or not they identify as part of the community at the time or not. In the elementary grades, all students are learning expectations about who they are and how they exist in the world, as well as who others are and how to interact with each other, particularly across lines of difference.

If our middle and high schoolers are experiencing high levels of harassment, they learned that behavior in elementary school or before. So it is critical that we are providing both **education** and **safe spaces** for elementary students in order to support all students in healthy identity development.

### **What if I receive pushback from the community?**

Learning for Justice has a great guide for [navigating any potential community pushback](#). (Full guide [here](#)).

### **Who should be a Safe Space Advocate?**

- Identify as part of the LGBTQ community and/or identify as a visible and committed ally
- Create and provide a safe space for all LGBTQ+ individuals
- Share a commitment to maintaining inclusivity and supporting LGBTQ+ rights
- Are willing and able to engage in continuous learning and unlearning, confronting their own prejudices and unconscious bias
- Use LGBTQ+ language accurately and respectfully



## **What will Safe Space Advocates do?**

- Advocate for school-wide efforts to support gender expansive and non-binary students
- Coordinate with the Coordinated School Health Team to design and launch Rainbow Clubs
- Gather with other SSAs across district and receive a \$500 stipend

## **Can there be more than one Safe Space Advocate at a school?**

Yes, there is one \$500 stipend per school for the SY 2022-23 that can be split. Moving forward, perhaps support can come from individual schools.

## **What supports will there be for Safe Space Advocates?**

The Office of Equity, Inclusion, and Belonging is working closely with the Health & Wellness Department to provide ongoing support to Safe Space Advocates. The Coordinated School Health model infrastructure that began in this past fall is a structure of support that already exists within your building.

We will offer a 10-hour choice course to have a community of practice throughout the year. Additionally, as a cohort, we can take this [asynchronous online course at Harvard](#) in the fall to further our own learning. This course is not required, however, if you choose to take it, it can meet your 10-hour choice requirement, and our community of practice choice course can be taken for Masters plus credit.

## **Will Safe Space Advocates need to work over the summer?**

This is a new experience for all of us, so together is better. There is no expectation of work over the summer, unless you want to research and prepare. You know your school setting best, and Rainbow Clubs may look different at each school - perhaps after school, perhaps a lunch bunch, etc. There is no expectation other than providing space for students to be affirmed.

## **What are Rainbow Clubs like in other elementary schools across the country?**

Rainbow Clubs are for elementary students who identify as part of the LGBTQ community, for kids who are from LGBTQ+ families, and allies. Some Rainbow Clubs invite families to participate. As a district, we believe it is critical that each elementary school have a Rainbow Club in order to clearly signal our support of the LGBTQ+ community as well as provide safe spaces for LGBTQ+ students, and children in LGBTQ+-headed families, in our schools.

<https://www.genderinclassrooms.com/rainbow-club>

<https://www.genderinclassrooms.com/single-post/how-to-start-a-rainbow-club>

**How do I sign up my school for a DESE Safe School training?**

**Training request form:**

<https://docs.google.com/document/d/1K8tKbYb-b5Nz2TiBoNY8WOXc3YiPSSAGWAM5unt42Ig/edit?usp=sharing>

**Policies from the State that we'll review in trainings**

[https://docs.google.com/forms/d/e/1FAIpQLSdrorbjBDobIXBftAJTmkCv7VU2E7h6UGnDoduN8ddxnyzL1A/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdrorbjBDobIXBftAJTmkCv7VU2E7h6UGnDoduN8ddxnyzL1A/viewform?usp=sf_link)

<https://www.doe.mass.edu/sfs/lgbtq/Principles-SafeEnvironment.html>

<https://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html>

**How does this align with other OEIB work - equity self-assessments?**