

## Key concerns regarding *A Toolkit for Ensuring Safe and Supportive Schools for Transgender and Gender Nonconforming Students*—[2<sup>nd</sup> draft, June 26, 2017](#)

Note: Not much has changed from the first Toolkit draft. [See previous CPL review.](#)

### Sixteen areas of concern:

1. **Obama guidelines on Title IX :** On page 1 (3<sup>rd</sup> paragraph), it mentions that the Toolkit is to be used “to help school districts and charter schools create school environments...” regarding transgender students “as required by federal or state law.” The Toolkit, however, makes no mention that President Trump rescinded the Obama guidelines on Title IX. The Trump ruling is completely ignored in the Toolkit and Obama’s 2016 Title IX guidance is emphasized on page 3 (2<sup>nd</sup> paragraph) and page 8 (1<sup>st</sup> paragraph).
2. **False ‘assigned sex’ terminology:** The false term “assigned sex” is used on page 1 (4<sup>th</sup> paragraph) and page 2 (1<sup>st</sup> paragraph). This term is not recognized by the medical community. It is used to persuade students and teachers to think that sex is just randomly *assigned* rather than *identified* at birth based on body parts and chromosomes.
3. **Fabricated terminology:** On page 1 (5<sup>th</sup> paragraph) a strong emphasis is placed on using fabricated terminology provided by the MDE that can change at any given time since on page 5 they state, “Language around gender is evolving.” (Sidebar in 4<sup>th</sup> paragraph) In the minds of gender radicals, safe schools will only exist when all staff understand and use *their* terminology for ‘gender identity.’ (Page 1, 5<sup>th</sup> paragraph).
4. **Use of *best practice* term:** The 2<sup>nd</sup> draft tones down the use of the term “best practice,” but the term is still used three times (page 5 second Sidebar and page 6 middle) compared to 34 times in the 1<sup>st</sup> Toolkit Draft.
5. **Harassment and sexual assault:** Use of the term ‘harassment’ (page 2, 2<sup>nd</sup> paragraph) for verbal abuse is a broad category that may encompass almost any comment that one student makes to another. The term is subjective, based purely on perception, and not compared to how *other* students are harassed.
6. **Transgender suicide rate:** A high suicide rate by transgender students is referred to on page 2 (3<sup>rd</sup> paragraph). The assumption is that the rate is high because they are being harassed, not accepted, and not viewed as normal. No information is included about the real possibility that something is inherently wrong and harmful with perceiving oneself as the opposite sex.

**7. Hostile environment is not defined:** The Toolkit claims that direct or indirect denial of any school benefit for a transgender student, or exposing the transgender student to a hostile environment that interferes with the student’s ability to learn, is considered discrimination and harassment according to the Minnesota Human Rights Act (page 3, 3<sup>rd</sup> paragraph). The Toolkit does not define ‘hostile environment.’ Does disagreement with transgenderism create a hostile environment? Does refusing to use false pronouns create a hostile environment? These questions remain unanswered.

**8. The term ‘family acceptance’ is subjective:** The section “Working with Parents, Community and School Officials,” the ‘Parents’ states: “A family’s acceptance and support of their child’s gender identity is strongly associated with positive mental health and academic achievement.”

What of parents who genuinely believe that transgenderism is harmful and who are actively seeking help for their child to overcome their child’s gender confusion? Will they be viewed as harming their child’s mental health and academic achievement? No documentation is provided for this bold statement.

In this same section, the Toolkit suggests that ‘school-based mental health professionals’ are the ones that can direct the parents to resources for help. It is highly unlikely that any resources the Toolkit offers will help a confused student affirm his or her biological sex or support the child’s parents in seeking this kind of help.

On page 5 the Toolkit uses strong language when it says “To ensure a safe and supportive transition at school, school leaders and staff *should meet* with the students and parents to actively discuss transition (emphasis added). The resource that is suggested is the *Gender Spectrum’s Student Gender Transition Plan*. It is *not* the role of school leaders and staff to promote ‘transition.’

How many parents will feel coerced into going the transition route rather than seeking valid medical help? What kind of pressure will be put on the parents to go along with the false view that a child can somehow become the opposite sex? Where is the warning about the dangers of hormone medications or surgical mutilation? There is none!

**9. Danger of false abuse accusations:** On page 5 of the Sidebar at the bottom of the page it states: “Some transgender and gender nonconforming students are abused by family members at home because of their gender identity.” The Toolkit does not explain what they mean by ‘abuse.’

If a parent disagrees with a child dressing as the opposite sex and tries to reason with their child about this issue, is that abuse? If a parent takes a child to a counselor seeking to help him/her overcome their gender confusion, is that abuse?

If school staff determines that there is abuse, the Toolkit states the following: “If school staff determines the student is not safe, the student support team should follow their protocol for reporting child neglect or harm.” (Page 5, 2<sup>nd</sup> Sidebar) In other words, the Toolkit gives the authority to the school staff to determine if the student is not safe based on *their* guidelines alone and *their* unclarified definition of abuse. The result could be parents being reported for neglect or harm where there is none, and they would run the risk of losing their child. The public schools will no longer be safe for children or their parents!

- 10. Support from non-specified outside organizations:** On the bottom of page 5 and the top of page 6, school leaders are urged to engage community groups including churches and community organizations. Will only pro-homosexual /pro-transgender churches and organizations be engaged? Will they include conservative churches and conservative organizations that disagree with the transgender agenda? Is this just a one-way street?
- 11. Control of discussions regarding transgenderism:** On page 6 under the second Sidebar is a list of “Best practice tips for community engagement.” If a meeting is held to discuss policies regarding transgender students, teachers are encouraged to ignore any concerns regarding “the value of or the existence of transgender and gender nonconforming people.” In other words, no scientific or medical evidence regarding gender confusion that raises questions would be permitted to be a part of that discussion.

Having predetermined that transgenderism is a normal and natural state for some students, they don’t want to be confused with any facts that state otherwise. Staff members are told to be prepared to diffuse any questions and concerns by referring to their talking points.

- 12. Use of radical guidebook.** The Toolkit upholds the radical *Schools in Transition—A Guide for Supporting Transgender Students in K-12 Schools* as the final authority on dealing with transgender students and their parents. School staff are told to refer to this guide for their talking points. (See [“A Critical Review”](#) of the Guidebook.)
- 13. Undermines freedom of speech and requires school officials to lie regarding pronoun usage.** On page 7 teachers are told to ask the student and “use the requested name and pronouns...” because “when students are referred to by the wrong pronoun by peers or school staff,

students may feel intimidated, threatened, harassed or bullied.” Notice the emphasis on feelings.

If a teacher uses a pronoun that aligns with the child’s biological sex, but is not the same as the one requested by the student, the teacher (or other staff person) could be charged with bullying! This undermines the First Amendment of the U.S. Constitution by undermining freedom of speech.

Freedom of speech is also undermined when, in Sidebar, point #3 on page 7, teachers are given instructions regarding what they should call the boys and girls in their classrooms. It states: “Teachers could address students as ‘students’ and ‘scholars’ to be inclusive as opposed to ‘boys and girls.’”

This is a ridiculous suggestion that undermines reality as well.

**14. Transgender regulations for sports harm girls.** Girls’ sports will suffer with faux girls competing against biological girls. Any student who feels he or she is the opposite sex (i.e. born in the wrong body) is permitted to play on the athletic team of their choice. Sex is now based on feelings—not biological fact. Forget reality!

**15. PC trumps safety and modesty concerns.** The Toolkit makes it clear that teachers must “ensure that all students have access to restrooms; have access to locker rooms...and have access to hotel accommodations when traveling with school groups for athletic, educational and/or cultural purposes.” (Page 9 bottom) This puts our youth at risk of sexual harassment and sexual assault.

**16. Privacy concerns of gender-normative students take a back seat to those of gender-confused students.** Gender-confused (transgender) students are permitted to use the restroom of their choice so as not to be made to feel uncomfortable. However, if a gender-normative student feels uncomfortable with someone of the opposite sex invading *their* privacy—too bad. They must take the additional step of requesting a single-user restroom.

**Closing thoughts: The guidance offered in Toolkit Draft 2 has not changed since Draft 1 was issued. The favoritism toward gender-confused students is shocking. If school staff follow the advice in this Toolkit, virtually *all* students will likely experience some form of emotional harm and privacy loss—and parental rights will be ignored.**