

A Critical Review of the *Toolkit Draft* **By the Child Protection League**

The Toolkit Draft is entitled *Toolkit to Ensure Safe and Supportive Schools for Transgender and Gender Nonconforming Students*. It was produced by a workgroup that was overseen by the School Safety Technical Assistance Council (SSTAC) under the authority of the Minnesota Department of Education (MDE).

At the May 2, 2017 meeting of the School Safety Technical Assistance Council the Toolkit Draft was distributed to council members and guests with the request that comments regarding the draft be submitted within a two week time period. Note: No opportunity for public comment was ever made regarding this dangerous and radical document that will shape what school-age children in Minnesota believe about gender.

Under a false banner of bullying prevention and school safety, the Toolkit fails on both counts due to the following ten objections:

1. The Toolkit falsely relies on the rescinded Obama 2016 guidance letter.
2. The term ‘best practices’ is misused and will result in bad outcomes for K-12 students.
3. Overnight field trip rules put children at risk of emotional harm and sexual assault.
4. The promotion of politically correct pronoun usage forces teachers and students to lie.
5. Fabricated terms and definitions reveal a decoupling from biology and reality.
6. Bullying is likely to increase as a result of imposing the Toolkit requirements.
7. Crucial medical information regarding transgenderism is omitted.
8. It violates the First Amendment of the US Constitution and the Hatch Amendment.
9. The Toolkit guidance makes schools unsafe for Muslim, Jewish and Christian students.
10. The Toolkit will harm the health and safety of school-age children and impede learning.

1. The Toolkit falsely relies on the rescinded Obama 2016 guidance letter.

President Trump rescinded Obama’s directive regarding transgenderism, yet the Toolkit refers back to this so-called guidance letter 17 times. The Toolkit cannot let go of the fact that the 2016 guidance letter it is now irrelevant! The information in this draft is based entirely on the directive from the previous Obama administration. The Trump Guidance Letter referred the matter back to states and school districts.

On page five, the toolkit boldly states the intent of this document:

“In 2016, in the Dear Colleague Letter on Transgender Students, the U.S. Department of Education and Justice issued guidance specifically as it related to Title IX’s requirements and transgender students. While the current presidential administration rescinded this guidance that provided protections to transgender students, **Minnesota Governor Mark Dayton and Education Commissioner Brenda Cassellius strongly urge school boards and school districts to adhere to the prior administration’s guidance** focused on ensuring safe and supportive environments and equal treatment of transgender students.” (Emphasis added)

Note the forceful language that is used in this statement from Governor Dayton and MDE Commissioner Cassellius. They “strongly urge” school boards and school districts to follow the 2016 Obama guidance and ignore the current 2017 directive from the Trump administration!

The MDE is trying to undercut the autonomy of our “independent” school districts and impose their own will on the people. They do this with no legal justification and by giving authority to a policy (Obama Guidance Letter) that no longer exists. There is *no* “guidance” from the federal government forcing schools to comply.

2. The term ‘best practices’ is misused and will result in bad outcomes for K-12 students.

The term ‘best practices’ is repeated throughout the Toolkit (34 times) in order to convey an aura of scholarship, professionalism, and accuracy to school board members, teachers and administrators, and to justify its implementation.

‘Best practice,’ however, has always been defined and understood as existing practices that already possess a high level of widely-agreed effectiveness—tried-and-true strategies that have been tested and have the data to back them up.

Where is the data that says it is ‘best practice’ to have boys and girls shower together and use the same bathrooms? Where is the data that says it is ‘best practice’ to have boys who think, or merely claim they are girls, sleep with girls on an overnight field trip? Where is the research? There is none!

The Toolkit is not scholarly, professional or accurate. Astonishingly no scientific or medical evidence is provided to substantiate the belief that sex is not binary as the Toolkit claims.

The reality is that the gender fluid ideology undergirding the Toolkit is not only scientifically unsubstantiated, it is scientifically refuted. Furthermore, the Toolkit’s ‘best practices’ defy

fundamental common sense and the deeply held moral and social values and beliefs of the vast majority of the Minnesota public.

3. Overnight field trip rules put children at risk of emotional harm and sexual assault.

The guidance in the Toolkit puts every female child at risk by allowing real biological boys who think they are girls to share sleeping accommodations with female children. This is extremely objectionable to parents. Anyone with common sense knows that this is risky to say the least.

This amounts to child abuse and is something that would commonly be reported—especially by doctors who are mandated to report arrangements that put children in harm’s way. Shame on the council for even considering such a ridiculous suggestion! Even if a physical sexual assault did not occur, imagine the mental and emotional assault on the mind of a young girl who worries and is afraid all night of what might happen to her. This violates personal privacy rights.

In Minnesota we have a culture of family values and traditions. Schools must uphold those common traditions, such as the expectation that a child travelling with a school team will be able to sleep without intrusion by a student of the opposite sex. It is a gross dereliction of duty for the administration to undermine and destroy those traditions. The government has no authority to tell the people what truth they must believe. Government must represent the values of the people, not dictate them.

4. The promotion of politically correct pronoun usage forces teachers and students to lie.

To call a *he* a *she* (or vice versa) is lying. To force teachers and students to call someone by a false pronoun forces them to go against their conscience and buy into a falsehood that denies reality. Anyone who uses a fabricated pronoun like *zee* or *hir* should get a failing grade in English. These made-up terms reveals the fact that this is a made-up worldview that is being forced on our schools. Enforcing this nonsense is mainstreaming confusion.

This attempt at mental conditioning and coercive thought is appalling! The government has no authority to invent language and then force it on the people. Government must represent the common language and common sense of the people.

5. Fabricated terms and definitions reveal a decoupling from biology and reality.

Objective reality is being crushed under the supremacy of fabricated terms that do not make sense and do not reflect the real world. Our teachers and students deserve better than this.

Sex (gender) is biologically or genetically/DNA identified—*not* assigned. Researchers, from the Weizman Institute of Science, have extensively studied the human genome. They discovered that there

are no less than 6,500 genes “that are expressed...differently in the two sexes.” Yes, only two sexes—male and female. Like it or not, this is confirmed by biological science.

MDE cannot possibly tell the public they make evidence-based and research-based decisions and then say that gender is *assigned* (pages 2, 3, 18). The research refutes this. Even if gender were a social construct, as they claim, (which it is not) the government has no authority and reaches way over the line when they defy the will of the people and impose their own created reality rather than representing the common sense of the people.

6. Bullying is likely to increase as a result of imposing the Toolkit requirements.

Whenever you force a child to accept something that is disconnected from reality and ask them to believe it and act accordingly, they will object. The more it is forced on them, the louder they will object. We cannot tell children that a boy is a girl, or that a girl is a boy and not have the child think that what we said is strange, laughable, or a ridiculous notion—just as they would find it incredulous to be required to believe that a dog is a cat or a horse is a cow. If a child scoffs at this, will they be guilty of bullying? Isn't the teacher the real bully for forcing this on the children? This destroys the bond of trust between a student and his/her teacher. It confuses children when adults do not seem to know that boys are boys and girls are girls.

On page 8 of the Toolkit Draft it says: “When students are referred to by the wrong pronoun by peers or school staff, students may feel intimidated, threatened, harassed or bullied.” If a transgender student *feels* bullied, it also means they *feel* someone has bullied them. That begs the question: If a student or a teacher uses the wrong pronoun for a transgender student, will they be charged with bullying and will bullying statistics increase as a result?

7. Crucial medical information regarding transgenderism is omitted.

Until recently, transgenderism was rightly observed as a psychological/mental disorder. Treating this disorder as normal is harmful to children. According to the American College of Pediatricians, “affirmation of pre-pubertal children in their belief that they are the opposite sex is considered by many to be cooperating with a child’s mental confusion and to be shepherding him along the path to a mental disorder.”

Allowing gender confused boys to wear skirts—as recommended by the Toolkit’s transgender inclusive dress code (page 13)—is a dangerous frivolity that reinforces gender confusion.

A person’s sex can never be changed—not ever. Physical reality exists independent of any man-made ruling. Erasing male-female terms does not mean they cease to exist.

Information regarding 'de-transitioning' is excluded. There is a growing movement of men and women who once identified as 'transgender,' but now realize they got it wrong and have regrets. This movement is called de-transitioning. Some have gone to extreme medical intervention, including hormones and surgery, and are currently seeking to return to their biological sex. They are warning others not to make the same mistake. If these men and women had been told the truth from the beginning that one's sex cannot be changed, it would have spared them a lot of anguish from bad decisions that include high social and economic costs.

The voices of those on the de-transitioning journey back to their natural biological sex deserve to be heard, yet the Toolkit doesn't make any mention of them.

As one de-transitioning woman summarized, "...this trend is going to have a devastating impact on today's youth about 10 years down the road. These things are not very well studied, and we are/were their guinea pigs."

The MDE is using our children as guinea pigs. If they were truly committed to 'best practices' and not social engineering, they would take the healthier path of helping children align their mental image of themselves with their biological reality.

8. It violates the First Amendment of the US Constitution and the Hatch Amendment.

Amendment I states in part that no law should prohibit the free exercise of religion or abridge the freedom of speech. When a child is forced to accept a view of human sexuality that goes against their religious beliefs, their free exercise of religion in Amendment I is violated. When a child is forced to use PC terminology, their freedom of speech in Amendment I is violated. When teachers are told that they should not address a classroom of students as "boys and girls," (page 20), their freedom of speech is violated as well.

When a child is indoctrinated with transgender views that change their values, attitudes and beliefs, the federal Hatch Amendment is violated. The Hatch Amendment was passed in 1978 to protect children from being subjected to psychiatric, psychological, or behavioral questioning or testing that attempts to change the values attitudes and beliefs of the students.

9. The Toolkit guidance makes schools unsafe for Muslim, Jewish and Christian students.

Persistent efforts to program the thinking of children to accept transgenderism, only serves to intimidate and indoctrinate children of other faiths. This creates a hostile environment that stifles learning. Fear to express views of reality will be silenced. Where are the *Safe Spaces* for these students?

It is long past time that the people put an end to government's ideologically fabricated, self-proclaimed true, biased faux science. Their science, biased and subjective, does not trump the religious views of the people, and they have no authority to say their science is truth but the people's beliefs are not.

10. The Toolkit will harm the health and safety of school-age children and impede learning.

The Toolkit can best be summarized by the statement from the American College of Pediatricians in reference to Obama's 'guidance' letter: "The guidelines are rooted in a political ideology that will threaten the health, privacy, safety and learning experience of all students."

The Toolkit disregards the privacy, safety and dignity of ALL students with its radical subject matter, and lack of scientific data.

Note: The content of the Toolkit Draft is drawn primarily from the radical ideology in the guide entitled *Schools in Transition—A Guide for Supporting Transgender Students in K-12 Schools*. This guide is referred to in the Toolkit on pages 18 and 22. On page 22, it suggests using the information from *Schools In Transition* to fend off any negative reactions to the Toolkit.

This guidebook contains biased, inaccurate and harmful information that has no place in the public schools. Its content is drawn entirely from politically charged organizations with a radical social agenda. Drawing from this document to justify the misguided information included in the Toolkit, thoroughly undermines the credibility of the MDE and does a dangerous disservice to children and their parents.

See the report entitled *A Critical Review of Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools*.

Conclusion:

It is outrageous that children are being used for a social experiment with long lasting, life altering, and unknown consequences. This is the height of negligence and educational malpractice, and easily opens up the school house door and MDE to lawsuits.

At the end of the Toolkit in the *Resources for Families and Students* section, only organizations that normalize sexual disorders are listed. There is no balance in this biased Toolkit.

The Toolkit is a dangerous document that denies our humanity. Its content amounts to indoctrination—not education, propaganda that promotes fantasy—not reality. The Child Protection League is urging the MDE and the SSTAC to deny approval and distribution of the Toolkit immediately.