

DRAFT
**Gender Identity and Gender
Expression Training**
2016-17

The question: What does Duluth Public wish for district leaders to know and do with regards to Gender Identity, Gender Expression and Inclusive Practices

Beginning of work...
Continuum of Development...
Spectrum of Understanding...

(Refer back to this in presentation)

**What would we like staff
to know and do?**

- Believe: Every child deserves to feel safe/affirmed/valued in their learning environment
- Create: Classrooms and schools where kids can focus on learning (recognize & reduce barriers)
- Communicate: Information and practices to students and parents
- Answer: Why we are discussing Gender Identity and Gender Expression now?
- Align: with Federal and State guidelines

Fall 2016 / Spring 2017 / Fall 2017

- 3 phases of communication
- Review and build on each phase
- Will continue to work with community and ally groups throughout the process

Fall 2016 Presentations

- 1. Purpose & Rationale
- 2. Share Information and Common Language
- 3. Ask to use some “Developing practices”
- 4. Fresh ground
- 5. Advice / Feedback / Questions

Purpose and Rationale

Why and Why Now

- We’re learning that gender identity, gender expression, sexual identity, and attraction are not authentically expressed through exclusively binary means
- All identities as expressed are normal and fluid, common or not
- All kids learn best when they feel safe, valued and included
- Risk of decreased learning and achievement
- Increased risk of anxiety, depression, and suicide

GLSEN 2013 National School Climate Survey
MN School Survey Results

State and Federal Guidelines

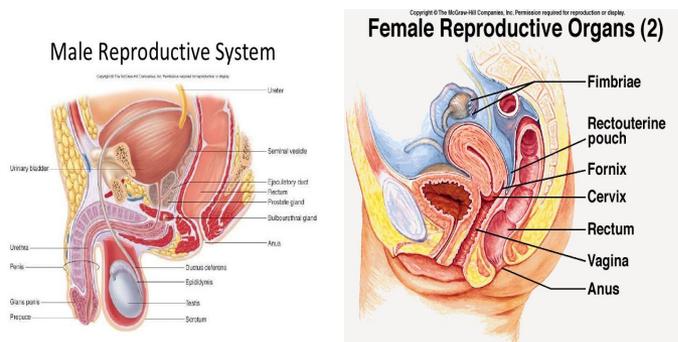
- Positive school climate for all
 - Title IX
 - MDE Expectations
 - MN Human Rights Act
 - Safe and Supportive Schools Act
 - Office of Civil Rights; Dear Colleague Letter
 - MN State High School League 2014-15 Policy

Information and Common Language

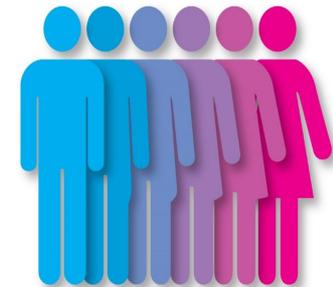
SEX vs. GENDER

Anatomy vs. Brain

SEX: Biological and physiological
characteristics
that define men and women



GENDER: Internal sense of self as well as
one's outward presentations and
behaviors related to that perception

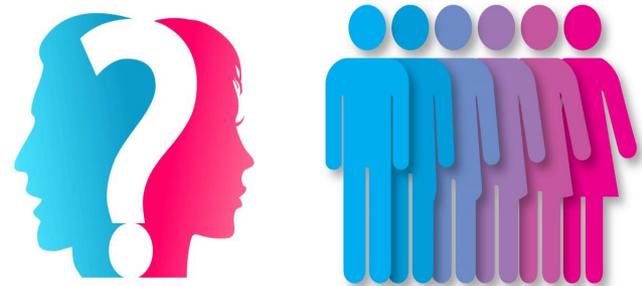


GENDER vs. SEXUALITY

*Identity vs. Attraction

*No particular way they go together

GENDER: Internal sense of self as well as one's outward presentations and behaviors related to that perception



SEXUALITY: Feelings of sexual, romantic, physical, and/or spiritual attraction for other people



GENDER IDENTITY vs. GENDER EXPRESSION

What your brain tells you about yourself

vs.

How you choose to present yourself to the world



BINARY IDENTITY vs. NON-BINARY IDENTITY

Two choices

vs.

More than two choices

RELATIVE TO SEX:

Binary

- Male
- Female

Non-binary

- Intersex

RELATIVE TO SEXUALITY:

Binary

- Homosexual
- Heterosexual

Non-binary

- Pansexual

RELATIVE TO GENDER:

Binary

- Cisgender
- Transgender

Non-binary

- Agender

RELATIVE TO GENDER EXPRESSION:

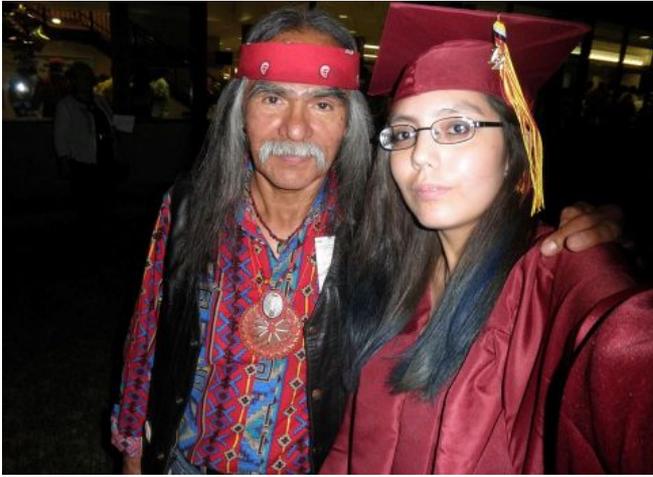
Binary

- Feminine
- Masculine

Non-binary

- Genderfluid









Brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative slights and insult toward members of oppressed groups.

MICROASSAULTS

Use of explicit and intended derogations either verbally or nonverbally, as demonstrated through name-calling, avoidant behavior or discriminatory actions toward the victim.



In one school year..... 

- | | |
|-----------|---------------|
| fag | wannabe |
| worthless | nerd |
| freak | geek |
| loner | carpet licker |
| outsider | nigger |
| outcast | cunt |
| pussy | cunt licker |
| dick | dog |
| jerk | nightmare |
| puppet | bloodsucker |
| slave | pothead |
| loser | hippo |
| dumbass | fatty |
| faggot | fatass |
| heartless | a-hole |

WHEN IT'S OKAY TO USE THE WORD GAY

by www.ItsPronouncedMetrosexual.com

NOT OKAY



That shirt is gay.



That car is gay.



That reindeer is gay.



That rock formation is gay.

OKAY



Those two men who are in love with each other are gay.

MICROINSULTS

Often unconscious and are described as verbal or nonverbal communications that convey rudeness and insensitivity and demean a person's heritage or identity.

MICROINVALIDATIONS

Include communications that exclude, negate or nullify the realities of oppressed groups



MICROAFFIRMATION





SAFETY TRUMPS DISCOMFORT

"If your experience is anything like my own, you will be in unfamiliar---perhaps even uncomfortable---territory. It is important, however, that your own personal uncertainties do not interfere with your ability to do the right thing to protect the safety and well-being of these vulnerable children."

*Janice Adams, Superintendent

Safety, Learning, and Discomfort

- Being uncomfortable often results in some of our most memorable growth and learning
- Being unsafe is most often harmful
 - Limited educational engagement, higher absenteeism
 - Lower personal aspirations including post-secondary
 - Increased mental and physical health problems

Developing Practices

Going Forward

- We have existing guidance written by Principals, Counselors, Teachers from Duluth Public Schools
- We are working with a Leadership Team this fall to review guidance and develop practices
- We Anticipate information from MDE this Winter (2016-17 School Year)
- We will follow our typical process for drafting and approving policy and regulation

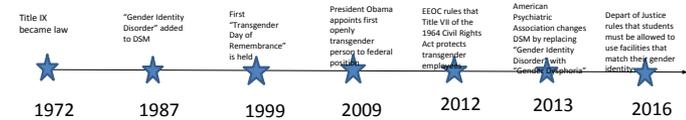
Info from DPS Guidance Here

- Guidance focuses on day to day practices
 1. Gender inclusive language and practices for educational environments
 2. Bathrooms and Locker Rooms
 3. Before and After School Activities
 4. Communicating with Parents
 5. Overnight and Travel Arrangements
 6. Definitions, Privacy, Records, Case Law, Etc.

Fresh ground

- Anticipate shifts
- All doing this together
- Following state and federal developments

United States of America



ISD 709



We All Have a Role:

- | | |
|------------------------|---------------------------------------|
| *Counselors | *Cabinet |
| *Teachers | *Quality Steering Committee |
| *Coaches | *Community & District Leadership Team |
| *Students & Parents | |
| *Administrators | |
| *Paraprofessionals | |
| *Custodians | |
| *Food Service Workers | |
| *School Nurses | |
| *Bus Drivers | |
| *School Social Workers | |

Community and District Leadership Team

- | | |
|--|-----------------------------|
| • Kathy Hermes; LSS Together For Youth | • Jill Dalbacka |
| • Anita Stech; Civility Project | • Ginger Backus |
| • Em Westerlund; PAVSA | • Tonya Sconiers |
| • Sarah Curtiss; MAP | • Katie Kaufman |
| • Helen Mongan-Rallis; UMD | • Alison Wood |
| • *Student Sch Board Reps | • Tom Pearson or Shawn Roed |
| • *Denfeld GSA | • Linda Kinnear |
| | • Bernie Burnham |
| | • Dave Spooner |
| | • Ron Lake |



Dates

- 9/27 Cabinet Members
- 10/3 Activity Directors: Denfeld, East + Middle Schs
- 10/6 QSC: Admin, Teachers Union, Principals Union
- 10/12 Principals: Pre-K, Elem., Middle, and High Schs

Advice / Feedback / Questions

- What are your reactions to this information?
- What questions do you have right now?
- What would help you personally and professionally?
- What barriers do you anticipate going forward?
- What suggestions do you have going forward?
- Parent Involvement, Name/Gender Form, FAQ

Community and District Leadership Team

- Determine above/below line behavior
- IC, preferred name, nickname (not printed onto roster page)
- This be written for "Staff and Students"
- List who is on Leadership Team (Name and Organization)
- Include word "queer"?
- Bring "take away" information to groups
- Flush out levels of discomfort; add quote from sup to beginning or add a local quote?
- Review and teach to person who knows the least, how does what we present help this person?
- How do we support staff who need more help?
 - (support from Kathy, Em, Ginger, Jill, Nichele, Ron)
 - Contact info for 1 on 1 conversations
 - Google doc with more info
 - Get to know people and be decent

Cabinet Member Feedback

- Examples where gender inclusion is going well
- Hearing from kids & parents to tug at heartstrings
- Give audience sense of what its like to experience gender as spectrum in binary world
- Clarify the progress which ISD709 has made over years on advancing school safety and promoting positive school environment
- Determine process to change names without legal orders
- At what age does ISD709 inform parents on preferred name of record

ADs

Discussion regarding ways kids express gender
Okay to go case by case with team
MN State High School League updated policy?
Add some info on participation and process

Principals

What are we going to “do”?

How are we going to “reach out”?

Consider support for parents transitioning

Concrete examples / handout to support students / classroom ideas

Maybe organize examples by Micro:

- Assaults
- Insults
- Invalidations
- Affirmations

Training proceeds “safe place stickers”

Work with Middle Sch ADs to generalize MSHSL Expectations to Middle School

Support ADs (middle school specifically?) in working with other districts

Make sure it is part of larger context of safe/welcoming

Maybe training on safety and uncomfortable

Middle School ADs

1. Organizing and communicating coaches
 - a. Orientation, meetings, minimum expectations, if questions arise who to contact,
2. Working with non-cert staff, coaches who do not other-wise work with us
3. Supporting and involving kids
4. ADs meeting with students; behavioral expectations (WIN Time, before, during, after practice)
5. Dissonance between personal values/beliefs, professional code of conduct, and state/fed language
6. Developmental learning process