

Gender-Identity Indoctrination

2024 Investigation of Stillwater, Minnesota Area Public Schools (ISD 834)

Prepared by Fixing Stillwater Schools (FSS)

December 1, 2024, Draft

OVERVIEW

Minnesota public schools are pursuing systemic indoctrination of progressive world views and values in our children, regularly contradicting those held by the student’s parents and faith community. Fixing Stillwater Schools (FSS) has separately addressed the disguising of racial/political indoctrination as an English class (see MN834.org/English).

This inquiry alerts parents to the routine and systemic sexual mentoring of children in the LGBTQIA+ world view beginning in kindergarten, well before the age of reason. Children want the approval and affection of their teachers and school community, making them extremely vulnerable and open to indoctrination (MN834.org/Report).

Evidence gathered here documents that once the State of Minnesota designated “sexual orientation” and “gender identity” protected classes, systemic implementation quickly followed in which adoption of LGBTQIA+ dogma is mandated.

Instilling the LGBTQIA+ multi-gender-fluidity world view in every child is a school priority. Universal adoption of this world view is being promoted because advocates assert LGBTQIA+ children “feel unsafe” among those who do not embrace their beliefs. Those who do not share the LGBTQIA+ world view are described as “hostile” and “hateful”. Advocates assert that LGBTQIA+ students “feeling unsafe” in the presence of people with different beliefs will cause them to harm themselves. Therefore, people with different beliefs must be suppressed or converted; everything and everyone must conform to the LGBTQIA+ world view for school to be a “safe” place. Advocates assert that there should be no accommodation of dissent or different beliefs; that school culture must embed, promote, and mentor the LGBTQIA+ world view to achieve universal acceptance. This is the State of Minnesota policy.

The [Minnesota Department of Education supports this directly](#). School boards are supported in implementing state-mandated belief systems by a small army of attorneys, lobbyists and policy advisors at the non-profit organization, [Minnesota School Boards Association](#).

Schools increasingly act on the premise that children of parents who do not affirm the LGBTQIA+ world view must be saved from their parents. Advocates of the LGBTQIA+ world view assert that they “know” what is good and true about sexuality while others do not. Model “Gender Support Plans” and even state statute provides for schools to hide from parents’ their child’s “gender identity status” if the parent does not embrace LGBTQIA+ dogma. Students, parents or staff who do not embrace the LGBTQIA+ world view are nonetheless expected to participate in its practices and its promotion in classroom teaching, bathrooms, locker rooms, sports, and in overnight sleeping spaces.

Teachers are undergoing an ideological purge. Licensing and relicensing requirements ([PELSB](#)) now require demonstration of LGBTQIA+ and other ideological support and advocacy in every subject, in every grade. Teachers' continuing "education" requirements needed to remain in the profession are run by radical organizations such as [GLSEN, Gender Spectrum and OutFront Minnesota](#); organizations that professionally advocate for exclusive dominance of the LGBTQIA+ world view.

Minnesota schools routinely rely on organizations such as GLSEN, Gender Spectrum, and OutFront Minnesota for policy guidance on quashing dissent, countering "parents' rights" organizations, co-opting groups like the Parent-Teachers Association for LGBTQIA+ promotion, implementing administrative processes, and providing classroom materials. These extreme organizations are also given classroom access to instruct children to accept LGBTQ beliefs and to promote them among their peers.

District documents clearly show that teachers and other staff will be required to submit to, affirm, and promote LGBTQIA+ dogma even if it contradicts their beliefs.

School counselors, and the National School Counselors Association (NSCA), embrace their role as being the vanguard standardizing the LGBTQIA+ world view as the universal school culture. This is done by incorporating concepts such as "Woke Wednesday" instruction on expected dogma conformity, dogma celebrations providing peer pressure to conform, and on-campus but off-calendar activities such as GLSEN's Gender Sexuality Alliance (GSA) clubs which school employees promote and supervise but are hidden from parent visibility.

Having schools imbue the LGBTQIA+ world view in all children is also a core part of recently enacted [State of Minnesota curriculum standards](#) requiring inclusion of specific dogma in all subjects. Preparations for implementation remain out of view by those not part of the "education" system. For example, in a separate inquiry process, the District has refused for over 7 months to reveal materials for its new curricula replacing what used to be 5th grade puberty segments in health classes. In April 2024, during discussions attended by FSS members, the District addressed the perceived "need" to replace traditional "binary heteronormative" worldviews with more expansive instruction on LGBTQIA+ concepts and multigender fluidity for 3rd, 4th, and 5th-grade children. School officials were asked what accommodation would be made for parents who believe their sons are boys, their daughters are girls and that this is fixed and unchanging? The answer was, "We believe in trans kids and the law is on our side." That is, no accommodation at all for children of families and faith communities who do not embrace LGBTQIA+ beliefs.

Our Minnesota education system is a fully "captured" institution from the State Capitol to our local kindergarten. It's time to fix this. For parents who believe that their sons are boys, their daughters are girls, and this is unchanging, where is their "safe" place?

BACKGROUND

Documents shared here were requested on May 3, 2024 by Michael McCarthy on behalf of the local parent's group Fixing Stillwater Schools (FSS). They were obtained using the Minnesota Data Practices Act. (Minn. Stat. 13) Stillwater Area Schools, Independent School District 834 (hereafter the District) was directed to provide the following:

Part 1: Please provide for inspection all hardcopy and electronic communications provided to school district employees, contractors or volunteers since May 1, 2022 regarding accommodation,

affirmation, treatment or other considerations regarding students identifying as a gender other than they were identified as having at birth. Please note that no information identifying an individual minor is being requested.

Inquiry part 2: Please provide for inspection all hardcopy or electronic communications received since May 1, 2022 from the Minnesota State School Board Association (MSBA) providing a model for such communications described in Part 1 of this inquiry.

The District indicated that it assembled up to 30,000 documents (100 per school day for the 3 semesters addressed) before discerning that only a few hundred documents were responsive from the 2022-23 school year and from the first semester of the 2023-24 school year. Much of what was provided were news clips distributed to school employees from the Minnesota School Boards Association (MSBA). These clippings are not addressed in this summary.

The District has yet to produce requested materials from calendar year 2024 that it is legally obligated to provide. The single exception is Doc. 4387, which informs teachers how to sign up for continuing education credits from the program that included LGBTQIA+ advocacy training from the organization OutFront Minnesota. This exception demonstrates that documents not produced from calendar year 2024 can be identified and provided.

On October 16, 2024 and November 15, 2024 the District refused to provide responsive materials from 2024 or any other material not yet provided in the past half year since being requested. Further, the District appears to have declined FSS's suggestion that a timely and effective course of action would include asking known subject matter experts to disclose what they recognize as responsive and in their possession.

It is noteworthy that the District has previously resisted producing requested classroom materials for 3 years (2020-23), requiring litigation by FSS to reveal them to the community. The District was found in violation of the law for doing so. (See OAH Docket No. 22-0305-39352)

All documents obtained are presented chronologically (excluding MSRS news clippings). Document numbers used indicate the last digits in the document code attached to the record received by Fixing Stillwater Schools (FSS) from the Stillwater, Minnesota area public schools (ISD 834). Duplicate numbers for a document are provided when the District reported it multiple times.

DOCUMENTS OBTAINED

February 16, 2022. (Doc. [4913](#) and attachment [4914](#)) Notice of school board packet and materials passing **Policy 522, Title IX- Sex Non-Discrimination adding gender identity and sexual orientation to protected classes**. [View [Policy 522 Title IX Sex Non-Discrimination](#).] This follows changes in 2017 to [Minnesota Statutes 363A.13 Subdivision 1](#) making "sexual orientation" and "gender identity" protected classes.

May 24, 2022. (Docs. [4632](#) / 12914 and [4914](#)/ 12915) School Board Vice-Chair Hockert responds to Brandon Auge, EL Teacher and local **teacher's union VP** regarding his **desire for official "gender inclusion" policies**. (Docs [12912](#), and [12908](#)) St. Paul Schools Policy 500 "Gender Inclusion" is attached as an example. (Doc. [12909](#)) Also attached is Statutory Requirement SR1.10 "Racial, Religious, Sexual Harassment, Violence and Hazing" (Doc. [4631](#) / 12913), and Policies 526 "Hazing Prohibition" and Policy 522 "Title IX Sexual Nondiscrimination Policy, Grievance Procedure and Process" (Subparts in Doc. [4630](#) in which Joan Hurley passes information onto Hockert).

June 1, 2022. (Doc. [0388](#)) Mary Leadem Ticiu, Assistant Principal (at the St. Croix Valley Area Learning Center), distributes **“7th Edition LGBTQ Resource Guide Online Resources”** to all counselors, and copies all administrators, emphasizing that we support (i.e., advocate) LGBTQIA+ beliefs.

***** [Note: *go back and try the dozens of link addresses shown*] *****

June 1, 2022. (Doc. [2452](#)) Sidney Piras, SAHS School Counselor, sends attachments below to Cornelius Rish, Cultural Liaison, for Woke Wednesday distribution to all district employees. (Attachments duplicated below .)

June 1, 2022. (Doc. [2448](#) and attached Docs. 2449/[2453](#), 2450/[2454](#), and 2451/[2455](#)) Cornelius Rish, Cultural Liaison, sends a regular **“Woke Wednesday” broadcast emails to all district staff**. Subject: **“Happy LGBTQIA+ Pride Month (info/resources)”**. ***“It is imperative that all educators and school staff do our part ...*** To do this we have to understand our students, their backgrounds and find out ways we can support [i.e., advocate and mentor] them. Below are some resources gathered from colleagues that can help us on our learning journey.” (Emphasis in original added though increased font size.) The message to all staff is you are expected to embrace and promote this world view through our schools. Links (now inactive) were provided to **“Explore the history of the LGBTQ movement in America”** and **“Why pronouns matter.”**

“Anchored Allies: Sinking the Gender Binary in Schools”: Genderbread person and school action plan to promote LGBTQIA+ world view to young children. This is stunningly direct in its intent. (Doc. [2453](#) / 2449)

LGBTQIA+ Pride Zoom background for use as school employee. **Encourages students to disclose sexual secrets to school staff mentors who can hide the information from peers and parents.** (Doc. [2454](#) / 2450)

Human Rights Campaign (HRC) nine (9) slides suggesting that **LGBTQIA+ believers are unsafe among those who do not share those beliefs and that schools must strive for uniform adoption of LGBTQIA+ beliefs.** (Doc. [2455](#) / 2451)

June 24, 2022. (Doc. [4208](#)) Legal seminar announcement flyer. Topics include transgender protocols and “data practices survival guide.” [No content provided to FSS].

August 2, 2022. (Doc. [19668](#)) **An incoming student makes an official request for the school to change his name and gender.** Robert Bach, Stillwater High School Principal, asks John Perry, Director of Learning, Technology and Design Systems, **“... do we have a protocol/checklist articulated for this? We have informally honored many requests** but this is one of the first formal requests that I have come across to have everything changed in the system.” (Doc. [19669](#)) Mr. Perry responds with the Name/Gender Change Form 2022.

August 2, 2022. (Docs. [19670](#) and 19671) Mr. Perry sends an attached **Name/Gender Change Form** writing, “We can process these through Enrollment or just send it directly to me **with a parent signature**. All changes will be made in **PowerSchool** and the preferred Name/Gender is the only information that will be presented to staff through the **ISD#834 technology systems.**” [It is unclear if “informal” requests for changes are also made to electronic records, particularly in “unofficial” records mentioned elsewhere.]

August 3, 2022. (Doc. [0385](#) and 0386) Matt Kraft, SAHS Assistant Principal, sends Name/Gender Change Form to School Counselor, Dan Ralston, who **requests “... the district add “non-binary” to the gender,** as most of my kids that have used the form write that in.”

August 22-23, 2022. **The new “non-binary” Name/Gender Change Form** is completed with engagement of all counselors and large “team” of staff. (Docs. [0380](#), 0381, 0382, 0385, and 0386. Also see Docs. 2215, 2214, 2206, 2205, 2204, and 2203.)

September 9, 2022. (Doc. [5334](#)) Andrea Luehring, Stonebridge Elementary School Social Worker, sends Kristin Arnt, Assistant Principal, **“resource for Transgender/questioning student”** that **includes contact/referral information to outside counselor, Dr. Kai Guntry of Dandelion Spirit Psychotherapy,** an LGBTQIA+ “affirming” practice, an LGBTQIA+ promotional reading list of 15 books, and links to:

- **Schools In Transition: A Guide to Supporting Transgender Students in K-12 Schools** at <https://hrc-prod-requests.s3-us-west-2.amazonaws.com/files/assets/resources/Schools-InTransition.pdf> (live link, 68 pages)
- Principles of Gender-Inclusive Puberty and Health Education ([Gender Spectrum](#)).
- Cultivating Respect by [PFLAG](#).
- **Model School District Policy on Transgender and Gender Nonconforming Students** at http://transequality.org/sites/default/files/images/resources/trans_school_district_model_policy_FINAL.pdf This is a 16-page [GLSEN](#) product.

September 21, 2022. (Doc. [2782](#)) Emily Stangel, Oakland Middle School Physical Education and Adaptive PE teacher announces **Oak-Land Middle School will now have a Gender Neutral changing room for children to change clothing at school to keep their at-school gender identity separate from their at-home gender identity.** No mention is made of parental involvement.

November 14, 2022. (Doc. [2667](#)) Sydney Piras, SAHS School Counselor, sends Alec Shern LGBTQIA+ advocacy materials “to focus on: “Gender Support Plan” [see Gender Spectrum’s in Doc. [2433](#)], OutFront MN Educational Equity Program, and GLSEN. (Subpart in Doc. [2660](#)) Attached are:

(Doc. [2668](#)/2664) GLSEN 2017 summary of Minnesota school’s LGBTQIA+ acceptance “Climate”; 2 pages. Summary asserts the affirmation “climate” is bad. Solution: **adopt policies reflecting the LGBTQIA+ world view, imbed ideology in curriculum, require staff “professional development” on LGBTQIA+ ideology, support GLSEN “Gender Sexuality Alliance” (GSA) student clubs. [FSS parents have found GSA “clubs” are for students to embrace LGBTQIA+ ideology away from home in on-campus, uncalendared meetings “run” by students under staff supervision and support.]**

(Doc. [2669](#)/2663) GLSEN “Improving School Climate for Transgender and Nonbinary Youth”. 18 pages. Asserts **LGBTQIA+ children “feel unsafe”** (emphasis added to this essential, and repeated phrase) **when others do not yield to their ideology. Not yielding is “hostile.” Everyone and everything must change so the LGBTQIA+ don’t have these feelings.**

(Doc. [2670](#) /2662) GLSEN 2021 School Climate Survey. 198 pages. GLSEN asserts the levels of LGBTQIA+ affirmation are unsatisfactory. . “Homophobic remarks” happen. Many do not behave as the LGBTQIA+ advocates want. Non-conformity must be stopped. All teachers and students can, and should, work together

to create a school environment that universally embraces the LGBTQIA+ world view and values. Promotional tools to do so are provided.

(Doc. [2671/2661](#)) **OutFront Minnesota: Educational Equity Program, “2020 LGBTQIA+ Youth & Educator Resource Guide.”** 19 pages. **“Remember, ... there is an infinite number of sexual identities.”** This document is stunningly direct and straightforward. It also includes the broader Woke world view explaining **the importance of being an “intersectional” LGBTQIA+ ally to other’s who see themselves as fellow victims in other identity groups, how to be an “ally” and to be aware that “white, able-bodied, or native-English speakers have certain privileges. ...”** An extensive resource list on intersectionality is provided.

November 16, 2022. (Docs. [0359/2642](#)) Sydney Piras, SAHS School Counselor, writes monologue declaring **all electronic recordkeeping systems must comply with LGBTQIA ideology as per guidance from the MN Department of Education “toolkit” below and US Department of Education.** Mr. Piras asserts the **need to instruct all staff to comply with LGBQIA+ ideology “... regardless of ignorance/lack of education/ personal beliefs, we owe it to our students to be more informed and in alignment with current best practices.”** (Emphasis added.) **That is, everything, and everyone must comply with the LGBTQIA+ world view at school whether they believe it or not.** (Portions are also in [Docs 0360, and 0361](#): Note several emails in the string may have been deleted, just the headers remain.)

(Doc. 2643) [Minnesota Department of Education](#) publication **“Toolkit for Ensuring Safe and Supportive Schools for Transgender and Gender Non-Conforming Students”** [[download Toolkit here](#) -- Revised 9/25/17]

November 16, 2022. (Doc. [0362](#)) Shelly Phernetton, Assistant Principal, SAHS, **establishes working group to update the Student Name Change Form** at the request of Alec Shern, School Counselor who notes questions have come up about “student and **parent rights** associated with the form. ... [W]e talked about a **Gender Support Plan [as recommended by Gender Spectrum in Doc. 2022/2433 with elaboration at ISN Resources — Gender Spectrum]** during our meeting and found it to be **a good place to start on how to support our students through this process.”** Note **this GSP has extensive listings from whom the student’s sexual mentoring may be kept secret, including from parents.** (Meeting time agreements are Docs. 0363, 0263, 0264, 0365, 0366, 0367, and 0368. Gender Spectrum’s GSP is Docs. [2022](#) and 2433)

December 6, 2022. (Doc. [2414](#)) Shelly Phernetton, SAHS Assistant Principal, presses for progress on the “name change form conversion.” (Duplicate portions in Docs. 2415, 2416, and 2432. Attachments are Docs. 2433, 2434)

December 6, 2022. John Richard Perry, Director of Learning, Technology, and Design Systems, says the Name/Gender Change Form conversion needs to “fold into the Transcript conversion. The **unofficial transcript now includes AKA information (e.g., John Perry AKA Joan Perry)** so it addresses the legal name and preferred name challenges. We have a meeting scheduled... with Dan Ralston (and others?) to go over our transcript capabilities and **begin the process of developing a new Official Transcript.”** [Emphasis added.]

December 6, 2022. Sydney Piras, School Counselor, writes, “Alec: **Looking into parental and student rights.** Becky: **looking into a more robust gender support plan.** Sydney: connecting with John regarding the technology side of thing[s]... [T]he form the district created was not accurate in how PowerSchool dealt with the transcript piece. Specifically **the current name change form suggests that the Transcript in PowerSchool will reflect the students updated name change which is not the case.... Legally, the name on the transcript**

cannot be changed without a court document. This language needs to be updated on the name change form ASAP...”

December 6, 2022. Becky Hopper, School Counselor, recommends **Gender Spectrum’s Gender Support Plan** as robust as well as the one used in Chicago Public Schools.

- (Doc. [2022](#) / 2433) **Gender Spectrum’s Gender Support Plan. Note on page 3, the student’s long “privacy” list includes *secrecy from parents* “ ... if the student’s guardians are not aware and/or supportive of the student’s gender status.”**
- (Doc. [2434](#) / 2023) Chicago Public Schools Gender Support plan also enables secrecy from parents stating “[S]chool staff should not disclose a student’s preferred name, pronoun, or other confidential information pertaining to the student’s transgender or gender nonconforming status without the student’s permission...”

NOTE: The American School Counselors Association (ASCA) statement supporting Transgender and Non-binary youth is linked at <https://www.schoolcounselor.org/Standards-Positions/PositionStatements/ASCA-Position-Statements/The-School-Counselor-and-Transgender-Gender-noncon> (see also Doc. [2415](#))

December 8, 2022. (Doc. [2414](#)) Sydney Piras, School Counselor, writes to Shelly Phernetton, SAHS Assistant Principal, and other administrators discussing completing recommendations and getting approvals for **new Gender Support Plan and Name/Gender change forms and that “unofficial transcript access via PowerSchool ... is loosely connected to this conversation.”** [Official and unofficial recordkeeping appears to be a double set of records to hide sexual mentoring from certain parties, including parents, as indicated in the Gender Support Plans discussed in these documents.]

December 20, 2022. (Doc. [4914](#)) School Board passes updated [Policy 522](#) “Sex Non-Discrimination”

February 8, 2023. (Doc. [2389](#)) Becky Hopper, School Counselor, asks to confirm **once a student turns 18 they no longer need a parent to sign the Name/Gender Name Change Form.** [District data provided did not include the answer.]

(Doc. [2390](#)) Attached is a screen shot of the **Family Educational Rights and Privacy Act (FERPA)** indicating all rights transfer to a student upon reaching age 18 or if attending a school beyond the high school level.

(Doc. [2391](#)) Attached is a copy of the **Name/Gender Change Form**

February 14, 2023. (Doc. [5086](#)) Kyle Kane, Principal, Oak-Land Middle School, to all Stillwater Middle School and Oak-Land Middle School staff announcing 2/17/23 **professional development day including 12:15 p.m. all middle school staff LGBTQ advocacy training by OutFront Minnesota (for Continuing Education Units).** Follow up by Heidi Jones, Instructional Coach (she/her/hers) passes information forward stating, “Here is a summary of the 17th that Katie sent to our principals to send out to **ensure people are registering ...**” (Doc. [4364](#) simply asks where to go for training.)

February 14, 2023. (Doc. [4031](#)) Alex Friend, 8th Grade Science Teacher asks if it is permissible to miss **OutFront Minnesota’s LGBTQ advocacy training for the last day of science teacher training.**

February 14, 2023. (Doc. [4030](#)) Principal Krebs, Stillwater Middle School, grants Mr. Friend permission to get science training instead saying, **“Yes, thanks for checking”**. [The need to check shows the high priority given to LGBTQIA+ advocacy training relative to academics.]

March 3, 2023. (Doc. [2736](#)) Principal Stephen Gorde, **Lake Elmo Elementary, announces “all-user gender inclusive” bathroom** in “all-staff” communication. No direction to notify parents. Attached flyer from LGBTQIA+ advocates Gender Justice.

(Doc. [2737](#)) Attachment **“Transgender Students: Know Your Rights” by Gender Justice**. Provides legal citations and references. [main website asserts Federal Title IX protections for gender identity and sexual orientation. Descriptions of “hostile” environment include any behavior or action that might make the LGBTQIA+ child feel that their world view is not accepted by everyone.]

March 6, 2023. (Doc. [4848](#) and attachment [4849](#)) Luke Huntley writes school board and counselors, “With the rising levels of LGBTQIA+ hate **we need to make sure that our students *feel safe* ... by using pronouns in our signature at the end of our [employee] emails.**” (Emphasis added.) He attached GLSEN item (Doc. [4849](#)) showing Minnesota schools have people still not affirming LGBTQIA+ beliefs and that is unacceptable. Otherwise LGBTQIA+ believing students will not **“*feel safe*.”** (Emphasis added.)

March 9, 2023. (Doc. [0335](#)) **Draft Gender Identity and First Name Change Form** circulated among all SAHS counselors for further review and comment. [Note: This version of the form was not included by District.] Previously reviewed by 20 staff listed in email.

March 27, 2023. (Doc. [2021](#)) Becky Hopper, School Counselor, resends her email of December 6, 2022 recommending group proceeds with administrative implementation projects.

March 30-31, 2023. (Doc. [2603](#)) Claire Carpenter-Henning in “all staff” distribution **promotes annual “transgender day of visibility”** (link at <https://pflag.org/transgender-day-of-visibility>). There is no evidence provided of parental notification by the District. Others thank her saying **its “... so important to have reminders and alerts for these dates for us to keep our awareness and on our minds for our students!”** Sydney Piras elaborates, saying, **“Bringing awareness to days like this is huge” and provides opportunities to promote pronoun beliefs so students “feel safe.”** Claire Carpenter-Henning further elaborates on the importance of **GLSEN advocacy stating if others do not embrace LGBTQIA+ beliefs kids won’t “feel safe” and will harm themselves at a high rate.**

May 5-10, 2023. (Doc. [0297](#) / 2546; also Doc. 0299) Sidney Piras summarizes planning meeting for LGBTQIA+ advocacy by school counselors. [Meeting participants excluded] Key points include:

All high school counselors “will collaborate with middle-level counselors to discuss the Gender Support Plan by Gender Spectrum.” ***NOTE: This document includes secrecy from parents as child “privacy.”*** (Docs. [2022/2433](#))

“Update the Identity Change Form to include broader scopes of identity, not just name changes in connection to affirming gender. This will be shared with SAHS and middle-level counselors.”

“[W]hen we interact with students and staff...the terms “preferred pronouns” or “preferred name” are outdated and even cause harm within and to the community because they imply that it is a preference. ...

What professional organizations that specialize in LGBTQIA+ advocacy recommend are “pronouns” and “chosen name.”

- Attached [See Doc. [2547](#)] for excerpt from “[Beyond Basics: A Resource for Educators on Sexuality and Sexual Health](#)”. **“If you are a classroom teacher, consider regular pronoun check-ins. Do not assume that if a student uses a pronoun one day, that it will be the same the next. A fun way to encourage students to challenge their assumptions around the pronouns people use is to create pronoun buttons for all students to wear (*and possibly change*) every day.** When doing pronoun check-ins, be sure to ask students to identify the exact pronouns they use (e.g., she/her and/or he/him, and/or they/them or other pronouns that they have created or that other trans or gender nonbinary people have created). It is common for people newly introduced to pronoun check-ins to indicate ‘I use female pronouns.’ **Be clear with your students that** this is not a sufficient identifier because it assumes that there are specific **pronouns attached to assigned sex** when this **is not the case**. For instance, while someone may have been assigned female at birth, they might identify as a trans man and use the pronoun he/him...” [Emphasis added] **Notice that parents are not involved or informed of this programming.**
- A Guide to Gender Identity Terms: <https://www.npr.org/2021/06/02/996319297/gender-identitypronouns-expression-guide-lgbtq>
- Affirming Gender Identity: <https://emerson.edu/departments/intercultural-studentaffairs/resources/affirming-gender-identity>
- **Gender Pronouns & Their Use in Workplace Communications by the National Institutes of Health, Sexual & Gender Minority Research Office:** <https://dpcpsi.nih.gov/sgmro/genderpronouns-resource>

Separate student feedback was acknowledged but not included in the documents provided.

Follow up communication from John Perry, Director of Learning, Technology and Design Systems **notes record-keeping tools such as Schoology can have preferred name features turned on and off “... if that is what is called for in someone’s [gender support plan] GSP.”** (Emphasis added.) (Doc.2414) Note, GSP versions in discussion here (Docs. [2022](#) and [2434](#)) **have extensive privacy/secretcy provisions, including hiding information from parents if the school decides to. Apparently, the technology can support this.** (Doc. [2235](#))

[Also note that in the MN Data Practices Act (Minn. Stat 13.02, Subd. 8), under “Definitions” and then “Individual” the concluding statutory language appears to keep data hidden from parents at the school’s discretion. Public data “... includes a parent or guardian or an individual acting as a parent or guardian ... except that the responsible authority [school] shall withhold data from parents or guardians ... upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.”]

May 10, 2023. (Doc. [0298](#)) Sydney Piris, School Counselor, responds to John Perry, Director of Learning, Technology, and Design Systems, saying that he has “left comments and notes [not included from the District] and that he has “... another **email/call out to MDE [the Minnesota Department of Education]** regarding the language around gender and sex from the student management/MARSS reporting perspective. It seems like there was some work done regarding MARSS reporting years ago around this topic and some confusion as to its status. If a call or email response back and we are able to have a future conversation/meeting around that lens, I’d appreciate your support and presence with an understanding of how that back-end works.” The Minnesota Department of Education response was not included in materials provided by the District.

May 12, 2023. (Doc. [0295](#)) Sydney Piras asks Ricky Michel to confirm for child “assigned female at birth but identifies as male” arrangements for “**team placement, locker room/changing**, and other information.” Michel confirms **the child “would have the choice to participate in either male or female sports, due to assignment [female] at birth,” “Locker room assignment is determined by identifying sex or comfort level.” ... When we have a male [identified at birth] who identifies as female, and who wants to participate as a female, there are stipulations that take place.”** (Subparts in Docs. [0294](#) and 0296.)

May 16, 2023 (Doc. [4363](#)) Jessica Stephenson, School Counselor, Stillwater Middle School, shares announcement for “**Gender Identity in Young Children” a seminar promoting LGBTQIA+ beliefs to save kids from self-harm.** Continuing “education” credits available. Seminar includes “**options and strategies for supporting *young* children in their potential exploration of and understanding of their own gender identity.”** (Emphasis added.)

June 28, 2023. (Doc. [4824](#)) MSBA announces model **Policy 515 “Protection and Privacy of Pupil Records [NOT provided to FSS]. Model student handbook provided** in Docs. [4825](#) and 4849.

August 25, 2023. (Doc. [0274](#)) All-staff memo from Shelly Phernetton, Principal, Stillwater High School states, “**By law, individuals have the right to use bathroom facilities that they safely identify with.** For more information, please check out this resource: Gender Justice [link not provided].” FSS has identified this link for the advocacy organization [Gender Justice](#).

August 28, 2023. (Doc. [2861](#)) Megan Beadle, **Gender Sexuality Alliance (GSA) staff advisor** and Stillwater Middle School Art Teacher, to all staff, **Inclusive Classrooms and Gender-Sexuality Alliance (GSA) club.** Distributed a slide show [not provided to FSS] on “... everything from why it is important to think about how we support our LGBTQ+ kids to what are some resources out there ... **I personally use the first week** with the kids to **make sure that I know what name and pronouns *students* want me to use.** ... It can be as easy as adding those questions to something like a name tent ... **I do a 20 Questions form** [not provided to FSS]... that works well.” **No mention is made of the middle school parents being informed.**

She goes on to note **a second staff to support GLSEN’s Gender Sexuality Alliance club would be helpful** to make sure that the GSA club does not falter [note, this is an allegedly student led, student run club.] **The Gender-Sexuality Alliance is described as a place “where students who identify as LGBTQ+ and their allies, can meet to support one another and help create ... a more welcoming school.”** The kids “promote positive change.” That is, ***children become a political advocacy force within the school at the direction of nationwide advocate GLSEN and District staff.*** She notes, “Kids don’t need to register and can come to any meeting.” Promotional posters and flyers will be available next week for kids who are interested. **No mention is made of informing parents of this LGBTQIA+ on-campus promotion to their middle school children. Meetings are not on the school calendar.**

October 25, 2023. (Doc. [2299](#)) Sydney Piras, School Counselor, distributes **American School Counselor Association (ASCA) advocacy slides to promote LGBTQ through school counselors.**

(Doc.[2300](#)) Attached are 40 American School Counselor Association (ASCA) Advocacy Brief slides that include:

Slide 9 notes pending federal notice of Proposed Rulemaking (NPR) that foster care must be an “affirming environment for LGBTQ children.” Slide 10 reviews filing comments to exclude those who do not embrace LGBTQ beliefs from providing foster care to children.

Slide 11 lists ASCA Advocacy Letters including:

- **Forcing the Smithsonian National Museum to develop and disseminate education resources for educators to teach LGBTQI+ and women’s history in an inclusive and intersectional way** in its funding bill;
- Joined GLSEN to press for law against harassment on the basis of sexual orientation, gender identity, or sex characteristics.
- Requiring schools to let athletes participate according to their gender identity.

Slide 16 lists seven state concerns, four of which are: 1) transgender bans; 2) outing students; 3) bans on diverse curriculum and 4) **parent’s rights** legislation.

Slide 17 Human Rights Campaign (HRC) for LGBTQ+ rights “Stronger than our enemies” on the “emergency” of people not affirming their world view.

Slide 18 **GLSEN** state overviews of LGBTQIA+ acceptance in schools.

Slide 19 “The Hate Wave Continues” as the US Supreme Court and 80 state laws do not affirm the LGBTQ+ world view. **LGBTQ+ advocacy resources are offered at** <https://www.hrc.org/resources/national-state-of-emergency-know-your-rights-summer-2023>

Slides 20-22 provide suicide statistics suggesting, without directly stating, if everyone does not embrace the LGBTQ world view, these children are up to 350% more likely to harm themselves as a result of being exposed to other beliefs and world views.

Slide 23: The risks to the LGBTQ agenda are from lawmakers, school board policies, and “**parent rights.**”

Slide 24 – 28 concludes, suggesting **school counselors be proactive in fighting for the LGBTQIA+ world view, working with groups like the PTA to “Create and enhance a culture of [LGBTQIA+] acceptance.”**

November 30, 2023. (Doc. [2235](#)) Sydney Piras reminds counselors that before senior pictures are taken, “**If you have any students where the name they go by in school doesn’t match what is in PowerSchool ... it may be worth visiting or revising that Identity Change Form.**” Again, **this appears to reference two sets of records, one official, and another unofficial, to keep in-school sexual mentoring out of sight.**

(Doc. [2236](#)) **Identity Change Form attachment. This form, for “official” records, requires parent signature if under age 18 and legal documents.**

December 5, 2023. (Doc. [4238](#)) Erin Nickleby, Health Education teacher, writes parents to inform them of **health class** assignments, other matters ... and to say that **2 staff from the professional LGBTQIA+ advocacy organization OutFront Minnesota** will address the class on “gender identity and sexual orientation and will hold conversations around respect and equity ...” **There is no mention of sending parents the program outline (Doc. 4239) or of informing them of “opt out” options.**

(Doc. [4239](#)) **OutFront Minnesota’s “LGBTQ+101 & Intersecting Identities Student Training Outline.” Includes “health instruction” on “Homophobia and Transphobia, Intersectionality (how race, ability and other layers of identity shape experiences” and assessing how good YOUR school is at embracing LGBTQ+ culture and beliefs.** [See related [OutFront MN videos](#) here.]

December 12, 2023. (Doc. [12901](#)) School Board Chair Bev Petrie tells Board VP Katie Hockert that at an AMSD meeting **“policies relating to equity and gender”** came up where Richfield’s Policies 586 and 116 were held up as examples. VP Hockert replies, **“I would love to see [ISD] 834 develop an equity policy of our own. ... staff might appreciate policy clarification...”**

December 14, 2023. (Doc. [12900](#)) Jennifer Cherry, **Assistant Superintendent**, responds to **VP Hockert, copying all board members and Superintendent Funk saying** only, **“Thank you for sharing. We will talk about timing for new policies.”** [Note, the administration appears to be in charge of policymaking, not the Board.]

January 24, 2024. (Doc. [4387](#)) describes getting credits for MCSA (MN School Counselors Association) conference. Note that **“Cultural Competency” credit requirements category includes “Gender Identity/Transgendered Students”** as one eligible area covered. Many links are missing.