

Developing a Gender Inclusion Policy MASA Presentation

School District 622 - North St Paul-Maplewood-Oakdale

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March 2020

Strategic Plan Adopted December 2016



District 622 Strategic Plan December 2016

Core Values

We believe that:

- Strong communities are inclusive and value diversity.
- Trust and transparency are essential to healthy and enduring relationships.
- Continuous learning and service to others are imperative to individual and community progress.
- Individuals learn and thrive through connections in a safe, caring, and supportive environment.
- Every individual has incredible potential and equal intrinsic value.
- High expectations with appropriate supports result in growth.
- School, family, and community partnerships enhance and support learning.

Our Mission

We commit each day to develop and empower lifelong learners who thrive in diverse communities.

Mission Outcomes

1. Each learner will use creativity, critical thinking, and intercultural competence to address real world challenges.
2. Each learner will develop and embrace their identity, strengths, interests, and self-advocacy skills to actively navigate their learning pathway.
3. All students are ready for Kindergarten.
4. All third grade students are proficient readers.
5. All eighth grade students are proficient mathematicians.
6. All students graduate from high school.
7. All students attain college and career readiness.
8. Close achievement gaps for all student groups.

Strategies

1. We will engage our internal and external community to help us achieve our mission and mission outcomes.
2. We will develop and enhance community partnerships that support our mission and align with our core values.
3. We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.
4. We will build competitive 622 E-12 pathways that prepare all students for post-secondary.

ISD#622-LGBTQ Staff Affinity Group: Concerns/Requests

- I. Safety of LGBTQ-identified students and staff
- I. Clear definition of roles: Administration, GSA advisers or LGBTQ staff
- I. Curriculum (ex. Welcoming Schools, Health & PE)
- I. Media Centers
- II. Need for Professional Development
 - I. Need for a Formal Gender Inclusion Policy

What Does The Data Tell Us?

2017 National School Climate Survey

83.7% of transgender youth reported being intimidated and bullied in school

75.4% reported avoiding school functions and extracurricular activities because they felt unsafe or uncomfortable

60.4% of the LGBTQ students who *did* report an incident, said that school staff did nothing in response, or told the student to ignore it.

GLSEN. (2017). *The 2017 National School Climate Survey* (pp. 1–196). New York, NY.

What Does The Data Tell Us?

2019 Minnesota Student Survey

Nearly one in four of all 11th-grade students have seriously considered suicide

Nearly one in ten report that they have attempted it

LGBTQ students are **three times** as likely as their cisgender peers to have seriously considered suicide and **four times** as likely to have attempted suicide

Even worse, 42% of transgender 11th graders in Minnesota have attempted suicide

Review of Available Resources

[MSBA Draft Gender Inclusion Policy 2018](#)

[MDE Transgender Toolkit](#)

[GLSEN Policy Resources](#)

Review of Policies from Other Districts

[Saint Paul Gender Inclusion Policy](#) March 2015

[Minneapolis Preferred Name Policy](#) April 2018

[Saint Louis Park Gender Inclusion Policy](#) June 2018

[Richfield Gender Inclusion Policy](#) August 2018



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Our Version

ISD #622 Gender Inclusion Policy



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Three Formal Readings

Our Story
Community Feedback



Video Clips From Public Board Meetings

[Video Clip #1](#)



Video Clips From Public Board Meetings

[Video Clip #2](#)



Video Clips From Public Board Meetings

Video Clip #3



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Additional Commitments to Ensure Inclusivity

ISD #622 Additional Commitments

- 1) Common language/definitions
- 2) Strengthening Welcoming Schools implementation at all Elementary sites
- 3) Ongoing LGBTQ professional development for ALL district employees
- 4) Curriculum review process with an intentional review of gender and heteronormative bias
- 5) Review of current media center organization and access for students to LGBTQ resources
- 6) Support networks for LGBTQ students, staff, and families (GSA's, LGBTQ Staff Affinity Group, LGBTQ Family Affinity Group)

Table Top Discussion



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Group Share



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Closing Comments

Questions?

