

Pathfinder PTSA GENERAL Meeting Minutes

November 9, 2017, 2017 MEETING in the Pathfinder library

Meeting called to order by Laura Murray and Ginny Woo at 6:22

Introductions

- Board Members present introduced themselves
- Auction chairs announced
 - Auction 3/3—Mark your Calendars!
- Wreaths introduced—wreath making starting after Thanksgiving
- Direct Give—we exceed our goals. Thank you everyone who participated
- Volunteer Needs
 - Communications Chair
 - Class Coordinators
 - Octopus
 - Fox
 - Elder's Luncheon

Revised Standing Rules

- 18 roles on Board, which is a change from previous rules
- Motion to accept Standing Rules as revised was PASSED

Keynote Speaker—Aidan Key

- Introduction by Odetta Owen
 - Idea to bring Aidan Key grew out of Diversity Task Force work to support diversity within our school
- Aidan's organization is Gender Diversity (www.genderdiversity.org)
 - Goals/Functions
 - Support families who have gender diverse children
 - Annual conference (August 2018)
 - Training
 - Anyone in contact with kids, as gender-diverse kids are to be found wherever kids are, is a target of the training
- Focus of tonight is not to review vocabulary, but different words have different uses/connotations depending on location, age, etc.
 - Typically, "transgender" with kids means "across gender" (a boy who identifies as a girl, and vice versa)
 - "Trans boy" = assigned female at birth and identifies as male
 - "Trans girl" = assigned male at birth and identifies as female
 - "Transition" = social transition from being boy to girl or vice versa
 - Medical intervention is NOT necessarily part of transition

- What is gender?
 - Anatomical (male \leftrightarrow female); seems simple, but intersex people are not the typical XX/XY
 - Intersex/DSD (Disorder of Sex Development) is about 1:300
 - More likely than identical twins
 - You may not know an individual is intersex (and they may not either)
 - Gender Expression (masculine \leftrightarrow feminine); this ties in to societal expectations/norms—none of these things has an innate gender of its own
 - Appearance—hair, jewelry, clothing, jewelry, etc.
 - Activities—toys, games, sports, etc.
 - Emotions—anger, sadness, joy, etc.
 - Objects—toys, bicycles, backpacks, etc.
 - Gender Identity is one's innate sense of self
 - Our state prohibits discrimination based on Gender Expression or Gender Identity
 - OSPI is working to build Gender Identity and Gender Identity into curriculum
 - While a small percentage of the population is transgender, we can all relate to trying to balance our own self-expression and authenticity with the strictures/expectations of our lives
 - Sexual Orientation (Women \leftrightarrow Men) is associated with gender, but is actually completely separate

- LGBTQ as a term
 - Has value in that it can help create community and build support, but...
 - It's also a problematic framework, as the terms are changing, and the labels refer to different aspects (Anatomy, Gender Identity, and Sexual Orientation)
 - Linking transgender or gender nonconformity with sexual orientation (and implicitly sexual activity) can limit the ability of teachers and adults to talk about it with students or adults who are not willing to talk about sexual orientation

- We live in a gender-specific world
 - Media portrayals of transgender or non-gendering conforming individuals are usually negative and support implicit bias
 - Aidan has been working in many regions—the questions/concerns are the same (although potentially expressed differently)
 - Instead of framing things as accommodations for the small percentage of transgender students, we can use the needs of transgender students to

- highlight that all students may have needs that are not addressed, and helping transgender students may help more (inclusion model)
- Schools/Districts should aim to keep parents who have concerns engaged and feeling heard and respected; if they go into “battle-mode” no progress will be made; respect the population of parents you have, to help build a culture that respects all cultures and people
 - Families of transgender kids
 - Parent questions that Aidan commonly hears in his groups:
 - Can this be a phase?
Aidan might say “yes” if it will keep the parent listening and coming back to meetings—hopefully the shared stories of other parents will help the parent accept their situation and journey
 - They’re so young. How can they know?
Can turn that back on them—when did you choose/know your gender? The displeasure/disapproval from their world can help children remain quiet/not voice their questions
 - What if they change their mind?
This highlights a lot of assumptions that our society has with transgender individuals. Not all transgender people pursue hormone care or surgical intervention. Let’s meet them with support and celebration, and if they change their idea of their gender identity—let’s meet that with support and celebration too!

Resources/Recommendations

- Recommended video: Debi Jackson “That’s Good Enough” video about her family’s journey and the questions/assumptions they have faced (<https://www.youtube.com/watch?v=-oluw3ylyhl>)
- Recommended book: Far From the Tree “a non-fiction book by Andrew Solomon ... about how families accommodate children with physical, mental and social disabilities and differences.” Quoted from Wikipedia)
- If you think this meeting and Aidan’s work is important, consider asking the school to bring him back for staff training

Meeting was adjourned at 8:38 by Laura Murray

Submitted by Sigrid Brunet, Secretary