

Hello superintendents and school board members,

This is Chris Loff. This email is to let you know why I resigned and to help you realize the impact the unethical “diversity, equity, inclusion, belonging, cultural competence,” etc. policies and trainings had on me and is having on other GFPS employees. This is true of paras, teachers, counselors, and even principals I have talked with. It is my hope that you care enough about your staff to make significant changes, as many are going through very difficult times due to the unethical policies and trainings you have approved and promoted.

I’ve kept this message as brief as I could, as it could have been a book’s length. I’ve already had multiple interactions with many of you through multiple emails, face to face conversations, presenting at the policy review committee, and from my school board testimony, so this is my final attempt to help you realize what you are doing to teachers and our community.

To the new school board members, please ask your colleagues for the 49 page, single spaced document I created on why the “transgender and gender nonconforming student procedure” policy is unethical for all students, teachers, and parents. I wrote it as politically left as I possibly could, and I cited all of my sources with many links you can click on to learn more about why what GFPS is doing is damaging for all involved. It's lengthy, but it could have easily been twice as long, especially since it doesn't contain more recent information such as Dr. Litman study on why detransitioners detransition; the Heritage Foundation's methodically sound study, as compared to the deeply flawed Trevor Project survey(not a study), showing that suicide rates increase, not decrease, among youth who were “supported” with so-called “gender affirming care;” there are more and more heartbreaking stories of girls who were manipulated and irreversibly damaged by gender ideology and policies such as the ones GFPS has and promotes; and there are more teachers winning cases against school districts due to violating their first amendment rights of freedom of speech and religion by policies like yours that compel their speech against their religious liberties in service of a destructive gender ideology. Also, please request the reading suggestions I emailed on the last day of school in June for more evidence.

The following are the two main reasons why I resigned from GFPS, and why you should change what you are doing if you actually care about retaining and respecting the many other teachers and staff who feel like I do. What I am about to communicate will sound harsh, but know that I am choosing my words not for the sake of being harsh, but only for the sake of accuracy and honesty. I do not believe you, as leaders of GFPS, understand what you are doing to teachers, and you need to.

First, for professional development trainings, stop wasting teachers time with belittling, intelligence insulting, illogical, immoral, anti-factual, politically-left propaganda of manipulated definitions of: diversity, equity, inclusivity, belonging, cultural competence, intersectionality, racism, antiracism, systemic racism, intersectionality, gender and all of its terms, cisnormativity, heteronormativity, implicit bias, power, privilege, white supremacy,..., and others. These gaslighting and incoherent ideas you have wasted teachers time with come from activist scholarship rooted in philosophical postmodernism and marxism. They are foundationally adversarial, unnecessarily pinning two or more groups of people against each other, which means they will unavoidably create more division and hatred when supposedly that is what these ideas are supposed to alleviate. Culture wide, these ideas have proven to create more division, not less, and are undoing decades of progress to not see each other as intersectional categories, and are moving us further away from a demographic-blind society that respects individuals as individuals, and not as stereotypes of demographic categories. Most importantly, and it is frustrating that this isn't completely obvious, it is beyond insulting that GFPS leadership thinks teachers are so morally incompetent that they need to be trained on how to treat others of different demographic categories with respect and dignity. Please read that again, as it is shocking that teachers' time has been repeatedly wasted with such insulting nonsense. Please keep in mind that I've researched these ideas from the perspective where they come from. I've read "White Fragility" and "How To Be An Antiracist" and taken in several other sources of this kind. These intersectional arguments in the end are simply immoral, incoherent, and deeply regressive.

Second, and most importantly, you need to change the transgender policies immediately. Since I've already provided you with evidence on why this needs to be changed, I'm going to communicate with you what it was like as a teacher in GFPS dealing with these unethical gender policies. For a review of the evidence on why these policies are so damaging, please read the 49 page document I wrote and sent you last year, read my suggested readings I emailed you, the newer studies I mentioned above, Dr. Kenneth Zucker's work, or any of the other multiple data sources outside the politically-left echo chamber of public education.

To put it simply, these gender policies, and listening to district administration about these gender policies, caused me to lose all faith in Grand Forks Public Schools. This is a tragedy. Public education is so important for so many children and families as it is supposed to provide them with the structure and education needed to help our youth grow into competent, intelligent, and morally sound citizens. Public education, at the very least, should not contribute to the damaging confusion of young people and should not be biased in any political direction. (obviously) Since adopting politically-left

DEIB and “cultural competence” initiatives, GFPS has corrupted itself and failed in its basic mission of what public schools should do, and the results speak for themselves. GFPS statistically used to be one of the best school districts in the state, and now it is one of the worst. Professional development for teachers used to focus on how to improve academic learning while correctly assuming teachers were morally competent people. It’s now been years since professional development focused on improving academic learning, replaced by belittling and incoherent DEIB trainings from Dr. Muhammad, gender ideology, and the promotion of “wonderful organizations” that advance the confusion and corruption of children with lies in documents like, “Defining LGBTQ Words For Elementry School Students” from an assistant superintendent! To state the obvious: as a teacher, it is disgusting and reprehensible to have leadership impose this immoral garbage on us while completely wasting our time. This obviously causes a lack of trust and faith in leadership for teachers.

I read the May 16th policy committee’s meeting minutes on possible revisions to the “transgender and gendernonconforming student procedure,” and it looks like no meaningful change will happen. As a teacher, even considering complying with this unethical policy caused great stress as someone who cares about the well-being of our students, especially our daughters, who are being particularly manipulated and damaged by this harmful policy.

On April 1st, I met with an assistant superintendent about this policy where I asked her if a teacher would be disciplined for not complying with the policy. She replied that depending on the “impact” of the student, teachers could undergo “diversity training”(which judging from all of the other “diversity trainings” would most certainly be severely biased) and could have their employment terminated. I also asked her the following questions word for word from a document I prepared for the meeting.

1. When discussing gender with students and parents will you discuss the following,
 1. Sex in humans is a binary determined by gametes.
 2. It is impossible to transition from one sex to another.
 3. The large majority of children who experience gender dysphoria naturally grow out of it and
 4. regain comfort with their biological sex.
 5. How many adolescents and teens experience gender dysphoria due to peer pressure and social
 6. contagion, rather than any genuine confusion.
 7. The permanent and irreversible consequences of puberty blockers?

8.The permanent and irreversible consequences of cross-sex hormones?

9.

2. When discussing gender, will the district's stance be that gender is a spectrum?

3. When discussing gender, will the district's stance be that gender is socially constructed?

The clear purpose of these questions was to see if the district provides anything close to **informed consent about the risks** our children(mostly our daughters) and parents face who are being affected by this harmful social contagion. The assistant superintendent's reactions and responses to me asking her these questions showed me that GFPS does not remotely approach providing any information that could be considered informed consent on the serious risks of transgender identification and where it can lead when communicating with students and parents. Her reactions and responses also showed her extreme bias on this issue. **She became upset at me for even asking these questions**, repeatedly stating that **our job was to "support students"** seemingly unaware that "supporting students" in the way she described would mean supporting them off a metaphorical cliff. I had my document on the table in plain sight, and just a few questions into the list, she told me she didn't want to go through the list of my questions I had for her. She repeatedly told me that my questions were "political," seemingly unaware of the staggering hypocrisy of her statements as this policy and the trainings she supports are about as politically-left biased as one could imagine. She told me that she didn't want an ongoing questioning of what's happening in our school. **She told me she "wondered" if I supported all kids, which is obviously a severe insult as someone who is fighting this battle because I deeply care about all kids**. If all of that were not ridiculous enough, when I brought up the research I did on this issue, she brought up "racial civil rights" and how people used "research" to argue one way or the other on that issue! To compare using research to guide decision making on what is best for our children about transgenderism, to "research" used to justify racism is truly despicable.

Later during the meeting, when I asked if teachers would receive more training about systemic racism and other terms that teachers received on February 25th of 2021, she literally stopped answering my questions stating it was again "political," seemingly unaware of the staggering hypocrisy of her statement.

This meeting was one of many eye-opening occurrences in the last school year of how corrupt GFPS had become.

This again should be blatantly obvious, but here are more ways the transgender policy causes stress to teachers. I talked about these in my 49 page document in more detail. I'll number these.

1. It is authoritarian and shameful to require teachers to keep secrets from parents about their

2. own children, especially considering the harmful effects of transgenderism. Teachers should never be mandated to keep secrets like this from parents, obviously.

3. It is perverted, immoral, and dangerous to require teachers to support students going in opposite

4. sex bathrooms for obvious reasons. It's also reprehensible that neither the parents of the transgender identified student nor the parents of the students who are having their privacy and safety being violated need to be contacted.

5. It is an egregious violation of teachers' 1st amendment protections of speech and religion

6. to force them to participate in the social transition of students, especially girls, by requiring teachers to use new names and pronouns, especially when the research is clear that the majority of students are doing this to due to social contagion, youth naturally

7. desist as much higher rates if they are not socially transitioned with names and pronouns, and social transition, or "gender affirming" to use an Orwellian term, artificially pushes them into a group with serious health consequences, with dramatically increased

8. rates of suicide being one among many.

9.

Please understand, I'm not being metaphorical when I say all of this causes great stress to teachers. Here are three examples from my life.

I am not one to go to the doctor without significant reason. My wife usually makes me go for things, but in this case I went in myself because of persistent chest tightness and difficulty breathing. After multiple tests the doctor told me that I was physically in great shape, and the root of my problems was not physical. I told the doctor that I figured that was the case, and that it was probably due to stress at work. He then offered to set up an appointment with a therapist. (Interestingly enough, this doctor, who is not my primary care physician, later contacted me some time after my school board testimony

to express support for what I was doing and told me the majority of our community was behind me.)

I've spent far too many nights unable to fall asleep or waking up in the middle of the night concerned about how I can ethically continue to be a teacher at GFPS, considering the immoral mandates from you, the leaders of GFPS. No teacher should have to worry about the choice between losing their job that feeds their kids and pays their mortgage, or complying with a policy that contributes to the confusion, manipulation, and possible irreversible damage to children, especially girls. This is despicable.

Lastly, **no teacher should have to strongly discourage their own children from becoming teachers.** My son sweetly and lovingly whispered to me one morning earlier this year that he wanted to be a teacher when he grows up. Instead of feeling proud and happy, I was alarmed and repelled by his words. I would never, ever, want my child to be a teacher in the immoral and unnecessary political environment you, the leaders of GFPS, have created. **This is truly a shame.**

From what I have written, I hope that I got through to *someone*, at least a little bit, concerning the awful work environment you have created for teachers. **It is disappointing and appalling that you have unnecessarily cooperated with extreme politically-left, damaging ideas to create a hostile work environment for anyone not completely left of the political center.** The point of all of this was a last attempt by me to advocate for needed change, and to get back to a time where GFPS was not politically corrupt, and one of the best academic performing schools in the state instead of **one of the worst, as it was for the majority of my 13 years.**

Lastly, to GFPS leaders who have not committed themselves to these politically-left, critical theory ideologies of race, gender, and intersectionality: **stand up for what is right.** When the assistant superintendents and those who think like them continue to push radical initiatives brilliantly marketed in manipulative Orwellian language, **push back.** I can tell you from the wonderful support I received from many in this community after my school board testimony that include students, teachers, parents, community leaders, state legislators, and other concerned citizens, that *you have a large group of people wanting and needing your support.* **Do not let the vocal minority push this community around in service of their ideology, while the mostly silent majority has to suffer because of it.** You are not alone. You are supported. The facts are on your side. **We need you.**

I now wash my hands of Grand Forks Public Schools. I've done all that I can reasonably do. I hope you believe me when I state that **I wish tremendous success for GFPS, because our teachers, parents, and most of all our students, deserve so much better**

than what district leadership has given them. You have the power to right the ship.
Please do so immediately.