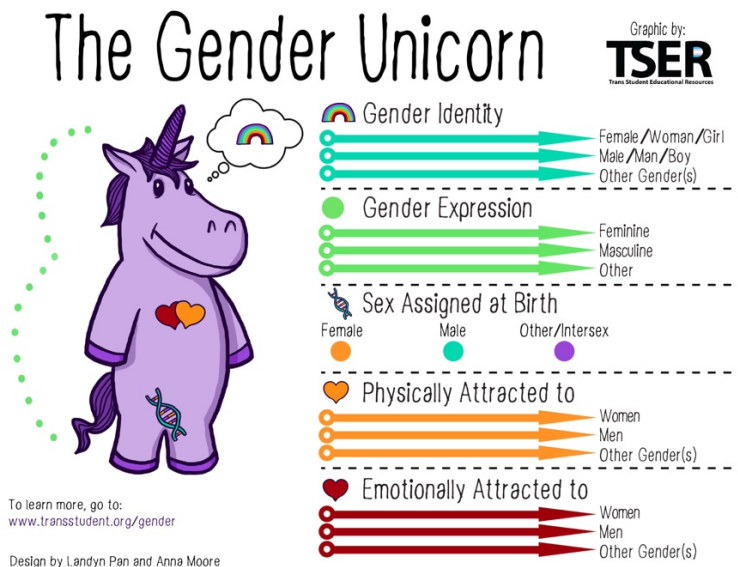


## MFPE Teachers Union Summary:

The following is a summary of some of the sessions I attended at the Montana Federation of Public Employees (MFPE) Educator Conference. Montana public schools are required to close for this annual event, during which teachers fulfill their mandatory professional development training. I have full audio recordings of each session.

## The LGBTQ State of the State

A presenter flown in from out of state shared how to teach students about LGBTQ (lesbian, gay, bisexual, transgender, queer) issues in the classroom. This included guidance on introducing oneself with preferred personal pronouns and using nonbinary pronouns (such as they/them) for students who do not identify as male or female. The presenter also discussed strategies for supporting students' gender transitions without informing parents, in ways that could circumvent Montana law. Additionally, he distributed the Gender Unicorn handout—a resource designed for preschoolers and early elementary students—that allows children to explore and select their gender identity and sexual orientation.



## Micro Aggression at the Workplace

A Women's Studies college professor instructed teachers on how to identify and address "microaggressions" in their classrooms. These are defined as subtle, often unintentional verbal, behavioral, or environmental slights, snubs, or insults—whether deliberate or not—that convey hostile, derogatory, or negative messages toward

members of marginalized groups, even when the person committing them is unaware of the impact. The training emphasized how students might perpetrate microaggressions based on factors such as race, gender identity, and sexual orientation.

### **Teaching Humanities in Polarized Times**

The session, presented from a leftist perspective, focused on strategies for continuing to incorporate Critical Race Theory (CRT) and Diversity, Equity, and Inclusion (DEI) principles into teaching, even in the face of restrictive laws and parental opposition. Presenters role-played scenarios showing how teachers should respond when parents complain about the inclusion of leftist ideologies in the classroom. They instructed educators to downplay or deny that the material contains DEI or CRT when challenged, and to identify weaknesses or flaws in parents' arguments during such confrontations.

### **Advocacy and Law for Librarians**

A middle school librarian described how she reinstated a book that had previously been removed from her library due to its sexually explicit content. She then advised other librarians on strategies for retaining far-left and hypersexualized books in school libraries, even when facing opposition from parents, school districts, or legal restrictions.

### **DEI & A in the 2025 Art Classroom**

This presentation was delivered by the Montana Diversity, Equity, Inclusion, and Accessibility Art Teacher Committee. The committee discussed strategies for discreetly incorporating left-wing symbols and flags into classrooms, enabling students to recognize and align with these political beliefs without drawing objections from parents. The session also included a comparison of laws prohibiting LGBTQ content—particularly materials featuring child nudity—to the policies of Hitler's Nazi regime.