



December 16, 2025

VIA ELECTRONIC MAIL ONLY

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Complaint Against the Seattle Public School District (SPS) for Violations of FERPA and the PPRA

Secretary McMahon, Attorney General Bondi, and Director Miller:

Defending Education (“DE”) is a national grassroots membership organization working to reclaim our schools from activists promoting harmful agendas. DE brings this complaint as an interested third-party organization with members who are parents of students throughout the country. DE and its members oppose, among other things, the interference with the familial privacy right endemic to American education in violation of both constitutional and statutory law. Nowhere is this interference more prevalent than within the context of classroom instruction on gender identity, “gender-affirming” school facility policies, and gender secrecy record policies designed to divest parents of their right to direct and guide their child’s educational experience.

We write to notify your offices of three likely unlawful school policies of just such a nature in the Seattle, Washington, Public School District (“SPS”). First, SPS Superintendent Procedure 3211SP instructs teachers to hide a student’s gender transition at school from the student’s parents. Second, SPS

prohibits parents from opting their children out of “LGBTQ Inclusive Instruction” lessons despite the Supreme Court’s recent jurisprudence to the contrary. Third, public records requests filed by DE revealed that SPS administrators were soliciting “gender-affirming supplies” such as chest binders, “trans tape,” nipple guards, and tucking underwear from Seattle Children’s Hospital for the district’s “Community Health Lockers” project geared toward facilitation of minor children’s gender identity transitions. The policies and records are attached to this complaint. The policies are also available on the District’s website.¹

As explained in more detail below, SPS’s policies facially violate the Family Educational Rights and Privacy Act (“FERPA”) and the Protection of Pupil Rights Amendment (“PPRA”).² They also appear to run afoul of President Trump’s own guidance on this issue. Indeed, the President has issued at least three executive orders targeting so-called gender-affirming practices in federally funded institutions. Those orders call for an end to “indoctrination ... based on gender ideology” in K-12 schools, explain that “[f]ederal funds shall not be used to promote gender ideology” or “the social transition of a minor student,” and specifically criticize the practice of “deliberately concealing [a] minor’s social transition from the minor’s parents.”³

One of those orders, “Ending Radical Indoctrination in K-12 Schooling,” directed the Department to prioritize enforcement of parental rights and, specifically, FERPA and the PPRA.⁴

¹ See Superintendent Procedure 3211SP, *Gender-Inclusive Schools: Transgender and Gender-Expansive Student Rights and Supports* (accessed Oct. 6, 2025), <https://shorturl.at/BdeEf>; *Opt Out Requests for LGBTQ-Inclusive Instruction* (accessed Oct. 6, 2025), <https://shorturl.at/OirMF>.

² This is to say nothing of potential constitutional violations under the 14th Amendment, for example. See, e.g., *Meyer v. Nebraska*, 262 U.S. 390, 401 (1923) (“Liberty” includes “those privileges long recognized at common law as essential to the orderly pursuit of happiness by free men...[including] the power of parents to control the education of their own.”).

³ Exec. Order 14168, *Defending Women from Gender Ideology Extremism and Restoring Truth to the Biological Government*, § 3(g) (Jan. 20, 2025), <https://shorturl.at/XpkpO>; Exec. Order 14190, *Ending Radical Indoctrination in K-12 Schooling*, § 3(a)(i)-(ii), (b)(iii) (Jan. 29, 2025), <https://shorturl.at/T5PXv>; see also Exec. Order 14187, *Protecting Children from Chemical and Surgical Mutilation* (Jan. 28, 2025), <https://shorturl.at/WGLAg> (directing federal agencies to cease funding for research and policies that promote surgical or chemical gender-affirming care).

⁴ *Ending Radical Indoctrination in K-12 Schooling Executive Order* § 3.

Consistent with that order, we respectfully urge the Department to open an investigation into these plain violations of federal law and to revoke SPS's federal funding if SPS will not rescind these policies, guarantee opt-out rights for religious parents in accordance with the Supreme Court's ruling in *Mahmoud v. Taylor*,⁵ and stop hiding student gender transitions at school from parents. The Department should also require SPS to notify the parents of any child for whom SPS maintains a secret gender support plan without the parents' awareness.

I. SPS's Secret Gender Transition Policy Violates FERPA.

As you may be aware, over a thousand school districts around the country have adopted policies to hide gender transitions at school from parents.⁶ Under FERPA, parents have the right to request their children's education records, defined as "records, files, documents and materials which—(i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution, or by a person acting for such agency or institution."⁷ FERPA prohibits school policies that deny or "effectively prevent" parents from exercising the right to review their children's education records.⁸

SPS's gender transition policy "effectively prevents" Seattle parents from exercising their FERPA rights in several respects. Like many such policies, SPS's "Gender Inclusive Schools" guidance provides that students "have the right to be addressed by a name and pronoun corresponding to the gender identity they consistently assert at school," without notice to or permission from the parents.⁹ Furthermore, the guidance states, "staff should not disclose a student's transgender or gender X status to others unless (1) legally required to do so or (2) the student has authorized disclosure."¹⁰

⁵ *Mahmoud v. Taylor*, 145 S. Ct. 2332 (2025).

⁶ *List of School District Transgender – Gender Nonconforming Student Policies*, Defending Education (last updated February 26, 2025), <https://bit.ly/4aiLjPW>.

⁷ 20 U.S.C. § 1232(g)(4)(A)(i)-(ii).

⁸ *Id.* § 1232(g)(1)(A).

⁹ Superintendent Procedure 3211SP at Section VI.

¹⁰ *Id.* at Section III.

This policy extends to a student’s parents. When a student indicates a possible “change of gender expression or identity, Superintendent Procedure 3211SP directs SPS staff to meet with students—*before* notifying parents—to discuss the student’s “preferences regarding family involvement.”¹¹ Indeed, SPS guidance advises school personnel: “[W]hen contacting the parents/guardians of a transgender or gender X student and it is unclear whether the student asserts the same gender identity at home, it is best practice to avoid using gender pronouns.”¹²

SPS also advises teachers that FERPA only requires them to disclose information “[in] response to *specific* parent/guardian requests to review and inspect their student’s education records.”¹³ In other words, 3211SP directs teachers to interpret parents’ requests *extremely narrowly* to hide student gender transitions whenever possible, and it advises teachers to avoid giving parents any notice that might prompt a more accurate records request. This policy violates FERPA because it “effectively prevents” SPS parents from exercising their right to stay informed about their children’s education records.¹⁴

SPS not only directs teachers to hide student transitions, but also proactively advises students on how best to hide transitions from parents. SPS operates a webpage, titled “Know Your Rights: Trans and Nonbinary Students,” that explains 3211SP to students.¹⁵ The webpage tells students that they can “add a chosen name or new gender markers” to their education records but emphasizes in bold lettering: “Changes made to official school records are visible to families.”¹⁶ The webpage also states that if students does not want their “different pronouns” used in communications with their parents, then students should inform their teachers of this fact.

II. SPS’s Secret Gender Transition Policy Violates PPRA.

¹¹ *Id.* at Section IV.

¹² *Id.*

¹³ *Id.* at Section V (emphasis added).

¹⁴ 20 U.S.C. § 1232g(a)(1)(A).

¹⁵ *Know Your Rights: Trans and Nonbinary Students*, SPS (accessed Oct. 6, 2025), <https://shorturl.at/QZA9M>.

¹⁶ *Id.*

Superintendent Procedure 3211SP also violates the PPRA. Under the PPRA, parents have a statutory right to receive notice *before* their child is subjected to a “survey” (defined by PPRA to also include an “evaluation”) that reveals “mental or psychological problems of the student,” “sex behavior or attitudes,” or “critical appraisals” of “close family.”¹⁷ In addition, the PPRA requires school districts to inform parents of their right to *opt their children out* of all such surveys.¹⁸

Asking minor children, in secret, whether their parents are “aware and supportive” of their current, self-perceived gender identity necessarily invites “critical appraisals” of “close family,” in violation of the PPRA.¹⁹ Yet 3211SP does exactly that. The policy states that, “*Before* contacting a student’s parents, the school will consult with the student about the student’s preferences regarding family involvement.”²⁰ In other words, when a student indicates that he or she identifies as transgender, 3211SP directs teachers to conduct an “evaluation” that invites the student to make “critical appraisals” of the student’s “close family.” This behavior is precisely that which PPRA prohibits.

III. SPS’s Mandatory “LGBTQ Inclusive Instruction” Policy Violates PPRA.

SPS’s opt out policy regarding “LGBTQ Inclusive Instruction” also violates the PPRA. Under PPRA, SPS must notify parents before administering surveys to SPS students. SPS must also let SPS parents inspect the surveys and opt their children out if they so wish.²¹

SPS violates PPRA because SPS does not let parents opt their children out of SPS’s “LGBTQ Inclusive Instruction” program.²² Instead, SPS boldly avers that “[t]here is no option to ‘opt students out’ of learning about particular identities or groups of people. This guidance is reinforced by OSPI (state superintendent’s [SIC] office), the policies of other major urban districts (including the states of

¹⁷ 20 U.S.C. § 1232h(c)(1)(B), (c)(2)(C)(ii).

¹⁸ *Id.* §1232h(c)(2)(A)(ii).

¹⁹ *Id.* § 1232h(c)(1)(B)(v).

²⁰ 3211SP at Section IV (emphasis added).

²¹ 20 U.S.C. § 1232h(c)(2)(A).

²² *Opt Out Requests for LGBTQ-Inclusive Instruction*, SPS (accessed Oct. 9, 2025), <https://shorturl.at/XBvhR>.

California and New York), and the outcomes of federal cases around the country. We celebrate all students in SPS.”²³

As part of the program, SPS offers “K-5 Gender Lessons” to young students, nominally to teach schoolchildren about “particular identities or groups of people.”²⁴ But the program goes well beyond its stated purpose. For example, one lesson includes a handout that requires each student to list their sex “assigned at birth,” their “gender identity now,” and their “pronouns used.”²⁵ Such a “lesson” plainly falls under PPRA’s definition of an applicable “survey.”²⁶ Nevertheless, SPS explicitly refuses to let parents opt their children out of the lessons. This facially violates 20 U.S.C. § 1232h(c)(2)(A), which requires schools not only to notify parents of such surveys but also to give parents the opportunity to opt their children out of the surveys.²⁷

IV. Secret Gender Identity Transitions at School Harm Children and Their Families.

While such a straightforward violation of federal law should be more than sufficient to warrant an investigation by your Departments, the seriousness of these parental rights violations is worth emphasizing. As you may be aware, social transitions during childhood and adolescence are a complex and controversial issue—something facilitated here in not only SPS’s curricular decisions and removal of opt-out rights for gender-identity-themed instruction, but in its solicitation for and possible maintenance of “health lockers” designed to enable dressing and presentation in accordance with a minor’s purported gender identity. This worrying solicitation is in apparent keeping with the operation of SPS’s school-based health clinics, which our organization discovered in 2023 was providing middle and high school students access to “gender affirming care,” such as hormone therapy and referrals for

²³ *Id.*

²⁴ *K-5 Gender Book Kit Lessons*, SPS (accessed Oct. 16, 2025), <https://shorturl.at/fnlUB>.

²⁵ *3rd Grade Lesson Plan: It feels good to be yourself table*, SPS (accessed Oct. 9, 2025), <https://bit.ly/3WNtpA9>.

²⁶ 20 U.S.C. § 1232h(c)(1)(B)(iii).

²⁷ For parents with religious objections to normative instruction of this kind, SPS policies rejecting opt-out rights would also appear to violate the U.S. Supreme Court’s rulings in *Mahmoud v. Taylor*, 145 S. Ct. 2332 (2025), and *Wisconsin v. Yoder*, 406 U.S. 205 (1972).

associated “trans affirming” surgeries.²⁸ Indeed, Seattle’s Nova High School’s own website declares that “The Nova Wellness Center offers no cost comprehensive, trauma-informed, and gender affirming care, conveniently at the school.”²⁹ Seattle’s Meany Middle School also boasts that its Health Center provides “gender affirming care.”³⁰

But even assuming, *arguendo* that SPS’s provision of taxpayer funded “gender affirming” has somehow ceased (unlikely, considering the still-active webpages advertising these services), the possible maintenance of a gender-affirming “community health locker” alone is sufficiently problematic to garner federal attention. Even the World Professional Association of Transgender Health recognizes, social (non-medical) transitions are not a “neutral intervention.”³¹

Many experts believe that facilitating a gender transition can do long-term harm to a child by reinforcing false beliefs and reducing the likelihood that the child will find comfort with his or her body—illustrating the importance of *more* parental involvement, not less, when these issues arise.

In the UK, for example, a recent, comprehensive review of the evidence by the National Health Service concluded that “social transition in childhood may change the trajectory of gender identity development for children with early gender incongruence.”³² This review also found that “those who had socially transitioned at an earlier age and/or prior to being seen in clinic were more likely to proceed to a medical pathway,” with all of the associated risks and complications that medicalization of gender

²⁸ *Seattle Public Schools’ School Based Health Centers offer middle and high school students access to “gender affirming care” that includes hormone therapy and referrals for surgeries*, Defending Education (July 11, 2023), <https://bit.ly/4rDEIsV>.

²⁹ Nova High School, *Nova Wellness Center*, SPS (accessed Dec. 4, 2025), <https://bit.ly/445QXoi>.

³⁰ Meany Middle School, “Meany Health Center,” SPS (accessed Dec. 4, 2025), <https://bit.ly/449tYIU>.

³¹ WPATH considers “social transition” part of a broader process of “gender-related medical treatment” that includes “hormonal or surgical treatment.” *Standards of Care for the Health of Transgender and Gender Diverse People*, WPATH, at S39 (Sept. 15, 2022), <https://bit.ly/45rwcEh>. WPATH is not alone in this belief. The American Psychiatric Association labels social transition a “[t]rans-affirming treatment” that is “not a neutral decision.” *Position Statement on Treatment of Transgender (Trans) and Gender Diverse Youth*, APA (July 2020), <https://bit.ly/3W70yXx>.

³² The Cass Review, *Independent review of gender identity services for children and young people*, at 31–32 (April 2024), <https://bit.ly/441PwYq>.

identity entails. In view of this evidence, the report concluded that “parents should be actively involved in decision making” about social transitions.³³ And, consistent with these findings, the UK’s Department for Education issued guidance directing that “[p]arents should not be excluded from decisions taken by a school ... relating to requests for a child to ‘socially transition.’”³⁴

Here in the United States, experts such as Dr. Stephen Levine and Dr. Erica Anderson have similarly emphasized the importance of parental involvement when these issues arise, as well as how inappropriate and damaging it can be for school districts to hide transitions from parents.³⁵ Gender dysphoria can also be a serious mental-health issue. Parental involvement ensures that gender dysphoric minors can get urgently needed mature familial guidance and professional support. Indeed, there are multiple cases around the country in which school districts withheld the gender identity information of a minor child from his or her parents, and that student later attempted suicide—a preventable tragedy with parental notification and mental-health support services for the child.³⁶ The fact that children who struggle with gender dysphoria have a higher risk of suicide and self-harm renders gender secrecy policies like those at issue in SPS particularly egregious.³⁷

³³ *Id.* at 163.

³⁴ *Gender Questioning Children: Non-statutory guidance for schools and colleges in England, Draft for consultation*, UK Department for Education, at 3 (Dec. 2023), <https://bit.ly/3zPhlGw>.

³⁵ Expert Affidavit of Dr. Steven Levine, at 64–72, *T.F. v. Kettle Moraine School District*, Case No. 21-cv-1650 (Waukesha Cnty. Cir. Ct., Wis. Feb. 3, 2023), <https://bit.ly/4iCSY06>; Expert Affidavit of Dr. Erica E. Anderson, at 25–32, *T.F. v. Kettle Moraine School District*, Case No. 21-cv-1650 (Waukesha Cnty. Cir. Ct., Wis. Feb. 3, 2023), <https://bit.ly/4ie8nnG>.

³⁶ Second Amended Complaint ¶¶54–63, *Perez v. Clay Cnty. Sch. Bd.*, No. 3:22-cv-83 (M.D. Fla., filed May 31, 2023), <https://bit.ly/3SaH0Qn>; Second Amended Complaint ¶¶7–20, *Kaltenbach v. Hilliard City Schs.*, No. 2:23-cv-187 (S.D. Ohio, filed April 1, 2024), <https://bit.ly/3WaeCyU>; Complaint ¶¶112–20, *Lee v. Poudre Sch. Dist. R-1*, No. 1:23-cv-1117 (D. Colo., filed May 3, 2023), <https://bit.ly/3zLJwpH>.

³⁷ See, e.g., Hannah K. Mitchell, et al., *Prevalence of gender dysphoria and suicidality and self-harm in a national database of paediatric inpatients in the USA: a population-based, serial cross-sectional study*, 6 *Lancet Child & Adolescent Health* 876 (Dec. 2022) (concluding that “transgender and non-binary young people with gender dysphoria-related diagnoses were frequently admitted to hospital for suicidality or self-harm”), <https://bit.ly/3y9S2hU>; Mila Kingsbury, et al., *Suicidality among sexual minority and transgender adolescents: a nationally representative population-based study of youth in Canada*, 194 *Canadian Med. Ass’n J.* E767 (June 2022) (“Youth questioning their sexual orientation had twice the risk of having attempted suicide in their lifetime”), <https://bit.ly/4bYCBXA>.

V. The Department Should Investigate These Policies, Require MPS to Notify Parents, and, if Necessary, Rescind MPS’s Federal Funding.

While the Department of Education’s existing procedures generally require parents whose rights have been violated to submit complaints,³⁸ the Department’s enforcement authority is not so limited. Both FERPA and the PPRA give broad authority to the Secretary and Department of Education to “take appropriate actions to enforce” these laws.³⁹ In addition, FERPA’s implementing regulations give the Department independent authority to open investigations into such policies.⁴⁰ Thus, the Secretary of the Department of Education has independent, statutory authority to investigate the FERPA and PPRA violations described in this letter.

Moreover, this situation is unique in that the parents whose rights are being violated likely do not even know. Superintendent Procedure 3211SP, by design, allows students and SPS personnel to hide a minor’s social gender transition from his or her parents, giving impacted parents little to no recourse after the fact if their child has begun the process of social transition, and when the familial relationship has already been shattered.

Accordingly, we urge your Department to investigate SPS’s secret gender transition policy, its refusal to allow for curricular examination and opt-out, and its solicitation of and possible maintenance of “gender affirming” health lockers. The Department should require SPS to notify the parents of each student with whom they have met pursuant to 3211SP. Finally, the Department should require SPS to rescind its policies and to stop hiding critical information from parents. If SPS does not comply with the

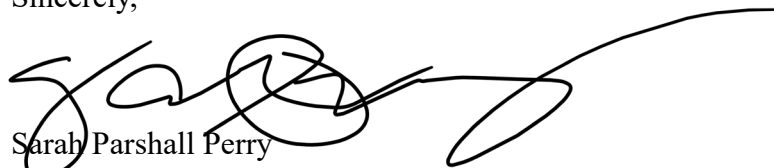
³⁸ *Protecting Student Privacy: File a Complaint*, Dep’t of Educ. (visited Oct. 16, 2025), <https://bit.ly/4kRBzCu>.

³⁹ 20 U.S.C. § 1232g(f) (“The Secretary shall take appropriate actions to enforce this section and to deal with violations of this section...); *Id.* § 1232h(e) (“The Secretary shall take such action as the Secretary determines appropriate to enforce this section....”).

⁴⁰ *See* 34 C.F.R. § 99.64(b) (“the Office ... conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether an educational agency or institution or other recipient of Department funds under any program administered by the Secretary has failed to comply with a provision of the Act or this part.”).

Department's requests made pursuant to an investigation for possible violations of FERPA and PPRA, the Department has the authority to revoke SPS's federal funding and should do so.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sarah Parshall Perry', with a long horizontal flourish extending to the right.

Sarah Parshall Perry
Vice President and Legal Fellow
Defending Education.

Exhibit A

3211SP Gender-Inclusive Schools: Transgender and Gender-Expansive Student Rights and Supports

This procedure advises staff on District requirements for maintaining gender-inclusive schools and upholding the legal rights of transgender and gender-expansive students. Washington State law and District policy require that District programs, activities, and employment practices be conducted without discrimination based on sex, sexual orientation, gender expression, or gender identity. Furthermore, District decisions about student assignment and participation in Seattle Public Schools that are gender-specific should be based on a student's gender identity rather than assigned sex at birth.

I. Primary Contact

The Health Education Program Manager position is designated as the District's primary contact for questions regarding the application of this procedure and the accompanying policy, as required under RCW 28A.642.080(1)(c)(i). As the primary contact, the Health Education Program Manager must participate in at least one mandatory training opportunity offered by the Office of Superintendent of Public Instruction (OSPI). Training opportunities for additional staff are addressed in the Professional Development section below.

A transgender or gender-expansive student, their parent/guardian, and/or school principal may request a variation in how this procedure is applied from the Health Education Program Manager in order to best address a specific student's needs. Upon request for a procedure variation, the Health Education Program Manager will consult with District legal counsel and determine whether to grant the variation.

Copies of informal and formal complaints relating to the rights of transgender students under this procedure should be provided to the Health Education Program Manager.

II. Definitions

These definitions serve as functional descriptors and should not be applied to label students.

- **"Assigned sex at birth"** refers to the sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, or X).
- **"Cisgender"** is a term used to describe people whose assigned sex at birth matches their gender identity (e.g., a person who was assigned female at birth and whose gender identity is also female).
- **"Gender-expansive"** refers to a wider, more flexible range of gender identities than those typically associated with the binary (male or female) gender system. People who are gender-expansive may use a variety of terms including, but not limited to, nonbinary to describe their gender identity. In District records, the gender "X" designation is inclusive of all gender-expansive identities.

- **“Gender expression”** refers to the external ways a person expresses their gender, often through behavior, gestures, emotional expression, movement, dress, and grooming.
- **“Gender identity”** refers to a person’s internal and deeply felt sense of being female, male, both female and male, nonbinary, gender-expansive, or other. Persons may identify as nonbinary, gender-expansive, or other—regardless of their assigned sex at birth.
- **“Nonbinary”** is a term people who are gender-expansive may use to describe their gender identity. Some people who identify as nonbinary also identify as transgender.
- **“Transgender”** is a term used to describe a person whose gender identity is different from the person’s assigned sex at birth.
- **“Transitioning”** is the process in which a person goes from living and identifying as one gender to living and identifying as another.

III. Summary

The following is a summary of key student rights, protections, and supports for students at all grade levels and that are addressed by this procedure. Staff should consult the sections that follow for further detail and contact the Manager of Health Education when additional guidance is required.

Topic	Summary of Student Rights and Supports
Primary Contact	<ul style="list-style-type: none"> – Contact the Health Education Program Manager for issues related to this procedure and the accompanying policy.
Meeting to Understand Individual Student Needs	<ul style="list-style-type: none"> – An appropriate, designated school employee should request to meet with a transgender or gender-expansive student upon enrollment in the District, or upon change of gender expression or identity to best understand the student’s preferences and needs. – The school may not require the student to attend such a meeting.
Respecting Student Privacy	<ul style="list-style-type: none"> – Do not disclose a student’s transgender or gender-expansive identity to others unless: (1) the student provides permission for disclosure or (2) legally required to do so (e.g., the student’s identity is contained in an education record associated with the student requested by their parent/guardian).
Communication and Use of Names and Pronouns	<ul style="list-style-type: none"> – Use gender-neutral terminology when pronouns are unclear. – Address students by their chosen name and pronouns, regardless of whether the student has made the change in official records. – When the pronouns and name the student uses at home are unclear or different from those used at school, ask the student how they want to be referred to.
Updating Student Information in District Records	<ul style="list-style-type: none"> – Students, or their parent/guardian, can change their gender designation in District records to female, male, or X by contacting their school office. – The student’s recorded gender designation and chosen name will not be overridden by a parent/guardian but will be visible to a parent/guardian. – Students, or their parent/guardian, may request that the student’s chosen name be added to their student record. – Student legal names are maintained on permanent student education records as required by law. When not required to use a legal name, use the name the student uses.

Gender-Inclusive Instruction	<ul style="list-style-type: none"> – Instructional materials must offer perspectives from and reflect experiences of people across gender identities and sexual orientations and be free of bias. – The District does not provide a process for opting out of LGBTQ-inclusive instruction. – Staff should use identifiers other than gender when creating student groups and addressing students. – Overnight field trip accommodations that are separated by gender will be assigned in accordance with the gender identity they consistently assert at school (M, F, or X). These decisions may be made case-by-case, taking safety and other factors into consideration.
Physical Education, Athletics, and Extracurricular Activities	<ul style="list-style-type: none"> – Transgender students have the right to participate in physical education courses, athletics, and extra-curricular activities that align with the gender identity they consistently assert at school. – Gender-expansive students have the right to participate in physical education courses and sports that the student determines to best align with their gender identity. – Student progress in physical education classes will not be based on gender- or sex-based standards.
Gender-Inclusive Facilities	<ul style="list-style-type: none"> – Transgender students have the right to use restrooms and locker rooms that align with the gender identity they consistently assert at school. – Students who identify as gender-expansive have the right to use the restroom and locker room the student determines to best align with their gender identity. – Students who need or desire increased privacy should also have access to an alternative restroom or locker room. – All schools should have a centrally located, gender-neutral, accessible restroom.
Student Dress	<ul style="list-style-type: none"> – Dress code enforcement may not be more strictly enforced against students because of their gender identity, gender expression, or gender nonconformity.
Discrimination and Harassment Complaints	<ul style="list-style-type: none"> – Discrimination and harassment on the basis of sex, gender identity, gender expression, or sexual orientation are prohibited and should be addressed as described in Board Policy Nos. 3207, Prohibition of Harassment, Intimidation, and Bullying of Students; 3208, Sexual Harassment of Students Prohibited; and 3210, Nondiscrimination, Acts of Hostility, and Defamation. – Discrimination and harassment complaints involving transgender or gender-expansive students must also be reported to the Health Education Program Manager.
Professional Development	<ul style="list-style-type: none"> – Professional development is offered to build the skills of all staff members to prevent, identify, and respond to harassment and discrimination.
Additional Resources	<ul style="list-style-type: none"> – Additional resources are provided on the Health Education webpage.

IV. Meeting to Understand Individual Student Needs

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender or gender-expansive student upon the student’s enrollment in the District or in response to a currently enrolled student’s change of gender expression or identity. Before contacting a student’s parents, the school will consult with the student about the student’s preferences regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the District will provide according to Policy No. 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Board Policy No. 3211, this procedure, and state and federal law regarding gender expression or identity.

V. Respecting Student Privacy

State and federal law require the District to maintain a gender-inclusive environment and to protect student privacy. While this procedure focuses on rights of students who are transgender and gender-expansive, guidance on protecting student privacy applies to additional students who identify as LGBTQ+. If a student turns to a trusted adult at school, they should be able to receive support and not fear being outed for their gender identity or sexual orientation.

Information about a student's gender identity, legal name, and assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to others may violate privacy laws, including the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. s 1232g; 34 C.F.R. Part 99).

Board Policy No. 3231 and Superintendent Procedure 3231SP, Student Records, should be consulted in conjunction with this procedure. Staff should not disclose a student's transgender or gender-expansive identity to others unless: (1) the student provides permission for disclosure, or (2) legally required to do so (e.g., the student's identity is contained in an education record associated with the student requested by their parent/guardian).

The federal law FERPA provides parents/guardians with rights to access their student's education records. However, FERPA does not require disclosure of information, including student gender information, outside of response to specific parent/guardian requests to review and inspect their student's education records. FERPA does not require staff to proactively inform a parent/guardian when they learn of a change in a student's name, pronouns, or gender identity nor does FERPA provide for sharing information obtained solely through personal knowledge or observation not contained in the education record.

Not all records that include student information constitute an education record under Superintendent Procedure 3231SP and FERPA. Refer to 3231SP for these exceptions which can include, but are not limited to, certain records kept in the sole possession of the maker used as a personal memory aid. A record falling under this exception could include notes a staff member makes for their own memory, for instance to follow up with a student about available supports, to inform other staff about the name and pronouns the student uses, or a self-created roster with the name each student uses provided these documents meet the other requirements of sole possession records under 3231SP.

VI. Communication and Use of Names and Pronouns

Students have the right to be addressed by the name and pronouns that correspond with the gender identity they consistently assert at school. Neither District staff nor a parent/guardian may override a student's request to be addressed by the student's chosen name and pronouns.

The District acknowledges that initially, inadvertent slips or honest mistakes in the use of names or pronouns might occur but will not condone an intentional and persistent refusal to correctly acknowledge a student's gender identity by District staff.

A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronouns that correspond to their gender identity.

District staff will use best efforts to address students by the name and pronouns they request be used even when District records have not been updated. However, if a student has not changed their name and/or gender in District records, then the student's updated information will not appear in student systems, online learning platforms, class lists, and the like.

It is helpful to know how a student's parent/guardian refers to them at home and to ask the student how they wish to be referred to when staff speak with their parent/guardian about the student. A student may not feel safe or ready to come out to their family. When contacting the parents/guardians of a transgender or gender-expansive student and it is unclear whether the student asserts the same gender identity at home, it is best practice to avoid using gender pronouns. For example, one could say, "I am concerned about P.J.'s attendance," rather than, "I am concerned about his attendance."

VII. Updating Student Information in District Records

A. Updating Gender in Student Record

Seattle Public Schools students have the right to have the gender on their education record reflect their gender identity consistently asserted at school. Whereas there are legal requirements to establish a student's legal name, as described below, these do not apply to gender. The District will change a student's gender on their education record upon request from the student, or their parent/guardian, to school office staff such as the school registrar or school secretary. A parent/guardian may not override their student's request to change their gender designation.

B. Adding Chosen Name to Student Record

Students, or their parent/guardian acting on the student's behalf, may request that the name the student uses be added to their student record. This will ensure that the chosen name appears in student systems.

Upon such request by a student or their parent/guardian, school office staff, such as the school registrar or school secretary, will enter the name that the student uses into the PowerSchool "name" field. If the addition of the name the student uses requires a new username to be created, school office staff will create a Service Now ticket to request a username change.

The school must use the name and gender requested by the student on all other records, including, but not limited to, school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information.

C. Updating Legal Name in Official Records

The District is required to maintain a permanent student education record which includes the legal name of the student.

The District will change a student's legal name on their education record when a parent/guardian or eligible student (over age 18) provides documentation of a legal name change, such as documentation of a court-ordered name change or an affidavit of name change made pursuant to common law, to school office staff such as the school registrar or school secretary. Templates for an affidavit of name change are available on the District Website and from Enrollment Services. While the District accepts an affidavit of name change to change a student's legal name on their education record, other government agencies and educational institutions may not. The District encourages parents/guardians to fully evaluate this option and understand its potential ramifications before selecting it.

Upon the receipt of required documentation, school office staff must ensure student systems are updated to reflect changes in name and/or gender, e.g., PowerSchool and The Source.

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. To the extent that the District is not legally required to use a student's legal name on school records or documents, the District will use the name that a transgender or gender-expansive student uses.

VIII. Gender-Inclusive Instruction

A. Instructional Materials

Representative instructional materials and learning environments are central to gender-inclusive schools. State law (WAC 392-190-055) prohibits discrimination, including on the basis of sex, sexual orientation, gender expression, gender identity, and other protected class status, through the use of any textbooks or instructional materials, including reference materials and audio-visual materials. To that end, Seattle Schools has adopted Board Policy No. 2015 and Superintendent Procedure 2015SP.B, Selection and Adoption of Instructional Materials, to ensure instructional materials meet criteria designed to identify bias. The policy and procedure require not just that the District identify and eliminate materials with negative stereotypes, but that adopted instructional materials offer perspectives from and reflect experiences of people across gender identities and sexual orientations.

B. Learning Environments

Representative instructional materials should also be delivered in inclusive educational environments. For that reason, state law does not provide a mechanism for opting students out of education just because it includes information about or perspectives from people who are transgender or gender-expansive. Board Policy No. 2125 and Superintendent 2125SP, Sexual Health Education, outline the process for requesting a student be excused from planned instruction in comprehensive sexual health education as required by RCW 28A.300.475.

C. Gender-Inclusive Practices

Staff should use identifiers other than gender when creating student groups or addressing students. Listed below are alternative practices:

- Calling for Students' Attention: Instead of using gendered phrases to get students' attention such as "girls and boys" and "ladies and gentlemen," use phrases such as "calling all readers" or "athletes/scholars/learners, let's come back together now."
- Class Discussions: Divide students by birth month or birth order instead of gender.
- Graduations: Graduation gown color selection is offered based on student color preference and not gender.
- Gender neutral terminology: When addressing or referring to people for whom pronouns are unclear, it is widely accepted to use the pronouns they/them/their. These pronouns can be used for multiple people or an individual.

D. Overnight Field Trips

When students are separated by gender for overnight sleeping accommodations, they will be assigned in accordance with the gender identity they consistently assert at school (M, F, or X). Provided, however, that staff may not assign students to shared sleeping accommodations when they are aware of a romantic interest or relationship between the students assigned.

If overnight accommodations are not provided specifically for gender-expansive students, the student will determine the gendered overnight sleeping accommodations that best align with their gender identity. Transgender or gender-expansive students will not be required to stay in single-occupancy accommodations. However, this does not prevent a school from honoring a student's request for single-occupancy accommodations.

Personal information of a transgender or gender-expansive student will not be disclosed to others involved with the field trip such as students and their families, staff, or chaperones.

IX. Physical Education and Athletics

Physical education teachers must measure student progress in ways that are independent of gender- or sex-based standards.

Transgender students have the right to participate in physical education courses and sports consistent with the gender identity they consistently assert at school. Gender-expansive students have the right to participate in physical education courses and sports that the student determines to best align with their gender identity.

X. Gender-Inclusive Facilities

A. Restroom Accessibility

All students have the right to use the restroom the student determines to best align with their gender identity.

It is a District goal to establish gender-neutral multi-stall restrooms in all District schools, and District capital planning processes ensure that at least one accessible, multi-stall gender-neutral restroom is included in new facilities construction. Gender-neutral multi-stall restrooms provide students with an alternative to gendered restrooms and bolster the safe and welcoming environment the District endeavors to provide in all schools. Gender-neutral restrooms are for all students but are often an important supporting element for transgender and gender-expansive students because they ensure students can access a restroom without being singled out from cisgender peers.

All students, regardless of the underlying reason, who need or desire increased privacy, should also have access to a gender-neutral, accessible restroom.

If school administrators have legitimate concerns about the safety or privacy of students, as related to a transgender or gender-expansive student's use of the restroom or locker room, school administrators should bring these concerns to the Health Education Program Manager. Such privacy or safety issues should be immediate and reasonably foreseeable, not speculative.

B. Locker Room Accessibility

All students have the right to use the locker room that corresponds with the gender identity they consistently assert at school. Gender-expansive students will be provided access to the locker room that the student determines to best align with their gender identity. However, if any student needs or prefers increased privacy and safety, regardless of the underlying reason, the student should be provided access to a reasonable alternative locker room. Reasonable alternative locker rooms include, but are not limited to:

- Use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom).
- A separate changing schedule (either utilizing the locker room before or after other students).

For transgender and gender-expansive students, any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender or gender-expansive status private.

No student should be required to use a locker room that conflicts with their gender identity.

XI. Student Dress

Providing students an environment where they can express their identity through their attire is a value of the District and important in order to provide identity-safe spaces for students. Board Policy No. 3224, Student Dress, provides that all District students have the right to be treated equitably, and dress code enforcement will not be more strictly enforced against students because of their gender identity, gender expression, or gender nonconformity.

XII. Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, gender expression, or sexual orientation are prohibited as further described in Board Policy Nos. 3207, Prohibition of Harassment, Intimidation, and Bullying of Students; 3208, Sexual Harassment of Students Prohibited; and 3210, Nondiscrimination, Acts of Hostility, and Defamation. It is the responsibility of each school, the District, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that discrimination and harassment are addressed under the relevant Board policies and procedures and that instances involving transgender or gender-expansive students are additionally reported to the Health Education Program Manager.

XIII. Professional Development

The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the District will also conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify, and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying; and
- District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, gender identity, gender expression issues.

XIV. Additional Resources

Seattle Public Schools maintains additional resources to supplement this procedure on the [Health Education webpage](#) of the District website.

Policy Cross References:

- 0010 – Instructional Philosophy
- 0025 – Guardrails for the District
- 2015 – Selection and Adoption of Instructional Materials
- 2125 – Sexual Health Education
- 2145 – Suicide Prevention
- 2151 – Interscholastic Activities
- 2185 – Physical Education
- 2320 – Field Trips and Excursions
- 3207 – Prohibition of Harassment, Intimidation, and Bullying of Students
- 3208 – Sexual Harassment of Students Prohibited
- 3210 – Nondiscrimination, Acts of Hostility and Defamation
- 3211 – Gender-Inclusive Schools: Transgender and Gender-Expansive Student Rights and Supports
- 3224 – Student Dress
- 3231 – Student Records
- 6900 – Facilities Planning

Revisions:

- August 29, 2025
- October 27, 2023
- August 17, 2021
- April 14, 2020
- March 5, 2020 (as 3210SP.C)
- June 16, 2017 (as 3210SP.C)

- December 4, 2016 (as 3210SP.C)
- August 17, 2016 (as 3210SP.C)
- February 2015 (as 3210SP.C)

Adopted:

- December 7, 2012 (as 3210SP.C)



[3211SP](#) 143.57 KB

Policy Categories

[Superintendent Procedure](#)

Series

[Series 3000 – Students](#)

Policy Topics

[Rights and Responsibilities](#)

Exhibit B

Know Your Rights: Trans and Nonbinary Students

Are you a trans or nonbinary student in SPS?

We created this page to help you understand your rights under [SPS Policy 3211 and Superintendent Procedure 3211](#).



Names and Pronouns

- You have the right to be addressed by the name and pronouns that match your gender identity, even if your name has not been formally changed on your school record.
- You can add a chosen name or new gender markers to your official school record by asking your school registrar. **Changes made to official school records are visible to families.**
- Your legal name will still appear on some documents like **transcripts**.
- While occasional mistakes may happen, **school staff should be making a good faith effort to use your correct name/pronouns**

Restrooms/Locker Rooms

- **You have the right** to use the restroom/locker room that aligns with the **gender identity you consistently assert at school**.
- If nonbinary, you have the right to choose the restroom where you feel **safest**.
- If you don't feel safe in your school's existing student restrooms or locker rooms, you can **ask an administrator** for access to another accommodation.
- If your school doesn't have an all-gender restroom, contact lgbtq@seattleschools.org for support.

P.E. and Sports

- You have the right to participate as the gender you “consistently assert at school.”
- If nonbinary, you have the right to choose what “best aligns with your gender identity”
- P.E. teachers should no longer be giving gender- or sex-based fitness tests.

Overnight Field Trips

- You have the right to room with students who share your gender identity.
- If you don’t feel safe with those students, talk with a trusted staff member to find an accommodation where you will feel safe. These situations are often case-by-case.
- Staff will not room you with anyone you are in a known romantic relationship with, regardless of gender.

Privacy

- Students over age 13 have the right to seek mental health services confidentially (state law).
- You have a right to be free from discrimination. This includes choosing to whom you disclose your LGBTQ+ identity, and having the right to keep that information limited to the people you choose.
- You are advised to communicate with your teachers if you use different pronouns at home than at school.

Gender Segregation in Other Areas

- When students must be separated into groups, **staff should not be separating students based on gender.**
- You have the right to **fully participate in all activities** based on the gender you consistently assert at school.

Bullying and Harassment

Policies 3207 and 3208 Harassment, Intimidation, and Bullying characteristics:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or
- Has the effect of substantially disrupting the orderly operation of school or work.

HIB Reports MUST trigger an investigation.

- Anyone can file a Harassment, Intimidation, and Bullying (HIB) Complaint
- Can be anonymous or non-anonymous
- Submit to school principal and Office of Student Civil Rights

[Policy and Procedure 3207](#)

[Policy and Procedure 3208](#)

HIB Reporting Form

Main Contact

lgbtq@seattleschools.org

Additional Links

- [SPS Policy and Procedure 3211](#)

Exhibit C

Opt Out Requests for LGBTQ-Inclusive Instruction

About Opt Out Requests

Seattle Public Schools works to provide a wide range of educational opportunities that reflect who students are, help them build empathy for others, and prepare them to be compassionate citizens of a diverse and changing world.

There is no option to “opt students out” of learning about particular identities or groups of people. This guidance is reinforced by OSPI (state superintendent’s office), the policies of other major urban districts (including the states of California and New York), and the outcomes of federal cases around the country. We celebrate *all* students in SPS.



Learning about identities or groups of people is different from sexual health education. Families do have the right to opt out of Comprehensive Sexual Health Education (CSHE) under state law. **Instruction about LGBTQ identities provided for purposes such as bullying prevention, or safe and welcoming environments, is not part of CSHE and thus not subject to an opt-out provision.**

- [Explore the K-5 Gender Book Kit lessons](#)

+ SPS for ALL: English
+ SPS for ALL: Amharic
+ SPS for ALL: Arabic
+ SPS for ALL: Chinese Simplified
+ SPS for ALL: Oromo
+ SPS for ALL: Somali
+ SPS for ALL: Spanish
+ SPS for ALL: Tigrinya

Sexual Health Education vs. LGBTQ-Inclusive Instruction

Parents are their children's most important teachers. We encourage students to talk with their families about cultural values and topics like growth and development, gender, and relationships.

Can Opt Out	No Opt Out Option
-----------------------------	-----------------------------------

Sexual Health Education (Can Opt Out)

- WA state law requires sexual health education.
- In Seattle Public Schools this instruction starts in grade 4.
- These lessons are age-appropriate and on topics like:
 - **4th-5th** Puberty and HIV/AIDS
 - **6th-8th** Healthy relationships, reproduction, contraception, and disease prevention
 - **9th -12th** Dating and relationships, pregnancy and disease prevention, online safety
- 30-day notice is required, and lessons are viewable by families.

[Information about Sexual Health Education in SPS](#)

Additional Links

- [Board Resolution: Affirming Inclusion of Our LGBTQIA+ Students, Staff, & Community](#)
- [Policy 0010: Instructional Philosophy](#)
- [Policy 0030: Ensuring Educational and Racial Equity](#)
- [Policy 2015: Selection and Adoption of Instructional Materials](#)
- [Policy 3210: Nondiscrimination, Acts of Hostility and Defamation](#)

Exhibit D



3rd Grade Lesson Plan: It feels good to be yourself table

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Lisa Love
Health Education Manager
llove@seattleschools.org

An exercise about names, gender, and identity.

Name Assigned at Birth

Me	Assigned _____ at Birth
Ruthie	Assigned Male at Birth
Xavier	Assigned Male at Birth
Alex	Assigned Male at Birth
JJ	We Don't Know
????????	

Gender Identity Now

Pronouns used

<hr/>	<hr/>
Girl	She/Her
Boy	He/Him
Genderfluid	He/Him OR She/Her
Non- Binary	They/Them

Best,

School-Based Health

Children's in the Community Co-Chair

Odessa Brown Children's Clinic

seattlechildrens.org

www.seattlechildrens.org

COMPASSION | EXCELLENCE | INTEGRITY | COLLABORATION | EQUITY | INNOVATION

Upcoming PTO:

From: [REDACTED] <[\[REDACTED\]@seattleschools.org](mailto:[REDACTED]@seattleschools.org)>

Sent: Tuesday, March 18, 2025 11:12 AM

To: [REDACTED] <[\[REDACTED\]@seattlechildrens.org](mailto:[REDACTED]@seattlechildrens.org)>

Cc: [REDACTED] <[\[REDACTED\]@seattleschools.org](mailto:[REDACTED]@seattleschools.org)>; [REDACTED] <[\[REDACTED\]@seattleschools.org](mailto:[REDACTED]@seattleschools.org)>

Subject: gender-affirming locker update

H [REDACTED]

Thanks so much for meeting with [REDACTED] and I and getting a quick meeting with you at the Garfield clinic. As mentioned, we wanted to pass along some information about the upcoming offering of gender affirming lockers. Below is some information about the lockers and materials [REDACTED] [REDACTED] Please feel free to reach out with any questions that you may have. Once we have confirmation of interest from you, we will follow up with delivery logistics and information. Thanks again for all your support, and ongoing care for SPS students and families.

Hello amazing SBHC folks,

Thanks for your patience regarding the Community Health Locker project. This is the grant-funded project that aims to offer gender-affirming supplies in our high schools. Things have been pushed back a bit as our office has been busy navigating some of the federal changes affecting LGBTQ+ communities.

We are hoping to launch the lockers this Spring. Right now the plan is to have the physical freestanding locker shipped directly to your school based health center. Please confirm that this will work for you. The locker in question is listed [here](#).

Also, here are some of the items we plan to order and send to you separately, based on student input. We welcome your input on what kinds of quantities you recommend starting with.

- Binders
- TransTape
- (TransTape) Repair salve
- (TransTape) Removal oil
- (TransTape) Nipple guards
- Makeup kits
- Hair ties
- Nair hair remover
- Tucking underwear (if we can source an affordable option)
- Sports bras with removable cups (if we can source an affordable option)
- Mental health pamphlets

Again, thank you for your patience with this project and I apologize for the delay in communication.

[REDACTED] they/he)

[REDACTED] LGBTQ+ Support

Health Education Office

Seattle Public Schools

[REDACTED] [/seattleschools.org](https://seattleschools.org)

[SPS LGBTQ+ Support Website](#)

"We are all one—and if we don't know it, we will learn it the hard way." -Bayard Rustin



[REDACTED] (she/her)

Health Education Department

[REDACTED] seattleschools.org

From:
To:

Subject: RE: gender-affirming locker update
Sent: Fri 3/21/2025 6:20:07 PM

this is great, and tracks with what we were shooting for as well. We are hoping to be able to continually restock the lockers but it will be a bit of an experiment depending on how fast the supplies go. ☐*

Thanks so much! So excited to get this going with Garfield!

From: <[REDACTED]@seattlechildrens.org>

Sent: Friday, March 21, 2025 10:46 AM

[REDACTED] Sea Childrens) <[REDACTED]@seattlechildrens.org>
[REDACTED] org>; [REDACTED]@seattleschools.org>

Hi all,

Thanks so much for working on this! Would this be a one-time order of supplies or could we start with a smaller stock and order more in the future? Assuming we can reorder in the future, this is the starting quantities I would suggest:

Item	Quantity
Binders	5-10
TransTape	15-20
(TransTape) Repair salve	15-20
(TransTape) Removal oil	15-20
(TransTape) Nipple guards	15-20
Makeup kits	5-10
Hair Ties	50
Nair hair remover	2-5
Tucking underwear (if we can source an affordable option)	3-5
Sports bras with removable cups (if we can source	5-10

an affordable option)	
Mental health pamphlets	100

[REDACTED]
[REDACTED] Teen Health Center

From: [REDACTED] <[REDACTED]@seattlechildrens.org>
Sent: Wednesday, March 19, 2025 10:00 AM

Subject: RE: gender-affirming locker update

Thank you [REDACTED] sounds like we are ready to order. Can you share what quantities of each from the list below will work well for GTHC?

Thanks all!

Best,

[REDACTED]
(she/her)

[REDACTED]
School-Based Health

Children's in the Community Co-Chair

Odessa Brown Children's Clinic
[REDACTED]

www.seattlechildrens.org

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Upcoming PTO:

From: [REDACTED] <[REDACTED]@seattleschools.org>
Sent: Wednesday, March 19, 2025 9:53 AM
To: [REDACTED]
Cc: [REDACTED]

Subject: RE: gender-affirming locker update

Hey [REDACTED] So glad to be connected.

I'm happy to share that I met with the Garfield GSA a few months ago and got their input on what to include in the locker. More feedback from students is always welcome but I wanted to let you know that they have been included in the process since the beginning. ☐*

Looking forward to making this happen with y'all!

Warmly,

[REDACTED] (they/he)

[REDACTED] - LGBTQ+ Support

Health Education Office

Seattle Public Schools

[seattleschools.org](#)

[SPS LGBTQ+ Support Website](#)

"We are all one—and if we don't know it, we will learn it the hard way." -Bayard Rustin

From: [REDACTED] <[REDACTED]@seattlechildrens.org>

Sent: Tuesday, March 18, 2025 7:58 PM

To: [REDACTED]

Cc: [REDACTED]

Sub: [REDACTED]

Thank you [REDACTED] I've forwarded the list along to our Garfield Teen Health Center Clinic Coordinator [REDACTED] who has already started dialogue with the GSA – Gay/Straight Alliance at Garfield (student led group). They will inform us of what is most needed and I'll reach out ASAP.

We are deeply appreciative of this offering, thank you for checking in with us!

From: [REDACTED]@seattleschools.org
To: [REDACTED]@seattleschools.org, [REDACTED] (a Childrens)

Subject: FW: Holiday support for LGBTQ+ youth
Sent: Tue 11/26/2024 8:29:15 PM

From: [REDACTED]@seattleschools.org>
Sent: Monday, November 25, 2024 12:42 PM
[REDACTED]@seattleschools.org>
Subject: Holiday support for LGBTQ+ youth

Hello counselors, nurses, club advisors, and other supporters of our queer students and families,

For those who don't yet know me, my name is [REDACTED] (he) and I am the LGBTQ+ support coordinator for Seattle Public Schools. The holiday season can be a challenge for our LGBTQ+ students, and we frequently see an uptick in mental health crises and suicidal ideation during this time. Queer and trans youth with non-accepting families, or who depend on schools for basic necessities, are most at risk.

I wanted to re-share some resources that you can pass along to your LGBTQ+ students who may be struggling, or share about through school-based communication channels. These LGBTQ-specific supports exist in addition to broader supports you may know about, such as Teen Link, 988, etc.

Mental health resources

- [The Trevor Project](#) provides free, 24/7 mental health support to LGBTQ+ youth. Students can chat with a trained counselor immediately by texting START to 678-678. To learn more, go to thetrevorproject.org/get-help.
- [Trans Lifeline](#) provides free peer support to trans people in crisis. This is run by trans people, for trans people, and does not involve the police. The crisis line is (877) 565-8860. To learn more, go to translifeline.org.
- [The Northwest Network](#) supports LGBTQ+ survivors of abuse and provides one-on-one counseling. To connect to an advocate about an experience of domestic violence, sexual assault, hate violence, or stalking, leave a voicemail with a callback number at (206) 568-7777 and let them know if it's safe for them to leave a voicemail when they call back. Their phone number will appear as a blocked number when they return the call. You can also use this number to set up an appointment for a young person.

Safe places for LGBTQ+ youth

Several community orgs provide space for LGBTQ+ youth to drop in and connect with other youth. This list includes [Gay City \(Seattle's LGBTQ Center\)](#) and [UTOPIA](#) (for QTBIPOC youth). UTOPIA also offers material support that includes a food pantry and clothes closet.

Tips and coping strategies for the holidays

Here is some guidance you can share with students who are going home to unsupportive families this holiday season.

1. **Make a plan.** Reach out to a trusted friend or loved one **prior to** attending that difficult family gathering. Let them know that you are about to do something difficult, and that you might need a little extra love. Reach out to them during or after the experience for support.
2. **Take breaks.** If a gathering is particularly difficult, go for a walk, go outside, or go to your own space when possible.
3. **Set boundaries.** If possible, set boundaries around how much time you will spend in hostile spaces. An example could be, "I will attend dinner at (relative)'s house for one hour. Then, (trusted friend or family member) will pick me up."
4. **Bring a buddy.** When possible, see if you can bring a supportive friend to family gatherings. A loving presence can go a long way!
5. **Identify allies.** If you have even one family member who supports you, stick with them. They can also advocate for you—for example, correcting people who use the wrong name or pronouns for you.
6. **Use mental health resources.** If you are struggling with your mental health, utilize resources like the Trevor Project and Trans Lifeline. These resources are run by LGBTQ+ people and you won't need to explain yourself to them. Your mental

health is worth it.


7. **Remember that this is temporary.** Holidays are hard for everyone, but they can be especially hard for queer and trans folks. Remember that this time won't last forever, and that there is a huge community waiting on the other side—people who will love you just as you are.

To learn more about resources from Seattle Public Schools, visit our [SPS LGBTQ+ webpage](#).

For an even more comprehensive list of community-based resources for LGBTQ+ youth in our area, [visit this website](#). It's a good one to bookmark and share with students.

Please do check in on your LGBTQ+ students in the months of November and December. A trusted adult can really make all the difference! Please don't hesitate to contact me if you have any questions or concerns, or if you would like a thought partner when it comes to supporting LGBTQ+ youth in your school.

Thank you so much for everything you do for our young people!



Health Education Office
Seattle Public Schools

