

## **DEMAND FOR ACTION**

### **TO THE SEATTLE SCHOOL BOARD: GET GENDER IDENTITY IDEOLOGY OUT OF OUR SCHOOLS**

Seattle Public Schools (SPS) are aggressively promoting Gender Identity Ideology from the first days of kindergarten through the last days of high school. They are presenting faith-based beliefs as if they were scientific facts while omitting or grossly misrepresenting actual scientific facts in service of this ideology.

Children are taught that everyone has a “gender identity” which either matches or doesn’t match the sex “assigned” to them at birth by doctors making guesses. They are taught that some people are born in the wrong body and that it is up to children to figure out whether they are boys, girls, neither, both, or “something else.” Teachers make it clear to children that the only appropriate response to someone claiming to be a different sex is immediate unquestioning agreement and forfeiture of sex-based rights in furtherance of that person’s self-perception.

These and other tenets of Gender Identity Ideology are drummed into children throughout their years in Seattle public schools. Just some of the avenues through which this indoctrination happens include the following:

- They are read books like *I Am Jazz*, *A House for Everyone*, and *It Feels Good to Be Yourself* in elementary school, and teachers use lesson plans to reinforce the books’ messages.
- They are subjected to Gender Identity Ideology as part of the Sexual Orientation and Gender Identity (SOGI) FLASH unit in middle school and high school.
- Other FLASH units also forcefully promote Gender Identity Ideology. Children learn about reproductive anatomy, pregnancy and other topics via bizarre lessons that intentionally keep them in the dark as to which anatomy and functions are associated with females/women/girls, and which are associated with males/men/boys.
- Schools enforce Superintendent Procedure 3211SP which mandates Affirmation Only as school policy. This requires teachers to reinforce children’s perceptions of themselves as a different sex and to keep parents who have concerns about affirmation in the dark about their children’s at-school transitions. It imposes on all students and staff the belief that being male or female is a state of mind. It forces all students and staff to forfeit sex-based rights and sex-based language.
- Posters, flags, and other materials promoting Gender Identity Ideology are on display in classrooms and halls throughout Seattle Public Schools.
- Schools observe Days of Remembrance and other events created by Gender Identity Ideology groups, and they unquestioningly endorse false narratives put forth as part of those events.
- Principals and others regularly send additional materials to teachers and families full of links to Gender Identity Ideology-promoting articles, lesson plans, and more.
- Some teachers announce their preferred pronouns, direct their students to do the same, and otherwise make it clear that adhering to Gender Identity Ideology protocols is expected.

- Gender and Sexuality Alliance (GSA) clubs serve as vehicles for encouraging trans and nonbinary identification. They have been transformed from lesbian/gay support groups to places where children who may be same-sex attracted are encouraged to identify as trans or nonbinary instead.
- Gender Identity Ideology-promoting videos are shown to children, and they are referred to sites like [amaze.org](http://amaze.org) which feature such videos.

For more details regarding what is being taught in Seattle schools, see Appendix A.

No other perspectives are shared with students. Those who do not agree with Gender Identity Ideology are presented as hateful and ignorant if they are mentioned at all. No information is shared regarding the downsides of declaring that sex is now defined by feelings rather than anatomy. Infertility and other serious adverse impacts from medical transitions are not discussed. The erasure of the rights of women and the rights of lesbians and gays inherent in the Gender Identity agenda is ignored.

None of this is acceptable.

The signers of this document are Seattle residents who come from across the political spectrum. Some of us are religious while others are not. Some of us are members of the LGB community, while others are heterosexual. Several of us have children or grandchildren who are school-aged or will be soon.

What unites us is a deep commitment to vibrant and accurate public education and to protecting the health, safety, emotional well-being, and civil rights of children. We will not rest until all curricula, trainings, and policies associated with Gender Identity Ideology indoctrination in Seattle schools are rescinded. We call upon the Seattle School Board to take immediate action to remove Gender Identity Ideology indoctrination from Seattle schools.

### **Why the School Board Must Get Gender Identity Ideology Out of Seattle Schools**

SPS needs to eliminate promotion of Gender Identity Ideology in schools for many different reasons which are laid out below. Appendix B provides details and source documentation for statements made here.

#### **1) It is not okay to give children misleading, incomplete, and blatantly false information about biology.**

Children have a right to complete, clear, and accurate information about human biology. State law even mandates that sex education materials used with children must be medically and scientifically accurate. But the Seattle Public Schools deliver the opposite. They are teaching children anti-science nonsense, giving them thoroughly warped understandings of biology, and leaving them confused about the basics of what will happen to their own bodies.

No, sex is not a spectrum, despite what the materials used in Seattle schools teach. We are appalled that children are repeatedly told that they can be something other than boys and girls.

Sex is binary, as the signers of the Nettie Project Statement, Richard Dawkins, and countless other biologists attest.

No, sex is not defined by genitalia, hormones, secondary sex characteristics, chromosomes, or some combination of these things, as implied by the Gender Unicorn and other materials used in Seattle Schools. It is defined by the primary sex organ at birth—ovaries or testicles—and whether a person’s body is of the type associated with the large gamete (egg) or the small one (sperm.)

And no, humanity has not agreed to ditch objective anatomy-based definitions for words like “woman” and “man” replacing them with subjective, shifting, circular definitions that render these words useless. Saying that a woman is now “anyone who identifies as one” is absurd. And there has never been a process wherein this and other ridiculous new definitions for vital words have been discussed, let alone agreed to.

We need clear, consistently defined words to discuss the biology of our species and the mechanics of evolution. We need them to ensure appropriate medical diagnoses and treatments as these vary significantly between males and females. We need them to recognize discrimination against women and to organize to end it. And we need them for other reasons. What use are the words “male”, “female”, “man” and “woman” if they are separated from the anatomical realities they were created to denote?

No, the existence of intersex conditions and Disorders/Differences of Sexual Development (DSDs) does not create additional sexes beyond male and female. These sex-specific conditions only rarely involve sexual ambiguity, and they are irrelevant to the Gender Identity concept of self-declaration of sex. There is almost no overlap between individuals with DSD or intersex conditions and individuals who identify as trans. We are sickened by SPS’s support for the co-optation and misrepresentation of DSDs and intersex conditions by gender ideologues and for the resultant undermining of the struggles of people who actually have those conditions.

The expression “assign sex” is appropriate only for extremely rare situations of sexual ambiguity in newborns, not for every birth as indicated by SPS curriculum materials. It is scientifically inaccurate to say that doctors “assign” sex and to use terms like “Assigned Sex at Birth” (ASAB.) It is even more inaccurate to say doctors assign so-called “gender identities” at birth. Doctors are observing anatomical reality, nothing more, nothing less.

Claiming that doctors “guess” a newborn’s sex is outrageous. Doctors and other health professionals observe and record sex with an extraordinarily high rate of success—nearly 100%.

No, sexual orientation is not a matter of which gender identity a person is attracted to; it’s a matter of *sexual* attraction. When gender ideologues pressure a lesbian to be involved with a man who “identifies as a woman”, they are pressuring her to be involved in a heterosexual relationship. This is one reason that so many lesbians, gay men and their organizations are critical of the lessons put forth in Seattle schools.

No, men don't have babies, and women don't father children. No, the penis is not ever a female sex organ, and ovaries are never male. No, a person who has more hair on their legs than someone else is not more male or less female. The twisted misinformation delivered to children by Seattle Schools goes on and on, and we are appalled by all of it. The miseducation of Seattle school children with respect to biology must stop immediately.

**2. Seattle's public schools should not impose religions and other faith-based ideologies on children and staff.**

None of the Gender Identity tenets taught to children are scientific facts. They are ideological assertions which have not been established by scientific inquiry and evidence. Indeed, many of the tenets directly contradict biological reality.

Take the claim that everyone has an immutable "gender identity" which aligns or fails to align with our sexual anatomy. There is no empirical evidence for the existence of such a thing. There is no brain, blood, or other objective test that distinguishes a trans-identified person from anyone else. Studies referred to by Gender Identity activists do not establish that trans-identifying people have brain structures that are unique or that match those of the sex they want to be. Even if they did, sex is a matter of *sexual* anatomy, not brain anatomy.

Moreover, lots of people will attest that they do not have a gender identity. They don't *identify* as male or female; they simply *are* male or female.

And what of the assertion that gender identity is immutable? There's ample evidence contradicting that claim, including, for example, a high desistance rate for children who are not socially or medically transitioned.

The concept of "gender identity" pits beliefs and feelings against the physical reality of our bodies. Gender Identity Ideology posits that we each have a gendered soul, floating separate from our bodies. It doesn't get more mystical and anti-science than that.

Public schools should not be in the business of promoting faith-based ideologies. Just as they shouldn't teach children creationism or astrology, they shouldn't teach them Gender Identity Ideology.

It is true that Seattle schools promote some ideological positions that are associated with universal values, i.e., values that "are shared by the vast majority of our society." But instructing teachers to affirm gender identities as if this were a universally accepted "value" makes no sense. Polls show that overwhelming majorities of Americans do not agree with what's being taught in Seattle schools.

Moreover, SPS's mandated affirmation of gender identities differs dramatically from its affirmation of other identities. Children with religious identities are treated with kindness and respect, for example, but the mantras of their religion are not taught as facts. Nor are other students and teachers required to participate in those religions or forfeit rights for them.

Along with the tenets of the Gender Identity faith, Seattle schools dutifully deliver false narratives put out by gender ideologues to prop up their positions. Children are subjected to Trans Days of Remembrance, for example, which teach them that trans-identifying people are murdered at epidemic rates, even though actual statistics do not support that claim.

The schools have become mouthpieces for the Gender Identity faith. This is unacceptable.

**3) SPS's Gender Affirmation policy does unspeakable harm to vulnerable children and is not based in sound science.**

**Affirmation: A Major Psychological Intervention.** Affirmation is an active psychological intervention in a child's life with massive consequences. Teachers and other school staff have no business implementing these sorts of interventions.

Most children who are not affirmed become comfortable with their sex and desist from trans and nonbinary identifications. Their bodies remain healthy and intact. They are spared life-long dependence on doctors and major damage from gender medicine.

In contrast, affirmation locks children into rejecting their sex, and it puts them on a path to medical intervention, including puberty blockers, cross-sex hormones, and surgeries. Yes, surgeries are regularly performed on minors despite claims to the contrary by some proponents of Gender Identity Ideology.

**Gender Affirmation causes unspeakable physical harm to children.** Puberty blockage doesn't just stunt sexual anatomy, leaving a child behind as peers grow up, experience sexual feelings, and explore relationships in the context of those feelings. It interferes with a child's entire body, including, for example, the brain. It undercuts bone development, leading to fragile bones, fractures, osteopenia, and osteoporosis.

Infertility and sexual dysfunction are regular outcomes of puberty blockers and cross-sex hormones. The double mastectomies regularly performed on girls who reject being female robs them of their ability to ever breast-feed long before they can comprehend what that means.

Medical affirmation sets children up for a lifetime of other health struggles: cardio-pulmonary problems, vaginal atrophy, urinary incontinence, and much more. And then there's the psychological trauma of realizing that maimed and removed sexual organs cannot be replaced. Gender identity ideologues claim that regret is rare, but there is no basis for that claim. In fact, new research is confirming that substantial numbers of people who medically transition regret it. More and more detransitioners are sharing their harrowing stories—stories that make clear the travesty of schools affirming children's trans and nonbinary identities.

**Gender affirmation medicine is not evidence-based. In fact, it is contradicted by the evidence.** Gender Identity proponents assert that the benefits of medicalization outweigh its horrifying harms. They claim that medical disruption of healthy bodies is often the only way to make trans- and nonbinary-identifying children happy, and that without affirmation children could well commit suicide. Studies cited to back up these claims do no such thing, however.

There is even substantial evidence that medical transitions *increase* the risk of suicide. Elevated rates of suicidality are also typical of comorbidities that so often accompany trans and nonbinary identification, rendering attribution of suicide attempts to lack of affirmation particularly unfounded.

Several major systematic reviews of the evidentiary basis for pediatric medical affirmation have concluded that existing evidence is of extremely low quality and does not establish the benefits asserted by gender ideologues. The UK, Finland, Sweden, and Norway have all reversed course as a result of these reviews. They are replacing puberty blockers, cross-sex hormones, and surgeries with psychotherapy-focused approaches.

U.S. medical institutions are ignoring the science. They are recklessly doubling down on their reliance on the World Professional Association for Transgender Health (WPATH), an ideological organization that produces “Standards of Care” that are based on ideology, not evidence.

**“Discrimination” is not a reasonable rationale for Gender Affirmation.** Gender ideologues often argue that i) trans- and nonbinary-identifying children experience high levels of discrimination and harassment, and ii) it is therefore important to affirm their identities. The second point does not flow logically from the first. Just as importantly the first point is not supported by sound data.

SPS cites discrimination and harassment data from GLSEN. But GLSEN is a highly biased organization that produces highly biased and unprofessional reports. A GLSEN report about Washington State schools, for example, concludes that discrimination against trans- and non-binary identifying people is rampant. But the evidence of that discrimination is things like trans-identified individuals saying that they weren’t allowed in the locker rooms of the opposite sex. In other words, GLSEN and SPS claim that affirmation, including letting males into female locker rooms, is needed because of discrimination. But the evidence of that discrimination is that males have not been allowed in female locker rooms. This is circular, to say the least. Major imprecision regarding definitions for different studied subgroups further undermines the GLSEN results.

On virtually all fronts, when data underlying gender ideologues’ claims are exposed to scrutiny, those claims fall apart immediately. Much-vaunted assertions about rampant discrimination are no exception.

**4) Gender Affirmation ignores problems like mental illness, autism, eating disorders, and sexual trauma which are prevalent among trans- and nonbinary-identifying children.**

Gender affirmation assumes that children who reject their sexual anatomy do so because they were born in the wrong body. But there are plenty of more rational explanations.

Mental illness, eating disorders, autism, and a history of trauma are all prevalent among children who identify as trans or nonbinary. Each of these can cause a child to dissociate from his or her

body. Each can make a child susceptible to the allure of an ideology that praises those who transition and offers them ready-made friends and the illusion of belonging to a noble cause.

The matter of trauma illustrates the misguided nature of SPS's Gender Affirmation policy. Because trauma, and in particular sexual trauma, are very common, teachers are told to be aware that there are likely trauma survivors in their classes, and to engage in "trauma-informed education." They are told that trauma can impair a child's ability to learn and to make good decisions, and that it is important to avoid triggering further trauma for a child. At the same time, teachers receive the completely incompatible directive to unquestioningly affirm any child who announces that he or she is a different sex. This ignores the fact that sexual trauma often triggers rejection of the body. It also locks a child into trans identification which may well lead to the most horrible re-enactment of sexual trauma imaginable: a child having his or her sex organs stunted, cut, or removed, and female adolescents having their breasts amputated.

By implementing a Gender Affirmation policy, Seattle Schools don't just deliver children to unspeakable medical harm. They also deny them the help they need with problems that may have led them to dissociate from their bodies.

**5) Gender affirmation disregards children's developmental capacities and societal forces that steer them towards Gender Identity Ideology.**

Children are not miniature adults. They need our guidance and protection. To insist that we must all affirm children's declarations regarding what sex they are is thoroughly misguided.

Young children learn through play. Throughout childhood and adolescence children try on and cast off all sorts of identities and roles. It makes no sense to treat a child's claimed identity as an immutable biological reality, locking them into it through affirmation.

Children's brains are still developing, and they lack experiences and information for making wise decisions. They cannot gauge risks well, particularly those associated with things they will not be able to understand until they are older.

Children need help from adults in resisting the seductive claim that their insecurities and problems will fade away if they transition. They need compassionate, honest advice, not lies about being able to be a different sex and how supposedly liberating that will be.

Children are very influenced by peers, and there is strong evidence that trans and nonbinary identification spreads through social contagion. Adults must guide children away from risky decisions made under the influence of classmates and on-line acquaintances.

Children's use of social media exacerbates the potential for social contagion and for them making decisions based on faulty information. It is strange that on the one hand, SPS has filed a suit against social media companies because of the harm they do to children, while on the other hand, it requires teachers to affirm students' gender identities, ignoring the massive influence of on-line promotion of Gender Identity Ideology. Moreover, how can SPS fail to see connections between the disembodiment associated with being on-line and the disembodiment at the heart of

Gender Identity Ideology? How can it fail to grasp that by pushing ideas like “born in the wrong body” schools foster destructive mindsets associated with widespread mental health problems in children?

There are significant forces in children’s lives that can make them want to escape their sex. Early exposure to hard-core pornography is one major problem. The sexualization and unwanted sexual attention that girls face is another. Children who experience same sex attractions may face disapproval and bullying, which can make being the other sex seem appealing. These and other dynamics affecting children’s judgment are ignored completely as SPS personnel blithely agree with children that they are in the wrong body.

Caring for children includes being aware of their developmental capacities and factors in their lives that can make them reject their bodies. SPS’s fealty to the misguided Gender Identity narrative does a grave disservice to children.

**6) It’s not okay to force children to forfeit sex-based privacy, other sex-based rights, and freedom of speech.**

We are appalled at how casually Seattle schools are forcing children to forego sex-based privacy and other sex-based rights. This is unacceptable.

Rape and other violence are disproportionately perpetrated by males against females. In the context of that reality, women fought hard for female-only spaces, especially for situations where females are vulnerable like locker rooms and bathrooms. They fought for the ability to set boundaries and to convene as women outside the gaze of men. All of that has been tossed aside by Seattle schools in furtherance of the new Gender Identity religion. Now, males need only declare themselves to be female and the doors to female-only spaces are flung open for them.

Similarly, women fought to have a fair playing field in athletics. Male dominance from middle school onward is well documented and based in biology. In most sports, the world’s top women athletes—Olympians, world record-holders, other top performers—would lose to large numbers of high school boys who are not yet in their prime, if forced to compete against them.

When males participate in women’s sports, girls and women lose. They lose positions on teams and in championship races. They lose records. They lose trophies. They lose the honor of coming out on top, and the career potential associated with that. Nonetheless, without so much as an apology, SPS has tossed away female-only sports.

Girls and young women in the Seattle school system are getting a full dose of the misogyny their mothers and grandmothers fought against. Their schools don’t just force them to forfeit female-only spaces and sports, and essential sex-based language. They don’t just use dehumanizing terms like “people with uteruses” while nonchalantly declaring that men can give birth. The schools also treat the impacts of Gender Identity Ideology on girls and women as non-existent. Lessons and policies focus solely on how good trans-identified men feel when women’s rights and language are set aside. No mention is made of the sacrifices demanded of girls and women. Any girl who objects to forfeiting her rights is denounced and punished.



What greater testament could there be to the second-class status of girls and women than not even mentioning the fact that allowing males into female spaces and sports has an impact on girls and women? SPS is engaging in the utmost marginalization of girls and women by gutting their rights and not allowing there to be any mention of that reality.

Boys and young men have sex-based privacy rights, too. Violating those rights in deference to Gender Identity Ideology is unjust and harmful.

We are appalled that children are urged, manipulated, and even outright forced to refer to some males as females, and some females as males. Compelled speech in the service of Gender Identity Ideology or any other religion is a grave injustice.

### **7) SPS should not promote sexist stereotypes and sexism.**

Gender Identity ideologues often claim that their ideology liberates people from sexist straitjackets. In fact, Gender Identity Ideology *promotes* sexist stereotypes. People who defy expectations for their sex are now deemed to be the other sex. This is a major escalation of sexist stereotyping, not a denunciation of it.

In Seattle schools, children hear about a teddy bear that “transitions” from male to female. Then, and only then, does the teddy feel free to turn its bowtie into a hairbow. Children learn that Jazz Jennings has “a girl brain in a boy body” after hearing that Jazz likes sparkly dresses and other things clearly meant to be seen as for girls alone.

Stories told by transitioned individuals or their parents about the first signs of supposedly being the other sex include statements like:

“We realized I am a boy, because I always wanted to play with trucks and footballs.”

“My child wanted to wear dresses. He was telling us that he is a girl.”

These are sexist messages, and children absorb them. Children learn that their likes and dislikes, what they wear, and similar things are associated with a particular sex. Meanwhile, the things that truly are limited to one or the other sex—things like being pregnant—are declared to be available to both sexes. This is madness!

Gender identities are said to “align” or “not align” with people’s sexual anatomy. How is that possible in the absence of stereotypes about what a person is supposed to like and do based on their sex?

Gender Identity Ideology is steeped in sexism. It is entirely inappropriate for Seattle schools to promote it.

## **8) SPS needs to stop undermining gay and lesbian rights.**

LGB organizations, the LGB acronym, and gains made by LGB activists have been hijacked by gender ideologues to advance an agenda that directly undermines LGB rights. SPS schools are participating in that subterfuge, and this needs to stop.

Gender Identity is entirely different from Sexual Orientation. Gender ideologues seek to force others to agree to the gutting of vital words like “man” and “woman”, to the forfeiture of sex-based rights, and to the chemical and surgical maiming of children. Gay rights activists make no such demands.

Lesbians and gay men are same-sex attracted, something only they can feel. If a person declares they are gay, this does not require anyone to contradict material reality in any way. Trans-identifying men, on the other hand, have male sex organs—a material fact which defines them as male. Yet trans-identified men insist that others must refer to them as women. Everyone is required to disregard the material reality of anatomy or agree to a twisted redefinition of the words used to describe that reality. This is akin to a 5-foot man insisting that everyone needs to pretend he’s 6-foot-6.

There is a reason groups like LGB Alliance have formed to defend lesbians and gays from Gender Identity Ideology. They consider trans identification to be the ultimate gay conversion therapy. They call out the homophobia inherent in people chastising lesbians for not accepting trans identified males as partners. They object to the fact that lesbian spaces are now dominated by trans-identifying men.

SPS undercuts LGB rights by teaching Gender Identity as part of the Sexual Orientation Unit in Sex Ed and by otherwise inappropriately conflating homosexuality with gender identity. It undercuts LGB rights by telling children that men can be women, women can be men, and sexual orientation pertains to attraction based on gender identity rather than sex. None of this is okay.

## **9) SPS should build children’s self-esteem and positive body images, instead of undermining these.**

Seattle schools should encourage children to understand and celebrate their bodies as one part of bolstering their self-esteem. Instead, they deny children a basic understanding of what sex they are. They teach them that a person’s body can be “wrong.” And they praise as authentic and courageous individuals who reject their sexual anatomy and take drastic steps to alter it, including having healthy body parts surgically removed.

SPS lessons and books feature children who identify as trans and nonbinary and they encourage students to go on their own “gender journeys.” The idea of rejecting their bodies is held up as not only healthy, but also exemplary. The book *All I Want to Be* features trans- and nonbinary-identifying children who say things like “I’m more than just a boy.” This tells children who accept their sex as real and valid that they’re “just” a boy, or “just” a girl. It tells them that trans-

and nonbinary-identifying children are somehow less limited. Children who reject their sexed bodies are freer and more authentic.

SPS Gender Affirmation policies reinforce the idea that rejecting one's body is great. This message is delivered not only to transitioning children, but to everyone else in the schools as well. As noted earlier, SPS ignores mental health problems, autism, eating disorders, and histories of trauma prevalent among trans- and nonbinary-identifying children despite the fact that these comorbidities can lead children to dissociate from their bodies. It is very telling that anorexic girls who do *not* identify as trans are challenged when they talk negatively about their bodies, but anorexic girls who *do* identify as trans, are not challenged. In fact, their rejection of their bodies is treated as a wonderful thing.

Through links from the schools and encounters in their daily lives, children regularly see celebrities who have rejected their bodies held up as heroes. Ellen/Elliot Page is featured on the cover of Time talking about being fully who she is—something accomplished by calling herself male, having her breasts amputated, and otherwise attempting to erase female aspects of her body. Desmond is Amazing is heralded as a model of self-love despite the fact that he rejects his male body, and he presents a contorted, sexualized, and demeaning picture of women. Desmond exudes a negative body image not only with regard to his own male body, but also with respect to female bodies.

Seattle Public Schools are steering children away from loving and celebrating their bodies and towards self-loathing and self-harm focused on sexual anatomy. They are promoting an ideology which refers to healthy breasts as “abnormal structures” caused by birth defects. This must stop.

<b>10) SPS should advance safeguarding and child-parent relationships, rather than undermining these.</b>
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It is important for children to learn to set and enforce boundaries, trust their instincts, and otherwise avoid harm. Adults have a responsibility to keep children safe, including by helping them learn how to recognize and deal with potentially dangerous situations. In the name of Gender Identity Ideology, however, Seattle schools undermine basic safeguarding and children's relationships with their parents.

Girls learn that any man has a right to be in the women's locker room by virtue of self-declared womanhood. No boundaries are allowed as these men expose themselves and as they watch girls and women undress. Girls and women who object will be ostracized as bigots and otherwise punished.

The schools teach children to disbelieve their own eyes, agreeing that an obvious man is actually a woman. This gaslighting sets them up for disregarding their self-preservation instincts.

By referring children to Gender Identity Ideology groups and using materials from those groups, schools give them an imprimatur of safety. We are concerned by stories about trans support group meetings hosted by gender ideologues at which older trans-identifying men are eager to talk with gender-confused adolescent girls.

One of the most basic safeguarding lessons children should learn is to not keep secrets from their parents. But Seattle schools encourage such secrets with respect to the very important matter of at-school transitions if parents have concerns about affirmation. Even worse, teachers are required to facilitate the secrets, by themselves lying to parents about names and pronouns used at school.

The schools should protect children from sexual predators and from others who would do them harm. They should seek to foster good relationships between children and their parents—the people who almost always know and love a child best. Instead, under the guise of Gender Identity Ideology, schools are helping to tear families apart. They are setting children up for predation. This must stop.

**11) SPS is destabilizing children, burdening them with false existential choices, and otherwise harming them psychologically.**

Gender Identity Ideology in Seattle Schools is causing children psychological harm in a variety of ways. It is disorienting and destabilizing children by insisting that they disregard the material reality of sex. It is creating a false existential question for children to ponder: Are you a boy, girl, neither, both, or something else—an absurd query that no child should be burdened with. It is promoting the concept of “gender journeys” and teaching children to see everything they do as an expression of “gender”. This robs children of the joy of doing things simply for pleasure without fixating on how their actions may affect gender labels.

**12) SPS is undermining children’s critical thinking skills, with adverse consequences for democracy.**

Gender Identity Ideology is full of undefined or poorly defined terms, irrational arguments, and internal inconsistencies. Yet children are presented with Gender Identity narratives as if they made sense.

Children are also denied access to information that contradicts Gender Identity Ideology. Those who disagree with that ideology, if mentioned at all, are presented as ignorant, cruel, and bigoted.

Instead of helping children seek accurate information through clear definitions, open discussion, debate, and logical reasoning, SPS promotion of Gender Identity Ideology renders children incapable of rational thought. It makes them fragile and prone to authoritarianism.

In Seattle and nearby cities, whenever gender critics seek to speak in public spaces, they are met by virulent mobs intent on crushing their First Amendment rights. These aggressive mobs are vicious, irrational, and often violent. They are dominated by young people, including recent Seattle high school graduates and current SPS students. Gender Identity Ideology in the schools plays a key role in brainwashing young people so that they view their participation in these mobs as noble and civil rights-advancing, when it is precisely the opposite.

If young people don't grasp the basics of free speech, the importance of listening to others and debating respectfully, and the inappropriateness of targeting individuals for cancellation based on their gender critical views, there is no hope for democracy.

### **What the School Board Must Do**

The Seattle Public Schools are on the “wrong side of history” when it comes to Gender Identity Ideology. That ideology is a regressive hoax. It is sexist, anti-science, homophobic, and irrational. It doesn't advance civil rights; it destroys them.

Gender Identity Ideology is extraordinarily destructive of children's lives. With no basis in sound science, it is doing horrifying and irreversible physical harm to skyrocketing numbers of children.

Gender ideologues sometimes claim that very few people are affected by their ideology, but this is unfortunately not the case. Even a few years ago, the percent of children rejecting their sex had reached nearly 10% in some locales. The number of pediatric gender clinics has gone from zero to hundreds in the United States in a matter of 10 or 15 years, and even partial data shows shocking numbers of children undergoing medical affirmation. Moreover, SPS's promotion of Gender Identity Ideology affects all SPS students by denying them the educations they deserve and abrogating their rights to sex-based privacy and free speech.

We are shocked that the Seattle School Board has promoted Gender Identity Ideology in Seattle schools and that so many administrators, teachers, and parents have gone along with this travesty.

Attacks on those who challenge Gender Identity Ideology have been severe, and as a result many have remained silent. It is more than time to speak up.

We demand immediate corrective action. The Seattle School Board must:

1. Remove all promotion of Gender Identity Ideology in Seattle lessons, associated materials, and other curricula. For example, elementary schools must no longer read Gender Identity Ideology-promoting books like *I Am Jazz*, and *It Feels Good to Be Yourself*. Gender Identity units taught via the FLASH curriculum must be removed. FLASH units on topics like reproductive anatomy must be rewritten to remove biological falsehoods and to make sure children are given accurate and complete information about male and female anatomies and functions. Phrases like “people with uteruses” and “people with penises” must be removed from those units, and terms like “women” and “men” must be reinstated.
2. Replace teacher trainings that push Gender Identity Ideology with trainings that explain the rights of children to accurate biological information, sex-based language, and sex-based rights. Teachers must be instructed to remove Gender Identity-promoting flags, posters, and other materials from their classrooms, to refrain from asking for “preferred pronouns”, and to refrain from talking about their own personal Gender Identity beliefs.

3. Direct teachers to use terms like “women”, “men”, “girls” and “boys” in their classrooms, and to not use exclusionary, confusing, and insulting phrases like “people with uteruses” or “people with penises.”
4. Radically amend Superintendent Procedure 3211SP and other relevant policies to remove Gender Identity Ideology-based provisions, and to restore the parental right to know about children’s forays into trans- and nonbinary- identification at school.
5. Direct all Seattle schools to bar participation of all males in female sports, including males who believe themselves to be female.
6. Direct all Seattle schools to provide sex-segregated bathrooms and locker rooms for their students and to ban use of these bathrooms and locker rooms by members of the opposite sex, regardless of their gender identities.
7. End the policy of Gender Affirmation in Seattle schools.
8. Demand and fight for changes to any local, state, or national policy that requires or encourages Seattle schools to promote Gender Identity Ideology.
9. Take all other actions necessary to remove the scourge of Gender Identity Indoctrination from Seattle schools.

This issue has major implications for the long-term success of public education. Growing numbers of parents from across the political spectrum are opting to put their children in private schools or to homeschool them because of this issue.

In addition, the School Board needs to be aware of the fact that lawsuits brought by people harmed by Gender Identity Ideology have started to happen all across the United States. It is only a matter of time before SPS is hit with litigation as the result of steering a child towards irreversible medical harm and/or keeping parents in the dark about their child’s at-school transitions. Young adults are suing those who led them to believe that sex is a matter of self-declaration, that doctors could make them the opposite sex, and that signing up for the destruction of their bodies was wise and admirable. Parents are flocking to lawyers who can help them sue schools that denied them information related to their children’s mental health and well-being in the name of Gender Identity Ideology.

It is important to minimize liability and reduce threats to enrollment. But the School Board needs to implement the measures laid out in this Demand For Action, first and foremost, because this is the right thing to do for Seattle’s children. Gender Identity Ideology does grave harm to them and SPS’s promotion of this toxic ideology is shameful. The School Board must act immediately to get Gender Identity Ideology out of Seattle schools.

<b>APPENDICES</b>
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**A. Gender Identity Indoctrination in the Seattle Public Schools: Overview and Examples**

**B. Background and Documentation for Statements Made in the Demand For Action.**

**C. Signers of the Demand:**

Carol Dansereau  
Beth Daranciang  
Lynn Schirmer  
Judith K. Wallak  
Mariann Krizsan  
Bruce Lesnick  
Cheryl Angle  
Theresa Schrempp  
Richard Wonderly  
Sandra Ewaskow  
Michael O'Leary  
Wilda Heard  
Debra R. Mullins  
Linda Fane  
Melissa Wong  
Jim Levitt  
Heidi Klee  
Maryann Petrocelli  
Sydney Pugmire  
Lisa Lotus