

1 **AMERICA FIRST LEGAL**
2 **FOUNDATION**

3 James K. Rogers (No. 027287)
4 *Senior Counsel*
5 611 Pennsylvania Ave., SE #231
6 Washington, D.C. 20003
7 Phone: (202) 964-3721
8 James.Rogers@aflegal.org
9 *Attorney for Plaintiffs Rachel Walden and*
10 *Jane Doe*

11 **IN THE SUPERIOR COURT OF THE STATE OF ARIZONA**
12 **IN AND FOR THE COUNTY OF MARICOPA**

13 Rachel Walden;

14 Jane Doe,

15 Plaintiffs,

16 v.

17 Mesa Unified School District #4 (aka
18 School District No. 4 of Maricopa
19 County);

20 Andi Furlis, in her official capacity as
21 Superintendent of Mesa Unified School
22 District #4,

23 Defendants.

Case No. CV2023-018263

**PLAINTIFFS' FIRST AMENDED
COMPLAINT FOR SPECIAL
ACTION RELIEF**

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1 For their special action complaint against Andi Furlis and Mesa Unified School
2 District #4 (“Mesa Public Schools” or “MPS”), Plaintiffs hereby submit this Complaint
3 under A.R.S. § 12-1801, 12-1831, 12-2021, and Ariz. R. Special Actions (“RPSA”) 1-6,
4 and alleges as follows:

5 INTRODUCTION

6 1. This case involves an astonishing situation that once would have been
7 unthinkable: a school district policy to assist and encourage students who want to represent
8 themselves as having a gender different from their biological sex, and which forbids the
9 notification of parents. The policy directly violates multiple statutes, especially Arizona’s
10 Parents’ Bill of Rights, which recognizes and protects the “fundamental right” “of parents
11 to direct the upbringing, education, health care and mental health of their children,” A.R.S.
12 § 1-601(A).

13 2. The policy also violates many other statutes, such as the requirement that
14 “parents will be notified in advance of ... any instruction ... or presentations regarding
15 sexuality,” A.R.S. § 15-102(A)(6) and the requirement that parents provide consent before
16 any “mental health screening in a nonclinical setting or mental health treatment on a
17 minor.” A.R.S. § 36-2272(A).

18 3. Even worse, in a brazen lack of respect for democratic principles, MPS
19 maintains this policy of parental non-notification and facilitation of sex transition even
20 though the elected MPS Governing Board, the only entity authorized by state law to adopt
21 “policies and procedures to govern the schools,” has never voted to adopt any such policy.
22 A.R.S. § 15-341(A)(1).

23 4. And worst of all, the harm from this policy is not just hypothetical. MPS
24 employees have helped and encouraged students to socially transition at school to present
25 themselves as being of a different gender than their biological sex. MPS employees have
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1 colluded to hide these transitions from parents, and they have actively encouraged
2 transitioning students to conceal their transition from their parents.

3 5. This lawsuit seeks to restore accountability to Mesa Public Schools and
4 ensure that parents' rights are respected and students are protected.

5 **PARTIES**

6 ***Rachel Walden***

7 6. Plaintiff Rachel Walden is currently a member of the Governing Board of
8 MPS. She was elected on November 8, 2023 and assumed office on January 1, 2023. As a
9 member of the Governing Board, she has standing to bring this suit. *Adams v. Comm'n on*
10 *App. Ct. Appointments*, 227 Ariz. 128, 131 ¶ 9 (2011); *Brewer v. Burns*, 222 Ariz. 234,
11 237–38 ¶¶ 11-14 (2009).

12 ***Jane Doe***

13 7. Plaintiff Jane Doe is the mother of Megan Doe. Megan is a biological female
14 and now identifies as female. Megan is currently enrolled in an MPS high school.

15 8. While Megan was a student at an MPS junior high, MPS employees
16 implemented MPS policy by assisting and encouraging Megan to present herself as a
17 gender different from her biological sex and to use the name "Michael." These MPS
18 employees colluded to hide this from Megan's parents.

19 9. Jane Doe is divorced and has shared legal and physical custody of Megan.
20 She has full authority to bring this suit to vindicate her rights as a parent.

21 10. Megan Doe is a minor. The names "Jane Doe," "Megan Doe," and "Michael"
22 are pseudonyms used to protect Megan's identity.¹

23 ***Mesa Public Schools***

24 11. Defendant School District No. 4 of Maricopa County, officially named by its
25 Governing Board as "Mesa Unified School District #4," is a duly organized school district
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¹ The Plaintiffs will shortly file a motion seeking leave to proceed pseudonymously in this case and for entry of a protective order.

1 and a local governmental entity. It is colloquially known as “Mesa Public Schools” (MPS).
2 It is the largest public school district in Arizona, serving approximately 55,000 students in
3 78 schools. MPS is located in Maricopa County, Arizona. MPS may “be sued” as a distinct
4 entity. A.R.S. § 15-326(1).

5 ***Andi Furlis***

6 12. Defendant Andi Furlis (the “Superintendent”) is the Superintendent of
7 MPS. She assumed that role in 2020. She is named here in her official capacity.

8 13. The Superintendent holds her position under A.R.S. § 15-503 and MPS
9 Governing Board Policy § C, which requires that she “shall ensure that the statutes of the
10 State of Arizona, the rules of the State Board of Education, and the policies of the Board
11 of the District are followed.”

12 14. The same board policy also establishes that “[t]he administration of the
13 District, in all aspects, is the responsibility of the Superintendent, who shall carry out
14 his/her functions *in accordance with the policies of the Board.*” *Id.* (emphasis added).

15 15. The Superintendent has the authority to issue binding “regulations for the
16 administration of the District,” but only if they “are in compliance with all appropriate
17 statutes or regulations of the State Board of Education and the policies of the Board.” *Id.*

18 16. The Superintendent has a non-discretionary statutory duty to comply with
19 the MPS Governing Board policies. She has no independent authority to implement
20 policies for MPS.

21 17. The Plaintiffs request that the Court order her to comply with her statutory
22 duty. The Superintendent, therefore, is properly joined as a Defendant to this action, and
23 the Court may enter special action relief against her. *See* Ariz. R. P. Spec. Act. 2(a)(1)
24 (“The complaint shall join as a defendant the body, officer, or person against whom relief
25 is sought”); *see also* *Arizonans for Second Chances, Rehab., & Pub. Safety v. Hobbs*, 249
26 Ariz. 396, 404 ¶18 (2020) (concluding that the petitioners had properly stated a mandamus

1 action against the Secretary by alleging that the Secretary refused to perform a
2 constitutional duty and asking the Arizona Supreme Court to order the Secretary to perform
3 that duty).

4 18. Additionally, because the Superintendent “has the ability to control
5 implementation of the statute[s] or regulation[s]” at issue in this case, she is properly named
6 as a relief defendant. *Compassionate Care Dispensary, Inc. v. Arizona Dep’t of Health*
7 *Servs.*, No. 1 CA-CV 13-0133, 2015 WL 1395271, at *8 (Ariz. Ct. App. Mar. 24, 2015).

8 19. The Superintendent does not have immunity under A.R.S. § 15-341(E) for
9 her actions as alleged herein because she was not “implementing policies and procedures”
10 adopted by the MPS governing board.

11 20. The Superintendent does not have immunity under § 12-820.01(A) because
12 her actions alleged herein were not pursuant to any “administrative function” authorized
13 by statute or by the governing board but were instead *ultra vires*.

14 **SPECIAL ACTION JURISDICTION**

15 21. The events and omissions giving rise to this action occurred in Maricopa
16 County, Arizona.

17 22. This Court has subject matter jurisdiction over the Plaintiffs’ claims under
18 article 6, sections 14 and 18 of the Arizona Constitution. The Court further has subject
19 matter jurisdiction and the authority to grant relief under A.R.S. §§ 12-123(B), 12-1801,
20 12-1831, 12-2021, and RPSA Rules 3 and 4.

21 23. Venue lies in Maricopa County pursuant to RPSA 4(b) and pursuant to
22 A.R.S. § 12-401.

1 **FACTUAL BACKGROUND**

2 ***The Trans Policy***

3 24. Since at least August 2015, MPS has maintained a policy (the “Trans
4 Policy”) of helping students who want to transition to represent themselves as having a
5 gender different from their biological sex.

6 25. Under the Trans Policy, MPS employees are required to ask students whether
7 they want their parents informed about the transition.

8 26. If students do not want their parents informed, then MPS employees are
9 required to keep this information hidden from parents.

10 27. This policy of parental non-notification used to be explicit and in writing.
11 After controversy arose in the local community about the non-notification policy, MPS
12 revised its written documents to obfuscate the policy.

13 28. However, upon information and belief, the non-notification policy continues
14 in force, and MPS employees do not notify parents about a student’s sexual identity issues
15 unless the student consents to notification.

16 29. MPS implements the Trans Policy in three parts.

17 30. *First*, the Trans Policy is implemented in a document entitled “Guidelines
18 for Support of Transgender and Gender Nonconforming Students” (the “Trans
19 Guidelines”).

20 31. Upon information and belief, the Trans Guidelines were first issued in
21 August 2015 and have been revised several times since then.

22 32. Upon information and belief, the original version of the Trans Guidelines
23 adopted in August 2015 was entitled “Interim Guidelines for Support of Transgender
24 Students” and required that “a change to the gender indicated in the student’s information
25 record” could only occur if “the principal receives a signed statement from the parent or
26 adult student that the student’s gender identity is other than as indicated in the student’s

1 information record and that the student’s gender identity will be consistently asserted at
2 school.”

3 33. However, MPS removed this requirement for parental permission from the
4 Trans Guidelines and adopted an explicit policy of *non*-notification.

5 34. The current version of the Trans Guidelines states that “school personnel
6 should not disclose information that may reveal a student’s transgender or gender
7 nonconforming status” and does not provide any exception allowing for parental
8 notification.

9 35. The Trans Guidelines do not require parental notification *at all*.

10 36. MPS maintains a copy of the Trans Guidelines online as a Google Document.
11 A link to the Trans Guidelines is available at MPS’s website at the following URL:
12 <https://departments.mpsaz.org/page/legal>. The Google Document is directly available at:
13 [https://docs.google.com/document/d/1Yqu7iabE66aklzbenqjz-
14 vML85sBnRu62T4QIJncXUs/](https://docs.google.com/document/d/1Yqu7iabE66aklzbenqjz-vML85sBnRu62T4QIJncXUs/). MPS’s filename for the document is “Guidelines for
15 Support of Transgender and Gender Nonconforming Students (August 2015).”

16 37. The current version of the document hosted on MPS’s Google account has
17 the following annotation at the top: “Revised 6/13/2023.” At the bottom of the last page, it
18 has the following annotation: “Updated August 19, 2022.” Attached as Exhibit A is a true
19 and correct copy of this latest version of the Trans Guidelines (the “June 13, 2023 Trans
20 Guidelines”).

21 38. Before MPS issued its latest version of the Trans Guidelines, the prior
22 version that was hosted on Google Documents and that was linked from the MPS website
23 was annotated at the top with “Issued 7/14/2022” and at the bottom with “Updated August
24 19, 2022.” Attached as Exhibit B is a true and correct copy of this version of the Trans
25 Guidelines (the “August 19, 2022 Trans Guidelines”).
26

1 39. *Second*, the Trans Policy is implemented through a form entitled “Support
2 Plan for Transgender and Gender Nonconforming Students” (the “Support Plan”).

3 40. The Support Plan is an official MPS form to be filled out by students who
4 want to change how they represent themselves in school to have a gender different from
5 their biological sex.

6 41. A link to the Support Plan used to be available at MPS’s website at a webpage
7 at the following URL: <https://www.mpsaz.org/legal/tngns/>.

8 42. At some point after June 15, 2023, MPS removed this webpage.

9 43. However, the Support Plan is still available as a Google Document saved to
10 MPS’s official Google account at the following URL:
11 [https://docs.google.com/document/d/1jAFwZ32nXWiNPKl6dilj3Kc3gYdZhtz8jwbcXp2](https://docs.google.com/document/d/1jAFwZ32nXWiNPKl6dilj3Kc3gYdZhtz8jwbcXp2QBDQ/)
12 [QBDQ/](https://docs.google.com/document/d/1jAFwZ32nXWiNPKl6dilj3Kc3gYdZhtz8jwbcXp2QBDQ/). MPS’s filename for the document is “MPS Support Plan for Transgender and
13 Gender Nonconforming Students.” The prior version of the Support Plan contained the
14 following annotation at the top (with no annotations at the bottom): “Updated 7/14/2022.”
15 Attached as Exhibit C is a true and correct copy of this earlier version of the Support Plan
16 (the “July 14, 2022 Support Plan”).

17 44. The July 14, 2022 Support Plan contained the following questions: “Are
18 parent(s)/guardian(s) aware of their student’s gender transition? Yes No”; “Are
19 parent(s)/guardian(s) supportive of their student’s gender transition? Yes No”; “IF No was
20 answered above, I do / do not give permission to disclose my transgender or gender
21 nonconforming status to my parent(s)/guardian(s).”

22 45. The following is how the questions appeared in context on the actual form:
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1 Are parent(s)/guardian(s) **aware** of their student's gender transition? Yes No

2 Are parent(s)/guardian(s) **supportive** of their student's gender transition? Yes No

3
4 IF No was answered above, I do do not give permission to disclose my
5 transgender or gender nonconforming status to my parent(s)/guardian(s).

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7 46. However, during the Summer of 2022, controversy arose in the local
8 community because the Support Plan's questions about parental notification clearly
9 violated Arizona law, including Arizona's Parents' Bill of Rights, which establishes that
10 "[t]he liberty of parents to direct the upbringing, education, health care and mental health
11 of their children is a fundamental right," A.R.S. § 1-601(A), that is "exclusively reserved
12 to a parent of a minor child without obstruction or interference from this state, any political
13 subdivision of this state, any other governmental entity or any other institution." A.R.S. §
14 1-602(A).

15 47. The Parents' Bill of Rights specifically prohibits all public employees,
16 including school employees, from "encourage[ing] or coerc[ing]" minors "to withhold
17 information from the child's parent." A.R.S. § 1-602(C).

18 48. Because the July 14, 2022 Support Plan violated Arizona law, MPS issued
19 an updated version of the Support Plan.

20 49. This latest version of the Support Plan has the annotation at the top, "Issued
21 on 7/14/2022." On the bottom is the annotation, "Updated: 8/23/2022." Attached as
22 Exhibit D is a true and correct copy of this latest version of the Support Plan (the "August
23, 2022 Support Plan").

24 50. The main change to the August 23, 2022 Support Plan was that MPS removed
25 the questions about parental notification, but enlarged the typeface of the following two
26 questions about Synergy, which is the electronic database system that MPS uses to track
student information and biographical data: 1) "Is a name change requested in Synergy? Yes

1 No”; 2) “Is a gender change requested in Synergy? Yes No”. After those questions was the
2 following warning: “* Parents/guardians will be notified if the student requests changes to
3 Synergy.”

4 51. The following is how the questions appear in context on the actual form:

5
6 Is a name change requested in Synergy? Yes No

7
8 Is a gender change requested in Synergy? Yes No

9
10 *** Parents/guardians will be notified if the student requests changes to Synergy.**

11 52. MPS changed the form, but not the substance, of the Support Plan. The
12 enlarged typeface for the questions about making changes to Synergy, coupled with the
13 warning to students that any change to Synergy would trigger a parental notification,
14 warned students what they needed to do to ensure their parents would not find out about
15 their transition at school.

16 53. Upon information and belief, MPS retained and enlarged the typeface of the
17 Synergy questions to serve *exactly* the same purpose as the old questions, just in a more
18 subtle way—to ask students whether they want their parents to know about their in-school
19 transition.

20 54. Schools across the school district have implemented the Trans Guidelines
21 and Support Plan and do not require parental notification when students speak with school
22 employees about gender or sexual identity issues.

23 55. For example, on March 3, 2023, Emily Wulff, a school counselor at Kino
24 Junior High, sent an email to all staff members at the school, attaching a memo
25 summarizing the Trans Policy and stating that “[s]chool staff shall not disclose information
26 that may reveal a student’s transgender status or gender nonconforming presentation to
others except as set forth on [the Support Plan].”

1 56. Attached as Exhibit I is a true and correct copy of Ms. Wulff’s email and
2 memo, which were obtained through a public records request.

3 57. Ms. Wulff’s email made no provision at all for parental notification.

4 58. Upon information and belief, Ms. Wulff’s email has never been rescinded,
5 and neither the administrators nor counselors at Kino Junior High have updated the
6 school’s policies and procedures to require parental notification.

7 59. Upon information and belief, MPS still uses the Support Plan at all schools.

8 60. Also on March 3, 2023, Ms. Wulff sent a follow-up email to a teacher at the
9 school who had asked for clarification on the non-disclosure policy. Ms. Wulff explained
10 that the purpose of the nondisclosure policy was “mainly to protect outing students who
11 are not ready to come out to peers or *family members*.” (emphasis added).

12 61. Ms. Wulff further explained that one of the main purposes of having students
13 complete a Support Plan is to help students hide an in-school gender transition from their
14 parents: “Within the plan, there are boxes to be checked if a student is not ready to come
15 out to peers or family. If you see that that box is checked within the plan, then you do not
16 have to worry about making corrections for others. *The main takeaways would be to make
17 sure when contacting home to be using their preferred name home.* For example, if I have
18 a student that goes by Emily and she/her pronouns that I need to call home for, and in their
19 plan it says to use their birth name and biological pronouns home, *being sure you do not
20 out the student by using their preferred name and pronouns they use at school.*” (emphasis
21 added).

22 62. Attached as Exhibit J is a true and correct copy of this second email from
23 Ms. Wulff, which was also obtained through a public records request.

24 63. Also on March 3, 2023, Ms. Wulff emailed other school employees about
25 updating a spreadsheet to track information about students at the school who identified as
26 being a gender different from their biological sex.

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64. That spreadsheet was titled “PRONOUN PREFERENCE.”

65. The spreadsheet contained columns listing the names of seventeen students, preferred pronouns, preferred names, and notes.

66. The content of the spreadsheet’s notes column focuses almost entirely on whether a student’s parents and family were aware of the student’s in-school gender transition.

67. Of the seventeen students on the spreadsheet, three are listed as having both parents who are “unaware.” The spreadsheet has instructions for two of these three students that appear to require school employees to actively deceive the parents by hiding the students’ in-school names and/or pronouns.

68. The spreadsheet also lists one student whose mom was aware but whose dad was “unaware,” with instructions that appear to require school employees to use a name and/or pronoun to deceive the father.

69. The spreadsheet lists a student whose mother is aware but states that “other people at home are not aware.”

70. The spreadsheet also lists seven students whose parents are at least somewhat “aware” but are either unsupportive or only partially supportive. For all seven of these students, the notes appear to instruct school employees to use the students’ birth names and gender to deceive the parents about the extent of the students’ in-school transition.

71. Thus, out of seventeen students, Kino Junior High was engaging in active deception for ten of them, or 59%, of transgender-identifying students at the school.

72. Upon information and belief, similar efforts at parental deception are taking place at many or most MPS schools.

73. Attached as Exhibit K is a true and correct redacted copy of Ms. Wulff’s email and spreadsheet, which was also obtained through a public records request.

1 74. *Third*, the Trans Policy is implemented through a form entitled “Support
2 Checklist for Transgender and Gender Nonconforming Students” (the “Checklist”).

3 75. MPS maintains a copy of the Checklist online as a Google Document. A link
4 to the Checklist is available at MPS’s website at the following URL:
5 <https://departments.mpsaz.org/page/legal>. The Google Document is available at
6 [https://docs.google.com/document/d/12U28aJ8K4XHS71CUWSmdsCvRbfyRgqoNhsGE](https://docs.google.com/document/d/12U28aJ8K4XHS71CUWSmdsCvRbfyRgqoNhsGEBchP7TE/)
7 [BchP7TE/](https://docs.google.com/document/d/12U28aJ8K4XHS71CUWSmdsCvRbfyRgqoNhsGEBchP7TE/). MPS’s filename for the document is “MPS Support Checklist for Transgender
8 and Gender Nonconforming Students.”

9 76. The Checklist was released on or about June 14, 2023. Attached as Exhibit
10 E is a true and correct copy of the original version of the Checklist.

11 77. At some point after June 14, 2023, MPS revised the Checklist. Attached as
12 Exhibit F is a true and correct copy of the current version of the Checklist.

13 78. The Checklist states that it “is designed to work with families and students
14 to determine how best to provide support for their child at school.” Ex. F. at 1. It states,
15 “[n]o changes will be made in Synergy without parent/guardian permission.” *Id.*

16 79. As with the Support Plan, this statement serves as a way of notifying students
17 what will trigger parental notification and how to avoid it.

18 80. The Checklist also asks students to check boxes describing “[h]ow public or
19 private will the student’s transgender or gender nonconforming status be.” *Id.*

20 81. Students may check any of the following categories “Open to all adults and
21 peers”; “School leadership/administration (counselor, assistant principal, etc.)”; “District
22 staff (counselor, specialists, etc.)”; “Teachers and/or other school staff”; “Student will not
23 be openly ‘out’, but some students are aware of the student’s gender identification”;
24 “Other.” *Id.* *None* of those categories consider parental involvement.

25 82. The Checklist states that “[s]tudents shall have access to the restrooms and
26 locker rooms that correspond with their gender identity consistently asserted at school.” *Id.*

1 83. The Checklist has boxes that students may check off for any of the following
2 categories to indicate where “alternative arrangements may need to be considered”:
3 “Restroom”; “Locker Room/PE”; “Field Trips”; “Overnight Trips”; “Gendered Activities
4 (e.g. sports)”; and “Other Co-/Extracurricular Activities (e.g. theater, clubs, etc.)” *Id.*

5 84. Following this list of checkboxes, the current version of the Checklist has the
6 following statement: “Parents/guardians are notified of the support(s) provided at school.”
7 *Id.*

8 85. The original version of the checklist contained no such statement about
9 parental notification. Ex. E at 1.

10 86. The Checklist’s statement about parental notification pays lip service to
11 MPS’s constitutional and statutory duty to notify parents, but informs students how to
12 avoid such notification: by not formally requesting any of the listed “support(s) provided
13 at school.”

14 87. On June 14, 2023, the Superintendent sent out a communitywide email,
15 including to parents of MPS students, about several topics, including the Trans Policy.

16 88. In that email, she stated, “[a]s I become aware of public comments on this
17 topic, I hear a concern that students are placed on Transgender Support Plans without
18 parent notification. That is not the case. I have also heard that the Transgender Support
19 Plan is a plan to help students with medical transitions. That is also not true. To further
20 clarify the purpose and protocol going forward, the Transgender Support Plan document
21 has been revised to be more clear in its intent.”

22 89. MPS posted a copy of the email at:
23 https://www2.mpsaz.org/community_migrated/superintendency/superintendent_communi
24 [cation/articles/100693/important-message-from-superintendent-andi-fourlis](https://www2.mpsaz.org/community_migrated/superintendency/superintendent_communi). Attached as
25 Exhibit G is a copy of that email.

26 90. Upon information and belief, the Superintendent’s denials were incorrect.

1 91. In fact, students *have* been placed on Transgender Support Plans without
2 parent notification, including at least one elementary school student and eleven junior high
3 students.

4 92. Nor was the Superintendent accurate when she claimed to have revised the
5 Trans Policy documents to clarify that parents should be notified.

6 93. In fact, MPS made no changes at all to the Support Plan at that time.

7 94. MPS made minor changes to the Trans Guidelines, but far from clarifying
8 that parents should be notified about gender transitions, the only substantive change that
9 MPS made was to *remove* the only explicit reference to parental notification, deleting the
10 following sentence: “The Support Plan for Transgender and Gender Nonconforming
11 Students is a confidential student record under FERPA, subject to inspection and review
12 by the student’s parent or guardian.”

13 95. Also contrary to the Superintendent’s claims, the revised Trans Guidelines
14 did not contain any prohibitions on assisting students in making medical transitions (nor
15 did they contain any such prohibition before). Attached as Exhibit H is a redline version
16 showing all changes to the June 13, 2023 Trans Guidelines.

17 96. The Checklist, which was introduced around the time of the Superintendent’s
18 email, also did not require *any* notification of parents when a student approaches a school
19 employee about concerns about the student’s sex or gender identity.

20 97. Rather, the original version of the Checklist only required parental
21 notification if changes were made to Synergy.

22 98. And the revised version of the Checklist also does not require immediate
23 parental notification but only requires it *after* a student is already receiving “support(s)
24 provided at school”—in other words, notification is only required once the in-school
25 transition is a *fait accompli*. Ex. F at 1.
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1 99. Furthermore, upon information and belief, MPS employees regularly ignore
2 the requirement to notify parents after students have started transitioning in school.

3 100. The MPS Governing Board has never voted to adopt or authorize the Trans
4 Policy or any of its constituent elements: the Trans Guidelines, the Support Plan, and the
5 Checklist.

6 101. Upon information and belief, the MPS Governing Board tacitly approves of
7 the Trans Policy but intentionally avoids voting to adopt it because the Board wants to
8 avoid accountability to the electorate.

9 ***MPS Uses the Trans Policy to Transition Megan Without her Parents’ Consent.***

10 102. During the 2022 to 2023 academic year, Megan Doe was an Eighth-Grade
11 student at an MPS junior high.

12 103. In mid-October, a friend of Jane’s told her that Jane’s daughter was using a
13 different name at school, going by “Michael”² instead of Megan.

14 104. Jane was confused by this statement, but because Megan had told her nothing
15 about using another name at school, and also because the school had not notified Jane about
16 the name change, Jane assumed this information was some kind of mistake and took no
17 action.

18 105. On October 31, while Megan was trick-or-treating, the mother of one of
19 Megan’s friends asked if she was “Michael’s mom.”

20 106. Because of this incident, Jane realized that the name change was a real issue
21 and was cause for major concern.

22 107. Jane checked through Megan’s school materials and discovered that the
23 playbill for a recent school musical had listed Megan as a cast member under the name of
24 “Michael.”

25
26 _____
² “Michael” is a pseudonym. The actual name was also an unmistakably male name.

1 108. Jane discovered that school orchestra programs also listed Megan as
2 “Michael.”

3 109. In early November, Jane contacted Megan’s drama teacher and asked if
4 Megan was using the name Michael.

5 110. Astoundingly, the teacher refused to answer the question and told Jane that
6 the teacher would need to check with the principal to verify whether the teacher could
7 disclose any information to Jane.

8 111. Notwithstanding this restriction, the teacher eventually relented and
9 confirmed that Megan had been going by the name Michael and was known as Michael to
10 all teachers and students at the school.

11 112. Jane requested a meeting with the school principal, which was scheduled for
12 December 5, 2022. At that meeting, the principal confirmed that the school knew that
13 Megan used “Michael” as her chosen name and that the school allowed and encouraged
14 this.

15 113. The principal further informed Jane that the reason for the name change was
16 Megan’s uncertainty about her sexual and gender identity, that Megan had asked that she
17 go by the name of “Michael” at school, and that this request had been conveyed to all of
18 Megan’s teachers.

19 114. The principal did not further disclose to Jane the content of Megan’s
20 discussions with the principal or other school personnel about gender and sexuality issues.

21 115. Until the present, Jane has been unable to obtain any records or information
22 from the school that disclose the specific content of the discussions school personnel had
23 with Megan about gender and sexuality.

24 116. The principal and other school personnel appear to consider information
25 about their discussions with Megan on gender and sexuality to be confidential, even as to
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1 Megan's parents. They have treated Jane as if they believe she does not have the right to
2 know this information.

3 117. The principal told Jane that when a student went by a nickname or other name
4 different from her given name, MPS's student information system allowed the school to
5 input the student's preferred name into the system.

6 118. The principal also informed Jane that any such change made to the student
7 information system would trigger an automatic alert to the student's parents and that if the
8 school had changed Megan's preferred name to Michael in their electronic system, Jane
9 would have been made aware of the name change.

10 119. The principal admitted that school personnel intentionally had *not* changed
11 Megan's name in the system to avoid any notification being sent to Jane and that there
12 were no plans to change Megan's name in the system.

13 120. The principal told Jane that even if Jane had asked to be notified about any
14 name changes, pronoun changes, or other choices related to a transgender identity by her
15 child, it was official MPS policy not to tell parents and that school personnel would not
16 notify Jane about any further developments related to these issues.

17 121. Jane asked whether biologically male students who claim a transgender
18 identity were using the girls' bathroom at school, and the principal stated that Jane had no
19 right to know this information and that it was MPS's policy not to notify parents whether
20 this was happening.

21 122. Jane asked the principal whether MPS's dress policy, which prohibits
22 distracting clothing, would prohibit a biological male from dressing in traditionally female
23 clothing, such as skirts and dresses. The principal claimed that, while such clothing might
24 be distracting to some adults, it would not be distracting to other students and was,
25 therefore, allowed.
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1 123. Jane asked the principal to ensure that all school personnel stopped using the
2 name “Michael” and instead referred to Megan by her given name.

3 124. However, the school ignored Jane’s demand.

4 125. At Megan’s final orchestra concert at the end of the year—a full semester
5 after Jane’s meeting with the principal—Megan’s orchestra teacher introduced Megan as
6 “Michael” to a packed auditorium.

7 126. During Jane’s December 5, 2022 meeting with the principal, the principal
8 told Jane that if she would like to discuss the Trans Policy further, she would need to speak
9 with MPS’s general counsel.

10 127. Later that same day, the principal emailed to Jane the contact information for
11 MPS’s general counsel. Jane called the general counsel and left a message, but the general
12 counsel never returned Jane’s call.

13 128. During the 2022 to 2023 school year, Megan used speech therapy services
14 from MPS through an Individualized Education Program (IEP).

15 129. Jane attended an IEP meeting on February 9, 2023 to discuss Megan’s
16 progress in speech therapy. Nearly all of Megan’s teachers were present. Megan’s father
17 was also present.

18 130. At the meeting, both Jane and Megan’s father expressed their anger and
19 frustration that school personnel had hidden Megan’s in-school gender transition.

20 131. Only one of Megan’s teachers had refused to call her “Michael,” and they
21 thanked that teacher for calling Megan by her correct name.

22 132. Megan’s art teacher apologized and stated that the teacher did not know that
23 Megan’s parents were unaware of the name change.

24 133. MPS’s implementation of the Trans Policy regarding Megan was dangerous,
25 harmful, and illegal for several reasons. Two are particularly concerning.
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1 134. *First*, school employees encouraged Megan to lie to her parents and helped
2 her to do so, which harmed the parent-child relationship and delayed Megan from receiving
3 needed mental health counseling.

4 135. Following the December 5, 2022 meeting with the principal, Jane became
5 more completely aware of Megan’s struggles. Consequently, Jane was able to talk to
6 Megan with love and empathy about these issues and discuss how to resolve them.
7 Furthermore, this led to Megan talking to her psychotherapist about these issues as well.

8 136. Within a month of Jane’s meeting with the principal and Megan being able
9 to talk to her mother and mental health counselor, Megan’s issues were completely
10 resolved.

11 137. Within a month, Jane no longer needed counseling.

12 138. Jane is now very comfortable presenting herself as a female and using her
13 given name and is thriving in high school.

14 139. If MPS employees had immediately contacted Jane—as required by law—
15 when Megan first expressed concerns about her sexual and gender identity, she could have
16 had those important discussions with her mother and her mental health counselor sooner
17 and avoided many months of needless suffering. She also would have avoided the difficulty
18 and hardship of de-transitioning back to presenting as a female and using the name
19 “Megan” again.

20 140. *Second*, if there were ever an emergency or disaster on campus, Megan’s use
21 of a different name without her parents’ knowledge or consent would impede rescue efforts
22 and delivery of emergency services. For example, if she were admitted to the hospital based
23 on her in-school name, Megan’s parents likely would be unable to locate her in the hospital
24 or provide relevant information or instructions to healthcare providers.

COUNT I

**Trans Policy – Unlawfully Adopted without Governing Board Approval
(A.R.S. §§ 12-1801, 12-2021, 15-341, § 15-711)**

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3 141. The Plaintiffs incorporate by reference the preceding allegations as if fully
4 set forth herein.

5 142. The Trans Policy is unlawful because the Governing Board never adopted it.

6 143. Under Arizona law, MPS may not enact a policy such as the Trans Policy
7 without Governing Board approval. There are at least two reasons for this:

8 144. *First*, only the MPS Governing Board has the authority to “[p]rescribe and
9 enforce policies and procedures to govern the schools.” A.R.S. § 15-341(A)(1).

10 145. The Trans Policy is a “polic[y]” or “procedure[.]” within the meaning of
11 A.R.S. § 15-341(A)(1).

12 146. Because the Trans Policy was never adopted by the MPS Governing Board,
13 it is therefore unlawful.

14 147. *Second*, any discussion of transgender issues with a student constitutes sex
15 education instruction under Arizona law, and the content of any sex education instruction
16 *must* be pre-approved by the Governing Board. A.R.S. § 15-711(E).

17 148. Because the Trans Policy is a form of sex education that the Governing Board
18 has not approved, the Trans Policy is unlawful.

19 149. Tacit informal approval of a policy by the Governing Board does not make
20 that policy official or lawful.

21 150. MPS may not adopt any policy unless a formal Governing Board vote
22 approves it during a duly called and constituted meeting of the Board.

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COUNT II
Trans Policy – Substantively Unlawful
(A.R.S. §§ 12-1801, 12-2021, 1-601, 1-602, 13-1214, 13-1402, 13-3620, 15-102, 15-113, 15-341, 15-711, 36-2272)

151. The Plaintiffs incorporate by reference the preceding allegations as if fully set forth herein.

152. Even if the Superintendent had independent authority to adopt the Trans Policy, or even if the MPS Governing Board had adopted the Trans Policy, it would still be unlawful.

153. All “policies and procedures” adopted by a school governing board must be “[]consistent with the laws.” A.R.S. § 15-341(A)(1).

154. The Trans Policy is unlawful under Arizona law for a variety of reasons, including the following:

155. *First*, by not requiring immediate notification of parents and by allowing school officials to discuss sexual matters without parents’ knowledge or consent, it violates parents’ fundamental right under the U.S. Constitution over “the care, custody, and control of their children,” including “the right to direct the upbringing and education of children”; *Troxel v. Granville*, 530 U.S. 57, 65 (2000) (cleaned up).

156. *Second*, for the same reasons as the prior paragraph, it violates Arizona’s Parents’ Bill of Rights, which establishes that “[t]he liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right,” A.R.S. § 1-601(A), that is “exclusively reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution.” A.R.S. § 1-602(A).

157. *Third*, it violates the Parents’ Bill of Rights’ prohibition on all public employees, including school employees, from “encourage[ing] or coerc[ing]” minors “to withhold information from the child’s parent.” A.R.S. § 1-602(C).

1 158. *Fourth*, under Arizona law, “no person, corporation, association,
2 organization or state-supported institution, or any individual employed by any of these
3 entities, may procure, solicit to perform, arrange for the performance of or perform mental
4 health screening in a nonclinical setting or mental health treatment on a minor without first
5 obtaining the written or oral consent of a parent or a legal custodian of the minor child.”
6 A.R.S. § 36-2272(A).

7 159. Yet, the Trans Policy requires that school officials do exactly what Arizona
8 law prohibits: perform mental health screening and treatment, such as by requiring that
9 officials determine whether a “student’s gender identity” has been “consistently asserted
10 at school” and that they “support the educational and social needs of transgender and
11 gender nonconforming students.” Ex. A at 1, 3.

12 160. Furthermore, the Support Plan requires that a student meet with school
13 officials and designate a school employee to act as a sort of gender mental health counselor,
14 called a “Support Facilitator.” Ex. D at 2, 4.

15 161. Finally, the Checklist requires that school officials “provide support” for a
16 student’s mental health condition. Ex. F at 1.

17 162. *Fifth*, any discussion of transgender issues with a student constitutes “sex
18 education” under Arizona law, and it is unlawful for “[a] public educational institution” to
19 “[p]rovid[e] sex education instruction to [a] student” unless it has first “obtain[ed] signed,
20 written consent from a student’s parent or guardian.” A.R.S. § 15-113(D); A.R.S. § 15-
21 102(A)(5) (“prohibit[ing] the school district from providing sex education instruction to a
22 pupil unless the pupil’s parent provides written permission for the child to participate in
23 the sex education curricula”).

24 163. Furthermore, parents must be notified “two weeks before any [sex education]
25 instruction is offered.” A.R.S. § 15-711(B).

1 164. Because the Trans Policy does not require written consent from a parent or
2 guardian *before* school officials invoke the Trans Policy to discuss transgender-related
3 issues with students, and also because it does not require notification of parents at least two
4 weeks in advance of any such discussion with a student, the Trans Policy is unlawful.

5 165. *Sixth*, “[s]chool districts ... may not provide sex education instruction before
6 grade five.” A.R.S. § 15-711(A).

7 166. Because the Trans Policy applies to all grade levels, it is unlawful—with or
8 without parental consent—to the extent that it applies to students below fifth grade.

9 167. *Seventh*, Arizona requires that a school governing board “[s]hall provide
10 parents with a meaningful opportunity to participate in, review and provide input on any
11 proposed sex education course of study before it is adopted.” A.R.S. § 15-711(E); *see also*
12 § 15-711(F) (requiring that “all meetings of committees that are authorized for the purposes
13 of reviewing and selecting the sex education course of study be publicly noticed at least
14 two weeks before occurring and be open to the public”; requiring that “any proposed sex
15 education course of study available and accessible for review and public comment for at
16 least sixty days before the governing board or governing body decides whether to approve
17 that course of study”; and requiring the governing board to “[c]onduct at least two public
18 hearings within the sixty-day period before” it “decides whether to approve any course of
19 study”).

20 168. Because the Trans Policy is a form of sex education for which there was
21 absolutely *no* parental participation or advance public notice, the Trans Policy is unlawful.

22 169. *Eighth*, Arizona law requires that “*parents will be notified in advance* of and
23 given the opportunity to opt their children in to *any instruction, learning materials or*
24 *presentations regarding sexuality*, in courses other than formal sex education curricula.”
25 A.R.S. § 15-102(A)(6) (emphasis added).
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1 170. Thus, even if the Trans Policy does not qualify as “sex education” under
2 Arizona law, it is still unlawful because it constitutes “instruction, learning materials or
3 presentations regarding sexuality,” and it is implemented without advance notification to
4 parents that it is being applied with respect to their children. *Id.*

5 171. *Ninth*, under MPS administrative regulation KBAA-R(4)³, “[a] child will not
6 receive sex education unless a signed permission form is on file with the teacher.”

7 172. Furthermore, under regulation KBAA-R(5), “[h]uman sexuality will be
8 taught *only* as part of the district-approved sex education curriculum. Accordingly, there
9 should be no need for a parent to receive notice that the child may receive instruction or a
10 presentation concerning human sexuality in any course other than the district-approved sex
11 education curriculum.” (emphasis added).

12 173. Because applying the Trans Policy requires teaching on “human sexuality,”
13 and because it is applied outside of the district-approved sex education curriculum, the
14 Trans Policy violates MPS’s *own regulations*.

15 174. *Tenth*, “indecent exposure” in Arizona is a crime whereby a person “exposes
16 his or her genitals or anus or she exposes the areola or nipple of her breast or breasts and
17 another person is present, and the defendant is reckless about whether the other person, as
18 a reasonable person, would be offended or alarmed by the act.” A.R.S. § 13-1402(A).
19 “Indecent exposure to a person who is fifteen or more years of age is a class 1
20 misdemeanor,” and “[i]ndecent exposure to a person who is under fifteen years of age is a
21 class 6 felony.” A.R.S. § 13-1402(C). Arizona law classifies indecent exposure to a person
22 under 15 years of age as a “[s]exually violent offense.” A.R.S. § 36-3701(6)(a). And it
23 classifies every violation—whether against a person over or under 15—as a “sex offense.”
24 A.R.S. § 6-201(K)(6)(b). Any person who has committed two or more “violation[s] of
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³ Available at https://www2.mpsaz.org/rights/files/kbaa_combo.pdf.

1 indecent exposure to a person who is under fifteen years” is required to register as a sex
2 offender. A.R.S. § 13-3821(A)(15).

3 175. The Trans Guidelines allow students to use “restrooms, locker rooms, shower
4 facilities, and single-sex classes” that are “consistent with their gender identity.” Ex. A at
5 3. In other words, the Trans Guidelines let a student use intimate facilities designated for
6 the exclusive use of students of the opposite biological sex.

7 176. The Support Plan goes further, guaranteeing that “[s]tudents shall have
8 access to the restrooms and locker rooms that correspond with their gender identity
9 consistently asserted at school” and allowing a student to make specific plans for himself
10 or herself, including a “Restroom Plan”; “Locker Room/PE Changing Plan”; “Field Trip
11 Plan”; “Overnight Trip Plan”; “Gendered Activities Plan (e.g. sports)”; and “Other Co-
12 /Extracurricular Activities Plan (e.g. theater, clubs, etc.)” Ex. D at 2. The Checklist uses
13 the same language as the Support Plan and lets students check boxes for which facilities
14 they plan to use. Ex. F at 1.

15 177. A reasonable person—especially a minor who is a public school student—in
16 a locker room, shower facility, restroom, or other single-sex intimate facility would be
17 “offended or alarmed” by the exposure of the genitals of someone of the opposite biological
18 sex.

19 178. The Trans Policy, therefore, facilitates the commission of sexually violent
20 offenses against MPS students.

21 179. The Trans Policy additionally exposes MPS employees to potential
22 accomplice or conspiracy criminal liability for those incidents of indecent exposure. A.R.S.
23 §§ 13-1003, -1004.

24 180. It also exposes MPS itself to significant potential civil liability.

25 181. Because the Trans Policy facilitates and encourages the commission of
26 numerous acts of criminal indecent exposure, it is therefore unlawful.

1 182. *Eleventh*, “[s]chool personnel” are mandatory reporters who “shall
2 immediately report” any “reportable offense,” including “[u]nlawful mutilation,” A.R.S. §
3 13-3620(A)(4) and (P)(4)(e). The crime of unlawful mutilation makes it illegal to mutilate
4 the genitals of “a female who is under eighteen years of age.” A.R.S. § 13-1214(A)(1) and
5 (F). “The consent of the minor on whom the mutilation is performed or the parents of the
6 minor is not a defense to a prosecution for unlawful mutilation.” A.R.S. § 13-1214(E).

7 183. Female genital mutilation includes any of the following “the partial or total
8 removal of the clitoris, prepuce, labia minora, with or without excision of the labia major,
9 the narrowing of the vaginal opening through the creation of a covering seal formed by
10 cutting and repositioning the inner or outer labia, with or without removal of the clitoris,
11 or any harmful procedure to the genitalia, including pricking, piercing, incising, scraping
12 or cauterizing.” A.R.S. § 13-1214(F). This definition covers the procedures performed
13 during what is often euphemistically called “gender transition surgery.” The unlawful
14 mutilation statute only provides for a medical exception if the procedure is “proven to be
15 medically necessary.” *Id.*

16 184. Under a plain text reading of the unlawful mutilation statute, the requirement
17 that the medical necessity of genital mutilation be “proven” would require adjudication in
18 court before the exception could apply. Because the Trans Policy does not require
19 disclosure of gender transition to law enforcement authorities, and indeed actively prohibits
20 disclosures to anyone other than whom the student designates, it violates Arizona’s
21 mandatory reporting statute to the extent that any Support Plan, Checklist, or personal
22 conversation pursuant to the Trans Policy involves any discussion of planned “gender
23 reassignment surgery” on biological females.

24 185. The Defendants do not have the discretion to ignore any of the above eleven
25 legal requirements that make the Trans Policy unlawful. Therefore, they lack the discretion
26 to adopt, implement, or enforce the Trans Policy.

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COUNT III

Declaratory Judgment that the Trans Policy Is Unlawful

(A.R.S. §§ 12-1831, 1-601, 1-602, 13-1214, 13-1402, 13-3620, 15-102, 15-113, 15-341, 15-711, 36-2272)

186. The Plaintiffs incorporate by reference the preceding allegations as if fully set forth herein.

187. For the reasons outlined in Counts I and II, the Trans Policy is unlawful because it was adopted without board approval and, even if validly adopted, it is substantively unlawful.

188. Arizona courts have the authority to “declare rights, status, and other legal relations whether or not further relief is or could be claimed.” A.R.S. 12-1831.

COUNT IV

Parents’ Bill of Rights

(A.R.S. §§ 1-601, 1-602, 12-1801, 12-2021)

189. The Plaintiffs incorporate by reference the preceding allegations as if fully set forth herein.

190. The Parents’ Bill of Rights states that a governmental entity, which includes a school district, “shall not interfere with or usurp the fundamental right of parents to direct the upbringing, education, health care and mental health of their children.” A.R.S. § 1-602(E).

191. The Parents’ Bill of Rights confers standing on, and establishes a cause of action for, a parent to “bring suit against a governmental entity or official ... subsection based on any violation of the statutory rights set forth in this chapter or any other action that interferes with or usurps the fundamental right of parents to direct the upbringing, education, health care and mental health of their children in the superior court in the county in which the violation or other action occurs....” *Id.*

1 192. The Defendants, through their Trans Policy, have violated the parental rights
2 of Plaintiff Jane Doe in several ways, including the following:

3 193. *First*, the Defendants “attempt[ed] to encourage or coerce” Megan Doe “to
4 withhold information from the child’s parent.” A.R.S. § 1-602(C)

5 194. *Second*, they usurped Jane Doe’s “right to direct the education of” Megan
6 Doe. A.R.S. § 1-602(A)(1).

7 195. *Third*, they usurped Jane Doe’s “right to direct the upbringing of” Megan
8 Doe. A.R.S. § 1-602(A)(3).

9 196. *Fourth*, they usurped Jane Doe’s “right to direct the moral or religious
10 training of” Megan Doe. A.R.S. § 1-602(A)(4).

11 197. *Fifth*, they usurped Jane Doe’s “right to make all health care decisions for”
12 Megan Doe, “including rights pursuant to § ... 36-2272” regarding mental health
13 screenings. A.R.S. § 1-602(A)(5).

14 198. *Sixth*, they violated the statute making it unlawful for “[a] public educational
15 institution” to “[p]rovid[e] sex education instruction to [a] student” unless it has first
16 “obtain[ed] signed, written consent from a student’s parent or guardian.” A.R.S. § 15-
17 113(D); *see also*, A.R.S. § 15-102(A)(5) (“prohibit[ing] the school district from providing
18 sex education instruction to a pupil unless the pupil’s parent provides written permission
19 for the child to participate in the sex education curricula”).

20 199. *Seventh*, they violated the requirement that parents must be notified “two
21 weeks before any [sex education] instruction is offered.” A.R.S. § 15-711(B).

22 200. *Eighth*, they violated the requirement that “parents will be notified in
23 advance of and given the opportunity to opt their children in to any instruction, learning
24 materials or presentations regarding sexuality, in courses other than formal sex education
25 curricula.” A.R.S. § 15-102(A)(6) (emphasis added).

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- policy requiring advance consent from parent(s) or guardian(s) before any school employee engages in a discussion with a student about any such subject;
- B. An injunction and/or writ of mandamus ordering the Defendants not to impose any guidelines, policies, procedures, plans, or checklists relating to matters of sexuality or to the gender or sexual identity of students unless the MPS Governing Board has lawfully and publicly adopted a related policy and explicitly authorized the Defendants to take specific action under the policy;
 - C. An injunction and/or writ of mandamus ordering, as a remedial measure to ameliorate the harm of the Trans Policy, that the Defendants do the following:
 - 1. Compile a complete and comprehensive list of all students who were enrolled at any time from 2015 until the present at MPS for whom any of the following is true:
 - a. the student submitted a Support Plan or Checklist;
 - b. any school employee regularly called the student by a different name or pronoun from that recorded in Synergy; or
 - c. the student was listed in any school spreadsheet or list as a student who used a different pronoun or name than that recorded in Synergy.
 - 2. Notify the parents or legal guardians of all students identified above, providing the following:
 - a. Complete disclosure of all existing records related to the student's name or pronoun change;
 - b. Complete disclosure of all existing records pertaining to the student's discussion with any school employee about sexuality or gender identity, including records from discussions with school counselors, administrators, or teachers;

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- c. Complete disclosure of all emails, text messages, or instant message chats between a school employee and the student discussing the student’s name change, pronoun change, sexual identity, gender identity, or any other matter of human sexuality; and
- d. For each applicable school employee, a comprehensive narrative prepared by the employee about the full content of that employee’s discussions with the student about the student’s name change, pronoun change, sexual identity, gender identity, or any other issue related to sexuality or gender identity.

D. A declaratory judgment stating that the Trans Policy is unlawful and that MPS and its employees must immediately notify parent(s) or guardian(s) whenever a student attempts to discuss any matters of sexuality with school employees, including when students express confusion or concern about their gender or sexual identity or when they express a desire to transition to represent themselves as having a gender different from their biological sex, and that MPS and its employees must obtain advance consent from parent(s) or guardian(s) before any school employee engages in a discussion with a student about any such subject;

E. A declaratory judgment stating that it is unlawful for the Defendants to impose any guidelines, policies, procedures, plans, or checklists relating to matters of sexuality or to the gender or sexual identity of students unless the MPS Governing Board has lawfully adopted a related policy and explicitly authorized the Defendants to take specific action under the policy;

F. An award of reasonable attorneys’ fees and costs under A.R.S. §§ 12-341, 12-348, 12-2030, the private attorney general doctrine, and other applicable law; and

G. For such other relief as the Court deems just and proper.

RESPECTFULLY SUBMITTED this 9th of February, 2024.

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America First Legal Foundation

By: /s/James Rogers

James K. Rogers (No. 027287)
Senior Counsel
America First Legal Foundation
611 Pennsylvania Ave., SE #231
Washington, D.C. 20003
Phone: (202) 964-3721
James.Rogers@aflegal.org

*Attorney for Plaintiff Rachel Walden
and Jane Doe*

Exhibit A



Guidelines for Support of Transgender and Gender Nonconforming Students

Revised 6/13/2023

Students who are transgender or gender nonconforming and who consistently assert at school a gender identity that is different from the student's sex assigned at birth may need additional support in order to ensure equal access to their school's education programs and activities. These guidelines are intended to help schools ensure a safe learning environment free from discrimination and harassment, and to support the educational and social needs of transgender and gender nonconforming students. Because these guidelines do not anticipate every situation that may occur, students' needs should be assessed on a case-by-case basis. The *Support Checklist for Transgender and Gender Nonconforming Students* is a tool provided to assist in addressing student needs.

Definitions

1. *Gender Identity*: an individual's inner sense of gender, which may be different from or the same as a person's sex assigned at birth.
2. *Sex assigned at birth*: the sex designation recorded on an infant's birth certificate should such a record be provided at birth.
3. *Transgender*: a term that describes people whose gender identity is different from their sex assigned at birth.
4. *Gender transition*: the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.
5. *Gender expression*: how a person manifests their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms. It is usually an extension of their gender identity.
6. *Gender nonconforming*: a term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. Other terms that can have similar meanings are gender diverse or gender expansive.
7. *Sexual orientation*: an individual's physical or emotional attraction to the same and/or the opposite gender. Gay, lesbian, bisexual, and straight are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

Discrimination/Harassment

It is the policy of Mesa Public Schools (MPS) to maintain a safe and supportive learning and educational environment that is free from harassment, bullying, and discrimination on the basis of sex, which includes gender identity.

Complaints alleging harassment, bullying, or discrimination based on an individual's gender identity should be handled in accordance with the procedures set forth in [Administrative Regulations JB-R\(2\): Equal Educational Opportunities – Other Unlawful Discrimination](#) or [JFD-R: Student Harassment and Bullying](#), as appropriate. Complaints should be directed to an appropriate building administrator using [Title IX complaint form](#) (sex-based discrimination), [Form JFD-R-F\(1\)](#) (harassment), or [Form JFD-R-F\(2\)](#) (bullying), as appropriate.

Privacy

Except as set forth herein, school personnel should not disclose information that may reveal a student's transgender or gender nonconforming status. Under the Family Educational Rights and Privacy Act (FERPA), only those school employees with a legitimate educational interest should have access to a student's records or the information contained within those records. Disclosing confidential student information to others may violate privacy laws, including but not limited to FERPA. Transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity openly and to decide when, with whom, and how much of their private information to share with others. The *Support Checklist for Transgender and Gender Nonconforming Students* can help administrators or their designees work with students in developing a plan regarding how public or private the student wishes their transgender or gender nonconforming status to be.

Preferred Names/Pronouns

Every student has the right to be addressed by a name and pronoun that correspond to the student's gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow such students to use a chosen name and gender pronouns that reflect their identity. A transgender student is **not** required to provide verification that the student is undergoing or has undergone medical treatment for the purpose of gender transition as a condition for changing a student's name and/or gender markers in the District's records. If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns.

To ensure consistency among administrators and staff, every effort will be made to immediately update student education records (such as attendance reports, class rosters for substitutes, school IDs, electronic records, Webex and other remote learning identifiers, etc.) with the student's chosen name and appropriate gender markers. In some circumstances, school administrators may be specifically required by law to record a student's name or gender as it appears on documents such as a current birth certificate or other reliable proof of identity. In those instances, school staff and administrators shall record this information on the protected identity screen on Synergy (see below) to avoid the inadvertent disclosure of the information. All records that are not specifically required by law to match government-issued documents shall be updated upon a student's written request.

Any change to a student's gender designation in the student information record should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the Information Systems Department is aware of the change and what effects the change may have for student reporting purposes. Parent(s)/legal guardian(s) will be notified if changes are

made in Synergy.

Legal Name Change

MPS must maintain for each enrolled student an official student record that includes the student's legal name. The student's legal name must be used in all official student records, including a transcript and reports to the Arizona Department of Education. A student's legal name will be changed by MPS in its official student records upon receipt of documentation that the legal name has been changed pursuant to applicable law. The documentation required for a legal change of name is a court order, valid birth certificate, or valid passport demonstrating the student's new legal name.

Any change to a student's legal name should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the Information Systems Department is aware of the change and what effects the change may have for student reporting purposes.

Activities and Facilities

When a school provides sex-segregated activities and facilities, transgender students must be allowed to participate in such activities and access such facilities consistent with their gender identity. This includes, but is not limited to, restrooms, locker rooms, shower facilities, and single-sex classes. A school may make individual-user options available to all students who voluntarily seek additional privacy. It may not, however, *require* transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so.

Sports and Physical Education

Transgender and gender nonconforming students should be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. However, in conformity with Arizona Revised Statutes § 15-120.02, interscholastic or intramural athletic teams or sports "designated for 'females,' 'women,' or 'girls' may not be open to students of the male sex." Additionally, participation in competitive athletic activities that are restricted to students of a specific gender may require authorization from the Arizona Interscholastic Association (AIA), as explained in their Constitution, Bylaws, Policies and Procedures at Section 41.9.

Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (e.g., overnight field trips), students should be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis.

Dress Codes

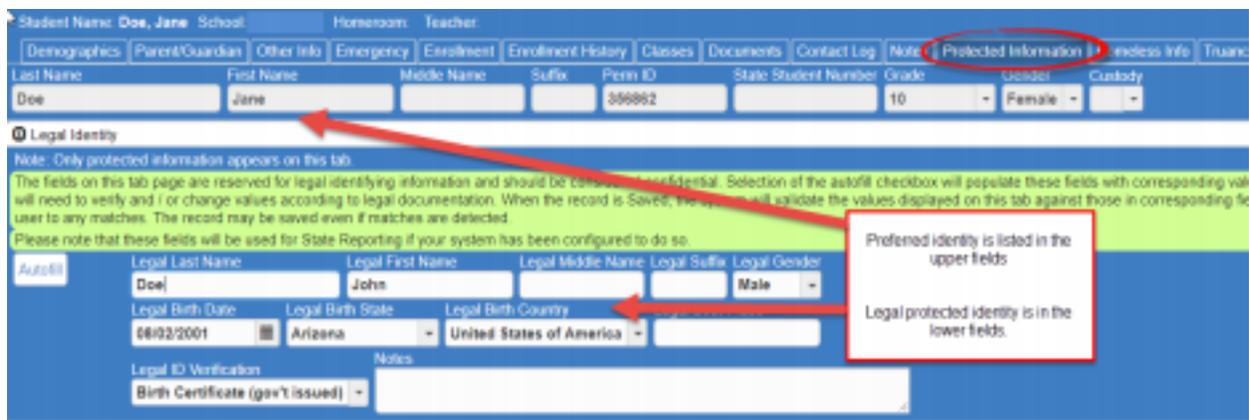
Schools are required to enforce the Student Dress and Grooming standards set forth in Policy JFCA and Administrative Regulation JFCA-R. Students have the right to dress in accordance with their gender identity that is consistently asserted at school, within the constraints of the adopted dress code.

Synergy – Protected Student Identity

mpsazSynergy now has the ability to protect a legal identity and display a preferred identity in student data. The following fields can be protected: student last name, student first name, student middle name, suffix, birth date, birthplace, birth verification and gender.

To protect a legal identity the school must first complete the process on the legal website and verify the student data in Synergy is the correct legal identity information as indicated on the birth verification provided by the parent/guardian. After completing the *MPS Support Plan for Transgender and Gender Nonconforming Students*, the administrator sends an email to synergy@mpsaz.org requesting the legal identity for student #xxxxxx be protected. The email needs to include the legal name and gender and the preferred name and gender. The Synergy administrator will make the change in the system, update the active directory, and notify the school when all tasks are complete.

The protected legal identity can be viewed by select staff roles on the Student screen> Protected Information tab:



When a student has a legal protected identity the preferred identity will display on screens and reports from within Synergy, TeacherVUE and the parent/student portals:

| Student Profile | | | | Year: 2018-2019 |
|----------------------------------|---------------------------------|---|---------------------------------|---------------------------------|
| Doe, Jane -- Homeroom: N/A | | | | Report: STU201 |
| General Information | | | | |
| Student Name Doe, Jane | Perm ID 356862 | Gender F | Grade 10 | No Photo Edupoint On file |
| State ID | Last Name Goes By | Nick Name | | |
| Birth Date 08/02/2001 | Birth Place | Leave Date | Enter Date 08/08/2018 | |
| Home Phone | Home Language English | Resolved Race/Ethnicity White | | |

The STU204 Student Transcript can be produced showing the legal identity, the protected identity and/or suppressing the gender. Options are selected on the STU204 screen when printing a transcript:

Identity Options

Student Identification

Preferred Identity (Default) The report will print student name and gender information as it appears on the Student > Demographics tab page.

Legal Identity The report will print student name and gender information as it appears on the Student > Protected Information tab page, if values exist. If no values exist on the Student > Protected Information tab page, then the report will print student name and gender as it appears on the Student > Demographics tab page.

If the user does not make a selection, the report will print name and gender as they appear on the Student > Demographics tab page.

Suppress Gender

Updated August 19, 2022

Exhibit B

| | |
|---|---|
|  | Guidelines for Support of Transgender and Gender Nonconforming Students |
| | Issued 7/14/2022 |

The need to provide support to transgender and gender nonconforming students arises whenever the school learns that a student is transgender or gender nonconforming and consistently asserts at school a gender identity that is different from the student's sex assigned at birth. These guidelines are intended to help schools ensure a safe learning environment free from discrimination and harassment, and to support the educational and social needs of transgender and gender nonconforming students. Because these guidelines do not anticipate every situation that may occur, the needs of each student must be assessed on a case-by-case basis. The *Support Plan for Transgender and Gender Nonconforming Students* is a tool provided to assist in addressing the student's needs.

Definitions

1. *Gender Identity*: an individual's inner sense of gender, which may be different from or the same as a person's sex assigned at birth.
2. *Sex assigned at birth*: the sex designation recorded on an infant's birth certificate should such a record be provided at birth.
3. *Transgender*: a term that describes people whose gender identity is different from their sex assigned at birth.
4. *Gender transition*: the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.
5. *Gender expression*: how a person manifests their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms. It is usually an extension of their gender identity.
6. *Gender nonconforming*: a term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. Other terms that can have similar meanings are gender diverse or gender expansive.
7. *Sexual orientation*: an individual's physical or emotional attraction to the same and/or the opposite gender. Gay, lesbian, bisexual, and straight are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

Discrimination/Harassment

It is the policy of Mesa Public Schools (MPS) to maintain a safe and supportive learning and educational environment that is free from harassment, bullying, and discrimination on the basis of sex, which includes gender identity.

Complaints alleging harassment, bullying, or discrimination based on an individual's gender identity should be handled in accordance with the procedures set forth in [Administrative Regulations JB-R\(2\): Equal Educational Opportunities – Other Unlawful Discrimination](#) or [JFD-R: Student Harassment and Bullying](#), as appropriate. Complaints should be directed to an appropriate building administrator using [Title IX complaint form](#) (sex-based discrimination), [Form JFD-R-F\(1\)](#) (harassment), or [Form JFD-R-F\(2\)](#) (bullying), as appropriate.

Privacy

Except as set forth herein, school personnel should not disclose information that may reveal a student's transgender or gender nonconforming status. Under the Family Educational Rights and Privacy Act (FERPA), only those school employees with a legitimate educational interest should have access to a student's records or the information contained within those records. Disclosing confidential student information to others may violate privacy laws, including but not limited to FERPA. Transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity openly and to decide when, with whom, and how much of their private information to share with others. The *Support Plan for Transgender and Gender Nonconforming Students* can help administrators or their designees work closely with students in developing an appropriate support plan regarding the confidentiality of the student's transgender or gender nonconforming status. The *Support Plan for Transgender and Gender Nonconforming Students* is a confidential student record under FERPA, subject to inspection and review by the student's parent or guardian.

Preferred Names/Pronouns

Every student has the right to be addressed by a name and pronoun that correspond to the student's gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow such students to use a chosen name and gender pronouns that reflect their identity. A transgender student is **not** required to provide verification that the student is undergoing or has undergone medical treatment for the purpose of gender transition as a condition for changing a student's name and/or gender markers in the District's records. If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns.

To ensure consistency among administrators and staff, every effort will be made to immediately update student education records (such as attendance reports, class rosters for substitutes, school IDs, electronic records, Webex and other remote learning identifiers, etc.) with the student's chosen name and appropriate gender markers. In some circumstances, school administrators may be specifically required by law to record a student's name or gender as it appears on documents such as a current birth certificate or other reliable proof of identity. In those instances, school staff and administrators shall record this information on the protected identity screen on Synergy (see below) to avoid the inadvertent disclosure of the information. All records that are not specifically required by law to match government-issued documents shall be updated upon a student's written request.

Any change to a student's gender designation in the student information record should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the

Information Systems Department is aware of the change and what effects the change may have for student reporting purposes. Parent(s)/legal guardians will be notified if changes are made in Synergy.

Legal Name Change

MPS must maintain for each enrolled student an official student record that includes the student's legal name. The student's legal name must be used in all official student records, including a transcript, and reports to the Arizona Department of Education. A student's legal name will be changed by MPS in its official student records upon receipt of documentation that the legal name has been changed pursuant to applicable law. The documentation required for a legal change of name is a court order, valid birth certificate, or valid passport demonstrating the student's new legal name.

Any change to a student's legal name should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the Information Systems Department is aware of the change and what effects the change may have for student reporting purposes.

Activities and Facilities

When a school provides sex-segregated activities and facilities, transgender students must be allowed to participate in such activities and access such facilities consistent with their gender identity. This includes, but is not limited to, restrooms, locker rooms, shower facilities, and single-sex classes. A school may make individual-user options available to all students who voluntarily seek additional privacy. It may not, however, *require* transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so.

Sports and Physical Education

Transgender and gender nonconforming students should be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. However, in conformity with Arizona Revised Statutes § 15-120.02, interscholastic or intramural athletic teams or sports "designated for 'females,' 'women,' or 'girls' may not be open to students of the male sex." Additionally, participation in competitive athletic activities that are restricted to students of a specific gender may require authorization from the Arizona Interscholastic Association (AIA), as explained in their Constitution, Bylaws, Policies and Procedures at Section 41.9.

Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (e.g., overnight field trips), students should be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis.

Dress Codes

Schools are required to enforce the Student Dress and Grooming standards set forth in Policy JFCA and Administrative Regulation JFCA-R. Students have the right to dress in accordance with their gender identity that is consistently asserted at school, within the constraints of the adopted dress code.

Synergy – Protected Student Identity

mpsazSynergy now has the ability to protect a legal identity and display a preferred identity in student data. The following fields can be protected: student last name, student first name, student middle name, suffix, birth date, birthplace, birth verification and gender.

To protect a legal identity the school must first complete the process on the legal website and verify the student data in Synergy is the correct legal identity information as indicated on the birth verification provided by the parent/guardian. After completing the *MPS Support Plan for Transgender and Gender Nonconforming Students*, the administrator sends an email to synergy@mpsaz.org requesting the legal identity for student #xxxxxx be protected. The email needs to include the legal name and gender and the preferred name and gender. The Synergy administrator will make the change in the system, update the active directory, and notify the school when all tasks are complete.

The protected legal identity can be viewed by select staff roles on the Student screen> Protected Information tab:

The screenshot shows the Synergy Student screen for a student named Jane Doe. The 'Protected Information' tab is selected and circled in red. Below the tab, the 'Legal Identity' section is visible. A red arrow points from the 'Protected Information' tab to the 'Legal Identity' section. Another red arrow points from the 'Legal Identity' section to a text box that says 'Preferred identity is listed in the upper fields' and 'Legal protected identity is in the lower fields'.

When a student has a legal protected identity the preferred identity will display on screens and reports from within Synergy, TeacherVUE and the parent/student portals:

Year: 2018-2019
Report: STU201

Student Profile
Doe, Jane -- Homeroom: N/A

| General Information | | | | |
|----------------------------------|---------------------------------|---|---------------------------------|---|
| Student Name Doe, Jane | Perm ID 356862 | Gender F | Grade 10 | No Photo Edupoint On file |
| State ID | Last Name Goes By | Nick Name | | |
| Birth Date 08/02/2001 | Birth Place | Leave Date | Enter Date 08/08/2018 | |
| Home Phone | Home Language English | Resolved Race/Ethnicity White | | |

The STU204 Student Transcript can be produced showing the legal identity, the protected identity and/or suppressing the gender. Options are selected on the STU204 screen when printing a transcript:

Identity Options

Student Identification

Preferred Identity (Default) The report will print student name and gender information as it appears on the Student > Demographics tab page.

Legal Identity The report will print student name and gender information as it appears on the Student > Protected Information tab page, if values exist. If no values exist on the Student > Protected Information tab page, then the report will print student name and gender as it appears on the Student > Demographics tab page.

If the user does not make a selection, the report will print name and gender as they appear on the Student > Demographics tab page.

Suppress Gender

Updated August 19, 2022

Exhibit C



TITLE:
Support Plan for Transgender and Gender
Nonconforming Students

Updated 7/14/2022

Date: _____

School: _____ Grade Level: _____

Legal Name: _____ Date of Birth: _____

Preferred Name: _____ Preferred Pronouns: _____

Gender Identification: _____ Sex Listed on Birth Certificate: _____

Are parent(s)/guardian(s) **aware** of their student's gender transition? Yes No

Are parent(s)/guardian(s) **supportive** of their student's gender transition? Yes No

IF No was answered above, I do do not give permission to disclose my transgender or gender nonconforming status to my parent(s)/guardian(s).

Is a name change requested in Synergy?___ Is a gender change requested in Synergy? _____

PLEASE NOTE: Students need to be aware that parents/guardians will be notified if the student requests changes to Synergy, although parent permission will not be required.

Student Signature / Date: _____

PARENT/GUARDIAN INVOLVEMENT

Parent(s)/Guardian(s) Contact Information:

Which name and gender pronouns will be used in parent/guardian communications?

Preferred Name & Gender Pronouns: _____ **OR**

Legal Name & Gender Pronouns: _____

PRIVACY

Per the *MPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students* (Guidelines): All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Students have the right to openly discuss and express their gender-related identity and expression at school and school activities, and to decide when, with whom, and how to share private information.

School staff shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others. Therefore, given the sensitive nature of the information, when speaking with parents, guardians, other staff members, or third parties, school staff should not disclose a student's preferred name, pronoun, or other confidential information pertaining to the student's transgender or gender nonconforming status without the student's consent, unless authorized to do so by State law or unless specifically authorized to do so by Legal Services.

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

Who is the school contact person (Name/Title) chosen by the student for support regarding harassment, bullying, etc.:

If the designated school contact person is unavailable, what should the student do? _____

How public or private will information about this student's gender be? Specifically, which groups/individuals does the student wish to share this knowledge with? Check all that apply.

Open to all adults and peers (If checked, can proceed to next section with student's permission)

Other site level leadership/administration (counselor, Assistant Principal, Team Leader, etc.)

Specify staff: _____

District staff (counselor, SEL department specialist, etc.)

Specify staff: _____

Teachers and/or other school staff

Specify staff: _____

Student will not be openly “out”, but some students are aware of the student’s gender

Specify students: _____

Other (specify): _____

If the student wants to share with certain groups, when, how, and by whom does the student want information communicated?

FACILITIES AND EXTRACURRICULAR ACTIVITIES

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Supports and accommodations should also be provided to gender non-binary students and students questioning their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements.

Restroom Plan: _____

Locker Room/PE Changing Plan: _____

Field Trips Plan: _____

Overnight Trips Plan: _____

Gendered Activities Plan (e.g. sports): _____

Other Co-/Extra-Curricular Activities Plan (e.g. theater, clubs, etc.): _____

SUPPORT PLAN REVIEW AND REVISION

This plan will be reviewed annually and revised upon request of the student or Support Facilitator.

*** For students transitioning from elementary school to junior high, or junior high to high school, this plan should be reviewed with a Support Facilitator from both the sending school and the receiving school prior to the start of the school year.

What are the specific follow-ups/action items resulting from this meeting? Who is responsible for them?

| Action Item | Person Responsible | When | Item Status |
|-------------|--------------------|------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Date/Time of next meeting: _____

Location of next meeting: _____

Name and Title of Support Facilitator (school-level individual who worked with the student to create this plan):

Exhibit D

| | |
|---|---|
|  | TITLE: Support Plan for Transgender and Gender Nonconforming Students |
| | Issued on 7/14/2022 |

Date: _____

School: _____ Grade Level: _____

Legal Name: _____ Date of Birth: _____

Preferred Name: _____ Preferred Pronouns: _____

Gender Identification: _____ Sex Listed on Birth Certificate: _____

Is a name change requested in Synergy? **Yes** **No**

Is a gender change requested in Synergy? **Yes** **No**

*** Parents/guardians will be notified if the student requests changes to Synergy.**

PRIVACY

Per the *MPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students* (Guidelines): All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Students also have the right to openly discuss and express their gender-related identity and expression at school and school activities, and to decide when, with whom, and how to share private information. **School staff shall not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others except as set forth on this form.** Therefore, given the sensitive nature of the information, when speaking with others, school staff should not disclose a student’s preferred name, pronoun, or other confidential information pertaining to the student’s transgender or gender nonconforming status except as set forth on this form, unless authorized to do so by State law or unless specifically authorized to do so by Legal Services.

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

Who is the school contact person (Name/Title) chosen by the student to be their Support Facilitator:

If the designated Support Facilitator is unavailable, who will the student reach out to? _____

How public or private will information about this student's gender be? Specifically, which groups/individuals does the student wish to share this knowledge with? Check all that apply.

Open to all adults and peers (If checked, can proceed to next section with student's permission)

School leadership/administration (counselor, assistant principal, etc.)

Specify staff: _____

District staff (counselor, specialists, etc.)

Specify staff: _____

Teachers and/or other school staff

Specify staff: _____

Student will not be openly "out", but some students are aware of the student's gender identification

Specify students: _____

Other (specify): _____

If the student wants to share with certain groups, when, how, and by whom does the student want information communicated?

FACILITIES AND EXTRACURRICULAR ACTIVITIES

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Supports and accommodations should also be provided to gender non-binary students and students questioning their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements.

Restroom Plan: _____

Locker Room/PE Changing Plan: _____

Field Trip Plan: _____

Overnight Trip Plan: _____

Gendered Activities Plan (e.g. sports): _____

Other Co-/Extracurricular Activities Plan (e.g. theater, clubs, etc.): _____

SUPPORT PLAN REVIEW AND REVISION

This plan will be reviewed annually and revised upon request of the student or Support Facilitator.

*** For students transitioning from elementary school to junior high, or junior high to high school, this plan should be reviewed with a Support Facilitator from both the sending school and the receiving school prior to the start of the school year.

What are the specific follow-ups/action items resulting from this meeting? Who is responsible for them?

| Action Item | Person Responsible | When | Item Status |
|-------------|--------------------|------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Date/Time of next meeting: _____

Location of next meeting: _____

Name and Title of Support Facilitator:

Student Signature/Date: _____

Updated: 8/23/2022

Exhibit E



TITLE:
Support Checklist for Transgender and Gender
Nonconforming Students

Issued: 6/14/2023

The checklist below is designed to work with families and students to determine how best to provide support for their child at school. No changes will be made in Synergy without parent/guardian permission.

Is a student/parent/guardian requesting a name change in Synergy? **Yes** **No**

Is a student/parent/guardian requesting a gender change in Synergy? **Yes** **No**

How public or private will the student's transgender or gender nonconforming status be:

- Open to all adults and peers
- School leadership/administration (counselor, assistant principal, etc.)
- District staff (counselor, specialists, etc.)
- Teachers and/or other school staff
- Student will not be openly "out", but some students are aware of the student's gender identification
- Other: _____

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements. Areas where alternative arrangements may need to be considered:

- Restroom
- Locker Room/PE
- Field Trips
- Overnight Trips
- Gendered Activities (e.g. sports)
- Other Co-/Extracurricular Activities (e.g. theater, clubs, etc.)

Exhibit F



TITLE:
Support Checklist for Transgender and Gender
Nonconforming Students

Issued: 6/14/2023

The checklist below is designed to work with families and students to determine how best to provide support for their child at school. No changes will be made in Synergy without parent/guardian permission.

Is a student/parent/guardian requesting a name change in Synergy? **Yes** **No**

Is a student/parent/guardian requesting a gender change in Synergy? **Yes** **No**

How public or private will the student's transgender or gender nonconforming status be:

- Open to all adults and peers
- School leadership/administration (counselor, assistant principal, etc.)
- District staff (counselor, specialists, etc.)
- Teachers and/or other school staff
- Student will not be openly "out", but some students are aware of the student's gender identification
- Other: _____

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements. Areas where alternative arrangements may need to be considered:

- Restroom
- Locker Room/PE
- Field Trips
- Overnight Trips
- Gendered Activities (e.g. sports)
- Other Co-/Extracurricular Activities (e.g. theater, clubs, etc.)

Parents/guardians are notified of the support(s) provided at school.

Exhibit G



Important message from Superintendent Ana Andri Furlis

Posted by [Communications](#) on Wednesday, June 14, 2023 at 9:23 AM (MST)

The following message will be shared with all district staff and families later this morning.

Dear Mesa Public Schools community,

I am hopeful your summer is off to a great start. I want you to be aware of the information I provided at last night's governing board meeting regarding five concerns shared by our community. Some of these concerns have been shared through public comment during governing board meetings. Some have been shared through social media and at the State Superintendent's press conference held last week. As I began my report, I wanted to emphasize the importance of parents as partners in their children's education. Families choose how and where to educate their children and they have many options. Mesa Public Schools has a long history of partnering with families to provide a wide array of educational choices that foster learning, build community and engage families. Mesa Public Schools is committed to that partnership and appreciates the invaluable contributions our parents make both in and out of the classroom.

The first topic I addressed was the Transgender Support Plan for Students. In Mesa Public Schools, we have a Promise to know our students by name, serve them by strength and need, so they graduate ready for college, career and community. In order to deliver on that Promise, we value and rely on the contributions our parents, families and caregivers make to the entire MPS community. They play a vital role in our continual efforts to optimize students' entire educational experience, and that is why we work closely with parents and families to ensure all children feel safe at school. The Transgender Support Plan was developed to do just that, work with families and students to determine how best to provide support for their child. Keeping students safe also means that any time an educator is concerned for a student's safety, they follow mandatory reporting procedures.

When a student or parent reaches out to a school for support, the Transgender Support Plan is a tool leaders may use to clarify how the student's needs can be accommodated. As I become aware of public comments on this topic, I hear a concern that students are placed on Transgender Support Plans without parent notification. That is not the case. I have also heard that the Transgender Support Plan is a plan to help students with medical transitions. That is also not true.

To further clarify the purpose and protocol going forward, the Transgender Support Plan document has been revised to be more clear in its intent. Parents' rights and student safety are always at the forefront of what we do in Mesa Public Schools.

The second was the Statement of Awareness with Brain Solutions approved at the May 23 board meeting. School districts across the country are impacted by the mental health crisis currently affecting young people nationwide. As a result, many families reach out to our schools asking for assistance. Here in Mesa, when we have exhausted the expertise and resources on our campuses, we look to outside providers to help families with additional support for their children. The board action allows Brain Solutions to provide mental health awareness, substance abuse counseling, staff development and parenting skills training to families and their children. As printed in the governing board agenda, these services are always voluntary and participation requires parental permission. Additionally, Brain Solutions must have parent permission to observe and talk with students and to prescribe medication.

The third was the cancelation of a community listening session regarding Brain Solutions scheduled on May 31. In response to public comments at the May 23 board meeting, parents and leaders from the Mountain View High School community planned a meeting to listen to concerns and share factual information. We value public discourse and will always push for the utmost transparency in an accurate and productive way. Unfortunately, social media activity regarding this listening session deviated from the intended purpose and scope of the listening session so it was canceled indefinitely.

The fourth was whether the upcoming bond and budget continuation (or override) elections represent an increase in taxes. At Call to the Public, it was presented that the district is not being truthful when discussing the impact of these two issues on the local tax rate. Our community is currently paying taxes on the bonds from a voter-approved 2018 election. A new bond in 2023 would not raise

taxes; it would continue the tax rate that is currently established. The same is true for the budget continuation (or override). Because this tax is already in place, Mesa Public Schools is asking voters to continue their support by continuing the tax. There would be no tax rate increase for both of these locally-supported education initiatives.

The fifth was State Superintendent Horne's press conference on June 8. At the press conference it was shared that the Arizona Department of Education received two complaints on the Empower Hotline about materials from Mesa Public Schools. Mr Horne's office reached out to me in May and I provided information that the complaints had already been resolved. The documents in question were used in voluntary teacher training and are no longer being used. The "textbook" mentioned was actually a presentation slide provided by the Maricopa County Health Department which has since revised its curriculum. To be very clear, Critical Race Theory is not part of the curriculum taught in our classrooms. I will continue encouraging all community members to voice their concerns. As in the case with Superintendent Horne, district administration is committed to investigating concerns and developing solutions as needed.

As the largest school district in Arizona, we have more than 93,000 parents and caregivers. You can be assured our staff works diligently to foster and strengthen partnerships with our families, moving together toward the same goal of ensuring students feel safe so they can learn both in school and beyond.

Sincerely,

Dr. Andi Furlis
Superintendent of Schools



Unprecedented Excellence in Education

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63 East Main Street · Mesa, Arizona 85201

Exhibit H

| | |
|---|---|
|  | Guidelines for Support of Transgender and Gender Nonconforming Students |
| | <u>Issued 7/14/2022 Revised 6/13/2023</u> |

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~~The need to provide support to transgender and gender nonconforming students arises whenever the school learns that a student is~~ Students who are transgender or gender nonconforming and who consistently ~~asserts~~ assert at school a gender identity that is different from the student's sex assigned at birth may need additional support in order to ensure equal access to their school's education programs and activities. These guidelines are intended to help schools ensure a safe learning environment free from discrimination and harassment, and to support the educational and social needs of transgender and gender nonconforming students. Because these guidelines do not anticipate every situation that may occur, ~~the students'~~ needs of each student must ~~should~~ be assessed on a case-by-case basis. The Support Plan Checklist for Transgender and Gender Nonconforming Students is a tool provided to assist in addressing ~~the student's~~ student needs.

Definitions

1. *Gender Identity*: an individual's inner sense of gender, which may be different from or the same as a person's sex assigned at birth.
2. *Sex assigned at birth*: the sex designation recorded on an infant's birth certificate should such a record be provided at birth.
3. *Transgender*: a term that describes people whose gender identity is different from their sex assigned at birth.
4. *Gender transition*: the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.
5. *Gender expression*: how a person manifests their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms. It is usually an extension of their gender identity.
6. *Gender nonconforming*: a term for people whose gender expression differs from

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stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Other terms that can have similar meanings are gender diverse or gender expansive.

7. **Sexual orientation:** an individual’s physical or emotional attraction to the same and/or the opposite gender. Gay, lesbian, bisexual, and straight are all examples of sexual orientations. A person’s sexual orientation is distinct from a person’s gender identity and expression.

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Discrimination/Harassment

It is the policy of Mesa Public Schools (MPS) to maintain a safe and supportive learning and educational environment that is free from harassment, bullying, and discrimination on the basis of sex, which includes gender identity.

Complaints alleging harassment, bullying, or discrimination based on an individual’s gender identity should be handled in accordance with the procedures set forth in [Administrative Regulations JB-R\(2\): Equal Educational Opportunities – Other Unlawful Discrimination](#) or [JFD-R: Student Harassment and Bullying](#), as appropriate. Complaints should be directed to an appropriate building administrator using [Title IX complaint form](#) (sex-based discrimination), [Form JFD-R-F\(1\)](#) (harassment), or [Form JFD-R-F\(2\)](#) (bullying), as appropriate.

Privacy

Except as set forth herein, school personnel should not disclose information that may reveal a student’s transgender or gender nonconforming status. Under the Family Educational Rights and Privacy Act (FERPA), only those school employees with a legitimate educational interest should have access to a student’s records or the information contained within those records. Disclosing confidential student information to others may violate privacy laws, including but not limited to FERPA. Transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity openly and to decide when, with whom, and how much of their private information to share with others. The *Support ~~Plan~~ Checklist for Transgender and Gender Nonconforming Students* can help administrators or their designees work ~~closely~~ with students in developing ~~an appropriate support a~~ plan regarding ~~how public or private the confidentiality of the student’s~~ ~~student wishes their~~ transgender or gender nonconforming status. ~~The Support Plan for Transgender and Gender Nonconforming Students is a confidential student record under FERPA, subject to inspection and review by the student’s parent or guardian.~~

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Preferred Names/Pronouns

Every student has the right to be addressed by a name and pronoun that correspond to the student’s gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow such students to use a chosen name and gender pronouns that reflect their identity. A transgender student is **not** required to provide verification that the student is undergoing or has undergone medical treatment for the purpose of gender transition as a condition for changing a student’s name and/or gender markers in the District’s records. If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student’s chosen name and appropriate pronouns.

To ensure consistency among administrators and staff, every effort will be made to immediately update student education records (such as attendance reports, class rosters for substitutes, school IDs, electronic records, Webex and other remote learning identifiers, etc.) with the student’s chosen name and appropriate gender markers. In some circumstances, school

administrators may be specifically required by law to record a student's name or gender as it appears on documents such as a current birth certificate or other reliable proof of identity. In those instances, school staff and administrators shall record this information on the protected identity screen on Synergy (see below) to avoid the inadvertent disclosure of the information. All records that are not specifically required by law to match government-issued documents shall be updated upon a student's written request.

Any change to a student's gender designation in the student information record should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the Information Systems Department is aware of the change and what effects the change may have for student reporting purposes. Parent(s)/legal ~~guardians~~guardian(s) will be notified if changes are made in Synergy.

Legal Name Change

MPS must maintain for each enrolled student an official student record that includes the student's legal name. The student's legal name must be used in all official student records, including a transcript, and reports to the Arizona Department of Education. A student's legal name will be changed by MPS in its official student records upon receipt of documentation that the legal name has been changed pursuant to applicable law. The documentation required for a legal change of name is a court order, valid birth certificate, or valid passport demonstrating the student's new legal name.

Any change to a student's legal name should be reviewed with the Synergy Integrity Specialist in the Information Systems Department so that the Information Systems Department is aware of the change and what effects the change may have for student reporting purposes.

Activities and Facilities

When a school provides sex-segregated activities and facilities, transgender students must be allowed to participate in such activities and access such facilities consistent with their gender identity. This includes, but is not limited to, restrooms, locker rooms, shower facilities, and single-sex classes. A school may make individual-user options available to all students who voluntarily seek additional privacy. It may not, however, *require* transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so.

Sports and Physical Education

Transgender and gender nonconforming students should be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. However, in conformity with Arizona Revised Statutes § 15-120.02, interscholastic or intramural athletic teams or sports "designated for 'females,' 'women,' or 'girls' may not be open to students of the male sex." Additionally, participation in competitive athletic activities that are restricted to students of a specific gender may require authorization from the Arizona Interscholastic Association (AIA), as explained in their Constitution, Bylaws, Policies and Procedures at Section 41.9.

Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (e.g., overnight field trips), students should be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for

accommodations to address student privacy concerns will be addressed on a case-by-case basis.

Dress Codes

Schools are required to enforce the Student Dress and Grooming standards set forth in Policy JFCA and Administrative Regulation JFCA-R. Students have the right to dress in accordance with their gender identity that is consistently asserted at school, within the constraints of the adopted dress code.

Synergy – Protected Student Identity

mpsazSynergy now has the ability to protect a legal identity and display a preferred identity in student data. The following fields can be protected: student last name, student first name, student middle name, suffix, birth date, birthplace, birth verification and gender.

To protect a legal identity the school must first complete the process on the legal website and verify the student data in Synergy is the correct legal identity information as indicated on the birth verification provided by the parent/guardian. After completing the *MPS Support Plan for Transgender and Gender Nonconforming Students*, the administrator sends an email to synergy@mpsaz.org requesting the legal identity for student #xxxxxx be protected. The email needs to include the legal name and gender and the preferred name and gender. The Synergy administrator will make the change in the system, update the active directory, and notify the school when all tasks are complete.

The protected legal identity can be viewed by select staff roles on the Student screen> Protected Information tab:

The screenshots show the Synergy student record interface for a student named Jane Doe. The 'Protected Information' tab is selected, and the 'Legal Identity' section is expanded. The 'Legal Identity' section contains fields for Last Name, First Name, Middle Name, Suffix, Birth Date, Birth State, Birth Country, and Gender. The 'Preferred Identity' section contains the same fields, which are populated with the same information as the legal identity fields. A red box highlights the 'Preferred Identity' fields, and a red arrow points from the 'Protected Information' tab to the 'Legal Identity' section. A second red arrow points from the 'Preferred Identity' fields to a text box stating 'Preferred identity is listed in the upper fields'. A third red arrow points from the 'Legal Identity' fields to a text box stating 'Legal protected identity is in the lower fields'.

When a student has a legal protected identity the preferred identity will display on screens and reports from within Synergy, TeacherVUE and the parent/student portals:

Student Profile
 Doe, Jane -- Homeroom: N/A

Year: 2018-2019
 Report: STU201

| General Information | | | | | |
|----------------------------------|---------------------------------|---|---------------------------------|--|--|
| Student Name Doe, Jane | Perm ID 356862 | Gender F | Grade 10 | <div style="text-align: center;">No Photo</div> <div style="text-align: center;">Edupoint</div> <div style="text-align: center;">On file</div> | |
| State ID | Last Name Goes By | Nick Name | | | |
| Birth Date 08/02/2001 | Birth Place | Leave Date | Enter Date 08/08/2018 | | |
| Home Phone | Home Language English | Resolved Race/Ethnicity White | | | |

Student Profile
 Doe, Jane -- Homeroom: N/A

Year: 2018-2019
 Report: STU201

| General Information | | | | | |
|----------------------------------|---------------------------------|---|---------------------------------|--|--|
| Student Name Doe, Jane | Perm ID 356862 | Gender F | Grade 10 | <div style="text-align: center;">No Photo</div> <div style="text-align: center;">Edupoint</div> <div style="text-align: center;">On file</div> | |
| State ID | Last Name Goes By | Nick Name | | | |
| Birth Date 08/02/2001 | Birth Place | Leave Date | Enter Date 08/08/2018 | | |
| Home Phone | Home Language English | Resolved Race/Ethnicity White | | | |

The STU204 Student Transcript can be produced showing the legal identity, the protected identity and/or suppressing the gender. Options are selected on the STU204 screen when printing a transcript:

Identity Options

Student Identification

Preferred Identity (Default) The report will print student name and gender information as it appears on the Student > Demographics tab page.

Legal Identity The report will print student name and gender information as it appears on the Student > Protected Information tab page, if values exist. If no values exist on the Student > Protected Information tab page, then the report will print student name and gender as it appears on the Student > Demographics tab page.

If the user does not make a selection, the report will print name and gender as they appear on the Student > Demographics tab page.

Suppress Gender

Updated August 19, 2022

Exhibit I

From: Emily Wulff <ejwulff@mpsaz.org>
Sent: Friday, March 3, 2023 1:05 PM
To: Jonathan Shotwell
Cc: Keiko Hasebe-Dilbeck; Shauna Kinghorn; Ashley Arteaga; James Palmer; Lisa Wills; Crystal Wyaco Little; Krystal Chavez; Chase Anderson; Jodi Jewett; Karin Lingle; Norman Peckham; Glen Huber; Julie Macdonald; James Burton; Hilary Marcacci; Wendi Egnew; Wesley Williams; Bailey Severtson; Maryorie Martinez; Michael Vazquez; J. Todd Livingston; Nancy Parra-Quinlan; Laura Duarte; Genesis Ramirez; Laura Gates; Jennifer Randle; Claire Morton; Shanon Lathrop; Elizabeth Graeber; Kathryn Shotwell; Morgan Smith; Chrystina Ball; Sierra Rhinehart; Laurie Craig; Jessica Kerr; Arleigh Crispin; Lisette Gonzalez; Kasper Van Heise; Abigail Martinez; Angel Albanez; Shaela Offord; Mario Rodriguez; Erin Bodine; Terri Clements; Pamela Robedeau; Elisa Meza; Lawrence Cook; Julie Marshall Srednicki; Cindy Wong; Adam Winters; Krysta Havely; Brett Bodine; Pamela Claspill; Valla Sodoma; Marla Rountree; Darren Hatcher; Keiko Yanagihara; Jasmine Benton; Sarah Devena; Jamie Coxon; Valerie Shultz; Alexis Sprecher; Lois Hanson; Brandon Richardson; Kimberly Renfrow; Sydney Sears; Robyn Tober; Michelle Salas; Alex Pavlenko; Brandon Cyrus; Shelly Riccolo; Jeanne Havely; Jessica Butcher; Kimberly Beaird; Melissa Robles; Shaye Sweet; Matthew Frahm; Jennifer Frappier; CandiceBa@sbhservices.org; Tre Rogers; Mica Begody; C. Aiko Fern; Sadia Alaniz Moreno; Ginger Mccarty; Kiley Haines; Samuel Swick; Candice Bahm; Rebecca Ross; Rachel Potter; Mindy Wilder; Brittany Glenn
Subject: Re: ***Kino Q3 Required Reading!***

Hi everyone!

Please review this [staff memo](#) regarding some important information regarding our transgender and gender non-conforming students. A hard copy will be placed in your mailboxes as well.

On Fri, Mar 3, 2023 at 10:17 AM Jonathan Shotwell <jashotwell@mpsaz.org> wrote:
Hello all,

[Here is an outline and directions for reward day.](#) This also shows expectations for the teacher based on what your assignment is.

Sometime next week I will offer a Reward Day Open lab for anyone who has any questions. I'll have that information in the week in review email .

Jonathan Shotwell
(he/him/his)
Kino Junior High School
Special Education Department Chair
High Needs Case Manager
Classroom - 480-472-2489
Cell (Call and/or text) - 480-525-7042



[How is my service?](#)

Transgender and Gender Non-Conforming Procedures within Mesa Public Schools and Kino Jr. High

Because of the rise in the identification of transgender students, we feel there needs to be a more streamlined process of support from counseling to help students feel safe and supported at Kino. Because of this, counseling and admin have created a plan to help support these students at school.

Please review Kino's procedures when supporting transgender and gender non-conforming students. Here is the link to [Mesa's Guidelines for Support of Transgender and Gender Nonconforming Students](#) if you are in need of a refresher. As educators, it is important to educate ourselves on gender identity and how it affects our students' well-being and mental health. Below is an excerpt regarding policy pulled directly from Mesa Public School's policy.

Per the MPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students (Guidelines): All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Students also have the right to openly discuss and express their gender-related identity and expression at school and school activities, and to decide when, with whom, and how to share private information. **School staff shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others except as set forth on this form.** Therefore, given the sensitive nature of the information, when speaking with others, school staff should not disclose a student's preferred name, pronoun, or other confidential information pertaining to the student's transgender or gender nonconforming status except as set forth on this form, unless authorized to do so by State law or unless specifically authorized to do so by Legal Services.

After a student comes forward or is identified as being transgender/gender non-conforming the following steps will be followed:

1. Notify counseling (assuming counseling was not notified directly from the student)
2. Counseling will fill out MPS Support Plan with the student
 - a. The plan will be shared with teachers and the front office so they are aware of which pronouns and name the student identifies with along with
 - b. The plan will include important procedures such as bathroom usage, locker room usage, what names and pronouns to use when contacting home, how public or private information can be shared, etc
3. An icon will appear on the student's synergy screen identifying transgender and gender non-conforming students which state the students preferred pronouns and name
4. Counseling will provide support to the student and family if needed

If you have any questions or concerns, please feel free to reach out to Emily Wulff in the counseling office.

Exhibit J

From: Emily Wulff <ejwulff@mpsaz.org>
Sent: Friday, March 3, 2023 2:34 PM
To: Keiko Yanagihara
Cc: Keiko Hasebe-Dilbeck
Subject: Re: Questions on the staff memo

Hi Keiko!

These are super good questions. I included Keiko on this just in case she needs to weigh in on anything I may have missed. This is mainly to protect outing students who are not ready to come out to peers or family members. If a transgender student has come to you asking for help correcting students who use incorrect names/pronouns then I think that's totally fair to help remind other students. BUT this is where I'd like Keiko to chime in.

Keiko- do you think it would be better to empower the student to correct their peers on their own? These are coaching conversations counselors have with these students but it's definitely something to think about if a student doesn't feel comfortable right away correcting their peers. Or should it be coming from a teacher/staff member? It's probably more of a case-by-case basis but any insight you have on this would be appreciated.

Within the plan, there are boxes to be checked if a student is not ready to come out to peers or family. If you see that that box is checked within the plan, then you do not have to worry about making corrections for others.

The main takeaways would be to make sure when contacting home to be using their preferred name home. For example, if I have a student that goes by Emily and she/her pronouns that I need to call home for, and in their plan it says to use their birth name and biological pronouns home, being sure you do not out the student by using their preferred name and pronouns they use at school. I hope this makes sense! Please let me know if you need more clarification.

Emily

On Fri, Mar 3, 2023 at 1:55 PM Keiko Yanagihara <kkyanagihara@mpsaz.org> wrote:

Hi Emily,

After reading the staff memo I need clarification. When it says “ **School staff shall not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others except as set forth on this form.**” Does it mean we aren’t supposed to correct students who are using the wrong/preferred pronouns of a transgender/nonconforming student? For example, if I have a student who is transgendered and they go by he/him and another student calls that student she/her, should I not correct them and tell them they use he/him? I’ve had some of my transgender/nonconforming students ask me to correct these students because they aren’t comfortable correcting the students themselves. Since so many students have asked me to do this I made it my best practice to make this correction. If you could give me some examples of what disclosing information that may reveal a student’s transgender would look like? To me it’s saying don’t say the student is transgender/nonconforming but I want to make sure I completely understand.

--

Sent from my iPhone

Email, letters, faxes and other correspondence with Mesa Public Schools are subject to public disclosure under the Arizona Public Records Law unless the content is exempt from disclosure by a state or federal law.

Exhibit K

From: Emily Wulff <ejwulff@mpsaz.org>
Sent: Friday, March 3, 2023 10:26 AM
To: Keiko Dilbeck
Cc: Ashley Arteaga; Melissa Robles; Rebecca Ross; Lawrence Cook; Krystal Chavez; C. Aiko Fern
Subject: Re: A Hour PE interest (w/ grouped students per schedule request)

I'm not sure if I was the one supposed to get parent numbers, I had to log into Melissa's synergy to get access to the report. I added what I could to the spreadsheet for parent contact info but it's not lining up well and does not look right. Does anyone have experience running the STU402: Student and Parent Directory report that could help me? I'd appreciate it so we can get this caller to the right people.

On Tue, Feb 28, 2023 at 10:20 PM Keiko Dilbeck <ktdilbeck@mpsaz.org> wrote:
Has this caller gone out? If so, have we received any info?

On Feb 20, 2023, at 4:41 PM, Keiko Hasebe-Dilbeck <ktdilbeck@mpsaz.org> wrote:

Ashley, can you send [this caller](#) out to all of the students on the spreadsheet?

Melissa, if you get calls that they don't want to be in, can you strike through their info?

Mrs./Sra. Keiko T. Hasebe-Dilbeck
(She/Her/Hers)
Principal/Directora, Kino Junior High School
480-472-2401 Espanol, 480-472-2530 English



At Kino we value YOU! Please use this [link](#) to let me know how to improve!

¡En Kino te valoramos! ¡Utilice este enlace ([link](#)) para saber cómo mejorar!

Email, letters, faxes and other correspondence with the district are subject to public disclosure under the Arizona Public Records Law unless the content is exempt from disclosure by a state or federal law.

Los correos electrónicos, cartas, faxes y otra correspondencia con el distrito están sujetos a divulgación pública bajo la Ley de Registros Públicos de Arizona a menos que el contenido esté exento de divulgación por una ley estatal o federal.

On Fri, Feb 17, 2023 at 2:19 PM Emily Wulff <ejwulff@mpsaz.org> wrote:
Hi all,

Please see the link to look over our PE A-hour interest.

<https://docs.google.com/spreadsheets/d/1T-gmsrZgNSECYsu2QpAVKKMGNWUNmXimt9RnwiZ5pN4/edit?usp=sharing>

Started with only interest in A-hour PE (interested sheet), then we group based on certain classes they were signed up for as well as if they said they were interested in the IB program. We went based off of interest in IB and signed up for AVID/any year-long music.

In total we have 91 students interested in A-hour PE who have at least one area checked off. Do we want to start by sending a caller/letter home to these families to see if they are still able to get their child to the A hour?

Let me know what you think,

Emily

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