This is a template letter that can be used to advocate for inclusion and speak out against policies that discriminate against LGBTQI+ individuals. Letters should be customized to describe the particular facts and relevant laws and policies in a school or district. Nothing in this template letter is legal advice. Rather, it is meant to provide a basic framework for advocating for LGBTQI+ inclusive policies and practices. Please consult with local or state legal counsel about the specific facts and laws related to any individual circumstance.

If you are writing to your school board and believe that the board should issue a supportive resolution, please consult this [additional resource](https://www.nea.org/sites/default/files/2024-12/sample-board-resolution-for-lgbtq-issues-updated.pdf) with sample language.

For more information about your rights, consult the NEA’s guide “What Educators Should Know About LGBTQI+ Rights,” [available online](https://www.nea.org/resource-library/what-educators-should-know-about-lgbtq-rights). Additional resources are available online here: <https://www.nea.org/resource-library/nea-lgbtq-resources>.

UDPATED: April 2025

Dear [Superintendent/Other Contact]:

We are writing to oppose policies in [name of school/district] that discriminate against LGBTQI+ students and are harmful to the school climate for all students. [IF APPLICABLE: You should also know that policies that discriminate against LGBTQI+ students may violate [Title IX/state anti-discrimination laws/educator ethics codes]]. We demand that [name of school/district] change its policy and commit to supporting all its students, including its LGBTQI+ students and families.

[Describe the policy; if it’s a written policy, quote directly from the policy, but also add any experiences in how the policy is actually enforced. If it’s an unwritten policy, use specific examples to demonstrate what you believe is happening in the school, while being careful to not out particular students or educators who might want anonymity.]

[USE THIS SECTION IF ADDRESSING PRONOUNS POLICY]

 No matter the political climate, educators have a duty to create a safe environment that helps all students learn at their best. Using students’ correct names and pronouns is a proven measure to show respect, earn trust, and affirm our students so that they can feel safe and can focus on learning. When adults misgender and shame their students instead, they inevitably form an antagonistic relationship with their students. This antagonism has negative effects on learning and mental health for *all* students. And once educators and administrators model unhealthy communication, other students will pick up on and imitate it, further increasing the risk for transgender and gender non-conforming students. In contrast, using a student’s affirmed names and pronouns is associated with a large decrease in depressive symptoms, suicidal thoughts, and even suicide attempts among LGBTQI+ students.[[1]](#footnote-2) Importantly, it also improves the school environment for other students.

Respecting names and pronouns should be a common courtesy; it’s the least we can do as fellow human beings and as educators who care about students.[[2]](#footnote-3) But we also know that doing so will improve student wellness and mental health and allow all students to focus and thrive. Most educators want to be able to support and affirm their students by addressing them properly, and it violates their sense of their obligations as educators when they are told [[they cannot treat all our students with empathy and support] OR [that it is official school policy to deny simple courtesy and respect to a targeted group of students. CITE TO STATE ETHICS CODE, if it contains language about the obligation of educators to support all students][[3]](#footnote-4)

 [USE THIS SECTION IF A POLICY OUTS STUDENTS]

Not every LGBTQI+ student feels safe to be their true self in all contexts of their life, and some simply have not found the right time or manner to come out. Educators have a responsibility to care for their students, including when students confide in them about sensitive matters such as being LGBTQI+.[[4]](#footnote-5) Outing students before they are ready is inappropriate and can be unsafe. Students need to be able to trust teachers and other school employees; often, they may not have anyone else to turn to. A policy that outs students against their will after they bravely confide in a teacher or administrator can place the student in danger, can harm the student’s relationship with that adult, and in turn contributes to a fearful school climate for all students. We urge you to allow teachers, counselors, and administrators to be sources of support for students, rather than betraying their trust. Certainly where teachers, counselors, and administrators have reason to be concerned that a student may be in danger if they are outed, the school should protect the student and their confidences.

[USE THIS SECTION IF ADDRESSING BATHROOM POLICY]

Transgender, intersex and nonbinary students and employees must be able to use bathrooms and facilities consistent with their gender identity. Transgender, intersex, and nonbinary students would also benefit from an increase in gender-neutral, easily accessible bathrooms that are open to all students and whose use is not stigmatized. Medical experts recognize that “[d]enying transgender students this access endangers their health, safety and well-being, leads to negative health outcomes and heightens stigma and discrimination.” Students who avoid using the bathroom may have “recurrent urinary tract infections and constipation, as well as the possibility of more serious health complications, including hematuria and chronic kidney disease.” And the consequences are not just physical—medical experts also emphasize that exclusive policies “exacerbate the risk of anxiety and depression, low self-esteem, engaging in self-injurious behaviors, suicide, substance use, homelessness and eating disorders, among other adverse outcomes.”[[5]](#footnote-6)

Transgender, intersex, and non-binary students must not be treated as outcasts or the “other” by their [school/district]. These students already face a great deal of unwanted attention due to their gender expression and often cannot safely use a bathroom reserved for their biological sex. All students need to be able to safely use the bathroom at school; our students just want to use the bathroom and other facilities in peace. We urge you to adopt an inclusive policy that takes into account the safety and dignity of transgender, intersex and nonbinary students.

[USE THIS SECTION IF ADDRESSING BULLYING/HARASSMENT]

 LGBTQI+ students, like all students, have a right to go to school without being bullied and harassed. Unfortunately, these students are common targets for bullies; more than 75 percent of LGBTQI+ youth report being verbally harassed based on their sexual orientation, gender, or gender identity during the 2020-21 school year.[[6]](#footnote-7) This is worsening in the current political climate.[[7]](#footnote-8) And we know that students are experiencing bullying and harassment at [name of school/district]. [describe any specific incidents, as appropriate].

 When schools do not appropriately address bullying and harassment, it can spread quickly and multiply. And it is clear that once students become afraid of how other students perceive them, once they are traumatized or feel unsafe within the school, that fear becomes a major distraction. Students should focus on learning, not avoiding certain people and places within the school—but they can only do so if [school/district name] lives up to its responsibility to take a firm stance against bullying and harassment.

Moreover, [schools/districts] that fail to address bullying and harassment open themselves up to potential legal liability. [If considering legal action: We are concerned that the climate at [school] has become a hostile environment and the [school/district] does not respond appropriately to known bullying and harassment incidents.] [School/district] must remedy this situation and bullying and harassment based on gender identity and sexual orientation cannot be tolerated in the future.

[USE THIS SECTION TO ADDRESS CENSORSHIP OF SUPPORTIVE SYMBOLS]

 Schools that foster a safe, welcoming, and supportive environment consistently report better health and academic outcomes for students—and supportive teachers and administrators are a huge part of creating that kind of climate.[[8]](#footnote-9) The need for visible and supportive allies has only increased.

Teachers have always used flags and symbols in the classroom to make students feel welcome and express their values. For example, American and state flags are on display in many places, as are inspirational posters about student effort and achievement. Other teachers display posters of prominent Black Americans during Black History Month, pennants representing the college they attended, or signs that thank veterans for their military service. All of these symbols are in the classroom because teachers are allowed to express their support for and appreciation of the people in our communities and the values that we share. Similarly, these symbols [be more specific if possible; are we talking about Pride flags, safe space stickers, transgender rights posters, etc.?] are not in the classroom to divide students; they are there to offer support and affirmation to a group that too often has not felt welcome in school. Teachers that care for their students must also stand up for their students, and the [school/district] must allow teachers to do so by proudly displaying [these symbols].

[CONCLUSION – USE FOR ALL]

We are very concerned that this policy puts students at risk. Any policy that makes LGBTQI+ students feel ostracized and rejected is a matter of grave concern, since we know that discrimination and bullying of LGBTQI+ youth creates disproportionately high levels of depression and suicidal ideation.[[9]](#footnote-10) The Trevor Project’s 2022 National Survey on LGBTQ Youth Mental Health found that 45 percent of LGBTQ youth seriously considered attempting suicide in that year.[[10]](#footnote-11) But we also know that these tragic numbers are not inevitable; LGBTQI+ students in schools with inclusive policies and supportive teachers fare significantly better, showing that our efforts to be supportive **do** make a difference.[[11]](#footnote-12)

In addition to the particular risk posed to LGBTQI+ students, we are concerned about the impact policies like this have on the school climate for *all* students. It is well-documented that inclusive and equitable policies impact all students in the school, regardless of their [gender identity/sexual orientation].[[12]](#footnote-13) LGBTQI+ supportive professional development for teachers and school staff is “a best practice for improving safety and connectedness in schools for both LGBTQI+ youth and their cisgender, heterosexual peers.”[[13]](#footnote-14)

We believe that every child, no matter their race, gender identity, or zip code, deserves a safe and welcoming public school where they can thrive and prepare for their future. It is why educators are called to this profession by a singular purpose: their unwavering and unequivocal commitment to students’ learning, well-being, and potential. We look forward to working with you to ensure that these problems are quickly resolved so that all students can focus on their education and reach their potential.

Sincerely,

cc: [*Consider copying individual school board members, supportive parent organizations, and supportive local officials*]

1. Tanya Albert Henry, For transgender kids, gender-affirming names can be lifesaving, American Medical Association (June 4, 2021), https://www.ama-assn.org/delivering-care/population-care/transgender-kids-gender-affirming-names-can-be-lifesaving (“A landmark 2018 study in the Journal of Adolescent Health found that transgender youth who could use accurate names and pronouns experienced 71% fewer symptoms of severe depression, a 34% drop in reported suicidal thoughts and a 65% decrease in suicide attempts.”). [↑](#footnote-ref-2)
2. Jae M. Sevelius, et al., *Gender Affirmation through Correct Pronoun Usage: Development and Validation of the Transgender Women’s Importance of Pronouns (TW-IP) Scale*, 17 int’l j. of envt’lres. & public health 9525 (Dec. 19, 2020), https://www.mdpi.com/1660-4601/17/24/9525,(“[S]ocial interactions where a person is addressed by their correct name and pronouns, consistent with their gender identity, are widely recognized as a basic yet critical aspect of gender affirmation.”, *See also* National Education Association Pronoun Guide, https://www.nea.org/sites/default/files/2023-05/29231-nea-pronoun-guide-2pgr-april-23-no-crop-v2.pdf. [↑](#footnote-ref-3)
3. Nat’l Ass’n of State Dir. of Teacher Educ. & Certification, Model Code of Ethics for Educators § III.B.2 (2021), https://cdn.ymaws.com/www.nasdtec.net/resource/resmgr/mcee/mcee\_2nd\_edition\_nov\_2023.d.pdf; *see also*, Troy Hutchings, *“All” Means All—It Really is that Simple*, Ethics and Educators Blog, (Sept. 13, 2022), https://www.nasdtec.net/blogpost/1757877/478263/All-Means-All--It-Really-is-that-Simple, (explaining that the Model Code of Ethics “ratifies ethical standards that are innate to the teaching profession”). [↑](#footnote-ref-4)
4. The Trevor Project, *Research Brief: The Relationship Between Caring Teachers and the Mental Health of LGBTQ Students* at 2 (2023), https://www.thetrevorproject.org/wp-content/uploads/2023/05/May-2023-Research-Brief-Final.pdf, (finding that LGBTQI+ students who say their teachers care a lot about them are 37% less likely to consider suicide and 43% less likely to be depressed than those who do not feel valued and affirmed)*.* [↑](#footnote-ref-5)
5. Tanya Albert Henry, Exclusionary bathroom policies harm transgender students, American Medical Association (April 17, 2019), https://www.ama-assn.org/delivering-care/population-care/exclusionary-bathroom-policies-harm-transgender-students#:~:text=For%20the%20sake%20of%20transgender%20students%E2%80%99%20physical%20and,and%20locker%20rooms%20that%20match%20their%20gender%20identities. [↑](#footnote-ref-6)
6. Joseph G. Kosciw, Caitlin M. Clark, and Leesh Menard, *The 2021 National School Climate Survey*, GLSEN, https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf at 19. [↑](#footnote-ref-7)
7. The Trevor Project, *New Poll Emphasizes Negative Impacts of*

*Anti-LGBTQ Policies on LGBTQ Youth* (Jan. 19, 2023), <https://www.thetrevorproject.org/blog/new-poll-emphasizes-negative-impacts-of-anti-lgbtq-policies-on-lgbtq-youth/> (finding that “an overwhelming majority of LGBTQ youth have been negatively impacted by recent debates and laws around anti-LGBTQ policies and that many have also experienced victimization as a result”). [↑](#footnote-ref-8)
8. Joseph G. Kosciw, Caitlin M. Clark, and Leesh Menard, The 2021 National School Climate Survey, GLSEN, https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf; 2022 National Survey on LGBTQ Youth Mental Health, The Trevor Project, https://www.thetrevorproject.org/survey-2022/assets/static/trevor01\_2022survey\_final.pdf. [↑](#footnote-ref-9)
9. Centers for Disease Control and Prevention, *Mental Health and Suicide Risk Among High School Students and Protective Factors* (2023), [https://web.archive.org/web/20250202210546/https://www.cdc.gov/mmwr/volumes/73/su/su7304a9.htm?s\_cid=su7304a9\_w](https://web.archive.org/web/20250202210546/https%3A//www.cdc.gov/mmwr/volumes/73/su/su7304a9.htm?s_cid=su7304a9_w); Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance* (2021), https://web.archive.org/web/20250215144233/https://www.cdc.gov/mmwr/volumes/72/su/pdfs/su7201-H.pdfMadeleine Roberts, New CDC Data Shows LGBTQ Youth Are More Likely to Be Bullied Than Straight Cisgender Youth, Human Rights Campaign (Aug. 26, 2020), https://www.hrc.org/news/new-cdc-data-shows-lgbtq-youth-are-more-likely-to-be-bullied-than-straight-cisgender-youth. [↑](#footnote-ref-10)
10. 2022 National Survey on LGBTQ Youth Mental Health, The Trevor Project, https://www.thetrevorproject.org/survey-2022/assets/static/trevor01\_2022survey\_final.pdf. [↑](#footnote-ref-11)
11. Joseph G. Kosciw, Caitlin M. Clark, and Leesh Menard, The 2021 National School Climate Survey, GLSEN, https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf; 2022 National Survey on LGBTQ Youth Mental Health, The Trevor Project, https://www.thetrevorproject.org/survey-2022/assets/static/trevor01\_2022survey\_final.pdf. [↑](#footnote-ref-12)
12. Wojciech Kaczkowski et al., *Examining the Relationship Between LGBTQ Supportive School Health Policies and Practices and Psychosocial Health Outcomes of Lesbian, Gay, Bisexual, and Heterosexual Students*, 9 LGBT HEALTH 43, 43–53 (2022), https://stacks.cdc.gov/view/cdc/116210, (finding that“LGBTQ-supportive policies and practices are significantly associatedwith improved psychosocial health outcomes among both LGB and

heterosexual students”). [↑](#footnote-ref-13)
13. Centers for Disease Control and Prevention, *Creating Safe Schools for LGBTQ+ Youth*, , https://web.archive.org/web/20250122231804/https://www.cdc.gov/youth-safe-environments/professional-development/index.html (citing and linking to resources from the American Psychological Association, GLSEN, the Human Rights Campaign, and others). [↑](#footnote-ref-14)