



# SCHOOL BOARD ACTION REPORT

**DATE:** March 9, 2020  
**FROM:** Director Zachary DeWolf

**For Introduction:** March 25, 2020  
**For Action:** ~~April 7~~ June 10, 2020

## 1. TITLE

Resolution 2019/20-28 Affirming Inclusion of Our LGBTQIA+ Students, Staff, & Community.

## 2. PURPOSE

This Board Action Report presents a resolution in support of meaningful actions that affirm inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools.

## 3. RECOMMENDED MOTION

I move that the School Board approve Resolution 2019/20-28 affirming inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools.

## 4. BACKGROUND INFORMATION

- a. **Background** The LGBTQIA+ inclusion resolution responds to the advocacy of LGBTQIA+ students, families, and allied community, most notably through the organizing efforts of Inclusive Washington, as well as LGBTQIA+ inclusion advocates more broadly, who demand that we fiercely affirm Seattle Public Schools commitment to LGBTQIA+ inclusion and identity safety in our District. The community conversation that ultimately developed the Inclusive Washington checklist in October 2018, laid out ten different ideas that school districts can execute to advance the safety and belonging of all Washington State children and youth, particularly students who identify as queer, transgender, and gender diverse. Beginning in late-November 2019, Director DeWolf began working on a resolution to respond to the concerns about LGBTQIA+ inclusion and identity safety in Seattle Public Schools.
- b. **Alternatives** Not approve the resolution. This alternative is not recommended, as Seattle Public Schools School Board Policy No. 0030, Ensuring Educational and Racial Equity, asserts the district's commitment to actions that achieve equitable access, safe & welcoming environments, and recognize diversity in Seattle Public Schools. Additionally, given the commitment of the Superintendent and the Seattle School Board to prioritize student safety, and safe & welcoming schools, this action will improve identity safety and overall school climate for LGBTQIA+ students, their peers, and staff at Seattle Public Schools.
- c. **Research** Three studies cited below support the positive impact of LGBTQIA+ inclusive schools on the achievement of students, and particularly LGBTQIA+ students of color furthest from educational justice, as well as the benefits to their non-LGBTQIA+

classmates. The findings of all three demonstrated that LGBTQIA+ safe and inclusive schools had positive effects on the overall achievement of LGBTQIA+ students. The studies are:

1. McKay, MPH, Tasseli (2017). “Violence and LGBTQ+ Communities: What Do We Know, and What Do We Need to Know?” Research Triangle Institute International (RTI International)
2. Greytak, Ph.D., Emily and Kosciw, Ph.D., Joseph G. (2017). “2017 National School Climate Survey” Gay Lesbian Straight Education Network (GLSEN)
3. Burdge, H., Snapp, S., Laub, C., Russell, S. T., Moody, R. (2013). Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-Being, and Achievement. San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Frances McClelland Institute for Children, Youth, and Families at the University of Arizona.

## 5. **FISCAL IMPACT/REVENUE SOURCE**

To complete the facility assessment, which is assumed to cover all schools, the following costs are estimated:

- Approximately 200 hours of staff work (at \$100 per hour), cost of \$20,000, which includes the facility assessment and to add this to the Education Specs
- \$25,000 contract for associated capital work in regard to the facility assessment

It is assumed these costs will be covered by capital funds.

The resolution speaks to a request to explore the development of a LGBTQIA+ history and culture course. If added to the Catalog of Secondary School Subjects, this course would be available in District high schools. If it is determined that this new course is needed or desired, the development of the course, the purchase of instructional materials, and professional development for teaching staff will all require funding.

The resolution speaks to offering sensitivity training for staff and volunteers. We assume \$5,000 for the development of such training. Because this training is not required, it is assumed this will take place during current professional development time that is already funded.

There will be some costs incurred if schools are renamed, amounts are indeterminate.

The resolution requires that the Superintendent will distribute the resolution and that it be translated into the top five languages. It is assumed this will take 80 hours of staff time for translations and for development and distribution of the communication. It is assumed costs would be incurred by current staff.

Fiscal impact to this action will be \$50,000 in estimated costs, as well as some costs as noted above that are indeterminate.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:      One-time    Annual    Multi-Year    N/A

**6.     COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

In addition to ideas raised about inclusion at Meany Middle School’s ASB club, such as LGBTQ inclusive curriculum, and ideas from the Inclusive Washington Checklist, Director DeWolf started working in collaboration with Chief Podesta, Chief DeBacker, Legal Counsel Ronald Boy, Health Manager Lisa Love, Directors Mack and Rankin, as well as representatives from Greater Seattle Business Association, Somos Seattle, WAISN, Pride Foundation, Equal Rights Washington, NAACP – LGBTQ, Gender Justice League, GLSEN, Gender Diversity, LGBTQ Allyship, Ingersoll Gender Center, Gay City, and Washington LGBTQ Commission, as well as consulting with the Student Advisory Board and the NAACP – Youth Council, to formulate a resolution that seeks to address major areas of potential progress toward greater LGBTQIA+ inclusion in Seattle Public Schools.

**7.     EQUITY ANALYSIS**

Use of the Racial Equity Analysis Tool indicates that the resolution would have an overall positive benefit for LGBTQIA+ students and families, particularly LGBTQIA+ students and staff of color, in Seattle Public Schools. LGBTQIA+ inclusive instructional materials and diverse schools improve identity safety and foster safe & welcoming schools to help the development of a strong, academically-focused identity among LGBTQIA+ students, staff, and community.

**8.     STUDENT BENEFIT**

Students from Meany Middle School ASB, as well as students and families attending “Inclusive Washington,” greatly inspired the development and introduction of this resolution. The resolution will encourage departments, schools and staff to increase their efforts to affirm inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools. Curricula that are relevant to the life experience of students from diverse backgrounds have been shown to have positive impacts on the development of a strong identity connected to achievement. For LGBTQIA+ students, and non-LGBTQIA+ students, too, LGBTQIA+ inclusion leads to a greater appreciation of foundational values of equity and justice that contribute to our collective understanding that LGBTQIA+ history is American history.

**9.     WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: Board action is required to adopt a resolution.

**10. POLICY IMPLICATION**

The LGBTQIA+ Inclusion resolution aligns with Board Policy No. 0030, Ensuring Educational and Racial Equity. Additionally, this resolution will impact Board Policy No. 2015, Selection and Adoption of Instructional Materials; Board Policy No. 6970 and Board Procedure 6970BP, Naming of School District Buildings; and two new Board Policies planned for adoption in 2020: 3211, Gender-Inclusive Schools, and 6900, Facilities Planning.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed in committee due to the cancellation of the March 18, 2020 Executive Committee meeting.

**12. TIMELINE FOR IMPLEMENTATION**

The resolution will go into effect on approval of the full Board. Additionally, per this resolution, revisions to Board Policy No. 2015 and the adoption of Board Policy No. 3211 and Board Policy No. 6900 are planned ~~are planned~~ to come before the Board ~~before September 1,~~ by October 2020.

**13. ATTACHMENTS**

- Resolution 2019/20-28 (For Approval)
- Racial Equity Analysis Tool (For Reference)

**Seattle School District No. 1  
Board Resolution**

**Resolution No. 2019/20-28**



**A RESOLUTION** of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington on Inclusion for Our LGBTQIA+ Students, Staff, and Community.

**WHEREAS**, Seattle Public Schools is a district of more than 53,000 students and more than 12,000 full-time and part-time staff where we value and celebrate diversity and inclusion; and

**WHEREAS**, a 2019-20 Focus Goal of the Seattle Public Schools Strategic Plan is to provide schools where students feel safe and welcome and that goal is rooted in the belief that students should be celebrated for being their authentic selves, recognizing that when students are provided healthy, safe, engaging, supportive, and academically rigorous school environments they are able to learn to their full potential; and

**WHEREAS**, the recent community debate focused on the exclusion of LGBTQIA+ teaching staff in a school in our region has invited the Board to reflect on our long-held beliefs and commitment to inclusion, knowing that educational environments where students recognize the diversity that makes them special in adult role models at school helps to create an atmosphere where students feel empowered as scholars to succeed; and

**WHEREAS**, systemic transphobia, biphobia, and homophobia can push LGBTQIA+ youth out of school and cause long-lasting negative educational and mental health outcomes; and

**WHEREAS**, we know LGBTQIA+ youth, particularly LGBTQIA+ youth of color, still face significant discrimination and barriers to inclusion as compared to their peers, including disproportionate rates of school disciplinary action and are two-to-four times more likely than their peers to be physically assaulted or threatened at school, leading them to be less likely to attend school, according to a national study ([2017 RTI Report, "Violence and LGBTQ+ Communities"](#)); and

**WHEREAS**, affirming diverse sexual orientations and gender identities and expressions is one of the most effective mental health interventions for supporting LGBTQIA+ youth; and

**WHEREAS**, inclusive curriculum has been shown to improve educational health and personal safety, as shown in the [2017 GLSEN National Climate Survey](#), as well as to increase the level of peer acceptance of LGBTQIA+ students and foster school communities where LGBTQIA+ youth were less likely to hear homophobic and transphobic remarks, were less likely to feel unsafe, experienced lower levels of victimization, and performed better academically; and

**WHEREAS**, Board Policy No. 3210, Nondiscrimination, Acts of Hostility and Defamation, expresses our commitment to fostering, cultivating, and preserving a culture of diversity, respect, and inclusiveness, and the Policy is implemented and enforced through a robust system of procedures overseen by a nondiscrimination compliance officer; and

**WHEREAS**, the District has long-supported and affirmed the rights of our transgender and gender-expansive students by establishing and continually enhancing a comprehensive Superintendent Procedure (3210SP.C) that details a student’s right to be referred to by the name and pronouns that affirms their identity and to use restrooms and locker rooms that correspond to gender identity and not sex-assigned at birth. In addition, the District has created and provided gender identity book kits for instruction in grades K-5 and hosts an annual LGBTQIA+ Family Dinner to bring our LGBTQIA+ families together; and

**WHEREAS**, the District is continually in a process of improvement and refinement in relation to creating identity-safe spaces for all including work targeted toward greater inclusion for LGBTQIA+ staff and students, including, but not limited to, coordinating our electronic student systems so students are able to be recognized by the name that affirms their identity and continuously promoting the expansion of gender-neutral spaces in all of our schools; and

**WHEREAS**, we acknowledge that creating LGBTQIA+ and gender-expansive inclusivity in the District is not complete with any one action, and it does not happen holistically with the change of a policy, or the passage of a resolution, but depends on a systematic shift in paradigms and by increasing the understanding of sexual and gender diversity, recognizing that this creation requires appropriate communication, professional development, collaboration with our labor partners, and a commitment from the Board, District staff, and students; and

**WHEREAS**, the students of Seattle Public Schools should have the opportunity to learn about significant LGBTQIA+ events and groups, such as the Society for Human Rights, the Lavender Scare, Daughters of Bilitis, the Supreme Court Case, “One, Inc v Olesen,” Don’t Ask/Don’t Tell, DOMA, 1987 AIDS March on Washington, the riots at Stonewall Inn, the Compton Cafeteria riots, Upstairs Lounge arson attack, the White Night riots; and, meaningful contributions of LGBTQIA+ historical figures such as James Baldwin, Langston Hughes, Josephine Baker, Bayard Rustin, Sylvia Rivera, Marsha P Johnson, Frida Kahlo, Jack Baker and James Michael McConnell, Harvey Milk, Oscar Wilde, Virginia Woolf, Walt Whitman, TS Eliot, Edith Windsor, Kathy Kozachenko, Mia Yamamoto, Margaret Chung, Brandon Teena, Yone Noguchi, Pedro Zamora, Alice Nkom, Michael Sam, Audre Lorde, Magnus Hirschfeld, We’wha (Zuni), Lozen & Dahteste (Chiricahua Apache), Billie Jean King, Sally Ride, Matthew Shepard, [Stormé DeLarverie](#), and so many more; and

**NOW THEREFORE, BE IT**

**RESOLVED**, that the Superintendent will direct a District facilities assessment be completed, and a report provided to the Board, detailing schools: with a student single stall or multi-stall gender-neutral restroom; without a gender-neutral restroom including the feasibility and estimated costs to convert existing restrooms; and

BE IT FURTHER RESOLVED, that the Board requests the Superintendent to direct applicable staff to explore the development of a LGBTQIA+ history and culture course to be added to the Catalog of Secondary School Subjects, if staff determines that the new course is needed or desired, and provide a report to the Curriculum and Instruction Policy Committee on their determination; and

**BE IT FURTHER RESOLVED**, that the District will commit to including at least one accessible, multi-stall gender-neutral restroom in all new facilities construction and take the necessary steps to ensure these restrooms will be present in all future educational specifications, floor plans, and capital planning; and

**BE IT FURTHER RESOLVED**, that the District supports all students and staff by affirming their right to be their authentic selves, including the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives in the same manner as their non-LGBTQIA+ peers, recognizing it is never appropriate to discipline or shame a person who in good faith comes out to another member of the Seattle Public Schools community; and

**BE IT FURTHER RESOLVED**, that the District encourages its schools to display on their flag poles and the volition of its employees to display in classrooms, offices, or halls, a rainbow Pride flag, Transgender Pride flag, or other sign of support for LGBTQIA+ students or staff, because these symbols are consistent with the District's commitment to the creation of identity-safe and welcoming schools and illustrate our sincere belief that we must serve all without judgment, discrimination, or alienation; and

**BE IT FURTHER RESOLVED**, that the District will continue to honor and respect a student's self-reported gender identity and gender expression at school regardless of outside adult acknowledgement or acceptance; the District will work to educate and support adults important to a student on greater acceptance and acknowledgement; however, the District will not wait for such adult acceptance or require parent/guardian consent before honoring the student's self-reported gender identity and gender expression; and

**BE IT FURTHER RESOLVED**, that the Board, District, and appropriate stakeholders commit to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQIA+ inclusivity; and

**BE IT FURTHER RESOLVED**, that the District and our schools be proactive in decreasing anti-LGBT language, feelings, behaviors, and bullying by:

1. Promoting positive images of LGBTQIA+ individuals; and
2. Making available age appropriate LGBTQIA+ inclusive instructional materials and books for elementary and secondary schools; and
3. Requiring that newly-adopted United States history, social studies, and English language arts instructional materials, and reasonably include in all other instructional materials, significant events, societal contributions, and/or representations of LGBTQIA+ individuals; and
4. Offering LGBTQIA+ sensitivity training for staff and volunteers; and
5. Reminding staff of their duty to ensure that all students are safe and affirmed in our school communities, and to create a school culture that both prevents and proactively intervenes with acts of name-calling (such as racist, sexist, transphobic, and homophobic remarks), bias, harassment, or bullying that they see, including, but not limited to LGBTQIA+-biased language and bullying; and

**BE IT FURTHER RESOLVED**, that the Superintendent shall consider this resolution a proposal of the Board to change the name of an existing school building to a distinguished individual to be specifically identified through an engagement process including students, staff, parents, alumni, and community residents, who has served the local community, state, or nation, in the promotion of LGBTQIA+ rights; and

**BE IT FURTHER RESOLVED**, that the Superintendent will distribute or inform principals, teachers, and families of this resolution, and translate it into the top five languages within Seattle Public Schools; and

**BE IT FURTHER RESOLVED**, that the Superintendent shall report back to the Board on the status of, and plan for, implementation of each point in the above resolution.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2020

\_\_\_\_\_  
Zachary DeWolf, President

\_\_\_\_\_  
Chandra N. Hampson, Vice President

\_\_\_\_\_  
Leslie Harris, Member-at-Large

\_\_\_\_\_  
Brandon K. Hersey

\_\_\_\_\_  
Eden Mack

\_\_\_\_\_  
Liza Rankin

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Lisa Rivera-Smith

ATTEST: \_\_\_\_\_  
Denise Juneau, Superintendent  
Secretary, Board of Directors  
Seattle School District No. 1  
King County, WA



**It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.**

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The **Racial Equity Analysis Tool** lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism.**

The concept of **racial equity** goes beyond formal racial equality — where all students are treated the same — to fostering a barrier-free environment where all students, regardless of their race have the opportunity to achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities **they need** to succeed academically.

#### **Why and when should I use it?**

- **Use** this tool to create an equity lens for educational leaders:  
The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School: School Board

Facilitator: Zachary DeWolf Date: 3/6/2020

Committee/Community members: Executive Committee

Decision/Policy: Inclusion for LGBTQIA+ students, Policy No. 2015, 3211, 6900

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Are you: Making a new decision? Yes Reviewing an existing decision?

Expected Outcomes: Safe & Welcoming Schools for LGBTQIA+ students, staff, and community

Have you had any Equity Training from SPS? Yes

How many times have you used the Racial Equity Analysis Tool? 10

#### **Please mark the type of decision below:**

- |  |   |
|--|---|
| <input checked="" type="radio"/> Applicable Policy X | <input type="radio"/> Procedure           |
| <input type="radio"/> Program                        | <input type="radio"/> Budget Issue        |
| <input type="radio"/> Professional Development       | <input type="radio"/> Hiring and Staffing |

## Glossary:

**Race:** Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

**Individual racism:** Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

**Institutional racism:** When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

**Structural racism:** The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

**Accountable:** Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

**Educational and Racial Equity:** Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

**Racial Inequity:** When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

**Stakeholders:** Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

**Culture:** The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

**Expected Outcomes:** A measurable result that is planned for, using the racial equity tool.





# Racial Equity Analysis

## STEP 1: Set Outcomes, Identify and Engage Stakeholders

**Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)**

1. What does your Board/committee define as racially equitable outcomes related to this issue?

*LGBTQIA+ students, especially LGBTQIA+ students of color furthest from educational justice, will have increased identity safety and be less likely to experience disciplinary action, will be more likely to attend school, and reduce the amount of harm caused to them, which improves their educational outcomes and improves intellectual health.*

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

*The Board will communicate to each other, SPS leadership, key LGBTQIA+ stakeholders and community, at retreats and community meetings, and in the Friday Memo*

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

- a. *The Board will submit to Superintendent to share with Student Advisory Board, as well as Meany Middle School ASB and Nathan Hale QSA;*
- b. *We will share in language at our external dual/multi-lingual families meeting;*
- c. *Board will communicate with NAACP-YC, SESEC, CISC, SMNO, and more racial/ethnic stakeholders groups;*
- d. *Board will share with SCPTSA and Sped-SCPTSA groups and inquire about others to share with*

## STEP 2: Engage Stakeholders in Analyzing Data

**Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.**

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

*The Board will work with Superintendent and Lisa Love to identify opportunities, including the annual LGBTQIA+ Family Dinner, to ask our communities for*



# Racial Equity Analysis

*feedback on conditions that may improve racial equity and close the opportunity gaps.*

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

*None identified, but the Board will inquire through our various community and family groups, such as SPED-SCPTSA, school leaders and teachers (SEA, PASS), and student advisory board and NAACP-YC, and will seek out more groups to gather information from*

**STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.**

1. What are the potential benefits or unintended consequences?

*Potential Benefits: The school District and Board affirm LGBTQIA+ inclusion for students, staff, and community in Seattle Public Schools, we lead the way on inclusion efforts in our state, LGBTQIA+ students and staff feel more safe and welcomed, educational outcomes for kids at the intersections of race and LGBTQIA+ identity are on the rise, increase positive interactions, improve trust; Potential Consequences: backlash toward this important work, introduction of new costs*

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

*We've increased trust in our district, we've improved safety and a feeling of welcome in our schools, and LGBTQIA+ students of color experience improves and their educational outcomes and intellectual health improved, closing opportunity gaps between LGBTQIA+ students and the target of 100% graduation for every student.*

**STEP 4: Evaluate Success Indicators and/or Mitigation Plans Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts**

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

*The Board will work with Superintendent on improving surveys and feedback gathering opportunities including climate surveys, and through information gathering at the annual LGBTQIA+ Family Dinner.*



## Racial Equity Analysis

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

*Share out feedback in Friday Memo from key stakeholders, including but not limited to: Greater Seattle Business Association, Somos Seattle, WAISN, Pride Foundation, Equal Rights Washington, NAACP – LGBTQ, Gender Justice League, GLSEN, Gender Diversity, LGBTQ Allyship, Ingersoll Gender Center, Gay City, and Washington LGBTQ Commission, as well as consulting with Student Advisory Board and the NAACP – Youth Council, host a community meeting in 2021 focused on the impact.*