

 2023

██████████, ██████ parent

I feel it is important to share with the [REDACTED] parent community our family's objection to the use of the materials selected to guide the Growth Ed curriculum for the Unit. I encourage you to please review this statement fully and please recognize that through a great deal of research into this topic, my wife and I have developed a well-informed viewpoint that is different than, and in opposition to a belief system, namely "gender ideology theory," to which the school is mandating adherence by way of the devotion to a curriculum that espouse such a belief system as a fundamental tenet. Further, our opposition to this belief system should not be seen as bigoted, transphobic or any other pejorative that some may wish to cast. This emanates from a deep and unshakable love for all children and a bedrock belief in equality for all, justice and liberty. I look forward to our discussion as a community of parents and encourage everyone to bring well-informed viewpoints, rather than ill-informed opinions, to the discussion of such an important topic. My child's health and well-being is at stake, and yours could be as well. I kindly request that you consider very carefully the information presented here. Thank you.

Background

For those of you who don't know me or our family, we've been here at [REDACTED] for the last [REDACTED] years. [REDACTED] & I have both had lots of volunteer roles and we've been highly engaged throughout that time. Our [REDACTED] daughter is an 8th grader here at [REDACTED]. She prefers the use of a male name and male pronouns – all part of the “social transition” that was requested by her in [REDACTED] and was cautiously agreed to by us at the time. The genesis of this ideation is a book unto itself and includes key chapters including: being a tomboy; liking ‘boy’ things; having as many or more friends who were male as were female ; social encouragement and celebration of queer identities by [REDACTED] [REDACTED] [REDACTED]; the COVID lockdown and too much screentime met by the pernicious YouTube algorithms which, fed our 10 year-old an endless stream of teen female-to-male transition videos and other encouragements for girls to find their more glorious future as trans boys. When she came to us to declare herself a “trans-boy” and requested the “social transition” of a male name and pronouns (deer in the headlights, so we unwittingly said “OK”). At [REDACTED], her being a self-proclaimed “trans boy” was encouraged, supported and celebrated by the teaching and leadership cohort while we, her parents, consistently asked for a slower and more thoughtful approach, including regarding the use of female or, at a minimum, gender-neutral pronouns, but not male pronouns.

Upon our discussion with [REDACTED] leadership and counselor at the time, we were informed to affirm and celebrate our child's new identity and to "follow the child." They also encouraged us to go to the Boston Children's Hospital as they have a "gender clinic" there and to join/attend GLAD meetings where we could meet other parents of LGBTQ+ kids, learn from them and find community. While concurrently looking into those options, we also started to do our own homework and research. It became immediately apparent that the Boston Children's Hospital gender clinic, just like all such clinics nationwide, practice and preach *only one* modality for gender questioning children: "affirmation." This child-led belief is similarly advocated by GLAD and the legion of rainbow coalition groups who are driving and accelerating the numbers of trans-identifying youth to numbers and percentages that can hardly be believed and are without historical precedent.

If our family were to have followed the path advocated by the adherents to gender ideology as encouraged by █████ guidance and leadership, we would have went to Boston Children’s Hospital where they would have met with our then barely █████ y.o. child, said she was insistent, consistent and persistent in her gender identity, threatened us with the emotional blackmail statement of: “would you rather have a living son or a dead daughter,” and directed us to a program of puberty blockers, cross-sex hormones and eventual gender mutilating

surgeries. These clinics and the multi-party apparatus that supports them have an agenda, a financial stake and a culture war to fight and they are endlessly working to conscript families (especially civil rights advocating, politically liberal families like so many of us here at  to believe they are doing the right thing for their children, yet who, due to it being too politically incorrect to even question such LGBTQ+ affirmation, fall victim to the unintended and utterly grave consequence of unwittingly sacrificing the physical health and mental well-being of their children for the sake of the cause of gender ideology and the conflation of this with the civil rights of LGBTQ+ adults which we all hold sacred.

Research

In the course of our voluminous investigation into this topic - from an open, inquisitive and research-based perspective, reading as much about this topic as is possible across the two years since it entered our home, we have come to learn more about the affirmation-based approach, as well as about the gender exploratory perspective and an entire literature and professional practice movement that is dedicated to more deeply understanding the evidence-based, clinical science-backed truths behind this ideation and identification by young people. **The Bio-psycho-social model put forward by this side of the profession works to understand the root causes and to connect the psychological underpinnings and socially-constructed elements of the unprecedented increase in trans-identifying youth, especially girls.**

This evidence-based school of thought is not recognized adequately in most of the dominant/liberal media, resulting in a massive under-representation of this school of research and POV. Information and stories that run counter to the current zeitgeist of child LGBTQ+ affirmation are grossly under-reported, are distorted as some form of out-of-step, conservative hate speech or are subject to biased reporting by outlets such as the NYT, Boston Globe or other well-regarded liberal media sources due to institutional capture and editorial bias. Similar for the American Academy of Pediatrics where there is a growing undercurrent of medical professionals pushing back on their association's public-facing guidelines and policy statements on this topic.

Examples of the under-reported nature of these inconvenient truths by the US media are widespread and include items such as the shuttering of the UK's largest gender clinic (the Tavistock) after a systematic review of the evidence found that the clinic was delivering far more harm than good to gender questioning youth throughout the UK; similar system-wide reversal of course on youth gender care practices across a growing number of European countries (Sweden, Finland, France, among others), the admission by the trans-woman President of the World Professional Association for Transgender Health (WPATH) that far more children were being treated medically for gender issues with irrevocable treatments than was clinically warranted, or the alarming story of whistleblower Jamie Reed (a self-identified queer woman married to a "trans-man" husband), who worked for nearly a decade at St. Louis Children's Hospital Gender clinic and brought to light her concern regarding the clinic's practices that resulted in nearly 100% of all gender questioning children whose families walked in the door at the clinic being greenlighted for medicalized cross-gender hormones and surgeries. Why won't the popular media cover this side of the issue? (An aside: I found it interesting to listen to one of the unit teachers last week at Curriculum Night talk about humanities teaching goals to help kids understand political power dynamics and how media bias results in under-representing the viewpoints and lives of those not in power and that to better understand the essence of an issue, one needs to include the viewpoints of the subjugated minorities. Against the current zeitgeist, the rejection of gender ideology is just such a minority view.)

Similarly, the growing legion of professionals dedicated to helping children to most healthfully navigate their gender explorations are not finding voice in the popular media for lots of reasons. For these reasons, I feel it is imperative to shed light on the information being offered by this growing sector of professionals who are

working to promote a more cautious and evidence-based approach. The thoughtful and clear-eyed testimony that these professionals are offering is a brave counter to the dominant pro-affirmation based POV that is being promoted by the advocates of gender ideology and forced upon many of us who do not believe in such a theory.

Gender ideology – a belief system

From this backdrop, I feel the need to speak to an inconvenient truth at the heart of this incredibly important issue – that the [REDACTED] Growth Ed curriculum is predicated on adherence to a belief in *gender ideology* – which is a *belief system* – it is not based in facts or science, but rather it demands a denial of the scientific, biological and physical realities of sex. Promotion of this belief system will result in harming far more children than it could possibly hope to help. Teaching from this perspective is inexorably linked to childrens’ perceptions of themselves and of others, it calcifies gender stereotypes rather than freeing youth identity exploration, and results, for an increasing percentage of children, in gender self-identification and trans identity development.

Rather than creating space in which students can be their whole selves, the gender ideology-based foundations of the [REDACTED] Growth Ed curriculum will result in the unintended consequence of the concretizing of trans gender identity for some children, which in turn will lead to social transition. As the clinical evidence clearly demonstrates, the calcification of identity supported by social transition is linked at extraordinarily high levels to future medicalization and affirmation of trans identity, and for many – clinically-demonstrated extraordinarily poor mental and physical health outcomes, and for at least a not insignificant number, unfathomable regret. Cue the detransitioners (please look up “who is Chloe Cole,” and know there is a massive growing number of such detransitioners). *Also as clearly evidenced in the clinical literature, if left alone and not overly celebrated, supported nor affirmed, the vast majority of teens cease such trans ideation as they go through the process of an undisturbed, natural puberty.* They later figure out if they are straight or gay, which is a nearly entirely separate thing. However, the inverse is true for those whose social transformation is overly affirmed, promoted and celebrated. The concretizing of the path from social transition to medicalized trans is well-documented.

The [REDACTED] Growth Ed Program

The [REDACTED] Growth Ed program’s foundational belief in “gender ideology” facilitates such ideation by children. It narrows, not expands choices for children, and emphasizes, not diminishes stereotypes. It is regressive, not progressive. We need to leave space for children to figure out their sexual and gender identity on their own, at a pace that is congruent with their own sexual development and that is not overly influenced by adults, teachers, and school leadership. True partnership with parents means that **we, the parents** need to be assured - not undermined by the school, that we have the primary role in helping our children’s growth and development as we see best fit, not as forced upon our children from the school. And we ought not need to be forced to adhere to a belief system, gender ideology, any more than we ought to be forced to adhere to religious or political beliefs that we do not hold!

In the hands of the LGBTQ+ advocacy organizations whose material and curricula [REDACTED] is utilizing as the basis for its Growth Ed programming: [SIECUS – Sex Ed for Social Change](#), the [Center for Sex Ed](#), and [Future of Sex Ed](#), gender ideology and an advocacy for the queering of sex ed are at the heart of the pedagogy being promoted. A review of the materials presented by these organizations demonstrates that the information put forth is often not medically accurate nor based on objective peer-reviewed science, further, it is not age appropriate given the material they collectively include at every grade/age level. Do we need our children to be forced by their trusted adults to be subjected to this material, or might they be better-off with a somewhat less didactic approach?

Further, the connection between school-based advocacy of gender ideology-driven sex ed is linked directly to the formation of gender ideology-based beliefs of children and an increased prevalence of gender questioning youth. This is driving legion of girls toward trans medicalization, including the removal of healthy breasts, hysterectomies, and chemical hormone poisoning that has incredibly injurious impacts on young peoples' bodies and irreversible consequences including sterilization, the loss of sexual function and pleasure, an incredible host of health maladies that can result in an estimated a *10+ year reduction in lifespan expectation!* All this while actually resulting in clinically-demonstrated increases (not decreases!) in the number, range and severity of mental health problems including suicide ideation and attempts, especially when including the longer-term impact to these people as they become adults.

Almost any anecdotal assessment of the [REDACTED] student cohort as heard directly from the kids' own reports supports that well over 25% of [REDACTED] upper class children identify as LGBTQ+. To deny that there is a relationship between what is taught in the classrooms and supported throughout [REDACTED] programming would be a denial of the obvious. We are all part nature and part nurture. Further, as many of these children further their journey of gender questioning, it inevitably will lead too many of them and their families to the gender clinics, who will invariably over-diagnose and over-prescribe medicalized and irreversible trans paths for these children.

While [REDACTED] and its Growth Ed program aims to create a "safe, welcoming, and inclusive" environment for transgender-identified students, the foundational belief in gender ideology which has been foisted upon all of our children can result in the unintended consequence of greatly increasing the chance that at least some children who might go through a temporary stage of identity exploration or gender confusion will instead, reject their bodies in favor of a risky experimental medical protocol which will harm them irrevocably and permanently.

Further investigation

I would be pleased to provide references to a vast literature of resources that could be used in place of the sex ed resources being utilized by [REDACTED], but will cite only one in hope that parents might find it worth considering – from [GENSPECT](#), an international organization of professionals, trans people, detransitioners, and parent groups who work together to advocate for a non-medicalized approach to gender diversity. I would also encourage people to read-up on these subjects, including from the vast array of books and media sources supporting the viewpoints noted here such as "[When Kids Say They're Trans](#)" written by youth psychologists whose practices are specialized in and dedicated to gender questioning youth and their families and who also lead the very thoughtful, wide-eyed podcast [Gender: A Wider Lens](#) (please consider listening to Ep. 1 & 2 among others), and so many other resources that dare to delve into this highly polarizing topic. And please, before dismissing these resources as some form of "hate speech" or "conversion therapy" – **actually read, review and engage with these resources** that offer professionally-informed information from medical doctors and psychologists, scientifically rigorous, evidence-based, critical thinking-oriented heterodox viewpoints on these important topics.

Our family rejects the over-reach of the Growth Ed program at [REDACTED] and we encourage each of you to do your homework – review information from all sides of the literature, understand the institutional bias behind the dominant media, organizations such as the American Academy of Pediatrics and the growing undercurrent of professionals that is pushing back on these positions and policies, and the growing concerns that are being raised and professional reversals of practice that have come as a result of comprehensive and systematic reviews of the evidence by several European countries. And finally, please recognize that this statement comes from both a firm belief in the primacy of equality and civil rights for all people and an unabating love of and duty to care for our children and to want the best outcomes for all children throughout our community and beyond.

Thank you.