

No. 23-16026 c/w No. 23-16030

**In the United States Court of Appeals
for the Ninth Circuit**

HELEN DOE, parent and next friend of JANE DOE; JAMES DOE, parent and next friend of JANE DOE; KATE ROE, parent and next friend of MEGAN ROE; ROBERT ROE, parent and next friend of MEGAN ROE;

Plaintiffs-Appellees,

v.

THOMAS C. HORNE, in his official capacity as State Superintendent of Public Instruction; LAURA TOENJES, in her official capacity as Superintendent of the Kyrene School District; KYRENE SCHOOL DISTRICT; GREGORY SCHOOL; ARIZONA INTERSCHOLASTIC ASSOCIATION INCORPORATED,

Defendants,

and

WARREN PETERSEN, Senator, President of the Arizona State Senate; BEN TOMA, Representative, Speaker of the Arizona House of Representatives,

Intervenor Defendants-Appellants.

On Appeal from the U.S. District Court for the District of Arizona
Case No. 4:23-cv-00185-JGZ (Hon. Jennifer G. Zipp, Presiding)

Brief of *Amici Curiae* 196 Athletes in Women's Sports, The National Women's Soccer League Players Association, The Women's National Basketball Players Association, Athletes Unlimited, The Women's Sports Foundation, and Athlete Ally in Support of Plaintiffs-Appellees and Affirmance

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CORPORATE DISCLOSURE STATEMENT

Amici curiae are individual athletes, nonprofit advocacy organizations, and a public benefit corporation. Pursuant to Federal Rule of Appellate Procedure 26.1, counsel for *amici curiae* hereby certify that none of the *amici curiae* have a parent corporation and that no publicly held company holds 10% or more of any *amici curiae*'s stock.

Counsel for *amici* further note that while *amicus* Athletes Unlimited does business as Athletes Unlimited LLC, its legal name for tax purposes is Athletes Unlimited, PBC.

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AMICI'S IDENTITIES AND INTERESTS¹

Amici are 196 current and former athletes in women's sports, the National Women's Soccer League Players Association, the Women's National Basketball Players Association, Athletes Unlimited, the Women's Sports Foundation, and Athlete Ally. *Amici* believe in the importance of equal opportunity to participate in primary, secondary, and collegiate athletic programs.

Amici athletes have participated in sports at every level and represent a broad cross section of sports, ranging from tennis to soccer, and ice hockey to sailing. They include Olympians, professional athletes, and intercollegiate athletes. These athletes have, among other accomplishments, won gold medals in the Olympics, served as captains of U.S. women's national teams, and hold world records and All-American titles, among other feats and accomplishments.

Among the individual *amici* athletes are:

- **Megan Rapinoe** is a two-time World Cup Champion and Olympic Gold Medalist. A leader on and off the pitch, Megan helped lead the USWNT to the 2019 Women's World Cup Championship scoring some of the biggest goals of the tournament. Megan took home the tournament's two top honors

¹ No party's counsel authored this brief in whole or in part, and no party or party's counsel contributed money that was intended to fund the preparation or submission of this brief. No person other than *amici*, their members, or their counsel made a monetary contribution to its preparation or submission.

– the Golden Boot for top scorer, and the Golden Ball for the best player in the tournament.

- **Layshia Clarendon** is a WNBA player currently signed with the Los Angeles Sparks. They were selected #9 overall in the 2013 WNBA Draft. In 2018, Layshia captured gold with Team USA in the FIBA World Championships. In 2020, Layshia became the first out trans and nonbinary player in WNBA history.
- **Phaidra Knight** is a former rugby player who was a member of the U.S. National Team from 1999 to 2017. She participated in three Women’s Rugby World Cups and won All-World Team honors in the first two. She became the first and only black American to be inducted into the World Rugby and USA Rugby Hall of Fame in 2017 and 2021, respectively.
- **Pam Boteler** made USA Canoe/Kayak history at the 2000 U.S. National Championships by becoming the first woman to compete in sprint canoeing – against the men – winning gold and bronze medals in the Intermediate class. Pam competed internationally for Team USA in Sprint Canoe 2001-2010, earning 11 international medals, and was a 35-time National Champion.
- **Meghan Duggan** is a retired American ice hockey forward who had a 14-year career with Team USA. She competed in three Olympic Games and captained the team in two of those games. She won two silver medals in 2010 and 2014;

and captained the team to the gold medal in 2018. She also represented the USA at eight Women's World Championships, capturing seven gold medals and one silver medal. Meghan currently works in the NHL with the New Jersey Devils and is the current President of the WSF.

- **Sophia Herzog-Gibb** is a two-time Paralympian and two-time Paralympic medalist in swimming. She is an eight-time U.S. National team member and a two-time world champion in 2017, as well as a six-time world medalist.
- **Esther Lofgren** is an American rower and an Olympic gold medalist. She won the gold medal in the women's eight at the 2012 Olympics in London. Lofgren is a graduate of Harvard College, where she rowed for Radcliffe Crew and was a two-time All-American. She is an eight-time member of the U.S. National Rowing Team and a seven-time World Championship medalist.
- **Maya Satya Reddy** is a queer South Asian former professional golfer, LGBTQ+ athlete activist and Athlete Ally Ambassador. She was a three-time NCAA All-American and gained status on the Symetra Tour.
- **Toccaro Ross** is a retired international professional basketball player and current Division 1 basketball coach.
- **Gaby Vincent** is a former NWSL player. She played for the Utah Royals, Kansas City Current, and most recently the Washington Spirit.

A complete listing of *amici* athletes is provided in the enclosed Addendum.

Amici athletes offer valuable perspectives on a core issue in this case: the life-long benefits of equal opportunity and participation in the athletic programs of primary, secondary, and university schools and the value of inclusive and welcoming sports environments. Each *amicus* athlete has in common an appreciation for, and an understanding of the importance of, participation in school sports. And all *amici* athletes oppose efforts to single out groups of women and girls from women's sports, which harms the entire sports community. This includes categorically barring transgender girls from participating in school sports in manner consistent with who they are.

The **National Women's Soccer League Players Association ("NWSLPA")** is the labor union representing NWSL players, dedicated to both protecting their rights and enhancing professional standards within women's professional soccer in the United States. The NWSLPA's identity is firmly grounded in its role as a labor union, committed to ensuring the career longevity and sustainability of all players. Established in 2017 by NWSL Players and formally recognized by the NWSL in 2018, the NWSLPA is affiliated with the AFL-CIO, serving as a founding member of its Sports Council. Additionally, the NWSLPA maintains active engagement with FIFPro, the global players' union, demonstrating its dedication to partnering with organizations that share its commitment to player welfare and empowerment.

The **Women’s National Basketball Players Association (“WNBPA”)** is the union for current women’s professional basketball players in the Women’s National Basketball Association (“WNBA”). The WNBPA is the first labor union for professional women athletes, created in 1998. The union’s purpose is to protect the rights of players, assist them in achieving their full potential on and off the court, and to unite, in a manner that not only promotes a high sense of loyalty among all members but is also diverse, inclusive and a direct reflection of our core principles.

Athletes Unlimited is a public benefit corporation that owns and operates professional women’s softball, lacrosse, volleyball, and basketball leagues featuring world-class competition and fan experience. Athletes Unlimited stands out as an organization driven by the athletes that play in the leagues, with athlete representation on the company’s board of directors, each league led by a Player Executive Committee, and players sharing in long-term profits of the company, all while being proactive in shaping policies supporting athletes who play in the league. Athletes Unlimited is a new model of pro sports, where athletes are decision-makers and individual players are champions of team sports.

The **Women’s Sports Foundation (“WSF”)** exists to enable girls and women to reach their potential in sport and life. The organization is an ally, an advocate, and a catalyst. Founded by Billie Jean King in 1974, they strengthen and expand participation and leadership opportunities through research, advocacy,

community programming and a wide variety of collaborative partnerships. WSF has positively shaped the lives of millions of youth, high school and collegiate student-athletes, elite athletes, and coaches. They are building a future where every girl and woman can #KeepPlaying and unlock the lifelong benefits of sport participation. *All girls. All women. All sports.*®

Athlete Ally believes sport will change the world when it welcomes and empowers all people. As a leading national nonprofit working at the intersection of sport and LGBTQI+ equality, Athlete Ally works to end the structural and systemic oppression that isolates, excludes, and endangers LGBTQI+ people in sport. They educate individuals and institutions to understand obstacles to inclusion for LGBTQI+ people and how they can build an inclusive culture within their athletic communities. Athlete Ally works to ensure sport governing bodies, teams and leagues adopt policies that reflect the diversity of their constituents. They also incubate athlete activism to advance LGBTQI+ equality in and through sport.

Amici file this brief pursuant to Federal Rule of Appellate Procedure 29(a)(2). All parties in these appeals consent to the filing of this brief.

INTRODUCTION

Sports are “a key part of the social and cultural fabric of human life.”² Embedded in our nation’s shared love of athletics is the fundamental principle that anyone can participate in sports, no matter their race, national origin, religion, sexual orientation, or gender identity. That is because sport is “one of the greatest socialization mechanisms in the world — it communicates values without relying on any one language, and its most successful participants are known and respected globally.”³ As Nelson Mandela once said: “Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers. It laughs in the face of all kinds of discrimination.”⁴

As women and LGBTQ+ athletes, and organizations that support and advocate for women and LGBTQ+ athletes, *amici* submit that all youth deserve an equal opportunity to participate in school sports alongside their peers. Such equal

² Will A. Jordan, *Black High School Students’ Participation in School-Sponsored Sports Activities: Effects on School Engagement and Achievement*, 68 J. Negro Educ. 54, 54 (1999).

³ *About Athlete Ally*, <https://www.athleteally.org/about/> (accessed Oct. 2, 2023).

⁴ Amber Baird, et al., *The Economics of Inclusion: Inclusion in Sports*, The Jabian Journal (Fall 2020) 64-71, at 64, <https://bit.ly/3UmAEMK> (citing “Nelson Mandela: ‘Sport Has the Power to Change the World’ Laureus Lifetime Achievement Award — 2000.” Speakola (Aug. 14, 2018), <https://bit.ly/31zRYIJ>).

opportunity benefits not only the youth seeking to participate in school athletics, but the entire sports community as well.

Amici represent a wide range of international, professional, amateur, collegiate, and former high school athletes. All maintain that participation in athletics was essential to their development as leaders and individuals. Their early experiences in sport helped *amici* to develop key skills that have been instrumental to the successes they have cultivated throughout their lives. Indeed, “athletic participation confers to students not just an opportunity to win championships and scholarships, but also the benefits of shared community, teamwork, leadership, and discipline.” *Hecox v. Little*, 79 F.4th 1009, 1039 (9th Cir. 2023).

Amici therefore believe that every young person should be able to participate fully in sport alongside their peers and gain the benefits that sports participation brings. This is especially important for transgender and intersex youth. Some *amici* also share the harm they experienced when excluded from athletic participation because of who they are and the ways this was detrimental to their emotional and social development, as well as their sense of self and physical well-being.

Amici's experiences leads them to oppose laws like Arizona's Save Women's Sports Act (the “Ban”) (codified as A.R.S. § 15-120.02), because of their negative impact on all women and girls. The Ban prohibits all women and girls who are transgender, and many who are intersex, from playing school sports in Arizona at

any level. It flies in the face of bedrock principles of equality and diversity in sports.

Amici dispute claims by proponents of Arizona’s Ban that it benefits women athletes. To be sure, “furthering women’s equality and promoting fairness in female athletic teams is an important state interest,” but “categorically banning transgender women and girls from all female athletic teams,” as Arizona’s Ban does, is “not substantially related to, and in fact undermine[s], those asserted objectives.” *Hecox*, 79 F.4th at 1028. In fact, Arizona’s Ban harms women athletes through exclusion, discrimination, and denial of the benefits that flow from participation in sport.

ARGUMENT

I. EQUAL OPPORTUNITY TO PARTICIPATE IN SCHOOL SPORTS IS CRUCIAL FOR ALL ATHLETES.

A. Sport Thrives on Diversity.

Participation in school sports brings together a diverse community of student athletes, who share a sense of belonging and connectedness that fosters values of inclusion and empathy. Diversity across athletes’ race, LGBTQ+ status, disability, geographical location, and other experiences and identities, enriches the experiences of individual athletes and benefits the entire sports community.

Athletic communities that foster inclusion of young people from different racial backgrounds help athletes embrace racial diversity and support and uplift their teammates on and off the field. In July 2020, the WNBA and Women’s National Basketball Players’ Association jointly announced the 2020 WNBA Season as a

“Season of Social Justice.” This was marked by the creation of the Social Justice Council, of which Layshia Clarendon is a leading member. The Council’s mission to “be a driving force of necessary and continuing conversations about race, voting rights, LGBTQ+ advocacy, and gun control amongst other important societal issues,”⁵ is an example of how diversity in sport can foster long-term solidarity, coalition building, and meaningful social change.

Sports also benefit from the participation of athletes with disabilities. As Paralympic track athlete Aimee Mullins explains,

I think the greatest adversity that we create for ourselves is this idea of ‘normalcy’ as it applies to human beings. There is no normal. There’s common, there’s typical, but there’s no normal. Whether it’s gender, physical or mental ability, or another categorization used to make assumptions about people, sports help break down barriers that society imposes.

Ms. Mullins’ confidence in sharing her experiences and reframing what is possible for all athletes and people has benefitted sports and athletes around the world. She explains how celebrating diversity in sport increases who can benefit from sport and in turn benefit their communities:

If we can begin to shift away from the mirage of normalcy and instead view deviations from the common through a lens of possibility, we can increase access to sports and all the benefits they provide. So many more potential participants would be invited to engage their rare and valuable abilities, both in sport and in their communities.

⁵ Press Release, Women’s Nat’l Basketball Ass’n, WNBA Announces A 2020 Season Dedicated to Social Justice (July 6, 2020), <https://on.nba.com/3UoZziB> (accessed Oct. 2, 2023).

Sports also benefit from geographic diversity. Through sports, students can participate with athletes from different parts of their city, different regions in their state, from across the United States, and from around the world. These opportunities help young people learn how to bridge regional, cultural, and national differences. As Meike Babel explains, “Playing sport has allowed me to meet people from all over the world, from different cultures, different backgrounds and experiences, and that has fostered respect and open-mindedness towards people who may be different from me.” The love of sport is shared around the world, and that connection serves as a foundation for meaningful relationships and building shared understanding outside of athletics.

Sports also provide an opportunity for LGBTQ+ athletes and their peers to foster acceptance for one another through commitment to shared values of participation and inclusion. As Lori Lindsey explains, “I was grateful that when I came out as a lesbian, I didn't have to step away from the sport I loved. I gained the tremendous gift of being fully myself and showing other LGBTQ+ athletes that there's a place for them in sports.” Ensuring LGBTQ+ athletes’ equal opportunity to participate in sports as their authentic selves without fear of rejection enriches the experience for all athletes.

Championing diversity in sports provides all student athletes with the opportunity to learn and support people who are different from themselves, a value

they carry into their adult lives. As Meike Babel shares,

Trans athletes deserve to play just like any other athlete. We all deserve to experience all the benefits of sports. In my mind, any athlete that fights to be themselves on and off the field or court are role models with inner strength and resiliency. As athletes and as human beings, we learn from each other when we are around people who embrace who they are.

Athletes, and athletics more broadly, are benefitted by the diversity that equal participate creates. Sport thrives on the camaraderie that differences in identity, experience, and ability amplify and enrich.

B. Through Sport, Athletes Develop a Sense of Belonging, Connectedness, and Contribution.

Participation in sports provides student athletes with unique opportunities to develop a sense of belonging, connectedness, and contribution. It also “often means exposing student athletes to a supportive environment that enriches both their love for their respective sports as well as their interest in school.”⁶ Through sports, athletes access a natural community of peers who are connected through shared goals and the commitment of time, discipline, and hard work they each have undertaken.⁷ These shared experiences extend beyond the rigors of the gridiron, pool, court, or rink and enrich the lives of the athletes for years beyond their athletic endeavors.

⁶ Jordan, *supra* n.2, at 68.

⁷ See Reed W. Lawson, *Toward a Psychology of Positive Youth Development*, 55 Am. Psych. 170–183 (2000).

As Phaidra Knight explains, her athletic experiences fostered a sense of belonging that has echoed throughout her life:

Sport is the one thing in my life that has really brought me into a full person; the people I have discovered, the pathways it has allowed me to take, my ability to touch and inspire others whose lives I would never have come across. So, it has been amazing. It has been everything for me.

A deep sense of connection and belonging is also created through participation in sports because many student athletes learn that they can be themselves.⁸ Many athletes are celebrated and accepted by their peers and teammates for who they are, thereby building confidence and self-esteem.⁹ The sense of belonging fostered through sport helps student athletes learn that they and their teammates are valued for their differences and unique characteristics.

Through the sense of belonging and connection to their teammates that comes from shared goals and purpose, young people also gain a sense of contribution. *Amicus* Meghan Duggan explains how sport allowed her to contribute to something larger than herself, “I have always wanted to change the world through sports.

⁸ Andrew Soundy, et al., *Psychosocial Consequences of Sports Participation for Individuals with Severe Mental Illness: A Metasynthesis Review*, 8 *Advances in Psychiatry* 1 (2015), <https://bit.ly/3WLxLH7>.

⁹ See Sara Pedersen & Edward Seidman, *Team Sports Achievement and Self-Esteem Development Among Urban Adolescent Girls*, 28 *Psych. Women Q.* 419 (2004); see also Carly B. Slutzky and Sandra D. Simpkins, *The link between children’s sport participation and self-esteem: Exploring the mediating role of sport self-concept*, 10 *Psych. Sport and Exercise* 381–389 (2009).

Playing hockey empowered me and gave me an amazing platform to advocate for the issues that matter the most to me, especially gender equality and LGBTQ+ inclusion.” A sense of connection and contribution in sport permeates all areas of life for student athletes both during their school years and beyond.

II. PARTICIPATION IN SCHOOL SPORTS BENEFITS YOUTH IN ALL AREAS OF LIFE.

Participation in school sports “has an effect on youth and their immediate environment at the school, community and family levels.”¹⁰ “Although sport participation is directly related to higher grade point averages and test scores, other factors improving girls’ academic self-esteem and student identification are affiliated with participation in sport.”¹¹ For example, participation in school sports has been shown to result in benefits such as lower social anxiety, lower social isolation, better social self-concept, and improved self-esteem.¹² Moreover, “many

¹⁰ Martin Van Boekel, et al., *Effects of participation in school sports on academic and social functioning*, 46 J. Applied Dev. Psych. 31-40, 37 (2016).

¹¹ E.J. Staurowsky, et al., Women’s Sports Foundation, *Chasing Equity: The Triumphs, Challenges, and Opportunities in Sports for Girls and Women* (2020), at 28, <https://bit.ly/3UxRkRK>.

¹² Rochelle M. Eime, et al., *A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport*, 10 Int’l J. Behav. Nutrition and Physical Activity 98 (2013), at 18; *see also* Staurowsky, *supra* n.11, at 27.

of the skills developed through participation [in school sports] are scaffolded to promote academic and social success.”¹³

As a respondent to WSF’s Female Leaders in Sport Survey stated, “I just think participation in sport does so much for the well-being of girls—it builds their confidence, helps manage stress/mental health, and prepares them to handle failure, knowing that the next day may be when they win. It is great preparation for a career.”¹⁴ A research report commissioned by WSF summarizes some of these benefits as follows:¹⁵

| Benefits of Sport Participation | | |
|--|---|--|
| Physical Benefits | Social/Emotional Benefits | Academic/Leadership Benefits |
| <ul style="list-style-type: none"> • Lower risk of obesity • Lower blood pressure • Higher levels of cardiorespiratory fitness • Reduced risk of cardiovascular disease • Reduced risk of breast cancer | <ul style="list-style-type: none"> • Improved psychological well-being • Greater life satisfaction • Stronger sense of belonging • Improved self-esteem | <ul style="list-style-type: none"> • Improved academic achievement • Higher high school graduation rates • Higher college attendance and retention • Reduced symptoms of depression, anxiety, and stress • Greater involvement in extracurricular activities • Opportunities for leadership and learning |

These benefits of participation in sports continue throughout life.

¹³ Eime, *supra* n.12, at 32.

¹⁴ Staurowsky, *supra* n.11, at 24.

¹⁵ *Id.* at 7.

A. Participation Fosters Academic Achievement and Helps Students Manage Pressure.

Research shows that participation in school sports has a documented effect on academic achievement.¹⁶ Indeed, participation in school sports “is associated not only with higher grades, better self-concept, and greater academic self-confidence but also with higher academic achievement.”¹⁷ School sports programs often require academic eligibility to participate or center such achievement as an ethic within the team or athletic program. Most athletic programs require student athletes to maintain a minimum grade point average to be eligible to participate in games or meets. But many teams go further, making academic achievement at least as important as athletic achievement. In addition, participation in sports “facilitates the socialization of participants helping them to develop a strong work ethic, persistence, and respect for values essential for academic success.”¹⁸ Thus, students who participate in school athletics generally experience better academic

¹⁶ See, e.g., Scott L. Zuckerman, et al., *The behavioral, psychological, and social impacts of team sports: a systematic review and meta-analysis*, 49 *The Physician and Sports Med.* 246–261, 253 (2021); Ryan D. Burns, et al., *Sports Participation Correlates With Academic Achievement: Results From a Large Adolescent Sample Within the 2017 U.S. National Youth Risk Behavior Survey*, 127 *Perceptual and Motor Skills* 448-467 (2020); Kelly Troutman & Mikaela Dufur, *From High School Jocks to College Grads: Assessing the Long-Term Effects of High School Sport Participation on Females’ Educational Attainment*, 38 *Youth & Society* 443 (2007); see also *Chasing Equity*, *supra* n.11, at 28.

¹⁷ Jordan, *supra* n.2, at 68.

¹⁸ Van Boekel, *supra* n.10, at 32.

achievement and outcomes than those who do not.¹⁹

While athletic participation fosters academic achievement, such participation also helps athletes manage academic and social pressures. Athletic participation eases some of the social pressure to make friends and “fit in” with other youth because athletes enjoy a supportive community of teammates and peers.²⁰ Participation in athletics also provides a healthy outlet for academic stress, as well as a community of support when youth need it.²¹ Learning how to manage pressures early in life provides benefits to athletes beyond their time participating in sports.

B. Participation Builds Teamwork, Leadership, and Discipline Skills.

Participation in school sports also enables students to develop skills, including skills related to teamwork, that benefit them throughout life. Students learn how to work as part of a team and that each team member has a distinct and important role to achieve the team’s goals.²² They learn to trust one another and to understand the

¹⁹ See Angela Lumpkin & Judy Favor, *Comparing the Academic Performance of High School Athletes and Non-Athletes in Kansas in 2008-2009*, 4 J. Sport Admin. & Supervision 41 (2012).

²⁰ See Erin Boone & Bonnie Leadbeater, *Game On: Diminishing Risks for Depressive Symptoms in Early Adolescence Through Positive Involvement in Team Sports*, 16 J. Rsch. Adolescence 79, 79 (2006).

²¹ See Susan Gore, et al., *Sports Involvement as Protection Against Depressed Mood*, 11 J. Rsch. Adolescence 119, 128 (2001).

²² Eime, *supra* n.12, at 15, 16.

importance of each team member. *Amicus* Lori Lindsey explains that the value of teamwork to her athletic experience was critical, and she specifically learned “so many incredible lessons from soccer—especially the values of hard work, discipline, and teamwork. These values have carried over into every part of my life, beyond sport.”

Participation in sports provides youth with an opportunity to develop discipline and embrace hard work. Students learn the value of perseverance and drive through countless hours of practice that can lead to team success and personal fulfillment. *Amicus* Meghan Duggan learned about the fulfillment that comes from teamwork, and about the value of working for the common good, which builds life-long skills. She stresses that “every child, regardless of gender identity, should have the chance to access the lifelong skills that sports teach like confidence, perseverance, and leadership.” Teamwork skills are fundamental to success in many facets of life and participation in school sports provides young people with important opportunities to hone and develop these crucial skills.

C. Participation Benefits Social Skills and Emotional Maturity.

Through sports, students develop crucial social skills and emotional maturity. Participation in sports allows students to create and sustain friendships that last a lifetime. Athletes spend considerable time with their teammates, both in practice and games. They navigate pressure-filled intense experiences that often lead to

meaningful bonding, connection, and close friendship.²³ As Phaidra Knight explains,

My rugby teammates are like a family to me. And with that goes, like a family, the bad things: you get sick of each other, you argue, you have fights, but at the end of the day that is your teammate. And like a family member, you always have their back.

Youth who participate in sports also develop emotional maturity. Through sports, student athletes learn self-control and how to regulate their emotions.²⁴ Students also experience significantly lower levels of emotional problems and less emotional distress because of sports participation.²⁵ Indeed, a 2018 study showed that “children who participated in organized sport had more emotional intelligence, better emotional abilities at the intrapersonal and interpersonal levels, and better adaptability skills.”²⁶ Participation in school sports thus supports students’ growth and personal development, which benefits them throughout life.

²³ Leanne Findlay & Robert Coplan, *Come Out and Play: Shyness in Childhood and the Benefits of Organized Sports Participation*, 40 *Canadian J. Behav. Sci.* 153 (2008).

²⁴ David Hansen, et al., *What Adolescents Learn in Organized Youth Activities: A Survey of Self-Reported Developmental Experiences*, 13 *J. Rsch. Adolescence* 25, 47 (2003); *see also* Findlay, *supra* n.19.

²⁵ Sarah Donaldson & Kevin Ronan, *The Effects of Sports Participation on Young Adolescents’ Emotional Well-Being*, 41 *Adolescence* 369, 369–389 (2006).

²⁶ Staurowsky, *supra* n.11, at 28.

Students' access to mentorship and guidance from their coaches and athletic support staff is another significant benefit of participation in school sports.²⁷ As young athletes in particular, students learn respect for coaching staff and gain mentorship and guidance not just about sport, but about academics and life more broadly. Ms. Knight shared her experience serving as a rugby coach to youth at Riker's Island, transforming from an athlete who received mentorship, to a mentor herself, "I'd set up certain guidelines: No talking when someone else is talking. 'You're going to respect everyone; you're going to respect me.' I hope to someday be able to show how introducing discipline with love and direction can transform an individual." Other *amici* became coaches after retirement from sport and echoed the value of contributing to young people's development as athletes and people. *Amicus* Meghan Duggan "now mentor[s] young athletes, inspiring them to find their voices through hockey" thereby continuing the cycle of mentorship that she experienced.

Athletes also learn to communicate with teammates, peers, coaches, and others, building bridges across differences in experience and perspective.²⁸ Participating in sports can also provide young people with a platform to speak about

²⁷ See Nicholas Holt, et al., *Benefits and Challenges Associated with Sport Participation by Children and Parents from Low-Income Families*, 12 *Psychol. Sport Exercise* 490, 490–499 (2011).

²⁸ Lajeana Howie, et al., *Participation in Activities Outside of School Hours in Relation to Problem Behavior and Social Skills in Middle Childhood*, 80 *J. Sch. Health* 119–125, 123 (2010).

issues they care about and reach their peers in ways they might not otherwise. *Amicus* Kaiya McCullough uses her platform and communication skills she learned through soccer to speak about issues that matter to her:

Soccer has given me a platform to speak out about what is important to me, including calling out systemic racism and transphobia. Black trans women face some of the highest rates of violence and suicidality in the country, and through soccer I can encourage my fans to be more knowledgeable and empathetic.

Perhaps most significantly, student athletes learn the meaning and value of sportsmanship throughout their sporting experience. They learn how to live the values embedded in sportsmanship: fairness, equity, courage, and fellowship. Many athletes learn that sportsmanship does not extend only to opponents or referees, but to their own teammates. Kaiya McCullough also learned from her teammates' unique experiences and identities and discovered that her team was stronger because it was diverse. "Every player on a team brings their own unique experience, and that's what makes a team stronger. I value the friendships I have developed with LGBTQ+ teammates, and I've learned from them how to be a better ally." Athletic participation provides students athletes with many opportunities to learn, develop, and practice their sportsmanship skills that yield life-long benefits.

D. Participation Benefits Physical and Mental Health.

In addition to the many social and psychological benefits that flow from school sport participation, student athletes gain physical and mental health benefits.

Generally, students who participate in school sports take fewer risks and have fewer physical and mental health problems than those who do not.²⁹

Students who participate in sports also experience the benefits of physical activity generally.³⁰ Some of the direct physical benefits include: “positive effects on lipidemia, blood pressure, oxygen consumption, body composition, metabolic syndrome, bone density and depression, increased muscle strength, and reduced damage to the skeleton and muscles.”³¹ Participation in sport as a young person also fosters continued participation in sport as an adult. This in turn reduces the morbidity and mortality of many diseases that appear later in life and are positively affected by physical activity and exercise.³² Participation in school sports also provides considerable benefit to the mental health of young people including lowering their risk for depressive symptoms.³³

²⁹ Hans Steiner, et al., *Adolescents and Sports: Risk Or Benefit?*, 39 *Clinical Pediatrics* 161, 161–166 (2000).

³⁰ Christer Malm, et al., *Physical Activity and Sports—Real Health Benefits: A Review with Insight into the Public Health of Sweden*, 7 *Sports* 1, 13-14 (2019).

³¹ *Id.*

³² *Id.*

³³ Boone, *supra* n.20, at 79.

Significantly, participation in sport has also been reported to protect against feelings of hopelessness and suicidality.³⁴ For transgender youth, who are at considerably higher risk for “suicide and other life-threatening behaviors,” this is particularly important.³⁵ Researchers emphasize that, “good physical and mental health of children and young people participating in sport requires knowledge and organization based on everyone’s participation,” underscoring the need for equal opportunity for all students.³⁶

E. Participation Teaches Young People How to Overcome Challenges and Provides Pathways to Success Later in Life.

Athletic participation provides a safe and controlled environment for young people to confront and overcome challenges. The challenges young people confront in the pool, or on the court, field, or course, are opportunities to develop problem-solving skills. Not only does research show that school sports participation promotes the ability to work and persevere, but it also illustrates how “[f]or those who have experienced adverse childhood events—including poverty, disruption in family structure or family deaths, or learning or behavioral problems—sports participation

³⁴ Lindsay Taliaferro, et al., *High School Youth and Suicide Risk: Exploring Protection Afforded Through Physical Activity and Sport Participation*, 78 J. Sch. Health 545, 545–553 (2008).

³⁵ See, e.g., Erin Buzuvis, *Transgender Student-Athletes and Sex Segregated Sport: Developing Policies of Inclusion for Intercollegiate and Interscholastic Athletics*, 21 Seton Hall J. Sports & Ent. Law 1, 48 (2011).

³⁶ Malm, *supra* n.30, at 13.

can be a source of resilience and empowerment, protecting against short- and long-term negative impacts to mental health and well-being.”³⁷

Athletic participation tests student athletes’ resilience and helps them confront and overcome adversity. Like Aimee Mullins explains:

As a bilateral below-knee amputee, I spent roughly the first two decades of my life competing against ‘normal’ athletes. Indeed, I had never met another amputee athlete until I was 18 years old. I have never felt defined by the term ‘disabled,’ regardless of what labels others may try to attach to me. Sports have provided a safe and inclusive space for me to grow as both an athlete and a person. Participating in sports created an opportunity to embrace adversity, be better because of it, and ultimately help make society better.

Athletic participation also provides pathways to student athletes experiencing success later in life. Along with support in academic achievement, the ability to manage social and academic pressures, and a clear sense of belonging and connectedness, students are equipped to excel in high stakes and impressive professional roles after their athletic careers have ended. In sum, athletic participation bestows incredible and immediate benefits on young athletes when they are in school and creates a foundation for success thereafter.

³⁷ Shoshana K. Goldberg, *Fair Play: The Importance of Sports Participation for Transgender Youth* 4 (2021), <https://ampr.gs/3v7v7xG>.

III. EXCLUSION FROM SCHOOL SPORTS DEEPLY HARMS THE SOCIAL, EMOTIONAL AND PHYSICAL WELL-BEING OF YOUNG ATHLETES.

A. Discrimination in School Sports Causes Stigma and Harm.

Given the myriad benefits that students who participate in school sports receive, it is not surprising that discriminatory exclusion from sports inflicts significant stigma and long-lasting harm. Not only does such discriminatory exclusion cause deep harm to student athletes on the receiving end of such treatment, but it also causes lasting negative effects on the athlete's teammates, coaches, school community and sports as an entire institution by denying diversity. Excluding any athlete because of who they are or, where they come from, contravenes the central cultural values of sports in the United States which champions the ethos that "if you can play, you can play."³⁸

Exclusion from school sports because of a student's race, gender, or LGBTQ+ status is deeply harmful and stigmatizing. Even one experience of exclusion could chill student participation thereby potentially depriving them of a lifetime of benefits.³⁹ As Meghan Duggan explains, she was effectively excluded from ice

³⁸ Yale Athletics, *You Can Play*, YouTube.com (Oct. 4, 2016), <https://youtu.be/wNnM3oBP3uM> (accessed Oct. 2, 2023); You Can Play Project, *You Can Play - Northern Arizona University*, YouTube.com (May 15, 2015), https://youtu.be/_2YK57AQD2U (accessed Oct. 2, 2023).

³⁹ Perri Class, *The Impact of Racism on Children's Health*, The New York Times (Aug. 12, 2019), <https://nyti.ms/3BFdiJ5>.

hockey at the professional level after graduating from college “because women were excluded from resources and discouraged from participating.” Instead of sacrificing on the ice to build a legacy with her teammates, Duggan was fighting for basic equity:

Women’s professional ice hockey continues to struggle because of the lack of resources, visibility, recognition, and support for women in the sport. When I was fighting for equal pay with the U.S. Women’s Hockey Team, I was ready to sacrifice a World Championship to stand up for my teammates and the rights we deserved.

For many athletes, sports are presumed to be a place they can forget about their day-to-day pressures and focus on participating in a community of connected peers. Instead of reaping the full benefits of participation, LGBTQ+ athletes worry about rejection for being their authentic selves. Fear and anxiety about other’s reactions limits full and meaningful participation and severely diminishes the benefits a young person would otherwise obtain. Painful and stigmatizing experiences with exclusion from school sports only exacerbates the already high rates of discrimination that LGBTQ+ youth face in school environments.⁴⁰

Exclusion and discrimination because of race, gender and/or LGBTQ+ status harms not only the individual athletes but their teammates, coaches, and the school

⁴⁰ Joseph Kosciw, et al., *The 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation’s Schools* (2021), <https://tinyurl.com/hnv83y67> (accessed Oct. 2, 2023).

community more broadly. When any athlete suffers exclusion based on who they are, athletics overall suffers from the loss of fully realized and engaged participation.

B. Exclusion from Participation Causes Harm to Social, Emotional and Physical Well-Being of Young Athletes.

Athletes who are excluded from participation because of discrimination experience harm to their social, emotional, and physical well-being. Student athletes excluded from participation are cut off from a primary point of community, connection, and belonging within their school. These student athletes are denied the ability to bond with their peers or develop personal and social skills that carry through a lifetime.⁴¹ Such exclusion also negatively impacts their emotional well-being. Exclusion from participation and the accompanying sense of belonging deeply harms athletes' sense of self and identity within their team, athletic, and larger school community. Not only do the excluded athletes experience such social and emotional harms, but so do their teammates, who also feel the impact and loss of a valued team members' exclusion from participation.⁴²

Student athletes who are excluded from participation also experience harm to their physical well-being. They are denied the positive health outcomes that result

⁴¹ Expert Declaration of Professor Mary D. Fry, Ph.D., *B.P.J. v. W. Va. State Bd. of Ed.*, No. 2:21-cv-11111 (S.D. W. Va. filed May 26, 2021) (Dkt. 201-4), at ¶ 48.

⁴² *Id.* at ¶ 47.

from participating in athletics.⁴³ They do not have the same access to healthy coping mechanisms that can reduce stress, anxiety, and depressive symptoms.⁴⁴ With no alternative, excluded students may turn to unhealthy measures to deal with feelings of shame and stigma.⁴⁵ Without encouragement and connection to teammates, athletes who were unable to participate lose motivation and are not as likely to engage in planning for their future.⁴⁶ Having such a negative experience during a phase of life where habits are developed does long-term harm to student athletes' ability to generate positive associations with physical activity for their future.⁴⁷ Overall, the social, emotional, and physical harms experienced by athletes who are excluded from sport are significant and far reaching.

CONCLUSION

Sport is a critical and beneficial part of the school experience for many students. Athletic participation provides unparalleled opportunities to forge a sense of belonging, connectedness, and contribution. The benefits of sport, which extend

⁴³ *Id.*

⁴⁴ See, e.g., Annemarie Dimech & Roland Seiler, *Extra-Curricular Sport Participation: A Potential Buffer Against Social Anxiety Symptoms in Primary School Children*, 12 *Psych. Sport Exercise* 347 (2011).

⁴⁵ See Francisco J. Lopez Villalba, et al., *Relationship Between Sport and Physical Activity and Alcohol Consumption Among Adolescent Students in Murcia (Spain)*, 114 *Archivos argentinos de pediatria* 101, 101-106 (2016).

⁴⁶ Fry Decl., *supra* n.41, at ¶ 45.

⁴⁷ Malm, *supra* n.30, at 13.

to all aspects of school and throughout life, are diminished when some athletes are excluded because of who they are. *Amici's* experiences in sports and in life are a testament to the value of inclusion in building powerful teams and social, societal, and business institutions.

Dated this 13th day of October 2023.

Respectfully submitted,

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UNITED STATES COURT OF APPEALS
FOR THE NINTH CIRCUIT

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I hereby certify that on October 13, 2023, I electronically filed the foregoing document through the court's electronic filing system, and that it has been served on all counsel of record through the court's electronic filing system.

Dated this 13th day of October 2023.

/s/ Omar Gonzalez-Pagan
Omar Gonzalez-Pagan

ADDENDUM
***Amici* Athletes in Women's Sports**

International, Olympic, and Professional Athletes

| <u>Name</u> | <u>Sport(s)</u> | <u>Highest Level</u> |
|-------------------------|------------------------|---|
| Mieke Babel | Tennis | International, Professional |
| Pam Boteler | Sprint Canoe | International, Olympic, Professional |
| Kaz Brown | Volleyball | Professional |
| Callan Chythlook-Sifsof | Snowboarding | Olympic |
| Layshia Clarendon | Basketball | International, Olympic, Professional |
| Jaycee Cooper | Powerlifting | Professional |
| Georgina Corrick | Softball | Professional |
| Jen Darmody | Cycling | Professional |
| Imani Dorsey | Soccer | Professional |
| Meghan Duggan | Ice Hockey | International, Olympic, Professional |
| Abby Dunkin | Basketball | International, Paralympic |
| Taylor Edwards | Softball | International, Olympic, Professional |
| Hope Elam | Basketball | Professional |
| Grete Eliassen | Freestyle Skiing | International, Professional |
| Molly Garrett | Lacrosse | Professional |
| Ashlyn Harris | Soccer | International, Olympic, Professional |
| Sophia Herzog-Gibb | Swimming | International, Olympic, Professional |
| Madi Huskey | Softball | Professional |
| Jazmyn Jackson | Softball | Professional |

| | | |
|--------------------|----------------------------|---|
| Phaidra Knight | Rugby | International, Olympic, Professional |
| Ali Krieger | Soccer | International, Olympic, Professional |
| Erika Lawler | Ice Hockey | International, Olympic |
| Casey Legler | Swimming | International, Olympic |
| Lori Lindsey | Soccer | International, Professional |
| Esther Lofgren | Rowing | International, Olympic |
| Joanna Lohman | Soccer | International, Professional |
| Akela Maize | Basketball | Professional |
| Oksana Masters | Cycling, Rowing, Skiing | International, Paralympic |
| Deja McClendon | Volleyball | Professional |
| Kaiya McCullough | Soccer | International, Professional |
| Jessica Mendoza | Softball | International, Olympic, Professional |
| Carmelina Moscato | Soccer | International, Olympic, Professional |
| Aimee Mullins | Track & Field | International, Olympic |
| Digit Murphy | Ice Hockey | Professional |
| Meghan O'Leary | Rowing | International, Olympic, Professional |
| Erika Piancastelli | Softball | Professional |
| Quinn | Soccer | International, Olympic, Professional |
| Megan Rapinoe | Soccer | International, Olympic, Professional |
| Maya Reddy | Golf | Professional |
| Dawn Riley | Sailing | International, Professional |
| Toccaro Ross | Basketball | International, Professional |

| | | |
|-------------------|---------------|---|
| Angela Ruggiero | Ice Hockey | International, Olympic, Professional |
| Shannon Saile | Softball | Professional |
| Becky Sauerbrunn | Soccer | International, Olympic, Professional |
| Mira Shane | Lacrosse | Professional |
| Carrie Sheinberg | Alpine Skiing | Olympic |
| Naya Tapper | Rugby | International, Olympic |
| Brianna Turner | Basketball | Professional |
| Gabrielle Vincent | Soccer | Professional |
| Caylee Waters | Lacrosse | International, Professional |
| Chelsea Wolfe | BMX Freestyle | International, Olympic, Professional |

College, Amateur, and Former High School Athletes

| <u>Name</u> | | <u>Sport(s)</u> | <u>Highest Level</u> |
|-------------|----------------|---|----------------------|
| Izzy | Alexander | Cross Country, Track & Field | D3 |
| Leah | Anderson | Soccer | D3 |
| Maddy | Anderson | Basketball | D3 |
| Barbara | Anthony | Rowing, Water Polo | D3 |
| Claire | Barrett | Rowing | D1 |
| Alexandra | Beitia | Cross Country | D1 |
| Sophie | Bekins | Cross Country, Track & Field | D3 |
| Paulina | Borrego | Lacrosse | D3 |
| Grace | Bristow | Track & Field | D3 |
| Laura | Bucchieri | Track & Field | D3 |
| Brittney | Buchanan | Soccer | D2 |
| Jessica | Buchanan | Ice Hockey | D3 |
| Jill | Campbell | Ice Hockey | D3 |
| Missy | Capone | Swimming, Cross Country, Track & Field | D1 |
| Amelia | Clute | Rowing | D1 |
| Caroline | Colgan | Rowing | D1 |
| Mélodie | Collard | Tennis | D1 |
| Nora | Cothren | Ice Hockey, Lacrosse | D3 |
| Jenna | Crampton | Softball | D2 |
| Caroline | Currie | Ice Hockey | D3 |
| Kara | Dempsey | Rowing | D1 |
| Shane | Diamond | Ice Hockey | D3 |
| Lilah | Drafts-Johnson | Track & Field | D3 |
| Jessica | Duff | Volleyball, Basketball | D3 |
| Grace | Dzindolet | Basketball | D3 |
| Shannon | Edelman | Softball | D2 |
| Saede | Eifrig | Soccer | D3 |
| Mia | Eisenberg | Rowing | D3 |
| Eliza | Epstein | Cross Country, Track & Field | D1 |
| Lucy | Evans | Volleyball | D3 |

| | | | |
|----------|------------|------------------------------|------------------|
| Natalie | Fahey | Swimming | D1 |
| Kaitlyn | Ferguson | Volleyball | D1 |
| Katie | Ftorek | Hockey | D3 |
| Lauren | Gilbert | Lacrosse | D3 |
| Lily | Gould | Track & Field | D3 |
| Jessica | Greene | Ice Hockey | D3 |
| Yana | Gurevich | Tennis | D1 |
| Victoria | Hamilton | Rowing | D1 |
| Julie | Hanss | Soccer | D3 |
| Ryan | Henry | Softball | D1 |
| Sonja | Henze | Rowing | D3 |
| Morgan | Hobbs | Soccer | D1 |
| Ashley | Hoffman | Field Hockey | D1 |
| Caroline | Homan | Cross Country | High School |
| Kristin | Hughes | Basketball | D3 |
| Hutch | Hutchinson | Softball | D1 |
| Clare | Ingersoll | Field Hockey | D3 |
| Cady | Isom | Rowing | D1 |
| Laurel | Ivory | Soccer | D1 |
| Ava | Jablonski | Cross Country, Track & Field | D1 |
| Abigail | Jackson | Lacrosse | D3 |
| Kelly | Keebler | Ice Hockey | D3 |
| Jordan | Keesler | Softball, Cross Country | D3 |
| Audrey | Kim | Crew | D3 |
| Julia | King | Field Hockey, Ice Hockey | D3 |
| Flynn | Klace | Soccer | D3 |
| Paige | Knudsen | Rowing | D1 |
| Emily | Konkus | Cross Country, Track & Field | D3 |
| Isabela | Krslovic | Basketball | D3 |
| Monet | Kunz | Soccer | D1 |
| Annick | Lamar | Cross Country, Track & Field | D3, Professional |
| Kaitlin | Lampson | Softball | D1 |
| Tallulah | Laska | Rowing | D1 |

| | | | |
|-----------|--------------|------------------------------|------------------|
| Emileigh | Lastowski | Field Hockey, Ice Hockey | D3 |
| Caitlyn | Lawrence | Tennis | D2 |
| Jesse | Leener | Softball | D3 |
| Camryn | Lexow | Soccer | D1 |
| Jo | Line | Cross Country, Track & Field | D3 |
| Ellie | Lipton | Soccer, Track & Field | Club |
| Cassandra | Maggiore | Softball | D3 |
| Emet | Marwell | Field Hockey | D3 |
| Kate | McCall-Kiley | Soccer, Softball | D3 |
| Lacey | McCormack | Soccer | D1 |
| Maya | McFadden | Rowing | D1 |
| Megan | McNutt | Rowing | D1 |
| Anna | Miller | Soccer | D1 |
| Jenna | Murdock | Cross Country | D3 |
| Amelia | Murphy | Crew | D3 |
| Megan | Murphy | Basketball, Soccer, Golf | Intramural |
| Jenny | Natelson | Swimming, Diving | D3 |
| Amy | Nicholson | Diving | D3 |
| Masami | O'Malley | Cheer | D1 |
| Mac | O'Reilly | Rowing | D1 |
| Amber | O'Dell | Tennis | D1 |
| Kelechi | Onuigbo | Rowing | D1 |
| Sophie | Ossip | Lacrosse | D1 |
| Ciara | O'Sullivan | Rowing | D1 |
| Liz | Paul | Rowing | D1 |
| Katherine | Popoff | Ice Hockey | D3 |
| Greta | Propp | Basketball | D3 |
| Cathleen | Pruden | Swimming | D3 |
| Kirsten | Prue | Basketball | D3 |
| Lynn | Puma | Soccer | D3 |
| Samantha | Rosette | Soccer | D1, Professional |
| Natalie | Sayre | Equestrian | D3 |
| Aliya | Schenck | Track & field | D3 |

| | | | |
|-----------|-----------------|-------------------------------|------------------------|
| Meaghan | Schneid | Rowing | D1 |
| Linnea | Schultz | Crew | D3 |
| Margaret | Seeck | Rugby | D2 |
| Rachel | Seiverd | Softball | D2 |
| Savannah | Sellers | Rowing | D1 |
| Victoria | Shamlan | rowing | D3 |
| Lauren | Shute | Basketball | D1 |
| Emily | Smart | Field Hockey, Lacrosse | D3 |
| Milana | Socha | Swimming | D3 |
| Paula | Soric | Track & Field | D3 |
| Meredith | Spencer-Blaetz | Field Hockey | D3 |
| Holland | Stam | Soccer | D1 |
| Claire | Starling | Swimming | D1 |
| Abigail | Starnes | Field Hockey | D1 |
| Jackie | Stinger | Field Hockey | D1 |
| Peyton | Stokes Sutton | Softball | D1 |
| Natasha | Subhash | Tennis | D1 |
| Natalie | Swinehart | Track & Field | D3 |
| Sydney | Taylor | Volleyball | D1 |
| | | | D1, Olympic Tryouts |
| CeCé | Telfer | Track & Field | |
| Maggie | Teng | Swimming | D3 |
| Emma | Thackray | Cross Country | D3 |
| | | Cross Country, Track & Field, | |
| Emma | Tolerton | Rowing | D3 |
| Jakkie | Tomlinson | Basketball | D3 |
| Anne | Trainer | Crew | D3 |
| Lize | van Leeuwen | Diving | D1 |
| Shelagh | Van Note | Ice hockey | D3 |
| Cecilia | Villa | Soccer | D1 |
| Maya | Virdell | Track & Field | D3 |
| Molly | Vitale-Sullivan | Cross Country, Track & Field | NAIA |
| Elizabeth | von der Heydt | Rowing | D3 |
| Caitlin | Vultaggio | Soccer | D1 |

| | | | |
|-----------|----------|----------------------|----|
| Allegra | Walker | Swimming | D1 |
| Anata | Walsh | Ice Hockey | D3 |
| Jill | Warabak | Track & Field | D1 |
| Sidney | Wentland | Basketball | D1 |
| Kristin | Williams | Crew | D1 |
| Oliver | Williams | Rowing | D1 |
| Stephanie | Williams | Ice Hockey | D3 |
| Alora | Willis | Rowing | D3 |
| Erika | Wong | Fencing | D3 |
| Olivia | Woods | Track & Field | D3 |
| Jayne | Woogerd | Ice Hockey, Softball | D3 |
| Leo | Wytkind | Soccer | D3 |
| Danielle | Yau | Field Hockey | D1 |
| Arin | Yost | Cross Country | D3 |
| Morgan | Zahner | Rowing | D1 |
| Julia | Zatyko | Field Hockey | D3 |
| Brooke | Zigmund | Rowing | D1 |