



**Saturday,
June 3, 2023**

9:00 AM - 1:00 PM

**Bridge Builders
Ministries**

**1787 Norton St
Rochester, NY**

A Conference on Gender Confusion

Navigating Gender Resource Guide

Session 1: Understanding Gender Ideology

Session 2: Parenting and Protecting

Session 3: Parent and Child Rights

Session 4: School Personnel and School Boards



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Cultural Worldview Charts

The Big Picture

CULTURAL WORLDVIEW	CHRISTIAN WORLDVIEW
Truth is subjective. The individual is the source of truth. Love affirms all subjective truths.	Truth is objective. God is the source of truth. Love does not delight in evil.

Gender Ideology

CULTURAL NARRATIVE/GENDER IDEOLOGY	TRADITIONAL/CHRISTIAN VIEW OF GENDER
Gender is fluid.	Gender is fixed.
Gender is different from sex.	Gender is synonymous with sex.
Gender is subjective.	Gender is objective.
Children should be concerned with figuring out their gender.	Children should be encouraged that God made them male or female with a plan and purpose.
Biological sex is “assigned at birth.”	Biological sex is determined at the moment of conception, and readily recognized at birth.
The presence of ‘intersex’ conditions indicates sex and gender exist on a spectrum.	The presence of intersex conditions, also called ‘disorders of sexual development,’ represent rare pathologies rather than a new norm.
Transgender hormones and surgeries can change your identity as male or female.	Every single viable cell in the human body is either ALL male or ALL female. Hormones/ surgeries can’t change this reality. Treatments affect appearances and even functionality of certain body parts but do not change a person’s sex/gender.
Humans are spirits that reside in physical bodies.	Humans are body and spirit intertwined as one being.

Sexualization of Children

CULTURAL NARRATIVE ON SEXUALITY & SEX EDUCATION	TRADITIONAL/CHRISTIAN VIEW ON SEXUALITY & SEX EDUCATION
Children are sexual from birth.	A child’s sexuality develops during adolescence.
Children have sexual rights.	Children should be protected from harm.
Children should be taught any and all sexual information at early ages.	Childhood innocence should be protected. Kids should be taught age-appropriate information.
Sex Positive: Any age. Any activity. Any gender.	Sexual activities are best within the context of adult, committed relationships. Sexual activities at young ages cause harm.
Instruction should focus on diversity & teaching children how to give consent.	Instruction should focus on biology & teaching children how to protect themselves and resist pressure.
Schools are the instructional authority for children.	Parents are primarily responsible for the instruction and protection of their children.
All forms of sex and pleasure should be celebrated and not limited.	Respect our sexuality by honoring God-given boundaries.

Safe Adults vs. Sexual Predators

But how can you tell if someone is truly a Safe Adult? Here are some subtle but vital differences in behaviors that can be observed to differentiate between a *Safe Adult* and a *Sexual Predator*:

What does a <i>Safe Adult</i> look like?	What does a <i>Sexual Predator</i> look like?
Shows physical affection only when appropriate and/or initiated by the child.	Demonstrates excessive or unusual touching – especially near the legs, chest, stomach, or genital region.
Treats all of the children close to them equally. Although they might be closer to a certain child due to the child's personality or their relationship with the parent, they will not neglect other children present in order to pay attention to any one child in particular.	Singles out one "favorite" child with whom they spend significant time, giving them special attention or even gifts. This behavior can be especially evident while other children (including siblings) are present.
Spends time with the child around a parent, other adults, or in public. They won't seek out alone time with the child but might agree to do so if requested by a parent.	Searches for reasons to be alone with the child. This could include enthusiastically offering to babysit, give the child a ride, or host a sleepover.
Respects a child's right to privacy – especially concerning nudity.	Lacks modesty around children, sometimes undressing in front of them or walking in while a child is using the restroom or changing.
Contact on social media will be minimal and public, if at all. Any private conversations will be conducted with the knowledge and consent of a parent or guardian.	Privately contacts the child on social media. Conversation will be personal, frequent, and, in most cases, secret.
Avoids inappropriate conversation and keeps discussion centered on child-friendly content while children are present.	Discusses or mentions sex, sexual acts, or private body parts while a child is present.
Respects parents' rules and boundaries concerning their child's safety.	Questions parents' rules and decisions, accusing them of being overly protective – especially when those rules restrict the amount of time the child spends with the predator.

This information was taken from https://sharedhope.org/wp-content/uploads/2021/06/Safe-Adult-Fact-Sheet_6.14.21.pdf

Basic Teaching Points by Age

0 – 3: gender differences, naming body parts, protecting body, inappropriate touches, modesty, cleanliness

3 – 8: healthy bodies, protecting body, modesty, different roles of mommy and daddy within the family

8 – 12: changing body, getting ready for puberty, purpose of puberty

12 – order: healthy relationships, sanctity of sex, being holy



Questions to Help Critical Thinking

1. Truth

- a. What is truth according to the culture?
- b. What is truth according to the Bible?
- c. Compare Objective vs. Subjective truth (Universal vs. Individualize)

2. Love

- a. What is love according to the culture?
- b. What is love according to the Bible?
- c. Can we love a person with whom we disagree? What are some examples?
- d. Compare Love vs. Affirmation
- e. How does the world define “harm”?
- f. How does the Bible define “harm”?
- g. Which is an example of love: when a friend warns another of harmful choices or when a friend accepts another’s choices regardless of the consequences of those decisions?

3. Identity

- a. What does it mean to be human according to culture?
- b. What does it mean to be human according to the Bible?
- c. Can you identify examples of how culture has an overly inflated view of humanity? What are the consequences?
- d. Can you identify examples of how culture has an overly deflated view of humanity? What are the consequences?
- e. What does it mean to be made in God’s image? Why is this important?
- f. What is humanity’s purpose in life according to culture?
- g. What is humanity’s purpose in life according to the Bible?
- h. How do you fit into God’s kingdom?

4. Peace

- a. What does it mean to be at peace according to culture?
- b. What does it mean to be at peace according to the Bible?
- c. What is the difference between being at peace with your fellow man vs. being at peace with God?
- d. When is pain or suffering to be avoided and when is it not?
- e. Why did Jesus suffer?
- f. Can a person have peace through suffering? How? What are some examples?

5. God

- a. Can we know God?
- b. How can we know God?
- c. Who is God?
- d. What is God’s character?
- e. In what way do men reflect the character of God?
- f. In what way do women reflect the character of God?

6. Secularism and Faith

- a. Is secularism a neutral perspective?
- b. What is a worldview?
- c. Compare Fact vs. Opinion
- d. Compare Blind Faith vs. Evidential Faith

7. Gender

- a. Why do you think God created only 2 genders? What would life be like if he created only 1? What about an endless spectrum?
- b. How are men and women different? How are they similar?
- c. What stereotypes does the culture use to determine if someone is a man or a woman?
- d. Why might people think it is better to be a man?
- e. Why might people think it is better to be a woman?
- f. How has the “fall,” as described in the Bible effected our concept of gender?
- g. What are some ways that people today are rejecting God’s design for gender?
- h. Do you think people who struggle with their gender can be made whole again? How?

8. Sexuality

- a. Why is marriage important to God?
- b. Compare God’s design vs. Counterfeits...What patterns do you notice?
- c. How can we stay sexually healthy?
- d. Is it possible for single people to stay pure? How?
- e. Why is singleness important to God?

9. Science

- a. What are some accomplishments made possible by science?
- b. Because science makes something possible, does this mean it is right to do? Why or why not? Give examples or counter examples.

Questions to Ask Schools

*We modified the questions suggested by *Courage is a Habit*.

Curriculum/Lessons:

How can I review my child's curriculum and lesson plans?

What can I do if I disagree with what is being taught to my child?

Sexual Content:

Will my child be required to take comprehensive sex education courses? If so, when?

How can I opt my child out of particular sex education lessons?

Will I be notified of the topics being taught in the sex education course?

Books:

Are there any books that contain gender ideology or sexual orientation themes in the elementary and/or middle schools?

Can any child check these books out?

How can I review my child's library record?

Policies:

Does the school have a transgender student policy guide or gender inclusion/diversity guide? If so, how can I access it?

Where can I access the school's anti-bullying policy?

Pronouns:

Do you allow your students to choose their preferred pronouns?

If so, do you notify parents if a child chooses a pronoun other than what is used at home?

How long does it take you to notify a parent if this occurs?

If this will be changed on school records, will I be notified?

Counseling:

Do you notify parents before a student receives services from a school counselor?

Are there any circumstances where you would not notify a parent before they received counseling services? If so, what are they?

If my child struggles with his/her mental health, when would you notify me?

Health Center:

Does my child's school have a full health clinic?

Does the health center need my permission to write prescriptions for my child or to write a referral for my child?

What information is available to my child through the health center regarding abortion, contraception, puberty blockers, cross-sex hormones, sex reassignment surgeries, etc.?

Social Emotional Learning:

What SEL occurs in the school?

Can I review lessons?

Will I be notified before these lessons are taught?

Surveys:

Do you use in-class surveys to collect data on students?

Can I have a copy or see the survey in its entirety?

How can I opt my child out of these surveys?

Facilities:

Are your restrooms and/or locker rooms inclusive? Meaning, that if a male identifies as a female, can they use the facility they identify with?

What is the school doing to make sure my child has a *protective environment* within bathroom and locker room spaces, etc.?

After School Clubs:

What after school clubs/programs are available?

Will parents be notified of events hosted by after school clubs/programs?

Celebration/Awareness:

What holidays, awareness days, and themed months will be celebrated at school?

Are celebrations in the classroom up to the teacher's discretion?

How can I opt my child out of celebrations?

Volunteer:

In what ways can I volunteer at my child's school?

Will I be notified of volunteer opportunities?

How can I get more involved?

Example Opt Out Letter

“Immoral Instructional Material and Content” Public School Opt-Out / Non-Consent Form for Christian Parents and Legal Guardians for the _____ School Year

INTRODUCTION: In 2020, the non-profit entity *SIECUS: Sex Ed for Social Change* published the *National Sex Education Standards*, which promote the belief that: gender is a spectrum, gender is fluid, children can and should explore and change their gender in some circumstances, and children should learn about exploring their gender/sexual preferences in public school. The NSES Standards have been adopted by numerous states and school systems. Some states are even implementing “school-based health centers,” “state-wide telehealth for schools” and data sharing with insurers. The NSES Standards are usually taught under the guise of: Sex Education; Social & Emotional Learning; Diversity, Equity & Inclusion; Surveys, and Mental Health. They are also taught by teachers and administrators who have been trained in undergraduate, graduate, continuing education, and certification programs. Often, they are “sprinkled” throughout the daily instruction, despite state laws that permit parents to opt-out of sex education. Most school administrators claim that opting-out it is “too difficult.” However, this response is unacceptable and legally insufficient when constitutionally protected parental rights and religious freedom are at stake. **PARENTS STILL HAVE TREMENDOUS FEDERAL AND STATE CONSTITUTIONAL RIGHTS THAT CAN PREVENT THIS INSTRUCTION FROM BEING IMPOSED ON THEIR CHILDREN, BUT ONLY IF THEY ACT. SUBMITTING AN OPT-OUT FORM IS THE FIRST STEP.**

I/We, _____, as parent(s) and/or legal guardian(s) of _____, a minor child, who attends _____ school, hereby exercise my/our rights based upon the following:

WHEREAS, the United States Constitution protects the people from federal and state government infringement of their rights to: free exercise of religion, freedom of speech, freedom to peacefully assemble, and freedom to petition the government for redress of grievances. U.S. Const., First Amendment; *Cantwell v. Connecticut*, 310 U.S. 296, 303 (1940); *McDonald v. Chicago*, 561 U.S. 742, 763-767 & nn. 12-13 (2010) (U.S. Supreme Court holding that “the Due Process Clause of the Fourteenth Amendment ‘incorporates’ the great majority of [1st-10th Amendments] and thus makes them equally applicable to the States”).

WHEREAS, the U.S. Supreme Court has held that the U.S. Constitution also “protects the fundamental right of parents to make decisions concerning the care, custody, and control of their children.” *Troxel v. Granville*, 530 U.S. 57 (2000). See also, *Santosky v. Kramer*, 455 U.S. 745 (1982) (recognizing “fundamental liberty interest of natural parents in the care, custody, and management of their child”); *Wisconsin v. Yoder*, 406 U.S. 205 (1972) (recognizing “liberty of parents...to direct the upbringing and education of children”); *Pierce v. Society of Sisters*, 268 U.S. 510 (1925) (parents have the right “to direct the upbringing and education of children under their control”); *Meyer v. Nebraska*, 262 U.S. 390 (1923) (concluding that the state “legislature has attempted materially to interfere with . . . the power of parents to control the education of their own”).

WHEREAS, the U.S. Constitution does not grant the federal government express power over education; rather, education was reserved to the states or to the people in the 10th Amendment to the U.S. Constitution, which states: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” U.S. Constitution, 10th Amendment. See also *San Brown v. Bd. of Educ.*, 347 U.S. 483, 493 (1954). (U.S. Supreme Court stating, “education is perhaps the most important function of state and local governments”); *Antonio v. Rodriguez*, 411 U.S. 1, 35 (1973) (U.S. Supreme Court stating, “Education, of course, is not among the rights afforded explicit protection under our Federal Constitution. Nor do we find any basis for saying it is implicitly so protected”).

WHEREAS, Federal education programs are permitted under the “taxing and spending clause” if the state government chooses to accept the federal program along with the accompanying obligations in exchange for federal monies. *South Dakota v. Dole*, 483 U.S. 203 (1987).

WHEREAS, all 50 states have a State Constitution that includes: (1) a Bill of Rights or Declaration of Rights that reiterates the rights given to the people in the U.S. Constitution, thus providing a second layer of state constitutional rights to the people; and (2) an “Education Article” that gives the people of each state the right



to a free public education k-12. See AL: Articles I (1-36) and XIV (256-270); AK: Articles I and VII; AZ - Articles II and XI; AR: Articles II and XIV; CA: Articles I and IX; CO: Articles II and IX; CT: Articles I and VIII; DE: Articles I and X; FL: Articles I and IX; GA: Articles I and VIII; HI: Articles I and X; ID: Articles I and IX; IL: Articles I and X; IN: Articles I and VIII; IA: Articles I and IX; KS: “Bill of Rights” and Article VI; KY: Sections 1-26 and 183-189; LA: Articles I and VIII; ME: Articles I and VIII; MD: “Declaration of Rights” and Article VIII; MA: “Part of the First - Declaration of Rights” and Article VIII; MI: Articles I and VIII; MN: Articles I and XIII, Section 1; MS: Articles III and VIII; MO: Articles I and IX; MT: Articles II and X; NE: Articles I and VII; NE: Articles I and XI; NH: “Part First” and “Part Second” at Article 83; NM: Articles II and XII; NJ: Articles I and VIII at § IV; NY: Articles I and XI; NC: Articles I and IX; ND: Articles I and VIII; OH: Articles I and VI; OK: Articles II and VIII; OR: Articles I and VIII; PA: Articles I and III; RI: Articles I and XII; SC: Articles I and XI; SD: Articles VI and VIII; TN: Articles I and XI; TX: Articles I and VII; UT: Articles I and X; VT: Ch. I and II, Section 68; VA: Articles I and VIII; WA: Articles I and IX; WV: Articles III and VII; WI: Articles I and X; WY: Articles I and VII.

WHEREAS, I/we are Christians who are raising our children in accordance with my/our own sincerely held religious beliefs, which admonish us to exempt my/our child from immoral instructional materials and content as defined in the Bible.

WHEREAS, I/we do not consent to my/our child being exposed to immoral instructional material and content under the guise of: sex education; diversity, equity and inclusion; social and emotional learning; surveys; mental health; or any other subject. I/We respectfully request an exemption for my/our child based on my/our child’s state constitutional right to a free public education, and our federal and state constitutional right to free exercise of religion, freedom of speech, and the parental right to make decisions concerning the care, custody, and control of my/our children. See U.S. Constitution, First Amendment; *Cantwell v. Connecticut*, 310 U.S. 296, 303 (1940); *McDonald v. Chicago*, 561 U.S. 742 (2010); *Troxel v. Granville*, 530 U.S. 57 (2000); *Santosky v. Kramer*, 455 U.S. 745 (1982); *Wisconsin v. Yoder*, 406 U.S. 205 (1972); *Pierce v. Society of Sisters*, 268 U.S. 510 (1925); *Meyer v. Nebraska*, 262 U.S. 390 (1923).

WHEREAS, State and local government officials, administrators, and representatives cannot meet the legal standard of “strict scrutiny” for abridging my/our federal and state constitutional rights. They do not have a compelling interest in teaching students k-12 immoral content; nor are their methods narrowly tailored to meet any purported governmental interest. As such, the plethora of immoral content in public schools k-12 is an unconstitutional violation of my/our child’s state right to a free public education, and my/our federal and state rights to free exercise of religion and my/our parental right to make decisions concerning the care, custody, and control of my/our children.

WHEREAS, State and Local School Superintendents and other State and local government officials have a duty to enforce the State Constitution, and to protect against violations of the people’s federal and state constitutional rights.

WHEREAS, even though my/our federal and state constitutional rights ALONE are sufficient to obtain an exemption, all 50 states ALSO have State School Laws, State Board of Education Rules and Local Board of Education Rules and Policies that allow exemptions from sex education if there is a written request from the parents or legal guardians. Moreover, State School Superintendents and Local School Superintendents have duties to enforce these laws, rules and policies, which are often guaranteed by a monetary bond to ensure the faithful discharge of the superintendents’ duties. See Ala. Code § 16-1-1 et seq.; AK ST § 14.03.010 et seq.; AZ Rev Stat § 15-101 et seq.; AR Code § 6-1-101 et seq.; CA Educ Code § 1 et seq.; CO Rev Stat § 22-1-101 et seq.; CT Gen Stat § 10-1 et seq.; 14 Del. C. §101 et seq.; FL Stat § 1000.01 et seq.; O.C.G.A. § 20-1-1 et seq.; HI Rev Stat § 302A-121 et seq.; ID Code § 33-1-1 et seq.; 105 ILCS 5/1-1 et seq.; IN Code § 20-18-1-1 et seq.; IA Code § 256.1 et seq.; KS Stat § 72-120 et seq.; KY Rev Stat § 156.005 et seq.; LA Rev Stat § 17:1 et seq.; MD Education Code Ann § 1-101 et seq.; MA Gen L ch 69 § 1 et seq.; MI Comp L § 380.1891 et seq.; MN Stat 120A.01 et seq.; MS Code § 37-1-1 et seq.; MO Rev Stat § 160.011 et seq.; MT Code § 20-1-101 et seq.; NE Code § 79-101 et seq.; NV Rev Stat § 385.005 et seq.; NH Rev Stat § 186:5 et seq.; NM Stat § 22-1-1 et seq.; NJ Rev Stat § 18A:1 et seq.; NY Educ L § 1 et seq.; NC Gen Stat § 115C-1 et seq.; N.D.C.C. § 15-01-01 et seq.; Ohio Rev Code § 3301.01 et seq.; 70 OK Stat § 70-1-100 et seq.; OR Rev State § 326.011 et seq.; 24 PA Cons Stat § 102 et seq.; RI Gen L §-1-5 et seq.; SC Code § 59-10-1 et seq.; SD Codified L 13—1-12.1 et seq.; TN Code § 49-1-101 et seq.; TX Educ Code § 1.001 et seq.; UT Code § 53E-1-101 et seq.; 16 V.S.A. § 1 et seq.; VA Code § 22.1-1 et seq.; WA Rev Code § 28A.150.010 et seq.; WV Code § 18-1-1 et seq.; WI Stat § 115.001 et seq.; WY Stat § 21-1-101 et seq.; California is debating whether to remove the law giving parents the right to opt-out.



WHEREAS, to the extent that State laws give public schools and public-school libraries an *exemption* to the State’s criminal obscenity law, which makes it a crime to provide obscene or harmful material to minors, it is my/our position that the obscenity exemption violates, *inter alia*, my/our child’s state constitutional right to a free public education and my/our federal and state constitutional rights to free exercise of religion and the rights of parents to make decisions concerning the care, custody, and control of their children. The obscenity exemptions cannot withstand “strict scrutiny.” See Reisman, Judith A. and McAlister, Mary E. (2018) “Materials Deemed Harmful to Minors Are Welcomed into Classrooms and Libraries via Educational “Obscenity Exemptions,” *Liberty University Law Review*. Vol 12: Iss. 3, Article 3; See footnote 43 for state obscenity exemptions.

WHEREAS, to the extent that the school or school district has incorporated so much sexually related matter into the school’s instructional materials and content that my/our child cannot be exempt or opt-out from this instruction, and the school or school district denies our request for an exemption, it is my/our position that said denial constitutes a violation of, *inter alia*, my/our child’s state constitutional right to a free public education, and my/our federal and state constitutional rights to free exercise of religion, freedom of speech, and the rights of parents to make decisions concerning the care, custody, and control of their children.

WHEREAS, I/we reserve all of my/our rights to take any and all legal action necessary to protect my/our federal and state constitutional rights and to enforce any and all laws, rules and policies that support my/our position.

THEREFORE, based on the foregoing, I/we respectfully request that my/our minor child receive an exemption from all sex education instruction, and to clarify my/our requested exemption, hereby place all state and local school officials, administrators, agencies, representatives, and staff on notice of the following:

Section I – CONTENT / SUBJECTMATTER

I/WE DO NOT CONSENT to my/our child being given instructional material or content, or being subjected to discussion or activities on any of the following topics:

- Sex education;
- Birth control/contraceptives;
- Abortions and/or abortifacients;
- Sexual activity of any kind including but not limited to vaginal, oral, or anal sex, and masturbation;
- Sexual orientation including but not limited to homosexuality, lesbian, gay, bisexual, queer, or transgender;
- Gender identity, including but not limited to gender as a social construct, gender spectrum/fluidity, cisgender, gender binary, gender non-conforming, gender queer, gender variant, transgender, gender dysphoria, preferred gender pronouns, gender expression, gender “assigned at birth,” cross-sex hormones, gender surgery, any other methods and/or surgeries to alter appearances attributed to biological sex;
- Participation in any group, organization, club, entity or activity that focuses on or is identified by the group members’ sexual activity, sexual orientation, or gender identity;
- Any performance by or activity involving drag queens, drag kings, or other cross-sex impersonators;
- Any additional instruction, discussion or activity including but not limited to classroom teachers, school staff, counselors, librarians, third-providers, YouTube or other videos, films, live streaming, other audio-visual methods, textbooks, workbooks, or handout material including any content or subject matter listed under Section I or any entity listed under Section II.

Section II – COMMON SOURCES

I/WE DO NOT CONSENT to my/our child's participation in any instruction, discussion, or activity which is derived in whole or in part from, contains information from, or references to the following sources:

- The National Sexuality Education Standards: Core Content and Skills, K–12 (Second Edition)
- SIECUS: Sex Ed for Social Change
- Advocates for Youth/Amaze
- Answer
- Future of Sex Education (FoSE) Initiative
- Sex, Etc.
- Planned Parenthood
- The Kinsey Institute
- GLSEN (Gay Lesbian Straight Education Network)
- Gay Straight Alliance
- TeenSource

Section III – SURVEYS AND INQUIRIES

I/WE DO NOT CONSENT to my/our child being given any surveys.

I/WE DO NOT CONSENT to my/our child being questioned in any form or manner regarding the following:

- Sexual behavior or attitudes of my/our child or my/our family;
- Political affiliations or beliefs of my/our child or my/our family;
- Religious practices, affiliations, or beliefs of my/our child or my/our family unless offered by my/our child as part of a school assignment or discussion;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

With regard to Sections I, II, and III above, I/we request alternative academic instruction for my/our child during the same period that any instruction or activity listed above is provided, and without subjecting my/our child to any disciplinary action, academic penalty, ridicule, retaliation, retribution, or other sanction.

Section IV – HEALTH/MEDICAL CARE

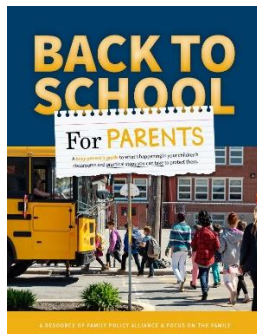
I/WE DO NOT CONSENT to my/our child being given any of the following health services:

- Contraceptives;
- Birth control pills and/or devices;
- Abortifacients or referrals for an abortion;
- Feminizing or masculinizing hormone therapies;
- Referrals for gender affirmation or gender reassignment surgery;
- Psychiatric, psychological, or mental health examinations;
- Psychiatric, psychological, or mental health counseling;
- Referrals (oral or written) to **any** counselor, medical professional, social worker, outside agency, organization, group, or individual (either within or outside the school) for the purposes of discussing sexuality, gender identity, or any of the topics listed herein.

I/We believe that providing any of the above services to my/our child infringes on my/our constitutional rights.



Example Letters from Family Policy Alliance



<https://familypolicyalliance.com/back-to-school-for-parents/>

APPENDIX G

Letter to Access Child's Library Record

Be sure to change the red text in brackets to fit your personal situation.

NOTE: When changing the text be sure to delete the brackets and remove the red color.

Dear [School Principal/School Board Members],

Under the Family Educational Rights and Privacy Act (FERPA) I have the right to access all of my child's "education records," which includes "those records, files, documents, and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." 34 C.F.R. Part 99.3.

I request that [School Name] immediately release [Child's name] library record with information as to what books my child has checked out, dates, any outstanding fees, and all other relevant details if these records are kept.

Sincerely,

[Signature]

[Printed Name]

Be sure to change the red text in brackets to fit your personal situation.

NOTE: When changing the text be sure to delete the brackets and remove the red color.

Dear [School Principal/School Board Members] ,

I object to [Book title] being stocked and circulated in the school library. This material is not age-appropriate for our children and is contrary to the values we teach our child at home.

Yes, our students have the right to access information and engage in the free exchange of ideas under the First Amendment. But this type of content undermines the spirit and purpose of the First Amendment, which was to ensure the people could come together to freely exchange ideas to bring about positive political and social change. The Miller Court stated years ago that the “portrayal of hard-core sexual conduct for its own sake” is not what the First Amendment was intended to protect.¹

This content is [explicit/graphic/obscene] and contains controversial adult content, to which our children should not be exposed, especially in a school library [you may want to photocopy the pages with offensive content to include with your letter].

Even if there are some students who are in support of this material remaining, I'd like to remind the [school/school board] it is the parents who get to set standards for the community as to what content is objectionable.² It is parents who have the fundamental duty to direct the moral upbringing of our children.³ It is also parents who elect the school board and pay the property taxes that support this school.

As a parent and an indispensable part of [school name] community, I believe this content has no place in our school library or in the hands of our children/[or specific grade range] and request that it is removed immediately.

Thank you,

[Signature]

[Printed Name]

1 *Miller v. California*, 413 U.S. 15, at 34-35 (1973).

2 *Pinkus v. United States*, 394 U.S. 557, 568 (1969).

3 *Troxel v. Granville*, 530 U.S. 57 (2000).

Letter Objecting to Transgender Bathroom Policy

Be sure to change the red text in brackets to fit your personal situation.

NOTE: When changing the text be sure to delete the brackets and remove the red color.

Dear [Principal's Name, School Board, or Superintendent],

I write to object to my child being forced to use the same single-sex [bathroom, locker room, hotel room and/or other private space] as an opposite-sex [biological boy/girl]. My child has the right to feel safe in school. [She/he] also has a right to privacy and bodily integrity. When a [boy/girl] is allowed to use the [girls/boys] [bathroom, locker room, or hotel room] my child's right to privacy and dignity is violated and so are the rights of all the [girl/boy] students who use this bathroom.

I recognize *all* students, including transgender-identifying students, have the right to feel comfortable and safe, but not at the expense of the comfort and safety of the majority of students. If there are transgender-identifying students who are suffering from anxiety or discomfort using the bathroom that correlates with their biological sex, I implore the school to make accommodations for these individuals that do *not* negatively impact the rights of my child and others.

These accommodations could be ensuring student access to a single-stall bathroom, staff bathrooms, or nursing office bathrooms.

I even urge the school to consider installing or converting available private single-sex spaces into single-stall, gender-neutral spaces to accommodate *any* students who are uncomfortable using single-sex spaces. These possible accommodations will ensure the privacy rights of *all* students are protected (not just a minority of students) and are in complete compliance with the meaning and intent of federal law under Title IX.

Title IX requires that schools do not discriminate on the basis of sex (20 U.S.C § 1686). It is not a violation of federal law for schools to maintain sex-segregated spaces to protect the privacy and dignity and our children. (34 C.F.R. § 106.33). In fact, it is this school's duty to treat *everyone* with respect and uphold the rights of *all* students, not just some students. Sex-segregated private spaces have persisted for centuries and for good reason. The fundamental differences between girls and boys is a fact of biology and life and should be honored in schools.

Please take immediate steps to protect the *rights* of my child and all students who not only deserve to be protected in private spaces, but *must* be protected under state, federal, and constitutional law.

Please keep me informed as to what these steps will be.

Sincerely,

[Signature]

[Printed Name]



Example Board of Ed Speech

Hello BOE, My name is _____, and I am a [*resident, parent, etc*] in the district

Tonight, I wanted to start by thanking you for the work you do and to kindly acknowledge the critical role you play in ensuring children in this district are protected from harmful instruction, specifically regarding sex and gender. [*Through my experience/research...*] I have become aware that children are often being indoctrinated with various concerning ideologies during their time at school.

I am quite alarmed at what I have learned regarding Comprehensive Sexuality Education, and New York's prior attempts to mandate this for all kids starting in Kindergarten and continuing through senior year. Comprehensive Sex Education that aligns with the National Sex Ed standards, which is what NYS has attempted to mandate in previous legislative sessions, sexualizes young children and teaches them incorrect and confusing concepts about gender. 5 years ago, the CDC did a study and found 41% of school districts across the country were already aligning their sex ed with these standards. Is [*our district*]? I desperately hope not. Right now, sex and gender ed is a school-district choice: these bills attempting to mandate this indoctrination have not passed. Perhaps when you learn more you will even take a stand against these efforts.

Here is what would be MANDATED to teach our kids if we forced The National Sex Ed Standards into NY schools. Starting in Kindergarten, children would be taught that gender is a choice they need to make based on how they feel inside. They are taught terms like genderqueer, agender, transgender, non-binary and many more. To ensure these kids know there are pharmaceuticals to assist them in changing their bodies to match their chosen gender, they discuss puberty blocking medications starting in 3rd grade.

In these 3rd-5th grade years they also discuss masturbation in the classroom. In middle school, starting when children are just 11 years old, the standards begin to discuss pornography, the use of sex toys, and abortion (mind you, from a positive stance since Planned Parenthood and Advocates for Youth are involved). The main group behind these standards is called "SIECUS," whose slogan is "sex ed for social change." They declare they want to change society through our kids. The standards announce themselves to be sex-positive. Therefore, they only discuss abstinence in a handful of the 165 standards, and always in the context of contraception, equating abstinence with all choices of birth control or STD protection. 0 of the 165 standards require a discussion of the very real benefits of delayed sexual experiences or even keeping sex in the confines of committed relationships. (Example – higher rates of relationship satisfaction, less teen pregnancy and STDs, and even decreased poverty rates).

We have a desperate need to protect our kids from being sexualized at such early ages, and to protect them from a false gender ideology that leads to increased gender confusion. It turns out, not surprisingly, teaching children that they are not necessarily boys and girls, but get to choose their gender from a long list of choices, or that their gender can even change from day to day, or that somehow they can be "born in the wrong body" is extremely harmful to kids. This is leading to a concerning new diagnosis – Rapid Onset Gender Dysphoria, where teens that never previously had any inclination toward gender dysphoria, are announcing "trans" or "non-binary" identities. Research has shown this is a social contagion, and schools are playing a part. This is leading to irreversible harms such as double mastectomies as early as 13, puberty blocking drugs as early as 8 years old followed by cross sex hormones, which leads to permanent sterilization and lifelong medicalization, decisions the child has made before they are even allowed to drive. This is causing immense psychological, physical, emotional, and social harm for children and young adults, and their families. France, Sweden, New Zealand, Australia, and England have all begun to shift their approach to gender dysphoric kids as the research is uncovering the nature of this social contagion and the massive harms being caused by the affirmation-only approach. I desperately do not want our school to contribute to these harms, pushing more children down a destructive path.

I encourage you, Board members, to ensure our children are not being indoctrinated and sexualized this way in this school district. I would be happy to provide more information to you if you would be willing to learn more in efforts to protect the kids. I have provided some initial resources to Superintendent [name] through email, and would be happy to provide more upon your request. Thank you for your time.



Example Board of Ed Letter

(Shared with permission from an action-focused community member!)

Dear [Superintendent] and Board of Education Members,

Thank you for your service and every effort you all have made to accomplish successes in our district! The concerns I am writing to you about are foundational to the promotion of healthy futures for our students and their future relationships and families.

We are at a critical point in time in which to reevaluate and preemptively address how sexuality and gender ideology is taught in [our district]. I am writing to request that the [district] Board of Education review and update local board policy to prevent discussions on sexuality and gender ideology in **all** subjects outside of health education, similar to [the Florida law and others](#), but at the local level, and for *more* grades than K-3. I am familiar with the state statutes and Health Standards which guide sexuality education. Specific puberty and reproductive health educational materials should be carefully approved by the board and *limited* to those classes, with those teachers. The purpose of a new board policy would be to prohibit discussions on sexuality and gender in all other subject areas and all grades, in any Social and Emotional Learning (SEL) curricula being used, and in any mental health initiatives.

Discussions on gender identity should be prohibited entirely, with exception of when including the parents and counseling an individual student. Parental involvement with any mental health issue involving their child at school is imperative (same as with other health issues). As you may know, some schools have been exposed for creating “gender support plans” and student surveys which have an option to exclude the parent. Children with gender dysphoria, a psychological condition, should be listened to and treated with the caring help of their parents and professional counselors. Statistics show that more than 80% of cases of gender dysphoria resolve after the children go through adolescence. Helping students, with their parents, to address gender dysphoria is a good thing. Respect for each individual person is necessary. However, teaching a whole classroom the concept of gender identity ideology is confusing and destabilizing to school-age children because it is teaching them to confront and change accepted social and cultural norms (see below).

The reasons why I think timing is critical are as follows:

1. New York State is considering mandating Comprehensive Sex Ed that aligns with radical standards created by activist organizations. A new local board policy would be proactive in preventing elements of Queer Theory being taught in [our district]. Queer Theory (QT) is a "critical theory", similar to Critical Race Theory (CRT), but dealing with human sexuality and gender. Examples of how QT is incorporated into comprehensive sexuality education (CSE) are quoted in #2 and #3, below. QT was formerly taught only at college level (similar to CRT), but its elements are now found in grades as young as Kindergarten in comprehensive sexuality education materials, and in some SEL programs. QT uses language similar to CRT because it is similarly used as a “lens for power”. Both CRT and QT should be rejected because they are destabilizing and create division and conflict.

2. National organizations who promote comprehensive sexuality education are becoming bolder in promoting the practice of teachers speaking about sexuality and gender at younger ages and in all areas of instruction. A recent webinar from a national collaborative group called the Future of Sex Education (FoSE) states:



“Early grades may be the best time to introduce topics related to sexual orientation, gender identity & expression, gender equality & social justice related to LGBTQ+ community before heteronormative & cisnormative values & assumptions become more deeply ingrained & less mutable”.

“The Future of Sex Education wants Comprehensive Sexuality Ed (CSE) taught to all grades, in all states, and across most subjects, through a Social Justice Pedagogy using the lenses of Intersectionality, Language, Equity, etc.”

2. Why should we, in [district], care about these radical national groups? These organizations DO influence what is made available to our NYS schools, and their content and ideology will likely influence the updating of any Health Education Standards. These groups are responsible for creating the so called “National Sex Ed Standards” which NYS is threatening to mandate (2022 NYS legislative session bills S2584A / A6616). Also, Planned Parenthood is the #1 largest sex educator in America, and local groups indicate they are educating much of our area’s youth through the schools. [The National Sex Education Standards](#) (NSES): Provides guidance to educators on the *“continual evolution in language related to gender, gender identity, gender expression, sexual orientation, and sexual identity; and the “inclusion of power and privilege, conscious and unconscious bias, intersectionality, and covert and overt discrimination, and the principles of reproductive justice, racial justice, social justice, and equity ”.*

3. Educators need guidance about what is allowed in [our district] classrooms. Younger teachers may not have the filters for what is expected, and a board policy could help them understand that what they personally believe or do in their private lives, and what they have been taught in college level courses regarding sexuality and gender should not be discussed with school-age students. I.e., teach the facts, not opinion or ideology. In this way, a new policy would protect teachers.

I am glad to provide references for any of the material discussed above.
Thank you for considering this request.

[NAME]
[CONTACT INFO]

Courage is a Habit BOE Questions



- 1.** What are the specific issues you believe your district needs to address?
What solutions would you suggest?
- 2.** How do you feel about books containing obscenity in school?
What are you willing to do about it?
- 3.** What do you think about schools collecting data through surveys/questionnaires on students?
How will you address this?
- 4.** Do you believe schools should be able to hide gender identity issues from parents?
What are your thoughts and how will you address that?
- 5.** What are your thoughts on "inclusive" bathrooms and locker rooms?
How will you address this?

- 6.** Do you support zero-tolerance or restorative practice disciplinary policies?
Can you explain your choice?
- 7.** Comprehensive Sex Education is a curriculum in K-12, in its current form do you feel it is appropriate?
What steps will you take to address this?
- 8.** Do you believe GSA clubs are appropriate for K-12 schools?
Should parental consent be required before a student joins school clubs?
- 9.** How do you propose we raise the standards on academics and/or reverse the declining trend?
- 10.** Parents cannot view many 3rd party resources because of proprietary laws, do you support the use of resources that parents do not have full access?
How will you address this?

Running for School Boards



Leadership Institute

School Board Campaign Training

<https://www.leadershipinstitute.training/>



Family Policy Foundation

School Board Academy

<https://familypolicyalliance.com/>



New Yorker's Family Research Foundation

Campaign School

<https://www.albanyupdate.com/nyfrf-to-host-campaign-school/>



Monitoring Schools

Notification Team

- Read school policies
- Read letters/notifications sent home by the school
- Regularly check any school related websites or social media
- Stay informed about when the school is required to notify parents and when they are not
- Photograph concerning content and communicate findings to your group/other parents/local school board

Lessons and Curriculums Team

- Have a team of parents for each grade level
- Read homework assignments, textbooks, curriculums, and lesson plans
- Ask about any movies, visiting organizations, resources accessible to children
- Ask if your local school board has a review committee you can join to review curriculums
- Photograph concerning content and communicate findings to your group/other parents/local school board

Books Team

- Review books available in libraries and classrooms
- Learn about check out policies and parent notification policies and how parents can review their child's record
- Photograph concerning content and communicate findings to your group/other parents/local school board

Work Together

- Go as a group to school board meetings
- Have everyone in your group write letters of concern to the local school and state
- Considering hiring a lawyer for your group

Resources for More Information

Feed My Sheep Foundation Videos

Activist Teachers and Gender Ideology

[Attention Parents: What do you want your child learning?](#)

Previous Overview Presentation

[Comprehensive Sexuality Education and Gender Ideology in the Schools](#)

Q&A Series

[What Is Comprehensive Sex Education?](#)

[Is Comprehensive Sex Education effective?](#)

[What is Gender Ideology?](#)

[How does Gender Ideology clash with Judeo-Christian beliefs?](#)

[Is the “Transition or Suicide” narrative based in reality?](#)

[Should we affirm any gender identity?](#)

Sexualizing Children: Teaching Sexual Agency

[The National Sex Ed Standards Teach Young Kids Sexual Agency](#)

Guides

Back to School: For Parents

<https://familypolicyalliance.com/back-to-school-for-parents/>

This excellent guide from Focus on the Family and the Family Policy Alliance summarizes several issues that children are facing in today’s public schools. This guide clearly lays out steps parents can take to become informed and protect their kids.

Navigating the Transgender Landscape: School Resource Guide

<https://childparentrights.org/school-resource-guide/>

This guide is a well-done summary regarding gender ideology written for the audience of school leaders. However, this resource guide is also applicable to any leaders wanting to be informed on this issue.

Parent Resource Guide: Responding to the Transgender Issue

<https://genderresourceguide.com/>

This collaboratively published booklet is a clear and concise summary of the dangers of the new gender ideology pushed on our children. This is a highly recommended and free resource.

Other Organizations

Advocates Protecting Children

<https://www.advocatesprotectingchildren.org>

This non-profit organization is dedicated to fighting the gender industry by serving and supporting churches, schools, organizations, families, and individuals who seek facts and guidance on responding to gender ideology and activism. Dr. Erin Brewer is our guest speaker for Part 2 of Feed My Sheep Foundation’s “Back to School During the Culture Wars” series.

American College of Pediatricians

CSE: <https://acped.org/topics/sexuality-issues-of-youth/sex-education-in-the-home-and-the-school>

Gender: <https://acped.org/topics/sexuality-issues-of-youth/gender-confusion-and-transgender-identity>

This national organization of pediatricians and other healthcare professionals is dedicated to the health and wellbeing of children. They have numerous articles and videos on these topics.



Comprehensive Sex Education Research Study

<https://www.institute-research.com/published-cse.php>

This study is the most comprehensive review of the research on CSE's effectiveness. The website has videos breaking down the study and sharing the results.

Family Policy Alliance: Help Not Harm

<https://familypolicyalliance.com/help-not-harm/>

The Help Not Harm campaign seeks to protect children from experimental hormones and surgery. They have a great Q&A which may answer many specific questions on this topic.

Family Watch International

CSE: <https://familywatch.org/sexual-education-films/#.YI5EOS-B1N0>

Gender: <https://familywatch.org/transgenderissues/- .YISDYC-B1N1>

This international nonprofit educational organization focuses on protecting and promoting the family, safeguarding parental rights, and protecting the health and innocence of children. They have a variety of articles and videos detailing the CSE and gender ideology issues.

Focus on the Family: Transgender Resources

<https://www.focusonthefamily.com/get-help/transgender-resources/>

This page lists many excellent resources on the topic of Gender Ideology.

Focus on the Family: Sexuality Resources

<https://www.focusonthefamily.com/wp-content/uploads/2019/08/The-Talk.pdf>

This packet suggests at what ages to have conversations about sexuality with your children.

Help Not Harm: Canandaigua City School District

<https://helpnotharm.net/>

This organization is an excellent example of how parents in a local New York school district have come together to help parents, students, and staff navigate the cultural issues within their district.

Linda Seiler

<https://lindaseiler.com/>

Linda Seiler once had plans to have sex reassignment surgery, change her name to David, and live happily ever after. But God. Linda's life and message are a testament to the power of Jesus to change everything.

Love and Truth Network

<https://www.loveandtruthnetwork.com/>

This ministry equips Christians to experience restoration of their God-given identity as well as relational and sexual wholeness through leadership training, teaching, and discipleship resources.

Medical Institute for Sexual Health

<https://newsexedstandards.org/>

This organization has published a thorough and excellent set of sex education standards called *The New K-12 Standards for Optimal Sexual Development*. These are focused on positive character and healthy relationships and are a great option for school districts, as opposed to the concerning National Sex Education Standards which inform CSE curricula.

Parents with an Inconvenient Truth about Trans

<https://pitt.substack.com/>

This blog site is intended to inform the public about the devastating impact of gender ideology on families through sharing personal experiences.



Protect Child Health Coalition

<https://protectchildhealth.org>

This group believes that all children should be protected from harmful materials, especially pornographic, obscene, or erotic materials. They oppose all efforts to advance autonomous sexual rights for children and believe that children have a right to a childhood free from political, sexual, or other adult agendas. The webinar section of this website contains excellent presentations on CSE and gender ideology.

Protect Our Kids

<https://protectourkidsnow.org/>

This is a California based organization. They have excellent resources on their website including brochures, articles, podcasts, professional videos, and conference recordings on these topics. Here is a direct link to one of their videos: “[The Triple Threat to Our Children in the Public Schools](#)” (10 minutes)

SEGM: Society for Evidence Based Gender Medicine

<https://segm.org/>

This nonprofit is a group of over 100 clinicians and researchers concerned about the lack of quality evidence for the use of hormonal and surgical interventions as first-line treatment for young people with gender dysphoria. Their site has a well-organized list of research studies and publishes blog-style articles on relevant current events and studies.

Stop CSE

<https://www.comprehensivesexualityeducation.org>

Stop CSE is the most comprehensive website about Comprehensive Sexuality Education. They have documents that show quotes and excerpts from the variety of curriculums in our schools and reviews explaining their harmful elements. They have a toolkit for individuals fighting against CSE and many other resources.

Movies

In His Image Movie

<https://inhisimage.movie/>

This feature-length documentary is a critical and urgent message designed to equip the church to answer culturally controversial questions about gender and sexuality from a biblical perspective. It presents much-needed truth with compassion and clarity through powerful personal testimonies, careful Bible teaching, and scientific evidence

Fearless Features: The Mind Polluters

<https://www.fearlessfeatures.org/themindpolluters>

This trailer is for a feature-length documentary focusing mostly on Comprehensive Sexuality Education in schools.

The War on Children

<https://www.comprehensivesexualityeducation.org/film/>

This 35 minute documentary exposes the controversy and harm of Comprehensive Sex Ed.

Whose Children Are They?

<https://whosechildrenarethey.com/>

This full-length documentary features teachers, parents, and front-line experts who are exposing what is truly happening in public schools today.

Facebook Group to Join

Alliance to Protect New York’s Children

<https://www.facebook.com/groups/575647040442396>

This Facebook group focuses on shared concerns regarding 1) Gender Ideology 2) Comprehensive Sexuality Education and 3) Critical Race Theory in schools. The priority is to bring awareness to these issues and the negative effects they have on our children.



Books

A Practical Guide to Culture

John Stonestreet & Brett Kunkle

Cultural pressure is increasing, especially on our kids. But even in a world of addictions, ever-present screens, and gender-identity questions, youth can have clarity and confidence.

Finding Truth: 5 Principles for Unmasking Atheism, Secularism, and Other God Substitutes

Nancy Pearcey

<http://www.nancypearcey.com/finding-truth.html>

In *Finding Truth*, she explains five powerful principles that penetrate to the core of any worldview--secular or religious--to uncover its deepest motivations and weigh its claims. A former agnostic, Pearcey demonstrates that a robust Christian worldview matches reality--that it is not only true but attractive, granting higher dignity to the human person than any alternative.

Irreversible Damage: The Transgender Craze Seducing Our Daughters

Abigail Shrier

<https://www.barnesandnoble.com/w/irreversible-damage-abigail-shrier/1133754701>

Named one of the best books of 2021 by *The Times* and *The Sunday Times*. A writer for the *Wall Street Journal* digs deep into the trans epidemic, exposing the trans craze affecting today's youth. Please note: This book is not written from a Christian perspective and Feed My Sheep Foundation differs from the author on some critical viewpoints. However, this is an important work that exposes the social influence of this issue and is therefore included on our resource list.

Parenting in a Transgender World: A Handbook

Erin Brewer

<https://www.advocatesprotectingchildren.org/shop>

Takes a practical approach to answering the question: "How can I protect my children in a world that's determined to undermine me and seeks to indoctrinate them into transgender ideology?"

The Sexual Holocaust: A Global Crisis

Dr. John Sanford and Bridgette Heap

<https://www.sexualholocaust.org>

This exposé reveals the harmful physical, emotional, social, and spiritual consequences of the sexual revolution and zooms out to see the incredible magnitude of this disaster.

Transing Our Children

Erin Brewer and Maria Keffler

<https://www.advocatesprotectingchildren.org/shop>

This thorough overview is the result of a deep and wide investigation into the twisted world of childhood transgenderism. The authors have applied their analytic and critical-thinking skills to unmask this beast of an ideology.

Library-Related Links

Bibles in Schools: Donate bibles to school libraries

<https://www.biblesinschools.org/>

GoFollet: Search your school's library

<https://www.gofollett.com/aasp/ui/pick/pick>

RatedBooks: Lists of questionable books with ratings in effort to protect children from obscenity in public school libraries. Suggestions for how to challenge books.

<https://www.ratedbooks.org/>

