

Back to School During the Culture Wars

Fall 2022
Webinar Notes &
Resource Guide



WE MUST PROTECT OUR KIDS!

Brought to you by
Feed My Sheep Foundation



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Cultural Worldview Charts

The Big Picture

CULTURAL WORLDVIEW	CHRISTIAN WORLDVIEW
Truth is subjective. The individual is the source of truth.	Truth is objective. God is the source of truth.
Love affirms all subjective truths.	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.

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.

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://acpeds.org/topics/sexuality-issues-of-youth/sex-education-in-the-home-and-the-school>

Gender: <https://acpeds.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](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.

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 fight indoctrination and help other parents, students, and staff navigate the cultural issues within their district.

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

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/>

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 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]