Guiding Through The Sex-Ed Confusion

Parent Support Guide

What The Issues Are • How You Can Respond

Revised: February 15, 2017
PEACE is dedicated to making it easier for faith families to navigate difficult issues in public education.

Many faith families with children in public schools are concerned when sensitive lesson content challenges the faith of their children. When this happens how should parents respond?

It is widely agreed that parents are their child's primary educators and schools are to be inclusive, respectful and understanding of all families.

As the primary educator, parents need to:

- Instruct children about their worldview
- Remain informed and involved in their child's education
- Build positive relationship with the child's teacher
- Proactively communicate with the school, sharing their child's needs
- Supplementing when the need arises

PEACE is here to help parents to be the primary educator of their children.

For more information go to [www.peacehawaii.org](http://www.peacehawaii.org).
# Table of Contents

**Sensitive Curriculum In Schools – What Is Going On?**  
4

**A STEP-BY-STEP GUIDE On How To Respond To Sex-Ed Instruction**  
5

**Overview Of The PEACE Engagement Process**  
6

**STEP 1 – ENGAGE: The Facts**  
Facts About The Curriculum  
– Frequently Asked Questions  
7

**STEP 2 – The PEACE-ful Process**  
Taking A Peaceful Approach  
10

**STEP 3 – ENGAGE: Your Keiki**  
Become Your Child's Primary Educator On This Sensitive Issue  
13

**STEP 4 – ENGAGE: Your School**  
– Build Relationship With Staff  
– Communicate With Your School  
  - Parent Communication Forms  
  - Sensitive Issues Explanatory Notes  
14

**STEP 5 – ENGAGE: Your Community**  
Help Others By Sharing Your Success  
15

## APPENDICES

**APPENDIX 1**  
Frequently Asked Questions, continued from “ENGAGE the Facts”  
16

**APPENDIX 3**  
Building Positive Relationships With Your School  
17

**APPENDIX 3**  
Communicating with Your School  

- Parent Communication Form Instructions  
- Parent Communication Form  
- Explanatory Notes – What We Believe and Why  
- Discussion Points for Meeting with Principal/Teacher  
18
SENSITIVE CONTENT IN SCHOOLS
Going beyond sexual education

Over the past 30 years, our society has become very diverse, and so have our schools. There are many faiths, cultures and worldviews present in our school system that must be accommodated equally. In an effort to meet these varied needs, the Department of Education (DOE) and Board of Education (BOE) have policies encouraging parents to inform the school about sensitive lesson content. Parents then, need to be proactive by informing the school of their faith needs and identifying lesson content they consider sensitive, so their needs can be included.

Through our research and experience, we have found that most traditional faith parents are not aware of such policies and are unsure how to respond when a sensitive lesson content issue arises.

Faith families are an important part of a diverse school and community. For faith families to become a positive component of a multi-worldview education system they must learn how to engage the system.

PEACE is here to help faith families navigate difficult issues in public education. In this guide, we will help you to understand your role as the primary educator of your child and learn how to address sensitive content in a way that affirms your faith and respects the choices and values of others.

If you have any questions regarding this guide, please contact us at info@peacehawaii.org
A STEP-BY-STEP GUIDE
On How To Respond To Sex-Ed Instruction

PEACE has been advocating for faith parents with children in public education for over 20 years. Our goal is to promote positive communication between parents and schools, and better learning environments for all children.

When it comes to sensitive instruction, such as sexual health education, PEACE is here to guide faith parents through the confusion.

The following STEPS OF ENGAGEMENT are designed to:

• Help you to understand the concerns within the curriculum
• Assist you to respond effectively so that the values of your home are respected and accommodated

We have found that when parents follow these steps, they are successful.
OVERVIEW OF THE PEACE ENGAGEMENT PROCESS

A Step-by-Step Process To Responding To Sensitive Curriculum

When it comes to sensitive instruction, such as sexual health education, PEACE is here to guide parents & guardians through the confusion.

The PEACE 5-Step Process helps you to:

- Understand sensitive lesson content in public schools
- Build positive relationships with your child’s teacher so that you have a basis for effective communication
- Positively communicate the values of your home so that your needs are understood
- Have your child’s learning accommodated

STEP 1 – Get The Facts

- Understand what is being taught in today’s classrooms
- Understand why and how these changes have come about
- Understand if or why it is of concern for your family

STEP 2 – The PEACE-ful Process

- Understand the Biblical (Luke 10) approach to blessing and building relationship before sharing your needs
- Build positive relationships with your child’s teacher so that when you need to talk about sensitive topics it will be easier and more effective to do so

STEP 3 – Engage Your Keiki

- The best place for your child to learn about human sexuality is at home with a caring parent (American Academy of Child and Adolescent Psychiatry)
- Use the “God’s Design for Sex” resources to become your child’s trusted source of information on this sensitive topic

STEP 4 – Engage with Your School

- Use the tools and strategies to build relationship with teachers and principals. Positively share your faith needs with respect to sensitive curriculum and be accommodated
- Ask that you be informed about sensitive lessons
- Ask that your child be allowed to use an alternative sex-ed study unit that helps the child to connect the learning to the teachings of the home.

5) Engage with Others

- When you have been successful, share this with other families.
Before getting into a discussion with the school about sensitive lesson content it is important to understand the facts about what your child may be learning. With this understanding you are able to communicate accurately.

**What are children learning?**

Modern sexual health instruction in schools is challenging the faith values being taught at home and church across Europe, the Americas, and now the Asia-Pacific region. Changes in sexual education are being promoted by the World Health Organization, United Nations, SIECUS (Sexuality Information and Education Council of the United States), Planned Parenthood, and, Advocates for Youth. The new approach to sexual health instruction, called Comprehensive Sex Education or CSE, is promoted as being non-discriminatory because it affirms all sexual orientations and activity as acceptable. This runs into conflict with many faiths and cultural views.

In Hawai‘i, the specific facts about sex education are not easily found. It is known that the Department of Education has 5 approved sex education programs that teachers and principals may choose from:

- Pono Choices
- Making a Difference
- FLASH – Family Life and Sexual Health
- Draw the Line, Respect the Line
- Healthy Teacher

The first four programs are based upon the Comprehensive Sex Education approach. However, parents report having difficulty getting copies of these materials despite numerous requests. Some people have tried to purchase the curriculum resources from *Education, Training & Research* in California (the supplier of these resources) and have been told that only certified, trained and approved instructors can buy them.

Since 2013, PEACE has hosted meetings about changes in curriculum. Parents, teachers, principals, and students have shared first-hand examples of lesson content that has become increasingly sensitive, and some school environments are unfriendly and at times hostile towards those with Judeo-Christian beliefs. Some of the lesson content includes subject matter from which many people of faith are required to abstain.

With that in mind, below are some of the examples shared by parents during our community meetings about what their child has experienced in their classroom. These materials may or may not be part of your child’s classroom teaching, but are commonly reported in many communities and school boards.

**Pre-School & Elementary School**

Sensitive content about human sexuality in early grades typically come in the form of story books (provided in library or read aloud in class). These books then lead into discussions about alternative sexual lifestyles, gender identity, and gender fluidity. While parents of faith realize that they need to accept and respect the choices of others, many are concerned that instruction on masturbation, sexual orientation, and gender identity at an early age will lead to confusion in the mind of their child about what’s right or wrong for them.

For example, with respect to gender identity many people of faith hold to the position that gender is
determined by the child’s DNA as designed by the Lord. Encouraging children to choose whether they want to be a boy or girl is of great concern as it tells our children that they are above their God.

Middle School – Sex Education Focus

In middle school students begin to have formal sex-ed classes. This is where curriculum resources such as those listed above become part of instruction. The most widely publicized of these is Pono Choices, which received media attention in 2013 and has been found by many parents to be part of their child’s classroom learning.

Pono Choices has been cited for:

- Being ideologically based, age-inappropriate, and medically inaccurate regarding basic human anatomy
- Teaching children that there are many ways of being intimate including anal, oral, and genital penetration
- Failing to warn children of the dangers of high-risk sexual activity
- Affirming all sexual relations and encounters (homosexual, bi-sexual, hetero, multiple partner, etc.)
- Failing to present monogamy as preferable to casual sex when developing healthy relationships
- Failing to disclose the short comings of condoms against diseases like HPV and herpes
- Not teaching the stages of reproduction / fetal development which has traditionally been the focus of human sexuality education
- Not being consistent with the BOE Policy 2110 that sex education must be abstinence-based (in June 2015 Policy 2110 emphasizing abstinence based sex education was replaced by Policy 103.5 emphasizing comprehensive sex education)

Other Sex Education Curriculum

Parents have also shared examples from other resources. The example on the next page is a lesson from Making a Difference – An Abstinence Approach to HIV/STD and Teen Pregnancy Prevention. This resource puts an obvious, stated emphasis on abstinence.
One of the lessons has children brainstorm the questions “How Do People Express their Sexual Feelings?” and “What is Abstinence?”

Teachers are directed to have an open discussion with the class asking questions to elicit responses such as anal sex, oral sex, etc.

**What Is Abstinence in CSE?**
The definition of abstinence has changed. Within CSE programs, students are told that abstinence is defined as the sexual activities with which they are not comfortable and that they need to determine their abstinence definition so they can tell their partner what is acceptable and which activities they want to avoid.

**High School – Much Broader Than Sex-Ed**
The integration of sensitive lesson content into other subjects continues in high school. Grade 11 social science students have shared that for their term assignment they were paired with another student of the same sex and had to complete a one-year plan for living together as a married homosexual couple, including how they would explain their decision to parents and friends.

**Controversial Mandatory Curriculum**
The DOE has embraced Common Core materials, which reinforce CSE values. For example, the Gr. 10 novel *Dreaming in Cuban* has been criticized for a graphic sadomasochistic sex scene.

**GSA Clubs**
Most high schools are home to Gay Straight Alliance Clubs. These clubs build awareness and celebration of all sexual orientations and genders on school campuses.

Some Christian students have expressed that since the establishment of such clubs, they have been made to feel very intimidated. Many have shared that they do not wear anything that identifies them as Christian, or talk about involvement in church for fear of being targeted. Students have also reported that some teachers have made hateful comments about religion.

**Controversial Content Goes Beyond Sex Education**
Although the issue of sexuality seems to be a very common concern, sensitive lesson content is not limited to sex education in health class. Parents have shared that they have been told been that the knowledge, attitude and values within these CSE programs are to be integrated into other subjects, anywhere teachers feel they fit.
Frequently Asked Questions

- Why is the concern with Comprehensive Sex Education?
- What is Comprehensive Sex Education?
- Is this happening in all classrooms?
- Do parents have any choice when it comes to sensitive curriculum?

1) What Is The Concern With Comprehensive Sex Education?

Parents, community groups and even some legislators have raised many questions about CSE. Psychologists and educators have expressed concern that such instruction, especially without parental involvement, can lead to confusion in the minds of children about what is right or wrong for them.

Furthermore, they agree that when the learning environment is in conflict with the values of the home, it is difficult for children from these families to succeed academically. In such environments, the faith of children is also challenged or compromised.

“There are many resources that explore the history and development of CSE around the world. Here is one resource from Family Watch International that we recommend for its detailed look at CSE around the world. While FWI is working towards their own mandate, they have done a great job providing first-hand accounts of what CSE looks like from an international perspective.”

Resource Link:
https://www.youtube.com/watch?v=xhb0GKlqF4E

2) What Is Comprehensive Sex Education?

In the past sex-ed courses focused on the changes during puberty and providing understanding of reproduction. In addition, all programs were required to support abstention from intercourse;

![POLICY 2110 - SEXUAL HEALTH EDUCATION (1995)]

In order to help students make decisions that promote healthy behaviors, the Department of Education shall instruct students that abstention from sexual intercourse is the surest and most responsible way to prevent unintended pregnancies, sexually transmitted diseases such as HIV/AIDS, and consequent emotional distress.

The abstinence-based education program shall:

a. support abstention from sexual intercourse and provide skill development to continue abstention;

b. help youth who have had sexual intercourse to abstain from further sexual intercourse until an appropriate time; and

c. provide youth with information on and skill development in the use of protective devices and methods for the purpose of preventing sexually transmitted diseases and pregnancy.
Now sex-ed curriculum, like Pono Choices, is based on the Comprehensive Sex Education model and introduced into schools. Comprehensive sex education is defined as:

```
“a rights based approach that seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality, physically and emotionally, individually and in relationships”.
```

The Rationale for CSE
The reality is that we live in a multi-worldview society where the default worldview of academic institutions is humanism. Humanism is defined as ‘a system of values and beliefs that is based on the idea that people are basically good and that problems can be solved using reason instead of religion.’ (Source: https://www.merriam-webster.com/dictionary/humanism)

Operating under this worldview, advocates of Comprehensive Sex Education rationalize that because some children do become sexually active and could become pregnant or acquire a sexually transmitted infection, all children should be provided with information on sexual activity with the intent of helping youth to make informed decisions.

In an effort to reduce the risk of pregnancy, CSE programs provide information about non-reproductive sexual activity (anal and oral sex, personal or mutual masturbation, homosexual relations, ‘sexting’, etc.), so that if a child chooses to engage in sexual activity the hope is that a less risky activity will be chosen.

CSE is touted as being non-discriminatory, affirming all sexual orientations and activities as acceptable. This of course runs into conflict with many parents whose faith and cultural views set guidelines about human sexual behavior.

3) Is This Happening In All Classrooms?

In Hawaii, many of the teachers are conservative and modest in their approach to teaching these sensitive topics, so your classroom teacher may not be including this information. However, there is increased pressure for teachers to embrace this content. Principals are being pressured to ensure it is included in their schools. University professors who believe this is right encourage new teachers to include this in their classrooms. When a teacher will not teach the sex-ed curriculum, the only approved alternative provider is Planned Parenthood – the advocates of the program.

Sensitive curriculum is increasing, at all grade levels, in all states, as well as in most countries around the world. Sensitive curriculum may not yet be part of your child’s class, but when it is, Policy 103.5 requires that you be informed. Using our Parent Communication Tool will help you to engage in the discussion with your teacher.
4) Do Parents Have A Choice When It Comes To Sensitive Curriculum?

Yes! The Hawaii Board of Education recognizes that we live in a multi-worldview society, consisting of many faiths and cultures, and at times instruction may be controversial to some families. Board of Education policy 101.3 requires:

In light of such policy, all that is needed is for parents to be the primary educator of their children and build relationship with the child’s teacher to proactively share what may be deemed sensitive instruction. Then you can be informed in order to work with the school to determine the best accommodation for your child.

More answers to frequently asked questions are found on page 21, including:

- Where is this coming from?
- What does CSE instruction look like in states where it has been implemented a long time?
- How are the DOE/BOE being influenced to include CSE Instruction?
- Do CSE programs reduce STI rates amongst teens and young adults?
- Are there other kinds of Sex Education that could be used?
The PEACE approach to communication is positive, relational, and based upon Biblical principles of social influence described in the Book of Luke, Chapter 10: 1-9. Recent case studies have shown that a positive, winsome approach to this issue is most effective for building understanding between parents, teachers, and school staff.

A Relational Approach
Luke 10: 1-9. When Christ sent the 72 out (as lambs to the wolves) to positively influence society he said:
- **Speak peace and blessings**—“speak peace to this house” 10:5
- **Build relationships**—“stay there, eat what they give you” 10:7
  Eating a meal together was one of the highest signs of fellowship in Jewish culture.
- **Meet their needs**—“heal the sick” 10:9
- **Proclaim God’s truth**—“share truth (and your needs) after you have built relationship” 10:9

A Positive, WIN-SOME Manner

The PEACE community seeks to bless and serve our community schools.

We seek to bless our teachers and to become an asset to our schools (i.e. to bless, praise, volunteer, meet needs in the school, and assist with supplemental materials and curriculum that help our children to meet government expectations in a way that also affirms their faith).

We must remember that we live in a pluralistic, multi-worldview society. If we are to be successful, we must understand that the school is expected to respect and accept all people – the school has a difficult job. If people of faith have not been positively sharing our needs, we cannot expect them to be met. We must seek to communicate the Christian needs of our children in a positive and winsome way.

Teachers, just like any other person, will be interested in listening to you if you have a positive relationship and you sincerely care. Make every effort to be positive, caring, and winsome.

**WIN-SOME**
Definition:
1. Attractive or charming in an open, fresh, innocent, honest and desirable way.
2. A feeling of childlike joy or innocence that is attractive or pleasing to others.

Synonyms:
engaging, inviting, pleasant, agreeable, amiable, disarming, endearing, pleasing

---

**GET STARTED**
Build Positive Relationship With Your School
Go to: “Some Ways To Bless Your School”

APPENDIX 1 - P. 19
Research shows that the best place to learn about human sexuality is at home with a caring parent. However, school officials feel that the new curriculum is needed because parents aren't teaching their children about sexual health and sexuality.

For traditional-faith families, the issue is even more relevant and important. When parents teach their children accurately about sexual issues, the relationship between parent and child becomes stronger, and the parent becomes the trusted source of information on this important topic.

The curriculum material is sensitive, not just because of the content, but because of who is teaching it and the context of learning. Parents may quickly take responsibility for this area of life by teaching it at home.

PEACE has resources to help parents become their child's primary educator on this issue. Whether you're looking for a little help or a lot, PEACE is here for you.

**Book 1 – The Story Of Me**  (Ages 3 – 5)
By: Stan & Brenna Jones  Publisher: Tyndale.com

"It’s never too young to begin giving your child a practical understanding of his or her unique, beautiful body and why God designed it to be exactly the way it is. The Story of Me is the first book in the God’s Design for Sex series, written to be read to children ages 3 – 5. With candid age-appropriate language and realistic illustrations, the Story of Me explains:

- God’s love and the goodness of all He has made
- The nurturing family as God’s context for love
- Why God wants each baby to have both a mommy and daddy
- The specialness of being made a boy or girl
- Proper names for private body parts"

*(The Story of Me, back cover)*

**Book 2 – Before I Was Born**  (Ages 5 – 8)
By: Carolyn Nystrom  Publisher: Tyndale.com

"Before I was Born is the second book in the God’s Design for Sex series, written to be read with children ages 5 – 8. With age appropriate, straightforward text, and informative illustrations. Before I was Born explains sex as a special gift God gives to a husband and wife and covers such topics as:

- Why God made boys and girls bodies different
- God’s plan for loving marriages and families
- The basic facts about intercourse, presented in the context of marital love and intimacy
- Conception and fetal development
- Childbirth and breastfeeding

Created to answer the questions asked by young children, Before I was Born will help you give your child a vital head start in understanding God’s intended purpose for procreation and sex."

*(Before I was Born, back cover)*
**Book 3 – What’s The Big Deal  (Ages 8 – 11)**
By: Stan & Brenna Jones  Publisher: Tyndale.com

At this age your child probably knows what sex is. They have heard other kids talking about it, and maybe they have heard it talked about on TV and Internet. But TV doesn’t tell them everything and they probably will have some questions. That’s great, because *What’s the Big Deal?* was written to help kids ages 8 to 11, find the answers they need. This book explains the basic facts about sex and related issues such as:

- Why God made adults so they want to have sex
- Why God designed sex to be shared only within marriage
- What God actually says in the Bible about sex
- The amazing changes ahead of you during puberty
- How to respond when you feel sexual pressure from friends, TV shows, movies, and magazines

We suggest parents read this book with their child or discuss it with them as they read it on their own. Parents can answer questions and help children understand what a beautiful and exciting gift from God their sexuality is meant to be.

(Modified from the back cover, *What’s The Big Deal?*

**Book 4 – Facing The Facts  (Ages 11 – 14)**
By: Stan & Brenna Jones  Publisher: Tyndale.com

More changes occur in your child’s body and brain during puberty than during any other time in life. Puberty marks the beginning of big changes in relationships between the child and their parents, and with the opposite sex. It’s a wonderful and exhilarating time because your child is becoming an adult, but it can be a stressful and overwhelming time, too. If your child does not understand what’s happening, or why, ages 11 – 14 can be downright scary.

*Facing the Facts* was written to give children all of the information needed to understand exactly what is happening to their body during the years ahead, and why God planned it to happen just that way. With this resource your child will learn about:

- The role of puberty in the development of sexuality
- How girls and boys bodies change, both inside and out
- Exactly how a woman gets pregnant and gives birth
- Why God wants you to save sex for marriage
- Love, dating, and how relationships mature
- Tough answers to some tough questions

Your child’s body and its sexual nature are beautiful and exciting gifts from God that He wants him/her to understand. Reading *Facing the Facts* and talking about it with you will help your child to be ready for the coming physical changes, equipped to handle the sexual pressures they will encounter throughout life, and provide a better understanding of God’s perfect design for sex.

(Modified from the back cover, *Facing the Facts*)
Communicating with the school, especially on a sensitive/controversial issue, is much more successful if there is a positive relationship between the parent and teacher. Parents need to become a positive influence in the lives of their child’s teachers.

Some parents are available to assist and even volunteer in the school. Others, due to work and family commitments, may not be available during the school day. However, that does not prevent a parent from being a positive blessing. As children are dropped off at school or you cross paths with staff make an effort to be polite, sincere, encouraging, and caring.

Look for opportunities to affirm teachers for the work they do and the care they give to your child. Emails, notes of thanks, positive authentic comments, go a long way.

Some Ways To Bless Your School

Below is a sample list of suggestions about how you can begin, or continue, building positive relationships with your child's teacher and school staff. See Appendix 1 on page 19 for a more complete list.

**Pray**
- For the Lord of the harvest to raise up workers for the harvest
- For favor, open doors, and success for PEACE Hawai‘i in your school
- Prayer walk your school grounds weekly
- For unity among pastors and the Church of your community

**Bless and serve the school**
- Ask the principal what are the needs of the school/teachers and how you can help. This has been the single most important means of establishing trust, building influence, and becoming an asset because it involves actually listening and starting with the needs of the school instead of our own needs/goals
- Volunteer at school events—fun fair, fitness meet, movie night, fundraisers, etc.
- Serve with the Parent Teacher Association and/or become a School Community Council member

**Bless and serve the teachers**
- Pray for teachers by name. Pray for their classrooms
- When you are present at the school, make an intentional effort to thank, bless and encourage teachers
- When meeting with a teacher, bless with a coffee, malasadas, etc.
- Teach your children to be a blessing to the teacher and others
- Most schools pass out a classroom wish list of specific supplies desired by each teacher for the school year. Find some you can fulfil
- Throw an end of the quarter “Mahalo” ice cream social for teachers/staff

**Bless and serve the students**
- Pray for students by name
- Drop off a treat for all students in the class
- Tutor and/or volunteer for an afterschool activity/club—sports, science, technology, health and wellness, etc.
- Learn from the principal what the needs of low income students are and meet them
- Read in classrooms

Encourage and mobilize other parents to find ways to bless their school.
If you have spent time on steps 1 – 4, you are well prepared to begin to communicate:

- You have learned the facts about the concerns and can *speak calmly and accurately*
- You have become familiar with the PEACE-ful relational approach and some of the *strategies for communicating effectively*
- You have begun to *intentionally build positive relationships* with school staff
- You have begun to take responsibility for teaching this sensitive topic and are able to *speak from experience*

Now that you’re ready to communicate your needs with the school, it’s important to understand the process of how to go about that, and your rights as a parent. This begins with understanding the Department of Education policy 2210, also known as the Opt Out Process.

**DOE Regulation #2210.1** requires instructional staff or administration to notify parents or legal guardians of controversial issues that will be discussed in the classroom or through other school activities. This notification may be done through a general letter about the lesson or activity. Parents or legal guardians may also, on their own volition, write a letter to the school administrators or a teacher to have their child excluded from a specific lesson or activity. If such a letter is received, the student must be provided with an alternative learning activity.

The policy invites parents concerned about sensitive lesson content to communicate with the school so that the school is aware of the needs and concerns. However, parents often feel intimidated about discussing their faith and sensitive curriculum issues with the school, and ask, “What do we say? How do we say it?”

To assist, PEACE has created the **PEACE Parent Communication Forms**. These make it easier to share in a clear, diplomatic, and respectful manner. The printed letter also provides the school with a hard copy of your communication.

**ACTION – Complete The Forms (Appendix 2)**
- Read the *Instructions* for completing the PEACE Parent Communication Form
- Complete the forms
- Attach a copy of the *Explanatory Notes*

**ACTION – Schedule An Appointment With The Teacher/Principal**
- Call the teacher and ask for an appointment. Explain that you would like to meet to discuss information that could help with your child’s learning.
- Apply the PEACE Building Relationship Strategies and bring a treat for the meeting. Remember, the teacher is taking extra time to meet with you, and it would be gracious to bring along a thank-you refreshment.
- Bring along 2 copies of the PEACE Parent Communication Form and Explanatory Notes. Provide one for the teacher/principal and keep one for yourself.
- Use the PEACE Parent Communication Form and Parent Discussion Notes as a guideline for the discussion.
When parents request a lesson accommodation or exemption, the school may provide an alternative assignment. Instead of burdening the teacher with this extra work, why not provide an alternative that helps the child to meet the expectations and connect their life experiences (including faith teachings) with the learning? Educators say that the most effective learning happens when “Children see themselves in the curriculum.”

Sex education is important. To help faith children connect the learning to the teachings of the home and church, (i.e. “see themselves in the curriculum”), PEACE has developed alternative, independent study units for Gr. 6, 7, & 8. Instead of the child sitting in the hall doing nothing and subject to peer pressure, parents request the child be allowed to work independently on this independent study unit. If other children ask the teacher why the child is not in class, the teacher can simply say, “They have chosen to do this unit on independent study.”

Each unit includes a letter parents may use to communicate with the school and request your child complete the alternative unit instead of being in class. The unit work will begin in the home, and then students are often allowed to complete the work in the library during sex education instruction time.

Whether the teaching is happening in a classroom, church, or in your home, the learning expectations are met while respecting the values of your family.

PEACE is proud to partner with the creators of the God’s Design For Sex series. The Grade 6 unit uses Book 3 – What’s the Big Deal? The Grades 7 & 8 units use Book 4 – Facing the Facts. These books should be ordered along with the respective units.

These resources may be ordered on our website: www.peacehawaii.org

Keep communication open with your child and teacher about what they are learning and how to frame it within a biblical worldview.

Continue to:
✓ Build positive relationships with your school
✓ Follow the guidelines in “Step 4: Building a Positive Relationship with School Staff”
✓ Expand on teaching/discipling your child
If you find that these steps make it easier for you and your child to live out your faith in public school, please don’t you keep it to yourself!

We’ve found that, while these steps can lead to success, one of the best motivators for others – who may be unsure of where to start and intimidated by getting involved – is seeing someone just like them do it successfully and openly. Tell other parents and church leaders about any successes or positive developments you have. Consider how you might expand this message to other members of your church, school, or community.

PEACE also deeply appreciates hearing your stories and feedback to encourage others, refine our materials and address any gaps in the process. These challenges aren’t limited to any one school system, district or even country – these challenges are being felt around the world. We encourage you to not underestimate the impact that your story can have.

For more information see our “Church and School Contacts Info Packs” at www.peacehawaii.org
APPENDICES

APPENDIX 1  Frequently Asked Questions Continued From “ENGAGE the Facts”

- Where is this coming from?
- What does CSE instruction look like in states where it has been implemented a long time?
- How are the DOE/BOE being Influenced to include CSE Instruction
- Do CSE programs reduce STI rates amongst teens and young adults?
- Are there other kinds of Sex Education that could be used?

APPENDIX 2  Building Positive Relationships With Your School

✓ “Some Ways to Bless Your School”

APPENDIX 3  Communicating With Your School

✓ Instructions for Completing Parent Communication Form
✓ Parent Communication Form
✓ Explanatory Notes – What we Believe and Why
✓ PARENT DISCUSSION POINTS FOR MEETING WITH TEACHERS / PRINCIPAL
Frequently Asked Questions (cont’d)
For previous FAQs, see ‘ENGAGE The Facts’

5) Where Is This Coming From?

Changes in sexual health and human sexuality education are primarily coming from Planned Parenthood and the World Health Organization, with the intent that changes be implemented in all countries and all schools. To better understand the guiding principles of Comprehensive Sex Education see the expectations from the World Health Organization below.

W.H.O. Expectations for Sexual Health Instruction
(Ref: WHO, Standards of for Sexuality Education, pp. 38 – 50)
http://www.oif.ac.at/fileadmin/OEIF/andere_Publikationen/WHO_BZgA_Standards.pdf

From Birth to 4 years of age:
- Informing children about the “enjoyment and pleasure when touching one’s own body, early childhood masturbation”
- Telling children about “the right to explore gender identities”

From 4 to 6 (K – Gr. 1):
- Children should “consolidate their gender identity”.
- Being informed about “different concepts of a family”.
- Accept “diversity”

From 6 to 9 (Gr. 1 – 3):
- informed about the “choices about parenthood and pregnancy, infertility, adoption, contraception
- information on “enjoyment and pleasure when touching one’s own body (masturbation/self-stimulation)”
- the “sexual rights of children”

From 9 to 12 (Gr. 3 – 6):
- acceptance of differences in bodies (size and shape of penis, breasts and vulva can vary significantly)”.
- types of contraception and their use;
- Acquire skills on the “use condoms and contraceptives”.
- informed about
  - “first sexual experiences
  - Gender orientation
  - sexual behavior of young people (variability of sexual behavior)
  - differences between gender identity and biological sex”
  - “pleasure, masturbation, orgasm”
- Respect “diversity in sexuality and sexual orientation”

From 12 to 15 (Gr. 7 – 10):
- Receive information about “contraceptive services” (condoms, morning after pill, abortion, etc)
- Learn about “pregnancy (also in same-sex couples)”. (NOTE – does not include fetal development)
- Acquire skills to “make a conscious choice of contraceptive
- Gender-identity and sexual orientation, including coming out / homosexuality
- Understand their “sexual rights as defined by International Planned Parenthood Federation (IPPF) and by World Association for Sexual Health (WAS)”.
6) What Does CSE Instruction Look Like After Being Implemented For A Long Time?

CSE can look very different from school to school, and state to state. In Hawaii, CSE is in the early stages of implementation, where principals are just now being encouraged to have their teachers trained in CSE programs.

Other states have had CSE program content in place for many years. One such state is Oregon, which has been using CSE in schools since 1984. In 2014, the following news report about an adolescent sexuality conference supported by the Oregon Board of Education was released, showing what CSE program content can look like after years of implementation.

Sheriff ready to shut down inappropriate Oregon Adolescent Sexuality Conference
By H. Whisman 11/22/2014 COMMUNITY, NEWS 0 Comments


SEASIDE, Ore.— For the past twenty years, students ages 11 to 18 attended the Oregon Adolescent Sexuality Conference in Seaside, Oregon. Recently, KOIN 6 News revealed that contrary to “preventing teen pregnancy, preventing STDs and developing healthy relationships,” as conference director Brad Victor promised, the conference promotes dangerous sexual activities for minors.

One workshop entitled “From Texting to Teledildonics: Is Technology Changing Sex?” led by keynote speaker Cory Silverberg teaches students about phone sex, pornography, and teledildonics.

“Teledildonics basically refers to the control of sex toys over the Internet; the remote use of sex toys,” said Silverberg in an audiotape recorded by an attendee.

Silverberg taught students how to use an adult website called Virtual Fem. One student explained that Silverberg gave detailed instructions on how to make an avatar and press command keys to perform virtual sex acts.

Numerous handouts were administered to students encouraging cyber and phone sex and suggesting ways students can engage in sexual activity without “going all the way.”

Pamphlets encouraged behavior such as bathing together, shaving each other, wearing each other’s underwear, roleplaying, buying an extra-large pair of pajama bottoms to sleep in together, lap dances, and strip teases.
Victor declined to comment when confronted with the graphic content of the conferences. When KOIN 6 investigator asked whether he thought the material in the pamphlets would be effective to prevent teen sex, Victor said, “I’m not going to address that question. That question is inappropriate.”

Lisa Maloney, St. Helens School District board member, said she was concerned by what she witnessed.

“All kinds of speakers about Internet porn, using Internet sex toys, using meth as is shown in this book for when you’re engaging in sex. It encourages using meth because it helps your sexual drive and what not in here,” said Maloney. “It says it in this booklet that was handed out and given out to all young people.”

The section of the handout to which Maloney referred states, “Meth is widely used for a million reasons to have lots of sex with lots of partners for long periods.”

Although all students need permission slips to attend the conference, most parents admitted to being unaware of the nature of the material.

“If it was an adult sex conference, we wouldn’t even be having this conversation, but this is directed to adolescents. We want them to be safe,” said mother Lori Porter.

The program is funded through state tax money. Victor receives support from two state agencies as well as the federal government. The conference’s website lists Oregon Health Authority and the Oregon Department of Education as some of the conference’s supporters.

Seven of the sixteen Oregon school districts who attended in the past now refuse to participate in the April’s upcoming conference.

Clatsop County Sheriff Tom Bergin is now working to shut down the program. So far he has contacted the Clatsop County district attorney to investigate criminal activity at the conference.

“When we saw your story, it validated a lot of concerns that we had,” said Bergin to a KOIN 6 reporter. “We want to first get it shut down and stopped. If it’s not stopped, I can guarantee you we will be scrutinizing this and looking into it in depth.”
7) How Is The Department or Board Of Education Being Influenced To Include CSE Instruction?

It must be remembered that implementation in schools in Hawaii is not as far advanced as some other states. However, organizations like Planned Parenthood and Advocates for Youth are influencing the education system and local government.

In 2011, Planned Parenthood Hawaii and Advocates for Youth worked with other organizations to write and pilot the new sex education program Pono Choices.

In 2015 it was learned that Planned Parenthood controls distribution of most of the sex ed curriculum through a subsidiary of IPPF, called ETR in California. When anyone calls to order curriculum that is on their website, they will not sell to anyone (including parents who want to see what their children will learn) unless they have been trained, certified and approved.

In the spring of 2015, House Bill 459 was introduced to expand Comprehensive Sex Education from k – 12. The organizations listed above were very supportive of the bill. Bill passed in the House, but was "held" in Senate.

When HB 459 stopped in Senate, advocates for CSE Planned shifted efforts to lobbying the Board of Education. In June 2015, the BOE changed Policy 2110 - Sexual Health Education. The new policy, Policy103.5 Sexual Health Education was passed June 15, 2015. The language of the policy opens the door to Comprehensive Sex Education Kindergarten to Gr. 12.

See policy changes below…


Hawaii DOE Sexual Health Policies Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to help students make decisions that promote healthy behaviors, the Department of Education shall instruct students that abstention from sexual intercourse is the surest and most responsible way to prevent unintended pregnancies, sexually transmitted diseases such as HIV/AIDS, and consequent emotional distress.</td>
<td>In order to help students make decisions that promote healthy behaviors, the Department of Education shall provide sexual health education to include age appropriate, medically accurate, health education that:</td>
</tr>
<tr>
<td>The abstinence-based education program shall:</td>
<td>(1) Includes education on abstinence, contraception, and methods of infection prevention to prevent unintended pregnancy and sexually transmitted infection, including human immunodeficiency virus;</td>
</tr>
<tr>
<td></td>
<td>(2) Helps students develop relationships and communication skills to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion and intimidation;</td>
</tr>
<tr>
<td></td>
<td>(3) Helps students develop skills in critical thinking, problem solving, decision making and stress management to make healthy decisions about sexuality and relationships;</td>
</tr>
<tr>
<td></td>
<td>(4) Encourages student to communicate with their parents, guardians and/or other trusted adults about sexuality; and</td>
</tr>
</tbody>
</table>
(5) Informs students of available community resources. Instruction will emphasize that abstention from sexual intercourse is the surest way to prevent unintended pregnancies, sexually transmitted infections such as HIV/AIDS, and consequent emotional distress.

A description of the curriculum utilized by the school shall be made available to parents and shall be posted on the school’s website prior to the start of any instruction. A student shall be excused from sexual health instruction only upon the prior written request of the student’s parent or legal guardian. A student may not be subject to disciplinary action, academic penalty or other sanction if the student’s parent or legal guardian makes such written request.

Approved: 9/95 Amended: 6/15

**COMMENTS:**

Old policy (2110) was very specific and prioritized the emphasis abstinence from sexual intercourse. The policy was clear that this is to be the focus and taught to all children.

The new policy is more open about sexual health and relationships and not grade specific. It uses the term "age appropriate". This expands the ages at which sexual health instruction could be applied. When the policy does not state grade specific content, this opens the door for interpretation of “Age appropriate”.

In an effort to reduce the risk of pregnancy, and sexually transmitted infections, CSE programs provide information about non-reproductive sexual activity (anal, oral, masturbation, mutual masturbation, homosexual relations, internet sexting, etc), so that if a child chooses to engage in sexual activity the hope is that a less risky activity will be chosen.

The new policy sets the stage for Comprehensive Sex Education and expanding discussion of sexual activities. Although even the new policy says there will be an emphasis on abstention from sexual intercourse, within CSE programs “children decide what abstinence means to them”.

| a. support abstention from sexual intercourse and provide skill development to continue abstention; | b. help youth who have had sexual intercourse to abstain from further sexual intercourse until an appropriate time; and c. provide youth with information on and skill development in the use of protective devices and methods for the purpose of preventing sexually transmitted diseases and pregnancy. |
8) Do CSE Programs Reduce STI Rates Amongst Teens & Young Adults?

CSE proponents often say that its use in classrooms can lead to a reduction in the rate of sexually transmitted infections amongst teens and young adults. However, as you can see from the sources below, these claims are not only poorly substantiated, empirical evidence suggests the reverse is true.

---

**Sex Education Does Not Reduce Teen STI Rates or Pregnancy – review shows**

Published: November 10th, 2016 | Education, Family, Social

An international review has found that sex education does not reduce the rate of teenage pregnancy or incidences of sexually transmitted infections (STIs).

A comprehensive Cochrane review of studies from around the world combined the data from more than 55,000 young people, aged on average between 14 and 16.

The review follows a suggestion from Education Secretary Justine Greening in September, to make sex education mandatory in all schools.

**Reviewed measurable outcomes**

The review restricted its focus to studies featuring measurable biological outcomes, from records or tests of pregnancy and STIs. Data was collected from England, Scotland, South Africa, Chile, Kenya, Tanzania, Zimbabwe and Malawi.

Dr Amanda Mason-Jones, a lead researcher at York University, commented: "Previous studies have focused on self-reported outcomes only - this is the first review and meta-analysis to look at only measurable biological outcomes."

'No effect'

But the study found that sex education was not helping to lower rates of pregnancy or STIs. "As they are currently designed, sex education programmes alone probably have no effect on the number of young people infected with HIV, other STIs or the number of pregnancies," Dr Mason-Jones explained.

This challenges the widely held assumption that sex education does reduce rates of teenage pregnancy and incidences of STIs.

**Sex ed 'reflects liberal sexual norms'**

Earlier this year, Andrea Williams commented on calls to make sex and relationships education (SRE) compulsory:

"For many years, sex and relationship education has not provided a godly stance on sexuality or sexual relationships. Instead, it reflects our society's increasingly liberal sexual norms. Making SRE mandatory would limit parents' freedom to withdraw their children from these lessons if so desired and usurp their responsibility in deciding what they should and should not be taught at what age."

Commenting on the Cochrane review's findings, she added: "These findings demonstrate that the liberal norms promoted in the sex education curriculum are not in the best interests of these children. What these schools are not teaching is that sex is precious and God-given, but only truly safe and fulfilling in the context of a married relationship between one man and one woman."
Additional Research

b) Presentation - April 15, 2015, Hawaii State Legislature

Dr. Joe McIlhaney, Medical Institute for Sexual Health Centre, Houston, Texas
“There has not been one implementation of CSE programs that have resulted in improved STI rates.”

c) Comparison – Increase in Teen STI Rates 2007 – 2011
Chart below compares the Sexually Transmitted Infection (STI) rates of the 2 states that have had CSE instruction the longest with Hawaii, (Note between 2007 and 2011 sex ed was not a required course, and teachers tell us few teachers taught it).

<table>
<thead>
<tr>
<th>State</th>
<th>2007 STI Rate For 15 to 24 year olds</th>
<th>2011 STI Rate For 15 to 24 year olds</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon - CSE since 1984</td>
<td>1474.9/ 100K</td>
<td>2029.4/ 100K</td>
<td>+ 37.6 %</td>
</tr>
<tr>
<td>New Jersey - CSE since 1980</td>
<td>1628.2/ 100K</td>
<td>2141.4/ 100K</td>
<td>+ 25.3 %</td>
</tr>
<tr>
<td>Hawaii No Mandatory Sex Ed</td>
<td>2142.1/ 100K</td>
<td>2257.1/ 100k</td>
<td>+ 5%</td>
</tr>
</tbody>
</table>


d) February 2016 CDC Chart of HIV Diagnosis based upon behaviour.

![HIV Diagnosis Chart](image)

The risks of STI rates for various sexual activities is not taught in school. Thus boys would not be told the risk rate of Men who have Sex with Men (MSM). CSE programs are intended to be non-discriminatory and the curriculum treats all sexual activity equally.

Sex education does not reduce teen pregnancy or STIs, review finds
e) HHS Report: Comprehensive Sex Education Ineffective and Offensive[1]

9) Are There Other Kinds Of Sex Education That Could Be Used?

There are two kinds of sexual education curricula – Sexual Risk Reduction (CSE) and Sexual Risk Avoidance. **Comprehensive Sex Education is also known as Sexual Risk Reduction (SRR) programs.**

These programs are defined by the authors as:

**Comprehensive Sexuality Education (CSE) …**

is a rights based approach that seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships.

**Rationale:**

Under the banner of Comprehensive Sex Education (CSE), sexual health instruction is changing from teaching about reproductive health to a focus on sexual activity. Because some children choose to be sexually active, it is argued that all children need to be provided with the information on different ways to express your sexuality including non-reproductive sexual activity (anal and oral sex, masturbation, homosexual relations, etc). Children who choose to be sexually active will choose methods of expressing sexuality that will reduce the risks of pregnancy.

The claims are that CSE is non-discriminatory. As a result the program affirms all sexual activity, all sexual orientations, transgender issues, self stimulation, bisexuality, and multiple partners – as long as engagement is consensual. The proponents of CSE claim they do not directly encourage sexual activity, but merely provide the information so that should children choose to be involved sexually, they have the knowledge to express their sexuality as safely as possible.

In these programs, the students are told they determine what abstinence means to them. There may be activities that they are not comfortable receiving or providing, and each person needs to be clear in their own mind because that becomes their definition of abstinence. In addition, students are taught the concept of consent for sexual activity - clearly communicate what they are and are not comfortable with receiving and providing sexually.

**Sexual Risk Avoidance Programs (SRA) – Abstinence Based Programs**

Unlike CSE and SRR, SRA programs encourage students to avoid sexual activity until they are in a long term, committed relationship.

Mary Anne Mosak, Director of State Initiatives at ASCEND explains SRA programs this way….

"The purpose of the SRAE program is to fund projects to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity. The goal of the SRAE program is to educate youth on how to voluntarily refrain from non-marital sexual activity and prevent other youth risk behaviors". pg.1

"The SRAE program supports the implementation of prevention education aimed to teach youth how to voluntarily refrain from non-marital sexual activity through an evidence-based approach that integrates findings with practical implementation that aligns with the needs and desired outcomes for the intended audience."pg.4
Curriculum Requirements

Sexual Risk Avoidance curriculum must adhere to the following requirements:

- Curriculum selected must be age-appropriate with regard to the developmental stage of the intended audience, culturally appropriate, and linguistically appropriate.

- Educational materials must have as their exclusive purpose teaching sexual risk avoidance and the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

- Interventions, materials, and curricula must not promote or encourage sexual activity outside of marriage. "Pg.5

Expected Outcomes

"The outcomes proposed should address voluntarily refraining from non-marital sexual activity, self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, resisting sexual coercion, dating violence, and youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity."pg.25"
APPENDIX 2

Building Positive Relationships with Your School

✓ Some Ways to Bless Your Teacher & School
PEACE Hawaiʻi: Some Ways to Bless Your School

This is a sample list of ways to bless and serve your school, this is by no means exhaustive.

Due to work commitments, etc., some may not be available during the school day. Others may be available. Often blessing can happen incidentally. As children are dropped off at school and you cross paths with staff make an effort to be polite, sincere, encouraging, and caring.

**Pray (and start up a prayer team for the school)**
- For the Lord of the harvest to raise up workers for the harvest.
- For favor, open doors, and success for PEACE HI in your school.
- Prayer walk your campus weekly.
- For unity among pastors and the Church of your community/city and the Islands.

**Bless and serve the school**
- ***Ask the PCNC (Parent Community Networking Coordinator) and/or the Principal what are the needs of the school/teachers and how we can help.*** This has been the single most important means of establishing trust, building influence, becoming an asset because it involves actually listening and starting with the needs of the school instead of our own needs/goals.
- Volunteer at school events—fun fair, fitness meet, movie night, fundraisers, etc.
- Become a volunteer handyman.
- Become a P.T.A member.
- Become an S.C.C. member (School Community Council).
- At the beginning of the semester, bless the administrators, teachers and support staff with baked goods, or a simple candy bar with a note of encouragement.

**Bless and serve the teachers**
- Pray for teachers by name. Pray for their classrooms.
- As you walk the campus, thank, bless and encourage teachers.
- Most schools pass out a classroom wish list of specific supplies desired by each teacher for the school year. Find some you can fulfill.
- Throw a Mahalo luncheon or ice cream social for teachers/staff at the end of the quarter.
- Have a _______ (i.e. Heeia E) School Sunday at your church, invite the Christian (or receptive) teachers/staff and pray over them. This is particularly effective/meaningful for the church that meets at the school because it’s on campus.

**Bless and serve the students**
- Pray for students by name. Acquire a yearbook (even from last year) and pray for students/teachers.
- Organize a potluck for all students in your child’s grade (or class) at a local park.
- Tutor.
- Offer afterschool activities/club—a sport, chess, science, technology, robotics, health and wellness, etc.
- Learn from the principal what the needs of low income students are and meet them.
- Read in classrooms. Kindergartners are great. They learn to love reading and they get to know you.
- Attend a Common Grace mentor training at Pearlridge Sears/Zippy’s. Last Sun of every month, 2-4PM.
  - Common Grace has been in the D.O.E. schools for over 14 years and they have the right DNA for blessing schools with the right tone and servant heart. Good to learn from them.
  - Google Common Grace to learn more. You must RSVP to attend. Contact Jay Jarman at 282-6194.

**Encourage and mobilize other parents to be involved in the above.**
# APPENDIX 3

Communicating with Your School

Instructions: How to Complete the PEACE Parent Communication Form .................................. 33

Parent Communication Form ........................................ 34

Explanatory Notes – What We Believe & Why …… 36

Discussion Points for Meeting with Principal / Teacher ............................................................ 38
INSTRUCTIONS
How to Complete PEACE Parent Communication Form

Thank you for completing the PEACE Parent Communication Letter regarding sensitive classroom learning.

Before submitting the form, please check the following:

- Be sure to complete one form for each child
- Be sure to complete the front and back pages of the document.
- Check off all the learning issues and topics you would like to be informed about (many people check off all items)
- Sign both pages and include your child’s name, school, and grade.

When considering how you will submit the form there are some options:

1) **Take the Form in Yourself:** Many parents have scheduled an appointment with the teacher or principal and used the Parent Communication Letter to guide the discussion (Also see “PARENT DISCUSSION POINTS FOR MEETING WITH TEACHERS / PRINCIPAL”)

   When doing so it is important to:
   - Make a duplicate copy to keep at home
   - Ensure that you have prepared yourself by becoming very familiar with the PEACE-ful Process, Parent Communication Letter and Explanatory Notes, and are comfortable communicating in a calm, polite, Christ-like manner. This can be an emotional issue, but it is most important to remain calm and courteous.

2) **Submit as Part of a Group – there is often comfort in numbers**
   Some parents do not feel comfortable engaging one on one in a discussion with school officials about these issues. Often parents find comfort working with other like-minded parents.

   In your school there will be other like-minded parents. Find out who these are, share the PEACE materials with them, and build a small team of parents who can work together.

Please help us to spread the word and get more families involved by sharing with other parents at your school and providing them with a form and information. You may access these forms in several ways by downloading them from the PEACE website, [www.peacehawaii.org](http://www.peacehawaii.org).

You are a great asset in sharing PEACE with others.

If you have any questions please call (808) 841-7022.

Blessings,

PEACE Hawai‘i Board of Directors

Rev. Jonathan Steeper
Pastor Rojo Herrera
Pastor Dave Willweber
Lynn Ching
Shirley Kinoshita
Herman Hamada
Phil Lees
Dear Principal(s) / Teacher(s):

Thank you for your commitment to partner with parents in the education of my/our child.

The Hawaii Department of Education and the school recognize that we live in a multi-worldview society, consisting of many faiths and cultures, and at times instruction may be controversial to some families. Regulation 2210 requires:

"instructional staff or administration to notify parents or legal guardians of controversial issues that will be discussed in the classroom or through other school activities… Parents or legal guardians may also, on their own volition, write a letter to the school administrators or a teacher to have their child excluded from a specific lesson or activity."

As a family, we adhere to a set of values based on traditional Christian principles. To assist the school, we have included (see reverse side) a description of content that our faith could find controversial, and from which we are often required to abstain.

I am/We are requesting to be informed about controversial learning prior to planned instruction. This request applies to all aspects of instruction, including the following:

- Curriculum content – topics and expectations in state and federal (common core) curriculum
- Supplementary learning materials – materials that are not listed in curriculum documents but may be added to the curriculum at the discretion of the teacher/school/visiting agent or organization, etc.
- Context of learning – expectations found in most subjects (music, math, language, science, etc.) may not be a direct conflict, but the context of learning (themes within songs, dramatizations, novels, etc.) may result in learning contexts that are sensitive.

Understanding of the content and/or the context of the learning will assist in the decision of what is the best accommodation for my child.

Accommodation may be as simple as a parental discussion with the child about how this information applies to them as a person of faith living in a pluralistic world. If planned learning includes content from which our faith requires us to abstain, exemption or an alternative learning activity may be necessary. I/We will work with the school to seek reasonable, relevant and realistic accommodations. Any accommodation should not draw negative attention to the child from peers, nor impose undue hardship upon teaching staff in the form of extra work to create alternative assignments. We appreciate our teachers!

Mahalo for your support,

__________________________________
First and last name of parent(s) legal guardians - please print

__________________________________
Signature – parent(s) legal guardian(s)               Date

Phone  Email

Mailing address
Sensitive Issues in Education Form  
Reference DOE Regulation 2210

I/We request to be advised prior to any planned instruction containing the following checked ( ) learning issues and topics. This request applies to content that is derived directly from curriculum documents and the context of learning (e.g. themes within novels, songs, dramatizations, etc.), including from supplementary lesson materials.

A. Values/Religious Instruction
1. ______ Macro evolution – when presented as fact and not theory (i.e. as evidence of a purely materialistic universe and/or something that disproves the existence of God)
2. ______ Values neutral education – instruction of students in moral relativism and principles of situational ethics related to the religion of Secular Humanism
3. ______ Universe/Earth worship – worship of the cosmos, Mother earth (Gaia), plants, animals, etc.
4. ______ Occult principles and practices – witchcraft, black magic, spirit guides, Satanism, wizardry, New Age, astrology, horoscopes, psychic powers and other such practices
5. ______ Religious practices – required student participation in prayers, chants, meditations, postures, etc., closely associated with any religion

B. Family Life & Sex Education
1. ______ Instruction in sex education
2. ______ Discussion of premarital or extramarital sexual activity as natural, healthy, or something to be encouraged
3. ______ Instruction or activities that present abstinence/chastity as unrealistic or unachievable
4. ______ Instruction about, or provision of, birth control drugs and devices
5. ______ Instruction that provides a false sense of security with regard to the effectiveness of condoms in preventing the spread of sexually transmitted diseases
6. ______ Teaching that abortion is an acceptable method of birth control and/or that life does not begin at conception
7. ______ Instruction or activities about sexual conduct that we do not consider to be age-appropriate information (i.e. anal sex, oral sex, sadism, masochism, fetishes, bondage, etc.)
8. ______ Instruction or activities dealing with homosexual, bisexual, or transgender conduct and relationships
9. ______ Encouraging the acceptance of infanticide or euthanasia

C. ______ Other (please explain) _______________________________

In addition, I am /we are requesting the following…
1. As long as I/we remain liable to provide support to my/our child, I/we request that all employees and agents of the school refrain from counselling, treating, or referring my/our child for non-emergency treatment or admission to a care facility, or providing birth control materials without my/our knowledge and prior consent.
2. My/our child not be approached for his/her consent to participate in any of the above activities, with the intent to nullify this communication.
3. This document be made available in my/our child’s permanent student record and teachers who will be in contact with my/our child be informed about this communication and will inform me/us about sensitive curriculum (DOE 2210). In the event that a controversial issue arises in class, I/we will accept responsibility to either:
   a. speak with my/our child to help him/her better understand how this information applies to him/her as a person of faith, OR …
   b. work with the school to seek reasonable, relevant, and realistic accommodations.

Mahalo Nui Loa

Signature – parent(s) legal guardian(s) ___________________________ Date ____________

Copyright: All rights reserved. For more information contact PEACE (Public Education Advocates for Christian Equity) Global Office – PO Box 306, Binbrook, Ontario, Canada L0R1C0 email: info@peaceontario.com Ph: 905 869 6334 Hawaii Office – 2214 N. King St, Honolulu, 96819 email: info@peacehawaii.org Ph: 808 841 7022

35
Dear Principal(s) and Teacher(s):

In an effort to promote understanding, please find below explanatory notes about the issues listed that could lead to conflict.

**EXPLANATORY NOTES**

**Religious Instruction**

*Moral Relativism and Situational Ethics:* Secular Humanism, the value system often assumed by public institutions as acceptable to everyone, has been identified as a religion in the courts. It has a set of doctrine outlined in the Humanist Manifestos (I & II) and the Declaration of Secular Humanism (1980). Teachings from the position of moral relativism and situational ethics, basic tenets of secular humanism, are directly opposed to our family's values and my/our child's spiritual understandings of absolute rights and wrongs.

**Environmentalism:** Naturalism, which denies the existence of a Creator, is another foundational principle of the value system/religion of humanism. Humanist Manifesto II identifies the goal that the doctrines of humanism, including naturalism, must be taught through the public arena, including education. Our family's faith-based spiritual understanding requires that we be responsible stewards of all that our Creator (God) has entrusted to us. As such, we do agree with many of the goals of conservation, however, these principles are often presented from a humanistic (for the benefit of man to live as long as possible) or naturalistic (deifying the Earth) worldview which is in conflict with our teachings. Our faith requires that we place nothing above God. Meeting expectations of conservation would be more successful, for our children, if connected to their spiritual understanding of being ‘responsible to their Creator.’

**Family Life and Sex Education**

*Gay, Lesbian, Bisexual & Trans-Gendered Issues:* We believe that people do have the right to engage in any lifestyle, and value system, so long as it is not leading to hate of another group; however, messaging that goes beyond respecting and accepting people who live in alternative sexual lifestyles is in opposition to families adhering to Judeo-Christian spiritual values. Our values are based upon the teaching in scripture about how to live a healthy (including physically) life. To reduce spiritual conflict within the child, it would be beneficial for the learning to positively connect to the child's life experiences and spiritual understandings, and take place only when the child has developed beyond a certain level of spiritual maturity and confidence.

**Sex Education:** The instruction of conception and contraception, as per Department of Education expectations, may be acceptable. At the appropriate grade level (as suggested within DOE documents) our child could be instructed in these topics, provided the learning positively connects the child's life experiences and spiritual understandings of the value of abstinence from sexual activity until marriage. An example of an activity that positively connects the child's spirituality to the curriculum expectations would be the examination, within supportive peer groups, of the practical, medical, social, emotional and spiritual reasons their value system teaches that abstaining from sexual activity until marriage is the only safe and healthy choice.

**Gender Identity & Gender Fluidity:** Instruction in gender identity and gender fluidity is a theory that gender is a social construct and has little to do with your physical anatomy and more to do with your feelings, the clothes you wear, music you listen to, and the activities you in which you participate. Children in some classrooms are encouraged to consider whether they want to be a boy or a girl and that gender is not based upon their anatomy but on their feelings. Stories such as *Morris Wickwire* and the *Tangerine Dress* can be connected to activities that include cross-dressing and role-playing different genders, etc.

We believe that our biological gender is not a social construct, but is selected naturally via our DNA, and the process was designed by God. Gender identity has led to discussions in classrooms and even rationalization within some faith circles that “God makes mistakes” and this can be corrected. This places ourselves above our God.
An important component of a satisfactory life includes contentedness – being happy with who you are. Discussions about gender issues can interfere with contentedness. The issue of lack of contentedness has been connected to mental health concerns.

Often our faith instruction is based upon patterns of living experienced and reported in the past. The guidelines in the Bible were often based upon observations of patterns of living over thousands of years. Today, we find that science and medicine do affirm the teachings – although these reports may not be considered to be politically correct. Concern has been expressed by some psychiatrists (i.e. Dr. Miriam Grossman, “You are teaching My Child What?”), that such teaching will lead to increased sexual confusion, increased lack of contentedness and contribute to mental health issues.

Instruction in gender identity is a complex issue; difficult for even adults to understand. The concern is this will lead to confusion in the minds of children and is in conflict with our beliefs as people of faith.

**Sexually Transmitted Diseases & Condoms:** The teaching of this topic cannot effectively be achieved for our child without interfering with his/her spiritual understandings of the value of abstinence until marriage. The issue of STD's and condoms deal with values and principles that are most often delivered from a humanist perspective. This perspective is in opposition to our family's spirituality and could negatively affect the teachings at home and our child's spiritual development. I/we are requesting advance notice of any curriculum materials involving these topics so we can ascertain whether our child should remain in class during this section of the curriculum.

**Abortion:** The acceptance of abortion by society is a value consistent with secular humanism, which accepts that our present physical life is the only life that we have any knowledge of (i.e. there is no life after death). As a result, we need to make the most of it while we are alive. Thus the rationalization that "I should have control over my body and be able to make decisions about it," takes priority within public education and other public arenas where humanism is the dominant value system. This information and approach fails, however, to connect the learning of this form of birth control to our child's life experiences and spiritual understandings of the following: life after death; the importance of the teachings of their Lord and making decisions that are consistent with their value system; the decisions made in this life affect their relationship with their Lord and could have consequences for their eternal life; human life as a gift of the Creator; and the value of human life.

**Medical Consent:** The reason for this request is to be sure that such treatment, counselling, etc., is consistent with our spiritual value system.

**IN THE EVENT A CONFLICT ARISES**

In the event that the teacher identifies that some materials or curriculum may be in conflict with the requests outlined, I/we (parents/guardians) would appreciate that the teacher contact me/us for clarification.

In the event that I/we (parents/guardians) identify a conflict has arisen, I/ we will take the following steps to work with the school to dialogue, and address the issue:

1. Parents will communicate directly with the teacher to reach an understanding and resolution.
2. In the event that the issue cannot be resolved at the parent/teacher level, an interview will be requested with the principal.
3. If the issue is still not resolvable, a meeting will be requested with school board officials in an attempt to resolve the issues.

1 Section 2 of the Canadian Charter of Rights and Freedoms (Part 1 of the Constitution Act, 1982) states that “everyone has the: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression; (c) freedom of peaceful assembly; and (d) freedom of association.”

2 S. 264(1)(c) of the Education Act of Ontario. “[Teachers have a duty]...to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues.”
MEETING WITH TEACHER OR PRINCIPAL:
PARENT DISCUSSION POINTS

Use the PEACE Parent Letter as a guideline for the discussion.

Below are key points that you may want to cover in this meeting

- **Thank the teacher** for offering his/her time to meet
- **Introduce why you are here**
  - I have something to share that could have a positive impact on my child’s learning.
  - What I want to discuss, many families like us are concerned about. And the letter that I would like to share with you is a tool other parents have developed and are using in schools to help build understanding between the home and school. *(Hand teacher letter.)* I would like to use this to guide our discussion.
  - Teachers often say “*the child is supposed to be able to see themselves in the curriculum,*” and I would like to share with you some of our family background which could help to meet the learning needs of my child.

- **Paragraphs 1 – 3 - How this may affect learning**
  We understand that we live in a multi-worldview, pluralistic society. We are grateful that the school system tries to be pluralistic and respectful of all. There may be times when lesson content must be included that affirms some families, but may be sensitive to other families. One example of this is sex education content.

- **Paragraph 4 - Explain Family Background**
  As a family, we adhere to a set of values based on traditional Christian principles. To assist the school, we have included (see reverse side) a description of content that our faith could find sensitive, and from which we are often required to abstain.

- **Paragraph 5 - What you are requesting**
  I/We are not complaining, nor seeking to have you (teacher) change curriculum – it is understood these are mandated by the DOE. I/We do understand that it is the role of the teacher to deliver instruction in a way that helps children to connect the learning to their life experiences. I am / We are requesting to work with the school to help my/our child to learn when these sensitive issues are part of planned instruction. It would be helpful to be informed about sensitive learning content prior to planned instruction. This request applies to planned instruction including curriculum expectations, lesson content and context. This request **does not apply** to times when a student may ask a question that is part of the sensitive issues content.

- **Paragraph 6 - How this will assist the family to support the child’s learning**
  Understanding the content and/or the context of the learning will assist me/us to decide what is the best way to deal with this for my child.

  - Addressing the sensitive learning content may be as simple as a family discussion to prepare the child for the lesson, and develop understanding of how this information applies to them as a person of faith living in a pluralistic world.
  - If planned learning includes content from which our faith requires us to abstain, exemption from the assignment, or an alternative activity may be necessary.
    - I/We will work with the school to seek reasonable, relevant and realistic accommodations – including exemption and any alternative activity.
    - I/we will try to work with the school to include my child in classroom instruction whenever possible.
• I/we will try to find alternative learning that helps to meet expectations and at the same time help our child to connect the learning to his/her family and spiritual understandings.

• **Paragraph 7 – Negative Attention and No Hardship**
  Whenever accommodation is necessary (Exemption or alternative learning activity), it would be appreciated if it …
  o does not draw negative attention to the child from peers,
  o nor impose undue hardship upon teaching staff in the form of extra work load to create alternative assignments.

• **Conclude with:**
  o On the back is a list of topics that are considered sensitive. I have checked off items such as sex education, or lessons dealing with _____.

  When you are able, would you please look it over and if you have any questions, please call.

  NOTE: If the teacher shares that none of the content listed is part of planned instruction, your response should be, “I am so glad to hear that, Thank you. I still would like this to be part of my child’s records so that other teachers can be informed.”

**Before Leaving**
Ask if there is something you may be able to do to help the class/teacher.