

Draft #2 of the Health Sex Education Standards for the State of Nebraska  
Protect Nebraska Children Coalition Position Paper

The introductory text of Draft #2 lays out the basis of Critical Theory the standards are predicated upon.

“The Nebraska State Board of Education believes that every student is entitled to *equitable* educational opportunities across all races, colors, sexes, and national origins. The same principle has been adopted by the United States Congress”.

The provided link for 20-*USC* 1701 leads to a law outlining *Equal* Educational Opportunities (Italics are added).

“SUBCHAPTER I—EQUAL EDUCATIONAL OPPORTUNITIES

PART 1—POLICY AND PURPOSE

§ 1701. Congressional declaration of policy

**(a) Entitlement to equal educational opportunity; neighborhood as appropriate basis**

The Congress declares it to be the policy of the United States that—

(1) all children enrolled in public schools are entitled to equal educational opportunity

without regard to race, color, sex, or national origin; and

(2) the neighborhood is the appropriate basis for determining public school assignments.

**(b) Purpose**

In order to carry out this policy, it is the purpose of this subchapter to specify appropriate remedies for the orderly removal of the vestiges of the dual school system.”

This federal law is intended to allow equal opportunity while ending segregation. The law also specifies that the “neighborhood” (not the State) is the appropriate basis for public school assignments. The Nebraska Department of Education (NDE) has twisted the meaning of the law to fit its own purposes. Equitable is not Equal. Those words are deliberately misused by Critical Theorists to confuse opponents.

Equality is the result of equal opportunity, and equal protection under the law. Giving every child access to public education is equality. Innocent until proven guilty is equality. Being judged by your character is equality.

Equity is the result of forced equal outcomes. Abolishing grades, SAT tests, and Advanced Math classes are equity. Admission quotas are equity. Reparations are equity. Equity has winners and losers, and leads to segregation. It is the opposite of the intent of 20-USC 1701

Another problematic section in the introduction of Draft #2 refers to the “Equity Lens” the State Board of Education (SBOE) approved in 2019 (Please see our paper addressing the Social Studies Standards that were passed in 2019). A quick search with “equity lens” within the NDE website will lead to links to the curriculum for the “1619 Project”, “Zinn Project”, and “How to be an Anti-Racist Educator”, among other Critical Race Theory (CRT) websites and curricula.

“Equity Lens” is a euphemism for Critical Race Theory.

Therefore, the early paragraphs introducing Draft #2 clearly reveals that CSE (Comprehensive Sexuality Education), CRT, and “social change” are still a priority for the SBOE.

The next section of the introduction gives lip service to “Parent, Guardian, and Family Involvement” while they seek to codify “social engineering” into the public school curriculum. The divisive political concepts of CRT and the damaging emphasis on early sexual activity and gender fluidity for children as young as Kindergarten, do not comport with the values of most Nebraska parents, which has been made abundantly clear these past few months. As we have been saying all along; promoting the values of one family necessitates the denigration of the values of another family. Including values-based ideas into the curriculum standards is a minefield that public institutions have heretofore sought to avoid. (ie: You keep your Transgenderism away from my kid and I will keep my Christianity away from your kid.) Value-and faith-based ideals are now, and should remain, the purview of the parents. Parents do not need the SBOE to give them that right, they already have it.

Allowing these standards to proceed, opens the door to allow educators across the state to impose their personal value system onto their students. In the case of CSE and CRT, those values include Marxist ideology. If that door is opened, then “equity” would demand that we return prayer and religious studies to the public schools as well.

In reality, rather than demanding the “equity” the SBOE is so fond of, the families will flee the public schools. That process has already begun because as Commissioner Blomstedt has admitted, the trust is broken and there is a “crisis in confidence”. Nebraska is one of only 3 states that doesn’t have any school choice laws. We predict that is going to change. However, it is not in anyone’s interest to have second tiered public schools.

The Draft #2 Health Sex Education Standards contain 8 “Strands”. The Strand we find most problematic is #7, Human Growth and Development. However, there are also standards in the other strands that are vague enough to give us pause. For example: Grade 8 Strand 1 “Analyze various lifestyles and habits and how they impact the multiple dimensions of health”; Grade 5 Strand 4 “Discuss how social determinants and health disparities can impact health”; High School Strand 6 “Analyze how social health impacts mental, emotional, and physical health components”.

In Draft 2, many, but not all, of the specific CSE examples are removed from Strand 7. However, the NDE web site continues to list the National Sex Education Standards (NSES) as their source material. NSES is CSE. They are one and the same, authored by an organization called “Siecus, Sex Ed for Social Change”(siecus.org). If the state designates NSES as it’s source, then only CSE-compliant curricula are acceptable for teaching the material. Any non-CSE material is superseded by CSE. (Please see our document: “Nebraska Standards ARE CSE” )

For example, this Nebraska Kindergarten Standard HE.K.7.3.b “State accurate names for body parts” sounds pretty innocent. However the corresponding NSES Standard is “AP.2.cc.1: List medically accurate names for body parts, including the genitals”. The corresponding CSE-compliant curriculum might sound like this:

“So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris.” (Grade K, Lesson 2, p. 2)  
“The clitoris, located between the top of the labia minora and the clitoral hood, is a small body of spongy tissue that is highly sensitive.... The clitoris and surrounding tissue contain many nerve endings, making the entire area very sensitive to indirect and direct touch.” (Grade 2, Lesson 1, p.4) (excerpt from “Rights, Respect, Responsibility” Curriculum).

As another example, the grade 7 Nebraska Standard reads: “HE.7.7.2.d: Recognize that biological sex and gender identity may or may not differ”. The corresponding NSES Standard could be “GI.5.cc.1: Distinguish between sex

assigned at birth and gender identity and explain how they may or may not differ”  
The corresponding CSE-based curriculum might have this lesson:

“Sex and gender identity are often confused or just lumped together, but they are actually separate parts of one’s identity. Your biological sex, or sex assigned at birth, is typically determined medically by your body parts, hormones, and DNA.” (p. 80) “Gender identity is different that [sic] biological sex. Gender is how someone feels inside.” (p. 81) “Cisgender: If someone is cisgender, that means that their sex assigned at birth matches their gender identity, or how they feel inside. For example, if someone is born with female body parts, hormones, and DNA and they also identify as a woman.” (p. 82) “Transgender: If someone's sex assigned at birth does not match with their gender identity, or how they feel inside, they might identify as ‘transgender.’ For example: if someone is born with female body parts, hormones, and DNA, and inside they feel like a man. There are many different ways that people understand their trans identity.” (p. 82) “Non-binary is an umbrella term that includes many different identities; and refers to people who do not identify inside the ‘man-woman’ binary. Examples of different identities that fall under this umbrella are: gender fluid, gender queer, agender, and gender neutral.” (p. 82) “Expression: How someone communicates their gender to the outside world. This is separate from gender identity.” (p. 83) “A person with a uterus should take 1 pill every day at the same time for as long as they would like to reduce the chances of becoming pregnant if they are sexually active.” (p. 129) (excerpts from Teen Talk-Middle School Curriculum)

The clue as to whether the SBOE intends for the standards to be a CSE roadmap lies in the last paragraph of page 4, still found within the introduction of Draft #2.

“Locally determined content in sex education should be developmentally appropriate and medically accurate. The content should be affirming and protective in order to provide inclusive, equitable, and safe learning environments for every student.”- Draft #2 Proposed Health Education Standards

Interestingly, the following are quotes from the referenced source document, National Sex Education Standards (NSES; emphasis added):

“Sex education should avoid cisnormative, heteronormative approaches, aim to strengthen young people’s capacity to challenge harmful stereotypes, and be *inclusive* of a wide range of viewpoints and

populations without stigmatizing any group. It should acknowledge the role that structural and contextual factors—personal, interpersonal, social, economic, and cultural—play in shaping adolescents’ sexual motivations and behaviors, with the fundamental goal of removing economic-, racial-, ethnic-, gender-, sexual orientation-, and ability-related disparities in adolescent sexual health.”

“Provides age- and *developmentally appropriate* information, learning strategies, teaching methods, and materials.”

“Incorporates learning strategies, teaching methods, and materials that are trauma-informed, culturally *inclusive*, sex positive, and grounded in social justice and *equity*”

“The updated NSES have been written with a trauma-informed lens; have been infused with principles of reproductive justice, racial justice, social justice, and *equity*; address social determinants of health and how these can lead to *inequitable* health outcomes; and take an intersectional approach.”

“To be effective, sex education must include *medically accurate* information about a broad range of topics such as consent and healthy relationships; puberty and adolescent development; sexual and reproductive anatomy and physiology; gender identity and expression; sexual identity and orientation; interpersonal and sexual violence; contraception, pregnancy, and reproduction; and HIV and other STDs/STIs. Quality sex education goes beyond delivering information. It provides young people with opportunities to explore their own identities and values along with the values and beliefs of their families and communities”

As you can see, CSE and CRT are inextricably linked. Both are Critical Theory. Substitute the words anti-cisnormative and anti-heteronormative for the word anti-racist, and it becomes clear. In terms of Critical Theory, “Anti-racist” means anti-white. “Social Justice” means the same thing as “Equity”, and “Reproductive Justice” means promiscuity and abortion. These buzzwords are what defines CSE/CST. The word “affirming” in this context generally refers to “gender affirming”. It is a concept that includes “accepting the preferred pronouns” and outlawing “conversion therapy” otherwise known as counseling. “Protective” in this context refers to “anti-bullying” with the Parents being designated as the bullies. (See the book *Irreversible Damage* by Abigail Shrier). The NDE managed to include six of these buzzwords into one sentence describing their recommended sex ed philosophy.

Why this matters--- CSE is like pregnancy. You have it or you don't. One can not have "a little" CSE as it supplants all other sex ed curricula. Opening the door to CSE leaves the schools exposed to the entire curriculum that comes as a package deal. See the free curriculum at "advocatesforyouth.org" as an example. If Nebraska is using NSES as a resource, then Nebraska has CSE Standards.

As Governor Ricketts and many of our Nebraska State Senators have pointed out, Health Sex Education Standards are unnecessary. The Legislature mandates the SBOE to oversee only 5 areas which include Math, Science, Reading, Writing, and Social Studies. The SBOE, in 2014, granted itself the power to oversee Health Education as well as Fine Arts, Physical education, World Languages, Career and Technical Education. Why?

Legislative failures to mandate CSE in Nebraska in 2011 and 2013 could have been a factor.

These standards could be scrapped today and there would be no repercussions. Schools would still have health education, with locally-drafted and locally-controlled standards. Parents would continue to be the primary educators of their children. Based on the multiple reasons outlined in this document, the Draft #2 standards MUST be scrapped. The NDE and the SBOE are continuing to overstep their authority.

**#scrapthestandards**

