

## Statement 1

I would like to thank the sex education advisory committee for holding this public forum and giving us this opportunity to address you with our concerns. My name is \_\_\_\_\_, and I represent Protect Arizona Children, a coalition of concerned individuals and organizations in Tucson composed of parents, grandparents, teachers, lawyers, medical and mental health professionals, youth, legislators, religious leaders, and other concerned citizens.

The following are just some of the organizations we represent who have come together out of great concern for our children to form the Protect Arizona Children Coalition.

4Tucson

Arizona Family Council

Southern Arizona Families Empowering Their Youth (SAFETY)

Mommy Lobby AZ

Opt Out AZ

Arizona Substitute Teachers

Teachers Parents Advocates United

Defenders of Liberty International

Family Watch International

Big Ocean Women

Purple for Parents

Eastern Arizonans for Families

Family Dynamics International

The Classroom Code of Ethics for Public Schools K-12

Protect Arizona Children also represents a number of prominent national organizations including the American College of Pediatricians, the Child Protection League, Catholic Social Workers National Association, and Parents Rights in Education.

Tonight, our coalition members will be asking some questions that we hope we can get answered. We will also be sharing with you direct quotes from some harmful and explicit comprehensive sexuality education programs that have been taught to children in other parts of Arizona, including in the nearby Sunnyside district.

To prevent the same thing from happening here, we will also share with you a number of proposals that we will be presenting to the TUSD for the purpose of safeguarding our children from similar curricula.

Finally, we will be pleading with you to leave out of the new curriculum, a number of harmful elements that we will identify.

Thank you for your work thus far for our children. We hope we can work together to protect the health and rights of our district's children and families.

## Statement 2

My name is \_\_\_\_\_, and I am a (title, i.e., mother, teacher, lawyer, parent, etc.). I also represent \_\_\_\_\_.

I would like to ask the committee a few questions. I understand your committee has been meeting since February and working on revising our current sex education curriculum. First of all, thank you for serving in that capacity and volunteering your time to do so. We are grateful for your service.

My questions are:

1. When and how will the public get to review the full curriculum with all activities, worksheets, videos, supplementary materials, etc.?

We are concerned that there is a board meeting scheduled on July 9<sup>th</sup> to adopt the curriculum, yet we haven't even seen it yet. It would seem to us that if you were going to hold a meeting on the sex education curriculum, we should have been able to have the benefit of reviewing the whole curriculum so that our comments could be helpful to your process.

2. Why are we just now being invited to give input? We don't want our input ignored, especially since there are so many of us representing many in our district. We don't want to be ignored. These are our children.

## Statement 3

My name is \_\_\_\_\_, and I am a (title i.e., mother, teacher, lawyer, parent, etc.). I also represent \_\_\_\_\_.

I also am very concerned about the timeline we are seeing here. How can the advisory committee possibly take into account our feedback when you are at the tail end of finalizing the curriculum? We know you may be convening this public meeting because it is required by law, but the intent of that law was to allow citizens to actually have input in the development of the sex ed curriculum.

Can you tell us how what happens here tonight can impact your process?

## Statement 4

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

I would like to respectfully ask each member of this committee to look around at all the stakeholders in this room.

We believe everyone here has the best interest of Arizona's children in mind, but each person here will also likely have a different opinion and probably a very strong opinion on what is

appropriate to teach children about sex and at what age. I ask everyone present—people representing all segments of our population—what do you think is appropriate sex education? Where do you draw the line? Or is there a line?

Is holding hands ok? Probably. Kissing? Necking? Petting on top of clothes? Under clothes? Sexual intercourse? Anal or oral sex? What about masturbation? Should masturbation be encouraged or discouraged? Or should that topic be entirely avoided? What about sexual orientation and gender identity?—some of the most controversial issues of our day. Whose view on those topics will be taught in our classrooms? Should children be taught that homosexuality and gender identity are genetic and fixed or changeable? Do children have sexual rights? What about abortion?

Do governments know best what children should be taught on all of these things?

If there were a hundred people in this room, there would likely be a hundred different opinions on what children should be taught.

Unfortunately, our children can be at the mercy of anyone who shows up in their classroom teach them sex education.

This is why will be asking the TUSD to adopt a policy that prohibits outside groups or guest speakers from coming into our schools and teaching sex education. This policy would also prohibit sex education from being taught in other class periods that are not sex ed classes.

We hope you would support such a policy.

I also request that you make the full curriculum available for review for parents, well ahead of the vote by the board.

Thank you.

### **Statement 5**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Our state law as found in Arizona Revised Statute 13-3506 requires that no material that is “harmful to minors” can be given to children. And how does our Arizona law define “harmful to minors? Our code specifically states that items depicting “nudity, sexual activity, sexual conduct, [or] sexual excitement” are not only harmful for minors, they are outright illegal.

A number of comprehensive sexuality education programs that have received federal funding in our state violate this statute, and we certainly don’t want our curriculum to depict any of these things as required by law.

Consider the following quotes from sex ed programs in our state that violate this law:

“Crossword puzzle clue for ‘clitoris’: “My only function is that I feel very sensitive when I’m touched!” (“Rights, Respect, Responsibilities,” Grade 7, Lesson 1, p. 4)

“Max and Julia spend a lot of time together now that they’re a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they’re alone together, he tries to pull Julia’s shirt up and reach for one of her breasts.” (“Rights, Respect, Responsibilities,” Grade 6, Lesson 3, p. 4)

“Malik watches porn sometimes when he’s home alone and is nervous about whether he’ll know what to do.” (“Rights, Respect, Responsibilities,” Grade 8, Lesson 2, p. 7)

### **Statement 6**

My name is \_\_\_\_\_ I am \_\_\_\_\_

One of the reasons that I also want to review the curriculum well in advance of when it is voted on is my concern with this new trend to insert “consent” education in sex ed. We hope that there are no elements of this in our curriculum, and if you have added any of this, we respectfully request that you take it out. The age of sexual consent in our state is 18. Our children cannot consent to sex, in fact it can even be considered a felony offense depending on the ages of the children. This truly is a serious matter. Children should be taught how to refuse sex not how to consent to sex.

Can you assure us that no elements of this consent education will be in our curriculum?

### **Statement 7**

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

You are likely aware that a proposal was made to our state sex education rules and regulations to change the word “shall” to “may” referring to sex-segregated sex education instruction. Fortunately, that proposal failed after the board heard testimony against it and a few others that were on the table.

We remind you that according to our state law, sex education must be provided separately to girls and boys. This requirement was put in our code for several very important reasons including the following:

1. For children who have been sexually abused by a member of the opposite sex, discussing sexual matters in a mixed setting can be a huge emotional trigger.
2. Children are less likely to ask questions in a mixed setting.
3. Some comprehensive sexuality education programs require children to be instructed in sexual matters in a mixed setting in order to, among other things, desensitize them to sexual concepts or to facilitate role plays where girls and boys have sex or seduce each other.

Consider the following inappropriate activities from the comprehensive sex education program published by Advocates for Youth, the youth partner of Planned Parenthood, titled, “Rights, Respect, Responsibility.” Please note that this program has been implemented in the Sunnyside School District in southern Arizona.

*“Divide the class into pairs. Once they are settled, say, ‘For the purposes of this activity, I’m going to ask you to pretend you are in a romantic and sexual relationship.’” (Grade 10, Lesson 4, p. 3)*

*Role Play Scenario C: “You think you know what person 2 wants ... You’re more outgoing, they’re more quiet and reserved and they expect you to take charge and make decisions... So you’re going to let them know that tonight is the night – you’re going to have sex together for the first time.” (Grade 10, Lesson 1, p. 5)*

I could provide more examples, but I think you all get the point.

We ask that you ensure that all of the activities you incorporate in the curricula are consistent with state law and are intended to be used in single sex settings and not in a mixed setting.

That way we can avoid inappropriate role plays and things like condom relays with boys and girls.

Finally, I request that this committee make the full curriculum available for review, well in advance of the board vote so we as stakeholders in our district can make meaningful contributions. Thank you.

### **Statement 8**

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

I too would like to be able to see the curriculum well in advance of it being presented for adoption by the TUSD to be able to give feedback and comments.

I also have a suggestion for adding a new element to the curriculum.

The direct parental involvement in the sex education of children has been shown to have a strong impact on the choices children make regarding sexual behavior. In fact, an HIV/AIDS prevention program in Africa called “Stay Alive” (available at StayAlive.org), which has reached two million children and parents in 15 African countries was found to effect a 61 percent reduction in the pregnancy rate in Kenya. The key that was attributed to the success of the program was the required parental involvement. At the end of each lesson, children were sent home with a homework card listing three questions for them to discuss with a parent or guardian regarding the sex education concepts taught that day. They were required to obtain a signature from a parent verifying that they had the discussion. This opened up communication channels between parents and children in a way that empowered parents to discuss sex education with their children and to share their family values regarding the same.

Such an approach would be a concrete and positive way to implement Arizona Revised Statute 15-102 calling for schools to identify “opportunities for parents to participate in and support classroom instruction at the school.”

We ask the advisory board committee to incorporate this principle in the new curriculum to involve parents in the sex education of their children. This can be done by creating parent-child discussion questions for each lesson to be sent home with the student as homework, completed at home, signed by the parent, and returned to the instructor.

### **Statement 9**

My name is \_\_\_\_\_ and I am \_\_\_\_\_

The Arizona Protect Arizona Children Coalition is very concerned that we may be taking too much of our children’s school time for sex education at the expense of much needed academic learning. We want to know if we can cut down the number of sex ed lessons and hours that our children will be taught. Can you let us know how many hours each year your curriculum is planning to take of our children’s school schedule?

And can you please make the school curriculum available for us to review as soon as possible? Can you give us a date and tell us where it will be made available to view?

### **Statement 10**

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

An analysis of sex ed curriculum, and in particular comprehensive sexuality education curriculum has been conducted by the Protect Arizona Coalition and we have noticed a disturbing pattern. We call it the “age-appropriate” strategy. The term “age appropriate” was once an effective standard that served to protect children from exposure to harmful and explicit sexuality education. This is no longer the case. When we see a curriculum label itself “age-appropriate” that is a code word that Planned Parenthood uses for its sexuality education curriculum to put parents off guard. In fact, age-appropriate comprehensive sexuality education or CSE is an oxymoron. This is because almost all of the CSE programs we have analyzed—the ones that call themselves age-appropriate—are usually age inappropriate.

In fact, the World Health Organization’s standards for sexuality education, which claim to be age-appropriate, are very concerning, especially since they are supposed to be setting the health standards for the world.

Consider for example, the fact that the World Health Organization publication, Standards for Sexuality Education in Europe considers the following sex-education to be “age-appropriate”

For newborns up to age 4, we are talking about toddlers, they recommend:  
*“Give information about enjoyment and pleasure when touching one’s own body; early childhood masturbation.” (For ages 0-4, Matrix, p. 38)*

Beginning at age 9, teachers are to:

*“Give information about pleasure, masturbation, orgasm” (For ages 9-12, Matrix, p. 44)*

Consider also the highly age-inappropriate curriculum “Making a Difference” intended for youth ages 11-13.

We hope that this committee would never label our curriculum age-appropriate and then insert things like this that are very age-inappropriate.

Age-appropriate is an arbitrary standard. It is the parents who need to decide what is age-appropriate for our children as we know them best. This is why I am asking for you to let us see the full curriculum as soon as possible.

Thank you.

### **Statement 11**

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

Three Arizona entities, the Arizona Department of Health, Arizona Youth Partnership, and Child & Family Resources in Arizona received federal funding to implement some very disturbing programs in our state. In fact, they may even be in our own district as outside entities have received grants to implement these comprehensive sexuality education programs in our state.

Consider these examples from one the programs called “Making a Difference”:

*“Have participants brainstorm answers to the following question: With all the messages teens are receiving about sex, what are some of the ways people express their sexual feelings to themselves or other people? ... Elicit as many answers as you can. Answers may include: oral sex, caressing, dancing, masturbation, talking, hugging, kissing, talking, grinding, sexual fantasy, anal sex, massage, holding hands, cuddling on the couch, touching each other’s genitals, vaginal intercourse, saying ‘I like you.’” (p. 63)*

A similar activity is found in a number of comprehensive sexuality education programs in our state.

We would plead with the board NOT to put any activities like this that are intended to sexualize our children in our sex ed curriculum. We need to see the curriculum well in advance before it is voted on. This is our legal right according to Arizona law. We are concerned that some of these elements will creep in.

## Statement 12

My name is \_\_\_\_\_ and I am \_\_\_\_\_.

My request on behalf of our coalition is that you refrain from putting the controversial topic of masturbation in the curriculum. This is such a controversial topic, and anyone with any experience in addressing pornography addiction knows that masturbation can be involved and contribute to a serious and even sometimes debilitating addiction.

We hope you agree that such a sensitive topic is not a topic for a school classroom.

Consider this excerpt from “Rights, Respect, Responsibility” that has been implemented in the Sunnyside school district:

*“No Risk for STDs: Mutual masturbation, Solo Masturbation”*  
*STD Smarts game question: “Which one is riskiest if done with a partner who has an STD? • Tongue kissing, mutual masturbation, using a public toilet. (Note to the Teacher: Be sure to clarify that ‘mutual masturbation’ refers to two people touching each other’s genitals). (“Rights, Respect, Responsibility” Grade 7, Lesson 5, p. 33)*

Please make the curriculum available so we can ensure that it meets with our community standards. Why were we not able to see it and allowed the opportunity to give input? That just doesn’t make any sense.

## Statement 13

My name is \_\_\_\_\_. I am\_\_\_\_\_.

Both the "Rights, Respect, Responsibility" program and the "Making a Difference" program promoted by Planned Parenthood and already being implemented in Arizona normalize oral sex, which is a felony offense for children of minor age.

This quote is from "Making a Difference":

*“You can clearly see that sexual expression is not just about having vaginal, oral, or anal sex. People can express themselves sexually with a wide range of behaviors.” ( p. 68)*

Why are children, aged 11-13, which is before they are legally able to consent to sex, being told they can choose the kind of sexual behavior to participate in?

This is from "Rights, Respect, Responsibility":

*Yellow Light behavior: “Oral stimulation of the vulva (female genitals) with a dental dam (latex barrier)” (Facilitator’s Manual, p. 61) Yellow/Red Light behaviors: “Oral stimulation of the penis without a condom;”*



*"Low Risk for STDs: Vaginal, anal or oral sex using a condom correctly"* (Grade 7, Lesson 5, p. 33)

*Assertive Communication Worksheet: "Why don't we just have oral sex? You can't get STDs from it."* (Grade 7, Lesson 9, p. 7)

*"Ask students, 'When do you think someone is ready to have sex – either oral, vaginal or anal - with their partner?'"* (Rights, Respect, Responsibility" Grade 9, Lesson 7, p. 1)

*Consider also Yellow Light behavior: "Oral stimulation of the vulva (female genitals) with a dental dam (latex barrier)"* (Facilitator's Manual, p. 61)

This is an outrage. Children must be protected from such curricula that promote high-risk sexual and illegal behaviors.

We certainly hope you agree.

Please do not include teachings on anal or oral sex. We do not want to put these ideas in our children's heads as these are high risk sexual behaviors. We don't want them to be told this is fine if they use a condom. Condom failure rates for minors are high.

Please let us review the curriculum, and please ensure that it does not teach children about these risky sex acts. Were you aware that it is a felony offense in Arizona to provide children with harmful sexual materials under the "Harmful to Minors Act?"

We will be proposing to the TUSD that they amend our district policy to include a provision prohibiting teaching about anal or oral sex in our district. We hope you will adhere to that in our new curriculum.

#### **Statement 14**

My name is \_\_\_\_\_. I am \_\_\_\_\_.

We will be proposing that the TUSD pass the following policy:

*"In no case shall role-playing exercises be used where children are asked to portray a situation in which one student is seeking consent for sexual behavior from another student or engaging in any type of sexual behavior."*

Some comprehensive sex education programs currently being implemented in Arizona instruct youth in role-play exercises to seduce each other and to practice soliciting consent for sex, despite the fact that ARS 3-1407 establishes sexual intercourse as a felony offense for minors. Therefore, we would also ask you to ensure no such role plays are included in our curriculum

Consider the following examples:

Role Play Scenario C from “Rights, Respect, Responsibilities”: *“You think you know what person 2 wants – that’s the way your relationship has always been. You’re more outgoing, they’re more quiet and reserved and they expect you to take charge and make decisions. That’s how it is where you’re from. So you’re going to let them know that tonight is the night – you’re going to have sex together for the first time.”* (Grade 10, Lesson 1, p. 5)

Again, this type of role play is encouraging a child to engage in an illegal act that can put them in jail.

Please let us review the curriculum and help us ensure that none of these kinds of elements are included.

Please help us protect our children!

### Statement 15

My name is \_\_\_\_\_ I am \_\_\_\_\_.

We oppose adding additional language to the rules requiring sex education instruction to be medically or scientifically accurate for the following reasons:

There is widespread disagreement in the medical and scientific fields regarding what is “medically” or “scientifically” accurate. Dairy is good for you. Dairy is bad. Fats are good for you. Fats are bad for you. Keto is healthy, or it is unhealthy. With regard to positions on what is medically or scientifically accurate in sex education, the conservative American College of Pediatricians has quite the opposite position from that of the more liberal American Academy of Pediatrics.

In addition, there are multiple studies that purport to show that comprehensive sex education (CSE) is effective in preventing teen pregnancy and STDs/STIs, yet a recent scientific assessment of the effectiveness of CSE in America’s schools over the last 25 years was recently published by the Institute for Research and Evaluation and found the exact opposite. The authors reviewed sixty rigorous studies of 40 school-based CSE programs; studies that were peer reviewed for selection based on research quality by either the Department of Health and Human Services (HHS), the United Nations Educational, Scientific and Cultural Organization (UNESCO), or the CDC. When the reviewers applied evaluation standards from the field of prevention and research, they found far more evidence of CSE failure than success as follows:

- **Teen Pregnancy:** Only one of the 40 school-based CSE programs evaluated by the 60 studies reported a reduction in teen pregnancy, but that effect did not extend beyond the end of the program, and a subsequent study in a different location found the same program actually increased pregnancy rates.
- **STI Prevention:** None of the school-based CSE studies demonstrated a reduction in teen STIs: in fact, only two measured it.

- **Teen Abstinence:** Although four of the 60 school-based CSE studies reported 12-month post-program increases in teen abstinence, 12 other studies of the same programs found no such positive effects and one negative effect. (See the full report at [sexedreport.org](http://sexedreport.org).)

This evidence suggests therefore, that many CSE programs that claim to be medically and scientifically accurate and “evidence-based” are actually not telling the truth.

Please do not accept any amendments that include the deceptive phrase “medically and scientifically accurate,” a phrase that is used to advance medically or scientifically inaccurate and ineffective sex education programs.

### **Statement 16**

My name is \_\_\_\_\_ I am \_\_\_\_\_.

“Sensitive topics such as sexual orientation shall not be taught in our schools.”

This is the policy we will be proposing to TSUD and the policy we hope your committee will adhere to in the new curriculum.

Sexual orientation is one of the most controversial issues of our day with widespread disagreement on how it should be addressed.

Research shows that temporary confusion regarding sexual orientation during adolescence is common. In fact, temporary adolescent confusion is so common that some researchers question whether it is even appropriate to ascribe a sexual orientation to adolescents since all categories of sexual orientation, except heterosexuality, diminish rapidly over time.

Premature labeling of adolescents as homosexual can be harmful. Yet many “comprehensive sexuality education” programs tell youth who may be temporarily confused or questioning that all homosexuals are “born that way,” and if they experience any same-sex attraction, they are permanently “gay.” This can lead to a premature self-labeling that can put youth at a high risk for a number of negative mental and physical health consequences including suicide.

Homosexual adolescents have an increased risk for many health problems. According to the American Academy of Pediatrics, *“Adolescents and young adults who adopt the homosexual lifestyle are at increased risk for mental health problems, including major depression, anxiety disorders, conduct disorders, substance dependence, and especially suicidal ideation and suicide attempts.”*

On the flip side, one U.S. study found that for every year an adolescent postpones identifying as homosexual, the suicide risk drops by 20 percent.

In other words, if we encourage children to identify as homosexual, we might increase the likelihood they will attempt suicide. Then there are the HIV risks that skyrocket for youth that engage in anal sex, even if they use a condom they will have a high risk.

Since issues around homosexuality are highly contested and controversial with major policy battles around the U.S. over therapy for same-sex attraction, Arizona schools would do best to allow this controversial topic to be addressed by families, rather than to spark bitter policy battles in the schools.

### **Statement 17**

My name is \_\_\_\_\_ I am \_\_\_\_\_.

“Sensitive topics such as gender identity ideology shall not be taught in TUSD schools.”

This is another policy we will be proposing to TSUD and the policy we hope your committee will follow.

Just like “sexual orientation,” “gender identity” is also one of the most controversial issues of our day, sparking similar widespread disagreement across our nation and state. In schools at the center of the debate is whether children should be affirmed as something other than their biological sex or whether they should be helped to accept and to embrace the biologically gendered reality of their body. Certainly, a public school classroom is not the place to resolve such serious questions, nor is a teacher equipped or qualified to handle such matters, especially when children with gender confusion have higher rates of suicide. A decision for a child to attempt to “transition” to the opposite sex can lead to serious health consequences including infertility for life.

According to Dr. Paul McHugh, University Distinguished Service Professor of Psychiatry at Johns Hopkins Medical School and a leading authority on gender confusion:

*“When children who reported transgender feelings were tracked without medical or surgical treatment at both Vanderbilt University and London’s Portman Clinic, 70%-80% of them spontaneously lost those feelings.”*

According to the American College of Pediatricians: *“A number of mental health professionals who have successfully treated gender dysphoria in youth stress that the ‘affirmation’ of children’s gender confusion by allowing them to behave and be treated as the opposite sex reinforces this mental disorder and renders the success of therapy less likely.”*

Finally, the head of the Child and Adolescent Gender Identity Clinic in Toronto, Canada, Dr. Kenneth Zucker, also one of the leading authorities in the world on gender disorders, has treated over 500 children with gender confusion. Dr. Zucker found that in the vast majority of cases, therapy focused on reducing the psychopathology within the family has resulted in the child’s acceptance of their birth sex.

For all of these reasons, such issues are best addressed by parents and should not be a focus of our TSUD sex education.

Please allow us to review the curriculum as soon as possible to ensure this controversial topic is not included.

### **Statement 18**

My name is \_\_\_\_\_ I am \_\_\_\_\_.

“The promotion of abstinence as the expected standard and the healthiest choice for all children of minor age shall be mainstreamed in all sessions in which sex education is taught and shall be the primary message of the instruction. For the purpose of TSUD school sex education, abstinence is defined as refraining from any physical contact that is intended to illicit sexual arousal.”

We believe this is a critical amendment that should be added to our TSUD policy, and we will be proposing this. We therefore hope this committee agrees that abstinence should be mainstreamed throughout our curriculum and not just given a few mentions.

A 2010 study by the U.S. Department of Health and Human Services under the Obama administration found that roughly 70 percent of American parents are opposed to premarital sex generally and for their own adolescents in particular.

We believe this is likely true of our TSUD parents as well. Certainly, we want children to avoid all the risks.

Please let us know when the curriculum can be reviewed, well in advance of the TSUD vote. We would love to give the committee suggestions for how abstinence can be emphasized and thus sexual risk avoidance can be mainstreamed.

### **Statement 19**

My name is \_\_\_\_\_ I am \_\_\_\_\_

“Providers of elective abortion and their affiliates shall be prohibited from delivering instruction or materials in Arizona public schools.”

This is another important provision we will be proposing to prevent our children from being sexualized and exploited for profit.

Organizations or businesses that provide condoms, contraceptives, STD/STI testing and treatment, or abortions have a conflict of interest when it comes to sex education. This is because once sexualized, children can be lifetime paying customers patronizing their clinics. In other words, such businesses have a vested financial interest in sexualizing children. Also, children who are sexually active have a much higher risk for being pregnant and then seeking an abortion from such businesses. Thus, it should be no surprise that Planned Parenthood Federation of America is both the largest provider of comprehensive sexuality education and one of, if not the

largest provider of abortion in the U.S. For this reason, Planned Parenthood and other businesses that have similar conflicts of interest should be prohibited from delivering instruction or materials in Arizona public schools.

We would like this committee to assure us that Planned Parenthood has not been and will not be involved in the curriculum development process and that our curriculum will not link our children or refer them to any Planned Parenthood or affiliates of Planned Parenthood resources.

Please let us know when we can see the curriculum to ensure that none of the common 15 harmful elements that are often found in Planned Parenthood curricula are found in our TSUD curriculum.

### **Statement 20**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Another policy we will be proposing to the TSUD and which we hope you will incorporate is as follows:

“All discussion regarding contraception or condoms shall emphasize that the expected standard for children of minor age is abstinence from all sexual activity as per Arizona statute 15-716 and that abstinence is the only 100-percent effective method in preventing pregnancy and STIs/STDs including HIV/AIDS. Students shall also be given information regarding the failure rates of all contraceptive choices. At no time shall children ever be taught that contraceptive use by minors can make sex “safe.”

Unfortunately, too many comprehensive sex education (CSE) programs in our state are teaching children it is up to them to decide if they want to have sex rather than encourage children to delay sexual debut, despite the health risks of early sex. Too many comprehensive sex education programs also teach children that having sex is ok, as long as they use a condom or contraceptives, completely ignoring all of the other health risks for sexually active children.

Consider the following excerpts from CSE programs which illustrate why this amendment is needed:

Making a Difference discusses male and female condoms as barrier methods which help prevent STDs and pregnancy. Instructors are told: “Don’t ‘bash’ condoms or provide exaggerated information on failure rates.” (p. 75)

Condoms are mentioned as a way to “prevent pregnancy and STDs.” (pp. 81 and 119)

Note: While this may be true for some children, this does not let children know there are failure rates and that children are much less likely to use condoms consistently or correctly which means they are more likely to experience a failure.

Behaviors deemed safe include: “Having sex with only one person (being monogamous) if both are virgins, if not virgins and using condoms.” (pp. 119-20)

Note: Again, this is condoning sex with a condom or sex with a virgin as “safe” when this behavior could land a child in jail as age of sexual consent is 18!

Also, the fact that some STDs such as HPV are spread by skin-to-skin contact is omitted. There is no mention that condoms cannot protect against HPV.

Please let us see the curriculum as soon as possible so we can ensure that none of it appears to condone or promote the idea that sex for a minor can ever be condoned or considered “safe.”

## FOR THE BOARD POLICIES

### **Statement 21**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Since our coalition is very concerned about the TUSD policies regarding parental review of sex ed curricula, we will be proposing the following policy regarding the same:

“TUSD shall maintain for viewing by the public the total instructional materials and all supplemental materials including videos, recommended reading, additional resources, handouts, worksheets, posters, brochures, etc. to be used in approved elective sex education lessons within the district. Parents shall be notified by mail, email, and through the parental access on the student’s portal (if available) both one month prior and two weeks prior to instruction that the materials in their entirety are available to view. All materials shall be made accessible to parents and legal guardians on the school premises, and where possible, also be made available online.

These amendments are needed as there have been widespread reports across Arizona that controversial and unapproved materials have been presented to children as part of sex education in public schools. Also, these amendments show respect for the liberty rights of parents as required by Arizona law to guide the education of their children. Further, this increases transparency and makes reviewing curriculum and important parental rights more feasible.

Along these lines, we are hoping for more transparency from this committee regarding the reviewing process of the new curriculum. Why are we being asked to comment on something we haven’t even seen? How can this committee possibly have time to incorporate all of our input before this is scheduled to be adopted by TUSD? Something is seriously wrong with this process. We need access and we need transparency.

### **Statement 22**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Increasingly, controversial discussions and lessons on sex and sex-related issues have been occurring in public school classrooms without the knowledge and consent of parents, which is causing great concern. The amendment I propose is needed to ensure that activists cannot get around sex education protections for children without being in violation of state school board policy. These topics are too contested, controversial, and carry serious health implications that are better dealt with by families.

Therefore, another policy we will be proposing to the board that we hope you will support is as follows:

“Sex education topics (such as sexual intercourse, prevention of STIs/STDs including HIV/AIDS) shall only occur in designated sex education classes in which parents have been duly notified and opted in their children.”

Can we see the curriculum so we can review how your committee has handled HIV prevention and sexual intercourse? These are sensitive issues that every parent would have a vested interest in reviewing.

### **Statement 23**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Our coalition will be proposing a new board policy regarding sexting as follows, and we would respectfully ask that the sex ed advisory committee include this element in our new curriculum.

The policy we will be proposing reads:

“As per Arizona Revised Statute Section 8-309 regarding the illegality of teen sexting, children shall be informed that it is illegal for a minor to knowingly use an electronic communication device to view or transmit photographs or videos of a juvenile that depict explicit sexual material, and that it is also against the law for a minor to knowingly possess explicit sexual material involving a juvenile. Children shall be taught that “explicit sexual material” can refer to any image or video that depicts nudity, genitalia, sexual activity, sexual conduct, or sadomasochistic abuse. In some cases, such action constitutes a felony.”

We are hopeful that the advisory committee will see the wisdom in including this to protect our children.

We also ask that you allow us to review the full curriculum as soon as possible. We would like you to assure us that you will provide us with all elements of any curriculum to be voted on by TUSD including supplementary materials, posters, brochures, resources referred whether online or clinics like Planned Parenthood as we often see problematic elements in supplementary materials or in the additional resources that could be inserted after the main curriculum is adopted.



Can you assure us we will be able to see the full, complete curriculum with all attached materials in plenty of time to give meaningful feedback before it is finalized and adopted?

Thank you.

**Statement 24**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Our concern is regarding obscene materials. We want to ensure that nothing in our new curriculum could be even close to being something that could be deemed obscene. We will be proposing to the TUSD the following helpful provision along these lines.

“As per the U.S. Supreme Court ruling in *Miller v. California*, establishing the Miller test for determining whether materials shall be considered obscene, no obscene materials shall be shown or be considered instructional or educational materials in sex education in the state of Arizona. In addition, as per ARS 13-3506, no material that could be considered “harmful to minors” (including items depicting “nudity, sexual activity, sexual conduct, or sexual excitement) shall be allowed in Arizona schools.”

Can we please get an advance copy of the proposed curricula so we can assist the advisory committee in ensuring that no materials depicting nudity, sexual activity, sexual conduct, or sexual excitement are used so we can protect the health and innocence of our children and be in compliance with Arizona Revised Statute 13-3506? We stand ready to address any abuses along these lines immediately. Our children deserve no less.

**Statement 25**

My name is \_\_\_\_\_ I am \_\_\_\_\_

We would propose that the new curriculum address pornography as outlined in the following policy we intend to propose to the TUSD:

“As per House Concurrent Resolution 2009 which declares pornography a public health crisis in Arizona which can lead to risky sexual behavior and the hyper-sexualization of teens, sex education instruction shall include information on the harms of pornography exposure and viewing for children and equip children with avoidance skills and resources to address addiction.”

Because of the widespread availability of Internet pornography that is just a few clicks away from children, we are raising a generation of children who have been exposed to porn at increasingly younger ages. Because of its addictive nature, the damage to young people from pornography is even more serious and far-reaching. Negative outcomes of pornography use in children include:

- Increased rates of depression and anxiety
- Increase in acting out and violent behavior

- Younger age of sexual debut
- Sexual promiscuity
- Increased risk of teen pregnancy
- Distorted view of relationships between men and women<sup>1</sup>

To protect Arizona’s children, we need to do better in helping youth to understand the risks and harms of pornography viewing and to empower them with the knowledge and skills they need to avoid it.

Please consider incorporating these elements in the curriculum and also making the curriculum available to review and evaluate well in advance of the board meeting. I am concerned that we are invited to comment yet have not been able to see anything to comment on.

**Statement 26**

My name is \_\_\_\_\_ I am \_\_\_\_\_

Another policy our coalition plans to propose is as follows:

“Stress that STIs/STDs including HIV/AIDS can have severe short-term and long-term mental and physical consequences and constitute a serious and widespread public health problem. Therefore, all discussion regarding contraception or condoms shall emphasize that the expected standard for children of minor age is abstinence from all sexual activity as per Arizona Revised Statute 15-716 and that abstinence is the only 100-percent effective method in preventing pregnancy and STIs/STDs including HIV/AIDS. Students shall also be given information regarding the failure rates of all contraceptive choices. At no time shall children ever be taught that contraceptive use by minors can make sex ‘safe.’”

Research shows that adults, let alone teens, even with the best of intentions seldom are able to use condoms consistently and correctly every time, a standard needed to provide meaningful protection from pregnancy and STIs/STDs. This likely because, as the American College of Pediatricians explains:

*“Over two decades of neuroscience research indicates that important regions of the human brain are not fully developed until a person reaches their early to mid-twenties. These regions include the frontal lobes, which are responsible for governing impulse control, anticipation of consequences, judgment, planning, goal-setting, and prioritizing, and the hippocampus and amygdala, which together mediate motivation, memory, attention, and emotional/affective behavior. Thus, the adolescent brain is physiologically geared for risk-taking behavior and impulsiveness with immature processing of information, and failure to anticipate the future impact of behavior, making it “difficult for them to understand and use contraceptive methods effectively and consistently.” In other words, adolescents aren’t neurologically well-equipped for*

---

<sup>1</sup> American College of Pediatricians. (2016, June). The Impact of Pornography on Children. Retrieved from <https://www.acped.org/the-college-speaks/position-statements/the-impact-of-pornography-on-children>; Flood, M. (2009.) The Harms of Pornography Exposure Among Children and Young People. *Child Abuse Review*, 18(6), 384-400.

*“reasoned action” or “planned behavior,” especially in highly emotional, impulse-driven situations.”*

Children deserve to be told the truth so they can make healthy decisions.

When can we review the actual curriculum to see how this is handled?