

200 - Board Room

①

LGBT-Curriculum Law

Christine Matta

Good afternoon. As a parent and tax-payer, I would like to discuss the LGBT-inclusive curriculum that is mandated to go into effect beginning in September 2020. As an ethnic minority, I understand the struggles of oppressed groups. As a Christian, I respect all individuals as created in the image of God. All children deserve to feel safe and welcome at school. New Jersey's Anti-Bullying Bill of Rights is the toughest law against bullying and harassment in schools in the nation. Bullying of any kind should not be tolerated.

With regard to the LGBT-inclusive curriculum, however, I believe this law is stripping parents of their fundamental right to direct the upbringing and education of their children. Parents, not the schools, should decide how children are instructed in matters of moral, sexual, and religious significance. This is a God-given right.

When it comes to health and sex education classes that may conflict with a family's religious or moral beliefs, parents have the right to opt their child out of the instruction. As is the case with health class, the LGBT curriculum presents ideas that conflict with the beliefs of people of many different faiths. Schools have a duty to notify parents of how and when this material is taught and parents have the ultimate authority to decide whether their child is excused from that instruction.

The LGBT curriculum introduces mature subject matter to children as young as ten years of age. Many of these children are innocent-having limited exposure to sexuality-related information. Our tax dollars should not be spent on schools stripping their innocence and focusing their attention on sex. Children should be taught the accomplishments and contributions of historical figures, not their sexual orientation. This curriculum was not developed by academic historians and is not peer-reviewed for accuracy, but is written by an advocacy group to promote their agenda. It is an outrage that the Governor and legislature have given a special-interest group access to our children in our public schools. At a time when many children are performing below grade-level in math and reading, schools should focus on educating them and not indoctrinating them into a particular world-view that may conflict with the deeply-held religious beliefs of their families.

My family immigrated to America from Egypt in search of the religious liberty guaranteed by our constitution. They came seeking to practice their religion without fear of persecution, which in Egypt includes economic hardship, social ostracism, and even death. Little did my parents know that our religious freedom would be threatened just one generation later. This LGBT curriculum law is an infringement of my religious liberty and my right as a parent to raise my children according to my faith.

(2)

My name is Iwan. As a father of 3 young children, I am here to express my sincere concerns as to why the LGBTQ curriculum should not be implemented in schools. This is a question of schools respecting parental rights and religious freedom. Raising a child with morals and values is up to the parents of the child. Teaching mandatory LGBTQ curriculum will adversely impact our first amendment right and parental right of the families. Schools are superseding the role of parents in introducing students to this lifestyle that is contrary to our religious belief.

The GLSEN (Gay, Lesbian and Straight Education Network) is an LGBTQ advocacy education organization. This group created a program called Unity Week where schools in the state force students to watch pro-LGBTQ videos without permitting parents to attend. A kindergarten teacher in California read a picture book to her students about a transgender child entitled, "I am Jazz". A line from the book reads, "I have a girl brain but a boy body."

I am deeply concerned about the elements of the radical LGBTQ agenda which activists seek to impose on our society. The idea that sex or gender is malleable, that is not true. I am not denying their humanity. I am saying that this person is a human being with an issue of identity crises. Children are easily confused. By normalizing LGBTQ lifestyle that boys can be girls and vice versa, we are not doing our children a favor. We need to help them but that's not involving me behind the transgender movement as a civil rights movement that all of their problems would just go away if we would just pretend that they were the gender to which they claim to be.

Even the American College of Pediatricians (ACP) issued a statement condemning gender reclassification in children by stating that transgenderism in children amounts to child abuse. The ACP urges educators and legislators to reject all policies that condition children to accept as normal a life of chemical and surgical impersonation of the opposite sex. Facts – not ideology – determine reality. Professor Paul McHugh from Johns Hopkins Medical School listed several arguments on why gender reclassification is harmful.

1. Human sexuality is an objective biological binary trait: "XY" and "XX" are genetic markers of health – not genetic markers of a disorder.
2. No one is born with a gender. Everyone is born with a biological sex. Gender (an awareness and sense of oneself as male or female) is a sociological and psychological concept; not an objective biological one.
3. A person's belief that he or she is something they are not is, at best, a sign of confused thinking. When an otherwise healthy biological boy believes he is a girl, or an otherwise healthy biological girl believes she is a boy, an objective psychological problem exists that lies in the mind not the body, and it should be treated as such.
4. Puberty is not a disease and puberty-blocking hormones can be dangerous. Reversible or not, puberty-blocking hormones induce a state of disease – the absence of puberty – and inhibit growth and fertility in a previously biologically healthy child.
5. According to the DSM-V, as many as 98% of gender confused boys and 88% of gender confused girls eventually accept their biological sex after naturally passing through puberty.
6. Children who use puberty blockers to impersonate the opposite sex will require cross-sex hormones in late adolescence. Cross-sex hormones (testosterone and estrogen) are associated with dangerous health risks including but not limited to high blood pressure, blood clots, stroke and cancer.
7. Rates of suicide are twenty times greater among adults who use cross-sex hormones and undergo sex reassignment surgery, even in Sweden which is among the most LGBTQ – affirming countries.

There is no mistake that God created male and female. The idea that you are going to sacrifice the entire society by indoctrinating the LGBTQ lifestyle on minors who can't make their own decision is unconscionable. You can't magically change your gender. You can't magically change your sex. You can't magically change your age. Just because you can do things legally doesn't mean that they are correct biologically.

These LGBTQ activists seem more passionate about indoctrinating our children than we are about protecting and educating them. School is hard enough and they don't need another burden with the new curriculum. The children should focus on reading, writing and arithmetic so they can succeed and go to higher education. We are shaping our future generation. I am concerned the normalization of the LGBTQ lifestyle will have an adverse impact on students' psychological and physical well-being. In my opinion, government should not be involved in gender or sex education for our children all together. Thank you for hearing my testimony.



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**NJPSA Statement concerning Proposed Notice of Substantial Change to
Standards and Assessment Code, N.J.A.C. 6A: 8**

Thank you for the opportunity to share the perspective of the membership of the NJ Principals and Supervisors Association (NJPSA) on proposed changes to the NJ Standards and Assessment code as contained in the proposed Notice of Substantial Change adopted on October 21, 2019. I am Karen Bingert, current President of NJPSA, the principal of Hillsborough High School in Somerset County and the Chair of NJPSA's Critical Issues Committee, a standing committee of the association currently considering issues related to student assessment and high school graduation requirements.

NJPSA believes that student assessment is an integral part of the instructional process that is inextricably linked to standards, a viable curriculum, and strong instructional practice that collectively comprise a high-quality learning system. State-level assessments are one component of our system that seek to measure not only student learning growth but also school system accountability under federal legal requirements. At the high school level, passage of certain state assessments is currently a state graduation requirement as well.

Over the past year, we have all engaged in an important statewide dialogue on the issue of student assessment with the goal of transitioning to a next generation of assessments aligned to our highly-rated New Jersey State Learning Standards. This dialogue was a wide-ranging one, wherein the NJDOE and the State Board listened to the views and experiences of parents, students, teachers, administrators, board members, legislators, and the public from urban, suburban and rural areas of the state. Much of our discussion has focused on the high school level where issues of high stakes graduation requirements, over-testing, instructional time impacts, student non-participation and lack of motivation, achievement gaps, equity issues, and system accountability are magnified in impact.

In response, the State Board of Education reached and approved a consensus regulatory proposal early last fall that NJPSA supported as an appropriate balance for students, educators and the public. This proposal maintained state testing at grades 9 and 10 in English Language Arts (ELA) and Mathematics and retained current graduation proficiency levels (ELA 10, Algebra I).

Our forward momentum hit a major roadblock with a New Jersey court decision striking down our assessment system as inconsistent with a state statute requiring students to pass a graduation assessment in the 11th grade. Despite a Senate legislative leadership effort to modify the 11th grade testing requirement that NJPSA supported, the legislation did not pass in the Assembly and the 11th grade testing statutory requirement continues. In this context, NJPSA supports the proposed



substantive changes to N.J.A.C. 6A:8, Standards and Assessment code as adopted by the State Board on October 21, 2019, as a compromise step forward in achieving clarity in our state assessment and graduation requirements for students after several years of tumult. We believe the proposal, while not perfect, strikes an appropriate balance for students for the following reasons:

1. A strong educational system is based upon three interconnected components; high quality academic standards, a strong and aligned curriculum and a comprehensive system of assessment.
2. NJ has adopted high quality, rigorous academic standards and has recently made important strides to strengthen curriculum statewide. Over the past year, the NJDOE and professional educators have collaboratively developed aligned, statewide student learning objectives, derived from our learning standards, to strengthen curriculum development in every school, a strong step toward addressing educational equity.
3. New Jersey does have a comprehensive system of state assessment that includes state standardized assessments, local benchmark assessments, and teacher-developed formative and summative assessments, supplemented by locally-chosen standardized assessments in some districts. This system provides a rich source of data on our students throughout their school careers. The Department's proposal continues to provide important data points in English Language Arts and Mathematics, including Geometry, within the robust and comprehensive system of assessment that exists in our schools.
4. The proposed substantive change seeks to address the turmoil New Jersey has experienced on the issue of over-testing by striking the same testing time balance contained in last year's consensus code proposal. NJPSA strongly recommends that the 11th grade test be administered in the fall (November), to provide sufficient time for educators to work with students who need additional support.
5. The proposal recognizes the individual goals and related pathways that students need to meet their post-secondary goals by providing a range of pathways for high school students to demonstrate proficiency of the high school graduation requirements. We support the continuation of the sitting requirement to access alternative assessments as a pathway in order to provide relevance to our students as well as useable data to districts. Overall, we support this continued flexibility as New Jersey's assessment system continues to evolve to ensure that no harm is done to students during any transition.
6. We need clarity now. Forward momentum and timing are both critical to students and educators. If the State Board does not move forward with the proposed



substantive change, New Jersey students will once again be deprived of fair notice of testing requirements and placed in a position of uncertainty. Additionally, our implementation efforts of the newly-developed 11th grade test could be compromised by a shortened timeline. Neither students nor educators deserve that outcome.

In closing, we wish to share several implementation recommendations from our Critical Issues Committee for NJDOE consideration if the proposal is adopted:

1. We strongly recommend that the 11th grade assessment be given in the Fall (November) of that year in order to provide as much time as possible for student remediation efforts if needed. The junior year is a time of many challenges, academic pressures, and emotional stressors for our students and would not be the year we would select for graduation testing absent state statute.
2. We recommend that efforts be undertaken at the state level to strengthen and incorporate the portfolio process within our high school coursework to provide an equitable pathway to graduation while alleviating a separate burden on students who do not pass the 11th grade assessment.
3. NJPSA members strongly urge the NJDOE to address the timeliness of data in any new assessment contracts to ensure that teachers and other educators receive assessment data as soon as possible. In addition, we urge the NJDOE to address the issue of timely transmission of data between districts and states. Often, our members are “data blind” with respect to the past performance levels of transfer students, ELL students and out-of-state students until well into the school year.
4. We urge the collaborative development of an implementation timeline with members of NJPSA and the field to ensure a smooth transition to a new assessment.
5. We urge the continuation of our state-level discussion on assessment including an exploration of innovative approaches to assessment being explored in other states. Relatedly, issues of reciprocity between states, to permit a student's state assessment results to follow the student, should be explored.
6. Finally, we urge the State Board of Education and the NJDOE to continue to examine our state graduation requirements and explore multiple, yet equitable pathways to graduation.

Thank you for your consideration.

1/8/2020

(4)

Rick Pressler

Roosevelt, NJ 08555

**Testimony Before the New Jersey State Board of Education
January 8, 2020**

Good afternoon friends. My name is Rick Pressler and I am a resident of Roosevelt, NJ. I am a long time educator who has served as a charter school founder, a school leader, and board member for both charter schools and in my local school district. I am also a former charter school parent—my son David attended Greater Brunswick Charter School in New Brunswick for eight years. Most recently, I worked at the New Jersey Charter Schools Association for ten years; I consider myself first and foremost an advocate for good public schools, and one who believes that charters are an effective way to achieve that aim.

I want to start by thanking you for the opportunity to speak today and for your service on this board. Overseeing our system of public education is a profoundly important and challenging responsibility, and I am grateful that you have all chosen to do so.

I want to talk about how school accountability breeds school responsiveness, and give a brief example from my experience of how schools can adapt to the changing needs of their students and the changing demands of the wider world students will face as they complete their educations.

Back in 1996 I was living in New Brunswick and contemplating kindergarten for my oldest son [REDACTED]. I met with several members of the New Brunswick Board of Education who informed me they were working with a diverse group of community members to develop an innovative, child-centered charter school that would combine the best of progressive and traditional educational approaches. I signed on, committing myself and my child to what would open as the Greater Brunswick Charter School in 1998—the state's first regional charter school—a school that was diverse by design.

The school opened with many innovations and practices that are now commonplace, but at the time were rarely found in public schools:

- personal education plans for every child,
- a focus on social emotional learning,
- project based learning,
- multi-grade classrooms,
- differentiated instruction based on student interests and learning styles,
- learning centers in all classrooms,
- student-directed programs,
- a focus on community engagement, and so on.

The program was incredibly complex to implement and the school struggled, but the students flourished. Our diverse enrollment included children of Rutgers professors, local officials and police officers, families where parents worked multiple minimum-wage jobs to make ends meet, recent arrivals from other countries as well as long-time New Brunswick residents, and families from local suburban districts such as Edison and Highland Park. The school's innovative design allowed for tremendous flexibility, even as it mystified many parents whose primary motivation for attending was to enjoy the safe, welcoming, family-oriented setting of the school.

Flash forward ten years and the school was serving a very different population. Charter schools outside of Newark and Camden are enrolled through a lottery, and as word spread about Greater Brunswick, more and more local families registered for the lottery, resulting in a population that increasingly represented New Brunswick, which itself was enjoying a rich influx of Spanish-speaking families from throughout Latin America. The school found itself serving an increasing number of English Language Learners with different needs than the original cohorts of students.

This is where the structured accountability and responsiveness of charter schools came into play.

Rick Pressler

Roosevelt, NJ 08555

The school recognized that too many of its students were struggling to meet its academic standards, so it began researching different educational models that would better serve English Language Learners. After much review, it came up with an English/Spanish dual language program that alternated weeks between the two languages. At the same time, the school restructured and refocused other aspects of its program in response to the data it was seeing from student assessments.

An amazing transformation of the entire educational program took place directly in response to changing student needs coupled with the demands of the charter school accountability framework. As a result, Greater Brunswick now serves a larger proportion of English Language Learners (about 28%) than its sending districts, as well as larger proportions of special education students and students eligible for free and reduced lunch. This is not surprising as the program has shaped itself in direct response to the special needs of its community and people have recognized this.

What is also noteworthy about this transformation is that the core values of the school—the community focus, the emphasis on social emotional learning, the supportive setting—have continued. Although it has been more than eleven years since I was an administrator at the school, and I was not present for most of these program changes, I recognize every time I visit that the school remains Greater Brunswick Charter School in culture and climate.

What I find significant from a public policy perspective, is that in developing the regulatory regime around the Charter School Act, and in implementing practices and standards, the Department of Education has managed to create an accountability system that both *on its face and in practice* supports the legislative intent of the Charter School Act of 1995 and—even more importantly—serves the families it was intended to benefit. The incentive for responsiveness in charter schools is baked into the law, the regulations, and the policies and practices of the Office of Charter Schools.

Charter schools are held strictly accountable for academic results and operational effectiveness as established in the charter school law, regulations, charter agreements, and charter performance framework. This productive accountability has led to a culture of responsiveness to student needs throughout the sector that is exemplified in the Greater Brunswick example.

Speaking as a parent of four diverse learners, including one with some very special needs, I want to emphasize how important it is that our schools respond to the needs of the students they serve, whatever their philosophical starting point. The success of charter school responsiveness is made possible by the alignment of the laws and regulations established by the State, along with the dedication and good intentions of the DOE staffers and charter school educators who have put these into practice.

There is still room for improvement in the performance framework model—for example, authorizers in other states such as Colorado have developed multiple charter school performance framework models that are aligned with different types of educational programs. So a high school that concentrates on over-age/under-credit students is judged by different, more appropriate standards than a high school that serves students who have been in the program since kindergarten; a CTE program that focuses on helping students find careers in the arts is judged by its effectiveness in placing students in those careers and related post-secondary programs, rather than generic academic standards.

My old school still faces many challenges—not the least of which is finding teachers willing and able to teach in both “Spanish World” and “English World,” but its responsiveness, driven by productive accountability, has become an exemplar of why I support charter schools and why so many families have embraced them throughout the state.

Thank you.

Patricia E. Stanley

Franklin Park, New Jersey 08823-1769



19 September 2019/ ADDITIONAL EDITING FOR PRESENTATION JANUARY 8, 2020

Members of the New Jersey State Board of Education

Dr. Lamont O. Repollet, Ed.D., Commissioner

New Jersey Department of Education

PO Box 500

Trenton, NJ 08625

Re: LGBTQ Curriculum and the rights of parents

Dear Commissioner Repollet,

I am a taxpaying citizen and a duly elected member of the Franklin Township Board of Education, Somerset County, New Jersey, serving my second term. Because I feel it is my responsibility as a Board member, I have done a good deal of research on this issue. Based on this information, I do not understand how the State of New Jersey can leave in the hands of a *special interest group*, the assembling of a curriculum that will be taught, at some point, at the elementary, middle school and high school levels.

This movement or group does not represent the parents or the taxpayers and has no standing aside from what the media and current culture has declared. Indeed they represent only their ideological preferences. The very last groups of people consulted are the parents and the taxpayers.

In addition, there is no scientific data, indeed, if you wish, under separate cover I can forward to you a memo I sent to my fellow board members attempting to give them supporting information. I forwarded to them, a four(4) page memo in .doc format that contains many links to many sources of data. This data indicates that this curriculum is based on false premises and is a totally unnecessary burden on our students and our teachers.

Recently, I received an email from the Asst. Superintendent of Curriculum of my school system and the 'motto' if you will, of his department was affixed to the bottom of the email. It contained the words 'Meaningful and data-driven instruction.' Meaningful and data-driven? Again, as I stress above, it is an indication of the incoherence of this effort that we hear constantly about data-driven outcomes in education, but when it comes to social issues it seems this dictum does not apply.

In prior times parents would trust schools to do the right thing. They sent their kids to school with complete trust. But that trust is being eroded. Parents have more distractions in these times. Please do not allow a special interest to take advantage of those distractions to impose concepts on children in the classroom that are in opposition to many parents beliefs.

Please allow the parents to submit their views and findings on this issue to you. Allow them to present to you, a view of this issue which perhaps, you have not yet considered. From the parents vantage point, the NJ State Legislature and the NJ State Board of Education make arguments by authority, they do not want to be cross-examined or questioned.

Yours truly,

Patricia E. Stanley (Current member-Franklin Township BOE, Somerset, NJ-Chair-Safety Committee)



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TRENDING: DEMS PRESSURE PELOSI CNN SETTLES WITH SANDMANN BIDEN'S IRAQ BRAIN FREEZE BREITBART ON THE BORDER M

JAMES SHUPE LEAVES 'FRAUD' TRANSGENDER LIFESTYLE: 'LEGAL FICTION BASED ON PSEUDOSCIENCE'



82



EMAIL



SHARE



By DR. SUSAN BERRY

Jan 7, 2020

134



LISTEN TO STORY

6:37

James Shupe, the man who became the first person to obtain a legal sex designation of "non-binary," now says the transgender lifestyle is a "fraud."

On Christmas Eve, an Oregon judge restored James (formerly Jamie) Shupe's gender to male and allowed him to resume using his birth name.

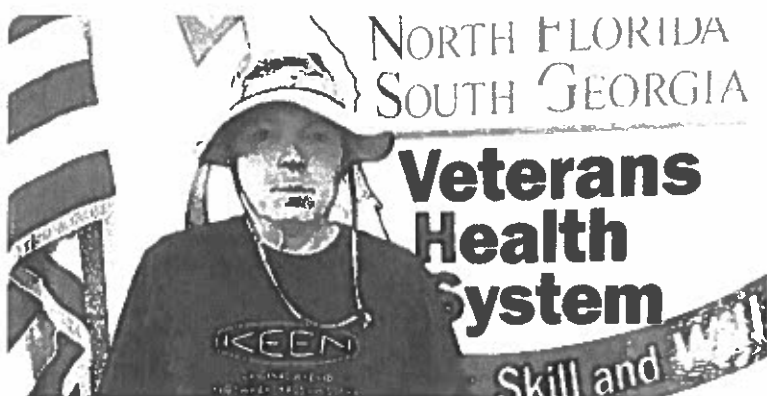
A recent report at PJ Media noted that Shupe characterized his "non-binary" status as a "psychologically harmful legal fiction."



James Shupe (Formerly Jamie Shupe)

@NotableDesister

"This month, the first person to obtain a legal "non-binary" sex designation has successfully petitioned the court originally responsible for his "non-binary" status to order that the sex on his birth certificate be restored to "male." pjmedia.com/trending/ex-trans



First Trans Person to Obtain Legal 'Non-Binary' Sex Status Chan...

In a major blow to the transgender activist movement, the first legally non-binary person in the U.S. James Shupe reversed the court order

♡ 220 10:34 AM Dec 31, 2019

💬 126 people are talking about this

"The lies behind my fictitious sex changes, something I shamefully participated in, first to female, and then to non-binary, have been forever exposed," Shupe told PJ Media. "A truthful accounting of events has replaced the deceit that allowed me to become America's first legally non-binary person."

Shupe acknowledged achieving the first "non-binary" sex designation was a win for the radical LGBTQ lobby. Now, however, he said he has "corrected" his legal record "and LGBT advocates are no longer able to use my historic non-binary court order to advance their toxic agenda."

"I am and have always been male," he said. "That is my biological truth, the only thing capable of grounding me to reality."

He added the "non-binary" sex designation is "fraud and legal fiction based on pseudoscience."

"I was indoctrinated to believe that I had this thing called a gender identity and that suppressing it was causing my mental health problems," he added. "It was all a lie."

In January 2019, Shupe released a "public announcement" in which he declared he had resumed his biological male sex designation.

He wrote:

I believe that gender identity is a fraud perpetrated by psychiatry, the likes of something the United States and other nations hasn't experienced since the lobotomy era. As a result, I have returned to my male birth sex.

On January 25, 2019, in the State of Florida, the Marion County Department of Motor Vehicles in Ocala, Florida issued me a male driver's license. Ocala, Florida has been my home since July 2018.

In the days ahead, I will be taking further steps to restore my birth sex to male more formally.

In my thirty plus year marriage, I am the husband. To my daughter, I am her Father. I no longer identify as a transgender or non-binary person and renounce all ties to transgenderism.

I will not be a party to advancing harmful gender ideologies that are ruining lives, causing deaths and contributing to the sterilization and mutilation of gender-confused children.

My history-making and landmark sex change to non-binary was a fraud based on the pseudoscience of gender identity. I am and have always been male. There should be no social or legal penalty for others to state that.

In addition to supporting the President's ban on gender dysphoria in the military, I also support President Trump's policy of recognizing and enforcing that there are only two biological sexes, male and female.

In March, Shupe, using his Twitter handle @NotableDesister, tweeted he would be returning to use of his birth name, James Clifford Shupe.

"I've often had trouble accepting my birth name because the male relative who molested me as a child had the name Clifford also," he said. "Changing my name and gender didn't help me."



James Shupe (Formerly Jamie Shupe)

@NotableDesister



As part of reclaiming my male birth sex, I will also be restoring my male birth name: James Clifford Shupe. I've often had trouble accepting my birth name because the male relative who molested me as a child had the name Clifford also. Changing my name and gender didn't help me.

281 · 8:22 AM · Mar 25, 2019



105 people are talking about this



Prior to his announcement about his return to use of his male birth name, Shupe's Twitter account was locked by the social media giant.

In February, after responding to a question from another user about gender dysphoria and mental illness, Shupe wrote, "Apparently if someone asks you the question: 'Is gender dysphoria a mental illness?' And you answer that question, you get banned from Twitter."

Twitter apparently found Shupe in violation of its rules against "hateful conduct."

"You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease," Twitter chastised him.

Shupe responded with the irony of the situation:

Here's the thing. If you were to look in my Department of Veterans Affairs (VA) medical record, you'll see that I have a diagnosis for Gender Identity Disorder (GID) and later for Gender Dysphoria (GD) after the name change. The VA treats me at their mental health clinics for this. But on Twitter, I'm not allowed to say GD is a mental illness.



James Shupe (Formerly Jamie Shupe)

@NotableDesister

For the first time in my life, I admitted during my walk this morning that I am a child of God. On my path forward, I am going to embrace faith to sustain me. Psychiatry hasn't cured me. Transgenderism hasn't helped me. It's now time to give God and my newly found faith a chance.

♥ 289 · 10:14 AM · Mar 21 · 2019

💬 87 people are talking about this

Shupe took estrogen when he identified as a transgender female, but stopped short of having sex-change surgeries.

He told PJ Media of the effects of the cross-sex hormones:

I ended up in the psych ward three times because of hormones. I had blood clots in my eyes because my estrogen levels were 2,585 instead of 200, low bone density, problems controlling my bladder, and emotional instability. Blood tests indicated I was dropping into kidney disease territory (eGFR below 60) for about 18 months, I had chronic dermatology issues and skin reactions to estrogen patches, I passed out on the kitchen floor from Spironolactone.

He reportedly also purchased high-strength marijuana in Colorado, but the drug caused him to experience hallucinations.

Shupe told Breitbart News he had difficult experiences in the places where he received "therapy."

At Persad, a gender clinic in Pittsburgh, he said, "I was crying uncontrollably at literally every appointment."

"The VA told me they lacked the experience to treat me in 2014 as I was transitioning to female," he said as well. "When I did get seen I felt like they were attacking my childhood. I became paranoid they were going to try and kill my service connected rating, my livelihood."

Shupe told the *Star Banner* in Ocala, Florida, where he now lives with his wife, that "the

mental health system just rubber stamps you with gender dysphoria and they don't look at the underlying behavior."

"Educating myself about why I was doing the things I was doing was key to being able to make peace with it and allow me to get back to reality," he said.

Today, Shupe told Breitbart News he attends 12-Step meetings.

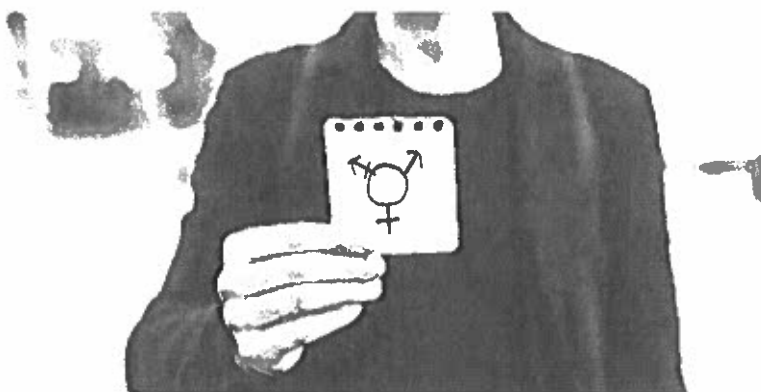


James Shupe (Formerly Jamie Shupe)

NotableDesister

"My case is still being used in non-binary gender lawsuits," he said.

"I want people to know that I don't agree with that anymore. My hope is by making my story public, I can help reverse what I helped unleash." christianheadlines.com/contributors/m...



The Nation's 1st Non-Binary Person Regrets Switch, Legally Cha...

After legally declaring that he was genderless in 2016, the first gender non-binary man in the United States is now wishing he could take it al

30 4 12 PM Jan 7, 2020

See James Shupe (Formerly Jamie Shupe)'s other Tweets

Shupe is going public about his change back to his male birth sex designation and hopes he can "reverse what [he] helped unleash."

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Testimony to the State Board of Education
Re: Proposed Changes to NJAC 6A:10 Educator Effectiveness

Good afternoon, my name is Gabriel Tanglao and I am an Associate Director of Professional Development and Instructional Issues for the New Jersey Education Association (NJEA).

Thank you for the opportunity to testify on behalf of 200,000 NJEA members, who are committed to over 1.3 million students enrolled in our public schools across the state.

We know, based on empirically-supported evidence, that collective voice can be one of the most powerful factors to impact student learning. The research on Collective Teacher Efficacy, according to John Hattie, shows a clear need for "an enhanced role for teachers as they become evaluators of their own teaching." Elevating collective teacher voice can help support district-wide policies and strengthen the fidelity of evaluation systems toward professional growth.

Our first recommendation for revisions to 6A:10 is to reconsider the potential impact of district evaluation advisory committees (DEAC), as a resource to support the consistency of local policies and practices. If DEACs were reinstated with at least one-third representation of teaching staff members, mirroring the requirements in the School Improvement Panel (SciPs), they could be a powerful tool of collaboration. Further, the local majority representative could support these efforts with nominee recommendations.

Our next recommendation is to revise the due date for Corrective Action Plans (CAPs) from October 31st to the original due date of September 15th. This change could help provide districts with greater opportunity for support and growth during a critical time earlier in the school year.

Additionally, in the case where there is a disagreement between an educator and the designated supervisor, there should be a clear appeals process that would involve a higher administrative authority. Currently, the designated supervisor has disproportionate decision-making power that includes final say in student growth objectives, scored observations, and corrective action plans. An appeals process that with a higher administrative authority could help seek a fair resolution.

Our third recommendation is to change the student growth objective (SGO) requirement from "at least 30%" to "at least 15%" creating equity among teachers of both tested and non-tested subjects. Currently, the summative evaluation scores for teachers of non-tested subjects are based on 85% teacher practice. Whereas, teachers of tested subjects have their summative scores based on only 70% teacher practice. We would like to thank Commissioner Repollet and the NJ Department of Education for reducing the percentage of Student Growth Percentiles to 5% in an effort to increase the weight of teacher practice in the summative evaluation scores. We believe this change is simply an unintended consequence that can be easily corrected with this technical change.

Our final recommendation is to strengthen the review process of the professional resources and training provided to administrators who conduct evaluations. Chief school administrators are required to annually certify to the Department that supervisors have completed training and demonstrated competency. By requiring a written report that includes the evidence used to support their determination, we could help support the consistency of evaluations practices.

The philosophical underpinnings of our recommendations are supported by the research. The study recently released by the Rand Corporation on the \$575 million dollar multi-year effort by the Bill & Melinda Gates Foundation aimed at increasing student achievement through teacher-evaluation reform has been insightful. The key findings of "The Intensive Partnership for Effective Teaching" final report revealed that as sites modified personnel policies based on teaching effectiveness measures, there was no evidence of impact on student achievement. Let me repeat that. There was no evidence that making personnel decisions based on measures of teaching effectiveness had an impact on student achievement. These systems analyzed in this study aligned closely with the systems we have with TEACH NJ.

What lies at the heart of this conversation about "educator effectiveness" is a need for systems, policies, practices, and networks of people to support the ongoing learning journey of professional educators, through collaborative practice.

It is our hope that this Board and the Department takes our recommendations into serious consideration to help support educator effectiveness in the best interest of our students, families, and communities. We look forward to continued discussion and collaboration with the Department and this Board moving forward.

Thank you.

6A:10-2.3 District Evaluation Advisory Committee

- (a) Members of the District Evaluation Advisory Committee shall include representation from the following groups chosen by the chief school administrator in consultation with the majority representative: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the chief school administrator, a special education administrator, a parent, and a member of the district board of education[.], and the teaching staff members on the committee shall represent at least one-third of its total membership.
- (b) The chief school administrator may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals. The majority representative shall submit to the chief school administrator teaching staff member nominees for consideration.
- (c) [Beginning in 2018-2019, the District Evaluation Advisory Committees shall no longer be required and district boards of education shall have the discretion to continue the District Evaluation Advisory Committee.]

6A:10-2.4 Evaluation procedures for all teaching staff

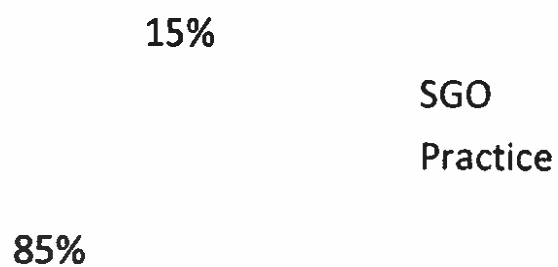
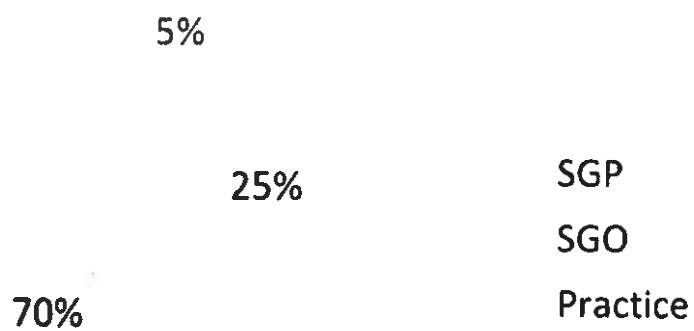
- (a) This section's provisions shall be the minimum requirements for the evaluation of teaching staff members.
- (b) Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the chief school administrator, who shall [may] consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

6A:10-2.5 Corrective action plans for all teaching staff

- (a) For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor. If the teaching staff member does not agree with the corrective action plan's content, the teaching staff member may appeal to the building principal or higher authority administrator to [designated supervisor shall] make the final determination.
- (b) The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by 15 working days from the beginning of the school year [October 31] of the school year following the year of evaluation, except:
 - 1. If the ineffective or partially effective summative evaluation rating is received after 15 working days from the beginning of the school year [October 1] of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within 25 teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

6A:10-3.1 School Improvement Panel membership

- (a) The School Improvement Panel shall include the principal, a vice principal, and a teacher who is chosen in accordance with (b) below by the principal in consultation with the majority representative. If an assistant principal or vice principal is not available to serve on the panel, the principal shall appoint an additional member who is employed in the school district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a and the teacher(s) on the panel represents at least one-third of its total membership.
- (b) The principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:
 - 1. The teacher member shall be a person with a demonstrated record of success in the classroom. Beginning in school year 2015-2016, a demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.
 - 2. The majority representative, in accordance with (a) above, shall [may] submit to the principal teacher member nominees for consideration.
 - 3. The principal shall have final decision-making authority and selected from [is not bound by] the majority representative's list of nominees.

2019-20 Non Tested**2019-20 Tested**

6A:10-4.1 Components of teacher evaluation rubric

- (a) The components of the teacher evaluation rubric described in this section shall apply to teaching staff members holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.
- (b) Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:
 - 1. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and
 - 2. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.
- (c) To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objective(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.
- (d) Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:
 - 1. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least 15 [30] percent and no more than 50 percent of a teacher's evaluation rubric rating as determined by the Department

6A:10-2.2 Duties of district boards of education

- (b) Each district board of education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:
1. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated in the school district for the first time. Training shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
 2. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member;
 3. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year.
 - i. Co-observers shall use the co-observation to promote accuracy and consistency in scoring.
 - ii. A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor; and
 4. Chief school administrators shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics in a written report that includes evidence they used to make that determination.

Citations

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Thanks for allowing me to share my testimony here today & appreciate your time.

I'm a senior IT professional & father of a handful of kids, all attending NJ schools. I want to share my concerns & worries about the implementation of bill S1569 signed the end of January last year. We have been trying to get any information on how this will be implemented, but unfortunately reached nothing. We tried to seek help from our local school district officials and they expressed that they weren't informed about how this will be carried out. I'm deeply concerned as it sounds like it's being prepared behind closed doors without transparency to the parents or the community. Keeping into consideration that the parents are the taxpayers who fund this system. Hence, they will definitely consider that in any future voting. We need to understand what will be imposed on our schools ahead of time. Rumors of the curriculum are deeply concerning. As taxpayers, we shouldn't be taken for granted.

The public education system gives a general idea on topics like main religions to stay as neutral and inclusive as possible towards the different beliefs. I'm very surprised that this system, is now being dragged to promote and even indoctrinate a controversial idea, the presence of more than two genders. This will be completely biased, for example, if that idea will be taught to the kids, would they be learning about the story of Sodom and Gomorrah as well, which has a consensus upon its details by the sacred scriptures followed by 4 billion people, specifically Abrahamic religions. In addition, there is no scientific consensus that the mismatch between gender and sex can be attributed to genes despite the relentless attempts to dig for any scientific evidence for that. Moreover, you are simply dragging kids subtly to inappropriate topics at such a young age. All humans have the freedom to their own beliefs; however, they shouldn't impose it on others.

Enforcing this LGBTQ curriculum into the public schools' system made a very significant portion of parents deeply concerned & worried about sending their kids to public schools. Doing this the public-school system will be less inclusive. More parents will go for private, religious or homeschooling, for those who can't afford it, implicitly weakening the public-school system. That will definitely lower the tolerance for diversity in society, which is exactly the opposite of the declared goal of imposing this curriculum. This could be the seed for the public-school system collapse. Parents disgruntled with educational systems never vote pro budget.

Therefore, seeking parental consent before exposing our kids to the controversial LGBTQ curriculum is a must, and not just have it imposed upon us, just like the medication administration consent for example. The parents should be able to withdraw their kids from the content they deem inappropriate without any negative consequences on their kids, whatsoever. Diffusing an LGBTQ curriculum in subjects like math, science, history & English, will not make an opt-out practically possible for parents. Such topics should not be taught out of the health education curriculum.

Clearly, we shouldn't be shortsighted by very short-term political gains, assuming that promoting LGBTQ will continue to be the winning card in elections. As one Nation Under God, I don't think that our kids should be involved in payback for political electoral bargains. As a One Nation Under God, we should fulfill our obligations towards our kids and the following generations.

Thank You

Amr E.

Confirmation # 

As a parent and resident of New Jersey, I would like to share my thoughts on the new LGBT curriculum that is now mandated to be taught in all public schools in NJ beginning September of 2020. I believe that Governor Murphy has overstepped his boundaries in signing this law into affect. This law clearly violates our constitutional rights of freedom of religion. It is highlighting a lifestyle that conflicts with many faiths, and does not take into account the right of parents to teach matters of faith, sexuality, and lifestyle to their kids the way they see fit. Every parent has the God-given right and duty for their own child's care—with relatively few exceptions, children are entrusted to their parents, NOT the state. This was not put up for a referendum because Governor Murphy and the LGBT lobbyists knew very well that it wouldn't have gotten through if parents had a say. This move only increases the negative sentiment and distrust that exists between private citizens and the New Jersey public schools.

From a fiduciary standpoint, it is an injustice that our hard-earned money, that is entrusted to our government of New Jersey in the form of taxes, high taxes might I add, is being used to teach our children different ways that people choose to have sex, particularly, acts that go against many of our religious beliefs. Schools have a duty to educate our children, not unnecessarily sexualize them and strip them of their innocence in the name of tolerance. No one here is suggesting that anyone at all be bullied. I believe it's safe to say that most everyone believes in tolerance and respect. However, there is a line that is being crossed here that is intolerant of OUR religious viewpoints and OUR God-given right to pass on our faith to our children. Indoctrination is a completely different ballgame than tolerance. The government does not have the right to indoctrinate my child regarding what they believe are acceptable sexual lifestyles. For example, most parents would raise their children in a way that affirms their God-given gender, the same way that they would foster pride in their God-given race if a child was struggling with the race they were born with. It would be the parents' job to affirm that their child is beautiful with the color of skin they were born with, the texture of their hair, their eye color—why on earth would they not do the same with the gender their child was born with.

In any case, I am not here to argue the science behind gender dysphoria. I am here to speak out against this trampling on of our

rights as parents and tax-paying residents of NJ. This is America. My father came to this country for religious liberty. Now, we are learning that our children will be forced to learn things that not only deny the faith we practice in our homes, but things that will also strip them of their innocence way before they are adult enough to process this type of information and come to conclusions on their own. This is not freedom, and we will not stand for it!

Educating our youth is a tough job. Therefore, it should be a shared responsibility between school and home.

I am thankful for all the hard work my kids' educators deploy for their success.

As a Muslim mom, I teach my kids about Islamic practices values, rules and how to be a good image of Islam. I teach them to accept and respect others, have a great heart and compassion for all mankind as our beloved Prophet (Peace and Blessings be upon him) taught us :

" Love for your brother what you love for yourself "

Brother here is not just for Muslims, but your brother in humanity. This is a high level of spirituality and selflessness the true believer should seek.

Some of the practices accepted in our society are not permissible in Islam. It is forbidden in Islam to have pre-marital sexual relationships. Also, it is forbidden to have a homosexual relationship.

I don't interfere with anybody's choice regarding their identity or their orientation; meanwhile, I reserve my right to practice my faith and shield my kids from any disturbing information that contradicts with their faith.

The new legislation requires public schools to teach about the contributions and accomplishments of the LGBTQ community and those with disabilities. I don't see it inclusive at all as it will alienate other minorities.

If we want to include their accomplishments and attributions why mention their orientation; it has nothing to do with their identify. The same goes with people of disabilities. Their disability did not hold them back from achieving their goals. I see even mentioning their disability is bullying and discrimination.

According to a report by GSLEN, a national LGBTQ student advocacy organization, the inclusive lessons have been linked to reduced absenteeism of LGBTQ kids. On the other hand, you will find other kids skipping school feeling awkward and unease attending such lessons that are offending their beliefs.

I think our teens face a lot of challenges and experience difficulties whether academically, socially or emotionally and I don't think this curriculum is the answer. It will create greater confusions and misconceptions hard for them to handle at this critical age.

As a paraprofessional in a public school, we take bullying seriously. Many programs, assemblies and incentives to fight bullying and spread kindness; yet still this problem is a great issue nationwide.

In schools we can't discuss political views as schools are not the place for that. We are very mindful about religious celebrations such as Christmas which is now called "winter party" and other celebrations such as Halloween in conscious of other kids who don't celebrate it to the extent that alternative activities are prepared for those kids.

In schools, you need parents consent for nature walks, field trips, make your kid pet an animal - even if they have no allergies- or even administering Ibuprofen.

Therefore I ask for the right to opt-out from the new curriculum. I strongly believe parents know best when and how to introduce such information to their kids.

Thank you,

Rehab Dahy



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Testimony Before the New Jersey State Board of Education

Wednesday, January 8, 2020

By Joseph Meloche, EdD, Superintendent, Cherry Hill Public School District

Mrs. Goldenberg and members of the State Board of Education, colleagues, and community members, my name is Joseph Meloche; I am honored to be the superintendent of the Cherry Hill Public School District in Camden County. Thank you to the members of the State Board of Education for allowing me time to make this statement today. I am grateful for this time to talk about unsung heroes in our educational system, folks who are true difference makers in the education of our children, one of the most important facets of our educational system, school library media specialists. School library media specialists are absolutely essential staff with the training, expertise, and New Jersey Department of Education certification, who have knowledge of effective teaching methods, child development and the ability to collaborate with classroom teachers to ensure that students meet NJ Student Learning Standards as well as individual school curricular goals. As the Department of Education promotes the key value of providing equity to students in New Jersey, school librarians are powerful partners to school districts in providing equitable experiences for all students through collaboration, instruction, open doors to access resources, as well as the actual physical hub of the library as the center of the school. Additionally, they work to provide an environment in the school library that meets students' educational needs as well their social and emotional learning needs.

In Cherry Hill, our libraries are vital to the success of our district. The libraries that we have in each one of our eighteen schools, which are staffed by a total of twenty amazingly talented, diverse, enthusiastic, and incredibly knowledgeable school librarians, are central to our ability to provide a thorough education to our students. The Cherry Hill School District is a wonderfully diverse tapestry of families of so many different cultural, familial, and religious backgrounds and economic means. Among our 11,000 children, more than 70 languages are spoken at home, more than 2,500 children are bilingual, 18% have an IEP, and in our six Title I schools, nearly 1 in 3 children are on Free or Reduced Lunch. The children whom we educate have varied backgrounds, come from diverse homes and many have developmental challenges that require specialized instruction and an adaptation of the process and approach for accessing the curricula. How we approach the education of all of our children, including those who have been identified as not typically developing, those who come to us with untold challenges and trauma in their lives, and those who are brand new to our community is a direct reflection upon our community and our educational system – at the local level and at the state level. While the physical structure of our facilities may not look dramatically different from when the newest school was opened in 1970, what goes on inside our walls, especially within our libraries has been revolutionized to meet children's needs.

Here are some examples of the work in which our school library media specialists have been engaged:

- We just revamped our Talented and Gifted curriculum at the elementary level, which is instructed by the school library media specialist.
- Our school library media specialists are teaming with the district's literacy specialists on literacy strategies with a "One Book, One Team" book study on: "Game Changer: Book Access for All Kids"

- We took our school library media specialists on a bus tour of every library in the district, so that they could share ideas, share successes, share challenges, and share inspiration.
- We have refined our database offerings and trained the school library media specialists with database-specific professional development.
- As a district, we are revamping the middle-level information literacy research projects, and the school library media specialists are taking the lead!
- We have school library media specialists as a part of all of our content area curriculum committees.
- School librarians serve an essential role in collaboration and working to help students reach their full potential:
 - Supporting ways to increase reading comprehension
 - Supporting teachers in meeting district curricular objectives.
 - Leading and supporting technology integration, they are instructional leaders who have introduced cutting-edge technologies and practices into their schools: coding, robotics, 3D printing, gamification, etc
 - Providing intellectual and physical access to materials in all formats.
- Trained in collection development to provide current and diverse collections of print and digital materials that address a range of ability levels
- School library media specialists create inclusive spaces that are safe for all students and provide materials and activities to support social and emotional learning.

So, as I am sure you can understand, school libraries are incredibly important to me because of the impact the school library media specialists have on children – how they embrace the capability of going beyond just leveling the field of opportunity for children and actually create situations when those who need more truly receive more. I ask of you, the New Jersey State Board of Education, to strengthen the administrative code and QSAC guidelines related to school library services so that ALL students have the opportunity for equitable experiences that are provided in school districts like Cherry Hill, where our libraries are fully staffed:

- Not all students are as lucky as my students and staff in the Cherry Hill School District to have access to full-time certified school library media specialists.

- The New Jersey Association of School Librarians and the New Jersey Library Association are concerned about the decline in the number of certified school library media specialists and have created a task force to look for ways to stop the decline. This task force is currently engaged in promoting legislation related to creating a separate information literacy curriculum and requiring a certain ratio of school library media specialists to students.
- The NJASL/NJLA Task Force is concerned with the fact that not all students are receiving the equitable access and equity opportunities to experience the life impacting benefits of having a school library media specialist.
- Academic and public librarians are seeing the results of the decline in school library media specialists as too many students are progressing through their K-12 educational experiences without developing the ability to navigate through a library to locate information and not having the ability to do college-level research.
- Parents are concerned about their children not having access to school library resources.
- It is within the purview of the State Board of Education to review and to strengthen the administrative code and QSAC regulations to require school library services for ALL students.

As a state, we must continue to be leaders in educating our children. School library media specialists are truly difference makers for the children of our state.

Esteemed members of the New Jersey State Board of Education, this critically important equity work has a home in our libraries.

Thank you for all of time that you volunteer on behalf of New Jersey's children.

Joseph N. Meloche, Ed.D.

Joseph N. Meloche, Ed.D.

January 8, 2020

Date

Good Afternoon School Board Members

Hello My name is Adaia Ingram and I am a Parent Advocate Leader working with Parents for Great Camden Schools. Back in decemember emergency aide was given to many other districts except camden. Having the deficit taken place means that camden schools are not being considered for any money which would put a strain on many schools. My main concern is that transportation will be taken away from those students and parents who depend on the Commission Bus transportation. No transportation, poor attendance in schools, poor attendance in schools will result in students not being able to go to the school of their choice. My question to the school board is What is the plan for our children's education if the deficit isn't fixed? When are we getting the money that was promised? Will the commissioner update the families?

Adaia Ingram

Adaia@greatcamdenschools.org



(12)

Testimony to NJ Board of Education – January 8, 2020 Re: Newark School Facilities

My name is Deborah Smith Gregory, and I serve as the president of the Newark NAACP. I am also the chairperson for the Alliance for Newark Public schools which is a coalition of organizations whose focus is education.

I come to speak to you regarding the facilities of the Traditional Newark Public Schools.

Newark Schools are now headed to full local control and while we do not have full local control, we are very close. After 20 plus years of state takeover, the school district has been given back to the community. During the state's reign, the School Design Authority was put in place. The promise was to build new schools in New Jersey. Newark was at the top of the list as many of our schools were built prior to the 1900's and the schools were in disrepair based on age.

During the tenure of State Superintendent Bolden, numerous schools that had been on the drawing board for years began to be built. But the reign of Superintendent Anderson, saw all building and improvements come to a grinding halt. Based on her pro charter stance, her administration did not even apply for available money to repair and restore our older buildings. Under Superintendent Cerf, a couple of buildings that had been on the drawing board for many years, were put online.

With millions of dollars being turned over to charter schools as per the state policy, and support by a pro charter administration under Anderson and Cerf, the facilities of Newark schools have been severely neglected since 2011. Millions of dollars have been spent to hire consultants to provide questionable services while the school budgets for custodial services and improvements from minor to major decimated.

There are long standing safety issues that need correction, but more and more dollars have been diverted to pay charter districts. While the charter districts have been able to raise money for new schools and major renovations to existing ones, there is a stark discrepancy of the facilities used by children of traditional public schools and the children of charter schools. And no matter what anyone says, yes, they are all our children but this tale of two cities is adversely affecting the majority of students in Newark.

The NAACP has issued a national resolution calling for a moratorium on charter school expansion while urging greater accountability of the existing schools.

Clearly, the state board of education and the commissioner have not seen the urgency to create new policies that requires greater accountability of the charter schools.

When Newark Superintendent Leon, recently called for the closure of four charter schools that have demonstrated low performance, he was attacked by the charter community as being anti-charter school.

We need our dollars that are supporting low performance charter schools to come back to the district so we may better service Newark children in safe and healthy environments.

With 64 traditional public schools that serves 36,197 students, the Newark Board of Education is still the largest server for Newark school children. In addition, the Newark district serves more African American and Latino students than any other district in the state and has more low-income families with 71% of children receiving free lunch. The district also services the largest special needs and English Limited Proficiency students.

Examples abound. There is an elementary school in Newark, Avon Ave. that is in desperate need of renovations. The food is brought in by a vendor and the idea is to warm the food before serving the children. The warmers are not properly functioning and when the request was made for a new stove to heat the food, the school was told they needed a new kitchen. This is the same school that had a championship basketball team without a gym. The school is over 100 years old. But where are the dollars?

In another instance, West Side High School which has been applauded for the work of Principal Cook by Oprah and Ellen has major water issues in the building that need to be addressed. A new facility for West Side High School has been on the drawing board for at least 10 years and the land taken under eminent domain lies dormant.

Newark children in our public schools deserve safe, healthy facilities. Newark has not gotten a third of the \$30 million dollars promised and every one of our schools stand in need of critical repairs and improvements.

In this year's budget, the state has committed less than four million of the \$37 million requested by our superintendent. This is disgraceful especially since the state was in control of our district until a year ago.

The Alliance for Newark Public Schools of which Newark NAACP is a member, has a goal of working for equity and quality in all of our public schools, including rigorous and culturally responsive instruction, a positive school climate and culture in safe and healthy facilities.

We will accept no less for the 36,197 school children on roll in the Newark traditional Public Schools district.

The NJ Board of Education and the commissioner of Education have a role to play in the accountability of charter schools and effective oversight of the SDA.

We are advocates for Newark children and the issues raised will not be dismissed. We are committed to the rights of the children of Newark to receive the facilities and education they need and deserve.

(13)

Good afternoon, honorable members of the Board of Education. My name is Mina Diksies. I am a father of two children, ■■■ and ■■■ graders in the public school system. I am compelled to appear before you today because of them.

I am a Coptic Orthodox Christian and actively practice my faith. My faith informs my beliefs in every aspect of my life, including how I raise my children and what I teach them about sexual morality. I believe the education of our children in sexual morality is the unassailably sacred, exclusive and private domain of parents. It is a domain upon which government on any level, has no right to encroach.

And yet, our elected officials have seen fit to pass legislation that will subject our children to LGBTQ themed instruction without consulting parents and without putting the issue before the public in a referendum. I have serious concerns and vehemently oppose the lack of an opt out provision for parents who do not wish to expose their children to the LGBTQ curriculum.

I don't think any member of the board would disagree with the statement that public schools should be inclusive to all students. However, as a Christian, the lack of an opt out provision makes me feel as though there is no room for my family's beliefs in the public school system. My beliefs are not the beliefs of some radical fringe cult. These are the traditional Judeo-Christian values that have existed for millennia, the values that birthed this very nation and our great state.

Free will is a God-given gift. I am not here today to ask for it to be taken away from anyone, only that it not be taken away from my family and me. Whatever LGBTQ individuals choose to do with their own lives according to their own beliefs is up to them. However, I should not have to endorse another group's choices with which I disagree. My children should not be subjected to propaganda and indoctrinated in LGBTQ ideology against my will.

You might say to me, no one is asking me to endorse anything LGBTQ-related. You might say, there is no propaganda or indoctrination in the curriculum. I would answer quite simply and with respect that you are wrong. As a parent, I am the gatekeeper for my children. They know that if I have allowed them to participate in a certain activity or watch a particular movie, I have made a determination that it is appropriate for them. In the same manner, if I allow my children to be exposed to LGBTQ topics in school, I have endorsed LGBTQ life choices.

When the state, with all of its legal weight, bureaucratic might and limitless financial resources, puts forth requirements for its curriculum to contain LGBTQ topics to be taught in schools,

when teachers' assignments and tests contain LGBTQ-themed readings and questions on which students will be graded,

when students process the content taught in class and hold it to be the truth because it comes from an authority figure,

when there is power differential that exists between student and teacher,

when there is no room for discussion or disagreement,

when only one perspective is considered, that is indoctrination.

In preparing for my testimony today, I browsed the website of the organization that lobbied for the curriculum. It seems that much of their concern is over bullying and harassment of LGBTQ students. As a father and as one who was subjected to bullying during my school years, my heart breaks for any child that has been bullied. As a parent, I agree we should do everything we can as adults to prevent bullying of any child. However, lessons on character, decency and respect for our fellow human beings are most effective when taught within the setting of the family. Sitting at my kitchen table with my children, I am more effective than a teacher standing behind a podium. It is not the state's responsibility to teach our children to be good, decent people. As agents of the state, the same applies to teachers. It is my wife's and my prime duty to shape our children into honorable people. For this reason, I believe curricula such as the one being implemented will not be effective in curbing bullying or harassment. A more effective use of resources would be to partner with local groups like houses of worship, community groups and boys and girl scouts to foster increased parental involvement in children's lives and reinforce the need to treat all people with respect.

Some of you may be tempted to cast aside my testimony today as that of one who lacks tolerance. And you would be right. I do not believe in tolerance. As a Christian, I am called to live by a higher standard, love. Love for God and for my neighbors. That love is without qualification and includes my fellow human beings who are LGBTQ. I believe they are no less God's children than I am His child. Please do not dismiss my testimony simply because it does not align with what appears to be the prevailing cultural viewpoint. For everyone who offered testimony similar to mine, there are many more who feel the same way. Thank you for time today.

(14)

Public Open Testimony-State Board Meeting
Department of Education

January 8, 2020

My name is Ashley Abdelmalak. I am the mother of two young girls and I have also been an elementary school teacher for 16 years. Like many Americans I have a diverse background. I am Coptic Orthodox Christian. I would like to pass that legacy on to my children, which is the right of All American citizens and residents.

I am here today to talk to you about the LGBTQ Curriculum and why it is not appropriate for our children.

The LGBTQ advocates have transitioned from a group seeking validation and equal rights to a group promoting an agenda to normalize their lifestyle. What better place than the school system to open young fresh minds to any ideology that one wants to spread. The problem with that, is that it is not education.

Allow me to explain. Regarding the addition of the LGBTQ community's contributions to society in History lessons, if someone truly contributed to society why is it important to mention their sexuality? Do we put our sexuality on our resume? How is it relevant? Well the purpose of this is obviously to normalize the lifestyle and not about their contribution to society. Is that education? No, its propaganda and has no place in the school system. If their contributions are noteworthy, it's fine to mention the contribution. But their sexuality does not need to be mentioned. It is completely irrelevant. Not everything is about sex.

What is necessary is to continue to teach children that people are different and to respect everyone regardless of the differences. If I respect someone, I don't have to agree with them. I don't have to say that something is normal to be respectful.

The addition of these topics to the Health Curriculum will make some teachers and students uncomfortable. If someone is a vegetarian, would it be prudent or socially acceptable to force that person to listen to how animals are killed to be eaten. It would be even more disrespectful to that person to force them to see graphic images of animals being killed. So what about our students who's religion says this is not an acceptable lifestyle. Is it prudent for them to listen to details about LGBTQ sex or see graphic images? Is it acceptable to make our students and teachers uncomfortable? Are our religious views no longer acceptable? No, of course not, we have the right to religious freedom and all that it entails. We have the right to a public education free of propaganda.

New Jersey's Educational system is one of the best in the nation. People move here because of that, myself included. Will the addition of these topics improve the quality of Education for our students? Or will it make our classrooms less diverse? If this curriculum is implemented, I predict a mass exodus of the Conservative Christian and Muslim students into private schools. Others will move out of state. Still others will campaign to apply their tax dollars to fund their private education. This will make our classrooms less diverse.

When a symphony is played, no instrument should out sound the other. Life is like a symphony. Even though some voices are louder than others, we all should have a voice, even conservatives. We all matter and have a right to our own opinion and religious views even in the classroom. Please don't allow the flutes to be silenced. Please allow us to pass our values onto our children and do not add the LGBTQ ideas to the Health, History or any other part of the curriculum.

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Hello, my name is Jasmine Morrison and I am a parent activist and proud public charter school parent from Newark. I'm here today because I want to share with you an op-ed I recently wrote that was published in The Hechinger Report about how Democratic candidates, and all our elected leaders, must learn more about the public charter schools that have been a 'game changer' for many families in Newark where I'm from.

As a parent of two public charter school students in Newark, New Jersey, I'm disappointed that so many of the presidential candidates, and other elected officials, have used charter schools as a punching bag over the past several months. It pains me to know they have such a fundamentally flawed understanding of how parent choice has been a lifeline for so many families.

Newark has changed a lot since I was a kid growing up in the Brick City. When I was young, my parents had to worry about my safety walking to and from school. Many of my peers in high school ended up pregnant or in the justice system, and teachers seemed convinced that all of us would end up in some form of trouble. My parents - who, by the way, were not Catholic - ended up transferring me to a local Catholic school because they wanted something better for me.

Circumstances brought me back to Newark to raise my sons, [REDACTED] and [REDACTED]. While a lot of things have improved since I was a kid, Newark still has far too few quality public schools. I was concerned about what kind of future my sons would have if they ended up at one of our neighborhood public schools.

Fortunately, public charter schools - which weren't an option for my parents when I was growing up - have been a game-changer for Newark families. My sons attend [REDACTED] and we've experienced this firsthand.

When [REDACTED] started at [REDACTED], I noticed the difference in their approach to academics immediately. He was required to read every night and he had homework every day of the week - but it wasn't busywork. North Star focused on building his

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Maria Lorenz

Good Afternoon Members of the State Board of Education:

My name is Maria Lorenz and I am from Elizabeth, NJ and a mom to 2 special needs boys. I came here to shed some light on the Elizabeth Public Schools.

First I want to present you with some background:

- 1) In Elizabeth we have 9 Board members
 - a. Our board is very political and supported financially through councilmen, the mayor and Union County democratic party. Non partisan school board races are dead. Politics control our school board.
- 2) Board members are ethically conflicted. They either work for the city or county and some have utilized our schools as an employment agency to hire family and friends
- 3) 3 board members were found guilty of an ethics violation for creating a position and voting to hire a city councilman. This councilman is ~~their employer and supervisor within City Hall~~. OAL Docket EEC13553-16 SEC Dkt No C10-16 <https://state.nj.us/education/legal/ethics/2017/C1016C11-16.pdf>

I find this disturbing because it shows how influential special interest and partisan politics control the Board of Ed.

I also wanted to make you aware of the multiple civil rights violations and denials of FAPE in the district. I recently was forced to file a complaint for my child, with a rare heart condition, when it came to light that his gym instructor had him running suicide drills, putting him at imminent risk of sudden death, or a serious heart attack. When I questioned the case manager and pressed her for answers she referred me to the school attorney and director of special services. The gym teacher had not read the IEP. I wonder, of the nearly four thousand children classified, how many teachers and staff don't have access to their iep's?

Some quick statistics regarding special needs:

- 1) The state overall classification rate averages is 17%
- 2) Comparing Elizabeth to similar urban districts:
 - #1 Jersey City has 4,038 SPED children and 13.8% classification rate
 - #2 Paterson with 3,901 SPED kids and 14.1% classification
 - #3 Elizabeth with 3,668 SPED and 12.78% classification rate.When compared to Jersey City, Elizabeth has 370 fewer classified students and 1070 more Gen Ed kids.
- 3) Exit data on SPED kids: 64 students, as of 2018, either moved or dropped out VS the 93 that graduated with a diploma. This data shows that 41% of these children are either pushed out or failed.

A non-exhaustive list of challenges faced in Elizabeth:

- Non-compliance with Child Find. The child study teams can and do say they don't suspect a disability and the child does not warrant an evaluation. This child will never be classified, and thus, won't get support. Parental input, required by state statute and IDEA, is not considered in identification. If children are not thoroughly evaluated, of course you can't identify their disabilities. This is one reason for the low rate of classification in Elizabeth

Maria Lorenz

- Our schools are using I&RS as a method to evade Child Find. Many of our students sit in these response to interventions for years before the district is willing to consider even a 504.
- Our teachers are not properly given the supports they need in order to do their jobs effectively. If you recall the story, Emily Montero that made international headlines. She was bit 6 times on her first day of school. I do not blame the teacher I blame the administrators for not providing the teacher the resource she needed, like either students' personal assistants.
- The attorney in our district shows up to IEP and I&RS meetings completely disregarding OSEP guidance in the Letter to Clinton (2001). Parents who bring a support person, like a family member or friend, find the district labels these non-experts as advocates, giving an excuse for the attorney to be present. This intimidates parents and appears to be retaliatory towards parents who want support. It's also a waste and abuse of federal and state funds.
- Only recently did we gain the mandated Restraint and Seclusion policy. We've been waiting years. They enacted it without any parental input, despite a Special Education PTA and a SEPAC.

We have brought this to the attention of the Union County Superintendent Daryl Palmieri who has been very reluctant to meet with us.

At a state level I had the misfortune of seeking support and clarification from an employee within special services division. My question was addressed to the state only. Upon response, the state included the Director of Special Services, which only made my relationship with the district even more contentious.

I am asking this Board to open an audit and investigate Elizabeth Public Schools. Our children already struggle. They shouldn't have to suffer the repeated violations and egregious behavior of the Superintendent -- Olga Hugelmeyer-- and her administration. If you need more data before you act, I urge you to look to the state's own data on due process and mediations filed, and also at the Office of Civil Rights complaints at the federal level. We need help.

Public Testimony for the NJ State Board of Education – Jan 8 2020 – Civic Engagement

I am Sara Joslin, a member of United Methodist Woman and co-Vice President of Church Women United, both of which advocate on behalf of women, children and youth. I am here today to testify on the importance of civic engagement and advocacy by students in school and the community. Testimony today is an example of civic engagement in the community and public input to the NJ State Board of Education. It is unfortunate that since May 2019 the NJ State Board of Education is no longer publishing the public testimony on their website. This decision effectively limits public discourse since most individuals will not submit an OPRA request. I testified at the September 4, 2019 "open topic" session so I heard the public testimony as presented in one room, but not in the second room. I submitted my OPRA request on Dec 19th for the September 2019 public testimony but have not as yet received a response.

Church Women United is a racially, culturally, and theologically inclusive ecumenical Christian women's movement. The focus of our Fall 2019 meeting held in Newark NJ was "Quality Equitable Education for Every Child" which is our national human rights priority. NJ is a diverse state in culture, ethnicity, religion, and race. Character Education is the learning process which enables children and adults to understand, care about, and act upon core ethical values as an individual, in relationships, and in society. These values which are taught from the earliest age include respect, citizenship, integrity, fairness, responsibility, courage, perseverance, and kindness. Children learn what they live from parents, teachers, friends and the community. School must provide a safe learning environment for all students to receive a "thorough and efficient" quality equitable education that will enable them to develop into happy productive members of the community. Bullying is never an acceptable behavior: Little bullies grow up to be big bullies.

Student experiences in critical thinking, civic engagement, advocacy and community involvement are important learning opportunities to broaden perspectives and engage in our democratic and global society. Student global leaders such as climate activist Greta Thurnberg and education for girls activist Malala Yousafzai are recognized as contemporary role models. NJ students have debated, written emails, signed petitions, spoke out, marched, joined together in response to issues such as the need for clean drinking water and safe schools, or against racism, hate crimes, or gun violence. They have supported nonprofits with their volunteer time and identified projects in their own community, such as the Chowhounds collection of pet food and organizing a free veterinary clinic. Some chose to help with community cleanup or disaster recovery, to collect food or books, or to make a commitment through Americorp etc. Others were present in the moment, such as to comfort a crying child, share with another, or help someone in need. These acts of civic engagement – large and small - change the world.

It is now 2020. NJ Women Vote. (And we hope that the men do also !) Women organized and advocated with persistence for the right to vote in NJ and across the US. The women in Vineland voted in 1868, the first Presidential election after the Civil War. The men would not accept their votes in the ballot box. Undeterred the women made their own ballot box and voted, The votes were separately counted, recorded and published. Newspaper articles reporting the Vineland women's voting results were included in a scrapbook kept by Carrie Chapman Catt who later founded the League of Women Voters. Civil discourse, civic

NJ Department of Education Meeting
January 8, 2020
Written Testimony - Team AquaLeaders
Patricia Naples - Facilitator

[REDACTED]
Galloway, NJ 08205
[REDACTED]

Hello my name is [REDACTED] and I am [REDACTED]. We are students from [REDACTED] in Galloway, NJ. We are here to share our findings about water quality in NJ schools with you.

Water is essential for life. For years the citizens of our country have believed that the water in their homes, schools, and communities is safe for consumption.

In April, 2014 the quality of our Nation's drinking water was called into question as a result of the ongoing water crisis in Flint, Michigan. Not as widely reported was the fact that 11 cities and 2 counties of New Jersey have poorer water quality than Flint. Some of these cities have been aware of the contaminants, specifically lead, in their drinking water since the early 2000s.

Lead rarely occurs naturally in water. Aging infrastructure, lead pipes and lead solder, lead containing water fountains, faucets, and the fact that water may sit in pipes for extended periods of time allows the lead to leach into the water. These increased lead levels in drinking water may lead to higher lead levels in people's blood.

Even low level exposure to lead may have a negative impact on a child's development affecting behavior, attention, bone growth, and decreased IQ.

School buildings in the United States are in use 8-10 hours a day. However, they are not in use at night, over the weekend, or during holiday breaks. School drinking water may be a source of lead exposure for young children. Children, as young as 3 years old, are spending a majority of their day time hours at school, increasing their chances of lead exposure.

In 2016, New Jersey mandated testing, every six years, of all drinking water outlets in all public schools. The State regulations only require districts to report water quality test results to the NJDOE and parents if positive tests results are at or above the EPA actionable level of 15 ppb. However, there is no policy mandating water testing in private or Christian schools.

Our team was interested in conducting an investigation of the water quality in NJ schools to determine:

- ❖ If there is a relationship between Socioeconomic factors of a school district and the quality of their water.
- ❖ If the quality of water in private schools is comparable to the quality of water in public schools in the same area.
- ❖ If there is a simple and inexpensive method for students to test the water they are drinking.
- ❖ Ways to educate our community, especially new parents and parents of young children, about the developmental and long term effects of lead exposure on our bodies.

Collecting data on the number of positive lead results and lead levels in NJ School districts' drinking water proved to be a challenging task. The NJ DOE does not maintain a central database; nor do they require school districts to report results unless they are above the actionable level of 15 ppb. NJ Futures in Trenton provided us with the data that they had on lead in NJ Public Schools' drinking water. This data was incomplete, requiring us to search each school's website. While searching websites we found that : posting results of water testing is not consistent among school districts, a number of schools have not posted their results, and there is not a designated place to post results.

We have provided you with copies of our data analysis, located at the end of our report. The Graphical Results and Statistical Analysis of the data indicates that there is a relationship between a school district's District Factor Group and Ethnic Diversity and the presence of lead in a School District's drinking water.

Although we appreciate the announcement, in October, by Governor Murphy to implement the Jersey Water Works Task Force's recommendations over the next ten years, we are concerned about the impact of exposure to lead on New Jersey's children now.

We would like to submit the following recommendations:

- The actionable level of lead should be much lower than the EPA's recommendation of 15 ppb. (Bottled water can have no more than 5 ppb) Ideally, it should be 0 ppb
- Water in all schools should be tested yearly.
- All schools should be required to post water quality test results, even if they do not meet or exceed the "actionable level".
- Results should be collected and maintained in a central location that is easily accessible to NJ citizens.
- All School Districts should be required to report water test results to parents yearly.
- Any water outlet in a school used for drinking water or cooking should be filtered, using an approved filter for the removal of lead and other contaminants.

Minority Quartile	Percent of Districts with Lead Readings over 15
Q1	19
Q2	25
Q3	25
Q4	46

	Chi-Square	DF	P-Value
Pearson	68.172	7	0.000

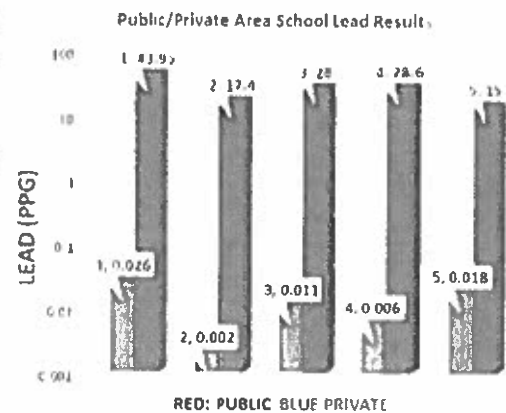
Based on the Chi-Square test () it can be shown with almost certainty that a school district's relative

Specifically, school districts located in lower socioeconomic areas have a statistically significant higher number of positive lead readings.

School Districts with the lowest socioeconomic status (A, B) have observed lead readings that are much higher than expected. For example, about 71 "A" districts would be expected to have lead levels above the standard and the data shows 25.

	43.9		0.026
	17.4		0.002
	28.0		0.011
	28.6		0.006
	15.0		0.018

The method detection limit is 0.001 ppb



	Minority Quartiles			
	Q1	Q2	Q3	Q4
No	107 94.93	100 94.93	100 94.93	72 94.93
Yes	25 37.79	33 38.07	33 38.07	61 38.07

Note: Quartile 4: the school districts with the largest percent of minorities show that there are 61 districts with lead in excess of the EPA limit of 15. If there was no relationship between the factors only 38 districts would be expected.

Chi-Square Test

	Chi-Square	DF	P-Value
Pearson	27.301	3	0.000

Based on the Chi-Square () test it can be shown with almost certainty that the

Specifically, school districts in the upper quartile – highest minority percentage have significantly higher number of positive lead test readings.

State Board of Education Testimony

January 8, 2020

By James F. Whitt

Address: [REDACTED] Alloway, NJ 08001

Email Address: [REDACTED]

Phone: [REDACTED]

Good Afternoon my name is Jim Whitt, a concerned citizen from Alloway Township, Salem County, NJ and the grandfather of seven. Four of whom live in New Jersey, and three are currently attending New Jersey public schools, grades sixth, eighth and tenth. Thank you for hearing my testimony today regarding chapter 35 of Title 18A of the New Jersey Statutes.

This statute as I understand it requires instruction of the political, economical, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people to middle and high school students as part of the New Jersey learning standards. My understanding is that the curriculum for implementation will be integrated within most of the subjects taught.

For over 50 years most of my career involved working with youth from various backgrounds and needs in a variety of settings. I have served as a pastor, teacher and administrative social worker, holding both a Bachelor of Arts in Theology and a Master's of Science in Social Work. I come from a township and county for the most part that are conservative and have grave concerns about this curriculum being taught to our young people in an integrated system within each subject and what impact this will have on our youth. The reason I am here today is my concern with the interference of the First Amendment rights afforded myself and others by the United States Constitution with direct reference to "Freedom of Religion" and to express concerns of the effect of this law and the planned implementation of this law on our youth. This law and its planned implementation usurps our rights as parents and guardians to raise our children in the ways of the Bible and puts many of our children themselves in conflict with their own beliefs and their familial beliefs. Implementation of this law while attempting to resolve conflicts for some may in fact create more conflict for many more youth and their families. When parents are removed from life changing events in a child's life and/or set in direct conflict with them, the result I are a heightened level of conflict and stress and the dissolution of a key support system in his or her life. The method being employed by the educational system is simply a form of indoctrination of the LGBT beliefs. The emphasis on LGBT issues is an attempt to impose a belief system of a few on the majority. I believe the resulting effects and consequences on our youth will have a long lasting and serious negative emotional, physical, spiritual and social impact. What's next? Did we not go from teaching sex education to handing out birth control implements and helping students secure abortions without parental permission?

My specific concerns are:

1. It is the parent's right and responsibility to raise their children and to help them decide their religious beliefs not the school.
2. The way the planned integrated curriculum is alleged to be implemented completely negates a parent's or the student's freedom of choice. All students and parents should be given a voice!
3. This integrated curriculum has nothing to do with teaching the basics of science, math reading, and other academics necessary to enter and succeed in college and successfully obtain a degree .
4. It is incompatible and in direct conflict with traditional Judeo Christian principles and values as well as those of other religions. We have the right to freedom of religion. Again it's not the right of the school to impose conflicting religious views and hold the student academic accountable to those views.
5. The implementation of this law is usurping the God given responsibility of parents and guardians. Are they not also held responsible by the state for a student's unacceptable behaviors?
6. The implementation of this law will affect our youth in a negative and adverse way.
7. Many parents, guardians, school boards, superintendents, principals, teachers, and concerned citizens are not aware of this law, its content and the proposed implementation, and that it is to be implemented by September 2020 without knowledge review or consent.

This will result in confusion, missteps, and misunderstandings as more and more concerned people become aware and perhaps not until after it has been implemented.

These chaotic conditions set the stage for a greater deal of harm and confusion for all the students.

My strong recommendation is that the September 2020 implementation date be postponed and that public hearings take place in each county so that all concerned residents of New Jersey have an opportunity to hear plans about the implementation and procedures for doing so. This allows concerned residents to be fully informed and you the State Board and local school boards and school staff at all levels to have an opportunity to hear from all interested residents about views they have about this law and its implementation. Give us all a voice!

In closing I'd like to share a conversation with my 15 year old granddaughter regarding this issue. This young woman is a very compassionate individual; and while straight, has compassion and concern for members of the LGBT community and how they are treated. When I told her about this law her response was (and I paraphrase) Grandpa, I don't want to study that stuff, I just want to take classes I need to get into college. IM NOT TAKING THOSE CLASSES! When we informed her that as the curriculum is being mandated that she would have no choice, she began to stress and relayed how this was going to make school even more stressful. She also talked about how her friends who were LGBT members were going to be worst off and subject to more ridicule if the curriculum was implemented.

I simply ask that you listen to the voice of one of those students whom your decisions will impact as I am sure there are many more like her, and carefully weigh the consequence of your decisions and their impact on all our youth. School is tough enough! Deal with issues surrounding LGBT students without imposing their lifestyle on others. This is not conflict resolution but conflict creation!

Thank you for your time and hearing my concerns.