NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

Meeting Date:	**Friday, April 2, 2021 9:00 AM**
Meeting Title:	**State Board of Education Meeting Notification and Agenda**
Location:	**Courtyard Lincoln Downtown Haymarket, Scarlet Meeting Room 808 R Street Lincoln, NE 68508**
Web Streaming:	**Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/**
Agenda:	**Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website.** **The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.**
Interpreter:	**If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.**
Website:	**An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html**
Lunch:	**On Friday, April 2, 2021, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.**

1. CALL TO ORDER
   President Nickels

   1. Roll Call
      President Nickels

   2. Pledge of Allegiance
      President Nickels

   3. Announcement of the placement of the Open Meetings Act information
      Executive Order 20-36 has been extended to expire on 04/30/2021 (Executive Order 21-02)
      President Nickels

4. COVID-19 Meeting Protocol
   Ryan Foor

2. PUBLIC COMMENT PERIOD
   President Nickels

   1. Request for 10-Minute Special Appearance

      A. Nebraska Catholic Conference Response to Health Standards Draft I (10 minutes)
         Jeremy Ekeler

      B. To provide input on the draft standards that will create the framework for health education in Nebraska from the perspective of a public health professional, educator, a faith leader and a parent (10 minutes)
         Darryl Brown Jr.

   2. Public Comment (5 Minutes)

   3. Written Public Comment

3. COMMISSIONER'S REPORT
   Commissioner Blomstedt

   1. Agenda Overview and Consent Agenda Process
      Commissioner Blomstedt

      A. Commissioner's recommendations and items to be removed from consent agenda
         Commissioner Blomstedt

   2. Report On Rules
      Commissioner Blomstedt

   3. Board Operations Information
      Ryan Foor

      A. Review of Board Bylaw B16: Reimbursement for Expenses
         Ryan Foor

   4. Every Student Succeeds Act (ESSA) Plan Update and Schools Designated for Support
      Shirley Vargas and Lane Carr

4. SPECIAL PRESENTATIONS AND DISCUSSIONS
   President Nickels

   1. 2021 Nebraska Teacher of the Year, Paul Timm, Lyons-Decatur Northeast Public Schools, Lyons, Nebraska Quarterly Report (10 minutes)
      Paul Timm

5. PRESIDENT'S REPORT
   President Nickels

6. CONSENT AGENDA
   President Nickels

   1. Board Member Out-of-State Travel Approval

   2. Committee Appointments

   3. Contract Approvals

      A. Authorize the Commissioner to contract with Vivayic, Inc. for the coordination of the planning process for revising all CTE programs of study standards, including a refresh of the Career Readiness Standards and development of Work-Based Learning standards
      Katie Graham

      B. Authorize the Commissioner to contract with the Board of Regents of the University of Nebraska, University of Nebraska-Lincoln, Nebraska Center for Research on Children, Youth, Families & Schools, for the purpose of conducting a research study on "The Impacts of COVID-19 on Educators and Student Learning"
      Dean Folkers

      C. Authorize the Commissioner to renew a contract for Phases 2 and 3 of a pilot to demonstrate Peer to Peer Support practices with Nebraska Injured Brain Network (NIBN)
      Keri Bennett and Lindy Foley

      D. Authorize the Commissioner to amend the current contract with Brytten Sorgenfrei for her to continue to serve as Investigator for Certification Investigations
      Scott Summers

      E. Authorize the Commissioner to amend the current Grant Award Notification (GAN) with Nebraska Department of Health and Human Services by adding carryover funds from the 1807 grant funding agreement
      Zainab Rida and Jessie Coffey

   4. Grant Approvals

      A. Authorize the Commissioner to approve funding recommendations for the federally-funded 21st Century Community Learning Centers (21st CCLC) Grant Program
      Jan Handa

B. Authorize the Commissioner to obligate resources from the Federal Preschool Development Grant for renewals of and new contracts for staffing and services related to the Nebraska Early Childhood Integrated Data System (ECIDS)
Dean Folkers

5. Lease Approvals (NONE)

6. Minutes of the Previous State Board of Education Meeting

7. Miscellaneous Approvals

A. Dismiss Enrollment Option Case No. 21-04, Neemann v. Louisville Public Schools
Scott Summers

B. Authorize the Commissioner to award Elementary and Secondary School Emergency Relief Funds (ESSER II) Statewide funds to public school districts ineligible for a district allocation
Shirley Vargas, Beth Wooster, and Amy Rhone

7. STANDING COMMITTEE REPORTS
President Nickels

1. Policy Committee
Patricia Timm

A. Action Item: Reaffirm State Board Position Statement S9, *Model Policy to Prevent Dating Violence*
Patricia Timm

B. Discussion Item: Restructuring of State Board Policy Manual
Patricia Timm

C. Discussion Item: State Board Bylaw B12, *Policy Development*
Patricia Timm

2. Legislative Committee
Robin Stevens

A. Review 2021 Proposed State Legislation and Take Action on Board Positions
Commissioner Blomstedt

3. Commissioner's Appraisal Committee
President Nickels

4. AQuESTT Teaching, Learning and Serving Domain Committee
Lisa Fricke

A. Action Item: Approve the Nonpublic schools appearing on the accompanying list to operate for the 2021-2022 school year under Rule 14 (92 NAC 14), *Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools*
Don Loseke

B. Discussion Item: Nebraska Health Education Standards
Cory Epler and Lacey Peters

5. AQuESTT Student Success, Access and Support Domain Committee
Patsy Koch Johns

A. Discussion Item: Leading for Equity and Excellence Program (LEEP)

B. Discussion Item: Discussion of the Waiver request for ESU 13
Melody Hobson

6. Budget and Finance Committee
Patricia Timm

A. Monthly Board Travel Expense Report

B. In-State Travel Authorization Reports

7. Strategic Planning, Performance, and Improvement Committee
Deborah Neary

8. ADDITIONAL BUSINESS
President Nickels

9. INFORMATION ITEMS AND REPORTS
President Nickels

1. Contracts Approved by Commissioner

2. Grants Approved by Commissioner

3. Contested Case Update

10. GOOD OF THE ORDER
This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.
President Nickels

11. ADJOURNMENT
President Nickels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, May 7, 2021, at 9:00 a.m. at the Courtyard by Marriott Lincoln Downtown/Haymarket Hotel, Scarlet Meeting Room, 808 R Street, Lincoln, NE 68508. A work session, as needed, will be held on Thursday, May 6, 2021 at a time to be determined. The agenda contains a list of subjects known at the time of its distribution on March 25, 2021. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



I pledge allegiance to the Flag of the

UNITED STATES OF AMERICA,

and to the Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all.

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STATE *of* NEBRASKA

OFFICE OF THE GOVERNOR

LINCOLN

EXECUTIVE ORDER NO. 21-02

CORONAVIRUS – CONTINUED LIMITED WAIVER OF PUBLIC MEETINGS REQUIREMENTS

WHEREAS, in order to provide flexibility to assist in meeting the emergency conditions and subsequent impacts brought on from COVID-19, a state of emergency was declared in Nebraska on March 13, 2020;

WHEREAS, the State of Nebraska is committed to providing seamless government operations that are open to the people of Nebraska and to the media throughout the state of emergency;

NOW THEREFORE, I, Pete Ricketts, Governor of the State of Nebraska, by virtue of the authority vested in me by the Constitution and laws of Nebraska, hereby issue this continued limited waiver of certain requirements of the Nebraska Open Meetings Act.

Pursuant to this declaration, I hereby order the following:

1. Executive Order No. 20-36, which is currently scheduled to end on January 31, 2021, shall remain in effect through April 30, 2021; and

2. The identical statutory waivers and conditions contained within Executive Order No. 20-36 shall continue through April 30, 2021.

IN WITNESS THEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nebraska to be affixed on this 11th day of January, 2021.

ATTEST:

Pete Ricketts, Governor
State of Nebraska

Robert B. Evnen, Secretary of State
State of Nebraska

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STATE *of* NEBRASKA

OFFICE OF THE GOVERNOR

LINCOLN

EXECUTIVE ORDER No. 20-36

CORONA VIRUS – PUBLIC MEETINGS REQUIREMENT LIMITED WAIVER

WHEREAS, In order to provide flexibility to assist in meeting the emergency conditions and subsequent impacts brought on from COVID-19, a state of emergency was declared in Nebraska on March 13, 2020; and

WHEREAS, the State of Nebraska is committed to providing seamless government operations to the people of Nebraska throughout the state of emergency; and

WHEREAS, state and local governmental boards, commissions and other public bodies must comply with the Open Meetings Act so that citizens may exercise their democratic privilege of participating in meetings of public bodies; and

WHEREAS, for public health purposes, meetings and gatherings have now been limited to no more than 10 people and may be further limited if the presence of COVID-19 warrants;

NOW THEREFORE, I Pete Ricketts, Governor of the State of Nebraska, by virtue of the authority vested in me by the Constitution and laws of Nebraska, hereby issue this limited waiver of certain requirements of the Nebraska Open Meetings Act.

Pursuant to this declaration, I hereby order the following:

1. This executive order applies to public bodies as defined in Neb. Rev. Stat. §84-1409 (1) and to all public meetings as defined in Neb. Rev. Stat. §84-1409 (2).

2. All governing bodies may meet by videoconference or by telephone conferencing or by conferencing by other electronic communication so long as there is made available at such meeting access to members of the public and to members of the media.

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3. The advanced publicized notice and the agenda requirements for meetings that are set forth in Neb. Rev. Stat. §84-1411 and the remaining provisions of Nebraska's Open Meetings Act shall continue to be complied with by all public bodies and are not waived by this executive order.

4. This waiver shall apply to all public governing body meetings that occur from December 1, 2020 through January 31, 2021.

IN WITNESS THEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nebraska to be affixed on this 25th day of November, 2020.

ATTEST:

Pete Ricketts, Governor

Robert B. Evnen, Secretary of State

OPEN MEETING ACT
(2020)

84-1407. Act, how cited.

Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

Source: Laws 2004, LB 821, § 34.

84-1408. Declaration of intent; meetings open to public.

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

Source: Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.

84-1409. Terms, defined.

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on

behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority

vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

Source: Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or

(B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or

(ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk

Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the

Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that:

(i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and

(ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting

shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5; Laws 2020, LB148, § 3.
Effective Date: November 14, 2020

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible

to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Source: Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER
TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

Nebraska State Board of Education
Meeting Protocol

Meeting date/time: Friday, April 2, 2021; 9:00 am.

Meeting location: Courtyard by Marriott Lincoln Downtown/Haymarket, 808 R Street, Lincoln, NE 68508, Scarlet Room

Purpose

The purpose of this document is to outline and detail measures and protocols that seek to protect and ensure the health, welfare, and safety of the public in light of the COVID-19 pandemic. For the purposes of this protocol document, "attendee" shall mean any individual person who is attending the meeting, but not limited to: state board members, Nebraska Department of Education staff members, other State of Nebraska employees, hearing respondents, and members of the public.

Maximum attendance

Maximum attendance at the meeting is limited to the rated capacity of the meeting room, which is regularly 200 (150 per the current Lincoln-Lancaster County Health Department Directed Health Measure). However in order to maintain six feet of physical distancing between individuals, the room will be setup to accommodate seating for about 24 members of the public in addition to the eight state board members and limited NDE staff who will be in attendance. If there are more members of the public who attend than for which there is seating available, members of the public will be asked to wait in the lobby until seating becomes available.

Considerations for Attendees to Access Public Meetings

Attendees are asked to comply with the following directives:

a. **Accessibility:** Entrance to the Scarlet Room will be restricted to the southwest entrance to the room (labeled Scarlet South). Members of the public will be asked to exit the meeting room at the far southwest corner of the room to the exterior courtyard. Board members and NDE staff will be asked to exit through the north or northwest door. If the board enters executive session, the room will be vacated except for board members and select staff and counsel. Other attendees may exit directly to the lobby through the southwest door at this time.

b. **Masks:** Masks that cover the mouth and nose are required per the City of Lincoln Directed Health Measure in all indoor spaces unless six feet of distancing can be maintained at all times. Attendees will be required to wear a mask unless they are in their seat or are at the microphone providing comment, where they are still strongly encouraged to wear a mask. A limited supply of masks will be provided for attendees who do not have a mask.

c. **Hand sanitizer:** Hand sanitizer will be provided at the entrance to the room, and at other locations throughout the room. Use of hand sanitizer is strongly recommended upon entrance to the meeting room and after attendees touch their face, cough, or sneeze.

Physical distancing: The meeting room will be arranged to ensure that all attendees are able to practice physical distancing with a space of at least six feet between individuals. Arranged chairs and tables are not to be moved. Attendees should avoid shaking hands or making physical contact with other attendees. When members of the public leave the meeting room, occupied seats will be wiped with disinfecting sanitizer by an NDE staff member. After each use of the podium for public comment and other address to the board, an NDE staff person will wipe the surfaces with disinfecting sanitizer.

d. **Personal questionnaire:** Attendees will be presented with the following questions on signage at the entrance to the meeting room and asked to self-identify responses of "Yes" or "No" to each question.

    1. Are you experiencing, or experienced any of the following symptoms in the last 14 days?
        i. Fever or chills
        ii. Cough
        iii. Shortness of breath or difficulty breathing
        iv. Fatigue
        v. Muscle or body aches
        vi. Headache
        vii. New loss of taste or smell
        viii. Sore throat
        ix. Congestion or runny nose
        x. Nausea or vomiting
        xi. Diarrhea

    2. Have you been in physical contact with or in close proximity to anyone who tested positive for COVID-19 in the last 14 days?

    3. Have you traveled outside of the United States in the last 14 days?

    4. Have you been in physical contact with or in close proximity to anyone who has traveled outside of the country, or who has been ill?

    5. Do you have a temperature of greater than 100.4 degrees Fahrenheit?

    Should an attendee be able to identify a "Yes" response to any of these question, the Attendee should self-select to not enter the meeting room and leave the hotel.

From: Rife, Laura
To: Foor, Ryan
Subject: FW: For public record
Date: Friday, March 26, 2021 12:48:21 PM
Attachments: image001.png

Ryan,

FYI.

Laura Rife

Laura Rife
Executive Office Associate
Commissioner's Office
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611
P: (402) 471-5020
E: laura.rife@nebraska.gov

From: jason martinez <jasonbmartinez@yahoo.com>
Sent: Tuesday, March 23, 2021 1:24 AM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: For public record

My name is Jason Martinez.

I am a parent of two children attending Kearney Public Schools. District 7.

The purpose of this email is to inform you that I am strongly opposed to the Health Education draft standards. More specifically related to Human Growth and Development. In my opinion, this is nothing more than theater with an attempt to force a leftist political agenda. The standards are simply geared to undermine lessons taught at home.

Our local school board president, Kathy Gifford, recently emailed parents in the school system encouraging "stakeholders" to comment about the draft curriculum and to participate in the survey that was put out by the Nebraska Board of Education (NDE).

Last weekend I submitted my survey responses. At the conclusion of the survey, I was disturbed to find that anyone can participate in the survey. One does not have to be a resident

or be a “stakeholder” of Nebraska education. The survey asks one to list a ZIP Code with a specific designation for Out-of-State respondents.

Of concern, the survey could be inundated with out-of-state people that do not hold Nebraska values. Could this potentially result in the board being swayed by “fake” survey responses resulting in accepting the draft? I am concerned about survey integrity.

The people of Nebraska deserve that their voices, concerns, and values are heard over out-of-state opinion. How will the board sort through survey irregularities not consistent with most Nebraska households?

It is my opinion that the current survey should not be allowed to stand for public record with the above mentioned concerns.

I would encourage the board to request another survey from NDE requiring validation of residency. By doing so, the board may be able to interpret the survey responses representative of Nebraskans.

Thank you very much for your time and consideration,

Jason Martinez
5104 B Ave PL
Kearney, Nebraska

Nebraska Department of Education
C/O Ryan Foor
P.O. Box 94987
Lincoln, NE 68509-4987

March 22, 2021

To Whom This May Concern:

"Erecting the wall of Separation between Church and State is absolutely essential in a free society!" This was stated by Thomas Jefferson in 1808. The Government is placing a hand way too far in our rights as parents, as people of religion, and as to shape or rather conform the minds of our children! Transgender should not be discussed or addressed with my children beside with me as their guardian and parent. This is going against our religious beliefs and ideas. This is infringing on my right to my religion. It is the government's job to protect my right to choose and believe in my faith without the influence of the public and the Department of Education.

First and foremost, it is most definitely not another individuals or teacher's responsibility to have to teach sexual orientation nor to influence kids in one direction or another. It is also not their privilege to take my child and discuss or help them to obtain ways to change their gender. The school curriculum should be used to teach the basic skills for contributing to society; such as, reading, writing, and arithmetic. Teachers already hold a huge responsibility teaching every day. They have so much to handle and deal with on a daily basis, this is the last thing we should require them to be responsible for. Lifestyle decisions should not be taught in public school. Teachers are hired to bring about students who grow to be productive members of society, they should not be responsible also to parent. The discussion of lifestyles and behavior should be addressed and left as the responsibility of the children's parents. Teachers are already dealing with enough issues trying to get students to learn the basics in the advanced curriculums. Also, teachers are not equipped with medical degrees. They aren't equipped with phycology degrees. Leave these issues to the professionals in the said fields. Do not require teachers to teach this content, it is not in their expertise nor in their job description.

Secondly, according to my religion God created Adam and Eve in Genesis to procreate and make the world prosperous. God did not create two Eves or two Adams and biologically speaking they cannot reproduce! A Doctor can confirm there are only two genders! Genders are created based on chromosomes given at conception when the sperm meets the egg by heterosexual couples ONLY! This is not only my religious belief but it is also backed by science. Any doctor who thinks otherwise should they really have a medical license. Let's be honest there is no chromosome make up for transgender. Our God created us in a certain way and it is the only way man can create new life. You have to have man and women. Men are not created to bear children. They are unable to biologically do so and their bodies were not created in the same way. Women are made to house another life. My Christian values and the things I teach my kids about how they were created and who they are in the eyes of God. God doesn't make mistakes and I should be allowed to teach my kids such, without the outside influence of schools and teachers opinions or ideas. This would completely inhibit our family values and religion.

As a parent my children will be taught to treat everyone with respect despite your differences. Even if your beliefs differ from others it is always important to treat everyone with kindness and love. This is what all parents should be doing regardless of any transgender issue. There is bullying going on every single day. Teachers address it and parents alike and it doesn't change the fact that it still continues and will always continue. We have to teach resilience as well. I am a huge advocate against bullying but I also know if we don't teach our kids to be happy with who they are and be proud of themselves they will have no backbone and will not be mentally healthy. This is not a teacher's job this is the job of a parent, and if a parent is unable it's the job of a psychiatrist. Regardless of what is placed before these kids on learning about different sexual orientations it isn't going to matter, what is going to matter is their up bringing and their foundation from their family and background. This is not a teacher's job to teach about differences in lifestyles and this does not need to be addressed specifically to teach kids to be socially kind to others and understand everyone has differences. The impact of discussing this will not stop the inevitable bullies and the individuals who aren't good people that is just a fact of life. There are some good and some not so good, but how we handle it is up to parenting.

Individuals are allowed to go about their business any way they wish if they choose to be or think that they are transgender or another sex that is their beliefs. They are allowed to believe what they wish and lead their lives the way they wish but they most certainly are not allowed to force that upon myself, my children, my friends, nor my family! You cannot teach on opinions or personal beliefs or ideas.

In Addition, transgender individuals should not be allowed in the locker rooms of another sex. This could have a huge liability effect as well on the sexual safety of children. This could increase greatly the risk of confusion of identity. This could mentally impact heterosexual individuals and their mental health. This could potentially increase a risk of sexual harassment and sexual abuse! "IF" they would like to compete with the opposite sex instead of their own biological scientific make up. Maybe we could have a class of their own. Transgender sports playing against others who identify as transgender or have a third locker room if they feel they should be accommodated to. A female athlete should not be required to perform against a person of a different biological make up. This is why we have men's and women's sports. As it is stated above our bodies are made up and created differently based on our chromosomal make up. If transgender individuals want to compete and be seen as their own sexual orientation they should be doing so at a level that is equivalent, which would be competing against their own class of sexuality.

If this passes the number of students enrolled in public schools will drastically decrease. If you want to keep public schools alive this is not a good decision. There will be parents looking to homeschool and/or private schools becoming more appealing and filling up. Parents will opt out of public education. Teacher will be looking for different professions and leaving public schools as well. Therefore, the money the government gets for this will diminish. Individuals will be voting against taxes that fund schooling. There will be a huge impact on the school budget for public education.

To conclude, it is absolutely essential to keep opinions of lifestyles and political agendas out of our school systems. We are not to teach on opinion! Political and social issues and/or beliefs are not to be used to condition children. They are not to be addressed or taught by teachers. Teachers are not meant to influence children's religion and or their core values and morals when it comes to sexual orientation. Our country is losing Christian Values and our freedom of religion being overruled by the government. It is time for Christians to start to stand up for our religious freedoms and take a stance!

The first clause in the Bill of Rights states that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” Passing this law would directly violate every Christian who values their right to exercise their moral and biblical beliefs.

Megan Kucera

University of Nebraska Lincoln Business Graduate of 2007
Full-Time Employment
Christian Educator
Wife
Mother of four elementary students in public education

To: Nebraska State Board of Education 21 March 2021

From: Craig Timm

To all on the board of NDE:

Today, my convictions for the safety and emotional well-being of our children in the state of Nebraska have prompted me to address an upcoming discussion the NDE will be having regarding new curriculum being considered. Unfortunately, this curriculum of consideration has nothing to do with improving the standards of educational aids in assisting the children to develop better learning skills or helping the great teachers of our state with more resources to provide enhanced learning opportunities for the students.

My understanding is that the curriculum coming up for discussion has to do with new health education standards that are frankly, appalling to me. From what I have read on the NDE link that outlines these new proposed standards that NDE wants to add, it basically appears to be an indoctrination of a new core set of values to a generation coming up through our education program.

You want to begin this process with Kindergarten??

Kindergarteners have no logical reason to be exposed to co-habiting and same-gender families and, whatever else the teachers might be forced to include to share with these young vulnerable minds. Kindergarten used to be about kids being kids and learning basic social skills to get along with one another in sharing and not being intimated by being different colors…which many adults could use some re-training here. And of course, helping to prepare them for their upcoming elementary age-appropriate education classes.

Next, you want to teach 1st graders about 'gender identity' and stereotypes. REALLY? Most adults don't understand what this means.

In 4th grade you want to teach about sex being assigned at birth and gender is fluid?? Are 4th graders going to comprehend the science fluidity matrix you think they need to know?

In 5th grade you want to teach about "gender expression and that this identity exists along a spectrum"

In 6th grade you want to pour out topics on these kids, which is the last thing they need to be worried about in their lives… gay, lesbian, queer, asexual, pansexual, bisexual, homosexual. Where is the teaching about being heterosexual, which as you all know, happens to be the majority of our society?

In 8th grade, you want to teach about abortion being 'reproductive care'!! Abortion is just government sponsored murder of innocent children.
And then, you want to teach them about developing a plan to eliminate unintended pregnancy…I have a plan for you – it is called Abstinence.

As most of you are long-time educators, it is apparent that you all have a passion for a quality education of our children. However, I have to question your intentions with this new draft to change health education standards in the state of Nebraska as I have outlined here in my correspondence.

I want to encourage you to discontinue the path you are traveling down with this proposed draft. As a long-time advocate for children, from the many volunteer years and organizations I have participated in, I have to say this proposal has to be one of the worst ideas the NDE has ever considered. This proposed curriculum is trying to redefine who we are and it does not match with the definitions as stated in the Scriptures from the Bible, genetics, and, quite frankly, it does not agree with basic common sense.

The audacity that NDE, in the great state of Nebraska, would think this is a healthy idea is confusing to me. I believe that this is a reaction to the political environment we have fallen into and it is coming from a minority of persons trying to grow an unpopular movement in our society.
My wife and I do not want this type of teaching going on as mandatory topics being taught in our public schools. These are subjects that should and need to be addressed in the privacy of homes, not in the schools.

I urge you all today, PLEASE, reject and dismiss this type of curriculum for our public schools. It is not healthy for the children.

Thank you for your attention to this very important topic.

Craig Timm
Elkhorn, NE
Former President Advisory Committee of FCRO

From: Twyla Gallino <horsonality@yahoo.com>
Sent: Monday, March 15, 2021 12:31 PM
To: Foor, Ryan <Ryan.Foor@nebraska.gov>
Subject: Gender education in grade school

I would like the following read and recorded at your April 2, 2021 meeting.

I am writing in regards to the following article.

To even consider introducing something like this to our children and grandchildren is absolutely insane. Anybody who would even write or endorse something like this should not even have any kind of authority or liscense to practice anything. This is child abuse in it's first degree. This will not be allowed in Nebraska schools, not in Cherry county anyway.

The lies and non truths that are already being taught to our children needs to change. What is being considered in the following article goes way beyond that, that is a parents choice when and what their child is taught, not the public education board.

Many people are considering home schooling, with the education presented today, I would not let a child attend a school that taught this.

Do not consider this.

Respectfully,

Twyla Gallino

Valentine, NE 69201

https://starherald.com/news/state-and-regional/proposed-nebraska-health-standards-would-teach-school-children-about-gender-identity/article_6b3e682a-ed5b-527c-80e8-89ce25beaf24.html?utm_medium=social&utm_source=facebook&utm_campaign=user-share

Sent from Yahoo Mail on Android

28 March 2021

To Whom It May Concern:

My name is Kirby Williams, I am an enrolled citizen of the Cherokee Nation of Oklahoma and I have been living in Omaha, Nebraska for almost four years. I am a resident of District 4. I am writing to share my experiences as an expert in violence prevention and to serve as an example for what can happen without adequate health standards in school, including sex education. I grew up in a small lake town in Oklahoma. While I grew up in a fairly progressive household, the only examples I was provided regarding abuse and rape focused solely on a stranger abducting and assaulting you. The examples of domestic violence that were shared, involved only extreme physical abuse. When I was in high school, I can recall a school year in which it was estimated that over 30 students (both high school aged and middle school aged) were pregnant. A local OBGYN and father in our town went to the school administrators and begged to please help teach proper sex education in our school. He was denied. Sex education was barely talked about, in favor of an abstinence-focused approach, and even that was minimal. Talking about sex alone, was taboo. Unsurprisingly, this approach to not talk about sex, did not deter students in my school from having sex. It only increased the likelihood that they would not have safe sex.

When I was in college, I was in a relationship with a man who was emotionally, verbally, and psychologically abusive and who raped me on more than one occasion. Since the predominant portrayal of rape focused on perpetrators who were strangers or at best acquaintances, I convinced myself that even though I was violated and harmed, that this did not constitute rape, because I knew him. I convinced myself that because I was able to dodge his fist or an object he had thrown in my direction, that this was not abuse. Following this relationship, I found myself in a state of severe depression and often contemplated taking my own life. It wasn't until nearly 6 months later, when I heard from another survivor of intimate partner violence whose story more closely represented my own, that I was finally able to fully grasp what had happened to me and label it for what it was. That I had been a victim of rape, sexual assault, and relationship abuse. Shortly after that, I finally had the courage to report what had happened to me.

I currently work as an expert in violence prevention, raising awareness and promoting prevention of domestic violence, dating violence, sexual assault, human trafficking, and stalking against Native Americans in the state of Nebraska. Native Americans face some of the highest rates of violence in the United States. According to the U.S. Department of Justice's National Institute of Justice, more than 4 in 5 Native Americans, both women and men, will experience violence in their lifetime. 56% of Native women have experienced violence in a given year. 55% of Native women have experience rape or violence by an intimate partner. According to the CDC, Native Americans are 2.5 TIMES as likely to experience violent crimes and at least 2 TIMES as likely to experience rape or sexual assault crimes; which is higher than any other race or ethnicity group in the United States. I am sad to say, that I, and many other Native Americans, have fallen into these statistics. In the general population, our youth are also not immune to this crisis, with 1 in 3 teens in the U.S. experiencing some form of physical, sexual, or emotional abuse by someone they are in a relationship with before they become adults.

As a survivor and as a Native woman, I am committed to ensuring that community members, and especially our youth and students, understand the red flags and warning signs of intimate partner

violence, the dynamics of consent, and how to get help if they find themselves in an unsafe or abusive situation. I am committed to also ensuring that other survivors do not feel as lost or hopeless as I once did. That they will be able to get access to the help and services they need so they can begin the process of healing. I share all of this with you, because I am a living example of how the kid who graduated at the top of her class, who was always labeled the "smart girl," who "stayed out of trouble," can still find herself in an abusive relationship, can still be a victim of rape, and, as a result of that, can become someone wanting to end their life because they don't understand what has happened to them. Because schools and society didn't prepare them to handle this or at the very least, to know when to ask for the help they desperately need.

I am lucky that my story didn't end after my abusive relationship and being sexually assaulted. I am asking you, to please, teach our students comprehensive and robust health education. This includes age-appropriate lessons on consent, bodily autonomy, and safe/unsafe touch that are written into the standards starting in kindergarten. This is life-saving, preventative information, so that hopefully their stories won't end when something like this happens. Teach them about mental health concerns and how to get help. Teach them how to be inclusive and kind to one another regardless of their gender identity or sexuality. I have had the privilege of working with several Native youth groups over the past few years here in Nebraska. Our youth are smart. They are kind. They are compassionate. They are already working to make their communities better, and have even more potential to make the state of Nebraska, this country, and the world a better place. They deserve to have judgement-free, comprehensive health education that prepares them for this world. They deserve to have the knowledge they will need to navigate unsafe or abusive situations. They deserve to have the knowledge for how to navigate consent and exhibit healthy behaviors in their future relationships. They deserve to feel included regardless of their gender identity or sexuality. From kindergarten to middle school, to high school and beyond, these proposed health standards will help them understand the power of their voice so they will know what is wrong, what to do, and how to get help. Thank you.

Sincerely,
Kirby Williams

From: Rebecca Fouts
To: Foor, Ryan
Subject: 2021
Date: Tuesday, March 30, 2021 1:26:28 PM

We heartily oppose 2021, please consider allowing parents to be the ones teaching human sexuality to their own children. Thank you.
Rebecca Fouts
Elm Creek NE

Sent from my iPhone

From: Ashley Mason
To: Foor, Ryan
Subject: Board of Education meeting on 4/2
Date: Tuesday, March 30, 2021 12:54:38 PM

I am writing in opposition of the proposed changes to the curriculum of health for Nebraksa students. Nebraska Parents are the primary educators of their children. Teachers and school systems must be supporting the parents and the values that the parents are teaching their children. Schools should not undermine or assault our values. I can only imagine how uncomfortable these conversations would be for a teacher, with a room full of 1st & 2nd graders... especially when they still laugh and giggle at “butt” and “fart”.

Nebraska School Districts have guidelines to follow while teaching students. The guidelines that I have researched specifically say “that teachers must provide materials representing all sides of the issue in question” - Does this curriculum represent both sides? The guidelines also state “Employees/Teachers will refrain from using the classroom or the school to promote politics, religious views or propaganda of any kind.” - This curriculum looks like “propaganda” to me! So the Nebraska Department of Education is going to implement a curriculum that is a direct violation of our district guidelines... OK?! That makes no sense at all!

I urge the Nebraska Education dept to stop the spread of this curriculum.

Thank you!

Ashley Mason

Dear Nebraska Department of Education Board:

As a resident of Omaha, NE, a community member, mental health advocate, and a public health professional, I support the proposed NDE standards around social, emotional, and mental health. I also serve as the CEO of The Wellbeing Partners.

The Wellbeing Partners builds wellbeing into the way communities grow and do business. A key focus area of this work is mental wellbeing. Mental wellbeing is present when we support an individual's whole health including their identities (gender, sexual, family roles, race, ethnicity, physical abilities, etc.)

Nebraska's Youth are Struggling with Mental Health
According to the 2018 Youth Risk Behavior Survey Results for the state of Nebraska:

- 17.7% of youth seriously considered attempting suicide during the last 12 months.
- 15.5% of youth surveyed made a plan about how they would attempt suicide.
- 8.6% of youth have attempted suicide and
- 32% report feeling sad or hopeless for more than 2 weeks in a row prior to survey. (YRBS, 2018)
  All of these indicators have increased since 2010.

At Risk Youth Include LGBTQ Individuals
LQBTQ youth should be accurately reflected in school health education in order to foster healthy choices and relationships; achieve greater health outcomes; as well as create a supportive network for LGBTQ and questioning youth.

According to the National Alliance on Mental Illness, LGBTQ youth are:

- More than twice as likely to report experiencing persistent feelings of sadness or hopelessness than their heterosexual peers.
- Transgender youth face further disparities as they are twice as likely to experience depressive symptoms, seriously consider suicide, and attempt suicide compared to cisgender lesbian, gay, bisexual, queer and questioning youth.

At Risk Youth Include Those Experiencing Adverse Childhood Experiences
Health education should be trauma informed, medically accurate, and support a students' mental wellbeing. Educators pay a critical role in the development of social, emotional, and mental health education of youth. Furthermore, the intersectional identities of LGBTQ and a youth with four or more ACES also place the student at higher risk for mental and physical health challenges. By teaching inclusive health education, youth will feel better connected to themselves, the school-support system and gain a clearer understanding of the basics of both mental and physical wellbeing, which serves them for a lifetime.

- The Wellbeing Partners and area health departments co-released a report summarizing these data.
  Adverse Childhood Experiences (ACES) report
- An essential piece of improving mental health is addressing trauma, especially trauma that occurs in childhood. Traumatic childhood experiences affect the future of the children involved. It is not only physical health that suffers but also their mental and emotional well-being. Understanding the impact of ACEs and how to prevent them could improve health outcomes in our community for both physical and mental health.

Educated, nurtured, and connected youth are critical to building the next generation of leaders and builders of our state. This is one way; we can invest in youth and invest knowledge and resources into their toolboxes to serve them for a lifetime.

Sincerely,

Sarah Sjolie, MPA

CEO, The Wellbeing Partners

From: Moerke, Dawn R
To: Foor, Ryan
Subject: Critical Race Theory and Sex Education in public schools
Date: Friday, March 19, 2021 12:30:19 PM

Ryan,
I am extremely concerned about the education systems over reach in teaching children sex ed beginning in kindergarten – 12th grade.
The school system should be teaching reading, writing, math, science and civics, not critical race theory and sex education.

Example, 1st graders being taught HE.1.71 – Students will learn the fundamental components of Sexual Health. Based on what?

HE.1.7.2 – Students will learn characteristics relating to identity, sexuality and healthy relationship. Not the schools responsibility and based on what guidelines? Gods?

These go through all grade school grades.

2nd graders do not need the school system to provide consumer products, services and resources for a healthy lifestyle education. HE.2.8.1

3rd grade HE.3.1.1 Student will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
Again, based on what? Critical race theories that teach hate and unbiblical principals.
Again, not the school systems responsibility, this is the parents responsibility

HE.3.6.3 Students will identify signs and symptoms of mental health conditions and where to access support. This better be being taught by a licensed mental health care provider. If not, this is not the school systems responsibility.
If there are individual concerns about individual children, those things should be discussed with the PARENT, teacher, administration and professionals.

4th Grade – all of the above +
MOST of this is not the schools responsibility – Highlighted items are just absolutely NOT - These topics in 4th grade are NOT age appropriate.

HE.4.1.1. Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual. – Who's standards are you basing/classifying a health individual?

HE.4.7.1. Students will learn the fundamental components of Sexual Health.
HE.4.7.1.a: Define Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).
HE.4.7.1.b: Explain that it is safe to be a friend of someone who is living with HIV or

AIDS.
HE.4.7.1.c: Define the process of human reproduction.
HE.4.7.1.d: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.

HE.4.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

HE.4.7.2.a: Demonstrate refusal skills to protect personal boundaries and avoid or reduce health risks.
HE.4.7.2.b: Compare positive and negative ways friends, peers and media can influence relationships.
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.e: Demonstrate the use of healthy and respectful words and actions to express friendship, attraction, and affection.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

HE.4.7.3. Students will recognize and manage the changes during development and maturation.

HE.4.7.3.a: Explain ways to manage the physical and emotional changes associated with puberty.
HE.4.7.3.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/adults).
HE.4.7.3.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
HE.4.7.3.d: Demonstrate how to ask a trusted adult questions about puberty and adolescents.
HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset).
HE.4.7.3.f: Explain body image and discuss that healthy bodies come in different shapes, sizes, and abilities.

In reference to HE.4.7.3.d I have serious questions about who the school is considering a trusted adult, because I am wondering if the school system in general will be!!

HE.5.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

HE.5.7.2.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.
HE.5.7.2.b: Demonstrate positive ways to communicate differences of opinion while maintaining romantic relationships.

HE.6.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

HE.6.7.2.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.d: Describe the similarities and differences between friendships and romantic relationships.

HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.
HE.6.7.3.d: Identify health care providers for puberty and adolescent development services.

Schools should not be directing student to health care providers who favor any hormone treatment, or abortion procedures for any individual under the age of 18. Especially without PARENTAL involvement.

HE.7.7.1. Students will learn the fundamental components of Sexual Health.
HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.
HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.
HE.7.7.1.c: Examine behaviors and situations that may result in increased risk for STDs, including HIV.
HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

HE.8.6.3.b: Discuss and describe the various 'isms' (e.g. racism, sexism, ageism, heterosexism, ableism, classism) and their impact (individual and societal).
HE.8.6.4.c: Analyze how positive or negative stereotypes of an individual or group

SOCIALISM/COMMUNISM

TEACH the WORD OF GOD – you are will to teach critical race theory

HE.8.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.
HE.8.7.2.a: Discuss sexual consent and sexual agency.
HE.8.7.2.b: Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression. NO
HE.8.7.2.d: Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.2.f: Develop personal refusal skills and describe how and when to use those skills.
HE.8.7.2.g: Analyze how alcohol and other substances can influence sexual decision-making.

HE.8.7.3. Students will recognize and manage the changes during development and maturation.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender. - NO
HE.8.7.3.b: Access medically accurate sources (online and in the community) of information about puberty and adolescence development.

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
Not the schools responsibility to teach this.

HE.HS.2.18.a: Recommend medically accurate sources of information about and local

services that provide contraceptive methods (e.g. emergency contraception. condoms) and pregnancy options (e.g. parenting, adoption, prenatal care.
HE.HS.2.18.b: Locate medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV.
HE.HS.2.18.c: Analyze methods that prevent or reduce unintended pregnancy (e.g. abstinence, birth control, adoption).
HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.
SOCIALISM/COMMUNISM

HE.HS.2.19.a: Argue why using tricks, threats or coercion in relationships is wrong.

Please also teach why using tricks, threats or coercion in OUR EDUCATION SYSTEM is wrong.

I have printed and saved the draft and will be keeping an eye on the final document

I do not appreciate my tax $$$$ being used for some of these "Education" topics, they are way out of the schools responsibility and should not be taught in TAX PAYER funded public education.

Thank-you,
Dawn Moerke

From: MAKE MINE SWEET
To: Foor, Ryan
Subject: Curriculum for Sex education
Date: Tuesday, March 30, 2021 7:22:56 PM

As a Christian American, mother and holder of an education teaching certificate, I have briefly looked at some of the topics and age levels that the Nebraska Board of Education want to provide in our public school system and I want my voice to heard that I am against this curriculum.

As a former public-school student, I can personally say that upon hearing the various topics covered in the Dare - Say No to Drugs program, seeds of drug use were planted in my malleable mind that I still have to wrestle with on a daily basis. Not knowing if these urges would be present today if I had not participated in this classroom activity, I can honestly say that if I and other classmates had not been introduced to this topic of drug use the chances would be much lower to our having drug abuse problems in our lives.

Knowledge is power and with that power the subject of sex education should be given back to the parents of young school age children reserving this topic to older students upon receiving the consent of parents to authorized such teachings.

Sincerely,
Cyndy Wieland
4433 W Stolley Park Road
Alda, NE 68810
308-999-3999

An honest answer is like a kiss on the lips. Proverbs 24:26

Visit **www.MakeMineSweet.com** it's a work in progress, but it's on line!

Life's a journey, Share some sweetness along the way!

Comments welcome! Thank you, you're so sweet!

From: Mark Maser
To: Foor, Ryan
Subject: Disagree with Gov Ricketts
Date: Tuesday, March 30, 2021 2:34:40 PM

State Board of Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

I disagree with Governor Ricketts.

I agree with the Board of Education on its proposed updates.

The proposal that was developed by Nebraska doctors and teachers. It aligns with best practices, respects local control, only applies to public schools, and centers the rights of students to receive accurate information. The proposal respects parents' rights and family values so each family can choose to do what's right for them.

Health education standards serve as an important general guide for local schools to later develop a curriculum that empowers all students to stay healthy and form healthy relationships. These standards should reflect real life. Marriage equality, LGBTQIA+ families, and LGBTQIA+ youth are real life.

It is wrong for anyone to use the power of their position to shame LGBTQIA+ youth and their families or try to erase their experiences from public school classrooms.

The good news is that Nebraska teachers, doctors, and parents believe in common-sense updates to our health literacy standards.

Please know that I support you and the State Board of Education on your updates to our health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families.

I want to thank you for adopting affirming nondiscrimination policies adopted in recent years.
Your actions help honor our State's commitment to ensuring every child

can learn and be safe in our great public schools.

Mark Allen Maser
500 South 38 Street
Omaha, Nebraska 68105

RexGaynor@aol.com Email

From: Miner Law Office .
To: Foor, Ryan
Cc: Gubbels, Patti; tgragert@leg.ne.gov
Subject: Draft Health Education Standards written testimony
Date: Monday, March 29, 2021 12:00:47 PM

I write to express my opposition to the adoption of the draft Health Education Standards in their current form.

Of particular concern are the sections entitled Human Growth and Development, most of which is offensive.

I also note that interspersed throughout the draft standards in general are various nods to Critical Race Theory.

I think Nebraska is better than these draft proposals. I think education in Nebraska should strive for presentation of the truth, not the advancement of political agendas.

The theme of the Human Growth and Development sections appears to be to sexualize the children. To what good purpose? Most of the topics proposed by these standards should be taught at home. Schools should expect these matters to be taught at home. It is the duty and obligation of parents to teach their children about these matters at the proper time and in the proper setting.

Furthermore, why should educators take it upon themselves to instruct children about homosexual relationships, about alternative family lifestyles, that gender is a social construct not determined by biology, that abortion is an an acceptable option to terminate an unwanted pregnancy, that hormone therapy is available to alter your gender? While there may be those who earnestly believe these things, they are, in fact, not based upon truth and the natural law. Confusion, mistrust, anxiety, hatred, division, and self-loathing are the fruits of political and social constructs based upon feelings, which is what is proposed in these standards, and not upon rational truths. Should this be a goal of education in our state?

Schools are being used to promote political objectives. Schools are being used as a wedge between children and parents to advance goals that conflict with the truths that form the foundation of Western civilization. Why should this be acceptable? Educators should stand up and say "enough!" "This is not good. This is not right."

Reading the Human Growth and Development standards made me ill. It is gross and disgusting that schools would actually begin teaching kindergarten children about genitalia and same-gender family structures. In fourth grade, they are to learn sex assigned at birth vs gender identity--a blatant falsehood. In sixth grade they will learn that gender clinics, like Planned Parenthood, will provide hormone blockers. Seventh graders will talk about vaginal, oral, and anal sex! Gender roles, gender expression, gender identity! And children will learn how to know when they are ready for sex, which assumes they will be having sex, with one nod to abstinence to prevent pregnancy and STDs. Where are the standards that teach the proposition that

society thrives best when sex is reserved for marriage and the best possible outcome for healthy development of the person is a intact family structure with a father and mother, male and female, who are married to each other? This is the truth. The rest is narcistic self-indulgence.

With regard to the critical race theory portions of these draft health standards, why would educators be asked to teach that science and reason are "white" and therefore racist. Is it so that minorities only have "feelings" upon which they base the direction of their lives--that they are not able to develop rational thought and critical thinking? How racist is that?

Children should be taught that America is exceptionally blessed with civil liberties, freedom of expression, freedom of association, and freedom of religion. That we are a great nation, with all of our faults and failings, that can be a light of goodness and truth to the world. It is inconceivable that educators would be willing to allow the politicization of education with critical race indoctrination based upon falsehoods, when many of our children cannot read, write, articulate the Bill of Rights, or appreciate the history of this great country.

Further, children should understand that being kind and loving others does not mean that they cannot disagree or even criticize the ideas or choices of their fellow human beings. Not all ideas are good. Not all life styles are wholesome. We should all be free to say so.

Most of the Human Growth and Development health standards and all of the critical race theory standards need to be scrapped.

Theresa Miner
Miner Law Office
P.O. Box 171
Wakefield, NE 68784
(402) 287-2419
Fax (402) 287-2419

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From: Patricia Temple
To: Foor, Ryan
Subject: Feedback on the health standards draft
Date: Tuesday, March 30, 2021 5:07:41 PM

I want to register my opinion concerning the proposals for health standards for Nebraska public school students. I would like for the gender stereotypes, transgender, and sexual orientation content to be removed, as it is harming and confusing children. I agree with Governor Ricketts that it is promoting political ideologies in the curriculum, to the harm of our children. If sex education must be taught, the only responsible and safe perspective is abstinence before marriage, which until recent years was taught in northeast Nebraska. The wisdom of that perspective is backed by much scientific research, despite our current cultural climate. Thank you for receiving my opinion.

Patricia R. Temple
Norfolk, NE 68701

From: Janet Vavra
To: Foor, Ryan
Subject: for public record
Date: Monday, March 29, 2021 11:16:55 PM

For Public Record, As a parent I oppose what the State of Nebraska and all other states are wanting to add to department of education draft standards.
Parents should be the ones to teach our children who they are as a male or female. That's out of line what you are proposing. If you want to change something start with the basic school learning math, spelling and writing. Our kids have fallen behind on all these subjects. Stop pushing kids through grades when they can't spell, read or do simple math problems.
Also stop the mask mandate for kids in school, you are hurting them.
Janet Vavra

Fro: Rife, Laura
To: Foor, Ryan
Subject: FW: Health Standards - No state-wide health standards- For Public Record
Date: Friday, March 26, 2021 12:40:27 PM
Attachments: image001.png

Hello Ryan,

Ashley is stating: For Public Record.

Thanks.

Laura Rife

Laura Rife
Executive Office Associate
Commissioner's Office
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611
P: (402) 471-5020
E: laura.rife@nebraska.gov

From: Ashley Jarmin <ashley.jarmin@gmail.com>
Sent: Thursday, March 25, 2021 2:55 AM
To: nde.standardsinupt@nebraska.gov; Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>; Foor, Ryan <Ryan.Foor@nebraska.gov>; Nickels, Maureen <Maureen.Nickels@nebraska.gov>
Subject: Health Standards - No state-wide health standards

For Public Record,

I have read the draft and there are many good things in these standards as well as many areas of concern. In addition to reading these standards, I spoke with two different counselors in my community that work specifically with teens and children. I reached out to teachers in my community and spoke with other parents. As I have taken the time to try my best to understand these proposed standards; I can not support them as they are.

I would like to note that I appreciate the focus on nutrition, physical activity, emotional well being and mental health. I appreciate the hard work and details in most sections of these standards. However, the areas of concern for K-8th grade are in the *Human Growth & Development* section. These standards have explicit focus on genitalia, gender identity and sexual behaviors and sexual orientation beginning at a very young age.

These standards have 10-year-olds discussing sexual intercourse before they have even gone

through puberty. Then 11-year-olds learn how to evaluate if they are ready for sexual behaviors including oral and anal sex. This is abhorrent. These standards teach very impressionable children as young as 6, that gender is not biologically determined but can instead be chosen. Gender ideology and sexual orientation ideology should NOT be taught. These ideologies go against the biological functions of the body. They are perversions. This is teaching a 'religion' to our students that MOST disagree with. The culture as a whole has turned perverse and holds a low moral standard. The schools should NOT lower their standards but instead rise above. Schools should set their standards based on facts and hard science. Gender ideology and sexual orientation over the course of history had been clear: **Gender**: Male and Female. Males have a penis and Females have a vagina. Males have XY chromosomes and females have XX chromosomes. No debate. **Sexual Orientation:** Reproduction of humans requires sexual intercourse between male and female. Any other "orientation" is a perversion.

As I have taken the time to read this draft, do my own research and discuss with others in my community; I ask that you continue reading. I have listed specific areas of concern in the following paragraphs.

<u>Kindergarten</u>

- HE.K.7.1. "Fundamental components of sexual health" this phrase raises flags for me. I do not believe that kindergartners need to know *sexual health.* Kindergartners should know the parts of their bodies; head, shoulders, knees and toes, ect. I also agree that children should know that "private" parts are just that. *HE.K..7.1.a: State the medically accurate names for body parts including genitalia*. This does NOT clarify the terminology to be used. I do NOT believe it is necessary for a kindergartner to know clitoris, urethra, labia, vagina, sphincter, and penis. Simply using the word genitial to describe their "privates" should be sufficient like we use the word head not cranium. It's not exactly correct but it conveys the body parts clearly.

- HE.K.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships. Kindergartners need to learn about healthy relationships. However, gender identity and sexuality don't belong. My kindergartner can't even recognize that she's tired. Yet this upside down world thinks she can decide that she's a he?! Teaching this is just leftist, LGBQ+ nonsense that has NO place in schools. Schools should only teach functions NOT ideologies.

<u>First through Third Grades</u>

- Again, gender identity and sexual orientation do NOT belong and neither do: HE.1.7.1 or HE.1.7.2d, HE.2.7.1, HE.3.6.4.d: racial bias- there is enough racial tension. Why can't we just view people as people and not by the amount of pigment in their skin. HE.3.7.1. HE.3.7.2 - gender ideology should NOT be presented by the school. If the school needs to teach 'ways to promote dignity and respect for people' then that is it. Teach dignity and respect for all people - no qualifiers needed. HE.3.7.2. Gender ideology does not belong in school. HE.3.7.2.e - NO NO NO. Most students do not start to have sexual "feelings" until after puberty and most students will not have started puberty at this age. Therefore, introducing sexual orientation is unnecessary. Not only is it unnecessary, teaching this undermines many religious beliefs (Christianity, Catholisim, Muslim, even the Dalai Lama said it was wrong for Buddhist to be gay).

- HE.3.7.3.a-e seems like it should be a grade 4/5 discussion not for 3rd graders.

- HE.3.7.3.f - This is a good point. It's important for students to embrace a healthy lifestyle and know that "healthy" looks different for everyone based on many factors.

Fourth Grade

- Fourth grade seems to me a better time to introduce puberty. HE.4.7.1.a & b. seem out of place. I believe they should be covered along with other STDS. I don't believe there is as much "fear" about HIV/Aids today compared to just 10 years ago. Fourth graders are rarely sexualy active and the risk for STDS/HIV/Aids is low and could be addressed later. HE.4.7.1.d seems like it should be taught before HE.4.7.1.c.

- Again, gender identity and sexuality don't belong and neither do: HE.4.7.2.c,d, or f.

Fifth Grade

- Again, gender identity nor sexuality orientation belong. Sex education should be limited to the systematic functions of the body nothing more. HE.5.7.2.f and e do NOT. The majority of studies show that if children are left alone and allowed to "grow out" of gender dysphoria that being "trans' is relatively new and normalizing or even elevating this via education/media does more harm than good for children and society in general.

Sixth Grade

- HE.6.7.2.b, c & f these need to be removed. This is teaching gender ideology. Sex eduaction should be limited to the physical processes our bodies go through. Puberty and the reproductive system. Done. The school should NOT teach beyond biologic functions. Gender, sexual orientation and gender identity should be left for the parents to direct their children. Per the family units moral/religious standards.

Seventh Grade/Eighth Grade

- Again, gender identity and sexuality orientation don't belong (HE.7.7.2.c, HE.8.7.2.c,e, HE.8.7.3.a,).

- HE.8.6.4.c appears to be an introduction into critical race theory. Parents should be able to opt their students out of such teachings. As for many it is the antithesis to the American/religious ideals held by families.

High School

- Again, gender identity and sexuality orientation don't belong (HE.HS.1.19b, HE.HS.2.18d)
-
- HE.HS.2.17 is the teaching of Critical Race Theory. The tenants of this world view are:

    - Every human interaction is determined by race
    - People are racist in varying degrees depending on their skin tone
    - There are no individuals, only "socially constructed groups"
    - Science, reason, and evidence are "white", whreas "Afreican-American people

have "Cultural Trauma" defined as "a collective memory of slavery grounding a people's sense of itself"

America was founded on the idea of every individual having the right to life, liberty, and the pursuit of happiness. CRT is the antithesis to these ideals. These CRT ideas are damaging to teens, teaching them to be victims mired in hopelessness, rather than strong and self-reliant. In that way, it directly contrasts with the remainder of the health curriculum, which focuses on self-reliance and self-education regarding one's health.

The over sexualization of our children is the real pandemic. Schools should be a safe place. Where students learn the facts of life not secular religion. The schools should teach puberty and reproduction. It's a biological function of humanity. However, schools should teach minimally on such matters as to not OVERSTEP into PARENTAL responsibilities. It is not the school's job to parent; but to teach reading, writing, mathematics, science and history. Nebraska parents do NOT want these standards.

Thank you for your time and consideration.

Ashley Jarmin
310 May Ave, Gibbon, NE 68840
308-216-1104

From: Rife, Laura
To: Foor, Ryan
Subject: FW: NDE Health Education draft Standards
Date: Monday, March 29, 2021 9:59:29 AM

This one is for Public Record.
Laura

From: Darci Hiatt <dhiatt_81@hotmail.com>
Sent: Monday, March 29, 2021 9:57 AM
To: Nickels, Maureen <Maureen.Nickels@nebraska.gov>; Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>; Ricketts, Pete <pete.ricketts@nebraska.gov>
Subject: NDE Health Education draft Standards

I am opposed to the NDE Draft Standards. This is for public record. I agree with Governor Ricketts when he said, "The new standards from the department would not only teach young children age-inappropriate content starting in kindergarten, but also inject a non-scientific shift in approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools."

This proposal is based on opinion of which is ever changing. My child attends Nebraska Public schools to learn the necessary skills such as reading, writing, and math. In no way do I want Nebraska Schools teaching my children "politics" or telling them how they should think. It is a parent's right to teach their children standards on moral issues. This proposal is an enormous over reach and should be thrown out without further consideration. And no outside state should be able to bring an opinion to what my child is taught in Nebraska.

Thank you for your time.

Darci Hosier
10015 N Constitution

Kenesaw, Nebraska 68956

From: Blomstedt, Matt
To: Foor, Ryan
Subject: Fwd:
Date: Friday, March 26, 2021 6:07:54 PM

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fyi

Sent from my mobile device

Matthew L. Blomstedt, Ph.D.
Commissioner of Education
500 S. 84th Street, 2nd Floor
Lincoln, Nebraska 58510-2621
matt.blomstedt@nebraska.gov
P: 402-471-5020
Executive assistant: laura.rife@nebraska.gov

From: Larry Mason <larrmaso@gmail.com>
Sent: Friday, March 26, 2021 6:05:41 PM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject:

I feel that this matter that is to be voted on by our state board of education to teach sex education to our children is outrageously inappropriate. It actually borders on child abuse and is entering into the parental role. It is not the government's job to teach children in the way that they should go!!
Please enter this into public record.

From: Mark And Pam Fredrickson
To: Foor, Ryan
Subject: Fwd: Education Standards
Date: Saturday, March 27, 2021 7:34:48 AM

Begin forwarded message:

From: Mark And Pam Fredrickson <mpfredrickson33@gmail.com>
Date: March 15, 2021 at 2:21:58 PM CDT
To: nde.standardsinput@nebraska.gov
Subject: Education Standards

To Whom it may concern,

I am a parent, grandparent, and taxpayer in Nebraska. I retired from working in a school system for 25 years.
In all those years, I was able to see what students are learning, how the materials are presented, and most importantly, I was able to observe how children interact with each other.

To my point, children have not changed, the adults have. Children are very observant, and what they are exposed to all day long in school plays a large role in their lives.

As educators start teaching health education as early as preschool, and build on this each year until graduation, this topic is critically important.

We simply can not change the fact that there is male and female, with the exception of extremely rare medical conditions at birth. If parents wish to make the choice to change their sex, or their child's sex, it is a personal decision that is a private decision. Not everyone agrees with this, and therefore will not want their children being taught by educators in school that this is perfectly normal and acceptable. Some believe it is and some do not. What parents teach their own children at home regarding personal choices such as gender change and homosexual relationships is up to them, this
teaching does NOT belong in a public school as part of the curriculum. Think about why you took away Christmas, Easter, and any reference to religion. Some families did not want their children exposed to it, therefore you removed it. Same thing, not every family wants their children taught about gender change and homosexuals.

On a side note and changing topic, I would like to share what I observed as children interact with each other. In preschool, children absolutely do not see a difference between each other. They all like each other and play together without noticing if their friends have autism, a physical handicap, or what color their skin is. They are all friends. This changes as they get older because adults are the ones

who make it a big deal by bringing attention to it in the books they read and lessons they do. Most recently, it is with great sadness and disappointment that our children in public schools are being taught that Black people are different. Children used to believe that skin color did not make a difference. We now are teaching them from resources approved by the BLM movement that is creating a division that was not there before. Children with white skin are now feeling ashamed of who they are. You are teaching them that something that happened hundreds of years ago is a burden they should still carry and be ashamed of. You are teaching black children that white adults and white children will treat them differently. Now they are looking for this everywhere and in everyone. Yes, there are isolated cases of racism that need to be corrected as it happens, but it is not everywhere as BLM would like us to believe. You should be teaching children that ALL lives matter which includes every race. We will continue to correct each racism incident because there are laws to protect against racism. You fell for what the BLM movement wanted you to fall for and you overreacted to it. They are making millions of dollars off of this. Our entire society has fallen for this. Talking about the BLM movement is not the same as saying black lives matter. The movement represents violence against police officers. This is a whole different discussion that I have touched on, but my point is you should have known better and kept it out of the schools. It is your job to know better and be aware that certain topics do not belong in the curriculum, they belong at home. If children are not being taught about topics like this at home, still not your job. As I said earlier, children have not changed, the adults did. This was a generation that was being taught kindness and truly did not care about skin color. We were finally turning the corner and moving away from any kind of racism in this beautiful young generation. You, the adults responsible for changing the curriculum, are destroying the progress this young generation has made. I saw first hand the kindness all cultures shared with each other. The students did not care what color skin was, and I was able to build trust with every child as we worked on reading and math skills. As they got older and moved on to other grades, I would still get a friendly greeting or a hug whenever I saw them. You see, there was not a racism issue until you decided to make it an issue.

Getting back to health education, don't overreact again and bring a very private and personal choice into the curriculum for ever student. If a parent would like to teach their child about transgender and homosexuals, they have every right to do so. How that information is presented may be different in every family, and how that information is taught is up to parents if taught at all. Just like religion, it's not your job in a public school.

Respectfully,
Pam Fredrickson
Omaha, NE

From: Shannon Lenz
To: Foor, Ryan
Subject: Fwd: New Health Standards
Date: Tuesday, March 30, 2021 1:31:41 PM

---------- Forwarded message ---------
From: **Shannon Lenz** <shannonmarielenz@gmail.com>
Date: Mon, Mar 15, 2021 at 10:01 AM
Subject: New Health Standards
To: <nde.standardsinput@nebraska.gov>

Good morning,

I just wanted to write to express my concerns regarding the proposed health standards. My perspective is coming from a parent of a kindergartener, a former special education/4th grade teacher, and the wife of a high school principal.

1. First, the standards would be putting educators of faith in difficult situations. There are a vast number of teachers and administrators in Nebraska public schools whose personal beliefs conflict with these ideas. The standards regarding gender identity and sexuality may be in conflict with their deeply held religious beliefs (or even scientific beliefs) which they have a right to hold. Asking them to respect and teach respect for all students? Absolutely!!! But asking them to teach content they don't believe in is opening up a big can of worms.

2. We are exposing children to ideas that are coming from a political slant rather than being grounded in science and facts. The standards are always supposed to be research-based but these are emotionally and politically driven. Biology states that there are only two genders. Gender identity is psychological. Someone who does not identify with their God-given sex is not accepting reality. They deserve compassion, support, and help, of course! But why would a public school system teach children it's an option to deny reality?
In addition, the standards are vague rather than specific and measurable. It leaves it wide open to what exactly is going to be taught regarding these issues. We are considering changing the curriculum for a small number of the population who legitimately struggle with this without data to show the long term consequences.

3. Speaking of long-term consequences, have we considered the potential harm of exposing children to these ideas? Children and teens are already facing the normal struggles of growing up, figuring out who they are, and trying to fit in. This will confuse children who are already in a vulnerable place. What happens if they decide to buy into the idea that they can change their gender only to grow up and grow out of it as children often do. Do the schools really want to be liable for sending confusing messages to kids that have the potential to harm so many kids psychologically? Will kids that have been impacted by these negative messages from the schools grow up and take legal action against the schools for what was done to them? Will this help reduce the number of suicides in this population or increase it? It's worth considering.

4. Finally, this is overstepping the bounds between schools and home. These topics are deeply personal and many different families hold to different ideas regarding them. As such, they should not be included in public school curriculum. If they do pass, I would hope that parents maintain the right to opt out of the instruction for their children (I know I certainly will) and that schools/teachers maintain their rights and are legally protected should they choose not to teach these standards because of conflicts with their personal or scientific ideas.

I appreciate your consideration.

Thank you for your time,
Shannon Lenz

From: rariedel@windstream.net
To: Foor, Ryan
Subject: Gender Identity ?
Date: Sunday, March 14, 2021 1:39:29 PM

So, you believe teaching kids that gender is changeable is a good thing, and that makes them competitive in the world?

Only sick, twisted, damaged minds believe that nonsense; those that teach kids that nonsense are evil.

Reading, writing, and arithmetic are the only things you should be focusing on.

R. A. Riedel

From: Jim Shafer
To: NDE Standards Input; Foor, Ryan; Suzanne Geist
Subject: Health Education Standards input
Date: Thursday, March 18, 2021 2:29:31 PM

As a parent with two children in the school system, I vehemently object to the proposed standards in Human Growth and Development. The public school system does not have the authority to teach any child about the controversial subjects of gender identity or sexual orientation. Those subjects are strictly in the venue of parents and guardians.

These proposed standards are an affront to parental rights in the education system. This material runs counter to Nebraska's values and traditional values of America. I can not find any of the research or documentation where this material is beneficial to young children, especially kindergarteners. Where are the studies? Where is the research? Were ANY parents of the Nebraska school districts invited to participate in drafting these standards? Were any local experts invited to give input to these standards?

Please rewrite these standards, remove the controversial material, and let our children stay children.

Thank you,

Jim Shafer

From: Preston
To: Foor, Ryan
Subject: Health education standards
Date: Friday, March 26, 2021 10:51:47 PM

Hello

I'm not sure if I'm writing to the right person, but I strongly oppose the human growth and development section of the proposed health education standards. All of it. Please vote against it. In fact, just eliminate that entire section for all grades. Let the parents educate their children, and let us keep our Biblical standards as protected by the first amendment.

Thank you

Preston Van Amburg

From:	Ashley Jarmin
To:	nde.standardsinupt@nebraska.gov; Blomstedt, Matt; Foor, Ryan; Nickels, Maureen
Subject:	Health Standards - No state-wide health standards
Date:	Thursday, March 25, 2021 2:55:38 AM

For Public Record,

I have read the draft and there are many good things in these standards as well as many areas of concern. In addition to reading these standards, I spoke with two different counselors in my community that work specifically with teens and children. I reached out to teachers in my community and spoke with other parents. As I have taken the time to try my best to understand these proposed standards; I can not support them as they are.

I would like to note that I appreciate the focus on nutrition, physical activity, emotional well being and mental health. I appreciate the hard work and details in most sections of these standards. However, the areas of concern for K-8th grade are in the *Human Growth & Development* section. These standards have explicit focus on genitalia, gender identity and sexual behaviors and sexual orientation beginning at a very young age.

These standards have 10-year-olds discussing sexual intercourse before they have even gone through puberty. Then 11-year-olds learn how to evaluate if they are ready for sexual behaviors including oral and anal sex. This is abhorrent. These standards teach very impressionable children as young as 6, that gender is not biologically determined but can instead be chosen. Gender ideology and sexual orientation ideology should NOT be taught. These ideologies go against the biological functions of the body. They are perversions. This is teaching a 'religion' to our students that MOST disagree with. The culture as a whole has turned perverse and holds a low moral standard. The schools should NOT lower their standards but instead rise above. Schools should set their standards based on facts and hard science. Gender ideology and sexual orientation over the course of history had been clear: **Gender**: Male and Female. Males have a penis and Females have a vagina. Males have XY chromosomes and females have XX chromosomes. No debate. **Sexual Orientation:** Reproduction of humans requires sexual intercourse between male and female. Any other "orientation" is a perversion.

As I have taken the time to read this draft, do my own research and discuss with others in my community; I ask that you continue reading. I have listed specific areas of concern in the following paragraphs.

<u>Kindergarten</u>

- HE.K.7.1. "Fundamental components of sexual health" this phrase raises flags for me. I do not believe that kindergartners need to know *sexual health.* Kindergartners should know the parts of their bodies; head, shoulders, knees and toes, ect. I also agree that children should know that "private" parts are just that. *HE.K..7.1.a: State the medically accurate names for body parts including genitalia*. This does NOT clarify the terminology to be used. I do NOT believe it is necessary for a kindergartner to know clitoris, urethra, labia, vagina, sphincter, and penis. Simply using the word genitial to describe their "privates" should be sufficient like we use the word head not cranium. It's not exactly correct but it conveys the body parts clearly.

- HE.K.7.2. Students will learn characteristics relating to identity, sexuality and healthy

relationships. Kindergartners need to learn about healthy relationships. However, gender identity and sexuality don't belong. My kindergartner can't even recognize that she's tired. Yet this upside down world thinks she can decide that she's a he?! Teaching this is just leftist, LGBQ+ nonsense that has NO place in schools. Schools should only teach functions NOT ideologies.

First through Third Grades

- Again, gender identity and sexual orientation do NOT belong and neither do: HE.1.7.1 or HE.1.7.2d, HE.2.7.1, HE.3.6.4.d: racial bias- there is enough racial tension. Why can't we just view people as people and not by the amount of pigment in their skin. HE.3.7.1. HE.3.7.2 - gender ideology should NOT be presented by the school. If the school needs to teach 'ways to promote dignity and respect for people' then that is it. Teach dignity and respect for all people - no qualifiers needed. HE.3.7.2. Gender ideology does not belong in school. HE.3.7.2.e - NO NO NO. Most students do not start to have sexual "feelings" until after puberty and most students will not have started puberty at this age. Therefore, introducing sexual orientation is unnecessary. Not only is it unnecessary, teaching this undermines many religious beliefs (Christianity, Catholisim, Muslim, even the Dalai Lama said it was wrong for Buddhist to be gay).

- HE.3.7.3.a-e seems like it should be a grade 4/5 discussion not for 3rd graders.

- HE.3.7.3.f - This is a good point. It's important for students to embrace a healthy lifestyle and know that "healthy" looks different for everyone based on many factors.

Fourth Grade

- Fourth grade seems to me a better time to introduce puberty. HE.4.7.1.a & b. seem out of place. I believe they should be covered along with other STDS. I don't believe there is as much "fear" about HIV/Aids today compared to just 10 years ago. Fourth graders are rarely sexualy active and the risk for STDS/HIV/Aids is low and could be addressed later. HE.4.7.1.d seems like it should be taught before HE.4.7.1.c.

- Again, gender identity and sexuality don't belong and neither do: HE.4.7.2.c,d, or f.

Fifth Grade

- Again, gender identity nor sexuality orientation belong. Sex education should be limited to the systematic functions of the body nothing more. HE.5.7.2.f and e do NOT. The majority of studies show that if children are left alone and allowed to "grow out" of gender dysphoria that being "trans' is relatively new and normalizing or even elevating this via education/media does more harm than good for children and society in general.

Sixth Grade

- HE.6.7.2.b, c & f these need to be removed. This is teaching gender ideology. Sex eduaction should be limited to the physical processes our bodies go through. Puberty

and the reproductive system. Done. The school should NOT teach beyond biologic functions. Gender, sexual orientation and gender identity should be left for the parents to direct their children. Per the family units moral/religious standards.

Seventh Grade/Eighth Grade

- Again, gender identity and sexuality orientation don't belong (HE.7.7.2.c, HE.8.7.2.c,e, HE.8.7.3.a,).

- HE.8.6.4.c appears to be an introduction into critical race theory. Parents should be able to opt their students out of such teachings. As for many it is the antithesis to the American/religious ideals held by families.

High School

- Again, gender identity and sexuality orientation don't belong (HE.HS.1.19b, HE.HS.2.18d)
-
- HE.HS.2.17 is the teaching of Critical Race Theory. The tenants of this world view are:
    - Every human interaction is determined by race
    - People are racist in varying degrees depending on their skin tone
    - There are no individuals, only "socially constructed groups"
    - Science, reason, and evidence are "white", whreas "Afreican-American people have "Cultural Trauma" defined as "a collective memory of slavery grounding a people's sense of itself"

America was founded on the idea of every individual having the right to life, liberty, and the pursuit of happiness. CRT is the antithesis to these ideals. These CRT ideas are damaging to teens, teaching them to be victims mired in hopelessness, rather than strong and self-reliant. In that way, it directly contrasts with the remainder of the health curriculum, which focuses on self-reliance and self-education regarding one's health.

The over sexualization of our children is the real pandemic. Schools should be a safe place. Where students learn the facts of life not secular religion. The schools should teach puberty and reproduction. It's a biological function of humanity. However, schools should teach minimally on such matters as to not OVERSTEP into PARENTAL responsibilities. It is not the school's job to parent; but to teach reading, writing, mathematics, science and history. Nebraska parents do NOT want these standards.

Thank you for your time and consideration.

Ashley Jarmin
310 May Ave, Gibbon, NE 68840
308-216-1104

From: Sheena Kinnan
To: Foor, Ryan
Subject: Health Standards
Date: Wednesday, March 17, 2021 11:38:57 AM

Sheena Kinnan
Cozad, NE 69130
March 15, 2021

Nebraska Department of Education
P.O. Box 94987
500 S. 84th St., 2nd Floor
Lincoln, NE 68509-4987
402-471-2295.

Dear Nebraska Department of Education Representatives,

As a parent of children in the public school system, I wish to reach out to all the members of the Nebraska Department of Education who had a part in publishing the new Nebraska Health Education Standards. My intent is to not only make known to you my deep concern regarding the intention and contents of this new standard, but to also inform you that this is a definite overstep of the public school system.

I am appalled this standard even made it to the public. Shame on all the individuals this was distributed to without scrutiny. In case you have forgotten, we as parents still have rights. The public school system has no right to educate our children based off opinions and lifestyles. This standard needs to get 'back to the basics' of health education and stop forcing political and personal agendas on our children. There are so many deep-rooted issues laced within this new standard that I believe it should be thrown in the trash and re-written. Gender-identity, abortion, and the topics of tolerance have no place in our public school system. We need to put a stop to non-scientific and political ideologies as a standard for our children within the public setting.

I am also calling on the Department of Education to be more vigilant in the selection of committee members selected for writing standards in the future and hold the persons involved in the development of this material accountable for their purposeful actions.

Governor Pete Ricketts was correct in wanting "to scrap" this draft of the standards and I commend him for recognizing the injection of political ideas and putting a stop to it.

Sincerely,
Sheena Kinnan

From: Rod & Brenda Wilke
To: Foor, Ryan
Subject: Health standards draft
Date: Tuesday, March 30, 2021 8:43:15 AM

I hope this is the correct contact info to state my feels about the Health standards draft. I totally agree with our governor Pete Ricketts to "scrap their proposed sex education topics". They do "inject non-scientific, political ideas into curriculum standards". I am a mother of 3 grown boys and a nurse. I think sex education belongs at home. Children are too young to be given info on gender identity, sexual orientation, gender expression etc. Too much of this is on our televisions already and needs to be monitored and explained at home in a caring environment. Children today are faced with too much that is out in their surroundings today without it being taught and expanded on in our schools.

Tax payer, Brenda Wilke

From: Speaking of Happy
To: Foor, Ryan
Subject: Health Standards for Public Schools
Date: Tuesday, March 30, 2021 2:45:15 PM

Dear Mr. Foor,

I am writing today to stand with the Nebraska doctors and teachers who have proposed updated health standards that are inclusive and affirming. As a Nebraska Native, I believe what they are proposing is LONG OVERDUE and it is imperative the rights and needs of our LGBTQ+ students be acknowledged.

As an outspoken advocate for the LGBTQ+ community, I am tired of the lies being told by people who claim to represent the needs of all Nebraskans and then see them turn around and be in such strong opposition to something that is needed. They are honestly NOT the experts and it is disheartening to see them dispute the experts.

I wish this type of comprehensive education was available when I was younger, I am confident it would have saved me from decades of trauma and harm. I encourage you to listen to the experts on this.

Sincerely,
ELI RIGATUSO | OWNER "Chief Catcher"
Catch Creative | you'll love how we see it
402.630.8375 | facebook.com/CatchCreative | twitter: @elirigatuso
Catch Creative and Speaking Of Happy and LinkTree

"Take your broken heart, make it into art." ~Carrie Fischer



Eli Rigatuso
elirigatuso.me

My name is Jenna Lopez. I am writing to you today as a mother of two Nebraska public school students, as a queer human who, in her youth, as someone who experienced a school system that openly shamed and tried to erase the existence of this part of my identity, and as a social worker who worked for six years in the public school system in Nebraska and as a mental health professional who provides therapeutic care to those students now. I want to give my testimony from these perspectives because I believe that they are directly related to the discussion around the new proposed health standards from the Nebraska Department of Education.

As a queer human I can give first-hand testimony to the damage done to youth by how LGBTQ+ identities are underrepresented in schools. This damage is caused by a belief that discussing gender identity and sexual orientation being deemed as “an inappropriate subject matter for youth”. Because of this, I struggled with depression and anxiety for many years due to the way I, as a young person, internalized the message that being gay was something that was inappropriate to talk about in schools. I internalized that this meant there was something bad, wrong or shameful about me. It would take me well into my 30’s to be able to realize that being queer is nothing to be ashamed of.

As a school social worker, I was constantly confronted with the damage the non-inclusive standards and policies continue to do to students. I lost students to suicide because of the discrimination they faced in their schools, homes, and community as a member of the LGBTQ community. I listened as students expressed the same feelings of depression and anxiety that I had felt because they are not being treated in school with the dignity and respect that they deserve. These policies are literally killing our students.

As a mother, it is incredibly important to me that the schools my children attend reflect the values we are trying to instill in them. Unfortunately, this is not what I can say about the schools in Nebraska my children attend because my children do not attend either of the two schools who are implementing these inclusive policies. The standards, (as they are now) only give cis gender heterosexual students the dignity and respect that all students deserve to have in their curriculum. I want my children to grow up in an environment where everyone is treated with dignity and respect. I am hopeful that they will experience this with the newly proposed inclusive health standards which support ALL students.

Finally, as a mental health professional I implore you to make decisions from an evidenced-based perspective. There will be a lot of people shouting opinions about these changes, but it is those opinions that create an environment of shame and exclusion. The evidence overwhelmingly supports the need for these new standards and policies. The evidence shows that the new health standards and policies greatly reduce the risk of LGBTQ+ students dying by suicide, being bullied, and create an environment for which ALL students can flourish.

From: Wayne Smith
To: Foor, Ryan
Subject: Health Standards
Date: Wednesday, March 31, 2021 10:07:20 AM

Dear Members of Department of Education:

I oppose the proposed NE health standards. There are many items that I find offensive, but I'll point out only one general area.

There seems to be an obsession today with Gender Identity, Gender Expression and Sexual Orientation. These standards will teach very impressionable children as young as 6 years old that gender is not biologically determined but can instead be chosen by each child. HE.5.7.3.e: Will the dangers of hormone blockers on young people be explained in this standard? HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity. What does this have to do with health?

Gender Expression - Why is this in any way appropriate? Gender expression and gender identity go hand-in-hand, and that is what will be addressed through this standard.

Sexual Orientation - Children as young as 8 years old will begin learning about being lesbian, gay, or bisexual. Will it stop there? There are even more sexual orientations such as pansexual, asexual, etc. that are taught to 11-year-olds. HE.6.7.2.c: ……explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual). HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression. I hate to guess what they will find on the internet.

Our daughter who is now 50 years old once told us when she was very young, she wished she was a boy because she was so good in sports and could beat the boys. I can't imagine what would have happened if she would have been exposed to these standards. Hormone blockers? Today she is happily married with three great children and eight grandchildren.

Dr. Paul R. McHugh, the former psychiatrist-in-chief for Johns Hopkins Hospital and is current Distinguished Service Professor of Psychiatry, said that transgenderism is a "mental disorder" that merits treatment. Dr. McHugh noted studies from Vanderbilt University and London's Portman Clinic of children who had expressed transgender feelings but for whom, over time, 70%-80% "spontaneously lost those feelings." Will this be explained in the classroom?

I hope you will remove the inappropriate items in these standards.

Sincerely,

S. Wayne Smith
6345 S 35th Ct.
Lincoln, NE 68516

402 327-2085

Sent from Mail for Windows 10

From: julia.kleinschmit@yahoo.com
To: Foor, Ryan
Subject: In support of updates to health education standards
Date: Tuesday, March 30, 2021 3:19:11 PM

Dear Mr. Foor,

I am writing to support the suggested updates to health education standards that have been developed by Nebraska doctors and teachers. They align with best practices, respect local control, only apply to public schools, and puts students at the center -- so they receive accurate information.

Further, this proposal respects parental rights and family values, making sure each family is involved in decisions about their children's educations.

This should not be a political matter. It is an educational matter.

Thank you for serving the students and families of the state of Nebraska.

My best,

Julia Kleinschmit
101 S. 564 Ave
Hartington, NE 68739

402.841.4919

Dr. Matthew Blomstedt and Board Members
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

Dear Dr. Blomstedt and the NE Dept of Education members,

I am writing you concerning the recent publication of possible "Health Standards". I have studied them and have some deep concerns. I am a parent of three young men who attended Nebraska schools and the grandparent of two young girls who will attend Kindergarten this fall. I, also, am a school board member of a unified district here in Nebraska and have been for five years.

First of all, and most of all, these so-called standards are an invasion of the privacy and authority of our children's parents and guardians. Secondly, these are so demanding and, in a time when teachers have so much to cover, you want to add hours a day to their already cramped curriculum. Thirdly, these standards are totally inappropriately applied to children that are way too young to even try to comprehend this. Fourthly, these standards will promote more bias and discrimination and cause more harm than good. Fifthly, you are not using science as a basis for your gender identity. Lastly, these standards take away local control from our local school boards and school administrators.

So, for my first point- invasion of authority of parents and guardians- Parents/Guardians know their children best and know when a child can understand situations. These standards talk about personal issues, growth, religious issues, and agenda driven social issues. Parents who are Christian or other faiths have beliefs that contradict what you are trying to push on children. It talks about bias on religion, religion is not a bias, it is a belief. Schools have no place in deciding to teach children that their religious belief doesn't matter or that it is wrong. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" I believe that pertains to schools and public education, as well.

Secondly – The depth of these standards put an extreme strain on the teacher's subject content and puts the teacher in an extremely difficult position. We should be spending time on teaching our children reading, writing, arithmetic, history, and science. They are not the parents and they should be educating our children to go out into the world to be productive and contribute to a great society. These standards will only diminish the morale of both teachers and students and not teach them anything.

Thirdly – No kindergartener thru fourth grade can understand the emotional identity or having them learn the genitalia. This will only create confusion and will lead to real mental issues in the youngster that should be just learning to read and write and to play. I just don't understand your motivation in destroying a young child's youth by bombarding them with these topics. Let them be themselves. It has been proven by several studies that the indoctrination of these gender and sexual topics has only led to more problems with our youth and to suicides. Don't go there, let them be children with simple topics. And in fifth grade you want them to discuss gender transition!! How terrible that you would promote this, middle school children are just going thru puberty and are so confused then, why would you compound the situation? This will only lead to disaster for our children.

Fourthly – In these so-called health standards you constantly discuss racial and gender bias. In my book, the more you talk about it the more you will convince children that they are the ones with the bias when that isn't necessarily the case. You are destroying the morale of these children and will only lead to more mental health issues. I grew up in here in Nebraska and, you know, I never really cared what someone looked like or

did. I cared about what their actions were, did they break the law? We weren't bombarded at school with prejudice training or sex ed and we all became great citizens and respected others.

Fifthly – you seem to claim that gender is fluid and not set. That is such a lie and not based on sound science. DNA genetics sets your gender with X and Y chromosomes. This gender identity and transition idea is a psychological issue and not physical, it is mental and now you are wanting to promote this idea. Your motivation I totally don't understand. Is it to confuse and ruin children's lives? Is it because you want this society to crumble? A society that has no foundation built on family will not survive.

Lastly, these standards are so overreaching and take away the local control of our schools that our state has been so proud of. Local parents and teachers should be in charge of what is taught in our schools, not some bureaucrats or political activists that have no idea what our children need to be taught to succeed in life.

So, in closing, this is my opinion and, I believe, the opinion of Nebraska parents, guardians and really all of Nebraska, that the Dept of Education is overstepping its boundaries. Now why is that, I wonder… The only thing I can think of is that you are agenda driven by a radical group of people that don't care about the mental health of our children, only your agenda to push for the destruction of the family unit and the removal of Christian and other beliefs. This country was founded on Christian beliefs and freedoms for everyone. These standards, as well as the Social Studies standards that rewrite history, have no place in our schools or our homes. I urge you to scrap these standards and protect the mental health, wellbeing and future of our precious children.

Thank you for your time and I hope you consider my proposal to scrap these "health" standards.

Laurie Kohmetscher
1280 Road 306
Fairfield, NE 68938
402-726-2378

From: Pam Kler
To: Foor, Ryan
Subject: March 2021 draft Health Standards
Date: Wednesday, March 31, 2021 7:50:53 AM

I, Pamela Kler, resident and parent in Nebraska, am COMPLETELY OPPOSED to the content of the March 2021 draft health standards. I DO NOT WANT this type of information to be taught in classrooms in Nebraska.
Please DO NOT support or pass this type of curriculum for the students here in Nebraska.
Sincerely,
Pamela Kler
Chappell, NE

From: Amy
To: Foor, Ryan
Subject: NDE FOR PUBLIC RECORD
Date: Friday, March 26, 2021 8:57:01 PM

For public record, I am writing you today to express my concerns about the proposed health education standards. I feel that there are many red flags of major concern. This is definitely an overreach of the state infringing on parenting. The progressive content of the human growth and development and social emotional mental health is alarming, and should be removed.

It is my feeling, along with the majority of parents I have discussed this with, that school is NOT the place for teaching controversial topics that do not align with values being taught in the home. The draft standards proposed, go against the values our families in Nebraska are teaching our children. These must not be accepted as standards to be used across the state in our public schools. Might I suggest, that if this proposal is accepted, we pursue to re-post the 10 Commandments on the wall of each and every classroom in the public schools.

Eighth grade HE864c seems to be an intro to critical race theory. These ideas are damaging to teens! These ideas teach them to be victims, not self -reliant. America was founded on every citizen having the right to life, liberty, and pursuit of happiness. Why would we teach otherwise?

If indeed these proposals are accepted, I fear our state will experience a mass exodus from the public school systems, along with an education crisis. Residents of this state will seek alternative education options. Our family being one of those.

In closing, I ask you to put serious consideration into this heavily weighted survey. The people of Nebraska do not want this!

Sincerely,
Amy Martinez

Sent from my iPhone

From:	Kassie Thieszen
To:	Foor, Ryan
Cc:	Kassie Thieszen
Subject:	NDE Health Education Standards
Date:	Tuesday, March 23, 2021 10:26:40 AM

To Whom it May Concern,

I am deeply concerned about the new proposed Health Education Standards for Nebraska. Many things laid out in the draft are inappropriate for the age group and not the job of the school to be teaching children. The entire sexual education and also "social emotional learning" should be left up to the parents to teach, not the school. Much of it goes against my family's own personal beliefs, religion and freedoms. It is the parents God given responsibility and right to direct their child's moral, ethical and emotional development – not the school. This is indoctrination and it needs to be stopped.

I'm mostly concerned about most of the sexual education portions. What they are proposing to teach grade schoolers starting in kindergarten goes against most Christian beliefs and morals. As I said above, much of it is inappropriate for the age group as well. I think around the age of puberty it is fine to have a sex ed. course that teaches what happens to your body at puberty, basic human reproductive science, pregnancy prevention options and who they can turn/resources for help or more questions. Past that, it is unacceptable and should be left up to individual families to guide their children in their beliefs and morals in these areas.

The social emotional mental health portions I'm concerned about because the language is a little vague. I'm afraid it can easily lend to students being taught how they should feel about social/political issues. We can teach students to be kind and respectful without interjecting politics. I think schools need to keep the main focus on academic content and less on raising the child.

Sincerely,

Kassie Thieszen

970-520-4672

McCook, NE 69001

From: Jeremy King
Subject: NE Dept. of Health info questions
Date: Wednesday, March 24, 2021 10:45:00 AM

I have reviewed the Nebraska Health Education Standards. It is a very interesting document. And I have lots of questions and issues with it. My first question is why did these standards need to be created? For what purpose? My second question is who decides how they are implemented? Will there be a "curriculum" that teachers will need to follow? Or is there some flexibility in implementing them? My third question would be can parents opt out of them? The ones that I believe are going to trouble lots of parents are the Human Growth and Development standards. My fourth question is how they came to be formed? Why did the group decide to teach what standard at what level? Was there an evidence-based approach or was it arbitrary?

I am a parent and a physician. I have three kids ages 8, 11 and 12 years old. I take care of patients of all ages (Family Physician) and have been in practice for almost 20 years. I do not think the topics that are covered are "bad/wrong" per se but it does seem that certain topics will be covered earlier than needed and it seems to be created with an agenda in mind. The devil is in the details so to speak and I would have to have more information on how it was created, why it was created and how it is to be implemented to say more. I am afraid that the parent's values and rights would be infringed upon in this proposal.

I believe that the document is not needed and that the local school district should decide what is to be taught and how.

Thanks for your time,
Jeremy King
Papillion, NE

From: Tammy Hanel
To: NDE Standards Input; Foor, Ryan
Subject: NE State Health Standards
Date: Tuesday, March 30, 2021 6:48:02 PM

To the NE State Board of Education:

I am writing you in opposition to the new health standards for K-12 students.

I am a former LPS teacher, born and raised Nebraskan of 48 years, wife, mother, daughter, and sister. I have been blessed to travel the world and live in Shanghai, China and Penang, Malaysia. I have a worldview based on these experiences and my faith in Jesus.

We adopted our daughter from China when she was 10 months old during a time when Mao's one-child policy was still in place. Our daughter is a miracle, as are all the children who escaped this pure evil perpetrated on the most vulnerable of the Chinese people.

These new health standards are also pure evil and are being perpetrated on the most vulnerable in our society, our children! Would someone please tell me what's the point of this? What is the benefit of this? What is the gain? Are we too weak and afraid as adults to stand up for our children? Is it necessary that kindergarteners question their gender? Is it necessary that 10 year olds know the different sexual positions? Is it necessary that our children are taught that you can have sex with whomever whenever? Is it necessary that our children are taught that if they get pregnant they can just kill their baby? ADULTS, WHAT ARE WE DOING?

I'll tell you what is necessary…adults standing up and protecting the innocence of our children! Can we teach them how to read, write, and do math, please? That's the teacher's job! It is not the school system's job to indoctrinate our kids with pure evil and lies!

You are on this board to protect our kids first and foremost! You know exactly the kids who will be affected most by these

standards…the kids you vow to care about so much. Those kids who don't have a voice or a choice and will be left in a broken school system. This is nothing new! I spent my years teaching these exact children.

These health standards are meant to confuse kids, ruin families, minimize parental rights, and shove an evil agenda down our kids' throats!

Under Mao's reign, children were instructed to turn on their parents and rupture the family structure. I don't know about you, but I still believe in family values, the innocence of children, and truth above lies. Nebraska is not China! This state was once a beacon of hope but has slowly been infiltrated by those who do not hold the same values Nebraska stands for. These health standards are not for or of Nebraskans. The only goal there could possibly be by voting these health standards in would be to literally ruin the lives of the most vulnerable of our students who will be left in a school system that doesn't value them enough to protect them.

Choices have consequences, and if you pass this through, we will all pay the price, the least of these being our children.

Tammy Hanel

From: Paula Kucera
To: Foor, Ryan
Subject: Nebraska Department of Education standards input
Date: Friday, March 26, 2021 11:36:50 AM

Dear Sir,
I am writing to strongly oppose the proposed "Health Standards" especially the Human Growth and Development" section in each grade. Not only do I strongly believe the material is completely inappropriate, but I doubly disagree as subjects are introduced at a level that is not age appropriate. Some examples of the items I am opposed to are as follows:

In kindergarten students will discuss different kinds of family structure. Kids can and will figure out that not all their friends are from a married mother and father family. But they can do so on their own. Interesting that traditional marriage between a man and a woman is not mentioned in this discussion. Really? Scientific studies have, for decades, noted that children do best in a traditional family with their mother and father. Obviously, that is not always possible. But kids figure things out. on their own. When they are "discussed" the alternate family structures will be presented as "equal and alternate." Being a retired mental health provider, I know that is not born out by research.

In first grade students "define gender, gender identity and gender role in stereotypes." This is not appropriate for first grade students. I studied this in grad school. Explaining gender identity is not the role of the school, who will promote their social agenda. This is the role of the parents. And however they choose to explain this to their older children is not the business of the school.

In 4th grade students "distinguish between sex assigned at birth and gender identity and explain how they may or may not differ." Once again this subject is not age appropriate to 4th graders. It is also not scientific. Although gender dysphoria is widely recognized as a legitimate mental illness, there is no science behind the person who claims they are actually not the gender they were born with. And to promote this social agenda is not the business of the schools. Once again, they are usurping the role of the parent.

In 8th grade students would be taught that abortion is reproductive health care and then taught how to develop a plan to eliminate an unplanned pregnancy, i.e. get an abortion. Approximately half of this country acknowledges that abortion is the killing of pre-born babies. Scientifically we know that people are human beings from the moment of conception on. Therefore abortion kills a human being. That science contradicts the social agenda that pushes abortion as "women's health care." Under no circumstances should the school system be allowed to promote - which is exactly what this health care standard would do - something that involves killing unborn babies!!!! This subject once again is the responsibility of parents. The school is certainly trying to push their social agenda and take it out of the hand of the parents where it belongs.

Please stick to things that actually involve health and are not promoting the social agenda of the party currently in power. Not ok!

Thank you for listening!
Paula Kucera - former LPS employee

From: Dave Busskohl
To: Foor, Ryan
Subject: Nebraska Education Health Standards
Date: Wednesday, March 31, 2021 8:47:43 AM

Health Education Standards Comment

I'm emailing to express my extreme disagreement with many aspects of the proposed health standards.

My main concern is that the schools will be teaching impressionable children about abnormal sexuality. Gender identity, gender stereotypes, and sexual orientation are not areas the school system should be teaching. Doing so will inevitably result in an indoctrination from groups promoting the LGBTQ agenda.

The LGBTQ beliefs reject the very laws of nature. Whether one is male or female is obvious at birth. To encourage exploration of different genders or sexual orientations creates problems that can ruin lives.

According to the Trevor Project, LGB students are 5 times more likely to have attempted suicide compared to heterosexual youth. Do they need help? Yes, desperately, and my heart goes out to them. But they don't need encouragement to pursue those lifestyles that are causing the hopelessness and suicidal thoughts. Instead they need to be affirmed in nature's identity that they were born with.

If a person comes to a medical doctor and says he or she are considering suicide, a Dr. doesn't give them a gun to kill themselves. He refers them to psychologists or pastors that can help them. The same is true for those that think they have gender identity issues. Don't send them to a Dr. for a sex change which is basically child mutilation, or hormone therapy which also has lifelong consequences. Send them to people who can help (a pastor or psychologist).

Most of us as young people made many mistakes and we wish we would have never done them. Some of these decisions made by youth regarding sexual identification and gender issues have lifelong consequences that cannot be reversed. Given time, the vast majority will change their mind about wanting to switch genders.

I'm opposed to the health education standards being proposed. Let the parents raise their children, not deviant philosophies forced on their children that go against the laws of nature.

Please make these comments a part of the public record.

Thank you,

Dave Busskohl
2001 Koenigstein Ave.
Norfolk, NE 68701

From: M&M Henkenius
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, March 25, 2021 10:27:33 PM

I am writing to provide feedback for the draft of the proposed Nebraska Health Education Standards. First, I want to thank you and the Board members and Department for your efforts in creating the standards. Much of what they contain is reasonable and helpful to parents. I know the board is committed to the education and health of all Nebraska students. I have five children ranging in ages from third grade to college, and as a school parent I thank you for your service.

There is good information in the proposed standards especially in the substance abuse prevention section. In general I agree with the standards in the following subsections;

- Personal Health
- Nutrition and Physical Activity
- Substance Abuse Prevention
- Disease Prevention
- Injury Prevention and Safety
- Social, Emotional and Mental Health
- Consumer and Environmental Health

I respectfully disagree with the standard language in the Human Growth and Development subsection. I completed the survey and named the particular sections I disagree with so I won't restate every section here. I'm particularly alarmed by the oversexualized nature of the subsection in elementary school grades. I'm also concerned with the politically driven agenda that underlies this subsection in terms of gender identity and sexuality. The Department is proposing a belief system of human sexuality. The government is not allowed to promote a belief system.

There are many belief systems on human sexuality. Nebraska school children should not be taught one belief system over another. The proposed standards are inconsistent to what the majority of Nebraska parents teach their children. They are too sexualized. Third graders discussing "gender-role stereotypes" and sexual orientation (HE.3.7.2) is not appropriate, and to be honest, shocking. I urge the Department to streamline the standards in Human Growth and Development, remove them from the standards until 5th grade, and keep the section focused on medical facts. It is the parents' role, not the state, to educate their children about human sexuality.

It is very hard to be a parent today in our oversexulized culture. We need help from our schools. We need to guard against aggressive sexualized content in entertainment, music, books, and on the Internet. It's everywhere we turn. I'm asking for your help to partner with parents so that we can focus on all the good goals that are listed in the majority of the standards. We can agree on those. Thank you for your time, service to our state and for your consideration of my thoughts and feedback.

Michael Henkenius
6510 Monticello Drive
Lincoln, NE 68510
402-613-8254

From: Adam Q. Jacobs
To: NDE Standards Input; Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Tuesday, March 30, 2021 4:41:26 PM

Health Standards Folks,

I am writing to support the new proposed Health Standards Education program, as it is time that we had more inclusive and encompassing health education in this state.

Best,
Adam Jacobs
Adams County, NE

--
Adam Jacobs
Heartland Workers Center
Hastings, NE
(315) 212-4750

From: Adam Andrews
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 2:34:30 PM

Mr Foor - I support updates to our health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families. Thank you for adopting affirming nondiscrimination policies adopted in recent years.

--

Adam J Andrews

From: Angela Montalvo
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 2:59:07 PM

I am writing to tell the State Board of Education that I support updates to our health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families.

Angela Montalvo
pronouns: she/her/hers
Coordinating Committee of Nebraska Tri-Chair and Communications
Poor People's Campaign: A National Call for Moral Revival

Forward together, not one step back!

From: Jean Eden
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 3:49:11 PM

I support and hope that you support bringing health education up to date. We need to respect all people in our health education and not make some people feel shamed or lesser. Please help move us forward in medically approved ways in the ways we educate our children.

With appreciation,
Jean Eden
jeanleden@gmail.com

From: Linda Rea
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 3:51:05 PM

I support updates to our health education standards that are age-appropriate, science-based and inclusive of gender equity and LGBTQIA+ families.

Linda Rea
Hastings, NE

From: Mark Selvey
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 6:31:24 PM

To the Nebraska Board of Education -

I appreciate and support the updates to our health education standards that are age-appropriate, science based and inclusive of gender equity and LGBTQIA+ families.

Jill Selvey
Scottsbluff, NE

From: Katherine
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 5:11:20 PM

Dear nebraska board of education member,

I am writing to express my support for the proposed updates to our health education standards. I believe them to be age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families.

As a parent of an OPS student, I thank you for supporting all nebraska students.

Sincerely,

Katie Davis

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: Nicole Wheeler
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 5:28:32 PM

I am writing to let you know of my support for updating the educational health standards to include information around LGBTQIA+ families and youth. Our children are already living in a diverse world where they are exposed to all kind of family structures and people. Having schools work to create baseline knowledge around this improves the world for everyone.

Thank you,
Nicole Wheeler
Parent & Alum - Omaha Public Schools

From: Sandra Johnson
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 6:07:55 PM

I wholeheartedly support updates to our health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families.

Sandra Johnson
639 S 30th Street
Lincoln, NE 68510

From: Dee Dee
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 7:14:13 PM

I urge the Board to take responsibility and continue to ensure that ALL students are treated with respect. Following the guidance of the medical professionals and education professionals not your personal bias towards children who aren't like you. All student death from suicide, bullying should be eliminated.

Thank you,

Dee Dee Neil

"Kindness is a language the blind can see and the deaf can hear."

From: marta@steveandmarta.com
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 6:25:39 PM

This is my comment for updating the health standards. **I fully** support updates to Nebraska health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families.

Everyone should be allowed to live their life as they choose, and should have all the information they need to do this.

Marta Dawes
402-502-6004

http://www.GraveyardsofOmaha.com

All we are saying...is give Peace a chance. - John Lennon

". . . just do a couple of lines from ***Hamlet***, please . . . or ***The Sandpiper!***" Michael J. Pollard and Logan Ramsey, to Bill Murray, whom they think is Richard Burton, in "Scrooged."

This email has been checked for viruses by Avast antivirus software.
www.avast.com

From: Roger Wess
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 6:17:10 PM

Health education standards serve as an important general guide for local schools to later develop a curriculum that empowers all students to stay healthy and form healthy relationships. These standards should reflect real life. Marriage equality, LGBTQIA+ families, and LGBTQIA+ youth are real life.

It is wrong for cynical politicians to use the power of their position to shame LGBTQIA+ youth and their families or try to erase us and our experiences from public school classrooms.

From: Fred Kempf
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Wednesday, March 31, 2021 6:31:23 AM

I believe that the State Board of Education should act to update the health standards in Nebraska to assure that all of those standards reflect modern viewpoints based on science, age-appropriate curriculum, and non-politically biased protections for all state citizens, including LGBTQ+ Individuals.

Sent from my iPad

From: Vance Nelson
To: Foor, Ryan
Subject: Nebraska should be for everyone.
Date: Tuesday, March 30, 2021 4:09:41 PM

I want you to know that I, for one, as a retired educator, support the Health education standards proposal that serves as an important general guide for local schools to later develop a curriculum that empowers all students to stay healthy and form healthy relationships. These standards should reflect real life. Marriage equality, LGBTQIA+ families, and LGBTQIA+ youth are real life.

The proposal was developed by Nebraska doctors and teachers. It aligns with best practices, respects local control, only applies to public schools, and centers the rights of students to receive accurate information. The proposal respects parents' rights and family values so each family can choose to do what's right for them.

I urge the support of the State Board of Education to implement this proposal.

Vance E. Nelson, Ogallala, NE

My name is Lisa Rucks. I am an Associate Professor in the Department of Pathology and Microbiology at the University of Nebraska Medical Center. One of my roles at UNMC is to help provide education about LGBTQ+ patient care to medical students. I am also a cellular microbiologist who studies *Chlamydia trachomatis*. Most importantly, I am a mother to a wonderful 5th grader and a magical 2nd grader who both attend Dundee Elementary in the Omaha Public School system in Omaha.

I am submitting this written testimony as a private citizen and not as an employee of UNMC.

One of the most frequently asked questions that I receive from future pediatricians and child psychiatrists is “how can we reach LGBTQ+ or gender fluid/gender nonconforming children who may be struggling with their identity?”. It is an important question. As they know, these children are at greater risk of being bullied, at greater risk of having suicidal thoughts, and attempting suicide. I see a solution to these issues available to us in the new Nebraska Health Education Standards. By discussing biological sex and gender identities at young ages, it will help children become more comfortable with who there are, and more accepting of their friends who may be different from them.

Additionally, accurate and age-appropriate conversations about sexual identity and sexual practices are key to giving children the necessary tools towards helping them make informed decisions about their own health. Importantly, it provides a framework to help children understand if they are being taken advantage of sexually and the permission to say ‘no’ or ask for help from a trusted adult. The very idea of consent--that our children have the power to say yes or no as to what happens with their bodies--is so critical towards their overall health and safety. It is also important they learn healthy boundaries and how to not violate someone else’s consent.

As a mother, I welcome these standards and hope that they will be taught to my own children. We already have many of these conversations at home. The average age for a child to have seen pornography is the age of 10. This fact is why I started talking to my children at much younger ages about sex; I would prefer for them to learn about sex from trusted adults, not an unknown online source, whose messaging can be very confusing for children. Because of my areas of expertise, these types of conversations likely come easier for me than some other parents. But I am also not following a curriculum outline, like what is put forth in the Health Standards, so it is possible (probable) that I am missing important lessons to pass down to my children. Additionally, it is helpful if these messages are coming from other voices, not just their mom’s (the eye rolls are real! 😊)

I see these standards as a net positive. They will improve the safety and health of our children. I appreciate your time and consideration.

Take care,
Lisa Rucks

4907 Cass Street
Omaha, NE 68132
406-360-8278
lisa.rucks@unmc.edu

From: Mary Skyler
To: Foor, Ryan
Subject: New Proposed Educational Standards
Date: Wednesday, March 31, 2021 9:39:57 AM

Dear Sir,

"For Public Record"

I don't believe that a preteen can – nor can parents, teachers, or even we clinicians – really know, whether he or she is truly gender dysphoric, let alone whether, in response to gender dysphoria, he or she truly wants to be change his or her body (or the presentation thereof).

I believe it's premature to facilitate a still-developing child's internal adoption, and/or external assumption, of a gender identity incongruent with his or her biology, and I think that doing so in knee-jerk response to the expression of a potentially-temporary desire or contra-stereotypical interests (e.g. a boy's preference to play with dolls over racecars) runs an unacceptably-high risk of doing more long-term harm than good, both for that child and for other children in close proximity.

If that child's school, for example, presumes to enlist his or her peers in accommodating or ameliorating his or her gender dysphoria, it forces the peers and their parents to address a tough topic at ages when it's difficult to know whether it's even warranted, let alone how to do it productively. For example, a peer who never had gender identity concerns prior may then start to wonder whether he or she, too, might be in the "wrong body" (even adult students learning about various conditions in nursing school, medical school, psychology graduate school, etc. sometimes worry about potentially being affected by those conditions).

Bottom line: I prefer that schools not presume to know better than individual children's parents when to expose those children's minds to the concept of transgenderism — certainly with any degree of specificity. I encourage educators of preteens to teach their children that it's right to be decent, and wrong to be bullies to anyone. But specific lessons on transgender issues? That's a parent's call.

Thank you,

Mary Skyler

From: Gail Lawrence
To: Foor, Ryan
Subject: New Sexual Health Standards
Date: Tuesday, March 30, 2021 4:55:03 PM

Mr. Foor,
I am writing to express my concerns over the new sexual health standards proposed for Nebraska schools. I wholeheartedly support Governor Ricketts in his disapproval of these new standards. There is no place for "wokism" , especially in our elementary schools. There are better ways to teach young children about individual differences and the acceptance of these differences without all this Woke sexual mumbo-jumbo. Enough!

Sent from my iPad

From: A.W. Hanson
To: Foor, Ryan
Cc: Colleen Kay
Subject: NO Gender Identity Indoctrination
Date: Thursday, March 11, 2021 9:11:28 PM

State Board of Education:

You wanted input.
Here is it.

As parents of four kids who have gone through Nebraska public schools, two of which are still in school (high school and elementary) we are **extremely opposed** to interjecting radical gender identity indoctrination into schools.

KEEP LIBERAL POLITICS AND INDOCTRINATION OUT OF OUR KID'S TAXPAYER FUNDED EDUCATION.

We are sick of it.

Aaron and Colleen Hanson
9204 S. 173rd St
Omaha NE
68146

From:	Aubrey Potter
To:	Foor, Ryan; Koch Johns, Patsy
Subject:	On Behalf of Mary Ann Fitzpatrick
Date:	Tuesday, March 30, 2021 11:22:03 AM

I submit this e-mail on behalf of a parishioner, Mary Ann Fitzpatrick a resident of Lincoln who doesn't use internet or e-mail.
She lives at 4101 C Street, 68510, 402-486-1120.

::

Special attention to Patsy Koch Johns, District One Rep, NDE

I believe like I told you last week on the phone that this *first draft* of health standards is very WRONG and harmful to our state's children. A friend said that these standards are "grooming our children for sexual predators" … not good.

Instead, I believe ALL these topics should be discussed privately with their PARENTS. Send home the information to the children's parents. Information should be given to parents according to the child's grade level.

Patsy, when we were children, our mothers taught us the basics, as well as girls and boys SEPARATELY, by teachers who have expertise, like Biology and Home Ec teachers for us. I think doing this with BOTH sexes of *children* offends their *rights of privacy*.

Also, why is ***traditional*** marriage between a man and a woman NOT discussed in the standards? Again, wrong, *wrong!*

Let's not encourage pornography and sexual objectification on our most precious resource: Nebraska's children.

Please share my objections with the rest of the board. I think other adults share my concerns.

Thank you.
Sincerely,
Mother and Grandmother Mary Ann Fitzpatrick.

From: Joshua Boden
To: Foor, Ryan
Subject: Opposition to Nebraska Department of Education"s draft Health Standards
Date: Wednesday, March 31, 2021 9:54:13 AM

Please remove the proposed sex education topics from the Nebraska Department of Education's draft Health Standards. The proposed standards introduce non-scientific, politically motivated content to children at a young, impressionable age. Even for older students, the content in these standards normalizes inappropriate activities detrimental to our youth's well being. Please strike down this draft & maintain the current standards for the well being of our youth and, ultimately, our great state of Nebraska.

Sincerely,

Josh Boden

402-304-8989
joshboden@yahoo.com

6317 Deerwood Dr.
Lincoln, NE 68516

From:	Mike Loven-Crum
To:	Foor, Ryan; Koch Johns, Patsy; Fricke, Lisa; Gubbels, Patti; Morrison, Jacquelyn; patriciatimm04@gmail.com; Nickels, Maureen; Stevens, Robin; Neary, Deborah; Blomstedt, Matt
Subject:	Please support updates to Nebraska health education standards
Date:	Tuesday, March 30, 2021 4:39:00 PM

Hi,

I am writing you today to voice my support to the Nebraska State Board of Education to support updates to our Nebraska health education standards that are age-appropriate, science-based, and inclusive of gender equity and LGBTQIA+ families. As a Nebraska citizen, I would like to thank the Board for adopting affirming nondiscrimination policies that have been adopted in recent years. Those actions have helped honor our state's commitment to ensuring that every child can learn and be safe in our public schools. With the proposed updates to the health education standards, the lives and the health of Nebraska kids are on the line. Accurate, affirming health information supports students' well-being, helps prevent self-harm, and encourages healthy relationships. I strongly urge the Board to adopt and implement these updates.

Sincerely,
Michael Loven-Crum
Omaha, Nebraska

Virus-free. www.avast.com

From: Wayne Lainof
To: Foor, Ryan
Subject: PP volunteers
Date: Saturday, March 20, 2021 2:05:27 PM

Input for reproductive education

Sent from my iPad

From: Barbara Reillyl
To: Foor, Ryan
Subject: Proposed changes to NE health education standards
Date: Wednesday, March 31, 2021 7:41:42 AM

I am a tax payer, mother, grandmother and former elementary teacher in NE public school system. I have read the proposed changes to the health standards and they are completely out of line for public schools to be including in curriculum and superimpose on parental rights and individual rights an ideology that should be left to the discretion of parents only.

I and my family members are against these proposals! Thank you for your time and please acknowledge that you received my objections.

Barbara Reilly, GI, Nebraska

Sent from my iPad

From: Jeannie Homan
To: Foor, Ryan
Subject: Proposed changes to Nebraska Public School Health Standards
Date: Monday, March 15, 2021 10:57:02 AM

Mr. Foor,
I am writing to express my concern regarding some of the proposed changes to the Human Growth and Development component of the State Health Standards for our public schools.
I am a Christian, retired Nebraska educator of 45 years, a parent, grandparent and taxpayer. I am greatly concerned about some of the verbage in these proposed standards: Human Growth and Development, K.7.1.a,K.7.2.a,1.7.1,1.7.2a,1.7.2.d,2.7.1,2.7.2,3.7.2.a,3.7.2.c,3.7.2.e,4.7.2.c,4.7.2.d,,4.7.2.f,5.7.1.g,5.7.2.f,6.7.2.b,6.7.2.f,7.7.1.e,8.7.2.c, and 8.7.3.a specifically.
You will notice that these items contain language dealing with gender verbage which is not appropriate for the schools to be teaching, These are jobs that should be taught by the parents of students. I feel that these are such very sensitive issues that need to be dealt with on a very personal level within the family unit. It seems that the more things like this that we teach in the public schools, our rates of STD's, teen pregnancies, etc. have not gotten any less. We hear so much about how our schools are performing or the lack thereof in the academic areas, that I think we need to focus more on those things than sexual "identity". What is the meaning of the term "assigned at birth"? Babies are born either male or female. No one is "assigned" a gender at birth. Yes, we need to teach students about the risks involved in some sexual behavior situations, but I feel that this proposal is taking things way too far. Our country was founded and the Constitution was designed for a moral and religious people. Nebraska does not need to follow what other states have done. Let us be independent in doing what is best for our state and our children. This proposal needs some serious changes. Thank you for your time.
Jeannie Homan
Lexington, NE
jeannie.homan@gmail.com

From: Glaze, Connie
To: Foor, Ryan
Subject: Proposed Changes to the Nebraska Public School Health Standards
Date: Monday, March 22, 2021 10:43:58 AM

Mr. Foor,

I am writing to express my concern regarding some of the proposed changes to the Human Growth and Development component of the State Health Standards for our public schools.

I am a Christian music educator of 22 years, a parent, grandparent and taxpayer. I have also taught PE and Health. I am greatly concerned about some of the wording in these proposed standards: Human Growth and Development, K.7.1.a,K.7.2.a,1.7.1,1.7.2a,1.7.2.d,2.7.1,2.7.2,3.7.2.a,3.7.2.c,3.7.2.e,4.7.2.c,4.7.2.d,,4.7.2.f,5.7.1.g,5.7.2.f,6.7.2.b,6.7.2.f,7.7.1.e,8.7.2.c, and 8.7.3.a specifically.

You will notice that these items contain excessive technical language dealing with gender which is not appropriate for the schools to be teaching, This information should be taught only by the parents or guardians of students. These sensitive issues need to be dealt with on a very personal level within the family unit. Let us NOT plant seeds where they do not NEED to be planted. We hear so much about how our schools are struggling in the academic areas, maybe we should focus more on that instead of sexual "identity". What is the meaning of the term "assigned at birth"? Babies are born either male or female. No one is "assigned" a gender at birth. Yes, we need to teach students about the risks involved in some sexual behavior situations, but I feel that this proposal is taking things way too far. Our country was founded and the Constitution was designed for a moral and religious people. Nebraska does not need to follow what other states have done. Let us be independent in doing what is best for our state and our children. Let us also be sure that parents are informed and have a chance to voice their opinion of what they want their students to be taught. This proposal is dangerous to the well being of our students and needs some serious changes. Thank you for your time.

Connie Glaze

From: Kim Wattier
To: Foor, Ryan
Subject: Proposed Health Education standards
Date: Monday, March 29, 2021 9:54:40 PM

Nebraska Department of Education

As a parent of a student at Randolph Public School, I am against the proposed new health standards. I feel the proposed standards would be very confusing for young children. I remember my son being very uncomfortable at age 10 learning about the opposite sex. Teaching school children about sexual orientation and gender identity beginning as early as kindergarten and first-grade could be very traumatic, confusing, and damaging at this age. The proposed standards are not required under state law and shouldn't be adopted.

I have great concerns with the proposed health standards.

Respectfully,

Kim Wattier
211 West Farley
Randolph, Ne 68771

(402)360-0811

From: david kler
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Wednesday, March 31, 2021 7:52:17 AM

I, David Kler, resident and parent in Nebraska, am COMPLETELY OPPOSED to the content of the March 2021 draft health standards. I DO NOT WANT this type of information to be taught in classrooms in Nebraska.
Please DO NOT support or pass this type of curriculum for the students here in Nebraska.
Sincerely,
David Kler
Chappell, NE

From:	Ron Zimmer
To:	Koch Johns, Patsy; Fricke, Lisa; Gubbels, Patti; Morrison, Jacquelyn; patriciatimm04@gmail.com; Nickels, Maureen; Stevens, Robin; Neary, Deborah; Foor, Ryan
Subject:	Proposed health standards
Date:	Tuesday, March 23, 2021 10:21:26 AM

All of you have my deepest respect and admiration for trying to improve quality of life for all citizens. I am very confident you want what's best for everyone. Turning to the public for their opinion is an excellent opportunity to learn what citizens think.

The number one comment I've heard is "with teaching all those proposed standards when will teachers have time to teach critical subjects such as mathematics, science, reading, writing, and critical thinking."?

According to NationsReportCard.gov/profiles there have been some improvements in math and reading in 'at or above' Basic knowledge and a few improvements in 'at or above' Proficiency. Unfortunately science and writing comparisons are not recorded. Overall there appears to be improvements. Thank you

Here is the most common problem I hear from employers: Many younger individuals 16 – 25 don't want to work; a majority of those who apply will work only 1 or 2 months at best; they are very difficult to train; they lack critical thinking skills; they are not good at following instructions. These comments seem to fit with the Nations Report Card.

I would recommend someone contact local personnel directors to ask what is missing in the training of students to become viable members of the community. They have answers that could help the board develope a stronger curriculum.

The second most heard comment is "the supposed freedom to pick sexual identify is theory only and based on beliefs and not science." Opponents claim that the sexual revolution of the 60's followed up by sex education in schools has created an environment of the 'I, me, my" principle - a selfishness that led to anger, bitterness, regret, violence and divorce, which led to the breakdown of the family structure. The "fruit" from tree of sexual freedom has proved not to be good, thus the tree is not good. There is some truth in their claim. Here is an interesting comment I heard. Should teachers in 7th grade have to teach students various forms of sexual intercourse, including anal? That seems to fit in with indoctrination not education?

Hopefully these comments will help guide you to the answers that will improve the quality of life for all citizens.

Thank you for your efforts,

Roland Zimmer
5110 N St.
Lincoln NE 68510
402-310-9342

From: Jackie Sevier
Subject: Proposed Sexuality Education Standards
Date: Friday, March 19, 2021 10:00:31 AM

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210 Broadway St
Seneca, NE 69161
jksevier@gmail.com

March 17, 2021

Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear State Education Board Representatives.

My letter will be direct, and it will be brief. I strongly **oppose** the Nebraska Health Education Standards Development on gender and transgender issues.

The State Education Board and the school districts do not have the right to "teach" our children and grandchildren about sexuality issues. Your curriculum **will** most likely be in direct conflict with the religious and moral teachings of each individual family. This is a complete overreach of your authority.

Religious issues and philosophy being taught in public schools is banned. Teaching your version of gender and transgender differences should also be banned. This is the parent's place to handle sexuality **inside the home**. Your efforts will be more productive to prevent bullying. I know for a fact intimidation and bullying are ignored on every level in the schools nationwide.

Parents set their individual standards in their own home. You do not have the right to interfere. This is not the school's place. We have always been pro public school until this issue. We would absolutely pull our children out of school and teach them at home.

I strongly disagree with your proposed standards and urge you to scrap this and all proposed formats on gender identification.

Respectfully,
Jaclynne Sevier

From: Jennifer Kurpgeweit
To: Foor, Ryan
Subject: Proposed state standards
Date: Tuesday, March 30, 2021 8:09:40 PM

As a parent, Christian and public school teacher I am astounded at the proposed new health/sex education standards. Teaching such topics should be done by parents and parents only. These topics are sensitive to personal and family preferences as to when to be talked about. There is NO place for standards like these in public education!

From:	xnahoward
To:	Foor, Ryan
Subject:	Public comment for April Second 2021
Date:	Monday, March 29, 2021 1:52:28 PM

Ladies and Gentlemen of the Board,

I write to you as a Concerned Father and Community member on the proposed idea of teaching Transgenderism to children in Nebraska schools.

I am the father of two young children and they look to me for guidance in this world. It is not mine to tell them WHAT to think, only to instruct them on why I think a certain way. Similarly it is not yours, the Teachers Union or the Teachers role to tell students WHAT to think, only to teach them mathematics, history and science grounded in fact and proven out by the Scientific Method. Teaching children about human sexuality, to be differentiated from the concept of Sex, is not the role of an educator. That is a place for Parents and Legal Guardians to tread lightly and for everyone else to not tread at all.

I once had a discussion with a co-worker on the role of teachers and parents. He lamented that his 19 year old son didn't know how to change a tire and how that needs to be taught in schools. I commented on how that was some thing my dad made me learn how to do when I was 10 by showing me once and then making me practice for an entire afternoon.

All too much parent's rely on teachers and schools these days. Teachers only see the children in their classroom (assuming they never change teachers) for 7 hours a day, 8 months at a time, counting days off. It is impossible for teachers to guide children on the trials and tribulations of life while having so little time with kids. By stepping further into the role that parents should play in children's lives, you intrude upon the role of Parents and place an undo burden upon already over burdened educators. Teachers have their own children to raise, they should not be expected to raise, guide and mentor everyone else's as well.

All too often people choose to let the state take charge of their children's guidance. It leaves them listless and adrift in a world that is as full of dangerous roads as it is wonderful opportunities. It is time to push back on parents and encourage them to take a role on guiding their children.

Respectfully,
Nicholas Howard

From:	Randy Mattley
To:	Fricke, Lisa; Jespersen, David; Jen Day
Cc:	Blomstedt, Matt; Foor, Ryan; NDE Standards Input
Subject:	Re: Nebraska Department of Education Proposal
Date:	Monday, March 22, 2021 3:41:42 PM

Hello,

As a citizen of Nebraska, I am calling on the Nebraska Department of Education to abandon their proposed health education topics as presented.

For generations, Nebraska parents have been raising our children to become solid, productive, healthy, law-abiding, and civic-minded citizens. "The Good Life" has been good for a reason.

The proposed draft Health Standards is an assault on parents who DO NOT want any state standards in sex education telling their local schools what to teach on this topic. As a property tax payer, I do not want my taxes going to fund any such "standards"

The draft standards include sections on sexual orientation and gender identity which are fluid terms and acronyms that change frequently. The proposed standards will teach children as young as 6 years old that gender is not biologically determined but can instead be chosen by each child. **The scientific truth is that there are only two sexes – male and female – which are determined by the XX or XY chromosomes at conception.**

If the Board of Education wants to do what they say they are supposed to do, we should be helping those students who are involved in their own situation rather than trying to convince everyone else to normalize the behavior.

These draft standards do not align with the values being taught by most families in Nebraska. Therefore, these standards should not be used by our public-school systems across our state. The proposed curriculum is an infringement on parental rights and overreach by the Nebraska Department of Education.

The 8th grade thru high school sections appears to be an intro to critical race theory. Adults and parents who don't accept this theory as real, will need to be able to opt their children out of these classes.

Critical race theory claims the following:

1. Every human interaction is determined by race / Not True. Please present evidence that would say it does.
2. People are racist in varying degrees depending on their skin tone / False. Please provide proof that this claim is true.
3. There are no individuals, only socially constructed groups / This is a socialistic ideology straight from communist Karl Marx.
4. Science, reason, and evidence are "white" whereas "black cultural trauma" is defined as a collective memory of slavery grounding a people's sense of itself. / Science, reason and evidence knows no race. Never has. Never will.

As Nebraskans, we are better than this. Perhaps we should be focusing on physical standards combating student obesity, and the multitude of health issues that are actually real or bringing ideas to the table that actually help build families instead of introducing ideas that are detrimental to them.

Randy Mattley
Papillion, NE

From:
To: Foor, Ryan
Subject: Re: Sex idenity
Date: Monday, March 29, 2021 10:15:50 AM
Attachments: image001.png

That is fine, but leave my name or e-mail off. Today's "bantor" is not nice to those whom speak up and I do not want anyone visiting my house or e-mail.

Thank you so much.

On 3/29/21 10:03 AM, Foor, Ryan wrote:

> Your input was received and will be placed on the agenda as written public comment.

Ryan M. Foor, Ph.D., R.P.
State Board Relations, Rules, and Regulations Officer

Commissioner's Office
P.O. Box 94987
Lincoln NE, 68509-4987
P: (402) 471-5030
E: ryan.foor@nebraska.gov

From: Windstream
Sent: Monday, March 15, 2021 6:23 PM
To: Foor, Ryan <Ryan.Foor@nebraska.gov>
Subject: Sex idenity

W T H_ _ _ !!!! NO What the H_ _ _ NO one should be teaching Children GENDER IDENTITY etc. THIS goes against the Christian Religion and God's plan. IF some parent wants to teach such.....I guess they can, BUT these children are WAY TOOOOOO YOUNG to learns such information.

NO NO NO NO NO NO !!!!!!!!!!!!!!!!!!!!!!!!!!!!

I would equate this to CHILD ABUSE ! ! !

From: Bonnie Hoegemeyer
To: Foor, Ryan; NDE Standards Input; markb@dynamicconsulting.net
Subject: Regarding Public School Curriculum in Nebraska
Date: Tuesday, March 30, 2021 1:14:40 PM

Hello,

My name is Bonnie Hoegemeyer. I was born and raised in Lincoln, Nebraska. After seven and one half years away, living in California, I longed to return to Midwestern values. I am 70 years old now. I am married and have three children, five grandchildren and one great grandchild all living in Nebraska.

My appeal is not just for my grandchildren but especially for those whose financial situation gives them no alternative to public education for their children.

First, sex education, morality, or faith tenets do not belong in any public school curriculum. They never have. Secondly, and perhaps more importantly, the proposed curriculum as well as certain current curriculum changes to promote sexual orientation and any LBGQT preferences are in complete opposition to what the God of the Bible teaches is morally acceptable.

Whether you as individuals believe what the God of the Bible says is true, will not change the outcome of this corrupt curriculum. For example, Covid 19 is truly just the beginning of consequences if the world continues down this pathway of open sinfulness. God's character demands He give consequences for sexual immorality and other sins. If however, there is repentance and a return to His values, there will be blessing.

Your positions in this matter truly come with profound responsibility and accountability. I pray to God you will choose wisely.

Most Sincerely,

Bonnie Hoegemeyer

From: Barb Repair
To: Foor, Ryan
Subject: Request for April 2 Meeting Agenda
Date: Tuesday, March 30, 2021 9:32:45 AM

Hello,

As the Grandma of an OPS Norris Middle School student, with my husband Gary Repair, we were told by our grandson's parents that e-mails sent to the parents by one of our son's teachers had a rainbow picture in the teacher's signatures. This is very concerning to all four of us, as this signifies promotion of the LGBTQ+ Agenda, which is not compatible with our Christian religious beliefs of sexual behavior standards being directed by God Himself, as outlined in the Bible.

To begin with, as the Psalmist says, "I am fearfully and wonderfully made", "You knit me together in my mother's womb" (Psalm 139:13,14). We do not believe that God makes mistakes when He creates people, as male or female.

Sexual behavior is so important to God that His Seventh Commandment, of the Ten Commandments given to Moses by God on Mt. Sinai, is "You shall not commit adultery." Adultery is defined as "voluntary sexual intercourse between a married person and a person who is not his or her spouse."
And there are many warnings against fornication, sexually immoral behavior in God's Word, the Bible.

We know that God loves all people, and we are absolutely against children being bullied or treated any differently because they have thoughts of gender confusion or doubt; experiences including sexual abuse, neglect, non-affirmation of their own gender as valuable are damaging to children, and require counseling and support. They do not, in our view, get the help they need when these thoughts are supported, and even encouraged or promoted by the school teachers that are supposed to have their best interests at heart!

We would strongly urge you to listen to the podcasts of the Focus on the Family programs of testimonies of transgendered people who had changed their bodies with hormones and surgery, then Jesus' Love drew them back to Him and back to their original genders; two aired just last week on KCRO Christian radio 660 AM, on Mar. 23 and 24. There are also Focus on the Family programs of people who lived the homosexual lifestyle for years, then Jesus' Love drew them to Him, and back to heterosexuality.

As former OPS parents (all three of our children went through OPS schools K-12), I can tell you from experience that parents won't often have the courage to complain about things that are not right in their child's school, particularly if it is with a teacher who has power over their child's grades. That does not mean that they don't care, and aren't talking about those things with others.

For these reasons I contacted by phone Mar. 24-25 (2021) and have spoken twice with the Admin. Asst. to the OPS Superintendent, and twice with Dr. Carrie Carr, the Principal of Norris Middle School - Dr. Carr referenced Dr. Gary Thomas and the Nondiscrimination Standards on the OPS web site, which I found and did read.
Crystal Boyd, the Supervisor of the OPS Family Community Relations called me Mar. 26 and

we talked. I asked her if a cross would be allowed in a teacher's e-mail signature; she said it was a good question, and she didn't know the answer. I then asked her if a pentagon, the symbol of a Wiccan, would be allowed, since it seems that anything should be allowed - she said again that it was a good question, and she didn't know the answer. She stated that the State Board of Education created the Standards, and I could contact them.

As you members of the Nebraska State Board of Education are in charge of things like the Nondiscrimination Standards, we would like to request that how they are applied be changed, so that symbols in business e-mails from teachers or staff to parents do not include any symbols or personal opinions which could be offensive to parents.

The public schools should be sensitive to the diversity of beliefs present in the parents, and respect them.

Thank you for your time.

Sincerely,

Mrs. Barbara Repair
gbrepair@cox.net

Dear Nebraska Department of Education Board Members,

As members of North American Martyrs Catholic Church, in Lincoln NE, as Christians who want to raise their children in a wholesome, Godly, non-agenda driven and loving manner and as taxpayers, we the undersigned are strongly opposed to these highly politicized proposed Health Standards for Nebraska schools wherein:

Kindergarten students, would learn medically accurate names for body parts, including genitalia. They would learn the difference between safe and unsafe touching. They will discuss different kinds of family structures (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial). ***We note that traditional marriage between a man and woman is not mentioned.***

First-graders would "define gender, ***gender identity****, and gender-role stereotypes."*

Fourth-graders would "distinguish between sex assigned at birth and gender identity and ***explain how they may or may not differ****."*

Seventh-graders would learn about sexual intercourse, including vaginal, oral and anal sex and "their relationship to STD/HIV transmission."

Eighth-graders would learn to "develop a plan to eliminate or reduce the risk of unintended pregnancy and STDs." In 8th grade, students would be taught that ***abortion is "reproductive care"*** *and how to develop a plan to eliminate an unplanned pregnancy.*

Students would learn about abstinence as well as contraceptives.

High school students would learn how to find medically accurate sources of information about contraceptive methods, including emergency contraception and condoms — and local services that provide them. They would learn about pregnancy options, such as parenting and adoption, and prenatal care.

High school students would also analyze cultural and social factors such as sexism, homophobia, transphobia, racism, ableism and classism that, according to the standards, "can influence decisions regarding sexual behaviors."

All of the above so-called "health standards" do one thing, they take the responsibility of training our children away from the parents and promote a sexually permissive agenda in our schools that is politically motivated.

Where is the science in all of this? We all know our biology, if we took a basic course in high school, there are two genders, male and female. The transgender movement is based on feelings, not science. It has led to confusion and an increased rate of suicide among young people who need our guidance and not a "politically correct" agenda thrown at them.

The strong emphasis on sex and sexual relations at such an early age is harmful to children. Today children are bombarded with sexual images everywhere, especially on television and the internet. The addiction to pornography today is a major health problem in our Country. And, it is young children and women who are exploited, sometimes kidnapped and sold as sex slaves all to produce this porn that is a scourge and a major cause of divorce and family disruption. We need to protect our children from this.

We believe that at a young age children need to be taught good manners, self-respect, self-control, discipline, and kindness toward all. They need to be taught critical thinking skills to help them when faced with choices that could cause them serious harm. This should be your emphasis in education while teaching them science, history, math, reading and the beauty of the world around them.

Your standards may be good intentioned, but it is apparent that you have fallen prey to a sexual agenda being promoted throughout this country. We expect more from you as our representatives on the State Board of Education who are given the task to oversee the "education" of our children not the exploitation of our children

Please remove the confusing, misleading and non-scientific material in these standards. If you have not consulted parents directly you need to.

Please advise us of when public hearings will be held to discuss these proposed standards.

Thank you.

Pamela Martin

Sue Hodge
P.O. Box 568
York, Nebraska 68467-0568

Nebraska Department of Education
State Board of Education
Ryan Foor and
Maureen Nickels, President
P.O. Box 94987
Lincoln, Nebraska 68509-4987

March 24, 2021

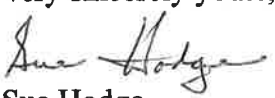
Dear Members, Nebraska State Board of Education

I am writing to protest the proposed standards on health and sex education for the Nebraska public schools for the coming year which are to be voted on/adopted April 2 in Lincoln at the Marriott Hotel. I oppose the way the standards were prepared and written, not by teachers, parents, doctors, and/or scientists but instead by political hacks and people who seek to disrupt our schools and families and by totally disregarding the desires of families, parents, teachers who are with our children daily. While the department has stated the standards were developed by health, PE, family/consumer science teachers, nurses, psychologists, it seems that outsiders had more of an influence in the final document.

Looking at the standards and at the issues involved, most of the standards seem to be far more information at levels where children should be sheltered and protected rather than exposed to issues far beyond their knowledge and interest and should be discussed in the home or with a family doctor and not in the classroom. Politicization of health and sexual issues is not something the elementary school should be part of. "The new standards from the department would not only teach young children age-inappropriate content starting in Kindergarten but would also inject non-scientific political ideas into curriculum standards...sensitive topics addressed by parents at home, not by schools."

As a parent, a taxpayer, a retired educator, a concerned citizen of Nebraska, a voter, I urge my representative on this board and the board as a whole to vote NO on these standards and send the issue back to the local boards for further action and discussion where such issues are best dealt with.

Very sincerely yours,



Sue Hodge

From: Paula Swerczek
To: Foor, Ryan
Subject: Sex education
Date: Friday, March 26, 2021 9:24:45 PM

Hi Ryan,
I'd like to express my concerns for the new introduction of the sexual education for our education system of Nebraska.

Please consider the innocence of a child. This should not be a school's place. This is a family topic.

Thank you for your time and your consideration.

Paula

Sent from my iPhone

From: Amanda Huebner
To: NDE Standards Input; Foor, Ryan
Cc: Hardin, Brittany
Subject: Sex Education Standards Outrage
Date: Tuesday, March 16, 2021 11:41:41 AM

Good morning,

Recently, the proposed sex education standards written by the Nebraska Department of Education were brought to the attention of my community in North Platte, NE. Based on several conversations held throughout our area, I can tell you there is outrage over these proposed standards.

For instance, we are all parents of students in various surrounding districts and most of our children are very young. What gives the NDE the right to encourage teachers to teach sexual orientation and facts to my son in kindergarten? My husband and I have worked extremely hard to raise our children in a Christian household and this goes against everything we stand for. Why would I want a teacher in the classroom to force these ideas on my child? One might argue that these thoughts will not be forced, but they will be forced on my six year old son when his teacher is teaching these topics as facts that meet everyone's needs.

Notably, I, along with other parents, am extremely uncomfortable with the idea of my six year old child using the terms "genitalia" and "vagina." This is extremely inappropriate and unnecessary. I would like the privilege owed to me as a parent to teach my child these terms at the APPROPRIATE TIME and age, which is not in kindergarten.

Also, the idea of teaching these children about different "characteristics relating to identify sexuality and healthy relationships" is not the duty of educators in the classroom. That piece should be left to the parents as well.

Likewise, teaching a seven year old about defining "gender, gender identity, and gender-role stereotypes" is largely based on opinion. This is also a controversial issue that should fall on the parents to teach and discuss with their children when the children are ready. Not only is this inappropriate for this age level, but also does not take into account the mental capacity of children of that age.

How can one believe forcing these controversial thoughts and opinions on OUR children is appropriate? My family and I moved to Nebraska because we believed we were exposing our children to a sound educational system. We also value the conservative community we live in. However, if this is something the board of education approves, my family and I will move out of Nebraska and take our children back to a state where everyone can trust that the appropriate information is being taught to our young and easily influenced children. These proposed standards are infringing on the rights of parents and we will not sit back and allow these standards to be forced upon us.

I speak for a large community in North Platte who is not taking this topic lightly. NDE has a vision that claims to "respect individuals and individual differences," yet these standards speak otherwise to my community. Where are the "quality programs and services" when unethical information that is the opposite of quality is shoved in our faces? This is NOT the "best education for ALL" and heavily favors one fragment of society over another, which is extremely inappropriate.

Furthermore, this is a bias curriculum aimed at political viewpoints and it is not the job of the NDE to ignore establishing solid foundational practices while toting an agenda. The standards proposed also promote questionable science that lacks a foundation of sound scientific rational. More research needs to completed successfully in this area to support the suggested standards for education. This is something we will consider taking along to the polls with us come time to vote.

What I once believed to be a strong and ethically correct educational system in Nebraska now seems diluted, one sided, and unbalanced - how disappointing to the community.

If this is something the state wishes to pursue, I recommend more adult education to community members and educators be established prior to releasing this curriculum to our children.

Our community will stand together on this matter and strongly oppose ALL standards related to sexual orientation and sexual education put forth by those proposing these outlandish and completely bias measures.

I have faith the board will read through the proposal and understand the implications brought forth by those same standards.

Please feel free to contact me if you have any questions.

Sincerely,
Amanda, a concerned parent, citizen, and community leader

Sent from my iPhone

From: Friesen
To: Foor, Ryan
Subject: standards
Date: Tuesday, March 30, 2021 8:09:39 PM

I would like my statement to be entered into testimony for the discussion on Nebraska Health Standard Draft.

I have completed the first draft survey after reading the draft standards. It is my strongly held opinion that the state Department of Education and the State Board of Education should not be producing any health standards for the public schools of Nebraska. I believe that when sensitive and subjective areas such as those illustrated throughout these proposed standards are implemented, even as suggestions, the political beliefs and cultural ideologies held by a faction of liberal thinkers will find themselves at odds with much of the long-standing beliefs held by many citizens of our great state. In addition, many of the concepts outlined are vague in nature and will lead to additional interpretation that will not protect the health of our children but endanger it.

Ideas and terminology such as sex being "assigned at birth" show great bias against those who believe that we were created in the womb, by God, as male or female. At some point Christian parents will realize that the public school system is an organized attempt to destroy their Biblical belief system and they will continue to leave the public school system in droves.

Once the door is open to "demonstrating ways to promote dignity and respect for all people" will we be teaching our children that pedophillia is just a sexual preference or identity. What about beastiality and zoophillia (these are words that aren't even in my American Heritage Dictionary)? What grade should erotic asphyxiation be introduced to the students? You may believe that some things at this point are "beyond the line", but you have no way to guarantee they won't be pushed for acceptance just down the road. This draft has no clear boundaries on what will be acceptable or unacceptable. When it reads that they will teach gun safety, is that reflective of NRA gun safety (they have taught many gun safety courses) or Kamala Harris's vision of gun safety? When they teach cultural acceptance, will they promote female genital mutilation as just a cultural sexual tradition?

How do you discuss racism if any thoughts not concurring with the liberal point of view are now labeled as "racist" (Dr. Seuss, infants, classical music, Christmas songs, voter ID laws, Dumbo the flying elephant, Opposition to illegal immigration, The U.S. Constitution, the Betsy Ross Flag, chess, and history in general.). Some people believe that when one looks at the value of an individual based entirely on their skin color, that is racist; however others believe that only white people can be racist. That is only one of the many "isms".

How does one begin to analyze the credibility of health information? Look at the twists and turns and changing of the scope and goals within the COVID information. Don't wear a mask, wear a mask, wear 2 masks and this is from just one expert on the subject. There are reports from traditional news stations and newspapers that have been proven false. Government officials lie. So with whose truth and credibility are you going to indoctrinate our children?

When we deal with the diverse culture of greater Nebraska, do we illustrate our conscious or unconscious bias and stereotype? Is this why you wanted survey participants to share where in the state they lived as well as other personal information that would only serve to put individual responses in one kind of a box or another? Is the role of the parent somehow deemed less important than those of educational experts?

I believe that school districts are capable of implementing basic health guidelines without state interference, even if only a "suggestion" which is apt to become more like conditioning. The mere idea that sexual education in its present state is an essential part of state instruction, and under "health" no less at a time of soaring youth suicide and depression, the introduction of life-altering drugs and even surgical mutilation for children rages is beyond ludicrous. The state board of education needs to realize that these are sensitive and subjective subjects and stick to core curriculum, oops, I forgot that correct answers to math problems are also considered in some circles to be racist. In summation, this subject matter can not be addressed without a bias of some nature; and if there is a bias to be shared with the children, it is the bias of their own parents. That is the right and responsibility of parents. If these standards can not be bias free, as I believe, they become propaganda or indoctrination.

Sincerely, Carol Friesen
Wallace Nebraska

This Friday, April 2, the State Board of Education will meet, and on is to vote on the proposed Health Standards for the upcoming years. As they prepare to vote on these standards, I have two questions that I think they should consider and be prepared to answer to the public. What is the role of the Board of Education, and why do they believe these standards are what is best for our children?

There is no doubt that these standards are controversial. They start the sex education early, in kindergarten, defining gender as fluid, promoting same sex marriage, providing an accepting tone of sex outside of marriage, and presenting abortion as a viable pregnancy prevention option.

I think we all can agree that love of one another, and acceptance and respect for those that differ from us should be taught and lived out by everyone. There is no place for hate and disrespect in a our society. But is promotion of the less traditional ideals on sex, marriage, gender, and abortion the best way to do this? And is it even teaching love and respect for all? What about the portion of our population that holds to traditional or religious ideals on such things? Should their beliefs and morals be respected and honored equally? These standards do not appear to uphold all viewpoints equally but to promote those of the LGBTTQQIAAP community higher than those of others. They also appear to not teach that community to love and respect those that disagree with them but sets the LGBTTQQIAAP community up as a more esteemed and enlightened group.

Perhaps the goal of these standards is to promote a healthier lifestyle for our youth and our future generations. Promoting things such as the value of physical fitness, eating healthy, the damages of drug use and similar healthy lifestyles. We all agree that encouraging healthy lifestyles is beneficial to our children and our society and that these ideals should be taught. But are single parent families the ideal for our society and the goal? Full respect is due to every single parent that must earn a living, raise a family, and wear all the hats. It's tough enough with two parents and the support of extended family and a loving community to raise well balanced, loving children that will be well suited to lead and contribute to our society. Studies by Pew research and others show that married families considered themselves more satisfied, are four times less likely to be living in poverty, 20% less likely to be incarcerated, and more likely to receive a college diploma. Therefore, if these standards are intended to encourage the statistically most successful lifestyle, lasting marriage should be promoted as the gold standard, while of course loving, encouraging and understanding those in other living situations.

How about sex outside of marriage? Is that best for our children? At what age? And who should decide this? Clearly with sexually transmitted diseases, unwanted pregnancies, and the strain that sex adds to relationships, especially involving adolescents, sex at an early age isn't healthy. Therefore, if the goal is to promote what is best, and healthiest for children, encouraging students to abstain as long as possible and likely until marriage would be the logical BOE standard.

I also question whether we should ask children in kindergarten, and every year after, to start questioning their own gender identity and sexual preferences. Is that helpful, or just confusing and putting undo pressure on a child that isn't mentally, socially and emotionally ready for this? Then the standards asks that they be aware of the sexual identity and preference of that of their peers. Do they need to be taught at age 5, that they aren't just children with Legos, but sexual beings and they need to figure out what that means for them? Is that helpful or confusing to an elementary schooler or even a middle schooler? Are they ready for that, even if it is true?

How about abortion? Cohabitating without a commitment? The list goes on. Is the goal to promote what studies show is best for children, families and our society, or promote anything that may be acceptable as an equally good option? So I question the goals of the State Board as they push this agenda. I hope that before they pass these standards, that they will help the public understand why teaching these things across the state in a public setting is best for our children and our society.

The second question, I have for the State Board of Education is a moral and constitutional one. What gives them the right to push one group's beliefs on that of every group in the state? Do they believe they are in the majority with these thoughts and beliefs? And does that matter? Clearly there is some debate and controversy on these issues. Do they believe they are promoting the prevailing will of the people at the expense of those that disagree? I thought tolerance and respect was the highest calling. Or do they think they are in the minority but these beliefs are ever important and the way of the future? As such, we must start training our children early so that these ideals will become the ideals of the majority for future generations? Either way I question if the state has the right to impose the controversial beliefs of some, or many, on all.

I hope that the board will wait to pass these standards. That they will provide their rational and justification for presenting these standards, and that they would slow down to welcome public input into this monumental step.

Jim Lange

From:	Danielle Conrad
To:	Foor, Ryan
Subject:	Support for Health Standards
Date:	Tuesday, March 30, 2021 8:12:10 PM
Attachments:	image001.png image002.png image003.png

To whom it may concern,

As a parent of two young children who are or who will soon be enrolled in Lincoln Public Schools, a daughter of a public school teacher, an attorney, a taxpayer, a former State Senator, and state civil rights leader I support the health standards proposal as a common sense measure led by the Nebraska Department of Education and developed by Nebraska health and educational professionals to better align our health standards with established best practices.

All Nebraska students and families deserve to be recognized and treated with dignity and respect. All students and families who want educational opportunities and learning environments aligned with best practices should be afforded those opportunities by our state and local leaders. Parents who seek alternatives to best practices have existing protections to respect their rights and beliefs under state law. This strikes the right balance.

Thank you all for your time and consideration of this message and for your ongoing commitment to public service.

All my best,

Danielle Conrad, J.D.
Executive Director | ACLU of Nebraska
134 S. 13th St. #1010, Lincoln NE 68508
Direct: (402) 476-8091 x102 Email: dconrad@aclunebraska.org
Pronouns: She, Her
www.aclunebraska.org

This message may contain information that is confidential or legally privileged. If you are not the intended recipient, please immediately advise the sender by reply E-mail that this message has been inadvertently transmitted to you and delete this E-mail from your system.

From: Christine Cary
To: Foor, Ryan
Subject: Support for proposed health standards
Date: Tuesday, March 30, 2021 6:07:49 PM

Hello,

I'm a lifelong Nebraskan and I want to let you know that I support updating health education standards so that age-appropriate, science-based information is taught in a way that promotes gender equity and includes LGBTQIA+ families.

While you're at it, please teach educators (they're as confused as anyone) and students how to ask for consent, give or refuse consent clearly, and respect boundaries. Sexual harassment and sexual assault don't start in adulthood.

Thank you!

Christine Cary
5834 Billings Ct
Lincoln NE 68516
402-310-6109

From:	Kevin Bogus
To:	Foor, Ryan
Subject:	testimony opposing the Draft Health Standards at the 9 a.m. meeting on Friday, April 2, 2021 of the Nebraska State Board of Education
Date:	Wednesday, March 31, 2021 6:27:04 AM

Dear Nebraska State Board of Education members,

I oppose these new standards.

The way the draft health standards are currently written, topics that do not belong in the school system. Briefly I will discuss concerns:

Genitalia and Sexual Function
These standards seem to have an unusual focus on discussing genitalia every year.

Sexual Intercourse
These standards have children discussing sexual intercourse before they have even gone through puberty.

Different Kinds of Families
These standards will promote same-sex marriage and parenting to very impressionable young people 5-7 years old. Will parents know this is happening and be able to counteract this teaching with their family's religious views?

Consent
Consent always sounds like a good thing to teach. But how is it defined? When you have standards that don't uphold an expectation of abstinence, consent often can be interpreted as consenting to safer sexual behaviors. Refusal skills can mean refusing sex without a condom, not refusing sex altogether. Any standard that says "demonstrate" can mean role playing sexual scenarios with peers. Talk of personal boundaries means students decide which sexual behaviors they want to engage in.

Undermining Parents and Family Values
Many curricula tell students that their parents and families may have a certain set of beliefs, but that they should have all the facts so that they can make their own decisions about what they believe.

Again, I OPPOSE the draft health standards.

Thank you,

Kevin Bogus
Nebraska Resident

From:	Sheri StClair
To:	Foor, Ryan
Cc:	Fricke, Lisa; Koch Johns, Patsy; Gubbels, Patti; Morrison, Jacquelyn; patriciatimm04@gmail.com; Nickels, Maureen; Stevens, Robin; Neary, Deborah; Blomstedt, Matt
Subject:	Updated Health Ed Standards - Support
Date:	Wednesday, March 31, 2021 9:55:07 AM

This Nebraskan supports the proposed updates to health education standards. Science based, affirming health information should be provided in an age appropriate fashion to our students. Health education standards serve as an important general guide for local schools to later develop a curriculum that empowers all students to stay healthy and form healthy relationships.

Provision of age appropriate health information helps to ensure students' well-being, helps prevent self-harm, and encourages healthy relationships.

Respectfully,

Sheri St Clair

7200 Blanchard Blvd

Lincoln NE 68516

From: Rodney Kamarad
To: Foor, Ryan
Subject: Updates to Health Education Standards
Date: Tuesday, March 30, 2021 4:56:53 PM

Dear Mr. Foor:

I would like to thank the Nebraska State Board of Education for adopting affirming, nondiscrimination policies in recent years. In keeping with that history, I would like to see the new health guidelines that have been developed by Nebraska doctors and teachers be implemented. The proposal aligns with best practices, respects local control, only applies to public schools, and centers the rights of students to receive accurate information. The proposal respects parents' rights and family values so each family can choose to do what's right for them. Health education standards serve as an important general guide for local schools to later develop a curriculum that empowers all students to stay healthy and form healthy relationships. These standards should reflect real life and be age-appropriate, science-based, and inclusive of gender equity and our LGBTQIA+ families.

Thank you for considering my comments in your decision-making.

Sincerely,

Bonita Hickman-Kamarad

Retired Educator

46281 Comstock Rd

Comstock NE 68828

From: Anna O
To: Foor, Ryan
Subject: Updates to Nebraska Health Education
Date: Tuesday, March 30, 2021 4:04:43 PM

Hello,

My name is Anna O'Bradovich, a concerned Nebraska resident urging our elected officials to support updates to our health education system that are age-appropriate, science-based, and inclusive of gender and LGBTQIA families.

This community is a large and important part of Nebraska, and equality and opportunity for education for all is an essential right.

Your constituents urge you to represent all families and genders equally in health education. We are here and we matter.

Thank you,
Anna O'Bradovich

From: Joe Egler
To: Foor, Ryan
Subject: where in the devil did you come up with these new
Date: Thursday, March 18, 2021 2:20:57 PM

Indoctrinare health ed standards? They are mightily deficient and highly stinking of indoctrination into areas YOU don't need to be in. Now that I have read the 63 pages I as a Psychologist find these changes damaging to young children and find that this is not education but an indoctrination into what many call perversion and consumerism. Who gets to decide if red meat is ok? some teacher who is a vegan? Who gets to teach this lesbians,gays straights ,man boy love association etc. You are going to get burned with this I afraid! Joseph F, Egler

From:	Tiffany Trampe
To:	NDE Standards Input; Foor, Ryan; Nickels, Maureen
Subject:	2 Genders
Date:	Wednesday, March 31, 2021 7:29:40 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Tiffany Trampe

FOR PUBLIC RECORD

From: Derek Meyer
To: Foor, Ryan
Subject: 2021 NE Health Education Concerns
Date: Tuesday, March 30, 2021 7:31:44 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

It is not the place of the schools to be discussing things like these to impressionable children. Conversations about these topics should be conducted by the parents, not the schools, especially regarding topics that strongly go against the words of God.

Thank you for your consideration in this matter.

Sincerely,

Disgruntled Parents

From: Paige Priefert
To: Foor, Ryan
Subject: 2021 NE Health Education Standards
Date: Wednesday, March 31, 2021 8:54:10 AM

To whom it may concern: I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards: Kindergarten HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) First Grade HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures. HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes Second Grade HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles). Third Grade HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community. HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior. HE.3.7.2.e: Define sexual orientation. HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation Fourth Grade HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others. HE.4.7.2.d: Differentiate between sexual orientation and gender identity. HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ. Fifth Grade HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community. HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum. HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender. Sixth Grade HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles). HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity. HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual). HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior. Seventh Grade HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation). HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism). HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity. Eighth Grade HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression. HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity,

gender roles, and gender expression. HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender. High School HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression. HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity. Thank you for your kind consideration in this matter. Sincerely, Paige Culler 5859 S Hws Cleveland Blvd., Omaha, NE 68135 FOR PUBLIC RECORD Sent from my U.S.Cellular© Smartphone Get Outlook for Android
To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
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HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Paige Culler
5859 S Hws Cleveland Blvd., Omaha, NE 68135

FOR PUBLIC RECORD

Sent from my U.S.Cellular© Smartphone
Get Outlook for Android

From:	Brenda Meadows
To:	Foor, Ryan
Subject:	2021 Nebraska Health Standards
Date:	Tuesday, March 30, 2021 8:03:27 PM

To whom it may concern:

After examining the proposed health education standards for 2021 I am extremely concerned for the future of our children. I am alarmed at the content of these standards and they should not be imposed randomly to all of Nebraska's children. These standards have no scientific evidence to support the information that will be taught to children, who do not have the skill set to understand and differentiate between sound and scientifically based information between opinion and personal belief. In addition, it is extremely inappropriate to introduce children, especially kindergarteners to these topics before they understand their significance- like educating them on the names of their own genitalia at a young age. These topics should be instilled in the child's home, not in the school system and not by their educators. Teachers and school systems are there to support, not overturn, the values that each parent decides to have instilled in their children and that rite should not be taken away from parents. The needs of the individual child dictate that timing, not a government rule. I believe that we are morally responsible for the future education of our children, and unfortunately these new standards are morally unjust. I highly encouraged that the following standards be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration.

Sincerely,

Seth and Brenda Meadows

From:	Courtney Otte
To:	Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Against 2021 NE Health Education Standards + Concerns about proposed Curriculum
Date:	Tuesday, March 30, 2021 7:03:21 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Courtney Otte

FOR PUBLIC RECORD

--

Courtney Danielle Otte
Proprietor/ Interior Designer
Courtney@themodern-hive.com

The Modern Hive Design Studio
P: 402.981.3758 | F: 402.939.0172
www.themodern-hive.com
www.facebook.com/themodernhive



From:	Eric Otte
To:	Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Against 2021 NE Health Education Standards + Concerns about proposed Curriculum
Date:	Tuesday, March 30, 2021 7:45:29 PM

To whom it concerns,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and

explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your consideration in this matter.

Sincerely,

Eric Otte

FOR PUBLIC RECORD

To whom it may concern:

My husband and I are deeply concerned after reading the proposed health education standards. After a thorough examination, we have concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in our opinion, as Nebraska Public School System stakeholders, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (E.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, and gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, and classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Austin and Amanda Gardine

Parents of 3 children in Kearney Public Schools

FOR PUBLIC RECORD

From: Nathan Philippi
To: Foor, Ryan; NDE Standards Input
Subject: Concern over proposed Health Standards
Date: Wednesday, March 31, 2021 9:10:31 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are

intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Nathan Philippi

FOR PUBLIC RECORD

From:	Brenda Gimpel
To:	NDE Standards Input; Foor, Ryan
Subject:	Concerns about new education standards
Date:	Wednesday, March 31, 2021 8:24:37 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Brenda Gimpel

FOR PUBLIC RECORD

From: Clarissa Herren
To: Foor, Ryan
Subject: Concerns for changes in schooling
Date: Tuesday, March 30, 2021 2:16:55 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Clarissa Herren

From: Tessa Parrish
To: Foor, Ryan
Subject: Concerns over health standards
Date: Tuesday, March 30, 2021 1:21:45 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Tessa Parrish

FOR PUBLIC RECORD

From: Nathan Onnen
To: Foor, Ryan
Subject: Concerns regarding Proposed Health Education Standards
Date: Tuesday, March 30, 2021 4:00:36 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be EXCLUDED from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Nathan Onnen

From: Deb Weber
To: Foor, Ryan
Subject: CONCERNS: Health Education Nebraska State Standards
Date: Tuesday, March 30, 2021 7:23:12 PM

[redacted]

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Deb Weber
504 5th Ave St Libory Ne 68872

FOR PUBLIC RECORD

From: Michele Blue
To: Foor, Ryan
Subject: Education curriculum
Date: Tuesday, March 30, 2021 6:06:51 PM

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members

of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Michele Blue
A concerned parent.

From:	Andrew & Erin Theisen
To:	NDE Standards Input; Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Education Standards
Date:	Tuesday, March 30, 2021 8:59:32 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Dan & Laurie Harders
To: NDE Standards Input; Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject: Education Standards
Date: Tuesday, March 30, 2021 11:58:10 AM

The Following letter was crafted by someone who speaks more eloquently than I but we agree with the author completely. Please stop these topics from being including in the standards for public education.

To Whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Daniel and Laura Harders

Virus-free. www.avast.com

From: R. Hayley Huyser
To: NDE Standards Input; Foor, Ryan
Cc: Nickels, Maureen
Subject: For Public Record
Date: Wednesday, March 31, 2021 9:43:53 AM
Importance: High

FOR PUBLIC RECORD

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. I am an attorney who works as a Guardian ad Litem in the juvenile justice system and understands the failure of parents to parent their children and provide basic direction in Human Growth and Development. Parts of this proposed curriculum, however, goes beyond educating our youth in areas parents are failing, but rather is politically motivated and crosses many boundaries that should never be taught in schools. The standards listed below are sensitive topics based on the feelings of today and are constantly changing, therefore, making it even more difficult to produce a standard out of the daily shifting of culture. We have to get back to speaking truth based on sound principals, not based on the feelings of the moment.

Specifically as to the proposed curriculum some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. It is time to stand for what has made Nebraska the great state that it is and push back against the cancel culture, the politically charged theory of the day, and stand up for the voiceless and vulnerable.

For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom

students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Best Regards,

R. Hayley Huyser

R. Hayley Huyser

HART & HUYSER
P.C., L.L.O., ATTORNEYS AT LAW
121 E 8th St, P.O. Box 229
Cozad, NE 69130
(308) 784-4580
(308) 784-4581 fax
Email: hhuyser@cozadtel.net

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From:	Lexi Nixon
To:	Foor, Ryan; NDE Standards Input; Nickels, Maureen
Subject:	FOR PUBLIC RECORD
Date:	Wednesday, March 31, 2021 12:02:11 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Lexi Nixon

58306 850th Rd
Wakefield, NE 68784
FOR PUBLIC RECORD

Get Outlook for iOS

From:	Beckie Chamberlin
To:	Foor, Ryan
Subject:	Fw: DRAFT Nebraska Health Standards
Date:	Tuesday, March 30, 2021 10:41:24 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Beckie Chamberlin

FOR PUBLIC RECORD

From: Rife, Laura
To: Foor, Ryan
Subject: FW: Nebraska Health Education Standards
Date: Tuesday, March 30, 2021 11:17:29 AM

For Public Record mentioned at end of letter.
Laura

-----Original Message-----
From: Danae <danaeperry@hotmail.com>
Sent: Tuesday, March 30, 2021 7:58 AM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: Nebraska Health Education Standards

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other

students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Danae Perry

FOR PUBLIC RECORD

From: Ed Erickson
To: Foor, Ryan
Subject: Fwd: Proposed health education standards
Date: Tuesday, March 30, 2021 7:22:14 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ed Erickson

FOR PUBLIC RECORD

From: Jessica Young
To: Foor, Ryan
Subject: Health curriculum for minors
Date: Tuesday, March 30, 2021 2:47:11 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Jessica Young

FOR PUBLIC RECORD

Sent from my iPhone

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards.

The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools.

For the reasons mentioned above, please consider that in my opinion, as a former teacher of 15 years and a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual

orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,



Derek Rusher

FOR PUBLIC RECORD

From: Jeana Weise
To: Foor, Ryan; NDE Standards Input
Subject: Health education proposal
Date: Wednesday, March 31, 2021 8:04:49 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Jeana Weise

FOR PUBLIC RECORD

From: Will Smith
To: Foor, Ryan
Subject: Health Education Standards
Date: Wednesday, March 31, 2021 10:10:44 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Sent from my iPhone

From: Elisabeth Loseke Forker
To: Foor, Ryan
Subject: Health education standards
Date: Tuesday, March 30, 2021 1:21:08 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Andrea Simpson
To: NDE Standards Input
Subject: Health Education Standards
Date: Tuesday, March 30, 2021 1:24:11 PM

To whom it may concern:

As a public educator, and parent of children in the public school system I am deeply disgusted after reading the proposed health education standards. After examination, I've come to the conclusion that some of the new standards would not only teach young children developmentally inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home, and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s

intersecting identities can influence attitudes, beliefs, and expectations about

sexual orientation and sexual identity.

I will also mention that I don't think the survey that was created to solicit feedback should be accessible by anyone who is not a Nebraska resident.

Thank you for your kind consideration in this matter.

Sincerely,

Andrea Simpson

FOR PUBLIC RECORD

From:	Miller, Caylin
To:	Foor, Ryan
Subject:	Health education standards
Date:	Tuesday, March 30, 2021 3:24:34 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD
-Thank You
Caylin Miller

From: Morissa Chee
To: Foor, Ryan
Subject: Health Education Standards
Date: Wednesday, March 31, 2021 8:07:54 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Morissa Chee

From: Tricia Whiting
To: NDE Standards Input; Foor, Ryan
Subject: Health Education State Standards
Date: Wednesday, March 31, 2021 8:05:12 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. As an educator and as a parent, I do not feel comfortable with these topics being discussed at school. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Tricia Whiting

FOR PUBLIC RECORD

From: Taylor Becker
To: Foor, Ryan
Subject: Health Standards Concern
Date: Wednesday, March 31, 2021 9:21:27 AM

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting
in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed
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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Taylor Becker

FOR PUBLIC RECORD

From: pat pierce
To: NDE Standards Input; Foor, Ryan
Subject: Health standards in school curriculum
Date: Tuesday, March 30, 2021 9:32:42 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and

explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Furthermore, if you truly feel you would like to add some valuable material to our school curriculum, I would suggest adding the bible as a valuable reading and discussion resource. I do not want my grandchildren indoctrinated in this. Any input you are getting from people who do not live in this state should be cast out, because we are not those states and we don't want the morals of those states. Our children can and will all be homeschooled if this is the route our Nebraska Board of Education chooses to follow.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD
Patricia Pierce

From: Jess McHargue
To: Foor, Ryan
Subject: Health Standards Opinion
Date: Tuesday, March 30, 2021 10:36:44 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Jess McHargue

FOR PUBLIC RECORD
WRITTEN PUBLIC COMMENT

From: Kendra Mercer
To: Foor, Ryan
Subject: Health standards
Date: Tuesday, March 30, 2021 3:34:38 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. I am concerned for my children's mental and physical health. These proposals are designed for home discussions, which the parents have the choice of age and right time and how they want to handle these topics. These topics are only going to add more chaos and confusion to our young children. Don't you think their is enough of that already? These standards also go against many religious beliefs. Do you value that? These standards also include non-scientific, and political ideas into these standards. My question why are you doing this? Is this truly for the children? Or is this to try and make the left a leg up or so you think? For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
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HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Kendra Mercer
308-529-7811

FOR PUBLIC RECORD

From: Paige Yockey
To: Foor, Ryan
Subject: Health Standards
Date: Wednesday, March 31, 2021 8:12:15 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

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HE.3.7.2.e: Define sexual orientation.
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Fourth Grade
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HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Paige Yockey

FOR PUBLIC RECORD

From: Shannon Hueftle
To: Foor, Ryan
Subject: Health standards
Date: Wednesday, March 31, 2021 6:33:46 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Shannon Hueftle

FOR PUBLIC RECORD

From: Ken and Kathy Soderholm
To: Foor, Ryan
Subject: Human Growth and Development and Social Emotional/Mental Health
Date: Wednesday, March 31, 2021 6:32:02 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
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Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Kathleen Soderholm
3804 4th Ave
Kearney, Nebraska 68845

FOR PUBLIC RECORD

Sent from my iPad

From: Tiffany Nuss
To: Foor, Ryan
Subject: Important
Date: Tuesday, March 30, 2021 2:25:39 PM

Here are the standards that need removed:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Get Outlook for iOS

From: Margaret Michener
To: NDE Standards Input
Cc: Foor, Ryan; Steve Halloran
Subject: letter of concern
Date: Wednesday, March 31, 2021 8:24:56 AM

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
Kindergarten
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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and

explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about

sexual orientation and sexual identity.
Thank you for your kind consideration in this matter.
Sincerely,
FOR PUBLIC RECORD
Signed this 31 day of March, 2021
Margaret A. Michener, Doniphan NE

"The best preparation for tomorrow is doing your best today." H. Jackson Brown, Jr.

From: Geri Bartholomew
To: Foor, Ryan
Date: Tuesday, March 30, 2021 8:04:25 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all

sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Maggie McConnell
To: Foor, Ryan
Date: Tuesday, March 30, 2021 1:59:16 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
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HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Maggie McConnell

From: Alexis Mendyk
To: Foor, Ryan
Date: Wednesday, March 31, 2021 9:47:02 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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HE.3.7.2.e: Define sexual orientation.
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Kathy Schulte
To: Foor, Ryan
Date: Tuesday, March 30, 2021 10:06:03 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Sent from my iPhone

From: Charlene Martin
To: Foor, Ryan
Date: Wednesday, March 31, 2021 9:03:26 AM

From my friend Stephanie Scherr re proposed health standards:

If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Second Grade
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Third Grade
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Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Charlene Martin
FOR PUBLIC RECORD

From: Viv Freeman
To: Foor, Ryan
Subject: Modifications to New Health Ed Standards
Date: Tuesday, March 30, 2021 7:22:45 PM

State Board Officer Foor:

I am deeply concerned after reading the proposed health education standards. Many of the new themes are sensitive topics that should be addressed by parents and/or guardians at home. Yes, I know many students need some provision of gender/sex education due to the breakdown of stable homes, and I have never objected to the public schools providing some information.

But this is now a degree that I believe violates age-appropriate development standards, discounts moral values of multiple faiths, and endorses a specific business (Planned Parenthood).

It is a conflict of interest for an organization who profits from the failure of contraceptives, spread of sexually transmitted diseases, government funds, and abortive services to also be the primary author and contributor of these materials. This is not philanthropy; this is deceptive advertising to a targeted audience in hopes of future business!

For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s

intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
//Signed//
Vivianle Freeman
3105 Sheridan Road
Bellevue NE 68123

Sent from Yahoo Mail on Android

From:	Gregory Brown
To:	Foor, Ryan; NDE Standards Input
Subject:	NDE Proposed Health Standards
Date:	Wednesday, March 31, 2021 8:59:40 AM

I am sending you this email to express my personal concerns about the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards.

I am especially disturbed by the abandonment of the well-known scientific differences between males and females in favor of ideologically motivated pseudo-science suggesting that sex is not binary. For example, I think it will be quite confusing to the children, and also scientifically incorrect, to teach children the correct anatomical names for genitals and then to try to teach that male external genitalia may also be found on females (or vice versa). In 99.83% of humans the external genitalia correctly represent the chromosomal sex of the individual. The small proportion in which the external genitalia incorrectly represent the chromosomal sex do not represent other sexes, but represent genetic abnormalities. To say otherwise is like using polydactyly to explain that humans should have more than 10 fingers or 10 toes. Or using cyclopia to explain that humans should have 1 eye in the middle of their forehead. Furthermore, to state that hormones, puberty blockers, and surgery can change a male to female or female to male is also incorrect. As stated by the Institute of Medicine in a 2001 scientific review, "every cell has a sex". So administering hormones, other drugs or performing surgery does not change the chromosomal sex of the cells with the body.

The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Once again, these are my personal thoughts on this, and do not represent the University of Nebraska at Kearney or the NU system

Thank you for your kind consideration in this matter. These comments can be used for public record.

Sincerely,

Greg

Gregory A. Brown PhD, FACSM
Professor, KSS Dept.
Director of General Studies
University of Nebraska Kearney
Physical Activity & Wellness Lab
Wellness Building, W 221
Kearney, NE 68849
(308) 865-8333

From: meganmintzmyer
To: Foor, Ryan
Subject: Nebraska Health Education Standards 2021
Date: Tuesday, March 30, 2021 2:04:02 PM

As a mother of a 14 year old son, a 9 year old daughter and a 7 year old son.

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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Seventh Grade
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Megan Mintzmyer

For Public Record

From:	Kate Harders
To:	NDE Standards Input; Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Nebraska Health Education Standards
Date:	Tuesday, March 30, 2021 9:33:45 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards.

The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools.

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-HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.

Second Grade

-HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

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-HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

-HE.3.7.2.e: Define sexual orientation.

-HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation.

Fourth Grade

-HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

-HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

-HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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-HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

-HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

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Sixth Grade

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health (e.g. abstinence, birth control, gender roles).

-HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

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-HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

-HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

-HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

-HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

-HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

-HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

-HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

FOR PUBLIC RECORD

From:	Kristin Benson
To:	Foor, Ryan
Subject:	Nebraska Health Education Standards
Date:	Tuesday, March 30, 2021 8:56:25 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Kristin Benson

FOR PUBLIC RECORD
--
Kristin Benson

From: Lora Rice
To: NDE Standards Input
Cc: Foor, Ryan; Nickels, Maureen; Deb Fischer; Rep Adrian Smith
Subject: Nebraska Health Standards
Date: Tuesday, March 30, 2021 9:49:14 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
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HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a

spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
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Eighth Grade
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High School
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

I recognize attempts to make these changes acceptable and standardized. Addressing subjects statewide should be left to each district to determine periodically, in order to avoid outside interests from undue influence over each district's students on these important subjects!

Thank you for your kind consideration in this matter.

Sincerely,

Lora Rice

FOR PUBLIC RECORD

If ever a time should come, when vain and inspiring men shall possess the highest seats in govenment, our country will stand in need of its experienced PATRIOTS to prevent it's ruin"?? Samuel Adams 1776

From: Natalie Gaddy
To: Foor, Ryan
Subject: Nebraska public school system
Date: Tuesday, March 30, 2021 1:29:50 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
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HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Theresa Clausen
To: Foor, Ryan
Subject: Nebraska"s new Health education standards
Date: Wednesday, March 31, 2021 9:08:00 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Theresa, and LeRoy Clausen
FOR PUBLIC RECORD

From: Scott VanCura
To: Foor, Ryan; NDE Standards Input
Subject: New education standards
Date: Tuesday, March 30, 2021 2:49:12 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Scott VanCura

FOR PUBLIC RECORD

From: Audrey Thomas
To: Foor, Ryan
Subject: New sexual health curriculum
Date: Tuesday, March 30, 2021 6:07:47 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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Fourth Grade
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HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
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High School
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Audrey Thomas

FOR PUBLIC RECORD

From: Kylee Svarvari
To: Foor, Ryan
Subject: NHE Standards
Date: Tuesday, March 30, 2021 11:25:13 PM

To whom it may concern,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
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HE.3.7.2.c: Discuss the range of ways people express their gender and how
gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom
students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself
and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and
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of the school community.
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spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the
potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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to sexual health (e.g. abstinence, birth control, gender roles).
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gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to
sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit,
asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role
stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real
or perceived differences (e.g. cultural differences, disabilities, gender, and sexual
orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism,

sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and
expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual
orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can
influence attitudes, beliefs, and expectations about gender, gender identity,
gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and
emotional changes during adolescence, including among people who are
intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and
gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s
intersecting identities can influence attitudes, beliefs, and expectations about
sexual orientation and sexual identity.

Furthermore, I am especially disturbed by the abandonment of the well-known scientific differences between males and females in favor of ideologically motivated pseudo-science suggesting that sex is not binary. For example, I think it will be quite confusing to the children, and also scientifically incorrect, to teach them the correct anatomical names for genitals and then to try to teach that male external genitalia may also be found on females (or vice versa). In 99.83% of humans the external genitalia correctly represent the chromosomal sex of the individual. The small proportion in which the external genitalia incorrectly represent the chromosomal sex do not represent other sexes, but represent genetic abnormalities. To say otherwise is like using polydactyly to explain that humans should have more than 10 fingers or 10 toes. Or using cyclopia to explain that humans should have 1 eye in the middle of their forehead. Furthermore, to state that hormones, puberty blockers, and surgery can change a male to female or female to male is also incorrect. As stated by the Institute of Medicine in a 2001 scientific review, “every cell has a sex”. So administering hormones, other drugs or performing surgery does not change the chromosomal sex of the cells with the body.

Thank you for your kind consideration in this matter.

Sincerely,

Kylee Svarvari

FOR PUBLIC RECORD

From:	Jeanne Cook
To:	Foor, Ryan
Subject:	NO to the new health education standards
Date:	Tuesday, March 30, 2021 7:20:22 PM

Ryan,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Jeanne Cook

6001 Quail Ridge Ave

Hastings, NE 68901

From: Branden Wagner
To: Foor, Ryan
Cc: Gretchen wagner
Subject: Opposition to new Health Education
Date: Tuesday, March 30, 2021 1:23:13 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a

spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely, Branden Wagner

FOR PUBLIC RECORD

Sent from my iPhone

From:	Pacheco, Mike
To:	Foor, Ryan; NDE Standards Input
Subject:	Opposition to Proposed Health Education Standards
Date:	Tuesday, March 30, 2021 4:15:44 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Thank You,
Michael Pacheco
Network Voice Engineer III
Information Technology Service - Kearney
CHI Good Samaritan Hospital
10 E. 31 Street
Kearney, NE 68847
mikepacheco@catholichealth.net
(308) 865-7490 work

(308) 440-7490 cell
(308) 865-2777 fax

PTO -

Caution: This email is both proprietary and confidential, and not intended for transmission to (or receipt by) any unauthorized person(s). If you believe that you have received this email in error, do not read any attachments. Instead, kindly reply to the sender stating that you have received the message in error. Then destroy it and any attachments. Thank you.

From:	Allan, Rebecca
To:	Foor, Ryan
Subject:	Opposition to the Nebraska Health Education Standards
Date:	Tuesday, March 30, 2021 2:46:24 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Rebecca Allan

FOR PUBLIC RECORD

From: ddhogeland
To: Foor, Ryan
Subject: Parental concerns over proposed health standards
Date: Wednesday, March 31, 2021 9:22:55 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
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HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Daresa Hogeland

FOR PUBLIC RECORD

Sent from my Verizon, Samsung Galaxy smartphone

From:	Kara Schake
To:	NDE Standards Input; Foor, Ryan
Subject:	Please Vote NO for purposed health education standards
Date:	Tuesday, March 30, 2021 7:31:49 PM

To whom it may concern:

As a parent to a 5 year old boy, I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

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intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely, Kara Schake

FOR PUBLIC RECORD

From: Meredith Jones
To: Foor, Ryan
Subject: Proposed 2021 Health Standards
Date: Tuesday, March 30, 2021 3:10:18 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Meredith Jones
Sutton, NE

FOR PUBLIC RECORD

From: Kendra Lemburg
To: NDE Standards Input; Foor, Ryan
Subject: Proposed education standards
Date: Tuesday, March 30, 2021 7:48:55 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After examination, I've concluded that the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Leave the public school system OUT of these conversations. Thank you for your consideration in this matter.

Sincerely,

Kendra Lemburg

FOR PUBLIC RECORD

From: Roma Jean Backhuus
To: Foor, Ryan
Subject: Proposed health education standards
Date: Tuesday, March 30, 2021 1:26:06 PM

Dear Ryan,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Roma Jean Backhuus

“May He bless you and keep you;
Make His face shine upon you and be gracious to you;
And lift up His countenance upon you and give you peace.”

Sent from my iPad

From: Tyffanye Klein
To: Foor, Ryan
Subject: Proposed health education standards
Date: Tuesday, March 30, 2021 7:04:08 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Jami and Tyffanye Klein

FOR PUBLIC RECORD

From: Angie Stara
To: Foor, Ryan
Subject: Proposed health education standards
Date: Tuesday, March 30, 2021 1:29:42 PM

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents/guardians at home and not by our school system.

For the reasons mentioned above, as a parent and a Nebraska Public School System stakeholder, I firmly believe the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

It is not the place of any school or education system to teach these sensitive, highly controversial topics to our children. Parents and guardians are the only ones who should be deciding which information to share with their children and at what age each child is ready to hear it. Parents have the right to guide the beliefs of our children.

Thank you for your kind consideration in this matter.
Sincerely,
Angie Stara
14221 Cavalier Ct.
Waverly NE 68462

From: Laura Stone
To: Foor, Ryan
Cc: Laura Stone
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 2:24:34 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Laura Stone

From:	Lisa Siegel
To:	Foor, Ryan
Subject:	Proposed Health Education Standards
Date:	Tuesday, March 30, 2021 3:51:21 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be EXCLUDED from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Lisa Onnen

From: Stephanie Bridges
To: Foor, Ryan; NDE Standards Input; Nickels, Maureen
Cc: Stephanie Bridges; Mark Bridges
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 3:55:37 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and

gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

--
Stephanie Bridges
Cell: 703.928.1183

From: Laura Stone
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 4:15:15 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Laura Colling

From: George McHargue
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Wednesday, March 31, 2021 7:25:25 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are

intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Cindy McHargue

FOR PUBLIC RECORD

Sent from my iPad

From:	Jennifer Griffeth
To:	Foor, Ryan; NDE Standards Input
Subject:	Proposed health education standards
Date:	Wednesday, March 31, 2021 8:49:26 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Jennifer Griffeth

FOR PUBLIC RECORD

From:	Laurie Horn
To:	NDE Standards Input; Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Proposed Health Education Standards
Date:	Tuesday, March 30, 2021 7:57:20 PM

Although this is not my original writing below it fully expresses my concerns and I respectfully ask you for your full consideration of the following:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Laurie Horn

From:	Ashley Volf
To:	Foor, Ryan; NDE Standards Input; Nickels, Maureen; Steve Halloran; Curt Friesen
Subject:	Proposed health education standards
Date:	Tuesday, March 30, 2021 7:26:27 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ashley Volf

FOR PUBLIC RECORD

From: Emma Colling
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 4:25:16 PM

>>
>> To whom it may concern:
>>
>> I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
>>
>> Kindergarten
>> HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
>>
>> First Grade
>> HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
>> HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
>>
>> Second Grade
>> HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
>>
>> Third Grade
>> HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
>> HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
>> HE.3.7.2.e: Define sexual orientation.
>> HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
>>
>> Fourth Grade
>> HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
>> HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
>> HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
>>
>> Fifth Grade
>> HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
>> HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
>> HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
>> HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
>>
>> Sixth Grade
>> HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g.

abstinence, birth control, gender roles).
>> HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
>> HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
>> HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
>>
>> Seventh Grade
>> HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
>> HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
>> HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
>>
>> Eighth Grade
>> HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
>> HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
>> HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
>>
>> High School
>> HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
>> HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
>>
>> Thank you for your kind consideration in this matter.
>>
>> Sincerely,
>>
>> Emma Colling

Sent from my iPhone

From: Jennifer Sand
To: Foor, Ryan; Adrian Smith; Dave Murman
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 6:39:36 PM

To whom it may concern:

I am very concerned after reading the proposed health education standards. After reading the standards, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. I believe these standards are against what is safe and healthy for children. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. There are many appropriate and good sex education curriculum that would educate our children in appropriate ways. For the sake of the health and safety of our children, please do not vote in favor of this. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members

of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Jennifer Sand

FOR PUBLIC RECORD

Sent from my iPhone

From: Mark Bridges
To: Nickels, Maureen; Foor, Ryan; NDE Standards Input
Cc: Stephanie Bridges
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 7:27:00 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself

and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity,

gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

--
Mark Bridges
Cell: 402.297.2055

Please overlook typos and/or grammatical errors, regardless of how humorous they may be--they are unintentional.

From:	Amy Muehlbauer
To:	Gubbels, Patti
Cc:	Foor, Ryan
Subject:	Proposed Health Education Standards
Date:	Wednesday, March 31, 2021 8:48:09 AM

To whom it may concern:

I have filled out the survey.

I am still deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a

spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Amy Muehlbauer

FOR PUBLIC RECORD

From: George McHargue
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Wednesday, March 31, 2021 7:22:43 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are

intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
George McHargue

FOR PUBLIC RECORD

Sent from my iPad

From: Janese Erickson
To: Foor, Ryan
Subject: Proposed health education standards
Date: Tuesday, March 30, 2021 7:12:14 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Janese Erickson

FOR PUBLIC RECORD

From: Kyle stone
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Tuesday, March 30, 2021 6:57:03 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,
intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and

explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real
or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism,
sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about

sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Kyle Stone

From: beth.smith4569
To: Foor, Ryan
Subject: Proposed health education
Date: Wednesday, March 31, 2021 9:15:29 AM

Sent fromFrom my friend Stephanie Scherr re proposed health standards:

If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about

sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Beth Smith

FOR PUBLIC RECORD my Verizon, Samsung Galaxy smartphone

From: Rachel Rathman
To: NDE Standards Input; Foor, Ryan
Subject: Proposed health standards
Date: Tuesday, March 30, 2021 7:41:54 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Rachel Rathman

FOR PUBLIC RECORD

Get Outlook for iOS

From: Annalise McHargue
To: Foor, Ryan
Subject: Proposed Health Standards Input
Date: Tuesday, March 30, 2021 10:25:49 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Annalise McHargue

FOR PUBLIC RECORD
WRITTEN PUBLIC COMMENT

From: Jenny Nickel
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Tuesday, March 30, 2021 1:36:36 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Jennifer Nickel
1636 27 Rd
Minden, NE 68959

From: Makayla Smith
To: NDE Standards Input; Foor, Ryan
Subject: Proposed Health Standards
Date: Wednesday, March 31, 2021 9:51:12 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Makayla Smith
Mother of 3, Wife, Veteran and a full time Job Holder

FOR PUBLIC RECORD

From: Angela Armagost
To: NDE Standards Input; Foor, Ryan
Subject: Proposed NE Health Ed Standards Concerns
Date: Wednesday, March 31, 2021 9:26:52 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

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intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Angela Armagost

FOR PUBLIC RECORD

From: Kaylin DeDiana
To: Foor, Ryan
Subject: Say NO to the new Health Education Standards
Date: Tuesday, March 30, 2021 5:42:29 PM

Ryan,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Kaylin DeDiana

2220 Bateman St.

Hastings, NE 68901

From:	Ulffers,Kassia J
To:	Foor, Ryan; Nickels, Maureen
Subject:	Stand Against New Proposed NDE Health Standards - FOR PUBLIC RECORD
Date:	Wednesday, March 31, 2021 9:15:41 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
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HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

FOR PUBLIC RECORD

Sincerely,

Kassia Ulffers
Supervisor, Lakeside Radiation Oncology
Midwest Cancer Center
(main) (402) 717-4770
(cell) (402) 660-4746

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From: Rachel Wade
To: Foor, Ryan
Subject: Survey Nebraska education age appropriate health education guidance
Date: Tuesday, March 30, 2021 1:23:11 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Jon Wade
To: Foor, Ryan
Subject: Survey Nebraska education age appropriate health education guidance
Date: Tuesday, March 30, 2021 6:39:05 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
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about body image, gender roles, and attractiveness.
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Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: courtney barry
To: Foor, Ryan
Subject: This is not ok!
Date: Tuesday, March 30, 2021 2:17:10 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Thank you for your kind consideration in this matter.

Sincerely,

Courtney Barry

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: lyn_miller77@yahoo.com
To: Foor, Ryan
Subject: "Health Standards" proposal
Date: Thursday, April 1, 2021 10:02:56 AM

Ryan Foor, Dr Matthew Blomstedt and Board Members
Nebraska Department of Education
PO Box 94987
Lincoln, NE. 68509-4987

Mr Foor, Dr. Blomstedt and Board Members:

I am writing to express my concern in the matter regarding proposed "Health Standards" that are being considered by the Nebraska Department of Education.

I consider this a move by a minority interest who wish to advance an ideology that runs counter to both the majority of Nebraskans and the principles that have guided this nation and state on a decent and prosperous course.

These proposed "Health Standards" simply do not belong in the venue of our public education system. As a parent, grandparent and educator of young Nebraskans, I strongly urge you to summarily discard this proposal as "counter intuitive".

Thank you,
Lyndall.D. Miller
Chadron, NE

Sent from my iPhone

From: Susan Sorensen
To: Foor, Ryan
Subject: 2021 Nebraska Dept. of Education Standards for Health/Sex Education
Date: Thursday, April 1, 2021 11:13:01 AM

To whom it may concern:

Having just looked over the NE sex education standards for 2021, and having grandchildren in public schools in Nebraska, I want to voice my opposition to the new changes in sex education and gender identity. These standards are inappropriate for an academic setting and should be concepts taught by the childrens' parents or guardians. These new changes seem to me more as political propagandizing than skillful education. And being forced upon our children before they're even ready to ask questions in these areas is totally inappropriate.

Thank you for your consideration in this very troubling matter.

Sincerely,
Susan Sorensen
FOR PUBLIC RECORD

From:	Kari Mulroney
To:	NDE Standards Input; Foor, Ryan
Subject:	2021 Proposed Health Curriculum Standards
Date:	Thursday, April 1, 2021 11:36:48 AM

To whom it may concern:

I have recently reviewed the proposed Nebraska health education standards for 2021 (and forward, if implemented). For public record, as a parent with children in these some of these grade level groups, I greatly oppose these new changes to health curriculum with respect to sex education and gender identity. The proposed standards are inappropriate for content and inappropriate at these age levels. These topics should not be discussed in the classroom and should be left to parents/guardians and/or their trusted and designated representatives (doctors, clergy, etc.). These proposed topics will take time away from the instruction of subjects that truly lead to career and life success, as well as healthy personal development, and will likely be fraught with subjective discussions at ages where most children are not even thinking of, and able to understand fully, such topics and the implications of those topics for themselves and their futures.

Thank you for your consideration.

Sincerely,
Kari Mulroney

From: Angie Hupp
To: Foor, Ryan
Subject: 2021 proposed health standards
Date: Thursday, April 1, 2021 10:40:45 AM

For public record:

To the Nebraska Department of Education,

I am writing you concerning the proposed health standards for 2021. I am about halfway through reading the 60-page document, but wanted to let you know my feelings before your upcoming meeting.

Most of the standards are very thorough and conclusive and honestly, I wish some of them were taught when I was in school, however, I am concerned about the explicit nature of sexual health in the human health and development curriculum. The items listed in that category are largely age-inappropriate and have the potential to be emotionally damaging. I do not believe third graders are ready to learn the basic functions of the reproduction system or that kindergartners necessarily need to learn the correct terms for genitalia. Early elementary is still a little young to talk about puberty as well.

I am also not comfortable with the amount of gender expression and identity curriculum that is suggested. I realize LGBTQ is a part of our society and children need to understand what that means in order to make informed decisions and be accepting of those who are different. In my opinion, teaching elementary students in-depth information about the different forms of gender expression, or what happens when children take hormone blockers (which, shouldn't be happening anyway) is inappropriate. Children should be learning to promote dignity and respect for ALL people, regardless of age, race, color, religion, gender, gender expression, family situation, etc. We should not be targeting certain groups to tell them to be nice to. Third graders also do not need to be defining sexual orientation. Most are too young to understand what it means anyway.

I applaud the NDE for being willing to tackle difficult and uncomfortable topics. I believe most of them should be handled at home with parents, but frequently aren't and children need to learn them in a safe environment and I understand that is what you are trying to do. I believe parents should be more involved in what is taught at schools, and understand the curriculum. I applaud you for the inclusion of children owning their own bodies, not allowing people to touch them inappropriately, teaching them how to say no, identifying a trusted adult, and body positivity.

I implore you to take another look at the more sexual and gender curriculum items and reconsider what to include and when to teach them. Thank you for your time.

--
Angie Hupp
51649 848th Rd.
Clearwater, NE 68726

From: Caleb Beasley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:58:35 AM

Hello, my name is Caleb Beasley, and I live at 6309 N 105th St, Omaha NE 68134. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Caleb Beasley

Sent from my iPhone

From: Laura Williams
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:55:08 AM

Dear Mr. Flor:
I'm Laura Williams and I live at 11713 S. 26th Ave, Bellevue, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, discussed in local communities, churches, synagogues, and temples, and not **imposed** by State officials with a certain agenda. I'm increasingly annoyed with certain elements in our society who seek to gain traction for radical ideas and normalize them by engaging in "social engineering" by incorporating them in the vulnerable young minds of children. Cut it out! I will remember what is being attempted when at the ballot box.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

Sex education standards should be decided upon by parents, with input from faith organizations and local school boards, not by radical ideologues.

Thank you for your time and consideration.

Sent from mobile device
Laura Williams
(402) 880-1283

From: Maria
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:51:45 AM

Hello, my name is Maria Miller, and I live at 1015 N 83rd street Omaha NE 68114. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Maria Miller

March 26, 2021

Dr. Matthew Blomstedt and Board Members
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

Dear Dr. Blomstedt and the NE Dept of Education members,

I am writing you concerning the recent publication of possible “Health Standards”.

“Dead on Arrival” it is unbelievable the Nebraska Department of Education would even put this in front of your constituents! This is so far off base it defies common sense and basic fundamental logic.

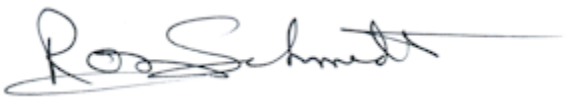
This should never have been considered, children this age have little or no concept of their own bodies let alone difficult concepts such as this that even as adults we struggle to understand.

The proper response to this is not only “NO” but “ABSOLUTELY NO” with emphasis added!

You are tasked with educating our children, we as parents and guardians are tasked with raising them, you do your job and allow us to do ours.

As a Parent, Grand Parent and tax paying Citizen of Nebraska I could not be more opposed to this issue than I am. It is my very firm request that you and the Board abandon any attempt to implement this into the Public School system of Nebraska or any State in America for that matter.

I sign as a Sincerely Disappointed but mostly Frightened Citizen of Nebraska,



Ron Schmidt
615 East J Street
Ogallala NE 69153
308 289-4735 cell

March 28, 2021

Dr. Matthew Blomstedt and Board Members
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

RE: Proposed "Health Standards," et al., for Nebraska Public Schools

Dear Dr. Blomstadt, and members of the Nebraska State Board of Education:

Have you all lost your God-given common sense?

Having resided in my home state of Massachusetts for some 30 years, before moving to SW Nebraska in 2005, I witnessed firsthand the perversion of that state's public school system under the ever-intervening hand of big-government progressivism.

More pointedly, I came to understand the tactic of undermining the natural bond children have to their parents and to their native country. This disaffection was accomplished by overwhelming the school system with progressive bureaucrats, who would introduce a gradual but constant litany of anti-family, anti-Christian, anti-American ideology: Perversion, under the pretext of "health education;" and a social studies curriculum that included a *National History Standard* oriented more towards disparaging the United States and Western civilization than to teaching factual history in context. This elitist rubbish was marched into our public schools under the banners of *Outcome Based Education* (OBE) and *Goals 2000* – the "outcome" and "goals" of which were decidedly hostile to both American values and traditional Judeo-Christian morality.

OBE operates through a slow but persistent indoctrination, a programming of children at the earliest age, into the nihilist ideology that defines progressivism. The Goals 2000 history "standard" entailed blaming Western culture in general – and white European males in particular – for every evil that has befallen humanity. Naturally, the "standard" included a revisionist trashing of the United States. The latest en vogue iteration of this cultural lynching is "critical race theory" (aka "white privilege"), which I note is also included in the civics "standard" of this predatory travesty the Nebraska Department of Education dares propose for our schools.

Concomitant with OBE's revisionist history indoctrination and Goals 2000's school-to-work programming went the teaching and normalization of aberrant sexual behaviors – the intentional desensitization and sexualization of children, enticing impressionable minds to "experience" eugenicist Alfred C. Kinsey's warped theories of human sexuality. If you do not understand the origins of the "health standard" you propose, then I strongly advise you read *Kinsey: Crimes & Consequences* (Judith A. Reisman, PhD., Institute for Media Education – 1998).

In the present moment I task you with this question: by what power do you presume to instruct K through 5th graders on the explicit terms and functions of human reproductive anatomy? To even suggest you have the natural authority to breach such a sacred edifice – the walls of which are the exclusive domain of mothers, fathers, and legal guardians – is the epitome of arrogance.

Moreover, as if the aforementioned violation of parental rights were not serious enough, the Department further demonstrates its temerity in suggesting that we Nebraskans should allow the education bureaucracy to teach kindergarteners and elementary school children the evolving progressive nightmare that is the "anything goes" concept of family structure. I suppose the notion of traditional marriage – to wit: one man and one woman joined in an exclusive lifelong bond, for the God-ordained purpose of procreating children – is a "bridge too far" for Board members; but the abomination of same-sex "marriage" and other dysfunctional arrangements are perfectly legitimate topics for inclusion in our children's "health education?" Likewise, the promotion of "safe sex" and contraceptive practice is acceptable, but not abstinence – because, naturally, "kids are going to have sex anyway." Is this not the point of view your "standard" advocates? Were this subject matter the end of the monstrosity it would be scandalous enough; but the offense does not stop with the abnormal and immoral; rather it proceeds into the realm of the bizarre …

Progressives habitually demonstrate the insatiable need to traverse one step beyond that "red line in the sand" most rational individuals discover they must at some point draw. Having imagined the foregoing abuse insufficient in its shock value, and thus decidedly taking a stupefying leap into lunacy, the Board also thought it a display of their "moral courage" to incorporate the latest twist in progressive perversity – "gender identity." There are no words strong enough to express my condemnation of this madness. Well, in fact there are a few – but I will not use them here.

In sum these newly proposed health and social "standards," which the Board seeks to promulgate throughout Nebraska, are cultural time bombs that will do no less than undermine parental authority, destroy innocence, and likely create future social-economic problems for our state. Of course, the same secular self-anointed saviors of mankind, who created this problem in the first place, will then offer a "solution" that will invariably require more top-down government intrusion into the family. These "standards" are a shameless obscenity, as disgusting in their opportunistic attack on parental rights as they are in their hostility towards common decency, basic morality, and innocence. I am incredulous that such vile filth is promoted by the Nebraska State Board of Education.

Sincerely,

Bruce C. Desautels
71320 County Avenue
Stratton, Nebraska 69043
308-276-2682

March 27, 2021

Dr. Matthew Blomstedt
Commissioner of Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

RE: NEBRASKA "HEALTH EDUCATION" STANDARDS

Dear Dr. Blomstedt,

As a parent, grandparent and tax-paying citizen of the State of Nebraska, I am appalled and angered by the draft of "Health Standards," your department recently published. The very idea such standards might be adopted for Nebraska's precious children is nothing short of horrific.

Across the board, many of these proposed standards should be re-considered and discarded – they are wrong-headed, and nothing short of unwelcome indoctrination.

Especially egregious is the "Health and Human Development" strand your Department proposes to teach to Kindergartners on up. Despite assertions by the array of "experts" consulted in assembling this document, there is no way there is no way a child of this age can grasp nor should be exposed to concepts such as "cohabitating, same-gender, interracial" family structures. Nor do the vast majority of parents or guardians want teachers to "state medically accurate names for...genitalia", or "characteristics relating to identity, sexuality and healthy relationships."

Any teaching of this nature must be left to parents and guardians, not to employees of the Nebraska public school system.

With all due respect, I urge you to reconsider these standards, using common sense rather than relying on the experts, whose ideas are opposed to what the majority of Nebraska parents desire for their children. And before final standards are adopted, parents should be required to read and sign off on them.

Thank you for considering my request.

Sincerely,

Tim Maschler
12393 Hwy 2-71
Crawford, Nebraska
805-871-9132

From:	stephen beasley
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:50:23 AM

Hello, my name is [Stephen Beasley], and I live at [10411 N 51st Ct]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Lori Willis
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:51:14 AM

Hello, my name is LoriWillis, and I live at Grand Island, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Brad Riensche
To: Foor, Ryan
Subject: A letter of concern for the draft "Nebraska Health Education Standards" of 2/20/2021
Date: Thursday, April 1, 2021 11:55:13 AM

A letter of concern for the draft "Nebraska Health Education Standards" of 2/20/2021

I am greatly concerned with the aforementioned document, and strongly believe that it should be reworked before consideration of adoption by the State of Nebraska.

Throughout this letter, "this plan" referrs to draft "Nebraska Health Education Standards", draft, dated 2/20/2021.

First, this plan would seek to overstep parental rights with regard to sex education, and the timing of sex education. Much of the content related to human growth and development is sensitive in nature, and really should be the role of the parent to discuss. The parent is really the best prepared individual to relay that information at the appropriate time. I could see value in a program where information is supplied to parents on approximately the schedule described in the document, but it should not be the norm to present that information in class without parental consent. I also do not believe a "teach, but opt out" strategy is appropriate for this situation. That would likely cause ostracism and peer pressure upon those students who opt-out, counter to the inclusive message espoused by the plan.

Further, I strongly believe that the public education system should restrict itself to teaching established fact, ignoring information with weak basis. There are multiple areas of this plan which appear to espouse belief systems, or states of the human mind, rather than teaching established fact. By "established fact", I mean facts obtained by long standing and rigorous scientific scrutiny, and/or settled law within the jurisdiction of the United States and the State of Nebraska. For example, "HE.6.7.2.b: Define and explain differences between cisgender, transgender,gender non-binary, gender expansive,and gender identity." This section describes terms and concepts that, to date, are concepts of popular culture. A narrower set of discussion topics, rooted in verifiable research on the subject, would be more appropriate for a guidance document for the State of Nebraska.

Finally, I feel that this plan is an unnecessary burden upon our school systems, and a misappropriation of taxpayer dollars. This plan would almost certainly result in conflict between educators and many parents, resulting in many lost hours dealing with those conflicts. In addition, the application of this plan to both public and and private school systems would, I would think, result in litigation brought by private school systems and/or concerned citizens. The costs of defending this plan could redirect precious dollars from the education of students, toward the defense of a plan that the public does not want.

In conclusion, I strongly urge the Board of Education to reconsider this plan, and ask the originator to bring forward a plan that respects the rights of parents. The public school system should limit itself to teaching content that is in the public interest, avoiding subject matter best left to the judgement of parents. I do think parents need some resources to do that job better, and a program with informed parents in control of sensitive information would be a great thing, and in the public interest.

Sincerely,

Brad Riensche

From: Eric Zanger
To: Foor, Ryan
Subject: Addressing the Board by Written Comment
Date: Thursday, April 1, 2021 10:59:01 AM

To the Nebraska State Board of Education:

First, I want to thank you for representing Nebraska on the State Board of Education. The role you play is important to our state, and you have many different interests to contend with. I write to discuss the new health standards, and I wanted to express my strong opposition to the new human sexuality standards.

I see a variety of standards that I take issue with. As a father of a kindergarten student, I am deeply offended by the idea that a teacher should be discussing genitalia with my child. That is not the role of a teacher. That is the role of a parent.

Moreover, in the 7th grade standards, HE.7.7.1.e states, "Define vaginal, oral, and anal sex and their relationship to STD/HIV transmission." As an educator of 7th graders, I can guarantee you that they are not ready for this type of language or even a discussion of these matters.

The goals of this draft proposal in respect to human sexuality do not reflect the beliefs and values of many and are in direct conflict with my Christian faith. Previous standards have not included these radical ideologies, and I plead with you to remove all the standards that teach a non-traditional sexuality, including, but not limited to: alternate family structures, same-sex unions, gender identities other than male and female, and language about intersecting identities in HE.8.7.2.e. This is full-fledged Critical Race Theory, which is based in Marxism. How can this even be thought of, let alone written, in a state like Nebraska?

The goals of education used to be simple: teach students how to read, write, critically think, and do math. Now, education has become an indoctrination center for a secular, marxist worldview. May I humbly say that many of these standards fall outside of the school's jurisdiction and responsibility. You are usurping a job and a role that is given to parents, and parents alone.

Lastly, it is not by coincidence that you are meeting on Good Friday, 2021, wherein Christians around the world celebrate the death of the Son of God, Jesus Christ, on a cross. On that cross, he died so that sinners who repent and put their trust in Christ can have their sins forgiven and eternal life with him. This same Jesus said, in quoting Genesis 1, "God made them male and God made them female." Your job as a civil magistrate in this matter is to reject these standards as an affront to the God who made you.

I want to thank you for reading this into the public record and for your service to our state. This is a vitally important issue to me, and how you choose to go forward with these standards will matter to me in any upcoming elections. I want you also to know that I am praying for you to have wisdom in this decision.

Sincerely,

Eric J. Zanger

From: Rebecca Wakefield
To: Foor, Ryan
Subject: Against New Health Standards
Date: Thursday, April 1, 2021 11:43:50 AM

To the Nebraska State Board of Education,

Please vote against the new health standards. The controversial issues surrounding the LGBTQ community should be left up the the parents to teach their children in accordance with their values.

Sincerely,
Rebecca Wakefield

From: Janalynn Menter
To: Foor, Ryan
Subject: Against Proposed Health Standards - age-inappropriate!!!
Date: Thursday, April 1, 2021 11:56:09 AM

Hello Ryan,

I'm writing as a concerned Mom of two boys in the education system here in Nebraska. These proposed sex education topics in the proposed health education standards need to be removed. It is in my opinion ABUSE to these young minds to teach something that does not concern them at this young age. This feels like an agenda being pushed towards kids at an age where they are not even remotely thinking or need to be concerned about this. Let parents be the ones who teach their kids about these issues. DO NOT force kids to learn about something which seeks to teach young children politicized, age-inappropriate information and ideas about sex, sexual orientation, and gender identity.

This is EXTREMELY concerning as a resident of Nebraska. These children are our future!!

Sincerely,

Janalynn Menter

From: Deana
To: NDE Standards Input; Foor, Ryan
Subject: Against sex education proposal
Date: Thursday, April 1, 2021 11:40:05 AM

To Whom it Should Concern,

I am deeply concerned after reading the new proposed health education standards. I worked as a Special Education Para Professional for the Norfolk, Nebraska Public School system for 8 years. I worked with Kindergarten through 6th Grade. I currently stay at home with my children and have for the last 5 years. My oldest will be attending Kindergarten at a public school next year (2021-2022). I feel absolutely compelled to appeal this new health standard proposal. If it were to be passed and implemented we would not attend public schools or any school that would follow this new standard.
I strongly believe it is my right as a parent to teach my children about sex education and educate them on our religious beliefs. This new standard would indefinitely go against our families beliefs and teachings. I do not think that sex education can be taught to every child at one specific age. Every child has a different maturity level, environmental exposure, and natural curiosity for sex at a different age based on female and male hormones. No one, other than a parent or guardian would know the appropriate time to educate, discuss or deal with these topics with a child.

Please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be EXCLUDED from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Deana Calderon

FOR PUBLIC RECORD

From: Dorothy Martin
To: Foor, Ryan
Subject: Against the sex education proposal
Date: Thursday, April 1, 2021 11:13:41 AM

Dear Sir,

1. Sex education to this degree is the responsibility of the parents. Parents or guardians of the children are the ones who decide WHEN and WHAT to teach their children about their bodies and their beliefs about procreating. This proposal is an overreach of the government.
2. This sex education proposal is sexualizing children at a very young age. Let children be children! Schools need to focus on and teach the basics. Period.
3. LBGTQ+ is a minority group of people, but even if the LBGTQ+ someday is the majority, let everyone believe and teach their own children what they want and when they decide their child is DEVELOPMENTALLY READY. We must trust each individual family unit to teach this very private and sensitive subject matter.

Dorothy Renter,
Creighton, NE
Small business owner,
Former teacher; BA Wayne State
College

From: Jill Sackville
To: Foor, Ryan
Subject: Attn: Ryan Foor. Draft of the health education standards
Date: Thursday, April 1, 2021 10:28:51 AM

I am a parent to two girls in Pierce, Ne. I have read the draft, and I am completely appalled at what is being proposed. I am deeply troubled that starting in kindergarten kids will state accurate names for genitilia, which I see each grade will be doing that. Then throughout the grades all the subjects related to gender types, definition of all genders, gender identify, etc. I was very shocked to see in 5th grade that the hormone blocker will be discussed. Going on down the grades all isms being taught in grade 8, and I see ways to eliminate pregnancy? On top of that in 5th grade they define sex and sexual intercourse? All of these that I mentioned above have absolutely no buisness being discussed in school. My right as a parent as do many others are disgustingly being ripped from us, and it is very scary. I choose when I discuss sex and the details along with it to my children. You have no say in what you believe to be taught regarding these items to my children. And regarding all the many different genders and eliminating pregnancy? That subject you are stepping on our american freedom of religion. The school has no buisness interfering with what morals and beliefs we teach our children. Yes I teach my children the family unit consists of father and mother and in the bible god created man and woman. We do not teach homosexuality and all the others in that group. My kids are not taught to hate these people or bully, we just dont believe in the practice. We do not force others to believe what we do. So who are you to tell me that our belief are wrong because it differs with yours? Who are you to tell me in your opinion that children should be taught all these ways? I will tell you, my children are innocent and unaware of all this sexual hype you want to cram down their throats. A very thin line is being crossed here, and I see this as the school sexually grooming my child into their idea of sexuality, which is very very wrong morally and ethically. Leave the politics and all the sexual hype out of the school. It is the parents job, and I feel it is very inappropriate to submerge my young child in these discussions. You say well some kids parents dont discuss these subjects so the school should, I say that's sad, but why should that reason override my right and responsibility to my child. And what is sad is now a lot of us are discussing alternate ways of schooling if this is passed, I truly feel fear for my childs innocence, and what makes it worse the school is attempting to abuse my childs mental health, yes that's exactly how I feel. Do not forget the American way is that we are each individually free to have our own beliefs, this draft is definitely infringing on our rights as Americans. This is better left up to the discretion of each individual parent if they want their children to learn these ways.

--

Sent from my Android phone with GMX Mail. Please excuse my brevity.

4-2-2021

Good Morning to All,

My name is Bill Tielke, I have lived in Holt County my entire life and been involved in local & state government most of my life. I am the currently the sitting Chairman of the Holt County Board of Supervisors.

I am also a parent of 5 daughters and grandparent to 12 grandchildren, 10 of which are currently being educated in the public school systems across this great state.

School system, 2 in Omaha, 3 West Holt, 3 Hershey, 2 O'Neill

We go to church, school, work and play with all of the people of these communities and have a solid core of beliefs, God first, Family, Country, our Flag, (we stand and put our hands over our hearts) because ours and our neighbors grandparents, parents, and brothers and sisters have fought and gave their lives to protect people across this world and the great people of the United States of American.

We are both "SHOCKED" and apposed at the state boards proposed language and content concerning the education of our children in public schools in regards to nearly 40 items that they have proposed. I mention a few, but this is not an all-inclusive.

Do not teach

- Genitalia and Sexual Function
- 5th & 6th grades items on sexual intercourse & educate perverted acts that are mentioned
- Birth control & pregnancy prevention thru abortion or abortion pills.
- No Gender Identity – there are only 2 genders, and they are determined at conception
- No teaching of lesbian, gay or bisexual, or the other language.
- Abstinence--- NOT "Planned Parenthood is the only answer to unwanted pregnancy.

These items have been and should continue to be taught by loving and caring mothers and fathers in the privacy of the home. ***And that task should never be IMPOSED upon the WONDERFUL men and women who dedicate their lives to teaching and administration of the precious children of "THE GREAT STATE OF NEBRASKA.***

Thank you for this time.

Bill Tielke

From: Tracy Riensche
To: Foor, Ryan
Subject: Comments on draft of Health Standards
Date: Thursday, April 1, 2021 11:52:22 AM

Dear Board of Education,

I wish to have the following comments included in the formal record for the State Board of Education's preliminary meeting April 2nd regarding the draft of the Health Education Standards for the coming year.

I am saddened and strongly opposed to the proposed health standards as they are currently written. Most of my grievances are in the topic of Growth and Human Development in grades K-8, HE.HS.1.12, HE.HS.1.18, HE.HS.1.19, HE.HS.1.20, HS.HE.2.18, HS.HE.2.19, HS.HE.2.20.

I am horrified at some of the topics presented. As a Christian parent, the concept of gender fluidity and gender identity are against what I believe. These are recent sociological constructs which have little evidence to support as scientific fact. These are highly contentious issues that the school should not be teaching as fact. Furthermore, I
feel that many of the topics are suggested for too young an age.

Below are specific instances of things I find need reviewed:

*Kindergarten students do not need to learn genitalia names . I feel that could wait until first or second grade. I can't imagine a Kindergarten class where the teacher gets to point out these new vocabulary words. I think we should let our kids be kids for a while.

*First Graders should not be taught "gender identity."

*Second Graders do not need to "recognize genitalia differences." It is enough to know girls and boys have different body parts.

*Third Graders should not be taught sexual orientation. I feel this best taught in the family. I do not want my children told that they can be attracted to the other sex. This goes against my beliefs. The school would be infringing on what they are entrusted to do.

*Third Grade should not be taught about gender identity. This is not a factual based concept.

*Fourth Grade should not be taught sexual orientation, gender identity, and that

birth sex and gender identity may not be the same.

*Fourth Grade is too soon to talk about sexual feelings. I believe romantic feelings is valid. Most of these children are experiencing
"crushes", this is not the time to talk about sex.

*Fifth Grade should not be taught that gender expression and gender identity exist along a spectrum.

*Fifth Grade: "While maintaining romantic relationships" implies that students this age should be in romantic relationships. This age should not be encouraged to be in romantic relationships. This material would be more appropriate for middle school to high school.

*Fifth Grade: "The potential role of hormone blockers on young people that identify as transgender". This is ridiculous. This is completely not in the role of the school to teach. If a parent has a child that is identifying as transgender, this is a family and medical issue.

*Sixth Graders should not be taught He.6.7.2b (gender identity differences).

*Sixth Grade: While I do not agree with the various sexual preferences. I do feel that possibly this is an appropriate age to teach that some people embrace different sexual preferences. However that said, I do not think the school needs to go beyond this teaching. Encourage students to discuss this with their parents, family, or churches would be best.

*Sixth Grade: "Identify health care providers for puberty and adolescent developmental services"- This is not the school's job. This is the parent's job.

*Seventh Grade: "Define vaginal, oral, and anal sex and their relationship to STD/HIV transmission" - This is not the role of the school.

*Seventh Grade: Gender identity should not be taught as fact unless it is male and female only. At this age, possibly teaching that some people identify as the opposite sex is feasible. But discussions should be encouraged with the family.

*Eighth Grade: "Access medically accurate information about gender identity, sexual orientation, and gender expression" - This is not the role of the school.

*Eighth Grade: Much of the information is presented to eliminate risks, describe pregnancy testing and options, and communication within sexual relationships. I think this implies that sexual relationships are the norm among eighth graders. I

would think abstinence and the responsibilities of relationships should be the topics.

*Eighth Grade: "Access medically accurate sources (online and in the community) of information about puberty and adolescence development" - Students should not be advised to look online for this information. They should be encouraged to talk to their families or medical professionals.

*High School:
Gender identity should not be taught as a norm or fact
HE.HS.1.18 - The school should not be telling students where to obtain contraceptive methods including emergency contraceptives! This goes against many families' beliefs. This is a sanctity of life issue and the school should not be encouraging emergency contraceptives. This is a gross overstep of the schools.

I feel that this proposed standard is a gross overstep of the Board of Education to normalize a lifestyle that many do not embrace and promotes sexual behavior at far to early of an age. I urge you to reject this draft.

Sincerely,
Tracy Riensche
28005 Brookie Place
Firth, NE 68358
(402)791-2291

From:	Justin Wieskamp
To:	Foor, Ryan
Subject:	Comments on Nebraska Board of Education Health Standards
Date:	Thursday, April 1, 2021 11:30:25 AM

Hello, my name is Justin Wieskamp, and I live at 80197 482nd Ave. North Loup, NE 68859. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sincerely,

Justin Wieskamp

For Public Record

From: Rachelle Wieskamp
To: Foor, Ryan
Subject: Comments regarding State Board of Education Health Standards.
Date: Thursday, April 1, 2021 11:04:33 AM

Hello, my name is Rachelle Wieskamp, and I live at 80197 482nd Ave North Loup, NE 68859. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Rachelle Wieskamp

For Public Record

From: Kevin Smith
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:52:44 AM

Hello, my name is Kevin Smith, and I live at 307 N. 36th Ave. Omaha,NE 68131. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

HEALTH STANDARDS FOR NE STATE SCHOOL BOARD MEETING, FRI. 4-2-21 at 9:00 A.M.

PAGE ½ NINA HEAD

I am a former teacher from Bellevue Public Schools. I taught kindergarten and first grades from 1977- 1987. I am just going to point out a few of the things I found very troubling.

Grade 1.
H.E. 6. 4. Students will learn and discuss cultural issues that impact mental, emotion and social health.

H.E. 4.a. Students will discuss cultural issues that impact mental and emotional, and social health.

H.E. 4. b. Explain the influence of self-concept with performance in daily life.

I firmly believe these are not only a parent's responsibility. These are issues that are way too complicated for a young developing mind. They are also issues that should never be taught by a person that may have different opinions/views/ standards than the family without the parents knowledge. This is a classic case of early brainwashing.

GRADE 4

H.E. 2.6.4. Learn and discuss cultural issues that impact mental emotional and social health.

H.E. 2.6.4.a. Model ways to treat all people with dignity and respect.

H.E.2.6.4.b Discuss media…bias and perceptions…stereo types, prejudice, stigma, and perceptions.

I feel these are all parental jobs. The media is extremely bias. These need to be taught. I do not think the responsibility rests with the schools. This is an issue that every teacher could present differently, and that would also effect the child.

H.E.2.7. Teaching personal hygiene.
H.E.3.1.1 Also personal hygiene.

These issues sadly need to be taught. I was also taught in school. Teach them separately to the boys and the girls. They can then ask questions without being harassed as much. They can then learn more, perhaps get flyers, extra places to go for more information.

H.E.3.6.4. Cultural issues. VERY TOUCHY subject… How is this taught? Do not teach the MUSLIM ONLY! 5 PILLARS. Teach Christianity, Jewish, all or nothing… Not school role!

H.E.7.2. HUMAN GROWTH DEVOLOPMENT
NOT IN 4TH GRADE!! PERHAPS 5TH or 6th ….
HEALTH STANDARDS for NE STATE BOARD MEETING, FRI. APRIL 2, 21, @ 9:00 A.M.

PAGE 2/2 NINA HEAD

H.E.4.3.2. ALCOLHOL, TOBACCO, DRUGS, ILLEGAL ,

H.E.4.3.3. SAME

H.E.4.5.1. SAME

H.E.6.4 CULTURAL issues, different cultures, social groups, have things in common.

These are again things that sadly need to be discussed today…SKIM ONLY… VERY BRIEFLY! These are parental responsibilities at this age. These can be taught in more detail at a later age/ grade. They are important in today's society. They do not need to be taught to young minds in 4th grade. The teacher's bias will also be taught… This could effect the child, who perhaps never thought about this before. Not all parents stay informed with school curriculum.

Nina Head
5004 N 192 Ave Circle
Elkhorn, NE. 68022

Head2breck@gmail.com

From: Gena Hess
To: Foor, Ryan
Subject: Draft concerns
Date: Thursday, April 1, 2021 9:31:51 AM

I am Eugena Hess, a grandmother from central Nebraska. I am very concerned about the direction the sex education is taking with this recent draft. It isn't the school's job to discuss these matters... it is our parents and sometimes grandparents who should be explaining gender confusion issues with their children as they see fit. There are 2 sexes, MALE AND FEMALE and it would be age INAPPROPRIATE to teach young children anything else, for sure! Please enter my concerns into testimony. These standards are horrifying and not up to Nebraska quality! Don't let this happen!!
Sincerely,
Eugena Hess
Grand Island, Ne

From: Lori Mraz
To: Foor, Ryan
Subject: Draft of Health Standards for NE Public Schools
Date: Thursday, April 1, 2021 10:11:08 AM

Dear Mr. Foor,

I am emailing to let you know that I STRONGLY OPPOSE these proposed standards. They delve into topics in a manner I deem inappropriate for school personnel to initiate with children. I am in the process of completing the online survey but wanted to convey my opposition to these standards as soon as possible.

Thank you,
Lori Mraz
Roca, NE

From: Shirley Schmidt
To: Foor, Ryan
Subject: Draft of health standards
Date: Thursday, April 1, 2021 10:38:46 AM

I am Shirley Schmidt from Gordon, Nebraska. This email represents my viewpoint on the draft for the Nebraska health standards. As a grandparent and former educator in Nebraska for 30 years, I very much oppose this draft.

Our job as public school servants is to educate children academically. We are experts at teaching the core subjects. However, this draft is taking away the rights of the family unit. Parents know their children best. They have the right to teach their children about sexual information as they observe their child and his/her maturity level to handle the information.

The public school is overstepping its role in the education of our future generation.

Sincerely, Shirley Schmidt

From: Margaret Applegarth
To: Foor, Ryan
Subject: Education Bill
Date: Thursday, April 1, 2021 10:13:22 AM

Just to let you know, that our people in Dawes County are seriously opposed to this Education Bill, we are organizing down to the Prescient level at our first meeting we had almost 70 people in attendance we will double that amount on April 8th when we meet again. People are fired up about this crazy legislation. It is the same in Sheridan County where I attended their meetings, this last one had almost 90 in attendance. Please relay this information because the people are not happy. Margaret Applegarth Dawes County GOP Chairman

From: Ruth Merrett
To: Foor, Ryan
Subject: Education Health Standards
Date: Thursday, April 1, 2021 11:26:49 AM

I want my voice heard in opposition of the Draft of Health standards for the Nebraska Department of Education. As a teacher I am appalled at all the sexual orientation packed in it. Especially at ages where children have no desire to think about such things. I'm appalled at it being taught at any age. These are very personal subjects and should only be discussed with their parents who understand them and love them.

Thank you!
Ruth Merrett

Sent from my iPhone

From:	Diane
To:	Foor, Ryan
Subject:	ERemove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:58:50 AM

Hello, my name is Diane Akeson, and I live at 340 N 155th Circle, Omaha, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Dawn Feely
To: Foor, Ryan
Subject: Feedback on Health Education Standards
Date: Thursday, April 1, 2021 11:47:02 AM

My name is Dawn Feely and I live at 260 Jefferson St in Aurora. I am writing in opposition to the sex education topics in the draft health education standards. I professionally work with children and families on a daily basis.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health standards at all levels of education.

Thank you for your time and consideration.

Dawn Feely

From: Ashley Meyer
To: Foor, Ryan
Subject: FOR PUBLIC COMMENT-NDE STANDARDS
Date: Thursday, April 1, 2021 9:42:35 AM

For public comment:
Hi Ryan,
I would first like to introduce myself. I am a mother to two sweet boys, one 9, a 3rd grader, and one 6, a kindergartener that attend St. Paul Public Schools. I have many friends that homeschool, or have chosen the route of private schools for their children because they do not want them exposed to the "stuff" they are taught at public schools. Untill recently, I have always stood up for Nebraska public schools. I know that teachers as well as our school district and administrators truly have our students best interests at heart. I value the hard work the teachers do! I believe that some of the "stuff" that kids are exposed to in the public school setting helps them to be mature and become well rounded citizens. However, untill these new standards were proposed, I have always known that the values that my husband and I are teaching our kids were being upheld at school. We teach our kids to love and be kind to everyone, they don't need to know that Jonny has two moms, or two dads, or a dad that is absent and sits at a bar somewhere. They don't need to understand that Jonny feels different sexually and as he grows and matures may choose to identify as a female, or bi- sexual, or transgender, they just need to love and be kind to Jonny. And our government and our Nebraska Department of Education needs to respect parents and know that when our child is ready and mature enough to have those conversations, they will be had at home and with our Christian values in mind. These are sensitive topics, and parents should be the ones to teach their children about them. I am also distraut about some of the things I have seen that will be taught in older grades. We are teaching our children that God created and man and a woman and when they are ready they get married, and are then ready to start a family. My head is not in the mud. I know kids/teens/ young adults are having sex before marriage, way earlier than they should. But, while my children are young, I would like to be the one teaching them and instilling in them our expectations, and our Christian morals regarding sex. I feel it is doing a dis-service to our young kiddos to teach them such vulgar information, normalizing sex and taking away their innocence when the school system believes it is time. My husband and I should have the right to determine when our kids are ready for this information and choose how and when it is given to them. In our current culture, the only way we will be able to stop the direction of country is going is to preserve our children's innocence. Please please listen to Nebraska citizens and Mr. Ricketts. These new health standards are NOT welcome in our state. Thank you, Ashley Meyer.

From: Kelly Anderson
To: Nde.standardsinput@ne.gov; Foor, Ryan; Stevens, Robin; Nickels, Maureen
Subject: FOR PUBLIC RECORD
Date: Thursday, April 1, 2021 11:08:51 AM

Dear Nebraska State Board of Education Members:

I am asking you to consider removal of several of the Health Education Standards proposed to be voted on in September for several reasons. First and foremost, I feel that this is a huge overstep of your bounds as members of the board. Deciding when to have discussions such as gender identity, gender role stereotypes, hormones, HIV, distinguishing the difference between sex assigned at birth and gender identity chosen at a later time in life, anatomy of internal and external genitalia, ANAL SEX, when it is appropriate to have sex, etc should be the decision of THE PARENT and NO ONE ELSE.
The proposed health standards are a violation of my ethical, moral, and religious beliefs and I feel that by including the items I mentioned along with several other items on the proposed list, YOU are stripping away my rights as a parent to decide when MY child is mentally, emotionally, and physically ready to learn about these topics.

It is your job to make sure school is a safe place for our children to learn how to be an intelligent, motivated, functioning individual in society who can obtain a career and excel in life. Taken from the Nebraska Board of Education Website, on the Commissioners page; the mission statement of the Nebraska Board of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. It seems like an appropriate time for you to revisit your mission statement when making decisions on what to include in the proposed standards. I don't see that the mission statement includes detailed education regarding sexual orientation, gender roles, hormones, HIV/AIDS, appropriate sexual relationships and timing, different sex positions, etc. Teachers already have trouble finding the time to teach their current curriculum; how do you expect them to fit this in as well?

Also, different teachers may choose to highlight different points within these topics that the parent would have no idea about unless they were in the classroom. There are too many ways to spin these topics depending on the individual beliefs of the teacher and that alone has the potential to take these topics to an entirely different level. Many teachers would feel uncomfortable and clueless as to how to teach these subjects appropriately and in a way that does not upset the students or their parents. Are you planning to provide training to them on how to teach these subjects? Are you planning to teach them how to counsel the mental ramifications this will have on their students after being taught things that are not age appropriate? Would YOU feel appropriately trained to handle these conversations and topics as an elementary or middle school teacher?

Judging by your pictures on the Board of Education Website, your children are grown. You did not have to decide how to navigate parenting when your child is learning about anal sex in school. Put yourselves in our shoes. Think about your grandchildren. My 4 year old son wants to be a dinosaur one day and a cowboy the next day; do you think he is ready to learn about genitalia next year? My husband and I planned to put him into public school; but with these standards we DEFINITELY will not be doing that no matter the hardship it causes our family. Many children will be pulled out of public schools if these standards are passed. This is a sad reality for the future of public schools. I was raised in a family of educators including a mother who holds a doctorate in curriculum and instruction, and public schools have always held an

important role in our family. By rewriting these standards and taking into account the opinions of the MAJORITY of citizens in Nebraska regarding these topics, you will be protecting the future of public schools.

This is ENRAGING and entirely inappropriate. I hope that you can read through the Health Education Standards with a different thinking cap on. There is a time and a place to discuss these issues and it should be dependent on when the parent feels it is necessary because their child is ready. Stop trying to indoctrinate our children with ideas that they wont even think about or understand until they are much older. I did not learn about the internal and external anatomy of the genitalia in its entirety until I was in Dental School becoming a Dentist; and there was no reason I needed to know that kind of information any earlier. Transgender did not become a thing that I fully understood on a personal level until recently, because I have patients that are transgender. I treat these individuals the same as I would anyone else; like a human being. I didn't have to be taught that in kindergarten in order to understand how to treat people who think, act, look differently from me. I also didn't learn about anal sex until much later in life and introducing this to a 7th grader is ridiculous and uncomfortable for them because mentally, they are not ready. Have you consulted a professional in mental development and determined when it is appropriate for children to learn these things? Do counselors, psychologists and psychiatrists agree that your timeline is appropriate? Their practices will become very busy dealing with the aftermath of your proposed standards.

To maintain a level of professionalism, I will end my letter here. Please keep in mind that It is our job as parents to educate our children on these topics. NOT YOURS. STAY IN YOUR LANE. Reconsider these proposed standards as they are completely out of line.

Sincerely,
Dr. Kelly Anderson, DDS
FOR PUBLIC RECORD

From: Abi Curtis
To: Foor, Ryan
Subject: For the Public Record
Date: Thursday, April 1, 2021 10:32:55 AM

As a mother of 3 young children in rural Nebraska, some of the proposed additions to our health education standards for schools are very alarming. I do not believe a 6-year-old child is able to understand much of the information fed to them through this curriculum. Nor do I think that parents should have to choose between allowing their children to be educated by the public school system or changing their entire life to homeschool the kids because they don't think the state has the right to push these ideas on our youth.

I want to make myself extremely clear because I know that money talks. If this is implemented in Nebraska public schools, I will be homeschooling my children. I am already on the fence for many other reasons, but this will certainly be the last straw. I know that the funding for a school is decided to some degree by the number of children in attendance, and I truly believe there will be a relatively dramatic response in regards to this proposal. Many families will pull their children from Nebraska public schools if this goes through.

If Lincoln and Omaha are comfortable brainwashing their children into believing that mental illness is the "new normal," then let them do that at a local level. But do not allow this to consume the entire state.

As for the critical race theory, come on. You know this is just pushing racist agenda against white people. I am all for fighting against racism - this is not the way. Work together with the good people of Nebraska to find a healthy way forward. One that does not discriminate by the color of a person's skin, even if it is lighter than yours.

Thank you for hearing my thoughts and I pray that you do your job speaking for the people in this manner.

From: dougcsorensen@gmail.com
To: Foor, Ryan
Subject: FW: Proposed Draft Health Education Standards
Date: Thursday, April 1, 2021 11:29:27 AM
Attachments: Media Release 3-11-2021.pdf

Dear Mr. Foor,

I am a grandfather, and a concerned long-time resident in Nebraska. I am in total agreement with the Media Release issued by Gov. Rickets on March 11 (please read attachment). In it the Governor called on the NE State Board of Education to "scrap their proposed sex education topics that are included in their draft health standards".

I urge the Nebraska State Board of Education to follow his lead on this issue. Thank you.

Sincerely,
Doug Sorensen

FOR PUBLIC RECORD

From:	Mary Ritchie
To:	Foor, Ryan
Subject:	Fwd: Health education standards
Date:	Thursday, April 1, 2021 11:35:10 AM

From: "Mary Ritchie" <mritchi@lps.org>
To: "ryan foot" <ryan.foot@nebraska.gov>
Sent: Thursday, April 1, 2021 11:30:27 AM
Subject: Health education standards

Mr. Foor,

I am writing to voice my sincere opposition to the proposed health "education" they would like to start teaching in schools. It is not the sex education that represents my values or MANY midwesterns I feel these are unethical and not even close to being age appropriate topics in the first place. These issues need to come from the childrens parents or caregivers and NOT the government. I find this appalling and sickening!

Mary Ritchie

From: Danielle Stanton
To: Foor, Ryan
Subject: Fwd: Objections to new Sex Ed curriculum
Date: Thursday, April 1, 2021 11:58:00 AM

Hello. As I have been reading about the proposed Sexual Health and Education curriculum I have serious reservations. I do not want my first and third graders subjected to materials that sexualize them. They are little children. The proposed curriculum seems more based on politics than science and absolutely does not protect my beliefs. I do not expect my beliefs to be necessarily taught in the public schools but I absolutely believe my beliefs should be respectfully protected. A conversation about different family make ups, and gender identities, sexual education, and sexual health is something my husband and I are to have with our children, not a "woke" politically charged curriculum forced on my kids. Thank you for your time. Sincerely,
Danielle Stanton

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call| 308.440.4857
web| COMPASSnebraska.org
connect| facebook.com/COMPASSnebraska

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call| 308.440.4857
web| COMPASSnebraska.org
connect| facebook.com/COMPASSnebraska

From: Timmi Dobesh
To: Foor, Ryan
Subject: Health Education Nebraska State Standards
Date: Thursday, April 1, 2021 9:31:11 AM

Dear Ryan Foor
State Board Relations, Rules, and Regulations Officer at Nebraska Department of Education,

Let me start by sharing a memory. When I was in high school 20 years ago I knew what bisexual and gay meant. I I also knew people who identified as such. I didn't learn any of this from the schools. I learned about these people from culture, movies, music, and tv shows. Once again I also knew people. If memory serves me correctly they were portrayed positively. I don't think much as changed with the portrayals of these people. I also knew that these people deserved to be treated as everyone else. Once again, the schools did not teach me that. I learned that from my parents and the Bible.
I guess what I am saying is that kids will learn about these issues from a wide variety of sources but should still be held to the parent's or guardian's discretion. Because today I know what all these standards are about that you are proposing and I am not in school. I sought out the information myself.

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents or guardians at home or school nurses or counselors at schools per the student's request. Educators should also not be burdened with this either. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and

expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Timmi Dobesh
109 E 8th St
Fairfield NE, 68938
FOR PUBLIC RECORD


Virus-free. www.avg.com

From: Steve Johnson
To: Foor, Ryan
Subject: Health Education Standards Concern
Date: Thursday, April 1, 2021 10:01:58 AM

April 1, 2021

Dear Nebraska State Board of Education,

I am writing to express my concern about the recently released draft health education standards. I am disquieted by the draft health education standards which intend to teach young children subjective, age-inappropriate information and ideas about sex, sexual orientation, and gender identity.

First, "sex" is 100% objective. Biological reality (science) is that human beings, among all other species, are created male, female, and in VERY rare cases hermaphrodite. This is the law of the natural world. One cannot "change" gender. Gender or "sex" is determined by biology and fixed. The "sex" of most biological organisms is determined in the first few weeks of their development. How humans choose to behave and express themselves is an entirely different matter. It does not, however, change biological fact. The draft health education standards I am concerned with simply do not align with this reality.

Second, the draft health education standards would undermine basic parental right to direct the upbringing and sex education of their children. Parental values of modesty and privacy would be contradicted by school officials/standards in the process of applying the proposed standards. It is possible that an unintended consequence of these draft health education standards could set the stage for discrimination against parents and children who choose to adhere to the biological reality, let alone dogma by which people may choose to abide.

Abortion, regardless of precipitous events, is a tragedy. It has been normalized in society by using words like "choice," "reproductive healthcare," and "reproductive justice." It ends the life of an unborn child. The draft health education standards would only contribute to this normalization and the more than 1 million babies that are terminated every year in the United States.

This material contained in the draft health education standards has no place in public education, especially elementary education. I do not support the draft health education standards. I strongly urge you to strike the subjective, age-inappropriate sex education proposal from the table.

Sincerely,

Steven E. Johnson
Gibbon Nebraska

From: Linda Eacker
To: Foor, Ryan
Subject: Health education standards
Date: Thursday, April 1, 2021 11:58:45 AM

After reading some of the proposed changes to our school health education, I am opposed to the things that they want to subject our children to, these things need to be taught at home. Thank you. Linda Eacker
Hershey, ne

Sent from my U.S.Cellular© Smartphone

From: Kristi Downey
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 10:08:12 AM

Good morning Ryan;

I am writing today to express my concern regarding the proposed health education standards. I would ask that you would relay my concerns to our state senators. I do not think it is appropriate for our public education to be promoting anti God and anti Christian perspectives concerning moral issues such as when sex is appropriate and how gender is determined.

Thank you for your time and attention to my concerns.

Kind Regards;

Kristi Downey

From: Valerie Emery
To: NDE Standards Input
Cc: Foor, Ryan; Nickels, Maureen
Subject: Health Education Standards
Date: Thursday, April 1, 2021 11:26:39 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Valerie Emery
FOR PUBLIC RECORD

From: Anne McCarville
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 11:34:44 AM

I am sending this email because I am highly concerned about the proposed changes to the Nebraska Health Education Standards.

I believe that parents not teachers dictate our children's education. Teachers and schools are here to support and not overturn values we have instilled in our children. A lot of this content is very alarming and I filled out the online survey already. Children develop socially and emotionally at different rates and levels and to teach blanket standards regarding human sexuality, sexual orientation and gender identity starting in Kindergarten is wrong and alarming. Teaching Kindergartners about genitalia, 4th graders about HIV, teaching 7th graders the differences between oral and anal sex is no ok with me. These are discussions to have at home. Also, not everyone has the same beliefs when it comes to gender and sexual identity. To teach such a controversial topic as fact when experts cannot even agree I feel will cause more harm than good. Teaching children not to judge anyone and respect everyone no matter their beliefs or race is what I am teaching at home. This is all that needs to be done at school. I feel like we are sexualizing our children at such a young age. I am also concerned about teaching high school about critical race theory. I feel like this is a political agenda that is being forced on our children. It is wrong and very alarming.

What needs to be included is the role of the parent as the primary educator especially when it comes to human sexuality. Including in high school how pornography can lead to sexual objectification and cause shame and depression and sexual disfunction. Also, we should be adding healthy internet and social media behaviors.

Sincerely,

Anne McCarville

Sent from Outlook

From: Dave & Dorothy Tomjack
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 10:59:13 AM

We are writing to you concerning the recent publication of possible "Health Standards".

It is unbelievable the Nebraska Department of Education would even put this in front of your constituents. This is so far off base it defies common sense and basic fundamental logic.

Children this age have little or no concept of their own bodies let alone difficult concepts such as this that even as adults we struggle to understand.

We implore you to strongly reject these standards with a firm "NO".

As grandparents and tax paying Citizens of Nebraska, We could not be more opposed to this issue. It is our firm request that the Board abandon any attempt to implement this into the Public School system of Nebraska or any State.

We sincerely submit this.

Dave & Dorothy Tomjack
84926 495th Ave
Ewing, NE 68735

From: Gary Coler
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 11:40:39 AM

As Nebraska grandparents we are appalled that this proposed health education curriculum is even being considered in the public schools. This curriculum is anti-family, anti-Christian and anti-American. Innocent children should not be the target for depravity like this. Schools need to focus on academic teachings while it is the parents responsibility to teach all sex related issues. Excuse me, gender is fluid being taught to 4th graders?? Excuse me, abortion is reproductive care being taught it 8th graders??
Please scrap the politicized age-appropriate sex education proposal from the draft health education standards!
As a former Nebraska teacher for over 35 years, to see an agenda like this being thrust on innocent kiddos breaks my heart. These kids are looking to teachers for truth. To present this curriculum goes against any God-fearing educator. This is totally NOT a good move for public schools. The consequences of making a decision like this will turn many families to home schooling and private schools. Can't believe we're even having this conversation. We will pray for you all that God will give you the wisdom to know what's best for Nebraska children.

He can bring beauty out of ashes

From: Kyley Weaver
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 11:44:29 AM

Mr. Foor,

I am writing to express my disagreement with the proposed Health Standards the Nebraska Department of Education recently released. I feel the changes to health education, especially at such a young age are deeply flawed according to my religious beliefs. I feel public comment on this issue is very important. All voices of concern need to be heard before the Board.

Thank you,
Kyley Weaver

From: Shirley Schmidt
To: Foor, Ryan
Subject: Health standards draft
Date: Thursday, April 1, 2021 10:48:48 AM

This petition comes from a very concerned grandparent. I am concerned about the disregard for childhood in the public school system and for the information being proposed to be pushed on young children who are not mature enough to handle it. There are children who will be emotionally damaged forever.

In addition, God provided families to create his future generations. It is the right of the family to teach their children about any sexual information and do it in a manner that they see fit.

A very disturbed Nebraska citizen,
Ross Schmidt from Gordon, Nebraska

TO: Members of the State Board of Education
FROM:
Karen Watson, 3033 Orwell Street, Lincoln, NE 68516
402-310-6946
KarenWatsonLincolng@gmail.com

RE: Draft Health Education Standards by State Board of Education

This comment is **in opposition** to implementing the standards under HUMAN GROWTH & DEVELOPMENT (as proposed in the draft health education by the State Board of Education) for the following reasons:

1. BURDEN ON TEACHERS

GRADE 2 HE.2.7. Human Growth & Development HE.2.7.1. Students will learn the fundamental components of Sexual Health. HE.2.7.1.a: Recognize genitalia differences.

Many objectives of the curriculum are a part of life that students can learn when mom or dad give them a bath. When relating to sibling or cousins, children become aware of different genders. Teachers should not be burdened with teaching these objectives.

2. AGE-INAPPROPRIATE INFORMATION

GRADE 3 HE.3.7. 2. Student will learn characteristics relating to healthy, sexuality and healthy relationships. HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, members of the school community. HE.3.7.2.b: Describe the characteristics of healthy relationships. HE.3.7.2.c: Discuss the range of ways people express their gender and how gender prole stereotypes may influence behavior. HE.3.7.2.e: Define sexual orientation. **GRADE 4** HE4.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships. HE.4.7.2.d: Differentiate between sexual orientation and gender identity. HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

This information is setting **kids** up for confusion. Most children are not even sexually developed in third grade!

3. LACK OF CONFIRMED TRUTH

GRADE 5 HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

Throughout millennia, gender has been male and female. The topic of sexual orientation and gender identity seems to be 'the latest fade' and has not stood the test of being confirmed 'truth'.

4. POLITICAL HOTBED

GRADE 6
HE.6.7.2. Students will l earn characteristics relating to identity, sexuality and healthy relationships.
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual).

'Sex education' is taught - at least - in the secondary school grades. Now, the topic of 'gender identity' has gained momentum. Keep this 'politized issue' out of our Nebraska school systems.

5. BASIC, QUALITY EDUCATION

Students in Nebraska deserve education that will enable them to sustain themselves in their lifetime in our state and the world. Give priority to 'basic' subjects.

6. RESPECT FOR CONSERVATIVE FAMILIIES

Nebraska is traditionally a conservative state. Please retain respect for the majority of families in Nebraska with conservative values regarding sex and gender.

In conclusion:

Please **remove ALL the parts that introduce and expound on 'gender identity'** as proposed in the HUMAN GROWTH & DEVELOPMENT Health Education Standards.

From: Laurie Hauschild
To: Foor, Ryan
Subject: Health standards
Date: Thursday, April 1, 2021 11:33:12 AM

I've read the proposed health standards and find them to be well done and age appropriate. Please support them.

Laurie Hauschild

From: Yvonne Hansen
To: Foor, Ryan
Subject: Health Standards
Date: Thursday, April 1, 2021 9:29:57 AM

Dr. Blomstedt & the NE Department of Education members:
I am writing concerning the publication of possible health standards.
I am appalled and very disappointed that the NE Department of Education would attempt to push these standards on our public schools! It makes no sense and my children should NEVER be exposed to the curriculum that you are proposing. Your job is to educate my children in the life skills that they will need to succeed in life—the sciences, mathematics and reading. My job as a parent is to love, encourage and instill in them the proper values and concern for others that they will need to be a conscientious, caring and vital part of society.
I am OPPOSED to this issue.

A very concerned and disappointed parent,
Chris Hansen
Laurel, NE

From: Timothy Bosak
To: Foor, Ryan
Subject: Health Standards
Date: Thursday, April 1, 2021 9:51:48 AM

I strongly disagree with the proposed health standards set forth by the Nebraska State Department of Education, especially for the lower grades. In my opinion, this subject matter should be taught by parents or guardians.

Thank you for your consideration.

Sincerely,
Tim Bosak
419 Annin Street
Crawford, NE

From: Demri Petersen
To: Foor, Ryan
Subject: Input on Proposed Health Education Curriculum
Date: Thursday, April 1, 2021 9:46:34 AM

Good morning Mr Foor,

I am writing to express my concerns over the health education curriculum that is currently being proposed to be implemented in our local public school system.

As a young mother to Children entering this school system in the next few years, and as someone who grew up in Lincoln in our public education system I am appalled at the content in this proposal. The sex education content is not based on science nor religion, it is politicized content highly inappropriate to involve children in. Children in our school system come from diverse backgrounds, cultures, and religions and don't need to be exposed to the political agenda being presented in this proposal.

Additionally the curriculum is not developmentally appropriate. Many of the themes and approaches are age inappropriate. These topics are also something that need to be addressed and taught by children in the home, not in a school setting. I would feel very uncomfortable sending my child to a setting normalizing sexual content that can be found in this proposal!

Thank you for your time!
I hope as a born and raised Nebraskan with Children that are the future of this community, that my opinion is considered!

For public record,

Demri Luzbet

Demri Luzbet

From: Sharon Witt
To: Foor, Ryan
Date: Thursday, April 1, 2021 11:57:39 AM

Please do not allow the release draft health education standards
Sharon Witt
Mel Strasburger
Sally Hatch
Leona Hamilton
Linda Holt

--
God Bless you,
Sharon

From: Josh Gall
To: Foor, Ryan
Date: Thursday, April 1, 2021 10:40:04 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Josh Gall

FOR PUBLIC RECORD

Sent from my iPhone

From: Kathy Peter
To: Foor, Ryan
Date: Thursday, April 1, 2021 11:32:21 AM

I definitely do not want gender identity to be taught in any grade in any of the schools!!! Children have enough to deal with without confusing them about what body they belong in. The Good Lord has already given them their identity and no matter how people try to change it(no matter how many drugs they are given to maintain a change) the body will refuse it because it has its identity and will forever keep it!!

From: Gene Schultz
To: Foor, Ryan
Subject: My opposition to NDE Draft Health Standards
Date: Thursday, April 1, 2021 11:54:35 AM

I oppose the NDE's Draft Heath Standards. Please include my written testimony into the public record.

I'll be quick and to the point. The Draft Health Standards are inappropriate for these age groups. Why can't we just let kids be kids?

We don't need busy-body bureaucrats interfering in parental responsibilities and moral teaching.

Thank you,

Gene Schultz
2306 Jean Drive
Fremont, NE. 68025

From: Libby DeSotel
To: Foor, Ryan
Subject: NDE health standard revisions
Date: Thursday, April 1, 2021 9:54:21 AM

Dear Mr Foor:

I am emailing to express my concern over the proposed health standard revisions. Nebraska is strong because we are family strong. Introducing such radical education for children in a classroom setting is a sure way to break down our strong family bonds and create a weak family. We don't want that.

We have to respect the role of parents as primary educators, these proposed standards do not. We also must respect and promote a full understanding of Gods design for marriage and human sexuality, these proposed standards do not...

Please share our concerns at tomorrows meeting. Save our country by making our state strong, this happens by making Nebraska families strong.

Libby DeSotel
217.994.2337

NEBRASKA FAMILY ALLIANCE

Standing for Justice. Strengthening Families.

April 1, 2001

Commissioner Blomstedt and Nebraska State Board of Education Members,

Nebraska Family Alliance is a non-profit policy research and education organization. We represent a diverse, statewide network of thousands of individuals, families, and faith leaders from every county in Nebraska.

While we believe that all students, no matter who they are, have inherent dignity and should be treated with respect, we strongly disagree with the proposed health standards under review.

The proposed Nebraska Education Health Standards would create greater inequality with viewpoint discrimination and drives a wedge between the child-parent relationship of families who have a traditional view on human sexuality. Viewpoints representing a family structure with a married mom and dad have been eliminated from the proposal.

Under the first draft submitted to the Nebraska Department of Education, there are many concerns within the Human Growth and Development, some highlighted below:

- Kindergarteners would be taught about **cohabitating and same-gender families** with **no mention of traditional married families with a mom and dad.**
- First-graders would be taught to define "**gender identity** and **gender-role stereotypes."**
- Second-graders would be informed on sexuality and taught that **sex is "assigned" at birth and gender is fluid.**
- Third grade students would define **"sexual orientation" and ways to express their gender.**
- Fourth grade students would be introduced to **"conscious and unconscious bias" training,** and differentiate between **sexual orientation and gender identity.**
- Fifth-graders would be taught that "gender expression and gender identity **exist along a spectrum."**
- Sixth-graders would be introduced to multiple sexual identities, including "**bisexual, lesbian, gay, queer, two-spirit, asexual, and pansexual.**"
- Seventh-graders would define **vaginal, oral, and anal sex** and explain the **range of pregnancy** can occur including surrogacy.

1106 E Street Lincoln NE 68508
402.477.3191 | 1.888.777.5188
nebraskafamilyalliance.org

- Eighth-graders would "**access medically accurate information**" about gender identity, sexual orientation, and gender expression. In section HE.8.72 students would be advised how to **develop a plan and eliminate risk of an unintended pregnancy.** Often, those are code words for **"abortion is reproductive care"**.

Nebraska Family Alliance represents a coalition who affirm that children's minds and bodies should be nurtured and that their relationships with their parents should be safeguarded not undermined.

We are concerned that our children are increasingly targeted for adults' sexual messages, images, and themes at younger ages than ever before. They are exposed to content in schools, through both policies and curriculum, that promotes politicized information about sexual orientation and a destructive gender ideology that continues to be debated among the medical and educational professionals as to scientific and medical accuracy.

The proposed health standards seek to sexualize our children. We must protect our children and nurture their minds, bodies, and hearts. As of this morning, we have been copied into 1,078 emails objecting to the proposed health standards sent by people within our network to the Nebraska Board of Education.

Tragically, the broken proposed health standards are filled with controversial content. We urge you to safeguard the children of Nebraska and take to heart the concerns we have listed and not accept the current draft proposal before the Nebraska State Board of Education.

Children are our greatest gifts. A child's best chance at a happy and healthy life is one free from sexual politics, one in which kids can be kids.

Respectfully submitted,

Karen Bowling

Karen Bowling, Executive Director
Nebraska Family Alliance

From: Wade Houchin
To: Foor, Ryan
Subject: NDE Sexual Education Proposal
Date: Thursday, April 1, 2021 10:07:05 AM

Mr. Foor,

Please allow me to express my utter disgust and appalling feelings toward the proposed sexual "education" standards being proposed by the NDE. This immoral "curriculum" is not the business of public schools, nor is it in line with any version of neutrality in the classroom setting. As a public school teacher for the past 8 years, I'm well-versed in the inner workings of the system. It's disgusting to say the least. I sincerely hope this asinine proposal does not go through, as doing so will not be without consequence. Protection of the traditional family and the rights to control the narrative in one's own household should never be infringed upon.

Thank you for your time,

Wade Houchin

From:	Julie Moore
To:	Foor, Ryan
Cc:	Julie Moore
Subject:	NDE Standards
Date:	Thursday, April 1, 2021 9:55:36 AM

To Whom it May Concern: Ryan Foor & Standards Committee
From: Julie Moore, Sherman County, NE
Re: NDE Standards
Date: 4/1/21 @ 9:30 AM

Thank-you for your hard work trying to put together standards that will help guide the teachers and measure competency throughout the school years. Most of the standards are right on and based on appropriate age level and basic educational information needed that could be assessed and built on.

Please do not include the Human Growth and Development section of the standards that mentions family structure or gender identity.

It is not based on scientific evidence or facts, and should not be taught in the public schools as facts, beliefs or attitudes that would necessitate the teachers to teach and the students to be assessed. "Information" that is not fact should not be part of a core curriculum with standards that help assess people's job performance and student grades.

Thank you again for your work and for asking for feedback regarding the standards in the State of Nebraska.

Sincerely,

Julie Moore, LIMHP, LPC, RN

From: Marty Voigtlander
To: Foor, Ryan
Subject: NE Board of Education - Sexual Education proposal
Date: Thursday, April 1, 2021 11:56:59 AM

Marty L Voigtlander

3459 S 16th St

Omaha, NE 68108

Maureen Nickels, President

Nebraska Department of Education

PO Box 94987

Lincoln, NE 68509-4987

Dear Ms. Nickels,

I am opposed to the sex education program that is being proposed for children, beginning at kindergarten level. Sex education is the parents right to teach their children and not the schools.

I am aware of where this agenda and proposals are coming from and I'm taking a stand to oppose the media, education and Democrat party.

Marty L Voigtlander

To be read and recorded as part of the public record

To the Nebraska Department of Education and the Nebraska State Board of Education Members,

In reviewing the elementary grade education draft that you are trying to pass off as a health curriculum, it disgusts me to see that you are trying to pass more of an agenda of communism, socialism, Marxism, racism and sexism than true education of health. This goes for this year's draft across the board for all education of every age. The education system is trying to exploit our children in immoral ways and not only sexually. I am asking you to reconsider your so-called health curriculum and let's get back to the basics of teaching health. For example; we need to teach about eating healthy foods, getting plenty of sleep and exercise, how the brain functions, how the respiratory system functions, the skeletal system and how our body works in general there is no need for explaining sexual organs or sexual orientation or anything else regarding sex at this age. We don't need to teach about blended families we don't need to teach about transgender or being gay. We need to remember that less than 2% of the United States falls within this category and there is medical health and mental health professionals that can help them deal with that personal issue. Please quit trying to indoctrinate children and use them as political pawns. What is worse is the fact that you are trying to push this agenda so hard that you have gone out of Nebraska to try and get input from other states including Washington DC. This just shows how corrupt our system has become. Let us return to our Nebraska values, and do I dare even say to go as far as to bring the Bible back into schools and teach from a Christian perspective.

I have read the health curriculum for upper grades that you are trying to force on today's youth, and if you are forcing it on minors, is that not mental sexual abuse? I am disgusted to think that our education system has sunk to such a low that the basic health education our children are getting is sex education, or for a better word, pornography. It goes as far as to explain how to have sex, using words that are not even allowed on basic television or radio programming, yet is allowed in our classrooms. I consider this peddling of porn and in all honesty sexual abuse by our educators that choose to use any type of curriculum like this. Also, as a health class, you are teaching racism and systemic racism and gender identity and pushing medications and hormones to change our youth. In the past years you have tried to control our children with Ritalin, you have tried to control our children by forcing them to wear masks and now you are trying to control their sexual identity and sex education when, where and how they have sex and encouraging it. Your education does not promote speaking to parents or involving a family, which a normal family includes one male dad, one female mom, and maybe brother(s) and/or sister(s). It is no wonder that we have dropped below third world countries in our education rankings when this is what our educational system is pushing upon our children. You are using the youth of today to push your political agendas and to exploit our future. I hope and pray that more of our community and parents get involved in not allowing this type of agenda and curriculum to enter into our public school systems. As for the corrupt education that we already have in our school systems I hope there is an uprising to change what is being forced on our children as education. I beg you to please stop abusing the youth of today.

Kirby Wilson
2116 N Ave.
Kearney Ne. 68847

o: ryan.foor@nebraska.gov <ryan.foor@nebraska.gov>
Subject: For public record

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s

intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Barb Fehringer, McCool Junction, NE

FOR PUBLIC RECORD

To Whom it May Concern,

After reading through the proposed Health Education Standards draft for Nebraska, we found very disturbing the depth and focus that is put on gender identity and sexual orientation throughout the grade levels. As parents, we should have the right to determine when to have these discussions with our children. There are hundreds of conditions and issues children deal with throughout their elementary and high school years, many of which have very high prevalence levels among children, but they are not discussed in near the depth that gender identity and sexual orientation are in this draft, if they are even discussed at all. For example, many mental health conditions (which are of significant concern for students) are not even defined until sixth grade, when some "common" mental health issues are addressed by specific name. This is just one example among a multitude of medical conditions and issues children deal with. However, gender identity and sexual orientation are discussed much sooner, in much more detail and as early as first grade, while countless other issues are left out.

Our question is why? Why such a push to define gender identity and sexual orientation issues at such a young age and in so much depth? Not only are these topics much too sensitive and inappropriate to be having with elementary students at school, but the scope and focus suggests a strong political motivation rather than a focus on what is in the best interest of the children. There is an uneasy feeling that comes with realizing that the state Board of Education is becoming more interested in being politically correct than in doing what is in the best interest of the children. It leads to a loss of trust from parents who pay their hard-earned money in taxes to provide public education for their children. The schools exist to serve the children and their families, not to serve a political agenda. This role and responsibility should never be lost. It is unfair, unethical, and irresponsible to force parents to pay for public schools that they are not comfortable sending their kids to due to the school's conformation to political pressure.

We hope the Nebraska Board of Education will seriously consider the issues raised by concerned parents with regard to this draft. Children do not need to be having these conversations so early and in so much depth. It is inappropriate for their age at best, and harmful to their normal, natural development at worst. Our desire is to let kids just be kids, and teach them to be kind regardless of how another may look, speak or the environment they come from. Simply focusing on teaching kids to be kind would go a long way in solving many of the issues faced by children that are struggling with the controversial topics this draft attempts to address.

Sincerely,
Jeremy & Lindsay Mundil
Residents of Lincoln, NE
Parents of four elementary or younger children

From: debbie sorensen
To: Foor, Ryan
Subject: NE Education proposed standards
Date: Thursday, April 1, 2021 11:20:24 AM

Public schools should not be used to dismantle the traditional role of parents concerning sex and sex education.
Tax dollars should not be used to support any ideology.
The proposed outrageous standards are Anti-Family, Anti- Christian and Anti - American.
My husband and I strongly Oppose teaching sex, gender on the pretext of "Health Education"

Clyde and Debbie Sorense
Phillips, NE

From: William Feely
To: Foor, Ryan
Subject: NE Health Education Standards PUBLIC COMMENT
Date: Thursday, April 1, 2021 9:29:44 AM

Dr. Matthew Blomstedt and Board Members
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

Dear Dr. Blomstedt and the NE Dept of Education members,

I am writing you concerning the recent publication of possible "Health Standards".

"Dead on Arrival" it is unbelievable the Nebraska Department of Education would even put this in front of your constituents! This is so far off base it defies common sense and basic fundamental logic.

This should never have been considered, children this age have little or no concept of their own bodies let alone difficult concepts such as this that even as adults we struggle to understand.

The proper response to this is not only "NO" but "ABSOLUTELY NO" with emphasis added!

You are tasked with educating our children, we, as parents and guardians, are tasked with raising them, you do your job and allow us to do ours.

As a parent, future grandparent and tax paying Citizen of Nebraska, I could not be more opposed to this issue. It is my very firm request that the Board abandon any attempt to implement this into the Public School system of Nebraska.

I sign as a Very Disappointed Citizen of Nebraska,

William A. Feely
260 Jefferson St
Aurora, NE 68818
308-390-1796

From: Clint McAuliff
To: Foor, Ryan
Subject: NE Health Education Standards
Date: Thursday, April 1, 2021 10:18:30 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
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Fourth Grade
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HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s

intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Clint McAuliff

Sent from Mail for Windows 10

From: lgr720
To: Foor, Ryan
Subject: Ne health education standards
Date: Thursday, April 1, 2021 10:16:56 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
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Thank you for your kind consideration in this matter.

Sincerely,

Lacey McAuliff

Sent from my U.S.Cellular© Smartphone

Robert & Carol Child
906 N. Ash St.
Gordon, NE 69343
Phone 308 360-3752

April 1, 2021

Robin Stevens, District 7
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

Dear Mr. Stevens and the entire NE Dept of Education,

Please allow us to introduce ourselves. Bob is a semi-retired rancher, after being actively involved in ranching for over 50 years in western Nebraska. Carol owned a tax practice and spent many years helping her clients with their tax and financial questions.

We are writing you concerning the recent publication of possible Health Education Standards being recommended by the board for Nebraska students. Our response: No, No, and Absolutely No!

It is unbelievable the Nebraska Department of Education would even put this in front of your constituents! This is so far off base it defies common sense and basic logic. This should never have been considered. Children of this age have little or no concept of their own bodies, let alone difficult concepts such as this - that even adults struggle to understand.

You are tasked with educating our children, while parents and guardians are tasked with raising them. You do your job and allow parents to do theirs.

As Parents, Grandparents and tax paying Citizens of Nebraska, we could not be more opposed to this issue. It is our very firm request that you and the Board abandon any attempt to implement this into the Public School system of Nebraska.

Sincerely,

Bob & Carol Child

From: Ashley Walker
To: Foor, Ryan
Subject: Nebraska against 2021 Nebraska Health Education Standards
Date: Thursday, April 1, 2021 10:41:59 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
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Fourth Grade
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ashley Walker

FOR PUBLIC RECORD

Sent from my iPhone

From: Ryan Stanton
To: Foor, Ryan
Subject: Nebraska BOE healthy and sexuality standards
Date: Thursday, April 1, 2021 11:45:46 AM

Hello,

I'd like to comment for the upcoming hearing related to the health and sexuality standards curriculum. The proposed curriculum is inappropriate for my children. I don't believe the schools should be responsible for teaching my kids about this content. It should be left to the parents. Thank you!

Ryan Stanton
820 11th Ave
Kearney, NE 68845

Sent from Yahoo Mail for iPhone

From: Collette VanBorkum
To: Foor, Ryan
Subject: Nebraska Department of Education Concerns.
Date: Thursday, April 1, 2021 11:58:23 AM

To Whom It May Concern

This is alarming!!

I am absolutely appalled at what I have read concerning the proposed changes to the 2021-2022 school year.

As a wife, mother, aunt, EMT, Sunday School teacher and friend of so many with young children that will be entering grade school soon, we need to have our voices heard.

Quit trying to California our Nebraska!! There are certain standards that should be taught in our curriculum. What I don't understand is why we have to conform to a small percentage of the population that feels this needs to be included and why on earth are we teaching this to children at such a young age?

Teaching kids kindness and acceptance is critical. Are we different?? Yes. But why do they feel the need to focus on gender identity? Kids are developing. This hasn't changed since the beginning of time. I feel this is leading to more confusion among younger generations and being a kid is hard enough.

I feel that this is opening more children to exploitation and being preyed upon by pedophiles and other adults that will do them harm. We, as adults, need to protect our children.

Please vote agains these proposed changes.

Thank you for your time

Collette VanBorkum
1 Lakeview
Brule, NE 69127

KINDERGARTEN

HE.K.4.2.a: State the importance of hand washing, mask wearing, coughing and sneezing etiquette to prevent the spread of germs

***This is not proven and should not be forced upon our children.**

HE.K.6.4. Students will learn and discuss cultural issues that impact mental, emotional, and social health.

***Part of the Critical Race Theory (CRT) agenda which pushes division and racism.**

HE.K.7.1. Students will learn the fundamental components of Sexual Health.

***Sexualizing small children. What is sexual about a 5/6 year old?**

HE.K.7.1.a: State medically accurate names for body parts including genitalia.

***This is not part of public school learning and is not appropriate for young children. Parents can teach body parts to their own children at home.**

HE.K.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

***What identity or sexuality does a kindergartener have?**

HE.K.7.2.a: Discuss different kinds of family structures. (e.g.single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).

***Discussing living together without marriage or same-sex is not appropriate for small children. It should be left to parents to discuss these issues.**

FIRST GRADE

HE.1.2.1.d: Recognize that family and culture influence food choices.

***CRT based**

HE.1.6.4. Students will learn and discuss cultural issues that impact mental, emotional, and social health.

***CRT based**

HE.1.7.1. Students will learn the fundamental components of Sexual Health.

***Sexualizing small children. What is sexual about a 6/7 year old?**

HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.

***This is not part of public school learning and is not appropriate for young children. Parents can teach body parts to their own children at home.**

HE.1.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

***What identity or sexuality does a small childhave?**

HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

***Why is the public school focusing on non-traditional family types? This is not appropriate for small children as it discusses same-sex and all other issues.**

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.

***We are each born male and female. Teaching otherwise is not the business of the public schools and only creates confusion in the minds of small children. Labeling gender roles as stereotypes is degrading. There is nothing wrong with being nurturing as a female or strong as a male.**

SECOND GRADE

HE.2.6.4. Students will learn and discuss cultural issues that impact mental, emotional, and social health.

***CRT based**

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles). Updated: 2/20/2021 - 17 -

***CRT based. What is being presented about gender and spirituality since you no longer allow Christianityin school?**

HE.2.6.4.c: Define and discuss examples of bias (e.g.stereotype, prejudice, stigma).

***CRT based**

HE.2.7.1. Students will learn the fundamental components of Sexual Health.

***Sexualizing small children. What is sexual about a 7/8 year old?**

HE.2.7.1.a: Recognize genitalia differences.

***This is not part of public school learning and is not appropriate for young children. Parents can teach body parts to their own children at home.**

HE.2.7.2. Students will learn characteristics relating to identity, sexuality and healthy relationships.

***What identity or sexuality does a small child have?**

THIRD GRADE

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

***Why are they creating confusion and doubt in the minds of small children?**

HE.3.7.2.b: Describe the characteristics of healthy relationships. Updated: 2/20/2021 - 22 –

***Since most of this 'health' curriculum is focused on gender and fluidity and sex what is being portrayed as a healthy relationship?**

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

***Pushing gender identity and confusion has no place in public school, is confusing young minds and goes against what parents are teaching in the home.**

HE.3.7.2.e: Define sexual orientation.

***What should an 8/9 year old know about this? Why? What is the intent of sexualizing our children?**

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

***Again, pushing gender agenda.**

FOURTH GRADE

HE.4.1.3.g: Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).

***Why are they creating confusion and doubt in the minds of small children?**

HE.4.4.2.c: Locate professional health services in the community.

***Since you are teaching them about sex and gender, what types of health services are you making them aware of?**

HE.4.4.2.d: Explain how family, culture, peers or media can influence personal

health and wellness-related decisions. (e.g.vaccinations, holistic healing, natural/herbal treatments, spirituality).

***CRT based. What is the context and motive of this? What spirituality is being taught since you won't allow Christianity?**

HE.4.6.4. Students will learn and discuss cultural issues that impact mental, emotional, and social health.

***CRT based.**

HE.4.7.1. Students will learn the fundamental components of Sexual Health.

***Sexualizing small children. What is sexual about a 8/9 year old?**

HE.4.7.1.a: Define Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).

***Why do children need to know about this sexually/needle sharing disease?**

HE.4.7.1.b: Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

***Why do children need to know about this sexually/needle sharing disease?**

HE.4.7.1.c: Define the process of human reproduction.

***Why are we teaching 8/9 year olds about reproduction?**

HE.4.7.1.d: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.

***Why are we teaching children how to reproduce? Letting boys and girls separately learn about the puberty changes their bodies may be experiencing is more than enough.**

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

***Why are gender roles being presented as stereotypes? When did it become wrong to be a male or female?**

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school.**

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity

and explain how they may or may not differ.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school.**

HE.4.7.3.a: Explain ways to manage the physical and emotional changes associated with puberty.

***What ways are they being taught to manage these changes?**

HE.4.8.1.a: Locate trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).

***What are they being taught to locate?**

FIFTH GRADE

HE.5.5.2.e: Define what is sex- and human trafficking.

HE.5.7.1. Students will learn the fundamental components of Sexual Health.

***A 5th grader is not old enough to be having a consensual sexual relationship so what are they being taught about sexual health?**

HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.

***Is this being done with boys and girls together? Graphically? Intent? Detail?**

HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.

***Why are we teaching such graphic, sexual detail to 5thgraders?**

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

***CRT based and pushing gender as an issue.**

HE.5.7.1.d: Define the functions of sperm and egg cell in human reproduction

***Why are we teaching such graphic, sexual detail to 5thgraders?**

HE.5.7.1.g: Explain sexual intercourse and how it relates to human reproduction

***Why are we teaching such graphic, sexual detail to 5thgraders?**

HE.5.7.2.b: Demonstrate positive ways to communicate differences of opinion

while maintaining romantic relationships.

***Why are we teaching such graphic, sexual detail to 5th graders? Why does a 5th grader need to maintain a romantic relationship?**

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

***Why are they creating confusion and doubt in the minds of children? Why are we promoting this as the 'norm'.**

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. There are women who prefer less feminine things and men who are more sensitive but that is because we are each created as individuals.**

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

***Why on earth are we teaching children about hormone blockers and transgender in public school?**

HE.5.8.1.b: Determine the accessibility of products and services that enhance health.

***What are they being taught to locate?**

SIXTH GRADE

HE.6.5.2.g: Describe how prejudice, discrimination, intolerance, and bias can lead to violence.

***CRT based**

HE.6.7.1.a: Infer that people/families have different culturalbeliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

***CRT based. Pointing out gender and talking about birth control.**

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

***Your sex and your gender are the same thing no matter what confusion**

modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. Why is there such a focus on 4% of the population who may be LGBTQ and a fraction of a percent who think they are transgender which is a mental disorder?

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

***As an adult woman, I don't have any idea what some of these terms are. Why is the school teaching this to our children? What is the purpose of pushing this information?**

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

***Why are gender roles being portrayed negatively as stereotypes when the majority of people align with their gender? Why is it wrong to be male or female? As a female in America, what can I not do that a man can do?**

HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.

***What are they being taught to locate and why?**

HE.6.7.3.d: Identify health care providers for puberty and adolescent development services

***What are they being taught to locate and why?**

HE.6.8.1.b: Identify a variety of health care professionals and their main roles.

***What are they being taught to locate and why?**

SEVENTH GRADE

HE.7.2.2.f: Explain the relationship between self-expression and lifelong enjoyment through physical activity

***What is the meaning and purpose of this amongst all this sexual education and gender confusion being taught?**

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

***CRT based. Why are we focusing on gender and sexual orientation?**

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

***CRT based.**

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. Why is there such a focus on 4% of the population who may be LGBTQ and a fraction of a percent who think they are transgender which is a mental disorder?**

HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community. (What are they being taught to locate?)

***What are they being taught to locate and why?**

EIGHTH GRADE

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

***What are they being taught to locate and why?**

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. Why is there such a focus on 4% of the population who may be LGBTQ and a fraction of a percent who think they are transgender which is a mental disorder?**

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. Why is there such a focus on 4% of the population who may be LGBTQ and a fraction of a percent who think they are transgender which is a mental disorder?**

HE.8.8.1.c: Access valid health information from home, school, and community.

***What are they being taught to locate and why?**

HIGH SCHOOL

HE.HS.1.2.a: Apply the decision-making process in health-related situations.

***What situations and why?**

HE.HS.1.17.a: Analyze how culture helps shape mental, emotional and social health.

***CRT based**

HE.HS.1.17.b: Recognize, analyze and discuss how different cultures may face and address different issues.

***CRT based**

HE.HS.1.17.c: Analyze how cultural biases can affect mental, emotional, and social health.

***CRT based**

HE.HS.1.18.e: Locate medically accurate resources and services for various contraceptive methods.

***What all are they being taught to locate and why?**

HE.HS.1.18.f: Describe the state and federal laws related to minor's access to sexual health care services, including pregnancy and STD/HIV prevention, testing, care, and treatment.

***What all are they being taught to locate and why?**

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

***Your sex and your gender are the same thing no matter what confusion modern fringe culture tries to push. This is inappropriate and inaccurate information and does not belong in public school. Why is there such a focus on 4% of the population who may be LGBTQ and a fraction of a percent who think they are transgender which is a mental disorder?**

HE.HS.2.10. Students will recognize what a disease is and how it is spread or acquired.

HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).

HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce

transmission.

HE.HS.2.10.c: Research how historical public health crises had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.

HE.HS.2.11. Students will identify ways to protect from and reduce the risk of diseases and conditions. Updated: 2/20/2021 - 58 –

HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.

HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.

HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.

***All of the above are obviously related to Covid. As a parent, I would like to know information is being pushed (HS 2.10 through HS 2.11.c)**

HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.

***CRT based**

HE.HS.2.17. Students will learn and discuss cultural issues that impact mental, emotional, and social health.

***CRT based**

HE.HS.2.17.a: Recognize and analyze how cultural biasesaffect mental, emotional, and social health.

***CRT based**

HE.HS.2.17.b: Recognize and analyze how cultural biases can affect medical diagnosis, treatments, and procedures.

***CRT based**

HE.HS.2.17.c: Evaluate and explain how cultural trauma could affect one's self.

***CRT based**

HE.HS.2.17.d: Evaluate and explain how some laws and policies are viewed as tools of systemic racism.

***CRT based**

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

***CRT based. Pushing gender, orientation and confusion.**

HE.HS.2.22.a: Outline where and how students can access valid and reliable health

information, products, and services.

***What are they being taught to access and why?**

HE.HS.2.22.b: Analyze situations or conditions to determine when and the type of health services needed.

***What are they being taught to access and why?**

Sent from ProtonMail for iOS

Errol Wells
2031 Rose Rd.
Elba NE 68835

Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987

Dear Board Members:

Please allow me to introduce myself. I am a semi-retired farmer at present. I earned a BS degree in Agronomy from UNL in 1970, and have served on many boards, including an 18 year stint on the Elba School Board. I also was very involved in fending off urban schools attempting to close rural schools in the 1990's, through Friends of Rural Education.

We have heard of proposed sex education, beginning at kindergarten level, not only from radio, but also at some meetings we have attended. This whole scenario is repugnant, to say the least. The role of public schools should be to prepare students equipped to handle challenges of the real world, to whit, knowledge of science, math, English and composition, economics, art, history and vocational skills.

The public school's role should NOT to be to usurp the traditional role of parents concerning sex and sex education. This is the domain of the parents, and any public health officials they would care to contact.

I am very aware of why and where these proposals are coming from. I began to notice the infiltration of socialism/communism when I watched Nikita Khrushchev pound the UN podium with his shoe in 1959, shouting, "We will bury you". Watching East Berliners being machine gunned while trying to reach freedom in the West had a definite impression on my psyche. And so it has continued, through the media, education and the Democrat party. I never dreamed that this would happen in my lifetime, but its here, and it needs to stop NOW. Take a stand for intellectual freedom. Stop it now.

If you wish to contact me, I may be reached at 308-750-0367 or mewells@gpcom.net
Thank you for listening.

Errol Wells

From: Joseph
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, April 1, 2021 11:13:44 AM

To whom it may concern,

I have read the proposed health standards and as a taxpayer and parent of children attending public schools, I find them highly concerning. This proposed program sounds more like an indoctrination program rather than the supposed education program. Children DO NOT need to be taught about gender fluency while still in their formative years. The fact that this is even being considered by the State of Nebraska as a viable "Health Education" issue is ridiculous. The State DOES NOT replace the family, and the fact that the Nebraska Board of Education is considering this program is appalling. Who is coming up with the morals and ethics and definition of what a "healthy student" looks like? What metrics are being used to grade against? Is the program going to be using Christian? Muslim? Jewish? Agnostic? Atheistic? moral guideposts for definitions on morality??!!

The State of Nebraska, if this program is adopted, is opening themselves up to further waste of taxpayer dollars by being embroiled and mired in lawsuits going forward into the foreseeable future. The state board of education has no role or responsibility in defining or teaching issues that are so very private and strike at a person's very core of identity. The very fact that the state board of education would be so bold to assume that they know better than a child's own family on these matters is absurd.

As I've already stated, the State of Nebraska has no business trying to replace the family in the proposed matters. I do NOT support this proposed program and oppose everything it contains. The School is not a replacement for the family. Period.

The Board of Education should instead focus on ways to better the current curriculum at public schools and make them the very best in the nation.

A Concerned Citizen,

-Joseph Dolton
Omaha Resident

From: Cindi McCullough
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, April 1, 2021 10:14:27 AM

Cindi McCullough
44516 Road 786
Berwyn, NE 68814

Maureen Nickels, President
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Ms. Nickels,

Please allow me to introduce myself, I am a wife, a mother, a grandmother and born and raised in the great state of Nebraska. I have a bachelor's degree in Business Administration that I received from the University of Nebraska at Kearney. I worked as a Para-educator for 15 years and then in the Elementary and High schools in Custer County as a Substitute teacher for 7 years.

I have read about the proposed sex education standards beginning at the Kindergarten level. The whole idea of this is repugnant to say the least. The role of the public schools is to prepare students in the basics of Math, Reading, English, Science and History, Art and Vocational skills.

The school's role should NOT be to usurp the role of parents concerning sex and sex education. This is STRICTLY the domain of the parents. For the Nebraska Department of Education to come up with such a standard is ABSURD! Our children should not be subjected to these standards and have no place in the public school system.

I agree with a quote from Governor Ricketts on a press release dated March 11, 2021, regarding the proposed standards.

"The new standards from the department would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools."

Thank you for your consideration.

Sincerely,

Cindi McCullough

308-935-1237

From: Sara Waddel
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, April 1, 2021 9:42:08 AM

Dear Nebraska Department of Education Board,

Thank you for your service on the Nebraska Department of Education Board. The role you play is vitally important to the state of Nebraska and no doubt very rewarding and very difficult. I am sure your responsibilities require you to make sacrifices in other areas of your life, and I am grateful for your time to serve the children, parents, and educators and administrators. I recently read of the new proposed health teaching standards, and I wanted to express my strong opposition to the new Human Growth & Development standards. I'm sure that you and your fellow board members are working to provide standards you believe to be kind to everyone in our communities, but the goals set forth in this proposal in respect to human sexuality do not reflect the beliefs and values of many and are in direct conflict with my Christian faith and what I believe are not developmentally and age appropriate. For example, I do not believe that it is the public schools' duty to teach sexual health, names of genitalia, and characteristics of sexual relationships to Kindergarteners and to define gender identity to 1st Graders. I do not believe it is right to teach 4th graders to distinguish sex assigned at birth and gender identity. I do not believe that 7th grade students should be taught oral and anal sex even though it is in context of STD/HIV transmission. I urge you to please remove all of the standards, indicators, and goals that teach a non-traditional sexuality including alternate family structures, same-sex unions, gender identities other than male and female. Previous Nebraska health standards have not included these radical ideologies and I do not believe we should begin now. I believe it is the responsibility of the parents to teach these critical values and beliefs. I am also very concerned as my daughter is finishing her student teaching in Kansas in Health and Physical Education. I would love for her to find a position and teach in Nebraska, but she will not come back to Nebraska to teach if these proposed standards are put in place. How many other caring, competent Health/PE teachers will Nebraska lose due to these proposed standards if they are passed and implemented? This issue is of great importance and, following outcomes, will matter to me in any upcoming elections.

Again, I thank you for your service and for your time in reading my comments. I will be praying for you all and the task that is before you.
Sincerely,
Sara Waddel
Children's Ministry & Little Beginnings Preschool Director
Cornerstone Berean Church
Kearney, Nebraska

From: Janice Howell
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, April 1, 2021 11:03:41 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD,

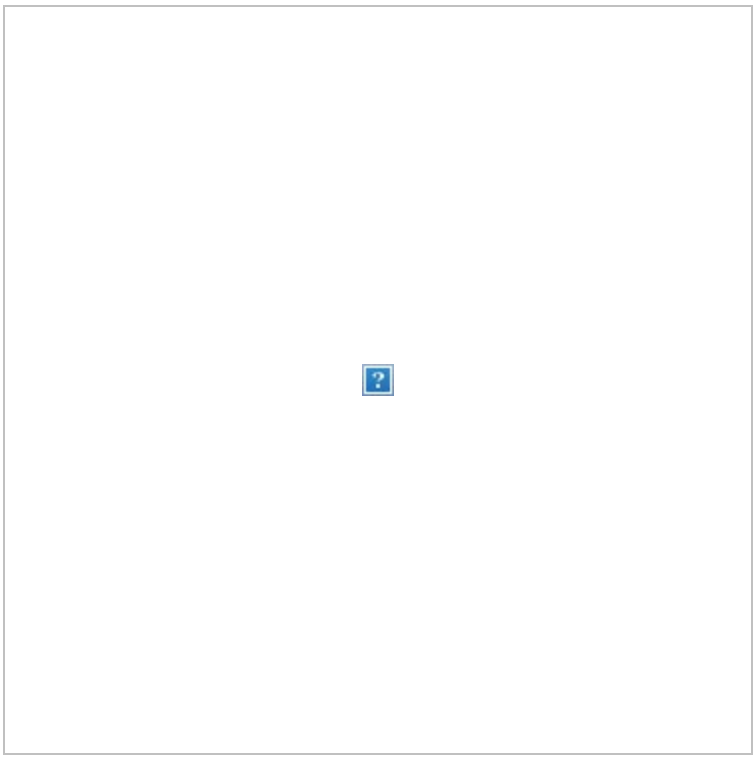
Janice Howell

From:	Anthony Weaver
To:	Foor, Ryan
Subject:	Nebraska Health Standards public comment
Date:	Thursday, April 1, 2021 11:54:25 AM

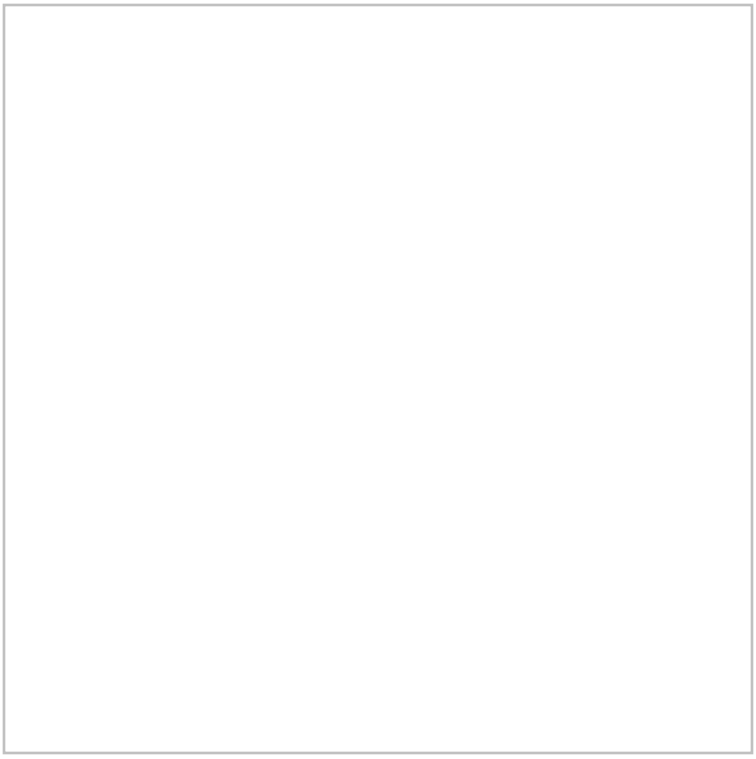
Mr. Foor,

I am writing to express my disagreement with some of the proposed Health Standards the Nebraska Department of Education recently released.

While there is quality material in the first draft of the Health Standards, there is an abundance of concerning issues regarding marriage, family, and human sexuality. Some examples include:



The standards also omit some very important values that should be a part of this type of education. For example:



Thank you for your to time,
Anthony Weaver

From: Annie C
To: Foor, Ryan
Subject: new proposed standards
Date: Thursday, April 1, 2021 11:30:10 AM

Dear Mr. Foor,

The new proposed standards for health education regarding sexuality are too politicized and are not appropriate for the suggested ages of the children, in our opinion.

Sincerely,
Annie and Brent Clark

From: Pam Murdoch
To: Foor, Ryan
Subject: New State guidlines
Date: Thursday, April 1, 2021 11:54:55 AM

Dear Ryan and NE Board of Education…

PLEASE stop the craziness of the new standards you hope to pursue with sex education of our school children. There is NO NEED for such nonsense in the public school setting.

I vote, I pay taxes just as all NE have the right and obligation to do.

A VERY concerned NE citizen.
STOP the Nonsense!!!

Pam Murdoch

Sent from Mail for Windows 10

From: Mike Osborne
To: Foor, Ryan
Subject: NO to proposed health education standards
Date: Thursday, April 1, 2021 11:54:30 AM

I'm writing in opposition to the proposed revised health Ed standards.
Please stop the unrelenting assault on the most innocent among us. The topics of gender identity, abortion and many other "progressive" issues / topics should be in the hands of parents and guardians for instruction and guidance. Politics and social agendas should not be aimed at the young hearts and minds of our school age kids. Nebraskans won't stand for this.

Mike Osborne
5935 s 88th st
Lincoln NE

My name is Mike Osborne, and I live at 5935 S 88th St. Lincoln, NE 68526. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of age inappropriate sex education topics from the health education standards.

Thank y

Emily Osborne

--
Emily Osborne
eosborne488@gmail.com

From: Emily Osborne
To: Foor, Ryan
Subject: NO to proposed health education standards
Date: Thursday, April 1, 2021 11:34:57 AM

Hello,

My name is Emily Osborne, and I live at 5935 S 88th St. Lincoln, NE 68526. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of age inappropriate sex education topics from the health education standards.

Thank you for your time and consideration.

Emily Osborne

--
Emily Osborne
eosborne488@gmail.com

From: Teresa Roeloffs
To: Foor, Ryan
Subject: Objection to proposed sex education
Date: Thursday, April 1, 2021 11:16:39 AM

Dear Nebraska Department of Education:

My name is Teresa Roeloffs and I am a 20 year resident of Lincoln. We raised our two children here in Lincoln and have found Nebraska to be the good life just as the state slogan stated.

It has come to my attention recently through various groups that I am a part of as well as through a seminar that I attended, that the proposed sex education for as young as kindergarten is inappropriate to say the least. I am urging you to oppose this sex education plan. I urge you to not allow this sex education plan be implemented into our Nebraska school systems. As a parent I believe that teaching our children about this subject is my job and not the school system. I also believe that elementary school is not the appropriate place or time to address this because at this age children should be allowed to be children.

Please do the right thing and oppose the proposed sex education in Nebraska! Keep the good life right here in our precious state! Protect us from these liberal left wing agendas!

Thank you!

Sincerely,

Teresa Roeloffs

Sent from my iPhone

From: Andrea Price
To: Foor, Ryan
Subject: Oppose Draft of Health Education Standards
Date: Thursday, April 1, 2021 10:09:17 AM

I oppose the draft of the Human Growth and Development Health standards for Kinder-K-12

Nebraska must take out the unnecessary language and key points.

Sent from my iPhone

From: Cindy Berry
To: Foor, Ryan
Cc: Neary, Deborah; Blomstedt, Matt; Morrison, Jacquelyn
Subject: OPPOSE NEBRASKA Department of Education draft Health Standards
Date: Thursday, April 1, 2021 11:57:19 AM

As a parent I am the primary educator of my children, just like all other parents. Teachers and school systems must be supporting the parents and the values that the parents are teaching their children. Schools **should not** be teaching controversial topics which undermine or assault the values being taught in the home. These draft standards do not align with the values being taught by most families in Nebraska. Therefore, these standards must NOT be used by our public-school systems across our state.

These draft standards do not promote abstinence; instead, they present abstinence as one of many "contraceptives." Each family should have the right to instruct their own children on such personal matters. Parents do not want state-wide health standards! Please include this in your gathered public opposition to these draft health standards.

Sincerely,

Cindy Berry
2920 N. 120th Avenue Circle
Omaha, NE 68164

From: JAIME SCHMIDT
To: Foor, Ryan
Subject: Oppose the Draft of Health Standards
Date: Thursday, April 1, 2021 12:00:27 PM

Dear Nebraska Department of Education,

Please stand for Nebraskan Families and Oppose the Draft of standards for studends in classrooms to learn inappropriate "Health" concepts that the schools have no business teaching!

These are inappropriate from the Kindergarden level, teaching specific names of genitalia which will be misused by students in unacceptable ways to teaching elementary levels learning how to identify as different gender than the one that they were created with by the God who made them. Stand against this propaganda and indoctrination which is not part of a healthy education!
Jaime Schmidt, Firth Nebraska

From: Pete Stout
To: Foor, Ryan
Subject: Opposing Sexual Education Topic
Date: Thursday, April 1, 2021 11:29:27 AM

Ryan,

Emailing you to voice my opposition towards the State Board of Education viewing health education to push questionable sex education topics. That is far from the focus this board should have in regards to educating our youth.

Thank You for weighing my opinion.

Pete Stout

From: Pat Neben
To: Foor, Ryan
Subject: Opposition of NE Health Education Standards
Date: Thursday, April 1, 2021 11:30:00 AM

To whom it may concern, I have started this email multiple times, yet get so agitated when writing that I have to stop and calm myself. My husband, Galen Neben and myself want to be put on record that we vehemently oppose the proposal for the NE Health Education Standards. When did it become the right of our educational institutions to teach our young children about sex and what makes it appropriate that these discussions are now being proposed to be instituted in the learning cirriculum of our schools? Teaching the subject of sex should be left to the parents and family, NOT brought in the class. These standards are opening up massive issues, both mental and physical, in the young minds and bodies of our children. Both of our children are grown, but what is being proposed will be shoved down the throats of my young grandchildren. This is sick. Also, these standards that are proposed to be instituted in our learning facilities to teach these students, is also against what the majority of the families teach in their Christian based homes. I do not discriminate against any person, but I also do not appreciate having things forced on me and my family that goes against my beliefs. Please reconsider the proposal and leave the sex education to the families. I would also note that the survey that is attached to this proposal is clearly one sided and I will not be completing the survey, since I don't agree with the wording of the ambiguous questions. Thank you for taking the time to listen to the public on their views.

Sincerely,
Galen & Pat Neben
39263 Hwy 2
Thedford NE 69166

From: Jennifer Hicks
To: Foor, Ryan
Subject: Please reject the proposed health standards
Date: Thursday, April 1, 2021 11:52:20 AM

Dear Nebraska State School Board Members,

I am writing to ask you to please discard the newly proposed health standards. I have already submitted some comments through the survey for the K-2 grades, but the survey process is tedious and the problems with the proposed standards are quite numerous. What I would like to address are some overarching problems with the proposed standards that pertain to many of the grade levels.

Many of the proposed health standards are designed with the purpose of teaching children a system of labeling themselves and others. Kindness, tolerance, and acceptance is better taught without demanding that children be forced into an unnatural system of labeling our differences. Those who believe that identity is fluid should be content to just let children be. Just let them be. The unnatural system of labeling proposed by the health standards is actually divisive and confining, and instead of teaching tolerance and acceptance, it fosters division and false accusations of "hate" when those who feel they have been "mislabeled" take offense when none was ever intended. If you want to teach children kindness, tolerance and acceptance, this isn't the way.

We have seen many examples in our society of accusations of "hate" over "mislabeling," even when no malice was intended. People HAVE been bullied over this kind of "mislabeling." This kind of labeling is complicated and divisive, and expecting children to adhere to such a system could actually put them at GREATER risk of harm because inherent in this kind of teaching is that those who fail to conform to it are to be ostracized. This is not the measure by which a child's tolerance and acceptance of his or her peers should be gauged. Labels are divisive and invite bullying. Don't kids have enough to deal with without having to worry about whether or not they might accidentally offend their peers?

Creating and applying labels creates division where it otherwise would not exist. Instead of fostering unity, it actually contributes more to a sense of "otherness," in which children are taught to identify themselves in this world by their differences from one another rather than on the ways in which we are all the same. It is much healthier for children to

be taught to seek out the similarities between themselves and others rather than to have their differences be the focus of their education. If we made it our focus to teach all children to only judge one another on the content of their character, then every other difference between them would be irrelevant. Irrelevancy of differences should truly be the goal, should it not?

I would also like to address concerns about transgender issues being taught in the classroom. While I fully support the right of any adult to make his or her own health decisions, it must be emphasized that the process of “transition” is not a natural one, but often involves medical interventions to bring about changes to one’s mental or physical condition. There is a reason that the guardians of minors are the ones who are tasked with making medical decisions for them. It’s for the same reason that we don’t allow minors to vote, or purchase alcohol or cigarettes. They don’t yet have the knowledge or the maturity to fully understand the long-term consequences of those kinds of decisions. The same can certainly be said for “transitioning” at too young an age. The consequences of such a decision are great, and should only be guided by a child’s parents and physicians. There are a number of elective healthcare interventions that are not discussed in a public school classroom, because to do so would be inappropriate. Public schools should take great care before overreaching into discussions of elective medical interventions and treatments, as public school teachers are seldom (almost never) qualified to administer medical advice and could open themselves up to a world of problems if the line between what is taught in the classroom blurs with what can be considered medical guidance, either mental or physical. I could certainly foresee schools facing accusations of wrongdoing if parents saw changes in their children that they believed were based upon an inappropriate dispensing of what may blur into the realm of medical advice relating to an *extremely* complicated issue.

These are just some of the concerns that I have with the proposed standards. While they may be well-intentioned, I believe there are many consequences to adopting these changes which have not been taken into account. I believe it is in the best interest of both the children and the teachers not to bring into the classroom issues which do not belong there, and which promote a sense of tribalism, division, and “otherness.”

Please take these concerns into account and please reject the proposed health standards that would contribute more to an atmosphere of division and disharmony rather than unity and

peace with one another. Thank you.

Sincerely,

Jennifer Hicks
73274 644 Ave.
Peru, NE 68421

From: Sarah Green
To: Foor, Ryan
Subject: Please! Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:23:21 AM

Hello, my name is Sarah and I live in Gretna, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sarah Green

Sent from my iPhone

From: Katie Regier
To: Foor, Ryan
Subject: Proposed "Health" standards
Date: Thursday, April 1, 2021 11:37:34 AM

Dr Matthew Blomstedt and Board Members
Nebraska Dept of Education
P.O. Box 94987
Lincoln, Ne 68509-4987

Dear Dr Blomstedt and the NE Dept of Education members,

I am writing to you concerning the recent publications of possible "Health Standards."

It is unbelievable that you would even put this in front of your constituents. These are not HEALTH standards, this is a disgusting agenda that is not the responsibility of the government. This is the biggest overreach in the public school system. These poor children are going for education.

This should never have been considered, children at this age have little or no concept of their own bodies. This is a conversation for parents to be having with their children, not forced upon them at school.

As a parent and tax paying citizen of Nebraska, I could not be more opposed to this issue. It is my very firm request that you and the Board abandon any attempt to implement this into the public school system of Nebraska.

LISTEN to your constituents! Represent our values!

I sign this as a sincerely disappointed but mostly frightened citizen of Nebraska,
Katie Regier

Katie Regier
1504 N M Rd
Aurora, NE 68818
402-631-7271

From: John Gessert
To: Foor, Ryan
Subject: Proposed health education standards
Date: Thursday, April 1, 2021 11:43:10 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

John C. Gessert
Lincoln, NE

FOR PUBLIC RECORD

Sent from my iPhone

From: Shawni Mrkvicka
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Thursday, April 1, 2021 10:58:18 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all

sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
Thank you for your kind consideration in this matter.
Sincerely,

Shawni Mrkvicka

FOR PUBLIC RECORD

From: Abigail Meyer
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Thursday, April 1, 2021 10:27:54 AM

Dear Mr. Foor or whom it concerns,

Thank you for considering my e-mail.
I have read the proposed health education standards in full. I agree with several parts of the standards, but I am deeply concerned with the Human Growth and Development section.

After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content, but also inject political ideas into curriculum standards. Please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

First Grade
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Third Grade
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Abigail Meyer
Fremont, NE

From: Lance Beck
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Thursday, April 1, 2021 9:47:46 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Lance Beck
Lincoln, Nebraska

From: Ron and Sharon Beck
To: Foor, Ryan
Subject: Proposed health education standards
Date: Thursday, April 1, 2021 11:41:28 AM

To whom it may concern:

As grandparents to school aged children in elementary, middle school, and high school, we are deeply concerned after reading the proposed health education standards. After a thorough examination, we have concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in our opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
Sent from Mail for Windows 10
Kindergarten
HE.1.7.2.a

First Grade
HE.1.7.2.a
HE.1.7.2.d

Second Grade
HE.2.6.4.b

Third Grade
HE.3.7.2.a
HE.3.7.2.c
HE.3.7.2.e
HE.3.7.2.g

Fourth Grade
HE.4.7.2.c
HE.4.7.2.d
HE.4.7.2.f

Fifth Grade
HE.5.7.1.c
HE.5.7.2.e
HE.5.7.2.f
HE.5.7.3.e

Sixth Grade

HE.6.7.1.a
HE.6.7.2.b
HE.6.7.2.c
HE.6.7.2.f

Seventh Grade
HE.7.6.4.a
HE.6.7.4.c
HE.7.7.2.c

Eighth Grade
HE.8.7.2.c
HE.8.7.2.e
HE.8.7.3.a

High School
HE.HS.1.19.b
HE.HS.2.19d

Thank you for your kind consideration in this matter.

Sincerely,

Ronald G. and Sharon A. Beck
7615 Baldwin Avenue
Lincoln, Nebraska 68507-2922

FOR PUBLIC REORD

From: Kristi Gregerson
To: Foor, Ryan
Subject: proposed health education standards
Date: Thursday, April 1, 2021 11:11:51 AM

Ryan,

I am writing to let you know that I oppose proposed health education standards for the state of Nebraska. The proposed standards are not age-appropriate and are highly politicized. They would not provide benefit to the children of our state.

Sincerely,

Kristi Gregerson
Absolute Roofing
1710 N. 203rd St.
Elkhorn, NE 68022
(402) 306.8512
www.absoluteroofingllc.com

From: Erin Chadwick
To: Foor, Ryan
Subject: Proposed Health Standards - For Public Record
Date: Thursday, April 1, 2021 9:39:02 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Erin Chadwick

FOR PUBLIC RECORD

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Erin Chadwick
Board of Education, Beatrice Public Schools
echadwick@bpsnebr.org | (C) 402.413.5732



From: Joyce Dolton
To: Foor, Ryan
Subject: Proposed Health standards
Date: Thursday, April 1, 2021 11:59:03 AM

The proposed health standards for k-12 for the state of NE are absolutely ridiculous! All schools should be concentrating on teaching math,reading, history (the true history), geography, English, spelling, grammar and science. The traditional subjects!! The proposed content is NOT truly health! It would be detrimental to each of the students, exposing them to ideas that they haven't even heard of and making them worry about who they are! Don't support these changes!!
Sincerely,
Joyce Dolton
Omaha NE

Sent from my iPhone

From: Emily Nolte
To: Foor, Ryan
Subject: Proposed health standards in education
Date: Thursday, April 1, 2021 10:20:26 AM

To Whom it May Concern
As a born and raised Nebraskan I am honestly upset and shocked that I find myself writing this letter. As a Nebraskan I never would have thought this would even need to be addressed. I am a mother, a nurse, a LEO wife, and an older sister to 8 younger siblings. The content that is proposed in this "education" addendum is pornographic. I am 100% in agreement with educating my children on safe sex, genitals and gender when the age is appropriate. 2nd grade is not appropriate. Encouraging pornography and sex to 8th graders is NOT appropriate. Encouraging abortions as a valid option to pregnancy is not only murder but should not be encouraged to children. I can say with absolute certainty that if this is passed I will be pulling my children out of school and we will be homeschooling. If this is passed those of you who supported it should also offer free condoms, discounted prenatal care, discounted labor and delivery costs, and government support for all of the teenage pregnancies that will occur should this pass. You are encouraging sex because "it feels good" but there is very little in there about the fact that the entire point of sex is not only to express love but to MAKE A BABY.
Govern yourselves accordingly
Emily Nolte

From: Friesen
To: Foor, Ryan
Subject: Proposed health standards
Date: Thursday, April 1, 2021 10:08:38 AM

My name is Vern Friesen and I would like you to enter my comments into the testimony.

I believe that these "standards" are an attempt by the progressive extreme liberals to indoctrinate our children to a political viewpoint. The "standards" reflect the intrusion of the state into matters that are traditionally and morally in the relationship of parent and child. The state can not be allowed to intervene in sensitive issues where the parents have the right and responsibility to teach their own children according to their own belief system. Yes, some children may lack the parental guidance to address these issues in a timely way but the state can not sacrifice the general well-being of all children at that expense. That these subjective views are biased is obvious and they are in opposition to the views held by many parents and guardians. Where is the protection of their beliefs? How do these "standards" reflect the Christian viewpoint when terms are used like "gender assignment".

The study of "isms" is also a great concern as it is now common to call any disagreement with the progressive ideology an "ism". Racism is the most popular term, and people can't even agree on what it means or who it applies to. We live in a time where the progressive agenda is being promoted to younger and younger children. If anything our schools should be teaching critical thinking and seeing through the propaganda; but then we all don't agree on what view represents the propaganda. Therefore, the schools, the state, needs to stick with concrete core subjects that are not subjective.

These proposed standards have cast a negative light on the Nebraska Department of Education and if pursued, the State Board of Education. Our citizens, especially our children, deserve better and hopefully many people will rise up to protect their innocence and allow children to be children and parents be parents.

Vern Friesen
Wallace NE

From: Danielle Ryan
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Thursday, April 1, 2021 9:44:17 AM

To whom it may concern:

As a Nebraska Public Schools teacher, I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. Many of the new standards are well written in regards to health and nutrition, but the Human Growth and Development sections are where I find the most problems. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Danielle Ryan

FOR PUBLIC RECORD

From: David Schanbacher
To: Foor, Ryan
Subject: Proposed health standards
Date: Thursday, April 1, 2021 11:48:40 AM

I am writing regarding the proposed health standards.

In review of the proposed standards, multiple subjective items are included, representing inappropriate overreach of the state into the personal lives of children, superseding parental control, influence, and authority.

Parents and/or guardians should be able to “OPT-IN” if classes teach gender dysphoria, sexual confusion, and other related issues and schools should provide alternative subject matter for those not opted-in.

In review of the health education standards, There is an over-emphasis on emotional health. While emotions are important, truly healthy people learn to live in reality and are able to think and apply logic, while learning to control the feelings/emotions they experience, in order to prevent emotions from driving their primary decision making processes.

In regards to the high school fundamentals of community and public health standards, the concepts of cultural trauma and systemic racism as the basis of two stand-alone standards, are also quite concerning. While these theories exist, they are still just that, theories. The education standard should not be presented as from those perspectives alone. It would be more beneficial, honest, and inclusive to discuss these concepts with the presentation of alternative viewpoints as well.

Thank you for your consideration,
David Schanbacher

From: Stephanie Jarecki
To: Foor, Ryan
Subject: proposed health standards
Date: Thursday, April 1, 2021 9:43:17 AM

Dear Ryan,

As a parent of children who will be entering the school system this year, I want to address the proposed standards for health education. I believe that it is the responsibility of the parent to teach what they believe to be necessary at the time they believe to be the right time. I also believe that the proposed health standards go against my Christian beliefs and should not be allowed as I will be teaching my children to live by the Bible and God's word. From what I have heard from parents who support this, they are referencing Siecus. This was created by the medical director of Planned Parenthood, which is an institution that I do not support and has direct support from the Democratic Party. With all that being said, I believe that these standards are being placed for political gain, which should never be allowed into the school system. Please speak on my behalf to address these issues and to abolish these new health standards. I appreciate your representation in this situation.

Thank you

Stephanie Jarecki

FOR PUBLIC RECORD

Stephanie Jarecki
Columbus Physical Therapy, P.C.
3211 25th Street
Columbus, NE 68601
402.564.5456
www.columbusphysicaltherapy.com
"The Feel Good Experience!"

From: Jennifer Thomas
To: Foor, Ryan
Subject: Proposed Nebraska Health Standards
Date: Thursday, April 1, 2021 11:13:03 AM

To whom it may concern:

I am writing in regards to the proposed health standards put forth by the Nebraska Department of Education. I have completed the online survey and given feedback on each of the topics but also wanted to email with specific regard to the topics having to do with sexuality.

I have 2 children in the Nebraska public school system. They are both straight A students, respectful of their teachers and classmates. I've been told by their teachers they wish they could clone them. Over the years, there are things I have wanted to be different about their school environment - better discipline so disruptive and disrespectful students are not allowed to continue bad behavior and hinder other students' learning, better communication between the school and parents, not closing the elementary school closest to us so it is an extra 3 mile drive, etc. Things I have never wished for? Their kindertarten teacher to talk to them about penises and vaginas, their middle school teacher to introduce them to anal sex or their high school teacher to show them where they could go if they ever wanted to murder their unborn child.

The proposed teaching of sexuality on all grade levels can best be summarized as a list of things I never want my children to be taught by the school system. Could you have put together a more socially liberal group of individuals to create these proposed standards? Did they adequately represent the values of most Nebraskans? For my children to be kind to others, they do not have to be taught to agree with moral values that are diametrically opposed to our own. Contrary to the apparent beliefs of the authors of these standards, my children do not need to have an understanding of the sexual proclivities of others in order to be taught treat all other people with kindness. We believe that God created two genders - male and female as defined by a person's biology. We believe that sexual relations are intended by God only for marriage between a man and woman. We believe that murdering unborn babies is the greatest atrocity the world has ever known. Anything the school would attempt to teach about sexuality and reproduction to the contrary is unacceptable. The "growing up" videos that are offered in 4th-5th grades are appropriate and helpful for kids to learn what is happening to their bodies at the onset of puberty. Any other topics about sexual relations or a person's particular feelings about their biological gender are better addressed in the home or by a mental health professional, clergy, or other trusted adviser chosen by the parent.

I hope the Nebraska Department of Education will focus on what I believe its mission should

be, to educate our students in math, science, history, literature, arts and other skills geared toward helping them become productive members of society. Please educate, not indoctrinate.

Regards,

Jennifer Thomas
Nebraska Resident
Nebraska Public School graduate
University of Nebraska Lincoln graduate
Parent of Nebraska Public School children
FOR PUBLIC RECORD

From: elliottnation@gmail.com
To: Foor, Ryan
Subject: Proposed Nebraska State Standards
Date: Thursday, April 1, 2021 9:47:47 AM

Hello.

Thank you for taking the time to consider my opinions and thoughts in regard to the sexual identity teaching points that are outlined and are currently being considered for inclusion in the state educational standards. I oppose each one, and strongly feel that these standards will further confuse children and cause far more harm than good over all. It is a family's responsibility to have these sorts of conversations, not the schools. As a parent, I would want (and did) teach our children about sex, sexual identity, relationships, singleness and marriage. These proposed standards assume those rights and responsibilities for families— which is a dangerous and slippery slope.

Kids are confused enough in this world and this kind of across the board teaching will only further that. Teach love. Teach how to give respect to people with different opinions and choices. We can teach these things without graphically outlining all the different ways that people choose to express themselves sexually. This is simply pushing the envelope WAY too far.

I realize people have different spiritual perspectives. I respect that. As a Christian, I believe what God says in His Word. He tells us to love one another. But He also calls out sexual sin (and every other kind as well) due to the destruction it causes his creation and the separation it makes between us and Him. He does this because he made us and loves us. As a believer, I look at all decisions through a spiritual lens. Every decision has spiritual consequences and ramifications. The fallout from these standards will be dragging children further and further away from the Truth of God's Word, and assuming responsibilities that should never be the school's to take.

How about instead for regulating and defining and showing all the possible ways to live lives that ignore God— let's give kids a chance to find Him instead? Teach students and humans of all ages, to love each other— and leave it right there. I would hope that love and kindness would be a standard we could all agree on.

Thank you for considering my thoughts on this. May God would give us wisdom in our decisions. And may He help us choose love, grace, and understanding—especially when we disagree.

Suzanne "Sam" Elliott
North Platte, Ne.

SAM ELLIOTT
Sent from my iPhone

From: Cyndee Staub
To: Foor, Ryan
Subject: Proposed Sex Education and Health Class Standards
Date: Thursday, April 1, 2021 10:03:25 AM

Cynthia Staub
84142 Walker Ln
Thedford, NE 69166

April 1, 2021

Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987

Dear State Education board Representatives,

My letter to you all will be direct and to my point. I strongly OPPOSE the Nebraska Health Education Standards Development of gender and transgender issues.

This issue does not belong in the schools and our teachers should not be forced to teach this subject. The State Education Board and the school districts do not have the right to teach our children and grandchildren about sexuality issues. This is the parents responsibility not the teachers. Your curriculum WILL most likely be in direct conflict with religious and moral teachings of each individual family. This is a complete overreach of your authority.

Religious issues and philosophy have been banned from public schools. Teaching your version of gender and transgender differences should also be banned. This is the parent's place to handle sexuality inside the home. Your efforts will be more productive to prevent bullying. Which I feel you are trying to bully us as parents into following your agenda. I know for a fact intimidation and bullying are ignored on every level in schools nationwide.

Parents set their individual standards in their own home. You do not have the right to interfere. This is not the school;s place. We have always been, pro public school until this issue. We would absolutely pull our children out of the school and teach them at home.

I STRONGLY DISAGREE with your proposed standards and urge you to scrap this and all proposed formats on gender identification.

Respectfully,
Cynthia Staub

From: Debbie Heerten
To: Foor, Ryan
Subject: Proposed teaching standards
Date: Thursday, April 1, 2021 9:57:57 AM

Please consider more conservative options. The proposed sex education standards are disgusting and outrageous and outright dangerous. The entire LGBTQ fad is sickening and degrading. Do not embrace it. Thankyou. Debbie Heerten, Springview Ne.

From:	Alan Hartung
To:	Foor, Ryan
Subject:	Public Comment for NE Board of Education 4-2-2021
Date:	Thursday, April 1, 2021 11:56:35 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Alan Hartung
Lincoln, Nebraska

FOR PUBLIC RECORD

From: Sarah Hartung
To: Foor, Ryan
Subject: Public Comment for NE Board of Education April 2, 2021
Date: Thursday, April 1, 2021 11:50:03 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Sarah Hartung

Lincoln, Nebraska

FOR PUBLIC RECORD
--
Sarah Hartung
785-527-0210
sarahehartung@gmail.com

From: Shannon McClenathan
To: Foor, Ryan
Subject: Public Comment for State Board of Education Meeting, April 2nd
Date: Thursday, April 1, 2021 11:18:02 AM

Dear Nebraska State Board of Education,

My name is Shannon and I'm a 32 year old trans woman. I was born and raised in Omaha and I went through the Millard School system. I've recently become aware of the proposed updates to the Health Education Standards and I felt compelled to comment. My gender identity is something I struggled with for a long time in my youth. Frequently I found myself without an understanding of what I was feeling, why I was feeling it or even the words to describe how I felt. I didn't know how to express the issues I was facing, and even if I had I didn't know who I could safely express them to. As a result I spent my youth hiding who I was, ashamed and afraid of how my friends and family would react.

It's because of this that I know how important the proposed changes are to LGBT+ children. I know that if I had learned the concepts proposed in these standards that it would have saved me a world of pain and trauma and helped me to understand myself much earlier in my life.

I know that Governor Pete Ricketts has demanded these changes be scrapped. He's called them non-scientific, yet they are supported by the American Medical Association and the American Psychiatric Association. He’s called them political, but it isn’t political to give children the tools they need to understand themselves. He’s said they aren’t age-appropriate, but it’s never an inappropriate age to teach children that they shouldn't be ashamed of who they are.

Thank you for your time,
Shannon McClenathan

From: Rebekah Lundeen
To: Foor, Ryan
Subject: Public record- sex education in schools
Date: Thursday, April 1, 2021 11:13:46 AM

My name is Rebekah Lundeen. I'm stating this for public record. I currently reside at 112 E. 4th St. Axtell NE 68924.

I wanted to express my deep concern about the proposed 2021 health standards curriculum in our public schools. I personally think it is outrageous and am so discouraged that this has even been passed at all but mostly that Nebraska is actually entertaining the idea of allowing such education to be taught in public schools. Kids need structure, they need to be outside to learn and explore and used their brilliant minds God gave them. They need to be kids fir goodness sake. The last thing they need is more confusion about what some people have an opinion of when it comes to sex education. No child needs to learn in depth about vaginas in the second grade. You wonder why our world is so messed up? It's because we give kids so many options. We don't need to hand out participation trophies and we don't need our curriculum changed so a tiny percent of our population "feels more accepted". What is best for the kids? I guarantee you it is not the new proposed curriculum.
We need kids to know that they were made in the image of God that they were not a mistake, that He formed them perfectly in their mother's womb. He made them MALE AND FEMALE. Not up for debate. It's not a feeling, it's a fact. It breaks my heart knowing adults are allowing this to take place when we have the truth of Gods word to guide us and what is right and wrong is blatantly clear.
Just thinking about what science teaches from a curriculum standpoint and reproduction, it's male and female, that's Gods design and you can't change it no matter how hard you try. I along with many others will not think twice about NOT sending my kids to public school if this passes. So much respect has been lost in our government and country, please keep a little dignity and do what's right, not what makes you fit in or feel popular. I stand against this proposed act.

Sent from my iPhone

From: Philip Esslinger
To: Foor, Ryan
Subject: Public school education issues
Date: Thursday, April 1, 2021 9:54:11 AM

Ryan,

I am in heavy opposition of allowing the LGBTQ issues into our public schools. It is NOT the schools issues to educate on this as this should be placed into the hands of parents. The schools should keep to educating students and not educating students on moral issues. Thank you for your time and energy as you help represent “we the people”

Philip Esslinger, PT, DPT

Physical Therapist
Memorial Hospital – *a Division of Memorial Community Health*
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MemorialCommunityHealth.org



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From: Kearah Houchin
To: Foor, Ryan
Subject: Reasons for opposition to the sex education topics
Date: Thursday, April 1, 2021 11:06:49 AM

ATTN: Nebraska Board of Education

I'm all for communicating with our kids about sex and their body's.. BUT I WANT TO HAVE THAT CONVERSATION!!! That is MY JOB AS THE PARENT... not some teacher. If you have kids that is YOUR JOB AS THE PARENT.... not some teacher...

I am completely opposed to the sex education topics in the draft health education standards.

Trust me.. as a parent of 4 kids we were starting to have those general talks with them at a young age but they don't need all the details - they need to have a safe place to ask questions... there's a time and a place and that doesn't need to be at school in this manner with a group of peers where there is already enough ridicule for being different.

The "hormonal/body changing" talk that happens in 5th grade is good enough because that is a natural thing that happens to everyone whether they have a certain belief or not...and for us this typically affirms what we've ALREADY shared with our kids at home and then they don't need to be embarrassed when it is talked about in class.

We are not dumb and naïve to know that kids aren't having these kinds of discussions already amongst themselves - heck look at the video games, the online world - ideas, agendas, beliefs are constantly be pushed at our kids. But we want our kids to know the TRUTH about it so they can discern what their friends are saying is true... but again.. AS PARENTS we share with them what we know they can appropriately take in and what they maybe have already been exposed to.

With having several family members in the education system and how sensitive EVERYONE ALREADY IS about this stuff, it puts teachers in the worst position possible for something to be misunderstood/misrepresented. Our teachers are already having to put up with so much crap from parents and they are already walking on eggshells...we DO NOT need to subject them to this and to be forced to have these conversations in the classroom. This should be handled AT HOME.

If a parent wants to talk to their child about same sex marriages/relationships good for them. If a parent wants to talk to their child about birth control and ways to try and avoid STDs good for them. If a parent wants to talk to their child about sexting and pornography and the trap that can get them in, good for them. If a parent wants to talk to their child about their values with a certain religious belief that encourages them to wait until they are married to have sex and it should only be with 1 man and 1 woman, then good for them. NONE OF THIS SHOULD BE HAPPENING AT SCHOOL.

PLUS... if you want to bring in the spiritual aspect of it all... if this does actually pass then you all better be okay with teachers and students talking about their faith in school as well because for many - these topics are also distinguished by people's spiritual values. So you better not be talking out both sides of your mouth and saying it's okay to expose my kids to all this sex stuff and equality act crap BUT not allow my kids to share their faith and their beliefs why they may or may not agree with what is being "taught".

Praying for wisdom and discernment for all that are on the board of education. I also pray you don't become just a pawn of the political game as well and you listen to the people of this state.

in Christ
Kearah Houchin
Lincoln

NEBRASKANS FOR FOUNDERS' VALUES (NFFV)
Guardians of our 1st Amendment Rights
PO Box 475, Boys Town, NE 68010
www.nffv.org 402-490-8612
E-mail: markb@dynamicconsulting.net

RED FLAGS AGAINST NEBRASKA DRAFT HEALTH STANDARDS

3-15-21

Genitalia and Sexual Function

These standards seem to have an unusual focus on discussing genitalia every year. Often when that happens, identifying genitalia is accompanied by discussion of the function. The second grade standard here first opens the door for that. That can include discussion of erections, wet dreams, orgasm, etc.

HE.K.7.1.a: State medically accurate names for body parts including genitalia.
HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.
HE.2.7.1.a: Recognize genitalia differences.

HE.3.7.1.a: Describe the functions of basic reproductive body parts.

HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.

HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.

HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.

HE.8.7.1.a: Explain how the human reproductive systems function, including external and internal body parts.

HE.8.7.1.b: Acknowledge that the naturally occurring appearance of body parts may vary. *There are actual programs that show different drawing examples of how a penis or vulva may look.

Sexual Intercourse

These standards have 10-year-olds discussing sexual intercourse before they have even gone through puberty. Then 11-year-olds learn how to evaluate when they're ready for sexual behaviors. Oral and anal sex are taught.

HE.5.7.1.g: Explain sexual intercourse and how it relates to human reproduction.

HE.6.7.1.e: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.

HE.7.7.1.e: Define vaginal, oral and anal sex and their relationship to STD/HIV transmission.

Condoms/Birth Control
These standards do not promote abstinence; instead, they present abstinence as one of many "contraceptives." These standards are where explicit condom instruction would come into play.
HE.8.7.1.e: Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV.

HE.8.7.1.c: Examine medically accurate resources about pregnancy prevention, reproductive care, and STD/HIV, such as, prevention, testing, and treatment resources.

HE.HS.1.18.c: Analyze behaviors and barriers that prevent or reduce sexually transmitted diseases (STDs).

HE.HS.1.18.d: Analyze the health benefits, risks and effectiveness of various contraceptive uses, including abstinence.

Different Kinds of Families
These standards will promote same-sex marriage and parenting to very impressionable young people 5-7 years old. Will parents know this is happening and be able to counteract this teaching with their family's religious views?

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

Gender Identity
These standards will teach very impressionable children as young as 6 years old that gender is not biologically determined but can instead be chosen by each child. Subsequent grades dive completely into all aspects of radical gender ideology.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.

Gender Expression

Why is this in any way appropriate? Gender expression and gender identity go hand-in-hand, and that is what will be addressed through this standard.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

Sexual Orientation

Children as young as 8 years old will begin learning about being lesbian, gay, or bisexual. Will it stop there? There are even more sexual orientations such as pansexual, asexual, etc. that are taught to 11-year-olds.

HE.3.7.2.e: Define sexual orientation.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

Consent

Consent always sounds like a good thing to teach. But how is it defined? When you have standards that don't uphold an expectation of abstinence, consent often can be interpreted as consenting to safer sexual behaviors. Refusal skills can mean refusing sex without a condom, not refusing sex altogether. Any standard that says "demonstrate" can mean role playing sexual scenarios with peers. Talk of personal boundaries means students decide which sexual behaviors they want to engage in.

HE.3.7.2.d: Explain the relationship between consent, personal boundaries, and bodily autonomy.

HE.5.7.2.c: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.

HE.6.7.2.g: Demonstrate communication skills that will support healthy relationships.

HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

HE.7.7.2.a: Describe consent and its impact of healthy relationships

HE.7.7.2.f: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.

HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.

HE.8.7.2.a: Discuss sexual consent and sexual agency.

HE.8.7.2.f: Develop personal refusal skills and describe how and when to use those skills.

HE.HS.1.19.f: Demonstrate refusal skills, personal boundaries, and affirmative consent and identify strategies that support the decision to abstain from sexual behavior. *Affirmative consent now teaches kids that "yes means yes" is the proper standard. "No means no" is no longer used. In other words, the mindset kids leave with is to say yes to sexual behaviors they want to participate in.

Sexual Feelings

These standards have 9-year-olds discussing sexual feelings. That is extremely problematic.

HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset).

Undermining Parents and Family Values

Many curricula tell students that their parents and families may have a certain set of beliefs, but that they should have all the facts so that they can make their own decisions about what they believe.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Resources

Any time kids are asked to locate or identify resources for sexual health, puberty, etc., Planned Parenthood usually enters the discussion, along with other "family planning" clinics.

HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.

HE.6.7.3.d: Identify health care providers for puberty and adolescent development services.

HE.8.7.3.b: Access medically accurate sources (online and in the community) of information about puberty and adolescence development.

HE.HS.1.18.e: Locate medically accurate resources and services for various contraceptive methods.

HE.HS.2.18.a: Recommend medically accurate sources of information about and local services that provide contraceptive methods (e.g. emergency contraception. condoms) and pregnancy options (e.g. parenting, adoption, prenatal care.

HE.HS.2.18.b: Locate medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV.

From:	Michelle Gossett
To:	Foor, Ryan
Subject:	Regarding Nebraska Department of Education"s New Health Standards
Date:	Thursday, April 1, 2021 12:00:09 PM

Hello,

Thank you for allowing me the opportunity to address the Nebraska Department of Education Council regarding the new Health Standards.

My name is Michelle, I am the mother to two amazing children; one getting ready to start Kindergarten in the 2023 school year. As a mother, resident of Nebraska, and a United States of America Citizen, I have some serious concerns regarding these new standards.

It is important that children know the difference between safe and unsafe touch (i.e. good touch, bad touch). It is important that children know the medical terms of the human body. Absolutely children should know who to disclose "bad touch" and abuse instances too. It is not wrong to point out that family units are different. However; it is not the public school's place to teach it's students about gender fluidity, a gender spectrum, or the difference between gender orientation and gender identity.

The layout of the Kindergarten Health standards, according to what has been released does not bring up many concerns. Nothing that as parents can't discuss at home with our children.

The various concerns do appear when in first and second grade, under the new standards, the Nebraska public schools intend to teach it's students a scientific falsehood. According to the standards released, first and second grade children will be taught the definition of gender, gender identity, and gender role stereotypes. There is zero reason children need to be taught this information in public schools, let alone first and second grade. Children are sent to school to learn, primarily, the core curriculum.

By third grade, the Department of Education plans on Nebraska teachers discussing in the classroom a "range of ways people express their gender and how gender-role stereotypes may influence behavior." Eight and nine years olds will be asked to define "sexual orientation."

As students move forward into fourth and fifth grade, the discussion on transgenderism becomes more prevalent. Discussions of the "distinguision between sex assigned at birth and gender identity" are to be learned and taught by the end of the fifth grade year. I ask the Council to explain to Nebraska parents, why students need to be taught this information? Science states that the human brain is not fully developed or capable of making rational, long term decisions until the age of 25. If science is to be believed, why is the Nebraska Department of Education pushing to teach scientific falsehoods concerning genetics and an individual's gender? What is the purpose of pushing a concept that is too far out of their realm of full

understanding?

In sixth grade, Nebraska students will be required to define "sexual identity and explain a range of identities related to sexual orientation", including: heterosexual, biseual, lesbian, gay, queer, two-spirit, asexual and pansexual. By middle school, hormones are beginning, if not already, in full swing, but sixth graders are malleable. They are easily influenced. Society teaches children not to be swayed by peer pressure, but that is exactly what this Department of Education is attempting to do, sway them. Eleven and tweleve year olds will be taught the definition of specific gender types: cisgender, transgender, gender non-bianary, gender expansive, and gender identity. Children are legally not able to consent when it comes to sex. If an adult where to pull a child aside and start teaching them, in detail, about sex without the parents permission, all hell would break loose. Lawsuits would be enacted, arrests would be made, or at least demanded - because the child was subjected to something sexual without consent. So why does the Nebraska public school system feel the need to influence young children in regards to sex? Even under the disguise of sex eduation.

By High School, specifically the 10th grade, students will be focusing on cultural biases and how that can "affect medical diagnosis, treatment, and procedures." Not to mention they will be "evaluating and explaining how some law and policies are viewed as tools of systemic racism." Racism is someone believing they are superior to another individual based solely on the color of their skin, therefore gender identity is not racism.

Scientifically, there are two genders - male and female (obviously there are outlying conditions such as hermaphrodites, that take place in utero and at birth). By including "gender studies" starting as early as first grade, the public school system is not teaching science, but rather an ideology. By teaching gender studies, more questions arise. How will anatomy, biology and basic science be taught in public schools? By teaching there is a gender spectrum, the fundamental basics of a science class are undermined. Will the science curriculums be completely re-written as well?

How do Nebraska teachers feel about being asked to teach something that is a controversial theory? Will teachers be asked to teach and comply with this curriculum even if it goes against personal/religious moral beliefs? If so, Religious Freedoms are being abused. Do Nebraska public school teachers know what they are being asked to teach?

Often the conversations heard from recent High School and College graduates, regarding school is, "I wish I had been taught more about how to be an adult in the world." More and more people are graduating and less and less are able to hold a basic conversation, use correct grammar, articulate opinions, learn how to research, apply for a job, succeed in college, or know there are other options available other than community college or university. It is no longer a standard practice for students to know how to find a reliable source on the internet, which in turn, allows students to believe everything that is published online. College English Professors are saddened every year that students don't have a basic foundation in English rules: spelling, grammar, and sentence structure. Nebraska would be better off as a State, the USA as

a Nation, and the World as a whole, if our public schools focused on teaching our children successfully in the core curriculums, than focusing on teaching topics such as "gender studies".

Society needs to be compassionate, loving, understanding and accepting of others' lives choices. There is a responsibility in being that example. Children should be allowed to be children though. Students do not need to be taught such heavy, adult topics in the public school system. They should be taught good touch/bad touch. They need to know they can and should disclose any form of abuse to a trusted adult. Basic sex education and proper hygiene should be taught in public schools. By implementing these new health standards however; the voices of those who believe it is not the school's place to teach the standards this Department of Education has laid out in the new proposed curriculum are being silenced.

In passing these new standards, overtime, student enrollment will be down. The Midwest still, primarily, believes it is the right and responsibility of a child's parent to teach the complicated topics of life. I stand with Governor Pete Ricketts and urge this Department of Education Council to reconsider the new Health Standard.

Thank you for your time and reconsideration of the proposed curriculum.

--
Sincerely,

Michelle

From:	Jessica Smith
To:	Foor, Ryan
Subject:	Remove Sex Ed Topics from Draft Health Ed Standards
Date:	Thursday, April 1, 2021 10:28:51 AM

Hello, my name is Jessica Smith, and I live in Dalton in Western Nebraska. I am writing to submit comment in opposition to the graphic sex education topics in the draft health education standards.

The sensitive themes in the proposed health education standards are topics that should be addressed by parents at home, not by school districts or outside influences. Furthermore, to push these confusing topics onto children who are entering a very confusing and often isolating time could further confuse and isolate them, leading to more confusion, depression, and self-harm among younger generations.

The draft health education standards would teach school children politicized, **non-scientific**, and age-inappropriate information and ideas about sex, masturbation, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid or “on a spectrum.”

Until Nebraska’s classrooms successfully turn out literate children who show academic success across the essential topics in education, we should not be concerning ourselves with engaging in more detailed sexual teachings. We have far more important things to worry about within our education system than ensuring children can recite back gender agenda.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jessica Smith

From: Jennifer Duncan
To: Foor, Ryan
Subject: Remove Sex Education Topic from Draft health education standards
Date: Thursday, April 1, 2021 11:28:02 AM

Hello, my name is Jennifer Duncan and I live at 5100 Patmore road. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jennifer Duncan

Sent from Yahoo Mail for iPhone

From: Richard Lorenzen
To: Foor, Ryan
Subject: REMOVE SEX EDUCATION TOPICS FROM DRAFT HEALTH EDS STANDARDS
Date: Thursday, April 1, 2021 10:40:32 AM

THE SEX EDUCATION TOPICS MUST BE REMOVED FROM THE DRAFT HEALTH EDUCATION STANDARDS

THAT THESE TOPICS ARE BEING CONSIDERED TO BE INCLUDED IN RULES OF THE NEBRASKA BOARD OF EDUCATION IS AN OUTRAGE.

IF A PERSON WALKING PAST A SCHOOL WERE TO SPEAK OF THE IDEAS IN THESE SEX EDUCATION TOPICS TO CHILDREN OF THE AGES MENTIONED IN THE PROPOSAL THE POLICE WOULD BE CONTACTED IMMEDIATELY AND THE PERSON SPEAKING OF THESE SUBJECTS WOULD BE ARRESTED AND JAILED AND THEIR NAME LISTED ON REGISTRY OF SEX OFFENDERS.

INSTEAD THE PERSON OR PEOPLE SUGGESTING THESE SEX TOPICS SHOULD BE ARRESTED AND JAILED AND THEIR NAME BE ADDED TO LIST OF SEX OFFENDERS.

THE SUGGESTION OF THESE SEX EDUCATION RULES BEING CONSIDERED BY NEBRASKA STATE BOARD OF EDUCATION IS AN EXAMPLE OF CRADLE TO GRAVE, GRASPING, OVER REACHING GOVERNMENT, GOVERNMENT CONTROL OF THE PEOPLE , TOTALLY INAPPROPRIATE GOVERNMENT.

ONE PERSON SPEAKING OF THIS TO CHILDREN WOULD BE BRANDED AS SEX OFFENDER. BUT WHEN THESE SAME ISSUES ARE BEING DISCUSSED BY THE NEBRASKA STATE BOARD OF EDUCATION, MEMBERS OF WHICH HAVE THE TERM DOCTOR IN FRONT OF THEIR NAME , THESE ISSUES SEEM TO TAKE ON AN AIR OF IMPORTANCE AND CREDIBILITY.

AS I BEGAN, THESE SEX EDUCATION TOPICS MUST BE REMOVED FROM THE DRAFT HEALTH EDUCATION STANDARDS.

WITHOUT COMPROMISE.

RESPECTFULLY SUBMITTED

RICHARD MELVIN LORENZEN

951 NORTH 56 STREET

LINCOLN, NEBRASKA 68504

From: Jadyn Robley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:57:28 AM

Hello, my name is Jadyn Robley and I live at 1520 Hartley Street Lincoln, NE 68521. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Briana Broeder
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:32:50 AM

Hello, my name is Briana Broeder, and I live in Aurora, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Briana Broeder

From:	BenUngerman
To:	Foor, Ryan; NDE Standards Input
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:59:33 AM

Hello, my name is Ben Ungerman, and I live at 4806 Holloway Ave, Papillion 68133. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. The proposed education topics are against my religious beliefs and that of many Nebraskans and violate our religious freedoms. I cannot allow our children to be subject to these education topics that corrupt the beliefs our Constitution gives us the freedom to believe and teach our families and children. Biblical education is not a mandatory part of our education in Nebraska and neither should these be.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

I demand the removal of sex education topics from the health education standards or any other education curriculum taught in our schools or associates programs.

Thank you for your time and consideration.

From: Karen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:52:34 AM

Hello, my name is [Karen Michaelson], and I live in Lincoln, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.
Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.
The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.
This is totally unacceptable.

Sent from my Verizon Motorola Droid

From: linda reid
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:04:04 AM

Hello, my name is Linda Reid and I live at 820 Fairacres Rd., Omaha NE 68132 . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Renee Hein
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:49:02 AM

Hello, my name is Renee Hein and I live at 536 NW 6th St here in Lincoln Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Renee Hein
Hein.renee220@gmail.com

Sent from my iPhone

From:	Tim Schwager
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:49:49 AM

Hello, my name is Tim Schwager, and I live at 9740 Cady Ave, Omaha NE. 68134. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Tim Schwager

From: Shelia Heinrichs
To: Foor, Ryan
Subject: REMOVE Sex Education TOPICS from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:14:08 AM

Hello, my name is Shelia Heinrichs, and I live at 3727 NW 54th Street, Lincoln, NE 68524.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education

standards.

Thank you for your time and consideration.

Shelia Heinrichs

Get Outlook for Android

From: Chelsie Turner
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:13:29 AM

Hello, my name is Chelsie Turner and I live at 19623 Farnam St, Elkhorn NE 68022. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

--
Chelsie
If not you, then who? If not now, then when?

From: Joshua Hardesty
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:06:16 AM

Hello, my name is Jo's Hardesty, and I live in Friend NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

It is so far from right to put these thoughts into young kids' minds. PLEASE take this out of the schools so our kids do not have to listen to this garbage. It is unacceptable and not right

Thank you for your time and consideration.

From: Carly Nelson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:01:18 AM

Hello, my name is Carly Nelson and I live at 323 Carolyn Ct, Lincoln NE 68510. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Joe and Jill Sandmeier
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:46:53 AM

Hello, my name is Joe Sandmeier, and I live at 1815 Robert Avenue, Aurora, NE]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Cyndi Bowman
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:39:52 AM

Hello, my name is Cyndi Bowman and I live at 1120 Delmar, 2C, Papillion. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kristi Refior
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:57:37 AM

Hello, my name is Kristi Refior, and I live at 6720 S St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. I can't believe this is even being considered.
Thank you for your time and consideration.

From: mike.bartels@twc.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:12:49 AM

Hello, my name is Mike Bartels and I live at 6130 Franciscan Drive. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: siearrahair
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:00:12 AM

Hello, my name is Siearra Bridgmon and I live at 210 west e street lincoln ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Siearra Bridgmon.

Sent from my Verizon, Samsung Galaxy smartphone

From: Brooke Dillon
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:44:44 AM

Hello, my name is Brooke Dillon, and I live in Lincoln, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed.**

It's **unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.**

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Brooke Dillon

From: marilynsynek@gmail.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:41:59 AM

Hello, my name is Marilyn Synek, and I live at 2528 South Street, Apt. 2, Lincoln, NE 68502. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Marilyn M. Synek

Sent from IOS device. Please excuse brevity and any typos.

From:	Joe and Jill Sandmeier
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:45:24 AM

Hello, my name is Jill Sandmeier, and I live at 1815 Robert Avenue, Aurora, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kearah Houchin
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:43:34 AM

Hello, my name is Kearah Houchin, and I live at 7924 Regent Dr, Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Pam Klasna
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:01 AM

Hello, my name is [Pam Klasna], and I live at [417 South 158th Circle. Omaha Nebraska ,]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Pam Klasna

Sent from my iPhone

From: Sheila Foster
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:59:09 AM

Hello, my name is [Sheila Foster], and I live at [505 Mallard Dr. Aurora, Me. 68818]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Aly McClain
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:38:06 AM

Hello, my name is Alyssa McClain, and I live at 4547 Bedford Ave, Omaha NE 68104. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Alyssa McClain

Sent from my iPhone

From: Alyssa Corey
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:36:34 AM

Hello, my name is Alyssa Corey, and I live at 16623 Cedar Circle Omaha, NE 68130. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Jackie Zimmerman
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:59 AM

Hello, my name is Jackie Zimmerman and I live at 610 Driftwood Dr, Lincoln NE 68510 I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Jan Meyers
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:57:00 AM

Hello, my name is Janis Meyers, and I live at [15900 S. 54th St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Joanne Whearty
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:06:41 AM

Hello, my name is Joanne Whearty, and I live at 10914 S 18 th St, Bellevue, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

This is another attempt to strip us of our parental rights.

Thank you for your time and consideration.

Sent from my iPhone

From: Barb Bryson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:36:20 AM

Hello, my name is Barbara Bryson, and I live at 15219 Vane St., Bennington, NE 68007. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Barbara Bryson

From: Mandi Casados
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:48:38 AM

Hello, my name is Mandi Casados, and I live at 918 N Buffalo Bill Avenue in North Platte, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Lindsay Blake
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:38:10 AM

Hello, my name is Lindsay, and I live at 3320 N 101st St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Lindsay

From: Sharon Kroese
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:36:49 AM

Hello, my name is Sharon Kroese, and I live at 3420 N 89th Street Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Julie Ostrand
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:56 AM

Hello, my name is Julie Ostrand, and I live at 5116 N 181st Street and am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

All the best,

Julie Ostrand

402.609.6410

From: Jolene Allen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:59 AM

Hello, my name is Jolene Allen and I live at Panama NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

PLEASE DO NOT LET THIS INTO OUR PUBLIC SCHOOL SYSTEM!!! STOP!!!

Sent from my iPhone...blessings to you!!

From:	Nick Brandt
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:54:35 AM

Hello, my name is [Nicholas Brandt], and I live at [6707 SW 91st St Denton, NE 68339]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

I Find it gross and ridiculous that this is even a thought! Nebraska use to be better then these absurd ideas. Our children are to learn real life necessities and aren't old enough to understand any of this but instead that would brainwash and embrace someone's gender agenda. Anyone proposing this idea needs serious evaluation of their job position and potentially be replaced!!

Thank you for your time and consideration.

From: gsmoody@hamilton.net
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:33:40 AM

Hello, my name is Shauna Moody, and I live at 1503 W 10 Rd, Aurora, NE. I am writing to express my deep concern and strong opposition to the proposed health education standards. Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence. I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Shauna Moody

From: Brooke Erickson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:44:57 AM

Hello, my name is [Brooke Erickson], and I live at [3821 S 186th Ave, Omaha NE 68130]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Brooke

From: Faye Osborn
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:50:10 AM

Hello, my name is Faye Osborn, and I live at 1144 Manchester Dr.

I am writing to submit comments of my opposition to the sex education topics in the draft health education standards.

Your politically motivated health education standards are sensitive topics that should only be addressed by parents at home, not by school districts.

The draft health education standards is a politically driven agenda, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert this comprehensive sex education into health education standards that would teach young children that gender is fluid.

The parents and family are responsible for this type of education. The School Board is a supporting arm for education not a leading arm.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

Remove these sex education topics from the draft health education standards.

Thank you for your time.

Faye Osborn

From: Brittany Willis
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:35:37 AM

Hello, my name is Brittany Willis, and I live at [12665 Meredith Ave]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kim Davis
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:40:55 AM

Hello, my name is Kimberly Ginther, and I live at 1828 Inskip Ave in Central City, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Thank you.

Kimberly Ginther

From:	Chelsea Naber
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:24:34 AM

Hello, my name is Chelsea Naber, and I live at 7500 S 15th St. Apt 115 Lincoln, NE 68512. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Carol Szczepaniak
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:30:47 AM

Hello, my name is Carol Szczepaniak, and I live at 13112 Hamilton St, Omaha, Ne. 68154. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. I am a Biology Teacher and a Bioethicist. Only Biology should be taught to grade schoolers as it relates to sex and gender- NOT cultural propaganda!

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Richard Johnson
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:34:52 AM

Hello, my name is [Richard Johnson], and I live at [917 Centennial West Point, Ne]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: James Schroyer
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:59:04 AM

Hello, my name is James Schroyer, and I live at 505 Mallard Dr, Aurora NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

This is a clear violation of the 1st amendment right of freed of religion. As a veteran who served my country for many years this kind of vile ideology enforced on Christians is exactly what I fought against. For too long the Republican party has let leftists infiltrate and corrupt our society and it's education system. This needs to stop.

From: Katie Sekpe
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:43 AM

Hello, my name is Dr. Kathleen Sekpe, MD and I live at 1411 South 195th street, 68130. I am writing to submit comments in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of these sex education topics from the health education standards.

Thank you for your time and consideration.

Dr. Kathleen Sekpe
OBGYN
CHI Women’s Health

Choose gratitude.

From: Tona Wolf
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:19:14 AM

Hello, my name is [Tona Funk], and I live at [14810 NW 140th Garland Ne 68360]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Watson, Angelie
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:26:50 AM

Hello, my name is Angelie Watson, and I live at 9321 S. 29th St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Angelie Watson

From:	Sydney Bidleman
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:27:36 AM

Hello, my name is Sydney Brodrick and I live in Clay Center, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	artisanboardsofomaha
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 9:49:13 AM

Hello, my name is [Sandy Albers], and I live at 19833 Emiline St . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Samsung Galaxy smartphone.

From:	Emily Belknap
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:35:15 AM

Hello, my name is Emily and I live at 4946 Pratt st Omaha NE 68104. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Ryan Faeh
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:26:34 AM

Hello, my name is Ryan Faeh, and I live at 1748 11th rd. Central City, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Ryan Faeh

From: Gene Sedivy
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:28:59 AM

Hello, my name is Gene Sedivy, and I live at 9207 W Yankee Hill Rd, Denton, Ne 68339. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Thanks.

Gene Sedivy
grsedi@gmail.com
402-430-7906

From:	Shelby Bartels
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:50:09 AM

Hello, my name is Shelby Bartels, and I live at 1516 N 158th Avenue in Omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. As a parent of young children, I can say that should legislation like this pass, I would feel I had no choice but to opt out of public education and instead homeschool. Which is an absolute shame, since I grew up in and loved the public education system and was looking forward to sending my children to our neighborhood school.

Thank you for your time and consideration.

Sincerely,

Shelby Bartels

From: Nicole Lyon
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:30:54 AM

Hello, my name is Nicole Lyon, and I live at 606 Danville Dr. Lincoln NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Nicole Lyon

From:	Ericka Shaffer
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:26:15 AM

Hello, my name is Ericka Shaffer and I live in Aurora, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	rj8830
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:26:10 AM

Hello, my name is Jeris Oliverius, and I live at 8830 Foxtail Dr., Lincoln, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone

From:	Holly Talkington
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:12:23 AM

Hello, my name is Holly , and I live in Aurora Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Holly Talkington

From: Courtney Hairstylist
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:40:39 AM

Hello, my name is Courtney Lewis,and I live at 2120 Waverly rd Raymond Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Courtney Lewis

From: Robyn Ireland
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:30:34 AM

Hello, my name is Robyn Ireland, and I live at 14924 Margo Street, Omaha Nebraska 68138. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Robyn Ireland

Sent from my iPhone

From: SHELLY PETERSON
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:25:51 AM

Hello, my name is Rashelle Peterson and I live at 2635 Park Place Circle, Fremont NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. Gender identity is not fluid! That view is not scientifically sound!

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid!!

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence!!

I STRONGLY urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Ruth Fisher
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:23:04 AM

Hello, my name is Tim Fisher and I live at 14429 S 35th St in Bellevue NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Kiley Foster
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:15:44 AM

Hello, my name is Kiley and I live at Omaha, NE 68164 I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Lisa Croteau
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:05:28 AM

Hello, my name is Lisa Croteau, and I live at 4222 N 143rd circle Omaha, Ne 68164. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. This is NOT okay and I will not get behind this type of teaching.

It is absolutely unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Lisa Croteau

From:	Rachel Beasley
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:32:00 AM

Hello, my name is Rachel Beasley, and I live at 13518 Atwood Ave. Omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Rachel

From: Ashleigh Huffman
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:31:29 AM

Hello, my name is Ashley Huffman, and I live at 12448 county road 40, Bennington, Ne 68007. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Ashley Huffman

From: Tim Garvey
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:32:23 AM

Hello, my name is [Tim Garvey], and I live at [5714 S 169 Street Omaha NE 68135]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Debbie Snipes
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:37:31 AM

Hello, my name is [Dennis Snipes], and I live at [11515 Decatur Plaza, Omaha, NE 68154]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Pam Poulos
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:42:58 AM

Hello, my name is Pam Poulos, and I live at 2201 Essex Rd, Lincoln NE 68512 . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Pam Poulos

Sent from my iPhone

From: Morgan Burgess
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:38:58 AM

Hello, my name is Morgan Burgess, and I live at 4819 Farnam St, Omaha NE 68132 . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Joe Beasley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:42:06 AM

Hello, my name is Joseph Beasley, and I live at 13518 Atwood Ave Omaha, NE 68144. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Joseph Beasley

Sent from my iPhone

From: Debbie Snipes
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:36:26 AM

Hello, my name is [Debbie Snipes], and I live at [11525 Decatur Plaza, omaha, NE 68154]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Fontenelle Christian School
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:37:06 AM

Hello, my name is Nathan Mills, and I live at 610 n 4th st Bellevue NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Nathan

Get Outlook for Android

From: j
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:19:53 AM

Hello, my name is Joy Robison and I live at Tecumseh, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, compre

Sent from my Verizon, Samsung Galaxy smartphone

From:	Sommer Novak
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:35:23 AM

Hello, my name is Sommer Novak, and I live at 19088 Robin Dr. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Thanks,

Sommer

Sent from my iPhone

From: Rebekah Bentley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:33:47 AM

Hello, my name is Rebekah Acolatse and I live at 10475 Ruggles Plaza. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Teresa Gibson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:21:00 AM

Hello, my name is Teresa , and I live at 12847 Traceview Loop in Council Bluffs IA. My grandchildren are not in school yet but they live in NE and therefore, not only for them. But for ALL children in NE, I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: rebeccawoods01@gmail.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:40:41 AM

Hello, my name is Rebecca Van Moorleghem, and I live at 2722 S 48th Street, Omaha Ne 68106. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Rebecca Van Moorleghem

Sent from my iPhone

From:	Deb Fraas
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:40:58 AM

Hello, my name is Deb Fraad, and I live at 6707 SW 91 St, Denton, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Yahoo Mail on Android

From: Verla Dorn
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:43:50 AM

Hello, my name is Verla Dorn and I live at 3479 E Hoyt Rd, Beatrice, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Verla Dorn

From: Terry Bryson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:11 AM

Hello, my name is Terry Bryson, Jr., and I live at 15219 Vane St., Bennington, NE 68007. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Terry L. Bryson, Jr.

From: Brooke Nelson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:34:07 AM

Hello, my name is Brooke Nelson and I live at 13979 N 276th St, Valley NE 68064 . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Jared Carstensen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:49:18 AM

Hello, my name is Jared Carstensen, and I live at 3320 N 101st St in Omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jared Carstensen

From: Tyler Schenzel
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:33:49 AM

Ryan,

This is Tyler Schenzel, and I live at 23421 Berry St. Elkhorn, NE 68022.

I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Tyler Schenzel

From: kylie.garvey@gmail.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:28:45 AM

Hello, my name is Kylie Macnab and I live at 231 S 200th St, Omaha NE 68022. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Kylie Macnab
Sent from my iPhone

From: Lisa Jamison
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:33:12 AM

Hello, my name is Lisa, and I live in Raymond, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Get Outlook for iOS

From:	GLO
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:25:17 AM

Hello, my name is Greg Osborn and I live at 1144 Manchester Dr, here in Lincoln. I am writing to submit a comment in absolute opposition to the sex education topics in the draft health education standards.

In the draft health education standard on sex education that you are considering is morally wrong and is NOT the responsibility of Education Boards. Sex education of our children is the parents' responsibility NOT an aggressive agenda of the school districts or any other government entity.

This proposed draft health education standards you are attempting to bring to the classroom, filled with our children, is solely political , non-scientific, and age-inappropriate. The information and ideas you are attempting to teach about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert political agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are God's gift to us and our future. To politicize their education with any type of agenda driven policy such as this is absolutely wrong.

School Boards and other government entities are a supporting arm of educating our children.

This curriculum you have proposed supersedes the parents.

Parents and family are the primary education force to instill values and educate our children. We as a community, and you as a School Board, are here to support the parents and family.

I ask for the removal of sex education topics from the health education standards.

Thank you for your time,

Greg

Greg Osborn

"I can do all things through Christ who strengthens me."
Philippians 4-13

From:	Deanna Downey
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:23:45 AM

Hello, my name is Deanna Downey, and I live at 1815 Devoe Dr, Lincoln NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Alyssa Corey
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:37:21 AM

Hello, my name is Bryson Corey and I live at 16623 Cedar Circle Omaha, NE 68130. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kellyn Saathoff
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:49:17 AM

Hello, my name is Kellyn Ellis and I live in Red Cloud NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
And, Let kids be kids and don’t force them to deal with adult sized problems before they even know what it all means!

From: Tracy Shields
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:27:31 AM

Hello, my name is Tracy Crocker and I live at 104 S. Cherokee in McCookNebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: Jessica Songster
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:36:12 AM

Hello, my name is Jessica, and I live at 4014 N 152nd Ave omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Stephanie Orr
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:35:48 AM

Hello, my name is Stephanie Orr, and I live at 319 Fairway Cir; Plattsmouth, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Stephanie Orr

From: Johnnie Hardesty
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:55:23 AM

Hello, my name is Johnnie Hardesty, and I live in Friend, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. This is not ok for children to learn, it will just confuse them more. You are trying to put into children's minds that they are not who God made them. That is not right! I do not stand by this at all!!

Thank you for your time and consideration.

From: Ruth Fisher
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:20:39 AM

Hello, my name is [Ruth Fisher], and I live at [14429 S 35th street]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Alyssa Krogh
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:15:43 AM

Hello, my name is Alyssa Krogh, and I live at 14828 Grant Street Omaha, NE 68116. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Brittney Sandoval
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:44:23 AM
Importance: High

Hello, my name is Brittney Sandoval I live at 6107 s 197th st Omaha ne 68135. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Dorothy Jensen
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 10:37:16 AM

Hello, my name is Dorothy Jensen, and I live at 19301 Franklin Cir. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Gretchen Wiese
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:37:10 AM

Hello, my name is Gretchen Hess, and I live at 4200 Mohawk Street in Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

I removed my children from Public school to homeschool last year due to the Corona virus. I've always been a huge proponent of public education!

My father was a school teacher for Nebraska his whole career until retirement. Both my in laws were public school teachers as well for the state until retirement too. Needless to say, we value public education.

As a mother of four children I'm appalled at the suggested health curriculum and will keep my children out of the public education system until corrections are made to the current curriculum. This curriculum is completely unacceptable!

Three children are currently school aged and would be in the diff program if they were enrolled in our title one school. It's such a shame that the education system is inserting itself into conversations that parents should be having with children. It is not your place to teach my children that information. Period.

The draft health education standards would teach my children politicized, age-inappropriate, non scientific information and ideas about sex, abortion, sexual orientation, and gender identity and they need to be removed!

Children are our future and their innocence needs to be preserved until parents find the appropriate time for each child to have that conversation.

Many whom I've spoken to that are in the same boat as me feel the exact same way. It would be a shame to the public school system for parents to keep our children from attending in the future because of your apparent lack of regard for our wishes.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sincerely,
Gretchen Hess and Family

From: Kaitlyn Goode
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:38:13 AM

Hello, my name is Kaitlyn Goode, and I live in Lincoln, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Pamela Nelson
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:37:55 AM

Hello, my name is Pam Nelson, and I live at 10505 N 234th St Valley, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Hailey Keller
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:49:38 AM

Hello, my name is Hailey Keller, and I live at 1108 Crest Road, Papillion NE 68046. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Olivia Smith
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:40:01 AM

Hello, my name is Olivia VanMoorleghem, and I live at 1011 N 192nd ct Apt 224 Elkhorn, NE 68022 I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Addison Smith
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:39:24 AM

Hello, my name is Addison Wallace, and I live in Omaha, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: S Swain
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:48:24 AM

Hello, my name is [Shan Swain, and I live at [12618 S 78 St]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Beth Carstensen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:47:01 AM

Hello, my name is Beth Carstensen, and I live at [3320 N 101st St in Omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Beth Carstensen

From: Kurt Nelson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:45:38 AM

Hello, my name is Kurtis Nelson, and I live at 407 2nd st. Yutan, NE, 68073. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Bob Ireland
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:46:20 AM

Hello, my name is Robert Ireland, and I live at 14924 Margo Street Omaha, NE 68138. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Robert Ireland

From: Holly Copley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:39:40 AM

Hello, my name is Holly Copley and I live at 5904 Longview St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Holly Copley

Sent from my iPhone

From: Jan Nelson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:39:49 AM

Hello, my name is Janet Nelson and I live at 607 5th St, Yutan, NE 68073. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	katie mercer
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:40:29 AM

Hello, my name is Katie Mercer, and I live at 1829 N 105th St. Omaha, NE 68114. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Margaret Moravec
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 10:31:36 AM

Hello, my name is Margaret Moravec, and I live at 6505 Prairieflower Lane. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Chastidy Smith
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:28:26 AM

Hello, my name is Chastidy Smith , and I live at 307 N 36th Ave. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Rodney Hinrichs
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:20:57 AM

Hello, my name is Rodney Hinrichs and I live at Lincoln NE 68521. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: diane reyes
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:44:42 AM

Hello, my name is Diane Reyes, and I live at 1740 West A St Lincoln Ne.. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Outlook

From: Fontenelle Christian School
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:35:17 AM

Hello, my name is Alexia, and I live at 610 n 4th st Bellevue NE 68005. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Alexia Mills

Get Outlook for Android

From:	Tammy Helzer-Jarzynka
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 11:15:01 AM

Hello, my name is [Tammy Jarzynka], and I live at [1250 W Dolores crt, Lincoln, Ne 68523]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: jeff peterson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:15:11 AM

Hello, my name is Jeff Peterson, and I live at 2635 Park Place CIrcle Fremont NE and am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Blaine Drozd
To: Foor, Ryan
Subject: Response to proposed state teaching standards
Date: Thursday, April 1, 2021 9:40:18 AM

Dear Mr. Foor,

Thank you for your time in reading this. I would imagine your inbox is getting pretty full of responses to the proposed standards so I will try and keep this concise. As a Christian, I am strongly opposed to the concepts in schools you are proposing be taught.

If standards like these are passed there will be grave consequences that will threaten our religious liberties long term. And beyond that, this material will not only be harmful to the students' development, but it will be detrimental for families for generations to come. It scares me and breaks my heart to think of us teaching students how to become further autonomous in a selfish society. We were designed to be dependent on God and His image bearer, however it appears to me more and more we prefer our independence and making much of ourselves. But at what cost?

Praying for you and our other governmental officials as tough decisions are being made,

Blaine Drozd
Kearney Resident

From: Caleb Beasley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 11:55:15 AM

Hello, my name is Abby Beasley, and I live at 6309 N 105th St. in Omaha, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kristy Broadstone
To: Foor, Ryan
Subject: Say NO to the Proposed "Health Standard" Curriculum
Date: Thursday, April 1, 2021 10:43:51 AM

Dear Mr. Foor,

I would be at the meeting tomorrow to represent myself and my family against the proposed "Health Standard" Curriculum, but I have to work.
Instead, I am sending you this email to let you know that I am HEARTILY AGAINST the proposed "Health Standard" Curriculum.

I have lived in Millard since 1987. I have 3 children who all attended Millard Public Schools. Now I have 6 grandchildren who are in the Millard School system.
Back in the 80's and 90's Millard had a wonderful reputation for being a highly effective and successful school district. Recently they do not carry as great a record statewide and nationally.

The Millard School District has trouble managing their expenditures and are the cause of increased tax burdens on homeowners and have required special supplemental grants to offset their budgets deficits. Fundamentally they should be working to cut these costs, not add to them.

Aside from the gross financial negligence of our school system, I adamantly opposed to these "Health Standard" lessons. Teachers need to be teaching the basics - reading, writing, arithmetic, science... As families, we all have different beliefs regarding the nature of a sexual education and approach diversity of thought in our own unique ways. This is our right as parents and as Americans.

This should not be the role of our teachers, our schools, the Nebraska Education Association or especially the National Education Association.
Let children maintain their innocence of these areas of division of thought. Our children should not be taught such sensitive matters in a public, unmonitored forum. Parents must be the frontline of this area of life.

We cannot afford fiscally or emotionally programs that are heartily unwelcome to many of the parents. This is Nebraska. We are grass roots and down-to-earth.
After spending an entire year locked in our houses, students are behind in all areas of study. Schools and teachers need to serve the much greater need of providing our students a competitive education of basic areas of study so necessary in what will be a very competitive future environment.

Especially now, after spending an entire year locked in our houses, our students are behind in all areas of study. Schools and teachers must focus on supporting our students' needs for a competitive education of basic areas of study.

Thank you for your time.

Kristy L. Broadstone
14511 Holmes St.
Omaha, NE

Nebraska State Legislature



April 1, 2021

Commissioner Matt Blomstedt
Nebraska Department of Education
Nebraska State Board of Education Members

Dear Commissioner Blomstedt and Honorable State Board of Education Members,

As Nebraska State Senators we want to offer our support for the process to update our state health standards to better align with best practices. This process was rightly led by the Nebraska Department of Education and developed by Nebraska educational professionals and health professionals including Nebraska teachers, nurses, and doctors from across our great state.

We encourage all voices to engage constructively in the deliberate and thoughtful process you have established. We believe that our shared Nebraska values of ensuring a strong public education and protecting the health and welfare of all children must remain paramount.

We all want to note the following key points that need to be elevated in this dialogue:

- The standards are not mandatory and respect Nebraska's strong tradition of local control;
- The standards are developed for guidance to Nebraska's public schools not private or religious schools;
- Existing state law provides a clear process that respects the ability of parents to honor their values and beliefs if they choose not to participate in certain instruction provided in our schools. This strikes the right balance and has served our state well; and
- All Nebraska children and families deserve to be recognized as members of our Nebraska community and should always be treated with dignity and respect.

In closing, we thank you for establishing strong policies that embody your commitment to equity and nondiscrimination in education, and we ask that those values and policies guide our work together in reviewing the health standards proposal and ensuring our great public schools remain vibrant for all students and all families.

Thank you for your ongoing commitment to public service.

Sincerely,



Machaela Cavanaugh
District 6



Megan Hunt
District 8



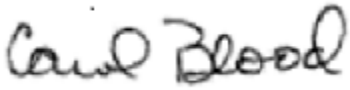
Senator Matt Hansen
District 26



Senator Jen Day
District 49



Senator John Cavanaugh
District 9



Senator Carol Blood
District 3

Nebraska State Legislature

SENATOR SUZANNE GEIST

District 25
State Capitol
PO Box 94604
Lincoln, Nebraska 68509-4604
(402) 471-2731
sgeist@leg.ne.gov



COMMITTEES

Chairperson - Legislative Performance Audit
Vice Chairperson - Transportation and Telecommunications
Judiciary
Executive Board
Reference

March 15, 2021

Dear Department of Education Board Members,

I would like to express my objection to the draft health standards the Board has put out for comment. I do understand the heavy weight of issues teachers encounter in the classroom, however, my objection to these standards is mainly in proactively teaching sexual behavior/orientations to very young children. If educators are adequately teaching good character and compassion, there is no reason to teach young children different sexual orientations with the goal of inclusion. They do not need to be taught what adults do behind closed doors to learn kindness and inclusion. These are mainly adult concerns and do not need to be the subject of our public school curriculum.

I am hearing an avalanche of input from my constituents over this issue, mostly in a negative sense and I am encouraging them to contact you too.

I do appreciate the work you do and the demands of your position. I would like to see a continued focus on educating students to be competitive in reading, math and science, and to steer away from teaching controversial sexual discussions.

Thank you for your consideration,

Suzanne Geist

Senator Suzanne Geist
District 25

From: Rose Bockelman
To: Foor, Ryan
Subject: Sex education
Date: Thursday, April 1, 2021 10:20:42 AM

My son and wife shared with my husband and I the type of sex education proposed for Elkhorn schools. What are you thinking? Introducing this type of material at such a young age is WRONG!!!! If what they forwarded me with the graphic pictures that would be shown to these children are what would be used, you need to seriously reconsider. They are thinking of pulling their children out of this district and go to a private school if this is what moves forward. Much of this information should be taught by the parents when they feel the age is appropriate, not in a classroom setting. I also feel sorry for the teachers you are expecting to teach this. I'm sure they are against it also. Not only the sex education is not appropriate, but the pushing of the transsexual, bisexual, gay, lesbian, etc. is also not age appropriate, but goes against the religious beliefs.
Lee and Rose Bockelman
Sent from my iPad

From: Mikaela Hellevang
To: Foor, Ryan
Subject: Sex education concerns
Date: Thursday, April 1, 2021 10:47:27 AM

I was recently informed and read of the recommended new outline/guidelines for sex/sexuality education in our public schools. I was greatly disappointed at the content not only that was in these recommendations but also what was missing. Portraying sexuality as a simple sexual act without any education regarding the emotions involved is damaging. The hints at normalizing pornography is disturbing. The lack of discussion of healthy relationships is frightening.
Discussing anal, oral sex, positions, and gender identities at very young ages is surely confusing to very young children. Please let it be known that our family is extremely against these recommendations and hope that representatives in our district recognize that taxpayers are extremely upset that our money is potentially directly, in our eyes, harming our children.
We provide sex education to our 6 and 3 year old and have countless books and discussions already, but they are what WE as a family deem to be age appropriate and healthy. At minimum, allow parents to opt out of this harmful education.

Mikaela Hellevang
8909 Rocky Top Rd
Lincoln NE 68516
402-617-8089

From: Paul Watson
To: Foor, Ryan
Subject: Sex Education Draft
Date: Thursday, April 1, 2021 10:54:04 AM

I am writing to voice my opposition to the sex education topics in the health education standards draft.

My name is Paul Watson and I reside at 3033 Orwell Street, Lincoln Nebraska.

The health education standards contain sensitive topics that should only be addressed by parents, not by school officials.

The drafted standards contain many topics that are controversial and considered political, not scientific

These include ideas about sex, abortion, sexual orientation, and gender identity that go against many parents' beliefs.

These standards are being pushed by a small minority of people who think they know better than the parents of these children.

I believe most Nebraskans would agree, it is unacceptable to insert agenda-driven, comprehensive sex education into the health education standards.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

--
Paul Watson
pwatson68516@gmail.com
402-430-8778

From: dnstet
To: Foor, Ryan
Subject: Sex Education TOPICS in the Draft of the Health Education Standards
Date: Thursday, April 1, 2021 9:50:30 AM

Hello, my name is Danny Stetler, and I live at 1924 Manor Ct, Lincoln, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be ***addressed by parents at home***, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and ***need to be removed***.

It's ***unacceptable*** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to ***harm children*** and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, ***must protect*** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I, a parent and a grandparent, strongly urge the removal of sex education topics from the health

education standards.

Thank you for your time and consideration.

Danny Stetler

Sent from Mail for Windows 10

From: Brandon Brinker
To: Foor, Ryan
Subject: Sexualizing Children in the Classroom
Date: Thursday, April 1, 2021 11:22:02 AM

I am in direct opposition to the new health education standards being introduced. I feel that is not the place of the school to share those views and force it on kids that are not of an age to understand it nor need to know. I do not agree with the teachings and my child will not be participating if this is to go forward.

Michelle Brinker
833 E Suburban Rd.
North Platte, NE 69101

From: D Kavanaugh
To: Foor, Ryan
Subject: sexualizing children in the classroom
Date: Thursday, April 1, 2021 10:02:22 AM

Hello.
My name is Diane Kavanaugh & I am writing to say how horrified I am at this sexual attack on our children!
My children are grown but I have two grandchildren that I do not want indoctrinated with this radically inappropriate junk! You can call it sex education but it is anything but that!
The government needs to stay out of the raising of our children. We have families to do that!
I am calling on the Ne Dept of Ed to scrap this politicized, age-inappropriate sex education proposal from the draft health education standards.
Thank You

From: Pamela
To: Foor, Ryan
Subject: Speak Up Against Sexualizing Children In The Classroom
Date: Thursday, April 1, 2021 11:06:32 AM

I am against letting speaking about sexualizing to children in our school.

Pamela Cloran

From: Katelyn Sakala
To: Foor, Ryan
Subject: State Board of Education -- Inclusive and Science-Based Curriculum
Date: Thursday, April 1, 2021 11:28:39 AM

Hello,

Sex education standards are an important and critical part of school curriculum -- and in Nebraska, we need one that empowers and educates ALL students, and is a reflection of our world. This includes marriage equality and LGTBQIA+ families and youth. As a life-long Nebraska resident, **I fully support and advocate for inclusive, science-based education** in our schools.

As you are considering a proposed set of standards (developed by education and healthcare professionals) on this important topic, I ask you to keep my email top of mind.

Thank you,
Katelyn Sakala

From: Spencer Krogh
To: Foor, Ryan
Subject: State Board of Education
Date: Thursday, April 1, 2021 11:34:13 AM

Hello,

The sex education topics in the proposed health education standards need to be removed.

Spencer Krogh
14828 Grant St., Omaha NE 68116

From: Kolache Desire
To: Foor, Ryan
Subject: State Department of Education
Date: Thursday, April 1, 2021 11:39:35 AM

We strongly OPPOSE the health standards proposed for K-13 in our schools .
Thank you
Myron and Sharon Osentowski
80542 470th Avenue
Ord, Nebraska 68862

From: David Trail
To: Foor, Ryan
Subject: Stop political sexualization in schools
Date: Thursday, April 1, 2021 10:48:48 AM

Ryan,

Please put a stop to this nonsense of gender fluidity and do not allow our educational system to be hijacked by extremists that seek to use our children as political pawns.

Remove sex education topics from the health education standards.

We parents do not support this.

Thank you,
David

GSK monitors email communications sent to and from GSK in order to protect GSK, our employees, customers, suppliers and business partners, from cyber threats and loss of GSK Information. GSK monitoring is conducted with appropriate confidentiality controls and in accordance with local laws and after appropriate consultation.

From: Jeff Julie Collins
To: Foor, Ryan
Subject: STOP the Assault Against Children
Date: Thursday, April 1, 2021 10:38:39 AM

Hello, my name is Julie Collins, and I live at 12801 NW 56th Street near Raymond, NE.

I am writing to strongly oppose the abominable sex education topics in the draft health education standards. It is a sexual perversion of what Almighty God had intended to be a blessing only between one man and his wife.

Hebrews 13:4 "Marriage *is* honorable among all, and the bed undefiled; but fornicators and adulterers God will judge."

Genesis 2:24 "Therefore a man shall leave his father and mother and be joined to his wife, and they shall become one flesh."

Matthew 19:4-6 And He answered and said to them, "Have you not read that He who made *them* at the beginning 'made them male and female,' and said, 'For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh'? So then, they are no longer two but one flesh. Therefore what God has joined together, let not man separate."

1 Corinthians 6:18 "Flee sexual immorality. Every sin that a man does is outside the body, but he who commits sexual immorality sins against his own body."

The Bible includes much more about purity related to sex as well as God's design for mankind. He tells us the truth in His Word because of His great LOVE for us. The Bible answers every question and meets every need for our lives.

When we were in school, we learned to read, write, spell, sing, draw, exercise, and to study math, sciences, health... in appropriate ways. We have always taught our children to live in an honorable way. It is wrong to violate anyone by touching private areas. Our children know that. It is appalling to hear that any city in Nebraska would even consider such filthy material to brainwash students to become sexually stimulated. It is unhealthy for the mind, the heart, and the soul. Not only does it lead to more **sexually transmitted diseases**, it is a leading cause of **mental illness**.

Many of the topics in the standards are sensitive topics that should only be **addressed by parents at home**, **not by school districts.**

School districts must teach academics and stop pushing their atrocious agenda of promoting sinfulness, uncleanness, rape, pedophilia, incest, promiscuity, pornography, prostitution, beastiality, fornication, sodomy, murder of innocent lives... This curriculum warps innocent minds. If that is not your intent, then STOP this.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity. These standards **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven,

comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy. It is also against our first amendment rights as Christians. Those standards are against our religious freedom.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence. For those who offend even one child, they will be judged by the ultimate Judge of all creation.

Mark 9:42 "But whoever causes one of these little ones who believe in Me to stumble, it would be better for him if a millstone were hung around his neck, and he were thrown into the sea.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards because they are abusive to young minds, inappropriate for any classroom, immoral, sinful, unhealthy, an attack against religious freedom, unconstitutional, an assault against society, an embarrassment to Nebraska, a war against our children, and an abomination to God.

Thank you for your valuable time and thoughtful consideration.

Julie Collins

--

"The LORD bless you and keep you; The LORD make His face shine upon you,

And be gracious to you; The LORD lift up His countenance upon you, And give you peace."

Numbers 6:24-26

From: Courtney Leikam MA
To: Foor, Ryan
Subject: Support for updated curriculum
Date: Thursday, April 1, 2021 11:32:14 AM

Good morning!

I am writing in support of the NE State Board of Education's proposed changes to update the health curriculum, which increases visibility and understanding of issues related to gender and sexual diversity.

- As the office manager of one of Lincoln's only inclusive and affirming counseling practices, I know for a fact that this curriculum will positively benefit our clients and our communities.

- As an educator for the University of Nebraska-Lincoln who has worked with gender-diverse students, this updated curriculum is incredibly important to our younger generations. Teaching acceptance and diversity will usher in a new generation of more empathetic individuals, something we desperately need in these tumultuous times.

- As a Lincoln-native, I refuse to see our communities deliberately deprived of information that is potentially life-saving. I would have benefitted from learning about diverse humanity as a young person in the LPS system.

Ultimately, Acceptance of gender expression, sexuality, and human diversity is non-negotiable. It is NOT POLITICAL. It is basic human decency and dignity.

I urge the State Board of Ed to SUPPORT the updated curriculum.

Sincerely,

Courtney Leikam, MA

From: Jacob D. Lozier, MA PLMHP
To: Foor, Ryan
Subject: Support for updated Health Curriculum
Date: Thursday, April 1, 2021 10:59:47 AM

Hello,

I am writing as a Nebraska public school parent, former educator, and provisionally licensed mental health counselor in the great state of Nebraska. I, along with my family, wholeheartedly support the undated Health curriculum to be adopted in our schools.

Not only are we in need of an update to the curriculum taught, but these updates which will address gender, gender identity, and sexuality are important for all children to learn so they can understand themselves and their peers more fully. These topics are not up for debate, they are facts that we all live with, in our families and communities, and learning to understand and talk about these facts can only enrich the lives of our kids and families.

Sincerely,

Jacob D. Lozier, MA, PLMHP

Lincoln resident and LPS parent

From: Megan Hunt
To: Foor, Ryan
Subject: support for updated health standards
Date: Thursday, April 1, 2021 10:46:14 AM

To whom it may concern,

As a parent of a young child who is enrolled in Omaha Public Schools, a business owner, a taxpayer, a State Senator, and state civil rights leader, I support the health standards proposal as a common sense measure led by the Nebraska Department of Education and developed by Nebraska health and educational professionals to better align our health standards with established best practices.

All Nebraska students and families deserve to be recognized and treated with dignity and respect. All students and families who want educational opportunities and learning environments aligned with best practices should be afforded those opportunities by our state and local leaders. Parents who seek alternatives to best practices have existing protections to respect their rights and beliefs under state law. This strikes the right balance.

We've tried doing it the religious right's way. Opponents of comprehensive sex education have already seen the consequences and ramifications of a world where kids are raised with abstinence education, with prejudice and bigotry against LGBT individuals, without access to contraceptives, and with expectations of body shame bordering on absurdity. This is the world we live in now, this is the world our parents and grandparents grew up in, and we can do better for our kids.

Thank you all for your time and consideration of this message and for your ongoing commitment to public service. Be assured, you have the public support to do this.

All my best,
Megan Hunt

--
State Senator Megan Hunt
Nebraska Legislature :: 8th District
Website :: Twitter :: Instagram :: Facebook
State Capitol, PO Box 94604
(402) 471-2722

From: Tom and Kathy Holkeboer
To: Foor, Ryan
Subject: testimony for NE STATE SCHOOL BOARD MEETING, Fri 4-2-21 at 9 A.M.
Date: Thursday, April 1, 2021 9:53:38 AM

During World War II, a watchmaker named Casper Ten Boom lived in Holland. His family was part of the "underground" that protected many Jews from the Nazis and paid for it with imprisonment and death. One of their number who did survive was Casper's daughter Corrie. She wrote her story in a book titled The Hiding Place, which was also made into a movie in 1975.

I want to quote from her book about an experience she had as a grade-schooler on a trip with her Father.

And so seated next to my father in the train compartment, I suddenly asked, "Father, what is sexsin?"

He turned to look at me, as he always did when answering a question, but to my surprise he said nothing. At last he stood up, lifted his traveling case from the rack over our heads, and set it on the floor.

Will you carry it off the train, Corrie?" he said.

I stood up and tugged at it. It was crammed with the watches and spare parts he had purchased that morning.

It's too heavy," I said.

Yes," he said, "and it would be a pretty poor father who would ask his little girl to carry such a load. It's the same way, Corrie, with knowledge. Some knowledge is too heavy for children. When you are older and stronger, you can bear it. For now you must trust me to carry it for you."

And I was satisfied. More than satisfied - wonderfully at peace. There were answers to this and all my hard questions - for now I was content to leave them in my father's keeping.

--Corrie Ten Boom and Elizabeth and John Sherrill, *The Hiding Place* (Grand Rapids, MI: Chosen Books, a division of Baker Publishing Group, 1971, 1984, 2006), 42

From my observation as a mother of 4, and now grandmother of 7, added to my years in mothering other people's teens - through more tutoring than classroom teaching situations - I would say Corrie hit the nail on the head. Please, do not be the cruel "father" who demands that children lift such a heavy load to determine, let alone discuss sexuality at such young ages!

Yes, there are some parents who won't be doing the job, but DO NOT
destroy the timing that parents want to use in educating their own children on these important

issues.

Sincerely,
Kathy Holkeboer
401 Rexroad Place Bellevue, NE 68005
402-292-7032 (home) 402-915-2928 (text)

Note: This is my own personal testimony and not on behalf of any organization.

From:	Ryan Thompson
To:	Foor, Ryan
Subject:	The new, draft health education standards from the Nebraska Department of Education
Date:	Thursday, April 1, 2021 11:04:37 AM

I wish to voice my opposition to the new proposed health education standards currently being developed by the Nebraska Department of Education.

My understanding of the proposed standards are as follows:

- **Kindergarteners** would be taught about co-habitating and same-gender families.
- First-graders would be taught to define "**gender identity** and gender-role stereotypes."
- Fourth-graders would be taught that **sex is "assigned" at birth and gender is fluid.**
- Fifth-graders would be taught that "gender expression and gender identity **exist along a spectrum."**
- Sixth-graders would be taught about identifying with multiple sexual identities, including "bisexual, lesbian, gay, **queer, two-spirit, asexual, and pansexual.**"
- Eighth graders would be taught **abortion is "reproductive care"** and how to develop a plan to **eliminate an unintended pregnancy.**

This type of "instruction" is not appropriate for public schools. It indoctrinates children at an early age to follow a liberal (at least) and involuntary mind set that does not agree with a majority of people.

It is the responsibility of parents to teach their children about these issues. The responsibility of public schools (funded by taxpayers) is to provide factual education regarding history, english, math, civics, and other curriculum in order to prepare them to enter the adult world and to be a productive member of our society.

The audacity of the Nebraska Department of Education to propose such standards which are not scientifically proven goes against what public education is meant to provide. It is obviously one-sided and appears to be a bold attempt to force the beliefs of a few onto everyone.

This type of "education" also appears to have the goal of dividing parents and their children.

The Nebraska Department of Education should make this proposal as public as possible by holding town hall meetings to allow for open discussion. Public Service Announcements through newspapers, television and radio (as well as social media) need to be done in order to let the entire population of this state be made aware. It seems to me that this agenda is being moved through as quickly as stealthily as possible with the intent to avoid public discussion.

Perhaps this type of drastic standard implementation should be placed on the ballot to let the

citizens decide.

--
Ryan Thompson
Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.
Winston Churchill

From: Jim Friesen
To: Foor, Ryan
Subject: 3/28/2021
Date: Thursday, April 1, 2021 8:28:04 AM

3/28/2021

Dr. Matthew Blomstedt and Board members
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

RE: proposed “Health Standards” for the public school system

Dr. Blomstedt and Department of Education Members Board Members

Just Say No ! To the proposed “Standards”
I am a former Public School teacher
I started my Graduate work in Guidance and Counseling before switching careers 50 years ago.
I have been a public school board member
We have 3 public school teachers in our immediate family plus others in our extended family.
They have alerted me to the new proposed standards and insisted that I read them, specially item 7 at every grade level.
Because of the covid - disrupted school the last year we already have pulled two of the grandchildren out of the public school system. When I was discussing the standards with my niece (who is a teacher and also on a school board) today she suggested that if the standards are adopted they would consider pulling their kids out of the public school system.

Great ideas often end up as disastrous policy but I do not believe these standards even contain a good idea. Standard Number 7 appears to be a perverts attempt to prep a new set of victims. We have been lectured about believing the Science by those that do not believe Mother Nature. We do not need to indoctrinate a generation of innocent children. My K-6 teachers were high school grads plus one summer of summer school at Kearney State (UNK) that cared. That system produced a generation of teachers, college professors, doctors , lawyers, engineers , inventors , scientists that have revolutionized the world. We learned to believe in Mother Nature, boys were boys and girls were girls and at the same time learned to accept and respect everyone. By the way, our grad school did not have running water or electricity much less redundant standards.

The best way to improve schools it to Hire good teachers and allow them to teach.
Cut written standards and eliminate redundant paperwork.

Jim Friesen
79111 489 Ave
Loup City, NE 68853

Sent from my iPad

From: Rick Nelson
To: Foor, Ryan
Subject: Sexualizing Children In The Classroom
Date: Wednesday, March 31, 2021 8:02:42 PM

Ryan,

I am contacting you in regard to sexualizing children in the classroom. I am 100% opposed to this method and I can't even comprehend where this is even coming from. These are not my values and definitely not Nebraska values. Please consider removing this.

V/R

Rick Nelson

From: Trisha Sarver
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:13:10 PM

Hello, my name is [T. Sarver], and I live at [11070 Alberi Lane Blair, NE 68008]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Kelsey Jareske
To: Foor, Ryan
Subject: Health Education
Date: Thursday, April 1, 2021 7:45:55 AM

I am speaking out against the changes in the public school system health education standards. Let's not paint a complex picture for elementary aged children. If they have questions, yes be able to answer them if they are unable to have them answered at home, but we do not need to force any curriculum such as this on children this young. How about we just keep focus on the basics? Be kind to everyone, help one another, work hard for what you want. I believe that most parents are going to be able to educate their children at home on these topics. And if they are not, then let's have the guidance counselors educated/Heath teachers on these topic for support to those children.

Thank you!

Kelsey Jareske

Get Outlook for iOS

From: Kassandra Darnell
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 10:18:45 PM

Hello, my name is Kassandra Darnell , and I live in Nebraska I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Aletha Sands
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 10:20:46 PM

Hello, my name is Aletha Sands and I live at 5311 Bison Drive, Lincoln NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
SINCERELY,
Aletha Sands

Sent from my iPhone

From:	Ted McIntyre
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 7:52:20 PM

Hello, my name is Ted McIntyre, and I live at 4131 S38th ST, Lincoln, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From:	Madison Bressman
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:53:36 PM

Hello, my name is Madison and I live at 304 e 26th st In Kearney, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Ken Montenegro
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 8:01:02 PM

Hello, my name is Kenneth Montenegro , and I live at 15824 Josephine Street, Omaha NE, 68136. I am writing to submit my comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Very Respectfully,
Ken Montenegro

From: Brittany Ahrens
To: Foor, Ryan
Subject: Health education standards
Date: Wednesday, March 31, 2021 10:12:32 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. If I am required to teach my children about God and religion, then it should also be my choice to teach my children about these sensitive topics. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Brittany Ahrens

FOR PUBLIC RECORD

From: Lucy Bowers
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:42:48 AM

Hello, my name is [Lucy Bowers], and I live at [4800 Bear Creek Road, Lincoln, NE ...I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

Doing severe harm emotionally to children, it is a family that deals with gender issues, based on maturity of their child and situation.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Lucy Bowers

Sent from my iPhone

April 1, 2021

Nebraska Department of Education Board Members
P.O. Box 94987
Lincoln, NE 68509

Submitted by email to ryan.foor@nebraska.gov

Re: Health Education Standards

Honorable Members of the State Board of Education,

ACLU
AMERICAN CIVIL LIBERTIES UNION FOUNDATION
Nebraska

134 S. 13th St. #1010
Lincoln, NE 68508
(402) 476-8091
aclunebraska.org

For over 50 years in Nebraska, the ACLU has worked in courts, legislatures, and communities to protect the constitutional and individual rights of all people. With a nationwide network of offices and millions of members and supporters, we take up the toughest civil liberties fights. Beyond one person, party, or side — we, the people, dare to create a more perfect union.

Introduction

The ACLU supports comprehensive sex education ("CSE") that is medically accurate, inclusive, and unbiased. CSE fits squarely in the intersections of our long-standing work regarding gender equity, reproductive justice, LGBTQIA+ rights, students' rights, free speech, and academic freedom. The ACLU opposes the use of sex education curricula designed to suppress critical information that students need to protect their health and control their lives and opposes the use of curricula whose content reflects bias based on gender, gender identity, sexual orientation, marital status, race, and class.

As such, the ACLU of Nebraska supports the proposal led by the Nebraska Department of Education and developed by Nebraska teachers and Nebraska doctors and nurses to update our state standards to better align with best practices and your longstanding policy requiring Nondiscrimination and Equitable Educational Opportunities in Schools.[1] Because they are not mandated, the adoption of these standards would respect local control. Additionally, as you know, these standards apply only to public schools and existing state law already protects and respects parents' rights to opt out of any curriculum they do not support without denying educational information to others seeking curriculum aligned with best practices.[2]

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[1] *Nebraska Health Standards-Draft #1* (updated Mar. 19, 2021), *available at* https://cdn.education.ne.gov/wp-content/uploads/2021/02/Nebraska-Health-Education-Standards-Draft-1-Information.pdf; *S1 - Nondiscrimination and Equitable Educational Opportunities in Schools*, NEBRASKA DEPARTMENT OF EDUCATION (Sept. 6, 2019), available at https://www.education.ne.gov/policyreference/s1/.

[2] *See Nebraska Health Standards-Draft #1* (updated Mar. 19, 2021), *available at* https://cdn.education.ne.gov/wp-content/uploads/2021/02/Nebraska-Health-Education-Standards-Draft-1-Information.pdf; *See also* Neb. Rev. Stat. § 79-530–33, *available at* https://nebraskalegislature.gov/laws/statutes.php?statute=79-530.

Health education standards serve as an important general guide for local public schools to develop a curriculum that empowers all students to stay healthy and form positive relationships. These standards and local curriculum should also reflect real life. Marriage equality, LGBTQIA+ families, and LGBTQIA+ youth are real in Nebraska. All students and families in Nebraska should be treated with dignity and respect.

Numerous studies of comprehensive sex education programs indicate that participation in these programs is beneficial to student health and, contrary to the rhetoric used by some, does not increase the likelihood a student will engage in sexual activity and does not increase sexual activity. Indeed, while some portray comprehensive sex education as controversial, all available data suggests that comprehensive sex education is in fact a mainstream value in the United States with most people supporting "medically accurate, age-appropriate education that includes information about both abstinence and contraception, among many other topics […]."[3] Similarly, recent polling of OPS parents reflected strong support for these matters as well.

ACLU
AMERICAN CIVIL LIBERTIES UNION FOUNDATION
Nebraska

Students Rights, First Amendment, Academic Freedom
As you consider all the important issues related to these proposed standards, we would elevate academic freedom, students' rights, and First Amendment free expression and establishment clause considerations.

It is well established that "neither students nor teachers shed their constitutional rights to freedom of speech or expression at the *schoolhouse gate*".[4] As such, when the Nebraska Department of Education Board is asked by some critics to censor educational material that they disagree with based upon their personal, political, or religious views, government officials must be cautious. For example, when the Supreme Court considered whether a local school board violated the Constitution by removing books from a school library, it held that "the right to receive ideas is a necessary predicate to the recipient's meaningful exercise of his own rights of speech, press, and political freedom."[5] In 1927, Justice Brandeis wisely noted the counter-speech doctrine that is now part of well-established First Amendment law that carries through present day. This is the concept that "more speech not enforced silence" is the appropriate remedy in seeking to

[3] *On Our Side: Public Support for Sex Education*, SIECUS (Aug. 2018), https://siecus.org/wp-content/uploads/2018/08/On-Our-Side-Public-Support-for-Sex-Ed-2018-Final.pdf.
[4] *Facts and Case Summary - Tinker v. Des Moines*, U.S. Courts, available at: https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-tinker-v-des-moines.
[5] *Board of Education v. Pico*, 457 U.S. 853, 867 (1982); *see also First Amendment and Censorship*, Am. Library Ass'n, *available at* http://www.ala.org/advocacy/intfreedom/censorship.

resolve our differences in values, sensibilities, and offenses.[6] Finally, educational leaders must heed the lessons of history and think carefully how their decisions about curriculum impact academic freedom and whether or not these decisions impermissibly entangle the state with religion.[7]

Comprehensive Sex Education Saves Lives

From a policy perspective, the research is clear that in various ways, comprehensive sex education programs save lives. Policy that supports curriculum to help keep children safe by teaching them how to identify inappropriate touching and how to seek help are already enjoying broad support across the political spectrum in Nebraska.[8] Sex education that teaches students about things like different kinds of family structures, gender identity, and sexual orientation supports student well-being, helps prevent self-harm and suicide attempts, and reduces bullying and harassment. Ensuring that students know about bodily autonomy, boundaries, and consent from an early age encourages healthy relationships where the dignity of all students is respected and continuously reaffirmed.

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AMERICAN CIVIL LIBERTIES UNION FOUNDATION
Nebraska

Comparing the Health Education Standards to the NSES

As you know, in 2020, the second edition of the National Sex Education Standards ("NSES"), Core Content and Skills, K–12 was released. The standards were developed by the Future of Sex Education ("FoSE") Initiative, which is a collaboration between Advocates for Youth, Answer, and SIECUS: Sex Ed for Social Change. The purpose of these standards is "[t]o provides clear, consistent, and straightforward guidance on the essential, minimum, core content and skills needed for sex education that is age-appropriate for students in grades K–12 to be effective." This represents the best practices for sex education curriculum.

As we reviewed the draft health education standards, we were extremely encouraged to see that much of the content from the NSES standards was reflected in the draft, particularly in the early grades. We are generally pleased to see that under the standards, students would be taught about consent, sexual orientation, sexual identity, and various family structures in an age-appropriate, medically accurate manner.

As we noted in the NDE survey, we would encourage all stakeholders to revisit the NSES standards for secondary grades and consider the importance of content related to systemic racism, laws related to sexual

[6] David L. Hudson, Jr., *'More Speech, Not Enforced Silence'*, Freedom Forum Inst., *available at* https://www.freedomforuminstitute.org/2020/02/07/more-speech-not-enforced-silence/.
[7] Scott Bomboy, *The Scopes Monkey trial and the Constitution*, Nat'l. Const. Ctr., (July 21, 2018), *available at* https://constitutioncenter.org/blog/the-scopes-monkey-trial-and-the-constitution.
[8] LB 281, 107th Leg., 1st Sess. (NE 2021), *available at* https://www.nebraskalegislature.gov/bills/view_bill.php?DocumentID=43964.

violence, the cycle of violence in abusive relationships, power dynamics and privilege in relationships, and reproductive justice issues.

In closing, please remember that the lives and the health of Nebraska kids are on the line. All Nebraska kids and families should be treated with dignity and respect and recognized—not erased—from our public-school standards. Accurate, affirming health information supports students' well-being, helps prevent self-harm, and encourages healthy relationships. We urge you to support this proposal and breathe life into your longstanding and clear commitment to Nondiscrimination and Equitable Educational Opportunities in Schools.[9] Thank you for your commitment to public service and please let us know how we may be of any further assistance to your important work.

ACLU
AMERICAN CIVIL LIBERTIES UNION FOUNDATION
Nebraska

Sincerely,

Sara Rips
ACLU of Nebraska
LGBTQIA+ Legal & Policy Counsel
srips@aclunebraska.org

Scout Richters
ACLU of Nebraska
Legal & Policy Counsel, Women's Rights and Reproductive Justice
srichters@aclunebraska.org

[9] Neb. State Bd. of Educ., Policy Statement S-1, *Nondiscrimination and Equitable Educational Opportunities in Schools*, *available at* https://www.education.ne.gov/policyreference/s1/.

From: Startmail
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 10:15:59 PM

Hello, my name is Tricia Herrell and I live at 2728 north 3rd street in Lincoln Nebraska . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Rick Meyer
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 10:29:09 PM

Hello, my name is Rick Meyer and I live at 1320 smoky Hill Road. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Mark Starr
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Wednesday, March 31, 2021 6:28:41 PM

To whom it may concern,

After reading the proposed Health Standards document, I appreciate that the Department of Education is concerned about the health of our children.

I am concerned, however, about the sex education topics in the new proposed standards. I feel they need to be removed because it is not the role of our educators to define sexuality and genders for our children.

This is the role of the parents and the Department of Education has gone beyond their proper role.

Please removed the sex education topics in the new Health Standards for the coming year!

Thank you for hearing the voice of myself and the majority of others in the state of Nebraska.

Mark Starr

--
Mark Starr
Pastor
Living Life Reformed Church
320-262-9952

From:	Jeremiah Penn
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 1:24:39 PM

Hello, my name is Jeremiah Penn, and I live at 2022 16th St. Columbus, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Courtney Wills
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 8:41:37 AM

Hello, my name is Courtney Willsand I live in Alliance, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

This is a parental choice just like religion. Since religion or God cannot be talked about in school neither shall sex to innocent little kids.
Thank you for your time and consideration.

Courtney Wills
Mother of four

Sent from Yahoo Mail on Android

From: Ryan Magnani
To: Foor, Ryan
Subject: Nebraska Health Education
Date: Wednesday, March 31, 2021 10:31:02 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how

gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom

students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and

explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all

sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a

spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender,

gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to

sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit,

asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ryan Magnani

From:	Susan Horst
To:	Foor, Ryan
Subject:	Comment for State School Board Meeting regarding the proposed health standards
Date:	Thursday, April 1, 2021 8:40:33 AM

State Board Members:
I am writing to convey my vehement disagreement with the proposed health standards advocating that children as young as kindergarten be taught about gender roles, and that middle schoolers be taught about anal sex. The school has absolutely no right to be teaching our children about these things.

The family should play the primary role in developing values, attitudes and behavior, not the state. This curriculum imposes state values upon our children, and disregards the religious values of Christians, Muslims, Mormons, Jews, etc. Further, many of the ideas outlined in this plan are simply unscientific. The scientific fact is that there are two biological sexes – male & female. I am compassionate toward those experiencing true gender dysphoria – but this condition is statistically rare. Rather, we are promoting a false confusion about gender by telling young children they can choose what gender they are (or even lead them to believe they can be more than one gender, or be "fluid" about which gender they are at any given time) when it's statistically unlikely that it would be something that would ever cross their minds otherwise. If one can simply choose to be a different gender than what is assigned at birth, then why can one not also choose to be black instead of white, a 6-yr old instead of a 35-yr old, a tree instead of a human? Any argument against these statements would also hold true against gender identity issues. Males & females are biologically different – this is not an arguable statement. Sexual differences do not exist on a continuum. Males & females have different chromosomes, different brains, voices, body shapes, reproductive organs, etc. These differences make it physically impossible for a man to become a woman or vice versa, no matter what the current trends are telling us. For you to try to teach children otherwise is not only factually wrong, it's immoral and unacceptable. There is absolutely no scientific proof to verify the claim that one can be trapped inside the wrong body. Scientific facts don't change just because one may feel they are not true.

I have two daughters – 9th & 7th grade – and a 3rd grade son. The confusion my daughters witness from their peers on a daily basis is unconscionable and caused by this agenda that is constantly being pushed in media of all kinds. Children are now deciding it's "uncool" to be straight and denigrating others when they find out that they are heterosexual, when heterosexuality is the only type of sexuality designed by nature. Without it, we would cease to exist.

The draft of the health standards is extremely disturbing in terms of what is being taught at such young ages. My son is in 3rd grade right now and, per these standards, would be taught about consent & sexual orientation? A 3rd grader does not need to be taught anything about sex unless his or her parent elects to start teaching about it at that age. A 3rd grader should most certainly not be 'consenting' to any sort of sexual activity. A 4th grader does not need to learn about HIV and AIDS! If a 4th grader is doing something that puts him or her at risk for contracting HIV/AIDS then we have a bigger problem. A 5th grader does not need to be learning about sexual intercourse! I honestly cannot even believe my eyes as I'm reading through these things. Again, it is a PARENT'S responsibility to teach their child about these things and determine what age is appropriate. For a school to foist this upon young children is just inconceivable.

I could continue on through each grade level, but there is so much material that I find inappropriate that this letter would go on for pages and pages. Instead, I'll repeat and summarize the things I find most objectionable:

1. The continual teaching of gender identity & sexual orientation, which are extremely controversial issues with widespread disagreement as to how they should be addressed.

2. Inappropriate sexual instruction at all ages, ESPECIALLY elementary through middle school.
3. Imposing state attitudes, values & beliefs on children while disregarding religious and/or family attitudes, values & beliefs.
4. Continual reference to ‘consent’ when it comes to sexual activity. The age of sexual consent in our state is 16. Children younger than that cannot consent to sex. In fact, sexual activity with minors can be considered a felony offense. If anything, children should be taught how to refuse sex, not consent to it, and they should be taught this by their parents.

I don’t envy your job as state board of education members. You truly have a difficult task and a critical stewardship and responsibility as sex education is a highly sensitive and controversial topic that has wide-ranging implications for children that can carry lifelong implications. Schools need to stick to teaching facts, not values. PARENTS have the primary responsibility for directing and guiding the education of their children in sexual matters. Parents know best what their children need. I strongly request that this draft be discarded altogether. Stick to the facts and leave the rest to parents.

Finally, a quick note on the survey - it is an extremely onerous requirement for submitting feedback and most will be put off by the time it takes to complete and abandon responding altogether. I feel as though that may be the intent. The board should accept written feedback in any form from Nebraskans. The survey also doesn’t have a residency requirement so anyone from anywhere could comment. You should only be receiving feedback & input from Nebraskans on this topic.

Sincerely,
Susan Horst
Gretna, NE

Sent from ProtonMail for iOS

From: Evelyn Kumm
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:19:52 PM

Hello, my name is Evelyn Kumm and I live at 11081 North Lakeshore Dr., Blair NE 68008. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Celeste Hall
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:40:06 AM

Hello, my name is Celeste Hall, and I live at 9305 W Rock Creek Rd, Valparaiso . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Earleen McNare
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Thursday, April 1, 2021 8:40:10 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Carl and Earleen McNare
North Platte NE
FOR PUBLIC RECORD

Sent from my iPad

From: Kathy Wilmot
To: Foor, Ryan
Subject: Draft Health Standards
Date: Thursday, April 1, 2021 8:20:14 AM

Please include my statement of opposition in the record of feedback.

As a former SBE member, I have reviewed the draft standards and I have also reviewed the National Sex Education Standards. It is quite disturbing to see that your panel simply took the National Sex Education Standards verbatim and inserted them into the Health Standards.

These are not age appropriate and they will be detrimental to students. They certainly do nothing to academically prepare students for their future roles as productive citizens!

This nonsense should not be allowed to continue! The board members need to take the leadership in this and remove the inappropriate SOGI standards.

Kathy Wilmot
Beaver City, NE

Sent from my iPhone

From: Mindy Bates
To: Foor, Ryan
Subject: Health standards
Date: Thursday, April 1, 2021 8:19:20 AM

I am writing to voice my STRONG opposition to the proposed Health standards. These standards are inappropriate for numerous reasons. It violates parental rights, it shows a lack of understanding for normal developmental milestones in children, it pushes an agenda by the LGBTQ community to hyper sexualize children and break down the traditional family, and leads to confusion and emotional damage to children.

I urge you to drop these standards today!

--

Mindy Bates
ISS/Recovery Room Supervisor
Columbus Middle School
2200 26th St
Columbus, NE 68601

"Do justice, love kindness, walk humbly…"

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

From: Kayla Fierro
To: Foor, Ryan
Subject: Health Education Nebraska State Standards
Date: Wednesday, March 31, 2021 11:18:21 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Kayla Fierro

FOR PUBLIC RECORD

Sent from my iPhone

From: Megan
To: Foor, Ryan
Subject: FOR PUBLIC RECORD
Date: Wednesday, March 31, 2021 10:35:57 AM

As a resident of Nebraska, I am calling on the Nebraska Department of Education to abandon their proposed health education topics presented in their draft heatlh education standards.

Nebraska parents have been raising our children to become good, productive, healthy, law abiding, and civic minded adults for many generations based on local school board control--including sex education criteria. The content of the March 2021 draft health standards is an assault on any parent who DO NOT want any state standards in sex education telling their local schools what to teach in this sensitive area.

Parents are the primary educators of their children. Teachers and school systems must be supporting the parents and the values that the parents are teaching their children. Schools SHOULD NOT be teaching controversial topics that undermine or assault the values being taught by most families in Nebraska. Therefore, these standards must NOT be used by our public school systems across our state.

Signed,

Megan Altwine

From:	Ed Rieker
To:	Foor, Ryan
Cc:	Roger & Sally Hircock-Schuett
Subject:	Response to Health Survey
Date:	Thursday, April 1, 2021 8:30:42 AM
Attachments:	image003.png

Ryan:
Please find the comments which I entered in the on-line survey form.
The response was the same for each grade question #5 & #6. Please include my comments in the public record.
Thank you.

#5: As one trained as a teacher many years ago, I recall the main mission of "education" is to inculcate Truth. As with all creation, there is a hierarchy of age and mental acuity within which people can grasp and begin to understand what is being "taught", hence "classes" or "grades" within the school structure. Additionally, there is an age old and proven structure within which certain truths are appropriately taught and modeled with the very basis being the family consisting foundationally of one man (a male human person) and one woman (a female human person)~~a father and a mother~~a husband and a wife.
Truth is absolute, changeless and incorruptible and when other than truth is "taught" and "modeled", confusion is introduced both in the teacher and the student. Mankind is made for Truth~~hence the seemingly innate search for it~~and the intuitive knowledge which ultimately reveals truth to the student. Obfuscation of truth results in mental, emotional, social, environmental and spiritual disorder within the student and the social structure at large, all of which ultimately lead to destruction of the student and the social structure.

The very basics of scientific study have revealed, essentially from the beginning of the creation of humanity, the difference between the male and female sex of the species, i.e. human. This knowledge has been confirmed via current scientific technology and is enshrined in the very basis of the cellular structure from which the sex of the cell donor can be determined. (Pardue et al., 2001) The "sex" of the human person is inalterable and is determined at the moment of conception when the human sperm penetrates the human ovum and a new, unique human person is conceived~~male or female~~boy or girl.

Truth, as modeled by the development of virtually all living beings and confirmed by scientific evaluation, is life tends to develop from the simplest stages to more sophisticated and this development is generally triggered by hormonal and/or environmental factors, moving the creature from immature to mature, i.e. a baby to an adult person. This process, when left to natural expression does not, nor can it, revise the "sex" of the creature. This is truth! Attempts to manipulate the "sex" (gender) of the creature may cause outward manifestations of sexual expression to mimic those of the opposite "sex" however the reality is the human person's sex is inalterable and these actions go against the innate truth of the human person causing emotional confusion and physical stress which directly impacts the learning and emotional stability of the human person being manipulated.

Having said all of this, to "teach" children from the very beginning of life through internal and

external means the reality of male and female and its immutability is the foundation of education, or truth. Then, as the "education" of the person continues, should he be taught that "gender", i.e. sex, is really a social structure which has no definition and may be altered or selected at will and there are multiple "gender" expressions available, defects from truth and in reality destroys the efficacy of "education" as it ruptures the inherent link between "teaching" and truth with the final result being the disintegration of the student. Hence the question expressed a couple of millennia ago, "Truth, what is truth?", Pontius Pilate A.D. 33

#6: Disordered, i.e. untruthful (a lie) "teaching" of the human person ultimately destroys the probity of the person and the society within which the person(s) reside and finally the possibility eternal bliss of their soul in Heaven.

Teach the children the truth about gender and "sex". (not sexual action whether normal or deviant) If your goal is to further the integrity of young people through education, teach them the facts(truth) about the destructive and disruptive results of abnormal sexual activity, including contraception and the abortion of the child, cohabitation, extra marital sexual activity, same-sex coupling, while conversely expressing the beauty and integrity of physical genital sexual expression as between a husband and a wife within the confines of marriage as well as the satisfaction and hope of the future through the development and lives of their children and beyond. Ultimately, the proper teachers of the student about human sexuality and the truthful physical expression of human love resides with the parents and the usurpation of this responsibility eviscerates the familial bond thus fostering the disassociation of the social structure.

Instruct the students that the normal and truthful expression of a "family" is that of a man and a woman~~married for life as husband and wife, father and mother and the possibility of children. Other "expressions" of family are an obfuscation of truth and are rooted in selfishness and deception with pre-determined and detrimental result.

Ed Rieker
916 North Emory Avenue
North Platte, NE 69101

☎ **Home Phone: (308)-534-9211**
☎ **Cell Phone: (308)-530-2862**
✉ erieker@wdesignea.com

"There can only be two basic loves: The love
of God unto the forgetfulness of self, or the
love of self unto the forgetfulness and denial of God."
St. Augustine of Hippo


"TODAY'S SOCIETY DOES
NOT PRAY. THAT IS WHY
IT IS FALLING APART."
PADRE PIO
Aleteia

From: Matthew Nothnagel
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:13:49 AM

Hello, my name is Michaela Nothnagel, and I live in Mccook, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable for the government to decide what our children are being taught about sexual education!

If this passes, I will be pulling my kids from school and find alternative education for them. It's not the governments job to educate my children on sex issues, it's mine as the parent. Please stick to academics and nothing more.

Sincerely,
Michaela Nothnagel

From: Kayli Starr
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:07:15 AM

Hello, my name is Kayli Starr, and I live in Raymond, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The school is not to teach and encourage my children to sin.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. It is NOT okay or acceptable!

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards!

Thank you for your time.
Kayli Starr

From: vtcattle@q.com
To: Foor, Ryan
Subject: For Public Record
Date: Thursday, April 1, 2021 8:07:55 AM

Mr. Foor,

I am speaking out against the Health Standards the Board is considering implementing into our public schools.

I believe this is a great overreach by the Board regarding a very sensitive and personal subject. This is in my opinion indoctrination of our innocent youth of Nebraska. I believe this topic is best left for parents to discuss with their children when they, the parents, feel it is appropriate for their child.

It is not your job to instill beliefs of others regarding what they believe is best for children. It is your duty to see they get the best education possible so they will be able to be productive members of society when they graduate.

Your priorities should be to help them have the skills to get a job, learn to live on a budget, be independent thinkers and self-sufficient.

I honestly don't think you can believe subjecting young minds to this agenda can be good for anyone.

Thank you for your time and PLEASE do not adopt this curriculum.

A very concerned Nebraska grandparent.

Brenda Anderson
9713 S 140th Road
Wood River NE 68883

Sent from my iPhone

From: Ashley Askelson
To: Foor, Ryan
Subject: To Whom it May Concern
Date: Wednesday, March 31, 2021 1:43:20 PM

If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Ashley Askelson

FOR PUBLIC RECORD

From: Heather Othmer
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 1:58:55 PM

Hello, my name is Heather Othmer and I live at 1728 S 177th Ave. Omaha, NE 68130. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Heather Othmer

From: Robyn Huffman
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:30:39 AM

Hello, my name is Robyn Huffman, and I live at 12401 West Island Road, Maxwell NE 69151. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Sincerely, Robyn Huffman

From:	tanya borer
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 8:47:08 PM

Hello, my name is [Tanya Mckeen], and I live at [426 centennial st]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Yahoo Mail on Android

From: Kurt Carter
To: Foor, Ryan
Subject: Health educations standards
Date: Thursday, April 1, 2021 6:49:32 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
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Eighth Grade
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High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Sent from Yahoo Mail for iPad

From: Bethany Deardoff
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:57:46 AM

Hello, my name is Bethany Deardoff, and I live in North Platte, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Galaxy

From: jonwmusgrave@gmail.com
To: Foor, Ryan
Subject: REMOVE Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:40:58 AM

Hello, my name is Jonathan Musgrave, and I live at 2911 Dorothy Drive, Lincoln, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be addressed by parents at home, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this, is to harm children and cause them to believe what is non-scientific.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence. The world is filled with enough perversion, violence, and chaos. We, as a society, must protect their innocence and purity as long as possible.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jonathan Musgrave

From: Jaime Dodge
To: Foor, Ryan
Subject: Public comment on Health education standards
Date: Wednesday, March 31, 2021 10:14:30 PM

> As a member of Ms. Koch-Jones's, I am writing to express my concern with and opposition to certain of the proposed changes to the health education curriculum for Nebraska elementary students. As a practicing family medicine physician I have had the honor of treating hundreds of children over the past 20 years in addition to raising five children of my own. My children have received health education in both public and parochial school. It is been my privilege to be able to speak into the lives of my children as well as my patients and their families as they navigate through some of the difficult questions of human and sexual development.
> I understand that many of these issues are controversial and that reasonable people can offer varying opinions on them. However, I think this disagreement is best left as an open discussion amongst adult citizens of the State. I do not think the State's citizenry as a whole is aware enough of the content and the extent to which it will be presented to young children for the Board at present to move forward with implementing the standards as written.
> As a physician and parent, I also have concerns over the age-appropriateness of the standards as proposed. It is a well-studied and observed psychological principle that early sexualization can have drastic consequences on children's self-esteem and lead to destructive behavior. Every child is unique and presents a variety of experiences and awareness. Simply put, most, if not all young children are not ready for this type of detailed and frankly, adult-level, sexual education, and the judgment as to when they are ready is one best left to those who know them best—their parents and guardians. At that time the information should be given by someone known and trusted by the child and his or her family. My concern is the exposure to this material from relative strangers and using standards written by those who do not have any relationship with our state or children could lead to much more harm to them than any perceived good.
> I urge the board to proceed with an abundance of caution and not adopt the national health standards as part of the state education standards at this time. Give us as parents a chance to fully vet the proposed standards and decide when our children see and hear detailed sexual messaging. It would be my recommendation to proceed with the medical principle of 'first, do no harm'.
> Respectfully,
> Jaime Dodge, MD

Sent from my iPhone

From: R Brown
To: Foor, Ryan
Subject: Health education
Date: Thursday, April 1, 2021 7:26:17 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Rosalinda Brown

FOR PUBLIC RECORD

From: Erin Ruppert
To: Foor, Ryan; NDE Standards Input
Subject: Proposed Standards
Date: Thursday, April 1, 2021 7:25:40 AM

The sex education topics in the proposed health education standards need to be removed.

Erin Ruppert

From: Courtney Koehn
To: Foor, Ryan
Subject: Objection to proposed changes in health education
Date: Thursday, April 1, 2021 7:29:51 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Courtney Koehn

FOR PUBLIC RECORD

Sent from my iPhone

From: brownflooring28@yahoo.com
To: Foor, Ryan
Subject: Health education
Date: Thursday, April 1, 2021 7:27:49 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ryan Brown

FOR PUBLIC RECORD

From: Kelli Kaiser
To: Foor, Ryan
Subject: For public record
Date: Thursday, April 1, 2021 7:20:46 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Kelli Kaiser, resident of York Nebraska.

FOR PUBLIC RECORD

Get Outlook for Android

From: Mary Howard
To: Foor, Ryan
Subject: Comment For Dept. of Education Meeting
Date: Wednesday, March 31, 2021 1:10:14 PM

Dear Sir,

This email contains my comments addressing the Board on the subject of introducing Trans curriculum into our schools. Thank you.

Sincerely,

Mary Howard

Ladies and Gentlemen of the Board,

I am a mother to two children, a boy and a girl. As a mother I am committed to raising my children well; making sure their bodies and minds are healthy, making sure they have plenty of playtime, a safe home, and opportunities to learn. I have also kept an eye on the news this past year; watching our beautiful country tear itself apart has been heartbreaking. It is difficult to explain to a two-year-old why adults shout hateful things at each other instead of taking a deep breath and talking about their issues. It's hard to give small children a precise definition of "hatred".

Attempting to understand the Trans phenomenon I read a few books, read several research articles, and watched YouTube channels on this subject. I learned the DSM qualifications of a trans-person, personal accounts of transitions, and how familial ties affect those people. I took away three major points from everything that I read; the first is the claim that children already know themselves well enough to say what they truly are inside; the second is claim that children are allegedly at risk of suicide if they aren't allowed to change themselves; and the third is that if someone does not acknowledge a child's chosen pronouns, that person is automatically an oppressor. This gave me pause; how can a parent, whose most important job is to raise children, be seen as a bigot for simply questioning a major shift in a child's demeanor? How could anyone but the parent possibly be more of an expert on their children? The short answer is, no one. No one knows children better than their parents, and no one is more qualified to give them personalized care; not teachers, not psychiatrists, certainly not politicians. The so-called "glitter families" (those who the children are encouraged to seek out to replace the "bigoted" parents) can never replace the love and care that children need. The role of parents is to guide the children through life, not the other way around. I have to wonder how many of those alleged suicides are actually due to cutting oneself off from family, and not from the perceived bigotry of society.

If you allow this curriculum to be taught in our Nebraska schools, you will allow a subtle but sinister narrative to invade as well; that parents cannot be trusted to raise their own children...that the state is more qualified than they are. This is utterly false and a dangerous attempt to grab power from us. It cannot be allowed to come to our state.

I am a mother of two children, a boy and a girl. I do not want them to hate anyone due to race,

religion, or sexuality; but I do want them to have the freedom to question things around them without being attacked. If you believe that strong family ties are important to the people of Nebraska, then you will not adopt this curriculum.

From:	Bonnie Reed
To:	NDE Standards Input; Foor, Ryan; Nickels, Maureen; Steve Halloran; Curt Friesen
Cc:	dmurman@leg.ne.gov
Subject:	Comments On the Proposed Health Education Nebraska State Standards
Date:	Wednesday, March 31, 2021 10:54:04 AM

To whom it may concern:

We are deeply concerned after reading the proposed health education standards. After a thorough examination, we've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The classroom is no place for political indoctrination.

The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. Children enter the classroom at all stages of maturity and we believe the proposed content to carry much more potential for harm than for good in the lives of most children. There would exist tremendous opportunity for misunderstanding, confusion and harmful ideas left unaddressed by too many children.

For the reasons mentioned above, please consider that in our strong opinion, as Nebraska Public School System stakeholders, the following standards are far beyond the reach of any school system. We are opposed to their implementation in Nebraska public schools and feel strongly they should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards. They standards are as follows:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,
intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their
family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
Thank you for your kind consideration in this matter.

Sincerely,
Berneil Reed
Bonnie Reed
Holdrege, NE

From:	Elissa Martin
To:	Foor, Ryan
Subject:	Concern about the proposed K-12 Health Standards
Date:	Wednesday, March 31, 2021 3:09:50 PM

To whom it may concern:

As a parent of young children and a former public school teacher, I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. These standards would also put professional educators into positions where they may be expected to teach content that goes against their own moral beliefs. For these reasons, I believe that the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

*Note--I do think that single parent, blended, intergenerational, adoptive, foster, and interracial family structures should be discussed.

First Grade

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

*Note--I think this one could be amended to read "Demonstrate ways to promote dignity and respect for all people."

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

*Note--Identifying trusted adults that students can ask questions about ANYTHING should be encouraged. However, putting this sexual languaging into the standards feels very much like an agenda is being inserted.

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

*Note--I think this one could be amended to read "Demonstrate ways to promote dignity and respect for all people."

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

*Note--Not discounting the importance of addressing the significance of physical changes in puberty.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

*Note again--I think this standard would be appropriate if it read simply "Demonstrate ways to show respect for others, including those with real or perceived differences."

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

*Note--if we are teaching the fundamental concept of respect for all people, there is not a need for these labels. Disrespect is disrespect regardless of who/what it is directed at.

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

*Note-how is medically accurate information defined?

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

*Note--Again at the risk of sounding like a broken record, this standard could read "Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence."

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Elissa Martin

FOR PUBLIC RECORD



From: Tiffany Wieland
To: Foor, Ryan
Subject: Concern regarding Human Growth & Development in Elementary School
Date: Thursday, April 1, 2021 8:45:07 AM

Good Morning!

I am writing to you today to express my concern about the Nebraska Health Education Standards that is being discussed for the curriculum at LPS. My concern falls with the Human Growth & Development area. First, I think the discussion of gender, gender identity, and gender-role stereotypes is being introduced way to early to the children. Second, I am also concerned with what is going to be taught to the children about sexual intercourse and at what age. Both of these topics should be taught by the parents. Will the parents be informed of the material being taught before introduced to the children? Will the parents have the opportunity to have their children opt out of that discussion? My child is currently in the 4th grade and I appreciate how the material on the video "Just around the corner" was shared with the parents and we were given the opportunity to watch the video and discuss with our children before they saw it in school, and we were also given the option of opting out our child during the school video. I hope this same consideration will be given moving forward if the new curriculum is passed.

Thank you for your time,
Tiffany Wieland

From: Stacy
To: Foor, Ryan
Subject: CONCERNED PARENT — Health Ex Standards
Date: Wednesday, March 31, 2021 12:32:23 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Stacy Flesner

FOR PUBLIC RECORD

From: Tiffany Langford
To: NDE Standards Input
Cc: Foor, Ryan
Subject: Concerned parent
Date: Wednesday, March 31, 2021 9:11:41 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a

spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Sent from my iPhone

From: Paul & Jenna Cunningham
To: Foor, Ryan
Subject: Health education standards
Date: Thursday, April 1, 2021 7:52:02 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From: Jodi Osborn
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:21:03 AM

My name is Jodi Osborn, and I live at 6602 Pheasant Run Place, Lincoln, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

This should be addressed by parents at home, not by school districts.

This is age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert comprehensive sex education into health education standards to teach young children that gender is fluid.

Children are our future, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. This is not age-appropriate sex education.

Thank you for your time and consideration.

Jodi Osborn

Sent from my iPhone

From: Hannah Schanbacher
To: Foor, Ryan
Subject: Proposed State Teaching Standards on Human Sexuality
Date: Thursday, April 1, 2021 7:58:19 AM

Ryan,

Thank you for your service on the Nebraska Board of Education. The role you play is important to our community and no doubt very difficult.

I recently read the new proposed teaching standards and wanted to express my concerns to the new human sexuality standards. I have several concerns but I will narrow it down to what I feel are my two most important concerns.

First is that Human sexuality is not something I want my children to learn from their teacher. I believe that much of this standard falls outside of the bounds of the school's responsibility to teach. I want to be the person who explains these things to my children for several reasons. Teachers will bring their own ideology to these explanations. It will be very difficult to teach these things without saying or implying that these different forms of sexuality are right or wrong. The other reasons I am uncomfortable with this is because not every child is in the same place with this topic. Some kids are ready and need to talk about these things before others. By having a set standard for each grade it means no matter where your child is on the readiness scale for conversation involving this topic they are going to get it in that grade.

My other objection is that the goals set forth in this area of the proposal do not reflect the values and beliefs of many and are in direct conflict with my Christian faith. By having this as a teaching standard you put teachers and families in a very difficult position. Many of these ideologies are fairly recent and represent big shifts in thinking and beliefs that many Nebraskans would find objectionable.

Thank you for taking the time to hear from me. I'm confident that you and your fellow board members will work hard to continue to provide standards that are appropriate and kind to everyone in our communities. Thanks again for your hard work.

--
Hannah Schanbacher

From: stephprokopec@gmail.com
To: Foor, Ryan
Subject: Against proposed health standards
Date: Thursday, April 1, 2021 7:51:26 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Sincerely,

Stephanie Prokopec

Sent from my iPhone

From: lmcrisp68
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:46:56 PM

Hello, my name is Lynette Crisp], and I live at Box 403 mullen,Ne.]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone

From: Angie Klein
To: Foor, Ryan
Subject: State School Board Health Care Standards
Date: Wednesday, March 31, 2021 12:23:24 PM

Dear Ryan Foor,

I am a resident of Bellevue, NE. My husband and I are raising two young children (5-3). We have recently become aware of what the Educational Board is reviewing in regards to Health Development classes. I would like to share my thoughts in regards to the decisions that the board needs to make in the near future. I hold a master degree in education. I have also seen the radical agenda of the LGBTQ ruin many lives and families. I want to make myself clear that I left the LGBTQ community 20 years ago into a fulfilling life of a heterosexual woman.

I have watched since leaving the LGBTQ community their radical agenda bring much confusion to many young people including toddlers, preteens, and teenagers. The innocent ones that are trying to understand their bodies, their sex and the roles of their gender are being flooded with a one sided narrative that is destructive to society as a whole. Implementing these health standards will bring confusion and destruction to many lives. I have friends that were transgender that transition to what they felt like only to transition back to how they were created. Each of my friends are sterile for LIFE because of the puberty blockers they took. I also have friends that had same sex attractions and embraced a homosexual lifestyle. Several of my friends are marked with life changing STD's and STI's, diseases that never will go away. Each one of my friends were affirmed in their identity and now reap the consequences of that decision.

As a board you have some weighty decisions in your hands. There is no need to embrace a state wide commission that will affect those areas of the state that are not progressive in their schooling and long to hold a more traditional view. I don't understand why we want to sexualize our children when they are so young in their cognitive, emotional and physical development. We moved from Minnesota to Nebraska knowing that in the heartland that our children would (and should) be protected by such radical sex-ed teachings that were occurring in many public schools in Minnesota. This was in the forefront of our minds when moving here because of my previous life choices.

These are just some of the standards that raise a red flag:

Gender Identity These standards will teach very impressionable children as young as 6 years old that gender is not biologically determined but can instead be chosen by each child. Subsequent grades dive completely into all aspects of radical gender ideology.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.

To endorse such radical sex education is not beneficial for the students in Nebraska. Health classes use to be about teaching students' healthy ways of dealing with relationships,
Dear Education Commissioner Matt Blomstedt,

I am a resident of Bellevue, NE. My husband and I are raising two young children (5-3). We have recently become aware of what the Educational Board is reviewing in regards to Health Development classes. I would like to share my thoughts in regards to the decisions that the board needs to make in the near future. I hold a master degree in education. I have also seen the radical agenda of the LGBTQ ruin many lives and families. I want to make myself clear that I left the LGBTQ community 20 years ago into a fulfilling life of a heterosexual woman.

I have watched since leaving the LGBTQ community their radical agenda bring much confusion to many young people including toddlers, preteens, and teenagers. The innocent ones that are trying to understand their bodies, their sex and the roles of their gender are being flooded with a one sided narrative that is destructive to society as a whole. Implementing these health standards will bring confusion and destruction to many lives. I have friends that were transgender that transition to what they felt like only to transition back to how they were created. Each of my friends are sterile for LIFE because of the puberty blockers they took. I also have friends that had same sex attractions and embraced a homosexual lifestyle. Several of my friends are marked with life changing STD's and STI's, diseases that never will go away. Each one of my friends were affirmed in their identity and now reap the consequences of that decision.

As a board you have some weighty decisions in your hands. There is no need to embrace a state wide commission that will affect those areas of the state that are not progressive in their schooling and long to hold a more traditional view. I don't understand why we want to sexualize our children when they are so young in their cognitive, emotional and physical development. We moved from Minnesota to Nebraska knowing that in the heartland that our children would (and should) be protected by such radical sex-ed teachings that were occurring in many public schools in Minnesota. This was in the forefront of our minds when moving here because of my previous life choices.

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HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.

To endorse such radical sex education is not beneficial for the students in Nebraska. Health classes use to be about teaching students' healthy ways of dealing with relationships, educational development, and their own physical development. You are not promoting health if this is embraced but rather letting a radical agenda determine the course of sexual education in our state an agenda that is not embraced by a majority but a very loud minority. I've seen first-hand at what this curriculum will do to Nebraska and we must protect our most vulnerable.

Former Minnesotan,

Angie Klein


Virus-free. www.avg.com

From: musgraves4christ@gmail.com
To: Foor, Ryan
Subject: REMOVE Sex Education TOPICS from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:21:28 AM

Hello, my name is Yolanda Musgrave, and I live at 2911 Dorothy Drive, Lincoln, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Yolanda Musgrave

From:	Jessica Carfield
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 8:20:17 AM

Hello, my name is Jessica Rotter, and I live at 904 W I St in McCook, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my U.S.Cellular© Smartphone

For Public Record

April 1, 2021

To Whom it May Concern:

I am writing in response to the new proposed Nebraska Health Education Standards. I have been a lifelong resident of Nebraska. I have loved my state. However, after reviewing some of the proposed standards I am truly disappointed in Nebraska's Education Department. The proposals to teach gender identity and certain sexual health content that undermine what I feel Nebraska holds true in traditional values, morals, family, and respect. This is an attack on our youth, families and values. We need to stand up for what we believe it and not follow main stream media, leftist ideas and be pressured to teach these ideas to our youth.

Gender Identity needs to be left to the parent to explain to our children in a way we feel is appropriate for age and maturity. This goes against so many Nebraskans values and beliefs. This should not be forced upon our youth. It is not a black and white subject like Math and English. These are opinions and feelings, not science.

After reading some of the explicit details of the curriculum for our elementary students, I was almost infuriated that such details would be taught to elementary students. I am for teaching our youth the proper names as such for instances of sexual abuse and teaching them it is not anyone's right to touch inappropriately. However, I believe it ends there. My second grade does not need to know that the "vagina stretches to allow the penis to enter". This is much too aggressive and inappropriate. How do they even understand this? This is my job as a parent to teach my child again when the time is right.

Again, I am not against teaching our older children (minimum junior high) some of the basics of sex education and STDs. Again, anything more needs to be left to the parent.

Teaching these proposed gender identity and sex education to our youth will just open a door to repercussions that will forever cause hurt or trauma to today's youth. We need to protect our youth. Not take away their innocence and purity.

Please strongly consider to remove these proposed ideas from the curriculum. In no way do they belong in our schools.

Debbie Brabec

From: T.J. Cohn
To: Foor, Ryan
Subject: Speak Up Against Sexualizing Children in Classrooms
Date: Thursday, April 1, 2021 8:32:32 AM

The standards that the health department is proposing our absolutely absurd! This is way to young to be teaching children about sexual identities, abortion, and living cohabits and is wrong for the school and government to even think about teaching this at all. This is something that parents should talk with their children about when they feel the time is right. This should have nothing to do with our kids education. They need stop trying to teach them things that have nothing to do with learning life skills and teach them things that they can actually use to make their future brighter and things they can use in life. The government wants to keep God out of our childrens lives, yet think it's ok to discuss these topics? Absolutely wrong!!!!!!!

Some public schools are already wondering why their numbers of students are down and keep decreasing. Hmm...wonder why?? As parents of kids in public schools this is one more reason to seriously think about pulling our kids out of public schools and either home schooling or sending to a private school.

I really pray that parents step up and take action to protect our children and their innocence. Apparently the government and public schools are not concerned about keeping kids safe, pure and giving them an actual education.

Tasha Cohn
Parent

From: Mary Stacy
To: Foor, Ryan
Subject: Comments re proposed health education standards
Date: Thursday, April 1, 2021 5:13:54 AM

Please just STOP influencing young children with politicized, age-inappropriate information and ideas about sex, sexual orientation, and gender identity. Just simply remove the new proposed health education standards.
Do not steal the happy, innocent childhoods of these students. Return to the teaching reading, writing, math, and music.
We need literate adults from education. The lives of these students should NOT become an experiment! These are precious lives who have managed to escape abortion. Let them live without tainting their minds, haunting their consciences, and destroying their future.
Mary Stacy

From: Tony Hansen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 6:00:05 AM

Hello, my name is Tony Hansen, and I live at Smithfield , Ne . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Dana Welsh
To: Foor, Ryan
Subject: Health Education Standards
Date: Wednesday, March 31, 2021 9:23:38 PM

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting
in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed
by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the
new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

Dana Welsh

From: Mary Reimer
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:40:00 PM

Hello, my name is Mary Reimer and I live at North Platte, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Roger Wade (Password changed 7/9/12 KH)
To: Foor, Ryan
Subject: Education "Health Standards:
Date: Thursday, April 1, 2021 9:19:47 AM

Dear Mr. Foor:

PLEASE, PLEASE, PLEASE stick up for our Nebraska conservative values and do NOT support the "Health Standards" for our schools. As Senator Erdman so eloquently stated, this is crossing the line of church and state. Let PARENTS educate their children in this process. This is getting communistic with too much government control. We will fight back!! We will home school our children and grandchildren rather than let someone teach our children that what God has chosen for them is not right. These young children are impressionable and would be easily confused about issues they are not even thinking about in their early lives. This should never even be considered.

Please, just educate our children with the 3 Rs!

A tax paying citizen of Nebraska and former teacher,

Marla Q. Wade

From: Linda Baumann
To: Foor, Ryan
Subject: Proposed health education standards
Date: Wednesday, March 31, 2021 6:43:41 PM

To Whom It May Concern:

After a thorough reading of the proposed health standards the Nebraska Department of Education is looking at implementing, I am deeply concerned. These standards are politically based and are not age appropriate or developmentally appropriate for students.

The classroom is not the place for students Kindergarten through 12th grade to learn about sex, sexual habits, sexual orientation, gender identity, hormone blockers during puberty, interescting identies just to name a few. Today's current culture does not dictate that we seek to destroy the moral fiber of children's innocence and the families role in sex education.

Children's brains are not developed to handle this type of input and to be able to understand it. I encourage this body to invite parents, teachers, clergy, medical professionals and others who do not have a political agenda in developing health standards. It is wrong and reprehensible to allow political activist groups to dictate what our education system sets up as standards.

People like myself, who have raised children in Nebraska and have attended undergraduate and graduate school in our great state, and worked in various vocations would be good choices to put input into these standards. I strongly recommend you reevaluate these standards and develop health standards that help children grow emotionally, mentally and physically into productive citizens.

Thank you for your consideration in this matter.

Sincerely,

Linda Baumann
408 S 3rd St
Norfolk, NE 68701

FOR PUBLIC RECORD

From: Cheryl Loschen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 11:00:41 PM

Hello, my name is Cheryl Loschen and I live at 104 Block Ave., Hildreth, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Yahoo Mail on Android

From:	Barbara Thomas
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 10:59:54 PM

Hello, my name is Barbara Thomas , and I live at 1111 Gailyn Cir, Lincoln, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Barbara Thomas

Sent from my iPhone

From: Brenda Horner
To: Foor, Ryan
Subject: HEALTH EDUCATION NEBRASKA STATE STANDARDS
Date: Thursday, April 1, 2021 6:04:05 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Brenda Horner

FOR PUBLIC RECORD

From: Liz Davids
To: Foor, Ryan
Subject: Draft Health Standards
Date: Wednesday, March 31, 2021 9:50:58 PM

To the Nebraska State Board of Education Members:

The proposed Nebraska Draft Health Standards are wholly unnecessary and completely inappropriate, especially for the ages of children for which they are written.
In regards to the "Genitalia and Sexual Function" section, anyone who has worked with young children knows that children as young as kindergarten do not need an excuse to talk about genitalia and certainly shouldn't be encouraged to be chatting about the opposite sex's genitalia in their company. I'm wondering how you would plan to train the teachers for the inundation of conversations about those private parts that will come from this age-inappropriate instruction?
Secondly, when sixth graders, 11- and 12-year-olds, are walked through "identifying factors that are important in deciding whether and when to engage in sexual behaviors", what will those factors be? Will they take into account every single family's varied cultural and religious and moral standards? When seventh graders are taught about "vaginal, oral, and anal sex", will the instruction include the scientific fact that anal sex is inherrently unhealthy because of the delicate nature of the anal tissues that are not meant to be penetrated?
Can you please tell me why kindergarteners and first graders need to be instructed about different types of family structures? They certainly don't care about the family structures of anyone except themselves and their closest friends, so why is it important to promote that any and every single possible group of consenting adults be characterized as a "family"? There's certainly no "health curriculum" need for this.
As far as the theory of "gender identity", there is no verifiable scientific research that differentiates between biological sex and gender identity because this is not a scientific health concept, but a political and sociological idealogy. What would it even mean to "feel like a girl" or "feel like a boy" or "feel somewhere in between on the gender spectrum"? Certainly this health curriculum isn't going to teach our children that every single person with two x chromosomes feels the same way as every other woman - none of the women in this room would agree that we always feel the same as each other! There is no reason to indoctrinate our children into this concept of a gender identity spectrum because it simply doesn't exist. There are incredibly important biological differences between males and females - like how much life-saving medication we should be given in a medical emergency. And we can teach that males and females have an infinite combination of personality traits and preferences. But that does not change their gender nor sex and neither is fluid.
There are many more concerning issues in this curriculum, but because I have to end shortly, let me ask why you would suggest that 8- and 9-year-olds be taught about sexual orientation and romantic sexual feelings? Eight- and nine-year-olds have no need to discuss sexual orientation and romance, as the discussion only furthers their thinking about those topics, and they are far too young to engage in any sexual activity in healthy ways. No one in their right mind can think this is a positive contribution to an 8-year-old's life.
I hope this Board takes our concerns seriously and pulls this unnecessary curriculum from consideration before it can harm our state's students.
Sincerely,
Elizabeth Davids
Lincoln, NE

From:	Angela Naber
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 7:18:20 PM

Hello, my name is Angela and I live at Gresham Nebraska 68367. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: sdillon
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 4:33:28 PM

Hello, my name is Roger Dillon, and I live at 216 State Hwy 45B, Ewing, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. Government should have no part in mandating age-inappropriate sex education to form their ideology in young minds.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is their choice when our gender is decided by God.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Cheryl O"Brien
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 7:35:06 PM

Hello, my name is James O’Brien , and I live at37321 Marsh Lake Road Mullen Nebraska]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From:	Anita Ferguson
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:02:14 PM

Hello, my name is Anita Ferguson, and I am a 5th grade teacher in Hyannis, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From: Ronda Schmidt
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:42:28 PM

Hello, my name is RONDA Schmidt, and I live at 1300 N 69 St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Lyle Middendorf
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:18:35 PM

My name is Lyle Middendorf, and I live at 1311 Evergreen Dr., Lincoln, NE. I am writing in opposition to the proposed health education standards. The proposed health education standards demonstrate, advocate, and promote government-sanctioned hostility toward Christianity, which instills in mankind the sacredness of our biological design. Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

Perhaps it would be wise for our elected members of the Nebraska State Board of Education to read President George Washington's 1796 Farewell Address where he says "*Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked: Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice ? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle*." https://www.ourdocuments.gov/doc.php?flash=false&doc=15&page=transcript

I urge you not to advance the proposed health education standards. Thank you for your time and for considering my request.

Lyle Middendorf
1311 Evergreen Dr.
Lincoln, NE 68510

From: Michelle
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 3:32:54 PM

Hello, my name is Michelle Dubas and I live at 510 E 4th St, Stromsburg, NE 68666 and I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Sincerely,
Michelle Dubas

Sent from my iPhone

From: Dan Reinig
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 12:22:41 PM

Hello, my name is Daniel Reinig, and I live at 859 S 40th street in Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Kristin Nelson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:59:46 PM

Hello, my name is Kristin NELSON, and I live at 280 Apple Street, Bennet, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, NOT by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

With Gratitude,
Kristin Nelson
Sent from my iPhone

From: j2jcarter@aol.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:09:58 AM

Hello, my name is Julie Carter, and I live at 3335 Van Dorn St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

I shared some of the curriculum and graphic “cartoon” images with my 92 year old father. He looked with shock and said “That’s Pornography!” “What the heck is going on here?? This is in NE???”

This is beyond overreach.

Julie Carter
Lincoln, NE

3/31/2021

The Nebraska Department of Education

RE: Nebraska Health Education Standards

My name is Roger Baker and I am a husband, father of five children, pastor of a local Christian church, and proud citizen of Nebraska.

I am writing in strong opposition to the updated Nebraska Health Education Standards proposed on March 4th, 2021. While we are grateful for our board of education and appreciate much of the care included in the Nebraska health Education Standards, we are adamantly opposed to the content in Standard 7, Human Growth and Development. Of particular concern is the content related to sexuality, sexual orientation, gender expression, gender identity, gender stereotypes, and definitions of "healthy relationships". I believe the content in the Human Growth and Development must be removed for the following reasons:

The proposed standards begin introducing age-inappropriate content to children starting in Kindergarten. The responsibility of educating children in regard to all matters of sexuality belongs to parents and/or guardians. The parents and guardians have the responsibility and *right* to determine both the content of that instruction, as well as the timing and manner in which that content is introduced. To standardize this content would undermine the responsibility of parents and guardians, as well as infringe upon their right to carry out the responsibility in the manner they see fit.

Additionally, much of the content proposed in the standards is based on relatively new and unsubstantiated claims. For example, teaching that gender and birth sex are distinct is an historically new phenomenon that is unsupported by any legitimate scientific or medical findings. On the contrary, there is overwhelming scientific and medical evidence demonstrating that gender and sex, which have historically been understood to be synonymous, are determined at the chromosomal level and cannot be altered. Standardizing this controversial, hotly debated, and unsubstantiated content would be irresponsible and reckless.

Finally, and most importantly, the content proposed in the standards related to matters of sexuality are fundamentally moral matters. To standardize this content is to standardize a moral position on gravely important matters. This content will severely restrict the religious liberty of many groups who find the content to be morally objectionable. Not only so, but standardizing the proposed content would be nothing short of discrimination against certain faith groups and is itself a form of oppression. I am in this category. My family and my community are in this category. We strongly feel that this content is harmful, discriminatory, and oppressive.

Please revise the standards and exclude all content related to sexuality in Standard 7, Human Growth and Development.

Sincerely,

Roger Baker
103 Birch Street
Kearney, NE 68845

From: d temple
To: Foor, Ryan
Subject: Feedback on Health Standards Draft
Date: Wednesday, March 31, 2021 1:03:07 PM

I am writing as a concerned citizen of Nebraska to express feedback on the Health Standards Draft under consideration. I am very concerned that many of the sex education topics appear to be agenda driven rather than supported with sound scientific evidence, and is thus misleading and harmful to the students. They would be much better served by teaching critical thinking skills instead of feeding them dubious content of others. In addition, the content appears to reflect values that may differ widely from that of the citizens, and more importantly from those of the parents. It seems vital to keep in mind that these students are not your children or the state's, and thus important values should be taught by the parents. Additionally, the specifics of the diverse gender topics appear to be presented to students at inappropriate ages. This suggests a tendency to indoctrinate, as opposed to educating the students in sound, proven truths that they can evaluate at appropriate ages. A further concern is that the content strongly appears to undermine and minimize the crucial importance of traditional nuclear families, not only in our culture, but also across many other cultures over many centuries. These recently developed ideas have certainly not stood the test of time in any meaningful understanding of the principle. Taken as a whole, these particular standards appear to be non-scientific, unproven, untested, and potentially harmful to students. It appears that it can also be divisive, and reflect an aspect of politicalization of education which will in all liklihood prove to be a disservice to your students. Please eliminate, or at least carefully revamp this portion of the Health Standards to reflect only scientifically proven information, and at appropriate ages.

Thank you for this opportunity to present feedback.

D. B. Temple, PhD

From: George Cheek
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:09:48 AM

Hello, my name is George Cheek, and I live in Maxwell, NE .
I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

George Cheek

From: Janette Jividen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 7:20:14 PM

Hello, my name is Janette Ramos, and I live in North Platte, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Yahoo Mail on Android

From: dgkmotivation@gmail.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:59:01 PM

Hello, my name is Steven Lakanyavong , and I live at 716 E 56th St, Kearney NE . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Cori Bierbaum
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 8:54:41 PM

Hello, my name is Cori Bierbaum, and I live at 5155 Vine street. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. Allow Parents to do their job in teaching their children about anything related to sex education.

Thank you for your time and consideration.

Cori Bierbaum

From: Tanner Culler
To: Foor, Ryan
Subject: 2021 NE Health Education Standards
Date: Wednesday, March 31, 2021 11:43:43 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Tanner Culler
5859 S Hws Cleveland Blvd., Omaha, NE 68135

FOR PUBLIC RECORD

From: Cara Odenbach
To: Foor, Ryan
Subject: For Public Record
Date: Thursday, April 1, 2021 9:14:23 AM

Mr. Foor

I am writing to you to speak out against the Heath Standards the Board of Education is considering implementing into our public schools.

I believe this is an overreach by the Board of Education regarding these issues. In my opinion this is indoctrination of the innocent youth in our communities across Nebraska. These topics are for parents to discuss with their children when they feel it is appropriate for their child. Schools need to stick with the basics of teaching kids to read, write and learn math. Schools should focus on students receiving the best education to be productive members of society once they graduate.

It is not for the Board to instill beliefs of others regarding what a family believes is best for thier own children.

I honestly think this new curriculum is very damaging, and I am asking for the Board to hear the concerns of parents and grandparents in Nebraska. Please do not allow this curriculum in Nebraska schools.

Sincerely a very concerned parent,

Cara Odenbach
Taylor, Nebraska

From: Jim Fehringer
To: Foor, Ryan
Subject: For public record
Date: Thursday, April 1, 2021 9:13:18 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your thoughtful consideration in this matter.

Sincerely,

Jim Fehringer, McCool Junction, Nebraska

Get Outlook for Android

From: Ben Kaiser
To: Foor, Ryan
Subject: For public record
Date: Thursday, April 1, 2021 8:25:31 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Second Grade
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HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Benjamin Kaiser, resident of York Nebraska.

FOR PUBLIC RECORD

From:	Ruth Bartels
To:	Foor, Ryan
Subject:	For Public Record
Date:	Thursday, April 1, 2021 9:00:49 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Ruth Kowalski

FOR PUBLIC RECORD

From: Kathleen Hahn
To: Foor, Ryan
Subject: For Public Record--State Standards
Date: Thursday, April 1, 2021 8:15:01 AM

I have filled out the survery; I have contacted my State School Board representative; I have contacted my local school administration and school board; and now I am contacting you---- I want to be put on public record that I am against the “sexual-cultural components” of the draft of the NE Department of Educations’ so-called Health Standards.

In the survery, I specified, by number, what I think needs to be deleted and/or changed.

Kathleen M. Hahn
St. Paul NE 68873

Kathleen M. Hahn, JCL
Chancellor
Diocese of Grand Island
2708 Old Fair Road
Grand Island, NE 68803
800-652-0004 or 308-382-6565
Please Pray for Vocations

From: Rife, Laura
To: Foor, Ryan
Subject: FW: Health education
Date: Tuesday, March 30, 2021 4:19:26 PM

For Public Record.

Laura
--

-----Original Message-----
From: Tammy Weinman <tammydw22@hotmail.com>
Sent: Tuesday, March 30, 2021 2:46 PM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: Health education

If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Tammy Weinman
FOR PUBLIC RECORD Sent from my iPhone

From: Rife, Laura
To: Foor, Ryan
Subject: FW: Opposition to the NDE Proposed Alteration of the Sex Education and Health Standards in Public Schools
Date: Tuesday, March 30, 2021 4:36:18 PM

Requested letter to be submitted into Public Testimony.
LR

From: Patricia Dobry <pat.dobry@outlook.com>
Sent: Monday, March 22, 2021 6:34 PM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: Opposition to the NDE Proposed Alteration of the Sex Education and Health Standards in Public Schools

Dear Commissioner Blomstedt:
As a citizen, taxpayer, mother of educators, grandmother of grade school children, former school board member and twenty-plus year member of an ESU Board in Nebraska, I am writing to voice my concerns about the Nebraska Department of Education's plans to alter sex education and health standards in Nebraska public schools. In fact, I am not just to voice my concerns, but go on record respectfully requesting that the Department of Education fully abandon its plan to alter said standards.
The proposal is aimed at teaching young children age-inappropriate content starting in kindergarten and working its way through upper elementary and middle school grades. It is time that public education returns to educating our children in those core subjects that they need to function in society and stop trying to interject inappropriate, political ideologies into curriculum standards.
These inappropriate standards address topics that should be presented by parents in the home who have their own preference in teaching their children the morals and values that are addressed in these sensitive topics. Such things do not have a place in the public school classroom and should not be encouraged or regulated by the Nebraska Department of Education.
I understand that the standards were written by a combination of educators, subject matter experts and health professionals. It is also my understanding that as recently as five years ago, members of the health professional fields considered transgenderism to be a "mental disorder." I would like to know what testimony they would give to explain their change of diagnosis.
It also seems to me that a very important group of experts were left out of the writing of the standards and that would be our clergy. It may be likely that they were purposely left out; but, would have been a great resource to include in developing standards addressing such sensitive subject matter. It would also be interesting to know whether a significant number of parents were included in your production of this material.
I can only see bad outcomes for public education in Nebraska, if unwanted, and unnecessary standards are foisted upon students. There are already a great number of private and parochial schools in our state, and I would imagine that if unwelcome and inappropriate indoctrinations are planned for students that more and more parents will seek to remove children from public to private education or possibly home schooling. In my opinion, some of the public schools in Nebraska are already struggling to compete with private education.
In closing, I would once again ask that if the NDE truly cares about the children of our state, they would abandon the proposed standards to alter sex education and health standards that they are presently promoting and leave these issues up to the parents…it's what's best for the

children of Nebraska.
Sincerely,
Patricia K. Dobry
50283 Woodstock Drive
Mitchell, Nebraska 69357

I would request that my letter be entered into public testimony in any hearings that come up involving said standards. Thank you.

Patricia K. Dobry

From: Rife, Laura
To: Foor, Ryan
Subject: FW: Proposed New Health Standards
Date: Tuesday, March 30, 2021 4:48:24 PM

Wants to go on Record as Opposing.
LR

From: Bill Bauer <bauer.bill68@gmail.com>
Sent: Wednesday, March 17, 2021 7:14 PM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: Proposed New Health Standards

Commissioner Blomstedt,

I want to go on record as opposing the New Health Standards that are being proposed by so-called experts whose values ARE NOT in alignment with the vast majority of parents in Nebraska.

First of all, Nebraska parents have been raising their children to become good, productive, healthy, law-abiding, and civic-minded adults for many generations based on local school board control -- including sex ed curricula. The content of the March 2021 draft Health Standards is an assault on parents who DO NOT want any state standards in sex education telling their local schools what to teach in this sensitive area. The things being proposed will undermine and attack what most parents in Nebraska are trying to teach their children about sexual roles and healthy sexual standards to live by.

Secondly, the draft standards include sections on sexual orientation and gender identity which are fluid terms which can change rapidly and frequently. These proposed standards will teach very impressionable children as young as 6 years old that gender is not biologically determined but can instead be chosen by each child. The truth is that there are only two sexes – male and female – which are determined by the XX or XY chromosomes at conception. These proposed new standards will undermine and attack the very things that parents are trying to teach their children about sexual identity and how God has created them to be either a boy or a girl at conception, not according to what they choose. The people proposing these new standards obviously don't have a clue about science and how we are all created.

Please add this to the record for discussion about these new standards.

Respectfully,

Bill & Jeanette Bauer
8985 17th Avenue
Kearney, NE 68845
308.708.1132
bauer.bill68@gmail.com

From: Jackie Sevier
To: Foor, Ryan
Subject: Fwd: Proposed Sexual Health Standards
Date: Thursday, April 1, 2021 8:55:27 AM

Please let the record show I am adamantly opposed to the Sexual Health Standards you are proposing for approval.

This board is attempting to indoctrinate our children. Your moral and religious beliefs are just that, YOURS. We teach our children our moral and religious standards in the home. We work through these issues appropriately with our family, for OUR situation.

You do not have the right to teach, educate, or influence our children in these matters.

The Nebraska Department of Education is overreaching their authority. You are insisting on moving forward against calls from the Governor, State Senators, school boards, parents, grandparents, and churches for these standards to be dropped.

The survey is intended to show favor. To fill in any circle is to approve or disapprove all proposed standards. While I do not disagree with many of the proposals I am strongly opposed to the indoctrination of your sexual health ideals.

Stop this attempt immediately. While you may know the math, history, science protocols, you have no business overriding family, religious, and moral standards.

--
Jackie Sevier

--

Jackie Sevier

From: Rebecca Gilliard
To: Foor, Ryan
Subject: Fwd: School Health Topics
Date: Thursday, April 1, 2021 8:15:12 AM

Sent from my iPhone

Begin forwarded message:

> **From:** "Nickels, Maureen" <Maureen.Nickels@nebraska.gov>
> **Date:** March 31, 2021 at 10:52:19 PM CDT
> **To:** Rebecca Gilliard <becca.gilliard@gmail.com>
> **Subject: Re: School Health Topics**
>
> Rebecca,
> I appreciate you reaching out to me regarding your concerns. If you are wanting your message for 'Written Public Comment' on Friday, April 2nd, please forward your message to Ryan Foor at: ryan.foor@nebraska.gov
>
> Kindly,
> Maureen Nickels
> State Board of Education, District 6, President
>
> ---
>
> **From:** Rebecca Gilliard <becca.gilliard@gmail.com>
> **Sent:** Wednesday, March 31, 2021 1:53 PM
> **To:** Nickels, Maureen <Maureen.Nickels@nebraska.gov>
> **Subject:** School Health Topics
>
> To whom it may concern:
>
> I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
>
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> intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real
or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism,
sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
--
Rebecca Gilliard
308.440.2721
becca.gilliard@gmail.com

FOR PUBLIC RECORD

From: Linda Pilkington
To: Foor, Ryan
Subject: Fwd: Sex Education/For Public Record!
Date: Thursday, April 1, 2021 8:45:54 AM

Sent from my iPhone

Begin forwarded message:

> **From:** Linda Pilkington <forevermusical2017@gmail.com>
> **Date:** April 1, 2021 at 7:43:54 AM MDT
> **To:** ryan.foor@nebraska.gov
> **Subject: Sex Education**
>
> As an educator, both in private and in public education, this attempt to teach our children this immoral sex education is beyond what many of us ever thought could happen. Please uphold the credentials of this conservative state and DO NOT attempt to even push this through. Public school enrollment will decline rapidly!
>
> Sincerely,
> Linda Pilkington
>
> Sent from my iPhone
>
> Sent from my iPhone

From: DoyleTerri Petersen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:48:48 AM

Hello, my name is Terri Petersen, and I live at 8300 Princeton Road, Firth, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Aaron Hiltgen
To: Foor, Ryan; NDE Standards Input
Subject: Draft Health Education Standards
Date: Wednesday, March 31, 2021 10:04:15 PM

Aaron Hiltgen
6215 Princess Margaret Dr, Lincoln, NE 68516

I am writing to voice my opposition to the Health Education Standards Draft that is proposed for discussion by the State Board of Education.

I do not support these changes and would like to see them removed from consideration.

As a parent and a citizen, it is my right, not the government's to determine what is proper educational content for my children. Teaching sexual subjects to children and pre-teens violate a number of constitutionally guaranteed freedoms, both in the US and Nebraska constitutions, such as "All persons have a natural and indefeasible right to worship Almighty God according to the dictates of their own consciences. No person shall be compelled to... nor shall any interference with the rights of conscience be permitted." (NE State Constitution section 1-4. Religious Freedom)

If my conscience, due to my worship of Almighty God, tells me that transgenderism and homosexuality are sins, I should be able to trust that the state of Nebraska will not violate those religious beliefs with my children by teaching them that gender fluidity, homosexuality, and other sexual identities are "ok", and that abortion is anything other than the murder of an unborn child. If I wish to lead my family based on biblical truth, that is my constitutionally guaranteed right as a citizen of the United States of America and my Biblical duty as a believer in Almighty God.

These proposed sex education topics in the proposed health education standards would abridge both those rights and is a direct violation of both the United States and the State of Nebraska constitutions as written, and as such must be removed from consideration.

I request that this e-mail be included as part of the public hearing record.

Thank You,
Aaron Hiltgen

From: Heidi Neverve
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 6:29:24 AM

Hello, my name is Heidi Neverve, and I live in Kearney, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Austin Martin
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:55:07 AM

Hello, my name is Austin.. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Austin

From: Peggy Krason
To: Foor, Ryan
Subject: Gender confusion agenda
Date: Thursday, April 1, 2021 8:30:03 AM

I'm writing this as a concerned citizen and I want to express my outrage that you and this committee have indicated that you want the Nebraska Public Schools to teach the radical ideology of gender identity and gender confusion. I am adamantly opposed to anyone who thinks the schools need to replace the role that the parents and guardians of young school age children need for their social and moral guidance. Your board and the Teachers Union cannot he trusted to handle such an important role in the lives of children at such an impressionable age. That your board would even broach such a radical subject makes me and many other people wonder how you and the rest of the board ever got elected to such an important position. And that maybe this should be addressed immediately. Please come to your senses and drop this item off your agenda today and try to remember that you are supposed to represent THE PEOPLE, not the radical left. Thank you for your time.

Sent from my iPhone

From:	Malynda Jensen
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 7:46:10 AM

Hello, my name is Malynda, and I live in David City. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed!

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

If this were to pass, I can assure you that the public school systems would see a decline in younger grade enrollment. As someone who has worked in an elementary school, this is the last thing that these kids are worried about. I can promise you they also will make jokes about it and will go about their day being KIDS!

I urge the removal of sex education topics from the health education standards!

Thank you for your time and consideration.

From: michael1951@frontiernet.net
To: Foor, Ryan
Subject: No Support for Draft Health Education Standards
Date: Thursday, April 1, 2021 7:56:14 AM

April 1, 2021

Dear Nebraska State Board of Education,

I am writing to express my deep concerns about the recently released draft health education standards. I am deeply disturbed that the draft health education standards seek to teach young children politicized, age-inappropriate information and ideas about sex, sexual orientation, and gender identity.

First, “sex” is the objective, biological reality that human beings are created male and female. This is how it has been defined for millennia. You can’t magically change your gender; you can’t magically change your sex; you can’t magically change your age. The draft health education standards do not align with this reality.

Second, the draft health education standards would undermine parents’ rights to direct the upbringing and sex education of their children. Parental values of modesty and privacy would be contradicted by school officials/standards. Moreover, it is likely that as a result of these draft health education standards, parents and children who want to adhere to the biological reality about males and females and/or Biblical teachings about the binary nature of sex would be discriminated against and subject to unequal treatment.

Third, abortion is the most serious human tragedy that we have ever seen in history. Unfortunately, it has been normalized under the words “choice,” “reproductive healthcare,” and “reproductive justice,” among other; however, there is no justice for the unborn human child that is being killed. The draft health education standards would only contribute more to this normalization and the more than 1 million babies murdered every year in the United States.

I do not support the draft health education standards and I strongly urge you to scrap the politicized, age-inappropriate sex education proposal.

Michael Dority, D.C.
Deborah Dority
5711 W 30th St
Kearney, NE 68845

From: Tami Kaiser
To: Foor, Ryan
Subject: NO to the State Board of Education Human Growth & Development section of the Health Standards
Date: Wednesday, March 31, 2021 4:10:21 PM

Mr. Ryan Foor,

I am a former teacher of elementary and high school students. I have a bachelor's degree in Human Development & Elementary education with an Early Childhood endorsement and a master's degree in Behavior Disorders. In the past, I also taught Red Cross sexual abuse classes for daycare workers.

- I disagree with the sex standards the NE State Board of Education wants to add to the health curriculum. Children do not need detailed sexual information to be good, healthy, and accepting informed citizens.

  It is controversial to push this sex ed in our schools. Children forced to participate in a confusing ideology is a violation of parental rights and should be prohibited.

  The idea that teaching children as young as Kindergarten - 5th grade about *gender identity* and *sexual orientation* will not make schools a more welcoming, safe, inclusive place for *all* students. These health standards will not make school a welcoming place for *any* student. It will make it an awkward and confusing place, forcing children to listen/watch curriculum that does not belong in classrooms. In the past heterosexual sex-ed curriculum has never been taught at this age - because it does not belong. These young children are not at the stage of development to comprehend the nature of a sexual-activity, nor should they be forced to. It would be considered abuse.

  Curriculum introducing copulation, oral sex, sodomy, or any other sexual activity is not in the best interest of our children.

  Political agendas do not belong in our classrooms. Elementary children do not need to be learning about *gender identity* at school. If schools follow the "science" there is no basis that these standards would ever be added to any curriculum.

  It has never been the job of the State Board of Education to choose what standards should be taught in health classes. It is still not their job! It's just another way to indoctrinate students with liberal political biased agendas.

  If parents want to teach their children about sexual orientation, gender identity, and sexual activities, ***or not***, it is a choice they should make without state interference. Parents have the right to choose what, when, and how they want to educate their children about sex (within the law). Children need factual scientific information, not some ideological-driven lesson at school.

  Prayer or pro-religious teachings are not allowed at public schools. Neither should this sexual dogma be allowed. Do not subject students to this unscientific, biased ideology.

  If LGBTQ groups &/or some parents want to have this specific sex education taught to their children, there are already organizations available; Advocates for Youth, SIECUS, and Answer – Sex Ed Honestly, etc.

  Our schools DO need to be safe places – for ALL students - not just a particular group. Teaching a one-sided-view, that is driven by a small percentage of the population, is not the job of public schools. It is up to families to teach values and factual truth.

  Most of the points I made in the above paragraphs also apply to the students in 6th - 12th grade. Older students have more knowledge and life experience, so they are not as malleable as younger students and might be able to dissent. But this sexual ideology should still not be taught in any classroom.

  The state board of education (in particular the co-authors) is overstepping its boundaries in even considering adding these sexual components to the health standards.

  NE State Board of Ed these *sex/health standards* are NOT the "standards" wanted by the majority of Nebraskan families.

Sincerely,
Tami Kaiser
Lincoln, NE

From: Nikki Riley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:08:01 AM

Hello, my name is Nikki J Riley and I live at 6030 S. 72 Nd St., I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Nikki Riley

From: Sharon M Conlon
To: Foor, Ryan
Subject: Inclusive Statewide Sex Ed Standards
Date: Wednesday, March 31, 2021 3:37:46 PM

Dear Ryan Floor,

I hope the inclusive statewide sex ed standards are approved.
If my children were still in OPS I would be clambering for them to be enrolled. Children need this information to fill confident. Let's make sure they are not left wondering and stunted because their parents or caregivers are too busy, don't care, or think they'll learn it by osmosis. Why leave these valuable lessons up to chance. Prepare *all* our Nebraska children for their futures, isn't that what education is all about?

Sincerely,
Sharon Conlon
5010 Nicholas St
Omaha, NE 68132
402-558-6598

From: Janel Baker
To: Foor, Ryan
Subject: Feedback on Proposed Health Standards
Date: Wednesday, March 31, 2021 9:52:43 PM

My name is Janel Baker and I am a mother of five children here in Nebraska.

I am writing in strong opposition to the updated Nebraska Health Education Standards proposed on March 4th, 2021. While we are grateful for our board of education and appreciate much of the care included in the Nebraska health Education Standards, we are adamantly opposed to the content in Standard 7, Human Growth and Development. Of particular concern is the content related to sexuality, sexual orientation, gender expression, gender identity, gender stereotypes, and definitions of "healthy relationships". I believe the content in the Human Growth and Development must be removed for the following reasons:

The proposed standards begin introducing age-inappropriate content to children starting in Kindergarten. The responsibility of educating children in regard to all matters of sexuality belongs to parents and/or guardians. The parents and guardians have the responsibility and *right* to determine both the content of that instruction, as well as the timing and manner in which that content is introduced. To standardize this content would undermine the responsibility of parents and guardians, as well as infringe upon their right to carry out the responsibility in the manner they see fit.

Additionally, much of the content proposed in the standards is based on relatively new and unsubstantiated claims. For example, teaching that gender and birth sex are distinct is an historically new phenomenon that is unsupported by any legitimate scientific or medical findings. On the contrary, there is overwhelming scientific and medical evidence demonstrating that gender and sex, which have historically been understood to be synonymous, are determined at the chromosomal level and cannot be altered. Standardizing this controversial, hotly debated, and unsubstantiated content would be irresponsible and reckless.

Finally, and most importantly, the content proposed in the standards related to matters of sexuality are fundamentally moral matters. To standardize this content is to standardize a moral position on gravely important matters. This content will severely restrict the religious liberty of many groups who find the content to be morally objectionable. Not only so, but standardizing the proposed content would be nothing short of discrimination against certain faith groups and is itself a form of oppression. I am in this category. My family and my community are in this category. We strongly feel that this content is harmful, discriminatory, and oppressive.

Please PLEASE revise the standards and exclude all content related to sexuality in Standard 7, Human Growth and Development.

Sincerely,

Janel Baker

From: Alexa Lewandowski
To: Foor, Ryan
Subject: Opposition to proposed 2021 health standards
Date: Wednesday, March 31, 2021 8:51:21 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your consideration and appropriate action in this matter.

Sincerely,
Alexa Thiel

FOR PUBLIC RECORD

From: Yvonne Hansen
To: Foor, Ryan
Subject: Health standards
Date: Thursday, April 1, 2021 7:31:10 AM

Dr. Blomstedt and the NE Department of Education members:

I am writing you concerning the recent publication of possible “health standards”.

It is UNBELIEVABLE that the Nebraska Department of Education would even put this in front of your constituents!. It is SO FAR OFF BASE it defies common sense.

Children this age have little or no concept of their own bodies let alone difficult concepts such as you are proposing that I, as an adult, struggle to understand.
Your job is to EDUCATE our children, the parents job is to raise them, nurture them and affirm them. You do your job and allow parents to do theirs.

As a grandparent of 7 and a TAX PAYING Citizen of the great state of Nebraska, I could not be more opposed to this issue. It is my request that you and the Board abandon any attempt to implement this into the
Public school system of Nebraska or any state .

A deeply disappointed citizen,

Yvonne Hansen
Hansen Repair Inc.
Laurel, NE 68745
402-256-3960

“All that is necessary for the triumph of evil is that good men do nothing.” Edmund Burke

From: betsyreynoldsbbc.net
To: Ryan, Evan
Subject: Health Education Proposal
Date: Wednesday, March 31, 2021 10:50:24 PM

Dear Higher educated people:
Come back to reality with some common cents and love for our children.
STOP this sex ed plan NOW.
Our children deserve better.
Mark and Myrna Betson
Whitney Nebraska

--
Using Opera's mail client: https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.opera.com%2Fmail%2F&data=04%7C01%7Cryan.foor%40nebraska.gov%7C2e6f326fddb54c95a07606d8f4c143fa%7C0432074fe6894bf8902001058f11ffb1%7C0%7C0%7C637528458231093834%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=9kAiU36ROt6vtJpbI2yBC%2Bf0%2BF70dg9pxTXIaPALr0%3D&reserved=0

From: Melinda Beck
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 9:23:43 AM

To whom it may concern:

I am writing as the parent of two young children, currently in the Lincoln Public School system, ages 9 and 11. I have some very deep and strong concerns about the proposed health education curriculum being introduced at the State Board meeting tomorrow. I am not a prude and I don't live under a rock, but some of the language in the curriculum is offensive and extremely age-inappropriate, in my opinion. In my immediate family, I have a sister who is married to a woman and cousins in interracial marriages, so I understand the importance of diversity and inclusion. I have been fortunate to share information with my children, as I saw fit and as their ages permitted with regard to these various topics and situations.

I feel very strongly that information regarding sexuality should be a topic for parents and their children. The school system should not be interfering to such an extent with these very sensitive and personal subject matters. The proposed standards would represent a very extreme and significant change to our current standards. If there are specific areas that are in need of an update, particularly with the older grades, that may need to be examined, but this complete overhaul, starting at Kindergarten is much too extreme for our schools.

Please take my input under consideration, as a very concerned citizen and parent, as well as stakeholder in the Nebraska Public School system. The proposed standards listed below are my greatest concerns and I believe they should be omitted from the finalized draft.

Sincerely,
Melinda Beck, wife, mother, small business owner, CPA, voter
and citizen of Lincoln, NE

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,

perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual

orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

FOR THE PUBLIC RECORD

From: Tony Primavera
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 8:35:57 AM

Ryan,

I want to voice my concern with the Health Education Standards that have been proposed by NDE. Frankly, I'm appalled at what I saw in the Human Growth & Development areas. I know much of the attention has been directed toward the "gender" issues and there should be. But I'm also concerned with other topics that I believe (and most, if not all, of the stakeholders in my district believe) must be saved for the parents to address with their own children. I'm afraid that these issues will be overlooked because of the "commotion" regarding gender.

For example in Kindergarten, the students will "state medically accurate names for body parts *including genitalia*." Second graders will "recognize genitalia differences." Third graders will "describe the functions of basic reproductive body parts." Fifth graders "will explain sexual intercourse" and demonstrate positive ways to communicate differences of opinion while maintaining romantic relationships." By sixth grade the students will "identify prevention strategies". And so on ...

The stakeholders in my district are very concerned about the proposed Health Education Standards.

Finally, I want to apologize for this rather disjointed email. I had planned on voicing my (our) concerns in a better form. But I just found out this morning that comments regarding this issue had to be to you by noon today.

I hope you and your family have a Blessed Easter.

Tony Primavera
Hayes Center Schools
Superintendent

From: Rodney Devier
To: Foor, Ryan
Subject: Health standards curriculum
Date: Thursday, April 1, 2021 8:47:36 AM

I am opposed to the March 2021 draft health standards and do not want them taught in Nebraska schools!

Sincerely,
Robin Devier

Sent from my iPhone

From: Sara Andreesen
To: Foor, Ryan
Subject: Health Standards
Date: Thursday, April 1, 2021 8:51:35 AM

Least important, you're shooting yourselves in the foot. More people (and rightly so) will be leaving the pubic school system and opting for homeschool or private Christian schools. I hope to God they do before you "educators" have a chance to ruin them.

Most important, mind your own immoral business. Teach kids the basics and get out of the "health" business. "Health Standards" - what a complete joke. Seriously, have you lost your minds? There's nothing good or Godly about what you are proposing. You have lost common sense and this wokeness will come back to bite you.

You know deep in your hearts this is wrong. Stop bowing to the lost who want company in their misery.

Sara Andreesen
Ord, NE

From:	SS Oils
To:	Foor, Ryan
Subject:	Health Standards
Date:	Wednesday, March 31, 2021 10:28:31 AM

Dear Mr. Foor,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,
intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family
structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all
genders, gender expressions, and gender identities, including other students, their
family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how
gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom
students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself
and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender

identity and
explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions
about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all
sexual orientations, including other students, their family members, and members
of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a
spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the
potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes
to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender,
gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to
sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit,
asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role
stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real
or perceived differences (e.g. cultural differences, disabilities, gender, and sexual
orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism,
sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and
expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual
orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can
influence attitudes, beliefs, and expectations about gender, gender

identity,
gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and
emotional changes during adolescence, including among people who are
intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and
gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s
intersecting identities can influence attitudes, beliefs, and expectations about
sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Stephanie Scherr
Lexington, NE

FOR PUBLIC RECORD

From:	Kristen Ludwig
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:36:09 PM

Hello, my name is Kristen Ludwig, and I live at 2900 Grand Ave Lot #144, in Kearney NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Sandy B
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:44:50 AM

Hello, my name is Sandy Bartels, and I live at 6130 Franciscan Dr, Lincoln,NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Bree Dority
To: Foor, Ryan
Subject: No Support for Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:51:32 PM

March 31, 2021

Dear Nebraska State Board of Education,

I am writing to express my deep concerns about the recently released draft health education standards. I am deeply disturbed that the draft health education standards seek to teach young children politicized, age-inappropriate information and ideas about sex, sexual orientation, and gender identity.

First, "sex" is the objective, biological reality that human beings are created male and female. This is how it has been defined for millennia. You can't magically change your gender; you can't magically change your sex; you can't magically change your age. The draft health education standards do not align with this reality.

Second, the draft health education standards would undermine parents' rights to direct the upbringing and sex education of their children. Parental values of modesty and privacy would be contradicted by school officials/standards. Moreover, it is likely that as a result of these draft health education standards, parents and children who want to adhere to the biological reality about males and females and/or Biblical teachings about the binary nature of sex would be discriminated against and subject to unequal treatment.

Third, abortion is the most serious human tragedy that we have ever seen in history. Unfortunately, it has been normalized under the words "choice," "reproductive healthcare," and "reproductive justice," among other; however, there is no justice for the unborn human child that is being killed. The draft health education standards would only contribute more to this normalization and the more than 1 million babies murdered every year in the United States.

I do not support the draft health education standards and I strongly urge you to scrap the politicized, age-inappropriate sex education proposal.
Bree Dority

Bree L. Dority, Ph.D.
Associate Dean, College of Business & Technology
Associate Professor of Finance
University of Nebraska at Kearney
WSTC 140C
Kearney, NE 68849
308-865-8343

From: Brittany Hueftle
To: Nickels, Maureen; ndestandardsinput@nebraska.gov; Foor, Ryan
Date: Wednesday, March 31, 2021 2:59:40 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions

about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Brittany Hueftle

FOR PUBLIC RECORD

From: Dessie Uphoff
To: Foor, Ryan
Subject: Sex Education Proposal
Date: Wednesday, March 31, 2021 11:45:08 PM

Dear Mr. Foor,

I am writing you regards to the proposed health education standards. As a mother of a toddler, I found the proposed standards for "Human Growth & Development" completely inappropriate. We trust our teachers with our children's young beautiful minds and I don't feel the need that they need to be taught about gender identity and sexuality starting in KINDERGARDEN! Quite frankly, I find it completely disturbing. They are CHILDREN!

If a parent really wants to expose their child to this type of material at such a young age, then maybe it would be better suited for it to be done at home. I for one am not ok with my child being exposed to this. With the way the world is going anymore, home schooling is sounding better and better. I am so disappointed that the thought of exposing this starting so young is even a consideration. We aren't even giving them a chance to be kids before they are being forced to think about their sexuality.

From a very concerned and angry parent,
Dessie Schaeffer

Sent from Mail for Windows 10

From:	Elizabeth Hiatt
To:	Foor, Ryan
Subject:	I OPPOSE NEBRASKA Department of Education draft Health Standards
Date:	Wednesday, March 31, 2021 11:38:46 AM
Attachments:	image001.png image001.png

---------- Forwarded message ---------
From: **Rife, Laura** <laura.rife@nebraska.gov>
Date: Wed, Mar 31, 2021, 11:33 AM
Subject: RE: I OPPOSE NEBRASKA Department of Education draft Health Standards
To: Elizabeth Hiatt <ejhiatt6@gmail.com>

Good Morning,

I see that you wish to have your comments listed as Public Record.

The Public Record procedure posted on the NDE Website, along with the Meeting notice, outlines that you send your message directly to Ryan Foor. His email address is ryan.foor@nebraska.gov.

Please send your message to Ryan Foor.

Thank you very much.

Laura

Laura Rife

Laura Rife
Executive Office Associate

Commissioner's Office
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611



P: (402) 471-5020
E: laura.rife@nebraska.gov

From: Elizabeth Hiatt <ejhiatt6@gmail.com>
Sent: Wednesday, March 31, 2021 11:27 AM
To: Blomstedt, Matt <Matt.Blomstedt@nebraska.gov>
Subject: I OPPOSE NEBRASKA Department of Education draft Health Standards

---------- Forwarded message ---------
From: **Elizabeth Hiatt** <ejhiatt6@gmail.com>
Date: Wed, Mar 31, 2021, 11:23 AM
Subject: I OPPOSE NEBRASKA Department of Education draft Health Standards
To: <robin.stevens@nebraska.gov>

Hello,

In regards to the proposed Nebraska Department of Education(NDE) Health Education draft Standards. NEBRASKA parents have been raising their children to become good, productive, healthy, law-abiding, and civic-minded adults for many generations based on local school board control -- including sex ed curricula. The content of the March 2021 draft Health Standards is an assault on parents who DO NOT want any state standards in sex education telling their local schools what to teach in this sensitive area. When in middle school my parents were asked if I could attend a sex education class with my fellow female classmates, my parents said no. That was a subject that needs to be talked about with them or our family physician. Now I have children of my own and my belief is the same.

It is a parents job to teach what sexual orientation is, what sex is, what is safe sex, all options that are available to them when considering sex. If the parent does not know how explain these things they can ask their family physician to help explain them. I believe that this is such a sensitive subject, teachers should not be doing that job. I oppose this whole draft. This is for public record.

Thankyou for your time,

Elizabeth Hiatt

From: Amy Codr
To: Foor, Ryan
Subject: Input re: proposed health standards
Date: Thursday, April 1, 2021 8:38:31 AM

My name is Amy Codr and I would like my statement entered into testimony by 12:00 pm today. (April 1st, 2021)

To whom it may concern:

With the first meeting coming up on April 2nd I wanted to reach out to make my voice heard.

I do not, in any way, believe the school system should include in their curriculum anything pertaining to different family structures, gender identity or gender stereotypes. This is something that should be taught in homes at the discretion of parents and guardians. Public school systems should not be involved. I do NOT condone my children being taught things that go against our faith and against our family values while in school. We are a country founded on freedom of religion. By teaching these things it is hugely infringing on that right.

My first-born is in preschool right now and I would love nothing more than for him to experience public school and all that it has to offer. Unfortunately, if this curriculum is to be introduced I (along with many other parents) will be forced to home-school. I will not put my children into a situation where they are forced to question everything that they have been taught at home. It would leave them utterly confused, and it is this type of confusion that has sky rocketed our countries depression and suicide rates. I won't subject my children to it. I refuse. And I'm not alone.

I understand that these are issues in today's world, but it should be up to me, and my husband, to teach our children about them. We should get the choice of when and how to do it. We should get the opportunity to continue to instill OUR family values into the teaching and to do it with a method and pace that is tailored to our children and their maturity level individually. Introducing the proposed curriculum takes those freedom's away from us.

I plead with you — do not bring these teachings into our public schools.

Thank you,
Amy Codr

From: Kelsey Stengel
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 5:02:39 AM

Hello, my name is Kelsey], and I live at [1316 4th Ave Kearney NE 68845]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The age is too young. I as a parent have the right to teach my kids when it is age appropriate about sex. Kindergarten 1st and 2nd graders should not be included in this curriculum. And if my daughter when she is in 6th grade has boys pulling up her shirt to grope her and they think that's ok i will flip shit! You have got to be kidding me. The schools job when it comes to sex Ed is scientific facts and the human anatomy! Not suggesting it's normal and ok to be inappropriately touched or to touch other children or teenagers or grown adults for that matter (hello sexual assault of a minor, you're telling the minors it's ok to be treated this way!). The fact that the curriculum mentions needing to get abortions by 8th grade and not even talking about stds until 9th grade is not ok. Kids get warts and cold sores and diseases before they are sexually active and waiting until 9th grade to talk about the consequences of their actions after 8-9 years of being suggested that it's ok to have sex and do sexual things is irresponsible for Nebraska education.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration. I will not be supporting Nebraska education with this curriculum, only if it's changed to scientific sex Ed and the human anatomy along with their rights and that it's not normal to be in a sexual relationship before they are old enough to do so. Ridiculous

Sent from my iPhone

Mr. Ryan Foor,

My name is Ian Geigle and I am writing to you as a very concerned citizen addressing the proposed change to sexual education curriculum regarding what sexual identity is and about the range of identities related to sexual orientation.

Firstly, I was not raised in the public school system and have a lot I disagree with how it operates. I am not a parent yet but I am concerned for the future education of both my children and that of the children they grow up with. I know I can't change everything but I also know that this is an issue that will effect all forms of education. This issue also doesn't just involve the children in the public schools but will eventually effect the children in privet and home-schools settings as well.

This is an issue that should not be taught in schools, public, privet or otherwise. Introducing children to thoughts and ideas, that for some have not even considered, is not the job of the education system. This topic should be addressed by the child's parent or guardian and the topic should be addressed at the appropriate time for the child and not as a step in the assembly line of education.

Children do not have the mental maturity to establish a healthy bedtime or meal plan, how did we as a society get onboard with letting them make such decisions as whether they are the gender they are supposed to be. And to encourage this behavior is going to cause harm to the youth of America and regardless if you believe it or not, we will pay a price for allowing such atrocities to happen.

If anybody among you would consider themselves christian; to honor and follow the Biblical understanding of what gender is, then this stands in opposition. "Genesis 1:27-28"*

I pray for the decision before you and pray that you don't make a decision based on conformity to the corrupt social agenda that is plaguing America and that you truly have our children in mind.

Thank you for your time,

Ian Geigle

*So God created man in His own image; in the image of God He created him; male and female He created them. God blessed them and said to them "Be fruitful and multiply; fill the earth and subdue it"

To: Nebraska State Board of Education Members - For Public Record

From: Duane A. Lienemann, PO Box 127, Blue Hill, NE 68930 dlienemann2@unl.edu (402-469-0357)

As a resident and tax payer in Nebraska, I am calling on the Nebraska Department of Education and State Board of Education to abandon their proposed heath education topics presented in their draft health education standards. As a retired 47-year Nebraska educator with 29 years in the Jr/Senior High School education field, I was shocked to see what kind of drivel is being introduced to our impressionable and innocent grade schoolers, junior high and even high school students. I am totally against the proposed 2021 Nebraska Health Education Standards They are a deeply flawed, ideologically driven document. Should they be adopted by schools, children will be placed in peril, many educators will find their professional judgment and conscience under attack, and the culture will move toward a further normalization of child sexualization. I believe we need to join with Governor Ricketts who rightfully asked us to "Call on the Nebraska Department of Education to scrap their proposed sex education topics that are included in their draft health standards. The new standards from the department would not only teach young children age-inappropriate content starting in kindergarten, material about critical race theory and social justice; but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. The draft standards were developed with the help of political activists, and without the input of key mainstream organizations." I hope you do not take comments from people or groups from out of state or succumb to pressure from ideologically special interest groups! That would be a crass move!

As I understand it Planned Parenthood and activist groups from both the East and West Coast, several connected to the United Nations and global elitists, were instrumental in putting this document together. Why is this happening? Why is there so much attention on cultural biases, cultural differences, gender identity, gender stereotypes and so on? These standards, as proposed, have no place in our schools because they have no place in our homes. These standards are not developmentally appropriate, they are unnecessary and certainly neglects the moral compass we must have in our schools. Parents should be the ones to address these issues, not be mandated by people who are not educated in the development of a child's mind! Parents, not teachers, dictate their children's education. Not only do I see it as morally bankrupt but seriously bending to a radical ideological fringe that is trying to control this country and the people in it with their doctrines and liberal dreams. Our schools should not literally be their breeding grounds. With pedophilia and sex trafficking so prevalent we need to protect and shelter our children not expose them. Teachers and school systems are there to support - not overturn - the values parents want to have instilled in their children. The needs of the individual child dictate the timing of introduction to sensitive information, not a government rule. It is wrong to introduce children to topics before they understand their significance - like teaching kindergartners the names of their own (and each other's) genitalia. As a former developer of Standards for Nebraska Vocational Education I am seriously alarmed at the content of Human Growth Development and Social Emotional Mental Health. These standards are not mine or anyone else that I know and associate with - and must not to be imposed randomly on all Nebraska's children at your whim or demand from some "woke" group or someone higher up the ladder! I certainly hope that other Curriculum Standards are not also being corrupted and bent to one ideology! Please take note of the unfavorable reaction from all across this State and remove the sensitive issues and leave sex and cultural education up to the parents.

Furthermore, I found numerous other problems relating to overtly sexual content but there are also blatantly political and racist problems which starts in 8th grade as an introduction to critical race theory and in high school standards actually mention the teaching of Critical Race Theory. Haven't we had enough Social Justice Warriors and Cancel Culture? Where does the pressure from Black Lives Matter, LGBTQ, Planned Parenthood and other special interest groups come into deciding what we teach our kids? These standards lean heavily on those groups and insist that teaching include: A) Every human interaction is determined by race: B) People are racist in varying degrees depending on their skin tone: C) There are no individuals, only "socially constructed groups": and D) Science, reason, and evidence are "white", whereas "African-American" people have "Cultural Trauma" defined as "a collective memory of slavery. These items are not about Health they are about cultural adjustments or "Social Justice" which is a dog whistle for those of us who are Conservative. Just what is being used for the standard? What's the measuring tool? If there is no moral standard from which to navigate, the journey is a meandering road, directed by the last to loudly speak! I am in the hopes that you are hearing the loud voices coming from all over this state and you act accordingly!



PS: It was requested that we who are protesting these nefarious changes to our Nebraska Health Education Curriculum need to include the areas that we are concerned with. Please use the following as a guide for my concerns:

Here are the standards that need to be removed:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

From: Michael Connely
To: Foor, Ryan
Subject: Proposed curriculum
Date: Thursday, April 1, 2021 3:18:33 AM

I had been in Asia for more than 15 years, teaching in the very conservative and very high level academic Japanese schools before returning to Nebraska. When I returned I was shocked with what happened in my absence.

Without getting into detail of all that I found shocking, let's focus on what is being suggested, that being special gender studies and critical race theory elements that have been proposed.

If these measures are approved, you can be guaranteed of a huge public negative backlash across the state of Nebraska. Most people are unaware of what is happening now and that is why your offices have not been buried in tons (literally) of mail from disgusted parents.

Let me give you a quote that I heard from 2 LPS middle school students. What is your reaction when you hear words like this?

"Jerome is good at this class because he is Black. Us white kids are oppressors that really cannot do anything well because we are all just racists."

This a quote, one of MANY along the same lines, that I heard while visiting schools in Lincoln.

Is the objective of education in Nebraska to teach students to belittle themselves just because of their ability to tan or not tan. All groups should be treated equally.

In case you were wondering, I am a mixture of all racial groups except Pacific Islander, South Asian, and Australian Aboriginal.

Those teachings belittle the European part of me, and they insult the West Indies, Black, and other parts of me implying that they are inferior and need protecting.

I am also a former Sgt. in the USMC, and have been an educational administrator at a TOP academic school in Japan for more than a decade. None of that nonsense is taught there, and a student's ability, or lack of ability to tan has no effect on class standing.

Michael Connely

From: Annaka Krafka
To: Foor, Ryan
Date: Wednesday, March 31, 2021 12:16:12 PM

Hello Ryan,
I'm writing out if concern with the proposed new Nebraska sex education standards. As a mom with 3 daughters, ages 6,13 and 15, I feel it goes against our Christian values to teach this message in the classroom. After looking through the curriculum I'm sick that this is even proposed. Please allow us to parent our kids at the appropriate time.
Sincerely
Annaka Krafka
Grand Island, NE
--

Annaka Krafka,
National Sales Director
Mary Kay Cosmetics
W.I.L.D National Area
Women Intentionally Living Dreams



Shop Online 24/7 www.marykay.com/annaka

From: Ashley B
To: Foor, Ryan
Date: Thursday, April 1, 2021 8:44:00 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all

sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Ashley Bergt, Lincoln Nebraska

Sent from my Sprint Samsung Galaxy S10.

From: Shelby Tessendorf
To: Foor, Ryan
Subject: Meeting Friday Morning
Date: Thursday, April 1, 2021 12:16:28 AM

Esteemed Board Members,
I would like to start by saying thank you for your service to our community and our children. The education and safety of our children is something you take very seriously and I truly appreciate that. The health ciriculum that is being proposed seriously jeopardizes the safety and health of our children. It is highly inappropriate for the ages at which it is presented to the grade school children. You work had at promoting agendas that protect our children while they are at school. This new curriculum is the equivalent of letting a pediphile into the school to teach children about sex! The fact that the posts with pictures from the ciriculum are being removed by social media sites speaks to how extremely inappropriate this material is!!! The long term effects of robbing children of their innocence is devastating to the child and the society as a whole! As a mother of small children it is my responsibility to educate them about their bodies and to protect them against harm, physical, sexual and emotional. The damage that presenting this material at such a young age, as well as normalizing sex of any kind at a young age, would have traumatic emotional consequences. It would also have long term effects on their physical and sexual safety as the way that this ciriculum is written encourages exploration of sex at ages that are way to young. Enough kids will explore this on their own without being encouraged to by adults! If more in depth sex education is needed at a age appropriate level, then offer elective information for parents to share with their children as they choose!

In closing, kids need help coping with emotional, relational and just life issues. Offer them LIFE skills to cope with life's challenges. Don't confuse them more by stealing innocence from them. This type of "health education" has no place in schools!

Respectfully,
Shelby Tessendorf

From: Jim Rathje
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 12:29:33 AM

Hello, my name is Nancy Rathje, and I live at 305 W Phillips Rd, Phillips, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone

From: Samantha Lipari
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 2:13:20 AM

Hello, my name is Samantha Lipari and I live at 5011 S. 162nd Avenue. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Samantha Lipari

From: Michele Ogden
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:54:27 PM

Hello, my name is Michele Ogden, and I live in Norfolk, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. This is discussed by family, not teachers.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From: Natalie Cheek
To: Foor, Ryan
Subject: Please vote no
Date: Thursday, April 1, 2021 8:06:01 AM

The new health standards are completely unacceptable for our children. Please vote no in putting them in Nebraska schools

Thank you
Natalie Cheek

From: Lorraine Atwater
To: Foor, Ryan
Subject: opposition to the Draft of health standards
Date: Thursday, April 1, 2021 5:25:03 AM

To whom it may concern,

As a person who works in education in the state of Nebraska I am outright opposed to the ideas that are being put out in this information for the state standards.

First of all, the information that is being proposed to be taught is information that should not be put into the minds of anyone let alone children. Images that are being proposed as the educational material will sear in the minds and not be removed. Images do not leave from once seen. These ideas that are being proposed are ideas that in polite society were considered pornographic. Images that have caused mental issues in individuals for years to come.

Please do not approve this state standard as it is against the basic principles of the education of children. I as a person who works in education could not assist in teaching a course that would hold the information that is being placed as part of this standard. This curriculum comes with a cost of the highest for the minds of the children that would be affected by this information.

Thank you for hearing this,

From: Amanda
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 6:20:20 AM

Hello, my name is Amanda Folts, and I live at [821 N. Burlington Ave, York Ne]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Amanda Leu
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 5:29:37 AM

Hello, my name is Amanda Lej , and I live in York Ne . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone

From: Trish
To: Foor, Ryan
Subject: opposed to proposed state standards for sex ed
Date: Thursday, April 1, 2021 6:04:25 AM

Greetings Mr. Foor,

I would like to voice my opposition to the proposed state standards for sex education here in Nebraska.

I think that parents should have the primary role in educating their children about a sensitive topic like this, but I do realize not all parents take on this responsibility well. The school has some role, but to venture into unscientific, non-traditional and newly publicized trends and experiments is beyond the school's role. I doubt the majority of parents agree with the ideas behind these proposals, especially if the goal is to change the social standards of our population. Let's stick to teaching basic biology.

Thank you for your time and service to our state,

Trish Murphy
Central City
Sent from Mail for Windows 10

From: Tom Yockey
To: Foor, Ryan
Date: Wednesday, March 31, 2021 3:54:46 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Tom Yockey

FOR PUBLIC RECORD

From: RICHARD MLINAR
To: Foor, Ryan
Subject: NDE Standards Public Record
Date: Wednesday, March 31, 2021 12:40:21 PM

PLEASE HAVE THIS EMAIL PUT IN THE PUBLIC RECORD

> Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ is not a public education standard. Please remove this from all curriculum grade level standards.
>
> Take a stand and be heard on doing what is morally ethical,

Thanks,
Rich Mlinar
424 Campbell Ave
Doniphan, NE 68832

Sent from my iPhone

From:	Jason Boyd
To:	Foor, Ryan
Cc:	Nickels, Maureen
Subject:	NE draft health standards public comment
Date:	Thursday, April 1, 2021 8:57:56 AM

Hello Ryan,

I would like to submit this email as a written public comment for the April 2 meeting section 2.3. Please acknowledge receipt of this email and that it was submitted prior to noon 4/1/2021.

NE Department of Education Board Members,

My name is Jason Boyd of Bladen, NE and I live in the Silver Lake School District. My wife Dawn and I have two children in the elementary school here.

I am against the draft Nebraska health education standards as written here: https://cdn.education.ne.gov/wp-content/uploads/2021/03/Nebraska-Health-Education-Standards-DRAFT-1-Public-Input-_-with-colors.pdf?fbclid=IwAR3__ql7qP_UYhVL7f68g-1cBGjFbB59bcD042i7IiDwIIyFz_z8yscf13E

Simply put, it is not the job of public schools to teach human sexuality or family structures to my children. That is the right and job of us as parents. We get to decide when the correct time is to discuss these things with our kids. These standards, fully implemented, would usurp our rights as parents and our religious rights. As people of Christian faith, we are committed to teaching our kids these things in a biblical context.

In addition, any arbitrary standards forced upon our children are “one size fits all” by definition. They do not take into account differing maturity levels of children of the same grade level.

Furthermore, our schools are burdened enough with teaching our kids appropriate subjects such as math, reading, writing, history, science and art. We are constantly being told that our children are already behind in these areas compared to the rest of the world. I feel these subjects would suffer by adding what appears to be a robust health standards curriculum.

The draft standards are deeply concerning to us. If these standards are forced on our children, my wife and I will have no choice but to consider other forms of education for our children.

Respectfully,

Jason Boyd
Bladen, NE

From: Jamie Wilson
To: Foor, Ryan
Subject: NE Health Education Standards
Date: Thursday, April 1, 2021 9:14:57 AM

I am a concerned parent of a young child in the Lincoln Public School System.

I am appalled that this is a topic that even needs to be discussed. The proposed health education standards concerning family cohabitating, gender identity, "assigned sex" at birth and gender fluididty, gender spectrum, and abortion as a reporductive right are unacceptable and should be dismissed.

Introducing these topics for children in Elementary School is absolutely age inappropriate. Children should be concerned with legos and tea time with their teddy bear.

Please stick to public education as it was originally intended. Teaching children reading, writing and arithmetic.

There should be no tolerance for pushing this dangerous political agenda. Please stop sexualizing our children. These topics would steal our children's innocence at an alarmingly young age.

If you'd like to better serve our children, teach them extensively about financial responsibility, taxes, local government and tolerance of others. Practicing safe sex would also help avoid unwanted pregnancies. I would think that goes without saying. These are helpful ideals. Not harmful.

I am ashamed that my tax dollars are supporting these agendas. I would consider home schooling my child if I was afforded that option. Many concerned parents are considering private school for their children's academic career because of the indoctrination of our children.

Clearly the Nebraska Department of Education has lost it's values.

Thank you,
Jamie Wilson

From: John Yockey
To: Foor, Ryan
Subject: Nebraska Health Education
Date: Wednesday, March 31, 2021 1:01:09 PM

From my friend Stephanie Scherr re proposed health standards:

If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

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HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

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HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

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HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

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HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
John and Kris Yockey

FOR PUBLIC RECORD

From: Denise and Bruce Rathman
To: Foor, Ryan
Subject: Nebraska Health Education Standards Dissaproval
Date: Wednesday, March 31, 2021 11:15:21 AM

I am sending this email to let you know I do not approve of the draft of Health Standards. This draft needs to be abandoned.

Please DO NOT put this into the health standards in our school system. This is not something we should be expecting our teachers to teach in a school system. This is ridiculous to be considering anything like this in a public school system.

Denise & Bruce Rathman
Farwell, NE

From: Richard Lewis
To: Foor, Ryan
Subject: Nebraska Sex Education
Date: Thursday, April 1, 2021 9:25:30 AM

Hello, my name is Richard Lewis and I live at 2925 South 76th Avenue in Omaha, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts. I personally had an excellent discussion with my own parents when I was finally old enough to have questions about these issues and with my own children when they had questions.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration. Richard Lewis

From: Kathryn Kucera
To: Foor, Ryan
Subject: Nebraska standards are archaic and unhealthy
Date: Wednesday, March 31, 2021 5:30:58 PM

I submit this note as a citizen of Omaha for 5 years and of Nebraska for 10 years I returned from another state after my daughter completed grad school/landed on her feet and I retired as a professional registered nurse with a master degree in community mental health nursing. Sometimes I feel like I am a stranger in a strange land in Omaha. The attacks and challenges against the proposed health standards for our public schools by ossified politicians with strident and rigid religious positions seem medieval. My education from Grades 1-12 was at a parochial Catholic school. Sex-ed consisted of fear-driven and shame-based messaging in a scattered fashion. There was no planned approach at school. Yet somehow the take-away was that the female was the one responsible for sexual activity that took place and would carry the burden of any outcomes. The general avoidance of the topic conveyed sexual activity was a secret and shameful subject. I expect the Omaha schools will be moving beyond such notions and forward with the proposal. These are complicated and complex times, and why would the current science and research on human sexuality and human developmental learning not be integrated into the curriculum to help kids and their families?

The work on human sexuality by OPS is based on health literacy and health education standards. It provides a studied and thoughtful approach. It is reality-based. The “boots on the ground” professionally educated - trained teachers, physicians, psychologists, school nurses, and specialists who will integrate the proposal will be joined by parents to incorporate the new standards. If the proposal for science and best practices is withheld from our public school curriculum, it would be a moral and ethical failure. Furthermore, LGBTQIA+ issues are in the news and medical sciences and research provide an opportunity for leadership to assist this population to be served and not to be marginalized or excluded. The fear-based tactics to make them out as “others” who pose a threat is a twisted extremist position. The proposal will likely save lives and promote mental health of the entire school population.

Human children need health education using best-educational practices that meet the latest standards. It is fitting to have current content match the age and developmental stage of the child-adolescent. Kids need help to see and understand that sex is more than what they see on handheld devices. Where porn, advertising messages laden with sex images, sexting that is shared at ever-younger ages, etc. How else will kids learn to address the myths and distortions of pop culture that streams steadily, where sexual behavior is an exploited experience and a product to consume. Do those who oppose the proposed curriculum want our school age kids to learn sex-ed via porn, pop-culture TV, sexualized advertisements, sexting snd myriad prurient platforms available with open access?

The concept of gender equity introduced in early childhood will provide an investment in raising awareness of the diversity across human sexuality that is without the prurient-driven element of lucrative porn and pop culture media. I submit that those who are most strident with their condemnation of the standards being proposed have no idea or are in denial as to what children are exposed on their handheld devices or myths their classmates tell them about human sexuality.

The rigid religious and political conservative thought being imposing upon the public school curriculum should not be provided fuel to disrupt the real-life, real-health education needs of the kids in our schools. They ignore that the proposal addresses the rights and concerns of the parents and respects the parental engagement. The contrarian oppositional group is fueled by tactics of division. It seems private schools and home schooling can serve that subset.

Dear Nebraska State Board of Education and Mr. Ryan Foor,

Thank you for taking the time to have public input. I am sure your job must be one that is difficult and recognize that it likely takes a lot of time, energy, and sacrifice. I appreciate you taking time to listen.

It has come to my attention that the State Board has recently released their proposed state teaching standards. The following are my comments **please include these in the public record.**

I am deeply concerned and in strong opposition with the direction the new proposed teaching standards are taking kids with the human sexuality standards. While these standards may be believed to show kindness to everyone in our communities, many are in fact doing the opposite and are in direct conflict with my Christian faith. The same is true for many others. I am also disturbed to hear that a survey has been sent out to people outside of the state of Nebraska to represent the state of Nebraska. Is this true? Below, although not an exhaustive list, I have listed some examples of concerns that I have within the new standards.

1.) Hyper-Sexualization

- The standards drafted are constantly speaking of sex. This standard is forcing parents to have their children sit through materials that may awaken them to what they simply are not mature for.

- To constantly speak of sex runs the risk of students constantly thinking of sex.

- While one argument is that some parents do not teach their kids about sexual things, what about the parents that do? Their children should not have to sit through this when they are opposed to the school teaching it.

- How many times do students need to be taught on sex? Do they need all the details from the school system? While young, they are not clueless and without responsibility for their actions.

2.) Gender Identity/Sexual Orientation

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

- No doctor in the world can accurately say that a boy is a girl and that a girl is a boy, just as no doctor can say that a person is a cow or that a cow is a person.
    - To wish this does not make it a reality and we should not encourage kids to live in a false reality.

- We are male or female. This should be embraced and not viewed as a negative or a flaw. One is not better than the other. We are different and there is beauty in that.

- To not agree with homosexuality, being trans-gender, etc, does not mean to hate the person or be a bigot. My Christian belief is to love all people as Jesus loved me in my sin. To show love is to point out sin, not encourage it. While I disagree strongly with these lifestyles I can have my belief and still engage and be friends.

3.) <u>Lack of Parental Authority</u>

HE.5.7.3.b: Discuss the importance of having a trusted adult to ask questions about puberty and adolescent health issues.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

- Why are parents forced to have their child sit through the controversial topic of sex (which this proposed standard is radical) that they do not believe they are ready for?

- These standards set the stage for if a parent disagrees with a child's thought process the parent must therefore not be a trusted or a safe adult.

4.) <u>Birth Control</u>

HE.HS.2.18.a: Recommend medically accurate sources of information about and local services that provide contraceptive methods (e.g. emergency contraception. condoms) and pregnancy options (e.g. parenting, adoption, prenatal care.

- How long before abortion and Planned Parenthood come into the mix? I am not willing to justify the murder of the most helpless humans in the name of "student's free choice."

- Providing "safe" ways for students to have sex is not a solution. It is a problem. Marriage is the only place for sex. It is God's good design.

CONCLUSION

While I understand that not everyone holds my Christian beliefs, I strongly urge you to consider this. I have made it no secret that I am a Christian and I am not ashamed of it. I hope that this fact will not make you disregard what I have to say. All of the planning and safety measures in the world will not fix the problem that our society, including myself, has. Sin. Only Jesus Christ can bring salvation from sin by grace through faith and repentance in Him alone. Only then can we be free from eternal condemnation and given eternal life. I have seen His power in my life. I have seen Him pull me out of the pit of misusing my sexuality. The school system is flawed when we remove the Creator from the creation, which is what these standards are doing. He is the answer to identity issues, diseases, peer pressure, etc. Only when these students look to Him will they have hope and truly be able to use sex the way it was designed for.

Thank you for your time,

Jonathan Hofer
Kearney, Nebraska

From:	Michael Meyer
To:	Foor, Ryan
Subject:	New CSE Standards-OPPOSE!
Date:	Wednesday, March 31, 2021 12:06:58 PM

Ryan,
I am nowhere near a prude but reading through the latest NDE standards I sure feel like one.
The school has zero business teaching genitalia and sexual anything to children.
Why can't we allow our children to enjoy their innocence for the short time they are children?
I am opposed to any and all CSE teaching to our children.
This is the realm of parents and serves only to create curiosity and action where there was none before.
It also seems like grooming for pedophilia.... Normalizing thought on a subject which shouldn't be forced on children!



Michael Meyer
Synergy Health Plans
VP Business Development
308.293.0632
join.me/synergyhp

"Only the guilty are guilty: the children of killers are not killers, but children." - *Elie Wiesel*

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From: Amanda LaGrange
To: Foor, Ryan
Cc: aalagrange@msn.com
Subject: New Health Standards
Date: Wednesday, March 31, 2021 1:06:00 PM

To Whom it May Concern,

I am writing this email to inform you that my husband and I oppose and are deeply disturbed by the new health standards that are being proposed to be taught in our public schools. These "standards" are not about health. They are directly related to political posturing and have no basis in biological science. These "standards" do NOT reflect the values of the people of Nebraska.

Thank you for your time and consideration!

Amanda LaGrange
COO/Bible Quiz Director
Youth Challenge
www.youthchallenge.us
970/520-2940

From: Angela Blaesi
To: Foor, Ryan
Subject: Health Education Standards
Date: Thursday, April 1, 2021 7:58:21 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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Third Grade
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HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Angela Blaesi

Sent from Yahoo Mail on Android

From: Jerome Fritz
To: Foor, Ryan
Subject: For Public Record
Date: Thursday, April 1, 2021 8:03:04 AM

As a concerned grandmother I'm totally against the Health standards that have been drafted. This nonsense should not be taught in school. These discussions should be done by parents not our schools.

Cindy Fritz

Sent from my iPad

From: Vicki Harrison
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:01:57 AM

Hello, my name is Victoria Harrison], and I live at kearney, NE]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Alicia Friesen
To: particiatimm04@gmail.com; Foor, Ryan; Blomstedt, Matt; NDE Standards Input
Subject: For Public Record
Date: Wednesday, March 31, 2021 8:51:26 PM

To whom it may concern,

It comes to my attention that the Nebraska State Board of Education is considering the adoption of a new Draft of Health Education Standards. Having reviewed these standards, they are highly inappropriate. The topics discussed and illustrations within the suggested curriculum are pornographic. The topics and illustrations in the curriculum would not be allowed on national television without blurring or censorship, and as such have no business being presented to children in a public school system. Presenting these things to young children will awaken thoughts and desires in them that are age inappropriate. Please consider the emotional and psychological damage this could cause to a whole generation of children that will affect them well into adulthood. These topics are best discussed in the home when appropriate. The age at which these conversations happen is not a “one size fits all” concept. Please reject these standards.

Thank you for your consideration.

Jake and Alicia Friesen

From: Adrienne Deibler
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:50:18 PM

Hello, my name is Adrienne, and I live at Mullen, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Sarah Kulhanek
To: Foor, Ryan
Subject: Public Record-Board Meeting April 2
Date: Wednesday, March 31, 2021 9:41:29 PM

For Public Record
Dear Members of the Nebraska State School Board,

I am writing to urge you to vote against the new health standards involving the curriculum "It's Perfectly Normal" being proposed for sex education.

Both my mother and my mother-in-law were teachers; my mother-in-law has in fact served her local public school district for over 30 years with great love and dedication. I myself am a certified teacher, although I am currently staying home with my young children after 4 years teaching. My husband went back to work for his middle and high school for 7 years after completing college. Together, we have a wealth of experience in education and an understanding of some of the issues schools face.

In regard to the 2021 health standards, we see the need for better sex education for our youth, and how the public school system has perhaps not supported our youth enough in this area. The desire to meet this need and to do better is honorable.

However, the curriculum "It's Perfectly Normal" is deeply concerning to us, to the degree that we would consider home schooling our children rather than send them to a classroom where this material is taught. I have viewed selections from this curriculum, and find that it is far too graphic and far too permissible of sexual behaviors that are harmful for children / teens and society, such as pornography. I am deeply concerned that it would cause a school to teach a fluid sexual ethic when it comes to gender identity, something which should be the prerogative of a parent to discuss with their child without the child feeling pressured by a curriculum or teacher.

Please vote against this curriculum. There are better ways we can address sex education for our youth, perhaps with a basic set of standards that could be applied with some freedom by each local school district as it looks at the needs and resources of its community; or a means for schools to send information home for parents to discuss with their children, encouraging healthy discussion in the best possible arena (the family).

Sincerely,

Sarah Kulhanek

Minden, NE

From:	Matt OCallaghan
To:	Foor, Ryan
Subject:	No support for draft health education standards
Date:	Wednesday, March 31, 2021 8:53:37 PM

March 31, 2021

Dear Nebraska State Board of Education,

I am writing to express my deep concerns about the recently released draft health education standards. I am deeply disturbed that the draft health education standards seek to teach young children politicized, age-inappropriate information and ideas about sex, sexual orientation, and gender identity.

First, “sex” is the objective, biological reality that human beings are created male and female. This is how it has been defined for millennia. You can’t magically change your gender; you can’t magically change your sex; you can’t magically change your age. The draft health education standards do not align with this reality.

Second, the draft health education standards would undermine parents’ rights to direct the upbringing and sex education of their children. Parental values of modesty and privacy would be contradicted by school officials/standards. Moreover, it is likely that as a result of these draft health education standards, parents and children who want to adhere to the biological reality about males and females and/or Biblical teachings about the binary nature of sex would be discriminated against and subject to unequal treatment.

Third, abortion is the most serious human tragedy that we have ever seen in history. Unfortunately, it has been normalized under the words “choice,” “reproductive healthcare,” and “reproductive justice,” among other; however, there is no justice for the unborn human child that is being killed. The draft health education standards would only contribute more to this normalization and the more than 1 million babies murdered every year in the United States.

I do not support the draft health education standards and I strongly urge you to scrap the politicized, age-inappropriate sex education proposal.

Matt O'Callaghan
5610 w 30th St
Kearney NE 68845

Sent from my Verizon Motorola Smartphone

From: Kelli Engel
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:59:51 AM

Hello, my name is [Kelli Beck], and I live in Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Joyce Porter
To: NDE Standards Input; Foor, Ryan
Subject: NE State Health Standards
Date: Wednesday, March 31, 2021 8:47:23 PM

I am writing you in opposition of the new health standards for K-12 students.

I am a grandmother who has grandchildren in the Lincoln Public School system and I believe these new health standards go against any and most all adults and especially parents beliefs and values. They are taking away the innocence of our children. I can't even believe that anyone in their right mind would think it is okay to start sex education during or even before a child enters kindergarten. That is the last thing that should even be on their minds. Also what is in the "health standards" from that point on up for each grade to me is very inappropriate and pornographic. If an adult were to have the proposed materials in hand they could be arrested on pornograpy charges. Is this really what we want in our public schools for our children's eyes to see?? I don't think so!!! Kids should be able to be kids and not have adult issues pushed on them at such an early age. I believe it would be very confusing and detrimental to them.

Everything in these "NE State Health Standards" from gender identity at 5 years of age or younger to having the right to get an abortion without parental knowledge and everything in between is just down right wrong. It makes me wonder what our State and Country truly stand for if we can't stand up for our children's rights and values. I do not think pushing such pornographic literature and pictures that these "standards" are using are in the best interest of our most vulnerable and innocent children. We need to protect our children for as long as we can and let them be children because adulthood comes soon enough with enough problems of it's own. I believe we should get back to the basics of teaching kids how to read, write, & do math. I also believe that the parents should be very involved in the sex education of their children and should have a say about what is being taught in the school system; and maybe just maybe the schools and the parents could work together on this.

Nebraska has always been known for high standards and values, being good people. If you're from the midwest people usually recognize that you are probably most likely a good person and a good hard worker. I'm afraid these "NE State Health Standards" will derail that. I do NOT think these "health standards" should be taught ANYWHERE let alone in Nebraska. Kids are kids everywhere and need to be kids, and not be confused by pushing sexuality on them too early. I think this would also harm the family unit as so much of what is in these so called standards seems to tell the children they do NOT need to talk to their parents about what they are doing or will do. (such as birth control, abortion, etc.)

One of the State Board of Educations job is first and foremost to protect our children. Please do not approve or pass the "NE State Health Standards!!" They are definitely NOT protecting our children! I can only pray that their are enough Christians on this Board to realize that this is just WRONG!! Please protect our kids!

Thank you,

Joyce Porter, (a very concerned citizen of our GREAT STATE OF NEBRASKA)

From: Andrew Rodriguez
To: Foor, Ryan
Subject: Oppose CSE
Date: Thursday, April 1, 2021 9:19:22 AM

Hello, my name is Andrew Rodriguez, and I live at 4821 Fleetwood Circle, Lincoln, NE.

I am writing to oppose CSE and the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts. School districts at large have lost their way and have become politically driven extensions of overreaching politicians. The purpose of the education system is to prepare students for the next steps of their academic pursuits, not pump them full of political agendas and indoctrination. If conversion therapy is wrong for the LGBTQ Community, then it is wrong in reverse for the heterosexual community. It is not right to cram either agenda into the young minds of our children, whose brains are not even done developing until their early 20's. As a Christian, I cannot remain silent. The only group ever expected to be tolerant are the Christians. We are supposed to shut up and let the "leaders" make decisions while we remain silent. This agenda must be stopped! Stop it from hitting our schools. If our faith must be removed schools then so must the faith that backs this agenda. It does not in any way agree with science, therefore it is faith based. And since the school system is all about a faith neutered agenda in schools, this must also be removed.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Andy Rodriguez - concerned citizen

From: Katie Adam
To: Foor, Ryan
Subject: OPPOSE PROPOSED HEALTH EDUCATION STANDARDS
Date: Wednesday, March 31, 2021 10:53:00 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself

and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Katie Adam

FOR PUBLIC RECORD

From:	Elsa Barr
To:	Foor, Ryan; NDE Standards Input
Cc:	NDE Standards Input
Subject:	Opposition of proposed health education standards
Date:	Wednesday, March 31, 2021 12:38:28 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Elsa Barr

FOR PUBLIC RECORD

From: brooke cast
To: Foor, Ryan
Subject: Opposition to New Health Standards
Date: Thursday, April 1, 2021 9:08:50 AM

Mr. Foor:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

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HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
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HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

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HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Brooke A. Cast, PA-C

FOR PUBLIC RECORD

Sent from my iPhone

From: Anne Dee Weisdorfer
Subject: proposed curriculum concerns
Date: Wednesday, March 31, 2021 5:14:36 PM

To Whom It May Concern and for public record,

I am very saddened, disgusted, and scared of the proposed changes in curriculum. Next year I will have a daughter AND a granddaughter in elementary. My step daughter and her family moved here from Colorado almost two years ago excited about the prospect of sending their kids to public school rather than homeschooling which is what they would have done in the Denver suburbs. The prospect of this curriculum has scared her so bad that now she plans to homeschool and feels like a fool for thinking Nebraska was a safe place to move and raise her family. Sexual acts should not be part of school curriculum. Let Nebraskans create the curriculum we want for our children, not people who don't know us or the values we hold in our Great State. I am very proud of the education and values my other four children have received as part of the public school system and have always supported our schools --- but this is terrifying and quite frankly, I am stunned. Would you be comfortable with your children or grandchildren learning these things in this way? Please fight for our children and our families.

Anne Dee Weisdorfer
308-627-5331

From: maggie.e.burt@gmail.com
To: Foor, Ryan
Subject: Proposed Health Curriculum
Date: Thursday, April 1, 2021 8:44:51 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Maggie Burt
Lincoln, Nebraska

Sent from my iPhone

From: Stephanie Jarecki
To: Foor, Ryan
Subject: proposed health education standards
Date: Thursday, April 1, 2021 9:23:23 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s

intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.
Sincerely,
Stephanie Jarecki
FOR PUBLIC RECORD

Stephanie Jarecki
Columbus Physical Therapy, P.C.
3211 25th Street
Columbus, NE 68601
402.564.5456
www.columbusphysicaltherapy.com
"The Feel Good Experience!"

From: RUSSELL Rabeler
To: Foor, Ryan
Subject: Proposed Health Education Standards
Date: Thursday, April 1, 2021 9:19:16 AM

I have just found out about the proposed new standards. I find it hard to believe anyone could consider these to make any sense.

Starting with Kindergartners (they find it hard to decide what they want for their birthday). I have grandchildren ages 5-6-9 and I am around them at least weekly. The 9-year-old could maybe understand the proposed cohabitating, and gender identity. I feel this needs to be studied in detail by people in the Midwest not people from the coasts.

I feel this should have been communicated to the public long before the current deadline of 4-2-2021. If you're planning on a major change in sexual education, don't you feel your job is to keep the public informed? We need to bring this to LIGHT so people can review and give their opinion.

Thank You
Russell F. Rabeler
1712 N Nye Ave
Fremont, NE 68025
402-616-6918
rfrabeler@msn.com

From: Adrienne Deibler
To: Foor, Ryan
Subject: Proposed health education standards
Date: Wednesday, March 31, 2021 10:26:28 AM

For public record

This should not be taught in our public schools! It is not age appropriate. Please do all you can to not less this pass. I believe many parents will take their kids out of public school. Teachers shouldn't be asked to teach this either. Kids don't need to be subject to the graphics. Let them be little!

Thank you,
Adrienne Deibler

From: gsmoody@hamilton.net
To: Foor, Ryan
Subject: Proposed NE Health Education Standards
Date: Thursday, April 1, 2021 9:29:12 AM

Dear Sir,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.71.: Students will learn the fundamental components of sexual health.

HE.K.1.a: State medically accurate names for body parts including genitalia.

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

HE.K.7.2.b: Distinguish between safe and unsafe touch. (NOTE:There should be no opportunity to give examples on fondling and groping, etc. Teaching that no one should ever touch anywhere your undergarments cover, and teaching that someone should always let go if asked is age appropriate. More than this is a parent's responsibility only.)

First Grade

HE.K.4.2.a: State the importance of (mask wearing!)

HE.K.1.a: State medically accurate names for body parts including genitalia.

HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

HE.K.7.2.c: Define consent and identify how to clearly say no. (NOTE:There should be no opportunity to give examples on fondling and groping, etc. Teaching that no one should ever touch anywhere your undergarments cover, and teaching that someone should always let go if asked is age appropriate. More than this is a parent's responsibility only.)

Second Grade

HE.2.5.2.e: Define child abuse (sexual - . (NOTE:There should be no opportunity to give examples on fondling and groping, etc. Teaching that no one should ever touch anywhere your undergarments cover, and teaching that someone should always let go if asked is age appropriate. More than this is a parent's responsibility only.))

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

HE.2.7.1.a: Recognize genitalia differences.

Third Grade

HE.3.7.1.a: Describe the functions of basic reproductive body parts.

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their

family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.1.c: Define the process of human reproduction.
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.4.7.3.e: Discuss common human sexual development and the role of hormones
Fifth Grade
HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.
HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in the human bodies.
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.1.b: Identify prevention strategies, including abstinence of pregnancy, STDs and HIV. (NOTE: Abstinence in the only appropriate method to be teaching to this age group.)
HE.6.7.1.e: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.
HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.
HE.7.7.1.e: Define vaginal, oral and anal sex and their relationship to STD/HIV transmission.

HE.7.7.1.f: Explain the range of ways pregnancy can occur.
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.1.a: Explain how the human reproductive systems function, including external and internal body parts.
HE.8.7.1.c: Examine medically accurate resources about pregnancy prevention, reproductive care, and STD/HIV, such as prevention, testing, and treatment resources. (NOTE: Abstinence in the ONLY age appropriate contraceptive.)
HE.8.7.1.e: Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV. (NOTE: Once again, abstinence is the only age appropriate contraceptive.)
HE.8.7.1.f: Describe pregnancy testing, the signs and symptoms on pregnancy, and pregnancy options.
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.
Sincerely,

Gary & Shauna Moody
Aurora, NE

From: Debbie Burkle
To: Foor, Ryan
Subject: Proposed Nebraska standards
Date: Thursday, April 1, 2021 9:22:15 AM

I am totally against these proposed Nebraska standards. Please place my name as a testimony against these standards.

Sent from my iPhone

From: Heidi Sampson
To: Foor, Ryan
Subject: Proposed new sex education
Date: Wednesday, March 31, 2021 6:10:02 PM

Dear Mr. Foor,

I am writing to oppose the newly proposed section education curriculum. The information is not age appropriate nor does it allow for parental input for moral standards of sexuality. It seems politically motivated towards an agenda that does not benefit young children at their stage of development and contradicts current educational standards in Nebraska.

Sincerely,

Heidi Sampson
--
For the Purpose of His Glory,

Heidi Sampson
The Beautiful Gate
402-686-5695

Dr. Matthew Blomstedt and Board Members March 31, 2021
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509 – 4987

RE: Proposed "Health Standards," et al., for Nebraska Public Schools

Dear Dr. Blomstadt, and members of the Nebraska State Board of Education (NSBE):

The NSBE has submitted for public review and commentary a proposed set of eight health standards from the Nebraska Department of Education (NDE). Two – 'Human Growth & Development' and 'Social, Emotional & Mental Health' – are cause for alarm; because my wife and I have seen this plan in action before …

Having resided in Massachusetts for 30 years (15 for my wife – who now teaches at McCook High School), before moving to SW Nebraska in 2005, we witnessed the ruination of that state's public school system under the intervening hand of big-government progressivism and the imposed agenda of homosexual activists.

We came to know their tactics of undermining the bond children have to parents and country; and how these activists entice children and adolescents to engage in dangerous sexual practices. The isolation and reprobation were accomplished by entrenching progressive bureaucrats into the public education system, who would then introduce a gradual but constant litany of anti-family, anti-Christian, anti-American ideology: Perversion, under the pretext of "health education;" and a social studies curriculum that included a *National History Standard* oriented more towards disparaging the United States and Western civilization than to teaching factual history in context. This travesty was forced into Massachusetts schools under the banners of *Outcome Based Education* (OBE) and *Goals 2000* – the "outcome" and "goals" of which were hostile to American values and traditional Judeo-Christian morality.

OBE programs children at an early age to march lockstep with the nihilist ideology of progressivism. The Goals 2000 history standard entailed blaming Western culture in general – and white European males in particular – for the evils befallen on humanity. G2K premiered the revisionist trashing of the United States that is now routinely found in many social studies curriculum. Unlike its predecessor, the new iteration of this venomous brand is best described as cultural lynching, a disparaging not only of country and creed, but of race. This is exemplified by "critical race theory," an introduction to which is apparent in section HE.8.6.4c of the 8th grade 'Social, Emotional & Mental Health' standard, and fully developed in section HE.HS.2.17 of the high school version – more accurately titled the "perpetual victimhood standard."

Concomitant with OBE and Goals 2000 indoctrination in Massachusetts public schools was the teaching and normalization of aberrant sexual behavior, under the pretext of "comprehensive sex education" – to wit: the intentional desensitizing and sexualization of children, enticing impressionable minds to "experience" eugenicist Alfred C. Kinsey's warped theories of human sexuality. If NSBE members are unfamiliar with the origins of the 'Human Growth & Development' standard NDE proposes, I advise they read *Kinsey: Crimes & Consequences* (Judith A. Reisman, PhD., Institute for Media Education, 1998). The following typifies Kinsey's legacy …

On 25 March 2000, a Massachusetts scandal, dubbed "Fist-gate," made national headlines: 200 high school students were bused to "TeachOut" – a conference held at Tuffs University, and sponsored by GLSEN-Boston. GLSEN (Gay, Lesbian, and Straight Education Network) is a national homosexual organization that targets children, and has formed "gay straight alliance" clubs in public schools across the country. At the conference, students as young as 12 were given graphic instruction, by Department of Education employees, describing the pleasures of homosexual sex acts. Parents were never informed of the planned subject matter. (See: 19 October 2012 update of the original 'Mass Resistance' story for details). This is the poison Kool-Aid our children will eventually be forced to drink if the NSBE succeeds in adopting these new comprehensive "health" standards.

Dr. Blomstedt, the NSBE now presumes to instruct K through 5th graders on the explicit terms and functions of reproductive anatomy. But by what power do you and the Board members presume upon what is rightfully a solemn duty of parenting? Same question on teaching "gender roles." That the NDE seeks to usurp our parental authority – and thus breach what should always remain the exclusive domain of mothers, fathers, and legal guardians – is the height of bureaucratic arrogance.

If this violation of parental rights were not enough, the NDE demonstrates unbridled temerity in suggesting Nebraskans allow the education bureaucracy to teach kindergarteners and elementary school children the ever-evolving progressive "anything goes" concept of family. Traditional marriage – one man and one woman joined in an exclusive lifelong bond, for the God-ordained purpose of procreating children – is but one of many "possibilities." By the Department's determination, same-sex "marriage" and other dysfunctional arrangements are legitimate topics for inclusion in our children's education. Likewise is the promotion of contraception and "safe sex." Abstinence is treated as one of many options a child has "a right" to choose – because "kids are going to do it anyway." Unfortunately, the offense does not end with promoting abnormal and immoral behavior; rather it enters the realm of the bizarre …

Having perhaps imagined the foregoing trespass insufficient, the NDE decided to incorporate the latest twist in progressive perversity: "gender identity." Gender dysphoria – a disorder in which a boy "feels" he is a girl, and a girl "feels" she is a boy – is included in the "standards" – not as a mental health disorder, but rather as a valid individual "choice." Do NSBE members "feel" that this rare and usually temporary confusion over sexual identity should become commonplace, a permanent fixture in Nebraska?

In sum, the proposed standards for 'Human Growth & Development' and 'Social, Emotional & Mental Health,' which the NDE and NSBE seek to promulgate throughout Nebraska, despite community-approved curriculum, are cultural time bombs that will undercut parental authority, harm innocence, and create future social-economic problems for our state. The same secular self-anointed saviors of mankind whose policies created most of our nation's social ills will then offer their "solutions" – all of which shall invariably require greater levels of government intrusion into our families. **These "standards" are a direct assault on parental rights.** They demonstrate the NDE's indifference towards the traditional family, morality, and our children's innocence. The NDE leadership and the members of the NSBE deserve a Nebraska-sized boot in the butt for suggesting them.

Mr. Bruce C. Desautels
Mrs. Monica T. Desautels
71320 County Avenue
Stratton, Nebraska 69043
308-276-2682

From: danipat89@gmail.com
To: Foor, Ryan
Subject: Proposed State Teaching Standards
Date: Wednesday, March 31, 2021 10:16:33 PM

Mr. Foor,

I understand that you are accepting public comment related to the proposed updates to Nebraska's education/teaching standards. Thank you for being open to this and for your service to our great state. I am not a native Nebraskan, but I've called this state home for nearly thirteen years. I am proud of Nebraska and plan to raise a family here. I'm sure your responsibilities require you to make many sacrifices and that your goal is to serve our state well; and I wish to commend you for this.

My husband and I are expecting our first child this year, and this proposal presents significant concerns to us both -in particular, the proposed updates to the teaching on human sexuality. As Christians, over the years we have seen many threats to our religious liberty at the national level. Supreme Court cases such as Obergefell v. Hodges, for example, have opened the door to threating the free speech and religious expression of those of us who believe that traditional marriage is God's design for a healthy family and society.

I have known Nebraska to cherish these same traditional values. My husband and I strenuously object to the changes recommended in the teaching on sexuality. We see in them an imminent and very real (and local) threat to our religious liberty. In only a few short years, we will have a kindergartener. I cannot in good conscience allow my children to sit under teaching that encourages them that cohabitating and same-gender family structures are healthy for them or for our culture.

Not only this, but we would find it inappropriate for a teacher to teach our first graders about gender, gender identity, and gender-role stereotypes. All concepts that my husband and I find to be in conflict with our religious conviction. Not only this, but these ideologies are representative of radical shifts in our nation's thinking. We believe that many Nebraskans (not merely Christians) would find these ideologies objectionable.

Teaching on non-traditional sexuality, alternate family structures, same-sex unions, gender identity, etc. are outside of a public school's responsibility. We would strongly hold the view that such topics ought to be reserved for families. Not only this, but the proposed standards would stand in opposition to many homes in Nebraska.

Most sincerely,

Danielle Drozd
Resident of Buffalo County, Nebraska

From: Jeff Collins
To: Foor, Ryan
Subject: Protect Children from Abusive Curriculum
Date: Thursday, April 1, 2021 9:15:49 AM

Hello, my name is Jeffrey Collins, and I live at 12801 NW 56th Street near Raymond, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jeffrey Collins

The LORD bless you and keep you;
The LORD make His face shine upon you,
And be gracious to you; The LORD lift up His
countenance upon you, And give you peace."
Numbers 6:24-26

Cozad Community Schools

Mr. Ron Wymore, Superintendent of Schools
1910 Meridian Avenue
Cozad, Nebraska 69130-1159
Phone 308-784-2745 Fax 308-217-4504
ron.wymore@cozadschools.net

William Beckenhauer.....High School Principal (308) 784-2744
Brian Regelin.....Middle School Principal (308) 784-2746
Dale Henderson.....Elementary Principal (308) 784-3462
Jeremy Yilk.....Activities Director (308) 784-2744
James Ford.....Special Education Director (308) 784-3381

Board of Education
Michele Starman.....President
Joel Carlson.....Vice-President
Ann Burkholder.....Secretary
Judy Eggleston.....Member
Kiley Goff.....Member
John Peden.....Member

Cozad Creates Success

March 31, 2021

State Board of Education
Nebraska Department of Education
% Ryan Floor
P.O. Box 94987, Lincoln, NE 68509-4987

Re: Public Comment Regarding the Draft Nebraska Health Standards

Dear Members of the State Board of Education:

I write on behalf of the Board of Education of Cozad Community Schools. At the outset, I want to thank the State Board of Education, Commissioner Blomstedt, and the Department of Education for supporting our schools during the last year by developing guidance through the involvement of stakeholders across the state, encouraging local control, and affording schools the flexibility necessary to continue educating students in the most effective manners available. This approach proved to be one of the most effective in the country; our school district was able to maintain in-person instruction uninterrupted throughout the entire school year. Indeed, our state has long benefited from a focus on local control that promotes community involvement and investment in policy and decision making. That is why our board was so troubled by the recently promulgated draft Nebraska Health Standards, and why I am writing to address some of our concerns with the contents of these Standards.

While we recognize the importance of health education as a part of any student's public school experience, the draft Standards for this area highlight issues which are incompatible with a uniform approach established at the state level. For instance, the proposal includes Standards providing for:

- Kindergarten students to learn the fundamental components of sexual health (HE.K.7.1)
- Kindergarten students to learn characteristics relating to sexuality (HE.K.7.2)
- Kindergarten students to discuss different kinds of family structures, including single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, and interracial (HE.K.7.2a)
- First grade students to learn the fundamental components of sexual health (HE.1.7.1)
- First grade students to define gender, gender identity, and gender-role stereotypes (HE.1.7.2.d)
- Second grade students to discuss how media influences thoughts, feelings, and beliefs, including bias, perceptions, social norms, spirituality and gender roles (HE.2.6.4.b)
- Second grade students to recognize genitalia differences (HE.2.7.1.a)
- Third grade students to discuss stereotypes and racial bias in media and books (e.g. heros, "bad guys", characteristics, roles) (HE.3.6.4.d)
- Third grade students to discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior (HE3.7.2.c)
- Third grade students to define sexual orientation (HE.3.7.2.e)
- Fourth grade students to differentiate between sexual orientation and gender identity (HE.4.7.2.d)
- Fourth grade students to distinguish between sex assigned at birth and gender identity and explain how they may or may not differ (HE.4.7.2.f)
- Fifth grade students to explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness (HE.5.7.1.c)
- Fifth grade students to describe the benefits of being sexually abstinent (HE.5.7.1.f)
- Fifth grade students to explain that gender expression and gender identity exist along a spectrum (HE.5.7.2.f)
- Fifth grade students to explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender (HE.5.7.3.e)

- Sixth grade students to define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity (HE.6.7.2.b)
- Sixth grade students to define sexual identity and explain a range of identities related to sexual orientation including heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual (HE.6.7.2.c)
- Sixth grade students to discuss the ways people express their gender and how gender-role stereotypes may limit behavior (HE.6.7.2.f)
- Seventh grade students to define vaginal, oral and anal sex and their relationship to STD/HIV transmission (HE.7.7.1.e)
- Eighth grade students to develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV (HE.8.7.1.e)
- Eighth grade students to assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender (HE.8.7.3.a)

Each of these topics should be addressed with students in a manner consistent with the values of their families and communities at the time in their development that it is appropriate to do so. These are discussions and decisions that would and should vary from family to family and school district to school district if they are to be had honestly, productively, and in good faith.

I am concerned that the Board would be putting a spotlight on any school or community's variance of discussion of or introduction to these issues if it approves the proposed standards in their current form. While such standards outside the core curriculum are not binding on a district, they express and establish expectations from the State Board that inevitably will be imposed upon schools irrespective of their advisory nature and sensitive subject matter. The State Board would be asking each school district to account for the State Board's decision and answer to groups of various interests and opinions as they question any adherence to, or divergence from, the proposed Standards.

As a result, the proposed Standards would undermine the buy-in of local citizens and their school boards in making curricular decisions consistent with community values. I am also concerned that such expectations would devolve into another unfunded mandate imposed upon public school districts and their communities during a time of fiscal uncertainty and operational adversity. That the proposed standards do not reflect or defer to the judgment of the leaders of our families and communities is the result of a development process that focused on a top-down approach and failed to consider the input of all stakeholders. I would respectfully request that the State Board consider our concerns and the input of other stakeholders who were left out of this process prior to approving or adopting any standards related to these sensitive issues.

Yours very truly,

Michele K. Starman

Board President Michele Starman

Board Vice President Joel Carlson

Board Member Kiley Goff

Board Member John Peden

Ann Burkholder

Board Secretary Ann Burkholder

Board Member Judy Eggleston

Ron Wymore

Superintendent Ron Wymore

From: Mary Howard
To: Foor, Ryan
Subject: Public comment for April 2, 2021
Date: Thursday, April 1, 2021 8:17:33 AM

This statement is for public comment for the Nebraska Department of Education Board meeting for April 2nd, 2021.

Ladies and Gentlemen of the Board,

I am a mother to two children, a boy and a girl. As a mother I am committed to raising my children well; making sure their bodies and minds are healthy, making sure they have plenty of playtime, a safe home, and opportunities to learn. I have also kept an eye on the news this past year; watching our beautiful country tear itself apart has been heartbreaking. It is difficult to explain to a two-year-old why adults shout hateful things at each other instead of taking a deep breath and talking about their issues. It's hard to give small children a precise definition of "hatred".

Attempting to understand the Trans phenomenon I read a few books, read several research articles, and watched YouTube channels on this subject. I learned the DSM qualifications of a trans-person, personal accounts of transitions, and how familial ties affect those people. I took away three major points from everything that I read; the first is the claim that children already know themselves well enough to say what they truly are inside; the second is claim that children are allegedly at risk of suicide if they aren't allowed to change themselves; and the third is that if someone does not acknowledge a child's chosen pronouns, that person is automatically an oppressor. This gave me pause; how can a parent, whose most important job is to raise children, be seen as a bigot for simply questioning a major shift in a child's demeanor? How could anyone but the parent possibly be more of an expert on their children? The short answer is, no one. No one knows children better than their parents, and no one is more qualified to give them personalized care; not teachers, not psychiatrists, certainly not politicians. The so-called "glitter families" (those who the children are encouraged to seek out to replace the "bigoted" parents) can never replace the love and care that children need. The role of parents is to guide the children through life, not the other way around. I have to wonder how many of those alleged suicides are actually due to cutting oneself off from family, and not from the perceived bigotry of society.

If you allow this curriculum to be taught in our Nebraska schools, you will allow a subtle but sinister narrative to invade as well; that parents cannot be trusted to raise their own children...that the state is more qualified than they are. This is utterly false and a dangerous attempt to grab power from us. It cannot be allowed to come to our state.

I am a mother of two children, a boy and a girl. I do not want them to hate anyone due to race, religion, or sexuality; but I do want them to have the freedom to question things around them without being attacked. If you believe that strong family ties are important to the people of Nebraska, then you will not adopt this curriculum.

From: Sofia Jawed-Wessel
To: Foor, Ryan
Cc: Koch Johns, Patsy; Fricke, Lisa; Gubbels, Patti; Morrison, Jacquelyn; patriciatimm04@gmail.com; Nickels, Maureen; Stevens, Robin; Neary, Deborah; Blomstedt, Matt
Subject: Public Comment for April 2nd Hearing for Health Education Standards
Date: Wednesday, March 31, 2021 10:38:36 PM
Attachments: image001.png

Hello esteemed members of the Nebraska Board of Education

I am a Nebraska resident of nine years, parent of three, educator of university students, and public health advocate. I am writing to you to submit my public comment in support of approving the health standards to reflect new information that is relevant to families in Nebraska. I have reviewed the draft standards and appreciate the time, intentionality and compromise that must have happened in order to arrive at this stage.

Every semester at the University of Nebraska at Omaha, I begin the first class of my upper-level Sexual Development course with the same activity. I tell my students about my professional background and the areas in which I have expertise followed by a long list of potential topics that we can cover during the semester. I then ask each of them to anonymously write down topics they hope to spend the most amount of time discussing. Every semester without fail, the large majority of students want me to teach them about contraception, sexually transmitted infection (STI) prevention, and gender. In these classes of adults 19 and over, most of who are sexually active, we could talk about anything related to sexual health. While they might be interested in more provocative topics, what they ask for and tell me they need desperately is just the basics. Basics they would not have access to if they did not have the privilege to attend college. Basics they should have learned before deciding to have sex

My college students are not alone, however. In 2012, the Nebraska Adult Sexual Literacy Program[1] (NASLiP) assessed the basic sexual health knowledge of over 500 Nebraskans statewide. People who took this survey reflect the demographic distribution of Nebraska residents. We learn from this data while Nebraskans are generally comfortable discussing sexual topics with their children, they do not have the knowledge necessary to relay accurate information. Nebraskans were most comfortable discussing prenatal care, body self-esteem, and sexual assault and least confident discussing STIs, anatomy, and gender identity. Knowledge items that were most frequently answered incorrectly were related to contraception, ovulation, and pregnancy. If we continue to rely solely on parents to talk to youth about facts related to sex, we will be left with another generation of children who are unprepared to make healthy and informed decisions.

There are widespread misconceptions regarding what exactly is comprehensive sex education (CSE). While I am sure you all understand what is entailed, I find that the general public does not understand that CSE refers to sexual health curriculum that is medically accurate and age-appropriate. In other words, topics covered are based on scientific knowledge and are specific to the age groups. For example, fourth graders need to be prepared for beginnings of puberty, but discussing how condoms are used at this age is usually unnecessary. CSE does not ignore the role of abstinence as one method of preventing unintended pregnancies and STIs, but rather allows our youth to clarify their own values and make healthy and informed decisions based on medically accurate evidence. CSE does not show pornography or any media depicting sexual behaviors of any kind, nor does it promote any particular sexual orientation. I know you know this, but perhaps my writing it here can help you feel more confident in your knowledge and in sharing this knowledge with others.

I would be remiss if I did not include some basic, well established data that supports my position as well, I am a public health professor after all! In America, the average adolescent has sex by the age of 17 and the national Youth Risk Behavior Survey (YRBS) consistently finds approximately half of 9th through 12th graders have had sexual intercourse. Based on this data, we can assume that the average student will graduate high school having already had sex. In order to prevent potentially unhealthy consequences such as STIs, sexual assault, and unwanted pregnancy, we need to ensure our students learn about these risks prior to engaging in partnered sexual behaviors. The best way to do this is incorporating age-appropriate sex education in our schools. Although across the US teen pregnancy rates are falling, this is not consistent across all states. Several studies have attributed this decline almost exclusively to increased contraception use in states that provide CSE. States with abstinence-only sex education continue to see increases in the teen pregnancy rate. CSE programs have been proven to not only reduce STI and pregnancy rates, they also delay sexual initiation. Abstinence-only programs, on the other hand, have not been proven to delay sexual activity, decrease sexual activity, or decrease negative sexual health outcomes.

CSE also plays a vital role in reducing the disparity in negative health outcomes experienced by students of non-heterosexual orientations as well as transgender and gender non-conforming identities[8]. These LGBTQ students are more likely to be depressed, consider suicide, and be bullied when sexual health education excludes information related to sexual orientation and gender identity. In 2021, we have an increasingly "out", yet unsupported LGBTQ youth population. Including information that reflects the scientific definitions of gender identity and sexual orientation can help our LGBTQ students be less vulnerable.

I truly believe that better, more comprehensive human growth and development standards are a parent's ally. By providing only the facts around sex, evidence-informed sex education forces public schools to acknowledge the parent is the sole authority on defining and prioritizing important values for their children. No one else has that power, but by keeping our standards up-to-date and evidenced-informed, we are taking the burden of teaching the facts off the shoulders of our parents who very likely were never taught themselves.

Thank you so much for your time, you are truly appreciated!
Sofia

My statements above do not reflect any official position of the University of Nebraska.

[1] Midlands Sexual Health Research Collaborative. (2015). *Nebraska Adult Sexual Literacy Program*. Available at: http://www.unomaha.edu/college-of-education/health-physical-education-recreation/research/mshrc/docs/naslip_factsheet.pdf.

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Sofia Jawed-Wessel, PhD, MPH
Associate Professor
School of Health and Kinesiology
University of Nebraska at Omaha

Co-Director, Midlands Sexual Health Research Collaborative coe.unomaha.edu/mshrc
Associate Professor, University of Nebraska Medical Center

6001 Dodge Street, H&K 207-E
Omaha, NE 68182
Voice: 402-554-3433

Fax: 402-554-3693



From: Markus Aurelius
To: Foor, Ryan
Subject: Public Comment on Health Standards Draft
Date: Wednesday, March 31, 2021 10:42:05 PM

Members of the Nebraska State Board of Education,

I am writing to voice my opposition to the inclusion of sexual education as a part of the larger health standards curriculum in our schools. This is not appropriate subject matter, and it will introduce conflict between the values taught at home and those taught at school. At its worst it will effectively abrogate responsibilities that belong to the parents. As such, I cannot think of a more invasive and perverse intrusion into one of the most sacred purviews of parents. Moreover, the introduction of these topics will be used as a platform to groom socially and politically acceptable behavior from children. Protecting the child's innocence and raising them up to make sound decisions in the context of life, to include sex and marriage, is not something that the state can ever fulfill as well as a parent.

Ultimately, this boils down to a push to introduce LGBTQ views at younger and younger ages. Introducing transgender worldviews as a part of health or science is an act of surrender. It surrenders the reality of what we have known about male and female for millennia. Men and women suffering from gender dysphoria need compassion and serious mental health care. Embracing and promoting as though it is normal is outright insanity. Consequently, the plan to include these topics in the general health education standards should be scrapped immediately.

Thank you for your time and the opportunity to voice my concerns.

Respectfully,

Mark

From: Julie F
To: Foor, Ryan
Subject: Public Input regarding proposed Nebraska health education standards
Date: Thursday, April 1, 2021 9:20:27 AM

To whom it may concern:

My name is Julie Fletcher and I request my input be entered into testimony by 12:00 PM on April 1, 2021.
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. These controversial topics are not appropriate for introduction and discussion in the public school setting! For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all

sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Julie Fletcher

FOR PUBLIC RECORD

From: Erinn Criner
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:04:32 PM

Hello, my name is Erinn Criner and I live at 7033 Beaver Hollow Circle Lincoln, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Erinn Criner.
--
Erinn Criner

From: Jenny Barth
To: Foor, Ryan
Date: Wednesday, March 31, 2021 8:26:43 PM

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed
by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the
new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,
Jenny Barth

FOR PUBLIC RECORD

Sent from my iPhone

From: Kristi Burford
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:16:47 PM

Hello, my name is Kristi Burford and I live at 5987 South Svea Dal Road; Brady, Nebraska . I am a 2nd grade teacher for North Platte Public Schools, and I am in strong opposition to the newly drafted Health standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Jessica Billingsley
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 8:24:17 PM

Hello, my name is Jessica Billingsley, and I live at Whitman, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Erin Miller
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 11:27:36 PM

Hello, my name is Erin Miller, and I live at 3936 North Maxwell Rd, Maxwell, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Mary jo Walker
To:	Foor, Ryan
Cc:	maryjowalker@gmail.com
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 6:59:39 PM

Hello, my name is Mary Jo Walker, and I live at 37280 Marsh Lake Rd, Mullen, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Mary Jo Walker

Sent from my iPhone

From: Jenna Vettel
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:49:24 PM

Hello, my name is Jenna Vettel and I live at 835 Sagewood Ave Grand Island. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: JILL HESSEL
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:49:50 PM

Hello, my name is Jill Hessel, and I live at 3115 15th street, columbus, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Sprint Samsung Galaxy S10+.
Get Outlook for Android

From: Tiffany Johnson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 7:12:31 PM

Hello, my name is [INSERT NAME], and I live at [INSERT ADDRESS]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Nancy Greisen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:55:31 PM

Hello, my name is Nancy Greisen and I live at 5145 Vine St. apartment 1014 Lincoln, NE 68504. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Nickels, Maureen
To: Hanna Cox; Foor, Ryan
Subject: Re: Concerns over proposed standards/PUBLIC COMMENT
Date: Tuesday, March 30, 2021 6:29:28 PM

Hanna,
Your message has been received and will be placed on the April 2 agenda as written public comment.

From: Hanna Cox <hannacox1@hotmail.com>
Sent: Tuesday, March 30, 2021 5:19 PM
To: Nickels, Maureen <Maureen.Nickels@nebraska.gov>
Subject: Concerns over proposed standards

To Maureen Nickels,

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,

intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can

influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Hanna Cox

FOR PUBLIC RECORD

Sent from Mail for Windows 10

From: Norma Butler
To: Foor, Ryan
Subject: RE: proposed NE Health Education Standards
Date: Thursday, April 1, 2021 8:45:05 AM

I am voicing my long-term experience in raising children. I think the educational system in our country in general has far expanded beyond its original intent. Our children are falling behind in reading, writing, mathematics, science . . in short, ALL the areas that educators should be focusing on to educate our children. Instead of overstepping the boundaries between educating, the public school system has taken it upon themselves to delve into areas that are NOT part of their area of expertise.

Instead we are inundating small children with information they are NOT equipped to handle, and those who are venturing into these areas are NOT the parents of the children they are indoctrinating. It is PAST time for educators to return to the basics of education and quit trying to fill a role as the absentee nanny: feeding, clothing and imparting information which should be coming from their parents. In fact, because they have interfered in the lives of these children re: personal choices and areas formerly were the responsibility of the parents. the teachers see themselves as the "real authority" and have dismissed and discouraged the role of parents in the home. Why would parents do their job teaching their children the values they cherish if the educators are going to undermine what the children are hearing at home.

More than once I heard the phrase, "Your parents are just too old to understand our world today so you must go home and teach them what they need to know." Only those educators who are truly honest with themselves KNOW they are over-stepping their boundaries as teachers will get my point.

LOCAL SCHOOL BOARDS, elected by the local people, are responsible for the curriculum in their schools. It is NOT the job of the State Dept of Education to pass down edicts that the local schools MUST follow . . . . they are merely a source of information, not dictators of the liberal agenda that is being used to indoctrinate children pre-school on up.

Thank you for allowing me to express my opinion. I am a retired teacher so I have first hand knowledge as well as the long range benefit of seeing what some of these regulations have done to students. For the past 50+ years I have seen the education of our youth deteriorate into liberal chaos, the cost of education sky-rocket, and the children are not learning the "three R's" that are basic to personal survival.

Sincerely,

Norma Butler - Thedford, NE

From: VRAGInfo
To: Foor, Ryan
Subject: Re: Removal of Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 12:53:29 PM

Dear Mr. Foor:

My name is Mark Rose and I am a pastor. I have grave concerns regarding the proposed health education standards for all grades. As well intentioned as they may be, these are not science based, but politically and sociologically based, both of which change on whims, yet have far reaching and long term consequences to the structure of a healthy family and society. These are sensitive issues and very personal. The teacher's primary responsibility is NOT teaching children opinions or new ideas about relationships. These should be left to parents...and, yes, we are able to address them adequately – school districts are not.

I have interacted and taught children and youth for over forty years. I was raised in the permissive 60's and 70's. The ideology in this draft document is not newer or better, the idea of embracing it is just coming from higher levels of government...and require more oversight to implement and enforce.

Children are not social experiments, they are God's most precious gifts to us. We must guard against forcing children to choose between parents and teachers about what is neither science nor truth.

I strongly urge the removal of sex education topics from the health education topics.

Thank you for your consideration of this vitally important subject.

Mark Rose

From: Judy Derr
To: Foor, Ryan
Subject: Proposed health standards
Date: Wednesday, March 31, 2021 2:36:58 PM

This email is to be considered for public record. Thank you.

We are writing with great concern regarding the proposed health standards. In my master's program of study (clinical mental health) and undergrad degrees in family studies and social work, there are numerous proposed standards that are not developmentally appropriate.

We have read documents that outline alternatives to the concerning proposals. These consider the developmental stages of each grade and actually broadens the standards. We believe all health should be a focus and when the alternatives are considered, there is a more complete and accurate result in the health education curriculum.

We are also extremely concerned this is an open survey, available to anyone outside of our state. Our education is our responsibility and business as Nebraskans, for Nebraskans, without outside influence or input! We ask that any data that is collected, be classified by residency; Nebraska residents vs nonresidents. Nebraskans deserve to see and be able to understand the data in both categories.

We represent many in our family and communities and we ask that you carefully consider the views of the people going forward. We also appreciate your time and service to our great state.

Sincerely,

Judy and Bob Derr
16780 115th Road
Amherst, NE 68812

From: Misti Korell
To: Foor, Ryan
Subject: Regarding the new health and education standards
Date: Wednesday, March 31, 2021 2:39:12 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Misti Korell

Sent from my iPhone

From:	Bonnie Reed
To:	Foor, Ryan; NDE Standards Input
Cc:	berneil.reed@gmail.com
Subject:	Fwd: Comments On the Proposed Health Education Nebraska State Standards
Date:	Wednesday, March 31, 2021 2:14:15 PM

---------- Forwarded message ----------
From: Bonnie Reed <boniblreed@gmail.com>
Date: Wed, 31 Mar 2021 10:53:58 -0500
Subject: Comments On the Proposed Health Education Nebraska State Standards
To: nde.standardsinput@nebraska.gov, Ryan.foor@nebraska.gov, maureen.nickels@nebraska.gov, shalloran@leg.ne.gov, cfriesen@leg.ne.gov
Cc: dmurman@leg.ne.gov

To whom it may concern:

We are deeply concerned after reading the proposed health education standards. After a thorough examination, we've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The classroom is no place for political indoctrination.

The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. Children enter the classroom at all stages of maturity and we believe the proposed content to carry much more potential for harm than for good in the lives of most children. There would exist tremendous opportunity for misunderstanding, confusion and harmful ideas left unaddressed by too many children.

For the reasons mentioned above, please consider that in our strong opinion, as Nebraska Public School System stakeholders, the following standards are far beyond the reach of any school system. We are opposed to their implementation in Nebraska public schools and feel strongly they should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards. They standards are as follows:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,
intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and

emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
Thank you for your kind consideration in this matter.

FOR PUBLIC RECORD
Comments

Sincerely,
Berneil Reed
Bonnie Reed
Holdrege, NE

From: Katie Litzenberger
To: Foor, Ryan
Subject: Regarding changes proposed to the Sexual Education Curriculum
Date: Thursday, April 1, 2021 9:23:41 AM

To Whom It May Concern,

I strongly encourage you not to follow through with the proposed changes to the sexual education curriculum.
The proposed changes are not based on the science of the human body.
These changes include inappropriate material for the age groups included. They do not promote respect of the male and female body.
I believe that following through with the proposed changes is unwise and will be detrimental to future generations.
Thank you for your time.

Katie Bergen
207 Jefferson St.
Heartwell, NE 68945

This document is for public record.

From:	Angie Graddy
To:	Foor, Ryan
Subject:	Regarding new health education standards ..
Date:	Wednesday, March 31, 2021 2:16:35 PM

To whom it may concern:

I want to first thank you for the role you play in our community. You play a vital role that I'm sure requires you to make sacrifices in other areas of your life and I am grateful for people like you who give their time to serve others.

I recently read of the new proposed teaching standards, and I wanted to express my strong opposition to the new human sexuality standards. I'm sure that you and your colleagues are working hard to provide standards you believe to be kind to everyone in our communities, but the goals set forth in this proposal in respect to human sexuality do not reflect the beliefs and values of many and are in direct conflict with my Christian faith. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter. I will be closely following the outcomes as it will matter how I vote in the future. I will be praying for wisdom and guidance as you make your decision.

Sincerely,
FOR PUBLIC RECORD
--
Angela Graddy

From: Dawn Anderson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 3:40:43 PM

Hello, my name is Dawn Anderson and I live at 209 E 10th St., Stromsburg, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sincerely

Dawn Anderson

From: Megan Taylor
To: Foor, Ryan
Subject: Removal of sex ed topics
Date: Thursday, April 1, 2021 8:35:14 AM

To whom it may concern,

To say I am disappointed in the proposed health education standards in our public schools is a great understatement.

I was raised by two parents, who were both teachers in the public school system. I also graduated from that same public school system, which I adored. While I realize that this world has changed dramatically since that time, there are things that have not changed. We, as parents, expect so very much from the providers of our educational team. Together, (parents, teachers, administrators) we hope to provide our children with the very best education in order to prepare them for their adult lives. With that being said, I believe there are also things that I do not intend for the school system to provide. I do not believe that the school system should be educating our children about gender identity, gender expression, sexual identities, or reproductive care. Those are topics that should be discussed outside of the school system, with family, medical providers, or clergy. I completely support "tolerance" conversations and strongly believe that all educational systems need to emphasize that topic from the beginning. I do not, however, believe that the proposed health education standards fit into the expectations that I have for the public school system.

Thank you for your time,
Megan Taylor

From:	Laura Rauscher
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 10:36:56 PM

Hello, my name is Laura Rauscher, and I live at 2411 So 58th St, Lincoln 68506. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity that need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. Please spend your time and our money caring for those children, who of their own accord, ask for help about gender questions!

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Sincerely,
Laura Rauscher

From:	Tammy Buffington
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 9:20:17 AM

Hello, my name is Tammy Buffington, and I live at 13800 S. 120th, Bennet, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Cheryl O"Brien
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 7:33:36 PM

Hello, my name is Cheryl OBrien], and I live at 37321 Marsh Lake Road Mullen Nebraska I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From: Libby Ensign
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:02:40 AM

Hello, my name is olivia EnsignNAME]and I live 821 box Butte ave.Alliance ne 69301. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence. I urge the removal of sex education topics from the health education standards. Thank you for your time and consideration.

From: Brooke Brandt
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:00:59 AM

Hello, my name is Brooke Brandt, and I live at 6707 sw 91st Denton,NE 68339. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Kristen Price
To: Dept_Regs
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:05:21 AM

Hello, my name is Kristen, and I live at Maranatha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

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maranathacamp.org <https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fmaranathacamp.org%2F&data=04%7C01%7Cryan.foor%40nebraska.gov%7C5ba0d1c95674ea3e54108d8f516e8cd%7C0432074fa6b894b9b9020010381118b1%7C0%7C0%7C637528827204762198%7CUnknown%7CTWFpbGZsb3dkeyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=VWCvvL08hUC%2BGqKNOyiBF%2B63CRQgn62aEOx4L3eQgSU%3D&reserved=0>308.582.4513

From: Lyndsay Foster
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 1:23:56 PM

Hello, my name is Lyndsay Foster-Arizola, and I live at 3115 Touzalin Ave Lincoln Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Richelle Gans
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:30:08 AM

Hello, my name is Richelle Gans, and I live at 1206 E A Street, McCook NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Emma Minor
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:24:04 AM

Hello, my name is Emma Minor, and I live at 87473 State Hwy 61, Gordon NE 69343. I am writing to submit a comment in opposition to the sex education topics in the draft health education standards. Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence. I urge the removal of sex education topics from the health education standards. Thank you for your time and consideration.

From: Gloria Nuttelman
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:51:13 AM

Hello, my name is Gloria Nuttelman], and I live at [12449 M Rd P.o.Box 413 Stromsburg Ne]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Kassandra Jensen
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:11:57 AM

Hello, my name is Kassie , and I live at Lyons NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. This is way too age advanced for young kids and shows more than TV aged 14.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Barb
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 9:00:10 AM

Hello, my name is Barbara Reimers, and I live in Dalton NE I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Barbara Reimers

From: Chrissy Cattau
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 3:22:00 PM

Hello, my name is Chrissy Cattau, and I live at 313 S. FILLMORE ST. PAPILLION NE I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Chrissy Cattau

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: Tanya Chavez
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 5:33:23 PM

Hello, my name is Tanya Chavez and I live at 2815 20th st. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Lori Meyer
To:	Foor, Ryan
Cc:	Lori Meyer
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 9:25:07 AM

Hello, my name is Lori Meyer, and I live at 1815 Devoe Drive, Lincoln NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: sdillon
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 4:38:48 PM

Hello, my name is Shirley Dillon, and I live at 216 State Highway 45B, Ewing, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The sensitive topics when shown in explicit pictures or terminology can form visual pictures in their minds leading, I believe, to increased tendency to pornographic addictions, etc. Parents know when their children are ready to receive information and it should be in a way that presents the body as God planned.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Katie Smith
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:44:58 AM

Hello, my name is Katie Smith, and I live at Ceresco Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: Hannah Blumenthal
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:59:43 AM

I am also an elementary educator and find these standards completely inappropriate. Regardless of any opinion on the topics, children in elementary should not be taught about sex in school PERIOD! They are not developmentally ready to process such topics and shoukd not be confused by having it presented to them at such an early age!

Hello, my name is Hannah Blumenthal, and I live at Alliance, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: sheri@ajdonnerconstruction.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:37:40 AM

Hello, my name is Matt Robertson, and I live at 7720 South St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Office: (402) 770-1223
Fax: (855) 339-5439



Visit us online at http://ajdonnerconstruction.com

From: sheri@ajdonnerconstruction.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:32:58 AM

Hello, my name is Sheri Robertson, and I live at 7720 South St. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. This is the job of parents, not the schools.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I STRONGLY urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Office: (402) 770-1223
Fax: (855) 339-5439



Visit us online at http://ajdonnerconstruction.com

From: Julie Hennecke
To: Foor, Ryan
Subject: Remove sex education topics from the health education standards
Date: Thursday, April 1, 2021 8:53:39 AM

Hello, my name is Julie Hennecke , and I live at 6919 Lexington Ave, Lincoln, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Julie Hennecke

Get Outlook for iOS

From:	Cindy Nyberg
To:	Foor, Ryan
Subject:	Response to proposed draft of health ed. standards
Date:	Wednesday, March 31, 2021 3:16:11 PM

Hello, my name is Cindy Nyberg of Stromsburg, NE (201 Exchange ST 68666).
I am a school board member currently serving our district and I am a parent.

I have been contacted by multiple stakeholders, as have other board members, over concern for what has been drafted and I have not YET found one opinion in favor of your draft but only reactions of shock and awe.

What you have proposed is not education but indoctrination by way of pushing an agenda that some wish to normalize. As a board member and a parent I strongly feel you have exited the lane you are meant to be driving in as an educational institution and must correct your course asap please!

These topics you propose of a sensitive nature and would teach school kids nothing more than a politicized, non-scientific and age inappropriate 'ideology'.

I urge you along with multiple patrons of our district to remove the sex ed topics from your draft and try again.

As a school board member I am disappointed that this was your best foot forward. As a mother I would strongly consider different routes to my children's education because you broke my trust.

Your service is appreciated greatly but the constructive criticism on this is that the draft has overstepped its boundaries and leadership is attempting to take great liberties where it does not have the right to do so with our greatest treasure, our kids. To irresponsibly move ahead with your draft and not remove the sex ed content proposed would do irreparable damage to the trust parents and guardians will have with the public school. Is that responsible? Can we afford that? No. Are you actually nurturing and protecting children with your proposals? Again, no, not with a draft like this.

Please move forward with wisdom and great care. Hear the people...remove the agenda-driven, comprehensive sex education and this business that

gender is fluid/neutral etc. Thank you so very much for reading and considering this feedback. That is really appreciated.

Sincerely,
Mrs. Cindy Nyberg

From: Jenna Derr
To: Foor, Ryan
Subject: Response to proposed Health Standards
Date: Wednesday, March 31, 2021 7:24:58 PM

This email is to be considered for public record.

I am writing with sincere concern regarding several of the proposed health standards, specifically those in the Human Growth and Development section. As a mother of young children and a physician, there are numerous proposed standards that are developmentally inappropriate. Additionally, the standards have an over-emphasis on “identity and sexuality” and the reproductive system/structure/function. This is especially inappropriate for children in K-5th grade. They are not at the appropriate developmental stage to process information regarding such topics in a healthy manner. Introducing such concepts when inappropriate results in pre-adolescent sexualization, causing harm in many students and will increase the rates of gender dysphoria, sexual confusion, and other mental illnesses. This in turn will lead to increase in sexual harassments/assaults, and suicides.

Additionally, there is a broad range of health topics outside of “sexual health” that should be addressed in the K-5th grades. Adjusting and broadening the health standards to focus on health overall, would provide a more complete and accurate health education, while considering developmental readiness. For example, gender dysphoria is actually rare. About 80% of the children who do experience this, will outgrow it after puberty. These children should be treated with compassion, and referred to their parents and medical professionals with experience in treating this. Children who do not experience this confusion should not be focusing on such issues. There is no need to spread confusion to other children, as biologic sex is indeed determined at conception by our genetics. Our schools must NOT be teaching harmful and controversial political points or sexual perversion as either science or “fact”, and should not be promoting such concepts as healthy or normal.

Parents and/or guardians should also be able to “OPT-IN” if classes teach gender dysphoria, sexual confusion, and other related issues and schools should provide alternative subject matter for those not opted-in.

In review of the health education standards, I am also concerned with the over-emphasis on emotional health. While emotions are very important, truly healthy people learn to live in reality and are able to think and apply logic, while learning to control the feelings/emotions they experience, in order to prevent emotions from driving their primary decision making processes.

In regards to the high school fundamentals of community and public health standards, the concepts of cultural trauma and systemic racism as the basis of two stand-alone standards, are also quite concerning. While these theories exist, they are still just that, theories. The education standard should not be presented as from those perspectives alone. It would be more beneficial, honest, and inclusive to discuss these concepts with the presentation of alternative viewpoints as well.

I also want to take this time to express my concern regarding the survey which the Nebraska Department of Education has put forth. First, it wasn't user-friendly and is time-consuming. Allowing a way to comment in general, without word limits would be more helpful, as there was a very thorough document prepared but was too long for submission. It is unfortunate, as it did address each standard, line-by-line. Secondly, I am extremely concerned and disappointed that it is an open survey, that anyone from any state could participate in. The education of Nebraskan students is the business of Nebraskans. There should be no consideration given to the opinions of those who reside outside of our state. In the spirit of transparency, the data collected from this survey should be shared with Nebraskans and we should know where people reside, when they complete this survey.

Thank you for your time and consideration.

Jenna Derr, MD
Kearney, NE
308-440-9405

From:	Anne DeVries
To:	Foor, Ryan
Subject:	Nebraska should be for everyone.
Date:	Wednesday, March 31, 2021 4:14:51 PM

Please enter my comment into the permanent record. I want to thank the State Board of Education for adopting affirming nondiscrimination policies adopted in recent years. These actions help honor our State's commitment to ensuring every child can learn and be safe in our great public schools.
The lives and the health of Nebraska kids are on the line. Accurate, affirming health information supports students' well-being, helps prevent self-harm, and encourages healthy relationships.

Thanks for this so we can ensure all Nebraskans are treated with dignity and respect.

Anne DeVries
Cortland, NE

From: Gina Sommer
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:03:43 AM

Hello, my name is Gina Sommer], and I live at 19365 east State Farm road. Maxwell NE.]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: kbmoore@stewireless.com
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 4:14:15 PM

Hello, my name is Diane Moore and I live at 2403 Road P, Stromsburg NE 68666. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Sincerely, Diane Moore

Sent from my iPhone

From: Rod Zeigler
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 7:51:43 PM

Hello, my name is Rodney V. Zeigler, and I live at 1600 N. Lincoln, Lexington, Ne. . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Andrew Borske
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:13:12 PM

Hello, my name is Andrew Borske, and I live at 1616 Meadow Lark Rd, Lincoln NE 68521 I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPad

From: Danna
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:15:17 AM

Hello, my name is Danna Johansen, and I live at 1338 39 Road, Heartwell NE 68945 . I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Danna Johansen

From: John Buck
To: Foor, Ryan
Subject: Proposed health standards
Date: Wednesday, March 31, 2021 11:37:44 PM

I would like to enter my opinion for the new proposed health standards.

It is my belief that many of the philosophies entered into the drafted standards are things I should be able to teach my children at home that pertain to my beliefs as well as our religious beliefs. I am a very open person to other lifestyles and their freedom of choices, however that does not mean I want someone teaching my child certain things as normal. I feel many of those things would lead to issues and concerns. Please consider revamping the draft and abstaining from diving into this style of teachings. I would consider removing my children from public schooling if this becomes the normal for Nebraska.

Thank you,

A concerned father

From: Brianna Rerucha
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 3:02:42 PM

Hello, my name is Brianna Rerucha and I live at 348 41st Rd in Bellwood, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Brianna Rerucha

From: Kris Forch
To: Foor, Ryan
Subject: School curriculum
Date: Thursday, April 1, 2021 9:04:03 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the

potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.
If these changes are not implemented Parents should have the right to exclude their child from any content taught
Sincerely,

Kris Forch
Lincoln, NE
Sent from my iPhone

From: Elizabeth Gnagy
To: Foor, Ryan
Subject: NE Health Education Standards
Date: Wednesday, March 31, 2021 4:38:10 PM

To whom it may concern,

As a mother of five children in Kearney, I am horrified to hear the new standards have such inappropriate content such as discussion about gender identity and sexuality. Content like this should only be discussed between parents and their children, unless the parents have proven to be untrustworthy or unfit. As a loving parent, I do not want my children discussing topics like these with other adults or peers. This will lead to immature responses and impulsive behavior.

Elizabeth Gnagy

From: William Moore
To: Foor, Ryan
Subject: Serious concern over proposed Health Education Standards.
Date: Thursday, April 1, 2021 9:08:59 AM

Mr. Foor,

In the early 90's I worked with a similar health curriculum committee formed by the Kearney Public Schools and thought that the proposed curriculum then was bad, but the newly proposed standards for Nebraska are even worse. I have made specific suggestions and comments through the survey (thanks for the opportunity to do that) but am concerned that since I did not have a category at the end that included a "citizen of Nebraska" will my comments truly be considered?

I ran for State Board of Education in 1990 and narrowly lost but my concerns then have only grown. Teaching confusing gender "theories" to fourth graders is so outlandish it is hard to describe in words. They are not based on science.

Having been on a curriculum committee, I appreciate all the work that has gone into the process, but unfortunately, a substantial amount of work is still needed to revise these proposed standards before they are appropriate for use in Nebraska schools.

Please restart the process.

William "Pat" Moore
46860 Hwy 10
Litchfield, NE 68852

From: Jennifer
To: Foor, Ryan
Subject: Sex Ed
Date: Wednesday, March 31, 2021 1:22:48 PM

I want to express my disapproval of some of the curriculum that is being considered for the health/sex education of our children in Nebraska. I strongly object to some of the graphic language and drawings that are in print . The fact that someone feels that children need this to be educated is an overreach for the NDE. This part of health should be left to the parents or guardians in the home to teach and discuss with their children. Please do not allow this to go through. Thank you.
For Public Record
Jennifer Hollstien
Henderson, Ne.

From: Hannah Mcnitt
To: Foor, Ryan
Subject: Sex Ed. Proposal
Date: Wednesday, March 31, 2021 10:41:28 AM

To whom it may concern;

I am taking the time today to communicate my dissaproval for parts of the preposed sex ed reforms. Political and non-scientific information should be omitted from any PUBLIC sex education school program. I am in disbelief that this is even rising up. Another concern is the age at which it is being preposed that sex ed should start. Kindergarten is too soon for a public education setting to be introducing any ideas of this nature to children! They do not physically develop the ability for impulse control until they are 7 or 8. Parents should have control over how much their children know & WHAT they know about sex at such a young age. Please consider these reforms carefully!!!

-Hannah McNitt of Alliance, Ne

Sent from my Verizon, Samsung Galaxy smartphone

Iris Bergen
1905 E 1st Rd
Sutton, NE 68979
April 1, 2021

I desire that this be made part of the public record.

I have worked with children all my life, and I (along with my husband) raised three children. We now have two grandchildren that we seek to nurture.

I have grave concerns over some of your proposed health education standards. The standards concerning gender fluidity have no place in the classroom. Many of these proposals are radical, politicized, unscientific ideas about sex. These are things that should be discussed at home with parents at an age-appropriate time. The youth growing up now are hit with so many lies that care causing them great confusion.

Additionally, teaching 8th graders that abortion is reproductive health care is a lie. Abortion is murder. Abortion has caused deep emotional scars for many of the girls and women who have undergone them.

I ask that you strike the following from the draft proposal:
HE.K.7.1.a
HE.K.7.2.a
HE. 1.7.1.a
HE.1.7. 2. d
HE.2.7.1.a
HE.3.7.2.c
HE.3.7.2.e.
HE.3.7.2.g
HE.4.7.2.c
HE.4.7.2.d
HE.4.7.2.f
HE.5.7.2.e
HE.5.7.2.f
HE.6.7.2.b
HE.6.7.2.c
HE.6.7.2.f
HE.7.7.1.e
HE.7.7.2.c
HE. 8.7.1.e
HE.8.7.1.f
HE.8.7.2.e
HE.HS.1.19.b
HE.HS.2.18.d
HE.HS.2.19.d
Again, I ask that you strike the above from the proposal.

Sincerely,

Iris Bergen

From: Linda Pilkington
To: Foor, Ryan
Subject: Sex Education
Date: Thursday, April 1, 2021 8:43:59 AM

As an educator, both in private and in public education, this attempt to teach our children this immoral sex education is beyond what many of us ever thought could happen. Please uphold the credentials of this conservative state and DO NOT attempt to even push this through. Public school enrollment will decline rapidly!

Sincerely,
Linda Pilkington

Sent from my iPhone

Sent from my iPhone

From: royforlincoln
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 6:17:27 PM

My name is Roy Christensen, and I live at 820 Cottonwood Dr. In Lincoln.. I am opposed to the sex education topics in the draft health education standards.

The proposed health education standards are sensitive topics that should be addressed by parents not by schools.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Roy Christensen

Sent from my Sprint Samsung Galaxy S20+ 5G.

From: Brigen Kinnison
To: Foor, Ryan
Subject: Health Standards
Date: Thursday, April 1, 2021 8:38:23 AM

Good morning,
I am writing in regards to the current proposed Health Standards. As a parent and as a teacher, I am concerned. There are topics that should not be addressed by a teacher, but rather by the parents. In particular, HE K.7, 1.7, 2.7,3.7, 4.7,5.7,6.7, 7.1.

My teaching day is already completely filled with core standards. I can't imagine where these extensive new Health Standards could possibly fit without extending an already long day. My first graders could not possibly absorb more information. This information is not developmentally appropriate for 6 and 7 year olds.

Please reconsider bringing in such radical Standards to our conservative state. Children only have one childhood and we do not need to bring adult topics to an innocent mind. Let them be children without burdening their thoughts with so many adult concepts.

Sincerly,
Brigen Kinnison

For public record

From:	Taylor Lutz
To:	Foor, Ryan; NDE Standards Input
Subject:	Proposed Gender and Sexual Education Standards
Date:	Wednesday, March 31, 2021 1:08:16 PM

Dear Nebraska Department of Education,

I am writing you because of my concern with the gender and sexual education proposed educational standards in our state right now. A school's responsibility is to provide an educational framework to prepare students for college or a future career someday, NOT force belief systems on such sensitive topics or political agendas onto children.

It is simply not a school's responsibility to push a belief system onto students. Personal beliefs on these sensitive of topics and identities are things that students need to develop personally and through the guidance of parents alone on these sensitive topics. These are topics that are not a health class's responsibility either.

As a teacher myself, the idea of having gender identity and sexual orientation/education in the standards that schools might adopt for grades as low as kindergarten, is absolutely terrifying. These are topics that are the responsibility of parents alone to address. These are also topics that should not be addressed in school, *especially* this young of age.

Topics like sexual orientation, gender-roles, gender-identities, gender expression, family structures, cohabitating, ableism, classism, racial biases/stereotypes, ageism, sexual activity, and sexual development are ones that should be addressed by parents, not schools forcing their opinions on these matters to children in schools. Specifically, topics like oral and anal sex are ones that can open the door to normalizing sexual acts that not only are inappropriate, but could very well normalize sexual ideas that lead to abuse. These topics are subject to what one person thinks is "normal" and what another person thinks is not. I personally would not want my daughters someday to think that anal sex is a normal thing that is expected of her. Instead, I would teach quite the opposite. Although I know that your intent may be the opposite, these sexual topics will normalize and confuse young adults and children—encouraging promiscuity and normalizing what potential abuse might look like.

I know as a teacher myself that it would be nearly impossible for me not to insert my own opinion on these matters. Depending on whether students or parents are more conservative or liberal minded on things like gender and sex, for example, opinions could potentially be forced that not all parents, teachers, and students agree upon. The moment the school opens the door to taking stances on these topics is the moment students will be forced to adopt belief systems. A school's job is instead to build an educational framework of knowledge to further a student's journey through academia. As a conservative Christian myself, I have tried extremely hard to not push my own beliefs onto my students. Instead, I feel that *being an example* of how to treat all people with dignity and respect is the best way we can help students eventually find their identities and belief systems of their own.

Furthermore, if schools suddenly adopt these standards, teachers will not only be required to adopt them in their curriculum, but their teacher-evaluations will be based upon the effectiveness of these being taught in their classroom. These new standards would open the door for schools not only being able to teach, but be *required* to teach things that some parents, teachers, and students might not personally and morally agree with. If our state adopts these standards you will lose good teachers who morally refuse to teach them or agree with teaching them. I know this because I myself am one of them and have talked with many others like me who feel the same way. This will intensify the current teacher shortage we are seeing.

Thank you for all that you are doing. I pray that God continues to give you the discernment and strength to make the decisions that, without a doubt, will affect our children and their children's future.

Sincerely,

Taylor Smith

From: Grant Reynolds
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 1:14:43 PM

Hello, my name is Grant Reynolds, and I live at 71780 642nd Blvd. Stella, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Get Outlook for Android

From:	Judy White
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 10:12:04 PM

Hello, my name is Judy White, and I live at 84230 So Hwy 97 Mullen,Ne I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you

From: Sara Lee
To: Foor, Ryan
Subject: Health education standards
Date: Wednesday, March 31, 2021 11:24:41 AM

I'm a Nebraska parent in the OPS district. I wish to express that our family supports updates to Nebraska's health education standards that are age-appropriate, science based and inclusive of gender equality and LGBTQIA+ families. Everyone deserves to have accurate information about their own health. This knowledge is vital throughout our entire lives. LGBTQIA+ individuals, youths and families exist, and we need to be intentional about making sure all the students in health education have the tools they need to live a healthy life.

Thank you for your help and consideration.

Sincerely,

Sara Lee
Omaha, NE

From:	Dan Horst
To:	NDE Standards Input; maureennickels@nebraska.gov; Foor, Ryan
Subject:	Stand Against New Proposed NDE Health Standards - FOR PUBLIC RECORD
Date:	Wednesday, March 31, 2021 1:18:26 PM
Importance:	High

To whom it may concern:
I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but would also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education and many of the new themes are sensitive topics that should be addressed by parents at home, not by schools! For these reasons please consider my belief, as a Nebraska Public School System stakeholder, that the following standards should be excluded from the finalized draft that is to be voted on for approval as the new Health Education Nebraska State Standards:

- Kindergarten
  - HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
- First Grade
  - HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
  - HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
- Second Grade
  - HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).
- Third Grade
  - HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
  - HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
  - HE.3.7.2.e: Define sexual orientation.
  - HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation
- Fourth Grade
  - HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
  - HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
  - HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
- Fifth Grade
  - HE.5.7.1.c: Explain how culture, media and other factors influence perceptions about body image, gender roles and attractiveness.
  - HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members and members of the school community.
  - HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

    - HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
- Sixth Grade
    - HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
    - HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive and gender identity.
    - HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
    - HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
- Seventh Grade
    - HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender and sexual orientation).
    - HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
    - HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, expectations about gender, sexual orientation and identity.
- Eighth Grade
    - HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation and gender expression.
    - HE.8.7.2.e: Analyze how peers, family and a person's intersecting identities can influence attitudes, beliefs and expectations about gender, gender identity, gender roles and gender expression.
    - HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive and emotional changes during adolescence, including among people who are intersex and transgender.
- High School
    - HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity and gender expression.
    - HE.HS.2.19.d: Analyze how peers, media, family, society, culture and a person’s intersecting identities can influence attitudes, beliefs and expectations about sexual orientation and sexual identity.

Thank you for your consideration of my beliefs on this matter.
Sincerely,
Dan Horst
FOR PUBLIC RECORD

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From: Eric Sorensen
To: Foor, Ryan
Subject: State Education Board Meeting
Date: Thursday, April 1, 2021 9:05:26 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
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HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
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HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
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HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Eric Sorensen

411 West 31st Street
Kearney, NE 68845
308-708-0597

FOR PUBLIC RECORD
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Sent from my iPhone

From: Jordan Sorensen
To: Foor, Ryan
Subject: State Education Board Meeting
Date: Thursday, April 1, 2021 9:03:41 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Jordan Sorensen

411 West 31st Street
Kearney, NE 68845
308-224-4237

FOR PUBLIC RECORD

From:	Adrienne Egan
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:01:44 PM

Hello, my name is Adrienne Egan and I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: George H Suarez
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:39:30 PM

Hello, my name is George Suarez, and I live in Lincoln NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Get Outlook for Android

From: Bob Allan
To: NDE Standards Input
Cc: Foor, Ryan
Subject: Fwd:
Date: Thursday, April 1, 2021 7:03:00 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

-

Robert Allan

From: Angela Jarmin
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:21:26 AM

Hello, my name is Angela Jarmin. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Jay Jones
To: Foor, Ryan
Subject: DRAFT Health Standards
Date: Thursday, April 1, 2021 8:15:10 AM

To the Nebraska Department of Education:
I write to you in opposition to the proposed Health Standard in its totality.

It is not, nor has it ever been the role of the school system to teach that which is best taught at home.

The proposed standard is a prime example of over reach by elected officials who have their own arbitrary agenda and do not align with the conservative values in Nebraska.

Additionally, it is being sold as voluntary while being incoporated by rule in Rule 10. Thus, a requirement for accreditation.

Please do not allow this standard to be accepted.

Jay Jones

From: Jennifer Thomas
To: Foor, Ryan
Subject: Proposed Nebraska Health Standards
Date: Wednesday, March 31, 2021 9:58:57 PM

In regards to the proposed state standards in health, I feel many of the changes are asking our children to understand topics that go beyond what is considered developmentally appropriate. My first-grade son does not need to know that girls have a vagina. Nor does my 4th grade daughter need to know the differences between sexual orientation and gender identity or distinguish between sex assigned at birth and gender identity and explain how they may or may not differ. Many of the topics are topics that I wish to educate my child on at home when I feel they are ready and mature enough to handle the conversation. I also wish to educate them on these topics in a way that aligns with what we believe while teaching how to be accepting of all. These new standards are stealing the innocence of our children at an age much too young. Please reconsider what you are asking our children to learn, and at what age they need to learn it.

Thank you,
Jennifer Thomas

From: kris Warrington
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:26:09 PM

Hello, my name is Kris Warrington, and I live at 1103 river street Gibbon Ne 68840. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Kris Warrington

From: Daniel Frost
To: Foor, Ryan
Subject: Opposition to Draft Health Standards
Date: Wednesday, March 31, 2021 10:21:29 PM

I am writing to express my opposition to the proposed health standards, especially as they relate to the sex ed curriculum. These proposals run counter to the values and beliefs of the vast majority of Nebraskans and should be scrapped in their entirety.

Parents should be the primary source of information for their own children when it comes to topics such as sex and sexuality, and deciding if and when to introduce certain sensitive topics. It should not be up to the state to decide how various viewpoints on sexual orientation and gender identity are presented to children. Among the most troubling aspects of the proposed curriculum is the attempt to normalize abnormal behaviors that run contrary to biology by introducing the controversial notion of "gender identity and expression" to children beginning in third grade. Males and females are biologically different with different chromosomes, brains, voices, body shapes, reproductive organs, and so on. It is morally and ethically unacceptable to introduce children to a such a confusing notion at such a young and impressionable age. Furthermore, it runs counter to the values and beliefs held by many families from many different backgrounds.

Another particularly troubling aspect of the proposed standards is the explicit promotion of the use of hormone blocking drugs for children as young as 9 or 10 years of age. Actual gender dysphoria is extremely rare. Furthermore, these types of hormone treatments stunt children's growth and risk causing sterility. Researchers have concluded that if left untreated, most young children who experience some sort of confusion when it comes to their gender will abandon such confusion and grow naturally into adult life. Promoting medical interventions for young children and teenagers that would have life-long consequences seems like it comes very close to child abuse.

The standards would also introduce the concept of sexual orientation beginning in third grade. Again, this is troubling from the perspective that this is a very sensitive topic that should be handled within the family unit. The state must recognize the fact that the concept of sexual orientation is something that people of different backgrounds and religious affiliations have widely varying viewpoints on. By introducing this within the curriculum the state is taking the position that there is only one acceptable viewpoint and therefore confiscates the right of the family to educate their children according to their own personal moral or religious convictions.

The number of topics contained within these proposals that are objectionable could fill several pages. Having fifth graders "explain sexual intercourse", discussing different "family structures" with kindergarteners, talking to seventh graders about anal and oral sex, talking to fourth graders about "romantic and sexual feelings." These go on and on.

I would also like to address the "survey" that is being promoted as the best way for anyone who is concerned to voice their opinions. I went through this survey. It took several hours to complete, which is enough to scare most people off. The cynic in me would guess that is the point. I am also very skeptical that this survey will be of any actual use whatsoever as it is open for anyone who wishes to take it, regardless of whether they are a citizen of the State of Nebraska or not. How will we know who is submitting responses and what their actual motivations really are? Nebraska is a relatively small state and most people are either unaware of the survey or won't actually take the time to complete it once they see how onerous it actually is. This seems like the perfect opportunity to tilt the results in a direction that would appear favorable to the proposals by having people who aren't even citizens go online and fill out the survey.

I respectfully ask the State Board of Education to consider the sincere concerns that are being expressed and reject these proposed standards in their entirety. Our students need a high quality education to succeed in the 21st century and these proposals do nothing to promote that.

Thank you,

Dan Frost

Lincoln, NE

From: Joseph Pelling
To: Foor, Ryan
Subject: Unacceptable
Date: Thursday, April 1, 2021 8:38:29 AM

Hello, my name is Joseph Pelling, and I work at 6400 Cornerhusker Hwy, Lincoln, NE.

I am writing to oppose the sex education topics in the draft health education standards.

Many of the topics in the standards are sensitive topics that should be **addressed by parents at home**, not by school districts.

Furthermore, these standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and **need to be removed**.

It's **unacceptable** for any school district or governmental authority to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. To teach this is to harm children and cause them to believe what is non-scientific, unnatural, and unhealthy.

Children are our greatest GIFTs, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

The world is filled with enough perversion, violence, and chaos. We, as a society, **must protect** their innocence and purity as long as possible.

The safest sex is truly only safe between a husband and wife and only in marriage. This is scientific and common sense; this is what should be taught in the schools!

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Joseph Pelling

From: Vonda Schnell
To: Foor, Ryan
Subject: Nebraska Health Education Standards
Date: Thursday, April 1, 2021 7:03:31 AM

Mr Foor,
I am in opposition to the proposed Nebraska Health Education Standards. These standards are evil and have no place being taught in any school setting.
Thank you for your time.
Vonda Schnell

For public record

Sent from my iPhone

From:	Gaylin Jepsen
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 12:28:46 PM

Hello, my name is Gaylin Jepsen, and I live at 9615 Cinnamon Drive in Omaha. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.
Sent from Mail for Windows 10

From: Lance Paulsen
To: Foor, Ryan
Subject: Draft Health Education Standards
Date: Thursday, April 1, 2021 7:38:53 AM

I am writing to express my opposition to the proposed health education standards for school children. I do not believe this proposal is based on the best interests of school children or education. It seems more like indoctrination. Today's political environment is toxic and confusing, and these proposed standards seem to mirror that discussion. Schools are not the place for political discussion. I don't believe that is appropriate for a State agency to promote, and is not reflective of the views of the citizens. Please scrap these proposed standards.

I am a life-long Nebraskan. Thank you for your time and consideration.

Lance Paulsen
6521 Rocky Ridge Rd
Lincoln, NE 68526

From:	Russ Barger
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 10:28:35 PM

Hello, my name is Carleen Barger and I live at 7831 East Avon Lane, Lincoln. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Kathy Kohler
To: NDE Standards Input
Cc: Foor, Ryan; Blomstedt, Matt
Subject: For public record
Date: Wednesday, March 31, 2021 10:15:11 PM

To whom it may concern:

I am a parent who is actively involved in my children's education and activities. We attend church weekly and teach standards of respect and kindness to all humans in our home. Teaching my children about sex, sexual body parts, gender identity and orientation and pregnancy prevention at such a young age is repulsive. These are young children who portray innocence and do not need to know about sexual body parts when they are 5,6,7, or even 10 years old. My husband and I provide this information to our children in our home as they grow. We have sought information through our church and have provided information based on our morals and beliefs, filtering what we feel is appropriate for them at each age. I do not want our schools teaching this forward information to our public school children. Please listen to parents as we plead to keep our kids innocent and safe and don't expose them to unnecessary information that parents can and should be the ones providing to them at home. Please don't infringe on our beliefs. We want to teach our children according to our morals, not the government's.

Kathleen Kohler
Roca, NE

Sent from Mail for Windows 10

From: Ted Gans
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 8:19:09 AM

Hello, my name is Ted Gans, and I live at 1206 East A Street, McCook, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Suzi Dearmont
To: Foor, Ryan
Subject: Proposed Nebraska Health Education Standards
Date: Wednesday, March 31, 2021 7:54:39 PM

Ryan,

I am writing to express my concerns regarding certain areas within the proposed Nebraska Health Education Standards.

Several proposed changes are disturbing to me as a parent. I do not believe it should be the school's responsibility nor right to address topics of gender identity, assigned sex at birth versus gender identity, and topics along these lines to our children. These topics are intertwined amongst family morals and values and often with religious beliefs as well.

I offer a better solution of providing parents and guardians this education, along with information as to the best methods in which to educate our children about these same topics. This would allow each family to address these issues utilizing the best method for their own children and enable the parents/guardians to interject personally important background on how the family belief set mixes with topics such as gender identity, gender expression, cisgender, transgender, gender non-binary, sexual identity, sexual orientation and others.

I am not "for" this draft and hope you will voice opposition towards it.

Thank you for your consideration.

Suzi Dearmont
Hickman, Nebraska

From: Marlee Abramson
To: Foor, Ryan
Subject: NE health ED- FOR PUBLIC RECORD
Date: Wednesday, March 31, 2021 1:58:39 PM

Hi,

My name is Marlee Abramson and I live in Elkhorn, NE. For the past year everyone has been yelling “follow the science” and yet here we are with complete science down to the chromosome level and external genitalia and now people want to say that isn’t science? I am 100% against the new proposed “health” and “sex” education being pushed in Nebraska public school. I am a nurse and see people struggle with transgenderism. It is not NORMAL. That’s why they are on large amounts of psychiatric meds and more. Not because it is not accepted- many are very accepting of these individuals. They are on psychiatric medications because they are confused. So why are we going to further confuse our young children. Making them second guess their God-given gender? This is vile and completely inconsiderate of a parent’s right to educate their children about these subjects as they see fit. I will NOT allow my child to attend any public school if these are the standards. You are trying to step on a parent’s right to choose. To choose, when, how, wording and such in regards to these topics. And why teach these at the young age of 5? There’s no reason!

You can teach loving one another without teaching the other person’s issues or beliefs. You can teach caring for other people as just that. No need to make it complicated to children. Pushing this agenda on children is psychological ABUSE and as a parent I WILL NOT stand for it.

FOR PUBLIC RECORD

Greatly concerned parent,

Marlee Abramson

Sent from my iPhone

Sent from my iPhone

From: Andy Falk
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Wednesday, March 31, 2021 8:01:35 PM

Dear State Board of Education,

Let me start by saying thank you for being willing to serve on this board. I'm sure it takes many hours of your time.

I am writing to express my concern about the newly proposed health standards and my strong opposition to them.

I would humbly like to ask you to understand that these standards DO NOT reflect the values of many and probably it would be safe to say most people who live in Nebraska. These proposed standards go directly against many people's (including my own) Christian beliefs and it goes against what the Bible says to be true. There is no place for such radical ideas in any school and I would want to remind you that you will have to give an account of this someday when you stand before the Lord God of going directly against His commands. And you will stand before Him.

I urge you to remove from consideration all the goals that teach a non-traditional and non-biblical sexuality view. Nebraska schools do not need somebody's MINORITY liberal agenda shoved down young people's throats and introduced into our schools. These ideas are not the responsibility of a school to teach and there should be no encouragement or guidance from this board to have schools teach these ideas in a school setting. It is the parents duty, NOT the schools.

Standards like these are radically different than any standards previously proposed. Why do you think this would be good to put in now? It is not the job of this board to take sides in this important matter. Please set standards that do not go down the path of social deviance. Please don't be influenced by sinful agendas of the minority.

I will be watching the outcome of this vitally important matter and it will affect my vote in upcoming elections.

Thank you for your consideration. You are in my prayers for wisdom and discernment.

Sincerely,

Andy Falk
29030 265th Road
Pleasanton, NE 68866

From: Nathan Schardt
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:06:53 PM

Hello, my name is Robin Schardt, and I live at Davenport, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts. The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed. It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid. Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence. I urge the removal of sex education topics from the health education standards. Children have enough to deal with without throwing these topics at them, only to confuse them. Teachers also have enough to teach without requiring them to teach something that should be taught by parents in the home. Thank you for your time and consideration.

From:	Pam Coons
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:51:38 PM

Hello, my name is Pamela Coons and I live at 101 SE Street, Mullen, NE, I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Suzette Nelson
To: Foor, Ryan
Subject: Speak Up Against Sexualizing Children In The Classroom
Date: Wednesday, March 31, 2021 7:54:41 PM

Ryan,

I am contacting you in regards to sexualizing children in the classroom. I am 100% opposed to this method and I can't even comprehend where this is even coming from. These are not my values and definitely not Nebraska values. Please consider removing this.

V/R

Suzette Nelson

From: Rena Ferris
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 11:52:35 PM

Hello, my name is Rena Ferris, and I live at 5637 Bodie Circle. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Rena Ferris

Sent from my Verizon, Samsung Galaxy smartphone

From: Tricia Hiltgen
To: Foor, Ryan
Subject: Health Standards for Children in Nebraska
Date: Wednesday, March 31, 2021 11:01:28 PM

Mr. Foor and Nebraska State Board of Education,

My name is Tricia Hiltgen and I reside at 6215 Princess Margaret Drive, Lincoln, NE 68516. Please include this email as part of the record for the hearing. Oppose new health standards

I understand the need for education to be updated and relevant to the time that we live in. However, when the standards of education are overreaching the boundaries of parental rights and decisions it is time to scrutinize the standards.

I have a unique background in attending public school through elementary and a private homeschool through most of junior high and part of high school. I went back to public school and graduated from Lincoln Northeast High School. One thing I noticed when I was in high school was the shift in verbiage. We were conditioned to call people African American, Asian American, etc. It was the indoctrination of identity politics. If we called people black, hispanic, or oriental it was considered politically incorrect. Before this shift of verbiage occurred we were all Americans; no matter the race or color of our skin.The shift of this verbiage happened over twenty-seven years ago and is still alive today. Nonetheless, I do not let the color of people's skin determine their value or if they are American and I view each person as created in imago dei (image of God)-this includes those who are in the LGBTQ community. It is a sad day when I have to specify that the word "each" covers another group of people because of the political agenda surrounding the LGBTQ community, just as it surrounds the agenda of identity politics.

Today I write to you because there is another agenda to indoctrinate children with gender identity politics. I was infuriated reading the agenda of the indoctrination of the children in the name of health education. Again, I am not against updating educational materials to match the times we live in. I am opposed to the one-sided agenda without parental consent to teach about topics that should be in the governing of the parents; not the Nebraska State Board of Education. Introducing things such as gender identity goes against science. While a person may feel a certain way regarding gender, the fact is he/she is born either male or female. The danger of following what people feel as a standard of education is a dangerous and wide path. Feelings are not a firm foundation to build upon. Let me suggest to the Nebraska State Board of Education to stay with the basics of science and health and let the parents decide when their child is ready to learn about sexual topics and teach them with their system of beliefs. If the schools can teach the children to respect everyone without thinking about gender or race and treat people as human beings created in the image of God, society will see a positive change. As I stated before, identity politics was introduced in public schools twenty-seven years ago and the agenda has divided Americans instead of uniting our country. I implore you to reject these new standards of enforcing arbitrary political agendas on the children of Nebraska.

Respectfully,

Tricia Hiltgen

From:	Ann Schriner
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 11:16:39 PM

Hello, my name is Ann Schrinerand I live at 3110 South 52nd Street. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Craig Lori Beguin
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 11:48:00 PM

Hello, my name is Lori an Craig Beguin , and I live at 5620 calvert st Lincoln Ne]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

I will seriously pull my child from School if this passes.

LORI BEGUIN

From: A"s are awsome
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 11:41:35 PM

Hello, my name is Tausha Wilson, and I live at 1405 West 1st Street, McCook, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

-Tausha Wilson

FOR PUBLIC RECORD

From: T P
To: Foor, Ryan
Subject: For public record
Date: Thursday, April 1, 2021 6:16:59 AM

For public record:

Please don’t let this curriculum pass for Nebraska. Our children are up against so much already, don’t add this. I have a child that is entering kindergarten- this curriculum scares me to the point i think i may homeschool her. I don’t want our children desensitized like this. They have forever to learn about sex, let them be children.

Thank you,
Trinitee Phillips

From: Dana Farrand
To: Foor, Ryan
Date: Thursday, April 1, 2021 6:35:59 AM

Mr. Foor,
If you're looking for a fast way to correspond through email, a friend and I created this:

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten
HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Dana Farrand

FOR PUBLIC RECORD

From: Pamela Freaks
To: Foor, Ryan
Subject: Health Standards
Date: Thursday, April 1, 2021 5:35:16 AM

As a Nebraska Educator, I can assure you that the majority of teachers in the the 3rd District are not at all interested in adding these liberal health standards to the curriculum. Teachers are presently overwhelmed with teaching our Nebraska children the basics and the majority of our teachers truly desire to do just that. Although, many currently support the NEA financially through dues, many do not know what this organization represents. As an educator, I have never supported this union. Please leave health issues to the proper authority, the parents.

Sincerely,
Pamela Frecks

From: Steph Howe
To: Foor, Ryan
Subject: Proposed Health Standards
Date: Wednesday, March 31, 2021 11:03:05 PM

Dear Mr Foor:

As a former teacher and parent. I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:
>
>
> Kindergarten
> HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended,
> intergenerational, cohabitating, adoptive, foster, same-gender, interracial)
>
> First Grade
> HE.1.7.2.a: Demonstrate ways to show respect for different types of family
> structures.
> HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes
>
> Second Grade
> HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias,
> perceptions, social norms, spirituality, gender roles).
>
> Third Grade
> HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all
> genders, gender expressions, and gender identities, including other students, their
> family members, and members of the school community.
> HE.3.7.2.c: Discuss the range of ways people express their gender and how
> gender-role stereotypes may influence behavior.
> HE.3.7.2.e: Define sexual orientation.
> HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom
> students can ask questions about gender identity and sexual orientation
>
> Fourth Grade
> HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself
> and others.
> HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
> HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and
> explain how they may or may not differ.
>
> Fifth Grade
> HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions
> about body image, gender roles, and attractiveness.
> HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all
> sexual orientations, including other students, their family members, and members
> of the school community.
> HE.5.7.2.f: Explain that gender expression and gender identity exist along a
> spectrum.

> HE.5.7.3.e: Explain the significance of the physical changes in puberty and the
> potential role of hormone blockers on young people who identify as transgender.
>
> Sixth Grade
> HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes
> to sexual health (e.g. abstinence, birth control, gender roles).
> HE.6.7.2.b: Define and explain differences between cisgender, transgender,
> gender non-binary, gender expansive, and gender identity.
> HE.6.7.2.c: Define sexual identity and explain a range of identities related to
> sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit,
> asexual, pansexual).
> HE.6.7.2.f: Discuss the ways people express their gender and how gender-role
> stereotypes may limit behavior.
>
> Seventh Grade
> HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real
> or perceived differences (e.g. cultural differences, disabilities, gender, and sexual
> orientation).
> HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism,
> sexism, ageism, heterosexism, ableism, classism).
> HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and
> expectations about gender, sexual orientation, and identity.
>
> Eighth Grade
> HE.8.7.2.c: Access medically accurate information about gender identity, sexual
> orientation, and gender expression.
> HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can
> influence attitudes, beliefs, and expectations about gender, gender identity,
> gender roles, and gender expression.
> HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and
> emotional changes during adolescence, including among people who are
> intersex and transgender.
>
> High School
> HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and
> gender expression.
> HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s
> intersecting identities can influence attitudes, beliefs, and expectations about
> sexual orientation and sexual identity.
>
> I’ve discussed these proposed standards with my teenagers and they too are appalled that these are being considered appropriate discussions in school.
>
> Thank you for your kind consideration in this matter.
>
> Sincerely,
> Stephanie Howe
> York, NE
>
> FOR PUBLIC RECORD
>
> Sent from my iPhone

From:	Bessie Wood
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards AND ANY form of CRT and anything related to the 1619 project.
Date:	Wednesday, March 31, 2021 8:01:16 PM

Hello, my name is BessieWood. I am writing to submit comment in opposition to the sex education topics in the draft health education standards. I also urge you to not accept CRT or any. teaching of the 1619 project.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards. Teachers who teach our young children these things are considered to be grooming our children for sex. That makes our school systems ripe for mass law suites against every single teacher for sex abuse charges.

Thank you for your time and consideration.

From: Terra Drueke
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:06:36 PM

Hello, my name is Terra Drueke, and I live in O'Neill, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From:	Marie Randel
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:07:14 PM

Hello, my name is [Marie Randel], and I live at [307 Nance Ave. Minden, NE 68959]. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Sherrie Genetti
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 9:58:10 PM

Hello, my name is [Sherrie Rogge], and I live at [7020 Rebel Dr #208). I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: jim dodge
To: Foor, Ryan
Subject: Concerns about Nebraska Draft Health Standards
Date: Wednesday, March 31, 2021 7:49:43 PM

As grandparents of seven grandchildren in Nebraska schools, we are very concerned about some of the Nebraska Draft Health Standards! These include:

-Genitalia and Sexual Function
-Sexual Intercourse
-Condoms/Birth Control
-Different kinds of Families
-Gender Identity
-Gender Expression
-Sexual Orientation
-Consent
-Sexual Feelings
-Undermining Parents and Family Values
-Resources (family planning clinics)

We strongly feel that none of these standards should be added to Nebraska curriculum!!! It needs to be the choice and rights of parents as to what their children are taught and not taught!!! Schools need to stay out of these areas and let the parents handle them in the way they see best!!!
Thank you!

Sincerely,

James and Karen Dodge
79471 Dr 420
Callaway, NE 68825

Sent from

Sent from Yahoo Mail on Android

From: Pam Warrington
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:12:38 PM

Hello, my name is Pam Warrington , and I live at 1103 River Street in Gibbon, Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From:	Kirk Bowers
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 8:57:32 PM

Hello, my name is Kirk Bowers, I live at 4800 Bear Creek Rd, Lincoln Ne. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Jessica Peterson
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 9:50:30 PM

Hello, my name is Jessica Peterson and I live in Gibbon, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Jessica Peterson

From: Kyle Allan
To: NDE Standards Input; Foor, Ryan
Date: Thursday, April 1, 2021 6:46:11 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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First Grade
HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and howgender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity andexplain how they may or may not differ.

Fifth Grade
HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members
of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

From:	Jessie Penn
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Wednesday, March 31, 2021 11:44:13 PM

Hello, my name is Jessie Penn, and I live at 2022 16th St, Columbus, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from Yahoo Mail on Android

From:	donita furman
To:	Foor, Ryan
Subject:	new health standards
Date:	Thursday, April 1, 2021 6:22:32 AM

The sex education topics in the proposed health education standards need to be removed. Children are our greatest gifts. While a culture—and sadly, a government—around us seeks to sexualize our children for the sake of a political agenda, we must protect our children and nurture their minds, bodies, and hearts. These topics are not needed in our school systems. They need to be removed now.

Donita Furman
School Board President

From: Brittany Leutzinger
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 2:09:58 AM

Hello, my name is Brittany Sutton, and I live in Waverly, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sincerely,
Brittany Sutton

From: Andrew & Karrie Simmons
To: Foor, Ryan
Subject: Education standards
Date: Thursday, April 1, 2021 6:25:06 AM

Mr. Foor, I am in opposition of the proposed sex education standards for our State. The future of all children in Nebraska is ours to protect. And I feel the current proposal is too explicit for the young ages as it written. I also feel our elementary and middle school age teachers are going to be asked to teach content that belongs in a home setting discussion.

Thank you for your time in reading my email.

Respectfully, Karrie Simmons, Marquette NE

From: Horst,Lisa
To: NDE Standards Input; maureennickels@nebraska.gov; Foor, Ryan
Subject: Proposed Health Education Standards!
Date: Wednesday, March 31, 2021 11:52:48 AM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. With thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

Kindergarten

HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)

First Grade

HE.1.7.2.a: Demonstrate ways to show respect for different types of family

structures.

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade

HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all

genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.

HE.3.7.2.e: Define sexual orientation.

HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade

HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

Fifth Grade

HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.

HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade

HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).

HE.6.7.2.b: Define and explain differences between cisgender, transgender,

gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).

HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).

HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade

HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.

HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School

HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.

HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

FOR PUBLIC RECORD

The information contained in this communication, including attachments, is confidential and private and intended only for the use of the addressees. Unauthorized use, disclosure, distribution or copying is strictly prohibited and may be unlawful. If you received this communication in error, please inform us of the erroneous delivery by return e-mail message from your computer. Additionally, although all attachments have been scanned at the source for viruses, the recipient should check any attachments for the presence of viruses before opening. CHI Health accepts no liability for any damage caused by any virus transmitted by this e-mail. Thank you for your cooperation.

Caution: This email is both proprietary and confidential, and not intended for transmission to (or receipt by) any unauthorized person(s). If you believe that you have received this email in error, do not read any attachments. Instead, kindly reply to the sender stating that you have received the message in error. Then destroy it and any attachments. Thank you.

From: Terri Clyde
To: Foor, Ryan
Subject: Proposed Health Education Curriculum
Date: Thursday, April 1, 2021 7:13:46 AM

For Public Record:
As a resident of Sarpy County, Nebraska I wish to voice a protest against the new Health Education Curriculum proposed. I am against this standard being taught in schools.
Terri Clyde

Sent from my Verizon, Samsung Galaxy smartphone
Get Outlook for Android

From: Barbara Ramsey
To: Foor, Ryan
Subject: Standards Development
Date: Thursday, April 1, 2021 6:13:16 AM

Hello Ryan,
I am voicing my concerns about the proposed educational standards. I have reviewed them and gave my input via the survey. All of these standards need to be dumped. No revisions will be accepted. By state statute schools are required to teach math, science, reading and social studies. The areas of sex education, gender issues, trans gender issues etc need to be addressed by parents exclusively and any other professional they decide to bring into the matter. Additionally, any discussion pertaining to multicultural issues, racism, diversity, justice and privilege must be left to the parents not to the public educational system. These are all important topics that need to be kept within the boundaries of the family unit.

These standards were developed by people whose values are not in alignment with the vast majority of parents in Nebraska. Parents are the primary educators of their children. Teachers and the school system must be supportive of parents.

I anticipate hearing from you about this important issue. Please respond.

Barbara A. Ramsey RN, MHA, PhD.

From:	Danica Koehler
To:	Foor, Ryan
Subject:	Proposed Health Education
Date:	Wednesday, March 31, 2021 8:34:06 PM

To whom it may concern:

I am deeply concerned after reading the proposed health education standards. After a thorough examination, I've concluded that some of the new standards would not only teach young children age-inappropriate content starting in kindergarten, but also inject non-scientific, political ideas into curriculum standards. The sex education standards represent a significant shift in the approach to health education, and many of the new themes are sensitive topics that should be addressed by parents at home and not by schools. For the reasons mentioned above, please consider that in my opinion, as a Nebraska Public School System stakeholder, the following standards should be excluded from the finalized draft to be voted on for approval as the new Health Education Nebraska State Standards:

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HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes

Second Grade
HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

Third Grade
HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
HE.3.7.2.e: Define sexual orientation.
HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation

Fourth Grade
HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
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HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

Sixth Grade
HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Seventh Grade
HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.

Eighth Grade
HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
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HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.

High School
HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.

Thank you for your kind consideration in this matter.

Sincerely,

Danica Koehler

FOR PUBLIC RECORD

Sent from my U.S.Cellular© Smartphone

From: Leviamy Gosnell
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 6:49:06 AM

Hello, my name is Amy Gosnell, and I live at 14533 S Cottonwood Canyon Rd Maxwell, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

From: Keri Phillips
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Wednesday, March 31, 2021 1:25:45 PM

Hello, my name is Keri Phillips , and I live at 7840 Himebaugh Ave. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Sent from my iPhone

From: Matt Schulte
To: Foor, Ryan
Subject: Health Standards
Date: Wednesday, March 31, 2021 9:33:06 PM

Dear Nebraska Board of Education,

I appreciate your leadership in our state. The work you do provides guidance for our public schools which is so essential.

Please reconsider these suggested health standards that introduce sexual identity and sexual behaviors in our public schools. Parents should have the primary responsibility to discuss these things with their children and these topics need to be covered in a much more age-appropriate manner that is being suggested.

Respectfully,

Matt Schulte
Husband | Father | Exec Dir @YFCLincoln | #GBR

@matteolnk
https://www.facebook.com/matteoyfc

From: Kayla Green
To: Foor, Ryan
Subject: New Health Care Standard Concerns
Date: Wednesday, March 31, 2021 11:41:30 AM

Good morning Ryan,

I just learned about these proposed new health standards being pushed into the school curriculum. I have to say I am appalled. This information makes me feel so uncomfortable and the thought of a stranger teaching this to my children/my babies is unbelievable, I cannot grasp the thought. We should be protecting the innocence of our children as long as we can. I do not understand the need or want for a 5 year old to be taught about gender specifics other than male/female (at this age) or for any grade schooler for that matter to be taught about sexual intercourse! My 9 year old does not yet know what sexual intercourse is and I plan to keep it that way for a while longer until we feel as parents the time is right. Her not knowing did not affect her education or how she treats other individuals in her life. No harm done, not knowing. This cannot be the new normal. I fear I will have to make the decision to home school if this is passed and I know many who feel the same. I agree with sex education at a certain age, middle school if I had to be specific would be more age appropriate. Bringing this to grade schools is just disgusting and wrong. Please let me know what more I can do to make my voice heard.

Thank you,

Kayla Green

From:	Lesley Bergen
To:	Foor, Ryan
Subject:	Remove Sex Education Topics from Draft Health Education Standards
Date:	Thursday, April 1, 2021 6:47:56 AM

Hello, my name is Lesley Bergen, and I live at 1122 N 11th street in Beatrice Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

It's unacceptable to insert agenda-driven, comprehensive sex education into health education standards that would teach young children that gender is fluid.

Children are our greatest gifts, and we should work to nurture and protect their minds, bodies, hearts, and innocence.

I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Lesley Bergen

Sent from my iPhone

From: Beverly Westerberg
To: Foor, Ryan
Subject: Sex Education Topic
Date: Thursday, April 1, 2021 8:06:33 AM

Hello, my name is Beverly Westerberg, and I live at 5915 Bartholomew Circle. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Beverly Westerberg

From: Chelsea Dolton
To: Foor, Ryan
Subject: Young children Don't need to know about Sex
Date: Thursday, April 1, 2021 9:17:40 AM

I have read through the proposed health standards and I find them disturbing and problematic.
This proposal is a complete waste of resources to focus on sex fluency for Children for 13 years! This is indoctrination of children, not education. If the NE Dept of Education spent a fraction of their time and budget on any other academic area, literacy and critical thinking for example, think how Nebraska schools could compete! What a waste of valuable educational time for our children to focus on sex from the age of 5.
Children don't need to know about sex. Sex is not important to a child and if it is something has gone wrong. Children don't need to know anything more than what's happening in their immediate circle of family and friends that guide them through their life.

Anything to do with Sex and also social behaviors should be taught by Families not schools. Therefore, I find this paragraph extremely alarming both as a parents and a taxpayer. "Students will develop positive social behaviors that provide them with the skills to get along with and assist others. Social, emotional, and mental wellness are key elements to one's overall health and well-being. Understanding individual abilities to manage emotions can assist in coping with the typical stresses of life, increasing productivity, building stronger relationships and lead to happier, healthier more fulfilling lives."
How are you guaranteeing this outcome? Whose values are we using to teach these children the desired social behaviors? Christian? Muslim? Atheist? Marxist? Why is the Dept of Education assuming the role that has been the role of the family for 10,000 years? Who is teaching these lessons? Psychologists? When did parents agree large-scale to psychologists in our children's lives?
Besides my other existential concerns regarding this proposal I am also concerned that the state will further open itself up to legal action from families whose rightful role to raise their own child will have been supplanted by the state. Legal action that the the taxpayers will be paying for.

Turn away from this awful proposal, support the diversity of this state's families by allowing them to raise their children with their values and instead focus intently on respect for the classroom and foundational subjects. It might be amazing to see what a child can do when they are taught all they can know and not who they're "supposed" to be.

Embrace academic excellence,
Chelsea

Sent from my iPhone

Sent from my iPhone

From: Elizabeth Reed
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 7:00:35 AM

Hello, my name is Elizabeth Reed, and I live in Bellevue, Nebraska. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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I urge the removal of sex education topics from the health education standards.

Thank you for your time and consideration.

Elizabeth Reed

From: Wendy Irving
To: Foor, Ryan
Subject: Remove Sex Education Topics from Draft Health Education Standards
Date: Thursday, April 1, 2021 6:52:40 AM

Hello, my name is Wendy Scheenen and I live in Rushville, NE. I am writing to submit comment in opposition to the sex education topics in the draft health education standards.

Many of the themes in the proposed health education standards are sensitive topics that should be addressed by parents at home, not by school districts.

The draft health education standards would teach school children politicized, non-scientific, and age-inappropriate information and ideas about sex, abortion, sexual orientation, and gender identity and need to be removed.

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Thank you for your time and consideration.

Sent from my iPhone

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Brenda Wid, Legal Services

DATE: March 17, 2021

SUBJECT: Report on Rules

NO PENDING RULES AT THIS TIME

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER
TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: **March 22, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

Lane Carr
Director of Accountability

PROPOSED AGENDA ITEM: Provide the State Board a high-level update on Nebraska's Every Student Succeeds Act (ESSA) plan, outline key drivers for change, and share timelines and provide an update on federal and state designations of schools.

RATIONALE/BACKGROUND INFORMATION:
One way the NDE delivers upon its mission to lead and support the preparation of all Nebraskans for learning, earning, and living is through the goals, activities, and investments detailed in the Every Student Succeeds Act (ESSA) plan. Since its approval in June 2018, the NDE has delivered upon many promises expressed in the ESSA plan.

Multiple factors have changed or evolved to necessitate a reconstruction of the ESSA plan. The purpose of this session is to highlight key shifts, foundational beliefs, opportunities for feedback and input, stakeholder engagement strategies, and timelines for moving forward.

Per N.R.S. 79-760.06, all public schools must be classified annually through the AQuESTT accountability system. Classifications are based on multiple indicators, including summative assessments, high school graduation rates, and reduction in chronic absence, among others. Furthermore, NDE designates schools for additional support, governed by two specific regulatory authorities – the federal Every Student Succeeds Act (ESSA) and state statute (N.R.S. 79-760.06) requiring the NDE to designate no fewer than three Priority Schools.

Due to the COVID-19 pandemic, which began impacting schools in Nebraska as early as February 2020, the NDE submitted an ESSA addendum and waiver to the U.S. Department of Education. These requests afford federally designated schools an additional year of support by exempting the 2019-20 school year from total

years in the designated status. To maintain consistency across all designations – federal and state – the NDE will match processes and communications for Priority Schools.

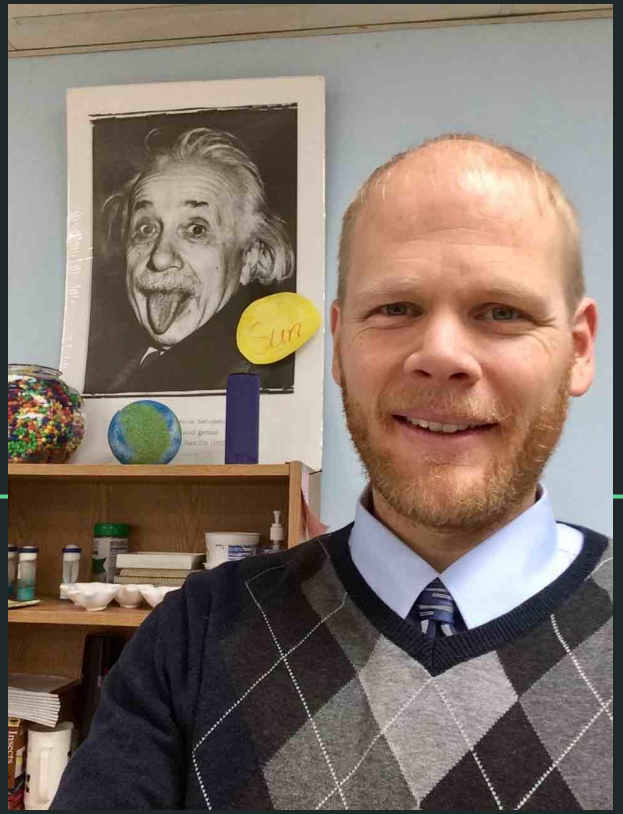
PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

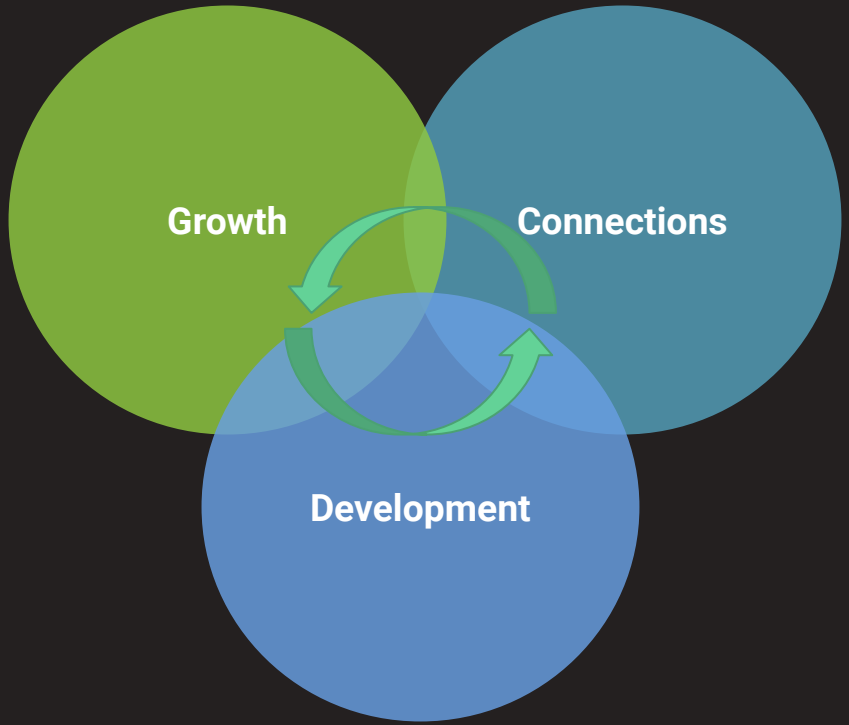
- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

April Report to the Nebraska State Board of Education



Paul Timm
2021 Nebraska Teacher of the Year

Past 6 Months



Past 6 Months

Co-Presenter: Virginia Association for Environmental Education

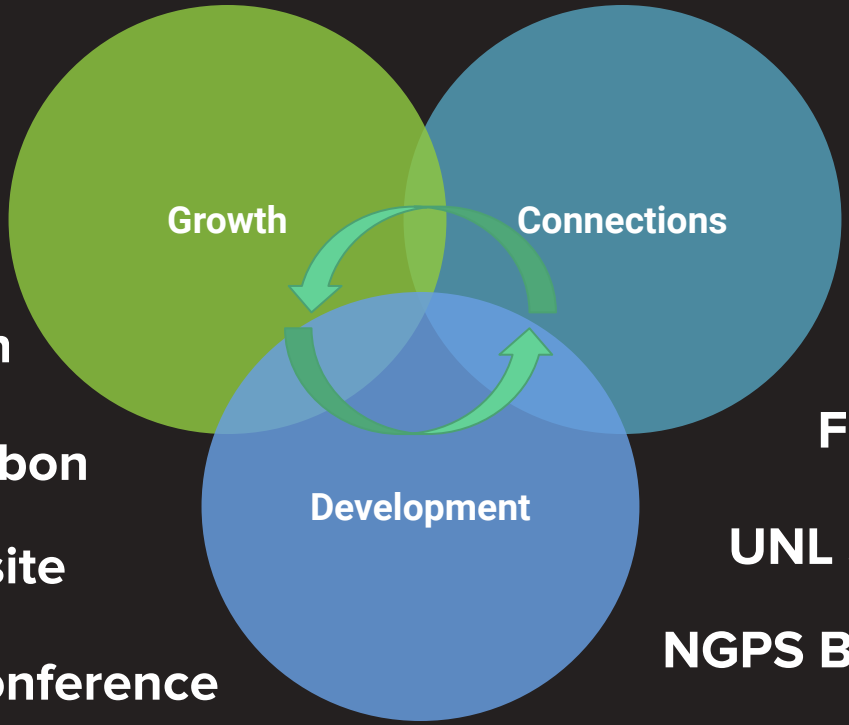
Partnership Starr Commonwealth & Lachandra Garrison

Spring Creek Audubon

2021 NE TOY Website

Educator Rising Conference

Weekly meetings with Lora



Governor's Press Conference

CCSSO: Equity Training Focus

Fontenelle Forest

UNL Student Teachers

NGPS Bird Curriculum Pilot

Children's Stories: Steven Kellogg & Thornton Burgess

Next 6 Months

Co-Present: NSEA U “Trauma-Informed & Resilient Focused”

NSEA Workshop: Applying for 2022 TOY

Migration Madness!!!

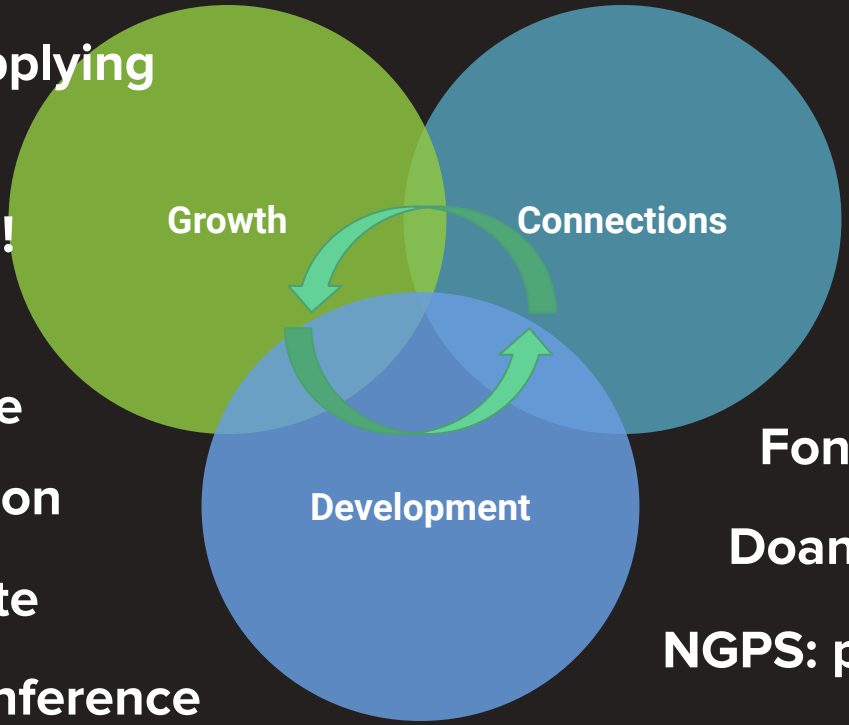
Kim Foundation Educator Conference

Spring Creek Audubon

2021 NE TOY Website

STEM Education Conference

Weekly meetings with Lora



CCSSO: Further training, travel somewhere other than my desk?

Fontenelle: Train staff

Doane teaching majors

NGPS: pilot implementation

Children’s Stories: Illustrations complete/begin recording



Website t.ly/QOO6 FB @NebraskaTOY

Twitter @PaulTimmLDNE

Out-State Travel Authorization Reports - April

Name	Event Name	Date	Location
Lisa Fricke	(NONE)		
Jacquelyn Morrison	(NONE)		
Deborah Neary	(NONE)		
Patricia Timm	(NONE)		

Out-State Travel Authorization Reports - April

Name	Event Name	Date	Location
Patsy Koch Johns	(NONE)		
Patti Gubbels	(NONE)		
Maureen Nickels	(NONE)		
Robin Stevens	(NONE)		

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

PROPOSED AGENDA ITEM RATIONALE

DATE: **March 9, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Katie Graham, Ph.D.
Office Administrator – Career & Technical Education

PROPOSED ACTION ITEM: Grant the commissioner the authority to contract with Vivayic for the coordination of the planning process for revising all CTE program of study standards, including a refresh of the Career Readiness Standards and development of Work-Based Learning standards.

RATIONALE/BACKGROUND INFORMATION: In this work, Vivayic will

(1) Facilitate stakeholder engagement input sessions

(2) Facilitate the process to revise the standards, assist in the selection of writers, train and manage the standards writers, prepare training and guidance for standards implementation

(3) Plan and manage a bias review of the standards

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: Not to exceed $ 212,639.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal: Perkins
- New or Renewal: New contract
- If renewal, date of first approval:

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER
TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: March 17, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Dean Folkers, Information Systems Officer

PROPOSED AGENDA ITEM:
Grant the Commissioner the authority to contract with the Board of Regents of the University of Nebraska, University of Nebraska-Lincoln, Nebraska Center for Research on Children, Youth, Families & Schools, for the purpose of conducting a research study on "The Impacts of COVID-19 on Educators and Student Learning."

RATIONALE/BACKGROUND INFORMATION:
The long-term goal of this collaborative work is to support resilience among Nebraska schools and build their capacity to function effectively in the event of significant disruption. The purposes of the proposed study are to (a) capture the immediate, ongoing, and long-term impacts of COVID-19 on educators and educational systems across Nebraska's urban and rural school districts, and (b) determine the effects of COVID-19 on students' learning and achievement.

This study represents a follow up of a study conducted in collaboration with the NDE in the Spring/Summer of 2020, assessing the experiences, perspectives, and impacts of COVID-19 on all public educators (teachers, principals, and district administrators) across Nebraska. In all, 6,938 K-12 teachers, 207 principals, and 84 superintendents were received. The plan is to replicate the surveys at the end of the school year (spring/summer 2021, approximately one year after the initial administration). The surveys will be honed and focused on salient items that yielded particularly relevant results related to the context of instruction, student participation, concerns and challenges, and personal well-being. Finally, the study will be broadened to explore the impact of COVID-19 experiences and related school disruptions on student achievement.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: Up to $50,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal CARES Act Funds
- New or Renewal: New
- If renewal, date of first approval:

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P.O. Box 94987
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PROPOSED AGENDA ITEM RATIONALE

DATE: **March 16, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Keri Bennett, VR Program Director for Acquired Brain Injury
Lindy Foley, Nebraska VR Administrator

PROPOSED AGENDA ITEM: Contract Renewal with Nebraska Injured Brain Network (NIBN)

RATIONALE/BACKGROUND INFORMATION: Authorize the Commissioner to renew a contract for Phases 2 and 3 of a pilot to demonstrate Peer to Peer Support practices as a model of care for individuals of all ages that have experienced acquired brain injury (ABI). The contract with NIBN for Phase 1 Assessment and Planning was completed successfully. As indicated in the request for proposals (RFP), NIBN was invited to submit a proposal, work plans and budget narratives for Phase 2, Start-up and Recruitment, and Phase 3, Implementation and Evaluation. The pilot is expected to end by May 31, 2022.

PROPOSED BOARD MEETING (MONTH/YEAR): April, 2021

ESTIMATED COST: $115,000.00 (contractor to provide an additional $20,500.00 in in-kind services for state match).

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: CFDA No. 93.234, Administration for Community Living, Traumatic Brain Injury State Demonstration Grant Program, Cooperative Agreement #90TBSG0036-03-00.
- New or Renewal: Renewal
- If renewal, date of first approval: December 1, 2020

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PROPOSED AGENDA ITEM RATIONALE

DATE: March 9, 2021

TO: Matthew L. Blomstedt, Ph.D
Commissioner of Education

FROM: Sara Hulac, Legal Counsel

PROPOSED AGENDA ITEM:

Authorization to amend the current contract with Brytten Sorgenfrei for her to continue to serve as Investigator for Certification Investigations.

RATIONAL AND BACKGROUND INFORMATION:

Brytten Sorgenfrei was hired as a Certifications Investigator starting August of 2018. In May of 2020, Brytten began working part-time on a contract basis. Due to increasing demand for investigations, Brytten is needed on a full-time basis and has been working full-time since January. This necessitates a contract amendment before the end of her current contract term so she does not exceed the maximum allotted hours. In addition, in the interest of efficiency, her contract term will be extended another year to prevent having to renew her contract in just a few months. Brytten has continued to provide competent investigations for the Department.

PROPOSED BORAD MEETING: April 2021

ESTIMATED COST: Original contract was $49,256.56. The proposed amendment of her contract includes additional hours for the remainder of her original contract term plus the additional hours for the next year to $62,490.81 bringing the total contract amount to $111,747.37 over two years.

- The funding source is federal special education funds as this contract position assists in investigating complaints related to the implementation of special education related services
- This is a contract amendment to increase the number of total hours and extend the contract end date. Approval was not required for the initial contract term.

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PROPOSED AGENDA ITEM RATIONALE

DATE: March 24, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Zainab Rida and Jessie Coffey

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the current GAN with Nebraska Department of Health and Human Services by adding carryover funds from the 1807 grant funding agreement.

RATIONALE/BACKGROUND INFORMATION: The NDE, Nebraska Department of Health and Human Services, and Bureau of Sociological Research (BOSR) at the University of Nebraska will collaborate to administer the Youth Risk Behavior Survey (YRBS) in the fall of 2021 through funding from the Center for Disease Control and Prevention.
Survey data has been used to inform professional development, plan and monitor programs, support health-related policies and regulations, seeking funding on various levels and garner support for future YRBS surveys.
Activities will include the recruiting of participating schools, training of stake holders, distribution of data, administration and collection of the YRBS, as well as hold meetings with all partners to monitor the progress of those activities.
Funding provided to NE DHHS will allow the state to acquiring weighted data, utilize the findings to inform health education programs, and policy decisions to address the serious and growing health risks identified through the pandemic among Nebraska adolescents. The original contract was for 49,999.00 and the addition of carryover funds from year 2 to year 3 (the current year) requires that we now receive board approval for the amended contract.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: $56,992.69

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: CDC 1807 NE87PS004328
- New or Renewal: Renewal
- If renewal, date of first approval: August 1, 2018

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PROPOSED AGENDA ITEM RATIONALE

DATE: **March 18, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Jan Handa, 21st CCLC State Coordinator
Beth Wooster, Administrator, Office of ESEA Federal Programs

PROPOSED AGENDA ITEM: Grant the Commissioner authority to approve funding recommendations for the federally-funded 21st Century Community Learning Centers (21st CCLC) Grant Program.

RATIONALE/BACKGROUND INFORMATION: Nebraska's 21st CCLC grant program creates an afterschool environment focused on three overarching goals: 1) improving overall student academic success, 2) increasing positive behavior and social interactions; and 3) increasing active and meaningful family and community engagement. To be eligible for a 21st CCLC grant, sites must serve building populations with a free/reduced lunch rate of 40% or greater. The Nebraska Department of Education has administered this program for eighteen years. Currently there are programs in 35 communities serving 150 school building populations. This competition includes recommendations to award Continuation grants to eleven quality programs that have successfully implemented 21st CCLC programming in twenty-two sites.

PROPOSED BOARD MEETING (MONTH/YEAR): April/2021

ESTIMATED COST: $974,743

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Title IV, Part B of ESEA (21st Century Community Learning Centers)
- New or Renewal: New
- If renewal, date of first approval:

21st Century Community Learning Centers Grant Program
2021 Grant Proposals Recommended for Funding

Continuation Grant Applicants	**Amount**	**# of Sites**
Bancroft-Rosalie Community Schools (Bancroft-Rosalie Elementary School, Bancroft-Rosalie Jr/Sr High School)	$50,000	2
Collective for Youth (Omaha) (Belvedere Elementary School, Highland Elementary School, Sherman Elementary School)	$129,150	3
Collective for Youth (Omaha) (Kennedy Elementary School, Miller Park Elementary School)	$99.200	2
Collective for Youth (Omaha) (King Science and Technology Magnet Middle School, Lewis & Clark Middle School)	$95,350	2
Collective for Youth (Omaha) (Wakonda Elementary School)	$50,000	1
Crete Public Schools (Crete Elementary School)	$75,945	1
Crete Public Schools (Crete Middle School)	$79,923	1
Fremont Public Schools (Bell Field Elementary School, Clarmar Elementary School, Grant Elementary School, Howard Elementary School, Johnson Crossing Academic Center)	$215,000	5
Nebraska City Public Schools (Northside Elementary School)	$60,000	1
Santee Community Schools (Santee Elementary School, Santee High School)	$50,000	2
York Public Schools (York Elementary School, York Middle School)	$70,175	2
	$974,743	22

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PROPOSED AGENDA ITEM RATIONALE

DATE: **March 18, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson, Administrator, Office of Early Childhood Education
Dean Folkers, Information Systems Officer

PROPOSED AGENDA ITEM:
Grant the Commissioner the authority to obligate resources from the Federal Preschool Development Grant for renewals of and new contracts for staffing and services related to the Nebraska Early Childhood Integrated Data System (ECIDS).

RATIONALE/BACKGROUND INFORMATION:
The Preschool Development Birth through Five (PDG B-5) is a competitive federal grant program established as part of the Every Student Succeeds Act (ESSA) passed in 2015. Funding from this grant will allow the Department of Health and Human Services (DHHS) to continue collaboration with the Nebraska Department of Education (NDE) and other public and private partners to further develop existing programs that benefit children statewide.

Nebraska with these PDG B-5 funds, and this grant allowed Nebraska to complete a comprehensive Statewide Needs Assessment and Strategic Plan. Supporting this work, Nebraska was awarded a renewal grant. As a result, the state will receive $8.9 million a year for three years – currently entering the second year – with contributing partners pledging $2.7 million in matched funds. The funds will be awarded directly to DHHS, which will serve as the lead agency. The NDE will be entering into an agreement with DHHS for use of up to funding for a number of projects, including the continued buildout of the Nebraska Early Childhood Integrated Data Systems (ECIDS).

As part of the resources provided through the PDG, authority for the Commissioner to approve specific contracts to accomplish aspects of the grant is requested. The contracts needed to continue the ECIDS work include:

- Renewals and new staffing contracts (up to $500,000)
- Renewals and new services contracts (up to $500,000)

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: Up to $1,000,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Preschool Development Grant
- New or Renewal: Contracts will be renewals and new
- If renewal, date of first approval: June 2020

State Board of Education Business Meeting
Friday, March 5, 2021
Courtyard Lincoln Downtown/Haymarket, Scarlet Meeting Room, 808 R St, Lincoln, NE 68508
Link to Agenda and Attachments
Link to Video of Meeting

Publicized notice of the business meeting was given by posting notice on the Department's website; emailed to news media requesting notification and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the date, time, and location of the meeting.

STATE BOARD OF EDUCATION MEETING, Friday, March 5, 2021, 9:00 AM.

1. **CALL TO ORDER –** President Maureen Nickels called the meeting to order at 9:06 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels	Patti Gubbels	Deborah Neary
Robin Stevens	Patsy Koch Johns	Lisa Fricke
Jacquelyn Morrison	Patricia Timm	

Commissioner Blomstedt was also in attendance.

1.2 President Nickels led the Pledge of Allegiance.

1.3 President Nickels announced the placement of the Open Meetings Act.

1.4 COVID-19 Meeting Protocol

Ryan Foor, Department of Education representative, shared information on the COVID-19 Meeting Protocol and reminded the Board and members of the public in attendance about the Self-Screening Questionnaire, wearing masks, maintain 6' physical distance from others, use hand sanitizer and refrain from shaking hands.

2. **PUBLIC COMMENT PERIOD**

2.1 Request for 10-Minute Special Appearance

John Wyvill, Executive Director, Nebraska Commission for the Deaf and Hard of Hearing, spoke on the incident involving a deaf Gering High School Wrestler at the State Wrestling Tournament and the handling of it by the Nebraska School Activities Association (NSAA).

2.2 Public Comment (5 Minutes)

Marian Holstein, Executive Director at the Nebraska Indian Education Association, provided an update to the Board.

2.3. Written Public Comment

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There was no Written Public Comment.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1.A. No agenda items were requested for removal.

Commissioner Blomstedt highlighted the federal funds and the direction of the Strategic Plan and how to integrate the efforts on pandemic recovery. The Commissioner proposed to spend time discussing the federal government's plan at the April Board meeting.

Commissioner Blomstedt and Bryce Wilson, Department of Education representative, will be presenting an overview of all the different federal funds that have become eligible for schools and education to the Legislature next week.

3.2. Report on Rules

Commissioner Blomstedt reviewed the report and there were currently no rules pending any action.

3.3. Board Operations Information

Ryan Foor, Department of Education representative, reminded the Board Members of last month's review of upcoming topics, followed up with an email and provided reading material as a refresher and education on those topics.

The Board will continue to meet at the Courtyard by Marriott through June. The NDE will continue to monitor the risk dial, the pandemic numbers, and information received from the Lancaster Health Department and DHHS in terms of what August and beyond will look like.

Foor also provided a reminder on upcoming conferences:

- National Association of State Board of Education (NASBE) Legislative Conference – March 22-23, 2021 held virtually
- Nebraska Rural Community Schools Association (NRCSA) Conference – March 25-26, 2021, held in person at Kearney; board session is on March 25 at 11:00 a.m. and the Commissioner will speak at the lunch that same day.
- Nebraska Council of School Administrators (NCSA) Administrator Days –July 28-30, 2021, held in person at Kearney.

3.4. Nebraska Reading Improvement Act and Nebraska READS

Cory Epler, Department of Education representative presented on the Nebraska Reading Improvement Act and Nebraska READS.

At 9:50 a.m., President Nickels called for a break. The meeting resumed at 9:59 a.m.

As a result of difficulty with technology, President Nickels call for a second break at 10:04 a.m. The meeting resumed at 10:26 a.m.

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3.5. Information on Accountability, Accreditation, and Approval Rules

Brad Dirksen, Department of Education representative, provided information on Accountability, Accreditation and Approval Rules.

4. PRESIDENT'S REPORT

President Maureen Nickels handed out the President's Policy Priorities for 2021 based on the input provided from the Board. A professional learning session was held on Monday, March 1, 2021 with Robert Hull, CEO of the National State Boards of Education. President Nickels asked each Board Member to share one takeaway from that session.

5. CONSENT AGENDA

Approval of the Consent Agenda passed with a motion by Lisa Fricke, second by Patti Gubbels.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

6. STANDING COMMITTEE REPORTS

6.6. **Budget and Finance Committee** – Patricia Timm, Chair reported on the Committee meeting. There were Committee member questions on who the Zearn Math target audience was. Per the Commissioner, this contract is for Teacher Professional Development in connection with the Zearn contract.

Committee members asked for more information regarding the Center for Assessment contract regarding the review of AQuESTT. Discussion occurred concerning how COVID is impacting this work and how the NDE can improve this process. How are we involving Teachers in this process? Per NDE we are using an advisory group of teachers to help inform NDE and get their perspective on several issues. The question on how we get consistency related to assessments was also discussed.

6.6.A. Monthly Board Travel Expense Report

The Committee reviewed the Monthly Board Travel Expense noting it was still very low since most meetings and conferences continue to be held virtually.

6.6.B. In-State Travel Authorization Reports

The Committee held a short process discussion regarding whether approvals are needed when there are no costs associated with attending a virtual function. It was determined that it was not needed in those instances.

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6.6.C. NDE reviewed the audit, noting that an agreement was in place prior to the pay rate increases. However, the contract wasn't executed prior to the start of work with the YRTC's on April 1st. As the pandemic situation progressed, the contract completion was delayed. No issues were noted by Committee members.

Approval to accept the 2020 Comprehensive Annual Financial Report (CAFR) passed with a motion by Patricia Timm, second by Deborah Neary.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

6.6.D. Review the proposed revised Rule 1 (Rules and Regulations Governing the Audit of Nebraska Public School Districts)

The proposed revisions to rule 1 were discussed. It was noted that all changes were technical in nature other than the requirement for expense allocations reported by schools in their annual financial report used to calculate per pupil cost, which was a result of ESSA changes requiring school level per pupil cost. NDE noted that they had worked with several different auditing firms on the proposed changes.

6.6.E. Review the proposed revised Rule 2 (Uniform System of Accounting for Nebraska Public School Districts)

NDE noted all changes were technical in nature and were the result of system changes, coding changes and ESSA requirements. NDE also noted that currently 243 school districts account on the cash basis with Omaha using modified accrual accounting but converting to cash basis for reporting to NDE.

6.1. **Policy Committee** –Patricia Timm, Chair, reported on the Committee meeting. The Committee reviewed and discussed the two action items on the agenda: State Board Bylaw, B2, *Board Committees*, AND State Board Bylaw B16, *Board Member Expenses*. The proposed revisions for each of these Bylaws were reviewed and discussed and the Committee recommends approval of revisions to both bylaws.

The Committee began their four-year review of State Board Position Statement S9, Model Policy to Prevent Dating Violence. This position statement was written in response to Neb. Rev. Stat. 79-2,141(1) in 2010 and was last reaffirmed in 2017.

6.1.A. Approve proposed revisions to State Board Bylaw B2, *Board Committees* passed with a motion by Patricia Timm, second by Patti Gubbels.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea

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Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

6.1.B. Approve proposed revisions to State Board Bylaw B16, *Board Expenses* passed with a motion by Patrician Timm, second by Patti Gubbels.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

6.1.C. The Committee discussed the four-year review of State Board Bylaw B12, Policy Development. In concurrence with the review of this bylaw, the Committee has started discussion of reorganization of the Board bylaws, policies and position statements. The Committee will offer technical revisions to this bylaw to be approved by the full Board later and continue discussion on the reorganization as a Committee and make a recommendation to the full Board at a later date.

6.2. **Legislative Committee** – Robin Stevens, Chair reported on the Committee meeting.

The Committee reports on the work since February 5, 2021. The Committee has held weekly conference calls with the Commissioner and NDE staff while Nebraska Legislature has been conducting hearings on bills. These meetings have included discussion on Bills heard by the Education Committee and submitted letters or NDE staff testifying as a proponent on bills introduced that the Board has designated. This included discussion about the February 19 NDE budget hearing before the Appropriations Committee. The Legislature will wrap up hearings next week, but the Education Committee of the Legislature has completed hearings on bills introduced in January. Next week, Priority bill designations are due by March 11. Committee will continue to closely follow bills and report to the Board on activity that occurs before the April 2 State Board meeting.

6.3. **Commissioner's Appraisal Committee** – Maureen Nickels, Chair, reported that the Committee will be meeting via Zoom next with Joel Scherling, Department of Education representative, to discuss the appraisal process.

6.4. **AQuESTT Teaching, Learning and Serving Domain Committee** – Lisa Fricke, Chair, reported on the Committee meeting.

The Committee reports on one discussion item. The first draft of the Nebraska Health Education Standards will be released on Wednesday, March 10. NDE staff member, Cory Epler, will provide brief information to the Board on the public input process at the end of this report.

6.4.A. Cory Epler, Department of Education representative, presented on the Nebraska Health Education Standards.

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6.5. **AQuESTT Student Success, Access and Support Domain Committee** – Patsy Koch Johns, Chair reported on the Committee meeting. The Committee discussed three main goals to accomplish this year. The first goal is to develop an equity policy for NDE. This policy serves as a model for school districts and requires school districts to develop and implement local equity plans. The equity policy should emphasize on 1) Human dignity; 2) increasing access to equitable resources and programing for ALL students; 3) creating and maintaining environments that are equitable, fair, safe, diverse, and inclusive; 4) reducing racial isolation by increasing integration and diversity; and 5) improving access to a diverse educator workforce.

The committee recommended actions and strategies for improving equity and reducing achievement and opportunity gaps. Examples of action plans including a) provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system; b) require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design; and c) identify the method of evaluation to measure the effect of equitable practices in the school system and schools.

The second goal of the committee for 2021 is to keep equity at the forefront and center of NDE policies. This includes prioritize investments for vulnerable populations, selection of population served by NDE (student with disabilities, students of color, ELL, etc.), and selection of services provided by NDE (addressing the whole child, academic enrichment opportunity, etc.).

The last goal is to address inequities during COVID-19 pandemic including food insecurity, mental health, wellbeing, child abuse prevention, translation, communication, childcare, etc.

6.5.A. The Committee reviewed Rule 11 waiver request from the Santee Community Schools. The committee recommended approval of the waiver.

Approve the Rule 11 waiver request from Santee Community Schools passed with motion by Patsy Koch Johns, second by Lisa Fricke.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

6.5.B. Leading for Equity and Excellence Program (LEEP)

The Committee had one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. The Committee discussed the importance of maintaining NDE LEEP group to continue working on NDE equity efforts.

6.7. **Strategic Planning, Performance and Improvement Committee** – Deborah Neary, Chair reported on the Committee meeting. The Committee has no discussion or action items to report this month.

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6.7.A. Board members are encouraged to review the current strategic plan. The Committee will engage in discussions in the coming months in preparation for a review of the plan and potential revisions. Please send thoughts and questions to the Committee Chair.

7. ADDITIONAL BUSINESS

None

8. SPECIAL PRESENTATIONS AND DISCUSSIONS

None

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9. INFORMATION ITEMS AND REPORTS

9.1. President Nickels referred Board Members to review information items and reports.

10. ADJOURNMENT

President Nickels adjourned the meeting at 12:06 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, April 2, 2021, at 9:00 a.m. at Courtyard Lincoln Downtown/Haymarket, Scarlet Meeting Room, 808 R St, Lincoln, NE 68508.

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BEFORE THE STATE BOARD OF EDUCATION
STATE OF NEBRASKA

NAOMI NEEMANN By and through parent REGINA NEEMANN 8369 Raven Drive Louisville NE 68037 Petitioner, vs. LOUISVILLE PUBLIC SCHOOLS Andrew Farber, Superintendent 202 West 3rd Street, P.O.Box 489 Louisville, NE 68037 Respondent.	)	CASE NO. 21-04 **FINAL ORDER**

This matter was filed by the Petitioner in accordance with Title 92, Chapter 61 of the Nebraska Administrative Code, pursuant to Neb. Rev. Stat. §79-239. On March 4, 2021, the Petitioner sent an email to the hearing officer and Respondent's counsel advising that Petitioner wished to withdraw their appeal and dismiss this case without prejudice. The Hearing Officer has recommended withdrawal of the appeal and dismissal of this case without prejudice.

WHEREFORE, the Nebraska State Board of Education finds and orders that the Petitioner's Petition should be and hereby is dismissed.

DATED this _____ day of April, 2021.

NEBRASKA STATE BOARD OF EDUCATION

By: _____
Maureen Nickels, President
Nebraska State Board of Education

DRAFT

CERTIFICATE OF SERVICE

I hereby certify that a copy of the above Order was mailed by regular United States mail to all affected parties on this _____ day of April, 2021, at the following addresses:

Regina Neemann
8369 Raven Drive
Louisville, NE 68037

Bobby Truhe, Esq.
KSB School Law, PC, LLO
301 South 13th Street, Ste 210
Lincoln NE 68508

_____

DRAFT

BEFORE THE STATE BOARD OF EDUCATION
STATE OF NEBRASKA

NAOMI NEEMANN by and through parent REGINA NEEMANN 8369 Raven Drive Louisville, NE 68037 Petitioner, vs. LOUISVILLE PUBLIC SCHOOLS Andrew Farber, Superintendent 202 West 3rd Street, P.O. Box 489 Louisville, NE 68037 Respondent.	)	CASE NO. 21-04 RECOMMENDATION FOR ORDER OF DISMISSAL

On March 1, 2021, petitioner filed this appeal pursuant to Neb. Rev. Stat. § 79-239 and Title 92, NAC Chapter 61, requesting that the Nebraska State Board of Education reverse respondent's denial of petitioner's application to transfer Naomi Neemann from Louisville Public Schools to Liberty Elementary School/Omaha Public Schools for the 2021-2022 school year.

On March 4, 2021, petitioner sent an email to the hearing officer and respondent's counsel advising that petitioner wished to withdraw the appeal and dismiss this case without prejudice. Respondent has no objection. Having considered the request to withdraw the appeal and to dismiss this case without prejudice, the hearing officer makes the following recommendation.

Title 92 NAC 61 §§ 006.04 and 006.05 allow for amendments to pleadings with the hearing officer's consent and allow for informal disposition. The hearing officer consents to the filing of petitioner's email requesting withdrawal of the appeal and dismissal of this case without prejudice which has been added to the case file.

The hearing officer recommends that the Nebraska State Board of Education accept the request of petitioner to withdraw the appeal and to dismiss this case without prejudice.

DATED: March 5, 2021.

Jim R. Titus, #16064, Hearing Officer
MORRIS & TITUS LAW FIRM, PC, LLO
4645 Normal Blvd., Suite 272
Lincoln, NE 68506
(402) 434-5200 – phone
(402) 434-5209 – fax
jtitus@morristituslaw.com

CERTIFICATE OF SERVICE

I certify that on March 5, 2021, I served a true and correct copy of the foregoing document by email on the following parties:

Regina and Keith Neemann
8369 Raven Drive
Louisville, NE 68037

Bobby Truhe
KSB School Law, PC, LLO
Cornhusker Plaza
301 South 13th Street, Ste 210
Lincoln, NE 68508
bobby@ksbschoollaw.com

Scott Summers
General Counsel
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
scott.summers@nebraska.gov
brenda.wid@nebraska.gov

Jim R. Titus, #16064, Hearing Officer

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PROPOSED AGENDA ITEM RATIONALE

DATE: March 24, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

Beth Wooster
Administrator, Office of Federal Programs

Amy Rhone
Administrator, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to award Elementary and Secondary School Emergency Relief Funds (ESSER II) Statewide funds to public school districts ineligible for a district allocation.

RATIONALE/BACKGROUND INFORMATION: Under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, the United States Department of Education (USDE) awarded funds to State Educational Agencies (SEAs) to help states to prevent, prepare for, and respond to the devastating effects of the Coronavirus Disease 2019 (COVID-19). Of the funds awarded, no less than 90% of the funds are provided to districts and the remaining funds can be used for an SEA reserve.

Public school districts are awarded an allocation based on their Title I, Part A allocations from the prior school year. Of our 244 public school districts, there are five public school districts who are ineligible to receive an ESSER II allocation. In an effort to support all schools and the students they serve, the NDE is recommending the utilization of statewide ESSER II funds to provide an allocation for these five districts (see table below). The allocations were determined based on comparable allocations to districts of similar size and demographic. These districts were asked to identify priorities based on the Nebraska Framework for School Renewal and Acceleration and will complete an application to receive these funds.

Public School District	ESSER II Allocation
McPherson County Schools	$37,065
Arthur County Schools	$37,065
Sioux County Schools	$37,065
Exeter-Milligan Public Schools	$42,170
Elgin Public Schools	$102,990
Total	$256,355

PROPOSED BOARD MEETING (MONTH/YEAR): April, 2021

ESTIMATED COST: $256,355

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: ESSER II Statewide Funds
- New or Renewal: New
- If renewal, date of first approval:

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POLICY COMMITTEE BOARD REPORT

Date: April 2, 2021

The Committee on POLICY reports that the Committee reviewed and discussed the one action item on today's agenda:

The reaffirmation of State Board Position Statement S9, *Model Policy to Prevent Dating Violence* with minor revisions of inserting the words "school district" before "administration" in the last paragraph.

Nebraska statute 79-2,141 requires NDE to adopt a model dating violence policy. That law remains unchanged since it's passage in 2009 before this policy was adopted. Therefore, the Committee recommends reaffirmation of this position statement at today's business meeting with two minor additions I just mentioned.

The Committee discussed the concept of the reorganization of the Board bylaws, policies, and position statements. The discussion evolved around a draft of how the bylaws and policies could be reorganized, while leaving the position statements and/or "model policies" separate and not a part of the State Board Manual.

State Board Bylaw B12, *Policy Development* is up for review and the Committee will use this as an opportunity for more clarity about the process of restructuring the State Board Policy Manual. The process of this restructuring will most likely be unhurried and allow a well thought out process by this Committee until the Committee is comfortable to carry forward a formal recommendation to the full Board.

The Committee began their four year review of State Board Bylaw B10, *Hearing Officers*.

This concludes the POLICY COMMITTEE report.

Nebraska State Board of Education Model Policy to Prevent Dating Violence

(School District Name), provides physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Pursuant to Section 79-2,140, the Legislature has defined (a) "dating violence" to mean a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner; and (b) "dating partner" to mean any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training, as defined by Section 79-2,141(4), shall be provided to staff deemed appropriate by the school district administration. The school district administration will be responsible for reviewing the school district's Student Code of Conduct to insure that this policy is reflected therein.

Board Action History

- Policy model adopted 2/1/2010
- Policy reaffirmed by State Board 6/7/2013
- 03/03/2017 – G20(S9)
  (Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and general statements [S]. G20 is now S9)
- Position Statement reaffirmed by State Board 05/05/2017

Cross-References

- 92 NAC 10 (Rule 10)
- 79-2,140 R.R.S.
- 79-2,141(4) R.R.S.

Proposed Bylaw Construction				
Bylaws				
Current Number	Current Title	Proposed Number	Proposed Title	Notes
B1	State Board Officers	B1	Board Officers	
B2	Board Committees	B3	Board Committees	
B3	State Board Member Code of Conduct			Move to Policies and Procedures Manual
B4	Task Force and Advisory Committees or Councils			Move to Policies and Procedures Manual
B5	Board Meeting Notification for Regular Meetings	B2	Board Meetings	Combine B5, B6, B7, B15
B6	Agendas/Meeting Materials for Regular Meetings	B2	Board Meetings	Combine B5, B6, B7, B15
B7	Special Meetings, Emergency Meetings, Meetings Held by Videoconferencing	B2	Board Meetings	Combine B5, B6, B7, B15
B8	Parliamentary Procedure/Rules of Order	B4	Parliamentary Authority	
B9	Public Participation at Board Meetings			Move to Policies and Procedures Manual
B10	Hearing Officers			Move to Policies and Procedures Manual
B11	NONE			
B12	Policy, Bylaw and Position Statement Development	B5	Amendment of Bylaws	Include information related to amendment of bylaws in B5; move information on policy and position statement development to Policies and Procedures Manual
B13	Rule Development			Move to Policies and Procedures Manual
B14	Staff Research and Assistance/Legal Assistance			Move to Policies and Procedures Manual
B15	Board Minutes	B2	Board Meetings	Combine B5, B6, B7, B15
B16	Reimbursement for Expenses			Move to Policies and Procedures Manual
B17	Public Statements by Board Members			Move to Policies and Procedures Manual

B18	Political Activity/Use of Resources/Accountability & Disclosure			Move to Policies and Procedures Manual
B19	Computer Equipment/Internet Access and Electronic Mail Acceptable Use			Move to Policies and Procedures Manual
B20	Board Membership in Associations			Move to Policies and Procedures Manual

Summary of Proposed Bylaws

B1: Board Officers
B2: Board Meetings
B3: Board Committees
B4: Parliamentary Authority
B5: Amendment of Bylaws

Proposed Policies and Procedures Manual Construction				
Current Number	Current Title	Proposed Number	Proposed Title	Notes
B3	State Board Member Code of Conduct	1.01		Move to Policies and Procedures Manual
B4	Task Force and Advisory Committees or Councils	1.08	Task Forces and Advisory Committees or Councils	Move to Policies and Procedures Manual
B9	Public Participation at Board Meetings	1.05		Move to Policies and Procedures Manual
B10	Hearing Officers	1.09		Move to Policies and Procedures Manual
B12	Policy, Bylaw and Position Statement Development	B5	Amendment of Bylaws	Include information related to amendment of bylaws in B5; move information on policy and position statement development to Policies and Procedures Manual
B13	Rule Development	1.10		Move to Policies and Procedures Manual
B14	Staff Research and Assistance/Legal Assistance	1.04		Move to Policies and Procedures Manual
B16	Reimbursement for Expenses	1.06		Move to Policies and Procedures Manual
B17	Public Statements by Board Members	1.02		Move to Policies and Procedures Manual
B18	Political Activity/Use of Resources/Accountability & Disclosure	1.11		Move to Policies and Procedures Manual
B19	Computer Equipment/Internet Access and Electronic Mail Acceptable Use	1.12		Move to Policies and Procedures Manual
B20	Board Membership in Associations	1.07		Move to Policies and Procedures Manual
(B12)		1.00 2.00	Board Operating Policies and Procedures Agency Management Policies and Procedures	(Definitions and information on policy and position statement development from legacy B12)

P1	Political Activities/Use of Resources	2.08		
P2	Board and Staff Relations	1.03	Board and Staff Relations	
P3	Delegation to Commissioner	2.01		
P4	Personnel Policies/State School Policies/Administrative Memos	2.02	Human Resource Policies	Combine P4, P6
P5	Contracts, Grants and Purchases	2.03		
P6	Professional Personnel Hiring	2.02	Human Resources	Combine P4, P6
P7	Teaching Certificates	2.06	Certification Complaints and Investigations	
P8	Trust Funds	2.04		
P9	Ethics/Accountability & Disclosure	2.07		
P10	Audits of the Nebraska Department of Education	2.05	Audits	
P11	Data Access and Use	2.09		

Summary of Policies and Procedures Manual

1.00 Board Operating Policies and Procedures
1.01 State Board Member Code of Conduct
1.02 Public Statements by Board Members
1.03 Board and Staff Relations
1.04 Staff Research and Assistance/Legal Assistance
1.05 Public Participation at Board Meetings
1.06 Reimbursement for Expenses
1.07 Board Membership in Associations
1.08 Task Forces and Advisory Committees or Councils
1.09 Hearing Officers
1.10 Rule Development
1.11 Political Activity/Use of Resources/Accountability & Disclosure
1.12 Computer Equipment/Internet Access and Electronic Mail Acceptable Use

2.00 Agency Management Policies and Procedures
2.01 Delegation to Commissioner
2.02 Human Resources
2.03 Contracts, Grants, and Purchases
2.04 Trust Funds
2.05 Audits
2.06 Certification Complaints and Investigations
2.07 Ethics/Accountability & Disclosure
2.08 Political Activities/Use of Resources
2.09 Data Access and Use

State Board Bylaw B12 ~~(formerly B8)~~ Policy, Bylaw and Position Statement Development	Created: 1976 Revised: 2017 Reviewed: 1984, 1995, 2002, 2006, 2010, 2012, 2017, 2021 Approved: 03/03/2017

The State Board may change its existing policies, bylaws or position statements or adopt new policies, bylaws, or position statements at any time, on its own motion or upon recommendation by the Commissioner.

All State Board policies, bylaws and position statements shall be included on the State Board's webpage.

All State Board policies, bylaws and position statements are to be reviewed by the Board every four years and the Commissioner will recommend a subsequent review date when each new policy is proposed.

The State Board's internal policy directives (designated by the letter "P") and the State Board's bylaws (designated by the letter "B") shall remain in full force and effect until amended or rescinded by the State board.

The State Board's general position statements (designated by the letter "S") shall expire four years after their adoption, revision, or reaffirmation unless revised, reaffirmed, or rescinded by the State Board prior to expiration.

A Board policy ("P" series) is a set of clear directives that define how the State Board intends the Department to operate and conduct its actions and/or business and how the State Board itself may be involved in such matters. A policy is used by the State Board to direct or limit its actions in pursuit of its' long term goals. Policies can be used to guide decisions in achieving desired outcomes.

A Board bylaw ("B" series) is an internal rule or practice as to the State Board's own operations and meetings.

A position statement ("S" series) lets the public and educators know where the Nebraska State Board of Education stands on a topic, concern, or an educational area. It can be used in a variety of ways. The State Board may use a position statement to: share their vision and or beliefs; offer an explanation or justification; make recommendations for a course of action to schools, educators, and Department personnel, or to issue model policies or practices as directed by the Legislature or otherwise.

The General Counsel will review all Board policies, bylaws and position statements annually for compliance with state law.

State Board Bylaw B12 ~~(formerly B8)~~ Policy, Bylaw and Position Statement Development	Created: 1976 Revised: 2017 Reviewed: 1984, 1995, 2002, 2006, 2010, 2012, 2017, 2021 Approved: 03/03/2017

All State Board resolutions, except those honoring an individual, shall contain an expiration date. A State Board Resolution is a formal public statement of the Board as to its opinion on a matter or as to an individual.

Board Action History

- 12/10/76
  Prior BD-1 (Statement of Board authority and foremost consideration.)
  Prior BDA-2 (Systematic procedures for policy adoption.)
  Prior BDE-2 (Annual policy review.)

- 12/7/84 – Prior 9311 BOP
  (Replace 1976 policies with statement that Board can change or adopt policies at any time.)

- 12/8/95 – Prior B8
  (Added 5-vote requirement and 3-year minimum review.)

- 6/7/02 – Prior B8
  (5-vote requirement deleted.)

- 9/7/06 – B8
  (Added references to bylaws and position statements, changed 3 to 2 year reviews, added annual General Counsel law review.)

- 10/6/10 – B8
  (Changed 2 to 4 year reviews and clarified expiration dates of policies, bylaws and position statements approved by the State Board.)

- 04/13/12 – B8
  (Added references to revision, reaffirmation and rescinding a current policy, bylaw or position statement.)

- 03/03/2017 – B8(B12)
  (Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B8 is now B12.)

Cross-References

- 79-301(2) R.R.S. – The State Board's duty to form policy.
- 79-315 R.R.S. – The State Board's power to organize itself.

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STATE BOARD OF EDUCATION
LEGISLATIVE COMMITTEE REPORT

Date: April 1, 2021

The Legislative Committee met on April 1, 2021 and reviewed Bills Before the 107th Legislature.

The Committee held weekly conference calls with the Commissioner and NDE Staff while Nebraska Legislature has been conducting hearings on Bills.

The meetings have included discussion on bills heard by the Education Committee and submitted letters or NDE Staff testifying as a proponent on bills introduced that the Board has designated.

The committee asked questions and discussed the status of some of the bills on the attached document. The Commissioner will review additional information and visit with Deputy Commissioner Halstead regarding LB 338. LB 338 will be added to the document, "to be watched." The document discussed in Committee will be attached to the April 2, 2021 Board Meeting Agenda.

This concludes the Legislative Committee report.

Robin Stevens, Chair

NEBRASKA DEPARTMENT OF EDUCATION
Bills Before the 107th Legislature
Department Proponent

LB5 **(Senator Blood)** - Adopt the Purple Star Schools Act – **Select File**

LB135 **(Senator Wishart)** - Change special education reimbursements - **Education Committee**

LB137 **(Senator Vargas)** - Require reporting to the Nebraska Early Childhood Professional Record System – **General File**

LB322 **(Senator Williams) – Senator's Priority Bill** Adopt the School Safety and Security Reporting System Act – **Select File**

LB323 **(Senator Walz)** - Change provisions of the Tax Equity and Educational Opportunities Support Act relating to pandemics – **Select File**

LB359 **(Senator Pansing Brooks)** - Change provisions regarding multicultural education as prescribed and provide powers for the State Board of Education – **General File**

LB396 **(Senator Brandt) Speaker Priority Bill** - Adopt the Nebraska Farm-to-School Program Act – **General File**

LB428 **(Health & Human Services Committee) HHS Committee Priority Bill** - Entitlement of juveniles at youth rehabilitation and treatment centers to receive an appropriate educational equivalent to educational opportunities offered in public schools and maintain accreditation, similar to public school districts, at Youth Rehabilitation and Treatment Centers (YRTC) – **General File**

LB527 **(Senator Walz) Speaker Priority Bill** - Change provisions relating to transition services for students with a developmental disability – **General File**

LB528 **(Senator Walz)** - **Education Committee Priority Bill** - Change, eliminate, and add provisions relating to education - **General File**

LB529 **(Senator Walz)** - **Education Committee Priority Bill** - Change provisions for the distribution of lottery funds used for education, transfer powers and duties, create new acts and funds, and change education provisions **– Select File**

LB538 **(Senator Walz)** - To adopt the Community Schools Act - **Education Committee**

LB565 **(Senator McDonnell)** - Requires the NDE develop and implement a youth initiated mentoring pilot program - **Education Committee**

LB568 **(Senator Pansing Brooks) Judiciary Committee Priority Bill** - Change provisions relating to truancy, juvenile courts, the Community-based Juvenile Services Aid Program, the Commission Grant Program, and compulsory education – **General File**

LB587 **(Senator McDonnell)** - Adopt the Career Mentoring Grant Act – **General File**

LB642 **(Senator Day)** - Provide for reimbursements to school districts and educational service units for mental health expenditures - **Education Committee**

BILLS TO FOLLOW

LB83 ***(Flood) Government Committee Priority Bill –*** Change the Open Meetings Act to provide for virtual conferencing – **Select File**

LB117 ***(M. Cavanaugh) –***Adopt the Hunger-Free Schools Act – **General File**

LB143 ***(Kolterman)*** **Speaker Priority Bill –** Require notice to school districts regarding changes in child placement – **Select File**

LB154 ***(Wayne)*** **Speaker Priority Bill –** Require tracking of student discipline as prescribed - **Select File**

LB198 ***(Vargas) –*** Change provisions relating to the Student Discipline Act - **General File**

LB200 ***(Vargas) –*** Provide a high school graduation requirement relating to federal student aid - **General File**

LB210 ***(Murman) –*** Change provisions relating to part-time enrollment and extracurricular activities - **General File**

LB281 ***(Albrecht) –*** Require child sexual abuse prevention instructional programs for school students and staff – **Select File**

LB338 **(Bostelman)** - Change provisions regarding broadband service and provide requirements for and change provisions relating to funding for broadband infrastructure – **Select File**

LB351 ***(Linehan) –*** Change provisions relating to quality scale ratings under the Step Up to Quality Child Care Act – **Final Reading**

LB364 **(Linehan) Senator's Priority Bill –** Adopt the Opportunity Scholarships Act and provide tax credits – **General File**

LB388 ***(Friesen) Senator Hilgers' Priority Bill –*** Adopt the Nebraska Broadband Bridge Act - **General File**

LB452 **(McKinney) Speaker Priority Bill**- Adopt the Financial Literacy Act - **General File**

LB473 ***(DeBoer) –*** Adopt the Extraordinary Increase in Special Education Cost Act - **General File**

LB630 ***(Bostar) Senator's Priority Bill –*** Provide for a study of the efficacy of commercial air filters in classrooms - **General File**

LB639 ***(Day) Senator's Priority Bill –*** Adopt the Seizure Safe Schools Act - **Select File**

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STATE BOARD OF EDUCATION
APPRAISAL COMMITTEE REPORT

Date: April 5, 2021

"The Appraisal Committee reports that…

- We have finalized our preparations for the Commissioner's performance evaluation for 2020-21. Board members will receive the link to the electronic appraisal today (4/5/2021) and you will have two weeks to complete it. As was done last year, you will be provided with some written guidance to assist you with navigation.

- You will receive a report of the appraisal results on or about April 23rd and we will discuss the Commissioner's performance at the May board meeting. We will take action on the Commissioner's contract at the June meeting.

This concludes the Appraisal Committee report."

Maureen Nickels, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

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STATE BOARD OF EDUCATION
AQuESTT Teaching, Learning and Serving Domain COMMITTEE REPORT

Date: April 1, 2021

"The Committee on AQuESTT Teaching, Learning and Serving Domain reports on one action item and one discussion item.

For the action item, the Committee recommends approval of nonpublic schools under Rule 14.

For the discussion item, the Committee discussed the health education standards process. The Committee reviewed the purposes of the standards and reviewed data from the Nebraska Youth Risk Behavior Survey. The purpose of health education standards is to help guide schools in the adoption of local standards and ultimately students gain knowledge and skills so they can avoid or reduce health-related risk behaviors. School districts and school systems are not required to adopt the state standards for health education.

The Committee recognizes the immense amount of public input and interest in this topic, particularly related to the *Human Growth and Development* strand. Currently there are approaching 4,000 individual responses to the survey and several thousand additional emails and communications largely focused on a singular strand of the first draft.

The Committee recommends the NDE begin to analyze the public input received through the public input survey and the standards input email. The Committee requests there to be a preliminary report identifying themes based on the input process. The Committee recommends that a revision process follow which addresses the themes identified and address concerns raised thus far that will lead to a second public draft this summer.

The Committee also recommends that the Board have a discussion today with the Commissioner relative to the recommendation to proceed with the standards process, including specific areas and/or standards for which the Board has received feedback, and that the Commissioner outline a plan following this meeting to share with the Board.

This concludes the AQuESTT Teaching, Learning and Serving Domain Committee report."

Lisa Fricke, Chair

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PROPOSED AGENDA ITEM RATIONALE

DATE: April 2, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Don Loseke, Accreditation Director, Office of Accountability, Accreditation & Program Approval

PROPOSED AGENDA ITEM: Approve the nonpublic schools appearing on the accompanying list to operate for the 2021-2022 school year under Rule 14 (92 NAC 14), *Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools*.

RATIONALE/BACKGROUND INFORMATION: Approval by the State Board of Education will allow these schools to operate, to be recognized as approved, and to fulfill compulsory attendance and other statutory requirements.

All nonpublic schools submitted a Statement of Assurance indicating compliance (or areas of noncompliance) with the approval regulations in Rule 14. Based on information reviewed, the schools on the accompanying list were found to be in compliance with the approval regulations in Rule 14 and are entitled to be approved for 2021-2022.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

Nebraska Approved Nonpublic School Systems

In Accordance with Rule 14

"*Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*"

(Total Nonpublic School Systems 94)

Secondary Grades and K-12 (Total 8)

City	School	Grade
Bellevue	Cornerstone Christian School	(K-12)
Bellevue	Quest Forward Academy	(9)
Grand Island	Heartland Lutheran High School	(9-12)
Lincoln	College View Academy	(K-12)
Omaha	Concordia Lutheran Schools	(K-12)
Omaha	Omaha Street School	(9-12)
Spalding	Spalding Academy	(K-12)
Waco	Nebraska Evangelical Lutheran	(K-12)

Elementary Grades (Total 86)

City	School	Grade	City	School	Grade
Alliance	Immanuel Evangelical Lutheran	(K-8)	Kearney	Faith Christian School	(K-8)
Alliance	St Agnes Academy	(K-8)	Kearney	Zion Lutheran Elementary	(K-8)
Arlington	St Paul's Lutheran School	(K-8)	Lincoln	Blessed Sacrament	(K-8)
Battle Creek	St John Lutheran School	(K-8)	Lincoln	Cathedral of Risen Christ	(K-8)
Beatrice	St Joseph Elementary School	(K-5)	Lincoln	Children's Circle Montessori	(K)
Beatrice	St Paul's Lutheran Elementary	(K-5)	Lincoln	Child's View Montessori	(K)
Cairo	New Hope Christian Elementary	(K-8)	Lincoln	Christ Lincoln Schools	(K-6)
Chadron	Prairie View SDA School	(K-8)	Lincoln	Faith Lutheran School	(K-5)
Columbus	Christ Lutheran School	(K-8)	Lincoln	George Stone School	(K-8)
Columbus	Columbus Christian School	(K-8)	Lincoln	Messiah Lutheran Elementary	(K-5)
Columbus	Immanuel Lutheran School	(K-8)	Lincoln	North American Martyrs	(K-8)
Columbus	St John's Lutheran School	(K-8)	Lincoln	St John's Elementary School	(K-8)
Crete	St James Elementary School	(K-6)	Lincoln	St Joseph Catholic School	(K-8)
Deshler	Deshler Lutheran Elementary	(K-8)	Lincoln	St Mark Elementary School	(K-8)
Elkhorn	Alleluia! Kindergarten	(K)	Lincoln	St Michael School	(K-8)
Fremont	Trinity Lutheran Elementary	(K-5)	Lincoln	St Patrick Catholic School	(K-8)
Grand Island	Platte Valley Elementary	(K-8)	Lincoln	St Peter School	(K-8)
Grand Island	Trinity Lutheran Elementary	(K-8)	Lincoln	St Teresa Elementary School	(K-8)
Hadar	Immanuel Lutheran School	(K-8)	Lincoln	Trinity Kindergarten Program	(K)
Hampton	Hampton Lutheran Elementary	(K-6)	Lincoln	Trinity Lutheran Elementary	(K-5)
Hastings	Zion Classical Academy	(K-8)	Madison	Trinity Lutheran School	(K-8)
Holdrege	All Saints Catholic	(K-4)	McCook	St Patrick School	(K-8)
Hoskins	Trinity Lutheran Schools	(K-8)	Norfolk	Christ Lutheran School	(K-8)
Juniata	Christ Lutheran Elementary	(K-8)	Norfolk	St Paul's Lutheran School	(K-8)

City	School	Grade	City	School	Grade
North Platte	Our Redeemer Lutheran Elementary	(K-8)	Plymouth	St Paul's Lutheran School	(K-8)
Ogallala	St Luke Elementary School	(K-5)	Polk	Immanuel Lutheran Elementary	(K-8)
Ogallala	St Paul's Lutheran Elementary	(K-5)	Roca	Prairie Hill Learning Center	(K-8)
Omaha	Dual Language Academy	(K-1)	Scottsbluff	Community Christian School	(K-6)
Omaha	Friedel Jewish Academy	(K-6)	Scottsbluff	St Agnes Elementary School	(K-5)
Omaha	Gethsemane Lutheran	(K-8)	Scottsbluff	Valley View SDA School	(K-8)
Omaha	Good Shepherd Elementary	(K-8)	Seward	St John Lutheran School	(K-8)
Omaha	La Bella Vita Montessori School	(K-6)	Seward	St Vincent de Paul Catholic School	(K-8)
Omaha	Legacy School	(K-8)	Staplehurst	Our Redeemer Lutheran School	(K-8)
Omaha	Lifegate Christian School	(K-8)	Sutton	Sutton Christian School	(K-7)
Omaha	Montessori Children's Room	(K-6)	Tecumseh	St Andrew Elementary School	(K-6)
Omaha	Montessori Parents' Co-op	(K-6)	Utica	St Paul Lutheran School	(K-8)
Omaha	Noor Academy	(K-8)	Valentine	Zion Lutheran Elementary School	(K-8)
Omaha	Omaha Memorial School of SDA	(K-8)	Wahoo	St Wenceslaus Elementary School	(K-6)
Omaha	Phoenix Academy Day School	(K-8)	Waverly	Villa Marie School	(K-8)
Ord	St Mary's Elementary School	(K-6)	West Point	St Paul Lutheran Elementary School	(K-8)
Pierce	Zion Lutheran School	(K-8)	Weston	St John Nepomucene Elementary	(K-6)
Plainview	Zion Lutheran School	(K-6)	York	Emmanuel-Faith Lutheran School	(K-8)
Plattsmouth	St John the Baptist Elementary	(K-8)	York	St Joseph Catholic School	(K-8)

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

DATE: **March 11, 2021**

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Cory Epler, Ph.D.
Academic Officer

Lacey Peters
Physical Education & Heath Education Specialist

PROPOSED AGENDA ITEM: Nebraska Health Education Standards (Discussion Item)

RATIONALE/BACKGROUND INFORMATION: A group of educators (teachers, administrators, ESU staff, postsecondary representatives, etc.), led by the Nebraska Department of Education, began the work of developing the Nebraska Health Education Standards earlier this year. The standards, "Nebraska Health Education Standards," create the framework for K-12 health education in Nebraska. The anticipated approval date by the State Board of Education is Fall 2021.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2021

ESTIMATED COST: Approximately $40,000 (General Funds – Teaching, Learning, and Assessment)

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STATE BOARD OF EDUCATION
AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: April 1, 2021

The Committee on AQuESTT Student Success, Access and Support domain met on April 1 and had two discussion items.

The first item was on Leading for Equity and Excellence Program (LEEP) State Policy Network. The committee discussed the progress work of developing NDE equity policy. The committee will meet this month to review examples of equity polices, update current statements including the Human Dignity and Nondiscrimination and combine all these statements in one document.

The committee also discussed the teacher waivers request for ESU 13. The committee recommended to continue to work with ESU 13. The office of Early Childhood will work with ESU 13 to provide technical assistant and support where they can. ESU 13's request for waivers will be brought to the State board in June for approval.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER
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PROPOSED AGENDA ITEM RATIONALE

DATE: March 15, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Discussion of teacher waivers for Educational Service Unit 13

RATIONALE/BACKGROUND INFORMATION: Educational Service Unit (ESU) 13 is a Federal Head Start Grantee. Federal Head Start Performance Standards do not require each Grantee to have all classroom teachers to hold a teaching certificate. ESU 13 is in compliance with Federal Head Start Requirements but not in compliance with Rule 11 Section 005.05A which requires each classroom teacher to have a valid Nebraska Teaching Certificate with appropriate early childhood endorsement. Legislation enacted in 2018 allowed districts and ESU operating an early childhood program to apply for a waiver enabling them to be approved while employing one or more teachers who do not have a teaching certificate, but meet requirements set in Rule 11 for a waiver

The minimum education needed to be eligible for a district/ESU to request a waiver approval follows:

003.02A4a Twelve graduate hours in early childhood education; or

003.024b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003.02A4c Associate's degree in early childhood education.

Educational Service Unit 13 asked for, and was granted, waivers for a number of their teachers last year.

PROPOSED BOARD MEETING (MONTH/YEAR): April, 2021

ESTIMATED COST: N/A

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STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: April 1, 2021

"The Committee on Budget and Finance reports that…

Consent Agenda Item Discussion:

The Committee reviewed three consent agenda items related contracts with Vivayic, Inc for CTE program work, UNL for a study on the impacts of COVID-19 and allowing the Commissioner to obligate funds from the Federal Preschool Development Grant. No issues or concerns were noted.

2.3.A Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Discussion:

The Committee reviewed the Monthly Board travel expenses noting it was still very low since most meetings and conferences continue to be held virtually although that is beginning to change with NRCSA being held in person last week.

2.3.B. In-State Travel Authorization Reports

Discussion:

The in-state travel authorizations were reviewed with no issues or concerns being voiced.

3.3. Committee Update

Discussion:

No discussion.

Other items discussed as follows: None

This concludes the Budget and Finance Committee report."

Pat Timm, Chair

NEBRASKA STATE BOARD OF EDUCATION

TRAVEL REPORT

MARCH 2021

2020-2021 Board Travel
At-A-Glance

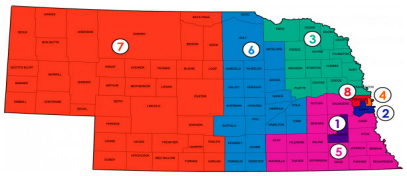
Budgeted
$60,000

Monthly Spending
$650
Average

Annual Spending
$7,800
Projected

Expenditures
Lodging
Meals
Mileage

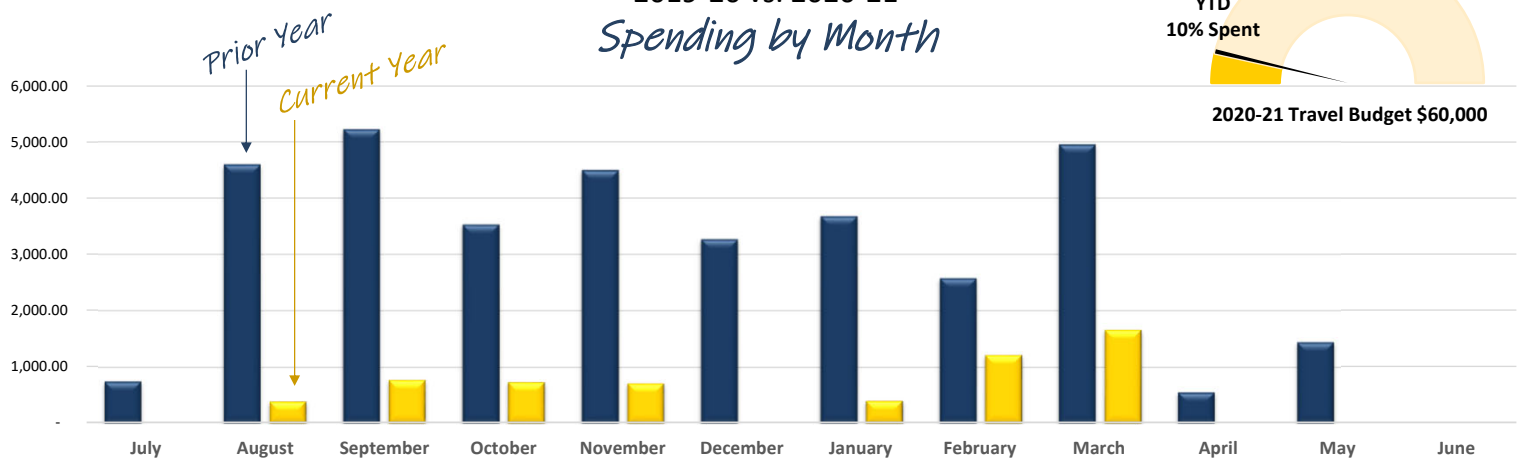
Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during these unexpected circumstances.

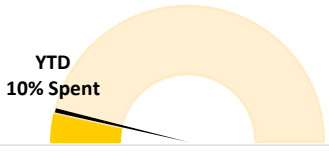


Board Member Activity

District	Board Member	Current Year July 2020-June 2021 March	Current Year July 2020-June 2021 Year-To-Date		Prior Year July 2019-June 2020 March	Prior Year July 2019-June 2020 Year-To-Date		Variance February	Variance Year-To-Date
1	Patsy Koch Johns, Vice President	39.63	96		706	788		(667)	(692)
2	Lisa Fricke	74	476		284	1,058		(210)	(582)
3	Patti Gubbels *New Jan. 2021*	525	798		0	0		525	798
3	Rachel Wise *Outgoing Dec. 2020*	0	962		846	2,148		0	(1,186)
4	Jacquelyn Morrison *New Jan. 2021*	25	136		0	0		25	136
4	John Witzel *Outgoing Dec. 2020*	0	30		328	737		0	(706)
5	Patricia Timm	257	698		392	989		(136)	(291)
6	Maureen Nickels, President	161	1036		1094	2,277		(933)	(1,241)
7	Robin Stevens	555	1298		1285	2,436		(730)	(1,138)
8	Deborah Neary	19	269		13	84		6	185
		$1654	**$5,799**	10%	**$4,949**	**$10,516**	18%	**($2,121)**	**($4,717)**
	Annual Budget		$60,000			$60,000			
	Over/(Under) Budget		**($54,201)**	90%		**($49,484)**	82%		

2019-20 vs. 2020-21
Spending by Month





In-State Travel Authorization Reports - April

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Patricia Timm	(NONE)			

In-State Travel Authorization Reports - April

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Patsy Koch Johns	NASBE Legislative Conference	March 22-23, 2021	Virtual	E
	National Fine Arts Summit	April 5-9, 2021	Virtual	E
Patti Gubbels	(NONE)			
Maureen Nickels	NASBE Legislative Conference	March 22-23, 2021	Virtual	E
Robin Stevens	(NONE)			

TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: April 2, 2021

SUBJECT: MONTHLY LIST OF CONTRACTS $10,000 TO $50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between $10,000 and $50,000.

1. Contractor(s): Environment Rating Scales Institute, Inc
   Contract Amount: $10,500
   Funding Source: Federal/State
   Scope of Services: Train raters to reliability on the Family Child Care Environment Rating Scale (FCCERS).
   Date of Contract: 3/15/21-5/15/21
   Contact Person: Melody Hobson

2. Contractor(s): Arc of Lincoln
   Contract Amount: $13,921.34
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

3. Contractor(s): CASA of South Central Nebraska
   Contract Amount: $49,000
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

4. Contractor(s): ESU #7
   Contract Amount: $47,939.76
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

5. Contractor(s): Camp Scott
   Contract Amount: $15,798
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

6. Contractor(s): University of Massachusetts-Boston
   Contract Amount: $41,123.98
   Funding Source: Federal
   Scope of Services: Deliver employment training.
   Date of Contract: 3/1/21-4/30/21
   Contact Person: Lindy Foley

7. Contractor(s): ESU #13
   Contract Amount: $10,623.89
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

8. Contractor(s): ESU #6
   Contract Amount: $48,845.48
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

9. Contractor(s): Grand Island Public Schools
   Contract Amount: $48,292.40
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth ages 14-21.
   Date of Contract: 4/1/21-8/31/21
   Contact Person: Lindy Foley

10. Contractor(s): Umon Hon Nation
    Contract Amount: $38,300
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

11. Contractor(s): Goodwill
    Contract Amount: $20,912.65
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

12. Contractor(s): YesLMS
    Contract Amount: $24,100
    Funding Source: Federal
    Scope of Services: Develop and deliver virtual conference.
    Date of Contract: 3/15/21-8/30/21
    Contact Person: Lindy Foley

13. Contractor(s): York Public Schools
    Contract Amount: $32,509
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

14. Contractor(s): Easter Seals
    Contract Amount: $27,778.20
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

15. Contractor(s): Goodwill
    Contract Amount: $26,098.62
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

16. Contractor(s): Lux Center for the Arts
    Contract Amount: $18,277
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

17. Contractor(s): Contemporary Woods Furniture
    Contract Amount: $35,312.71
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth ages 14-21.
    Date of Contract: 4/1/21-8/31/21
    Contact Person: Lindy Foley

18. Contractor(s): MBA Research
    Contract Amount: $18,000
    Funding Source: Federal
    Scope of Services: Conduct preliminary research of the current career clusters identified in Nebraska and associated course structure and learning standards to provide input in the standards revision process across all six CTE.
    Date of Contract: 4/1/21-6/15/21
    Contact Person: Katie Graham

19. Contractor(s): UNL
    Contract Amount: $45,488
    Funding Source: Federal
    Scope of Services: Assist NDE with meeting federal post-school outcome data reporting requirements.
    Date of Contract: 4/1/21-3/31/22
    Contact Person: Amy Rhone

20. Contractor(s): Michelle Rupiper
    Contract Amount: $18,500
    Funding Source: Federal
    Scope of Services: Provide coaching and training services.
    Date of Contract: 5/1/21-4/30/22
    Contact Person: Melody Hobson

21. Contractor(s): Linda Meyers
    Contract Amount: $36,000
    Funding Source: Federal
    Scope of Services: Provide coaching and training services.
    Date of Contract: 5/1/21-4/30/22
    Contact Person: Melody Hobson

CONTESTED CASES ACTIVE DURING 2021
(EXCLUDING SPECIAL EDUCATION)

APRIL 2, 2021

CASE NO.	TYPE	DATE FILED	PETITIONER	RESPONDENT	ATTORNEYS FOR PARTIES	STATE BOARD ATTORNEY	HEARING OFFICER	STATUS
20-21	**Rule 71**	**9/4/2020**	**J.H.**	**NDE/VR**	**/Summers**	**NA**		**PENDING**
21-01	PPC	1/7/2021	Commissioner	Kylene Carlsen	Hulac/Eroeschl	Donley	PPC	Order Entered 2/4/2021
21-02	PPC	1/7/2021	Commissioner	Roger Jaeger	Hulac/	Donley	PPC	Order Entered 2/4/2021
21-03	PPC	1/7/2021	Commissioner	Courtney Johnson	Hulac/	Donley	PPC	Order Entered 2/4/2021
21-04	**Option**	**3/1/2021**	**Neemann**	**Louisville Public Schools**	**/Truhe**	**Summers**	**Titus**	**PENDING**

SPECIAL EDUCATION CASES ACTIVE DURING 2021

APRIL 2, 2021

						CONTINUANCE			
CASE NUMBER	DATE FILED	CASE NAME	Expedited	DESCRIPTION	HEARING OFFICER	REQUEST DATE	End Date	Resolution Session	DISPOSITION
20-08 SE	**8/3/2020**	**_____ v. Ogallala Public Schools**		**FAPE**	**Burton**	12/2/20 1/19/21	4/5/2021 5/10/21	ongoing	**PENDING**
20-05 SE	11/30/2020	_____ v. Lincoln Public Schools		Placement	Burton	1/7/2021 1/22/2021	3/8/2021 4/14/2021		Dismissed without Prejudice 3/10/2021
21-01 SE	**1/6/2021**	**Ogallala Public Schools v. _____**		**IEP**	**Burton**				**PENDING**

LITIGATION, MISCELLANEOUS CASES AND ADMINISTRATIVE COMPLAINTS ACTIVE DURING 2021

APRIL 2, 2021

TYPE	CASE NO.	DATE FILED	PETITIONER Appellant	RESPONDENT Appellee	ATTORNEYS FOR PARTIES	STATUS
NE W.C. Court	**Docket 219 No. 0597**	**5/3/2019**	**Brent Dierksen**	**State of NE/NDE**	**Ostdiek/Rowley (Summers)**	**PENDING**
DOL-NE Appeal Tribunal/Unemployment Appeal	**Docket 2020023602-AT**	**12/07/2020**	**M. Morganflash**	**NDE/VR**	**/Summers**	**PENDING**
St. Claims Brd	M.C. 2021-20857	12/14/2020	Beth Wooster*	NDE	/Summers	Paid 1/22/2021
Dist Crt Lancaster Co	CI 20-4739	12/17/20202	Warren and Paula Crozier	NDE et al.	/	Dismissed 1/19/2021
St. Claims Brd	**M.C. 2021-20912**	**1/7/2021**	**Arthur Weaver**	**NDE/DDS**	**Wagner/Summers**	**PENDING**
St. Claims Brd	**M.C. 2021-20913**	**1/7/2021**	**Glenda Cottam**	**NDE/DDS**	**Wagner/Summers**	**PENDING**
St. Claims Brd	M.C. 2021-20922	1/8/2021	Robin Stevens*	NDE	/Summers	Paid 2/26/2021
NEOC	**NEB 1-20/21-1-51792-RS**	**1/12/2021**	**Lammers**	**NDE**	**/Summers**	**PENDING**
EEOC	**32E-2021-00164**	**1/21/2021**	**Lammers**	**NDE**	**/Summers**	**PENDING**
NEOC	**NEB 1-20/21-2-51843-rs**	**1/8/2021**	**Rendon**	**NDE/VR**	**/Summers**	**PENDING**
EEOC	**32E-2021-00207**	**1/8/2021**	**Rendon**	**NDE/VR**	**/Summers**	**PENDING**
St. Claims Brd	**M.C. 2021-21025**	**3/12/2021**	**Jodie Sams***	**NDE**	**/Summers**	**PENDING**
St. Claims Brd	**M.C. 2021-21026**	**3/12/2021**	**Jodie Sams***	**NDE**	**/Summers**	**PENDING**
St. Claims Brd	**M.C. 2021-21027**	**3/12/2021**	**Jodie Sams***	**NDE**	**/Summers**	**PENDING**

* Claim for reimbursement of expenses that were not submitted within 60 days of incurrence. Required by law to be approved by Risk Management before being paid.