

Sex Education Standards for New Jersey Government Schools

Academic Year 2021-2022



Concerning Excerpts from
the Official State Learning Standards[©]



*Support our work with your
tax-deductible donation*



Our Mission

The Mission of The Center for Garden State Families is to protect and promote faith, freedom and the natural family, in culture and public policy, as held by the traditional Christian worldview.

Our Purpose

Natural Family is defined by Jesus Christ, quoting Genesis in 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."

One Man, One Woman and their Children.

What is this booklet for?

The purpose for distributing this booklet is to sound the alarm on how our government schools are desensitising and sexually exploiting your children. This pamphlet consists of selected whole-page excerpts of the official "2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education". The pages are numbered with the same page numbers they were assigned in the original document so that any reader may verify the accuracy of these excerpts. We do not intend to exaggerate the situation, nor put words in anyone's mouth. These are the exact words of the Department of Education Learning Standards: 8th graders must "Define vaginal, oral, and anal sex" (Just to quote one line from page 34).

For the ease of busy parents who might not have time to read all of the excerpts (the original document in its totality consists of 66 pages), **The Center for Garden State Families** highlighted some objectionable statements in this pamphlet. If the reader is given the opportunity, please do not feel content with reading this booklet and verify for yourself the gravity of the situation by reading the original legal documents online.

Another equally objectionable document is the the "The NJ Department of Education Transgender Student Guidance for School Districts" written in 2018. Page 15 of this booklet contains a three paragraph quote from this document in order to call out the unprecedented power grab against parental rights. The government will raise your children according to its own plan, and you won't even notice.

The Center for Garden State Families distributes this booklet because we believe parents have fundamental rights and authority over their own children, not the government. It is the mission of **The Center for Garden State Families** to protect the integrity of the natural family.

Memo from
The Center for Garden State Families

Parents need to know that there is an intentional global assault on your children's education from pre-K to 12 grade and beyond. There are multiple agendas disguised as sex education to "protect them" from sex traffickers, prevent disease, and pregnancy. Critical Race Theory is real and being pushed overtly and covertly in government schools. Identity politics as curriculum promoting tolerance embraces LGBTQIA-XYZ, equity, inclusiveness and respecting diversity.

Picture an octopus with its large head and an array of tentacles which grabs its prey, crushes and then consumes it. The head of the octopus can be compared to the monumental effort to destroy the natural family and its tentacles can be likened to the following list which has deeply infiltrated government education in the Garden State and the nation.

This list includes:

- **Critical Race Theory (overtly or covertly taught-yes, it is real)**
- **Comprehensive Sexuality Education which means teaching the act of sex vs. more traditional sex & abstinence education**
- **SIECUS: Sexuality Information and Education Council of the US and SIECUS NJ now referred to as Sex Ed for Social Change**
- **The LGBTQ agenda normalizing all types of sexual behavior, identities and sexual rights: the right to engage in sex regardless of age**
- **Social and Emotional Learning which is related to CRT and the LGBTQ agenda**
- **Data Bases such as EBSCO and GALE used for research in schools which connect students to sexually graphic materials giving sexual predators and human sex traffickers access to your children**
- **Media materials such as sexually graphic fiction books in school libraries**

The Center for Garden State Families is committed to informing you what is actually happening with your child's education.

Social and Sexual Health

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. • Families shape the way we think about our bodies, our health and our behaviors. • People have relationships with others in the local community and beyond. • Communication is the basis for strengthening relationships and resolving conflict between people. • Conflicts between people occur, and there are effective ways to resolve them. 	<ul style="list-style-type: none"> • All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. • Family members impact the development of their children physically, socially, and emotionally. • People in healthy relationships share thoughts and feelings, as well as mutual respect. 	<ul style="list-style-type: none"> • Inclusive schools and communities are accepting of all people and make them feel welcome and included. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • There are factors that contribute to making healthy decisions about sex. 	<ul style="list-style-type: none"> • How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. • Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. • There are many factors that influence how we feel about ourselves and the decisions that we make. • There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.



2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education

2.1 Personal and Mental Health by the End of Grade 5

Personal Growth and Development

Core Idea	Performance Expectations
Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
Puberty is a time of physical, social, and emotional changes.	<ul style="list-style-type: none"> 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Pregnancy and Parenting

Core Idea	Performance Expectations
Pregnancy can be achieved through a variety of methods.	<ul style="list-style-type: none"> 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Emotional Health

Core Idea	Performance Expectations
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Social and Sexual Health

Core Idea	Performance Expectations
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	<ul style="list-style-type: none"> 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
Family members impact the development of their children physically, socially and emotionally.	<ul style="list-style-type: none"> 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

Core Idea	Performance Expectation
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	<ul style="list-style-type: none"> • 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). • 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.



2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Core Idea	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	<ul style="list-style-type: none"> 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Responsible actions regarding behavior can impact the development and health of oneself and others.	<ul style="list-style-type: none"> 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Core Idea	Performance Expectations
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting.

Emotional Health

Core Idea	Performance Expectations
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Social and Sexual Health

Core Idea	Performance Expectations
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). 2.1.8.SSH.9: Define vaginal, oral, and anal sex. 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Core Idea	Performance Expectations
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<ul style="list-style-type: none"> • 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). • 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. • 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. • 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.



2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education

2.1 Personal and Mental Health by the End of Grade 12

Personal Growth and Development

Core Idea	Performance Expectations
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	<ul style="list-style-type: none"> 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Pregnancy and Parenting

Core Idea	Performance Expectations
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.	<ul style="list-style-type: none"> 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

Core Idea	Performance Expectations
There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.	<ul style="list-style-type: none"> • 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. • 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). • 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. • 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. • 2.1.12.PP.8: Assess the skills needed to be an effective parent. • 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

Emotional Health

Core Idea	Performance Expectations
Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.	<ul style="list-style-type: none"> • 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Social and Sexual Health

Core Idea	Performance Expectations
How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.	<ul style="list-style-type: none"> • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
There are many factors that influence how we feel about ourselves and the decisions that we make.	<ul style="list-style-type: none"> • 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure. • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.	<p>2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</p>

Community Health Services and Support

Core Idea	Performance Expectations
Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.	<ul style="list-style-type: none"> 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	<ul style="list-style-type: none"> 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	<ul style="list-style-type: none"> 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

The NJ Department of Education Transgender Student Guidance for School Districts

Written in 2018 after the passage of N.J.S.A. 18A:36-41, this policy established guidelines to provide direction for school systems in addressing common issues affecting transgender students. The policies and guidance were developed after reviewing those from other states and organizations such as GLAAD and GLSEN as well as psychologists, educators, counselors, and parents. The policies are intended to create an inclusive, safe and supportive environment for transgender and gender nonconforming students in our public schools. The legal rights of self-proclaimed transgender students are stressed in this seven-page student centered document. Issues such as proper pronouns and names used to address the student, definitions of gender related terms, school records, confidentiality, privacy, and equal access to school and gender related activities are covered.

Parental rights are discussed in the following excerpts from page 2-3:

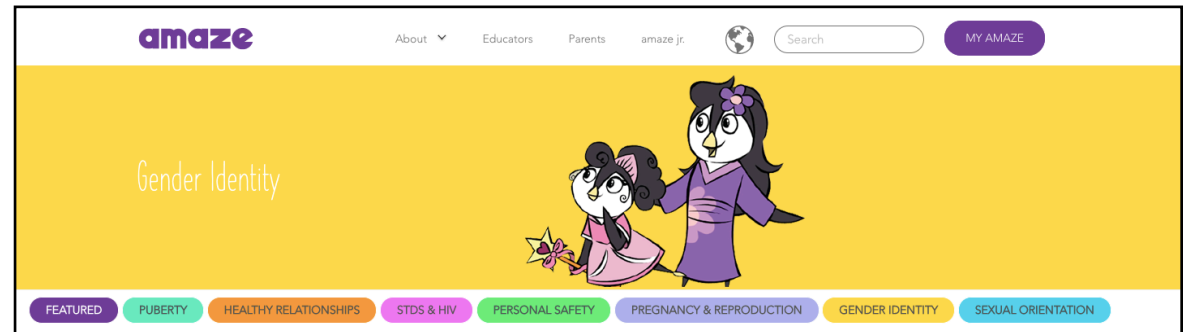
“A school district shall accept a student’s asserted gender identity; parental consent is not required. Further, a student need not meet any threshold diagnosis or treatment requirements to have his or her gender identity recognized and respected by the district, school, or school personnel. Nor is a legal or court-ordered name change required. There is no affirmative duty for any school district personnel to notify a student’s parent or guardian of the student’s gender identity or expression.

There may be instances where a parent or guardian of a minor student disagrees with the student regarding the name and pronoun to be used at school and in the student’s education records. A parent or guardian may object to the minor student’s name change request. School districts should consult their board attorney regarding the minor student’s civil rights and protections under the NJLAD. Staff should continue to refer to the student in accordance with the student’s chosen name and pronoun at school and may consider providing resource information regarding family counseling and support services outside of the school district.

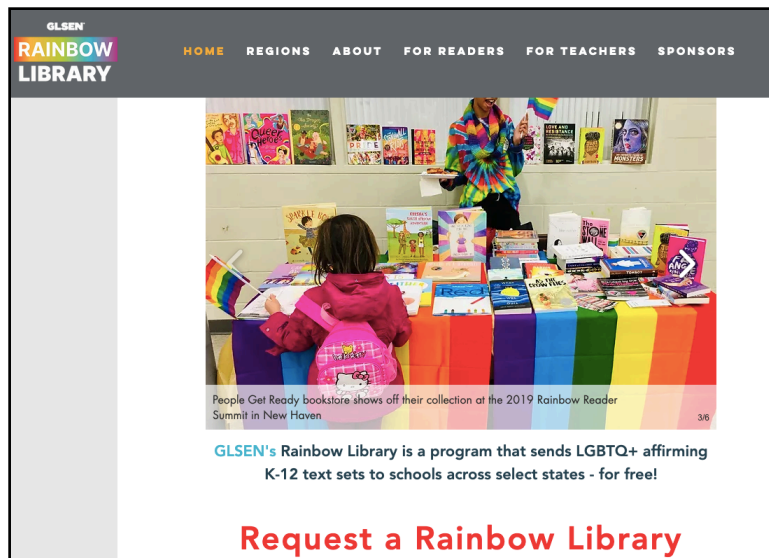
School districts should be mindful of disputes between minor students and parent/guardians concerning the student’s gender identity or expression. Many support resources are available through advocacy groups and resources from the New Jersey Department of Children and Families and New Jersey Department of Education's 'Child Abuse, Neglect, and Missing Children' webpage.”

Look out for these Publishers in School Lessons

- LGBT
- Sex, Etc.
- Amaze.org
- GCAPP / FLASH
- Guttmacher Institute
- Gay Straight Alliance
- Answer, The Trevor Project
- National Sexuality Education Standards
- SIECUS: Sex Ed for Social Change, PrEP



Screen Shot from amaze.org



Rainbow Library homepage at
rainbowlibrary.org

- Future of Sex Education (FoSE) Initiative
- GLSEN (Gay Lesbian Straight Education Network)
- The Human Rights Campaign, The Kinsey Institute
- Advocates for Youth, 3 R's (Right, Respect, Responsibility)
- ETR, Inc., HealthSmart, Making A Difference, Draw the Line, etc.
- Planned Parenthood (including active videos like Roo, video library)
- Any SEL/SEEL programs including, but not limited to, BrainPop, Sanford Harmony, Purpose Prep, Second Steps, Edgenuity, RethinkEd, Seven Mindsets

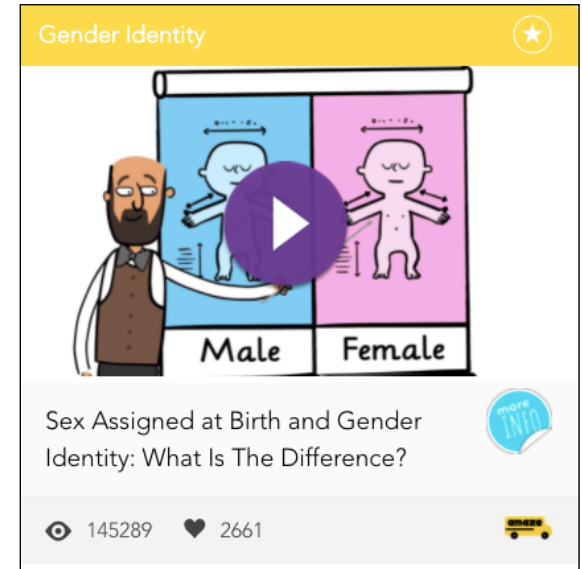
School Lessons from the previous Publishers



The denial and subversion of the natural family imposed on children.
Screen shot from Amaze.org



Destroying childhood innocence by flooding classrooms with sexual discussions. Screen shot from Amaze.org



How to encourage children to deny basic biology and mutilate their own bodies. Screen shot from Amaze.org

Mocking the purpose and value of traditional Health class. Screen shot from <https://sexetc.org/fun/condom-game/>



A teen magazine written "by teens, for teens" with explicitly sexual content as a means to normalise perverted sexual behaviour. Screenshot from sexetc.org/magazine/

Laws Every Parent Must Know

Forcing the <i>Woke</i> into classrooms	
Mandatory LGBTQ+ Indoctrination (P.L. 2019, c.6)	Diversity and Inclusion K-12 (P.L. 2021, c.32)
"When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional material that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate."	"Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender..."

Kicking the <i>Woke</i> out of classrooms	
New Jersey Prohibits Obscenity (N.J.S. § 2C:34-3)	Federal Law Shields Minors (18 U.S.C. § 1470)
"'Obscene material' means any description, narrative account, display, depiction of a specified anatomical area or specified sexual activity contained in, or consisting of, a picture or other representation, publication, sound recording, live performance... A person who knowingly sells, distributes, rents, or exhibits to a person under 18 years of age obscene material is guilty of a crime of the third degree."	"Whoever, using the mail or any facility or means of interstate or foreign commerce, knowingly transfers obscene matter to another individual who has not attained the age of 16 years, knowing that such other individual has not attained the age of 16 years, or attempts to do so, shall be fined under this title, imprisoned not more than 10 years, or both."

What's a Parent to do? Be an active parent in your child's education!

- Attend in person your child's classroom, observe the materials used and ask for a copy of each teacher's lesson plans.
- Tell your child to tell you what is going on in the classroom especially if they are told, "Don't tell your parents."
- Expect but do not tolerate stonewalling or delays from the teacher, principal or staff. Make sure to get their names.
- Talk to your neighbors and tell them what's going on. They are taxpayers too!
- Join social media groups and invite other like-minded people to join also.
- Write letters to the local newspaper.
- Start a parent's blog.
- Make an appointment to inspect the material in the school library including student databases for research. Ask a school library what databases are being used for student research.
- Attend school board meetings.
- Run for your local school board.



*Support our work with your
tax-deductible donation*

"The Center for Garden State Families has been notified by the Internal Revenue Service that we are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, and that all donations to the Center for Garden State Families subsequent to September 24, 2015 are tax-deductible under Section 170 of the Internal Revenue Code. We are also qualified to receive tax deductible bequests, devises, transfers or gifts under Code Sections 2055, 2106 and 2522. A copy of our tax determination letter is available upon request."