

HB 119 MD Center of Excellence on Problem Gambling

Uploaded by: Blair Inniss

Position: FAV



February 1, 2023

Ways and Means Committee
Room 131
House Office Building
Annapolis, Maryland 21401

RE: HB 119 – Primary and Secondary Education – Comprehensive Health
Education Framework – Established – Letter of Support

Dear Chair Atterbeary:

This letter is in support of HB119, which provides for the development of a comprehensive health education framework through a collaboration between the State Department of Education and the Maryland Department of Health.

The Maryland Center of Excellence on Problem Gambling (the Center) is a program of the University of Maryland School of Medicine that promotes healthy and informed choices regarding gambling and problem gambling. Problem gambling is inherently a mental health issue, as it has been classified by the American Psychological Association as an addiction.ⁱ High school students are especially susceptible to problem gambling, with the National Council on Problem Gambling stating that 4-6% of high schoolers are considered addicted to gambling, which is a rate that is double that of adults.ⁱⁱ While mental health issues are common risk factors for problem gambling, they can also be a result of problem gambling as well – emphasized by the fact that adolescents with gambling problems have been found to have significantly higher rates of suicidal ideation and attempts than non-gamblers and social gamblers.ⁱⁱⁱ

The comprehensive health education framework that will result from this bill will allow students to learn about the importance of healthy living, including how to properly handle mental health issues and alerting them of the increased risks they may face as a result of these problems. Because there is a strong link between mental and emotional health and problem gambling, the Center supports this bill.

Sincerely,

Mary Drexler, MSW



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

Program Director
Maryland Center of Excellence on Problem Gambling
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ⁱ <https://dictionary.apa.org/gambling-disorder>

ⁱⁱ <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/07/12/as-sports-betting-grows-states-tackle-teenage-problem-gambling>

ⁱⁱⁱ <https://kmb.camh.ca/ggtu/knowledge-translation/youth>

HB0119_FAV_MedChi_Prim. & Sec. Ed. - Comprehensive

Uploaded by: Christine Krone

Position: FAV

MedChi

The Maryland State Medical Society

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TO: The Honorable Vanessa E. Atterbeary, Chair
Members, House Ways and Means Committee

FROM: Pamela Metz Kasemeyer
J. Steven Wise
Danna L. Kauffman
Andrew G. Vetter
Christine K. Krone
410-244-7000

DATE: February 1, 2023

RE: **SUPPORT** – House Bill 119 – *Primary and Secondary Education – Comprehensive Health Education Framework – Establishment*

The Maryland State Medical Society, the largest physician organization in Maryland, **supports** House Bill 119.

House Bill 119 requires the Maryland State Department of Education (MSDE), in consultation with the Maryland Department of Health, to develop a comprehensive health education framework that shall at a minimum include the topics: health promotion, mental and emotional health, substance abuse prevention, family life and human sexuality, gender identity and sexual orientation, safety and violence prevention, healthy eating, and disease prevention and control. Each County Board is required to create an age-appropriate curriculum that is consistent with the comprehensive health education framework developed by MSDE. Further, the bill requires each County Board to establish a committee composed of educators, health experts, and members of the local community to review and comment on whether the curriculum materials are consistent with the comprehensive health education framework.

Providing comprehensive and age appropriate health education is critical to enhancing the health and well-being of children and adolescents. Many of the subject areas identified in the legislation reflect issues that all youth should be informed about and should have an opportunity to engage in better understanding their implications. Without comprehensive education programs in the schools, many students will not have an avenue to gain the education and insight that would be provided through the required curriculum. Finally, the bill requires input from educators and health experts as well as the local community, thereby ensuring that the curriculum adopted reflects the collective expertise and recommendations of professionals which will enhance the effectiveness of the program. A favorable report is requested.

HB0119_SB0199 Testimony Annapolis Pride.pdf

Uploaded by: Jaden Farris

Position: FAV



CELEBRATE. ENGAGE. UNITE.

February 1, 2023

Testimony in Support of HB0119/SB0199 — Primary and Secondary Education - Comprehensive Health Education Framework - Established

The Board of Directors of Annapolis Pride enthusiastically supports HB0119 (SB0199) which will require each Local Education Agency to have an age-appropriate, comprehensive, medically accurate, and unbiased health and sexual Education curriculum that acknowledges and affirms students with a variety of sexual orientations, gender identities, and gender expressions. Simply put, it is essential that all of Maryland's young people receive comprehensive, medically accurate, and age-appropriate health and sexual education beginning in Kindergarten and continuing through high school. Without comprehensive education in the early years, students enter adolescence without the information they need to make responsible and safe decisions. The consequences of inadequate health and sexual education can lead to unhealthy relationships, unintended pregnancies, sexually transmitted infections, bullying, sexual assault, and discrimination. Comprehensive health and sexual education is vital for young people's overall educational achievement and future success.

Additionally, the comprehensive health and sexual education curriculum will develop young people's understanding of, including but not limited to autonomy, healthy relationships, and consent. The lack of a mandate requiring medically accurate, age-appropriate, comprehensive, and unbiased sexual health education puts Maryland students, and public health, at undue risk. LGBTQ+ students need and deserve the same access to accurate, up-to-date information about their sexual health as any other student. Research has shown that comprehensive health and sexual education leads to healthier teenage outcomes and encourages responsible sexual behaviors. Without a mandate, students across the state are unable to gain the necessary knowledge to comprehend complex material related to sexual health that is taught in later grades. By ensuring that students receive comprehensive health and sexual education, Maryland can protect its public health and its young people.

For these reasons, we respectfully request a favorable report on House Bill 0119

Respectfully Submitted:

Jaden T. Farris

Board Member

Annapolis Pride

HB119 Comprehensive Health Education Framework= Ro

Uploaded by: Joyce Lombardi

Position: FAV



HB119 - Primary and Secondary Education – Comprehensive Health Education Framework – Established House Ways and Means Committee – February 1, 2023

Testimony of Adam Rosenberg, Executive Director, LifeBridge Health Center for Hope

Position: **SUPPORT**

Center for Hope writes in support of HB119, which would codify regulations that require each county board of education to create an age-appropriate curriculum that is consistent with the Comprehensive Health Education Framework developed by the State Department of Education and the Maryland Department of Health. The Framework is available on the MSDE website.

Center for Hope, a subsidiary of LifeBridge Health, provides trauma-informed crisis intervention, hospital response, child advocacy, forensic interviews, medical exams, mental health, case management, family advocacy and workforce development services to patients and community members who have experienced child abuse, elder abuse, domestic violence, and community/gun violence. We help over 6,000 violence victims and their families in the Baltimore region each year.

Center for Hope supports this bill for several reasons. First, it helps teach healthy relationships and boundaries, important skills that can help prevent intimate partner abuse, assault, and human trafficking. Second, MSDE's framework includes vital conflict management skills and social emotional well being. Center for Hope's skilled hospital responders and Safe Streets violence interrupters help victims and families work through emotional responses towards collaborative problem-solving – rather than retaliatory violence. Almost invariably, program participants say "I wish I'd had this earlier."

Gun violence is the leading cause of death for young people in Maryland. Most of those deaths are homicides, not suicide. School partners across the state report that young people's level of anger response and emotional volatility have increased post-pandemic. Our schools need help.

The published Framework's suggested School Safety and Violence standards in MSDE's Standard 1d, for example, include the following curriculum components for middle schoolers:

- Describe helping behaviors that prevent violence. 1d.7.4
- Analyze how situations and/or impulsive behaviors can lead to violence. 1d.7.6
- Identify a variety of non-violent ways to respond to stress when angry or upset. 1d.7.7
- Analyze techniques that are used to coerce or pressure someone to use violence. 1d.7.8

These skills are vital, but not mandated in Maryland law. For example, "conflict resolution" is a small discretionary part of our restorative approaches law, Md. Code, Educ. Art. §7-306, which encompasses a whole-school approach to alternative school discipline but is not widely enacted (Open Society Institute). The conflict resolution skills in the Health Curriculum are not complete, but a good start.

We urge a favorable report on HB119.

Adam Rosenberg, Esq., Executive Director, Center for Hope
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Joyce Lombardi, Esq., Government Relations
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HB 119 FAV

Uploaded by: Lisae Jordan

Position: FAV



Working to end sexual violence in Maryland

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For more information contact:
Lisae C. Jordan, Esquire
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Testimony Supporting House Bill 119
Lisae C. Jordan, Executive Director & Counsel
February 1, 2023

The Maryland Coalition Against Sexual Assault (MCASA) is a non-profit membership organization that includes the State's seventeen rape crisis centers, law enforcement, mental health and health care providers, attorneys, educators, survivors of sexual violence and other concerned individuals. MCASA includes the Sexual Assault Legal Institute (SALI), a statewide legal services provider for survivors of sexual assault. MCASA represents the unified voice and combined energy of all of its members working to eliminate sexual violence in the State of Maryland. We urge the Ways and Means Committee to report favorably on House Bill 119.

House Bill 119 – K-12 Comprehensive Health Education

This bill will mandate a comprehensive health education for students in K-12. MCASA notes and appreciates that this specifically includes issues vital to preventing sexual assault and promoting health relationships, including:

- (IV) FAMILY LIFE AND HUMAN SEXUALITY**
- (V) GENDER IDENTITY AND SEXUAL ORIENTATION**
- (VI) SAFETY AND VIOLENCE PREVENTION**

Past legislatures have considered specific mandates to address sexting, misuse of technology, and risks from human trafficking. MCASA notes that the Committee may wish to consider whether these topics are included in what is proposed or should be specifically included.

**The Maryland Coalition Against Sexual Assault
urges the Ways and Means Committee to
report favorably on House Bill 119**

2023 PPM HB 119 House Side FAV.pdf

Uploaded by: Michael Paddy

Position: FAV



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Planned Parenthood of Maryland

Committee: House Ways and Means Committee

Bill Number: HB 119 - Primary and Secondary Education - Comprehensive Health Education Framework - Established

Hearing Date: February 1, 2023

Position: Support

Planned Parenthood of Maryland (PPM) supports *House Bill 119 – Primary and Secondary Education - Comprehensive Health Education Framework - Established*.

This bill provides for the development of a comprehensive health education framework through a collaboration between the State Department of Education and the Maryland Department of Health. In creating a framework, this bill standardizes curriculum, making sure students in all jurisdictions have access to the same, appropriate information. This is in contrast to the current health curriculum which is set separately by each county and the education students receive can vary widely by jurisdiction. The creation of a health education framework that includes input from the state’s health authority will ensure that all students receive a quality health education.

Thank you for your consideration of our testimony, and we urge a favorable vote. If we can provide any further information, please contact Robyn Elliott at relliott@policypartners.net or (443) 926-3443.

Legislative testimony HB119_SB84.pdf

Uploaded by: Michele Copper

Position: FAV



LEGISLATIVE TESTIMONY

Bill: **HB119/SB84 Primary and Secondary Education – Comprehensive Health Education Framework – Established**

Organization: GLSEN Maryland, chapter@md.glsen.org

Submitted by: Michele Schlehofer, Board Member

Position: **FAVORABLE**

GLSEN MARYLAND SUPPORTS COMPREHENSIVE HEALTH EDUCATION

I am submitting this testimony in **FAVOR of HB119/SB84** on behalf of GLSEN Maryland, the statewide chapter of GLSEN National, a nonprofit organization centered on creating and sustaining inclusive K-12 education for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students.

GLSEN Maryland supports HB119/SB84 as it is inclusive of LGBTQ+ students, who are drastically underserved by existing school health curricula.

Very few LGBTQ+ youth have access to inclusive health education, particularly sex education. Research by our parent organization, GLSEN National, found that only 8.2% of LGBTQ+ youth had access to inclusive health education at school. Research finds that LGBTQ+ youth perceive the health education they receive in school as inadequate (Pampati et al., 2020). Existing health education not only ignores the needs of LGBTQ+ youth, but in the case of education centered around dating, intimate relationships, and sexuality, it promotes heteronormative stereotypes that exclude and marginalize LGBTQ+ youth (Bible et al., 2020; Gowen et al., 2014; Hobaica, 2017).

Comprehensive health education which is inclusive of LGBTQ+ youth leads to better public health.

Inadequate and non-inclusive curricula leads to LGBTQ+ youth having worse health outcomes. LGBTQ+ youth are more likely to participate in high-risk activities (Hobaica, 2017) which lead to greater likelihood of unplanned pregnancy (Bodnar & Tornello, 2019; Herrick et al., 2010) and are more likely to experience dating and intimate partner violence (Hobaica, 2017; Kann, 2016). LGBTQ+ youth who attend schools with inclusive curriculum have lower levels of depression and suicidality (Proulx et al., 2019). Comprehensive, inclusive health education helps prevent dating and intimate partner violence, fosters the formation of healthy intimate relationships, helps prevent child sex abuse, improves social and emotional learning, and improves media literacy (Goldfarb & Lieberman, 2021).

Comprehensive and inclusive health education aligns with best-practices in public health. Inclusive health education is recommended by the American Medical Association, the National Education Association, and the U.S. Department of Health and Human Services. It is supported by the CDC and the American Bar Association. Failure to include the needs of LGBTQ+ students in health curricula means withholding the latest advancements and best-practices in public health from all students.

There is broad public support for inclusive sexual education in public schools. Regardless of religious identity, regional demographics, or political affiliations, there is huge public support for comprehensive and inclusive health education, including sex education (Eisenberg et al.; 2008). Most parents (89.3%) support comprehensive health education (sexual education that includes both abstinence and contraception, STI education, consent, healthy relationships, etc.). According to the nonprofit organization SIECUS (2018), the majority of people (69%) support teaching about sexual orientation in middle and high schools. People who oppose teaching concepts pertaining to LGBTQ+ student health may be vocal, but they are in the minority.

Finally, **inclusive education benefits all youth, not just LGBTQ+ students, by improving school climate.**

Inclusive health education serves the purpose of reducing stigma and marginalization of LGBTQ+ students, which contributes to improvements in school climate more broadly. It is not just LGBTQ+ youth who are the target of anti-LGBTQ+ bullying; students who are heterosexual or not transgender are also frequent targets of anti-LGBTQ+ bullying (for instance, heterosexual students who are not transgender can also be called anti-gay slurs, teased for being too effeminate or masculine, etc.; Fisher et al., 2012; McCarty-Caplan, 2013). Because offering comprehensive, inclusive health education reduces stigma and marginalization of LGBTQ+ youth, it leads to improved school climates for everyone. And, schools that have implemented inclusive health curricula find that students are subsequently more likely to intervene when witnessing bullying (Baams et al., 2017; Proulx et al., 2019).

Given the disproportionate health disparities experienced by LGBTQ+ youth, coupled with the research which demonstrates that inclusive health education reduces these disparities and improves school climate for all students, GLSEN Maryland supports comprehensive health education which is inclusive of LGBTQ+ youth. Therefore, **GLSEN Maryland supports HB119/SB84 and recommends a FAVORABLE report in committee.**

HB0119-WM-FAV.pdf

Uploaded by: Nina Themelis

Position: FAV



BRANDON M. SCOTT
MAYOR

*Office of Government Relations
88 State Circle
Annapolis, Maryland 21401*

HB 119

February 1, 2023

TO: Members of the Ways and Means Committee

FROM: Nina Themelis, Interim Director of Government Relations

RE: House Bill 119 – Primary and Secondary Education – Comprehensive Health Education Framework - Established

POSITION: Support

Chair Atterbeary, Vice Chair Alonzo, and Members of the Committee, please be advised that the Baltimore City Administration (BCA) **supports** House Bill (HB) 119.

This legislation would require the State Department of Education, in collaboration with Maryland Department of Health, to develop a comprehensive health education framework, as well as require each county board of education to create an age-appropriate curriculum that is consistent with the comprehensive health education framework.

Baltimore City Health Department (BCHD) and City Schools have been working in tandem towards a comprehensive framework. HB 119 would not only fill the gaps, but would allow students the opportunity to receive developmentally appropriate health education and strengthen their ability to create a deeper understanding of body autonomy, health relationships, and consent.

All citizens, including our youngest ones, deserve the education to build a foundation that allows them to make meaningful decisions about their lives and futures; and this requires comprehensive education with access to information, resources and services they need to make informed, supported decisions about their bodies and relationships. To this end, the BCA believes that the City of Baltimore's young people deserves health education that is age-appropriate, medically accurate and comprehensive.

Young people who do not receive comprehensive health education may enter adolescence and adulthood ill-informed and miseducated. They likely enter into becoming sexually active early and enter into relationships without the knowledge they need to act responsibly and safely. If 18-year-olds are allowed to marry in Maryland, we owe them a comprehensive health education that will keep a young person of this age safe.

Stakes are high and time is of the essence for youth in our city. Lack of comprehensive health education can lead to unintended pregnancies, sexual assault, harmful relationships, STIs, and discrimination. Comprehensive health education is not just necessary, it is critical to the overall wellbeing, health literacy, overall educational achievement, and success that we want for our youth.

Passing this bill will help alleviate our public health crisis; lessen health and economic disparities based on gender and race; and increase dignity and reduce stress among our citizens. For these reasons, the BCA respectfully request a **favorable** report on HB119.

MPA Testimony 2023 - Support - HB 119 - Primary an

Uploaded by: Pat Savage

Position: FAV



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Delegate Vanessa E. Atterbeary, Chair
Ways and Means Committee
House Office Building, Room 131
Annapolis, MD 21401

House 119 - Primary and Secondary Education - Comprehensive Health Education Framework –Established

Position: Support

Dear Chairman Atterbeary, Vice Chair Washington, and Members of the Committee:

The Maryland Psychological Association, (MPA), which represents over 1,000 doctoral level psychologists throughout the state, is writing to express **SUPPORT for House Bill 119 - Primary and Secondary Education - Comprehensive Health Education Framework - Established**, which would establish content standards for the health education program received by children in Maryland's public schools.

Health education is an essential part of today's public education system, promoting age-appropriate healthy emotional and behavioral knowledge and habits, which are critical for our children as they grow into adulthood. The areas covered in this bill include such vitally important topics as mental and emotional health, substance abuse prevention, family life and human sexuality, gender identity and sexual orientation, and safety and violence prevention. Appropriate education in these areas may lower the prevalence of mental health disorders, substance abuse, and suicide in our youth, and can help our children stay safe and grow into healthy functioning adults.

We also recognize that some parents may be uncomfortable with some of these topics being covered at school, and hence we agree with the bill's language allowing parents to "opt out" of the coverage of certain topics, replaced by required relevant alternative learning activities.

House Bill 119 will help to ensure that Maryland's students will grow up safe and healthy, both physically and emotionally. We urge a **FAVORABLE REPORT** on this important legislation.

Thank you for considering our comments on HB 119. If we can be of any further assistance as the House – Ways and Means Committee considers this bill, please do not hesitate to contact MPA's Legislative Chair, Dr. Pat Savage at mpalegislativcommittee@gmail.com.

Respectfully submitted,

Rebecca Resnik, Psy.D.

Rebecca Resnick, Psy.D.
President

R. Patrick Savage, Jr., Ph.D.

R. Patrick Savage, Jr., Ph.D.
Chair, MPA Legislative Committee

cc: Richard Bloch, Esq., Counsel for Maryland Psychological Association
Barbara Brocato & Dan Shattuck, MPA Government Affairs

Pete Fitzpatrick Written Testimony on HB0119 FAV.p

Uploaded by: Peter Fitzpatrick

Position: FAV

HB0119 - Primary and Secondary Education – Comprehensive Health Education Framework – Established

Committee: Ways and Means

Date: February 1, 2023

POSITION: Support

Dear Madame Chair and Members of the House Ways and Means Committee,

I am writing to ask for your favorable report on **HB0119 - Primary and Secondary Education - Comprehensive Health Education Framework – Established**.

As a both a parent and registered nurse caring for pediatric patients, I see the need for a better framework for health education in our state. Even as a person educated in some of these areas, I struggle with parenting to the needs of my children. Of course, one supposes any parent might, given the complexity and urgency of the task.

Each of my children is different with different needs that could be served better by the framework put forth in this bill.

My younger son, Danny, struggles with mental and emotional health issues. He has received great support in school and has come to better understand the needs of his mind better through target supports. His issues were certainly done no good service by the impact of the pandemic on education. I sense that many of his peers who are in specialized social-emotional learning programs would benefit by better understanding their mental health.

My middle child, Megan, is nonbinary. [She goes by “Mikey” with her friends, but has given her old man special dispensation to call her by the name he helped pick out.] Nearly every study related to gender identity in adolescents will tell you that they do better when include than when excluded. Megan has benefited from a supportive school environment and a mother who does this a lot better than her father does. Every child deserves that, and this bill will help provide that.

My older son, Sam, was good kid. He was kind, funny, and had an optimism that could not be broken. He also struggled with substance abuse. He fought that disease as best he could, but, I know from my working life, that one can do everything right with a patient as still have an unhappy outcome. So it was with Sam. We lost him to a drug overdose last May. I can't say that more or better substance abuse prevention efforts would have saved him or if will save the next kid, but my broken heart tells me that we must make every effort to try. Every effort includes the framework contained within this bill.

Again, I urge the committee to issue a favorable report on this bill.

Sincerely,

Pete Fitzpatrick, RN, BSN, CFRN

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Pfitz1079@gmail.com

HPP Testimony HB 119 (Comprehensive Health Ed)- F

Uploaded by: Jessica Emerson

Position: FWA

Testimony of the Human Trafficking Prevention Project

BILL NO:	House Bill 119
TITLE:	Primary and Secondary Education – Comprehensive Health Education Framework – Established
COMMITTEE:	Ways and Means
HEARING DATE:	February 1, 2023
POSITION:	SUPPORT WITH AMENDMENTS

House Bill 119 would require the State Department of Education, in collaboration with the Maryland Department of Health, to develop a comprehensive health education framework. This framework must include certain topics including safety and violence prevention. The bill also requires a committee review and comment on the curriculum. The Human Trafficking Prevention Project (“HTPP”) at the University of Baltimore School of Law supports this bill because school-based education is a crucial component of preventing human trafficking.

In addition to directly addressing the harms of human trafficking after it has already occurred, the Human Trafficking Prevention Project also focuses on supporting systemic advocacy designed to prevent human trafficking before it occurs. In the case of HB 119, the development of a multi-pronged approach designed to address some of the most common predictors of human trafficking, such as healthy relationships and online safety, is crucial. The CDC states that “[s]ocial-emotional learning programs for youth promote expectations for mutually respectful, caring, non-violent relationships among young people and work with youth to help them develop social-emotional skills such as empathy, respect, and healthy communication and conflict resolution skills.”¹

While the current comprehensive health education framework was recently updated and includes many important topics, it does not include *education on the safe and healthy use of technology and online communications to avoid violence and exploitation*. The HTPP joins its coalition partners in suggesting that amendment language be included to specify that these topics must be included in the comprehensive health education framework in addition to the requirement that there be *education on healthy and non-violent relationships*. In addition, the committee established to review the curriculum does not include subject matter experts, so the HTPP also suggests that *subject matter experts be included in the creation of curriculum* to ensure that it reflects the most recent research and best practices in the necessary areas of instruction.

In recent years, Maryland has begun to show its support for *preventing* human trafficking by addressing the societal challenges that make Marylanders more vulnerable to being trafficked. House Bill 119 would further this goal by prioritizing health education information that prioritizes the development of healthy relationships, online safety, and the like. **For these reasons, the Human Trafficking Prevention Project supports HB 119, and respectfully urges a favorable report with amendments.**

¹ <https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>.

2023 Maryland HB119 Testimony.pdf

Uploaded by: Kent Chesley

Position: FWA

Dear Ways and Means Committee,

I am writing to express my concerns with HB119.

At a high level, I am concerned that the comprehensive health education framework to be developed by the state may be overly restrictive on local school boards. I would prefer that the state provide *general* (i.e. *noncomprehensive*) guidelines for school boards to incorporate into their curricula. Maryland is an incredibly diverse state, so allowing for this autonomy at the local level would allow for school boards to particularly target the health education needs of the students in their local areas rather than needing to strictly follow a comprehensive framework which may require emphases on topics of lesser relevance to students in a given geographical area.

I also have a specific concern with the inclusion of Subparagraphs IV and V in Paragraph 3 of the content being considered for addition to existing law. It is definitively appropriate for youth to be educated on these topics by their *parents/guardians*, not the public school system. It may be true that some parents/guardians fail to fulfil this responsibility or that there are special circumstances where a youth does not *have* a parent/guardian to fulfil this task, and I imagine proponents of the bill would cite these scenarios as a reason they feel these topics should be included in public education. However, I believe that mandating the inclusion of these topics in public education will create a more serious problem by sending the incorrect message that education on these topics is not primarily the responsibility of parents, even though it is.

Additionally, these topics have sadly become politicized and ideologically charged. This will have the practical implication that the mandated instruction on these topics will often include a significant ideological component rather coming from a position of objectivity. This is another reason it is inappropriate for them to be addressed in a government mandated fashion.

As stated above, I would prefer that these topics were not included in the legislation, but I do appreciate the allowance provide for parents to opt out. I do believe that the exception for HIV and AIDS should *not* be included, however, but that parents/guardians should be permitted to opt out of these topics as well. At a minimum, I believe parents should be permitted to agree to educate their children on these topics privately rather than in the classroom.

I also believe that steps should be taken to ensure that the alternative learning objectives and measurable goals to be established by school boards for students whose parents opt out are acceptable to those parents.

Thank you for your consideration.

HB 119_MNADV_FWA.pdf

Uploaded by: Melanie Shapiro

Position: FWA



BILL NO: House Bill 119
TITLE: Primary and Secondary Education - Comprehensive Health Education Framework
- Established
COMMITTEE: Ways and Means
HEARING DATE: February 1, 2023
POSITION: **SUPPORT WITH AMENDMENTS**

The Maryland Network Against Domestic Violence (MNADV) is the state domestic violence coalition that brings together victim service providers, allied professionals, and concerned individuals for the common purpose of reducing intimate partner and family violence and its harmful effects on our citizens. **MNADV urges the House Ways and Means Committee to issue a favorable report with amendments on HB 119.**

House Bill 119 would require the State Department of Education, in collaboration with the Maryland Department of Health, to develop a comprehensive health education framework. This framework must include certain topics including safety and violence prevention. The bill also requires a committee review and comment on the curriculum.

The ultimate objective for MNADV is to prevent intimate partner violence from occurring rather than intervening once it has already occurred. A multi-pronged approach must be employed to achieve this goal including education on healthy relationships in schools. The CDC states that “[s]ocial-emotional learning programs for youth promote expectations for mutually respectful, caring, non-violent relationships among young people and work with youth to help them develop social-emotional skills such as empathy, respect, and healthy communication and conflict resolution skills.”¹

While the current comprehensive health education framework was recently updated and includes many important topics, it does not include **education on the safe and healthy use of technology and online communications to avoid violence and exploitation**. MNADV suggests that amendment language be included to specify that these topics must be included in the comprehensive health education framework in addition to the requirement that there be **education on healthy and non-violent relationships**. In addition, the committee established to review the curriculum does not include subject matter experts. MNADV suggests that **subject matter experts be included in the creation of curriculum** to ensure that it reflects the most recent research and best practices in the necessary areas of instruction.

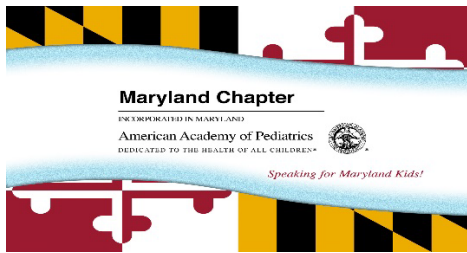
For the above stated reasons, the **Maryland Network Against Domestic Violence urges a favorable report with amendments on HB 119.**

¹ <https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>

HB0119_FWA_MDAAP_Prim. & Sec. Ed. - Comprehensive

Uploaded by: Pam Kasemeyer

Position: FWA



TO: The Honorable Vanessa E. Atterbeary, Chair
Members, House Ways and Means Committee

FROM: Pamela Metz Kasemeyer
J. Steven Wise
Danna L. Kauffman
Christine K. Krone
410-244-7000

DATE: February 1, 2023

RE: **SUPPORT WITH AMENDMENT** – House Bill 119 – *Primary and Secondary Education – Comprehensive Health Education Framework – Established*

The Maryland Chapter of the American Academy of Pediatrics (MDAAP) is a statewide association representing more than 1,100 pediatricians and allied pediatric and adolescent healthcare practitioners in the State and is a strong and established advocate promoting the health and safety of all the children we serve. On behalf of MDAAP, we submit this letter of **support with amendment** for House Bill 119.

MDAAP is very supportive of the objectives of House Bill 119, which would require the Maryland State Department of Education (MSDE), in consultation with the Maryland Department of Health, to develop a comprehensive health education framework. The bill specifies that the framework shall at a minimum include a number of topics which are critical to enhancing the awareness and understanding of youth about significant issues that could ultimately impact their health and well-being. These topics include: health promotion, mental and emotional health, substance abuse prevention, family life and human sexuality, gender identity and sexual orientation, safety and violence prevention, healthy eating, and disease prevention and control.

Based on the comprehensive framework developed by MSDE, House Bill 119 also requires each County Board to create an age-appropriate curriculum that is consistent with that framework. In developing its curriculum, the bill requires each County Board to establish a committee composed of educators, health experts, and members of the local community to review and comment on whether the curriculum materials are consistent with the comprehensive health education framework. To that end, MDAAP would request that the bill be amended to specifically specify that the health experts that will be serving on these committees specifically include pediatricians with expertise in both child and adolescent medicine.

MDAAP recognizes and supports the provision of comprehensive and age-appropriate health education in both primary and secondary schools. Many of the subject areas identified in the legislation reflect issues that all youth should be informed about and should have an opportunity to engage in better understanding their implications. Without comprehensive education programs in the schools, many students will not have an avenue to gain the education and insight that would be provided through the required curriculum. However, MDAAP does not support the “opt out” option afforded parents for family life and human sexuality and gender identity and sexual identity subject matters. These issues are some of the most complex and impactful on a child and adolescent’s physical and mental health well-being. Allowing parents to prevent their children from learning about these subject matters almost assures these children will not have access to critical information that may assist them in addressing these issues in their lives, with their peers, and in relationships with their families. MDAAP strongly urges the opt out provisions be deleted from the legislation.

With its amendments noted, MDAAP requests a favorable report.

HB 119 Testimony.pdf

Uploaded by: Sophie Aron

Position: FWA



UNIVERSITY OF MARYLAND
SAFE CENTER

BILL NO: House Bill 119
TITLE: Primary and Secondary Education - Comprehensive Health Education Framework -
Established
COMMITTEE: Ways and Means
HEARING DATE: February 1, 2023
POSITION: **SUPPORT WITH AMENDMENTS**

The University of Maryland SUPPORT, ADVOCACY, FREEDOM, AND EMPOWERMENT (SAFE) Center for Human Trafficking Survivors (“SAFE Center”) provides survivor-centered and trauma-informed services that empower trafficking survivors to heal and reclaim their lives. The SAFE Center is an initiative of the University of Maryland Strategic Partnership: MPowering the State, a collaboration between the University of Maryland Baltimore and University of Maryland College Park. The SAFE Center supports survivors of sex and/or labor trafficking of all nationalities, ages, and genders through bilingual case management, mental health, economic empowerment, legal, and crisis intervention services. For the last four years, the SAFE Center has served as the Regional Navigator in Montgomery County and for the past three years, the Regional Navigator in Prince George’s County. In this role, the SAFE Center is responsible for providing services, support, and a safety net for sex trafficking victims under age 24.

House Bill 119 would require the State Department of Education, in collaboration with the Maryland Department of Health, to develop a comprehensive health education framework. This framework must include certain topics including safety and violence prevention. The bill also requires a committee review and comment on the curriculum.

The mission of the SAFE Center is to provide survivor-centered and trauma-informed services that empower trafficking survivors to heal and reclaim their lives, better support them through research and advocacy, and help prevent trafficking. Grounded in a public health framework, the SAFE Center believes that a multidisciplinary approach to trafficking is the only way to holistically address the scourge of trafficking. While Maryland has made progress in addressing the needs of survivors, , insufficient attention has been paid to educators and the role health education can play on prevention and early intervention for kids at risk of trafficking.

While the current comprehensive health education framework was recently updated and includes many important topics, it does not include ***education on the safe and healthy use of technology and online communications to avoid violence and exploitation***. The SAFE Center suggests that amendment language be included to specify that these topics must be included in the comprehensive health education framework.

As noted above, the SAFE Center serves as the Regional Navigator in Montgomery and Prince George’s County, designated to serve and support minor and young adult victims of sex trafficking up to age 24. Based on our experience with this program, sex trafficking often begins by meeting a stranger online where relationship boundaries are blurred and can quickly become unhealthy and dangerous. In addition, the SAFE Center has provided workshops on healthy relationships and signs of human trafficking for more than 1,800 high school students, parents, teachers, and school administrators in eight Prince George’s County middle and high schools. Through partnership building with the schools and surrounding communities, it has become increasingly evident that there exists a gap in knowledge and opportunity to teach topics of healthy relationship boundaries and the risk and vulnerability factors that lead to exploitation.



UNIVERSITY OF MARYLAND
SAFE CENTER

For this reason, we strongly support incorporating the topics of healthy online relationships into the health curriculum and including subject matter experts in this area in each county committee to establish and review the curriculum to ensure that it reflects the most recent research and best practices in the necessary areas of instruction.

For the above stated reasons, the University of Maryland SAFE Center for Human Trafficking Survivors urges a favorable report with amendments on HB 119.

Sophie Aron, MSW
Research and Program Coordinator
University of Maryland SAFE Center
sophie.aron@umaryland.edu
301-802-9819

Tanejah Jones, LMSW
Prevention Social Worker/Clinical Therapist
University of Maryland SAFE Center
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410-200-3063

HB119 Health Curriculum Written Testimony 30 Janua

Uploaded by: Amy Waychoff

Position: UNF

HB 119

Oppose

Amy Waychoff

LD 18 Montgomery County

30 January 2023

I am writing in opposition to HB 119 – Primary & Secondary Education – Comprehensive Health Education Framework.

It is apparent that the intent of this bill, the “Blueprint for the Future,” and other recently proposed legislation is to dramatically expand health services in the school setting and to substantially reduce or even eliminate parental knowledge and involvement.

The *Framework* diminishes or eliminates the importance of parents and traditional families -- "*family is a group of people that support each other.*" That is an over-simplified and incomplete description of a family, and flagrantly ignores biological and legal relationships.

I object to implementation of the *Framework* for these reasons:

- **Standard 1a: Mental and Emotional Health**

- ○ There is just one mention of “parents” for grades Pre-K through Grade 5 but repeated use of “trusted adults” who can help with emotions or feelings. Parents must be identified as the most important trusted adults, and family beliefs and values respected. School systems that exclude parents on the premise of protecting student privacy as it relates to mental or emotional health are violating parental rights and legal obligations.
- These elements of the Framework are even more concerning in light of the State’s recent change that allows 12-year-olds to seek mental or emotional health counseling and treatment without parental knowledge or consent. This

diminishes parental rights and increases the likelihood that school or health personnel can guide a 12-year-old into counseling or treatment without parents' knowledge or consent.

- **Standard 1c: Family Life and Human Sexuality**

- Kindergarteners will “*identify different types of families (e.g., single-parent, same gender, intergenerational, cohabitating, adoptive, foster, etc.)*” with no mention of two-parent, heterosexual, or married families.

- Grade 7 -- *identify solo, vaginal, anal, and oral sex along with possible outcomes for each.*

These are highly sensitive subjects. The *Framework* makes no mention of protecting the innocence, modesty, or dignity of children in these discussions. How will classes be structured? Who will teach the more sensitive subjects? What are their qualifications?

I am concerned that this intersectionality of education and health services could lead to children being prescribed:

- (1) Contraceptives or abortion pills, or referred for abortions.
- (2) Puberty blockers, cross-sex hormones or gender-affirming surgery before age 18.

It is widely recognized that the human brain is still developing until about age 25, which is why juveniles are not held to the same level of responsibility for serious crimes committed under age 18. For these same reasons, a child under age 18 should not be able to submit to actions that permanently remove their ability to reproduce and become a parent themselves.

Whether intentional or not, provisions of the *Framework* and this bill will have negative implications for the two-parent family as the basic unit of our society.

For all of these reasons please give **HB 119** an **UNFAVORABLE** report.

HB119 - UNFAVORABLE.pdf

Uploaded by: Amy Willey

Position: UNF

The Supreme Court's Parental Rights Doctrine maintains that parents have a fundamental right to direct the upbringing of their children. HB0119 is in an affront to parental rights and must be dismissed.

HB119 _____ Monday, 1-30-2023.pdf

Uploaded by: Ara Shishmanian

Position: UNF

HB119

Monday, 1-30-2023

Dear House of Representatives/Maryland,

We have all heard the saying, "The only thing necessary for the triumph of evil is for good men to do nothing." I became aware of an issue that I believe will impact our children negatively--if Bill # HB119 is passed on Weds. February 1st.

This bill, if passed, will mandate a radical sex ed curriculum on all county schools and local school boards. This would be a grave error! This responsibility belongs with parents, not with government. If we don't oppose this bill, it may still impact our kids if they associate with other children in their neighborhoods, clubs, and rec centers.

As a teacher, and parent I believe we should fight to maintain the right to speak to our children about sex as we see fit, at the time that we deem appropriate. This is not a governmental responsibility, and will cause real confusion to our children.

Be advised I will work to unseat any politician who supports this bill, and be further advised that my comments will be sent to the Baltimore Sun for printing in their editorial pages.

There is not doubt in my mind that the Maryland voting majority will reject any who support this bill. Please take that thinking in consideration when you vote. Make sure you vote, with a passion, and stand for truth in leaving this very important personal matter to the duties of a child's parents.

Please vote NO to HB119, and
protect our children,

Ara Shishmanian
Essex, MD 21221

HB0119-2023-Health Educ Framework.doc.pdf

Uploaded by: Barbara Pivec

Position: UNF



Barbara (Barb) Shenton Pivec, Legislative Committee
Maryland Federation of Republican Women
PO Box 6040, Annapolis MD 21401
Email: bpivec@gmail.com

January 30, 2023

The Honorable Vanessa Atterbeary, Chairman
and Members of the Ways & Means Committee
Maryland House of Delegates
Annapolis, Maryland

Dear Chairman Atterbeary and Members,

RE: **HB 119** – Primary & Secondary Education – Comprehensive Health Education Framework –
Established – **OPPOSE**

HB 119 enacts into law the Department of Education's *Maryland Comprehensive Health Education Framework: Pre-Kindergarten through 12th Grade*. HB 119 goes further by requiring that: "With the assistance of the county health department, each county shall provide (1) adequate school health services; (2) instruction in health education..."

It is apparent that the intent of this bill, the "Blueprint for the Future", and other recently proposed legislation is to dramatically expand health services in the school setting and to substantially reduce or even eliminate parental knowledge and involvement.

The *Framework* diminishes or eliminates the importance of parents and traditional families -- "*family is a group of people that support each other.*" That is an over-simplified and incomplete description of a family, and flagrantly ignores biological and legal relationships.

We object to implementation of the *Framework* for these reasons:

- **Standard 1a: Mental and Emotional Health**
 - There is just one mention of "parents" for grades Pre-K through Grade 5 but repeated use of "trusted adults" who can help with emotions or feelings. Parents must be identified as the most important trusted adults, and family beliefs and values respected.
 - Parents must be involved whether they agree with the action or not. School systems that exclude parents on the premise of protecting student privacy as it relates to mental or emotional health are violating parental rights and legal obligations. Parents will be left to deal with the consequences, monetary and emotional.
 - These elements of the Framework are even more concerning in light of the State's recent change that allows 12-year-olds to seek mental or emotional health counseling and treatment without parental knowledge or consent. This diminishes parental rights and increases the likelihood that school or health personnel can guide a 12-year-old into counseling or treatment without parents' knowledge or consent.



Barbara (Barb) Shenton Pivec, Legislative Committee
Maryland Federation of Republican Women
PO Box 6040, Annapolis MD 21401
Email: bpivec@gmail.com

- **Standard 1b: Substance Abuse Prevention** waits until 4th grade to talk about cannabis or illegal drugs, but in Grade 2 introduces the subjects of alcohol, nicotine, and electronic smoking devices. Edible cannabis products are likely to become an increasing danger as recreational cannabis is rolled out.

- **Standard 1c: Family Life and Human Sexuality**
 - Kindergarteners will “*identify different types of families (e.g., single-parent, same gender, intergenerational, cohabitating, adoptive, foster, etc.)*” with no mention of two-parent, heterosexual, or married families.

 - Grade 6 -- *identify human reproductive systems, including medically accurate names for internal and external genitalia and their functions, and describe conception and its relationship to the menstrual cycle and vaginal sex.*

 - Grade 7 -- *identify solo, vaginal, anal, and oral sex along with possible outcomes for each; and identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms.*

- These are highly sensitive subjects. The *Framework* makes no mention of protecting the innocence, modesty, or dignity of children in these discussions. How will classes be structured? Who will teach the more sensitive subjects? What are their qualifications?

We are concerned that this intersectionality of education and health services could lead to children being prescribed:

- (1) Contraceptives or abortion pills, or referred for abortions.
- (2) Puberty blockers, cross-sex hormones or gender-affirming surgery before age 18.

It is widely recognized that the human brain is still developing until about age 25, which is why juveniles are not held to the same level of responsibility for serious crimes committed under age 18. For these same reasons, a child under age 18 should not be able to submit to actions that permanently remove their ability to reproduce and become a parent themselves.

Whether intentional or not, provisions of the *Framework* and this bill will have negative implications for the two-parent family as the basic unit of our society.

For all of these reasons please give **HB 119** an **UNFAVORABLE** report.

Sincerely,
Barbara (Barb) Shenton Pivec, Legislative Committee Member
Maryland Federation of Republican Women

HB0119

Uploaded by: Charles Laird

Position: UNF

COMMISSIONERS FOR SOMERSET COUNTY

11916 SOMERSET AVENUE, ROOM 111
PRINCESS ANNE, MARYLAND 21853
TELEPHONE 410-651-0320, FAX 410-651-0366

COMMISSIONERS

CHARLES LAIRD, PRESIDENT
RANDY LAIRD, VICE-PRESIDENT
CRAIG N. MATHIES, SR.
ELDON WILLING
DARRYL K. WEBSTER



COUNTY ADMINISTRATOR-CLERK
RALPH D. TAYLOR

COUNTY ATTORNEY
KIRK G. SIMPKINS

February 28, 2023

The Honorable Vanessa E. Atterbeary, Chair
Ways and Means Committee
Room 131
House Senate Office Building
Annapolis, MD 21401

Re: House Bill 119 – Primary and Secondary Education-Comprehensive Health Education
Framework-Established – Letter of Opposition

Dear Delegate Atterbeary and Committee Members:

The Board of Commissioners for Somerset County wish state their opposition of House
Bill 119 – Primary and Secondary Education-Comprehensive Health Education Framework-
Established.

We feel this bill will use legislation to force our county to implement the Maryland
Comprehensive Health Framework (Framework), and is designed to undermine local county
authority. Additionally, the Framework will encroach on curriculum, which should not be
mandated by the state. Also, we feel that there are moral issues contained in the Framework that
many parents in our county feel is a violation of parental rights, and as such, they strongly feel that
such teachings should be left up to the parent, and not the school system.

Thank you for your consideration, and we therefore powerfully recommend an unfavorable
report on HB119.

Sincerely,

Charles Laird
President

Cc: Delegate Otto

HB0119

Uploaded by: Clarence C Crawford

Position: UNF

Dear Members of the Educational Community and Members of the General Assembly,

The Maryland State Board of Education (State Board) has been closely following **House Bill 119, County Boards of Education – Curriculum Guides and Course of Study – Requirements**, as it has been considered by the Maryland House of Delegates and will be considered by the Maryland State Senate. While we appreciate the interest and support in authorizing additional authority over curriculum throughout the State, the State Board opposes House Bill 119 because we believe it is unnecessary.

The State Board does not believe that the additional authority proposed in House Bill 119 is needed considering the broad visitatorial authority entrusted to the State Board regarding educational policies of the State and the State Superintendent’s authority to carry out those policies.

The State Superintendent of Schools, Maryland State Department of Education (MSDE), and the State Board have established processes and relationships for the development and adoption of regulations, curricular frameworks and guidelines with our local education agencies and stakeholders in the State. This bill, as it stands, would potentially result in the unintended consequence of upending the longstanding collaborative relationship between MSDE, local education agencies, and stakeholders. It may also interfere with efforts to implement the Blueprint for Maryland’s Future.

The State Board remains laser focused on working towards successful implementation of the Blueprint for Maryland’s Future and our Strategic Plan to deliver dramatic transformative change to Maryland’s educational system and improve educational opportunities and outcomes for all of Maryland’s nearly 900,000 students.

Educational transformation is a people process that requires maximum collaboration and cooperation among the key stakeholders in order to be successful. The State Board remains committed to working with all partners, including our local school leaders, the Accountability and Implementation Board, the Governor, the General Assembly, advocates, parents, and stakeholders to carry out necessary transformational changes to our State’s educational system.

If there is a need to revisit this issue, we will fully vet the proposal among our key stakeholders before seeking additional legislative authority.

Sincerely,



Clarence C. Crawford
President, Maryland State Board of Education

HB 119 School Health Curriculum.pdf

Uploaded by: Dana Schulze

Position: UNF

HB 119
SB 199

I oppose HB 119, it seeks to remove control from local school districts and boards of education and give away this authority to the state. Local school districts and boards of education are comprised of parents and teachers locally who know their children best.

Inclusion of gender ideology in public school curricula is linked to negative mental and physiological health outcomes for students. Parents have the fundamental right to insist that content of public-school curricula is factually sound and inclusion of new content is based on new research and methodology which presents evidence-based facts and demonstrably leads to positive outcomes. The curricula can not be the most recent, trendiest, ideology or methodology without concrete positive outcomes.

Inclusion of gender ideology into curricula ensures it will be throughout the entire social structure of school systems. Believing the choice to opt out will allow parents to choose sexual and mental health curriculum is naïve. Students will be exposed to sexual and gender ideology and freely share it with their classmates. Many times, the curriculum is woven into many studies such as history and writing which requires the students to memorize and write about gender ideology.

Curriculum and teaching must focus on basic education to ensure each child is performing at grade level in reading and mathematics.

The 2022 NAEP results showed only 31% of Maryland 4th graders scored at or above the proficient level in reading and mathematics, and only 25% of 8th graders scored as proficient in mathematics and 31% proficient in reading.

“Lowering legal barriers to make it easier for minors to undergo cross-sex medical interventions without parental consent does not reduce suicide rates—in fact, it likely leads to higher rates of suicide among young people in states that adopt these changes. States should instead adopt parental bills of rights that affirm the fact that parents have primary responsibility for their children’s education and health, and that require school officials and health professionals to receive permission from parents before administering health services, including medication and “gender-affirming” counseling, to children under 18. States should also tighten the criteria for receiving cross-sex treatments, including raising the minimum eligibility age.”

Jay P. Greene, “Puberty Blockers, Cross-Sex Hormones, and Youth Suicide,” Heritage Foundation Backgrounder No. 3712, June 13, 2022, <https://www.heritage.org/gender/report/puberty-blockers-cross-sex-hormones-and-youth-suicide>.

Julian Vigo, “The Myth of the ‘Desistance Myth,’” Public Discourse, July 2, 2018, <https://www.thepublicdiscourse.com/2018/07/21972/> (accessed December 5, 2022). (While the numbers vary, there is a general consensus among the various studies that anywhere between 60 percent and 90 percent of children with gender dysphoria who receive no medical interventions desist when they reach adulthood.)

Florida Department of Health, "Treatment of Gender Dysphoria for Children and Adolescents," April 20, 2022, https://www.floridahealth.gov/_documents/newsroom/press-releases/2022/04/20220420-gender-dysphoria-guidance.pdf?utm_medium=email&utm_source=govdelivery (accessed December 5, 2022).

After a California kindergarten teacher read the children's story "I Am Jazz" to students, they become anxious and upset because they feared that they could be involuntarily changed into the opposite sex. The U.S. Congress is also considering the Equality Act, which could lead to further infusion of gender ideology into school curricula and policies.

Greene, "Puberty Blockers, Cross-Sex Hormones, and Youth Suicide."

Emilie Kao, "No, President Biden, Children Don't Belong to the Government," Newsweek, May 6, 2022, <https://www.newsweek.com/no-president-biden-children-dont-belong-government-opinion-1703558> (accessed August 22, 2022).

Adding gender identity will redefine "hostile environment harassment," which the NPRM defines as: "unwelcome sex-based conduct that is sufficiently severe or pervasive, that, based on the totality of the circumstances and evaluated subjectively and objectively, denies or limits a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment)." (Emphasis added.) The NPRM further defines "unwelcome conduct" as conduct that is "undesirable or offensive." A threshold question is whether the conduct causes "mental or emotional distress." According to this standard, schools may view parents who prefer "watchful waiting" rather than gender affirmation as engaging in "unwelcome sex-based conduct."

Alliance Defending Freedom, "Gender Dysphoria Expert Discusses the Science Regarding Gender Identity," revised August 31, 2022, <https://adflegal.org/blog/gender-dysphoria-expert-discusses-science-regarding-gender-identity> (accessed December 5, 2022).

Emilie Kao, "Yes, Schools Are Secretly Trying to Gender Transition Kids and It Must Be Stopped," The Daily Signal, March 22, 2022, <https://www.dailysignal.com/2022/03/22/yes-schools-are-secretly-trying-to-gender-transition-kids-and-it-must-be-stopped/>.

Education Bill HB 119 Against.pdf

Uploaded by: Daniel McHugh

Position: UNF



WICOMICO COUNTY, MARYLAND

OFFICE OF THE COUNTY EXECUTIVE

P.O. BOX 870

SALISBURY, MARYLAND 21803-0870

410-548-4801

FAX: 410-548-4803

Julie M. Giordano
County Executive

Bunky Luffman
Director of Administration

House Ways and Means Committee
Attn: Hon. Delegate / Chairwoman Vanessa E. Atterbeary
Room 131
House Office Building
Annapolis, MD 21401

Re: MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework – Established

Delegate / Chairwoman Atterbeary & Members of the House Ways and Means Committee,

Please accept this as a letter of opposition for *MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework – Established*.

As County Executive of Wicomico County and a previous educator in the Wicomico County Public Schools for over 17 years, I write to this committee with concerns of this proposed legislation. On the surface, a health education plan seems beneficial, but taking a closer look, the specific content of this bill it raises some areas of concerns, particularly where “Gender Identity”, “Sexual Orientation”, “Family Life”, and “Human Sexuality” are mentioned.

Since Covid, we have seen so many students suffering from learning loss and mental health issues. I am in support totally helping students who are struggling and suffering with particular issues, but this seems to make teachers more than just educators of their content. I was an English teacher and while I cared about my students, I was not a guidance counselor, mental health professional, psychiatrist or a doctor. There seems to be a push to make teachers all of the above with their students. Education needs to focus on traditional methodology which includes reading writing, and arithmetic. We also should be focusing on preparing students for college or the workforce for a better life and prosperity.

Currently in Maryland, we are seeing many issues with education the massive implementation of the Kirwan Blue Print and the stress that is putting on school systems. School districts are suffering from teacher shortages as it was reported last academic school year that 9.1% of Maryland teachers left the profession altogether. It was also noted that students were struggling in subjects like math, where only 18% of 6th graders in the state were considered proficient. I think we need to focus on addressing these issues right now instead of another massive one size fits all plan from the state for health education.

In closing, I am not against health education as it is important and matters. I am also in favor of school systems bringing in mental health professionals to help assist students who are suffering from issues. However, as a teacher, parent, and now County Executive, I am concerned with the specifics of this bill, which is more than just a health education plan.

For these reasons, I respectfully ask the committee for an unfavorable report for *MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework - Established*

Thank You,

Julie M. Giordano
Wicomico County Executive

Worcester County School Board

Uploaded by: Dawn Peterson

Position: UNF

Administration

LOUIS H. TAYLOR
Superintendent of Schools

C. DWAYNE ABT, Ed.D.
Chief Operations & Human Relations
Officer

DENISE R. SHORTS
Chief Academic Officer, Gr. PK-8

VINCENT E. TOLBERT, CPA
Chief Financial Officer

ANNETTE E. WALLACE, Ed.D.
Chief Safety & Academic Officer, Gr. 9-12



The Board of Education of Worcester County
6270 Worcester Highway | Newark, Maryland 21841
Telephone: (410) 632-5000 | Fax: (410) 632-0364
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WILLIAM L. GORDY

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DONALD C. SMACK, SR.

March 24, 2023

Delegate Vanessa E. Atterbeary
Ways and Means Committee
House Office Building, Room 131
Annapolis, MD 21404
aa_wam@mlis.state.md.us

Senator Brian J. Feldman
Education, Energy, and Environment
Committee
Miller Senate Office Building, 2 West
Annapolis, MD 21401
aa_ehe@mlis.state.md.us

Dear Members of the Ways and Means and Education, Energy, and Environment Committees,

On behalf of the Worcester County Board of Education (WCBOE), I write to express our strong opposition to revised House Bill 0119/Senate Bill 0199 (HB0119/SB0199), now entitled County Boards of Education - Curriculum Guides and Courses of Study - Requirements.

The WCBOE has previously voiced its opposition to HB0119/SB0199 in its original iteration due to its redundancy with the Code of Maryland Regulations (COMAR) and the precedent these bills set in opening up curriculum matters to legislation.

Unfortunately, the revisions to HB0119/SB0199 demonstrate an intent to overtly disregard the collective opposition received and further push the boundaries of our governmental structure. The broadening of this legislation is troubling, and the WCBOE fervently opposes this attempt to infringe on the authority of our local Boards of Education and the State Board of Education.

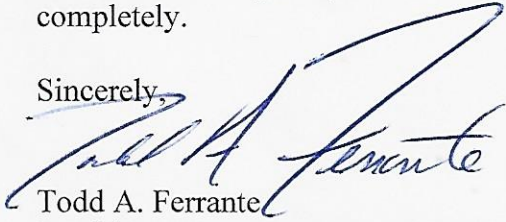
Under COMAR, the State Superintendent of Schools already holds the authority to withhold state funds from local education agencies (LEAs) regarding non-compliance, once again rendering HB0119/SB0199 altogether redundant.

Further, the WCBOE firmly believes that the adoption and/or development of curriculum and instructional materials should lie with LEAs, as they can design these materials to not only align with state standards, but to reflect the needs of local students. To legislate otherwise is willfully usurping the authority of local Boards of Education, who have been elected to represent the interests of their distinct communities.

Lastly, this legislation penalizes LEAs for the authorization of student opt-outs of course material "in a manner that is not approved by the State Board." The vague nature of this language not only impedes on a parent or guardian's rights, but undermines the authority set by LEAs to enact opt-outs in alignment with previously established guidance.

Again, the Worcester County Board of Education strongly opposes House Bill 0119/Senate Bill 0199, and we implore you to return an unfavorable committee report or withdraw this legislation completely.

Sincerely,

A handwritten signature in blue ink, appearing to read "Todd A. Ferrante". The signature is written in a cursive style with a large, sweeping initial "T".

Todd A. Ferrante
President, Worcester County Board of Education

Cc: Worcester County Commissioners
Senator Mary Beth Carozza, District 38
Delegate Wayne Hartman, District 38C
Delegate Charles Otto, District 38A

2023 Oppose HB119.pdf

Uploaded by: Deborah Brocato

Position: UNF

OPPOSE HB119
Primary and Secondary Education -
Comprehensive Health Education Framework - Established
Deborah Brocato
3206 Gloucester Dr
Fallston, MD 21047

Dear Delegates,

As a lifelong resident of Maryland and mother of 4 daughters, I strongly oppose HB119.

This bill develops a new curriculum outside of the standard education for which public schools were designed, that is reading, writing, science and mathematics.

Parental Rights Must be Protected

This bill creates a program mandated by the state with the state's concepts full of subject matter that is the primary responsibility of parents. The subject matter as mandated by the state would give the state's perspective on the topics listed and others not listed which could be in conflict with the parents' value system. The topics listed are not neutral. The topics listed on page 2 are all subjects that should be left to the purview of the parents. While public education might be of assistance to parents, this bill makes the state through the public school system the primary arbiter of a child's mental, physical and emotional health. This is an inappropriate use of the legislative body.

The "opt out" option is not satisfactory. In the past, permission slips went home for any subject matter outside of the school curricula of reading, writing, science and math. The parents were informed of the new material and determined whether or not their children would participate. Students were not automatically enrolled. With "opt out," children are automatically enrolled. The "opt out" forms are let to the children to bring home to their parents and return to the school. There is no accountability for the school; children are given the responsibility to inform their parents. Ultimately, this means parents will not be fully informed of what their children are learning in school.

Lower Test Scores

National studies and state studies show that overall performance levels of Maryland children are down and trending downward and the majority of Maryland children are not proficient for their grade levels.

<https://news.maryland.gov/msde/maryland-state-department-of-education-provides-update-to-statewide-spring-2022-maryland-comprehensive-assessment-program-mcap-results/>

And

https://www.nationsreportcard.gov/profiles/stateprofile/overview/MD?cti=PgTab_OT&chort=1&sub=SCI&sj=MD&fs=Grade&st=MN&year=2015R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&tss=2015R3&sfj=NP

Maryland Education for children is not looking good. Instead of developing an inappropriate program for our children, the focus needs to be on improving the current education.

No Funding for Abortion

The implementation and funding of this bill would allow taxpayer funds to be used for abortion services, funding entities that promote and/or provide abortions and hiring those who promote abortions. Again, this would all be done without parental notification or informed consent. The latest Marist poll shows that 60% of Americans, both pro-life and pro-choice, oppose the use of taxpayer funds for abortion and abortion services. Sixty percent of the respondents to this poll identified as pro-choice.

I ask that you support the family structure and parental rights and oppose HB119.

Written testimony.pdf

Uploaded by: Donna Culberson

Position: UNF

Moms For Liberty
Cecil County Maryland
Moms4Liberty.cecilcty@gmail.com

I am seeking your help by opposing HB119 and SB0199. As a parent and grandparent of students currently in public school and have graduated from public schools in Maryland, I am asking that everyone sponsoring and cosponsoring these bills please reconsider the need for each county board of education to create curriculum consistent with the comprehensive health education framework. Some of the standards set forth in the MSDE framework are completely unrelated to the health of our children and grandchildren. Some of these standards aren't even based in biology and violate our communities' moral values, not to mention completely overstep parental boundaries.

The standards listed below are appropriate for many Christian families in the community at the grade level suggested they be taught.

- Grade K: "Recognize a range of ways people identify and express their gender. 1c.K.5" (page 29)
- Grade 4: "Identify sexual orientation as a person's physical and or romantic attraction to an individual of the same and/or different gender. 1c.4.3" (page 30)
- Grade 6: "Define sex assigned at birth, gender identity, and gender expression. 1c.6.4" (page 33)
- Grade 7: "Identify solo, vaginal, anal, and oral sex along with possible outcomes of each. 1c.7.13" (page 34)
- Grade 7: "Recognize racism and intersectionality and describe their impacts on sexual health. 1c.7.16" (page 34)
- Grade 8: "Identify racism and intersectionality and describe their impacts on sexual health. 1c.8.17." (Page 34)
- HS I: "Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintentional pregnancy and potential transmission of STIs, including HIV. 1c.HS1.11" (page 37)
- HS1: "Identify how systemic oppression and intersectionality impact the sexual health of communities of color and other marginalized groups.1c.HS1.12" (page 37)
- HSII: "Demonstrate the steps to using barrier methods correctly (i.e. external and internal condoms and dental dams). 1c.HA2.11" (page 37)

These so called "standards" mentioned above are totally inappropriate for families in our county and here's why.

- These standards are infringing on fundamental parental rights.
- Our local school district will lose their autonomy and be unable to create curriculums suitable for ALL students within our district but rather cater to specific groups...the LGBTQ community and various races.
- These standards are discriminatory in nature, both based on a student's biological sex and their skin color.
- The language is representative of Critical Race Theory. A theory which can be very divisive and racist itself.

Moms For Liberty
Cecil County Maryland
Moms4Liberty.cecilcty@gmail.com

- This agenda allows the State Health Department to dictate what sexual content our children are taught.
- This agenda also opens the door for the State Health Department and our local school districts to provide sexual “counseling” and related healthcare services to our children and grandchildren without consent of parents or guardians.

At a time when data clearly shows that significant majorities of Maryland students are unable to perform basic grade level reading, writing, and mathematic functions, focusing efforts on codifying into law inappropriate standards and removing parental rights legislation is completely unacceptable. Your focus should be on enforcing existing policy that should focus strictly on improving academics, increasing test scores, and providing every student the tools to succeed. Creating standards that have absolutely nothing to do with reading, writing, arithmetic, science, history, and basic health & fitness education will do nothing to address the root cause of the failures we are seeing today.

Let’s re-evaluate the Social Justice system that is failing our students, forget about the multitude of sexual preferences a child may have, educate about the science of males and females, provide teachers with the tools to help their special needs students and teach children to accept and respect each other regardless of their differences. Anything else is a waste of time for teachers and students as well as a waste of taxpayer’s dollars.

Donna Culberson

Donna Culberson
Grandparent
Cecil County - County Council
District 4
Chairperson of Moms For Liberty, Cecil County Chapter
443-945-0432

HB119.pdf

Uploaded by: Eleanor Jones

Position: UNF

January 30, 2023

Opposition to HB119 & SB199

To Whom it May Concern,

At a time when Maryland public schools systems' state test scores are at their lowest in academic achievement in years, and at a time when our kids are still trying to catch up from having been kept out of their schools for over a year during the COVID shutdown, the last thing our kids need is a partisan, gender ideology being mandated for a health curriculum. Recent state test results from 2021 showed a 13 percent drop in Language Arts proficiency and a 16 percent drop in math proficiency among third through eighth grade Maryland students. Simply put, our kids are ill prepared when (or if) they graduate from high school, and MSDE is placing emphasis on a highly controversial, partisan health curriculum to be mandated for all of our public school districts.

Another issue regarding HB119 is that this greatly undermines local district decision making when it comes to curriculum choices. If this bill passes, then we are led to consider the future implications of more state control over decision making processes in our schools that should be instead left up to our individual Boards of Education. This type of state level control becomes less student focused, less family oriented, and even less about our community needs. We live in an extremely diverse state with regions of people who have different religions, political ideologies, specific cultural beliefs, various backgrounds and life experiences. It is important to recognize and value everyone's experiences and beliefs, but this is best left to each community to decide how to handle each community's needs – not the state.

Eleanor Parnelle Jones
Carroll County

Oppose HB 119 short.pdf

Uploaded by: Gala Meyerovich

Position: UNF

Oppose HB 119

- Bill gives the State Dept. of Education control of educating students in topics that should be under parental control. Yes, the regulations are to be generated by each county board of education but they must meet the State requirements. It looks like local control but that is a deception
- Parents will be allowed to “opt out” under unspecified conditions but they should have the decision to “opt in”. Parental control of sensitive issues is being taken away.
- Even if the parent “opts-out”, the county (read the state) will require alternative education.
- The bill talks about age-appropriate sex education but who determines what is age appropriate...not the parent.
- Parents cannot opt-out of HIV and AIDS prevention. Sounds good but what means of prevention will be taught to the students?
- Cannot trust the State not to disguise teaching sexual perversion, gender dysphoria, etc. under the guise of mental and emotional health, family life and human sexuality, health promotion, etc.

HB119 - Testimony.pdf

Uploaded by: Jaime Brennan

Position: UNF

HB119/SB199

OPPOSE

I am writing to you to oppose the adoption of the current MSDE standards as part of COMAR. You are engaging in a dangerous overreach that doesn't respect the rights of parents and infringes on religious liberty.

The Supreme Court has ruled that "a child is not a mere creature of the state." Indeed it is the right and obligation for parents to raise children in their faith and values. Not those of the State. You are infringing on those rights by insisting harmful, dangerous, incorrect and confusing information be introduced to our children at a young and impressionable age.

It is not necessary to introduce gender identity ideology to my kindergartener or teach my 12 year old about oral sex, in order to "foster an inclusive environment". Indeed, the essence of civility is that you learn to be polite to and cooperate with people who do not share your values, and you who don't even like. It is not my child's responsibility to appease or affirm the identity and behavior of others at the expense of their own innocence, peace of mind, clarity and mental health.

You are sacrificing the peace and innocence of all children to appease the feelings of a few. You will be proven to be on the wrong side of history. Stop harming our children.

Jaime K. Brennan
Chapter Chair, Frederick County Chapter of Moms for Liberty
Parent of two MD Students.

Oppose HB0119 Jay.pdf

Uploaded by: James Elbourn

Position: UNF

OPPOSE

HB0119

Primary and Secondary Education - Comprehensive Health Education Framework – Established

Dear Committee members:

I oppose this framework because these sexual topics do not belong in the classroom. This inappropriate school curriculum should not be forced onto the county boards of education and this should not be an opt-out option because it should not even be on the table as an option. I strongly oppose this bill. Thank you.

James Elbourn

Severna Park, M

Document 82.pdf

Uploaded by: Janet Greenhawk

Position: UNF

I'm writing in opposition to HB119/SB199 Primary and Secondary Education - Health Education Framework - Established. This bill would require all counties in Maryland to create an "age-appropriate" curriculum that is consistent with the Comprehensive Health Education Framework. The Framework requires that 7th grade students be able to "identify solo, vaginal, anal, and oral sex along with possible outcomes of each". In addition, the Framework requires that students in Kindergarten through 2nd grade "recognize" and "identify a range of ways people identify and express their gender". Frankly, the thought that an 11 or 12-year-old would be required to describe these sex acts is abhorrent. The bill sponsor is Vanessa.Atterbeary@house.state.md.us.

Outside the inappropriate content of the framework, I am also opposed to the top-down mandates from the state to control the curriculum taught in individual counties. Last November, we elected Board of Education members with whom we entrust decisions for our schools. Unlike those in Annapolis, the elected officials on the Board are accountable to the citizens of their counties and can be directly addressed at meetings. This is not the case with the Maryland State Board of Education or the Maryland State Department of Health. Those bureaucrats cannot not know or understand the needs of each unique county school system. Merely providing an opt out choice for parents is not enough.

Recent test scores have shown that our students are failing miserably in Math and Reading as well as other subjects. We need to spend more classroom time with instruction on those subjects and less indoctrination into gender ideology.

Each county and their elected school board can best decide what students need to be taught in district classrooms with the input of parents and community members.

We strongly advise you oppose these bills.

Janet Greenhawk

Chairman, Moms for Liberty Talbot

HB0119 Health Education Testimony.pdf

Uploaded by: Jean Benhoff

Position: UNF

Witness: Jean Miceli Benhoff
Jurisdiction: Baltimore County
Bill: HB0119 Health Education
Position: OPPOSED

I respectfully suggest to you, the MD Legislature, that requiring every jurisdiction all 24 of them, to follow the proposed "health" education framework that was created to indoctrinate our children and rob parents of the responsibility and joy of raising their own children with the values and morals of their family and of their faith, whatever faith they choose to live under in our free country of United States.

Further:

Maryland's 2021 public school enrollment of 853,307 is its lowest since 2015.

https://planning.maryland.gov/MSDC/Documents/school_enrollment/school_2022/Final-2022-School-Enrollment-Projections-Report.pdf

Decisions such as indoctrinating children to gender studies, oral sex, AIDs and more is just chasing children into private and Christian schools or frankly parents to move south to moderate states. This then causes loss of funding and frankly hurts the hundreds of thousands children in MD public schools.

Further:

This bill makes mandatory to inflict the values of the STATE of Maryland, Howard, Montgomery and Prince Georges on the rest of the 21 traditional jurisdictions of Maryland. The text and the terminology of this HB0119 as written, is misleading . As I have read the attached "framework".

https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

Your plan hurts all Maryland students:

<https://bestneighborhood.org/conservative-vs-liberal-map-maryland/>

Only a 3-4 jurisdictions in Maryland would ever agree with this bill HB0119 if they knew the details you have in this indoctrination *FRAMEWORK*.

https://planning.maryland.gov/MSDC/Documents/school_enrollment/school_2022/Final-2022-School-Enrollment-Projections-Report.pdf

Maryland's 2021 public school enrollment of 853,307 is its lowest since 2015. Since 2000, public school enrollment peaked in 2003 at 847,722 and declined every year for the next five years until 2008 (816,963), those declines were due mostly to smaller cumulative birth cohorts¹ as well as strong domestic out-migration in the early and middle part of the 2000s that were not fully compensated for by gains from immigration. The recent decline in public school enrollment is mainly due to COVID-19 and increased home-schooling of students.

Thus:

This proposed bill HB0041 is immoral, oppressive to most of Maryland's families and beliefs. This is unacceptable and horrific legislation. Do NOT move HB0119 to committee and I strongly urge you to immediately withdraw HBO119.

HB 119 UNF

Uploaded by: Jennifer Fold

Position: UNF

Good morning,

I am writing to ask the General Assembly to oppose HB119 & SB199.

Local boards of education were elected by the citizens in each district to represent them, their interests, and their needs. Stripping power from local elected boards of education is antithetical to our republic system of government.

Additionally, this framework presents very controversial topics, of which there is no consensus. Schools should be teaching the facts: reading, writing, math, science, history, arts, etc. Health and sexual education should focus on biology and reproduction. It should not include lessons teaching children a gender ideology or explicit sexual acts.

In this framework, kindergarteners will be taught gender ideology - including the belief that there are more than two genders and a person can choose their children. This is a *belief* (not a fact, as there is no scientific basis for this claim) of some, but not all. In seventh grade, our 12 -year-olds will be taught about anal sex and solo sex.

These are not appropriate topics for schools to teach. These are topics that should be discussed by parents or caregivers, at their discretion. Forcing these topics on children, stripping power from local schools, and taking away the fundamental rights of parents to the care, custody, and control of their children, is a slap in the face to the American system of government and parental rights.

Right now, Maryland schools are failing our children - 2022 MCAP scores reveal Maryland children are deficient in almost every category, Baltimore City schools have no air conditioning, and there have been recent cases of fraud in city schools. There are real problems facing our schools and children. Wes Moore's campaign slogan was "leave no one behind". I find this ironic, as Maryland children have long been left behind.

The focus of the MSDE and the legislature should be to serve the best interests of our children - provide them with safe schools that focus on academics where they can learn and thrive. Our children deserve nothing less.

Thank you,
Jennifer Fold

HB0119_UNFAVORABLE_JESSICA_HELMS.pdf

Uploaded by: Jessica Helms

Position: UNF

HB0119 – UNFAVORABLE

This bill does not promote good science in education. Students should be spending time learning about taxes and financial matters that will impact them for life instead of popular gender ideologies that change day to day.

This bill also infringes on parental rights to have a say in what is taught in their schools by overriding their school boards and committees where these types of decisions belong. Let parents be involved in these decisions locally and kill this bill.

Thank you,

Jessica Helms

Capitol Heights, MD 20743

HB 119.Health Curriculum State Framework.pdf

Uploaded by: John Woolums

Position: UNF

BILL: House Bill 119
TITLE: Primary and Secondary Education - Comprehensive Health Education Framework - Established
DATE: February 1, 2023
POSITION: OPPOSE
COMMITTEE: Ways and Means
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes House Bill 119. This legislation is not necessary to require the Maryland State Department of Education (MSDE), in collaboration with the Maryland Department of Health (MDH), to develop a comprehensive health education framework. This is because these agencies and a broad group of other stakeholders have already done so. MABE's opposition to this health framework and curriculum bill is firmly grounded in the association's adopted legislative positions, which affirm that MABE:

- Supports local decision-making authority in developing curriculum, assessments, grading policies, and instructional programs and the adoption of statewide laws and regulations reflecting a commitment to local governance, professional judgment of local educators, and community engagement; and
- Opposes any efforts by the General Assembly to legislate curriculum or testing matters inconsistent with MABE's adopted resolutions and legislative positions.

MSDE very recently approved a revised health education framework in 2021, based on regulations updated in 2019. The "Maryland Comprehensive Health Education Framework: Pre-Kindergarten through 12th Grade" was drafted and reviewed by representatives from local school systems, MSDE, the Maryland Department of Health, University of Maryland School of Medicine, Johns Hopkins Bloomberg School of Public Health, American Academy of Pediatrics, Advocates for Youth, and a parent and high school student. Since 2021, local boards have been engaging their parents and local communities to devise their local curriculum, including the approved option for parents to have their children opt out of the Health and Human Sexuality instruction. MABE strongly supports this process of state standard development followed by flexible local curriculum development through community engagement.

MABE opposes this legislation for the reasons outlined above and to avoid setting the precedent that other content standards, curriculum, and instructional materials may become the subject of legislation. In Maryland, the authority to adopt curriculum, courses of study, and the selection of textbooks resides with each local board of education and superintendent. Examples of state laws establishing curriculum are limited, including specific subject matters such as agriculture, computer science, and cardiopulmonary resuscitation. The State Board of Education has approved regulations that contain more specific requirements to provide instructional programs in specific content areas and to include the content standards set forth in the curricular frameworks. The MSDE Protocol for Developing and Revising Standards defines the state frameworks as guides for school systems as they develop local school curricula. Again, MABE endorses this process and opposes a shift to legislating on curriculum matters.

For these reasons, MABE requests an unfavorable report on House Bill 119.

OPPOSE HB0119 Health Education.pdf

Uploaded by: Jolie McShane

Position: UNF

Legislation: HB0119 Health Education
Position: OPPOSE
Name: Jolie McShane
Hearing Date: February 1, 2023

The legislators of Maryland are not well suited to determine curriculum for students, codifying a political narrative such as gender theory and sexual orientation for K-12 students is outside the bounds of your expertise. If legislators would like to affect change, how about codifying the basics like reading, writing and arithmetic?

The clause about mandating HIV and AID for young children is outrageous. I have first-hand experience with this "education" or better described as inappropriate sex education. In 2007 my fifth grade son (age 11) was to receive AID/HIV education and parents were invited to preview the documentary. I did so and was shocked, my 5th grade son would have been told six times on this video to "not have unprotected sex". This my dear elected representatives is a double negative statement, in other words the statement "have protected sex" was repeated six times. I pulled my son as this is inappropriate for a 5th grade child.

Next, I researched how many AIDS/HIV cases there were for the State of Maryland for children 12 and under. Back in those days, the CDC would publish this information (not anymore). I found one possible reported case in the state of Maryland for age 12 and under. Is this a good idea to sexually indoctrinate children for one case of possible AIDS/HIV? I do not think so and you should think this is a bad idea too.

The inclusion of gender identity and sexual orientation should not be included into the state framework or any law forcing it into the standard curriculum. These are topics that parents should determine when to teach their children.

Please do not approve this bill as it is political and radical.

Julie Giordano HB 119

Uploaded by: Julie Giordano

Position: UNF



WICOMICO COUNTY, MARYLAND

OFFICE OF THE COUNTY EXECUTIVE

P.O. BOX 870

SALISBURY, MARYLAND 21803-0870

410-548-4801

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Julie M. Giordano
County Executive

Bunky Luffman
Director of Administration

House Ways and Means Committee
Attn: Hon. Delegate / Chairwoman Vanessa E. Atterbeary
Room 131
House Office Building
Annapolis, MD 21401

Re: MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework – Established

Delegate / Chairwoman Atterbeary & Members of the House Ways and Means Committee,

Please accept this as a letter of opposition for *MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework – Established*.

As County Executive of Wicomico County and a previous educator in the Wicomico County Public Schools for over 17 years, I write to this committee with concerns of this proposed legislation. On the surface, a health education plan seems beneficial, but taking a closer look, the specific content of this bill it raises some areas of concerns, particularly where “Gender Identity”, “Sexual Orientation”, “Family Life”, and “Human Sexuality” are mentioned.

Since Covid, we have seen so many students suffering from learning loss and mental health issues. I am in support totally helping students who are struggling and suffering with particular issues, but this seems to make teachers more than just educators of their content. I was an English teacher and while I cared about my students, I was not a guidance counselor, mental health professional, psychiatrist or a doctor. There seems to be a push to make teachers all of the above with their students. Education needs to focus on traditional methodology which includes reading writing, and arithmetic. We also should be focusing on preparing students for college or the workforce for a better life and prosperity.

Currently in Maryland, we are seeing many issues with education the massive implementation of the Kirwan Blue Print and the stress that is putting on school systems. School districts are suffering from teacher shortages as it was reported last academic school year that 9.1% of Maryland teachers left the profession altogether. It was also noted that students were struggling in subjects like math, where only 18% of 6th graders in the state were considered proficient. I think we need to focus on addressing these issues right now instead of another massive one size fits all plan from the state for health education.

In closing, I am not against health education as it is important and matters. I am also in favor of school systems bringing in mental health professionals to help assist students who are suffering from issues. However, as a teacher, parent, and now County Executive, I am concerned with the specifics of this bill, which is more than just a health education plan.

For these reasons, I respectfully ask the committee for an unfavorable report for *MD 2023 HB 119 Primary and Secondary Education – Comprehensive Health Education Framework - Established*

Thank You,

Julie M. Giordano
Wicomico County Executive

QAC BOE HB 119

Uploaded by: Kari Denis

Position: UNF



Bill: HB 119/SB 199

Title: Primary and Secondary Education – Comprehensive Health Education Framework-
Established

Date: February 22, 2023

Position: Unfavorable

Committee: Ways and Means Committee; Education, Energy, and the Environment

Contact: Marc Schifanelli, President, Queen Anne's County Board of Education

This bill requires the Maryland State Department of Education (MSDE), in collaboration with the Maryland Department of Health (MDH), to develop a comprehensive health education framework; requires each county board of education to create an age-appropriate curriculum consistent with the comprehensive health education framework; requires each county board to establish a method by which a parent or guardian may opt out of certain topics, subject to certain requirements; requires each county board to report each year to MSDE on certain actions; and generally requires the establishment of a comprehensive health education framework in public schools.

Consistent with the Maryland Association of the Boards of Education (MABE) position, our local Board of Education of Queen Anne's County Public Schools strongly opposes HB 119/SB 199.

We believe that all local school systems must retain the autonomy, rights, and responsibility to choose curriculum content that best meets the needs of their students, and as current Maryland law provides.

We oppose any attempts to legislate any mandatory curriculum requirements.

Therefore, the Board of Education of Queen Anne's County respectfully opposes HB 119/SB 199 and urges an unfavorable committee report.

HB0119_Written Testimony.pdf

Uploaded by: Katherine Sullivan

Position: UNF

Witness: Katherine Strauch Sullivan
Jurisdiction: Baltimore County
Bill: HB0119 Primary and Secondary Education - Comprehensive Health Education Framework
Sponsor: Delegate [Atterbeary](#)
Position: AGAINST

Dear Committee,

I can't sugar coat this: The Maryland State Department of Education (MSDE) English Language Arts (ELA) and Mathematics 2021-2022 school year assessment results were abysmal. Here is a small sampling:

The 2021-2022 ELA assessments:

- 45% proficient in grades 3 and 4
- 40% proficient in grade 5
- 53% of 10th grade English students were proficient High school English 10th

In math, the results were even more concerning:

- Only 17.6% of sixth grade students were proficient in math
- Just 6.5% of students who took the grade 8 assessment were proficient
- Only 14.5% high school students tested proficient in Algebra I

We must prioritize reading, writing, and math. We must not be distracted by side programs that will divert our eyes off our children's proficiency in ELA and Math. It is not the job or duty of public education to offer a comprehensive health plan for our children.

All programs which are not created for the purpose of teaching students reading, writing, and math should be optional programs parents can opt into if they are interested.

Sincerely,

Katherine Sullivan
Mother of 4 Maryland Public School Children
Baltimore County

HB 119 - SB 199 Comprehensive Health Ed.pdf

Uploaded by: Kathleen Olson

Position: UNF



Serving Learners, Families, and the Community

BOARD OF EDUCATION OF CECIL COUNTY
GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER
201 BOOTH STREET • ELKTON, MD 21921

phone: 410.996.5499 • fax: 410.996.5471 • www.ccps.org

Diana B. Hawley
President, Board of Education

Dianne L Heath
Vice President, Board of Education

Bill: HB 119/SB 199
Title: Primary and Secondary Education – Comprehensive Health Education Framework-
Established
Date: January 30, 2023
Position: Unfavorable
Committee: Ways and Means Committee; Education, Energy, and the Environment
Contact: Diana B. Hawley, President, Board of Education of Cecil County

This bill requires the Maryland State Department of Education (MSDE), in collaboration with the Maryland Department of Health (MDH), to develop a comprehensive health education framework; requiring each county board of education to create an age-appropriate curriculum that is consistent with the comprehensive health education framework; requiring each county board to establish a method by which a parent or guardian may opt out of certain topics, subject to certain requirements; requiring each county board to report each year to MSDE on certain actions; and generally relating to the establishment of a comprehensive health education framework in public schools.

Consistent with the Maryland Association of the Boards of Education (MABE) position, our local Board of Education of Cecil County opposes HB 119/SB 119.

We believe that local school systems must retain the right and responsibility to choose the curriculum content that best meets the needs of our students. We oppose any actions such as this that attempt to legislate curriculum.

Therefore, the Board of Education of Cecil County respectfully opposes HB 119/SB 199 and urges an unfavorable committee report.

Testimony for HB119.pdf

Uploaded by: Katie Swim

Position: UNF

General Assembly Members,

I am writing to you today with the utmost concern on Bill HB119 and SB199. It is very concerning when the state legislature starts to get involved and determine standard curriculum for students, effectively coding a radical narrative such as gender theory and sexual orientation as a mandatory curriculum for K-12 students.

This is an egregious assault on parental and religious rights. While the mandatory opt out in the bill is appreciated, there should not even be a need for it because this curriculum should never be instructed! Parents have had enough of the government trampling our parental rights and thinking they have the right to raise our children. Schools are supposed to educate our children on Academics like reading, history, mathematics, not that an eight-year-old can determine their gender or pronouns. This is INDOCTRINATION.

The inclusion of gender identity and sexual orientation should not be included into the state framework or any law forcing it into the standard curriculum. These are topics that parents should determine whether or not to teach their children. Teachers and administrators are not parents and it is not their job to be teaching their ideologies to children.

What is also concerning is that the bill states that the MD Health Department has the ability to change anything in the framework with approval of the Superintendent. This is unacceptable. Nothing should be approved without the state board consent and the local elected Board of Educations should have a role in this as well.

I implore you to do the right thing and not approve this bill which will put a highly opposed and radical curriculum into law,

Thank you
Katie Swim

Dear Committee Members HB119.pdf

Uploaded by: Kim Pratta

Position: UNF

Dear Committee Members,

As a parent and constituent of this state, I urge you to advocate against H.B. 119, Primary and Secondary Education - Comprehensive Health Education Framework. House Bill 119 (Senate Bill 199) seeks to strip local control from our BoEs and force all MD public schools to teach radical gender ideology and inappropriate sexual topics to our children using the Comprehensive Health Education Framework which was developed and pushed out by the Maryland State Dept. of Education (MSDE) in 2022.

This framework presents very controversial topics, to which there is no consensus. Schools should be teaching the facts: reading, writing, math, science, history, arts, etc. Health and sexual education should focus on biology and reproduction. It should not include lessons teaching children a gender ideology or explicit sexual acts.

In this framework, kindergarteners will be taught gender ideology - including the belief that there are more than two genders, and that a person can choose their gender. This is a belief (not a fact, no scientific basis) of some, but not all. In seventh grade, our 12-year-olds will be taught about anal sex and self-sexual pleasure.

Not only is this a parental rights issue, but it is also a governmental overreach issue. We have local government, including BoE's for a reason - they are elected by the people to represent the people in their districts. The MSDE is made up of appointed officials, who were not elected, yet representatives in the General Assembly are attempting to take control away from local BoE's and force compliance with the MSDE's radical ideas.

The Supreme Court's Parental Rights Doctrine maintains that parents have a fundamental right to direct the upbringing of their children. H.B 119 is an affront to parental rights and must be dismissed.

The focus of the MSDE and the legislature should be to serve the best interest of our children. Provide them with safe schools that focus on academics where they can learn and thrive. Our children deserve nothing less. Please vote against H.B. 119 and support fundamental parental rights and oppose government overreach.

Sincerely,
Kimberly Pratta

UNFAVORABLE.HB119.SB199.MDRTL.L.Bogley.pdf

Uploaded by: Laura Bogley

Position: UNF



Opposition Statement HB 119/SB 199
Comprehensive Health Education Framework
Laura Bogley, JD
Executive Director, Maryland Right to Life

We Strongly Oppose HB 119/SB 199

On behalf of our 200,000 followers across the state, we strongly object to HB 119/SB 199. This bill usurps the local authority of county school boards, undermines parental rights to make medical decisions for their children and further subjects minor school children to radical sexuality indoctrination and abortion coercion at the hands of those who stand to gain financially from unplanned pregnancies. We once again ask the state to put the safety of patients, in this case school children, before politics and profit, by issuing an unfavorable report on this reckless bill.

We Trust Parents

Maryland Right to Life trusts parents to make the best decisions about their children's health. State law must recognize the natural and legal right of parents to provide consent for their children's medical care. But the state has repeatedly demonstrated a wanton disregard for the rights of parents and the welfare of school children. Under the influence of the abortion industry, the state removed the requirement that parents must first give permission for their child to participate in the sex ed curriculum, or to "opt in". Parents now have the obligation to "opt out" if they are provided notice at all.

The State of Maryland, through the Department of Education has been entrusted by parents with the academic instruction of Maryland children. The state has far exceeded its limited authority to act in place of the parents during the school day, particularly in the matter of student health. The state has broadly expanded student health services beyond treating scraped knees and headaches, to now establishing full service community health centers on school property managed by third parties who stand to gain financially from substandard care.

Maryland is State Sponsor of Abortion Industry

Maryland law does not require sex education to be either medically accurate nor age appropriate and it is neither. Both the Department of Education and the Department of Health have become state sponsors of the abortion industry, using taxpayer funds to contract out educational curriculum development, programs and training to questionable third-party organizations that are financially interested in abortion sales, including Planned Parenthood and Advocates for Youth.

Together they have established the existing **Maryland Comprehensive Health Education Framework** and the **Maryland Standards for School-Based Health Centers**. They are pushing a radical sexuality agenda beginning in kindergarten, that includes morally bankrupt and medically inaccurate curriculum that is not healthful or appropriate at any age. Already in Maryland a minor girl may undergo a medical procedure to implant birth control, get free transportation to an abortion mill, or possibly receive chemical abortion pills, all during the school day with an excused absence and without parental notice or consent (see attachment). The lack of

parental notification under existing standards, puts students at greater risk of abortion coercion, undiagnosed abortion complications including death, and enables pedophiles and sexual abusers to continue abusing child victims.

Recently, the Maryland General Assembly removed oversight of School Based Health Centers from the Department of Education and gave the Department of Health unilateral control over health education. They broadly expanded what type of providers may manage and operate School Based Health Centers. We are opposed to any policy that allows Planned Parenthood to manage clinics on school grounds as they currently do in Los Angeles, California (see article *Washington Examiner*).

This bill seeks to expand all of the above and impose these dangerous policies on all local school boards and county schools.

Maryland is Failing to Protect Children

The Assembly recently removed protections under the law for children by reducing the age of medical consent for behavioral health services to 12 years of age. Mental health, including anxiety or depression has long been used to justify taxpayer funded abortion including on minor girls. Many of the same businesses who commit abortions, are expanding their business models and their reach over defenseless children by pushing puberty blockers and gender mutilation. Some have expressed their intention to use school psychologists and counselors as a feeder system to prey upon school children for their own financial gain.

While Maryland law already permits girls 16 and over to undergo abortion procedures without parental notice or consent, we do not know how many abortions are committed on children under the age of 16. The state shields abortionists by allowing them to commit abortions unfettered and without reporting requirements to the state or the Centers for Disease Control. Maryland is one of only three states that do not require abortion reporting. While abortion providers are supposed to be subject to the law as mandatory reporters of suspected child abuse, we are aware of no such report. Inspections of abortion clinics and practices are complaint-driven only. But even after two women suffered near fatal injuries from botched abortions in Bethesda, the Maryland Department of Health refused to inspect the facility until after legal action was taken by the victims.

Pregnancy is not a Disease

Abortion is not healthcare. It is violence and brutality that ends the lives of unborn children through suction, dismemberment or chemical poisoning. The fact that 85% of OB-GYNs in a representative national survey do not perform abortions on their patients is glaring evidence that abortion is not an essential part of women's healthcare. Women have better options for comprehensive health care. There are 14 federally qualifying health care centers for every Planned Parenthood in Maryland. Abortion has a disproportionate impact on Black Americans who have long been targeted by the abortion industry for eugenics purposes. As a result abortion is the leading cause of death of Black Americans, more than gun violence and all other causes combined.

No public funding for abortions

Taxpayers should not be forced to fund elective abortions, which make up the vast majority of abortions committed in Maryland. State funding for abortion on demand with taxpayer funds is in direct conflict with the will of the people. A 2023 Marist poll showed that 60% of Americans, both "pro-life" and "pro-choice" oppose the use of tax dollars to pay for a woman's abortion.

Love them both

This bill stands in conflict with the fact that 81% of Americans polled favor laws that protect both the lives of women and unborn children. Public funds instead should be prioritized to fund health and family planning services which have the objective of saving the lives of both mother and children, including programs for improving maternal health and birth and delivery outcomes, well baby care, parenting classes, foster care reform and affordable adoption programs.

Funding restrictions are constitutional

The Supreme Court of the United States, in *Dobbs v. Jackson Women's Health* (2022), overturned *Roe v. Wade* (1973) and held that there is no right to abortion found in the Constitution of the United States. As early as 1980 the Supreme Court affirmed in *Harris v. McRae*, that *Roe* had created a limitation on government, not a government funding entitlement. The Court ruled that the government may distinguish between abortion and other procedures in funding decisions -- noting that "*no other procedure involves the purposeful termination of a potential life*", and held that there is "*no limitation on the authority of a State to make a value judgment favoring childbirth over abortion, and to implement that judgment by the allocation of public funds.*"

Once again, we urge you to put parents and children before politics and profit, by issuing an unfavorable report on this bill.

Sincerely,

Laura Bogley, J.D.
Executive Director
Maryland Right to Life

Developmentally appropriate reproductive care must be provided according to community acceptance, documented need and community norms. Reproductive health services are not in lieu of reproductive health services provided by community base health providers, SBHC are encouraged to partner with other community-based providers.

Reproductive Health Services	Level I Core	Level II Expanded	Level III Comprehensive
d. General Reproductive Health Services			
Reproductive health exam (inclusive of pap, pelvic, testicular exam)	Recommended	Recommended	Recommended
Abstinence education	Onsite	Onsite	Onsite
Referral for community based reproductive healthcare services	Onsite	Onsite	Onsite
Case management	Onsite	Onsite	Onsite
Pregnancy testing	Onsite	Onsite	Onsite
Reproductive Health Education	Onsite	Onsite	Onsite
e. Family Planning Services			
Family Planning Services	Recommended	Recommended	Recommended
Prescriptions for contraceptives	Recommended	Recommended	Recommended
Comprehensive pregnancy options/ pregnancy counseling	Recommended	Recommended	Recommended
Case management	Onsite	Onsite	Onsite
Referral for community based reproductive healthcare services	Onsite	Onsite	Onsite
Condom availability	Recommended	Recommended	Recommended
Prenatal care	Referral	Referral	Referral
Informing and referring for birth control	Onsite	Onsite	Onsite
Dispensing contraceptives	Onsite or Referral	Onsite or Referral	Onsite or Referral
f. STD/STI Services			
Case management	Onsite	Onsite	Onsite
STD/STI treatment and testing	Onsite	Onsite	Onsite
Condom availability	Recommended	Recommended	Recommended
HIV pre- and post-test counseling/HIV testing	Recommended	Recommended	Recommended
HIV/AIDS treatment	Referral	Referral	Referral

Mental Health Services must be provided in collaboration with a licensed provider for those students requiring psychotropic drugs as part of their treatment.

g. Mental Health Services	Level I Core	Level II Expanded	Level III Comprehensive
Individual mental health assessment	Referral	Onsite	Onsite
Mental health treatment	Referral	Onsite	Onsite
Mental health crisis intervention	Referral	Onsite	Onsite
Group therapy	Referral	Onsite	Onsite
Family therapy	Referral	Onsite	Onsite
Consultation with school administrators, parent/guardian, teachers and students	Onsite	Onsite	Onsite
Psychiatric evaluation	Onsite or Referral	Onsite or Referral	Onsite or Referral
Psychiatric medication management	Onsite or Referral	Onsite or Referral	Onsite or Referral

Planned Parenthood plans to infiltrate high schools

by [Kate Hardiman, Contributor](#) | December 16, 2019 02:07 PM

Planned Parenthood [announced](#) it will be opening 50 clinics in Los Angeles high schools last week. This is just the organization's latest attempt to infuse its values into the public school system.

Though the new "Wellbeing Centers" stop short of offering surgical abortions, they will provide emergency contraception, STI testing and treatment, and a wide range of birth control options. Funded by a \$10 million grant from Los Angeles County and \$6 million from Planned Parenthood, 50 clinics will open over the next three years, available to more than 75,000 students.

Students can walk into the clinics anytime — including during class. Per California law, minors can receive emergency contraception and other forms of birth control, and healthcare providers are not allowed to inform their parents without the minor's permission.

The clinics will also train hundreds of teens to be "peer advocates" about "safe sex and relationships" and will provide "pregnancy counseling." Pro-life advocates believe these are thinly-veiled efforts to drive more business to Planned Parenthood's abortion-providing clinics.

"If LAUSD truly cares about the health of our daughters (and sons) it would not give unfettered access to our kids to an organization that directly benefits from unplanned pregnancies," 28-year California public school teacher and founder of the nonprofit organization For Kids and Country Rebecca Friedrichs said in a statement.

"District officials are quick to point out these clinics won't technically offer abortions on-premises, but no one is fooled that abortion won't be heavily pushed on our daughters and sons by an organization that has made billions off the macabre practice," she concluded.

This move builds upon [the controversial sex education framework](#) California forced into its public schools in April. Planned Parenthood helped draft and lobby for this effort — which pushes schools to teach young children about gender identity and how to perform certain types of sexual acts.

Roughly 200 parents marched on Sacramento against the curriculum before it was enacted, and a petition in Fremont, California, garnered more than 8,000 signatures. The outcry over Planned Parenthood's new in-school clinics could be even louder.

Parents should be alarmed by Planned Parenthood's latest effort to usurp their authority as the primary educators of their children, and the Los Angeles school system's acquiescence. As progressive groups continue to co-opt public schools, parents will increasingly face a decision about whether they must leave the system — or risk the state deciding it knows best for their children.

Kate Hardiman is a contributor to the Washington Examiner's Beltway Confidential blog. She taught high school in Chicago for two years while earning her M.Ed. and is now a J.D. candidate at Georgetown University Law Center.

NO- HB119 - 2023.pdf

Uploaded by: Laura Hartman

Position: UNF

Dear Ways and Means Committee Members,

As a parent and constituent of Baltimore County, I urge you to advocate against H.B. 119, Primary and Secondary Education - Comprehensive Health Education Framework.

This proposal orders all counties to teach curriculum in the Maryland Comprehensive Health Education Framework. The framework includes **very controversial** material, which has no place in education. Such concepts are harmful to impressionable children, resulting in illegitimate claims of gender dysphoria followed by mental anguish and remorse.

As adults, we must encourage education that focusses on reading, writing, arithmetic, history, and civics. Sexual positions and gender ideology are NOT education. This is grooming children to be ambivalent to the importance of healthy sexual ideals and relationships.

The Supreme Court's Parental Rights Doctrine maintains that parents have a fundamental right to direct the upbringing of their children. H.B 119 is an affront to parental rights and must be dismissed. The proposal of this legislation puts Maryland in a terrible legal position.

This bill also seeks to take away control from local boards of education (BOE) and school districts. Our local BoEs were elected to represent the families in their communities. Elected representation at the lowest level of government serves the people best. Why would the General Assembly want to take that control away from the people, especially with regard to their own children's upbringing?

Please vote against H.B. 119 and support fundamental parental rights and oppose government overreach.

Sincerely,

Laura Hartman

written testimony Hb119.pdf

Uploaded by: Lindsey Smith

Position: UNF



We are writing in strong opposition to HB119/SB199 Primary and Secondary Education - Health Education Framework - Established. This bill would require all counties in Maryland to create an “age-appropriate” curriculum that is consistent with the Comprehensive Health Education Framework.

One of the first problems in the bill is that it overrides local control of what is taught in each grade in districts schools. It demolishes the power of the local elected officials, the Boards of Education, to decide this issue with the input of parents, teachers, and community members. To say it is an overreach of state authority is an under-statement. This “top down” governance is not constitutional in representative republic such as our country. It violates the “consent of the governed” cited in the Declaration of Independence.

It also violates the rights of parents to decide when and how their children will be exposed to the extremely sensitive and possibly harmful, corrosive topics of gender identity and sexual practice. Regardless of the possibility of an “opt out” which is given and then nullified in the framework by declaring that parents cannot opt out of lessons that involve possible sexually transmitted diseases or AIDS, every child in our schools will be impacted by this curriculum. We know that an “opt out” possibility is dependent on parents being given due notice of when units will be taught and what will be in those units. This rarely happens and leaves parents outside the decision-making process.

The following standards in the framework will not be acceptable nor suitable for many families:

Kindergarten: Recognize a range of ways people identify and express their gender. 1c.K.5 (page 29)

Grade 4: Identify sexual orientation as a person’s physical and or romantic attraction to an individual of the same and/or different gender. 1c.4.3 (page 30)

Grade 6: Define sex assigned at birth, gender identity, and gender expression. 1c.6.4 (page 33)

Grade 7: Identify solo, vaginal, anal, and oral sex along with positive outcomes of each. 1c.7.13 (page 34)

HS 1: Identify sexual behaviors including solo, vaginal, oral, and anal sex that impact the risk of unintentional pregnancy and potential transmission of STIs including HIV. 1c.HS1.11 (page 37)

Add to this the constant promotion of “systemic racism and oppression and intersectionality” scattered through-out the grades and you have a curriculum that creates division among student populations.

It is also objectionable to us that the Maryland State Health Department, a government agency heavily influenced by Planned Parenthood, would have control over how this curriculum is taught. Again, local control could be subject to the whims of an organization that has an extreme agenda and great monetary resources to influence what is taught in our schools.

Recent test scores have shown that our students are failing miserably in Math and Reading as well as other subjects. We need to spend more classroom time with instruction on those subjects and less indoctrination into gender ideology and sexual practices.

As a representative voice for over hundreds of parents in Montgomery County from different cultures, many who are appalled that the very people that they elected think that their role is to be the advocate for sexual educational material, many of the families represented, believe it should be discussed in the home, not in a classroom. We cannot voice enough that it is time that you stop crossing the line of education into parental rights. Today, we want you to know that we the parents, know each one of our children best, not the state, or board of education, and we know what they can naturally and mentally handle and at what times to best discuss these topics with them.

Therefore, we are submitting this written testimony before you today, that we the parents of Montgomery County, strongly oppose this bill.

Representative Voice for Parents and Chapter Chair of Moms for Liberty Montgomery County,

Lindsey Smith

Lindsey Smith

HB0119

Uploaded by: Marc Schifanelli

Position: UNF



Bill: HB 119/SB 199

Title: Primary and Secondary Education – Comprehensive Health Education Framework-
Established

Date: February 22, 2023

Position: Unfavorable

Committee: Ways and Means Committee; Education, Energy, and the Environment

Contact: Marc Schifanelli, President, Queen Anne's County Board of Education

This bill requires the Maryland State Department of Education (MSDE), in collaboration with the Maryland Department of Health (MDH), to develop a comprehensive health education framework; requires each county board of education to create an age-appropriate curriculum consistent with the comprehensive health education framework; requires each county board to establish a method by which a parent or guardian may opt out of certain topics, subject to certain requirements; requires each county board to report each year to MSDE on certain actions; and generally requires the establishment of a comprehensive health education framework in public schools.

Consistent with the Maryland Association of the Boards of Education (MABE) position, our local Board of Education of Queen Anne's County Public Schools strongly opposes HB 119/SB 199.

We believe that all local school systems must retain the autonomy, rights, and responsibility to choose curriculum content that best meets the needs of their students, and as current Maryland law provides.

We oppose any attempts to legislate any mandatory curriculum requirements.

Therefore, the Board of Education of Queen Anne's County respectfully opposes HB 119/SB 199 and urges an unfavorable committee report.

HB 119 Testimony.pdf

Uploaded by: Mariam Canning

Position: UNF

Attention Delegate Atterbeary and Ways & Means Committee,

I am writing in opposition to HB0119. This framework should not be codified into law thereby allowing local counties to continue to best serve their own unique communities. There are several concerning areas but I intend to focus my testimony on **gender ideology in early elementary**. Children are uniquely impressionable. Gender dysphoria is a severe mental condition to be dealt with privately by a child's parent and their mental health provider. This attempt to mainstream mental illness sufficiently confuses children into believing they could be something they're not and primarily based on socially constructed gender stereotypes. Boys who like baby dolls may think... "well, maybe I'm a girl?" Why would our public school system believe this is a good idea? Why plant seeds of confusion...confusion that could very well lead to a private social transition within the school setting without parental consent. This isn't an unwarranted concern as schools in our county allow minors to change their pronouns, names, and clothing while denying parents the right to be involved. As benign as this may seem to some, it's completely inappropriate for a school system to assume this role of "socially transitioning" a child behind their parent's back. In fact, according to the Society for Evidence Based Gender Medicine ([SEGM](#)), children who socially transition are more likely to progress toward **irreversible medical interventions** such as beginning cross sex hormones and/or surgically altering their appearance;

"As the practice of early social gender transition becomes [more common](#), it is reasonable to expect that many more gender-variant youth will persist in their trans identity. This in turn will likely significantly increase the number of young people seeking hormonal and surgical transition, which is of concern because of the poor state of medical knowledge: the longest available set of outcomes of individuals who medically transition in adolescence and young adulthood tracks patients only to an [average of age 21](#), and the best evidence is rated as ["low" or "very low" quality](#)."

Traditionally children who suffered from gender dysphoria had their biological sex affirmed through various forms of psychotherapy with over [80%](#) of youth aging out of the discomfort, never resorting to the surgical removal of otherwise healthy body parts. The list of harmed children continues to grow as detransitioners begin to tell their horror stories. European countries have already begun to move [AWAY](#) from an "affirmation only" model of transgender care.

Please consider this data presented here and basically anything from **the Society for Evidence Based Gender Medicine** before you legally force this pseudo-science on the precious children of our state. Please do not just listen/be informed by local activist groups. If the bill is to remain, consider delaying the gender topics until later years and please use EVIDENCE BASED content even with our older students. Believing you've been "born in the wrong body" is a mental condition just like anorexia or body integrity dysmorphia (BID). You wouldn't continue to starve an anorexic or cut the health limbs off a BID patient...you treat the mind. As leaders in our State you are put in the unique position to protect our most vulnerable and hopefully, weigh community response. Consider the possibility that some of this information may actually cause more harm than good.

Best,

Mariam Canning

Huntingtown, MD

Oppose HB 119.pdf

Uploaded by: Mark Meyerovich

Position: UNF

Oppose HB 119

Honorable Delegates,

This bill intends to promote political ideology masquerading as health care. There is no certainty on what constitutes good health, the dominant narrative keeps changing, and one size does not fit all, if most. Worst of all, it aims to rule by dictate, overriding democratically elected local school boards.

Just going through the requirements in section (c)(3):

(I) HEALTH PROMOTION

Can one definitively say what good health is? The guidelines and recommendations change every year, sometimes to the opposite of what they were. They say, "one man's cure is another man's poison". What firm knowledge can you possibly require? How do you assess that part of education?

(II) MENTAL AND EMOTIONAL HEALTH

The main concern is that funds are used to treat the symptoms, enriching corporate sponsors along the way. But the root causes of the problems are never looked into or addressed.

(III) SUBSTANCE ABUSE PREVENTION

Good luck trying to prevent what is being louded as almost a virtue in the age of cannabis legalization.

(IV) FAMILY LIFE AND HUMAN SEXUALITY

How do you determine what is age-appropriate? If you value diversity, how do you reconcile the multitude of traditions and cultural differences that Maryland is proud of? I applaud you for taking on the challenge, but the mandate and assessment part of the law will surely break some bones.

(V) GENDER IDENTITY AND SEXUAL ORIENTATION

The earlier you begin teaching children how to pick their gender, the more likely they will try. And clearly some educators encourage such changes and prefer to conceal them from parents. But castration is irreversible. Once grown, a person cannot undo the change, should it turn out to be a mistake.

<https://www.christianpost.com/news/detransitioners-warn-of-harm-posed-by-schools-transgender-agenda.html>

(VI) SAFETY AND VIOLENCE PREVENTION

To improve this very important area the society has to address a variety of issues that exist on multiple levels, in multiple groups, and are affected by macro causes. Without a concerted effort, this money may be wasted.

(VII) HEALTHY EATING

Every diet eventually turns into a fad due to legitimate biological and environmental causes. Is there anything more to teach?

(VIII) DISEASE PREVENTION AND CONTROL

It seems that the broad society has learned the wrong lessons from the ongoing pandemic. We may be even less prepared for the next one. Engraving any remaining dogmas into the health framework will certainly hinder our progress and prolong suffering.

The main point of the above is that there is no certainty in any of the objectives that the bill tries to mandate. Various science disciplines already cover most of them. Schools ought to enhance and expand that part of education. The knowledge changes significantly in a short amount of time, thus it becomes impossible to mandate and assess.

Moreover, **why must you force all school districts** to adhere to the strict guidelines? The bill suggests that some “experts” have great ideas about a “health framework” that will improve the lives of many without destroying the lives of a few. Go ahead, spend the taxpayer money, develop, and publish the framework. Ask for a volunteer district to test the framework for a few years. **Openly compare the results.** If the framework is so good, why wouldn't all want to adopt it?

Instead, do you expect great opposition, and thus you must force every district to obey the precise guidelines? The bill requires every county board to ensure compliance and reporting, regardless whether their district benefits from the regulation or suffers. And as often, parents are kept in the dark: **how many of them know that they can opt out?** How many understand the consequences?

The policies required by the health framework do not consider **long-term consequences**, which are not guaranteed to be beneficial or cheap. Perhaps, the forever majority you enjoy in the state allows this rule by force. But all mandates cause harm to some part of the population and can backfire in unpredictable ways. You can turn the health framework into a recommendation. Every **duly elected school board** may consider it and decide if and how to implement it.

HB 119 Health_Education.pdf

Uploaded by: Mary Pat Fannon

Position: UNF



PSSAM
Public School Superintendents' Association
OF MARYLAND

Mary Pat Fannon, Executive Director
1217 S. Potomac Street
Baltimore, MD 21224
410-935-7281
marypat.fannon@pssam.org

BILL: HB 119 - Primary and Secondary Education - Comprehensive Health Education Framework - Established

DATE: February 1, 2023

POSITION: Oppose

COMMITTEE: Ways and Means

CONTACT: Mary Pat Fannon, Executive Director, PSSAM

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four Maryland local school superintendents, **opposes** House Bill 119.

House Bill 119 requires that local school systems create age-appropriate health curriculum based on the comprehensive health education framework created through a partnership by the Maryland State Department of Education and the Maryland Department of Health. This bill also requires local school systems to establish methods by which parents would be able to opt out of topics contained within the health curriculum.

PSSAM champions the localized approach to implementation of health curriculum consistent with State guidelines. However, PSSAM shares concerns with local school boards and other advocacy organizations regarding legislative efforts to codify standardized curriculum, assessments, or standards. PSSAM maintains our longstanding position regarding curricular mandates, which highlights the critical nature of preserving local authority and oversight concerning matters such as curriculum and assessments. Each of Maryland's local school systems must be granted flexibility in developing curriculum that best reflects the specific, and diverse needs of their student population and local community. Again, local superintendents support robust and comprehensive instruction in health education, and believe that this objective is best accomplished by preserving local flexibility in implementing health curriculum.

PSSAM firmly maintains that the role of curriculum development belongs solely to local school boards and superintendents, in partnership with the State Board of Education.

For these reasons, PSSAM **opposes** House Bill 119 and kindly requests an unfavorable committee report.

Paul Jarosinski HB119

Uploaded by: Paul Jarosinski

Position: UNF

I am writing today to express my opposition to HB 0199 as currently written.

One of the current problems with the existing health education process is that currently jurisdictions make it virtually impossible for parents to review the materials. Here is just one example that is posted on line:

<https://parentscoalitionmc.blogspot.com/2022/05/mcps-demands-up-to-5000-from-parent-who.html> In this case, MCPS is attempting to extort \$5000 from parents just to see what they plan to teach to their children.

While bill HB 0199 allows parents to “opt out,” it doesn’t guarantee that parents can even view the secretive materials that MCPS is teaching. How perverted can some of these teachings be that the school system goes to great efforts to hide them? Furthermore, many of these parents are being told that they can “opt out,” but they either need to take similar training elsewhere or their children will not graduate from high school. At the same time the schools are requiring participation in their health indoctrination classes to graduate, they are allowing others to graduate while playing hooky much of the time and failing to demonstrate proficiency in basic skills of reading, writing, and arithmetic that will enable them to go to college and compete for good jobs to be self-sustaining in their lifetime.

First and foremost, to be acceptable for passage, HB 0119 must require the schools to post this health curriculum on-line for parents to review at least one semester before it is to be taught and parents must be informed that the material is posted and available for review. Hopefully, this will keep some of the perverted and pornographic material out of the instruction plans. More importantly, this will allow the parents to learn what is being taught so they can reinforce the material at home. This is especially important when it comes to communicable diseases, drug use, and overdose deaths like the current fentanyl epidemic.

Bill must also have a true “opt out” clause that doesn’t extort attendance in order to graduate. Requiring the student to take the same material taught by someone else in another place is part of that extortion and NOT a true “opt out.” A true opt out will allow the parents to cover that material on their own time with no penalty allowed for doing so.

HB 119 should also have a parental rights clause. Currently, there are school systems (e.g. MCPS) that are hiding information from parents regarding their minor children. This allows aberrant teachers to recruit children for gender dysphoria without having to notify parents of their efforts whether successful or not. Parents have a right to know the names and pronouns their minor children are using at school as well as their scholastic achievement in order to support those issues at home.

<https://www.foxnews.com/media/nonbinary-teacher-boasts-changing-students-genders-parents-knowing-they-need-protection>

In summary, HB 0119 is currently lacking necessary elements and should not be passed as written.

Sincerely,
Paul F. Jarosinski
17328 Blossom View Drive
Olney, MD 20832

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Uploaded by: Sonya Razzak

Position: UNF

From: Sonya's X sonyarazzak@icloud.com
Subject: OPPOSE HB119 and SB199
Date: Jan 30, 2023 at 12:36:04 PM
To: Vanessa.Atterbeary@house.state.md.us,
Bob.Long@house.state.md.us, courtney.watson@house.state.md.us,
natalie.ziegler@house.state.md.us
Cc: Eric.Ebersole@house.state.md.us, chao.wu@house.state.md.us
Tara Thompson

General Assembly Members,

I am writing to you today with the extreme concern on Bill HB119 and SB199. It is very concerning when the state legislature starts to get involved and determine standard curriculum for students, effectively coding a radical narrative such as gender theory and sexual orientation as a mandatory curriculum for K-12 students. This is a Civil Rights Violation on our children. This should never happen.

This is an intentional assault on parental/religious rights. While the mandatory opt out in the bill is appreciated, there should not even be a need for it because this curriculum should never be instructed! Parents have had enough of the government trampling our parental rights and thinking they have the right to raise our children. Schools are supposed to educate our children on Academics like reading, history, mathematics etc not that an eight year old can determine their gender or pronouns..

This is a CIVIL RIGHTS VIOLATION AND INDOCTRINATION.

The inclusion of gender identity and sexual orientation should not be included into the state framework or any law forcing it into the standard curriculum. These are topics that parents should determine whether or not to teach their children. Teachers and administrators are not parents and it is not their job to be teaching their ideologies to children.

What is also concerning is that the bill states that the MD Health Department has the ability to change anything in the framework with approval of the Superintendent. This is unacceptable and must never be allowed. Nothing should

be approved without the state board consent and the local elected Board of Educations should have a role in this as well.

I implore you to do the right thing and not approve this bill which will put a highly opposed and radical curriculum into law.

Regards,

A handwritten signature in black ink that reads "Sonya Razzak". The signature is written in a cursive style with a large, looped initial "S".

Sonya Razzak

Sent from my iPhone

Thanks,

Sonya

Sent from my iPhone

Written Testimony HB0119.pdf

Uploaded by: Suzie Scott

Position: UNF

HB 0119
OPPOSE
Suzie Scott
Chapter Chair
Moms for Liberty Harford County
314 Streett Circle
Forest Hill, MD. 21050

Dear Delegates,

The legislation proposed in **HB 0119 must be opposed.**

Where are the limits for state intervention over parent's fundamental rights to direct the education, moral formation and medical care of their children?

This bill goes too far in mandating a radical agenda under the guise of a Comprehensive Health Education Framework. The framework for comprehensive education that the Maryland State Department of Education has proposed has been met with a large uproar of protestation from parents across the state. This legislation is an affront to parent's rights. Gender ideology has no place in our public schools, especially in the education of our earliest learners in Pre-K and elementary school.

The proposed legislation states that the Department of Education and the MD Department of Health jointly shall develop public standards and guidelines for school health programs. This is an abrogation of the role and responsibility of our local Boards of Education.

The legislation further empowers the State and County Health departments to provide "adequate school health services." This vague wording leaves the door open to radical groups like Planned Parenthood to set up shop in our public schools. Family Life curriculum that moves beyond instruction in the human reproductive process to teaching and promoting sexual practices has no place in our public school system.

This proposed legislation violates the rights of parents and local boards of education. This proposed legislation harms children, our schools and our local communities.

I urge you to **OPPOSE HB0119/SB0199.**

HB119_M4LMD.pdf

Uploaded by: Tara Thompson

Position: UNF

January 30, 2023

We are writing on behalf of the nine Maryland chapters of Moms for Liberty. Moms for Liberty is a national organization of over 100,000 members in 43 states.

We are writing in strong opposition to HB119/SB199 Primary and Secondary Education - Health Education Framework - Established. This bill would require all counties in Maryland to create an “age-appropriate” curriculum that is consistent with the Comprehensive Health Education Framework.

One of the first problems in the bill is that it overrides local control of what is taught in each grade in districts schools. It demolishes the power of the local elected officials, the Boards of Education, to decide this issue with the input of parents, teachers, and community members. To say it is an overreach of state authority is an understatement. This “top down” governance is not constitutional in representative republic such as our country. It violates the “consent of the governed” cited in the Declaration of Independence.

It also violates the rights of parents to decide when and how their children will be exposed to the extremely sensitive and possibly harmful, corrosive topics of gender identity and sexual practice. Regardless of the possibility of an “opt out” which is given and then nullified in the framework by declaring that parents cannot opt out of lessons that involve possible sexually transmitted diseases or AIDS, every child in our schools will be impacted by this curriculum. We know that an “opt out” possibility is dependent on parents being given due notice of when units will be taught and what will be in those units. This rarely happens and leaves parents outside the decision-making process.

The following standards in the framework will not be acceptable nor suitable for many families:

Kindergarten: Recognize a range of ways people identify and express their gender. 1c.K.5 (page 29)

Grade 4: Identify sexual orientation as a person’s physical and or romantic attraction to an individual of the same and/or different gender. 1c.4.3 (page 30)

Grade 6: Define sex assigned at birth, gender identity, and gender expression. 1c.6.4 (page 33)

Grade 7: Identify solo, vaginal, anal, and oral sex along with positive outcomes of each. 1c.7.13 (page 34)

HS 1: Identify sexual behaviors including solo, vaginal, oral, and anal sex that impact the risk of unintentional pregnancy and potential transmission of STIs including HIV. 1c.HS1.11 (page 37)

Add to this the constant promotion of “systemic racism and oppression and intersectionality” scattered throughout the grades and you have a curriculum that creates division among student populations.

It is also objectionable to us that the Maryland State Health Department, a government agency heavily influenced by Planned Parenthood, would have control over how this curriculum is taught. Again, local control

could be subject to the whims of an organization that has an extreme agenda and great monetary resources to influence what is taught in our schools.

Last November, many of us elected Board of Education members with whom we entrust decisions for our schools. Unlike those in Annapolis, the elected officials on the Board are accountable to the citizens of their counties and can be directly addressed at meetings. This is not the case with the Maryland State Board of Education or the Maryland State Department of Health. Those bureaucrats cannot not know or understand the needs of each unique county school system. Merely providing an opt out choice for parents is not enough.

Recent test scores have shown that our students are failing miserably in Math and Reading as well as other subjects. We need to spend more classroom time with instruction on those subjects and less indoctrination into gender ideology and sexual practices.

Each county and their elected school board can best decide what students need to be taught in district classrooms with the input of parents and community members.

We strongly oppose these bills.

Chapter Chairs, Moms for Liberty


Jan Greenhawk (Jan 29, 2023 20:11 EST)

Jan Greenhawk - Talbot


Tara Thompson (Jan 29, 2023 20:07 EST)

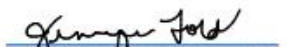
Tara Thompson - Baltimore


Suzie Scott (Jan 29, 2023 20:14 EST)

Suzie Scott - Harford


Kit Hart (Jan 29, 2023 20:35 EST)

Kit Hart - Carroll


Jennifer Fold (Jan 30, 2023 04:44 EST)

Jennifer Fold - Anne Arundel


Donna Culberson (Jan 29, 2023 20:12 EST)

Donna Culberson - Cecil


Jaime Brennan (Jan 30, 2023 08:58 EST)

Jaime Brennan - Frederick


Valerie Walters (Jan 29, 2023 20:15 EST)

Valerie Walters - Kent


Lindsey Smith (Jan 29, 2023 21:32 EST)

Lindsey Smith - Montgomery

HB119.pdf

Uploaded by: Thomas Chleboski

Position: UNF

Thomas Chleboski
1101 Carroll Street
Baltimore, Maryland 21230

January 30, 2023

RE: HB 119

Dear Members of the Maryland House of Delegates,

This communication is in opposition to House Bill 119, which is currently before the House Ways and Means Committee. I am a Maryland resident and I live and vote in the 40th District in Baltimore City. My reason for opposing this legislation is because, while on its face the bill seems to make reasonable proposals, in practice it will serve as a “Trojan Horse” to advocate for gender theory indoctrination which is based in political theory and not in sound science or medicine.

It is the duty of the public school system to educate children in a basic curriculum that will give them the tools to function in American society and to have the building blocks to obtain and keep a good job, or seek higher education in areas such as law, medicine or higher education. The non-establishment clause of the United States Constitution forbids the establishment of a State religion and at the root of that is the determination that the State would not be in the business of indoctrinating its citizens into a particular belief system. I fully support the non-establishment clause along with the free exercise clause of the First Amendment. I believe this bill would violate the First Amendment because it would mandate that school districts indoctrinate children in certain gender theories which, while perhaps popular in more liberal political circles, have no basis in biology or genetics and are more akin to indoctrination than education. It has as its basis a belief that children belong to the state and not their parents, and that it is the state’s duty to indoctrinate them in whatever belief system is fashionable to whoever controls the majority of the state government.

As a Baltimore City resident, it pains me to encounter so many young people who lack basic skills in language, mathematics and science, which is an obstacle to meaningful employment, thus continuing the cycle of poverty. It is an insult to our children that the Legislature is more focused on passing a bill to provide a vehicle to preach woke ideology on gender than to address the real and serious deficits in our educational system that stymies the intellectual development of our young people and sentences them to lives where they will not have opportunity because they do not have the basic educational tools to achieve their goals.

Please vote NO on House Bill 119. As a taxpayer, I would like my tax dollars put to better use. As an American, I would like the state government to stay out of the indoctrination business and leave the passing on of values to children where it belongs: with the parents.

Thomas Chleboski

HB0119_Tom and Tina Wilson_Unfavorable.pdf

Uploaded by: Thomas Wilson

Position: UNF

Written Testimony of Thomas P. and Tina M. Wilson

RE: In Opposition to House Bill HB0119 - Primary and Secondary Education - Comprehensive Health Education Framework - Established

January 30, 2023

As citizens of the state of Maryland, we oppose Maryland **House Bill HB0119** as currently drafted. This testimony seeks to express our concerns around **HB0119** and offer suggested changes to the language of the bill.

This bill gives the State Dept. of Education control of educating students in topics that should have some level of parental control. While the regulations are to be generated by each county Board of Education, they must meet the State requirements. On the surface, this has the appearance of local control, but the reality appears to be that this is controlled by the State.

Parents will be allowed to “opt out” under unspecified conditions but they should have the decision to “opt in”. Parental control of sensitive issues is being taken away.

We find the language in the paragraph 5 below to be vague in terms of “opting out”.

“(5) (I) SUBJECT TO SUBPARAGRAPHS (II) AND (III) OF THIS PARAGRAPH, EACH COUNTY BOARD SHALL ESTABLISH POLICIES, GUIDELINES, AND PROCEDURES FOR A PARENT OR GUARDIAN TO OPT OUT OF THE FAMILY LIFE AND HUMAN SEXUALITY OR THE GENDER IDENTITY AND SEXUAL ORIENTATION TOPICS FOR THE PARENT OR GUARDIAN’S STUDENT IN EACH GRADE IN WHICH THOSE TOPICS ARE TAUGHT.”

We suggest that line #10, page 3, be modified to reflect the following:

“HUMAN SEXUALITY **AND/OR** THE GENDER IDENTITY AND SEXUAL ORIENTATION TOPICS”

We also find paragraph below to be vague as to the possible outcomes of “alternative learning objectives”. It is unclear if the “alternative learning objectives” will be developed and reviewed by a similar body as identified in paragraph 4(II). We recommend some language be added to cover the governance process for “alternative learning objectives” including parents’ ability to concur with the “alternative learning objectives”.

(III) EACH COUNTY BOARD SHALL IDENTIFY APPROPRIATE 16 ALTERNATIVE LEARNING OBJECTIVES AND MEASURABLE GOALS THAT MEET STATE 17 AND LOCAL HEALTH EDUCATION REQUIREMENTS FOR A STUDENT WHOSE PARENT 18 OR GUARDIAN HAS ELECTED TO OPT THE STUDENT OUT OF A PARTICULAR TOPIC 19 UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH.

These modifications address both curriculum topics that may be most objectionable to parents and allows parents to make appropriate decisions for their children based on their individual

needs and beliefs. Without these modifications, we are compelled to express our opposition to this bill. Thank you for your consideration.

220130 Opposition to HB119 (Walters).pdf

Uploaded by: Tim Walters

Position: UNF

Tim Walters

Linthicum, Maryland

SUBG: Opposition to HB 119

Please oppose HB119, Primary and Secondary Education – Comprehensive Health Education Framework – Established.

This bill is at its core a blemish on American's founding concept of a representative Republic as codified in our national and state constitutions. In America political power has always been intended to reside at the lowest power if at possible. This bill eradicates this bedrock American principle by removing the accountability of County wide elected school boards. This law circumvents that process by making them follow state requirements set by unelected bureaucrats at the state level. Schools are local community centers and ever community is different. As different as families can be, families which should determine many of the things this bill is attempting to mandate from the state to the counties.

It was just a few cycles ago that Anne Arundel County finally went with an elected school board for this reason. But this was not full truth. It ultimately became palatable when it became an issue for the major political party when a minority Governor began appointing members to this school board. This is the truth behind this bill as well.

Across this great nation parents began to see what their children were being exposed to in their government school curriculums and found they did not support these things. As a result, parents from both political parties began taking back control of local school boards. This is especially true of state "requirements" that push exposure to concepts that parents are responsible for, not government schools.

In addition to circumventing the local school boards (who know their constituents needs), circumventing the rights of parents (who know their children) and circumventing voters (who cannot hold anyone accountable) this law pushes the cost of these new requirements to the local school boards. All the cost/risk is born by them and none by the state. People who have no consequences are never concerned about doing the right thing.

As a Christian and follower of Christ, scripture teaches us that there are four forms of government; self, family, church and civil. In God's kingdom self is the most important form of relationship. Self with God. This is evidenced in the Book of Genesis where we see Adam and Eve created to procreate to fill creation and take dominion over it. Next came the family. After that came the community worship of God which will one day become the Church. From this comes civil government. These forms get hardest the further from self and the more people are involved. As always though when it comes to accountability God comes to the individual. It is the "self" that will be judged. Jesus Christ died for each individual. This law is in direct conflict with God's intent for individuals and the family unit. Please contemplate this truth as you make

your decision to go against God's word and take the responsibility from parents (who ARE still accountable to God).

I strongly and passionately ask you to vote against HB119 and allow parents, communities, and counties to identify what their children need and not an unelected state board. Thank you for your time and consideration.

Tim Walters

HB119

Uploaded by: Todd A Ferrante

Position: UNF

Administration

LOUIS H. TAYLOR
Superintendent of Schools

C. DWAYNE ABT, Ed.D.
Chief Operations & Human Relations
Officer

DENISE R. SHORTS
Chief Academic Officer, Gr. PK-8

VINCENT E. TOLBERT, CPA
Chief Financial Officer

ANNETTE E. WALLACE, Ed.D.
Chief Safety & Academic Officer, Gr. 9-12



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DONALD C. SMACK, SR.

March 24, 2023

Delegate Vanessa E. Atterbeary
Ways and Means Committee
House Office Building, Room 131
Annapolis, MD 21404
aa_wam@mlis.state.md.us

Senator Brian J. Feldman
Education, Energy, and Environment
Committee
Miller Senate Office Building, 2 West
Annapolis, MD 21401
aa_ehe@mlis.state.md.us

Dear Members of the Ways and Means and Education, Energy, and Environment Committees,

On behalf of the Worcester County Board of Education (WCBOE), I write to express our strong opposition to revised House Bill 0119/Senate Bill 0199 (HB0119/SB0199), now entitled County Boards of Education - Curriculum Guides and Courses of Study - Requirements.

The WCBOE has previously voiced its opposition to HB0119/SB0199 in its original iteration due to its redundancy with the Code of Maryland Regulations (COMAR) and the precedent these bills set in opening up curriculum matters to legislation.

Unfortunately, the revisions to HB0119/SB0199 demonstrate an intent to overtly disregard the collective opposition received and further push the boundaries of our governmental structure. The broadening of this legislation is troubling, and the WCBOE fervently opposes this attempt to infringe on the authority of our local Boards of Education and the State Board of Education.

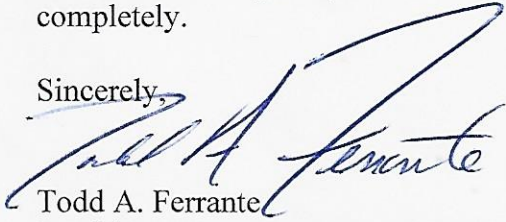
Under COMAR, the State Superintendent of Schools already holds the authority to withhold state funds from local education agencies (LEAs) regarding non-compliance, once again rendering HB0119/SB0199 altogether redundant.

Further, the WCBOE firmly believes that the adoption and/or development of curriculum and instructional materials should lie with LEAs, as they can design these materials to not only align with state standards, but to reflect the needs of local students. To legislate otherwise is willfully usurping the authority of local Boards of Education, who have been elected to represent the interests of their distinct communities.

Lastly, this legislation penalizes LEAs for the authorization of student opt-outs of course material "in a manner that is not approved by the State Board." The vague nature of this language not only impedes on a parent or guardian's rights, but undermines the authority set by LEAs to enact opt-outs in alignment with previously established guidance.

Again, the Worcester County Board of Education strongly opposes House Bill 0119/Senate Bill 0199, and we implore you to return an unfavorable committee report or withdraw this legislation completely.

Sincerely,

A handwritten signature in blue ink that reads "Todd A. Ferrante". The signature is written in a cursive style with a large, sweeping initial "T".

Todd A. Ferrante
President, Worcester County Board of Education

Cc: Worcester County Commissioners
Senator Mary Beth Carozza, District 38
Delegate Wayne Hartman, District 38C
Delegate Charles Otto, District 38A

HB 0119.pdf

Uploaded by: Vernon Greene, Sr.

Position: UNF

1/30/2023

RE: HB0119

I strongly urge you to vote against this bill. Such curricula are in intrusion upon parents' rights to decide what their children will learn in regards to sexual issues. It is also an intrusion upon parents whose religious beliefs and values are different than what is outlined in this framework.

Vernon O. Greene, Sr.

Letter to MGA.doc - Google Docs.pdf

Uploaded by: Vicky Rapp

Position: UNF

Monday, January 31, 2023

To The Honorable Vanessa E. Atterbeary,

I am writing to you in regards to HB119. I am a Maryland citizen who is opposed to the passing of this Bill and would ask that you deeply consider the ramifications of such a Bill on the emotional and physical health and well being of both young students and their families. It should not be the charge of the government or the School Board to indoctrinate or create confusion for children and their families by attempting to educate them about matters of sex and sexual "identity". This has no place in academic education, especially not for children who are still quite young and easily influenced by what is "trending".

Please prayerfully consider, for the health and well-being of our Nation and families, that this Bill should not be passed. Thank you for your time and for your service.

Kind Regards,
-Vicky Rapp
Lexington Park, MD

HB 119 WRM.pdf

Uploaded by: william martino

Position: UNF

Good Afternoon,

House Bill 119 will force students to swallow your ideology that conflicts with many parent's values across the state of Maryland. A good educational system holds the line across various ideologies and focuses on academics. The academics in my county (Harford County) have suffered devastating consequences with this trend of watering down curriculums. Some courses have been completely eliminated. Reading proficiencies, the past 20 years for elementary students have dropped anywhere from 20% to 50% depending on what district you are looking at. The educational system or should I say the non-educational system has become more focused on pushing activism and endorsing the beliefs of special interest groups than teaching traditional academics. Every time the State mandates new lessons for the pupils in the school system, standard academics are sacrificed at the alter of the General Assembly. This is becoming a crisis. The school system has limited time, funding, labor, and education resources to prepare students to fill the future job market. Removing more resources from academics continues to erode their future. This Bill would strengthen centralized power and weaken local power. Why do you want to remove the voice of parents and local school boards? This bill would weaken parent's ability to be involved in the educational system. It will weaken the local board of education. We pay the school superintendents hundreds of thousands of dollars to be nothing more than a figure head. I encourage the assembly to eliminate HB 119 and oppose state overreach. Thank you.

PAS-Intervention statement on HB119 UNF.pdf

Uploaded by: Yaakov aichenbaum

Position: UNF



Rabbi Yaakov Aichenbaum
6211 Park Heights Avenue, Baltimore MD 21215
info@parentalalienationisreal.com

To: Members of the Ways & Means Committee
1/30/2023

HB119 promotes an education framework that is contrary to the convictions of many MD citizens. We take issue in particular to the inclusion of:

- **GENDER IDENTITY AND SEXUAL ORIENTATION**
 - We feel that this is promoting a social agenda and value system that does not belong in public education but within each individual family unit.
- **EACH COUNTY BOARD SHALL CREATE AN AGE-APPROPRIATE CURRICULUM THAT IS CONSISTENT WITH THE COMPREHENSIVE HOUSE BILL 119 HEALTH EDUCATION FRAMEWORK.**
 - We have concern about the judgement of such a board to determine what is age appropriate.
- **IN DEVELOPING A CURRICULUM UNDER THIS PARAGRAPH, EACH COUNTY BOARD SHALL ESTABLISH A COMMITTEE COMPOSED OF EDUCATORS, HEALTH EXPERTS, AND MEMBERS OF THE LOCAL COMMUNITY TO REVIEW AND COMMENT ON WHETHER CURRICULUM MATERIALS ARE CONSISTENT WITH THE COMPREHENSIVE HEALTH EDUCATION FRAMEWORK.**
 - We have concerns that such a committee will represent a biased viewpoint on gender identity and that the curriculum development will actively encourage and promote lifestyles that are not encouraged in many MD families.
- **SUBJECT TO SUBPARAGRAPHS (II) AND (III) OF THIS PARAGRAPH, EACH COUNTY BOARD SHALL ESTABLISH POLICIES, GUIDELINES, AND PROCEDURES FOR A PARENT OR GUARDIAN TO OPT OUT OF THE FAMILY LIFE AND HUMAN SEXUALITY OR THE GENDER IDENTITY AND SEXUAL ORIENTATION TOPICS FOR THE PARENT OR GUARDIAN'S STUDENT IN EACH GRADE IN WHICH THOSE TOPICS ARE TAUGHT.**
 - We are concerned that students who opt out of a certain curriculum will be ostracized by their peers or feel pressure to participate against their value system.
- **EACH COUNTY BOARD SHALL IDENTIFY APPROPRIATE ALTERNATIVE LEARNING OBJECTIVES AND MEASURABLE GOALS THAT MEET STATE**

AND LOCAL HEALTH EDUCATION REQUIREMENTS FOR A STUDENT WHOSE PARENT OR GUARDIAN HAS ELECTED TO OPT THE STUDENT OUT OF A PARTICULAR TOPIC UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH.

- **We are concerned about what these unidentified alternative learning objectives will consist of and If they also will be objectionable.**

We respect the rights of MD citizens to form their own value systems and do not wish to impose our beliefs on others. However, we feel it is inappropriate to introduce these values into public education and expose our children to influences we prefer not to expose them to. For these reasons, we urge the committee to give an unfavorable report on HB119.

Respectfully,

Yaakov Aichenbaum

Baltimore, MD

info@parentalalienationisreal.com