



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/01/2022

Time: 02:00 PM

Location: 309 Via Videoconference

Committee: House Education

Department: Education

Person Testifying: Keith T. Hayashi, Interim Superintendent of Education

Title of Bill: HB 1697 RELATING TO SEXUAL HEALTH EDUCATION.

Purpose of Bill: Requires DOE to provide comprehensive training for teachers and educational officers on sexual health topics that include positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities, to destigmatize and promote sexual health. Requires sexual health programs to include similar sexual health topics to destigmatize and promote sexual health.

Department's Position:

The Hawaii State Department of Education (Department) supports the intent of SB 1697 and respectfully offers comments. This bill strives to create and maintain safe, affirming and inclusive learning environments where students can thrive, be successful and mature into their full potential. In line with this intent, the Department remains committed to delivering relevant sexual health education to secondary students as a component of students' total well-being.

However, to implement this measure, teachers and school staff would need professional development. With the restoration of the funding for positions and basic services that were reduced for fiscal year 2023 due to the impact of COVID-19 and the focus on stabilization of funding, the Department requests an appropriation for the initial planning and delivery of the professional development should this measure move forward.

Currently, the Department implements Hawaii Board of Education (BOE) Policy 103-5 Sexual Health Education. This includes:

- Helping students develop skills in critical thinking, problem-solving, decision making, and stress management to make healthy decisions about sexuality and relationships; and
- Encouraging students to communicate with their parents, guardians and/or other trusted adults about sexuality.

Information about sexual health education, including a list of vetted instructional materials for sexual health education and sexual violence prevention education, is available on the Department's public web page at:
<https://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/sexed>.

The Department adheres to federal and state non-discrimination laws, including Title IX of the Educational Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex and ensures protections in schools receiving federal funds. Title IX's prohibition of discrimination on the basis of sex includes discrimination on the basis of gender identity.

Recognizing the importance of validating students' gender identity, guidance has been developed for supporting transgender students. The guidance aligns to BOE Policy 305-10, prohibiting discrimination and harassment against students on the basis of gender identity and gender expression, and BOE Policy E-3, Na Hopena A'o, encouraging the Department to work together as a system that includes everyone in the broader community to develop competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total well-being, and Hawaii.

The Department is also a member of the Hawaii State Department of Health's Sexual and Gender Minority Working Group and remains committed to this ongoing collaborative partnership to address health-related issues for sexual and gender minority students.

The Department will continue to utilize the Youth Risk Behavior Survey, School Health Profiles Survey, and local publications like the Hawaii Sexual and Gender Minority Health Report to inform policies and programming and provide guidance for evidence-based and evidence-informed practices that support the academic, behavioral, social emotional and mental health needs of LGBTQ+ student populations.

Thank you for the opportunity to provide testimony on this measure.



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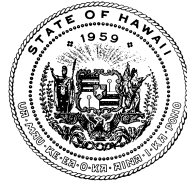
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Thank you for the opportunity to provide testimony on this measure.



STATE OF HAWAII
DEPARTMENT OF HEALTH
P. O. Box 3378
Honolulu, HI 96801-3378
doh.testimony@doh.hawaii.gov

Testimony in SUPPORT of HB1697
RELATING TO SEXUAL HEALTH EDUCATION

REPRESENTATIVE JUSTIN H. WOODSON, CHAIR
HOUSE COMMITTEE ON EDUCATION

Hearing Date: 02-01-22

Room Number: 309

1 **Fiscal Implications:** None for DOH.

2 **Department Position:** The Department of Health **SUPPORTS** this bill and its efforts to require
3 the Department of Education to provide comprehensive sexual health education to students and
4 training for teachers and educational officers.

5 According to the 2019 Youth Risk Behavior Survey, in Hawaii over 10% of high school
6 students and approximately 9% of middle school students identify as LGBT.

7 Youth who feel that the content of sexual health education is relevant to their lives are more
8 likely to be adherent to recommendations about using sexual health precautionary measures than
9 those who do not feel that sexual health education addresses their personal situations, and thus
10 are more protected from STIs than those who do not feel acknowledged, included and addressed
11 in sexual health education. LGBT youth may not feel that education provided in school about sex
12 and reproductive health apply to them or include them, as one study found that LGBT youth are
13 five times more likely to search on the internet for information about sexuality, much more likely
14 to search for health information and information on STIs than heterosexual and cisgender youth
15 (GLSEN, CiPHR, & CCRC (2013). Out online: The experiences of lesbian, gay, bisexual and

1 transgender youth on the Internet. New York: GLSEN.

2 https://www.glsen.org/sites/default/files/2020-01/Out_Online_Full_Report_2013.pdf)

3 “In addition to reduced homophobic attitudes, research demonstrates that curricula that are
4 inclusive of all sexual orientations, gender identities, and expressions, across areas of study, and
5 most strongly within [Comprehensive Sexual Education] CSE, reduce homophobic bullying and
6 harassment, and increase safety for LGBTQ students.” Homophobic bullying and harassment are
7 risk factors for LGBTQ youth mental health issues including depression, anxiety and suicidality.
8 SIECUS reports that “Beyond lowering rates of unwanted teen pregnancy and STI transmission,
9 CSE has both psychological and physical benefits. LGBTQ+ youth are 23% less likely to attempt
10 suicide when schools include education on LGBTQ+ subjects or people” ([https://siecus.org/wp-](https://siecus.org/wp-content/uploads/2021/10/CSE-Federal-Factsheet-Sept-2021-Update-2.pdf)
11 [content/uploads/2021/10/CSE-Federal-Factsheet-Sept-2021-Update-2.pdf](https://siecus.org/wp-content/uploads/2021/10/CSE-Federal-Factsheet-Sept-2021-Update-2.pdf)).

12 For these reasons and many more, the Department supports comprehensive sexual health
13 education to be provided or contracted for by the Hawaii Department of Education.

14 **Offered Amendments:** None.

15 Thank you for the opportunity to provide testimony.

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DAVID Y. IGE
GOVERNOR OF HAWAII



ELIZABETH A. CHAR, M.D.
DIRECTOR OF HEALTH

STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
PRINCESS VICTORIA KAMĀMALU BUILDING
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TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
February 01, 2022

The Honorable Representative Justin H. Woodson, Chair
House Committee on Education
The Thirty-First Legislature
State Capitol
State of Hawai'i
Honolulu, Hawai'i 96813

Dear Representative Woodson and Committee Members:

SUBJECT: HB1697 Relating to Sexual Health Education

The Hawaii State Council on Developmental Disabilities **SUPPORTS HB1697** which requires DOE to provide comprehensive training for teachers and educational officers on sexual health topics that include positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities to destigmatize and promote sexual health. Requires sexual health programs to include similar sexual health topics to destigmatize and promote sexual health.

Individuals with Intellectual and Developmental Disabilities (I/DD) have been historically a stigmatized group regarding sexuality and sex education. The I/DD community has fought to become full contributing members of our communities. Hawaii ended our institutionalization of individuals with I/DD in the late 90s. While individuals with I/DD are becoming more integrated into our communities there are still many misunderstandings and stigmatizations left around I/DD. Sex is one of the largest stigmas left surround individuals with I/DD even though, individuals with I/DD are at high risk of sexual violence and sexual exploitation.

Individuals with I/DD are stigmatized as being "child-like" and not considered sexual beings. This inaccurate perception can be harmful to individuals with I/DD as they are never taught appropriate behaviors and are never taught how to express themselves sexual in an appropriate manner. Individuals with I/DD who have autism are seven times more likely to be a part of the LGBTQIA+ community.

For these reasons the Council respectfully suggest the following amendment for your consideration to include individuals with I/DD in this measure.

Page 3, line 3:

of color communities as well as disability communities to destigmatize and promote sexual health.

Thank you for the opportunity to submit testimony in **support of HB1697**.

Sincerely,



Daintry Bartoldus
Executive Administrator

HB-1697

Submitted on: 1/28/2022 5:57:38 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Michael Golojuch Jr	Stonewall Caucus of the Democratic Party of Hawaii	Support	Yes

Comments:

Aloha Representatives,

The Stonewall Caucus of the Democratic Party of Hawai'i (formerly the LGBT Caucus) fully supports HB 1697.

We hope you all will support this important piece of legislation.

Mahalo nui loa,

Michael Golojuch, Jr.
Chair and SCC Representative
Stonewall Caucus for the DPH

HAWAII YOUTH SERVICES NETWORK

677 Ala Moana Boulevard, Suite 904 Honolulu, Hawaii 96813

Phone: (808) 489-9549

Web site: <http://www.hysn.org> E-mail: info@hysn.org

Carole Gruskin, President

Judith F. Clark, Executive Director

Bay Clinic

Big Brothers Big Sisters Hawaii

Big Island Substance Abuse Council

Bobby Benson Center

Child and Family Service

Coalition for a Drug Free Hawaii

Collins Consulting, LLC

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Friends of the Children's Justice Center of Maui

Get Ready Hawai'i

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Children's Action Network

Hawaii Health & Harm

Reduction Center

Ho'ola Na Pua

Kahi Mohala

Kokua Kalihi Valley

Kokua Ohana Aloha (KOA)

Maui Youth and Family Services

Na Pu'uwai Molokai Native

Hawaiian Health Care Systems

P.A.R.E.N.T.S., Inc.

Parents and Children Together (PACT)

PHOCUSED

PFLAG – Kona Big Island

Planned Parenthood of the

Great Northwest and

Hawaiian Islands

Residential Youth Services

& Empowerment (RYSE)

Salvation Army Family

Intervention Services

Sex Abuse Treatment Center

Susannah Wesley Community Center

The Catalyst Group

January 29, 2022

To: Representative Justin Woodson, Chair,
And members of the Committee on Education

TESTIMONY IN SUPPORT OF HB 1697 RELATING TO SEXUAL HEALTH EDUCATION

Hawaii Youth Services Network, a statewide coalition of youth-serving organizations, supports HB 1697 Relating to Sexual Health Education.

Lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth and youth from people of color communities need and deserve to learn in settings that are inclusive of their experiences and that give them the education necessary to stay safe and healthy.

Sex education can be one of the few sources of reliable information on sexuality and sexual health for youth. Hundreds of studies have shown that well-designed and well-implemented sex education can reduce risk behavior and support positive sexual health outcomes among teens, such as reducing teen pregnancy and sexually transmitted infection rates.¹

For LGBTQ youth to experience comparable health benefits to their non-LGBTQ peers, sex education programs must be LGBTQ-inclusive. Inclusive programs are those that help youth understand gender identity and sexual orientation with age-appropriate and medically accurate information; incorporate positive examples of LGBTQ individuals, romantic relationships and families; emphasize the need for protection during sex for people of all identities; and dispel common myths and stereotypes about behavior and identity.

Similarly, youth of color need sexual health education that is culturally appropriate. For example, Hawaii Youth Services Network has developed several sexual health videos that address the risk and protective factors for young people in the Pacific Islands that have helped to reduce sexual risk behavior.

In order to provide high quality sexual health education, it is critical to have teachers/facilitators who are highly trained and comfortable presenting the subject matter. Hawaii's DOE teachers have not had

access to the professional development they need for competency in this area.

At the 2021 Hawaii Children and Youth Summit, this was the top priority chosen by youth for legislative action

Implementing the provisions of this bill will help our youth grow up safe, healthy, and ready to succeed by reducing the risks of unplanned pregnancy and sexually transmitted infections.

Thank you for this opportunity to testify.

Sincerely,

A handwritten signature in black ink that reads "Judith F. Clark". The signature is written in a cursive style with a large initial 'J'.

Judith F. Clark, MPH
Executive Director



February 1, 2022

Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Jeanne Kapela, Vice Chair

Aloha Chair Woodson, Vice Chair Kapela, and Members of the Committee,

My name is Sarah “Mili” Milianta-Laffin, and I teach at ‘Ilima Intermediate School in Ewa Beach, where I am also the Faculty Sponsor of our campus Gender Sexuality Alliance (GSA) Club, the Rainbow Royales. In 2020, out of 8,000 national GSA clubs registered with [GLSEN](https://www.glsen.org/), we were awarded “2020 [GSA of the Year](https://www.glsen.org/2020-gsa-of-the-year/).” **Myself, and my GSA students are proud to support HB 1697.**

For 3 years, my students have been working on a legislative solution to ending “period poverty” in our public schools. “Period Poverty” is when someone who menstruates can’t access clean and safe period products. In our work, we’ve heard from dozens of students who had no idea how to handle their periods, which indicates that our current sexual health curriculum is not preparing our students for how to keep themselves healthy.

Students have self-reported to me that when they can’t afford period products, they sometimes try to “wring out” menstrual blood from a pad, and wear that pad for a few days. As if that was not troubling enough, many students did not know that you can’t wear a menstrual product for more than 8 hours. This puts our students at risk of getting sick, which they would know, if this was covered in comprehensive sexual education.

Our GSA operates a “Menstruation Station” - a campus service project where any student who needs them can get free menstrual products. A quiet student came to get period products recently when I was on my lunch break. I showed her the selection of products available. She shared that she couldn’t use a tampon because “she needs to be a virgin when she gets married.”

I often encounter this level of misinformation among students, and it’s alarming. Tampons can’t take your virginity; also, virginity is a social construct. Comprehensive sexual wellness curriculum interrupts the toxic narrative that “virginity” can be taken, or given and that your virginity status says anything about your value as a human being. We owe it to our students to make sure that they are better informed about their bodies, so that they can care for themselves without fear, or shame.

At GSA Club, students have shared that the focus of current health curriculum concerns drugs and alcohol more than sexual wellness. Other LGB students have shared that topics like same-sex relationships, consent, and overall wellness are not covered. My trans students learned nothing about trans health in the current health curriculum.

I’ve worked with many trans students who use chest binding. Binding involves the use of tight fitting sports bras, shirts, or a specially made binder to provide a flat chest contour. Did you know, there’s not a single store on O’ahu that carries chest binders? This means that if students don’t have access to a credit card to purchase one online, they often make their own.

This is one of many issues where the need for inclusive and comprehensive sexual wellness curriculum is critical. I personally know students who have caused their skin harm, or encountered breathing problems by binding their breasts with duct tape. This is not recommended, yet this is a technique that trans students share with each other on social media as an option when they cannot access binders. There are ways to bind that do not cause harm, and students deserve to learn about these options in the health curriculum.

My students watched “Kapaemahu” in GSA Club recently. The short film reveals the hidden history of four healing stones on Waikiki Beach. When students learn that native Hawaiians venerated and respected transgender people, it changes their view of the world. They no longer feel like outsiders when they connect to their ancestors. Our students should see their full identities and bodies represented in comprehensive sexual wellness curriculum.

Finally, there are currently no professional development courses offered by the Hawaii Department of Education to address educating educators on comprehensive sexual education. I’ve looked through the PD3 online systems where courses are listed for teachers to take and found nothing.

In fact, I was concerned about my lack of knowledge to be a GSA leader, so I applied for grants through GLSEN to attend their national training. I went to Denver in June

2019, and Los Angeles in July 2019, and am now a certified GLSEN educator who can cover many issues related to working with LGBTQ+ youth in K-12 spaces. I sought out this training because I knew it would be critical to serving the full identities of my students. I've taught professional development information sessions for HIDOE teachers for the last few years and I'm always asked "where" I was trained. And I have to answer - not in Hawaii. We need training for teachers now, and it needs to be accurate, inclusive, comprehensive, and above all - local.

Please join me, and my students, in supporting HB1697.

Mahalo,

Sarah "Mili" Milianta-Laffin & the 'Ilima Intermediate School Rainbow Royales GSA

HB-1697

Submitted on: 1/30/2022 9:37:19 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Michael Ching, MD, MPH	American Academy of Pediatrics, Hawaii Chapter	Support	No

Comments:

Dear Chair Woodson, Vice Chair Kapela, and Members of the House Committee on Education:

The American Academy of Pediatrics, Hawaii Chapter, supports HB1697 to promote training on sex education for topics relating to lesbian, gay, bisexual, queer, and questioning community as well as youth of color communities. Increasing these youths' understanding of the unique health issues relating to their sexuality is a critical need for this minoritized segment of our student population and an important health equity issue. Providing this information in the schools would help youth to have legitimate avenues for scientifically appropriate practices, as opposed to learning potentially harmful practices from the Internet or through peers. Thank you for the opportunity to provide testimony.

WRITTEN TESTIMONY ON HB1697,
RELATING TO SEXUAL HEALTH EDUCATION
COMMITTEE ON EDUCATION
TUESDAY, FEBRUARY 1, 2022

Chairman Woodson and Vice-Chair Kapela:

My name is Donna Van Osdol, President of the Hawaii Federation of Republican Women and member of the National Federation of Republican Women's Legislative and Advocacy Committee.

I vehemently oppose this and any type of legislation that exploits our children. While being the leader of the Task Force on Human Trafficking for the National Federation of Republican Women's Legislative Committee, what I learned from being on this committee, attending webinars, doing research, and working with friends who oppose comprehensive sexuality education, there is a national and worldwide attempt by the pornography industry to desensitize our children against ANY type of predatory behavior including sex trafficking and human trafficking through their comprehensive sexuality education programs installed in our schools.

Organizations such as Protect Child Health Care, National Center on Sexual Exploitation, and No Left Turn on Education all agree that this type of education includes one horrific aspect: teaching pornography to our children via online databases (also called "the new classrooms") being used in our schools, and libraries now have made available pornography. The online databases and libraries used by our schools not only in Hawaii but nationwide are all somehow interconnected with the porn industry having found an easy way to the databases' "back door."

There are numerous federal laws that prohibit the distribution of obscene and harmful materials to minors and include: (1) 18 U.S.C. §1470 prohibits the knowing interstate transfer of obscene material to a minor under 16 years of age; (2) 18 U.S.C. §2252C, prohibits the knowing embedment of words or digital images into the source code of a website with the intent to deceive a minor into viewing harmful or obscene materials; and (3) 47 U.S.C. §254 (h) Children's Internet Protection Act (CIPA) requires schools to have a policy of internet safety to protect against access of visual depictions that are obscene, pornographic or harmful to minors in order to receive certain federal funding.

Kill the bill and help save our children from porn industry's efforts at desensitizing our children against predatory behavior which includes sex trafficking and human trafficking. Research has shown children as young as six can become addicted to porn; grievously, it is these types of children who are more likely to become pedophiles as adults.

Safe and Supportive Schools for LGBTQ+ Youth*

The National Association of School Psychologists (NASP) believes school psychologists are ethically obligated to ensure all youth with diverse sexual orientations, gender identities, and/or gender expressions, are able to develop and express their personal identities in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse. Specifically, NASP’s ethical guidelines require school psychologists to promote fairness and justice, help to cultivate safe and welcoming school climates, and work to identify and reform both social and system-level patterns of injustice (NASP, 2010, pp. 11–12). NASP further asserts all youth are entitled to equal opportunities to participate in and benefit from affirming and supportive educational and mental health services within schools. As such, any efforts to change one’s sexual orientation or gender identity are unethical, are illegal in some states, and have the potential to do irreparable damage to youth development (Just the Facts Coalition, 2008). The acronym *LGBTQ+* is intended to be inclusive of students of diverse sexual orientations, gender identities, and/or gender expressions,* and the term *youth* is inclusive of all children, adolescents, and young adults.

Unfortunately, LGBTQ+ youth experience significantly high rates of harassment, bullying, and discrimination while at school, which can lead them to feel unsafe at school, and can contribute to a host of negative academic and social–emotional outcomes including school dropout and suicide (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016; Robinson & Espelage, 2011). LGBTQ+ youth can best reach their full potential when they are accepted, respected, supported and valued as members of the school community. To achieve this goal, education and advocacy must be focused on both promoting positive social–emotional and academic development for all youth and, simultaneously, on eliminating discrimination, harassment, and sexuality and gender-based biases.

ENVIRONMENTAL RISK AND PROTECTIVE FACTORS

All youth, including LGBTQ+ youth, are resilient and can thrive in environments where they feel safe, supported, and valued (e.g., Kosciw et al., 2016; Russell, Toomey, Ryan, & Diaz, 2014). Being LGBTQ+ in and of itself does not put youth at greater risk for deleterious outcomes; however, being LGBTQ+ in heterosexist, homophobic, sexist, and transphobic environments in which youth are more likely to experience harassment, bullying, discrimination, and oppression can negatively impact LGBTQ+ youth’s developmental trajectories (Kosciw et al., 2016; Russell et al., 2014).

Within schools, higher levels of victimization for LGBTQ+ youth are associated with poorer school attendance, lower grade point averages, fewer plans for postsecondary education, lower self-esteem, higher rates of depression, greater substance abuse, and higher risk for suicide (Centers for Disease

* LGBTQ+ youth is inclusive of all students who identify as lesbian, gay, bisexual, transgender, and/or questioning, and/or who express diverse sexual orientations, gender identities, and/or gender expression.

Control and Prevention, 2013; Kosciw et al., 2016). In contrast, when LGBTQ+ youth develop in more positive school climates which include various supports such as a Gender and Sexuality Alliance (GSA), an LGBTQ+ inclusive curriculum, comprehensive antibullying policies, and supportive educators, allies, and role models, they report greater feelings of safety and improved educational outcomes (Kosciw et al., 2016).

Within the home environment, some LGBTQ+ youth experience family rejection, which may include abuse, exclusion, being forced to leave home, and efforts to change a youth's sexual orientation or gender identity (Ryan, Huebner, Diaz, & Sanchez, 2009). Family rejection is associated with higher risk for depression, suicide, and substance use (Ryan et al., 2009). Conversely, family support, which involves openly talking about sexual orientation and gender identity and expressing an appreciation of diverse gender expressions, is associated with higher levels of self-esteem, lower levels of depression and suicide risk, and increases in overall general health (Ryan, Russell, Huebner, Diaz, & Sanchez, 2010).

At the societal and community levels, LGBTQ+ youth are affected by ever-changing shifts in social attitudes, public policies, and laws related to LGBTQ+ rights. In particular, youth living in communities that espouse more conservative religious, familial, and political values may experience greater violations of their rights (Becker, 2014). Youth living in rural areas or areas of the country with reduced access to supportive resources may experience higher levels of victimization and fewer supportive staff at school (Kosciw et al., 2016).

ETHICAL, LEGAL, AND AFFIRMATIVE PRACTICES FOR LGBTQ+ YOUTH

The American Psychological Association (APA) and NASP (2015) affirm that “same-sex sexual and romantic attractions, feelings, and behaviors ... [and] diverse gender expressions ... and gender identities ... are normal and positive variations of the human experience” (p. 6). School psychologists need to be aware of federal and state legislation and court decisions that impact the rights of LGBTQ+ youth. Further, school psychologists should practice under the NASP ethical guidelines (2010) that assert school psychologists must not reveal any “information about the sexual orientation, gender identity, or transgender status of a student (including minors) ... without the individual's permission” (p. 5).

School psychologists recognize positive student development includes “social, emotional, and behavioral health and the ability to cope with life's challenges,” (NASP, 2015, p. 1). School psychologists should adopt an affirmative approach to working with LGBTQ+ youth (NASP, 2015) which emphasizes the acceptance of youth exactly as they are, and which enables youth the opportunity to explore and develop at their own pace (APA & NASP, 2015). Such affirming practices require school psychologists to demonstrate attitudes, knowledge, and skills that promote resiliency, wellness, and school connectedness for LGBTQ+ youth (NASP, 2015; Van Den Bergh & Crisp, 2004).

Affirming Attitudes

Although school psychologists come to their work from a wide range of backgrounds and belief systems, culturally responsive practice requires they examine their own beliefs, values, attitudes, and biases to support the positive identity development and well-being of LGBTQ+ youth (APA, 2012; APA, 2015; Garner & Emano, 2013). In order to become more aware of their own values, beliefs, and understanding of sexual orientation, gender identity, and gender expression, school psychologists may consider the processes by which they gained awareness of their own sexual orientation and gender

identity. For example, school psychologists can reflect on how norms and expectations around these topics were communicated in their families, communities, and cultures; the impact their assumptions, biases, and stereotypes may have on their work with LGBTQ+ youth; and how they have experienced and responded to LGBTQ+ related discrimination (Garner & Emano, 2013; Whitman, 2013).

Key Knowledge

Although the landscape for LGBTQ+ youth is continually shifting and changing, knowledge is a key element in the provision of culturally responsive services (Crisp & McCave, 2007). School psychologists must work to educate themselves about the following:

- **Terminology.** It is not only important to be familiar with appropriate terminology, slang, and symbols, but also to recognize that definitions and labels are continually evolving and changing. Many youth do not use common labels, so it is best practice to ask a student how he/she/they/ze (ze is a gender-neutral third person singular pronoun) identifies rather than assuming. Additionally, it is best practice to always utilize gender-neutral terms such as “my person,” “romantic interest,” and “date.” The Trevor Project provides a glossary of contemporary terminology (www.thetrevorproject.org/pages/glossary#).
- **Symbols, historical events, and contemporary figures.** Being knowledgeable about historical and contemporary events that impact the LGBTQ+ community can help: (a) provide a context for understanding students’ experiences, (b) build rapport, (c) establish a sense of community and connection, and (d) counter feelings of being isolated, alone, flawed, and different (Chiasson & Sanlo, 2013).
- **Risk and protective factors.** Understanding risk and protective factors across contexts allows school psychologists to advocate for systemic changes, increase protective factors, identify students who may be at greater risk for mental health and academic problems, and ensure that students have adequate support systems (e.g., at least one person at school who is a trusted ally).
- **Identity development and intersectionality.** Gender identity and sexual orientation are relevant across the lifespan, and it is imperative to recognize these identities may develop well before adolescence. While heterosexual and cisgender (i.e., gender identity matches their assigned sex) youth may develop their sexual and gender identities without much consideration, the development of an LGBTQ+ identity may involve exploration, confusion, fluctuations, flexibility, and/or struggle (Glover, Galliher, & Lamere, 2009). Further, LGBTQ+ youth may hold multiple group identities that intersect with one another (e.g., race/ethnicity, culture, religion, socioeconomic status, ability/disability, immigration/citizenship status). The cumulative impact of the experiences of oppression based on these intersecting identities may lead to an increased risk of displacement, homelessness, and harassment, and limited access to both safe public spaces and comprehensive healthcare (FIERCE, 2013; Irazábal & Huerta, 2016). Further, the unique challenges associated with intersecting identities may lead some LGBTQ+ youth to distance themselves from one or more of their social groups in order to maintain safety, which can ultimately reduce access to necessary social supports.
- **Unique considerations for transgender and gender diverse youth.** Transgender and gender diverse (TGD) youth experience greater school victimization and more barriers to accessing affirming resources than do their sexual minority (LGB) peers (Case & Meier, 2014; Greytak, Kosciw, & Diaz, 2009). It is important for school psychologists to understand the unique needs and

experiences of TGD youth, which are well documented in the complementary NASP (2014) Position Statement “Safe Schools for Transgender and Gender Diverse Students.”

- ***LGBTQ+ Resources.*** It is imperative for school psychologists to be familiar with reputable online, national, and local community resources to help LGBTQ+ students access beneficial health and mental health services, gain social support, and learn about their rights (Kennedy, 2013).

THE ROLE OF SCHOOL PSYCHOLOGISTS

School psychologists play a critical role in supporting LGBTQ+ youth by using their skills across the domains of practice to challenge pathological views of sexual orientation and gender identity and to advocate for policies and practices that benefit and empower all students (Crisp & McCave, 2007). As school psychologists develop affirming attitudes and knowledge about LGBTQ+ youth, they can use their skills to:

- ***Develop and implement comprehensive antibullying policies.*** Ensure districts/schools have comprehensive antibullying policies that specifically protect individuals based on actual or perceived sexual orientation, gender identity, and gender expression. Educate staff members, students, and families about these policies, expectations of student behavior, how to report violations, and the consequences for policy violations. Work with administrators to intervene with students who violate policies and provide support for students who are targets of bullying and harassment (Kosciw et al., 2016).
- ***Provide professional development.*** Provide ongoing professional development or identify local trainers to educate school staff about LGBTQ+ issues, to know how to recognize and intervene when LGBTQ+ related harassment and bullying occur, and to develop skills and strategies to serve as supportive allies (Kosciw et al., 2016). GLSEN is an excellent resource for professional development activities (www.glsen.org).
- ***Support a gender and sexuality alliance.*** Work with students and allies at school to establish a Gender and Sexuality Alliance (GSA) or similar supportive club (Kosciw et al., 2016) and educate administrators about students’ legal right to form a GSA under the Equal Access Act (Fisher & Kennedy, 2013). GSA Network (www.gsanetwork) provides information and support for students and advisors.
- ***Consult with teachers to develop inclusive curricula.*** Curricula in which “appropriate and accurate information regarding LGBT[Q+] people, history, and events” (Kosciw et al., 2016, p. 14) are included not only allow LGBTQ+ students to learn about themselves but help all students to learn about LGBTQ+ individuals and their experiences (Greytak & Kosciw, 2013).
- ***Provide affirmative counseling.*** LGBTQ+ students may seek counseling for a variety of reasons, and it should not be assumed their difficulties are related to LGBTQ+ status (Fisher & Kennedy, 2013). It is essential to listen to what students are reporting, to affirm all aspects of the whole person, to recognize internal and external effects homophobia and transphobia can have an impact on students, and to be aware of the complexities involved with intersecting identities (Fisher & Kennedy, 2013).
- ***Collaborate with families.*** Provide families with accurate information about sexual orientation, gender identity, and gender expression. Support families by helping them learn how to talk with their children about these topics, by encouraging them to support their child’s identity, and by assisting them in developing the skills needed to advocate for their child (Ryan et al., 2010; SAMHSA, 2014). A good resource to support families is PFLAG (www.pflag.org).

- **Support transgender and gender diverse students.** Work with TGD students in an affirming manner that facilitates self-exploration and self-acceptance (APA & NASP, 2015). Advocate for inclusive policies such as ensuring that TGD students have access to activities (e.g., sports teams) and facilities (e.g., restrooms) in a manner consistent with their gender identity. For more comprehensive information specific to school supports for TGD students, see the complementary NASP (2014) position statement “Safe Schools for Transgender and Gender Diverse Students,” as well as visiting Gender Spectrum at www.genderspectrum.org.
- **Be an ally.** Social support is critical for LGBTQ+ youth, and research consistently finds that having at least one supportive adult ally at school can positively impact youth’s experience (Kosciw et al., 2016). Being an ally means being open, listening, validating, supporting, and standing up for LGBTQ+ youth and their rights. Every school psychologist can be an ally.

SUMMARY

LGBTQ+ youth often face challenges at school including isolation, harassment, and victimization, which can result in negative academic, social–emotional, and physical outcomes. Despite what often seem like overwhelming odds against them, the vast majority of LGBTQ+ youth are highly resilient and, with the support of even a single affirming adult, can thrive in school and beyond. While having the attitude, knowledge, and skills to support LGBTQ+ youth and affect systematic change is ideal, school psychologists do not need to be experts on LGBTQ+ issues in order to have a positive impact. Specifically, by following ethical guidelines and by being active listeners who affirm and accept LGBTQ+ youth, school psychologists can make a meaningful difference by simply allowing youth to be themselves. This can further be accomplished by reminding colleagues that schools that are safe for LGBTQ+ youth are safe for all youth, by identifying and focusing on LGBTQ+ youth’s resilience and strengths, and by implementing policies and practices that support all youth in schools.

Whether these are considered small steps or giant leaps, dependent upon the unique needs of the schools, districts, and community settings in which school psychologists work, by advocating for LGBTQ+ youth and educating others about the existing challenges and opportunities, school psychologists can transform the lives of LGBTQ+ youth and potentially save lives in the process.

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Adopted by the NASP Leadership Assembly in December 19, 2017.

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HB-1697

Submitted on: 1/31/2022 12:28:40 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Laurie Field	Planned Parenthood Alliance Advocates	Support	No

Comments:

Planned Parenthood Alliance Advocates writes in support of HB 1697. Sexual health education gives students the knowledge and skills to make safe and healthy decisions about their behavior. This bill will ensure that quality, inclusive education is provided by requiring teacher training and meeting the needs of all youth.



Monday, January 31, 2022

Relating to Sexual Health Education
Testifying in Strong Support

Aloha Chair and members of the committee,

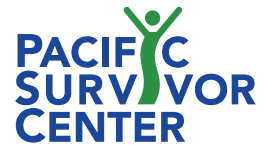
The Pono Hawai'i Initiative (PHI) **supports HB1697, Relating to Sexual Health Education. This measure requires DOE teachers and educational officers to be trained in inclusive and accurate sex education.**

Creating a safe place for all students to learn is essential to promoting and de-stigmatizing sexual health. Students shouldn't be made to feel alienated or bothered when it comes to learning about their bodies and health. By educating everyone, we can give these young adults the tools needed to make responsible and well-informed decisions about their bodies.

Comprehensive, inclusive, and accurate sex education has been proven effective in reducing high-risk sexual behaviors, promoting safer sex practices, and preventing pregnancy and sexually transmitted infections. For these reasons, we urge the Committee to vote in favor of HB1697.

Mahalo for the opportunity to testify,

Gary Hooser
Executive Director
Pono Hawai'i Initiative



January 31, 2022

Regarding: Testimony in Support of House Bill 1697

Dear Representatives,

On behalf of Pacific Survivor Center, I respectfully submit this letter as our support for the passage of House Bill 1697 *requiring the Department of Education to provide comprehensive training for teachers and educational officers on sexual health topics that include positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities, to destigmatize and promote sexual health.* By requiring sexual health programs to include similar sexual health topics to destigmatize and promote sexual health, we can help ensure that sexual minority youth in particular feel included and respected.

For over a decade Pacific Survivor Center has ensured medical care to juvenile survivors of sex trafficking and the Commercial Sexual Exploitation of Children (CSEC). We know from experience that LGBTQ+ youth face higher risk of exploitation due to familial and societal rejection because of their sexuality and gender identity. We also know that education and programs that create respectful dialogue and inclusion help build self-esteem and self-confidence at a time when youth are most vulnerable.

In 2019 Pacific Survivor Center launched our Sex Trafficking Outreach and Prevention Program (STOPP) as a free resource to DOE schools. Based on feedback from our trainings, we have learned from both students and teachers that there is a need to bring the voices and stories of LGBTQ+ youth into training such as ours. We are currently modifying STOPP to be more LGBTQ+ inclusive. Passage of House Bill 1697 will ensure that programs such as STOPP would be a welcome resource for DOE schools.

Evidence shows that that sexual minority youth often feel stigmatized and isolated which puts them at greater risk for CSEC and other forms of exploitation. However, respectful initiatives to designed to empower youth can help build healthy adults. Passage of House Bill 1697 will help ensure that Hawai'i schools offer resources for ALL students and help them on their paths to adulthood.

Respectfully,

Gwenyth Claughton
Acting Executive Director
Pacific Survivor Center



P.O. Box 3535, Honolulu, HI 9681

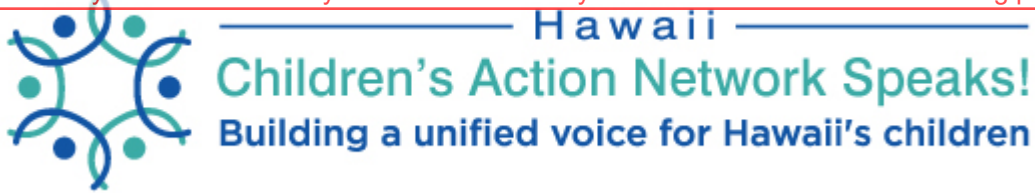


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www.pschawaii.org

Advancing health and human rights in the Hawai'i-Pacific region



Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.

To: House Committee on Education

Re: **HB 1697 – Relating to Sexual Health Education**
Hawai'i State Capitol, Via Videoconference Conference, Room 309
February 1, 2022, 2:00 PM

Dear Chair Woodson, Vice Chair Kapela, and committee members,

On behalf of Hawai'i Children's Action Network Speaks!, I am writing in SUPPORT of HB 1697, relating to sexual health education. This bill would require DOE to provide comprehensive training for teachers and educational officers on sexual health topics that include positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities, to destigmatize and promote sexual health.

At the 2021 Hawaii Children and Youth Summit,¹ the participating youth from across the state proposed and chose comprehensive sexual health training for educators and other educational officers as their top priority for legislative action.

The youth expressed concern that when LGBTQ youth are not mentioned or stigmatized in sexual health education at school, that can lead to higher risks and poorer health and academic outcomes for them. Such exclusion is likely a contributing factor to the finding of a national youth mental health survey that 40 percent of LGBTQ young people “seriously considered attempting suicide in the past twelve months, with more than half of transgender and nonbinary youth having seriously considered suicide.”²

The Centers for Disease Control lists six characteristics of quality sexual health education programs, which include: “Are taught by well-qualified and highly-trained school staff... [and] Address the health needs of all students, including the needs of lesbian, gay, bisexual, transgender, and questioning youth.”³ The CDC also points out that students who participate in well-designed sexual health education are more likely to delay sex, increase their safe sex practices, and improve their academic performance.

This bill would move the DOE closer to adhering to CDC's recommendations for quality sexual health education programs, and in turn help improve the health and academic outcomes of our LGBTQ youth. Mahalo for the opportunity to provide this testimony. Please pass HB 1697.

Thank you,
Kathleen Algire
Director of Early Learning and Health Policy

¹ <https://www.hawaiicys.org/>

² <https://www.thetrevorproject.org/survey-2020/>

³ <https://www.cdc.gov/healthyyouth/whatworks/what-works-sexual-health-education.htm>

HB-1697

Submitted on: 1/31/2022 8:05:16 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Fay Weldon	Assets High school GSA	Support	No

Comments:

Education is such an important thing in life. Narrowing it down sex education and health is more of important thing in life above all else. When we shield our children from the ever-changing world it shields them from becoming an upstanding citizens. Don't you think that our next upcoming generation should be able to be safe and make rational educated decisions with the knowledge that if it goes wrong there is someone there to help. Nobody should have to be in a position where they feel the anxiety, scrutiny, and shame of peers looking down upon them because they have a different sexual preference that was never taught about Each and every student across the state should be given the same information no matter their gender, sexuality, skin color or economic standing in society. Not giving someone a leg up on potentially making their life better is being biased. Giving individuals a chance to understand another somebody that may seem "different" than themselves, giving our society to open that door of acceptance with the ability to make our community safer and closer. We can change history whenever the only thing stopping us is trying to change it.

HB-1697

Submitted on: 1/28/2022 7:32:12 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Mike Golojuch, Sr.	Individual	Support	No

Comments:

I definitely support HB1697.

Mike Golojuch, Sr.

HB-1697

Submitted on: 1/29/2022 3:24:28 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kelsey Amos	Individual	Support	No

Comments:

I support the important updates to training that would be inclusive of LGBTQ+ students needs.

HB-1697

Submitted on: 1/30/2022 12:46:06 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Erica Yamauchi	Individual	Support	No

Comments:

I am writing today in strong support of this bill as a mother of two children attending our public schools. All sex education should be inclusive in order to meet the needs of all youth in our school system. We have a responsibility to give students the knowledge and skills to make safe and healthy decisions about their sexual behavior.

Erica Yamauchi, Kaimuki/Wilhelmina Rise

January 30, 2022

Aloha Chair Woodson, Vice Chair Kapela, and Members of the Education Committee,

My name is Sarah Kern and I am a resident of Lihue, Kauai teaching science at Chiefess Kamakahahei Middle School. I am testifying in strong support of **HB1697** because I believe that our sexual health education programs are in great need of an update that includes all people and recognizes the diversity of gender identities and sexuality that have always existed but are rarely acknowledged, much less celebrated.

I majored in biology and taught Advanced Placement Biology at Waianae High School where my students learned about the many different chromosome combinations XXY, X, etc. that make it impossible to put all humans into the grossly oversimplified boxes of “male” and “female.” It is critical that our students have the opportunity to learn about and explore a variety of sexual health topics in a space where they feel safe, included, and respected, regardless of their race, sexuality, or gender identity. Teaching educators (and subsequently, students) about inclusive sexual health education will help our students to understand their own bodies as well as to develop empathy for the experiences and challenges that others face. Thank you for the opportunity to testify in support of this bill.

Sarah Kern
Teacher, Chiefess Kamakahahei Middle School

HB-1697

Submitted on: 1/30/2022 4:23:01 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Mark White	Individual	Oppose	No

Comments:

Aloha EDN Chair Woodson and Committee Members.

I strongly oppose HB1697. This bill is simply wrong and most everyone in Hawaii knows it. Our schools have no business teaching children about LGBTQ issues, lifestyles, or cultural practices.

This measure fosters nothing but indoctrination, not education. It is brainwashing of young, innocent, immature minds that don't have the ability to discern facts from opinion. If parents want their children to be taught this kind of information they are free to do so in the home. When schools teach sex, it must be in the form of accurate biological information, not the social hyperbole of a few minority individuals.

Do not let our schools corrupt the minds and confuse the social development of our youngest citizens. Defer this measure indefinitely.

Mark White

Waikele, Waipahu

HB-1697

Submitted on: 1/30/2022 6:09:14 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Debbie Wyand	Individual	Oppose	No

Comments:

Aloha Chairman Woodson and Vice-Chair Kapela:

My name is Debbie Wyand from Lahaina.

I vehemently oppose this bill and any type of legislation that exploits our children because there is a national and worldwide attempt by the pornography industry to desensitize our children against ANY type of predatory behavior including sex trafficking and human trafficking through their comprehensive sexuality education programs implemented in our schools.

Organizations such as Protect Child Health Care, National Center on Sexual Exploitation, and No Left Turn on Education all agree that this type of education includes one horrific aspect: teaching pornography to our children via online databases (also called “the new classrooms”) being used in our schools, and libraries now have made available pornography. The online databases and libraries used by our schools not only in Hawaii but nationwide are all somehow interconnected with the porn industry having found an easy way to the databases’ “back door.”

There are numerous federal laws that prohibit the distribution of obscene and harmful materials to minors and include: (1) 18 U.S.C. §1470 prohibits the knowing interstate transfer of obscene material to a minor under 16 years of age; (2) 18 U.S.C. §2252C, prohibits the knowing embedment of words or digital images into the source code of a website with the intent to deceive a minor into viewing harmful or obscene materials; and (3) 47 U.S.C. §254 (h) Children’s Internet Protection Act (CIPA) requires schools to have a policy of internet safety to protect against access of visual depictions that are obscene, pornographic or harmful to minors in order to receive certain federal funding.

Kill the bill and help save our children from porn industry’s efforts at desensitizing our children against predatory behavior which includes sex trafficking and human trafficking. Research has shown children as young as 6 can become addicted to porn; grievously, it is these type of children who are more likely to become pedophiles as adults.

HB-1697

Submitted on: 1/30/2022 6:31:30 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Roberta	Individual	Oppose	No

Comments:

I OPPOSE the bill HB1697 - Regarding the sexual health education in our children's school. I believe this is not Pono for these type of education to be thought on our children. I believe parents shall have a right to say in this. Some of our children are very young to understand about these type of topics in our DOE schools . I work for the DOE PRESCHOOL AND I WONT SUPPORT or teach this type of subject to any children this young or at any school age , it's not appropriate at all and I'm not comfortable and don't want to be force to teach or support anything from the Pono program. Please consider to OPPOSE THIS BILL HB 1697 for the safety of our children . Thank you very much!

Testimony to House Committee on Education

H.B. 1697
Relating to Sexual Health Education

Tuesday February 1, 2022

2:00 PM - Conference Room 309 – VIA VIDEOCONFERENCE

Submitted in **OPPOSITION** by: Mary Smart, Mililani, HI 96789

Chair Woodson, Vice-Chair Kapela, and Committee members:

Vote NO on HB1697.

I oppose any expansion of [Comprehensive Sex Education](#) (CSE) programs in secondary school (grades 6 – 12) that teach unproven theories (gender ideology) and promote pornographic examples of sexual conduct that are disordered, immoral, unhealthy, and harmful to a child's mental and emotional well being. The truth that there are only two sexes is denied. Furthermore, individuals who abide by natural law and teach the truth concerning sexuality are ridiculed, bullied, and demonized. This type of educational propaganda pits the Judeo-Christian ethic that was the foundation of this nation against the agnostic/atheistic/secular/new age cults of our day.

Below is some information about CSE from the “Child Protection League”. Before participating in the vote, all Committee members must educate themselves on why a NO vote is the only possible path to take to protect Hawaii’s children:

“What is CSE?”

- CSE removes all natural and protective boundaries for children and teens, encouraging early sexual exploration in graphic detail.
- CSE uses porn-like images and graphic descriptions to teach children as young as 10 that all “consensual” sexual activity is their “right”. Example: [It's Perfectly Normal](#)
- CSE teaches kids how to:
 - “consent” to sex
 - to masturbate
 - experience climax
 - claim bodily autonomy for abortion rights
 - promote multiple sexual orientations and gender identities
 - get referrals for abortion and gender counseling with no parental involvement or notification

- have “safe” vaginal, oral and anal sex
- CSE allows unlicensed Planned Parenthood and gender activists into your child’s classroom to teach these dangerous and unhealthy practices.
- CSE grooms children for early sexual activity making them vulnerable targets for sexual abuse, experimentation and trafficking.

[What is Comprehensive Sex Education and why should you be concerned about it?](#) (6 minute video)

In 6 short minutes you will learn what CSE is, the organizations behind it, the worldview it represents and sample curriculum.

[War on Children: Exposing the Comprehensive Sexuality Education Agenda](#) (11 minute video)

SIECUS, Planned Parenthood and Comprehensive Sex Education (CSE): What’s the connection?



SIECUS (Sexuality Information and Education Council of the United States) is the umbrella organization of Planned Parenthood and together have launched a national movement to advance Comprehensive Sex Education (CSE) in every state and in every school in the nation. SIECUS and Planned Parenthood are the key proponents and lobbyists/activists for CSE.

The SIECUS curriculum goes beyond teaching sexual health education. In their own words, “[Sex ed is a vehicle for social change. Full stop.](#)” The goal is to build a foundation for a long-term culture shift. “SIECUS Guidelines for CSE calls for expanding comprehensive sexuality education programs to children as young as five years old..... It should also be noted that according to SIECUS’s own position statements, they believe that sexually explicit visual, printed, or online materials can be valuable educational or personal aids...”

- [SIECUS Strategic Framework \(PDF\)](#)
- [Letter to the Editor: Sex education has agenda by Barb Anderson \(PDF\)](#)

[Scientific Authority for Schooling on Sex K-12 \(PDF\)](#)

A timeline of the progression of Sexual Education in our schools. Find out who creates, researches and publishes what has become known as Comprehensive Sex Education.””

This bill (HB1697) denigrates abstinence sex education which is the only sex education program that promotes saving sexual activity until marriage which focuses on the spiritual, physical, and emotional well being of the individual. In the long run, abstinence

sex education programs protect the innocence of children, teaches behaviors that keeps them safe from the pain of sexually transmitted diseases (rates [reported to be the worst in 30 years](#)), from unwanted pregnancies, and the pressures from friends and relations that put pressure on a youth to terminate a pregnancy. Comprehensive Sex Education programs sexualize children thus making them vulnerable to sexual exploitation and abuse. We have a problem in Hawaii and it has gotten worse since Abstinence Sex Education was banned. Comprehensive Sex Education programs should be removed from schools, not expanded.

If the sex education programs of today are failing, it is because the Hawaii State Legislature banned funding for these successful abstinence only sex education programs (e.g. [Try Wait](#)) and only allow the ill advised, sexually promiscuous comprehensive sex education (SB777 of 2009) programs supported by [Planned Parenthood](#) and [SIECUS](#) who also sponsor abortion programs. Obviously they are aware their sex education programs will result in more business to their contraception/abortion centers (and devastation in the lives of their clients).

Programs that promote the use of sex for recreational and pleasure only purposes are particularly demeaning to women. Since the 1960's women have been taken off their pedestal and put a smarmy disease ridden world -- the very thing women traditionally objected to -- being used and then tossed aside, not respected for the special person they are -- made in the image and likeness of God.

The education department and staff that teach this misguided information and legislatures who vote in favor of bills advocating CSE must be held personally liable for the damage to a child's psyche. We are all well aware that people who [reject their biological genetics](#) and those who have [same sex attractions](#) are more likely to harm themselves than people who accept and love themselves just as they are born and don't try to adopt "trendy" identities/attractions that will rob them of a happy life. No amount of indoctrination of our children will make wrong -- right. The modern ideologies promoted by this bill are ill advised and dangerous.

Do not pass HB1697.

HB-1697

Submitted on: 1/30/2022 7:49:13 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Angela Huntmer	Individual	Support	No

Comments:

As a teacher and a mother, I support this measure. Young people deserve to be taught positive, accurate, and inclusive information about their bodies and how they work. They need to be taught that there is diversity in the realm of sexual identity and sexual orientation. Diversity must be respected and everyone included.

HB-1697

Submitted on: 1/30/2022 8:14:46 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Laura Ramirez	Individual	Support	No

Comments:

Aloha,

Please support this bill to make sexual health education accessible and relevant to all students no matter how they identify. This is both a public health and civil rights issue.

Mahalo,

Laura Ramirez

HB-1697

Submitted on: 1/30/2022 8:16:17 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Thaddeus Pham	Individual	Support	No

Comments:

Aloha Chair Woodson, Vice Chair Kapela, and members of the EDN Committee,

As a public health professional and concerned community member, I write in strong support of HB1697, which would provide training and support for educators to ensure that our keiki have positive and accurate representations of all genders, sexual orientations, and people of color.

This bill is especially important because more than 1 out of 10 of DOE high school students identify as lesbian, gay, bisexual, questioning, and/or transgender. With such a large number of students, it is imperative that we provide appropriate and accurate information to ensure their health.

Please ensure that our educators are supported with the training they need to provide our young people with the accurate and positive representations of sexual health they deserve.

Mahalo for your time,

Thaddeus Pham (he/him)

HB-1697

Submitted on: 1/30/2022 9:17:06 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Dara Carlin, M.A.	Individual	Oppose	No

Comments:

ABSOLUTELY NOT!!! >:(

All this proposed legislation does is normalize age-inappropriate information to children who will in-turn not report being sexually abused by adults because they "learned all about it in school" and "it's normal, natural, ok".

If you want to support pedophiles and the sexual abuse of children, vote in support of this measure so I know whose office to bring the upset parents to when they tell me their child has just disclosed to them & then you can explain to those parents the "wisdom" behind your support of this legislation.

I urge you to promptly kill HB1697 in this committee & consider investigating the impetus of those who convinced legislators to draft such an abominable proposal in the first place.

HB-1697

Submitted on: 1/30/2022 10:12:08 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Agnes Tauyan	Individual	Oppose	No

Comments:

I currently have two grandchildren attending Pohakea Elementary School and James Campbell High School, respectively, and I oppose HB1697. The bill is inconsistent with scientific truths and my family's moral values. I urge you to vote NO on HB1697

HB-1697

Submitted on: 1/31/2022 4:58:22 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
doug henderson	Individual	Oppose	No

Comments:

i oposae this bil as it will infringe upon the right and duy of parents provide heallth and moral guidance to their children

HB-1697

Submitted on: 1/31/2022 5:08:56 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
james	Individual	Oppose	No

Comments:

I oppose this demonic Bill1697 which perverts children who this State allways attack.They suppose to teach kids of math,history,science.ect.,not about sex and perverted sex.Maybe that's why our children in hawaii is ranked on the bottom everytime.Stop this nonesense and stupidity!!!

HB-1697

Submitted on: 1/31/2022 6:29:54 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Alice Abellanida	Individual	Oppose	No

Comments:

I strongly oppose this piece of legislation. This violates a lot of personal family belief systems and should be left up to the families to decide what their children learn. Schools should not be indoctrination centers.

HB-1697

Submitted on: 1/31/2022 6:43:51 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Susan Duffy	Individual	Oppose	No

Comments:

Strongly Oppose HB 1697

This bill lacks any evidence and/or supporting documentation to show that sexual health standards are not providing secondary school students “with the knowledge and tools necessary to make responsible, informed, and empowered choices about their sexuality, gender, relationships, and sexual reproductive health.” Where is the data to show this? Where are the studies to support this assertion?

The Youth Risk Behavior Survey (YRBS), a biannual survey administered by the CDC that tracks risky behaviors, including sexual intercourse, among America's high schoolers is often used for data. The most recent survey for Hawaii was in 2019. Hawaii’s rate of teens having sexual intercourse was lower than the rest of the country. That report indicated that 82.4 % of Hawaii high school students were NOT sexually active (17.6% identified as sexually active).

Nationally, fewer than 40% of American high schoolers have ever had sexual intercourse, a decline of over 15 percentage points since the early 1990s. This nationwide historic drop appears to be a continuing trend.

“Most teens are having less sex and delaying sex longer, and that sexually-active teens have fewer lifetime sexual partners. That confirms other data indicating that American teenagers are far more risk averse than their parents, challenging the popular media representation of an increasingly sexualized adolescent life.”

Schools and parents seem to be doing a good job in the state of Hawaii. Such an unrelenting downward trend ought to be a cause for celebration as opposed to a need for this type of superfluous legislation.

1<https://ifstudies.org/blog/fewer-american-high-schoolers-having-sex-than-ever-before>

HB-1697

Submitted on: 1/31/2022 7:41:48 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kevin J. Cole	Individual	Oppose	No

Comments:

Aloha,

HB1697 is fraught with issues. These subjects should be left to family members and not teachers nor be part of any tax payer funded programs. This is as bad as CRT.

V/R

Kevin Cole Mililini

HB-1697

Submitted on: 1/31/2022 8:35:35 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Allan K. Silva	Individual	Oppose	No

Comments:

OUTRAGEOUS BILL!!!!

HB-1697

Submitted on: 1/31/2022 8:39:00 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Carol Thomas	Individual	Oppose	No

Comments:

THIS BILL IS INSANE

HB-1697

Submitted on: 1/31/2022 9:12:52 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Ryan Mandado	Individual	Support	No

Comments:

Aloha e Chairman Woodson and Members of the Committee on Education,

My name is Ryan Mandado and I'm the founding Chief Academic Officer of DreamHouse 'Ewa Beach Public Charter School - Hawai'i's newest and fastest growing charter school on O'ahu. Our mission and vision is to empower the future leaders of our island communities.

I am in full support of HB 1697 - a bill supporting comprehensive sexual health education. Recently, DreamHouse initiated comprehensive sexual health curriculum for our students. We received positive feedback from parents and students about the need to ensure students learn about their bodies to make healthy choices. Comprehensive sexual health education ensures students learn a diverse set of knowledge and skills that will help students center their mind, body, and spirit when it comes to making choices about sex. Comprehensive sexual health education is also needed to support our LGBTQ+ youth. Currently, school officials and stakeholders struggle with providing objective and research-based information about LGBTQ+ sexual health. Our LGBTQ+ students deserve to have representation and access to learn about their bodies and their choices.

It is important to remember that sexual health education DOES NOT teach kids how to have sex. Sexual health curriculum is about navigating the choices one will make if and when they decide to engage in sexual practices. By providing comprehensive sexual health education for our youth, we can ensure our students grow up healthy and have agency over their bodies.

As a school leader, I want to ensure my staff is prepared to have these essential conversations with students. Please pass HB 1697 to ensure a healthier future for our keiki.

Mahalo,

Ryan Mandado

ryanmandado@dreamhouseewabeach.org

House Committee on Education

February 31, 2022

Rep. Justin Woodson, Chair
Rep. Jeanne Kapela, Vice Chair

Committee Members

Representatives Della Au Belatti; Linda Clark; Sonny Ganaden; Cedric Gates; Troy Hashimoto; Takashi Ohno; Sean Quinlan; Gregg Takayama, Ryan Yamane and Val Okimoto

Please note that I am strongly opposed to the passing of this HB1697 which claims that it is “RELATING TO SEXUAL HEALTH EDUCATION”.

I was shocked when I saw what these (10) representatives submitted! I can't help but wonder if they bothered to ask their constituents how they felt about this?

This is not Sexual Health Education; this is clearly indoctrination and setting our children up for exploitation:

... positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities ...

so exactly what studies were these based on?

This appears to be an attempt of the government to teach its version of moral values ... that is not the job of the schools or government. This is taught in the homes by the parents, their families.

I am hoping that you see the travesty on displayed here in this bill and put an end to it now. There are so many other critical issues we should we should be concentrating on.

Respectfully,
Rita Kama-Kimura

HB-1697

Submitted on: 1/31/2022 9:50:37 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Sarah Rosenbach	Individual	Support	No

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Education Committee,

I strongly support HB1697, which would provide training and support for educators in the effort to ensure that our keiki have positive and accurate representations of all genders, sexual orientations, and people of color. LGBTQ+ youth who do not have access to affirming sex education are more likely to miss school because they felt unsafe or uncomfortable, less likely to feel comfortable talking about LGBTQ+ issues with school personnel, and less likely to be able to identify educators who were supportive of LGBTQ+ students.

Please ensure that our educators are supported with the training they need to ensure all of our young people get the accurate and positive representations of sexual health they deserve.

Mahalo for your time,

Sarah Rosenbach

HB-1697

Submitted on: 1/31/2022 10:05:23 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
H. C.	Individual	Oppose	No

Comments:

I oppose this bill. I am not comfortable with the implications and the consequences that this bill may have on my children, and I feel that these subjects are not a necessary part of instruction for school-aged children. It is my opinion that parents should have the opportunity to confront questions about sexual health rather than leave this important topic up to the public school system. Sexual health and topics relating to it often entail discussion about specific societal values and beliefs, which, I believe, should be discussed within the home before exposure in school to preserve parents' rights to make informed decisions with and for their children. It is not the public school system's responsibility to provide sexual education, especially that which might undermine a parent's ability to educate their own children on the matter. Please consider revising this bill. Thank you.

HB-1697

Submitted on: 1/31/2022 10:12:56 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Preston Cole	Individual	Oppose	No

Comments:

This sort of controversial shift in sex education should not be implemented using the tax payer funds. Importing contentious, politically-heated curriculums from outside the State of Hawaii is clearly irresponsible to our people and our keiki.

HB-1697

Submitted on: 1/31/2022 10:20:29 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Lisa Kau	Individual	Support	No

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Education Committee,

I strongly support HB 1697, which would provide training and support for educators in the effort to ensure that our keiki have positive and accurate representations of all genders, sexual orientations, and people of color. It's important to me because as a clinical psychologist, I believe affirming sexual education will mitigate health and mental health problems later in their lives.

Please ensure that our educators are supported with the training they need to ensure our young people get the accurate and positive representations of sexual health they deserve.

Mahalo for your time,

Lisa Kau, PsyD

HB-1697

Submitted on: 1/31/2022 11:41:06 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Alfred Hagen	Individual	Oppose	No

Comments:

I oppose HB1697 because sex education should take place within the family environment. Formal education in the context of sexual education should be about biological reproduction only. One's sexual identity goes to the very core of a person and involves emotions, psychology and morals and is, therefore, not within the purview of state education curriculums. What this bill proposes is essentially one of indoctrination of fringe sexual lifestyles and again should not be part of a education curriculum but to occur when and where appropriate within the family environment. Formal education would be better served by concentrating on teaching our children: science, the arts, geography, history, languages, mathematics, biology, chemistry, physics; all those categories of education that would provide tools to students to help them decide what career or profession to pursue. The state has no right to tamper with anyone's sexual being and, therefore, my opposition to HB1697.

Respectfully,

Alfred Hagen

HB-1697

Submitted on: 1/31/2022 11:41:12 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Darlenr Wilbur	Individual	Oppose	No

Comments:

I oppose bill HB1697 because I believe it will be harmful to children because these are adult topics! Parents and children have the right and should be free to make a decision on whether or not this is something they will want to learn and/or be exposed to. Once they are exposed to it, it will not be able to be undone! We as parents have the choice to decide when and how our children are taught these subjects! Mahalo for your time!!!

HB-1697

Submitted on: 1/31/2022 11:41:59 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
D H Wilson	Individual	Oppose	No

Comments:

HI state Representatives, mahalo for the opportunity to comment. I oppose this bill in the belief it foregoes "education" and instead focuses on advocacy for what society has previously held as a perversion at worst, or an anomaly at best. I believe all people should, unless convicted of something clearly illegal, be treated with respect, and that is a two-way street. Are there people whose sexual preferences are contrary to the "norm?" Yes, and they are determined to convince, if can, or compel, through law, that the rest of society not only accept, but embrace (pardon the pun) any range of sexual activity, and anyone who disagrees is a bigot, racist, and unworthy of living amongst us. Ad hominem attacks start when there are no facts supporting the thesis. In this case, HB 1697 presumes existing HI State language concerning sexual education at the secondary grade level is deficient, and now teachers are expected to elaborate on all manner of sexual activity, ensuring students are not only aware of these differences, but they are to be celebrated to demonstrate how "inclusive" we've become. And to ensure the message is complete, yes race is also injected in the curriculum. As someone who has lived in Hawaii for more than 61 years, and a graduate of public schools, to include two degrees from UH, I am blessed to have had parents who instilled respect for all, without becoming an advocate for supporting choices most believe are at least anomalies. National reporting suggests this effort is being perpetrated throughout US school systems, so students are not only exposed to all manner of sexual behavior, but in some instances, teachers are encouraging grade school children to consider "gender reassignment," a somewhat polite term for something perverse. And, consistent with this thinking, some educators believe math is racist, and correct answers depend upon to what degree the student believes he or she has been injured by virtue of color, social status, or historical events, long since past. Frankly, I had hoped our elected representatives would have been more astute in recognizing the intent of this bill is to join the chorus of those who display nothing but contempt for our country, traditions, and institutions that have ensured equal opportunity for those who choose it. This bill presumes young and impressionable students will somehow benefit from being exposed to activities and choices that remain well outside societal norms. So be it; those choices belong to those who believe in them, but should not be forced on youngsters who will be taught "if it feels good, do it" no matter the impact on anyone else. Respectfully, consider the impact on your children, grandchildren, and the legacy you leave behind. Do you really want to advocate for this? Are you convinced not only exposing children to every possible sexual activity, but teaching it, is the right course of action? Hawaii should not believe rape, for example, is acceptable behavior, nor child pornography, even if it demonstrates the range of sexual activity possible. Truly, consider the impact of this proposed bill, and kill it. Thank you again for the opportunity to comment.

HB-1697

Submitted on: 1/31/2022 11:43:15 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Grace Alvaro Caligtan	Individual	Support	No

Comments:

My name is Grace Alvaro Caligtan. My pronouns are she/her and they/them. I live in Kapalama and have served in my community as a midwife in training, doula, early literacy teacher, health disparities researcher and intimate partner violence prevention thought leader. These past five years, I have also served as a sex educator and a trusted health education resource for K-12 classroom students, parents, and teachers. In my work, I've addressed a range of topics from puberty, menstruation, birth control, STIs, consent and healthy relationships, to sexual orientation, gender identity and gender expression. I write to you today as a private citizen who has had a life long commitment to healthy equity and who is deeply invested in reproductive justice for whose shortend life outcomes require that we pay attention.

In my professional capacity, I also have had the privilege of hearing from both youth, parents, and grandparents about the uneven quality of the scant sex education they were provided locally. I've seen the gaps in understanding of those who perhaps misread and fail to understand the changing demographics and attitudes of this next generation and the needs of their diverse family structures. Over and over again, youth require that more adults and educators in their lives be more inclusive, honor the spectrum of sexual and gender minorities, and build a more vigorous consent education that is not about victim blaming or a simple body gate-keeping of yes and no, but rather a trauma informed, consent education that allows for discussion of how to communicate and honor respectful requests, needs, and limits.

Key recent historical events in Hawaii, such as the passing of marriage equality and the recognition of the gender X marker in Hawaii driver's licenses reflect a new time and legal reality. The ongoing pandemic, as well, points to a need for stronger social emotional learning that can reduce the harm and bullying of sexual and gender minorities and the scapegoating of other marginalized youth. HB1697 is an opportunity to recommit and I ask you to join me in full support.

It's a chance for policy makers and all those that advocate for Hawaii's youth to reform and update sex education so that it is truly comprehensive and truly more inclusive and reflective of young people today.

Thank you for this opportunity to testify.

Dear Chair Woodson, Vice Chair Kapela, and Members of the House Education Committee,

My name is Jodi Kunimitsu and I am a teacher at Maui High School. I am writing in strong support of HB1697, related to sexual health education.

Our students need to be provided with the resources and education to make healthy and safe decisions for themselves, especially in regards to sexual health. In order for this to happen, our educators need to also be educated on these topics as well. We cannot simply rely on information that we learned growing up or how things used to be. We need to know the most up to date information, so that we can be supportive resources for our students.

This issue is not a matter of what our personal beliefs are versus the personal beliefs of the students we serve. This is a matter of making sure we are giving inaccurate information when students ask us questions related to sexual health.

I know there are adults on school campuses that are uncomfortable discussing topics of sexual health with students. Some feel it is up to the parents to do it. Well, that would be fine, if all students came from supportive households where talking openly about sex was acceptable. What about the students who have no one to talk to? It is usually because of a lack of education and/or resources that students end up in situations where they become teenage parents or acquire an STD. How are we, as a community, addressing these issues with our youth? Ignoring them or expecting someone else to take responsibility is not the way to go about it.

Please, I urge you to vote yes on HB1697 so that our educators can better support our students. Thank you for the opportunity to testify.

Mahalo,
Jodi Kunimitsu

HB-1697

Submitted on: 1/31/2022 12:26:18 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
kenneth elledge	Individual	Oppose	No

Comments:

To our honorable representatives of Hawaii,

I'm writing you in opposition to the proposed bill HB1697

Not only does this bill lie about what is to be perceived in society as good, it goes further as to make those lies a matter of propaganda in order to groom the minds of children into heinous and self-destructive forms of sexual disorder and perversion.

This matter is not merely one of appropriateness. It is abuse plain and simple. To subjugate children to the unrestrained sexual lusts of adults is to twist one of the most important elements of childhood--innocence of conscience. It is to make of teachers sexual predators. That is not to say that such teachers themselves will certainly entice children to take part with them in these erotic pleasures; but the teacher necessarily becomes a means of approval in order to normalize what otherwise is unnatural and undesirable for children.

I say this from the perspective of my own experience among other things. When I was a child, I was groomed by an adult to perform sexual acts with fellow children. Such acts were not taught to me to be evil or sinful, but my conscience was stricken from a very early age that while there was a sense of excitement and even enjoyment, nevertheless I knew I was engaged in something evil. While I didn't understand altogether what I had been taught and what I was doing, the feeling of remorse and guilt only grew in me as I matured. The confusion in me led me to suicidal thoughts repeatedly. This was not only my own experience but that of every one of the children involved in those acts.

I was only finally delivered by the grace of God found in Jesus Christ.

Our society has become less and less humane as it has become more and more erotic. To see one another as primarily erotic, sexual identities is not only corrupting to ourselves but to society as a whole. To use your time and authority to promote such ideas in teaching the most easily impressed minds of our society is a great abuse of power. Be warned that you are not the arbiters of what is good in the final analysis. You will answer to the Lord Jesus Christ. He said it is better for you that you be drowned in the sea than that you cause a child to sin (Matthew 18:6).

God help you to make the right decision. He will not be mocked.

With all due respect,

Kenneth Elledge

HB-1697

Submitted on: 1/31/2022 12:28:33 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kuulei Punua	Individual	Oppose	No

Comments:

Aloha

I strongly oppose HB 1697 in Hawaii's public (or private) educational systems. We as a community have a responsibility to aim for integrity and uphold our children, youth and young adults with wholesome, clear direction that will strengthen them to discern clearly without confusion or shame, that each person is created to fulfill the purpose they were born to do with a bright future ahead... Why are we complicating their identity????And Add How To Engage in SEX with??? SEX is KAPU (THAT is what the EDU systems CAN teach)... How & Who can "SEX up" should not be exploited!!!

Can we embrace all as they ARE and empower them to be their best? without indoctrinating and confusing society?????

Let's Focus EDUCATION in things that really matter...Like Increase All Hawaii Food Systems, Clean Water- Mauka to Makai, Clean Reefs, Rivers & Ocean, Build Economics & Exporting Produce. There are so many areas that Hawaii is lacking in, TRULY, This HB1697 Bill is in my humble opinion, a huge diversion & setback for our keiki.!

Educate & Raise Intelligent, Enthusiasts, Scientists, Respectful, Successful Youth who can Take Our Future Where Parents, and Kupuna can Be Proud of for all their sacrifices!!! Mahalo For Listening and Considering my Mana'o ... Kuulei

HB-1697

Submitted on: 1/31/2022 12:46:59 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Jody Shiroma	Individual	Support	No

Comments:

Dear Chair Woodson, Vice Chair Kapela, and members of the Education Committee,

I strongly support HB 1697, which would provide training and support for educators in the effort to ensure that our keiki have positive and accurate representations of all genders, sexual orientations, and people of color. It's important to me because research shows that when sex education is comprehensive, students feel more informed, make safer choices and have healthier outcomes — resulting in fewer unplanned pregnancies and more protection against sexually transmitted diseases and infections.

Additionally, sex education should be all-encompassing and comprehensive and should be adapted to reflect current health issues and trends that affect the scope of sexual health literacy and not limiting so it covers the range of all students. This can only be done with training and support for educators.'

Please ensure that our educators are supported with the training they need to ensure our young people get the accurate and positive representations of sexual health they deserve.

Mahalo for your time,

Jody Shiroma

HB-1697

Submitted on: 1/31/2022 1:03:02 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
GARY K KAGAWA	Individual	Oppose	No

Comments:

Good afternoon,

Thank you for allowing me the opportunity to share my view on this upcoming bill (HB1697).

I strongly oppose to passing HB 1697. I do not feel that the bill focuses only on adding knowledge to students, but instead the bill is strongly earmarked to create a bias against views that are supportive of family values.

GKK

HB-1697

Submitted on: 1/31/2022 1:20:55 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Phyllis Aira Sheer Raquinio	Individual	Support	No

Comments:

Monday, January 31, 2021

House Committee on Education

My name is Phyllis Aira Sheer Raquinio. I was born and raised on Maui, and I am a constituent of the island. I am also a graduate of the Master of the Public Health program at the University of Hawai‘i at Mānoa with a focus on comprehensive sexual education. Thank you very much for the opportunity to testify in strong support of HB 1697, relating to providing comprehensive training for teachers and educational officers on LGBTQ+ topics for sexual health.

This bill is important to me because, although I am a cisgender heterosexual female, I have family and friends, and I have mentored high school students, who are part of the LGBTQ+ community. When I was in high school, I didn’t receive education on the LGBTQ+ community. If I had, I would have better understood what my family and friends and mentees go through as part of a marginalized group and be able to better support them.

This is an important issue in our state because sexual education has been and continues to be taught in a cisgender heterosexual context with little to no education on the LGBTQ+ community, despite many students identifying as LGBTQ+. The 2018 Hawai‘i Sexual and Gender Minority Health Report from the Department of Health shows many of the struggles faced by LGBTQ+ youth, some of which include: bullying on school property (page 34: “40% of transgender youth have been bullied [either at school or electronically]”), depression and suicide (page 37: “50% of transgender youth attempted suicide [1 or more times in the past year]”), and a severe lack of trusted adults they can confide in compared to cisgender and heterosexual youth (page 38: “More than 1 in 2 transgender youth do not have a teacher or other adult in school they can talk to about things important to them”). I have also attended a Rainbow Town Hall from the Hawai‘i LGBT Legacy Foundation featuring current high school students who have expressed

that they have not received education on LGBTQ+ topics, which perpetuates the stigma that the LGBTQ+ community continues to face. It is vital for all youth to learn about the LGBTQ+ community and topics and issues related to them so that teachers, educational officers, and students, especially those who are cisgender and heterosexual, can better support their LGBTQ+ peers and LGBTQ+ students can learn more about themselves, receive more support from their classmates and teachers, and feel safer.

Can I count on you to support HB 1697?

Thank you very much.

Phyllis Aira Sheer Raquinio

HB-1697

Submitted on: 1/31/2022 1:24:34 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
David Wilson	Individual	Oppose	No

Comments:

To whom it may concern.

in regards to Bill HB1697

I would like to go on record that I oppose this bill on the grounds of its potential for creating divisiveness and possible discrimination against children and parents of children with sincerely held religious beliefs that contradict what some may consider an "accurate" description of the described gender identities and sexual expressions.

We only need to look at other counties where this has happened as evidence that these subjects should not be the focus of public education. Most parents in Hawaii cannot afford to homeschool or seek a private school. and shouldn't be made to feel that they cannot trust the public school system. Please stay neutral and do not pass this bill. Private organizations already spend enough money promoting these ideas and I do not belief that our tax dollars need to be funding this cirriculum.

HB-1697

Submitted on: 1/31/2022 1:34:11 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Karin Z Mendoza	Individual	Oppose	No

Comments:

I am opposed to HB 1697 in Hawaii's public and private educational system. We need our children and youth to have a clear distinction to who they are. God made them male and female and their respective organs are clear and function separate and distinct from one another. Why are you complicating and allowing this gender identity to change what God granted to us as male and female? I strongly oppose the HB 1697 Bill and many of my friends agree that it will further cause Hawaii's FUTURE to be in jeopardy. Please do not let this bill pass, all of our Keiki's future is at stake. Mahalo Nui Loa, Prayerfully submitted, Karin Mendoza, Kauai, Hawaii Resident for over 45 years.

HB-1697

Submitted on: 1/31/2022 1:39:36 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Nicole Kaleopaa	Individual	Oppose	No

Comments:

I would like to say that I am very much opposed to HB1697. I am not in agreement that DOE should be providing training for teachers and educators on topics such as sexual orientations and gender identities. I also do not believe that it is possible to provide both positive and at the same time accurate representations of the lesbian, gay, bisexual, transgender, queer etc. identities since they are not lifestyles that promote sexual health and wellness.

HB-1697

Submitted on: 1/31/2022 1:43:02 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Tiana Wilbur	Individual	Oppose	No

Comments:

Health Class should be focused on the way our body was created and designed to function and the natural functions of it. It shouldn't consist of sexual categories. This will cause many issues for children to be introduced to these topics early on it is parents choice to decide when and how they will have sex education and like all these years if they don't know how to educate their child or are not comfortable with this particular topic they have health care providers to teach or guide them in these areas but it shouldn't be forced on them. It is definitely not relevant to there fundamental education. Our tax dollars are to pay for them to be educated in math, English, science, history not what gender or sexual preference they can choose to be! It is vital that they know they're body parts and for females the function of what their menstrual period is but that is it!!

HB-1697

Submitted on: 1/31/2022 1:50:23 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Isis Usborne	Individual	Support	No

Comments:

Hello, and thank you for reading my testimony today.

As a former student of Hawai'i public schools and a member of the LGBTQ+ community, I strongly support this bill. Having thorough, non-discriminatory, and comprehensive sex education is vital to the health and safety of young people growing up in this world. It is extremely important that children are provided with the tools and resources to engage in sexual activity in a way that is informed by a thorough knowledge of consent and cultural context. Queer and trans kids, especially those of color, face an unacceptable level of suicide across the state. It is unconscionable that these children face bullying from their students, but I have heard and seen many instances growing up of teachers themselves hitting girls for holding hands with each other, and generally treating whatever they see as queer as unacceptable, gross, and dirty. This leads to internalized homophobia and transphobia that can affect mental health well into adulthood. Schools should be a safe and liberating space for learning and growth, not another source of trauma.

Please pass this bill to protect and foster our keiki.

Mahalo for reading.

- Isis Usborne

HB-1697

Submitted on: 1/31/2022 1:58:16 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Leslie J.	Individual	Oppose	No

Comments:

Strongly oppose HB1697

According to CDC data, our youth are the least sexually active in the country, so there is no need for this measure. The CDC report states that **82.4% of Hawaii's teens are not sexually active.** National studies also confirm that this is a trend with youth, who are delaying sex longer, having fewer sexual partners, and are more cautious than previous generations.

Since our schools and parents are evidently doing a fine job with our youth already, please defer this measure. Thank you for this opportunity to testify.

HB-1697

Submitted on: 1/31/2022 2:10:36 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
John Frederick Sr.	Individual	Oppose	No

Comments:

As an (*old school*) 84 year old Marine Corps veteran, youth football coach, and a committed Christian, and a parent of 10 children and 85 grand and great grandchildren, I am very opposed in allowing this Bill to Pass, (I do not want this bill to pass) . I don't think it is right to have our Children (*they are not kids, kids are baby goats*) exposed to this kind of material. Plus there is a good chance that most teachers would not like to discuss this type of information with our children in front of other children. There is a time and place to educate our children about these matters, but not in a classroom setting ! Trust me in this age of I Phones, most of our children probanly have been exposed to this type of information already.

Why continue to "over expose" this type of information to our children? Think deeply about the after effects of over-exposing this information to our children.If a child did participate in these sexual practices, could they always use the excuse that they learned about these practices in school, sort of condoning their actions. There has to be a better way or program to educate our children (*they are NOT adults...hello*) about these matters.

Lets all work with our parents, grandparents, guardians and school teachers and staff in coming up with a more sophisticated educational system *if needed* on this material for our children. Like we used to say in Hawaii ...no more class bra. Surley we can do better! Lets not rush into "buying off" on this concept or program right now.

HB-1697

Submitted on: 1/31/2022 3:06:58 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Jingwoan Chang	Individual	Support	No

Comments:

As a veteran teacher and a doctoral candidate at UH Manoa College of Education, I fully support HB1697 because of what I have learned through personal experience of teaching children, and through the extensive research about the well-being of children in schools. As educators we must have knowledge about gender beyond socially constructed, binary roles and categories. There have always been, and always will be, gender non-conforming children in our communities. It is important that we move beyond pink-blue binaries to fully acknowledge children who do not fit easily into either category, and to break down the socially constructed stereotypes and expectations around these categories.

Research shows LGBTQ+ children are more likely to suffer bullying, social ostracization, familial rejection, depression, and suicidal thoughts. As such, this type of training for educators would not only benefit the children who are LGBTQ+, but is really beneficial for all children and adults in the community in terms of providing research-grounded information and clarity about terms and definitions in this realm, and inclusive practices so that all children feel affirmed.

From anecdotal experience, I know that despite being a diverse state, we are still working towards becoming a more inclusive, respectful society in many ways. Being silent on issues of gender identity, roles, and sexual orientation also sends a message to children, that there is something that is unacknowledged or shameful to talk about. This type of training would make a great positive impact in this process of all of us, teachers, students, and families being kinder, more empathetic, and better advocates for each other.

HB-1697

Submitted on: 1/31/2022 6:14:55 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kayla Kawamura	Individual	Oppose	No

Comments:

I strongly oppose this bill. I believe this bill to be an infringement upon the religious freedoms of students and families in Hawaii. Students should have the right to express their sexual orientation freely and have a right to be informed about their sexuality; however, I believe this would best be handled within each individual's family. It is not the responsibility of the school to inform Hawaii's youth about their sexuality. Although students could be given the option to opt out of such an education, I believe the Department's resources should be allocated toward other topics that will mold and shape the future generation of Hawaii, such as career training programs.

HB-1697

Submitted on: 1/31/2022 6:52:10 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
MARLA KAWAMURA	Individual	Oppose	No

Comments:

I am strongly opposed to HB1697 because I do not feel it is appropriate for students and it's imposing values that may not be in accordance with the child's family. It is not the up to the government to decide how and what information about transgenders is provided to children. It is up to every parent and it's the family's right to deal with this issue in the way they choose. Students have so many vital academic areas to focus on and this should NOT be part of their regular curriculum. This is going against those individuals with religious beliefs that God created man and woman. If this bill goes through there will be a huge increase in homeschooling, as it will be the only way for parents to ensure that their child is truly getting a proper education. For the sanctity of the family unit and for the protection of our students' education, I hope that the HB1697 DOES NOT PASS.

HB-1697

Submitted on: 1/31/2022 9:01:15 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Beth Anderson	Individual	Support	No

Comments:

Thank you for working to make sexual health education more inclusive, and more considerate and respectful of LGBTQ students. LGBTQ kids are statistically at higher risk for suicide, depression, becoming a runaway, and addiction problems. They are challenged in so many ways, often face discrimination and bullying, and need equal treatment and the destigmatization in the school setting that this bill offers. The bill encourages comprehensive sex education that offers a realistic understanding that there is a spectrum of sexual health and kids sexual expression and preference is not limited to heterosexual relationships.

I fully support HB1697.

Mahalo,

Beth Anderson

HB-1697

Submitted on: 1/31/2022 9:12:44 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Maaza Christos Mekuria	Individual	Oppose	No

Comments:

I oppose this bill primarily, as a parent i know what harm keiki might face when exposed to such difficult and sensitive very personal and private isubject. Already the society is highly sexualized and adding such things at an early age is found to be detrimental and has been attested by study after study! Introducing children with sexual content at an early age is detrimental to their emotional and mental health! As a parent I want education for my keiki in relevant subjects, as reading, writing and arithmetic and not in sexual activity or behaviors. Once kids master the three R's and they are capable to distinguish truth from fiction, they would choose what is in their best interest. Information that is irrelevant to learning the basics should not be given at schools. Exposing children to such content is proven to make kids experiment more than give them focus on the most important thing they come to school for i.e. in learning the important life skills that would make them productive citizens of Hawaii. I grew up learning the basics at school and respect for Oahan and Kupuna including loving my neighbor as myself. I was not deprived out of any thing good! Hawaii must enhance the reading-writing-math-and-science comprehensions so desperately needed for the future of our keiki and state and imprve the grade level for all our educational centers. At this time when the state is in need of an educated workforce, we must not let the keiki be saddled on with a side show! And besides sex education should be left to the Ohana table and not the school desk which is having a hard time to teach the three R's why add another untested curriculum when one can't do the basic foundation of learning? I pray that any exposure of highly sensitive and damaging sexual content at an early age should be prohibited at any and every school and should only be the responsibility of loving parents and not any third party. I think exposing our impressionable keiki who are already struggling from the current crisis will further hinder the education progress of our youth! Let us help Hawaii parents strenghten the ability of thier children to grasp basic education and not saddle them with something that is out on the extreme left field. Mahalo!

HB-1697

Submitted on: 1/31/2022 9:12:52 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Jason K	Individual	Oppose	No

Comments:

Aloha,

I am opposed to HB1697. This topic should be addressed in the privacy of a home setting. Let's remember, the Department of Education, specifically teachers, are there to teach DOE material and not have additional material forced on them. The legislature and the Department of Education should be using their time and efforts to better the educational system and develop better protocols for Covid cases and exposures in schools as it appears each school has inconsistent protocols in dealing with covid.

Respectfully,

Jason K

HB-1697

Submitted on: 1/31/2022 10:53:13 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Joey Brown	Individual	Support	No

Comments:

Aloha,

I just wanted to submit brief testimony in FULL SUPPORT of this important bill. All I can say is that I wish this type of public policy was enacted while I was still in school. Not only would it have saved me from a lot of fear and unnecessarily risky situations, but it would have gone a long way in ending LGBTQ stigma and prejudice that is still so pervasive in our society.

I respectfully ask the Committee to advance this bill.

Mahalo.

HB-1697

Submitted on: 2/1/2022 12:16:23 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Joelle Seashell	Individual	Oppose	No

Comments:

You folks are disgusting to present this bill to oversexualize our children. The children belong to the parents not the government and not the schools. Stick to arithmetic and Grammer and stop pushing your agenda to break down society through destroying the family.

HB-1697

Submitted on: 2/1/2022 12:31:14 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Damien	Individual	Oppose	No

Comments:

I oppose this bill and requiring training for teachers on the immoral acts and destigmatization of lesbian, gay, bisexuality, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and etc....

HB-1697

Submitted on: 2/1/2022 3:27:15 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Lisa Shorba	Individual	Oppose	No

Comments:

I stand in strong opposition to HB1697 and respectfully request that this bill be held in committee.

Mahalo!

Lisa Shorba

Date of hearing: 2.1.2022

Bill #: HB1697

Committee on Education

Representative Justin Woodson, Chair

Representative Jeanne Kapela, Vice Chair and Committee members,

My name is Anne Hvizdak. I am writing in **support HB1697** that will enhance the content that teachers provide students regarding sexual health education. I also support an amendment put forth by the Hawaii DD council in section 3.3 that would mandate students with Intellectual and Developmental Disabilities (ID/DD) be provided the opportunity to participate in sexual health education opportunities. I work with adults in Medicaid Home and Community Based Services (HCBS) waiver programs that have transitioned out of the Department of Educational programs. To support the adults in the HCBS waiver programs, the Hawaii DD Council is working towards offering opportunities for sexual health education for adult individuals with ID/DD, their families and the staff that support them.

Mahalo for your consideration:

Anne Hvizdak

669 Aewa St.

Eleele, HI 96705

Hvizdak11@gmail.com

HB-1697

Submitted on: 2/1/2022 6:13:59 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Donna Fa'ainuinu	Individual	Oppose	No

Comments:

Good Morning Hawaii State Legislature,

I am very much opposed to HB1697. I don't believe that our tax dollars should be spent on this type of education in public schools. A sensitive subject such as Sexual Health Education must be left up to the parents. Parents are the first teachers. Please don't take away the right of a parent(s) to be parents.

Thank you for your time and consideration.

Donna
Fa'ainuinu
ed Citizen on Oahu

Concern

HB-1697

Submitted on: 2/1/2022 8:10:19 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Margaret Nakoa	Individual	Oppose	No

Comments:

The DOE is ruining our children. They should work for the parents. Why don't we do a vote sent home to all parents and ask if they support this bill. Me personally do not and if this is how Hawaii's school systems I will end up like the hundreds of other local families that pull their kids out or move away. What should be discussed is how babies are made so they can prevent that from happening but anything outside of reproduction it does not need to be discussed and that should be left to parents conversations at home. If you don't trust that than pump up the mental health resources for a very SMALL group of people that people like the introducer of this bill uses for political gain and not thinking about the grave consequences of bringing this to our children's school. More of our leaders need to grow some guts and morals and stand up for the majority people who would NOT support this!

HB-1697

Submitted on: 2/1/2022 8:12:42 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
rachel delosreyes	Individual	Oppose	No

Comments:

The state has NO business teaching about sexuality in schools. Whether it's to teachers, faculty, or students. Sexuality is something that needs to be taught at HOME. This is precisely the reason that I'm considering home schooling my children. I will not send my children to a school that is going to teach the exact opposite of what we're teaching at home. I see this happening across the country and I don't understand why there's a need to sexualise our children. Whether is elementary school or high school, they are OUR CHILDREN. The bill says that it wants to 'promote sexual health. I say again, the state has NO BUSINESS being involved with our CHILDRENS 'sexual health.'

HB-1697

Submitted on: 2/1/2022 10:29:03 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Shantel Alisa	Individual	Oppose	No

Comments:

There is nothing positive or accurate about representing what someone calls "identity" as legitimate perversion of how the human race was created. To say that it is "positive" that anyone, let alone those who are of secondary education ages, should be educated to accept that perversion of manhood and womanhood should be surrendered to choice is irresponsible and dangerous. To then also defend the point that it is "accurate" that we equally represent those who again pervert the very biological nature of humanity, this identity that is founded on carnality and ultimately leads to the misuse and misrepresentation of our very physical makeup is like saying that we have a responsibility to educate our youth that if "they" think or would like to surmise that $1+1=5$, then they should have the right to do so. You cannot legitimize what is a perversion of fact. It is our basic human right to educate children in the home as parents and as guardians (hence the root word "GUARD") in whatever manner we deem fit to be both respectful and aware of our fellow man. In this generation that strips young people of the right to basic commonsensical principles as penis=male, vagina=female, the DOE has no right to include what some would like to "surmise" is their identity when we should really be laser focused on educating truth according to factual principles; not the right to call opinion fact. There is a desperate need to treat this pandemic of falsity and corruption of character with real medicine: respect, morality, ethic, and truth. We cannot put so weighty a topic as "living out one's truth" into the hands of those who are wrought with opinion and social influence. These require real education and guidance to then formulate and come to incontestable truth. The real truth has already been proven. Jesus Christ died for our sins, and after 3 days, rose from the dead. This has been proven. There was key evidence and eye witnesses that cannot be disregarded just because of passing time. (Ref. Matthew, Mark, Luke, and John's testimony, circa AD 66-110). Truth is truth, and cannot be outdated. So as FACT, God's way of doing and being right must be defended, not disregarded just because of passing time. We should be educating our young people that their identity DOES NOT and their decisions SHOULD NEVER have to lead to perversion of truth; that they were NEVER, nor any of us EVER created to live lives that lead to immorality, fornication, destructive sexual activity to body, soul, and spirit, abortion of human life, suicide linked to depression rooted in rejection and insecurity, self-love that removes the need for a PROVEN Savior and Creator (ref. Genesis 1 and John 3:16, HOLY BIBLE). We CANNOT be negligent with our generation by administering a bandaid of inclusion instead of the medicine of salvation. WAKE UP!!!! There is a faithful remnant that stands for righteousness. We are here. And we will not be silenced.

HB-1697

Submitted on: 2/1/2022 11:03:33 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Sharnelle Faumuina-Puahi	Individual	Oppose	No

Comments:

I Sharnelle Faumuina-Puahi oppose Bill HB1697. My children and behalf of my nieces and nephews and all our children in our community, will not have such educational knowledge of this Bill of HB1697. I oppose Bill HB1697.

Mahalo,

Sharnelle Faumuina-Puahi

HB-1697

Submitted on: 2/1/2022 11:07:47 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Cathy Wilson	Individual	Oppose	No

Comments:

I do not wish for the school systems to influence my children regarding sexual orientation sexual health topics such as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities, to destigmatize and promote sexual health. I have no problem with people who fit into this categories but I strongly feel this is not for them to teach or influence children, my husband and I can discuss these matters with our children..our children. I think it is ridiculous for them to put this on the table, stick to teaching them about accurate history, math, skills they will need in life. The school and government should keep their noses out of matters such as this. I don't see why this matter is even being brought up when there are other issues. Kids are young and impressionable, the schools are not the ones who should teach these sensitive matters to young kids. They don't know these adults that well and what if these educators influence them or pressure the kids to thinking something when it's not what they have come to a conclusion about. Kids are already confused especially if they're starting puberty, the education system should stick to teaching academics not personal issues such as sexual orientation.

HB-1697

Submitted on: 2/1/2022 11:15:55 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
megan rupisan	Individual	Oppose	No

Comments:

I believe that the school systems should not encourage sexual education as this only encourages students to be sexually active at a young age. Stop perverting the innocence of our children. They should know that sex is exclusively for marriage! Not when they're in middle or high school. Also, you should not confuse a child on their sexuality. There's a reason why they were born either male or female! God purposed their identity from the beginning of time, when they were still formed in their mother's womb. Don't distort the very image of God. He's not confused and His truth is not and will never be compromised. Stand up for freedom, stand up for purity and stand up for righteousness. You were not called into the position that you have to be influenced by the world but you are called to make an impact. Bring Godly order into our state! Be the hands, be the feet and be the voice of Jesus.

HB-1697

Submitted on: 2/1/2022 11:39:27 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
staci lopez	Individual	Oppose	No

Comments:

I oppose this bill. This goes against the word of God, and threatens our generation to come.

HB-1697

Submitted on: 2/1/2022 11:49:44 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kimberly Kaaua	Individual	Oppose	No

Comments:

I am opposed to HB1697. Teaching our keiki "on sexual health topics that include positive and accurate representations of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and other sexual orientations and gender identities and persons of color communities, to destigmatize and promote sexual health." is NOT a topic that should be taught at our schools. Educators will have an OPINION on this topic and can influence our keiki to suit their personal beliefs. "...positive and accurate representations..." are NOT necessarily the truth; it is an OPINION & RELATIVE to the creator of the curriculum. It is NOT an absolute truth, which is "total and complete facts, not things that are imagined or invented." {definition of absolute and definition of truth; Collins Dictionary}.

This topic should be reserved for the parents/guardians of the keiki according to their belief system. This is a definite overreach and one that I am OPPOSED to.

Thank you for hearing my statement. Aloha!

HB-1697

Submitted on: 2/1/2022 11:56:09 AM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Abigayle	Individual	Oppose	No

Comments:

There is nothing positive or accurate about representing what someone calls "identity" as legitimate perversion of how the human race was created. To say that it is "positive" that anyone, let alone those who are of secondary education ages, should be educated to accept that perversion of manhood and womanhood should be surrendered to choice is irresponsible and dangerous. To then also defend the point that it is "accurate" that we equally represent those who again pervert the very biological nature of humanity, this identity that is founded on carnality and ultimately leads to the misuse and misrepresentation of our very physical makeup is like saying that we have a responsibility to educate our youth that if "they" think or would like to surmise that $1+1=5$, then they should have the right to do so. You cannot legitimize what is a perversion of fact. It is our basic human right to educate children in the home as parents and as guardians (hence the root word "GUARD") in whatever manner we deem fit to be both respectful and aware of our fellow man. In this generation that strips young people of the right to basic commonsensical principles as penis=male, vagina=female, the DOE has no right to include what some would like to "surmise" is their identity when we should really be laser focused on educating truth according to factual principles; not the right to call opinion fact. There is a desperate need to treat this pandemic of falsity and corruption of character with real medicine: respect, morality, ethic, and truth. We cannot put so weighty a topic as "living out one's truth" into the hands of those who are wrought with opinion and social influence. These require real education and guidance to then formulate and come to incontestable truth. The real truth has already been proven. Jesus Christ died for our sins, and after 3 days, rose from the dead. This has been proven. There was key evidence and eye witnesses that cannot be disregarded just because of passing time. (Ref. Matthew, Mark, Luke, and John's testimony, circa AD 66-110). Truth is truth, and cannot be outdated. So as FACT, God's way of doing and being right must be defended, not disregarded just because of passing time. We should be educating our young people that their identity DOES NOT and their decisions SHOULD NEVER have to lead to perversion of truth; that they were NEVER, nor any of us EVER created to live lives that lead to immorality, fornication, destructive sexual activity to body, soul, and spirit, abortion of human life, suicide linked to depression rooted in rejection and insecurity, self-love that removes the need for a PROVEN Savior and Creator (ref. Genesis 1 and John 3:16, HOLY BIBLE). We CANNOT be negligent with our generation by administering a bandaid of inclusion instead of the medicine of salvation. WAKE UP!!!! There is a faithful remnant that stands for righteousness. We are here. And we will not be silenced.

HB-1697

Submitted on: 2/1/2022 12:02:17 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Ann S Freed	Individual	Support	No

Comments:

Aloha Chair and members,

Strong support for this measure. Disinformation or lack of information puts students at risk of STDs, unwanted pregnancy, shame and mental health problems. In addition Our LGTBQ students are at 4 times the risk for suicide than their peers. Destigmatizing and mandating sex education should be a priority in our public schools.

Mahalo,

Ann S. Freed

Life-time feminist, Mililani

HB-1697

Submitted on: 2/1/2022 12:07:54 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Brittni Torres	Individual	Oppose	No

Comments:

There is nothing positive or accurate about representing what someone calls "identity" as legitimate perversion of how the human race was created. To say that it is "positive" that anyone, let alone those who are of secondary education ages, should be educated to accept that perversion of manhood and womanhood should be surrendered to choice is irresponsible and dangerous. To then also defend the point that it is "accurate" that we equally represent those who again pervert the very biological nature of humanity, this identity that is founded on carnality and ultimately leads to the misuse and misrepresentation of our very physical makeup is like saying that we have a responsibility to educate our youth that if "they" think or would like to surmise that $1+1=5$, then they should have the right to do so. You cannot legitimize what is a perversion of fact. It is our basic human right to educate children in the home as parents and as guardians (hence the root word "GUARD") in whatever manner we deem fit to be both respectful and aware of our fellow man. In this generation that strips young people of the right to basic commonsensical principles as penis=male, vagina=female, the DOE has no right to include what some would like to "surmise" is their identity when we should really be laser focused on educating truth according to factual principles; not the right to call opinion fact. There is a desperate need to treat this pandemic of falsity and corruption of character with real medicine: respect, morality, ethic, and truth. We cannot put so weighty a topic as "living out one's truth" into the hands of those who are wrought with opinion and social influence. These require real education and guidance to then formulate and come to incontestable truth. The real truth has already been proven. Jesus Christ died for our sins, and after 3 days, rose from the dead. This has been proven. There was key evidence and eye witnesses that cannot be disregarded just because of passing time. (Ref. Matthew, Mark, Luke, and John's testimony, circa AD 66-110). Truth is truth, and cannot be outdated. So as FACT, God's way of doing and being right must be defended, not disregarded just because of passing time. We should be educating our young people that their identity DOES NOT and their decisions SHOULD NEVER have to lead to perversion of truth; that they were NEVER, nor any of us EVER created to live lives that lead to immorality, fornication, destructive sexual activity to body, soul, and spirit, abortion of human life, suicide linked to depression rooted in rejection and insecurity, self-love that removes the need for a PROVEN Savior and Creator (ref. Genesis 1 and John 3:16, HOLY BIBLE). We CANNOT be negligent with our generation by administering a bandaid of inclusion instead of the medicine of salvation. WAKE UP!!!! There is a faithful remnant that stands for righteousness. We are here. And we will not be silenced.

HB-1697

Submitted on: 2/1/2022 12:14:39 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
YJ Ryu	Individual	Oppose	Yes

Comments:

There is nothing positive, safe, or empowering about teaching secondary school students confusion, especially in their identity and genetic make up. Confusion in identity has opened doors to rebellion, anxiety, depression, bullying, oppression, drug abuse, sexual abuse, alcohol abuse, and ultimately suicide starting in the young children and even into adulthood. Rather than protecting the purity of our young generation, the DOE has no right to legalize a false opinion.

Feelings and emotions are not always factual or the truth, and to teach and encourage our children that what they feel is who they are is inhumane and dangerous. The DOE has no right to justify a perverse truth in gender confusion in the school system. Is it righteous for someone to steal because they “felt” like it, or even to commit murder because they were “angry” or “felt like it”? Absolutely not. Sin cannot be justified with laws, bills, or acts. We will not accept the perversion of the true makeup of human genetics because someone “feels” like it.

To see that this topic was a “top priority” for student participants in the 2021 Hawaii Children and Youth Summit is quite concerning. The State attempting to pass this bill goes against the very Mission Statement of the DOE:

“We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.” [<https://www.hawaiipublicschools.org>]

Ensuring students reach their aspirations cannot be done through perverting the truth and righteousness of who they are in Christ Jesus. Rather, equity learning would ensure students reach their aspirations.

Everything that is done in the dark will be brought out into the Light, and we cannot serve two masters. We cannot play the role of a victor and a victim. We must choose this day whom we will serve. The very fact and truth is that Jesus Christ died for us on the Cross to cancel every sin and confusion, even gender confusion. He then rose on the third day and is now seated at the right hand of the Father. Neutrality is still a decision, in which we will have to redner account. We must turn our hearts back to the reverential fear of God. “One nation UNDER GOD.” There is a longing in our souls, that can only be filled by the presence of God. “For My people have committed two evils: They have forsaken Me, the fountain of living waters, And hewn themselves cisterns—broken cisterns that can hold no water.”

Jeremiah 2:13 NKJV

Two wrongs will never make a right. There is a faithful remnant standing in the gap and righteousness will prevail.

HB-1697

Submitted on: 2/1/2022 12:41:11 PM

Testimony for EDN on 2/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Racheal Fernandez	Individual	Oppose	No

Comments:

I oppose HB1697. No education of this kind should be allowed in our public schools. It is the right of parents to teach their children about sexual health. I also believe that there are many teachers who will be forced to teach this and it's unfair to them to put that burden on their shoulders.

Mahalo