

Thank you for meeting with me regarding the Teen Pep program, and providing me with a copy of the curriculum. As I expressed in our meeting, I am born and raised and a graduate of this district. I currently have four children attending the Middle School and High School. I have a concern for this community, its children and the schools at a very deep level.

I know everyone involved in this program is trying to help our children navigate themselves safely through a sexually saturated culture. I have been examining the curriculum of Teen Pep. What I have found is a great deal of wonderful instruction, but I have also found a great deal of unhealthy and misleading, and slanted information. The best way I can describe it is with a recipe. When making brownies, I select my ingredients carefully but if for the finishing touch I add just a dash of poison. Would I serve my brownies to my children? No! Do I want Teen Pep for my children? No!

Parental Concerns:

1. My first and most obvious concern is my fourteen year old child's participation in the Teen Pep presentation without my knowledge, permission. I understand that my child was one of three students without parental permission to be in the presentation. So obviously, this is an area that needs to be monitored more closely, especially when dealing with such emotionally charged and controversial teachings. Much of this program is in direct conflict with my values, and made my child feel very conflicted, uncomfortable and violated in the class.
2. Are the Teen Pep student leaders now "Highly Qualified" trained teachers? Are they now able to give medically accurate advice to their fellow students regarding life and death issues?
3. I am concerned that students are receiving this program and being removed from core subjects. My child was removed from English for this teaching.
4. I am deeply concerned that this program is presented to the students in mixed company. (Boys and girls together). This desensitizes the child's level of modesty which is an important protective element for young people.
5. The permission slip sent home to parents was vague and incomplete as to the exact nature of the presentations on "pregnancy prevention" which includes recommendations by the student pep-leaders to the to go to "the clinic" when you decide you are ready to have sex, instructions via demonstration of how to put on a condom on an erect penis. (A banana was used for the erect penis), instructions on how

to use the birth control pill using an actual pack of pills, instructions on using the NuvaRing, DepoProvera injections, masturbation and abstinence. In addition, the permission slip did not tell parents the children would miss instructional time in a core class to attend. It also left out the Pep cheer: "Sex can wait, Masturbate".

6. In the understanding gender section, the students are asked by their peer leads to comment on the statement "Women enjoy sex more than men".
 - Issues: do you think men and women enjoy sex differently...if so in what ways?"
I find this conversation inappropriate on **too many levels to express.**
7. In the understanding gender section, the wording is geared to minimize a stay at home mom. The exact wording is: "What is the **problem** with a stay-at-home-mom family model?" (Financially unrealistic for most families; professionally unrewarding for many women). I am troubled with the message that there is a "problem" with a stay-at-home-mom family. A working parent is presented as a "positive" role model, but a stay at home mom family has a "problem". (See attached).
8. In understanding gender section, the stay-at-home dad family model is not mentioned. If the goal in the curriculum is to teach the children to avoid gender stereotypes, shouldn't the house-dads be included?
9. In the section on Masturbation, it is said to be a "good" thing, yet TeenPep is not supposed to teach values. When a curriculum says something is good, that is teaching a value.
10. I am concerned with Teen Pep's association with clinics. Seeing that a trip to a "clinic" is recommended raises a huge red flag in my eyes that there may be a hidden agenda in the TeenPep program to promote the most predominant of clinics: namely Planned Parenthood, and market their services via our children. **This disturbs me greatly.** I think this curriculum is overtly selling: safe(r) sex for children and covertly selling: the use of "clinics," their goods and services, which includes abortions. I find the use of our teen student leaders to put peer pressure our younger students to use birth control and "the clinic" unethical. This program uses the natural desires of our Teen Leaders to help others to inadvertently reap financial gain for clinics and pharmaceutical companies. Throughout much of the curriculum, the Teen Pep leaders instruct the students to go to a clinic to get birth control pills, condoms, tests, if they decide to become sexually

active, etc. In teaching birth control and telling the students to go to a clinic, the school district, through the teaching of Teen Pep, has now encouraged a relationship with “the Clinic.” The district has created a bridge, student to clinic, without parental involvement. When the students birth control fails, and it will many times, (studies show as many as 50% of women who have abortions were on some type of birth control when they became pregnant-see attached... the truth about contraceptives).

11. What happens when a student has a stroke and dies or becomes disabled from being on Ortho Evra? (See attached handout page 2 of 3). Dies or becomes sterilized after an abortion? Is the school district ready to be liable to the student’s parents? What happens when a student is injured or dies by any of the contraceptive methods taught? (See attached NuvaRing lawsuits) Is this district ready for the liability of one student giving another student misinformation? If the district insists on teaching the birth control options, it must be educationally responsible and stress the dangers of birth control in TeenPep and the actual science of how each method works inside the human body. For example, teach the children that the pill does not always stop egg fertilization, but that often the egg does become fertilized, but it cannot implant into the mother because of the hormones in pill, thus causing the life to die. Tell the students that over 1090 women in the United States will die from the side effects of the pill. The students need to know the birth control can be deadly and they have long term effects. It is one thing if a child finds their way to a clinic on their own, it is an entirely different thing when the school instructs them to go and use these drugs and birth control techniques.
12. This curriculum does not teach about the development of the child in the womb, yet instructs the students to destroy a fertilized egg via a birth control pill or plan B. The students should be informed that the sperm and egg have joined to form one cell, the new life has 23 chromosomes from each parent, and 46 in all, the students should be taught that this one cell has the complex genetic blueprint for every detail of human development. The child’s sex, hair color, eye color, and skin tone are already determined inside this one cell. (See attached).
13. This curriculum does not explain the lack of parental rights of the men. In NJ, the law does not provide the father of an unborn child the right to stop the mother from aborting the baby, even if the father wants the child and will agree to raise him or her alone.

14. Are the parents of the Pep Teens aware of exactly what their children are teaching? Are the Teen Lead parents aware that the freshman parents have not been given clear information regarding the content of the training?

I thank you for agreeing to discuss the abstinence program, "Yes You Can" given by the NJ Physicians Advisory Group. I understand the health supervisor has had a positive conversation with the president of this group earlier today. This program is relatively inexpensive and is available for 5th grade through 12th grade use. I request we bring this to our district on all grade levels as soon as possible. If not to replace Teen Pep, then in addition to Teen Pep. This will provide the population of parents that do not wish their children to participate in the Teen Pep program another option to educate their children. This program promotes the medical facts about high-risk behavior of teen sexual activity. This program is in compliance with the NJ Human Relationships and Sexuality Education Standards (2.4) and puts participating schools in compliance with the mandated AIDS Prevention Act. This program is being used in 230 Public Schools in New Jersey. It is an 8 part curriculum that includes: Fetal Development, Future Oriented Goals for Students, Building a Heart to Love, STD'S and prevention, Date Rape Prevention, How to say No, and focuses on encouraging a sexually active teen to reconsider this high risk behavior. It is being well received by students, parents and educators. The web page: www.njphysicians.org, info@njphysicians.org, phone # 908-322-9050, fax 980-322-4293.

I request the board of education to allow the president of NJ Physicians Advisory group to come and present this curriculum in its entirety via a power point presentation.

There is also a NOT NOW curriculum being used in some public schools. I am not familiar with the program, but it may be worth investigating.

I request the district bring speakers and conduct assemblies on abstinence and the dangers of sexual activity. I request the board promote the life benefits for teens NOT being sexually active in the elective content areas, for example "Amor Puro" could be given out as a reading assignment in Spanish class. "Pure Womanhood" and "Pure Love" are other handouts could be used in Life Skills.

I request you immediately mail home letters to all the parents with children in the program (as leaders and as students) that explains the following and gain permission for their child to participate in the program once given a clear understanding of past and future content being presented by and to the children. For example:

- a) Which class the child will be removed from to participate in the TeenPep activity.
- b) That TeenPep classes are taught in an environment with males/ females in the same class together.

- c) That pregnancy prevention includes: demonstrations in how to place a condom on and off a banana. (The banana representing the erect penis, the curriculum actually calls for a penis model!) the use and demonstration of how to use birth control pills, the NuvaRing, vaginal contraceptive film, abstinence, and Emergency Plan B (the morning after pill) and directions on how to obtain such products with or without parental knowledge or consent.
- d) The team leaders will direct students anticipating sexual activity to go to a clinic.
- e) The team leaders instruct the younger students with a chant that "SEX CAN WAIT, MASTURBATE."

In closing, there are many behaviors teenagers engage in that are dangerous. For example, some students use drugs. Do we then take the entire population of students and teach them how to use drugs in a safer way? NO! We teach them not to do drugs at all. Why then, when some students engage in the dangerous act of sex, do we teach the entire population of students to have safer sex, should we not be teaching them not to have sex at all?

Thank you,

Burlington County Parent