



The Bullying Bill (HF 826) and *It's Perfectly Normal*: What's the Connection?

Governor Dayton's *Safe and Supportive Minnesota Schools Prevention of Bullying Task Force Report* is the guide to understanding the meaning of the carefully crafted words in the *Safe and Supportive Minnesota Schools Act* (HF 826). This report includes language that opens the door to emotionally damaging, sexually explicit curriculum for all school-age children regarding human sexuality.

The Governor's *Prevention of Bullying Task Force Report* reveals that their strategies include changing the **"values, attitudes, and behaviors"** of children by teaching them **"the nature of human sexuality."** (Page 18)

The Sexuality Information and Education Council of the United States (SIECUS) is the likely standard for what is deemed **"developmentally appropriate programmatic instruction"** (HF 826, line 7.8) for human sexuality. Curriculum and resources like *It's Perfectly Normal* are highly recommended and promoted by SIECUS. The SIECUS guidelines have the stamp of approval from the Minnesota Department of Health and the Minnesota Department of Education—the intended location for the proposed School Climate Center—a \$1 million dollar new state agency.

Promoting and normalizing sexually diverse behaviors and lifestyles is the primary focus of bullying prevention and safe schools programs such as, *AMAZE*, *Respect for All*, and *Welcoming Schools*. For example, in the *Welcoming Schools* program (piloted in Minneapolis), students are continually observed, assessed and evaluated on the changes in their attitudes and beliefs regarding family structure and human sexuality with a form that states: **"I used to think...but now I know."** In these programs young children are introduced to sexual diversity-themed stories that confuse children's feelings and set up conflict in their minds over gender roles, parental authority, and their personal values and beliefs.

Values and attitudes about human sexuality will be transformed by means of **"inclusive curriculum"** (HF 826, line 11.19). This is authorized language for teaching about and including all sexual lifestyles in every classroom subject. When it comes to human sexuality, "inclusive" means normalizing anal sex and presenting it as equivalent to vaginal intercourse. It is not possible to "normalize" all types of sexual behavior without misleading children to think they are equally safe. This is an extreme health risk to any student who is led to experiment with this high-risk behavior.

According to the Centers for Disease Control and Prevention, **men who have sex with men (MSM) are over 44 times more likely than other men to contract HIV, and 94 to 95 percent of HIV cases among boys and young men are linked to homosexual sex.**

In November 2010, the U.S. Department of Justice and the U.S. Department of Education, Office for Civil rights began an investigation of alleged harassment complaints in the Anoka-Hennepin school district. In

July 2011 a lawsuit was filed against the Anoka-Hennepin School District on behalf of six students, by the Southern Poverty Law Center and the National Center for Lesbian Rights. As a part of the Consent Decree settlement—described by U.S. Assistant Attorney General Thomas Perez as “a comprehensive blueprint...a model for schools across the nation”—the Anti-Bullying/Anti-Harassment Task Force was formed in 2012. *The Anoka-Hennepin Anti-Bullying/Anti-Harassment Task Force Report 2012-2013* includes the following recommendation: “**Comprehensive, inclusive health and human development education K-12.**” (Page 8)

The emphasis on comprehensive, inclusive sexuality education for bullying prevention in both the *Anoka-Hennepin Anti-Bullying/Anti-Harassment Task Force Report* and Governor Dayton’s *Prevention of School Bullying Task Force Report* shows the **legislative intent to include sexually explicit, controversial lessons for school-age children**, beginning in preschool—all under the banner of *inclusive curriculum*.

Exposure to the sexual content in “inclusive curriculum” poses a health risk to students whose developing minds are unable to handle this sexually graphic information. Modern neuroscience research reveals how sexual images can alter a person’s brain formation. Dr. Victor Cline, considered to be the world’s foremost expert on sex addiction, says that sexually graphic images viewed by a child will be imprinted on their “hard drive,” leaving a child confused, changed, and damaged. The result is sexual acting out and sexual harassment due to the modeling-effect or imitative-learning effect.¹

Under HF 826, public schools will become transformation stations where children will enter with one set of family values and beliefs, and exit with another. In the process, academic instruction will be sacrificed.

Legislators concerned about protecting children must bring 21st century established scientific research into public policy decisions regarding anti-bullying legislation, lest they risk bringing life-damaging harm to the children they seek to protect.

1. Victor B. Cline, Ph.D., *Pornography’s Effects on Adults and Children* (New York: Morality in Media, 1990), 11.