

The Haddonfield School District released a statement on the evening of 9/8 in response to our Opt-Out Form and flyer. The District's statement included numerous false and/or unsubstantiated claims regarding the materials that were distributed. The following is our response:

DISTRICT STATEMENT:
 "The statements made about the book "George" have been exaggerated, twisted and presented out of context. **Although the book is not part of any school's curriculum**, we are proud to make it available in support of any student who has questions about his/her/their identity. You may view a summary of the reading level, along with awards and professional reviews of "George" [here](#). **We stand firm in our belief that we must offer books for all of our students, including our LGBTQIA+ students.**"

Unit 1: Interpretation Book Clubs: Analyzing Themes

- Extra Credit by Andrew Clements (U)
- Fish in a Tree - Lynda Mullaly (X)
- Jars of Hope: How One Woman Helped Save 2,500 C
- George - Alex Gino (Z)
- Rules by Cynthia Lord (R)

The statement above is false. Here is the 5th Grade ELA curriculum.

This is the 5th Grade ELA Curriculum – Reading Unit 1
<https://app.oucoursesystems.com/curriculum/10306/18192180>

DISTRICT STATEMENT:
 "Statements made in this document about the Health curriculum as it applies to human sexuality are simply inaccurate."

The District's Statement is an empty assertion with no substantive backup. Below are the specific curricula and the NJ State "Performance Expectations" – both from the BOE website



Learning Standards – ~~Comprehensive Health and Physical Education~~
 Personal and Mental Health by the End of Grade 5

Performance Expectations
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
• 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
• 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g. romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
• 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

FROM 5TH GRADE HEALTH CURRICULUM SECTION 2.4
 "Summarize strategies to remain abstinent and resist pressures to become sexually active."
 [The reader will have to use his/her imagination to imagine what these 'strategies' might be.]
5th Grade?
 Why isn't the district fighting FOR our kids (and our teachers)? Do our teachers really want to have these discussions with somebody else's 10 year-old child?

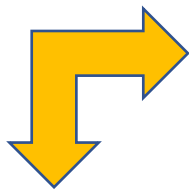


Learning Standards – Comprehensive Health and Physical Education
 2.1 Personal and Mental Health by the End of Grade 8

contribute to making it sex.	crisis, and change. • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 2.1.8.SSH.10: Identify short and long-term contraceptive and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
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FROM 8TH GRADE HEALTH CURRICULUM SECTION HE.6-8.2.1.8.SSH.9
 "Define vaginal, anal, oral sex."

DISTRICT STATEMENT:
Haddonfield School District does not teach CRT. We continue to teach a fair, accurate representation of history, as we have in the past.



FROM THE DISTRICT WEBSITE EQUITY COUNCIL SECTION...
“Examples of Racial Microaggressions” includes examples of “statements made when Whites deny their racial biases” and “statements that indicate that a White person does not want to acknowledge race.” The entire list is framed in the presumption that all white people are racist. It can be found at Haddonfieldschools.org -> District -> Equity Council -> Resources: Examples of Racial Microaggressions

These were the Equity Council’s stated goals since inception & until earlier this week...

...but they were suddenly changed when citizens started to question their intentions.



3 | Goal

HSD will adopt culturally responsive and sustaining practices throughout the district that are equitable, inclusive, radically transformative and deviate from western perspectives. We will inspire learners to advance their understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences, and points of view.

Dr. Carmen Henderson, LDT-C, NCED

3 | Goal

HSD will adopt culturally responsive and sustainable practices that are equitable, foster an inclusive climate, improve engagement amongst dissimilar individuals, and promote communal belonging. We will inspire learners to advance their understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences, and points of view.

Dr. Carmen Henderson, LDT-C, NCED

Yet the Council’s By-Laws, which can’t be changed so quickly, still tout the original goal of adopting “radically transformative” practices which “deviate from western perspectives.”
What are they hiding?



Haddonfield Equity Council Bylaws ☆ ⏪ ⓘ ☁
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Article III. Goal
HSD will adopt culturally responsive and sustaining practices throughout the district that are equitable, inclusive, radically transformative and deviate from western perspectives. We will inspire learners to advance their understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences, and points of view.

DISTRICT STATEMENT:

“The district supports the work done by the Equity Council which is committed “to the work of diversity, equity, and justice.” This group comprises parents, faculty, staff, and Board members, but is not “engaged in reviewing every aspect of district curriculum at every grade level and modifying it to fit their agenda,” as falsely stated in the hand-outs. Parents may review information about the Equity Council’s founding, its by-laws and various presentations [on our website under DISTRICT.](#)”

Equity Council Scope and Purpose




FROM THE EQUITY COUNCIL STRATEGIC PLANNING TEMPLATE:

The Equity Council’s Equity in Curriculum & Libraries Workgroup’s Scope & Purpose is to: “To examine and revise curriculum at the teacher level; To provide tools for teachers to implement equitable texts and lessons in their classrooms; To create pathways for teachers to share their work and resources”

DISTRICT STATEMENT:

“The “opt-out” form included in today’s hand-out is not legitimate and will not be usable in our district. [Board of Education Policy 5250](#): Excusal from Class or Program and [Board of Education Policy 2422](#): Comprehensive Health and Physical Education outline the process to request excusal.”

The Opt-Out form conforms to the BOE’s own policy. Even if the District claims a parent has no right to opt their child out of certain areas outside of health, family life education, or sex education (e.g. CRT), the form is still valid for health, family life, and sex education, and the other areas should be discussed.



FROM THE BOE POLICY 2422 CITED IN THE DISTRICT’S OWN STATEMENT ABOVE:

“In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.”

FROM THE OPT-OUT FORM THE DISTRICT IS CALLING “ILLEGITIMATE”:

“This curriculum conflicts with my conscience and my sincerely held moral and religious beliefs, and as such, I request alternative academic instruction for my child during the same period that any instruction on any aspect regarding the above is provided or presented. No penalties as to credit, grading, or graduation shall result.”

Parent and/or Legal Guardian Signature