

22 July 2024

Dear Board Members:

I hope this finds you well. Thank you for the time and energy you give to overseeing the very important task of helping to educate and care for the children and young people of Fairfax County. I've been on a number of boards and understand the commitment.

On Thursday evening, 27 June, I came to speak to you on six issues surrounding the FLECAC Annual Recommendations. The purpose of this letter is to follow up on that talk (Exhibit 1), providing more detail than was possible in the two minutes allotted and responding to Board Member responses to my comments as well as to the final vote.

To provide context: I am a Virginia attorney and teacher with a long involvement in education in the Commonwealth, having studied at six of its educational institutions and having taught at an additional five of its institutions, from kindergarten through the university level. I hold four advanced degrees, one in science. I have spent much of my life laboring for the welfare of children and young adults, which I look back on with deep contentment.

In addition, as a resident of Fairfax County (which you are welcome to verify using tax records) I've paid many thousands of tax dollars into Fairfax County Public Schools, which consume over half of the Fairfax County budget (Exhibit 2); like all other citizens of the County, I have a vested financial interest in what my money is paying for. I am not a sectarian or a factionary: I ascribe to no particular religion, and I have voted for three different political parties in Virginia.

As I noted on Thursday evening, the curriculum (assuming that the summary report is accurate), covers a number of pressing topics on basic biology, healthy relationships, and boundaries, and, in general, does so well. These are things that can and should be taught to students, particularly as they grow older.

My concern and critique focus on the following items, some substantive, some procedural.

First and foremost, *the recommendations and the entire process are lacking in diversity, inclusion, and, most of all, democracy*. Out of 2,539 responses from community reviewers, the overwhelming majority of them opposed certain aspects of the curriculum in one way or another. One Board Member was eager to point out that the "community review comments" were *not* a survey. If they were not meant to function in this way, then it's unclear what purpose they were meant to serve, and why such a survey was not the first step in the process. Whatever one calls them, a reasonable interpreter would take them, without evidence to the contrary, to be an indicator of the popular will.

This same Board Member objected that even if the community review comments *had* been a survey, she had no way of knowing (a) whether all the thousands of responses were really from different individuals as opposed to one individual registering a single opinion 2,539 times, or (b) whether any particular respondent was an actual Fairfax County resident as opposed to a non-resident giving input from California. It is, of course, rather disingenuous to oversee the creation

of a system that doesn't control for these two problems and then complain that the system doesn't control for them. Dr. Anderson was quick to see this weakness in reasoning and noted that if the Board wants to rely on the data, then they need to do a better job of collecting it without these defects. This, of course, raises two broader questions: (1) *Does* the Board want accurate data on the popular will? And (2) Is the Board *willing* to respond in a democratic way to such data? If the answer to either of these is "Yes," there's very little evidence of such anywhere in this process, including at the meeting on 27 June.

Not to be deterred, this same complaining Board Member noted that *even if all 2,539 comments were legitimate responses*, this number was a mere fraction of the 187,000 students in Fairfax County--never mind the fact that the views of non-respondents to any survey are normally disregarded since they don't care enough to participate, and never mind that 100% of the four members of the public who showed up to speak at the meeting opposed key elements in the FLECAC report. Nor may one assume that non-respondents would not object to the curriculum in the same proportions—I myself did not register a community review response, and yet I cared enough to show up, speak *against* certain aspects of the curriculum, and write this letter.

Dr. Anderson wisely asked for better collection of respondent data, and Mr. Moon thanked everyone who responded either for or against the recommendations; nevertheless, the entire Board still passed the recommendations with no significant substantive changes, *despite the overwhelming popular objections to them*.

All of the sitting Board members are, ironically, supported by that political faction that repeatedly worries that "our democracy is under attack." Since democracy is so highly regarded, ***which of you will publicly support turning over the most controversial questions regarding the curriculum to a democratic vote by the citizens of Fairfax County?***

Second, curriculum choices, particularly controversial ones to which the majority of respondents object, should be made for clear and compelling reasons. ***There is no clear and compelling reason for discussing sex with fourth-graders in school, particularly in a mixed-sex setting.*** It has been suggested that this is advisable given the approach of puberty. In fact, statistically, not all children make it to puberty; all humans, however, make it to death. There is no indication, however, that the curriculum includes visits to the local morgue to enlighten young children about the physical end that not just possibly but with absolute certainty lies in their future and the future of all whom they love. Some truths are too heavy for small children; wise educators understand this and design their curriculum accordingly.

Third, several Board members responded to my comment that parents must be able to opt out of objectionable material by averring that the ability to opt out of the curriculum is "robust." ***Although parents may, indeed, opt out of the entire course, opting out is not robust for two reasons.***

First, it insists (ironically) on the binary of all or nothing. I refer you to page 10 of the recommendations:

FLECAC supports all students learning about both the male and female sexual changes of puberty and the reproductive systems. However, some members expressed concern that use of media that includes both male and female content

may result in an increased number of students who are opted out. ***The committee did discuss an option for parents/caregivers to opt their child out of viewing the media but participate in the rest of the lesson. This is not a feasible solution that would lead to disruption during instruction and individual students being asked to leave the room*** (emphasis added).

A system that does not allow for a partial opting out is not a robust system. Moreover, there is no clear and compelling reason why dismissal for part of the lesson rather than all of the lesson is unduly disruptive. If it is feasible for parents to opt their child out of an *entire* presentation, then *a fortiori* it is feasible for parents to opt their child out of *part* of a presentation.

Second, and more importantly, a system that does not allow for *complete and total opting out* of the public education system itself by means of school vouchers that affirm the rights of parents to school their children where they will is not only far from robust, but also suppresses democratic, popular choice. ***Since this Board favors robust opting out, will it go on record as raising its voice for democratic school choice?***

Finally, the current curriculum is infected with ***the anti-scientific social contagion of transgenderism, which ignores established biological facts and instead advances politically-motivated and destructive delusions***. While .018% of the population is biologically intersex (having characteristics of both sexes) (<https://pubmed.ncbi.nlm.nih.gov/12476264/>), and there have been approximately 100 cases of chimerism (or mixed-sex biology) in all of medical history (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1808039/>), nevertheless, ***99.98% of humans are, by widely-held, objective, scientific measures, either male or female***, as determined by their genetic code and secondary sex characteristics, and *not* as the result of arbitrary choice, either by a doctor who capriciously “assigns” their sex at birth or by themselves as they “identify” with a gender to which, by their indisputable biology, they do not belong. While gender *roles* are largely social constructs, human *gender* (*i.e.*, *sex*) is biologically hard-wired into all mammals (including *homo sapiens*) down to a cellular level. Unlike green frogs (*rana clamitans*), which can reverse their sex naturally (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6369831/>), human males cannot naturally--or even artificially--turn into human females, or vice versa, regardless of the number of surgeries sustained.

All people—female, male, those few who are intersex, and those who have chimerism--deserve dignity and respect as human persons exactly as they have been born. Those male or female students suffering from *gender dysphoria*—who, without question, were born as one biological sex but think or feel that they belong to the other--need *compassionate psychological intervention*. What they do *not* need is politically-motivated enablers who naively affirm and encourage mental delusions about achieving impossible transformations, who facilitate physical mutilation and chemical destruction of their developing bodies, and who deliver them into lifelong servitude to the profiteers of Big Pharma.

There are people who sincerely believe, against the clear, objective, scientific evidence of their biology, that they are werewolves (<https://www.livescience.com/44875-werewolves-in-psychiatry.html>) or that they are dead (<https://www.healthline.com/health/cotard-delusion#outlook>;

[https://www.researchgate.net/publication/234082044\\_Cotard's\\_syndrome](https://www.researchgate.net/publication/234082044_Cotard's_syndrome)). Imagine the insanity and destructive “care” of treating such people by affirming and enabling their delusions. How is affirming the transgender delusion any different from this?

This widespread fad, enabled by those in key positions nationwide, is causing harm to numerous minors, harm that in many cases may not be able to be reversed once the social fever has given way to the scientific facts of implacable reality. Simply listen to de-transitioners such as Chloe Cole, Max Lazzara, and others tell their stories: [https://www.youtube.com/watch?v=DSGgR3W\\_jjg](https://www.youtube.com/watch?v=DSGgR3W_jjg); <https://www.reuters.com/investigates/special-report/usa-transyouth-outcomes/>. Simply study the documentation and arguments set forth in *Irreversible Damage: The Transgender Craze Seducing Our Daughters*, by Abigail Schrier (Washington DC: Regnery, 2020). The fact that gender dysphoria generally resolves itself in adolescence and early adulthood and the fact that the dramatic increase in this social phenomenon is so poorly understood makes rushing toward actions such as gender-denying “care,” surgical mutilation, and pharmaceutical dependence even more deplorable. I strongly urge the Board to more carefully study the science at play here. Science-based counseling is the best course to help these troubled students, and should be readily available.

That a social movement so unsupported by science, common sense, and general mores should have attained its current level of success in the educational system of any modern, civilized place like Fairfax County is astonishing; it is, however, consistent with other science-denying movements and with Douglas Murray’s observations in *The Madness of Crowds* (London: Bloomsbury, 2019). Western European countries are already moving away from this dangerous fad (<https://nypost.com/2023/01/30/even-progressive-europe-wont-go-as-far-as-america-in-child-transgender-treatments/>, <https://www.france24.com/en/live-news/20230208-sweden-puts-brakes-on-treatments-for-trans-minors>). As you will no doubt have noticed, just days ago even the normally left-leaning *New York Times* printed a cry for retreat in this country: <https://www.nytimes.com/2024/07/12/opinion/gender-affirming-care-cass-review.html>. Wise and informed educators will pay attention to the reasons for these policy about-faces, and will not seek to fix what isn’t broken, or champion radical treatments for mental confusions before giving them a chance to resolve themselves naturally. ***Please spend time studying the Cass Review, the scientific report that has led to dramatic policy changes in other countries: <https://cass.independent-review.uk/home/publications/final-report/>***

In summary: I urge you to make clear, substantive choices for democracy, child protection, parental choice, and science for the sake of the students of Fairfax County. If I can in any way assist in this matter, please feel free to contact me at the email address by which I have sent this letter.

Thank you.

Jeffrey Leach, Esq.

Fairfax County Taxpayer

### *Exhibit 1*

I'm here tonight to address the venue and content of sex education, particularly the proposals of FLECAC.

First: a lot of good stuff on biology, relationships, boundaries. Good job.

A few critiques:

First, the primary focus of education at a school (which is not a family, a church, or a political party) must be on mastery of basic academic knowledge and skills.

Second, if we truly support diversity and inclusion, then it needs be more apparent in this process—several of the recommendations on controversial topics show an unusual degree of uniformity of opinion.

Third, fourth-graders do not need to be talking about sex in school. They have their whole lives to be sexual beings; children should be allowed to enjoy a certain degree of innocence in childhood on a number of fronts.

Fourth, I echo opposition to coed classes at any level, especially in the lower grades. I've observed extreme discomfort and a chilling effect on discussion in such scenarios even among older students. Privacy and a feeling of safety are good things.

Fifth, parents must be able to opt out—both completely and partially. Several Board Members responded to this comment by pointing out that parents may opt out from the program, and that such opting out is robust.

Sixth, I echo opposition to normalizing and even encouraging the recent, anti-scientific idea that proposes that the sex (and now even the species) to which children belong is not biologically hard-wired into 99% of us but is instead a matter of arbitrary choice. This is causing all kinds of mental and physical harm to minors, as clearly presented in *Irreversible Damage: The Transgender Craze Seducing Our Daughters*, by Abigail Schrier.

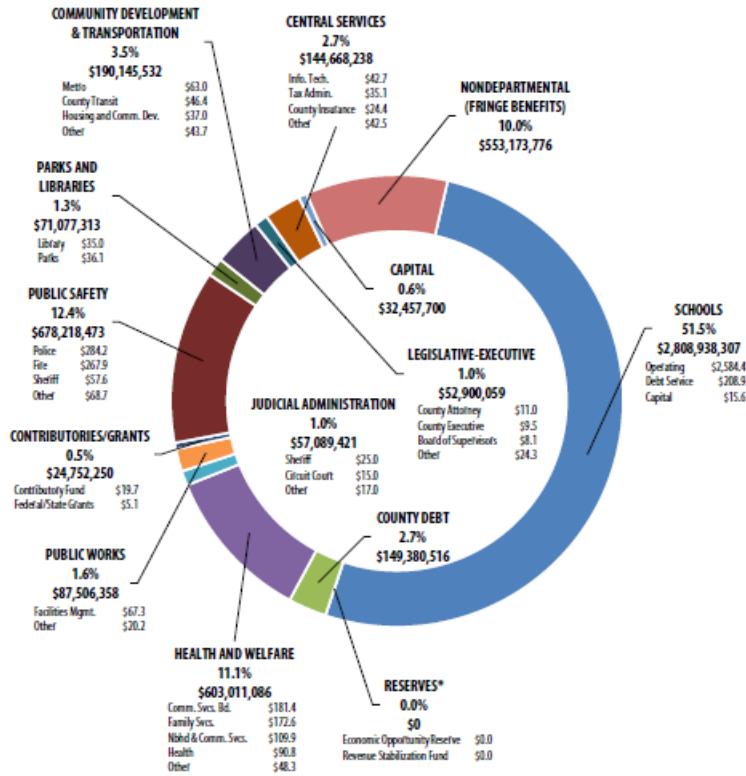
Exhibit 2

**FY 2025 ADOPTED BUDGET PLAN**

**GENERAL FUND DISBURSEMENTS**

**"WHERE IT GOES"**

(Subcategories in millions)



FY 2025 GENERAL FUND DISBURSEMENTS = \$5,453,319,029

In addition to FY 2025 revenues, available balances and transfers in are also utilized to support disbursement requirements.  
 \* Disbursements to reserves include contributions to the Revenue Stabilization Fund and the Economic Opportunity Reserve, but do not include contributions to the Managed Reserve.