

From: Kelsey Hallford [REDACTED]
Sent: Friday, March 22, 2024 1:06 PM
To: House Education
Subject: HB 382

To whom it may concern,

I am writing to voice my support of HB 382.

Kelsey Shumway

From: Virginia Reynolds [REDACTED]
Sent: Friday, March 22, 2024 12:18 PM
To: House Education
Subject: HB 382

>> I absolutely support HB382.

>>

>> The more transparency there is between the schools and parents, the better. Our schools are for us, paid by the taxes of the people of Alaska plus using Alaskan's PFD,, and are answerable to us, not teacher's union. Our children attend those schools but the schools do not and should not be replacing parents. Efforts in that direction are one reason we have so many home schoolers.

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>> Talking with several substitute teachers, I have heard it is becoming increasingly difficult for teachers to maintain discipline or even defend themselves from assault in the classroom. This bill speaks to that as well.

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>> The NEA is attempting to prescribe to American families how their children will be taught, values and curriculum. It's time we say this must stop.

>>

>> Please pass this bill out of committee

>>

>> Thank you

>> Virginia Reynolds

>> Kenai

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>> Sent from my iPhone

From: audri peyton [REDACTED]
Sent: Friday, March 22, 2024 10:03 AM
To: House Education
Subject: HB 382

Hello, my name is Audri Jirak. I am a resident in the Mat-Su Borough. I am writing in to voice my support of this bill. As a parent of children in the MSBSD I urge you to pass this bill. We need full transparency with teachers, schools, and the districts. It is the right of parents to direct the education of their children and this bill will help secure those rights.

Thank you , Audri Jirak

Sent from my iPhone

From: Linda Boyle David Boyle [REDACTED]
Sent: Sunday, March 24, 2024 12:10 PM
To: House Education
Cc: Rep. Ben Carpenter
Subject: Please pass HB382 out of committee

Chairman Ruffridge, Committee Members,

I fully support HB 382!

I listened to all the testimony on March 23rd, 2024, and noted that all testifiers were dead set against only one portion of the bill—that which dealt with gender ID, transgenders, and the use of the appropriate bathrooms.

This bill is so much more than that! HB 382 is about parental rights and the parent's right to educate their children.

Who can be against parents being involved in their child's education? The education establishment has for years said that parents are not involved in their child's education. Parental involvement must be in the equation if a child is to succeed in school.

As you know, information is power, and information regarding a child's education should be known to the parent(s). Currently, it is extremely difficult to obtain curricula/programs from the Anchorage School District. One may even have to do an "Open Records" request.

Parents should have the opportunity to enroll their child in any K12 public school available, even if not in their ZIP code. Public school choice is essential to all children, especially those in low income and minority neighborhoods.

Section 1 also addresses what incensed most of the testifiers—gender ID and transgender use of bathrooms. There is a solution: either allow the transgender students use the school staff's bathrooms or have a separate bathroom set aside for these students.

Even the Anchorage School Board refuses to go on record on providing information to parents regarding gender ID and gender transitioning. The board refuses to vote on a public "policy"; probably due to public opposition. But the district merely put its rules in an "administrative regulation" to hide information from parents.

If students are having mental health issues, then parents should be in the loop. Parents are the responsible party, not the school nor the staff. As an aside, the K12 schools have caused most of these mental health problems, anxiety, depression, suicidal thoughts by closing the schools and requiring face masking.

One of the most important parts of this bill is section 2, empowering teachers to manage their classrooms. I had an ASD teacher tell me that the K-6 students in his school were "feral". This disruptive classroom behavior cannot continue or there will be many more teachers leaving the classroom. We cannot afford that.

Classroom management of disruptive students is a huge problem in the Anchorage School District and teachers are powerless to manage their classrooms and teach the kids. If even one or two students are disruptive, other students are deprived of getting a good education. Those students are being denied their civil right to a public education.

Finally, it appears as if the K12 public education system wants to be the parents of the students. They want to drive a wedge between the parents and the students. It may be an attempt to destroy the nuclear family. If this happens, parents will be left out in the proverbial cold and even more disengaged in their child's education.

It is past time to empower parents and teachers in Alaska. Please pass this bill our of committee and get it to the floor for a vote-to help our students succeed!

Request this testimony be part of the "documents" record for HB 382.

Respectfully submitted,

David Boyle

From: Linda Boyle David Boyle [REDACTED]
Sent: Monday, March 25, 2024 7:57 AM
To: House Education
Subject: Mental health issues before and after gender surgery, Re HB 382

Representatives,

Request that this Journal of Urology research document be placed in the "documents" under HB 382.

It is factual and research-driven regarding rates of psychiatric emergencies before and after gender-affirming surgery.

Here is a link:

[https://urldefense.com/v3/_https://www.auajournals.org/doi/10.1097/JU.0000000000001971.20__;!!LdQKC6s!PiS8pZ4VI8Rh12mMi-2V7-PxkrEjP0Q3obeKZxMxapEpFDEJlamTETfofvv5RYNaR9Ye8ITRlpZITVXWOKDtkU38eA\\$](https://urldefense.com/v3/_https://www.auajournals.org/doi/10.1097/JU.0000000000001971.20__;!!LdQKC6s!PiS8pZ4VI8Rh12mMi-2V7-PxkrEjP0Q3obeKZxMxapEpFDEJlamTETfofvv5RYNaR9Ye8ITRlpZITVXWOKDtkU38eA$)

This should help in the discussion regarding the issue in HB 382.

Thank you.

Respectfully,

David Boyle
[REDACTED]

MP04-18**THEMATIC ANALYSIS OF LIVED EXPERIENCE IN PATIENTS WITH ADULT ACQUIRED BURIED PENIS**

Gregory Amend, Jordan Holler, Natalie Rios, Michael Sadighian, Anthony Enriquez, San Francisco, CA; Alex Vanni, Burlington, MA; Lee Zhao, New York, NY; Bradley Erickson, Iowa City, IA; Benjamin Breyer, San Francisco, CA*

INTRODUCTION AND OBJECTIVE: There is a paucity of evidence documenting the lived experience of patients with adult acquired buried penis (AABP) and how this condition is affected by surgical treatment. The purpose of this study is to use patient interview data to describe the lived experience of patients with AABP to heighten clinicians' awareness of the most prominent challenges this population faces and the efficacy of surgery in addressing these.

METHODS: This mixed-methods study utilized validated survey instruments and semi-structured interviews to capture pre- and post-surgical outcomes for men with AABP. Semi-structured interviews were conducted at University of California, San Francisco with open-ended questions to elicit the impact of AABP on a patient's quality of life in several domains including urinary function, sexual function, interpersonal relationships, and mental health. Interviews were conducted in English and were transcribed and independently coded by authors (JH, NR, MS).

RESULTS: Fourteen (14) patients with AABP participated in the study, 10 of whom had undergone surgical treatment for their condition. Semi-structured interviewee responses were coded into 13 different themes (Table 1). The most common themes were problems with urinary and sexual function (14, 100%), which included urinary stream/spraying issues as well as inability to perform intercourse or achieve an erection; among patients who underwent surgery, the majority discussed improvement in urinary and sexual function (60% and 70% respectively). Most interviewees (79%) reported negative impacts of AABP on social life, primarily involving issues with using public restrooms and avoiding travel. Half of interviewees reported struggles with relationships and mental health, such as avoiding romantic relationships and fear of rejection with concomitant depression and/or anxiety, and issues with access to care.

CONCLUSIONS: Patients living with AABP experience profound negative impacts on quality of life including urinary and sexual function, social life, and mental health. Additionally, many patients face issues with access to care. Providers should be aware that AABP patients have complex needs requiring interdisciplinary management, and that surgery may improve quality of life.

Table 1: Thematic Analysis of Interviews with AABP Patients

Patient-reported themes, no. (%)	Pre-surgical (n=14)	Post-surgical improvement (n=10)
Urinary issues	14 (100)	6 (60)
Sexual function issues	14 (100)	7 (70)
Impacting social life	11 (79)	3 (30)
Contributing Factors		
Worse after weight change	11 (79)	3 (30)
Worse after multiple surgeries	9 (64)	0 (0)
Infection issues	9 (64)	0 (0)
Relationship issues	7 (50)	3 (30)
Poor mental health	7 (50)	4 (40)
Access to care issues	7 (50)	0 (0)
Physical Issues		
Chronic pain	4 (26)	0 (0)
Impaired mobility	2 (14)	1 (10)
Cosmesis issues	3 (29)	0 (0)
Affected employment	3 (21)	0 (0)

Source of Funding: None

MP04-19**PROSTATIC METAPLASIA OF THE VAGINA IN TRANSGENDER MEN**

David Diamond, Richard Yu, Joseph Borer, Rena Xu, William Anderson, Sara Vargas, Boston, MA*

INTRODUCTION AND OBJECTIVE: Gender-affirming surgery (GAS) of the reproductive tract in transgender males includes vaginectomy. In most centers, this is achieved by colpocleisis, with cauterization ablation of the vaginal mucosa & suture ablation of the vaginal lumen. Having seen complications due to residual vaginal tissue following colpocleisis, we changed our technique to complete vaginectomy with full-thickness excision of vaginal tissue, allowing its histopathologic examination. Our institution recently reported prostatic metaplasia of vaginal epithelium in the first 6/7 patients treated in this manner. Having accrued 11 additional patients, we extend the analysis of this novel observation.

METHODS: The study was IRB approved. Pathology archives were searched for vaginectomy specimens as part of GAS from 1/1/18-2/15/21. Gross features were reviewed. Hematoxylin-and-eosin-stained slides were examined in all cases. The majority were immunohistochemically stained for NKX3.1, prostate-specific antigen (PSA) and androgen receptor. 3 control cases of vaginal tissue from patients without clinical evidence of androgen supplementation were compared.

RESULTS: 18 patients, ages 20-34, underwent vaginectomy or excision of vaginal remnants. Each had been assigned female gender at birth without history of endocrine or genetic abnormality. All had received long-term testosterone cypionate treatment (range, 26-60 mos). Grossly, there were no mucosal lesions identified at surgical or pathological examination. Microscopically, 17/18 cases demonstrated a patchy intraepithelial glandular proliferation along the basement membrane; the 18th had a nodular collection of prostate-type tissue within subepithelial stroma. Atrophy & transitional metaplasia of squamous epithelium was also seen. The glandular proliferation was positive for NKX3.1 (15/15; 100%), PSA (9/11; 82%), and androgen receptor (8/8; 100%). Control vaginal tissue showed no evidence of prostatic metaplasia or atrophy.

CONCLUSIONS: This study further characterizes the occurrence of prostatic-type tissue in the vagina of transgender men. Prostatic tissue was present in 18/18 transgender men receiving androgen therapy and our findings are consistent with a form of androgen-associated prostatic metaplasia. This finding may have important clinical implications since some transgender men may elect to retain their vaginas, while those who do undergo GAS may have residual tissue left behind, particularly if colpocleisis is performed. Long-term follow-up of this population, with recognition of this entity, is in order.

Source of Funding: N/A

MP04-20**RATES OF PSYCHIATRIC EMERGENCIES BEFORE AND AFTER GENDER AFFIRMING SURGERY**

Kai Dallas, Paige Kuhlman, Karyn Eilber, Victoria Scott, Jennifer Anger, Polina Reyblat, Los Angeles, CA*

INTRODUCTION AND OBJECTIVE: Despite rates of comorbid psychologic illness in cases of gender dysphoria being estimated to be 70% greater than the general population, there is a dearth of literature concerning this topic. In this study we aimed to assess rates of psychiatric emergencies before and after gender affirming surgery in a large population-based cohort.

METHODS: All persons undergoing feminizing (vaginoplasty) and masculinizing (metoidioplasty/ phalloplasty) genital gender affirming surgery were identified in California from 2012-2018 from the Office of Statewide Health Planning and Development datasets using appropriate ICD-9/10 codes. All emergency room and inpatient psychiatric

encounters were identified (noting those involving suicide attempts). Rates of these encounters were calculated before and after gender affirming surgery (using date of first operation if staged). On average, patients had a balanced two years of observation before and after their surgery.

RESULTS: Overall, 869 and 357 patients were identified undergoing vaginoplasty and phalloplasty with 193 (22.2%) and 74 (20.7%) having at least one psychiatric encounter (Table 1). Although the overall proportion of those experiencing a psychiatric encounter was similar between the vaginoplasty and phalloplasty groups, suicide attempts were more common in the vaginoplasty group (4.4% vs. 1.7%, $p=0.033$). The rate of a psychiatric encounter occurring after surgery if an episode prior surgery occurred was 33.9% and 26.5% for the vaginoplasty and phalloplasty groups. The overall rates of suicide attempts doubled (3.3 vs 1.5%, $p=0.017$) after vaginoplasty (effect not observed after phalloplasty).

CONCLUSIONS: Rates of psychiatric emergencies are high both before and after gender affirming surgery. Although both the phalloplasty and vaginoplasty patients have similar overall rates of psychiatric encounters, suicide attempts are more common in the later. In fact, our observed rate of suicide attempts in the phalloplasty group is actually similar to the general population, while the vaginoplasty group's rate is more than double that of the general population. Patients undergoing GAS with a history of prior psychiatric emergencies or feminizing transition are at higher risk and should be counseled appropriately.

Table 1: Psychiatric Encounters Before and After Gender Affirming Surgery

	Vaginoplasty (n=869)	Phalloplasty (n=357)
Overall*	193 (22.2%)	74 (20.7%)
Before Surgery only	74	36
After Surgery only	81	25
Before and after Surgery	38	13
Overall Risk Before	12.8%	13.7%
Overall Risk After	13.7%	10.6%
Presented Before	33.9%	26.5%
Did not Present Before	11.1%	8.1%
Suicide Attempt	38 (4.4%)	6 (1.7%)
Before Surgery only	9	3
After Surgery only	25	3
Before and after Surgery	4	0
Overall Risk Before	1.5%	0.8%
Overall Risk After	3.3%	0.8%
Presented Before	30.8%	0.0%
Did not Present Before	2.8%	0.8%

*Defined as experiencing at least one psychiatric encounter. 193 and 74 unique patients had at least one psychiatric encounter from the vaginoplasty and phalloplasty groups, respectively.

Source of Funding: N/A

From: MICHAEL COONS [REDACTED]
Sent: Friday, March 22, 2024 9:16 AM
To: House Education
Subject: Support HB 382

My name is Mike Coons from Palmer, speaking for myself.

The thing I like about HB 382 is the academic policy committees. These committees will be able to be by and for the parents of the children. This will potentially remove the influences by non-parents on all sides and be able to put forward policies that directly impact the teachers and children as to what is being taught. From what I understand, the School Boards will be relegated to funding.

This, like Charter Schools are more a parent centrist so parents have a stronger hand on what is and isn't being taught to the children. The School Boards, specifically Anchorage School Board can and have put forward policies from a purely political and yes socialist aspect that has harmed teachers that want to teach reading writing and arithmetic and thus the children learning. I can only hope with these committees, more parents will be involved and stop cold the politicizing and pushing of socialism and amoral garbage that is going on today. What scares the opposition is more parents are moral and not socialists than those LGBCDQ parents speaking today.

Lastly to the LGBCDQ advocates whom opposed, this bill is so much more than this one aspect. This testimony shows why this bill is needed, not just safety for all children, but the influences by non-parent groups that push CRT, LGBCDQ, etc. This bill is so we have an Academic policy committee that hires the school principal and employees, supervises the employees, and supervises the academic operation of the school. Note the absence of outside influences.

Lastly, in a tongue in cheek, if the parents of LGBCDQ parents want they

From: Ryan Gray [REDACTED]
Sent: Friday, March 22, 2024 9:15 AM
To: House Education
Subject: Support HB 382

We support HB 382 because as guardians of our minor children, we are responsible for those children, we love our children, we pay for their health bills, provide for them, and we protect them, God knows best and set up families as a foundational unit in our lives. Pass this bill to protect our families from those who would take advantage of them or "prey" on them. Our goals are to train them up to be good, honest, citizens who contribute to our community, state, and country. We are Christians and believe in the Bible as our Guide. Please support HB 382 to protect parents' rights in all of the states and America.

Thank you for your work in the legislature on our behalf.

Ryan & Anita Gray
Fairbanks

From: Dave Peck <[REDACTED]
Sent: Friday, March 22, 2024 8:22 AM
To: House Education
Cc: Rep. Ben Carpenter
Subject: HB 382

I absolutely support HB382.

The more transparency we have between the schools and parents the better. Our schools are for us, the people of Alaska, and are answerable to us, the people of Alaska. Our children attend those schools but the schools do not and should not be replacing parents. Efforts in that direction are one reason we have so many home schoolers.

Talking with several substitute teachers I have also heard it is becoming increasingly difficult for teachers to maintain discipline or even defend themselves from assault in the classroom. This bill speaks to that as well.

The NEA is attempting to proscribe to American families how their children will be taught, values and curriculum. It's time we say this must stop.

Please pass this bill out of committee

Thank you
Dave Peck
Kenai

Sent from my iPhone

From: [REDACTED]
Sent: Thursday, March 21, 2024 10:58 PM
To: House Education
Subject: HB382

Greetings,

Please support House Bill 382 which protects the rights of parents to direct the education of their children enrolled in the public school systems. As a life long Alaskan (60 years and counting) who has raised 8 kids to adult hood and used homeschooling, public schools and private schools and who now has grandchildren attending public and soon some in private schools, I know the benefit of having parental involvement in education. In a quickly changing society where values are being challenged and changed it is critical that parents have access and can require accountability from the educational systems affecting their children. This bill is a step in the right direction.

Thank you

Robin Marsh

[REDACTED]
Anchorage AK 99507

From: Dixie D. Banner [REDACTED]
Sent: Thursday, March 21, 2024 4:20 PM
To: House Education
Subject: HB 382 - Please Respect Parental Rights

Please pass and Respect Parental Rights in school and out of school! This bill is an amazing start for honoring Family Values! However Sent from my iPhone

From: Dixie D. Banner [REDACTED]
Sent: Thursday, March 21, 2024 4:38 PM
To: House Education
Subject: SB H382 - Parental Rights in Education (Honor Parental Rights)

To All

Please pass and Respect Parental Rights in school and out of school! This bill is an amazing start for honoring Family Values! However Parental Rights need to be respected across the board! That includes protection from OCS and the Family Court System.

Time to Respect our Parental Rights/Family Values - our Kids are not for Sale! Remember, they are gifts from God!

Also if you hold Parents Accountable for their offspring we will be able to cut crime/raise productive citizens and our graduation rates would increase significantly!

Lastly, we would cut social welfare (single mothers who are wayward fathers), more than half - require personal accountability and require work for welfare! Our children are AK's Future-So please manage accordingly not destroy it! As it is a known fact the government was never intended to support the people nor implemented to control us - only guide as well as help manage our state resources!

Thank you ☺ very much!

DB

Sent from my iPhone



Sent from my iPhone

From: Cody McCanna [REDACTED]
Sent: Tuesday, March 26, 2024 10:24 AM
To: Rep. Justin Ruffridge; Sen. Jesse Bjorkman
Cc: House Education
Subject: HB 382 Input

To: House Education Committee
Re: HB 382

As the principal of a charter school I wanted to share some basic points about HB 382.

Parental Rights Section

Section 1 (a)(8)(A)(B)(C)

I know that my staff and parents support this type of language to ensure that parents are being notified about these kind of concerns/issues at school.

Charter School Language Concerns

Section 14.03.133. Academic Policy Committee. (b)

This language is NOT consistent with current Academic Policy Committee(APC) language. APC's do NOT "select, appoint, and otherwise supervise the employees of the school".

I personally would not work for a charter school with this language. Currently, the only employee the APC hires is the administrator. It is my responsibility to work with classified and certified staff and to evaluate them.

Please feel free to contact me if you ever have any questions/concerns about charter schools or education in general.

My Alaska Experience: 26 years

18 years in Rural Alaska (11 as a teacher and 7 as a principal in Southwest Region School District)

8 years as a charter school principal at Aurora Borealis Charter School in KPBSD.

Thanks for your time.

Cody McCanna

Aurora Borealis Charter School
Kenai Borough School District
Kenai, Alaska
Administrative Leader