

From: [REDACTED]
To: [Board of Education](#)
Cc: [Copac President](#); [Copac Vicepresident](#); [Copac Treasurer](#); [Copac AtLarge1](#); [Copac AtLarge2](#)
Subject: My question to the Board remains unanswered
Date: Monday, June 26, 2023 6:07:16 AM

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Dear School District 23 Chair,

Thank you for your 24 May 2023 response to my email of 16 May 2023.

You may recall that I attended the Board meeting of 10 May 2023, when recommendations of the Sexual Health Education Program (SHEP) review were approved by the Board. During discussions prior to the vote, trustees commented on my question, saying “the Board supports all children”. Good to know and as expected, but that does not answer my question. Similarly, your 24 May 2023 email response to my question, as posed during the 10 May 2023 Board meeting and reiterated in my 16 May 2023 email to you, did not answer my question, rather provides context.

My question was and still is: *Does the Board (as a whole) support the transgender ideology?* The answer to this question is either “yes” or “no”.

Since you have provided some context to this discussion, let me do the same. This will underscore the importance of a clear answer from the Board.

As outlined to you previously, the structure of the program and supporting resources would seem to indicate School District 23 is supportive of gender ideology; that is, a person can be born one sex, presumably by mistake, and therefore need to transition to the other sex.

Why is it important for parents and the public to know where the Board stands?

As noted in my previous communications to the Board, gender confusion can be a normal part of puberty – mostly for girls. Should a trusted adult (read teacher) plant a seed of doubt that this is abnormal, this confusion can lead to a mental illness known as gender dysphoria. Gender dysphoria (GID) is always accompanied by a host of other emotional and psychological conditions (anxiety, depression, ADHD, autism, etc). Many therapists believe these underlying conditions have made the child vulnerable to this additional GID condition and that underlying conditions should be dealt with as a first course of treatment for children that present with GID. Furthermore, studies show that children who believe they have been “misgendered” suffer almost twice as many psychological commodities as their peers, making them extremely vulnerable to such misguidance.^[i]

By supporting transgender ideology, the Board is signalling to SD23 staff they are at liberty to present, discuss and even encourage students to adopt this ideology. This interference by a trusted adult can have devastating consequences should the child pursue irreversible gender reassignment therapies and procedures because left along, to play out natural growth and development, “most children will grow out of their gender dysphoria as they reach adolescence.”^[ii]

I have personal experience of the harm a teacher can cause by subjecting an impressionable child to this ideology. As a follow-up to a class discussion on the transgender ideology, students were instructed to write an essay on their real gender. This twelve-year old girl came home traumatized. She told her mother “I can’t go back there. I don’t belong there.” She is now being

home schooled by her mother and grandmother.

Should a young person actually believe they have been “misgendered”, it is possible they will take steps to transition their gender. This involves harmful experimental drugs and surgeries. So, you can see there is a very direct link between what the Board believes, what is discussed in the classroom and the potential for harm to children.

You may also recall that when the SHEP review was first presented to the Board (19 April 2023, Item 6.3), I asked if the scope of the review included an assessment of whether or not the program is causing harm to students. Assistant Superintendent Lalonde commented that some students said they felt “uncomfortable” during classroom discussions, but did not respond to my question. I must therefore assume the answer to this question is “no”. The Board, therefore, could be endorsing a program, based upon ideology, that is causing harm to children in its care.

The transgender ideology is just that - an idea, and one that is hotly contested. It is not pedagogy or science. Members of two steeped international organization have recently rejected this ideology:

- A. In mid-March 2023, at their 56th council the UN Commission on Population and Development defeated a proposal to adopt the Comprehensive Sexual Health Education program, in large measure because it included gender ideology as a foundational construct.
- B. Later that month, at their 67th council, the UN Commission on the Status of Women was asked to endorse the SOGI 123 curriculum (parts of which are included in the SD23 Sexual Health Education program). Members took exception to the transgender elements within the curriculum, rejected the motion, concluding by saying “gender is biological and not ideological”.

In terms of actively supporting children who wish to change their sex, the world is waking up. As the devastating consequences of activating this ideology are now being realized, more and more jurisdictions are taking corrective actions. You would be interested to know:

- C. Over the past three months, several European countries have halted prescriptions of puberty blocking drugs and reassignment surgeries. Finland is here cited as an example ^[iii], and several northern and eastern European countries are following a similar path.
- D. Over the past several months, many US states have passed laws banning “gender affirming” surgeries, characterizing them instead as child mutilation procedures. ^[iv] The article cited also notes a strong correlation between state political affiliation and this aspect of public policy. Really?! Could it be possible that we too are playing politics with our children’s health?

These are only a few examples of organizations who have rejected transgender ideology because there is strong evidence of the harm it causes to children.

As I pointed out in the prelude to my question to the Board on 10 May 2023, SHEP resource materials refer to transgenderism as a real thing that young children should consider. The material even provides information on how to go about transitioning from one sex to the other. This would seem to indicate the Board does support the transgender ideology. I am expecting you to clarify your position on this important issue, as it has very serious implications for the safety of children in our school system.

I await your “yes” or “no” clarification.

Respectfully,

Richard Delaney

Lake Country, BC

cc: COPAC

PS: For the record, this correspondence to you derives from my love of all people and community, especially the most vulnerable of our community.

[i] Adolescent Mental Health Continues to Worsen, U.S. Centers for Disease Control and Prevention,
<https://www.cdc.gov/healthyyouth/mental-health/index.htm>

[ii] <https://www.transgendertrend.com/children-change-minds/> and <https://www.transgendertrend.com/is-my-child-trans/>

[iii] <https://www.nationalreview.com/2023/06/the-world-is-turning-against-gender-experiments-on-children/>,
<https://www.tabletmag.com/sections/science/articles/finland-youth-gender-medicine>, and
<https://bioedge.org/uncategorized/policy-shift-in-finland-for-gender-dysphoria-treatment/>

[iv] <https://www.lifesitenews.com/news/lifesite-launches-map-tracking-wave-of-laws-against-transgender-mutilation-in-the-us/>