

# PAC Meeting

20 APRIL 2022/ 9:15 AM / MMS

1. Welcome, attendance
  - a. Present: Charmaine Toews, Lindsay Lepp, Anita Terrick, A.J. Neufeld, Jerrah-Lee Broesky
2. Agenda
  - a. Discuss changes to the sensitive content delivery model in grades 5 and 7
  - b. Address concerns
3. Sensitive Content (Principal Report)
  - a. Mrs. Goertz and Mr. Penner developed the slides.
  - b. The slides accurately represent the information that will be presented.
  - c. This year, HSD determined that PSC classes will be delivered via a homeroom model.
    - i. Historically in HSD, it's happened separately.
    - ii. We recognize that this is a significant change in our communities.
  - d. Background on the change:
    - i. In HSD we have an increasing number of students in schools exploring their gender identity.
    - ii. All of our current structures are built around male and female:
      1. Teams
      2. Washrooms (our addition will have universal washrooms)
      3. Change rooms
    - iii. At the Early Years and Middle Years level, kids who are exploring their gender identity are looking for answers ex: which washroom to use.
    - iv. Educationally, when we separate students male and female for the provincially mandated curriculum we force particular students to make a choice about which class they go to, or if they will participate at all.
    - v. *HSD Respect for Human Diversity Policy*
      1. Students are not to be discriminated against based on gender identity.

- a. This is a more recent addition as the expectations of how public schools function are changing.
- vi. Provincial document re: *Supporting Transgender and Gender Diverse Students in MB Schools*
  - 1. School leaders must ensure that all policies and practices are adhered to.
  - 2. The document indicates that sex-segregated activities be minimized
    - a. Not removed, limited
    - b. “To the greatest extent possible”
- vii. There are currently HSD cases that are sitting with the Human Rights tribunal.
  - 1. Historically, HSD has provided HSD-specific training to the teachers who deliver Potentially Sensitive Content.
    - a. Identified components of the curriculum that were approved to be taught and components that were not approved.
  - 2. This has turned out to be problematic.
  - 3. There are likely to be recommendations that are imposed on HSD in terms of improving access for students.
    - a. HSD is attempting to get in front of the imposed recommendations.
- viii. There are pushes and pulls.
  - 1. Concern: Can we teach the content in the same depth that we would normally in a class of both boys and girls?
    - a. There’s a level of depth we will lose.
    - b. Students are less likely to ask questions as they normally would.
  - 2. Anonymous question box:
    - a. Everyone will receive a sticky note.
    - b. Everyone is required to write something on their note and put their item in the box.

- c. Mrs. Goertz and Mr. Penner review the questions afterward and determine which questions need to be answered.
      - d. For questions beyond the scope of the curriculum: *"That's a great question. We suggest you talk to your parents about this."*
    - 3. Mrs. Goertz and Mr. Penner will make themselves available for individual questions after the classes.
  - ix. A page will be created on the MMS website for parents to review the content and facilitate the conversation at home as well.
4. PAC Response
- a. Re: The question box and the questions the kids ask and that Mr. Penner and Mrs. Goertz will answer. **Can these questions be sent home to parents as well?**
    - i. One PAC parent indicated that the material looks good, but there are more concerns about group questions and teacher responses.
    - ii. It would be helpful for parents to have access to the questions discussed.
    - iii. The school is able to send question box questions home.
      - 1. Method TBD (either a grade-specific email or it will be posted on our MMS page)
  - b. When are the question box questions answered?
    - i. In the first class, Mrs. Goertz and Mr. Penner collect questions at the end.
    - ii. This gives them time to review the questions and determine which are appropriate, which require discussion, and which ones are for parents to answer. The questions that are selected are discussed in the next class.
  - c. How will sex be discussed?
    - i. Conversations about sex:
      - 1. *"Your body is changing, and here is why it is changing."*
      - 2. Abstinence-informed sexual education
      - 3. Explaining that their bodies are not there yet.
        - a. *"Your brain is still developing and your body is not ready yet."*

5. Looking Ahead

- a. In 2022-23, the instruction will be provided by the homeroom teacher and either Mr. Penner or Mrs. Goertz.
- b. There will be one male staff and one female staff to facilitate.
- c. It matters to MMS that we are teaching curriculum and not extending the curriculum to other conversations that are not developmentally appropriate.
- d. The letter for this year will be sent in the coming week or so.