

pierrebarns@gmail.com

From: pierrebarns@gmail.com
Sent: January 27, 2022 8:34 PM
To: pierrebarns@gmail.com
Subject: FW: [EXTERNAL] Re: October 27 - Metting with Nathan
Attachments: george by alex gino - review.pdf; the other boy - review.pdf; sex is a funny word pages - review images only.pdf; rick by alex gino - review.pdf; all boys aren't blue.pdf

From: pierrebarns@gmail.com <pierrebarns@gmail.com>
Sent: December 14, 2021 12:53 PM
To: 'Carin Bondar' <carin_bondar@sd33.bc.ca>
Cc: jkuvpc@yahoo.com; aegillies2@gmail.com; lauralynnlive@protonmail.com; korky.neufeld@abbyschools.ca; barry_neufeld@sd33.bc.ca; heather_maahs@sd33.bc.ca; darrell_furgason@sd33.bc.ca; Brad.Vis@parl.gc.ca; toby.carson4@gmail.com
Subject: RE: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Carin,

I want to point out that the first email I sent was not addressed to you; you freely and spontaneously came into the conversation claiming to be a professional in the subject, which I took as an opportunity to have some of my concerns relieved.

I also find it ironic that you are defending books that you didn't even dare to read. I will make a pdf copy of it and send it to you (for educational purposes), or you can go to the Chilliwack Secondary School and pick up a copy for yourself.

In regards to my questions, I will reduce them to two questions:

1. Explain how showing this material to a child under 12 is helpful?
2. How do you conclude that those books are a non-threatening resource?

My daughter came across two of those books, and I would prefer not to share her experience with anyone. Knowing which school (s) my children attend is irrelevant in this conversation.

I have attached more book reviews that I personally did for the school to this email.

Kind Regards,

Pierre Barns

From: Carin Bondar <carin_bondar@sd33.bc.ca>
Sent: December 14, 2021 11:21 AM
To: pierrebarns@gmail.com
Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Pierre,

here is a paper that gives some important information about questions. The questions you asked are called 'leading questions', which are the kind of questions people ask when they are fishing for a particular answer.

You'll need to revise your questions (as I have already told you), because in their current form they aren't questions, they are simply statements designed to entrap respondents into your ideas.

Yes, I'm always open to learning. That's why I spent 12 years in university.

Once I receive the revised versions of your questions, I will consider spending my time on an answering them. I cannot comment on the books until you drop them off to me, just sending one page in isolation is not enough. As with a leading question, having only one page narrows down the perspective considerably.

Also, you didn't mention your own childrens' experiences. I'd like to know about them as well.

So, to recap, here is your homework:

1. Read the attached paper in order to gain an understanding of how to ask an appropriate question
2. Re-phrase your questions to me
3. Drop off the book(s) in question to the Chilliwack school district office, I have a mailbox there
4. Review and detail your own childrens' experiences with these books.

carin

From: pierrebarns@gmail.com <pierrebarns@gmail.com>

Sent: Tuesday, December 14, 2021 10:36:52 AM

To: Carin Bondar

Cc: jkuvpc@yahoo.com; aegillies2@gmail.com; lauralynnlive@protonmail.com; korky.neufeld@abbyschools.ca; Barry

Neufeld; Heather Maahs; Darrell Furgason; Brad.Vis@parl.gc.ca

Subject: RE: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Carin,

Thanks for the quick reply.

I can send you a pdf copy of the page mentioned. I did purchase all the books mentioned in the review and have a copy of all of them.

I am truly interested in learning, are you?

I CC Jon Uhler, Laura Lynn, Ann Gill, and Brad Vis which I am sure would love to discuss with you the impact of sexual education on children.

Since you are a specialist in this matter, maybe you could help clarify parents' worries with a public discussion on this subject.

I would indeed appreciate the questions below to be answered.

Kind Regards,

Pierre Barns

From: Carin Bondar <carin_bondar@sd33.bc.ca>

Sent: December 14, 2021 9:39 AM

To: pierrebarns@gmail.com

Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Pierre,

You seem to have all the answers that you want, despite your best attempts to appear like you are truly interested in learning.

Perhaps you could send me a copy of this book so that I can see these pages you mention. You can drop it off for me at the Chilliwack school board office.

Carin

From: pierrebarns@gmail.com <pierrebarns@gmail.com>

Sent: Monday, December 13, 2021 5:58:26 PM

To: Carin Bondar

Cc: Willow Reichelt; Carin Bondar; Darrell Furgason; Heather Maahs; Barry Neufeld; David Swankey; stan.petersen@abbyschools.ca; phil.anderson@abbyschools.ca; freddy.latham@abbyschools.ca; korky.neufeld@abbyschools.ca; preet.raai@abbyschools.ca; shirley.wilson@abbyschools.ca; Rohan Arul;

Subject: RE: [EXTERNAL] Re: October 27 - Meeting with Nathan

Hi Carin,

I had a couple of weeks to think about it, and here is another set of questions that a couple of parents and I would love answers to.

I asked if you think it is "good for a young person under age 12 to have access to these books" (including showing gay sex), and you said: "Yes, I think that children are naturally curious at this age, and these books are helpful non-threatening resources."

- ? The actual question IS: "Is it good for a young person age 12 (or any young person in school) to have access to these books showing an ADULT gay male seducing an UNDERAGE male (even in a non-threatening cartoon format)?"
- ? Care to explain why you say that showing an ADULT gay male seducing an UNDERAGE male is "helpful" to the school kids (including minors)?
- ? In what possible way is that a "helpful" portrayal for a kid? By the way, why is the format of a cartoon "less-threatening"?
- ? In what way is it "less threatening"?

When asked about what kids should be taught (and keeping in mind the issue here is showing an adult gay male seducing a young boy into giving him a blow), your response was: "Presenting students with accurate (although simplified) facts is the best approach. This way, they avoid the possibility of feeling ashamed or embarrassed when they have feelings and urges that they do not understand. Appropriate books help with this understanding."

- ? So the "FACT" portrayed in the book in question is an ADULT male seducing an UNDERAGE boy who is below the age of consent. Are you saying that the purpose of the book is to assist young boys in avoiding feeling "ashamed or embarrassed" when they have "feelings and urges" about being seduced by an older gay male? And, of course, older adult males are still in school in grade 12.
- ? Is the book also ok to assist older boys in grade 12 about not feeling "ashamed or embarrassed" when they have "feelings and urges" about seducing younger boys in grades 7, 8, or 9?
- ? Can it be ok to provide the kids books to reduce the feelings of shame and embarrassment in males contemplating either of these shameful scenarios?
- ? Is for you the act of a mature adult seducing a person who is just entering puberty and is below the age of consent is taboo in this society?!

Attached to this email is the book review in questions available in one of your schools in Chilliwack. I sincerely appreciate your time on this matter.

God bless you all, and Merry Christmas.

Pierre Barns (I/Love/Je/Sus)

Matthew 10:26-27

So do not fear them, for there is nothing covered over that will not become uncovered and nothing secret that will not become known.

What I tell you in the darkness, say in the light, and what you hear whispered, preach from the housetops.

From: pierrebarns@gmail.com <pierrebarns@gmail.com>

Sent: November 26, 2021 2:02 PM

To: 'Carin Bondar' <carin_bondar@sd33.bc.ca>; 'Rohan Arul' <Rohan_Arul@sd33.bc.ca>; nathan.ngieng@abbyschools.ca

Cc: 'Willow Reichelt' <willow_reichelt@sd33.bc.ca>; 'Carin Bondar' <carin_bondar@sd33.bc.ca>; 'Darrell Furgason' <darrell_furgason@sd33.bc.ca>; 'Heather Maahs' <heather_maahs@sd33.bc.ca>; 'Barry Neufeld' <barry_neufeld@sd33.bc.ca>; 'David Swankey' <david_swankey@sd33.bc.ca>; stan.petersen@abbyschools.ca; phil.anderson@abbyschools.ca; freddy.latham@abbyschools.ca; korky.neufeld@abbyschools.ca; preet.rai@abbyschools.ca; shirley.wilson@abbyschools.ca

Subject: RE: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Carin,

Thank you for your reply and for answering my questions.

Even if I do not agree with all that you have said, it is good to discuss these matters with someone who is confident, knowledgeable, and not afraid to put clear words to what she believes, contrary to the vague, evasive, and unhelpful bureaucrats I have been dealing with recently.

I can see that you are passionate about your work, and I respect that. Regarding the appropriate age for content available to kids at school, would it be possible to break this down for me, as I demonstrate below:

In Grade 3, kids will learn about "invisible differences" between people, such as gender identity, sexual orientation, and family background.

In Grade 5, kids will be taught to identify parts of the reproductive system and describe how the body changes during puberty.

In Grade 7 curriculum will include learning ways of preventing unintended pregnancy and sexually transmitted infections, including HIV.

Thank you,

Pierre Barns

From: Carin Bondar <carin_bondar@sd33.bc.ca>

Sent: November 24, 2021 5:00 PM

To: pierrebarns@gmail.com; 'Rohan Arul' <Rohan_Arul@sd33.bc.ca>; nathan.ngieng@abbyschools.ca

Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Pierre,

No worries, I think it's great to have open and clear conversations about this subject!

Answers below:

Here are a couple of questions for yourself:

Do you think that young people who have not yet hit puberty fully can feel supported in their choices about what, who, and how to experiment with?

This is an impossible question to answer because each child will be different with respect to their own experiences. A child's lived experience (including family life, culture, demographic and sibling order) will be the main factor in education on these issues prior to having access in school.

Do you think it is good for a young person under 12 to have access to these books?

Many children start puberty far before age 12. In fact, the Canadian average counts begin at age 9.5. Over the decades, we have seen a progressively earlier onset of puberty, more notably in females. This is likely due at least in part to chemical toxins and/or hormonal molecules in water systems.

Yes, I think that children are naturally curious at this age and these books are helpful, non-threatening resources.

Do you think it is good for a young person under 12 to have access to books showing gay sex?

This is the same question as the last one, unless you are specifically referring to gay sex as the problematic issue. Gay sex is completely natural and normal, and so my answer to this question remains the same.

Do you feel it is in children's best interests as young as 12 to see those books while they "navigate" their sexuality?

Yes, I think these resources present children with information that is helpful in this regard. The cartoon pictures are an especially good way to depict sexual info in a less threatening way.

Could you please provide me with the "factual" information that should be provided to children about sex and sexuality?

The above texts seem to explain many aspects of sexuality quite well, and there are many others that serve as appropriate general resources. Again, keep in mind that sibling order, family experience and culture will all be factors in an individual students' current perspective on sexuality.

For example, what is the appropriate, accurate information about sex and sexuality that children from 6 to 14 should have access to?

In my experience, presenting students with accurate (although simplified) facts is the best approach. This way, they avoid the possibility of feeling ashamed or embarrassed when they have feelings and urges that they do not understand. Appropriate books help with this understanding.

The age range you specify here, 6-14, is quite large. There isn't one simple 'one size fits all' presentation style for a group that is so diverse.

Here are the questions I had for Nathan:

Are the books I complained about "learning resources" or not?

If they are in the school library, would they not be considered "learning resources"?

What other purpose could the books in a school library possibly have?

Yes, I agree. Books are for learning. These books on sexuality are helpful learning resources for students.

Happy to continue the discussion if anything further arises,

Thank you,

Carin

From: pierrebarns@gmail.com <pierrebarns@gmail.com>

Sent: Wednesday, November 24, 2021 11:30:43 AM

To: Carin Bondar; 'Nathan Ngieng'

Cc: Willow Reichelt; Jared Mumford; Darrell Furgason; Heather Maahs; Barry Neufeld; David Swankey;

stan.petersen@abbyschools.ca; rhonda.pauls@abbyschools.ca; phil.anderson@abbyschools.ca;

freddy.latham@abbyschools.ca; korky.neufeld@abbyschools.ca; preet.rai@abbyschools.ca;

shirley.wilson@abbyschools.ca

Subject: RE: [EXTERNAL] Re: October 27 - Meeting with Nathan

You don't often get email from pierrebarns@gmail.com. [Learn why this is important](#)

Thanks for your kind reply; I will undoubtedly keep you involved if I have any biological/physiological questions about those books.

One of my concerns was if those books were age-appropriate for children.

I also think it is important to engage in dialogue and discuss those concerns with parents. We can't all agree on everything of course but being able to see different viewpoints is beneficial for everyone.

Here are a couple of questions for yourself:

Do you think that young people who have not yet hit puberty fully can feel supported in their choices about what, who, and how to experiment with?

Do you think it is good for a young person under 12 to have access to these books?

Do you think it is good for a young person under 12 to have access to books showing gay sex?

Do you feel it is in children's best interests as young as 12 to see those books while they "navigate" their sexuality?

Could you please provide me with the "factual" information that should be provided to children about sex and sexuality?

For example, what is the appropriate, accurate information about sex and sexuality that children from 6 to 14 should have access to?

Here are the questions I had for Nathan:

Are the books I complained about "learning resources" or not?

If they are in the school library, would they not be considered "learning resources"?

What other purpose could the books in a school library possibly have?

Kind Regards,

Pierre Barns

From: Carin Bondar <carin_bondar@sd33.bc.ca>

Sent: November 24, 2021 9:28 AM

To: Pierre Barns <pierrebarns@gmail.com>; 'Nathan Ngieng' <nathan.ngieng@abbyschools.ca>

Cc: Willow Reichelt <willow_reichelt@sd33.bc.ca>; Jared Mumford <jared_mumford@sd33.bc.ca>; Darrell Furgason <darrell_furgason@sd33.bc.ca>; Heather Maahs <heather_maahs@sd33.bc.ca>; Barry Neufeld <barry_neufeld@sd33.bc.ca>; David Swankey <david_swankey@sd33.bc.ca>; stan.petersen@abbyschools.ca; rhonda.pauls@abbyschools.ca; phil.anderson@abbyschools.ca; freddy.latham@abbyschools.ca; korky.neufeld@abbyschools.ca; preet.rai@abbyschools.ca; shirley.wilson@abbyschools.ca

Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

Hi Nathan,

Thank you for sharing these excellent resources. I appreciate how many steps have been taken to showcase these natural, biological topics in a respectful and non-threatening way. As a biology professor, I am always pleased when we choose resources that explain physiology and physicality in a way that makes sense to all.

Those that disagree that children should have access to appropriate, accurate information about sex and sexuality are sadly misinformed, as children are curious about this information anyway. Having the FACTUAL information presented to them by people they trust is incredibly important. I applaud your decision to have these important resources available to students.

Pierre, any further questions on the biological/physiological subject matter of these books can be directed to me, or to my university address: carin.bondar@ufv.ca.

Cheers, and I hope you are all staying dry!

Carin

From: Pierre Barns <pierrebarns@gmail.com>
Sent: Wednesday, November 24, 2021 7:47:54 AM
To: 'Nathan Ngieng'
Cc: Willow Reichelt; Jared Mumford; Carin Bondar; Darrell Furgason; Heather Maahs; Barry Neufeld; David Swankey; stan.petersen@abbyschools.ca; rhonda.pauls@abbyschools.ca; phil.anderson@abbyschools.ca; freddy.latham@abbyschools.ca; korky.neufeld@abbyschools.ca; preet.rai@abbyschools.ca; shirley.wilson@abbyschools.ca
Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

You don't often get email from pierrebarns@gmail.com. [Learn why this is important](#)

I tried to contact the Ministry of Education with the contact you provided to me, erase@gov.bc.ca, but without success.

Regardless... I reviewed your policy 210 deeply and right in part 1.1; it says "learning resources" is "any material with instructional content or function that is used for teaching purposes." Later it says "learning resources" must comply with the provincial "curricular standards."

The books in the library that I complained about do not comply with curricular standards, and you have confirmed they are not part of the curriculum.

So one more question, are the books I complained about "learning resources" or not? If they are learning resources, then they are contrary to the curriculum standard, and steps should be taken to remove them. If they are in the school library, would they not be considered "learning resources"? What other purpose could the books in a school library possibly have?

Waiting for your reply.

Kind Regards,

Pierre Barns

On Fri, Oct 29, 2021 at 10:38 AM Nathan Ngieng <Nathan.Ngieng@abbyschools.ca> wrote:

Good morning Mr. Barns,

As stated in my previous email and discussion with you, AP 210 outlines a process for challenging a classroom learning resource that is used during the course of a lesson or activity in the classroom. Further to this, the AP outlines the course of action should a parent object to that resource being used in the classroom, as part

of that lesson or activity. Should you feel that this has occurred in the classroom, you may wish to follow this administrative procedure.

All books in the schools, as previously discussed with you are vetted and approved as age and content appropriate. Further to this, you can go to [SOGI 1 2 3 / British Columbia \(sogieducation.org\)](http://bc.sogieducation.org) to access further information on the supports and resources available to schools through the Ministry of Education and other BC School Networks.

I have provided you with a Ministry of Education email contact (erase@gov.bc.ca) and they can answer any further questions or concerns you may have in this area. The school principal and I have provided you with the information pertinent to the Abbotsford School District.

Thank you,
Nathan



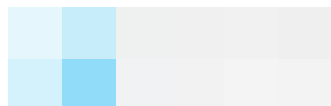
SOGI 1 2 3 / British Columbia

A SOGI 1 2 3 website for teachers and other educators in British Columbia seeking to create SOGI-inclusive schools. Made possible through collaborations with the BC Ministry of Education, BC Teachers' Federation, BCCPAC, and others.

bc.sogieducation.org

Nathan Ngieng / Assistant Superintendent of Schools
nathan.ngieng@abbyschools.ca

Abbotsford School District
T: 604.859.4891 / F: 604.852.8587
2790 Tims Street, Abbotsford, BC V2T 4M7
www.abbyschools.ca



I acknowledge that I work and learn on the Traditional, Ancestral, Unceded, and Shared territories of the Stó:lō people, Sema:th and Matheqwi First Nations.

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From: Pierre Barns <pierrebarns@gmail.com>

Sent: Friday, October 29, 2021 10:17 AM

To: Nathan Ngieng <Nathan.Ngieng@abbyschools.ca>

Cc: Stan Petersen <Stan.Petersen@abbyschools.ca>; Rhonda Pauls <Rhonda.Pauls@abbyschools.ca>; Phil Anderson <Phil.Anderson@abbyschools.ca>; Freddy Latham <Freddy.Latham@abbyschools.ca>; Korky Neufeld <Korky.Neufeld@abbyschools.ca>; Preet Rai <Preet.Rai@abbyschools.ca>; Shirley Wilson <Shirley.Wilson@abbyschools.ca>; Lorrene Giacometti <Lorrene.Giacometti@abbyschools.ca>

Subject: Re: [EXTERNAL] Re: October 27 - Metting with Nathan

Nathan,

If the books are not learning resources the material could be criminally illegal on the books shelves. Something I trust the School District could verify.

Are you convinced that those books are not learning resources?

<https://laws-lois.justice.gc.ca/eng/acts/c-46/page-37.html>

In good faith.

Pierre Barns

On Fri, Oct 29, 2021 at 9:55 AM Nathan Ngieng <Nathan.Ngieng@abbyschools.ca> wrote:

Good morning Mr. Barns,

Further to your email below, my executive assistant, Lorrene Giacometti, communicated to you the appropriate email contact with the Ministry of Education to follow up on your concerns with SOGI and the resources that we currently use in Abbotsford and the public education system, in response to your email on October 27th.

As discussed in our meeting on Wednesday, books in the school library are not subject to review as per [AP 210](#). In terms of classroom resource selection, [AP 210-1](#) outlines the process that is used in our district. Additionally, a similar process is used by our library learning commons teachers in the books that are selected and available in our school libraries.

Thank you,

Nathan

Nathan Ngieng / Assistant Superintendent of Schools
nathan.ngieng@abbyschools.ca

Abbotsford School District
T: 604.859.4891 / F: 604.852.8587
2790 Tims Street, Abbotsford, BC V2T 4M7
www.abbyschools.ca



I acknowledge that I work and learn on the Traditional, Ancestral, Unceded, and Shared territories of the Stó:lō people, Sema:th and Matheqwi First Nations.

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From: Pierre Barns <pierrebarns@gmail.com>
Sent: Friday, October 29, 2021 9:19 AM
To: Nathan Ngieng <Nathan.Ngieng@abbyschools.ca>
Cc: Korky Neufeld <Korky.Neufeld@abbyschools.ca>
Subject: [EXTERNAL] Re: October 27 - Metting with Nathan

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Nathan,

Firstly I would like to acknowledge that I am still on the ancestral and unceded homelands of the hə́nq̓əmiḥə́m and Sk̓w̓x̓w̓ú7mesh speaking peoples, and I am grateful that I will drink 4 liters of clean water today.

I hope you will have a wonderful day and a blessed weekend to come.

I'm certainly not an email etiquette expert, but I find it annoying when someone doesn't give me the ability to change or achieve something by not directly acknowledging the reception of an email and/or providing me the information I require.

Without acknowledgment, I grow concerned that perhaps the email did not go through, and if so, it may appear that I'm not communicating with the proper equipment, for example, I could use my cell phone.

A simple reply stating "got it," "received it," or "thank you" might relieve my worries. So, yes, I do think it is polite and appropriate to acknowledge receipt of valid emails as soon as possible and provide the requested pieces of information.

Following are a few clarifications to my previous request which I gave you the benefit of the doubt, you may not have understood because of my french accents so here we go:

Could you please let me know the proper formal process I need to engage to further review the books we have discussed together as well as the contact of the person responsible for the books central databases so I do not waste any more of your time and energy on this matter?

For example:

Step 1...

Step 2...

Step 3...

Persons to contact...

We (parents, teachers, school boards..) need to work harder and together in creating a safe environment at school free of discrimination, free of racism, free of sexual exploitation, obscene materials, and possession of child pornography, (court cases to support this statement available online here:

<https://teacherregulation.gov.bc.ca/ProfessionalConduct/DisciplineOutcomes.aspx>) and on this report

<https://protectchildren.ca/en/resources-research/child-sexual-abuse-by-school-personnel-in-canada-report/>

God bless all of you,

Pierre Barns

On Wed, Oct 27, 2021 at 7:10 PM Pierre Barns <pierrebarns@gmail.com> wrote:

Hi Nathan,

Firstly I would like to acknowledge that presently I am on the ancestral and unceded homelands of the hən̓q̓əmiñəḥ and Skwxwú7mesh speaking peoples, and I am grateful that I will drink 4 liters of clean water today.

It was a pleasure to discuss with you today. As discussed, could you please send me the contact info of the entity I need to contact to pursue my complaint about the school resources materials you have reviewed and approved to be distributed in school...

I understand the fragility some of your staff may have experienced with my pronouns, so by means of respect to them, I have changed it.

Note that I am from Quebec, my Grand Mother is Indigenous, my father is Greek, and my wife is Japanese, so I hope that the objection you have toward my pronouns and my view of the school system's sexual educations were not related to the unconscious bias you may have against my ancestor and/or the ancestor of my wife.

All the best to you; I hope one day we will live in an inclusive conservative/traditional society.

In good faith.

Pierre Barns