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Recently, a survey was distributed to students at McCaffrey Middle School asking them to select their pronouns from options including “He/Him,” “She/Her,” and “They/Them.”

This act is unacceptable. Introducing such gender-identifying pronouns to young students is not only inappropriate but potentially damaging. This kind of survey imposes complex adult concepts on children who should be focused on their core education, not on navigating controversial gender ideologies. This intrusion into their academic environment is deeply concerning.

I demand clear and immediate answers to the following questions:

1. **Definitions and Context:** What do “They” and “Them” mean in the context of this survey? Provide a detailed explanation of how these terms are being defined and used in a classroom setting. If the goal is to educate, then the definitions must be clear, precise, and understandable to a 12-year-old’s brain. It’s critical that we avoid confusing young students with vague or ambiguous terminology.
2. **Biological Criteria:** What biological criteria define a “They/Them” person? Traditional gender classifications are based on chromosomal structures— what is the scientific basis for a “they/them” classification? If there are no clear biological markers, then this classification lacks scientific validity and should not be presented as fact in our schools. Do they/them entities exist in other life-forms? Are there they/them cats, camels or kangaroos? We must ensure that any information presented is based on credible, scientifically-supported evidence.
3. **Self-Identification Process:** How are 12-year-olds supposed to determine if they are a “They/Them” person? Is self-identification alone sufficient, or is a medical or psychological assessment required? This process needs to be transparent, based on clear guidelines, and not left to individual interpretation or speculation.
4. **Purpose:** What was the purpose or intent of this question being asked of the kids? Were the teachers unable to determine using their eyes and brains if the individuals in their classes were male or female? If there was ambiguity, don’t the teachers have access to the school records that would state wither a child is male or female? The perceived intent of the survey is troubling to me.

If you cannot provide clear, logical answers to these questions, it suggests that the school is more interested in promoting an ideological agenda than in addressing the real educational needs of our children. This is a disservice to students and parents alike when schools become platforms for controversial and unproven theories.

I strongly urge the Board to refocus on what truly matters: providing a solid, unbiased academic foundation for our children. Stop pushing divisive ideologies that confuse and mislead young minds. Education should be about learning essential subjects and fostering critical thinking, not about introducing controversial and confusing sexual concepts.