

Seeking Clarifications on Non-Religious (i.e. Secular) Issues Related to Bill 10

Dear School Board Trustees

Introduction

As an Albertan and parent of three, I wish to raise some concerns and questions of a non-religious nature related to Bill 10 legislation, Education Ministry guidance, and what are likely resultant School System impacts.

In this document I have provided background information related to a number of critical concerns, followed by key questions. The research and study I have invested in preparing this email is beyond that of the average parent. Please take the time to read through this information in its entirety. Your clarifications and responses to the questions I have raised would be greatly appreciated. Thank you in advance for your time and consideration.

CONCERN #1: Opt-out Provisions for Sexual Orientation Indoctrination

Education Minister Eggen stated in February 2016 that Bill 10 and related policies and guidance do not impact the “opt-out provisions” of Section 50.1 of the School Act. The current School Act reads:

50 Notice to parent

*50.1(1) A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with **religion** or **human sexuality**. (2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher or other person shall in accordance with the request of the parent permit the student, without academic penalty...[my bold and underline]*

However, Minister Eggen omitted to say that Bill 10 repealed Section 11.1 of the Alberta Human Rights Act (AHRA), which previously read:

*11.1(1) A board as defined in the School Act shall provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with **religion**, **human sexuality** or **sexual orientation**. (2) Where a teacher or other person providing instruction...(remainder of the AHRA text reads same as School Act S.50.1(2)).*

Since the repeal of the “Parental Opt-Out Provision” (AHRA S.11.1), which was used for withdrawing children from sexual orientation indoctrination, the usefulness of the remaining opt-out provision (School Act S.50.1) to specifically avoid sexual orientation instruction is in question. It appears that all of Section 11.1 of the AHRA was repealed solely to rescind the need to notify parents of indoctrination in **sexual orientation**; otherwise the School Act and AHRA texts are identical for all intents and purposes.

I note that the term “**human sexuality**” does not exist in the new “Ontario Health and Physical Education Curriculum” although the terms “sexuality,” “healthy sexuality,” “gender identities” and “sexual orientations” do. The Ontario Curriculum declares a goal to “achieve acceptance of all gender identities and sexual expressions.” Furthermore, the ATA has published or indorsed over [20](#)

[guides, instructions, and aids](#), devoted to celebrating and promoting acceptance of all sexual minority gender identities and sexual expressions. Finally, after some research, it appears that many school boards interpret “**human sexuality**” indoctrination as primarily teaching anatomical development/human growth and anti-pregnancy/anti-STI instruction.

Q1 – Do you know why AHRA S.11.1 was repealed and School Act S.50.1 was retained?

Q2 – What will be the legal obligation/practical use of School Act S.50.1(1) for parents, if the term “human sexuality” does not exist in the forthcoming Alberta “*Health and Physical Education Curriculum*,” and furthermore, instruction in sexual orientation, gender identities, and sexual expressions, is dispersed throughout the curriculum and expressed under different terminologies?

Q3 – Does the School Board define courses of study, educational programs or instructional materials, or instruction/exercises that address “sexual orientation,” “sexual identities,” and/or “sexual expressions,” as falling under the term “human sexuality” and; therefore, are subject to the Parental Notice and Student Opt-out provisions of School Act S.50.1?

CONCERN #2: Erosion of Parental Rights, Entitlements & Decision Making Authorities

Ministry Alberta guidance encouraging and empowering children to secretly deceive their parents about their sexual self-identity while at school undermines parental rights and responsibilities defined in the Alberta Family Law Act. The proclaimed intent of Bill 10 is to improve the level of protection for “our” children. It appears from an unbiased parental perspective the drafters of the legislation believe in four keys to protecting “our” children in school:

- End the parental opt-out provision for sexual orientation indoctrination;
- Separate the children from trust in and the authority of their parents;
- Embed the children in independent, unregulated, politically active GSAs/QSAs; and
- Coerce and indoctrinate the remaining children to indifference to sexual minority lifestyles.

Given the importance of harmonious relations among parents, students, school boards and school staff for achieving safe school environments, how the “protection” goal might be achieved while making no accommodation to the interests, authorities, rights and responsibilities of parents is unclear. Rather than create a balanced, inclusive and caring parent-board-staff-student environment Bill 10 bypasses, indeed, over-rides parental mandates, rights and responsibilities.

The Province details parent and child custody rights and relationship responsibilities in three Acts:

- Alberta Family Law Act;
- Alberta Child, Youth and Family Enhancement Act; and
- Alberta Child First Act.

Before the State can interfere in the affairs of a family, parents are granted due legal process in a court of law. The above Acts detail the legal processes which are founded on the societal premise that it is the privileged role of parents to determine what is in their children’s best interests or well-being. The Alberta Family Law Act states the following regarding parental entitlements, powers and responsibilities:

(4) Except where otherwise limited by a parenting order, each guardian is entitled

(a) to be informed of and consulted about and to make all significant decisions affecting the child in the exercise of the powers and responsibilities of guardianship described in subsection (5), and
(b) to have sufficient contact with the child to carry out those powers and responsibilities.

(5) Except where otherwise limited by law, including a parenting order, each guardian has the following responsibilities in respect of the child:

(a) to nurture the child's physical, psychological and emotional development and to guide the child towards independent adulthood;

(b) to ensure the child has the necessities of life, including medical care, food, clothing and shelter.

(6) Except where otherwise limited by law, including a parenting order, each guardian may exercise the following powers:

(a) to make day-to-day decisions affecting the child, including having the day-to-day care and control of the child and supervising the child's daily activities;

(c) to make decisions about the child's education, including the nature, extent and place of education and any participation in extracurricular school activities;

(d) to make decisions regarding the child's cultural, linguistic, religious and spiritual upbringing and heritage;

(e) to decide with whom the child is to live and with whom the child is to associate;

(g) to consent to medical, dental and other health-related treatment for the child;

(h) to grant or refuse consent where consent of a parent or guardian is required by law in any application, approval, action, proceeding or other matter;

(i) to receive and respond to any notice that a parent or guardian is entitled or required by law to receive;

Q4 – Does the School Board agree that parents have a constitutional right, interest and responsibility for assuring the optimal development of their child's sexuality?

Q5 – Does the School Board agree that parents should have so-called "due process" before the School System intervenes in the integrity of the family and parental roles by denying parents the right "to be informed of and consulted about and to make all significant decisions affecting the child in the exercise of the powers and responsibilities of guardianship" as detailed in Family Law?

Q6 – What is the School Board mechanism for dealing with parent litigations and disputes:

- Resulting from parents who find out after the fact that their child has been encouraged along a "gender discordant" or "sexual minority" path and allowed; indeed, supported to live a secret self-identified gender identity, sexual orientation or expression, apart from his/her family's awareness?
- Resulting from parents who discover that their child is a member of a GSA club which has no club constitution, no age restrictions, no need for parental approval, no call for School Board oversight, and has been used to achieve political and social change objectives like an "anti-oppression educational mandate across intersections of difference (race, gender, class, ability, sexual orientation, gender identity)" and moving "beyond tolerance?"

Suicide avoidance for all students should be a self-evident goal of parents and the School System. Living a double identity and lifestyle will prove very stressful.

Q7 –To what length is the School Board prepared to take on unilaterally and for sustained periods secret counsel to students, in medical, physiological and psychological matters related to human sexuality, without parental awareness or approval?

Q8 – Will the School Board clarify whether there are any age restrictions on a student’s autonomy to self-identify; on a student’s ability to live a lifestyle at school in secret from his/her parents; and on a student’s ability to join a GSA/QSA without parental approval?

CONCERN #3: Ideology vs. Medical Opinion and Fact vs. Misinformation

The ATA draws upon the [Institute for Sexual Minority Studies and Services \(ISMSS\)](#), [Egale](#), [PFLAG](#), and other provincial teachers’ associations for strategy development, data analysis and so-called “evidence-based” assertions. I note that none of these sources are medical professions or associations. Under the title “[Gender Ideology Harms Children](#),” the American College of Pediatricians (ACPeds) wrote in March 2016:

A person’s belief that he or she is something they are not is, at best, a sign of confused thinking. When an otherwise healthy biological boy believes he is a girl, or an otherwise healthy biological girl believes she is a boy, an objective psychological problem exists that lies in the mind not the body, and it should be treated as such. These children suffer from gender dysphoria. Gender dysphoria (GD), formerly listed as Gender Identity Disorder (GID), is a recognized mental disorder in the most recent edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-V). The psychodynamic and social learning theories of GD/GID have never been disproved.



Do these students oppose ACPeds? Do they have any idea of ACPeds negative position on “Gender Ideology”?

Conditioning children into believing that a lifetime of chemical and surgical impersonation of the opposite sex is normal and healthful is child abuse. Endorsing gender discordance as normal via public education and legal policies will confuse children and parents, leading more children to present to “gender clinics” where they will be given puberty-blocking drugs. This, in turn, virtually ensures that they will “choose” a lifetime of carcinogenic and otherwise toxic cross-sex hormones, and likely consider unnecessary surgical mutilation of their healthy body parts as young adults.

It is wrong and a threat to our children’s health when advocates of a political ideology ignore contradictory medical science, not just my opinion but ACPeds also. This error of omission or avoidance and the continuing attempts to categorize all opposition as homophobia is an ideology agenda-driven strategy of name calling, intimidation and bullying.

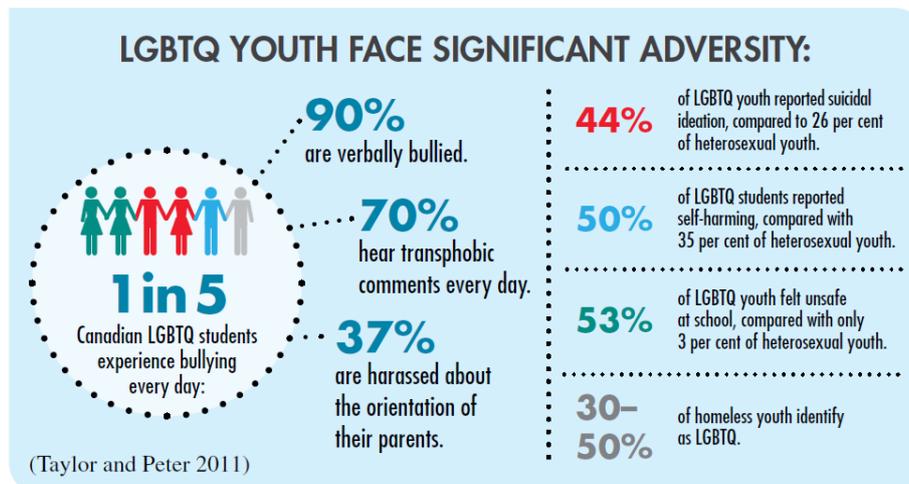
Q9 – Will the School Board clarify whether the School System – trustees, parents, teachers, medical/psychiatric staff and third party service providers, should or should not be doing all that they can to minimize the likelihood of children following a transsexual path or sexual minority lifestyle?

The sexual minority movement asserts that the school environment is improved with increasing diversity and numbers of students claiming to identify, and living out, as transgenders, transvestites, cross-dressers, drag queens, transsexuals, queers or any of the remaining [52 orientations, identities, expressions](#). Moreover, the earlier students “come-out” or self-identify the better in their eyes; and

students are encouraged to move around on a “fluid” identity spectrum as they desire. Finally, sexual minority students are encouraged to be politically active and deployed to change the school culture to indifference to all sexual orientations, identities and expressions. Students not joining the movement are labelled bigots and homophobes.

Q10 – Does the School Board agree with the sexual minority movement and ATA premise that all Albertan children should become indifferent to all expressions of sexuality and related lifestyles?

The following data is quoted in [GSAs and QSAs in Alberta Schools: A Guide for Teachers](#), cited from an *Egale Canada Human Rights Trust* report by Catherine Taylor and Tracey Peter titled “[Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools.](#)” The report intent is to register a narrative of phobia-based oppression of LGBTQ students.



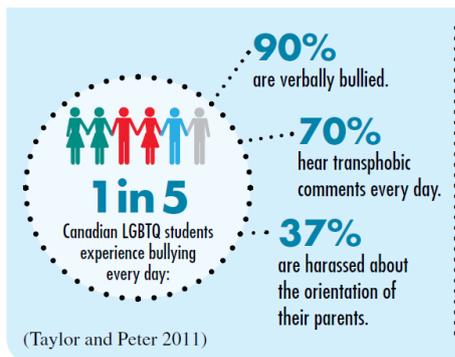
Key to successful propaganda is control of the words used, terms asserted, and data collected to buttress the intended narrative. The Taylor and Peter 2011 study claims to be the first national survey on homophobia, biphobia, and transphobia. By their own definition they should be searching for evidence of fear and hatred of homosexuals, bisexuals and transsexuals in the heterosexual student population:

Homophobia: fear and/or hatred of homosexuality in others, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination, or acts of violence— anyone who is LGBTQ or assumed to be LGBTQ can be the target of homophobia

They do not. Moreover, although fear and hatred of homosexuality can be exhibited in the above manners; it is not accurate to claim the reverse that all name-calling, bullying, exclusion, prejudice, discrimination, or acts of violence upon the LGBTQ students are the result of fear or hatred of homosexuals. Note: the terms “homophobia” and “homophobe” are not found in the Canadian: Charter of Rights and Freedoms, Human Rights Act and Criminal Code; nor are the terms in the Alberta: Human Rights Act, Bill of Rights, Education Act, Family Law Act, and School Act; nor are the words in the ATA Declaration of Rights and Responsibilities for Teachers. Taylor and Peter attempt to measure evidence of “harassment” as a correlation to three phobias – homo, bisexual and transsexual. The report does not define “harassment” even though the word is essential to all that they purport to measure. The word harassment is not included in either the Alberta School Act definition of bullying or the *GSAs and QSAs in Alberta Schools: A Guide for Teachers* definition of

bullying. The report assertions are based on self-selected online internet surveys and self-selected login surveys held in-school at 20 randomly selected schools. Note that there are 2,388 schools in Alberta alone. The report does not differentiate by type of school: Public, Separate, Francophone, Charter, ECS Private Operator, Private School, Provincial, Federal, or First Nations Federal. Nor does the study make any attempt to measure fear and hatred of LGBTQ by grade level. Nonetheless, the report is being used to justify and give credence to legislation detailed in Bill 10, which is to be enforced at all grade levels and in all school types.

A statistical fallacy occurs when the argument made is contradicted by the actual data asserted. It

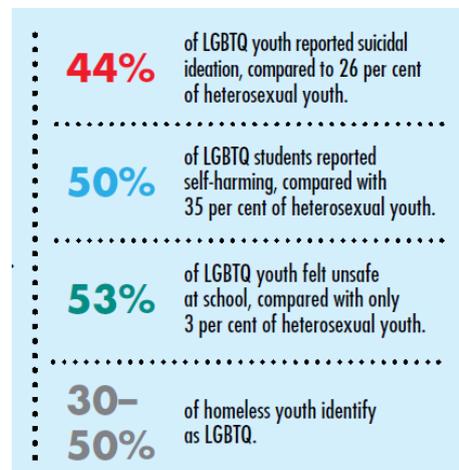


does not make sense to declare that 1 in 5 LGBTQ students (20%) experience bullying every day and that 70% of LGBTQ students hear transphobic comments (also defined as bullying) every day. The Taylor and Peter report actually states “90% of trans youth hear transphobic comments daily or weekly from other students.” Nowhere in the report does it state 90% of LGBTQ youth are verbally bullied. In fact the report directly contradicts the claim “90% are verbally bullied.” The report states under the title “Safer Schools Policies”:

46% of LGBTQ students from schools with anti-homophobia policies reported never having been verbally harassed due to their sexual orientation versus 40% of LGBTQ students from schools without anti-homophobia policies.

The Taylor and Peter 2011 report does not address the subject of homeless youth who identify as LGBTQ. Therefore, the plate (across) should indicate the real source for 30-50%. In 2006, the National Gay and Lesbian Task Force Policy Institute in the United States sponsored a major study of LGBT youth. The report is titled “[An Epidemic of Homelessness](#).” They determined that 20-40% of homeless youth were LGBT. Family conflict was the primary cause of homelessness.

One cited study showed 50% of gay teens experienced a negative reaction from their parents when they came out and 26% were kicked out of their homes. This statistical evidence suggests that “coming-out” early in one’s youth should be avoided. This also highlights the need for sound neutral counsel and education on decisions surrounding choice of self-identity. Moreover, living an “outed” existence at school, secret or hidden from parents, siblings and others outside school is not a recommended approach, more so if also engaged in an activist GSA/QSA.



The assertion that 53% of LGBTQ felt unsafe at school compared with 3% heterosexual students is erroneous in reference to the Taylor and Peter study. Taylor and Peter make no claim about how heterosexual youth feel about their safety (no 3%). The report actually states:

80% of LGBTQ students from schools with anti-homophobia policies reported never having been physically harassed versus only 67% of LGBTQ students from schools without anti-homophobia policies. (Page 18)

Q11 – Could the School Board clarify who, if anyone, in the Education Ministry, is fact checking ATA assertions, data, and so-called “evidence-based” doctrines, and does it matter that most, if not all, of the ATA sexuality/orientation/homophobia publications are not the outcome of Alberta curriculum requirements?

CONCERN #4: Encouraging Experimentation & Growing the Sexual Minority Demographic

The following policy by the Calgary Board of Education (CBE) should not be acceptable to the vast majority of parents:

Evidence-based best practice tells us that allowing children to take the lead with their gender identity and supporting them with this exploration is helpful. We help children when we give them room and freedom to explore free of judgement. In short, it is best to give children room to express their gender in ways that feel natural to them and to not “box” them in and hold them to any particular gender rules. It is also important to honour the gender identities that adolescents share with us as they are very likely to reflect their true and longstanding identity – [Creating Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in Schools](#).

I recognize that the CBE is not a Catholic school district; however, the quoted so-called “evidence-based best practice” reflects Government (Education Ministry) guidance.

We are talking about children’s lives. Sexual experimentation comes with consequences, life changing and lifelong consequences! [Alfred C. Kinsey](#) knew this more than six decades ago. He contended that sexual identity is primarily the result of preferred sexual pleasure and that one’s chosen path will be the result of early sexual experiences. Biographer Dr. James H. Jones, in *Alfred C. Kinsey: A Public/Private Life*, recorded Kinsey’s conviction as follows:

*In essence, Kinsey argued that sexual identity was largely the result of how people, responded to their early sexual experiences. ‘After one has a pleasurable first experience, of either sort,’ he explained, ‘he looks forward to a repetition of the experience with such anticipation that he may be aroused by the sight or mere thought of another person with whom he can make contact.’ Reminding the young man [student being surveyed] of his own history, Kinsey argued that ‘unsatisfactory experience, of either sort, will (as in your early contact with the heterosexual) build up a prejudice against any repetition of that experience.’ Therefore, it seemed clear that sexual identity followed the pleasure principle. ‘Whether one builds a heterosexual pattern or a homosexual pattern depends, therefore, very largely upon the satisfactory or unsatisfactory nature of his first experiences,’ Kinsey declared. - James H. Jones, *Alfred C. Kinsey: A Public/Private Life*, New York: W.W. Norton & Company, 1997, p. 384.*

Those who support Bill 10 and advocate sexual experimentation are not applying evidence-based medical science; rather they have bought an ideological party line. The Public Health Agency of Canada lists influences on “sexuality” in *Canadian Guidelines for Sexual Health Education*, 2008 as follows:

Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors.

Bill 10 changes the psychological, social, political, ethical, legal and educational factors all in favour of promoting more youth to experiment and choose a lifestyle in the LGBTTIQQ2S community. The

American College of Pediatricians understands this and rejects the “gender ideology” espoused by the Education Ministry, ATA, and many school boards. The end result of Bill 10 and Education Ministry implementation guidance as it stands will be more children choose to adopt a sexual minority path, who might otherwise live normal heterosexual lives.

Q12 – Will the School Board clarify whether you believe in the existence of “Wavers;” kids who are currently confused about or currently questioning their sexuality; kids who could choose either a heterosexual path or a sexual minority path; kids who will or will not sexually experiment depending on received counsel?

Q13 – Will the School Board clarify whether you are concerned about institutional promotion of experimentation toward sexual minority identities and lifestyles within district schools?

Q14 – What specific actions will the School Board take to ensure that Bill 10 and existing implementation guidance will not result in more students self-identifying with sexual minority identities and lifestyles?

CONCLUSION

Common sense dictates that the actions triggered by implementation of Bill 10 will mean more children who could have lived normal heterosexual lives will instead join the LGBTTIQQ2S community. The Bill apparently denies parents the right to have their children opt out of sexual orientation indoctrination and denies parents (on student request) the right to know whether their child (regardless of age) is leading a secret sexual identity or attending a GSA/QSA.

Thank you for persevering to this point. Your time and attention to these critical issues are essential in supporting the success, health and well-being of all students within your district.

Respectfully,

Carman Bradley