

# BREAKING THE MIRRORS AND REMOVING THE SMOKE: A PRIMER ON GSA/SOGI POLITICS

**GSA:** Gay-Straight Alliance

**SOGI:** Sexual Orientation and Gender Identity

**SOCON:** Social Conservative

*Aside from the sheer foolishness of putting children in charge of what clubs are permitted in schools, Bill 10 is a gross violation of the principle that parents have a prior right to choose the kind of education that shall be given to their children. – John Carpay, 24 March 2015*

## Introduction

If you have not read about the death of Larry King, reported in [Murder in the 8<sup>th</sup> Grade](#), *Newsweek*, 28 July 2008, please do. The report is excellent background and a superb motivator to understand what is at stake with GSAs, SOGI, and *Inclusive Education*. The tragedy reveals what can happen when children are empowered by the state to secretly SOGI self-identify independent of parents knowledge/approval, at Grades (K-12). The death reveals the futility of leaving a child's safety caught-up between teachers with common-sense and others with activist/ideological/political interests; teachers who are trained and qualified to instruct math, science, etc. or administrate, but not to counsel or make arbitrary judgments on students' sexual well-being. The report reveals how the state, i.e. education system, is ill-suited to usurp/by-pass the parents' right to know what their children are doing at school. Larry's circumstances are evidence to a school's inability to "voluntarily" recognize and act in timely manner upon a potential, developing and/or actual crisis related to SOGI. The report details how the school failed Larry (Grade 8), the murderer (Grade 7), and the parents of both boys.

With an election looming, the UCP appears content to declare little to remedy the greatest provincial experiment in forced social ethos; or to correct the unprecedented state incursion into the sanctity/autonomy of the family. The UCP, saddled with the Bill 10 legacy from their predecessors (Progressive Conservative and Wildrose Parties), is satisfied with the new educational premise – Children (K-12) know what is in their best interest, no longer the parents. All political parties agree that *Education Alberta*, through GSA clubs, can usurp the legal right and responsibility of parents "to make informed decisions respecting the education of their children." Prior to Bill 10, the state could not easily override parental rights. Before Bill 10, the Family Law Act protected parents' rights by requiring due legal process before state interference in childrearing. Now, while in school, the opinion of the child (K-12) is sacrosanct, and parents may have to go to court to find out what is going on there. All parties also declare a policy of indifference/apathy to whether wavering/confused/questioning children follow a heterosexual or transgender development path. Indeed, *Inclusive Education Policy* affirms sexual minority orientations/identities with the necessity of expunging/denying the statistical reality of [heteronormativity](#) in humankind.

SOCON parents and voters have 2-3 months to crawl their way out from being [thrown under the bus](#). This paper is intended to reveal the smoke and mirrors political strategies of both the NDP and UCP. Please do not let SOCON interests continue to be ignored; do not let your voice count for nothing.

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## **1 – There Is Little “Diversity” Between NDP and UCP Policies on GSA/SOGI**

Bill 10 - [An Act to Amend the Alberta Bill of Rights to Protect Our Children](#) passed in March 2015. The legislation has been called by the media: Gay-Straight Alliance Law, Transgender Rights Law, and LGBTQ Student Rights Law. The same month *Parents for Choice in Education* (PCE) wrote an [analysis of Bill 10](#).<sup>1</sup> The document castigates the legislation passed by the majority Prentice Progressive Conservatives (70 MLAs). The analysis was released two months before the PC Government was swept from power. The PCE authors concluded:

- GSAs will be used for *“curing people of ‘homophobia’ and silencing debate.”*
- *“The Law puts children (K-12) in charge of GSA clubs”* [without adequate oversight].
- *Attendance in a GSA does not require parental knowledge or approval.*
- The Bill: *“imposes ideological clubs on Alberta schools;” “disrespects the importance of a school’s culture;” “centralizes decision-making in Edmonton;” “does not address the causes of bullying;” “was passed without debate about the nature of GSAs;” “is not based on credible research;” “was passed without consulting parents and other stake holders;” “undermines parental rights in education;” “threatens the diversity of Alberta’s schools;” “fails to define ‘diversity;’” and “undermines fundamental Charter freedoms.”*

In March 2015, John Carpay, President of the *Justice Centre for Constitutional Freedoms* (JCCF), amplified the PCE concerns writing in an article titled [“Alberta’s Bill 10 leaves parents powerless in deciding their child’s education.”](#)<sup>2</sup> In part he wrote:

<sup>1</sup> Parents for Choice in Education, [“Gay Straight Alliances: What Alberta parents should know about Bill 10,”](#) March 2015.

<sup>2</sup> John Carpay, JCCF, Calgary SUN, [“Alberta’s Bill 10 leaves parents powerless in deciding their child’s education,”](#) March 24, 2015. Note *“Alberta MLAs”* refers to 70 PC, 5 Wildrose, 4 NDP, and 5 Liberal.

*Children should be heard and consulted, but not given authority to make the rules that govern our homes, schools, or associations. Our laws prohibit minors from purchasing alcohol and tobacco, joining the army, voting and much else. Most Albertans understand that, while we love and respect our children, we also recognize that they lack the experience and maturity to make adult decisions. These simple truths were lost on Alberta MLAs earlier this month... the Universal Declaration of Human Rights states that parents have a prior right to choose the kind of education that shall be given to their children. The Universal Declaration was drafted and signed in response to governments using their coercive powers to indoctrinate children into the state's ideology, contrary to parents' wishes.*

At the time of Bill 10 passage, Liberal MLA Laurie Blakeman, original sponsor of the GSA legislation was jubilant over the unanimous approval:

*I'm really glad that the government was brave enough to take that step, and I will give you credit for being brave. That one wasn't easy, and it wasn't a gimme. I didn't think you'd be able to go there.<sup>3</sup>*

In an October 2016 Open Letter titled [Parental Consent is Key](#), PCE “respectfully demanded” six changes to ensure all legislation and policies impacting education of children uphold the authority of parents. Incredibly, knowing what we now know, having confirmed the validity of the original PCE/JCCF concerns regarding Bill 10, UCP Leader, Jason Kenney, chooses to continue the Prentice legacy of [disenfranchising](#) SOCON parents/voters. In November 2017, the Hon. Leader declared present UCP GSA/SOGI policy:

- *We support Bill 10.*
- *We do not support, I repeat, we do not support mandatory notification of parents regarding involvement of students in GSAs.*
- *Teachers, not politicians, should decide when it makes sense to engage parents.<sup>4</sup>*
- [This UCP position means the Party is fine with secret sexual/gender self-identification (K-12).]

The weakness, danger, and unfeasibility of passing the political “hot-potato” of *parental notice* onto teachers is evidenced in [NDP and UCP politics on GSAs and SOGI](#).<sup>5</sup> [Must read.]

**Reality 1 - All parties are united regarding GSA Law on parental consent. All will keep parents in the dark about their child's GSA membership and SOGI self-identification (K-12). The NDP make no exceptions. The UCP will either “order or request” 46,000 members of the Alberta Teachers' Association to assume responsibility to notify parents when a child is experiencing a GSA/SOGI related health crisis. This UCP policy has been renounced by the ATA, is institutionally dysfunctional, and a shallow attempt at cosmetic compromise, which satisfies none of the key stakeholders.**

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<sup>3</sup> MLA Laurie Blakeman, Alberta Hansard, March 10, 2015, p.541.

<sup>4</sup> Hon. Jason Kenny, “Statement on Bill 24,” Nov 7, 2017. Note [http://www.jasonkenney.ca/statement\\_on\\_bill\\_24](http://www.jasonkenney.ca/statement_on_bill_24), has been removed by the webpage sponsor. See [Response to UCP Statement on Bill 24](#) for further reference.

<sup>5</sup> Carman Bradley, Lethbridge Herald, “[NDP and UCP politics on GSAs and SOGI](#),” Dec 30, 2018.

## 2 – All Parties Agree GSA Oversight Need Not Be Any Different Than for Football Clubs

Then MLA David Eggen, in legislature debate over Bill 10, insisted anymore oversight for GSA clubs than that afforded football clubs would be a discriminatory human rights violation.<sup>6</sup> GSA oversight is detailed in Bill 10 legislation. GSAs are unregulated, unsupervised, non-transparent clubs, internally peer-organized (K-12), staff facilitated, and externally ideologically/politically influenced by agencies like [altView Foundation](#) and [Centre for Sexuality](#). ATA guidance for Types 3&4 GSAs includes:

- *School wide visible presence characterized by educational, social, and political activities.*
- *Build networks and coalitions with other school and community-based groups like [Alberta GSA Network](#).*
- *Execute an anti-oppression educational mandate and strive to move classmates beyond tolerance.*<sup>7</sup>



Placard reads: **THIS IS WHAT A YOUTH ACTIVIST LOOKS LIKE**  
Banner reads: **empowering youth activists to fight homophobia and transphobia in schools**

Based on the percentages of Albertan's declaring religious faith (e.g. Christian,<sup>8</sup> Muslim and Jewish) in the 2011 Census, some 56% of Alberta students are likely from SOCON families, approximately 388,600 students. Many more students may come from families holding secular values/beliefs at odds with celebrating sexual minority ideology and lifestyles.

**Reality 2 – GSAs are intended to isolate wavering/confused/questioning youth and LGBTQ self-identified children (K-12) from SOCON parents and viewpoints. GSAs (Types 3&4) are intended to train, politicize and mobilize students to impose an educational environment (single ethos) where respectful "tolerance" by children from SOCON families is no longer enough. Only full societal "celebration" of sexual minority lifestyles and ideology will suffice.**

## 3 – All Parties Deny That Inclusive Education and Gender Ideology Put More Children at Risk

The UCP and NDP hold that Alberta parents should be indifferent about their children's sexual development. Indeed, both parties support affirmative action policies that promote SOGI self-identification (56 plus orientations/identities) at the expense of promoting the statistical reality of heteronormativity in humankind. According to the ATA, parents ought to celebrate the "*vibrant kaleidoscope of sexual diversity*" enlarged by transsexual, bisexual, queer, and homosexual activism. In the case of transgenderism, the ideology asserts that children (K-12) should be taught transsexuality is a normal and healthy development. The policy of inclusive trans-affirming education demands the contortion of biology, sexuality, gender, science, and statistical data. The policy requires SOCONS and their viewpoints to be silenced/neutralized. Persons adhering to the "actuality" that an objective psychological problem exists when a child claims to have a boy's body

<sup>6</sup> David Eggen, Hansard, December 3, 2014, p. 359.

<sup>7</sup> Alberta Teachers' Association, [GSAs and QSAs in Alberta Schools: A Guide for Teachers](#), 2<sup>nd</sup> revised ed., p.31.

<sup>8</sup> Not including families attending the United Church of Canada.

and the brain of a girl (or vice versa) are dismissed as “bigoted transphobes,” enemies of sexual minority social justice.

Science declares the hypothalamus is the part of the brain that controls puberty. The “brain” knows the correct gender/sex of the person at all times; and 84%<sup>9</sup> of children with gender dysphoria desist after passing through puberty. The book *I Am Jazz*<sup>10</sup> is declared an “age appropriate” reference on transgenderism for children (K-4). Jazz, the five-year-old character in the book, declares:

*I have a girl brain but a boy body. This is called transgender. I was born this way.*

These are patently false and misleading statements. The book is endorsed for ideological reasons, not scientific truths. Endorsing gender discordance (K-12) as normal, to be celebrated, confuses children leading more to present to ‘gender clinics’ to receive puberty-blocking drugs. Data from Britain’s Gender Identity Development Service confirms this rise - 97 referrals (2009/10) to 2519 (2017/18),<sup>11</sup> of which 70% were individuals born female. A US study found peer pressure (e.g. “group think”) to identify transgender an increasing reality in schools. Dr. Lisa Littman, specialist in gender dysphoria at Icahn School of Medicine at Mount Sinai, New York, reports on a phenomenon she titles “Rapid Onset of Gender Dysphoria (GD) in Adolescents and Young Adults (AYAs).”<sup>12</sup> The development occurs in the context of being part of a peer group where one, multiple, or even all friends develop GD and self-identify transgender in the same timeframe. Dr. Littman discovered:

*On average, 3.5 friends per group became gender dysphoric. Where friend group activities were known, 63.7% of friend groups mocked people who were not transgender or LGBTQ. Where popularity status was known, 64.2% of adolescents had an increase in popularity within the friend group after announcing they were transgender. AYAs received online advice that if they didn’t transition immediately they’d never be happy (31.7%) and that parents who didn’t agree to take them for hormones are abusive and transphobic (37.3%). AYAs expressed distrust of people who are not transgender (24.7%); stopped spending time with non-transgender friends (25.3%); withdrew from their families (46.5%), and expressed that they only trust information about gender dysphoria that comes from transgender sources (53.1%).<sup>13</sup>*

Although Dr. Littman has not identified these peer groups as “GSA clubs,” it is understandable that unregulated, unsupervised, non-transparent, outside activist influenced GSAs can result in the same outcome. She concludes:

*Rapid onset of gender dysphoria that occurs in the context of peer group and online influences may represent an entity that is distinct from the gender dysphoria observed in individuals who have previously been described as transgender. The worsening of mental well-being and parent-child relationships, peer group dynamics, and behaviors that isolate teens from their*

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<sup>9</sup> Thomas D. Steensma et al., Journal of the American Academy of Child & Adolescent Psychiatry, “Factors Associated With Desistance and Persistence of Childhood Gender Dysphoria: A Quantitative Follow-up Study,” Vol. 52 No.6, Jun 2013, p. 582.

<sup>10</sup> Jessica Herthel and Jazz Jennings, *I am Jazz*, Dial Books, 4 Sep 2014.

<sup>11</sup> Calum McKenzie, BBC, “[Child gender identity referrals show huge rise in six years.](#)” Feb 11, 2016.

<sup>12</sup> Dr. Lisa Littman, Journal of Adolescent Health, “[Rapid Onset of Gender Dysphoria in Adolescents and Young Adults: a Descriptive Study](#),” Vol 60, Issue 2, Supplement 1, pp. S94-S95.

<sup>13</sup> Ibid.

*parents, families, non-transgender friends and mainstream sources of information are particularly concerning.*<sup>14</sup>

In [Couple warns their daughter could have died under new GSA law](#) [must read], Licia Corbella of the *Calgary Herald* describes other risks resulting from unregulated, unsupervised, non-transparent GSA clubs. Corbella records that the school (responsible for the GSA) wrote the parents recommending that they take Jane — who was still 12 years old — to a gender clinic.<sup>15</sup> The parents rejected that advice. By very gently talking with Jane away from the stress of peer pressure, they learned that Jane was being called a boy's name at school and addressed with male pronouns. At home, she'd be called by her real name and female pronouns. Her mother commented, *"To live a double life, where she's keeping this huge secret from her family, including her siblings, is exceedingly stressful, especially for someone with autism and body dysmorphia."* Jane was adamant she did not want to be a boy. With parent selected professional mental health advice it was decided Jane would be only referred to as a girl. She was not gender dysphoric. The school principal eventually got involved and apologized *"for what the school did to Jane."*

See also video [Gender Ideology Puts Our Children at Risk](#) [Must watch.]

In Sweden, which is among the most LGBTQ affirming countries, rates of suicide are twenty times greater among adults who use cross-sex hormones and undergo sex reassignment surgery.<sup>16</sup> Government education policy should be aimed at minimizing the number of students self-identifying transgender, not the opposite. According to the American College of Pediatricians, promotion of transgenderism results in more kids choosing a life path of carcinogenic/toxic cross-sex hormones, and opting for surgical mutilation of healthy body parts, or living a queer pre-operative sexual lifestyle.<sup>17</sup> It is dreadful governance to encourage transgenderism and unforgivable starting with misleading indoctrination of boys and girls in kindergarten.

**Reality 3 - The gender ideology championed with *Inclusive Education* policy puts more children in harm's way by creating greater sexual confusion, moral uncertainty, cognitive dissonance, and spiritual/religious/secular conflict among students. The policy is an unprecedented state incursion into the rights of parents to rear their children as set out in [Alberta Family Law Act s.21\(6\)](#).**

## **4 – Sexual Minority Suicide in Elementary and Junior High Schools Is Non-Existent to Negligible**

[Students who belong to GSAs and QSAs] *have told us that legislative changes to support LGBTQ students have the potential to save lives*<sup>18</sup> – Education Minister David Eggen.

Note the primary narrative behind the push for GSA legislation was that sexual minority students had elevated risk of suicide and disproportionately poor academic performance as a result of homo, trans, bi, queer-phobic bullying. The *Egale* 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"](#) is quoted in [GSAs and QSAs in Alberta Schools: A Guide for Teachers](#) registering the narrative of phobia-based oppression of LGBTQ students. Taylor and Peter

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<sup>14</sup> Ibid.

<sup>15</sup> Licia Corbella, *Calgary Herald*, ["Couple warns their daughter could have died under new GSA law,"](#) 7 May 2018.

<sup>16</sup> American College of Pediatricians, ["Gender Ideology Harms Children,"](#) 21 Mar 2016.

<sup>17</sup> Ibid.

<sup>18</sup> Alberta Teachers' Association, ["GSAs "have the potential to save lives,"](#) April 4, 2016.

claim the report is the first national survey on homophobia, biphobia, and transphobia in Canadian schools. By their own definition they should have been searching among the heterosexual student population for evidence of “fear and hatred” of homosexuals, bisexuals and transsexuals. They did not. Taylor and Peter attempted to measure evidence of “harassment” and assumed a direct correlation to the 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 the definition of bullying in either the Alberta School Act or the GSAs/QSAs *Teachers Guide*.

No one denies that fear and hatred of homosexuality can be exhibited in name-calling, bullying, exclusion, prejudice, discrimination, or acts of violence upon LGBTQ students; however, it is not accurate to claim these latter manifestations are always the result of homophobia. Heterosexual students are recipients of name-calling, bullying, exclusion, prejudice, discrimination, or acts of violence for reasons other than homophobia. The Taylor and Peter report 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.<sup>19</sup> [A 12% delta or difference]*

*The report cited the [McCreary Centre](#) study, finding that 82% of lesbian youth versus 60% of heterosexual girls sometimes **feel unsafe** and that 70% of gay boys sometimes feel unsafe versus 58% of heterosexual boys.<sup>20</sup> [A 22% delta or difference for girls and 12% for boys]*

*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.<sup>21</sup>*

The voluntary “national” survey was taken of 3,607 students (1,046 or 29% of whom were LGBTQ). The survey was taken by both online internet questionnaires and self-selected login surveys held at 20 schools across Canada. Alberta has 2,388 schools alone. There is no indication any data came from our province. Finally, there is no indication that the survey attempted to differentiate results by type of school: Public, Separate, Francophone, Charter, Private School, or First Nations Federal. Nor were rural schools differentiated from metropolitan, elementary from secondary schools or faith-based from non-religious schools. The “evidence-based justification” for creating one universally applied social ethos in Alberta schools affirming/celebrating sexual minority orientations and gender identities, has not been established. To the contrary, existing anti-bullying programs appear largely effective and sufficient. The narrative that most behavioural risks, low academic performance, and suicide ideation among LGBTQ students are the result of “phobia-based harassment” by heterosexual students is an exaggeration.

This stated, few should be against the existence of Types 1&2 GSAs,<sup>22</sup> (see next page) run under supervision by professionally qualified staff, regulated by the principal, and accountable to the school board. Types 1&2 GSAs have the following characteristics:

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<sup>19</sup> Catherine Taylor and Tracey Peter, “[Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools](#),” Egale Canada, Human Rights Trust, May 2011, p.18.

<sup>20</sup> Ibid, P.84.

<sup>21</sup> Ibid. P.118.

- Type 1:
  - Are counselor led
  - Focus on the individual student
  - Offer psychological support services
  - Are a drop-in space
- Type 2:
  - Are officially sanctioned clubs
  - Have limited visible presence
  - Focus on support and social activities for members
  - Include allies
  - Focus on normalization and fitting in

A brief look at suicide data in Alberta will assist in identifying where in the school system GSAs are needed most to potentially save lives, improve student welfare. There were 690,844<sup>23</sup> students in 2015/16 school year or roughly 53,142 students per grade level. The following table<sup>24</sup> records all suicides (heterosexual or sexual minority) in Alberta within the three key age ranges.

**Total Annual Suicides in Alberta**

Grade	Age M&F	Alberta					
		2012	2013	2014	2015	2016	2017
K-4	5 - 9	0	0	0	0	0	0
5-9	10 - 14	5	7	7	7	4	7
10 - 12	15 - 19	44	29	39	28	33	29

There are no suicides in Grades K-4. There is an average of 7 suicides in Grades 5-9 and an average of 37 in high school. Assuming 5% of the student population is sexual minority, with double the probability of attempting suicide the likelihood that one of the suicides is an LGBTQ student in Grades 5-9 is 0.7. In all likelihood in Grades 10-12, 3.7 or 4 deaths by suicide are LGBTQ students.

According to experts [Drs. Michelle Moskos, Jennifer Achilles, and Doug Gray](#), causes of suicidal distress can be psychological, environmental and social. Mental illness is the leading risk factor for suicide. Suicide risk-factors vary with age, gender, ethnic group, family dynamics and stressful life events. A 2004 research report, distributed by the National Institute of Mental Health, shows that risk factors for suicide include depression, other mental disorders, and substance-abuse disorders (often in combination with other mental disorders). More than 90 percent of people who die by suicide have these risk factors.<sup>25</sup>

Screening programs have proven to be helpful because research has shown that suicidal people show signs of depression or emotional distress. Referrals can be made for treatment, and effective treatment can be employed when signs are observed in time. Intervention efforts for at-risk youth can put them in contact with mental health services that can save their lives.

<sup>22</sup> Alberta Teachers' Association, [GSAs and QSAs in Alberta Schools: A Guide for Teachers](#), 2<sup>nd</sup> revised ed., p.30.

<sup>23</sup> Alberta Education, [Student Population](#), 2015/2016, reviewed 13 August 2016.

<sup>24</sup> Centre for Suicide Prevention, [Alberta suicide stats by region and age](#), viewed February 10, 2019.

<sup>25</sup> Michelle Ann Moskos, Jennifer Achilles and Doug Gray, [Adolescent Suicide Myths in the United States](#), *Crisis* 2004, Vol 25(4): 176-182.



However, this screening approach to suicide risk reduction was never the intent of Bill 10. An incident with the Calgary Board of Education (CBE) in February 2017 demonstrates the disconnect and artificiality in the legislation (Bills 10 and 24) intended to protect students at risk for suicide. According to Eva Ferguson of the *Calgary SUN*,<sup>26</sup> the mother of a junior high student attending in the CBE discovered her son and several other students were contemplating suicide. The mother tried to get CBE to intervene. They would not. The mother commented: “...the CBE basically threw their hands up in the air.” See [CBE takes heat for response to junior high students’ messages about suicide](#) for details. [Must read.]

The *Education Alberta* position: suicidal thoughts among LGBTQ students are primarily the result of homophobic oppression at school and at home; and Bill 10 legislation is needed to increase sexual minority student resilience and eradicate homophobia. However, suicide ideation among straight students is a mental/psychological illness that parents need to address with Alberta Health Services.

Ironic and distressing in the face of the above example, Education Minister David Eggen responds to critics by arguing that under the province’s “*Inclusive Education*” model, local school districts have the autonomy/discretionary powers to fund programs as they wish.<sup>27</sup> Incredibly, there is one policy for sexual minority students and another for heterosexuals - affirmative action on display. On one hand we find a universally applied, Ministry centralized and supported, GSA Law to save LGBTQ lives. On the other hand, we see only optional guidance to school boards that resources/programs to address effective suicide screening and psychological/mental-health counselling (for all) are discretionary delegated priorities.

**Reality 4 – Types 1&2 GSAs have potential to save lives in high schools. The need for GSAs at elementary levels is non-existent and at junior high very low. Blanket application of peer-organized, unregulated, unsupervised, non-transparent GSAs, down to kindergarten level creates more health risks than it resolves. The low priority given to funding qualified counselling/medical resources and highly functional suicide screening programs exposes the smoke and mirrors behind the legislative purpose of Bill 10 - [An Act to Amend the Alberta Bill of Rights to Protect Our Children](#). Suicide prevention funding and remedial GSA legislation should focus on high schools.**

## **5 - Identity Politics, Political Correctness, Affirmative Action, and Name Calling Are Bullying Strategies to Assault SOCON Family Values, Beliefs, Rights, and Freedoms**

*Affirmative Action* legislation (GSA laws) and *Inclusive Education* policies empower certain “identities” at the sacrifice of others and single out (minority) winners over (majority) losers in valuation of rights, freedoms and cognitive dissonance impacts. The politics and ideology behind these laws and policies assert that children in SOCON families must be indoctrinated against their parents’ *old-fashioned, non-progressive*, and what the left also label *LGBTQ-phobic* values, beliefs and prejudices. Given that a majority of Alberta parents are social conservative, either by faith (i.e. Christian, Muslim, Jewish, etc.) or by secular belief (i.e. LGBTQ non-affirming conviction), it is astounding that we are at this point. SOCON voters have been [thrown under the bus](#) and have been

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<sup>26</sup> Eva Ferguson, *Calgary SUN*, “[CBE takes heat for response to junior high students’ messages about suicide](#),” 21 Jan 2018. Viewed 29 Jan 2018.

<sup>27</sup> *Ibid*.

in this state since the unanimous, all party, passage of Bill 10. SOCON politicians appear “asleep at the wheel” or deliberately “[kept mum](#)” by Party order.

In the [preamble](#) to Alberta’s new K-12 provincial curriculum one finds the word pluralism 10 times, diversity 23 times, justice 5 times, and inclusive 13 times. Religion is referenced once in this list of forms of identity: “*Ethnicity, socioeconomic conditions, community, religion, culture, gender expressions and gender identities are among various forms of identification that people—including immigrant and refugee families—live with and experience in a variety of ways.*”

The curriculum preamble goes on to state that “Integrity and Respect” are key values “affirming truth.” The reality is the left political ideology undergirding GSA legislation (supported by the UCP), and the philosophy evident in Alberta’s new curriculum, offer [no safe-space for the values of biblical Christianity](#) or those of any other traditional world religion. The curricula and GSA



laws, in intent and impact, assault the values and beliefs of social conservative parents and their children. No Alberta school, no matter how “diverse” its mandate, can escape this [ideological state intervention](#) - not public, [separate](#), charter, or [private faith-based institutions](#).

Obviously the left strategy of name calling and identity politics, bolstered by an often powerful and biased media continues to deliver results. In December, 2014, Calgary’s Roman Catholic Bishop Fred Henry and Edmonton Archbishop Richard Smith were [satisfied with the direction](#) of Bill 10 proposed legislation. However, by March 2015, Premier Prentice had caved to media pressure around Bill 10. The Premier said he changed his mind because of what he read in the media - ["about how students and young people were responding to the difficult debate that was surrounding gay-straight alliances and Bill 10."](#)

Worse, at the time of Bill 10 approval, PC Education Minister Gordon Dirks assured social conservatives: “As well it should be noted that the freedom for religious, faith-based schools to engage in religious instruction is in no way limited by and does not conflict with the existence of a GSA at a school.”<sup>28</sup> This turns out not to be true.

Moreover, the Minister made no mention of Bill 10 changes to the Alberta Bill of Rights negatively impacting freedoms of speech and religion, and eroding parental rights.



Liberal MLA Laurie Blakeman was overjoyed the government reversed its stance on gay-straight alliances. (CBC)

<sup>28</sup> Gordon Dirks, Alberta Hansard, 10 March 2015, p 524.

It is now 2019 and the UCP leadership has quashed a grassroots majority vote (57% of delegates) calling for parental consent to join a GSA (K-12). The Edmonton Journal titled their article on the vote [UCP passes controversial motion to reinstate parental choice in education](#). This was a SOCON attempt to remedy one of many Bill 10 failings – isolating children (K-12) from their parents and indoctrinating them in unsupervised, student run clubs to “celebrate” bisexuality, transgenderism, and 56 other increments of SOGI, without parental approval. UCP chief whip, Ric McIver, lobbied for a no vote, worried that passing the motion would give ammunition to UCP opponents. “*Don’t be called the lake of fire party,*<sup>29</sup> *I’m begging you,*”<sup>30</sup> he said.

The “lake of fire” statement was made by a Pastor well before choosing to run for the Wildrose in the 2012 election. The reality from a Christian perspective is: (1) the Bible is never politically correct; (2) Scripture is sharper than any two-edged sword (declaring right/wrong and causing conviction/cognitive dissonance); and (3) the Bible is not affirming of sexual minority lifestyles. Christian citizens, pastors and politicians can be thrown under the bus for their views, but the faith will not go away. What are [authentic Christians](#) to do with their beliefs and the education of their children? Ruling in favour of Loyola High School, Hon. Gérard Dugrê, Superior Court of Quebec, said:

*The fundamental freedom of religion has been interpreted broadly and includes ‘the right to entertain such religious beliefs as a person chooses, the right to declare religious beliefs openly and without fear of hindrance or reprisal, and the right to manifest religious belief by worship and practice or by teaching and dissemination.’<sup>31</sup>*

Nonetheless, anti-Christian identity politics and name calling strategies - bigot, homophobe etc., work well to silence and manipulate. The SOCON objective, approved by 57% of delegates to the UCP convention, was overruled for fear of name calling by the political left. The majority “yes” votes were motivated by: (1) delegates not willing to hand their children over to a profoundly anti-faith (anti-Christian, Muslim, Jewish) ideology; and (2) delegates wishing to uphold traditional childrearing rights of parents.

It is obvious that social conservatives no longer have politicians willing to take a stand for their interests. We need a legal definition of homophobia to end the bullying of SOCONs (parents and their children). We need a legal definition of what homophobia, transphobia etc. is not. We need legislation to remove the fear too many conservative politicians have for standing up for their voting base. See *Calgary Sun* article [Define This Hate](#), November 25, 2018. [Must read.]

**Reality 5 – In 2012 *Associated Press* declared labelling a political stance as homophobia untenable grounds for journalism. It is politically paradoxical and hypocritical that the progressive left consistently intimidates, silences, and avoids debating the merits of an issue through identity politics and name calling, all the while demanding *Inclusive Education* policies and GSA legislation to promote respect for diversity and tolerance of others. As the state (*Education Alberta*) and activist school boards attempt to assault homophobia\* by eradicating “offensive Scripture” from public expression, legal boundaries by way of a definition will have to be established.**

**[\*self-defined/applied by the left to silence anything affirming heteronormativity and/or causing cognitive dissonance to sexual minority students]**

<sup>29</sup> Richard Warnica, Maclean’s, “[Wildrose candidate predicts ‘eternity in the lake of fire’ for gays and lesbians: polls predict Wildrose victory](#),” April 16, 2012.

<sup>30</sup> Emma Graney, Edmonton Journal, [UCP passes controversial motion to reinstate parental choice in education](#), May 7, 2018.

<sup>31</sup> Quebec Superior Court, [Loyola High School c. Courchesne](#), 2010 QCCS 2631, para 246.

## 6 – Stoking Animus Against the NDP Rather Than Clarifying the UCP Election Platform on GSAs/SOGI Leaves SOCON Voters Disenfranchised

There is no shortage of writings by JCCF, PCE, [Bill10CourtChallenge.Org](#), and others on the shortcomings of [Bill 10](#), [Bill 24](#), and [Inclusive Education Policy](#). For example, PCE has written “[How did Bill 10 & 24 change law in Alberta schools?](#)” Given the current status quo political climate, i.e. the right and the left on the same page regarding GSAs/SOGI, trying to sort-out the debacle in the courts is an approach. However, this route will take years and will likely bring about few of the legislative and policy remedies needed for balance and fairness to all stakeholders (see Section 7 for recommended legislative and policy remedies).

On the cusp of the 2019 Election, the policy platform of the NDP is clear regarding GSAs and SOGI, more of the same. They are doing their best at representing the values of their voting base. Proponents on the right can rant and decry the leftist, progressive, NDP policies implemented over the last four years, but this won't change their course. The smart voter, wanting to vote for something, rather than against, rather than on the basis of animus, should be asking:

**What is the UCP committed to doing about Gay-Straight Alliances, Inclusive Education, and Sexual Orientation and Gender Identity matters when in power?**

The platform on these issues cannot remain - requesting/ordering 46,000 members of the ATA to be on the alert to report children in GSA/SOGI related crisis to their parents?

UCP Leader, Jason Kenney, wrote in his “Statement on Bill 24<sup>32</sup>”

*The NDP has never proposed powers like this before. They did not do so prior to the adoption of Bill 10. They did not propose these powers as amendments to Bill 10. They did not raise any of this in their election platform. And they have governed for the past two and a half years without concern about teachers being able to engage parents when appropriate. The only rationale they have offered is transparently cynical: as a political instrument to attack their partisan opponents, part of their desperate effort to talk about anything but their failed economic record. We aren't going to let them get away with that.*

This is the pot (UCP) calling the kettle (NDP) black! Here is Leader Kenney accusing Leader Notley over her laws/policies not being legitimate because, they weren't in Bill 10 or [in the 2015 election platform](#). Actually, the key matter of not notifying parents about attendance in GSAs was settled at the time of Bill 10 approval, in a [statement](#) by then Minister of Education Gordon Dirks. The UCP notion that teachers can override this legislation on an arbitrary voluntary initiative basis was previously debunked in Section 1. See the article “[NDP and UCP politics on GSAs and SOGI](#).”

Apparently, the UCP is going to run solely on “gaining a mandate for economic change” while fueling animus against the NDP on GSA/SOGI issues. That is to say, alleging obvious GSA/SOGI shortcomings/controversies as NDP failures while saying nothing about what the UCP would do to ameliorate the debacle. The smoke and mirrors behind this approach is that conservatives (70 PC MLAs) actually set this mess in motion, assisted in 2015 by only 5 Liberals and 4 NDP MLAs. SOCON voters/UCP delegates who don't wish to remain [thrown under the bus](#) will have to break the fiscal

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<sup>32</sup> Hon. Jason Kenny, “Statement on Bill 24,” Nov 7, 2017. Note [http://www.jasonkenney.ca/statement\\_on\\_bill\\_24](http://www.jasonkenney.ca/statement_on_bill_24), has been removed by the webpage sponsor. See [Response to UCP Statement on Bill 24](#) for further reference.

conservative straight jacket on UCP election platform policies. If not, post election, there will be no mandate for changing what is now in place.

**Reality 6 - There is much the UCP needs to respond to and clarify/declare in platform policies on GSAs/SOGI. For a record of Bill10CourtChallenge.Org dialogue with the UCP [click here](#), and scroll to Politicians. For a summary of key questions to clarify UCP policies see [Questions UCP MLAs should be answering](#). [Must read.]**

## **7 – There Are Solutions That Bring Balance and Fairness to the GSA/SOGI Debacle for All Stakeholders**

See [Solutions to the GSA/SOGI Debacle](#). [Must read.]

This last section is a plea to the UCP as much as a statement of belief. If the Party continues to not seriously engage the politics of GSAs/SOGI, and *Inclusive Education*, on behalf of their base (SOCONS) the unity of the Party may not last. Clearly, at least 57% of party delegates want parental rights protected. There are legislative and policy solutions that will move Alberta to a more sound balance of rights, interests, and freedoms, for all stakeholders. To quote then Premier Prentice:

*This is too important an issue to be reduced to a political game. When faced with such an unfair and unbalanced approach, I believe that it is the job of a Premier and the job of a government to show leadership and to build consensus because rights need to be advanced, because children need to be protected, because parents need to be reassured and because school boards need to be respected.<sup>33</sup>*

**Reality 7 – SOCON voters have little representation in the province. Social conservative UCP delegates currently have no voice in the Party. “Lake of Fire” paranoia and the UCP election strategy dominated by “fiscal/economic” interests have disenfranchised social conservatives. While the UCP is master planning energy and economic strategy/policy for the election campaign, one sees no effort at all for education policy. Advice to the faithful interested in dislodging the Party’s complacency on GSAs/SOGI and *Inclusive Education*, call, email, send a letter of criticism to the Party, and back-up this personal action with ardent intercession.**

Carman Bradley

Bill 10 Court Challenge Organization

[www.Bill10CourtChallenge.Org](http://www.Bill10CourtChallenge.Org)

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<sup>33</sup> Matt Dykstra, *Edmonton Sun*, [“Proposed PC Bill 10 in reaction to Bill 202 on gay-straight alliances draws criticism in Alberta Legislature,”](#) 27 November, 2014.