

COURT FILE NUMBER

1808-00144.

COURT

COURT OF QUEEN'S BENCH
OF ALBERTA

JUDICIAL CENTRE

MEDICNE HAT

APPLICANTS

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UNIVERSAL EDUCATION INSTITUTE OF CANADA,
HEADWAY SCHOOL SOCIETY OF ALBERTA, THE
CANADIAN REFORMED SCHOOL SOCIETY OF
CALGARY, GOBIND MARG CHARITABLE TRUST
FOUNDATION, CONGREGATION HOUSE OF JACOB -
MIKVEH ISRAEL, KHALSA SCHOOL CALGARY
EDUCATION FOUNDATION, CENTRAL ALBERTA
CHRISTIAN HIGH SCHOOL SOCIETY, SADDLE LAKE
INDIAN FULL GOSPEL MISSION, ST. MATTHEW
EVANGELICAL LUTHERAN CHURCH OF STONY
PLAIN, ALBERTA, CALVIN CHRISTIAN SCHOOL
SOCIETY, CANADIAN REFORMED SCHOOL SOCIETY
OF EDMONTON, COALDALE CANADIAN REFORMED
SCHOOL SOCIETY, AIRDRIE KOINONIA CHRISTIAN
SCHOOL SOCIETY, DESTINY CHRISTIAN SCHOOL
SOCIETY, KOINONIA CHRISTIAN SCHOOL - RED
DEER SOCIETY, COVENANT CANADIAN REFORMED
SCHOOL SOCIETY, LACOMBE CHRISTIAN SCHOOL
SOCIETY, PROVIDENCE CHRISTIAN SCHOOL
SOCIETY, LIVING WATERS CHRISTIAN ACADEMY,
NEWELL CHRISTIAN SCHOOL SOCIETY, SLAVE
LAKE KOINONIA CHRISTIAN SCHOOL, PONOKA
CHRISTIAN SCHOOL SOCIETY, YELLOWHEAD
KOINONIA CHRISTIAN SCHOOL SOCIETY, THE
RIMBEY CHRISTIAN SCHOOL SOCIETY, LIVING
TRUTH CHRISTIAN SCHOOL SOCIETY, LIGHTHOUSE
CHRISTIAN SCHOOL SOCIETY, PARENTS FOR
CHOICE IN EDUCATION, and ASSOCIATION OF
CHRISTIAN SCHOOLS INTERNATIONAL - WESTERN
CANADA,

RESPONDENT

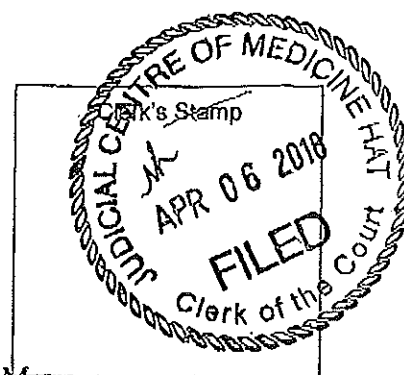
HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

DOCUMENT

AFFIDAVIT

ADDRESS FOR SERVICE
AND CONTACT
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AFFIDAVIT OF THERESA NG
Sworn on April 5, 2018

I, Theresa Ng, of the City of Edmonton, in the Province of Alberta, SWEAR AND SAY THAT:

1. I serve as the Communications Advisor for Parents for Choice in Education ("PCE"). I am also the author of a blog called Informed Albertans. I have a Bachelor of Education degree and was on contract with Edmonton Public Schools as a teacher for just over 10 years. I have personal knowledge of the facts herein deposed except where based on information and belief, in which case I verily believe same to be true.

PCE's Purpose & History

2. PCE is a non-profit corporation that was registered in Alberta on September 11, 2012, and was established to advance the following objectives:
 - a. To advocate for an excellent, high-quality education system that is driven and governed by parental choice;
 - b. To advocate for provincial legislation and local school board policies which recognize that parents have a prior right to choose the kind of education that shall be given to their children; and,
 - c. To advocate for provincial legislation and for local school board policies which preserve, enhance, facilitate, and enable parental choice in education.
3. PCE was formed when a small group of people, who valued the diversity found in Alberta's educational system, noted a disturbing trend towards authoritarian and paternalistic approaches in education and governmental education policy, and were concerned that this authoritarian approach would remove Alberta's educational diversity, and risk endangering legal and constitutional rights.
4. PCE advocates for the rights of parents to educate their children in accordance with their beliefs and in keeping with the needs of the family, including through publicly-funded alternative programs, Catholic schools, independent schools, online schools, charter schools or home education. The cultural and religious

landscape in Alberta is diverse, and PCE advocates for a variety of options for parents to choose from in regard to their children's education.

5. As an advocate for parental choice and involvement in their children's education, PCE strongly disagrees with any government mandate, policy or law which bypasses or overrides parental consent and interferes with the parent/child bond.
6. PCE neither supports nor opposes Gay-Straight Alliances (GSAs) in schools. PCE opposes *An Act to Amend the Alberta Bill of Rights to Protect Our Children* (formerly Bill 10) and *An Act to Support Gay-Straight Alliances* (formerly Bill 24) because these legislative amendments to the Alberta *School Act* interfere with parental rights in regard to their children's education by:
 - a) legislating that school staff must withhold information from parents about their own children, thereby jeopardizing child safety; and by
 - b) enforcing the formation of GSAs on every school in Alberta if they are requested, including Catholic, public, charter and independent schools, and thereby imposing specific beliefs about gender and sexuality onto all schools, through the GSA resources and expert guidance currently provided and funded by the Government of Alberta.
7. It is PCE's position that authentic diversity, maximum choice for parents, and the health, protection and well-being of children are undermined when parents are prevented from being involved in their children's education and exercising their rights as parents to educate their children in accordance with their beliefs.

PCE's Membership

8. PCE serves and advocates on behalf of a diverse population of Albertan parents who believe in our mission and principles. PCE has an email distribution list of over 8,000 individual email addresses.
9. Over the past two years, both myself and PCE's Executive Director Donna Trimble have each been directly and personally contacted, either by email, regular mail or phone, by hundreds of concerned Alberta parents from all across the province of Alberta, including individuals from diverse religious, linguistic and cultural backgrounds. We have also been contacted by many Alberta teachers.

10. PCE has heard concerns from stakeholders at every level of Alberta's education system, including parents, students, teachers, trustees, school administrators and educational experts, from public, Catholic and independent schools. Due to public sensitivity on these issues, those within the education system are often reluctant and fearful to discuss their concerns publicly. They fear for their job security. In speaking publicly I have shared not only my own concerns based on my expertise as a teacher, but have also shared concerns on behalf of public school teachers who cannot speak publicly themselves for fear their jobs could be in jeopardy.¹ See blog post attached as **Exhibit "A"** to this Affidavit.
11. PCE speaks on behalf of concerned citizens who understand the importance of ensuring our education system is managed well and that genuine freedom is preserved when families maintain the autonomy to "choose the kind of education that shall be given to their children".²

PCE's Activities

12. PCE informs the public about key concerns in education through a variety of ways, including:
 - publishing three to five columns per year in major Alberta newspapers;
 - doing regular radio and television interviews;
 - sharing important education information and articles on our Facebook page, followed by over 6,000 people³;
 - writing and publishing blogs, printable information pages and videos on our PCE website, which are shared via social media and/or through our email distribution list to over 8,000 emails;
 - doing presentations across Alberta to different groups, usually ranging between 10 to 200 people; and
 - commissioning research papers to be written by experts, such as the "Alberta's Independent Schools: Taxpayers Saved \$750 Million" by economist Dr. Mark Milke⁴.

¹ <https://informedalbertans.wordpress.com/2017/10/12/teachers-speaking-out-alberta-dont-be-duped/>

² *Universal Declaration of Human Rights*, G.A. Res. 217 A (III), U.N. Doc. A/810 (1948) [*Universal Declaration*], Article 26(3).

³ <https://www.facebook.com/parents4choice/>

⁴ https://d3n8a8pro7vhmx.cloudfront.net/parentchoice/pages/106/attachments/original/1497984864/Independent_Schools_Paper.pdf?1497984864

12. PCE also equips and empowers citizens by providing information on a variety of opportunities to be meaningfully engaged in education-related topics, including:
- two petitions (a petition related to Bill 10 gathering 8,335 signatures online and 17,025 signatures on paper, and our “Parental Consent is Key” petition which currently has over 6,900 online signatures);
 - the organization of simultaneous rallies in Edmonton and Calgary, attended by a total of over 4,000 people in May 2016⁵;
 - letter-writing campaigns to political representatives (trustees, MLAs);
 - how to engage in effective communication with teachers and school administration; and
 - attending key events and activities (i.e. municipal elections to vote for trustees).

Description of school choice in Alberta

13. A February 2014 Fraser Institute publication entitled “Measuring Choice and Competition in Canadian Education”⁶ (attached as **Exhibit “B”** to this Affidavit) states on page III:

In terms of general observations, Alberta currently offers the greatest degree of school choice in Canada. Apart from having five, fully funded public school choices, depending on residential area, it also provides substantial funding to students wishing to attend independent schools and for parents wishing to educate their children at home. The presence of charter schools in Alberta provides an additional source of choice, which provides parents with additional options outside of traditional linguistic and religious alternatives offered by public school boards.

14. One of the major concerns of PCE as an organization is that “school choice” extends beyond merely allowing alternatives within and outside of the public system to exist and providing taxpayer funding to support these options. Requiring all schools in Alberta to promote a particular belief about gender and sexuality that is antithetical to the beliefs of many Alberta parents and children results in only a façade of choice in education. For example, parents who have religious beliefs on the subject of gender and sexuality are prevented from having a legitimate

⁵ http://www.parentchoice.ca/thousands_gather_at_the_may_14_2016_pce_sponsored_rallies

⁶ <https://www.fraserinstitute.org/sites/default/files/measuring-choice-and-competition-in-canadian-education.pdf>

educational option which meets their needs when the government requires ideological conformity by all schools on this topic.

Benefits of school choice

15. PCE advocates in support of genuine school choice by regularly communicating to the public and elected officials regarding the many benefits to school choice. Most recently, PCE published a blog article on Jan 17, 2018⁷ (attached as **Exhibit “C”** to this Affidavit), which highlighted four specific ways that students benefit from education choice:
 - 1) Choice allows a parent to access the best fit for their own children, to meet the student’s unique interests and educational needs.
 - 2) Competition improves the quality of education in all settings, including government schools, benefiting children in all schools.
 - 3) Choice allows families to access a school setting that respects their world view, allowing the freedom of thought and conscience that every free, pluralistic society should respect and honor.
 - 4) Remove the partial taxpayer support for students and only the wealthiest Alberta families will have access to educational choice, creating a two-tiered education system that poorly serves the need of a diverse populace.
16. Also included in that PCE blog article was a brand new video developed by PCE which is based on expert analysis by economist Dr. Mark Milke, explaining how the current school funding model results in tremendous financial benefits to taxpayers of at least \$750 million every five years.

Research on GSA materials, supports and resources

17. In response to concerns regarding the legal obligation of all principals to immediately grant permission to the establishment of a GSA club upon the request of a single student, according to section 16.1 of the *School Act* brought into effect through *An Act to Amend the Alberta Bill of Rights to Protect Our Children* (formerly Bill 10), I began to research the materials, supports and resources

⁷ http://www.parentchoice.ca/alberta_taxpayers_want_to_save_750_million

promoted and funded by the Alberta Government for use in these GSA clubs. I have reviewed the Alberta Education website that includes “Setting-up a GSA - Info for Students”, which states that the Alberta Government provides direct funding support to the Provincial GSA Coordinator position to assist students with their GSA. According to the website, “[t]he Provincial GSA Coordinator is funded by Alberta Education and Alberta Human Services and is provided by the Institute of Sexual and Minority Studies at the University of Alberta.”⁸ See screenshot attached as **Exhibit “D”** to this affidavit.

18. One of the ways this government-funded Provincial GSA Coordinator provides support to students and staff is through organizing an online website resource called The Alberta GSA Network. The “About” section of the Alberta GSA Network website states: “The Alberta GSA Network is a collective of resources specific to Alberta K-12 students, teachers, and school staff. The network is organized by the Provincial GSA Coordinator, a position within the Institute for Sexual Minority Studies and Services (iSMSS) at the University of Alberta. Development of this website was funded in part by the Government of Alberta.”⁹ See screenshot attached as **Exhibit “E”** to this affidavit. This resource has also been recommended by the Respondent, specifically Alberta Education. See screenshot from Alberta Education website attached as **Exhibit “F”** to this Affidavit.
19. As of March 27 2018, the Alberta GSA Network homepage states that 57 GSA clubs in 31 towns/cities are registered in their Network.¹⁰

GSA materials and organizations promoted and funded by the Alberta Government aggressively advocate a specific ideological view of gender

20. The *School Act* now requires the establishment of GSAs in all Alberta schools upon request, and keeps children’s involvement in GSAs secret from parents by law. Alberta parents have a right to understand the safety implications of GSAs. To do so, a parent must know what Alberta Education intends for a GSA to be and what information and resources are being provided to children through GSAs.

⁸ <https://education.alberta.ca/gay-straight-alliances/setting-up-a-gsa-info-for-students/?searchMode=3>

⁹ <http://albertagsanetwork.ca/index.php/alberta-gsa-network/>

¹⁰ <http://albertagsanetwork.ca/>

21. The guidance supplied on the Alberta GSA Network, directed by iSMSS and funded by the Alberta government, endorses a specific ideological view of gender and sexuality to Alberta students, namely that gender is subjective and fluid and independent of biology (the “gender-fluid view”).
22. As described below, these government-sponsored GSA materials and organizations characterize the belief of gender being binary and biologically-based as harmful, wrong, inaccurate and defamatory, though this belief is held by many Alberta students and families
23. For example, in the “Teacher Resources” section of the GSA Network website¹¹, there is a link provided to the *ATA PRISM Toolkit: Secondary Edition for Safe and Caring Discussions About Sexual and Gender Diversity*. The *PRISM Toolkit* was produced with funding from the Government of Alberta. On page 21, the *PRISM Toolkit* states that binary understandings of gender are “overly simplistic and often wrong” and “exclusionary and harmful”.¹² Undergirding the lesson plans, activities and information provided in this resource book is the premise that the gender-fluid view alone is deemed as valid and correct and any other views or beliefs about gender and sexuality are either ignored or degraded. See excerpts attached as **Exhibit “G”** to this Affidavit.
24. This “gender-fluid” view is promoted through resources such as “The Gender Unicorn”, a figure created to discuss gender and sexuality with students (see attached **Exhibit “H”** to my Affidavit), which is referenced on page 21 of the *PRISM Toolkit*. The “Gender Unicorn” states that “female, woman, and girl and male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities”. Further, “The Gender Unicorn” specifically promotes the view that “sex, whether referencing an array of sex characteristics or sex assigned at birth is not exclusively determined through genitals as insinuated by the image.” This view is contrary to that held by many parents in Alberta, many of whom have contacted PCE to express their concerns.
25. As a teacher, I am aware that Alberta Education has standards for the teaching of information in Alberta schools. Attached to my Affidavit as **Exhibit “I”** are

¹¹ <http://albertagsanetwork.ca/index.php/teacher-resources/>

¹² <http://albertagsanetwork.ca/wp-content/uploads/2016/08/PD-80-15e-PRISM.pdf>

excerpts of these standards located on the Alberta Education website. The aforementioned teaching standards require teaching in a manner that does not “ridicule, embarrass or intimidate” students for “positions that they hold on controversial issues”, such as sexuality. According to Alberta Education, an Alberta teacher is rather to “respectfully examine different points of view” and play “a supportive role to parents in the areas of values and moral development”.¹³ The *PRISM Toolkit*, and other resources provided via the GSA Network do not respectfully examine different points of view, but rather ridicule the belief, held by many parents and students, that gender is binary.

26. In the “Key LGBTQ2SIAP + Terms” section of the GSA Network website¹⁴, a resource link is provided to “Trans Student Educational Resources (TSER) Definitions”. This resource states in the definition to “AFAB and AMAB” that use of the term “biological male/female” is “defamatory and inaccurate”.¹⁵ This “resource” also labels as “oppressive” the belief that gender is binary and biologically-determined by sexual anatomy. See screenshots and document attached as **Exhibit “J”** to this affidavit.
27. The Institute for Sexual Minority Studies and Services (iSMSS), which employs the Provincial GSA Coordinator and organizes the Alberta GSA Network with funding from the Government of Alberta, promotes the gender-fluid view, as the only valid and correct view of gender. For example in “LGBTQ2SPIA+ Gen Z and Millennial Students” (attached as **Exhibit “K”** to this affidavit), iSMSS states the following:
 - “Gender is a socially constructed identity category. The concept refers to a person’s internal sense of themselves as any number of a vast array of different genders. Gender in Western contexts is often mistakenly understood as a binary, where there are two genders that are “opposites” from one another: female/girl/woman and male/boy/man. In reality, there are an infinite number of genders.”
 - “The erroneous notion that there are only two genders is a very common one, and informs the way that people are assigned genders at birth based only on their perceived sex as determined by external genitalia (phenotype).”

¹³ <https://education.alberta.ca/media/3653320/guide-to-education-2017-2018.pdf>, pages 86-87, section on “Controversial Issues”.

¹⁴ <http://albertagsanetwork.ca/index.php/key-terms/>

¹⁵ <http://www.transstudent.org/definitions>

28. The Faculty Director of iSMSS, Kristopher Wells, has also openly communicated public disapproval for views of sexuality and gender specifically grounded in a faith-based perspective.
29. On August 30, 2016 Kristopher Wells, in conjunction with an advocacy group Public Interest Alberta, released a “Making the Grade” report analyzing four Sexual Orientation and Gender Identity policies that school boards submitted to Alberta Education. In the media release, Kristopher Wells stated that St. Albert Catholic School Board’s “call to chastity” was “embarrassing and inappropriate in 2016.”¹⁶ A contributing factor to the lower “grade” for the Catholic districts were what Wells deemed to be “constraints” on the operation of GSAs in these schools, including the specification that clubs operate according to the foundation tenants of the Catholic faith through the LIFE Framework.¹⁷
30. An Edmonton Journal article on March 10, 2017, reported that this analysis provided by Kristopher Wells was so damaging that “superintendents of both school [Catholic] districts, the then-president of the Council of Catholic School Superintendents of Alberta and the president of the Alberta Catholic School Trustees’ Association wrote letters to [U of A president] Turpin and university chancellor Douglas Stollery calling Wells’ statements ‘inaccurate and intolerant.’” According to the same Journal article, these letters “stated that Wells undermined the quality of work done by Alberta’s Catholic schools, and discriminated against their religion.”¹⁸

Explicit Sexual Information and Materials Promoted for GSAs

31. On March 13, 2017, I published a blog post exposing that the Alberta GSA Network was directing unsuspecting K-12 children to sexually graphic material under the guise of “support”.¹⁹ See post attached as **Exhibit “L”** to this affidavit. Through the GSA Network online website, anyone, including children, could easily access

¹⁶https://www.pialberta.org/not_all_school_boards_sexual_orientation_and_gender_identity_policies_make_the_grade

¹⁷

https://d3n8a8pro7vhmx.cloudfront.net/publicinterestalberta/pages/757/attachments/original/1485380699/Final_SOGI_Policy_Report_Card_Explanations.docx.pdf?1485380699 , see pages 4 and 6

¹⁸ <http://edmontonjournal.com/news/local-news/catholic-school-boards-groups-bring-out-big-guns-in-dispute-with-u-of-a-professor>

¹⁹ <https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic-content/>

videos of naked adults participating in sexual acts, ads for sex toys, highly descriptive oral sex techniques and advice to “pay for porn” and “visit a group masturbation site at your local sex club.”²⁰ Representative screen shots are attached as **Exhibit “M”** to this Affidavit. After I published this information about the GSA Network website, the “Community Supports” section was completely removed from the site on April 4, 2017.

32. The entity entrusted and funded by the Alberta Government to operate the GSA Network and provide the Provincial GSA coordinator, iSMSS, has continued to provide sexually graphic material for youth, and publicly defended doing so. Andre Grace, Director with iSMSS and Director of the Comprehensive Health Education Workers (CHEW) Project, publicly justified the continued use of a sexually graphic resource called the “Zebra: Sex from A-Z cards”²¹ (attached as **Exhibit “N”** to this Affidavit), stating that “the C.H.E.W. Project will continue to list and use *Sex from A-Z Cards* as a valuable resource.”²² CHEW Project was among the 66 links previously provided to K-12 children as “Community Supports” on the Alberta GSA Network website before the entire section was removed completely from the site following my blog article being published. See blog post attached as **Exhibit “O”** to this Affidavit.
33. In addition, iSMSS helps to organize Camp Fyrefly for youth as young as 14. Survey results from 2017 show that when participants were asked what “the best workshop at Camp was (and why)”, the workshop that was most frequently mentioned was focused on sex toys (see survey responses attached as **Exhibit “P”** to this Affidavit). This focus on sex is not made clear in Camp Fyrefly’s online promotional materials, which instead emphasize a mission of “developing leadership qualities through activities that challenge youth to explore their identity, build resilience, and enhance self- and social-esteem”.²³ This disconnect between what is stated and what is actually provided calls into question the capacity of this

²⁰ <https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf>

²¹ <http://librarypdf.catie.ca/PDF/ATI-20000s/26124.pdf>

²² <https://informedalbertans.files.wordpress.com/2017/05/andre-grace-the-c-h-e-w-project-values-catie.pdf>

²³ <https://www.ualberta.ca/camp-fyrefly/about-fyrefly/mission>

organization to be trusted as a safe authority guiding K-12 children with age-appropriate materials in school GSAs through the Alberta GSA Network.

Concern for the Protection of Children and their Personal Information

34. The way GSAs are being directed in Alberta also creates a concern for child safety when it comes to the handling of children's personal information and the private communication which is occurring between students and external organizations such as iSMSS.
35. Currently, the Alberta GSA Network includes a form for K-12 children to sign-up directly on its site to receive resources and information, with a note above the form that says "[r]egistering your GSA on our map makes it easier for Alberta students to find and join your GSA and helps GSAs connect with one another. It also helps the GSA Coordinators in Alberta to promote school events and provide other community supports."²⁴ See screen shot from the Alberta GSA Network attached as **Exhibit "Q"** to this Affidavit.
36. PCE is concerned that little attention or public disclosure has been provided in regard to the following questions:
 - Who is receiving this personal information from children?
 - What type of communications are these adults having with children, with zero knowledge or oversight from parents/guardians?
 - What "other community supports" are being provided privately to children and which "community supports" are being granted access to school children in Alberta schools?
 - Given the sexually graphic community supports which were previously provided publicly by this website/network, why would Alberta Education continue to fund and entrust authority to this same organization to provide supports privately to vulnerable K-12 children?

These are all critical questions that must be answered in order to ensure safety for students in GSAs. PCE is aware that these questions have not been answered to the satisfaction of many Alberta parents, who have a right to know the individuals

²⁴ <http://albertagsanetwork.ca/index.php/find-submit-gsa/>

and organizations who are being granted access to their children through the school system, as well as the information being provided to their children.

Concern regarding imposition of political activism activities in Alberta K-12 schools

37. PCE is concerned about the imposition of political activism into schools through implementing school-wide GSA activities onto the entire school population with a specific stated intention of effecting educational and social change.
38. According to *GSAs and QSAs in Alberta Schools: A guide for teachers*, published by the Alberta Teachers' Association, two of four purposes of GSAs listed on page 30-31 include "GSAs or QSAs to Raise Visibility and Awareness" and "GSAs or QSAs to Effect Educational and Social Change", and are "characterized by social, educational and political activities", encouraging students to "initiate schoolwide educational activities and programs (eg, guest speakers, assemblies, pride week activities)" and "focus on school climate and organizational change through outreach activities (eg, diversity days, staff training, inclusive curriculum)."²⁵ See excerpt attached as **Exhibit "R"** to this affidavit.
39. GSAs are therefore not merely intended for providing peer-support to vulnerable kids, but also define themselves as intentional politicized social change-agents within K-12 schools.

Parent responses received regarding research findings on GSA materials, supports and resources

40. After the nature of the materials, supports and resources provided by the government-funded Alberta GSA Network were publicly exposed, PCE received numerous responses from parents, grandparents and other members of the public, expressing their concerns. Attached as **Exhibit "S"** to this Affidavit are some representative responses received in relation to research findings on GSA materials, supports and resources.

²⁵ <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202016.pdf>

Parent responses received by PCE about no notification

41. Once Bill 24 was tabled in the Alberta Legislature in November 2017, PCE received numerous concerned responses on its public Facebook page in relation to Bill 24's limitation on notification. See representative responses attached as **Exhibit "T"** to this Affidavit.

Research shows better outcomes for children when parents are involved, including when children are dealing with gender and sexuality.

42. Dr. Gordon Neufeld, a developmental psychologist and co-author of the book *Hold on to Your Kids: Why Parents Need to Matter More Than Peers*, delivered a keynote address to the European Union Parliament on November 13, 2012, entitled "Keys to Well-Being in Children and Youth"²⁶ (attached as **Exhibit "U"** to this Affidavit). After explaining the importance, key requirements and stages of the maturation process in the unfolding of human potential, Dr. Neufeld states his conclusion that "children need to be raised by their families which, in turn, need to be supported by society and the state".
43. According to Dr. Neufeld's expertise, the state's role in ensuring well-being, maturation and healthy development of children is to **support** the child-parent relationship and **never to replace** the role of the family. He warns that interference with the parent-child relationship is likely to result in an exacerbation of the problems, not a solution. On page 22-23 of his address, he exhorts policy makers:

If we took our cues from developmental science, it seems to me that the role of society and the state would be three-fold. First of all, it would be imperative to support families to do what they can do to allow the child's capacity for relationship to develop fully before requiring the child to be apart from family.

Secondly, it should be the mandate of the state to support the child-parent relationship, reducing the separation a child faces when apart from the family, be it in care or in school. Thirdly, it would be important to interfere with families only when children are truly at risk, and with the knowledge that the added separation may indeed exacerbate the problems.

²⁶ https://neufeldinstitute.org/wp-content/uploads/2017/12/Neufeld_Brussels_address.pdf

The role of the state should never be to replace the family in the lives of children as attachments are family business and growth can only be home grown. The well-being of our children and the future well-being of our society depends entirely upon the willingness and ability of the state to support the family to raise our children.²⁷

44. In an Alberta Teachers' Association Magazine article entitled "*Parental Involvement in Our Schools*"²⁸ (attached as **Exhibit "V"** to this Affidavit), educator and school administrator Eileen Rygus describes research demonstrating the importance of schools developing strong relationships with parents in order to foster increased student success and achievement. Before detailing specific practical strategies that principals can use to encourage parental involvement, she states the following:

Parents are an effective resource for improving student achievement; furthermore, parent involvement has a positive effect on students, teachers and schools (Banda, Coleman and Matuszny 2007). The benefits of parental involvement are well documented in educational literature. Many researchers maintain that the more parents are involved in their children's education, the greater the effect on achievement. This spike in achievement is especially true in the early years (Cooper and Crosnoe 2007; Cotton and Wikelund 1989; Darch, Miao and Shippen 2004; Littky 2004; and McWayne et al 2004)

... Sirvani (2007) corroborated Graham-Clay's (1999) research and noted that once parents became involved, the greatest improvement in student achievement was realized with low-achieving students. Barton, Drake, Perez, St. Louis and George (2004) discovered that parents who spent time in the school developed relationships with school staff and felt more comfortable addressing teachers when their children were experiencing difficulties. Amador, Falbo and Lein (2001) reported similar findings in their study of high schools and further elaborated by equating **very involved** parents with **very successful** students.

45. In February 2016, concerned citizens in Alberta sent messages to me, sharing that they had e-mailed messages of concern to their MLA regarding Alberta Education's

²⁷ https://neufeldinstitute.org/wp-content/uploads/2017/12/Neufeld_Brussels_address.pdf, page 22-23

²⁸

<https://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2090/Number%201/Articles/Pages/ParentalInvolvementinourSchools.aspx>

Guidelines for Best Practices and received a form letter response (attached as **Exhibit “W”** to this Affidavit), including the following statements:

What our guidelines have identified is that not all students are supported in their homes when it comes to their expressed gender identity. A 2015 Canadian Trans Youth Health Survey found that 70 per cent of respondents felt their family didn’t understand them and one in three did not have an adult they could discuss their problems with. Nearly two-thirds of those surveyed reported self-harm in the past year and more than one-in-three said they had attempted suicide.

Schools can be the place where students struggling at home can feel safe. It’s our legal responsibility to support them as best we can.

46. On February 28, 2016, I published an article on my Informed Albertans blog²⁹ (attached as **Exhibit “X”** to this Affidavit), explaining how these MLA form letter responses were quoting information out of context, ignoring key findings of the research they cited and therefore contributing to widespread public misperception. I urged people to read the study for themselves, providing a direct link to *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*³⁰ (attached as **Exhibit “Y”** to this Affidavit) by the Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia. I also provided quotes from the Executive Summary, which provided a very different view than portrayed by the MLA form letters, namely the acknowledgement of families as a key source of support, the importance of encouraging support for families, and the research finding that “trans youth generally reported feeling their parents cared for them”:

Family relationships are important, and while trans youth generally reported feeling their parents cared about them, 70% reported their family did not understand them, and about 1 in 3 did not have an adult in their family they could talk to about problems. When youth had high levels of parent support and family connectedness, they reported much better health.

...

[T]here are a number of recommendations that emerge from the findings:

²⁹ <https://informedalbertans.wordpress.com/2016/02/28/2015-canadian-trans-youth-health-survey/>

³⁰ <http://www.saravyc.ubc.ca/2015/05/05/being-safe-being-me-results-of-the-canadian-trans-youth-health-survey/>

47. In addition, I also questioned how directly applicable and developmentally appropriate it was for government MLAs to cite research from youth ages 14-25 and transfer findings to all students in our K-12 school system, who range in age from four years and up. Based on a complete reading of the *Canadian Trans Youth Health Survey* cited by government MLAs, I wrote that we must advocate for policies that encourage at-risk, vulnerable youth to strengthen child-family bonds, as this is a key protective factor identified by the research to increase their resilience in the face of challenges and adversity. Furthermore, in order to best protect the health and well-being of all students, we must advocate for procedures and supports in schools that encourage mediation and opening lines of communication – not ones that encourage isolation and suggest planting an inherent mistrust within the parent-child and parent-school relationship.

48. I swear this Affidavit bona fide in support of the accompanying Application, and for no improper purpose.

James Kitchen
Barrister and Solicitor

Theresa Ng
Theresa Ng

Exhibit A

THIS IS EXHIBIT " A "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
[Signature]
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

OCTOBER 12, 2017

Teachers speaking out: Alberta, don't be duped



In May 2016 I had the honour and privilege of representing the voice of concerned teachers in this province when I spoke to a crowd of over 2,500+ Albertans at the Parents for Choice in Education peaceful rally at the Alberta Legislature.

It was an incredible afternoon.

We had expected hundreds to attend. Instead, thousands

(http://www.parentchoice.ca/thousands_gather_at_the_may_14_2016_pce_sponsored_rallies) showed up – at least 2,500 in Edmonton and 2,300 in Calgary.

Even the small group of activist hecklers who disrespectfully (<https://www.youtube.com/watch?v=zfE3KbY83j4>) and aggressively shouted at us (ironic from those who apparently espouse “safe and caring schools” and “anti-bullying”) didn’t ruin that day.

When I saw the tremendous media amplification yesterday focused on Dr. Wells with his “new” Trans Youth Health Survey (http://saravyc.sites.olt.ubc.ca/files/2017/10/SARAVYC_Trans-Youth-Health-Report_Alberta-V2-WEB.pdf) results (see [here](http://www.metronews.ca/news/edmonton/2017/10/11/alberta-s-first-survey-of-transgender-youth-reveals-disturbing-and-alarming-trends.html) (<http://www.metronews.ca/news/edmonton/2017/10/11/alberta-s-first-survey-of-transgender-youth-reveals-disturbing-and-alarming-trends.html>), [here](http://edmontonjournal.com/news/local-news/first-ever-survey-of-albertas-transgender-youth-finds-safety-violence-discrimination-are-issues) (<http://edmontonjournal.com/news/local-news/first-ever-survey-of-albertas-transgender-youth-finds-safety-violence-discrimination-are-issues>), [here](http://www.cbc.ca/news/canada/edmonton/transgender-youth-mental-health-alberta-1.4348751) (<http://www.cbc.ca/news/canada/edmonton/transgender-youth-mental-health-alberta-1.4348751>) and [here](http://www.cbc.ca/news/canada/edmonton/programs/edmontonam/our-transgender-youth-1.4349598) (<http://www.cbc.ca/news/canada/edmonton/programs/edmontonam/our-transgender-youth-1.4349598>)), I immediately thought of the rally speech I gave almost 18 months ago.

Unfortunately, once again, there are attempts to manipulate public opinion by taking “research” findings out of context in order to draw illogical conclusions.

No doubt this is a deliberate attempt to provide justification for the new legislation that our Education Minister has already promised (http://www.parentchoice.ca/legislation_to_enforce_parent_circumvention_in_schools) will come.

Sadly, most of the media who lauded this research as “new” conveniently ignored the fact that the data is not new at all.

The data is actually 3 to 4 years old and has just been re-packaged by isolating the Alberta survey responses from the original (https://informedalbertans.files.wordpress.com/2017/10/trans-youth-health-report_en_final_print.pdf) nation-wide survey done between Oct 2013 and May 2014.

Of significant note is that of the 114 survey respondents who live in Alberta, only 36% (approx. 41 respondents) were actually school-age (14-18 years old), which begs the question of how these findings could even be considered transferable to decisions impacting all school age children, including those as young as five.

As I addressed in my May 2016 rally speech, the problem then – as it is now – is that our government is basing decisions on information taken out of context and feeding widespread public misperception.

Most alarmingly, the government continues to proceed on this reckless path despite significant concerns being voiced by teachers themselves, as I share in my rally speech.

With fall session starting on Oct 30th I expect that *School Act* amendments will be passed through in short order with a majority NDP government.

I encourage you to send this link to your MLA proactively ([find your MLA here](http://www.assembly.ab.ca/lao/mla/mla_help.htm) (http://www.assembly.ab.ca/lao/mla/mla_help.htm)) and let them know they best not even attempt to claim this “research” as justification for legislation that would isolate children, as young as five, from their own parents.

When you send your message, cc the Education Minister, as well as former education critics Leela Aheer (WR) and Dave Rodney (PC) at education.minister@gov.ab.ca (<mailto:education.minister@gov.ab.ca>), chestermere.rockyview@assembly.ab.ca (<mailto:chestermere.rockyview@assembly.ab.ca>), calgary.lougheed@assembly.ab.ca (<mailto:calgary.lougheed@assembly.ab.ca>).

You may think that MLAs would know this information, but I've spoken to enough politicians to know that they often don't know unless we tell them. Most of them do not have the time to delve into the research themselves and (very sadly) often rely on media coverage to form their perception.

Alberta, don't be duped.

Theresa Ng: PCE Rally - May 14, 2016 (Edmonton)



May 14, 2016 – TRANSCRIPT

Theresa Ng's speech at the Parents for Choice in Education rally

As an elementary teacher for many years and a parent to 3 young children, what I read in the [Guidelines](https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf) (<https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>) alarmed me. I started writing a blog called Informed Albertans and began networking with thousands of people across the province and have spent every day since then focused on spreading awareness on this issue.

Let me assure you that Bill 10 and the Guidelines for “best practices” go far beyond bathrooms, anti-bullying, safe and caring schools and accommodations for some vulnerable students.

In fact, as a teacher, a parent, a citizen and a reasonable, rational human being, I know that if it was just about protection of vulnerable kids we could have solved this whole issue a long time ago.

And I don't know how many of you are in the crowd today, but I would say thousands – thousands of you would not have to have been here today.

But, here we are.

The government says that the Guidelines are “research based”. And in February people across the province started receiving letters from their MLAs – form letters actually because I got lots of them forwarded to me – assuring them:

“What our guidelines have identified is that not all students are supported in their homes when it comes to their expressed gender identity. A 2015 Canadian Trans Youth Health Survey found that 70 per cent of respondents felt their family didn't understand them and one in three did not have an adult who they could discuss their problems with. Nearly two-thirds of those surveyed reported self-harm in the past year and more than one-in-three said they had attempted suicide.

Schools can be the place where students struggling at home can feel safe. It's our legal responsibility to support them as best we can.”

Now these things are serious and I want to acknowledge that. Because that is not what our message is. That is serious and we all agree on that. And we are not in any way trying to diminish their struggles.

But, the problem is the MLAs failed to read the rest of the research document.

Because that research also stated, and I quote from page 2:

(https://informedalbertans.files.wordpress.com/2017/10/trans-youth-health-report_en_final_print.pdf).

- *"Family relationships are important"*
- *"trans youth generally reported feeling their parents cared about them"*
- *"When youth had high levels of parent support and family connectedness, they reported much better health."*

And as the first key recommendation in that document: "NUMBER ONE: Support for families of trans youth."

Families. Families are a key source of support. And that was number one identified in their research.

Now let me make something very clear. Many parents and educators **agree** that LGBTQ youth are a vulnerable population. That is not in question. However, what we **disagree** with are what the government is proposing as a solution.

Not once is there any recommendation based on the research cited by these MLAs to suggest that students are best served by teachers and schools intentionally withholding information from their families.

Why, why would the government suggest that students must be protected from their #1 key source of support?

It doesn't make sense.

And not only that, but this survey was based on people ages 14-25. How is that developmentally appropriate to transfer to every single K-12 student in our province!?

Our government is basing their conclusions – and defending their conclusions – on the basis of research data that is out of context and is feeding widespread public misperception that schools somehow have to protect their children from their parents.

And THAT is a problem.

If the government wants to talk about research, let's look at the workload study that was released by the Alberta Teachers' Association which clearly demonstrated how teachers are already pressured to work many additional hours.

How exactly do teachers feel about being "voluntold" that their responsibilities now include the role of private confidante to K-12 students regarding student sexuality?

Aren't there red flags about that suggestion?

I hear privately from teachers across the province and I have permission from two of them to share their messages.

These teachers are not allowed to speak publicly, but here is what they want the government and you, the people of Alberta, to know.

The first one says:

We have teachers burning out like never before to try to meet all the demands of not only the academic [needs]... but now [also] the emotional and post traumatic needs that our students are bringing to school whether they are from another (often war torn) country and can't speak English, are dealing with the dysfunctions of home life (as we've seen a sharp rise in family break down and single parent families), and managing the confusion of sexual identity...

I am sick and tired of hearing children taught to "explore" their gender, question it and experiment with their sexuality, and I've witnessed first hand how children and youth are spiralling down into depression and emotional instability from a government who refuses to acknowledge the importance of protecting the innocence of all children and instead expose them to lifestyles that kids are not emotionally ready to talk about, never mind process internally.

It takes weeks for a counsellor to come in for 1 hour to talk and listen to child... [and] the hours spent as a teacher trying to support the emotional well being of individual students has sky rocketed... We've had to take on the role of being a psychologist and spend hours typing log notes."

There is so much on teacher's plates already.

And here are the words of another teacher. She says:

Let's say a teacher encounters a child struggling with their gender identity (or struggling in any other way!). Should they:

- 1. speak with the parents, and refer the child and the family to a PROFESSIONAL counsellor with experience and credentials or*
- 2. set up the child with a random adult who may possibly have an agenda but no professional credentials, in a club of some sort, and do so WITHOUT informing the parent?!!*

David Eggen says his guidelines will save lives.

I say that his guidelines will anger parents and undermine democracy.

Perhaps a few kids credit clubs for helping their self esteem, and there are many emotional

stories being told. It's true that kids are often badly bullied in school, for gender issues among other things.

However, we should not be removing parental rights due to emotional rhetoric.

The fact remains that teachers in a free society answer to the parents. PERIOD. And every good teacher knows this.

And you know what? Both teachers separately ended with very similar words – a call to action to you the people of Alberta, to you the parents.

And this is what they said. They said:

"Parents now, more than ever before HAVE to be vocal and have to DEMAND that the government give back parent rights to be actively involved in all decisions related to their children.

But parents must also take action TO BE advocates and support the well being of their children instead of leaving it up to teachers and administrators."

So, parents and people of Alberta – it is up to us.

We must speak out on behalf of our children, our families AND our teachers across this province.

So, answer me– let's shout this message loud and clear.

Who do you think should parent your child?

The government ? (crowd shouted NO!)

Your child's teacher? (crowd shouted NO!)

Or the PARENTS!? (crowd shouted YES!)

...(<https://www.youtube.com/watch?v=tU6Njo0jcvQ>).

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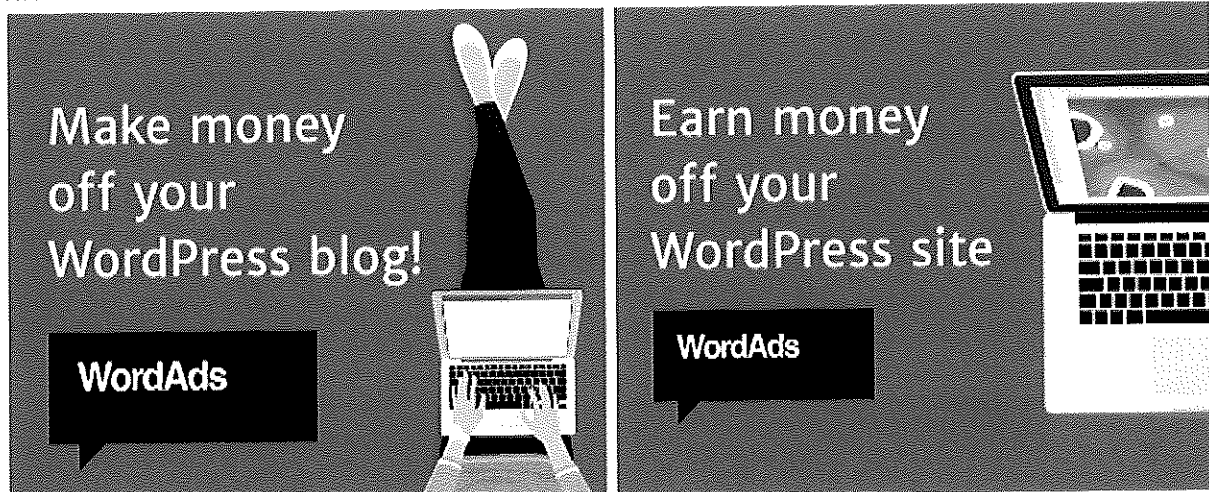


Exhibit B

THIS IS EXHIBIT " B "
referred to in the Affidavit of

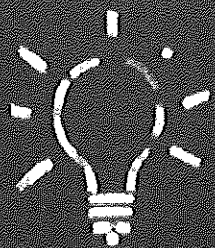
Theresa Ng

Sworn before me this 5

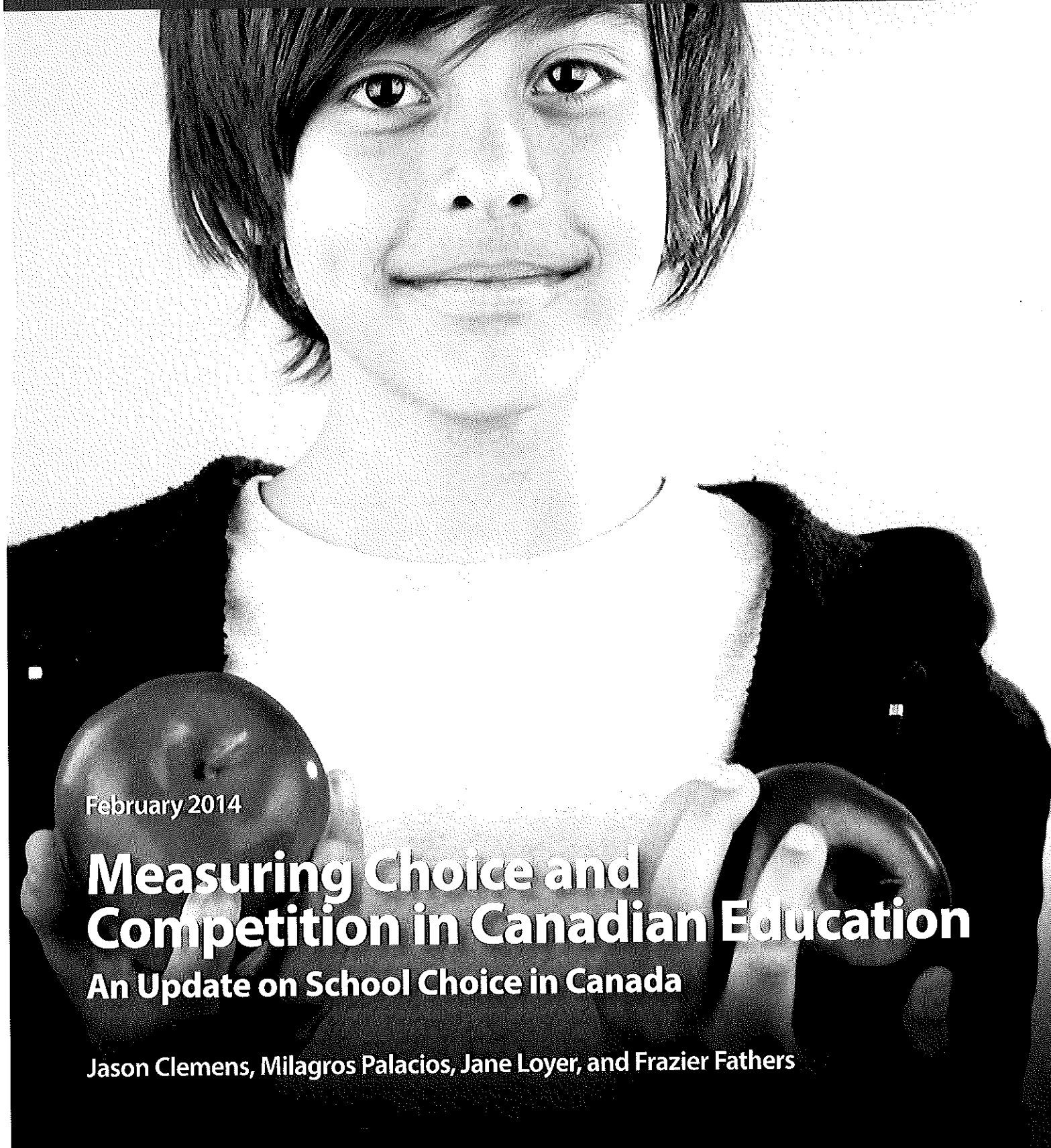
day of April A.D. 20 18

[Signature]
A Commissioner in and for the Province of Alberta

James Kitchen
Barrister + Solicitor



Barbara Mitchell Centre for Improvement in Education



February 2014

Measuring Choice and Competition in Canadian Education

An Update on School Choice in Canada

Jason Clemens, Milagros Palacios, Jane Loyer, and Frazier Fathers

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Summary

As the benefits or returns to education become more and more apparent, there is increasing interest in ensuring accessible, high quality education. The increasing body of research available on the effects of school choice and competition suggests that education is broadly improved when parents have choice and schools are forced to compete. It is, therefore, timely to update the state of school choice and competition in Canada. This study updates and consolidates previous work on school choice in Canada.

School choice and competition in Canada

1 Public education

There is a great deal of misunderstanding regarding school choice and competition within the public education systems that dominate Canadian education. Between 87.5 percent (British Columbia and Quebec) and 98.8 percent (Newfoundland & Labrador and Prince Edward Island) of Canadian K-12 students are enrolled in public schools. Too many people, however, equate this fact with a lack of school choice and competition. The reality of school choice and competition in the public education system is much more complicated. It is true that the principal language public schools—Anglophone in all provinces except Quebec, which is Francophone—dominate enrolment with between 63.3 percent (Ontario) and 98.5 percent (Newfoundland & Labrador) of total students enrolled.

One form of choice and competition afforded students across the country is education in a second language—French in all provinces except Quebec, where it is English. Enrolment in these public schools ranges from 0.4 percent in Newfoundland & Labrador to 28.2 percent in New Brunswick. Put simply, depending on your province and particular city (and school district), there is the possibility of selecting a public school based on a linguistic preference that provides parents with additional choice and competition between schools within the public system. The presence of Francophone schools outside of Quebec and Anglophone schools in Quebec are in addition to language immersion programs provided by the principal language schools in the provinces, which provide yet another layer of choice and competition within the public education system.

Separate religiously oriented schools within the public education system provide another source of parental choice and competition. Alberta, Saskatchewan, and Ontario provide full funding for religious schools, which are principally Roman Catholic schools (Exec summary table 1). Between 21.1 percent (Saskatchewan) and 30.3 percent (Ontario) of students in these provinces are enrolled at religiously oriented, fully funded public schools. The primary source of choice for these schools is the provision of religious instruction. However, the loosening of regulations regarding the degree of religious instruction

and the admittance of non-religious students (or students of different faiths) increases the degree of parental choice and competition since such schools are not exclusively available to religiously oriented families.

Finally, charter schools are another method by which to increase parental choice and competition in the public education system. Charter schools are autonomous, not-for-profit schools within the public system that provide alternative education programs to complement the public system and generally have greater discretion in selecting curriculum, teaching, and learning styles than public schools. Currently the only province to provide charter schools as an alternative is Alberta (Exec summary table 1). There are currently 13 charter schools in Alberta with a provision in the current legislation for an additional two. Waiting lists for such schools are substantial, with one estimate indicating that 8,000 students would like to attend one of the six charter schools in Calgary.

All told, enrolment in public schools, which includes principal language schools, alternative language schools, immersion programs, separate religious public schools, and charter schools, ranges from 87.5 percent in British Columbia and Quebec to 98.8 percent in Newfoundland & Labrador and Prince Edward Island. Critically, there is a range of parental choice and competition provided in the public education system depending on one's province (and city).

2 Independent schools

In addition to the public education system, every province in Canada also has an independent school system that is distinct from the public system. The nature of the independent school sectors, their funding, and regulation varies by province, as does the enrolment. Student enrolment in independent schools ranges from 0.9 percent in New Brunswick and Prince Edward Island to 12.5 percent in Quebec. British Columbia (12.1 percent), Manitoba (7.4 percent) and Ontario (5.1 percent) also have relatively high levels of independent school enrolment.

As already discussed, Alberta, Saskatchewan, and Ontario provide Roman Catholic education within their public education systems. The remaining provinces, however, provide all religious education including Roman Catholic schools outside of the public education system through independent schools. This in part explains some of the variance in both public school enrolment and independent school enrolment in provinces like British Columbia, Alberta, Ontario, and Quebec.

In addition to the differences in the treatment of religious schools, there is also fairly wide variation in how funding is provided and regulations imposed on independent schools. British Columbia, Alberta, Saskatchewan, Manitoba, and Quebec all provide public funding for independent schools ranging between 35 percent and 80 percent of the per-student operating costs, although definitions and formulas for determining the exact funding vary by province. Ontario and the Atlantic provinces, on the other hand, provide no funding for independent



schools. However, independent schools in these provinces enjoy more autonomy with respect to provincial regulations. Independent schools in provinces where funding is provided must comply with provincial guidelines on curriculum and other regulations applied to public schools.

3 Home schooling

The final type of schooling analyzed in this paper is home schooling, for parents who have decided to educate their children on their own. Home schooling is permitted in all ten provinces although the degree to which it is supported varies greatly by province (Exec summary table 1). Alberta is the most supportive in terms of providing resources, funding, and facilitating mechanisms for home schooling. However, the enrolment in home schooling remains marginal. Alberta, for example, which is the most generous and supportive of home schooling, only maintains 1.6 percent of student enrolment in home schooling. Most of the provinces have enrolment rates below 0.5 percent.

Again, however, the ability to choose to home school is an important mechanism allowing additional parental choice and some limited competition or at least the threat of competition in Canadian provinces.

General conclusions

As one might expect given the decentralized nature of K-12 education in Canada, the mix of public, independent, and home schooling varies by province as does the funding and regulations for schools. Some provinces rely more heavily on choice and competition within the public systems while others rely more heavily on independent schools to provide choice and competition.

In terms of general observations, Alberta currently offers the greatest degree of school choice in Canada. Apart from having five, fully funded public school choices, depending on residential area, it also provides substantial funding to students wishing to attend independent schools and for parents wishing to educate their children at home. The presence of charter schools in Alberta provides an additional source of choice, which provides parents with additional options outside of traditional linguistic and religious alternatives offered by public school boards.

At the other end of the spectrum, the Atlantic provinces tend to offer comparatively little parental choice and competition among schools. None of the Atlantic provinces provide funding for parents who choose independent schools. Simply put, the Atlantic provinces tend to offer less choice within the public system and provide no support to parents for independent schools.

The remaining provinces range between Alberta and the Atlantic provinces with respect to the level and depth of parental choice and competition for schools.

Exec summary table 1: School Choice by Province

	Public	Public Francophone	Separate Catholic	Separate Francophone	Separate Protestant	Charter
British Columbia	YES	YES				
Alberta	YES	YES	YES	YES	YES	YES
Saskatchewan	YES	YES	YES		YES	
Manitoba	YES	YES				
Ontario	YES	YES	YES	YES	YES	
Quebec	YES	YES				
New Brunswick	YES	YES				
Nova Scotia	YES	YES				
Prince Edward Island	YES	YES				
Newfoundland & Labrador	YES	YES				

Notes

1. Results were determined by reviewing each province's Ministry of Education website and Education/School Act and contacting the appropriate Ministries via email. Some provinces do allow school district or boards to determine open enrollment and catchment policies; these individual policies were not reviewed unless explicitly mentioned in the Act or on the Ministry website.
2. All open enrollment policies tend to be conditional on space and resources being available for students. If conditions are mentioned, it means that conditions other than adequate space and resources are imposed.
3. As of October 2013, the Alberta Education Act is up for review, open enrolment could be a part of potential changes. See <<http://www.education.alberta.ca/departement/policy/education-act.aspx>>.
4. In the Fall 2012 legislative session, an amendment to the Education Act concerning the attendance of students in neighbouring school divisions was proposed but not enacted.

Independent	Historical High Schools	Home schooling	Open Enrolment in Public System (1, 2)	Total Public Choice
YES— 35%–50% funded		YES	Province-wide open enrolment.	2
YES— 60%–70% funded		YES— \$1,641 per student	Open enrolment allowed but exact rules are determined at the board level. Generally, transportation costs are not covered. (3)	6
YES— 50%–80% funded	YES— 70% funded	YES	No open enrolment policy. (4)	4
YES— 50% funded		YES	Provincial authorization for open enrolment; some conditions apply.	2
YES		YES	Province offers conditional open enrolment for distance and geographic considerations in Schools Act. Additional considerations are determined at the district/board level.	4
YES— up to 60% funded		YES	Provincially authorized open enrolment within the school districts.	2
YES		YES	No open enrolment; student placement determined by school district with appeal process.	2
YES		YES	No provincial open enrollment policy. Issue is determined at the board level.	2
YES		YES	No open enrolment student placement determined by school district.	2
YES		YES	No open enrolment.	2

Sources

BC See Section 2 (1-2) and Section 74, <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>.

AB See Sections 8, 13 and 44, <http://www.qp.alberta.ca/1266.cfm?page=s03.cfm&leg_type=Acts&isbncIn=9780779733941>; <<http://education.alberta.ca/parents/educationsys/ourstudents/iv.aspx>> and Ministry correspondence.

SK See Section 141, 142, 143, <<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf>> and Ministry correspondence.

MB <<http://www.edu.gov.mb.ca/k12/schools/choice/schoolsofchoice.html#GeneralInfo>>.

ON See Sections 32, 33, 34, 35, 36, <http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK38> and Ministry correspondence.

QC See Section 4 of the Act: <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/l_13_3/l13_3_A.html>.

NB See Sections 8, 9, and 11 of Act: <<http://www.canadalegal.com/gosite.asp?s=3432>>.

NS <<http://nslegislature.ca/legc/statutes/education.pdf>> and Ministry correspondence.

PE See section 51, <http://www.gov.pe.ca/law/statutes/pdf/s-02_1.pdf>.

NL See Section 4 (2), <http://www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm#3_>.

Introduction

The ability of parents to choose among different schools for their children's education, or what has been called school choice, is one side of a two-sided coin. Their ability to choose among different schools represents the demand side, or as some refer to it, the consumer side of education. The other side of the education equation is the supplier side. If parents are able to choose among different schools, it means the schools (providers of education) are competing for those students. There are, therefore, important supply-and-demand considerations when examining school choice.

As the benefits or returns to education become more and more apparent, there is increasing interest in ensuring accessible, high-quality education. The increasing body of research available on the effects of school choice and competition suggests that education is broadly improved when parents have choice and schools are forced to compete.

It is, therefore, timely to update the state of school choice and competition in Canada. This study updates and consolidates previous work in two principal ways. First, an updated summary of the available key research on the effects of school choice and competition is presented. The focus of this review is on the benefits provided to students, parents, and others from school choice. Second, measures of school choice in Canada are updated, including choice among public schools (including charter schools), the availability of independent schools, and homeschooling. In each section, differences among the provinces are highlighted. In addition, an appendix presents the summary data for each province. Finally, a broad overview and conclusion are presented.

1. Understanding School Choice and Its Importance—an Updated Review of Existing Research

There is increasing understanding and broad acknowledgement of the importance of K-12 education in establishing the foundation for success, engagement, and prosperity. More specifically, K-12 education is recognized as a mechanism by which young people gain the skills and knowledge needed to succeed as adults and learn to interact with peers. The importance of education to young people in terms of their future lives should not be underestimated. It is the importance of education to the young that explains the increasing interest in school choice as a potential method of improving academic performance.

The discussion of school choice as a mechanism to improve education dates back to at least 1955 when Nobel laureate Milton Friedman began discussing parental choice and competition in education.¹ Friedman applied the basic economic principle that competition among suppliers results in better pricing, quality, and choice for consumers compared to monopolies where there is only one provider (i.e., there is no competition or choice) to the challenges observed in education. This analysis led to the insight that more parental choice for schools and competition among schools could improve educational outcomes.

Critically, however, there was and continues to be a large, vocal opposition to competition and choice in education that argues it does not result in the benefits outlined above because of the unique nature of education. Critics of school choice and competition range from academics to vested interests such as public-teacher unions. Many of these critics of school choice believe, for instance, that competition detracts from public education by taking resources away from the public system and creating social divisions rather than encouraging improvement, innovation, and responsiveness. Fortunately, the emergence of a host of school-choice experiments, particularly in the United States, has allowed for research into the effects of parental choice and competition in education.

Locational choice

Before delving into the specific research on the effects of school choice and competition, it is important to clarify the nature of choice explored and analyzed in this study. A traditional mechanism, which is still dominant within

1. Friedman, Milton (1955), *The Role of Government in Education*, Robert A. Solo, ed., *Economics and the Public Interest*, <<http://www.schoolchoices.org/roo/fried1.htm>>, as of September 3, 2013.

education research with respect to school choice, is the ability of parents to move residences in order to select different schools.² Simply put, this type of choice rests on the ability of parents to move their residences in order to gain access (and eligibility) to alternative schools for their children. It is rooted in what is referred to as the catchment system. Under such a system, only parents and their children residing within certain boundaries are eligible to attend schools within those boundaries. It is a mechanism by which to sort children into schools.

This parental choice mechanism is often referred to by scholars as Tiebout Choice. Tiebout Choice originally applied to broader municipal services with particular emphasis on public goods.³ It has since, however, been regularly applied to education. According to an important study on the topic by Scott Davies and Janice Aurini,⁴ roughly one-third of Canadian families rely on residential location decisions (Tiebout Choice) to achieve school choice.⁵

It is important to differentiate this mechanism, which allows parents to choose a single school by moving their residence, from other mechanisms of choice that provide parents with choice in their children's education without having to move residences. It is this latter type of choice upon which both the research cited below and the entire paper focus. The following section summarizes key research examining the effects of school choice and competition on student outcomes as well as the broader educational system in which the reforms took place.

Impact of school choice on students

The impact of school choice on student performance has been studied for several decades in the United States.⁶ These studies generally assess the long-term

2. Hoxby, Caroline M. (2003), School Choice and School Productivity: Could School Choice Be a Tide that Lifts All Boats? in Caroline M. Hoxby, ed., *The Economics of School Choice* (University of Chicago Press): 287–341.

3. The original article in this line of research was: Charles M. Tiebout (1956), A Pure Theory of Local Expenditures, *Journal of Political Economy* 64, 5 (October): 416–424.

4. Davies, Scott, and Janice Aurini (2011), Exploring School Choice in Canada: Who Chooses What and Why? *Canadian Public Policy* 37, 4 (December): 459–477.

5. They also found that a roughly equal number (one third of Canadian families) achieved choice in education outside of the public system. Altogether, as per their findings, two thirds of Canadian parents make use of some type of school choice: one third choosing alternatives to traditional public schools and one third using other methods of school choice such as residential location. See Davies and Aurini (2011), Exploring School Choice in Canada.

6. The United States education system is markedly different with regard to policies, regulations, and funding, making it difficult to compare it with Canada's education system. However, the substantial research on school choice in the United States provides sufficient evidence of its positive effects. Two classic examples of school-choice success in the United States are Milwaukee's Voucher Program and Florida's A+ program. For detailed summaries of Milwaukee, see: Greene, Jay P., and Ryan H. Marsh (2009), *The Effect of Milwaukee's Parental Choice Program on Student Achievement in Milwaukee Public Schools*, SCDP Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program Report #11, March (School Choice Demonstration Project), <<http://www.uaedreform.org/the-effect-of-milwaukee-parental-choice-program-on-student-achievement-in-milwaukee-public-schools/>>;

effects of school choice on student performance. One of the first studies that contributed to our understanding of the benefits possible from school choice was by Stanford's Caroline Hoxby. In 1994, then Harvard-professor Caroline Hoxby published an important study in the National Bureau of Economic Research (NBER) that examined whether private schools—note that similar schools are referred to as independent schools in Canada—in the United States provided competition to public schools and, if so, what the result was from the competition.⁷

Hoxby analyzed data between 1980 and 1983 from the National Longitudinal Survey for Youth, a Survey of Church Membership in the United States, and the National Centre for Educational Statistics, surveying thousands of public and private schools across the United States. She concluded that private schools provided competition for public schools and that such competition resulted in improvements in public schools as measured by education attainment. Specifically, she found that an additional “0.9 years in education attainment throughout a student’s lifetime ... and a 7 percent increase in AFQT test scores” were achieved by the introduction of private school competition with public schools. In other words, students at public schools benefited in a meaningful way from the introduction of competition from private schools even though they did not attend the private schools. The presence of competition, in this case from private schools, encouraged the public schools to improve, which benefited the students attending those public schools. Interestingly, Hoxby also found that competition resulted in six percent higher salaries for teachers who teach in schools that are in competition.⁸

School voucher lotteries, which are a popular form of allocating spots in charter and private schools in the United States, offer a unique form of research since they provide a test group against which the results of students that successfully enroll in charter and private schools can be compared. Since the lottery eliminates many aspects of selection biases, the students who receive the vouchers automatically become a treatment group while those left out become a natural control group.

A number of researchers have employed this research method along with data collected from the lottery process to enable the tracking of students through programs and longitudinal comparisons. Education scholar Greg

Wolf, Patrick J. (2012), *The Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program: Summary of Final Reports*. SCDP Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program Report #36, February (School Choice Demonstration Project). For Florida, see: Greene, Jay P., and Marcus A. Winters (2004), *Competition Passes the Test*, *Education Next* (Summer): 66–71, <<http://educationnext.org/competition-passes-the-test/>>; Sass, Tim A. (2006), *Charter Schools and Student Achievement in Florida*, Education Finance and Policy (American Education Finance Association).

7. Hoxby, Caroline M. (1994), *Do Private Schools Provide Competition for Public Schools?* NBER Working Paper Series 4978, December (National Bureau of Economic Research).

8. Hoxby (1994), *Do Private Schools Provide Competition?* 29.

Forster reviewed ten major research projects that used this “Gold Standard” method.⁹ Of the ten studies, Forster concluded that nine found statistically significant impacts of vouchers (school choice) on student achievement.

A recent study *No Child Left Behind*, by Hastings et al. (2012) measured the effects of school choice on student performance using data from 2005 to 2009. Hastings and her colleagues determined the student’s performance and motivation by longitudinally measuring daily absences and suspension rates along with test scores both for students who were selected for the voucher lottery and those who were not. Their work showed that school choice programs that allowed students to move from low performing schools to higher performing ones raised student’s motivation and in turn improved their academic achievement.¹⁰ This increased motivation to succeed contributed to a 14 to 21 percent decrease in truancy among male students who won voucher lotteries and an overall improvement of 0.11 standard deviations in combined test scores (for reading, writing and math), which was found to be significant to one percent.¹¹

Much of the research on school choice in the United States is focused on specific regions with high degrees of school choice. For instance, substantial work has been done on the Parental Choice Program in the city of Milwaukee, Wisconsin, which began in 1990 and is the oldest school choice program in the United States.¹² One of the earliest studies, completed by Cecelia Rouse (1998) found an 8 percentage-point improvement in math scores (but no change in reading scores) in Milwaukee schools where students used vouchers.¹³

Professors Jay P. Greene, Paul Peterson, and Jiangtao Du also examined school choice in Milwaukee. Although the Milwaukee school choice program has now grown to over 20,000 students, from 1990-91 through 1998-99 the program was restricted by law to only several hundred vouchers per year.¹⁴ Greene and his colleagues found that, although there was initially little change in math scores in the first two years of the program, after three years

9. Forster, Greg (2013), *A Win-Win Solution: The Empirical Evidence on School Choice*, 3rd Edition (Friedman Foundation for Educational Choice): 8–9

10. Hastings, Justine S., Christopher S. Neilson, and Seth D. Zimmerman (2012), *The Effect of School Choice on Intrinsic Motivation and Academic Outcomes*, NBER Working Paper 18324, August (National Bureau of Economic Research).

11. Hastings, Neilson, and Zimmerman (2012), *The Effect of School Choice*: 9–12.

12. Other studies on Milwaukee’s Parental Choice Program include: Chakrabarti, Rajashri (2008), Can Increasing Private School Participation and Monetary Loss in a Voucher Program Affect Public School Performance? Evidence from Milwaukee, *Journal of Public Economics* 92: 1371–1393; Wolf, Patrick J. (2012), *The Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program: Summary of Final Reports*, SCDP Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program Report #36, February (School Choice Demonstration Project).

13. Rouse, Cecilia (1998), Private School Vouchers and Student Achievement, *Quarterly Journal of Economics* 113, 2: 553–602.

14. For Milwaukee enrolment caps, please see: <<http://www.schoolchoicewi.org/index.php/research/issues/mpcp-enrollment-cap/>>.

of enrolment, voucher students showed a five-percentage point improvement over the control group (students who applied but were not selected). By the fourth year, the improvement increased to 10.7 percent. Reading scores were also shown to improve between two and three percentage points in the first two years and up to 5.8 percent by year four.¹⁵

Greene followed up on his earlier study in 2009 with Professor Ryan H. Marsh to measure the effects of expanded school choice options following the expansion of the school choice program.¹⁶ Their paper indicated that expanding voucher programs to include all types of private schools, for example religious-based schools, created an environment more suited to a student's individual needs by allowing parents to select schools that enabled their children to achieve the best educational outcomes. Their results also suggest that an increase of one standard deviation in private school options (equivalent to 37 schools receiving vouchers) coincided with a two-point (or one-tenth standard deviation) increase in student achievement across the remaining Milwaukee public schools as measured by the scores achieved on the standardized tests.¹⁷

Florida is also a popular region for research on school choice due to its educational reforms in the early 2000s.¹⁸ Rajashri Chakrabarti (2007) of the Federal Reserve Bank of New York examined Florida's voucher and school grading programs. One of the many reforms implemented in Florida was the introduction of a school grading system. A school receives an "F" if it fails to meet minimum pass criteria on reading, writing, and math on Florida's Comprehensive Assessment Tests (FCATs).¹⁹ Chakrabarti found that schools responded to the threat of failing (receiving an F) by focusing on students closest to the cut-off minimum criteria, yet "there seemed to be a rightward shift of the entire score distribution in reading, math, and writing", meaning higher performing students also improved.²⁰ Put differently, Chakrabarti found evidence

15. Greene, Jay, Paul Peterson, and Jiangtao Du (1998), *School Choice in Milwaukee: A Randomized Experiment*, in Paul Peterson and Bryan Hassel (eds.), *Learning from School Choice* (Brookings Institution): 335–336, <http://ocw.library.nyu.edu.cn/pluginfile.php/26356/mod_resource/content/1/Milwaukee%20School%20Choice.pdf>.

16. Greene and Marsh (2009), *The Effect of Milwaukee's Parental Choice Program*.

17. Greene and Marsh (2009), *The Effect of Milwaukee's Parental Choice Program*: 8.

18. Florida's school choice programs, introduced in 2002, provided students attending schools graded D to F with vouchers to attend higher performing schools. The voucher portion of the choice program was removed in 2006 but the letter grading portion for each school was kept in place. Other studies include: Figlio, David N., and Cecilia Elena Rouse (2006), *Do Accountability and Voucher Threats Improve Low-Performing Schools?* *Journal of Public Economics* 90: 239–255; Rouse et al. (2007), *Feeling the Florida Heat? How Low-performing Schools Response to Voucher and Accountability Pressure*, NBER Working Paper 13681, December (National Bureau of Economic Research); West, Martin R., and Paul E. Peterson (2005), *The Efficacy of Choice Threats within School Accountability Systems: Results from Legislatively Induced Experiments* (Annual Conference of the Royal Economic Society, University of Nottingham, March 23, 2005); Sass (2006), *Charter Schools and Student Achievement in Florida*.

19. Chakrabarti, Rajashri (2007), *Vouchers, Public School Response, and the Role of Incentives*, Federal Reserve Bank of New York Staff Report no. 306: 6.

20. Chakrabati (2007), *Vouchers, Public School Response, and the Role of Incentives*: 22–23.

that schools responded positively to the assessments imposed on them through standardized testing due to the risk of vouchers being offered to the students to go to other institutions.

More recently Patrick Wolf led a three-year study (subsequently updated with a fourth year) of the Washington, D.C. lottery scholarship program. Although a change in sample size between the third and fourth year reports resulted in statistical significance being missed ($p < 0.6$ was achieved on a $p < 0.5$ threshold) on improvements in math and reading skill, the fourth year report found that, for the first time, the scholarship program significantly increased the probability that a student would graduate high school compared to the control groups. Overall, it was shown that students in Washington, D.C. who received vouchers, graduated high school at a rate of 82 percent compared to the control group who graduated at a rate of 70 percent.²¹

Professor Greene also examined Charlotte, North Carolina in a study for the Manhattan Institute in 2001. Greene's analysis concluded that low income students who received vouchers, had an approximate six-percent increase in math and reading scores in standardized tests.²² This data was then re-analyzed in 2008 by Joshua Cowen who, despite using slightly different methods, also found a five to seven point increase in math scores and a six to eight percent point increase in reading.²³

Deming et al. measured the impact of the Charlotte-Mecklenburg school choice lottery in 2002. He found that students from low-quality neighbourhood schools who participated in the lottery were more likely to earn a bachelor's degree and more than twice as likely as their counterparts to graduate from an elite university.²⁴ Specifically, lottery winners in low-quality samples were 7.5 percentage points more likely to complete a four-year bachelor's degree.²⁵ This study provides evidence that school choice programs are also important for providing students with long-term post-secondary success.

School choice programs have also been effective outside of the United States. Sweden, a prominent example, introduced in 1991 a voucher system

21. Wolfe, Patrick, Babette Gutmann, Michael Puma, Brian Kisida, Lou Rizzo, Nada Eissa, and Marsha Silverberg (2009), *Evaluation of the DC Opportunity Scholarship Program Impacts after Three Years* (Institute of Education Sciences and US Department of Education, March), <<http://ies.ed.gov/ncee/pubs/20094050/>>; Wolfe, Patrick, Babette Gutmann, Michael Puma, Brian Kisida, Lou Rizzo, Nada Eissa, Matthew Carr, and Marsha Silverberg (2010), *Evaluation of the DC Opportunity Scholarship Program Final Report* (Institute of Education Science and US Department of Education, June), <<http://ies.ed.gov/ncee/pubs/20104018/pdf/20104018.pdf>>; 50–51.

22. Greene, Jay. (2001). Vouchers in Charlotte: Vouchers and the Test Score Gap. *EducationNext* 1, 2 (Summer), <<http://educationnext.org/vouchersincharlotte/>>; 55–60.

23. Cowen, Joshua M. (2008), School Choice as a Latent Variable: Estimating the “Complier Average Causal Effect” of Vouchers in Charlotte, *Policy Studies Journal* 36, 2: 301–315.

24. Deming et al. (2011). *School Choice, School Quality and Postsecondary Attainment*. NBER Working Paper 17438, September (National Bureau of Economic Research): 2–39.

25. Deming et al. (2011). *School Choice, School Quality and Postsecondary Attainment*: 21.

in its education system that provided independent schools with 85 percent of the costs of educating a student, which was raised to 100 percent in 1997.²⁶ A study by Mickael F. Sandstrom and Fredrik Bergstrom demonstrated that these reforms caused significant improvements in both test scores and final grades for students within public schools.²⁷ Moreover, contrary to the criticism of school choice that funding provided to independent schools will cause a mass exodus from the public system, independent schooling rose only to 11 percent of the total “market” in Sweden as of 2008.²⁸ The Swedish example therefore provides evidence that school choice programs can improve academic outcomes in public schools without a significant number of students leaving the public schooling system.²⁹

The effect of school choice on the education system

Beyond the impact on students, school choice and competition can also have an effect on the broader educational system. The aforementioned article by Greg Forster, in addition to looking at student effects, also examined the impact of vouchers on the education system. He identified and examined 22 empirical studies looking at the impact of vouchers on education systems. Twenty-one of the 22 studies examined showed a positive impact on the general education system through school choice and competition. Such improvements were demonstrated by higher test scores across the affected region. None of the studies showed a negative effect and only one showed no discernible relationship between school choice and broader positive systemic impacts on education.³⁰

Again, Professor Jay Greene was one of the first to study Florida’s school choice program impacts on education systems. Although his first test in 2001 was inconclusive due to a limited sample size and the newness of the program, Greene followed up with the assistance of Marcus Winter in 2004. In this study,

26. Hepburn, Claudia, and John Merrifield (2006), *School Choice in Sweden: Lessons for Canada*, Studies in Education Policy (Fraser Institute): 5–6.

27. Sandstrom, Mikael F., and Fredrik Bergstrom (2005), School Vouchers in Practice: Competition Will Not Hurt You, *Journal of Public Economics* 89, 2: 351–380.

28. Ozimek, Adam (2012), Lessons on School Choice from Sweden, *Forbes* (March 12), <<http://www.forbes.com/sites/modeledbehavior/2012/12/03/lessons-on-school-choice-from-sweden/>>, as of September 3, 2013.

29. India provides another interesting example of school choice practices. Muralidharan and Sundararaman (2013) unsurprisingly found that government institutions tend to be run less efficiently than private institutions in education. This efficiency/productivity difference in Indian schools has resulted greater human capital growth in those students who attend private schools. Muralidharan, Karthik, and Venkatesh Sundararaman (2013), *The Aggregate Effect of School Choice: Evidence from a Two-stage Experiment in India* (National Bureau of Economic Research, September): 24, <http://www.nber.org/papers/w19441?utm_campaign=ntw&utm_medium=email&utm_source=ntw>. These results confirm the productivity research in: Bloom, Nicholas, and John Van Reenen (2010), Why Do Management Practices Differ across Firms and Countries? *Journal of Economic Perspectives* 24, 1: 205, <<http://www.stanford.edu/~nbloom/JEP.pdf>>.

30. Forster, Greg (2013). *A Win-Win Solution: The Empirical Evidence on School Choice*: 14

he found that the threat of vouchers improved standardized test scores for not only for schools that have received an F ranking but also small gains for borderline schools.³¹

David Figlio and Cecilia Rouse (2005) found that the A+ school grading program in Florida was a cost effective method of improving school standards. As mentioned earlier in this paper, in Florida schools that averaged a failing grade (F) on standardized tests faced the threat of their students being offered vouchers to go to higher performing schools.³²

Hanley Chiang (2009) conducted similar work on Florida's voucher system and found that schools were clearly responsive to competition as a result of the threat of vouchers. Specifically, he found that schools not only increased test scores from the threat of sanctions but also increased spending for curriculum and pedagogical reform to improve their education quality.³³ As a result, at-risk schools began to target "on the bubble" students through school reforms in an effort to raise these students (and the school averages) over the passing threshold. Meanwhile, underperforming teachers were removed from the schools, while additional funds were spent in technology, classroom teaching assistants, and after-school programs.³⁴

In a 2005 study, David Salisbury examined the fiscal benefits of school choice. He evaluated current and proposed school choice programs in the United States and also addressed several issues regarding state education budgets. He argued that, if Milwaukee voucher students would return to public schools, it would cost the school board \$70 million in additional expenses.³⁵ Moreover, in Pennsylvania, savings from school choice programs were estimated to be between \$147 million and \$205 million annually.³⁶ Many opponents of school choice argue that the reduction in costs from school choice programs also means the loss of federal dollars for each student. However, Salisbury argued that a transfer of students to the private schools would not affect per-student funding in public schools and would allow states to slow the growing costs of education.³⁷

Jay Greene and Greg Forster examined the Milwaukee school choice program and found, like Carnoy et al., that geographic proximity between

31. Greene and Winters (2004), *Competition Passes the Test*; Greene, Jay (2001), *An Evaluation of the Florida A-Plus Accountability and School Choice Program* (Manhattan Institute, February), <http://www.manhattan-institute.org/html/cr_aplus.htm>.

32. Figlio, David and Cecilia Rouse (2005), *Do Accountability and Voucher Threats Improve Low-Performing Schools* (National Bureau of Economics Research, August): 30–31, <http://www.nber.org/papers/w11597.pdf?new_window=1>.

33. Chiang, Hanley (2009), *How Accountability Pressure on Failing Schools Affects Student Achievement*, *Journal of Public Economics* 93: 1056.

34. Chiang (2009), *How Accountability Pressure on Failing Schools*: 1054.

35. Salisbury, David (2005), *Saving Money and Improving Education: How School Choice Can Help Reduce Education Costs*, Policy Analysis 551 (Cato Institute): 18.

36. Salisbury (2005). *Saving Money and Improving Education*: 18.

37. Salisbury (2005). *Saving Money and Improving Education*: 7.

public and private schools has no discernible impact on competitive responses from the public education system.³⁸ The impact of these findings is that when school choice options are offered the competitive impacts are felt across the jurisdiction and not just between public and private schools of close proximity, which ensures that the impacts of these policies are wide spread.

More recently, Benjamin Scafidi examined one of the major criticisms put forward by school choice opponents in a comprehensive study on the fiscal impact school choice.³⁹ Using evidence from a number of states and the District of Columbia, he analyzed how the loss of students affected the finances of public schools. Although schools lost funded students as a result of increased competition and choice, they were able to reduce instructional and support expenses at a greater rate, so the loss did not have a fiscal impact on the public school. Specifically, Scafidi found that as long as less than \$7,967 per student is redirected from schools in the short term, the fiscal situation of the public school is either unaffected or improved.⁴⁰

Parental perception of schools is another area of research on the school choice programs. Wolfe et al. in examining voucher programs in Washington, D.C. found that parents who had children receive and use vouchers held higher opinions of school quality and safety than parents who did not.⁴¹ Although this finding may seem logical, satisfied parents are not only more likely to re-enroll in school choice programs but also become increasingly involved in their child's school and education.⁴²

Another possible benefit emanating from school choice that is often overlooked is the potential to remove barriers resulting from a family's socio-economic status. By allowing choice, such a program can allow students from low-income families to attend schools outside of their school district, enabling parents to choose a different school in another neighbourhood, while vouchers can subsidize the cost to attend these institutions. This, in turn, can improve the children's education and improve their long-term earning potential.

Looking beyond a child's earning potential, Thomas J. Nechyba used voucher programs and private school attendance to study how school choice

38. Forster, Greg, and Jay Greene (2010), *The Effect of Milwaukee's Parental Choice Program on Student Achievement in Milwaukee Public Schools* (The School Choice Demonstration Project, University of Arkansas, April), <http://www.uark.edu/ua/der/SCDP/Milwaukee_Eval/Report_11.pdf>: 9; Carnoy, Martin, et al. (2007), *Vouchers and Public School Performance: A Case Study of the Milwaukee Parental Choice Program* (Economic Policy Institute).

39. Scafidi, Benjamin (2012), *The Fiscal Effects of School Choice Programs on Public School Districts* (Friedman Foundation for Educational Choice), <<http://www.edchoice.org/CMSModules/EdChoice/FileLibrary/796/The-Fiscal-Effects-of-School-Choice-Programs.pdf>>.

40. Scafidi (2012), *The Fiscal Effects of School Choice Programs*:15. Note that the \$7,967 is based on US national averages. Each state has a different per-student funding level and a fixed-cost estimate that are required to be covered for the school to see no impact or fiscal improvement.

41. Wolfe et al. (2010), *Evaluation of the DC Opportunity Scholarship Program Final Report*.

42. Goldring, Ellen B., and Rina Shapira (1993), *Choice, Empowerment and Involvement: What Satisfies Parents?* *Educational Evaluation and Policy Analysis* 15: 406.

can break down socioeconomic barriers within cities. Using data from four New Jersey counties representative of different income brackets, Nechyba demonstrated that voucher policies can affect the evolution of residential districts.⁴³ Voucher programs can induce large population migrations when housing prices change due to changes in school quality. Since competition between private and public schools leads to improving school quality, school choice can in fact be a tool of socioeconomic change, with improving schools resulting in higher housing values within school districts and, in turn, greater wealth for families.⁴⁴

While not definitive, the growing body of scholarly research on school choice and competition generally shows that competition does not have a negative impact on public school quality and can often have positive effects on academic outcomes generally. The evidence from several studies, across several states, provides significant evidence that school choice has positive outcomes for students. While these studies are based mostly on programs in the United States, their results demonstrate that school choice is important for improving the quality of education and can have meaningful effects on all school types.

Section two of this study delineates the availability of these different types of schools and the degree to which they provide parental choice and competition in education across Canada.

43. Nechyba, Thomas J. (2003), *Introducing School Choice into Multidistrict Public School Systems*, in Caroline M. Hoxby (ed.), *The Economics of School Choice* (University of Chicago Press): 145–194.

44. Nechyba (2003). *Introducing School Choice*: 191.

2. School Choice in Canada

The analysis contained in this section builds on the work of Claudia Hepburn and Bill Robson in their 2002 paper,⁴⁵ as well as on the foundational work of Professor Mark Holmes, a noted Canadian education scholar.⁴⁶ Each of these aspects of school choice and competition are measured in the following section.

Structure of K-12 education in Canada

Before delving into the measurement of school choice in Canada, it is worth reminding ourselves of the structure of K-12 education in Canada. K-12 education is almost entirely a provincial matter in Canada with no federal department, ministry, or minister dedicated to K-12 education. The federal government is only involved with the K-12 education of Aboriginal peoples and families in the military or the foreign services.⁴⁷ The absence of federal involvement provides the provinces with the authority and autonomy to implement their own unique systems. The decentralized nature of K-12 education has, not surprisingly, resulted in wide variations among the provinces regarding the funding and organization of K-12 education.

Each province has its own department or ministry of education that shares responsibility with local school boards. Generally speaking, the provincial ministries determine the curriculum standards, funding levels, and related issues while the school boards are responsible to implement the provincial standards, administer local regulations, and manage day-to-day school operations.

There are three types of schools⁴⁸ in the Canadian K-12 system upon which we will focus: (1) public schools, (2) independent schools, and (3) home-based

45. Robson, William and Claudia R. Hepburn (2002), *Learning from Success: What Americans Can Learn from School Choice in Canada*, School Choice Issues in Depth 1, 2 (Milton & Rose D. Friedman Foundation and Fraser Institute), <http://oldfraser.lexi.net/publications/critical_issues/2002/educationprimer.pdf>.

46. Holmes, Mark (2008), An Update on School Choice in Canada, *Journal of School Choice* 2, 2: 199–202. Of note, Holmes argued that each of these school choice options is limited in their own respect. Linguistic schools, largely Francophone, for example are not readily available in all locations and student enrolment can be restricted based on family background. Similarly, alternative schools such as those offering French immersion and International Baccalaureate (IB) programs are not available in all cities. Publicly funded Roman Catholic schools are only available in Alberta, Saskatchewan, and Ontario. Alberta remains the only Canadian province with charter schools. Finally, the availability of independent schools is often limited outside of major cities.

47. Information on Canadian Forces Dependent Education retrieved from: <<http://www.afnorth-is.com/canadian-section/dem.htm>>. Information on aboriginal education retrieved from: <<http://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605>>, as of September 13, 2013.

48. A complementary form of K-12 education that is becoming increasingly popular are “proprietary schools”. These organizations (such as Kumon or the Sylvan Learning Center) with the exception of their institutional structure, function in a manner similar to traditional after-school tutors and in general do not offer courses that are recognized by the Ministries of Education to fulfill grade requirements. As a result, they will not be examined in this paper.

schooling.⁴⁹ The following section assesses the extent of each of these three types of schooling by province. The data presented has been compiled using documents and data found either on the website of the respective provincial Ministry or Department of Education or through direct contact with representatives of the provincial governments.⁵⁰ The most recent, complete set of data for school choice available across Canada is for the 2009-10 school year.⁵¹ For this reason, all the statistics presented in the following sections are for the 2009-10 school year, unless stated otherwise.

1. Public schools

This section measures and assesses the public systems of education in each of the provinces. For clarity and comparability, each type of public school is assessed separately before public education is treated in aggregate.

i. Anglophone public schools

Every province in Canada, with the exception of Quebec, has multiple Anglophone public school boards acting as its *primary* board of education. Public Anglophone school boards in Canada are secular and do not provide students with religious instruction.

Access and eligibility for entry to schools are usually determined for students based on the area within which they reside, with each region operating its own local school board. Most provinces use what are referred to as enrolment or catchment areas to segregate local populations, assigning them to a specific local school. Catchment areas are designated by the school board and the opportunities for choice vary among boards and provinces. As discussed

49. These categories generally include students who are registered in regular public school programs, independent schools, or educated at home. It excludes students in alternative types of education such as distance learning and tutoring programs as well as Aboriginal and adult students. With respect to Aboriginal students, each province has different options available for its Aboriginal students. Apart from the public system, most provinces also have federally funded schools for First Nations students with varying levels of autonomy over curriculum. Many Aboriginal schools are operated by bands directly and located on reserves. Because these schools are funded by the federal government and are specific to Aboriginal students, they are not discussed in this paper.

50. The figures presented in this paper are relative to total enrolment. For this paper, total enrolment includes students enrolled in fully funded religious and non-religious public schools and independent schools as well as home-schooled students attending K-12 education, unless otherwise mentioned. Adults attending continuing education programs or alternative programs, as well as Aboriginal students are not included. Therefore, the total enrolment figures might be different in some cases from those reported by provincial departments of education. For example, British Columbia reported a total enrolment of 649,950 in 2009-10. Using information provided by the BC Ministry of Education, we excluded aboriginal students attending aboriginal programs, adults attending alternate, continuing, and distance education (in public and independent schools), which result in an adjusted figure for total enrolment of 575,103. Similar adjustments have been done in other provinces. For details, see footnotes to the tables.

51. Please note that data for nine provinces is available for 2010-11. Unfortunately we were not able to secure independent school enrolment data from Ontario for 2010-11, so have used 2009-10 as the year of analysis. We assume the 2009-10 results are as reflective of the current situation as the 2010-11 data would have been, given that no significant reforms occurred in 2010-11 and the limited variation in school choice and competition from year to year.

previously, under such a system, the residential location determines the school. It is important to note, however, that some provinces, such as British Columbia, maintain an open enrolment policy.⁵² Such a policy allows parents to choose schools outside of their catchment area if they are capable of covering transportation costs and assuming the preferred school has room.⁵³

Every province also has public, Anglophone schools that offer French immersion programs, the students of which are included in their total enrolment numbers. These programs provide students with the opportunity to learn a portion of their subjects in French and the remainder in English. French immersion programs generally have larger catchment areas than standard schools within a district, which allows students to attend public schools outside their residential area because these programs are not offered at all schools. The presence of French immersion programs within the basic public education system provides parents with a limited degree of school choice depending on their linguistic preferences and the availability of space in such programs.⁵⁴

Table 1 and Figure 1 contain data about Anglophone public school enrolment. The province of Newfoundland & Labrador maintains the highest rate of public Anglophone enrolment as a share of total school enrolment at 98.5 percent. Interestingly, three of the highest rates of public Anglophone enrolment among the provinces occur in Atlantic Canada with New Brunswick being the exception. Quebec has the lowest rate of public Anglophone enrolment in the country at 9.4 percent. The next lowest is Ontario at 63.3 percent.

ii. Francophone public schools

Every province in Canada also has at least one public Francophone school board, which provides additional choice to parents based on linguistic preferences.⁵⁵

52. Open enrolment policies allow students to attend any public school in their district despite their area of residence within that district, causing traditional public schools to be competitive amongst themselves and providing parents the right to send their child to whichever school they please. Guillemette, Yvan (2007), *Breaking Down Monopolies: Expanding Choice and Competition in Education*, C.D. Howe Institute Background 105, October (C.D. Howe Institute), <http://www.cdhowe.org/pdf/background_105.pdf>: 4.

53. Open catchment policies in Canada are largely unclear at a provincial level. Many provinces see this policy as a board-level issue and as a result leave the implementation (or lack of implementation) up to the individual school boards. This means that some provinces may be checkered with open and closed catchment policies depending on the board. British Columbia offers the best example of open catchment policies at the provincial level, as a student may attend a school outside his or her catchment area if he or she is of school age, a resident of British Columbia, and there is sufficient space in the receiving board. British Columbia, Department of Education (2002), *School Act* (Government of British Columbia), <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>: Part 2, Division 1, 2(2).

54. French immersion schools are in high demand in Canada, but face many accessibility issues. See <<http://www.cbc.ca/news/canada/story/2012/10/24/census-french-immersion.html>>. For example, in Vancouver, more than one hundred students were put into a lottery for only 36 spots for September 2013. See <<http://www.cbc.ca/news/canada/british-columbia/story/2013/01/14/bc-vancouver-french-immersion.html>>.

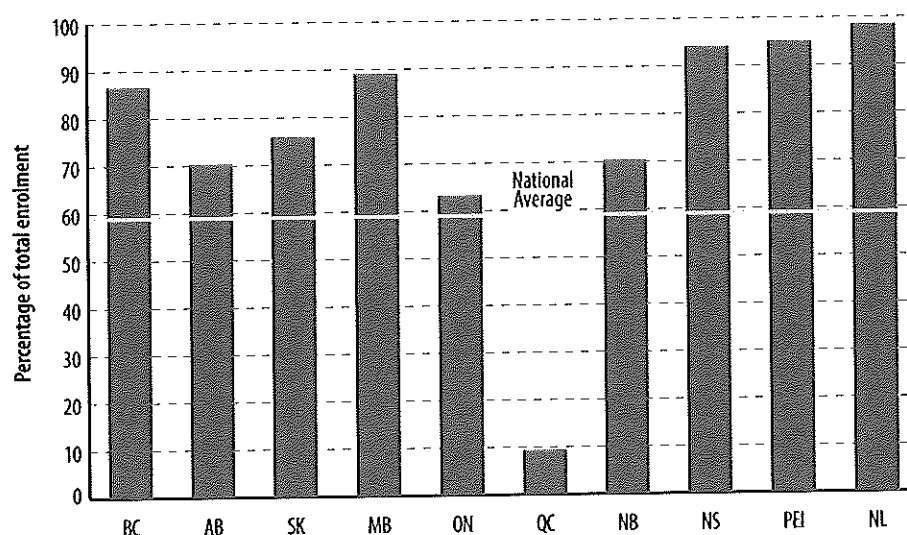
55. Under the Canadian Charter of Human Rights and Freedoms, Section 15, New Brunswick parents have equal rights to educate their children in both national languages. Alberta, Ontario, Quebec, and New Brunswick are the only provinces with multiple public Francophone school boards within their provinces. See <<http://www.efc.ca/pages/law/charter/charter.text.html>>.

Table 1: Anglophone enrolment, fully-funded, non-religious public schools, 2009-10

	Number	As percent of total enrolment		Number	As percent of total enrolment
BC	498,816	86.7	QC	94,992	9.4
AB	419,147	70.4	NB	75,974	70.4
SK	126,737	76.0	NS	126,008	94.1
MB	169,909	89.1	PEI	20,718	95.1
ON	1,378,218	63.3	NL	69,409	98.5

Notes and sources: see Appendix.

Figure 1: Anglophone enrolment, fully funded, non-religious public schools, 2009-10



Notes and sources: see Appendix.

These public schools offer a more intense, dedicated program of education based on French instruction than comparable French immersion programs in the Anglophone public system.

Quebec is the only province that has a public Francophone board as its *primary* school board. For a child to receive an Anglophone education in Quebec requires a substantial burden of proof on the part of the family.⁵⁶ For example, there are only nine Commissions Scolaires Anglophones (Anglophone school boards) in the province of Quebec, compared to 60 Commissions Scolaires Francophones (Francophone school boards).⁵⁷

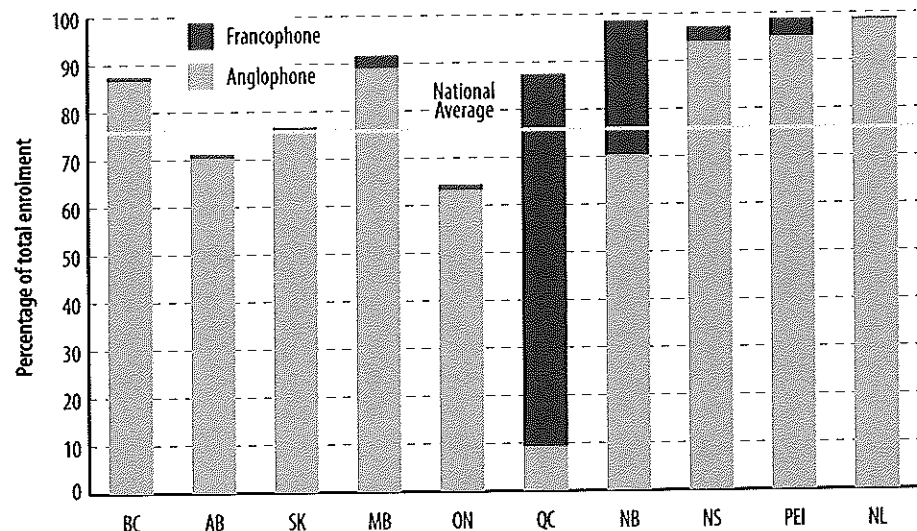
56. See articles 72 and 73 in *La Charte de la Langue Française* for an in-depth explanation of the burden of proof required before a child can attend an Anglophone school in Quebec. See <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/C_11/C11.html>.

57. Quebec, Ministère de l'Éducation, du Loisir et du Sport (2011), *Statistiques de l'Éducation, Édition 2011* (Gouvernement de Québec), <http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/SICA/DRSI/se2011-EditionS.pdf>: 27.

Table 2 extends the information from table 1 by adding data for public Francophone enrolment for each province. Figure 2 illustrates the share of total enrolment represented by both Anglophone and Francophone public enrolment by province. Francophone enrolment represents a fairly small share of the public school system as a whole except in Quebec, where Francophone enrolment represents 78.1 percent of total student enrolment, and New Brunswick, where it is 28.2 percent. These two provinces have large Francophone populations that explain the demand for Francophone public education: Quebec is primarily a Francophone province and New Brunswick is the only official bilingual province in Canada. The percentage of students enrolled in Francophone public schools in the remaining provinces ranges from 0.4 percent in Newfoundland & Labrador to 3.7 percent in Prince Edward Island.

The combination of public Anglophone school boards and one or more public Francophone school boards represent the total public education in most provinces. Choice for parents within the public system is, therefore, limited to the degree to which there is provision for parallel Francophone education—or, in the case of Quebec, for Anglophone education—and the extent of open enrolment in each of the provinces. In every province except Alberta, Saskatchewan, and Ontario, the combination of Anglophone and Francophone schools represent total public schooling. In the Atlantic provinces, for instance, public Anglophone and Francophone enrolment represents almost all of the students in the provinces, accounting for more than 97 percent of students in each of the four provinces (table 2). British Columbia, Alberta, Saskatchewan, Ontario, and Quebec all have less than 90 percent of their students enrolled in Anglophone or Francophone public schools.

Figure 2: Anglophone and Francophone enrolment, fully funded, non-religious public schools, 2009-10



Notes and sources: see Appendix.

Table 2: Anglophone and Francophone Enrolment, fully-funded, non-religious public schools, 2009-10

	Anglophone		Francophone		Anglophone and Francophone	
	Number	% of Total Enrolment	Number	% of Total Enrolment	Number	% of Total Enrolment
BC	498,816	86.7	4,369	0.8	503,185	87.5
AB	419,147	70.4	4,694	0.8	423,841	71.2
SK	126,737	76.0	1,231	0.7	127,968	76.8
MB	169,909	89.1	4,872	2.6	174,781	91.7
ON	1,378,218	63.3	23,555	1.1	1,401,773	64.4
QC	94,992	9.4	786,643	78.1	881,635	87.5
NB	75,974	70.4	30,420	28.2	106,394	98.6
NS	126,008	94.1	4,214	3.1	130,222	97.3
PEI	20,718	95.1	798	3.7	21,516	98.8
NL	69,409	98.5	256	0.4	69,665	98.8

Notes and Sources: see Appendix.

iii. Separate public schools

Alberta, Saskatchewan, and Ontario⁵⁸ also provide separate, fully funded public schools based on religious preferences that augment the non-religious public schools discussed previously.⁵⁹ Most separate schools in the three provinces are Catholic. Catholic schools in other provinces are considered independent or private schools and do not receive public funding.⁶⁰

It is important to note, however, that the strict religious nature of some of these separate public schools has been eroded over time. For instance, some publically funded separate schools, especially among secondary schools, no

58. Quebec and Newfoundland & Labrador historically had separate public school boards but both were prohibited for constitutional reasons in 1988 and 1998, respectively. See: Holmes (2008). An Update on School Choice in Canada: 201.

59. The funding of separate school boards has been controversial in Canada. Canada has a large, multicultural immigrant population with many different religious and ethnic backgrounds. Some non-Catholic religious minorities interpret the funding of separate, Catholic schools to be discriminatory, as other religious or linguistic schools are not fully funded by the provincial Ministry of Education. The funding of separate schools in Ontario has recently become a greater issue, with legal cases taken to the Supreme Court and the United Nations Human Rights Committee. In *Waldman v. Canada*, Mr. Waldman, a Jewish parent, filed a complaint that Ontario was discriminatory for only subsidizing Catholic education and failing to provide funding to other religious schools. While the United Nations did rule in favour of Mr. Waldman, the case is not legally binding and no subsequent action has been taken to address the ruling. For full case information, see: *Arieh Hollis Waldman* (Initially represented by Mr. Raj Anand from Scott & Aylen, a law firm in Toronto, Ontario) *v. Canada*, Communication No. 694/1996, U.N. Doc. CCPR/C/67/D/694/1996 (5 November 1999), <<http://www1.umn.edu/humanrts/undocs/session67/view694.htm>>.

60. Catholic schools represent 33.6 percent of all independent schools in British Columbia. Clemens, Jason (2012), *Wait Lists for Independent Schools in British Columbia's Lower Mainland*, Studies in Education Policy (Fraser Institute): 21. Interestingly, data collected for this study indicated that 51 percent of Catholic schools in British Columbia had a waiting list for new students.

longer have strict regulations about accepting only Catholic students. Many school boards, for instance, now allow non-Catholic students to attend these schools if there is enough room, similar to the open enrolment policy offered by some public school boards.⁶¹

Table 3 and Figure 3 contain information about student enrolment as a share of total enrolment for separate schools in Alberta, Saskatchewan, and Ontario. Note that Alberta and Ontario offer not only Anglophone separate schools but also Francophone separate schools. In other words, these two provinces offer a combination of linguistic and religious diversity within the publicly funded system simultaneously. Total separate school enrolment in the three provinces, including both Anglophone and Francophone enrolment, accounts for a meaningful portion of the total student enrolment, ranging between 21.1 percent in Saskatchewan (no Francophone option) to 30.3 percent in Ontario (table 3 and figure 3).

Separate schools provide additional choice both by accommodating religious preferences as well as by accepting non-religious students. Such choice contributes to competition within the public education system by providing mostly Catholic students willing to switch between school types with alternative choices within the public school system.⁶²

Separate Francophone as well as separate Protestant boards also exist in Canada. As noted, Alberta and Ontario both offer fully funded separate, Francophone school boards as part of their public education system. Alberta offers one separate Francophone school board in the Calgary area, which educates 951 students.⁶³ Ontario, on the other hand, has eight local separate Francophone school boards across the province covering 70,278 students.⁶⁴

Because of historical considerations and agreements, certain provinces offer a separate, Protestant school board, which is fully funded by the Ministry of Education. Alberta, Saskatchewan, and Ontario each have one Protestant Separate School Board as part of its public education system: the St. Albert Protestant Separate School District no. 6 in Edmonton, Alberta,⁶⁵ the Englefeld Protestant Separate School District 132 in Englefeld, Saskatchewan, and the Penetanguishene Protestant Separate School Board in Penetanguishene, Ontario.

61. Davies, Scott (2013), Are There Catholic School Effects in Ontario, Canada? *European Sociological Review* 29, 4 (August): 871–883.

62. Card, David, Martin Dooley, and A. Abigail Payne (2008), *School Choice and the Benefits of Competition: Evidence from Ontario*, C. D. Howe Institute Background 115 (C.D. Howe Institute): 2.

63. Based on 2012/2013 enrolment data, available at <<http://education.alberta.ca/departments/stats/students.aspx>>.

64. Based on 2010/2011 enrolment data. Calculated by the authors based on information sent directly by the Ontario Ministry of Education through a Request of Information (ROI).

65. In 2011, the St. Albert Protestant Separate School District in Alberta switched from a Separate board to a Public board. Due to an historical anomaly, the Catholic School Board in the city was categorized as public while the Protestant School Board was categorized as separate. The decision switched the categorization of both schools. Both school boards remain fully funded. For a summary of the change, see: <<http://www.stalbertgazette.com/article/20120225/SAG0801/302259988/-1/sag/st-albert-protestant-school-board-concerned-about-loss-of-rights>>.

Table 3: Anglophone and Francophone Enrolment, fully-funded, religious public schools (separate schools), 2009-10

	Anglophone		Francophone		Anglophone and Francophone	
	Number	% of Total Enrolment	Number	% of Total Enrolment	Number	% of Total Enrolment
AB	135,720	22.8	871	0.1	136,591	22.9
SK	35,184	21.1	0	0.0	35,184	21.1
ON	590,196	27.1	69,421	3.2	659,617	30.3

General notes

1. Based on total head count enrolment, not full-time equivalent. 2. Total enrolment includes students enrolled in fully-funded religious and non-religious public schools and independent schools as well as homeschooled students attending K-12 education, unless otherwise mentioned. Adults attending continuing education programs and/or alternative programs, as well as Aboriginal students are not included. 3. Data includes students enrolled in French Immersion programs. 4. Home Education can be included within the public school count or a separate count depending on the province. 5. Numbers either taken directly from Ministry of education documents or calculated using multiple documents.

Specific notes

AB 1. Total public enrolment includes Charter Schools enrolment. 2. Early child services (ECS) include pre-kindergarten and kindergarten students and cannot be disaggregated. For this reason, enrolment numbers includes pre-kindergarten students.

SK 1. Total enrolment includes adults non-residents attending Saskatchewan schools.

Sources

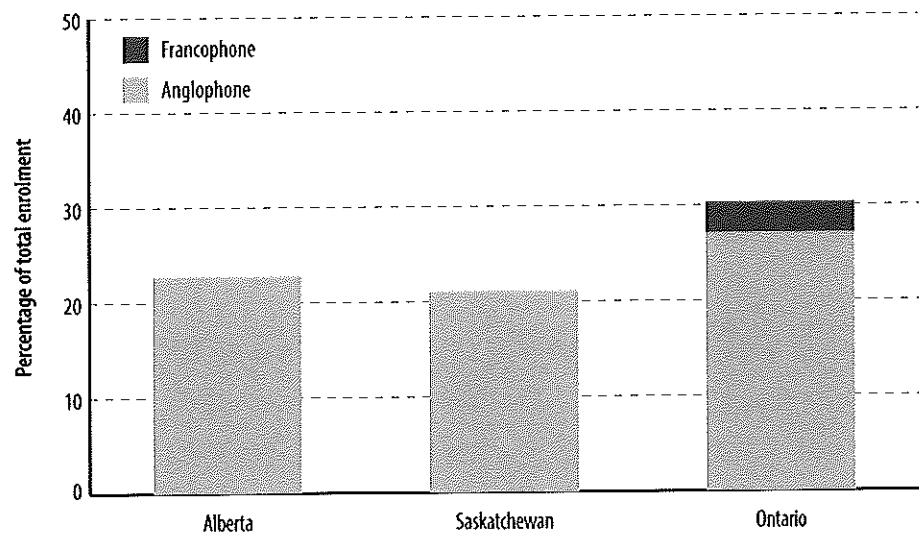
AB Alberta Education, *Student Population by Grade, School, and Authority, 2009/2010 School Year*, <http://www.education.alberta.ca/apps/eireports/pdf_files/iar1004_2010/iar1004_2010.pdf>; and information sent by email by the Ministry.

SK Calculations made by the authors based on information sent directly by the Department of Education (snapshot as of November 15, 2013).

ON Ministry of Education, *Education Facts*, <<http://www.edu.gov.on.ca/eng/educationFacts.html>>; and calculations by the authors based on information sent directly by the Ontario Ministry of Education through a Request of Information (ROI).

Calculations by authors.

Figure 3: Anglophone and Francophone enrolment, fully funded, religious public schools (separate schools), 2009-10



Notes and sources: see table 3.

Table 4: Enrolment, fully-funded public schools, 2009-10

	Non-religious				Religious		Total	
	Anglophone	% of Total Enrolment	Francoophone	% of Total Enrolment	Anglophone and Francoophone	% of Total Enrolment	Total non-religious and religious	% of Total Enrolment
BC	498,816	86.7	4,369	0.8	0	0	503,185	87.5
AB	419,147	70.4	4,694	0.8	136,591	22.9	560,432	94.1
SK	126,737	76.0	1,231	0.7	35,184	21.1	163,152	97.9
MB	169,909	89.1	4,872	2.6	0	0	174,781	91.7
ON	1,378,218	63.3	23,555	1.1	659,617	30.3	2,061,390	94.7
QC	94,992	9.4	786,643	78.1	0	0	881,635	87.5
NB	75,974	70.4	30,420	28.2	0	0	106,394	98.6
NS	126,008	94.1	4,214	3.1	0	0	130,222	97.3
PEI	20,718	95.1	798	3.7	0	0	21,516	98.8
NL	69,409	98.5	256	0.4	0	0	69,665	98.8

Notes and Sources: See Appendix and table 3.

Table 4 and Figure 4 combine the data for publicly funded education presented thus far in order to calculate the total percentage of enrolment in each province represented by the public system, including linguistic and religious education options offered within the public system. As is clear from the data for public school enrolment in table 4, the vast majority of students in Canada attend public schools. The range of public school enrolment varies from a low of 87.5 percent in Quebec and British Columbia to 98.8 percent in Prince Edward Island and Newfoundland & Labrador.

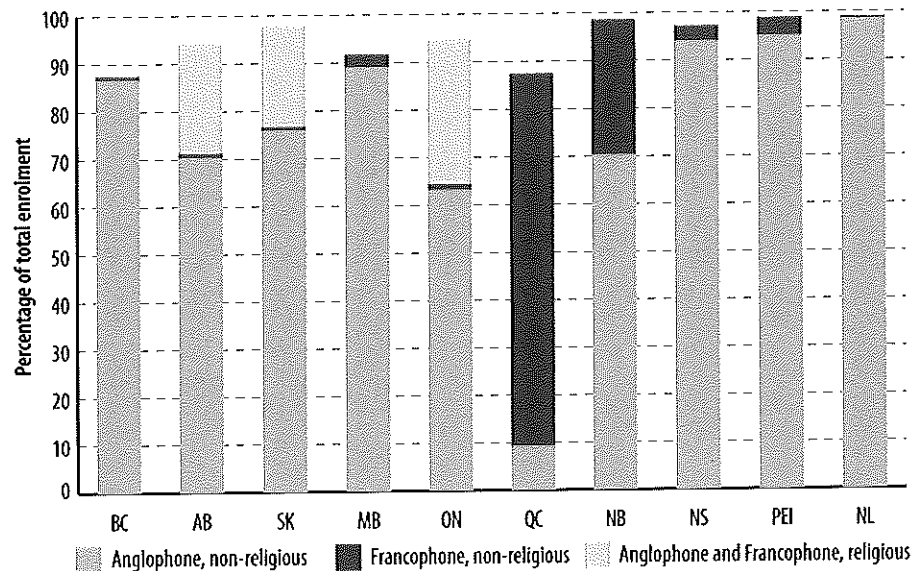
The key, however, is to understand that some level of choice is offered to parents within the existing public systems across the country. Some provinces, such as Ontario and Alberta, offer parents quite a bit of choice within the public system and impose competition by offering multiple public schools. Such choices, however, are largely limited to linguistic and religious alternatives to standard public education.

iv. Charter schools in the public system

There are also charter schools to consider, which despite popular perception, are part of the public, not the private, education system. Charter schools are autonomous, not-for-profit schools within the public system that provide alternative education programs to complement the public system and generally have greater discretion in selecting curriculum and teaching and learning styles than public schools. In addition, teachers at charter schools are not normally required to be active members of the respective teachers' union.⁶⁶

66. Alberta does not require Charter school teachers to be active members of the Alberta Teachers Association (ATA). Alberta, Department of Education (2011), *Charter Schools Handbook*, 2011. Government of Alberta, <http://education.alberta.ca/media/434258/charter_hndbk.pdf>: 9.

Figure 4: Enrolment, public Anglophone, public Francophone, and separate schools, 2009-10



Notes and sources: see Appendix and table 3.

Perhaps the most attractive feature of charter schools is their autonomy, which allows them to cater to students whose needs are not met in the public system.⁶⁷ These schools can design their curriculum to meet the needs of students marginalized in traditional public schools. In this respect, charter schools demonstrate that “students have different needs and that not all parents share the same values or educational goals”.⁶⁸ This autonomy is crucial to their ability to deliver a unique program to students not available in the traditional public school system.

Unlike the United States, which has experimented broadly with charter schools,⁶⁹ Canada’s experience with charter schools is quite limited. Currently,

67. Bosetti, Lynn (2001), *The Alberta Charter School Experience*, in Claudia R. Hepburn (ed.), *Can the Market Save Our Schools?* (Fraser Institute): 103.

68. Bosetti, Lynn (2001): *The Alberta Charter School Experience*:113.

69. In the United States, enrolment in charter schools has increased by 59 percent since 2007. Although criticisms of school choice suggest this change will cause public school quality to decline, new studies argue that school districts do in fact respond to competitive pressure, most commonly by cooperating and collaborating with the local charter schools and improving student recruitment efforts. Holley, Mark J., Anna J. Egalite, and Martin F. Lueken (2013), *Competition with Charter Schools Motivates Districts: New Political Circumstances, Growing Popularity*, *Education Next* 13, 4, <<http://educationnext.org/competition-with-charters-motivates-districts/>>: 29–35. General studies on the impact of Charter schools include: Booker et al. (2009), *Achievement and Attainment in Chicago Charter Schools* (RAND Corporation), <http://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR585-1.pdf>; Bettinger, Eric P. (2005), *The Effect of Charter Schools on Charter Students and Public Schools*, *Economics of Education Review* 24, 2: 133–147; Betts, Julian R., and Y. Emily Tang (2011), *The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature* (National Charter School Research Project), <http://www.econ.ucsd.edu/~jbetts/Pub/A75%20pub_NCSRP_BettsTang_Oct11.pdf>; and Raymond, Margaret (2009), *Multiple Choice: Charter School Performance in 16 States* (Center for Research on Education Outcomes, Stanford University). For Massachusetts, see: Angrist et al. (2011), *Who Benefits from KIPP?* IZA DP 5690, <<http://economics.mit.edu/files/6965>>, as of December 5, 2013; for North Carolina, see: Bilfulco, Robert, and Helen F. Ladd (2006), *The Impacts of Charter Schools on Student Achievement: Evidence from North Carolina*, *Education Finance and Policy* 1, 1:

Alberta is the only province to offer charter schools, with legislation allowing a total of 15 schools in the province. Currently, 13 charter school authorities accounting for approximately 1.3 percent of the province's total enrolment has been established.⁷⁰ Out of these 13 schools, six are located in the Calgary region, three in the Edmonton region, and the remaining four elsewhere in the province.⁷¹ The two outstanding charter schools that are allowed under current legislation have yet to be established.

In Alberta, charter schools must be authorized by the Ministry of Education after proving that the local school board currently does not provide the service that they propose to offer and will not provide the service going forward.⁷² Although charter schools have operated on a five-year term before renewal was required, recent changes increased the period for renewal to every 15 years.⁷³ Should the local school board begin to provide the same services as the charter school, this is grounds for non-renewal of the school's charter. While charter schools do have more autonomy than traditional public schools, they are still accountable to the Ministry, school boards (must maintain similar standards), parents, and the broader community. They receive full funding from the Ministry of Education, provided they do not deny students access, have a religious affiliation, or charge tuition.⁷⁴

Currently many of these charter schools have long waiting lists for admittance, with the six charter schools in Calgary having a list of over 8,000 prospective students.⁷⁵ Despite this waiting list, Alberta's government appears to have no plan to raise the current legislative cap of 15 total charter schools or to encourage the creation of two new charter schools to reach the threshold.⁷⁶

50–90; for New York City, see: Hoxby, Caroline M., and Sonali Murarka (2009), *Charter Schools in New York City: Who Enrolls and How They Affect Their Students' Achievement* (National Bureau of Economic Research), <http://www.nber.org/~schools/charterschoolseval/nyc_charter_schools_technical_report_july2007.pdf>; for Michigan, see: Ni, Yongmei (2007), *Are Charter Schools More Racially Segregated than Traditional Public Schools?* Policy Report #30 (Education Policy Center at Michigan State University), <<http://files.eric.ed.gov/fulltext/ED498628.pdf>>.

70. Calculated from the 2012-13 enrolment data published by the Alberta's Department of Education. See: Alberta, Department of Education (2013), *Student Population by Grade, School and Authority, 2012-2013*, <http://education.alberta.ca/apps/eireports/pdf_files/iar1004_2013/iar1004_2013.pdf>.

71. The Association of Alberta Public Charter Schools (2011), *Our Members*, <<http://www.taapcs.ca/members.html>>, as of July 29, 2013.

72. Alberta, Department of Education (2011), *Charter Schools Handbook, 2011* (Government of Alberta), <http://education.alberta.ca/media/434258/charter_hndbk.pdf>: 32.

73. CBCNews (2013), *Minor Regulation Changes Made for Coveted Charter Schools* (March 2), <<http://www.cbc.ca/news/canada/calgary/minor-regulation-changes-made-for-coveted-charter-schools-1.1274695>>, as of September 5, 2013.

74. For a comprehensive summary of regulations to which Charter Schools must adhere to receive funding, see: Alberta, Department of Education (2011), *Charter Schools Handbook, 2011*.

75. CBC News (2013), *Charter School Hopefuls Face Long Waitlists* (Sept 6), <<http://www.cbc.ca/news/canada/calgary/story/2013/09/05/calgary-charter-schools-wait-lists-edu.html>>, as of September 13, 2013.

76. Government of Alberta (2009), *Charter School Concept Paper* (October), <http://education.alberta.ca/media/6389633/abed_charterschoolconceptpaper_web%20pdf.pdf>, as of September 13, 2013.

Public enrolment conclusion

Table 5 and figure 5 extend the data presented in table 4 and figure 4 to include charter schools, and so capture the entirety of the public education system in Canada.⁷⁷ Given the small number of students in charter schools in Alberta, the numbers differ only slightly from those presented in table 4 and figure 4, and only for Alberta. Specifically, Alberta went from having 94.1 percent of students enrolled in public schools (table 4) to 95.4 percent in public schools once charter schools were included. It is worthwhile noting that the presence of even a limited number of charter schools in Alberta extends the choice (and nature of that choice) enjoyed by parents and the degree of competition imposed on public schools.

2. Independent schools

Independent schools are characterized by alternative approaches to teaching, academic focus, and religious orientation.⁷⁸ Alternative academic schools include Waldorf and Montessori schools. Most religiously defined independent schools in Canada are either Catholic (in provinces without a separate, fully funded public school board) or Christian. Some provinces also have Islamic, Jewish, Mennonite, Amish, and other denominational schools. Religiously defined schools usually offer similar courses to the public system while incorporating additional religious courses.

All provinces in Canada have independent schools,⁷⁹ some of which are eligible to receive government (provincial) funding, depending on the province where they operate. Independent schools in these provinces must register with their respective ministry of education and must meet and maintain certain criteria to qualify for funding, including use of a provincially approved curriculum. Currently, the governments of Alberta, British Columbia, Manitoba, Quebec, and Saskatchewan⁸⁰ offer a percentage of funding for students wishing to attend an independent school.

77. The sum of percentages of total public, independent, and home-schooled enrolment provided in this paper for the provinces in some cases do not tally to 100% because home-schooled enrolment may be included in the public and/or independent school count or in a separate count, depending on the province.

78. For a comprehensive list of different types of private schools in Ontario, see: Van Pelt, Deani A., Patricia A. Allison, and Derek J. Allison (2007), *Ontario's Private Schools: Who Chooses Them and Why?* Studies in Education Policy, May (Fraser Institute). While this list is specific to Ontario, the three main categories (academically defined, religiously defined, and special) are reflective of many independent schools within Canada.

79. In Ontario, Quebec, and the Atlantic provinces, independent schools are called "private schools". For the purpose of this paper, private schools will be referred to as independent schools.

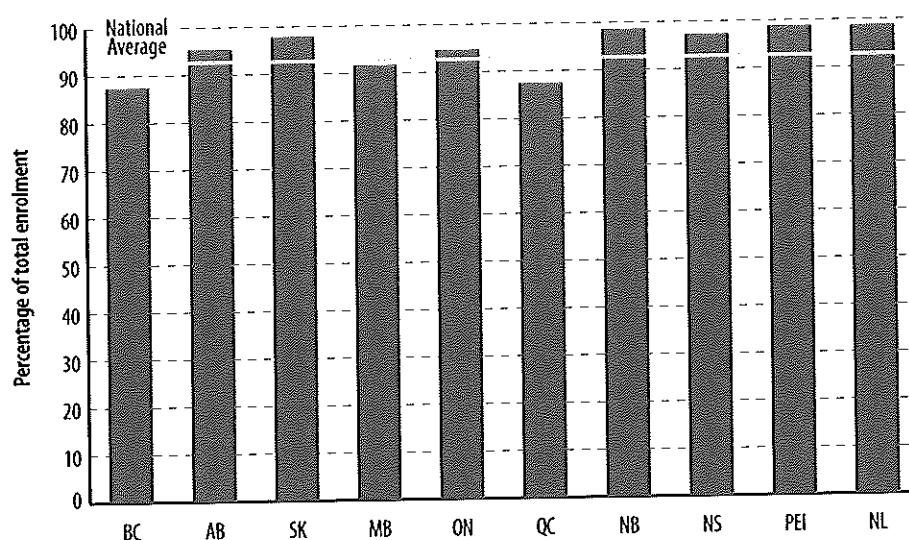
80. Saskatchewan has two unique types of independent schools. Firstly, Historical High Schools receive funding because they were labeled as "schools of necessity" at a time when public schools were not available in all areas. They are still funded 70% of the provincial public school funding per student; however, additional schools cannot be added to the current list. Saskatchewan also has Associate Schools, which are independent, faith-based schools that receive 80% of provincial funding per student. Since Associate Schools operate with the local school board, the student enrolment count is included in the public school

Table 5: Total Public enrolment, 2009-10

	Number	Percent of total enrolment		Number	Percent of total enrolment
BC	503,185	87.5	QC	881,635	87.5
AB	567,979	95.4	NB	106,394	98.6
SK	163,152	97.9	NS	130,222	97.3
MB	174,781	91.7	PEI	21,516	98.8
ON	2,061,390	94.7	NL	69,665	98.8

Notes and Sources: See Appendix and table 3.

Figure 5: Total public enrolment, 2009-10



Notes and sources: see Appendix and table 3.

Most provinces require their independent schools to adhere to certain government regulations in order to receive funding. Notably, independent schools in Quebec must “operate with budgets similar to, if slightly smaller, than those of public schools”.⁸¹ Caldas and Bernier argue that, because the government imposes heavy regulation on private schools yet offers significant funding, Quebec independent schools actually act as charter schools.⁸² Independent schools in other provinces, such as British Columbia and Alberta, could also

total instead of the total for independent school enrolment. For more information on Historical High Schools, see: Saskatchewan, Ministry of Education (2012), *Handbook for Registering in an Independent School in Saskatchewan*, <<http://www.education.gov.sk.ca/handbook-register-independent-school>>: 6; and Saskatchewan, Ministry of Education (2013), *Saskatchewan Manual of Funding, 2013/2014*, <<http://www.education.gov.sk.ca/funding-manual>>: 78. For more information on Associate Schools, see: Saskatchewan, Department of Education (2013), *Saskatchewan Manual of Funding, 2013/2014*: 45, 70.
81. Caldas, Stephen J., and Sylvain Bernier (2012), The Effects of Competition from Private Schooling on French Public School Districts in the Province of Quebec, *The Journal of Educational Research* 105: 354–365.
82. Caldas and Sylvain (2012), The Effects of Competition from Private Schooling: 354.

be described as acting like charter schools because of the regulations imposed by these provinces as a condition of funding, particularly with respect to the use of a provincially approved curriculum.

Independent school funding formulas and amounts are different in each province. For example, “in British Columbia and Manitoba, amount per student is a function of the funding of the public school district in which the private school is located”.⁸³ In British Columbia, Group 1 schools are eligible to receive 50 percent of their funding per student (operating funding only) while Group 2 schools are eligible to receive 35 percent of their funding per student. These groups are determined by comparing their operating costs with local public schools within the region.⁸⁴ Quebec has a similar formula whereby the amount of the per-student subsidy given to private schools is revised yearly to reflect the subsidy given to public schools.⁸⁵ This makes the amount of funding of each private school directly based on the region in which it is located, although generally the funding level is about 60 percent of the amount given to public schools.

Table 6 summarizes the available funding by province for independent schools. In Alberta, the total funding provided by the Department of Education for accredited independent schools amounts to 60 to 70 percent of the base instruction rate.⁸⁶ Saskatchewan and Manitoba both offer 50 percent funding for tuition.⁸⁷ Moreover, Saskatchewan also has Historical High Schools, which are funded 70 percent, and Associate Schools, which are funded 80 percent, due to agreements with the local school boards in the region within which they reside.⁸⁸

Table 7 presents the enrolment data and figure 6 illustrates it for independent schools across the country. Quebec and British Columbia have the highest independent school enrolment at 12.5 percent and 12.1 percent, respectively. Both provinces provide funding to independent schools. New Brunswick and

83. Teyssier, Ronan (2011), *The Organizational and Electoral Determinants of the Provincial Funding of Private Education in Canada: A Quantile Regression Analysis*, *Canadian Journal of Political Science / Revue canadienne de science politique* 44, 4 (December): 831.

84. British Columbia, Ministry of Education (no date), *Grants to Independent Schools*, <<http://www2.gov.bc.ca/gov/topic.page?id=699A7E1C76EF494D9918D067921A86F1&title=Grants%20to%20Independent%20Schools>>, as of January 24, 2014.

85. Lefebvre, Pierre, Philip Merrigan, and Matthieu Verstraete (2011), *Public Subsidies to Private Schools Do Make a Difference for Achievement in Mathematics: Longitudinal Evidence from Canada*, *Economic of Education Review* 30: 82.

86. Alberta, Department of Education (2013), *Alberta Funding Manual 2013/2014*, <<http://education.alberta.ca/media/6858020/part83privateschoolrates.pdf>> : 82.

87. Government of Saskatchewan (2011), *Education Minister Announces Funding for New Category of Independent Schools, Changed Funding for Associate Schools* (December 21), <<http://www.gov.sk.ca/news?newsId=92fd507e-7e47-45ad-aaf4-4cebd32981fb>>, as of September 12, 2013; Owens, Dennis (2006), *Why are Parent? Paying Twice? Ending Two-Tier Education* (Frontier Centre for Public Policy), <<http://www.fcpp.org/pdf/FB048AlternativeEducation.pdf>>, as of January 24, 2014.

88. For more information, see: Saskatchewan, Ministry of Education (2012), *Handbook for Registering in an Independent School in Saskatchewan*; and *Saskatchewan Manual of Funding, 2013/2014*.

Table 6: Independent School Funding in Canada

Eligible funding (%)		Eligible funding (%)	
BC	35–50	MB	50
AB	60–70	QC	60
SK	50–80		

Note

SK Independent school funding differs for Historical High Schools and Associate Schools.

Sources

BC BC Ministry of Education, *Grants to Independent Schools*, <<http://www2.gov.bc.ca/gov/topic.page?id=699A7E1C76EF494D9918D067921A86F1&title=Grants%20to%20Independent%20Schools>>.

AB Alberta Education, *Accredited Funded Private Schools Funding Rates*, <<http://education.alberta.ca/media/6858020/part83privateschoolrates.pdf>>; *School choice, Private schools*, <<http://education.alberta.ca/parents/choice/private.aspx>>.

SK Government of Saskatchewan (Dec 21, 2011), *Education Minister Announces Funding for New Category of Independent Schools, Changed Funding for Associate Schools*, News release, <<http://www.gov.sk.ca/news?newsId=92fd507e-7e47-45ad-aaf4-4cebd32981fb>>.

MB Frontier Centre for Public Policy (October 2006), *Why Are Parents Paying Twice?* <<http://www.fcpp.org/pdf/F8048AlternativeEducation.pdf>>.

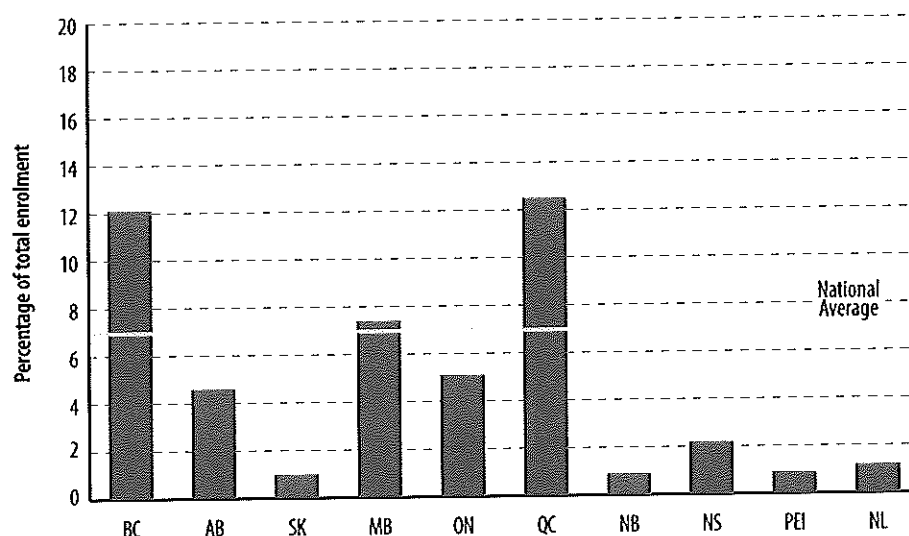
QC Frontier Centre for Public Policy (October 2006), *Why Are Parents Paying Twice?*

Table 7: Independent Enrolment, 2009-10

	Number	Percent of total enrolment		Number	Percent of total enrolment
BC	69,455	12.1	QC	125,913	12.5
AB	27,426	4.6	NB	990	0.9
SK	1,593	1.0	NS	2,949	2.2
MB	14,172	7.4	PEI	206	0.9
ON	111,168	5.1	NL	830	1.2

Notes and Sources: See Appendix.

Figure 6: Independent enrolment, 2009-10



Notes and sources: see Appendix.

Prince Edward Island maintain the lowest rate of independent school enrolment as a share of total enrolment at 0.9 percent, followed by Saskatchewan at 1.0 percent of total enrolment (table 7).

Interestingly, Ontario has a higher percentage (5.1 percent) of students enrolled in independent schools than Alberta (4.6 percent) and Saskatchewan (1.0 percent), two of the five provinces that provide financial support for independent schools. In contrast, Ontario does not provide financial support for independent schools. Moreover, Ontario does not require its independent schools to adhere to provincial curriculum and related regulations, which provides independent schools in Ontario a degree of autonomy to create their own programs, hire teachers based on their school mission, and respond directly to the needs of their parents and students in a way that is distinctly different from other independent schools in much of the country.⁸⁹

Independent schools should rightfully been seen as important complements to the public systems of education across the country. They provide additional choice and competition across a wide range of educational factors including approaches to teaching, religious and linguistic orientation, and alternative educational approaches.

3. Home schooling

The final type of education examined is home schooling, where parents have opted to educate their children themselves. Parents in every Canadian province are legally entitled to educate their children at home according to Article 29 of the Canadian Charter of Rights and Freedoms. Some provinces allow parents more discretion in their choice to home educate, solely requiring a notification to the local school board, while others require approval of education plans prior to beginning home schooling as well as reports on the student's progress.⁹⁰ Reasons including ideological, pedagogical, improving family relationships by providing a more open schedule, and protecting their children against peer pressure and other negative influences have contributed to the growth of home schooling in Canada in the past 20 years.⁹¹

Currently, only Alberta offers funding directly to parents who choose home schooling for their children. Specifically, Albertans choosing to home school can receive up to \$1,641 with additional amounts depending on funding formulas.⁹²

89. Aurini, Janice, and Linda Quirk (2011), Does Market Competition Encourage Strategic Action in the Education Sector? *Canadian Journal of Sociology* 36, 3: 179.

90. For an overview of Canadian home schooling, see Basham, Patrick, John Merrifield, and Claudia R. Hepburn (2007), *Home Schooling: From the Extreme to the Mainstream*, 2nd edition, Studies in Education Policy (Fraser Institute): 6.

91. Arai, A. Bruce (2000), Reasons for Home Schooling in Canada, *Canadian Journal of Education* 25, 3: 204–217, <<http://www.csse-scee.ca/CJE/Articles/FullText/CJE25-3/CJE25-3-arai.pdf>>.

92. Alberta, Department of Education (2013). *Funding Manual for School Authorities 2013/2014 School Year*, <<http://education.alberta.ca/media/7407830/2013-2014%20funding%20manual-updated.pdf>>, as of September 13, 2013: 78.

Parents are eligible for this funding only after they register their child with the school board, prove that they reside in the province, and, in the case of some grants, present receipts for eligible expenses. As a result, however, there are likely a number of unregistered students within the province.

Saskatchewan offers some reimbursements or financial assistance for parents choosing to educate their children at home, depending on the school district the student is registered with.⁹³ Other provinces allow home educated students to enroll in specific school courses, participate in school extracurricular activities such as sports teams and field trips or offer curriculum material and resources without charging any fees.

Alberta's home schooling enrolment count includes both home schooling students and students enrolled in "blended programs". In these programs, a teacher employed by the local school board provides the parent with "planning, resources selection, instructional delivery, assessment and evaluation of student progress in selected courses" for 50 percent (until grade 9) or 20 percent (in grades 10 to 12) of the student's total schooling program.⁹⁴ These programs offer both parents and students a more flexible alternative to public school that still allows the student to participate in the public school system.

Table 8 contains home school enrolment data, which is illustrated in figure 7.⁹⁵ Alberta and Saskatchewan have the largest share of home schooling, with 1.6 and 1.2 percent of their enrolment, respectively, in home schools. Ontario and Quebec have the lowest percentage share of home school enrolment at 0.2 and 0.1 percent, respectively. Alberta is unique in having "blended programs", which give students the option to be educated partly in schools and at home. Alberta is also unique because it is the only Canadian province to fund parents directly. This provides parents a greater incentive to home school their children than they might have in other provinces. Alberta, likely due to this funding for home schooling and the presence of "blended programs" has the highest percentage of home schooling in Canada. Nevertheless, it still accounts for only 1.6 percent of total enrolment and, more generally, there is still a very small share of Canadian students being home schooled.

93. In Saskatchewan, each local school board has its own education policy and home school policies are found on websites of individual school boards rather than on the Ministry of Education's website. Examples include: Prairie Spirit SD, <<http://www.spritsd.ca/parents/Home-Based/606%20Home%20Based%20Education%20-%20PROCEDURES.pdf>>; Prairie Valley SD, <<http://www.pvsvd.ca/ProgramsServices/Home-basedEducation/Pages/default.aspx>>; Prairie South SD, <<http://www.prairiesouth.ca/division/programs-a-services/home-based-education.html>>; Regina Public Schools, <http://www.rbe.sk.ca/sites/default/files/admin_procedures/ap_280.pdf>; Chinook SD, <<http://www.chinooksd.ca/index.php/showpdf?pdf=http://warehouse.chinooksd.ca/alfresco/d/d/workspace/SpacesStore/6697a579-11c9-4f2a-b569-442d1fe3e36c/Chinook%20Policy%20606-%20Home-Based%20Education.pdf?guest=true>>; Regina Catholic SD, <http://www.rcsd.ca/uploads/Homebased%20Educator%20Hdbk_0.pdf>; Greater Saskatoon Catholic SD, <http://www.gscs.sk.ca/instructional_services/documents/2013_Home_Based_Education_Parent_Handbook_June.pdf>.

94. For detailed funding formula, see Alberta, Department of Education (2012), *Funding Manual for School Authorities 2012/2013 School Year*, <http://www.education.alberta.ca/media/6661328/2012_2013fundingmanual_updated_january_2013.pdf>: 128.

95. Only Alberta and Quebec include home education within the public and/or independent school count.

Table 8: Home Education Enrolment, 2009-10

	Home Education	% of Total Enrolment		Home Education	% of Total Enrolment
BC	2,463	0.4	QC	1,032	0.1
AB	9,761	1.6	NB	537	0.5
SK	1,923	1.2	NS	732	0.5
MB	1,677	0.9	PE	55	0.3
ON	3,584	0.2	NL	n/a	n/a

Notes

AB Home schooled students are counted under the supervising authority (either public or independent school boards).

QC Home schooled students are included in the public school boards.

NL Home education enrolment is not available. Home schooled students are included, by grade, within the enrolment of a supervising school (either public or independent) as students are technically members of that school even if they are home schooled.

All other provinces Home school enrolment is counted separately.

Sources

BC Ministry of Education, *Student Statistics 2012/13*, <http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf>.

AB Information provided by e-mail from the Ministry of Education on November 26, 2012

SK Calculations by authors based on information sent directly by the Department of Education (snapshot as of November 15, 2013).

MB Manitoba Education, *School Enrolment Reports*, <http://www.edu.gov.mb.ca/k12/finance/sch_enrol/index.html>.

ON Information sent directly by the Ontario Ministry of Education through a Request of Information (ROI) on December 7, 2012.

QC Information provided by e-mail by the Ministère de l'Éducation, du Loisir et du Sport.

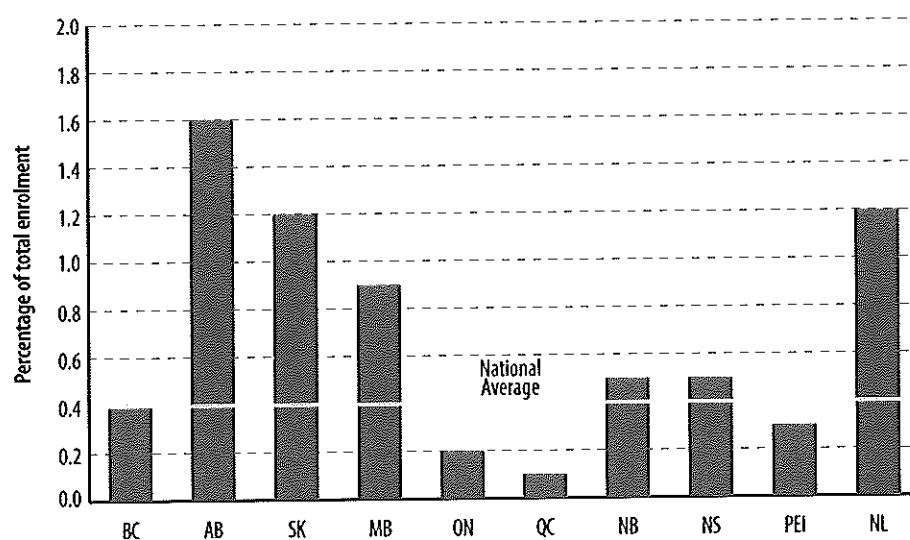
NB Information provided by e-mail from the Department of Education and Early Childhood Development on June 14, 2013.

NS Information provided by e-mail from the Department of Education on January 29, 2013.

PE Information provided by e-mail from the Department of Education and Early Childhood Development on September 13, 2012 and November 21, 2013.

Calculations by authors.

Figure 7: Home school enrolment, 2009-10



Notes and sources: see table 8.

3. Conclusion

While still developing, the existing research on school choice and competition tends to support the basic economic principle that choice and competition spur quality, lower prices, and innovation. More specifically, the available research tends to indicate that school choice and competition improves student performance and enhances the general educational system. The combination of heightened awareness of the importance of education coupled with the growing body of research illustrating the benefits of school choice and competition result in a need for updated information and measurements on the state of school choice and competition in Canada.

School choice and competition in Canada

1. Public education

There is a great deal of misunderstanding about school choice and competition within the public education systems that dominate Canadian education. Between 87.5 percent (British Columbia and Quebec) and 98.8 percent (Newfoundland & Labrador and Prince Edward Island) of Canadian K-12 students are enrolled in public schools. Too many people, however, equate this fact with a lack of school choice and competition.

The reality of school choice and competition in the public education system is much more complicated. It is true that the principal-language public schools—Anglophone in all provinces except Quebec, which is Francophone—dominate enrolment, educating between 63.3 percent (Ontario) and 98.5 percent (Newfoundland & Labrador) of students enrolled in Canada.

One form of choice and competition afforded students across the country is education in a second language—French in all provinces except Quebec, where it is English. Enrolment in these public schools ranges from 0.4 percent in Newfoundland & Labrador to 28.2 percent in New Brunswick. Put simply, depending on your province and particular city (and school district), there is the possibility of selecting a public school based on a linguistic preference that provides parents with additional choice and competition between schools.

In addition to Francophone schools outside Quebec and English schools in Quebec, there are language immersion programs provided by the principal language schools in the provinces, which provide yet another layer of choice and competition within the public education system.

Separate religiously oriented schools within the public education system provide yet another source of parental choice and competition. Alberta, Saskatchewan, and Ontario provide full funding for religious, principally Roman Catholic, schools (table 9). Between 21.1 percent (Saskatchewan) and 30.3 percent (Ontario) of students in these provinces are enrolled at such

schools. The primary source of choice for these schools is the provision of religious instruction. However, the loosening of regulations regarding the degree of religious instruction and the admittance of non-religious students (or students of different faiths) heightens the degree of parental choice and competition since such schools are not exclusively available to religiously oriented families.

Finally, charter schools are another method by which to inject parental choice and competition into the public education system. Charter schools are autonomous, not-for-profit schools within the public system that provide alternative education programs to complement the public system; they generally have greater discretion in selecting curriculum, teaching, and learning styles than public schools. Currently, the only province to provide charter schools as an alternative is Alberta (table 9). There are currently 13 charter schools in Alberta with a provision in the current legislation for an additional two. Waiting lists for such schools are substantial, with one estimate indicating that 8,000 students would like to attend one of the six charter schools in Calgary.

All told, enrolment in public schools, which includes principal language schools, alternative language schools, immersion programs, separate religious public schools, and charter schools, ranges from 87.5 percent in British Columbia and Quebec to 98.8 percent in Newfoundland & Labrador and Prince Edward Island. Critically, there is a range of parental choice and competition provided in the public education system depending on one's province and city. The choices offered in the public system principally include language and religion although additional choices are offered in Alberta through charter schools.

2. Independent schools

In addition to the public education system, every province in Canada also has an independent school system that is separate and distinct from the public system. The nature of the independent school sectors, their funding, and regulation of independent schools varies greatly by province, as does the enrolment. Student enrolment in independent schools ranges from 0.9 percent in New Brunswick and Saskatchewan to 12.5 percent in Quebec. British Columbia (12.1 percent), Manitoba (7.4 percent) and Ontario (5.1 percent) also record fairly high levels of independent school enrolment.

As already discussed, Alberta, Saskatchewan, and Ontario provide Roman Catholic education within their public education systems. The remaining provinces, however, provide all religious education including Roman Catholic schools outside the public education system through independent schools. This in part explains some of the variance in both public school enrolment and independent school enrolment in provinces like British Columbia, Alberta, Ontario, and Quebec.

In addition to the differences in the treatment of religious schools, there is also fairly wide disparity in how funding is provided and regulations imposed on independent schools. British Columbia, Alberta, Saskatchewan, Manitoba,

Table 9: School Choice by Province

	Public	Public Francophone	Separate Catholic	Separate Francophone	Separate Protestant	Charter
British Columbia	YES	YES				
Alberta	YES	YES	YES	YES	YES	YES
Saskatchewan	YES	YES	YES		YES	
Manitoba	YES	YES				
Ontario	YES	YES	YES	YES	YES	
Quebec	YES	YES				
New Brunswick	YES	YES				
Nova Scotia	YES	YES				
Prince Edward Island	YES	YES				
Newfoundland & Labrador	YES	YES				

Notes

1. Results were determined by reviewing each province's Ministry of Education website and Education/School Act and contacting the appropriate Ministries via email. Some provinces do allow school district or boards to determine open enrollment and catchment policies; these individual policies were not reviewed unless explicitly mentioned in the Act or on the Ministry website.

2. All open enrollment policies tend to be conditional on space and resources being available for students. If conditions are mentioned, it means that conditions other than adequate space and resources are imposed.

3. As of October 2013, the Alberta Education Act is up for review, open enrolment could be a part of potential changes. See <<http://www.education.alberta.ca/departments/policy/education-act.aspx>>.

4. In the Fall 2012 legislative session, an amendment to the Education Act concerning the attendance of students in neighbouring school divisions was proposed but not enacted.

Independent	Historical High Schools	Home schooling	Open Enrolment in Public System (1, 2)	Total Public Choice
YES— 35%–50% funded		YES	Province-wide open enrolment.	2
YES— 60%–70% funded		YES— \$1,641 per student	Open enrolment allowed but exact rules are determined at the board level. Generally, transportation costs are not covered. (3)	6
YES— 50%–80% funded	YES— 70% funded	YES	No open enrolment policy. (4)	4
YES— 50% funded		YES	Provincial authorization for open enrolment; some conditions apply.	2
YES		YES	Province offers conditional open enrolment for distance and geographic considerations in Schools Act. Additional considerations are determined at the district/board level.	4
YES— up to 60% funded		YES	Provincially authorized open enrolment within the school districts.	2
YES		YES	No open enrolment; student placement determined by school district with appeal process.	2
YES		YES	No provincial open enrollment policy. Issue is determined at the board level.	2
YES		YES	No open enrolment student placement determined by school district.	2
YES		YES	No open enrolment.	2

Sources

BC See Section 2 (1-2) and Section 74, <<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>>.

AB See Sections 8, 13 and 44, <http://www.qp.alberta.ca/1266.cfm?page=s03.cfm&leg_type=Acts&isbncIn=9780779733941>; <<http://education.alberta.ca/parents/educationsys/ourstudents/iv.aspx>> and Ministry correspondence.

SK See Section 141, 142, 143, <<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf>> and Ministry correspondence.

MB <<http://www.edu.gov.mb.ca/k12/schools/choice/schoolsofchoice.html#GeneralInfo>>.

ON See Sections 32, 33, 34, 35, 36, <http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK38> and Ministry correspondence.

QC See Section 4 of the Act: <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/l_13_3/l13_3_A.html>.

NB See Sections 8, 9, and 11 of Act: <<http://www.canadalegal.com/gosite.asp?s=3432>>.

NS <<http://nslegislature.ca/legc/statutes/education.pdf>> and Ministry correspondence.

PE See section 51, <http://www.gov.pe.ca/law/statutes/pdf/s-02_1.pdf>.

NL See Section 4 (2), <http://www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm#3_>.

and Quebec all provide public funding for independent schools ranging between 35 percent and 80 percent of the per-student operating costs, although definitions and formulas for determining the exact funding vary by province (table 9). Ontario and the Atlantic Provinces, on the other hand, provide no funding for independent schools. However, independent schools in these provinces enjoy much more autonomy with respect to provincial regulations. For instance, independent schools in provinces where funding is provided, must comply with provincial guidelines on curriculum and other regulations applied to public schools.

3. Home schooling

The final type of schooling analyzed in this paper is home schooling whereby parents have decided to educate their children on their own. Home schooling is permitted in all ten provinces although the degree to which it is supported varies greatly by province (table 9). Alberta is the most supportive, providing resources, funding, and facilitating mechanisms for home schooling. However, the enrolment in home schooling remains marginal at best. Alberta, for example, which is the most generous and supportive of home schooling, only has 1.6 percent of student enrolment in home schooling. Most of the provinces have enrolment rates below 0.5 percent. Again, however, the ability to choose to home school is an important mechanism allowing additional parental choice and some limited competition or at least the threat of competition in Canadian provinces.

General conclusions

As one might expect given the decentralized nature of K-12 education in Canada, the mix of public, independent, and home schooling varies by province as does the funding and regulations for schools. Some provinces rely more heavily on choice and competition within the public systems while others rely more heavily on independent schools to provide choice and competition.

Generally speaking, Alberta currently offers the greatest degree of school choice in Canada. Apart from having six fully funded public school choices, depending on residential area, it also provides substantial funding to students wishing to attend independent schools and for parents wishing to educate their children at home. The presence of charter schools in Alberta provides parents with additional options outside traditional linguistic and religious alternatives offered by public school boards.

At the other end of the spectrum, the Atlantic Provinces tend to offer comparatively less parental choice and competition between schools. None of the Atlantic Provinces provide parallel public education nor do they offer funding for parents who choose independent schools. Put differently, the Atlantic Provinces tend to offer less choice within the public system and provide no support to parents for independent schools.

The remaining provinces range between Alberta and the Atlantic Provinces with respect to the level and depth of parental choice and competition for schools.

Appendix. Notes and Sources for Tables and Figures

Use for tables 1, 2, 4, 5, and 7; and figures 1, 2, 4, 5, and 6

General Notes

1. Based on total head count enrolment, not full-time equivalent. 2. Total enrolment includes students enrolled in fully-funded religious and non-religious public schools and independent schools as well as home-schooled students attending K-12 education, unless otherwise mentioned. Adults attending continuing education programs and/or alternative programs, as well as Aboriginal students are not included. 3. Data includes students enrolled in French Immersion programs. 4. Home Education can be included within the public school count or a separate count depending on the province. 5. Numbers either taken directly from Ministry of education documents or calculated using multiple documents.

Specific notes

BC 1. Enrolment numbers include adults registered in regular school programs, but excludes adults enrolled in Continuing Education Programs, Distance Education and Alternate Education.

AB 1. Total public enrolment includes Charter Schools enrolment. 2. Early child services (ECS) include pre-kindergarten and kindergarten students and cannot be disaggregated. For this reason, enrolment numbers includes pre-kindergarten students. 3. Home schooled students are counted under the supervising authority (either public or independent school boards).

SK 1. Total enrolment includes adults non-residents attending Saskatchewan schools. Data has been adjusted to exclude pre-kindergarten students. 2. Students enrolled in post-secondary sites, custody and care programs, and heritage language schools are excluded.

MB 1. Enrolment numbers only includes K-12 students. Enrolment in nurseries is excluded. 2. Public enrolment excludes 8 First Nations Schools managed by Frontier School Division under educational agreements. 3. Enrolment numbers include adults who are registered in public, independent or home schools programs. Adults registered in Adult Education Centres are not included.

QC 1. Totals do not include adults enrolled in public school programs. 2. Langues Autochtones' school boards are excluded in total public enrolment in QC. 3. Education system considers two years of kindergarten (Maternelle 4 ans and Maternelle 5 ans). Both years are included. 4. Home schooled students are included in the public school boards.

NB 1. Enrolment in public schools includes adults registered in regular school programs. Adults attending continuing education centres are not included.

NS 1. Enrolment numbers have been adjusted to exclude pre-kindergarten students from the public and independent school counts. 2. Enrolment numbers include students who previously attended Senior High School for at least three years.

PE Enrolment figures has been adjusted to include kindergarten students.

NL Enrolment figures include students who previously attended Senior High School for at least three years and home schooled students.

Sources

BC Ministry of Education, *Student Statistics 2012/13*, <http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf>; and calculations by the authors based on information sent directly by the BC Ministry of Education, Business Intelligence Unit, on November 29, 2013.

AB Alberta Education, *Student Population by Grade, School, and Authority, 2009/2010 School Year*, <http://www.education.alberta.ca/apps/eireports/pdf_files/iar1004_2010/iar1004_2010.pdf>; and information sent by email by the Ministry.

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QC Ministère de l'éducation, du loisir et du sport, *Statistiques de l'éducation, Edition 2011*, <http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/SICA/DRSI/se2011-EditionS.pdf>; and e-mail correspondence from Ministère de l'éducation, du loisir et du sport.

NB Department of Education, *Summary Statistics School Year 2009-2010*, <<http://www.gnb.ca/0000/publications/polplan/stat/SummaryStatistics2009-2010.pdf>>; and email correspondence from the Department of Education.

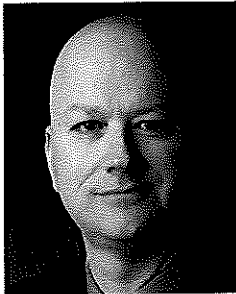
NS Department of Education and Early Childhood Development, *Statistical Summary*, <<http://stats-summary.ednet.ns.ca/historical-board>>; and calculations based on information sent directly by the Department of Education and Early Childhood Development.

PE Department of Education and Early Childhood Development, *Annual Report 2009-10*, <http://www.gov.pe.ca/photos/original/eeed_AnReprt910.pdf>; *Enrolment by School and Grade 2009*, <<http://www.gov.pe.ca/eeed/index.php3?number=1028841&lang=E>>; and calculation by authors based on information sent directly by the Department of Education and Early Childhood Development.

NL Department of Education, *Education Statistics, 2009-2010*, <<http://www.ed.gov.nl.ca/edu/publications/k12/stats/index.html>>.

Calculations by authors

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Milagros Palacios is a Senior Research Economist at the Fraser Institute. Since joining the Institute, Ms. Palacios has been the author or coauthor of over 40 research studies on a wide range of public policy issues including taxation, government finances, investment, productivity, labour markets, and charitable giving. She has co-written three books and is a regular contributor to *Fraser Forum*. Her recent commentaries have appeared in major Canadian newspapers such as the *National Post*, *Toronto Sun*, *Windsor Star*, and *Vancouver Sun*. Ms. Palacios holds a B.A. in Industrial Engineering from the Pontifical Catholic University of Peru and an M.Sc. in Economics from the University of Concepcion, Chile.

Acknowledgments

The authors wish to thank The W. Garfield Weston Foundation for its generous support of the Barbara Mitchell Centre for Improvement in Education. The authors also wish to thank the Lotte & John Hecht Memorial Foundation for their generous support of this study.

The authors wish to thank the anonymous reviewers for their comments, suggestions, and insights. Any remaining errors or oversights are the sole responsibility of the authors. As the researchers have worked independently, the views and conclusions expressed in this paper do not necessarily reflect those of the Board of Trustees of the Fraser Institute, the staff, or supporters.

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ISBN

978-0-88975-285-6

Date of Issue

February 2014

Citation

Jason Clemens, Milagros Palacios, Jane Loyer, and Frazier Fathers (2013). *Measuring Choice and Competition in Canadian Education: An Update on School Choice in Canada*. Fraser Institute. <<http://www.fraserinstitute.org>>.

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James Kitchen
Barrister + Solicitor

Alberta taxpayers, want to save \$750 million?

Posted by Donna Trimble on January 17, 2018

Parents for Choice in Education (PCE) is excited to release the third video in our "Perspectives in Education" series, focused on school choice funding:



Research shows

(https://d3n8a8pro7vhmx.cloudfront.net/parentchoice/pages/106/attachments/original/1497984864/Independent_Schools_Pap1497984864) that keeping the present funding model for Alberta schools not only allows parents to access the education choice best suited for their children, but also saves taxpayers at least **\$750 million dollars** every five years.

Even Education Minister David Eggen conceded in an *Edmonton Journal* article (<http://edmontonjournal.com/news/local-news/education-minister-david-eggen-blasts-united-conservative-partys-draft-ideas-for-education-policy>) last week that to cover the full cost of private and homeschool students would demand an increased cost to government coffers of \$190 million a year.

In fact, using Eggen's amount over five years, the total savings to taxpayers soars an **additional \$200 million** *above* PCE's numbers.

As written by PCE in a March 2017 *Edmonton Sun* column

(<https://d3n8a8pro7vhmx.cloudfront.net/parentchoice/pages/70/attachments/original/1497903841/2017-03-10-edmonton-sun-special-interests-ahead-of-kids44481.pdf?1497903841>), there are three key groups who continue to push aggressively for the stripping of taxpayer representation by demanding that the Alberta government cut funding to school choice:

- 1) Unions, who want total control over union due paying education staff.
- 2) Public school boards, who want to escape the rigours of comparison and competition in an open education marketplace.
- 3) Special interest groups, who want to have absolute control over the maximum number of Alberta students, towards whom they can funnel their personal set of ideological values and ideas.

Who would suffer if funding was cut?

The taxpayer, yes.

But more importantly, the students.

Students benefit from education choice in four ways:

- 1) Choice allows a parent to access the best fit for their own children, to meet the student's unique interests and educational needs.
- 2) Competition improves the quality of education in all settings, including government schools, benefiting children in all schools.
- 3) Choice allows families to access a school setting that respects their world view, allowing the freedom of thought and conscience that every free, pluralistic society should respect and honor.

4) Remove the partial taxpayer support for students and only the wealthiest Alberta families will have access to educational choice, creating a two-tiered education system that serves few.

If taxpayers truly want to save money AND ensure the best quality education for all students, then we must protect the current school funding model.

LET YOUR VOICE BE HEARD

The release of **this video** (<https://www.youtube.com/watch?v=2DeFqS8qbV8&feature=youtu.be>) is timely as the Alberta government is engaging in a budget consultation process and they are asking for taxpayer input.

Make your voice heard by letting them know that the current model of school funding should be protected, especially in light of the increasing attacks against school choice mentioned above.

Send your input to budget.feedback@gov.ab.ca (<mailto:budget.feedback@gov.ab.ca>) and don't forget to cc Drew Barnes, UCP Finance Critic and Mark Smith, UCP Education Critic (cypress.medicinehat@assembly.ab.ca) (<mailto:cypress.medicinehat@assembly.ab.ca>) , draytonvalley.devon@assembly.ab.ca (<mailto:draytonvalley.devon@assembly.ab.ca>))

The deadline is February 9th.

Alternatively, you could complete the **online survey form** (<https://www.alberta.ca/budget-consultations.aspx>), however, then you have no evidence of the input you have provided, nor the ability to cc your input with the UCP Opposition in the legislature.

Below are some ideas for phrasing your input around school funding, which you can use in part or in full. We suggest you also include a sentence or two unique to your personal perspective.

The government should protect the current model of education funding, ensuring the partial financial support for independent school students continues.

This model saves taxpayers at least \$750 million every 5 years. And this number does not even take into account the millions of dollars saved in capital costs and transportation which independent schools do not have covered by government taxpayer funds.

Removing this funding would be detrimental not only to taxpayers, but also to students.

Students benefit from this funding of school choice, which allows parents to access the best fit to meet each child's unique interests and educational needs.

Protecting the present school funding model also ensures excellence in education through the competitive forces of choice.

All taxpayers pay into education, and all should have access to these dollars as they choose from the wide array of choices in Alberta, including charter, public, separate, independent, online and homeschooling.

Thank you for your support and to ensure you don't miss any updates on important education news going forward, sign up on our homepage www.parentchoice.ca (<http://www.parentchoice.ca>)

Support PCE's advocacy for excellent, high-quality education in Alberta, through maximum parental choice, by **donating HERE** (<https://parentchoice.nationbuilder.com/donate>).

Share this

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<https://education.alberta.ca/gay-straight-alliances/setting-up-a-gsa-info-for-students/?searchMode=3>
Accessed April 2, 2018

“The Provincial GSA Coordinator is funded by Alberta Education and Alberta Human Services and is provided by the Institute of Sexual and Minority Studies at the University of Alberta.”

Alberta Education

Gay-Straight Alliances | Setting-up a GSA - Info for Students

What is a GSA?

Why Are GSAs Important?

Role of GSAs

Setting-up a GSA - Info for Students

Documents

Need Help?

Setting-up a GSA - Info for Principals

Setting-up a GSA - Info for Students

Information on how students can set-up a gay-straight or queer-straight alliance in their schools and who they can contact for assistance.

Categories

Education Supports

Setting-up a gay-straight or queer-straight alliance

Every student has the right to belong to a gay-straight alliance (GSA) or queer-straight alliance (QSA). As a student, you also have the right to start a GSA/QSA if your school does not have one. Look for a diverse group of allies to help start a GSA/QSA in your school. Allies are people who support and stand up for the human and civil rights of people who identify as LGBTQ. Allies could be students or staff.

Find a staff liaison

If your school does not have a GSA/QSA and you would like to start one, the first step is to notify your school leadership, so that they can identify a supportive liaison.

GSA/QSA liaisons add stability and continuity to the group. The liaison can be a teacher, school staff, principal or community member supervised by staff. If your school leadership is unable to find a GSA/QSA liaison, your principal should contact the school board and the Minister of Education will appoint a responsible adult to work with your GSA/QSA.

It is important to approach your school leadership about starting a GSA/QSA, so that they can ensure you have the support you need. Once your GSA/QSA is in place, continue to work with your school leadership, which includes the principal, as they are an important connection between students, teachers, and the larger community. Supportive school leadership is essential to creating welcoming, caring, respectful, safe and inclusive school environments.

If you already have a liaison for your GSA/QSA and you want some help on how to set it up, you can work with the [Provincial GSA Coordinator](#). The Provincial GSA Coordinator is funded by Alberta Education and Alberta Human Services and is provided by the Institute of Sexual and Minority Studies at the University of Alberta.

Promote your GSA/QSA

Alberta.ca

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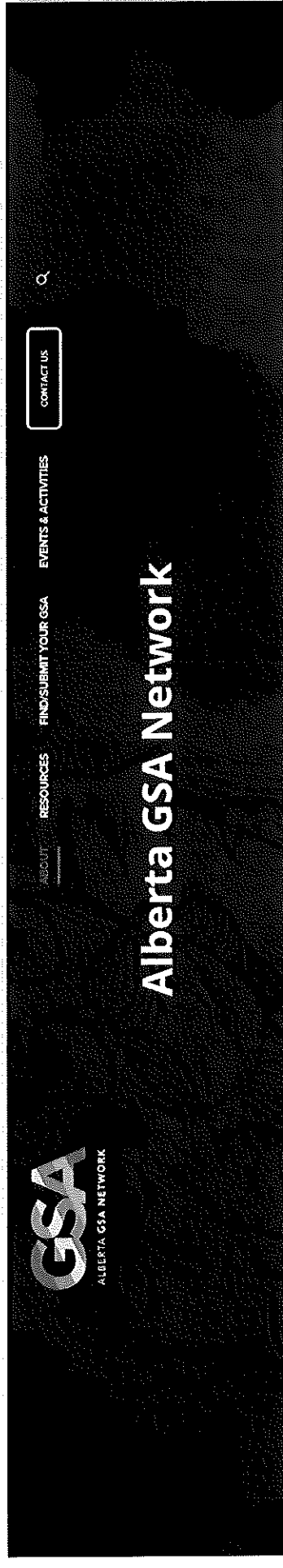
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<http://albertagsanetwork.ca/index.php/alberta-gsa-network/>

Accessed April 2, 2018

“The Alberta GSA Network is a collective of resources specific to Alberta K-12 students, teachers, and school staff. The network is organized by the Provincial GSA Coordinator, a position within the Institute for Sexual Minority Studies and Services (iSMSS) at the University of Alberta. Development of this website was funded in part by the Government of Alberta.”



The Alberta GSA Network is a collective of resources specific to Alberta K-12 students, teachers, and school staff. The network is organized by the Provincial GSA Coordinator, a position within the Institute for Sexual Minority Studies and Services (iSMSS) at the University of Alberta. Development of this website was funded in part

by the Government of Alberta.

Our goal is to connect with local organizations, community groups, and schools across Alberta. We hope to create a centralized online space where we can direct people to all of the great resources in Alberta that are available to support learning environments that respect diverse sexual orientations, gender identities and gender expressions in our schools.



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What is a GSA?

 External Links

10

Why Are GSAs Important?

Role of GSAs

Setting-up a GSA - Info for Students

Need Help?

Setting-up a GSA - Info for Principals

As peer support networks, GSAs/QSAs help LGBTQ students overcome feelings of isolation and alienation that are a result of **homophobia** and **transphobic bullying**. They help students begin to feel empowered as they develop a sense of belonging in their school. GSAs/QSAs also help interested students become allies for their LGBTQ peers and provide a safe place to help understand and learn how to offer support.

External Links

Information and resources on LGBTQ organizations in Alberta and key legislation

Community Support (7)

ISSN

ISMSS - the Institute for Sexual and Minority Studies provides research and resources...

Calgary Sexual Health Centre

Information and FAQ about sexual orientation, homophobia and coming out

Pride Centre of Edmonton

 [Support and information for the LGBTQ community](#)

OUTreach Southern Alberta

Resources, education and opportunities for civic engagement and community participation...

Gav and Lesbian Association of the Peace

7 Resources and support for the LGBTQ community of greater Grande Prairie

Calgary Sexual Health Centre - Understanding Transphobia

Information on gender identity and understanding transphobia

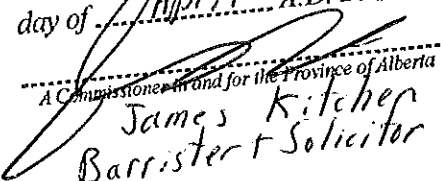
Alberta GSA Network

7 A repository of resources on GSAs and safe and caring schools

Key Alberta Legislation (3)



Exhibit G

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PRISM

Toolkit for Safe and Caring
Discussions About Sexual
and Gender Minorities

SECONDARY EDITION



The Alberta Teachers' Association



The Alberta Teachers' Association

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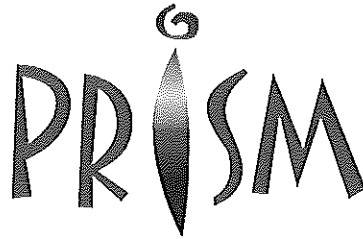
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www.teachers.ab.ca

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ISBN 978-1-927074-45-9

PD 80-15e 2017 01



Toolkit for Safe and Caring Discussions
About Sexual and Gender Minorities

SECONDARY EDITION

*This resource was developed by the Alberta Teachers' Association,
with funding support from the Government of Alberta. It is
freely available to use in support of creating welcoming, caring,
respectful and safe learning environments for children and youth.
Download this resource and more at www.teachers.ab.ca.*

What is Gender?

At the centre of understanding gender identity is the need to understand what gender is, in and of itself. Quite often, the terms sex and gender are used interchangeably when, in fact, they are very separate concepts.

In many ways, gender is a performance we do daily, demonstrated through our clothing choices, how we refer to ourselves, how we speak and perhaps the activities in which we choose to engage.

Sex is a term that refers specifically to our bodies and includes things such as chromosomes, genitals, physiology and hormones. Sex is usually defined by primary sex characteristics, such as the reproductive organs required for procreation and the secondary sex characteristics that develop during puberty. Sex is strictly about anatomy; however, we often begin sending messages to children as soon as they are born based on their sexual organs with pink or blue coding, and through girl toys or boy toys. This social coding is based more on gender expectations than on any sort of biological imperative.

Gender, on the other hand, is the manner in which we express our identities to others and it is informed by our thoughts, feelings and choices regarding how we move through the world around us. Gender is shaped by cultural and social influences and our sense of self, and is a deeply personal and complex experience. In many ways, gender is a performance we do daily, demonstrated through our clothing choices, how we refer to ourselves, how we speak and perhaps the activities in which we choose to engage. Often, aspects of our “performance” are based on stereotypical divisions of gender and are artificially associated with either “male” or “female” identities. According to Menvielle (Grace 2015), “a person’s gender is no more and no less than a creative individual achievement, and yet it can only develop through social exchange. It is informed by biology, culture, society, and the times in which we live” (p 45).

Like other social constructs, gender is closely monitored and reinforced by society. Practically everything in society is assigned a gender, whether that assignment makes sense or not—toys, colors, clothes and behaviours are just some of the more obvious examples. Pink for girls and blue for boys; dolls for girls and trucks for boys; gentle play for girls and rough play for boys; many aspects of life are assigned a gender. Because of the pervasive nature of accepted gender roles, expectations have become so deeply entrenched that most people cannot imagine life any other way. As a result, those who fit neatly into these expectations rarely if ever question what gender really means.

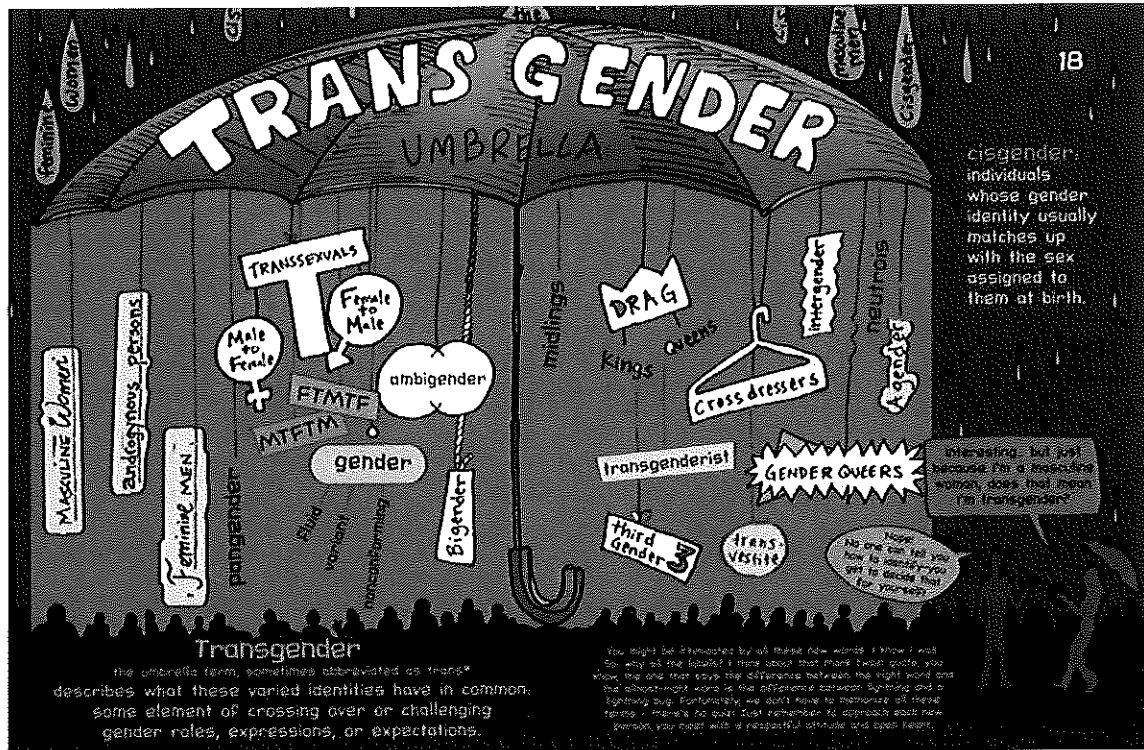
Figure 1



ISTOCK.COM/DORSTEFFEN

Above Conchita Wurst sings at the Gay Pride parade on August 1, 2015 in Amsterdam, Netherlands. Wurst was the winner of the 2014 Eurovision Song Contest. Their appearance was controversial because traditional notions of masculinity and femininity were eschewed in their stage performances.

Figure 2



TRANS GENDER UMBRELLA WWW.THEGENDERBOOK.COM/THE-BOOK/4553374748

Sex and gender are often described in terms of a binary. But what happens if people do not identify with this two-part system? Some people feel that they are neither male nor female, while others may feel that they are both male and female. Regardless of how a person identifies, teachers must “protect and support the child’s self-esteem, saying it is ok for the child to be who he or she is, and that it is ok to be different. Sometimes it is even wonderful to be different” (Samons 2009a).

Break the Gender Binary/Beyond Pink and Blue

Our society is structured around binaries, systems of duality where one piece is mirrored by an opposite: good vs evil, black vs white, etc. These binaries can be useful in attempting to understand the world around us. They are, however, overly simplistic and often wrong. Gender is a fine example of how binaries can not only be misleading, but exclusionary and harmful. Expressions of gender come in far greater iterations than merely male or female, boy or girl, man or woman. Gender, in its many forms, is complex, varied and highly individual. It is a piece of our identity that extends far beyond colour preference.

A more authentic way of understanding gender is looking at it as a spectrum, with all people expressing maleness, femaleness, otherness, and both to varying degrees. These people choose identities that can be called gender-expansive, gender-creative, nonbinary, gender fluid and other terms. Check out the glossary of terms for a more in-depth look at some of these terms to help deepen your understanding and expand traditional notions of gender expression and identity.

Figure 3 — Where do you fall on these spectrums?

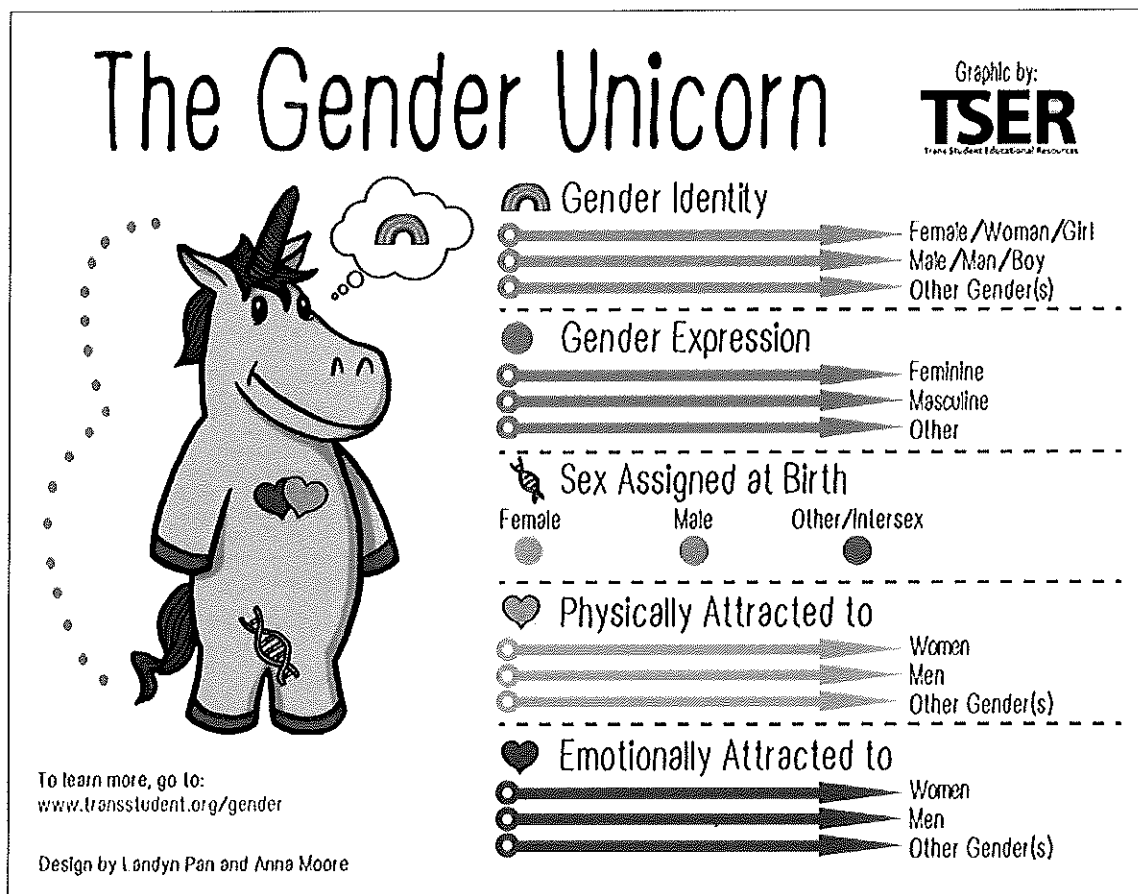


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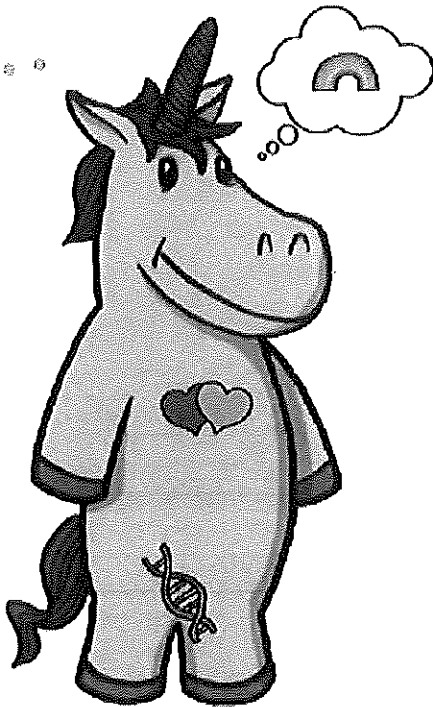
The Gender Unicorn



Back to graphics

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity

Female/Woman/Girl
Male/Man/Boy
Other Gender(s)

Gender Expression

Feminine
Masculine
Other

Sex Assigned at Birth

Female Male Other/Intersex

Physically Attracted to

Women
Men
Other Gender(s)

Emotionally Attracted to

Women
Men
Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Please Print and Share!



Other Languages:

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Coloring Page

Definitions:

Gender Identity: Gender Identity: One's internal sense of being male, female, neither of these, both, or another gender(s).

Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities.

Gender Expression/Presentation: The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.

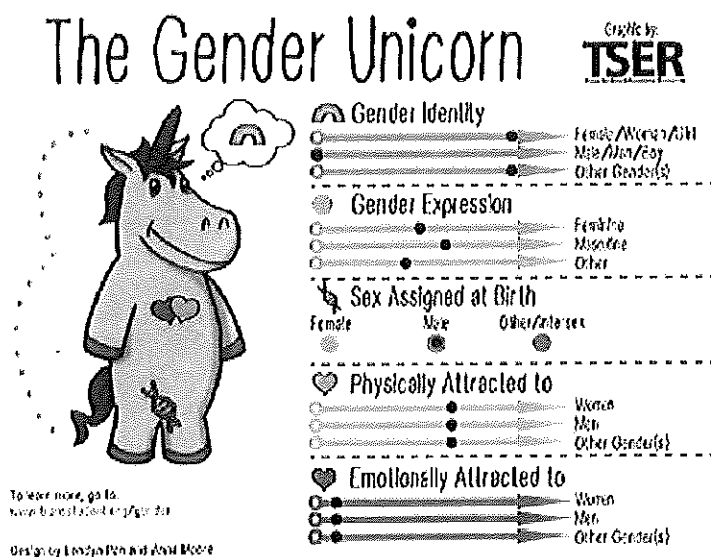
Sex Assigned at Birth: The assignment and classification of people as male, female, intersex, or another sex based on a

combination of anatomy, hormones, chromosomes. It is important we don't simply use "sex" because of the vagueness of the definition of sex and its place in transphobia. Chromosomes are frequently used to determine sex from prenatal karyotyping (although not as often as genitalia). Chromosomes do not determine genitalia.

Sexually Attracted To: Sexual Orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

Romantically/Emotionally Attracted To: Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

Example of how to fill out your own Gender Unicorn:



Many people were curious if agender and asexual people were included in this graphic. In short, they are. For example, identifying on the left of the sexuality spectra would indicate no attraction.

Changes from The Genderbread Person

You may recognize this graphic as similar to The Genderbread Person

by itspronouncedmetrosexual. We created a similar graphic with significant changes to more accurately portray the distinction between gender, sex assigned at birth, and sexuality.

Here are some fundamental issues with the graphic:

1. The itspronouncedmetrosexual Genderbread Person is plagiarized.
2. We wanted to create a gender graphic that shows how queer and trans people view gender instead of one straight, cisgender man.

Here are some structural issues with the graphic:

1. Nongendered isn't the only identity that may fall on the "left" of the Gender Identity Spectrum. Most people prefer the term "agender".
2. Agender is typically used as a gender identity, not a gender expression
3. Biological sex is an ambiguous word that has no scale and no meaning besides that it is related to some sex characteristics. It is also harmful to trans people. Instead, we prefer "sex assigned at birth" which provides a more accurate description of what biological sex may be trying to communicate.
4. Asex isn't a word, everyone has some sex characteristics prescribed to them.
5. There are other genders besides male and female and not all

cultures operate on a male/female binary (which is mostly a European construct).

We included “other genders” to indicate the many genders that other people might identify as, express themselves as, and be attracted to.

6. Sex, whether referencing an array of sex characteristics or sex assigned at birth is not exclusively determined through genitals as insinuated by the image.

Sources:

Queer and trans organizers have been making the distinction between gender identity, gender presentation/expression, sex, and attraction for decades. No one person or organization has created the concept. However “Genderbread” itself has two main sources:

1. textualharassment.tumblr.com

(http://www.reddit.com/r/transgender/comments/ipgod/oversimplified_diagram_but_still_a_good_way_to/)

2. <http://cisnormativity.tumblr.com/post/9652156368/gingerbread-person-this-is-an-anthropomorphic>

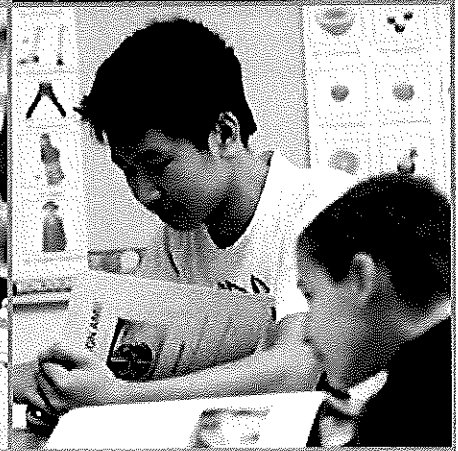
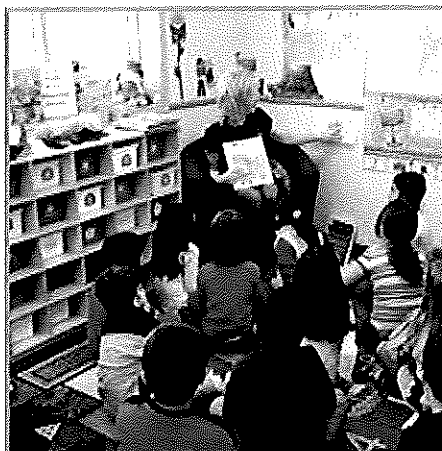
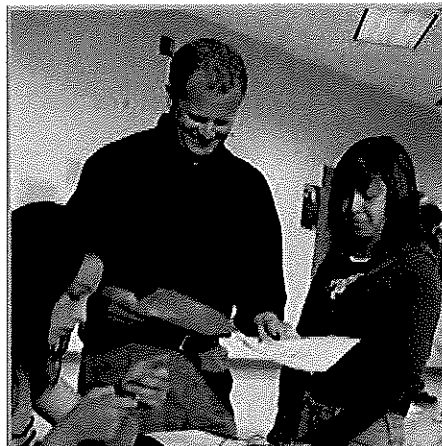
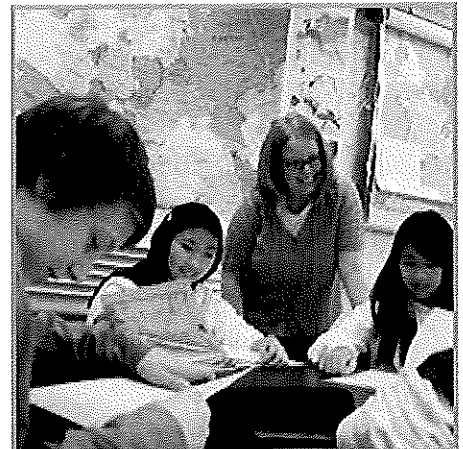
THIS IS EXHIBIT " I "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 2018
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

Exhibit I

GUIDE TO EDUCATION

ECS TO GRADE 12

2017-2018



The policy framework is a roadmap—a set of principles, policy directions, outcomes and actions intended to guide decision makers at all levels, from government to the classroom. Making decisions that align with the common vision will help ensure those decisions complement each other and ensure the greatest benefits for students. The policy framework identifies five interdependent policy directions to achieve the vision: Student-Centred Learning; Research and Innovation; Professional Learning; Leadership; and Access, Infrastructure and Digital Learning Environments.

For more information, see the *Learning and Technology Policy Framework* on the Alberta Education website.

School Guidance and Counselling

School authorities have the responsibility to meet the needs of all students and enable their success. This is facilitated by the development of a continuum of supports and services. School-based supports, such as school guidance and counselling, address students' educational, personal, social, emotional and career needs. Each school authority determines its approach based on its learners, resources and community context.

School guidance and counselling involves collaborative partnerships that support learner success. This may involve a school counsellor or other school staff and parents and/or guardians working together with community services and professionals. For more information regarding collaborative practices and partnerships, visit Alberta's Approach to Collaborative Practices on the Alberta Education website.

Through school guidance and counselling and other strategies focused on awareness, communication, prevention and intervention, school communities are able to build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning.

Collaborating to Support Children, Youth and Their Families

Alberta Education, school authority staff and partners engage in many collaborative practices, embedding the principles of a wraparound approach to support children, youth and families. Regional Collaborative Service Delivery (RCSD) is an example of a collaborative approach to ensure that children, youth and families have access to supports they need to be successful both at school and in the community. RCSD is a partnership among school authorities, Alberta Health Services, Community and Social Services, Children's Services and other community stakeholders. These partners work together on a regional basis to meet the identified needs of children and youth. There are 17 RCSD regions across the province. Supports and services available in a particular region depend on what service priorities have been identified by the regional partners. Examples of other collaborative initiatives include Success in School: Children and Youth in Care and Alberta Mentoring Partnership.

A variety of resources to support cross-sector collaboration and partnering have been developed through various cross-ministry initiatives. Some of these include the Working Together Toolkit, Alberta's Approach to Collaborative Practices and Alberta's Information Sharing Strategy. For more information, see Collaborating to Support Students on the Alberta Education website.

Duty to Report

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. School personnel have ongoing contact with children and youth and are often the first to notice changes in behaviour or appearance. Research indicates that the confidence of staff to detect indicators of abuse, respond supportively and report to authorities is enhanced with regular communication about warning signs and procedures for reporting. It is important to note the following:

- It is mandatory to report, and permission is not required.
- It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify Child and Family Services, the Child Abuse Hotline or the police/RCMP. Notification must come from the person who received the information first hand and not from a third party.

- It is not the role of the school to investigate suspected abuse.
- It is important to be aware of board policies regarding sharing information with the principal.

For more information, see [Preventing Child Abuse](#) on the Alberta Education website or contact [School and Community Supports for Children and Youth](#).

Human Sexuality Education

Human sexuality education is mandated by the [Human Sexuality Education Policy](#) and is taught at several levels in Alberta, including the Grade 4 to Grade 9 [Health and Life Skills](#) program and the senior high school [Career and Life Management \(CALM\)](#) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

Exemption from Human Sexuality Instruction

The [School Act](#) requires boards (including charter schools) and private schools to provide parents with notice 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. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material.

For more information, see the Human Sexuality Education Policy and [Notice under Section 50.1 of the School Act](#), or contact the [Programs of Study and Resources Sector – Sciences and Wellness](#).

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, see [Safety in the Science Classroom](#) on the Alberta Education website.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Discussing or studying controversial issues provides opportunities to

- present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Notice under Section 50.1 of the School Act

Section 50.1 of the *School Act* requires boards (including charter schools) and private schools to provide parents with notice 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. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes or human sexuality.

The notice to parents required under section 50.1 of the *School Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances as per section 16.1 of the *School Act*. Section 50.1 applies to circumstances 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. As peer-support groups, student-led organizations such as gay-straight alliances and other similar types of clubs fall outside of these parameters.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and school administrators should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 50.1 of the *School Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

Determining When to Provide Notice to Parents

The Alberta programs of study contain the provincially mandated learning outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 50.1, Alberta Education has done a review of the programs of study to identify those courses that contain outcomes that deal primarily and explicitly with religion or human sexuality. The following courses have been identified as containing outcomes that require notification under section 50.1:

- Career and Life Management (CALM) → human sexuality
- Career and Technology Studies (CTS) → Reproduction & Readiness for Parenting (HCS3050) → human sexuality

- Career and Technology Studies (CTS) → Developing Maturity & Independence (HSS1040) → human sexuality
- Health and Life Skills (Grades 4, 5 and 6) → human sexuality
- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20 → religion
- World Religions 30 → religion

Notification under section 50.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion or human sexuality.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 50.1. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required where courses of study, educational programs or instructional materials, or instruction or exercises, contain subject matter that deals **primarily and explicitly** with religion or human sexuality.
 - For the course of study, educational program or instructional material, or instruction or exercise, to be considered to deal explicitly with religion or human sexuality, there must be no question that the subject matter is intended to be about religion or human sexuality. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion. Similarly, in order to be considered explicitly about “human sexuality,” a course of study, educational program or instructional material, or instruction or exercise, must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.
 - Even if the subject matter deals **explicitly** with religion or human sexuality, the course of study, educational program or instructional material, or instruction or exercises, must **also primarily** deal with religion or human sexuality. For example, even though various outcomes in the social studies programs of study include explicit references to “religion,” the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where instructional materials contain subject matter that explicitly deals with religion or human sexuality, unless those instructional materials are also primarily about one of these subjects.
2. Section 50.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes or human sexuality in a course of study, educational program or instructional material, or instruction or exercise.
 - Where a reference to religion, religious themes or human sexuality occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise nor should they feel the need to stop classroom discussion.

- Similarly, where a course of study, educational program or instructional material, or instruction or exercise, does not already deal primarily and explicitly with religion or human sexuality, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.
3. Section 50.1 does not apply to student behaviour or interactions that are not related to courses of study, educational programs or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion or human sexuality.

How to Provide Notice to Parents

Notification to parents under section 50.1 should be in writing and allow the parent enough time to request that their child be exempted from the course of study, educational program or instructional materials, or instruction or exercises, at issue. Section 50.1 does not require teachers or boards to obtain parental consent before providing the course of study, educational program or instructional materials, or instruction or exercise. Notification procedures must include the following:

1. A notice must be provided to the parent indicating that a particular outcome or component of a course of study, educational program or instructional materials, or instruction or exercises, includes subject matter that deals primarily and explicitly with religion or human sexuality. A sample notice form can be found in [Appendix 4](#).
2. In the circumstance where a student is registering for a specific course of study or educational program that deals primarily and explicitly with religion or human sexuality, notice may be given to the parent on the registration form for said course of study or educational program, identifying that the course of study or educational program, or a portion thereof, is primarily and explicitly about religion or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.
3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises may wish to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious courses of study, educational programs or instructional materials, or instruction or exercises, are used.

Exclusion from Instruction

Where a parent makes a written request, section 50.1 requires a teacher to exclude a student, without academic penalty, from the course of study, educational program or instructional material that includes subject matter that deals primarily and explicitly with religion or human sexuality. The parent should indicate in the written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in [Appendix 4](#).

How to Address Concerns or Complaints from Parents

Boards (including charter schools) must ensure that concerns or complaints from parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 123 of the *School Act*. Private schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 50.1 at the local level.

THIS IS EXHIBIT " 5 "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

Exhibit J

LGBTQ+ Definitions



Terms are always changing in the LGBTQ+ community. This list will be updated as often as possible to keep up with the rapid proliferation of queer and trans language.

Summary:

Cisgender/cis: term for someone who exclusively identifies as their sex assigned at birth. The term cisgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.

Transgender/Trans: encompassing term of many gender identities of those who do not identify or exclusively identify with their sex assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Also see: 'The Gender Unicorn.'

Queer: A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term has a complicated history as a reclaimed slur.

Basic Terminology:

Cis(gender): Adjective that means “identifies as their sex assigned at birth” derived from the Latin word meaning “on the same side.” A cisgender/cis person is not transgender.

“Cisgender” does not indicate biology, gender expression, or sexuality/sexual orientation. In discussions regarding trans issues, one would differentiate between women who are trans and women who aren’t by saying trans women and cis women. Cis is not a “fake” word and is not a slur. Note that cisgender does not have an “ed” at the end.

Gender Expression/Presentation: The physical manifestation of one’s gender identity through clothing, hairstyle, voice, body shape, etc. (typically referred to as masculine or feminine). Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth. Someone with a gender nonconforming gender expression may or may not be transgender.

Gender Identity: One’s internal sense of being male, female, neither of these, both, or other gender(s). *Everyone has a gender*

identity, including you. For transgender people, their sex assigned at birth and their gender identity are not necessarily the same.

Sex Assigned At Birth: The assignment and classification of people as male, female, intersex, or another sex assigned at birth often based on physical anatomy at birth and/or karyotyping.

Sexual Orientation: A person's physical, romantic, emotional, aesthetic, and/or other form of attraction to others. In Western cultures, gender identity and sexual orientation are not the same. Trans people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc. just like anyone else. For example, a trans woman who is exclusively attracted to other women would often identify as lesbian.

Transgender/Trans: An umbrella term for people whose gender identity differs from the sex they were assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Note that transgender does not have an "ed" at the end.

Transition: A person's process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It's best not to assume how one transitions as it is different for everyone.

Transsexual: A deprecated term that is often considered pejorative similar to transgender in that it indicates a difference between one's gender identity and sex assigned at birth.

Transsexual often – though not always – implicates hormonal/surgical transition from one binary gender (male or female) to the other. Unlike *transgender/trans*, *transsexual* is not an umbrella term, as many transgender people do not identify as transsexual. When speaking/writing about trans people, please avoid the word transsexual unless asked to use it by a transsexual person.

More Terminology:

Agender: An umbrella term encompassing many different genders of people who commonly do not have a gender and/or have a gender that they describe as neutral. Many agender people are trans. As a new and quickly-evolving term, it is best you ask how someone defines agender for themselves.

AFAB and AMAB: Acronyms meaning “assigned female/male at birth” (also designated female/male at birth or female/male assigned at birth). No one, whether cis or trans, gets to choose what sex they're assigned at birth. This term is preferred to “biological male/female”, “male/female bodied”, “natal male/female”, and “born male/female”, which are defamatory and inaccurate.

Ally: Someone who advocates and supports a community other than their own. Allies are not part of the communities they help. A person should not self-identify as an ally but show that they are one through action.

Aromantic: The lack of romantic attraction, and one identifying with this orientation. This may be used as an umbrella term for other emotional attractions such as demiromantic.

Asexual: The lack of a sexual attraction, and one identifying with this orientation. This may be used as an umbrella term for other emotional attractions such as demisexual.

Bigender: Refers to those who identify as two genders. Can also identify as multigender (identifying as two or more genders). Do not confuse this term with Two-Spirit, which is specifically associated with Native American and First Nations cultures.

Binary: Used as an adjective to describe the genders female/male or woman/man. Since the binary genders are the only ones recognized by general society as being legitimate, they enjoy an (unfairly) privileged status.

Bisexuality: An umbrella term for people who experience sexual and/or emotional attraction to more than one gender (pansexual, fluid, omnisexual, queer, etc).

Boi: A term used within the queer communities of color to refer to sexual orientation, gender, and/or aesthetic among people

assigned female at birth. Boi often designates queer women who present with masculinity (although, this depends on location and usage). This term originated in women of color communities.

Bottom Surgery: Genital surgeries such as vaginoplasty, phalloplasty, or metoidioplasty.

Butch: An identity or presentation that leans towards masculinity. Butch can be an adjective (she's a butch woman), a verb (he went home to "butch up"), or a noun (they identify as a butch). Although commonly associated with masculine queer/lesbian women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one also identifies as a woman or not.

Cross-dressing (also crossdressing): The act of dressing and presenting as a different gender. One who considers this an integral part of their identity may identify as a cross-dresser. "Transvestite" is often considered a pejorative term with the same meaning. Drag performers are cross-dressing performers who take on stylized, exaggerated gender presentations (although not all drag performers identify as cross-dressers). Cross-dressing and drag are forms of gender expression and are not necessarily tied to erotic activity, nor are they indicative of one's sexual orientation or gender identity. Do NOT use these terms to describe someone who has transitioned or intends to do so in the future.

Cissexism: Systemic prejudice in the favor of cisgender people.

Cissimilation: The expectation for and act of trans people, especially trans women, assimilating to cisgender (and often heteronormative) standards of appearance and performance.

Drag: Exaggerated, theatrical, and/or performative gender presentation. Although most commonly used to refer to cross-dressing performers (drag queens and drag kings), anyone of any gender can do any form of drag. Doing drag does not necessarily have anything to do with one's sex assigned at birth, gender identity, or sexual orientation.

Dyadic: Not Intersex.

Equality: A state in which everyone is equal. This ignores difference in identity/community and history. Read why we changed our name from “equality” to “educational.”

Equity/Liberation/Justice: A state in which all marginalized communities are free. This differs greatly from equality. Read TSER director's Eli Erlick's article on why equality hurts the transgender movement

Femme: An identity or presentation that leans towards femininity. Femme can be an adjective (he's a femme boy), a verb (she feels better when she “femmes up”), or a noun (they're a femme). Although commonly associated with feminine lesbian/queer women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one also identifies as a woman or not.

Gender Affirming Surgery; Genital Reassignment/Reconstruction Surgery; Vaginoplasty; Phalloplasty; Metoidioplasty: Refers to surgical alteration, and is only one part of some trans people's transition (see "Transition" above). Only the minority of transgender people choose to and can afford to have genital surgery. The following terms are inaccurate, offensive, or outdated: sex change operation, gender reassignment/realignment surgery (gender is not changed due to surgery), gender confirmation/confirming surgery (genitalia do not confirm gender), and sex reassignment/realignment surgery (as it insinuates a single surgery is required to transition along with sex being an ambiguous term).

The Gender Binary: A system of viewing gender as consisting solely of two, opposite categories, termed "male and female", in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defies their sex assigned at birth, but particularly those who are gender-variant or do not fit neatly into one of the two standard categories.

Gender Dysphoria: Anxiety and/or discomfort regarding one's sex assigned at birth.

Gender Fluid: A changing or "fluid" gender identity.

Gender Identity Disorder / GID: A controversial DSM-III and DSM-IV diagnosis given to transgender and other gender-nonconforming people. Because it labels people as "disordered," Gender Identity Disorder is often considered offensive. The

diagnosis is frequently given to children who don't conform to expected gender norms in terms of dress, play or behavior. Such children are often subjected to intense psychotherapy, behavior modification and/or institutionalization. This term was replaced by the term "gender dysphoria" in the DSM-5.

Genderqueer: An identity commonly used by people who do not identify or express their gender within the gender binary. Those who identify as genderqueer may identify as neither male nor female, may see themselves as outside of or in between the binary gender boxes, or may simply feel restricted by gender labels. Many genderqueer people are cisgender and identify with it as an aesthetic. Not everyone who identifies as genderqueer identifies as trans or nonbinary.

Heteronormative / Heteronormativity: These terms refer to the assumption that heterosexuality is the norm, which plays out in interpersonal interactions and society and furthers the marginalization of queer people.

Intersex: Describing a person with a less common combination of hormones, chromosomes, and anatomy that are used to assign sex at birth. There are many examples such as Klinefelter Syndrome, Androgen Insensitivity Syndrome, and Congenital Adrenal Hyperplasia. Parents and medical professionals usually coercively assign intersex infants a sex and have, in the past, been medically permitted to perform surgical operations to conform the infant's genitalia to that assignment. This practice has become increasingly controversial as intersex adults speak out against the practice. The term *intersex* is **not** interchangeable

with or a synonym for *transgender* (although some intersex people do identify as transgender).

LGBTQQIAPP+: A collection of identities short for lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, aromantic, pansexual, polysexual (sometimes abbreviated to LGBT or LGBTQ+). Sometimes this acronym is replaced with “queer.” Note that “ally” is **not** included in this acronym.

Monosexual / Multisexual / Non-monosexual: Umbrella terms for orientations directed towards one gender (monosexual) or multiple genders (multisexual/non-monosexual).

Nonbinary (Also Non-Binary): Preferred umbrella term for all genders other than female/male or woman/man, used as an adjective (e.g. Jesse is a nonbinary person). Not all nonbinary people identify as trans and not all trans people identify as nonbinary. Sometimes (and increasingly), nonbinary can be used to describe the aesthetic/presentation/expression of a cisgender or transgender person.

Packing: Wearing a penile prosthesis.

Pansexual: Capable of being attracted to many/any gender(s). Sometimes the term omnisexual is used in the same manner. “Pansexual” is being used more and more frequently as more people acknowledge that gender is not binary. Sometimes, the identity fails to recognize that one cannot know individuals with every existing gender identity.

Passing/blending/assimilating: Being perceived by others as a particular identity/gender or cisgender regardless how the individual in question identifies, e.g. passing as straight, passing as a cis woman, passing as a youth. This term has become controversial as “passing” can imply that one is not genuinely what they are passing as.

Polysexual: Capable of being attracted to multiple gender(s).

Queer: General term for gender and sexual minorities who are not cisgender and/or heterosexual. There is a lot of overlap between queer and trans identities, but not all queer people are trans and not all trans people are queer. The word queer is still sometimes used as a hateful slur, so although it has mostly been reclaimed, be careful with its use.

Stealth: To not be openly transgender in all or almost all social situations.

T: Short for testosterone.

Top Surgery: Chest surgery such as double mastectomy, breast augmentation, or periareolar (keyhole) surgeries.

Trans: Prefix or adjective used as an abbreviation of transgender, derived from the Latin word meaning “across from” or “on the other side of.”

Trans*: An outdated term popularized in the early 2010’s that was used to signify an array of identities under the trans

umbrella. However, it became problematized online due to improper usage. See our page on the asterisk.

Transmisogyny: Originally coined by the author Julia Serano, this term designates the intersectionality of transphobia and misogyny and how they are often experienced as a form of oppression by trans women.

Transphobia: Systemic violence against trans people, associated with attitudes such as fear, discomfort, distrust, or disdain. This word is used similarly to homophobia, xenophobia, misogyny, etc.

Trans Woman / Trans Man: Trans woman generally describes someone assigned male at birth who identifies as a woman. This individual may or may not actively identify as trans. It is grammatically and definitionally correct to include a space between trans and woman. The same concept applies to trans men. Often it is good just to use woman or man. Sometimes trans women identify as male-to-female (also MTF, M2F, or trans feminine) and sometimes trans men identify as female-to-male (also FTM, F2M, or trans masculine). Please ask before identifying someone. Use the term and pronouns preferred by the individual.

Two Spirit: An umbrella term indexing various indigenous gender identities in North America.

THIS IS EXHIBIT " K "
referred to in the Affidavit of
Theresa No
Sworn before me this 5
day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

Exhibit K

Summary and Intended Use

This report is intended to serve as a primer for people invested in grasping the landscape of gender and sexuality among current cohorts of undergraduate students, largely members of the Millennial and Gen Z generations. This document defines gender and sexuality, provides statistics with regards to demographic trends in gender and sexuality, and suggests best practices for the University going forward.

Research has demonstrated the need for schools to "become safer and more welcoming for trans [students], even before these [students] make themselves known to school staff" (Canadian Trans Youth Health Survey, 2015). Constructing material and policy environments in tandem with students' understandings of gender and sexuality is integral to fostering a healthy University environment.

Gender

Gender is a socially constructed identity category. The concept refers to a person's internal sense of themselves as any number of a vast array of different genders. Gender in Western contexts is often mistakenly understood as a binary, where there are two genders that are "opposites" from one another: female/girl/woman and male/boy/man. In reality, there are an infinite number of genders. Many people's genders don't comply with common understandings of the gender binary.

The erroneous notion that there are only two genders is a very common one, and informs the way that people are assigned genders at birth based only on their perceived sex as determined by external genitalia (phenotype). **Cisgender** (shortened to **cis**) is an adjective used to describe people who identify with the gender assigned to them at birth, while **transgender** (shortened to **trans**) is an adjective used to describe people who do not identify with the gender assigned to them at birth.

There are a number of different adjectives used as identification terms by people whose gender is not the same as the one assigned to them at birth and by people whose genders do not comply with common—Inaccurate—understandings of gender as a binary. These include **non binary**, **genderqueer**, **gender fluid**, and **agender**. These words reference experiences of gender that include having multiple genders, having no gender, having gender that is variable, and or having gender that falls outside the descriptive capacities of the gender binary. All of these words mean different things to different people who use them.

Sexuality

Sexuality refers to a person's experiences of aesthetic, romantic, and physical *attraction* to others; their *behaviour* when it comes to enacting or not enacting these experiences of attraction; and their internal sense of themselves when it comes to these experiences and behaviours (*identity*). Sexuality is often understood in extremely limited terms. Aesthetic, romantic, and physical attraction are phenomena that people experience in varying ways—from not at all, to under certain circumstances, to often—in ways that range from mutually exclusive to simultaneous. Further, many people experience attraction to people of multiple genders, while some experience attraction to people of only one gender. People also choose to enact their experiences of attraction in a multitude of ways: none of these experiences of attraction or behaviours detract from a person's felt sense of their own sexuality.

There are a number of different adjectives used as identification terms by people who do not comply with the vision of all humans as heterosexual, sexual, romantic, and monogamous. Some of these terms include **lesbian**, **gay**, **bisexual**, **queer**, **two spirit** (a closed term specific to Indigenous people), **pansexual**, **aromantic**, **asexual**, and **non-monogamous**. In addition to these, there is a vast array of identity terms because language will always be innovated to suit the needs of its user base, including the creation of words not yet in our contemporary lexicon.

LGBTQ2SPIA+ (lesbian, gay, bisexual, trans, queer, two spirit, pansexual, intersex, asexual, and more).

People marginalized by virtue of their gender and or their sexuality—that is, people whose genders and sexualities are considered "different" by normative standards—also have intersecting identities in terms of their racialization, ability, age, neurological experience of the world, and wealth. For example, the "2S" in acronyms such as LGBTQ2SPIA+ represents the word *two spirit*, which is a term employed by many Indigenous people to describe their experiences of gender and/or sexuality as it relates to their Indigeneity.

Statistics

A majority of youth identify as LGBTQ2SPIA+. Studies completed in the past five years estimate that over 50% of Gen Zs (those born after 1995) do not identify as strictly heterosexual. Further, 56% of 13-20 year olds in 2016 said they knew someone who used gender neutral pronouns such as "they" or "ze." 70% of Gen Zs actively support the desegregation of gendered bathrooms in favour of all-gender facilities; 66% of Gen Zs don't purchase clothes designed for their gender. 74% of Canadians know someone who is lesbian, gay, bisexual or transgender and 28% have a family member who is LGBT.

Best practices¹

- The rights and needs of campus community members with a variety of sexualities and genders must inform policy and design decision making.
- Eliminate gender-segregated spaces in favour of universally accessible physical environments (e.g. washrooms, changerooms, sport and recreation programming, etc.)
- Ensure all members of the university community are provided with information regarding sexuality and gender in ways that don't pathologize LGBTQ2SPIA+ communities. LGBTQ2SPIA+ campus community members are not somehow separate from the "average" student or staff member.
- All individuals have the right to be addressed by their chosen name and pronouns. This is true whether or not the individual has obtained legal documentation of name or gender designation (e.g. birth certificate); institutions don't have the right to verify medical records on this front.
- Be proactive in ensuring that community members are addressed in University correspondence and documentation according to their chosen names rather than their legal names unless there is a legal reason for using the latter.
- The sole measure of an individual's sexuality and gender ought to be self-identification; gender and sexuality are metrics that institutions do not necessarily need to know.
- If gender and sexuality are metrics that must be collected, provide room in documentation for people to self-report rather than pre-determining people's responses with set lists of response options. It is not possible to know an individual's pronouns from their name or their gender; provide a space for individuals to self-report their pronouns on all paperwork.

¹ Further reading

Veale J., Saewyc E., Frohard-Dourlent H., Dobson S., Clark B. & the Canadian Trans Youth Health Survey Research Group (2015). *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*. Vancouver, BC: Sigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia.

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions. Minister of Education, Alberta Education. 2016.

Exhibit L

THIS IS EXHIBIT " L "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

MARCH 13, 2017

Alberta government funds website directing K-12 kids to sexually graphic content

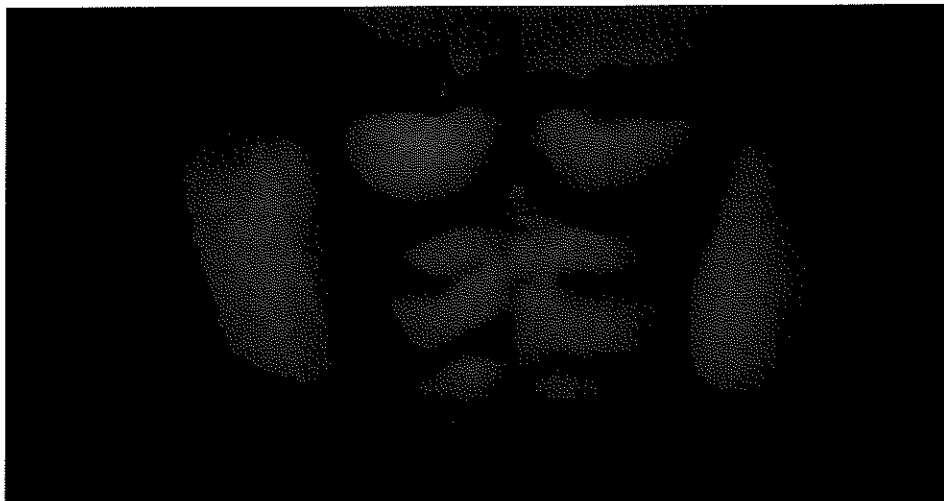
WARNING: GRAPHIC CONTENT

Is this the type of "help" the Alberta government should be funding for K-12 children?



Fruit Loop shared a link.

February 11 at 9:18am · 🌐



These Kinky Sex Toys Are Guaranteed To Spice Up Your Bedroom This Valentine's Day

What better way to surprise your man this Valentine's day than with a sexy bedroom surprise! Consider introducing some kink into the bedroom. Turn your bed

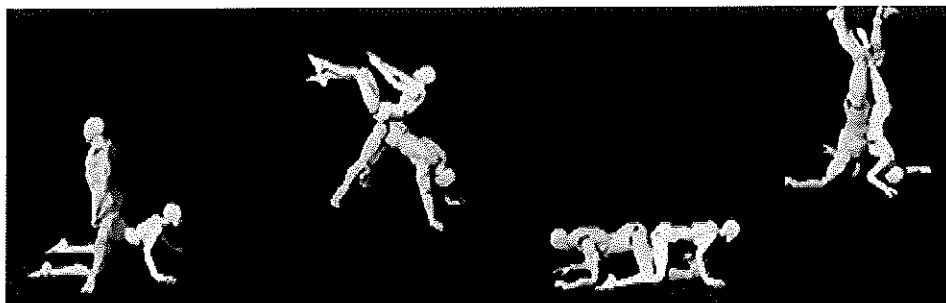
THEGAILYGRIND.COM

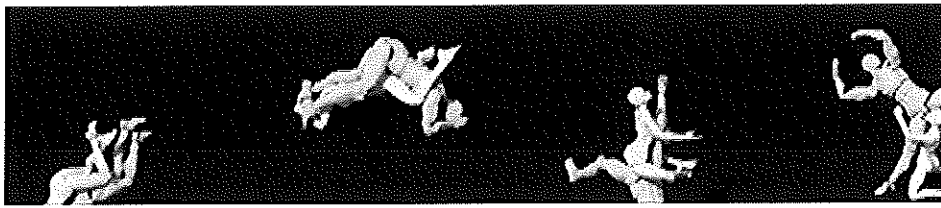
(<https://www.facebook.com/fruitloopyeg/posts/1215264368528197>).



Fruit Loop shared a link.

February 23 at 10:47am · 🌐





Super Practical Sex Positions Everyone Can Try At Home

OMG, so practical.

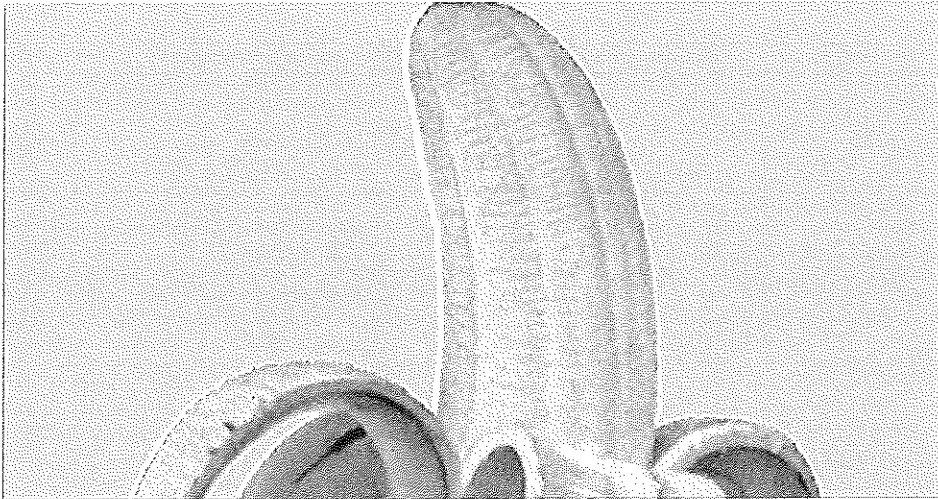
HUFFINGTONPOST.CA

(<https://www.facebook.com/fruitloopyeg/posts/1228302307224403>)



Fruit Loop shared a link.

January 28 at 4:27pm · 🌐



8 Things They Teach You At Blow Job School

The more you know. 😊

HUFFINGTONPOST.COM

(<https://www.facebook.com/fruitloopyeg/posts/1200016650052969>)



Fruit Loop shared a link.

February 24 at 12:40pm · 🌐





Masturbation Matters: 15 Better Ways to Get Off

Self-pleasure is an art. Here are hands-on tips to perfect it.

ADVOCATE.COM

(<https://www.facebook.com/fruitloopyeg/posts/1229413043779996>)

The content of these articles is graphic. There are images of naked men being flogged and restrained (<http://www.thegailygrind.com/2017/02/08/kinky-sex-toys-guaranteed-spice-bedroom-valentines-day/>) with suggestions on how to use specific BDSM products, including links to purchase those items from an online sex shop. In the article about masturbation (<http://www.advocate.com/sexy-beast/2017/2/23/masturbation-matters-15-better-ways-get>), your child is even advised to “pay for porn” and “visit a group masturbation night at your local sex club”.

These sexually graphic articles are examples of the content available on the “Fruit Loop (<https://www.facebook.com/fruitloopyeg/>)” Facebook page, linked to as a “Community Support (<http://albertagsanetwork.ca/index.php/findsubmit-your-gsa/>)” on the Alberta GSA Network (<http://albertagsanetwork.ca/index.php/findsubmit-your-gsa/>) website to “help” K-12 children with their Gay-Straight Alliance (GSA).

Community Supports

There are a number of community supports available to help you with your GSA

General Alberta

Northern Alberta

Central Alberta

Southern Alberta

“Fruit Loop” is listed as a community support group under the “Central Alberta” tab. It hyperlinks directly to the Fruit Loop Facebook page.

Gaywire on CJSR

Team Edmonton

In Arms Theatre Collective Theatre

Fruit Loop

Safe and Caring Schools & Communities

Queer Cuts

I Dig Your Girlfriend

[PLEASE NOTE: Three weeks after I published my blog article, the entire “Community Support” section was removed from the Alberta GSA Network. To access and view the content that was previously available, please see my [supporting documentation file](#)

(<https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf>) and a video I published on YouTube (<https://www.youtube.com/watch?v=hu1fX0pW3Kk&t=2s>).

Unbelievably, it only took one to two clicks for K-12 children to easily access sexually graphic material from this website, which is funded with taxpayer money and continues to be recommended by Alberta Education. (<https://informedalbertans.files.wordpress.com/2017/03/recommended-by-alberta-education.pdf>)

The Institute for Sexual Minority Studies and Services (iSMSS) is paid by the Alberta Government (<http://albertagsanetwork.ca/index.php/alberta-gsa-network/>) to organize the Alberta GSA Network, intended to support a target audience that includes children ages 5 to 17 years old.

Dr. Kristopher Wells, who is a Faculty Director with iSMSS and the “driving force” (<http://www.uwinnipeg.ca/rise/people/kristopher-wells.html>) behind the creation of the Alberta GSA Network, has publicly shared posts from Fruit Loop on his own social media, including a “fast-paced ad” (<http://www.samesame.com.au/news/14221/WATCH-Gay-and-lesbian-couples-bare-all-in-new-campaign>) featuring naked young people who “share an erotic kiss on a tennis court” and “are often seen embracing, rolling around on the ground together.”

Clearly he is not ignorant of the sexually graphic content of their posts.

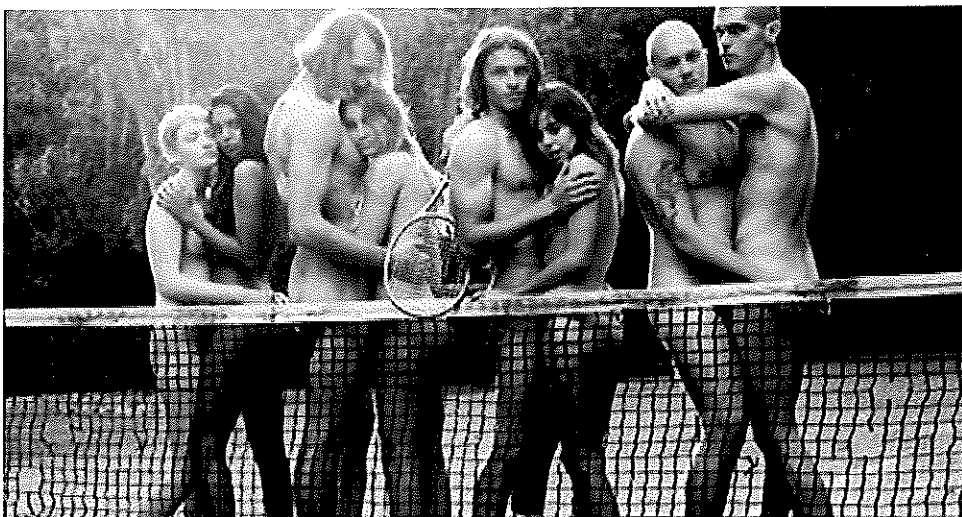
LOVE Kristopher Wells shared Fruit Loop's post.
September 9 at 9:55pm · 🌐

From Down Under.

Fruit Loop
September 8 at 10:28pm · 🌐

👍 Like Page

Hello!!!



WATCH: gay and lesbian couples bare all in new campaign

Featuring a cheeky appearance by SameSame's new editor!

WWW.SAMESAME.COM.AU

👍 Like ➦ Share

🗨 8

(<https://www.facebook.com/kristopher.wells/posts/10153969082888763>)

The iSMSS using government funds to provide access to sexually graphic content – especially masquerading under the banner of “support” for K-12 students – is an exploitation of the trust that children, parents and teachers place in our province’s education system.

It is true that sexually graphic content is available on the internet and kids could find it anyway.

However, using schools to intentionally direct and connect children to community organizations that peddle sexually graphic content is not safe or appropriate.

It is dangerous, reckless and wrong.

K-12 children who access GSAs are often already struggling and vulnerable. Exposure to the sexually graphic content made available through the Alberta GSA Network website puts these children at further risk (<http://fightthenewdrug.org/get-the-facts/>) of harm and victimization.

It is obvious the Ministry of Education is trusting the wrong people with the role of supporting 5 to 17-year-olds and creating “safe and caring” schools.

If this is the “help” iSMSS and Dr. Wells want to provide to Alberta’s kindergarten to Grade 12 students through our school system, then we don’t want it.

As parents and taxpayers of Alberta, we call on the Alberta government to immediately:

1. Suspend all funding to iSMSS.

2. Remove iSMSS and Dr. Wells from any influence over our province’s K-12 education system, including any provision of research, resources, counseling, teacher training and new curriculum development.

In order to ensure that schools are welcoming, caring, safe and respectful learning environments, Albertans must demand a higher standard when it comes to anyone entrusted with the support and care of K-12 children in this province – a much higher standard than the “support” currently being offered by iSMSS.

UPDATES:

(March 14, 1 p.m.) In response to my blog article and this information becoming so public it seems the GSA Network website has now edited their list of community supports even though we have already

GSA Network website has now edited their list of community supports over the past hour. If you would like to verify the original list, please see the screen captures available in the [GSA Network website supporting documentation](https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf) (<https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf>) (WARNING: GRAPHIC CONTENT).

The fact remains that iSMSS did not properly vet their links and community supports, which only proves their lack of competence when it comes to being trusted with the safety of our K-12 children.

Links and content so inappropriate for K-12 kids should never have been there in the first place, especially under the guise of "support". If I hadn't happened to personally stumble across the content, it would still be there. Why is it up to citizens to vet these government funded and recommended resources? **Shouldn't the Alberta government be hiring people who can do their job without volunteer citizens having to do it for them?**

Removing a few links does not solve the problem. iSMSS and Dr. Wells have severely violated the public trust and should not be in a position of influence in our K-12 education system at all. Alberta children deserve better.

(**March 15**) Donna Trimble, Executive Director for Parents for Choice in Education, posted an excellent open letter to our elected representatives entitled "[Which Alberta Politicians Will Stand Up for Our Children?!](http://www.parentchoice.ca/which_politicians_will_stand_up_for_our_children_1)" (http://www.parentchoice.ca/which_politicians_will_stand_up_for_our_children_1)" Feel free to forward her letter to your MLAs and school board trustees.

Thank you to News Talk 770 with Danielle Smith for interviewing Donna Trimble, Executive Director of Parents for Choice in Education on March 14, 2017 about these concerns: [LISTEN HERE FOR THE INTERVIEW](http://www.newstalk770.com/2017/03/14/alberta-gsa-network-removes-offensive-link-from-website/) (<http://www.newstalk770.com/2017/03/14/alberta-gsa-network-removes-offensive-link-from-website/>).

Thank you to Andrea Huncar from the CBC News who [wrote an article about this topic](http://www.cbc.ca/news/canada/edmonton/alberta-government-funded-gsa-website-removes-links-1.4025302) (<http://www.cbc.ca/news/canada/edmonton/alberta-government-funded-gsa-website-removes-links-1.4025302>).

Click image below to read the article.

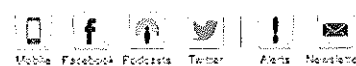
Alberta government-funded GSA website removes links after complaints of 'sexually graphic' content

Website meant to connect LGBTQ students with community resources, says administrator

By Andrea Huncar, CBC News | Posted: Mar 15, 2017 6:00 AM MT | Last Updated: Mar 15, 2017 6:27 PM MT

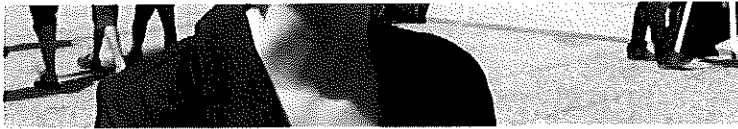


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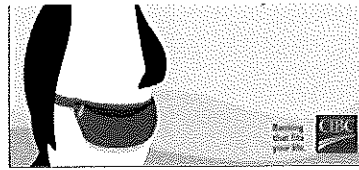




Blogger Theresa H. criticized a provincially funded GSA website for posting links to Facebook pages that post sexually explicit articles. (CBC)

1705 shares

A government-funded website meant to support students from elementary to high school levels in gay-straight alliances removed several



Weather

(<http://www.cbc.ca/news/canada/edmonton/alberta-government-funded-gsa-website-removes-links-1.4025302>)

(March 16, 5:30 p.m.) I have started a petition to pressure the Alberta government to reveal the extent to which ISMSS is still involved in authority over our K- 12 education system.

→ PLEASE SIGN HERE ← (<https://www.change.org/p/albertans-will-you-take-a-stand-to-protect-our-children>)

(April 7) NEW VIDEO – On April 4th, the entire community supports section of the Alberta GSA Network was removed. I have produced a follow-up video, explaining why simply removing the inappropriate links is not enough. It is available under a newly created tab at the top of this website called "[Sexually graphic material to kids in Alberta schools: What you can do](https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/)" (<https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/>). I have also included a one page summary of this information which can be easily printed and shared with others.

Advertisements

[Report this ad](#)

[Report this ad](#)

Share this:


 (<https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic->

Exhibit M

THIS IS EXHIBIT " M "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
[Signature]
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

SUPPORTING DOCUMENTATION

This document is a compilation of screen captures directly from the Alberta GSA Network - including all "Community Support" organizations listed on the site - as well as specific posts from 5 of the "Community Support" Facebook pages. A blue border around an image indicates a screen capture directly from one of the Facebook pages. Additional images that sometimes surround the Facebook posts show examples of the article's contents. The specific URLs for each "Community Support" group - all of which are Facebook pages - appear at the end of this document.

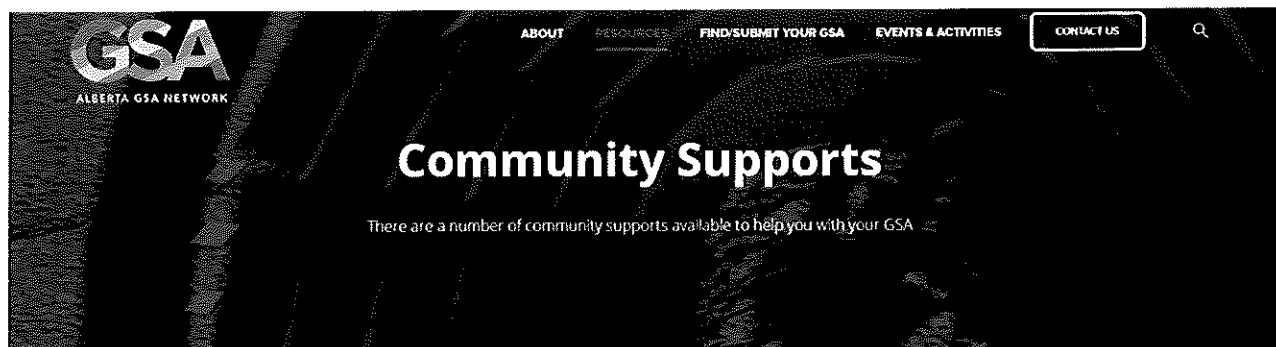
Remember: All of the content in this document is easily accessible to children with only 1-2 clicks from the Alberta GSA Network website "Community Supports" page.



The Alberta GSA Network is a collective of resources specific to Alberta K-12 students, teachers, and school staff. The network is organized by the Provincial GSA Coordinator, a position within the Institute for Sexual Minority Studies and Services (SMSS) at the University of Alberta. The Alberta GSA Network is funded by the Government of Alberta's Ministry of Human Services and the Ministry of Education.

Our goal is to connect with local organizations, community groups, and schools across Alberta. We hope to create a centralized online space where we can direct people to all of the great resources in Alberta that are available to support learning environments that respect diverse sexual orientations, gender identities and gender expressions in our schools.

FIND OR SUBMIT GSA



General Alberta

Northern Alberta

Central Alberta

Southern Alberta



Submit your group or organization

Do you want to be listed on our community supports page? Please email AlbertaGSANetwork@gmail.com describing what kind of supports you offer and for what region.

General Alberta ^

[Alberta GSA Network](#)

[Central Alberta Two Spirit Network](#)

[The AView Foundation](#)

[Rural Alberta GSA Network](#)

[Trans Equality Society of Alberta](#)

[Canadian Parents of Gender](#)

[Creative Kids Peer Support Group](#)

[Canadian Centre for Gender and
Sexual Diversity \(CCGSD\)](#)

Northern Alberta ^

Fort McMurray

[Fort McMurray LGBTQ+ Community](#)

[Hiv North Society - Fort McMurray](#)

Grande Prairie

[Grande Prairie Pride Society](#)

[Grande Prairie Gender and
Sexuality Alliance](#)

[City of Grande Prairie Youth
Council](#)

[Hiv North Society Grande Prairie](#)

Central Alberta ^

Camrose

[Camrose Community Pride](#)

[Augustana Queers and Allies](#)

Edmonton

[Institute for Sexual Minority
Studies and Services \(ISMSS\)](#)

[Pride Centre of Edmonton](#)

[Francophonie/Journées de
l'Éthnicité](#)

[Camp Good Edmonton](#)

[Constitutional Health Education
Workers \(CHEW\) Project](#)

[InQueeries \(MacEwan University\)](#)

[MacEwan Sexual Health Club](#)

[OutReach \(University of Alberta\)](#)

[The Landing \(University of Alberta\)](#)

[The Sexual Orientation & Gender
Identity Advocacy Committee
\(University of Alberta\)](#)

[Bert Arrow Traditional Healing
Society](#)

[Society for Safe Accommodations
For Queer Edmonton Youth
\(SAFEQY\)](#)

[Brown, Black & Fierce Collective](#)

[Not Enough \(Fort Edmonton\)](#)

[Edmonton Men's Health Collective](#)

[Edmonton's Pride Festival](#)

[Edmonton's Pride Festival](#)

[Edmonton's Pride Festival](#)

[Edmonton's Pride Festival](#)

[Gay/Queer QSR](#)

[Team Edmonton](#)

[In Area Theatre Collective Theatre](#)

[Fruit Loop](#)

[Safe and Caring Schools &
Communities](#)

[Queer Cars](#)

[ID's Your G-Word](#)

Hinton

[Hinton LGBTQ+ Allies](#)

[The Peace Garden - Hinton
LGBTQ+ Pride Society](#)

Jasper

[Jasper Pride Festival](#)

Southern Alberta ^

Calgary

[Calgary GSA Network](#)

[Calgary Sexual Health Centre
\(CSHC\)](#)

[Queer Youth of Calgary \(CYQC\)](#)

[Calgary Camp Firefly](#)

[Calgary TransHub](#)

[The Coming Out Menologues NYC](#)

[Calgary Gay History Project](#)

[Calgary Pride](#)

[FLEPS Canids - Calgary Chapter](#)

[Calgary Queer Church](#)

Banff, Canmore & Area

[PawPride](#)

[OutHere Banff Valley - Banff,
Canmore, Lake Louise, Banff-Johnston](#)

Lethbridge

[OutReach Southern Alberta
Society](#)

[The Coalition of Municipalities
Against Racism & Discrimination
\(CMARAD\)](#)

[The Coalition of Municipalities
Against Racism & Discrimination
\(CMARAD\)](#)

[The Coalition of Municipalities
Against Racism & Discrimination
\(CMARAD\)](#)

[The Coalition of Municipalities
Against Racism & Discrimination
\(CMARAD\)](#)

Medicine Hat

[IFGAS Medicine Hat Chapter](#)

[McMurray Colour Me Free](#)

Jasper

Jasper Pride Festival

Leduc

Back 604 GSA

WVR Grace

Peace River

Peace River Pride Society

Sherwood Park

The aVew Foundation

St. Albert

Outlook St. Albert

FFLAG St. Albert

Stony Plain & Area

Parkland County GSA

Wetaskiwin

Wetaskiwin GSA Board/Info



Submit your group or organization

Do you want to be listed on our community supports page? Please email AlbertaGSANetwork@gmail.com describing what kind of supports you offer and for what region.

COMMUNITY SUPPORT FOR K-12 STUDENTS

MacEwan Sexual Health Club

<https://www.facebook.com/macewanshc/>

**MacEwan Sexual Health Club**
February 24, 2016 · 🌐

"Play safe!"



UK's 'Orgasmic' Safe Sex Ad Is Too Hot For U.S. TV*[The Gaily Grind]*

UK's Channel 4 delivered an all-inclusive safe sex ad leading up to Valentine's Day...

THEGAILYGRIND.COM | BY THE GAILY GRIND.COM

UK's Channel 4 delivered an all-inclusive safe sex ad leading up to Valentine's Day that would almost certainly never air in the U.S.

The racy ad features couples and threesomes, both young and old, and of all sexual orientations, moaning and squealing to completion.

The ad is a refreshing attempt by International HIV/AIDS Alliance, to put the issue of HIV/Aids and safe sex back at the forefront of people's minds.

Watch "Come Together" from the International HIV/AIDS Alliance below:

Watch "Come Together" from the International HIV/AIDS Alliance below:



Watch "Come Together" from the International HIV/AIDS Alliance below:



MacEwan Sexual Health Club shared a link.
July 28, 2016 · 🌐



Pokémoan dildo range – Gotta get em all!

Introducing our new range of Pokémoan sex toys! Become the ultimate Pokémoan master with your new silicone friends. Let your imagination run wild as you play under the sheets. Choose your new compa...

GEEKYSEXTOYS.COM

📱 📺 📖

GEEKY SEX TOYS

Q. HOME SHOP BLOG ABOUT CONTACT

Pokémoan Dildo Range – Gotta get em all!

\$50.00 - \$199.00

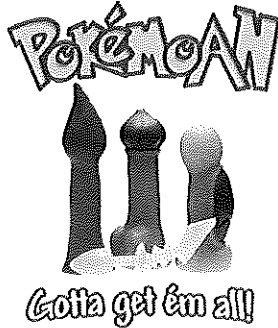


Introducing our range of Pokémoan sex toys! Become the ultimate Pokémoan master with your new silicone friends. Let your imagination run wild as you play under the sheets. Choose your new compa... Below is the information you will need:

"Please see to your best Pokémoan Dile"

Bulby - A great type Pokémoan Bulby has a huge seed tip making it a very pleasurable friend to have.

Cherry - A slightly thinner type Pokémoan with a fan-like tip. Cherry gives intense orgasms every time it goes.

Squishy - A wider Pokémoan Squishy has a smooth round head with a large prostate tip. It's a real treat.

MacEwan Sexual Health Club shared a link.
May 12, 2016 · 🌐




Celebrate National Masturbation Month with these flicks | Vue Weekly

Lust For Life • Sex Celebrate National Masturbation Month with these flicks May 11, 2016 by Brenda Kerber Add Comment It's National Masturbation Month! I thought a...

VUEWEEKLY.COM

MacEwan Sexual Health Club shared The Traveling Tickle Trunk's event.
April 28, 2016 · 🌐



MAY 18

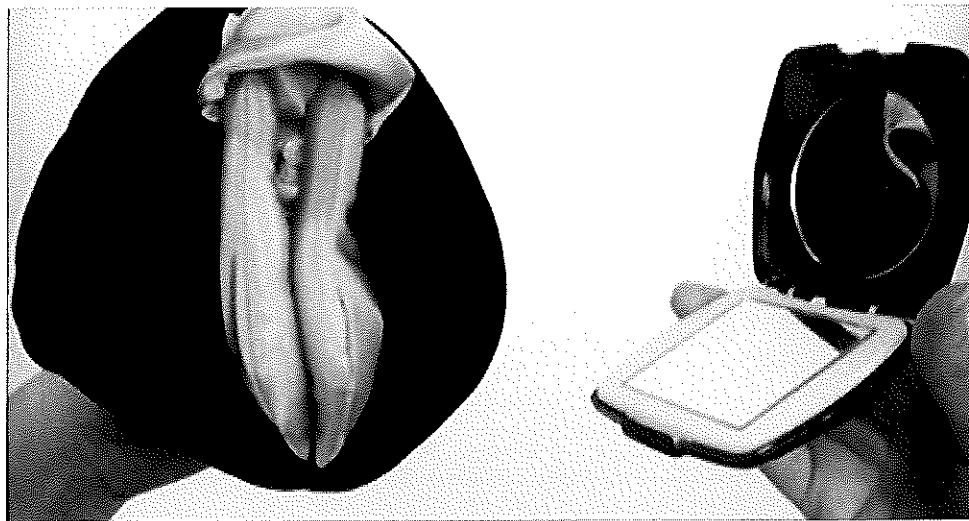
Adopt A Toy!
Wed 10 AM - The Traveling Tickle Trunk - Edmon...
Fundraiser - 354 people

★ Interested



MacEwan Sexual Health Club shared a link.

May 14, 2016 · 63



11 Reasons Vaginas Are Fucking Amazing

Other than the fact that they literally bring us LIFE.

WWW.BUZZFEED.COM



MacEwan Sexual Health Club shared a link.

August 17, 2016 · 63



theguardian

How a 3D clitoris will help teach French schoolchildren about sex


From bronze clitoris pendants to zines about Dracula's, the female sex organ is having a moment in France

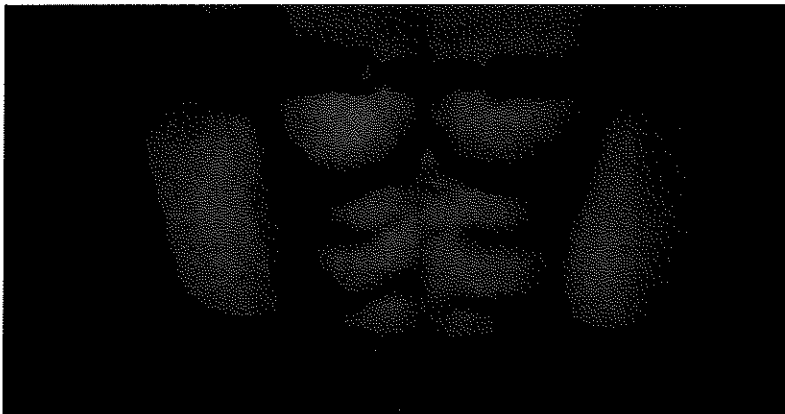
THEGUARDIAN.COM

COMMUNITY SUPPORT FOR K-12 STUDENTS

Fruit Loop

<https://www.facebook.com/fruitloopyeg/>

 **Fruit Loop** shared a link.
February 11 at 9:18am · 🌐



These Kinky Sex Toys Are Guaranteed To Spice Up Your Bedroom This Valentine's Day

What better way to surprise your man this Valentine's day than with a sexy bedroom surprise! Consider introducing some kink into the bedroom. Turn your bed

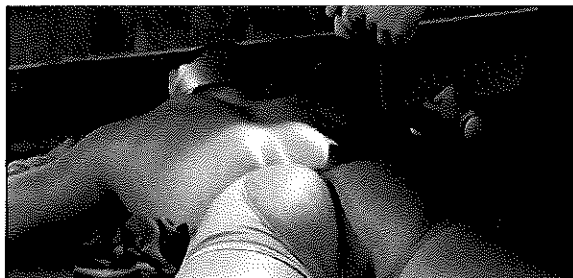
THEGAILYGRIND.COM



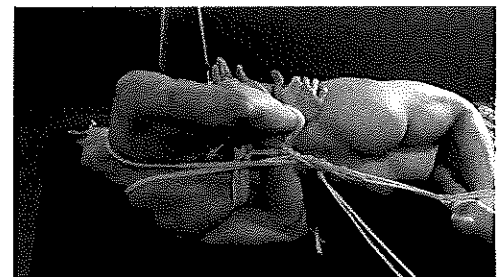
Show your man who's boss with a **Short Suede Flogger!**



Never be without the perfect size butt plug again!



Turn your bedroom into a kinky playground with the 'Under The Bed Restraint System'. It sets up in just seconds. Just slide these naughty restraint straps with cuffs under your mattress, and you'll have an instant bondage bedroom.



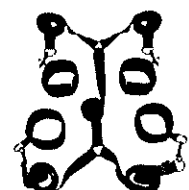
Let the anal games begin with this wireless, remote controlled butt plug! Lube the tip of this sleek silicone plug and gently insert it. The flanged base ensures it won't go in too far.

You're going to love this sexy holiday gift that has been carefully selected to give the best experience. Although they are perfect for those looking for a fun gift, they are also the most popular.

Simply place the straps under your mattress. That's it! You can either put them at the head or foot, or around the sides depending on preference. The restraint straps and center strap are adjustable up to 66" to fit any size bed. Then snap on the cuffs, place them on your shoulders, and let the fun begin.



Regency's collection of toys is 50% off for you with free shipping when you use code GRIND.



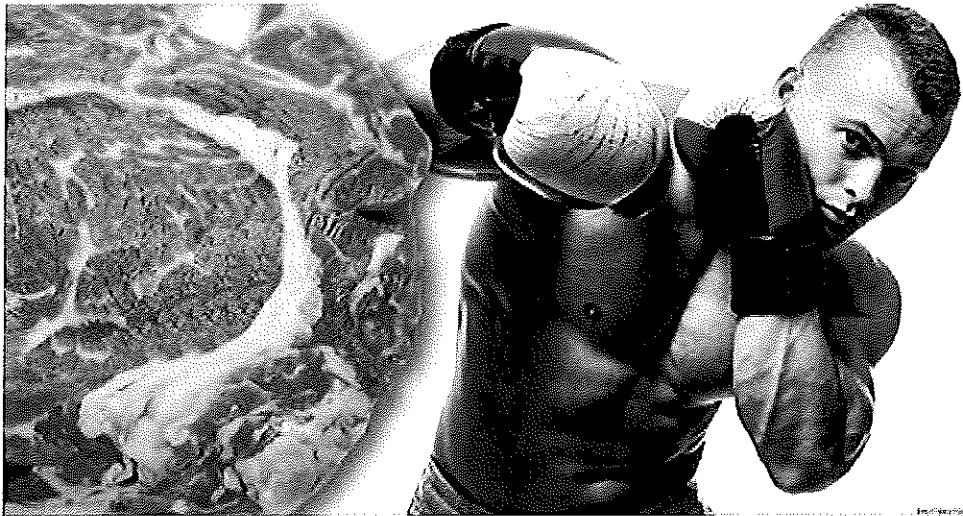
Under The Bed Restraint System

55% Off a Item + Free Shipping in the US with code GRIND at www.MaleStyle.com



Fruit Loop shared a link.

February 24 at 12:40pm · 🌐



Masturbation Matters: 15 Better Ways to Get Off

Self-pleasure is an art. Here are hands-on tips to perfect it.

ADVOCATE.COM



ADVOCATE

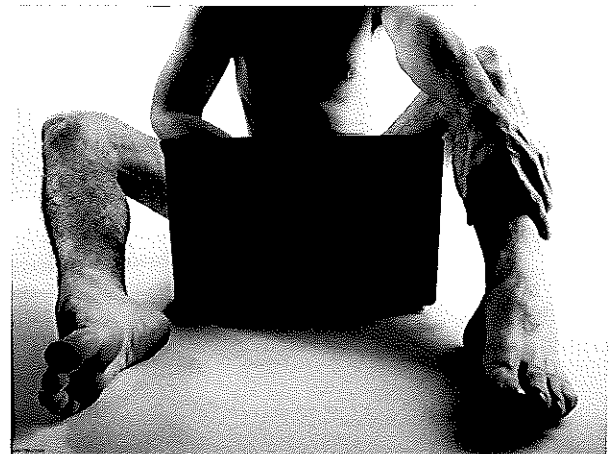
Masturbation Matters: 15 Better Ways to Get Off

By Alexander Quinn

*Captions:

- "Pay for porn"

- Visit a group
masturbation night
at your local sex club



3. Pay for porn.



ADVOCATE

Masturbation Matters: 15 Better Ways to Get Off

By Alexander Quinn



5. Visit a group masturbation night at your local sex club.

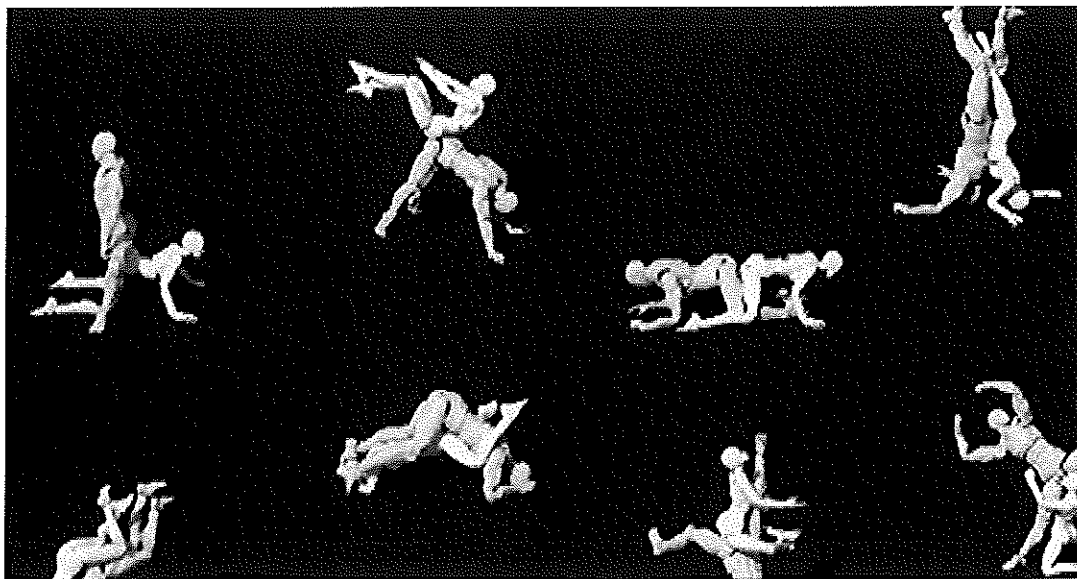
W.SPEES





Fruit Loop shared a link.

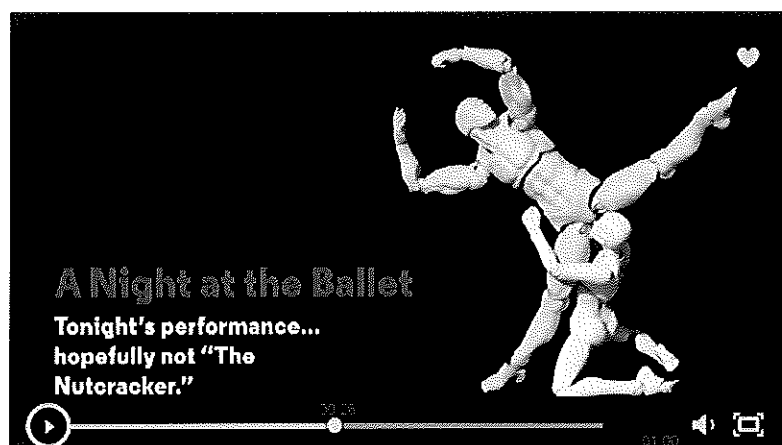
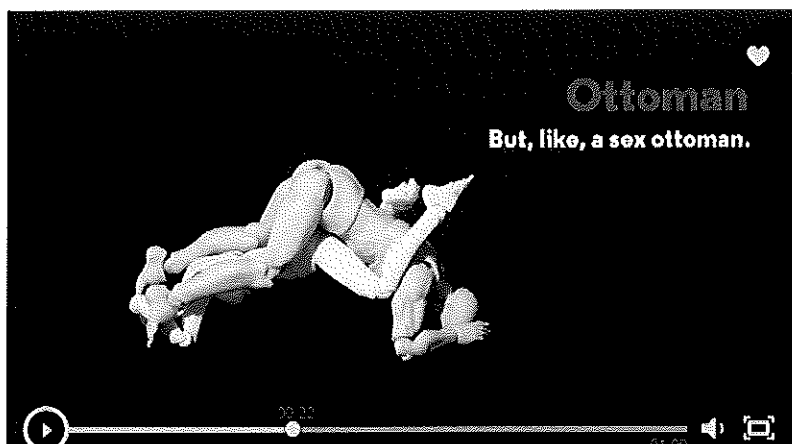
February 23 at 10:47am · 🌐



Super Practical Sex Positions Everyone Can Try At Home

OMG, so practical.

HUFFINGTONPOST.CA





Fruit Loop

January 26 · 🌐

It's a celebration of the coming-of-age and coming out story that refocuses on the struggles of identity and masculinity that, similar to *Moonlight*, rarely gets careful attention in films set in the modern day, which prefer to center on the beauty and catharsis of homosexual awakening.



Sundance Finally Shows Some Hot Gay Sex

It's no longer just about coming out. It's about having good sex. A talk with the breakout director and the very hot (and very nude) star of the gritty queer film 'Beach Rats.'

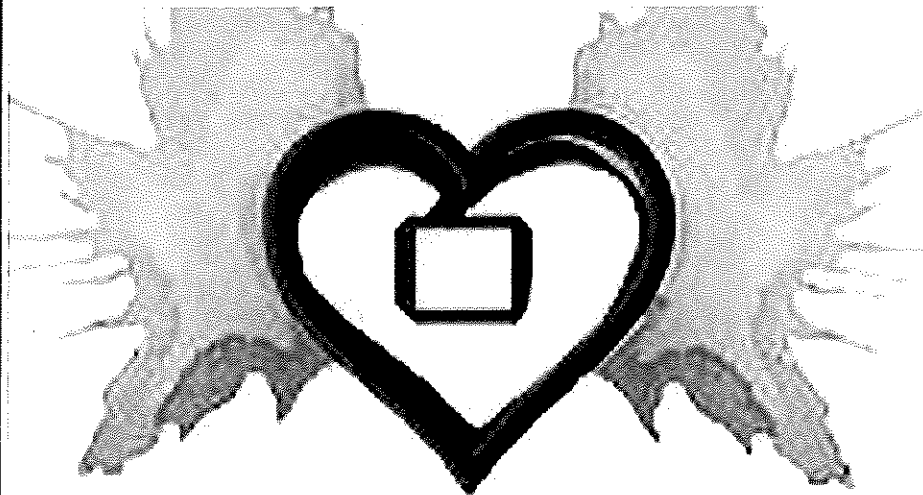
THE DAILY BEAST.COM



Fruit Loop shared an event.

February 1 at 6:19pm · 🌐

Alberta Sex Positive Education & Community Centre wants to help spice things up for you.




FEB
11

Get the play/sex you WANT! Consensu..


Sat 1:30 PM · Yellowhead Inn · Edmonton

2 people interested

★ Interested

 **Fruit Loop**
16 hrs · 🌐

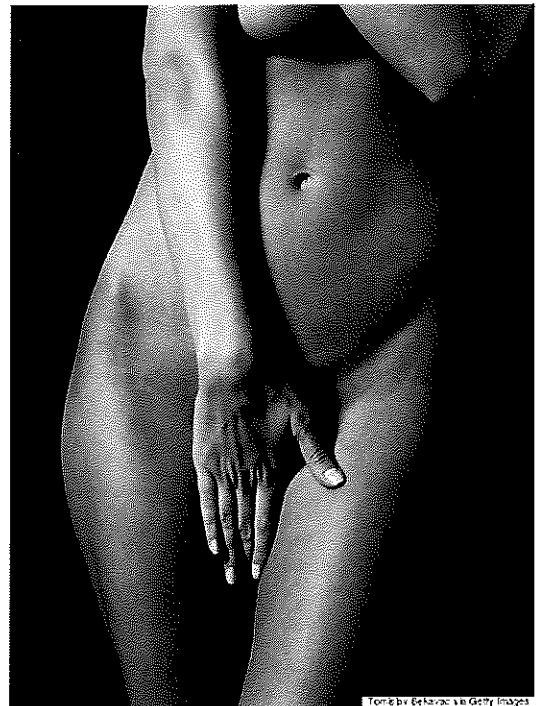
For some women, it's the length or thickness of their labia minoras that they're unsure about; for others, especially women of colour, there's this notion of the vulva being "too dark" or "discoloured," on top of a plethora of other concerns.



Does Your Vagina Look 'Normal'?
Here's why the answer is always 'Yes!'
HUFFINGTONPOST.CA



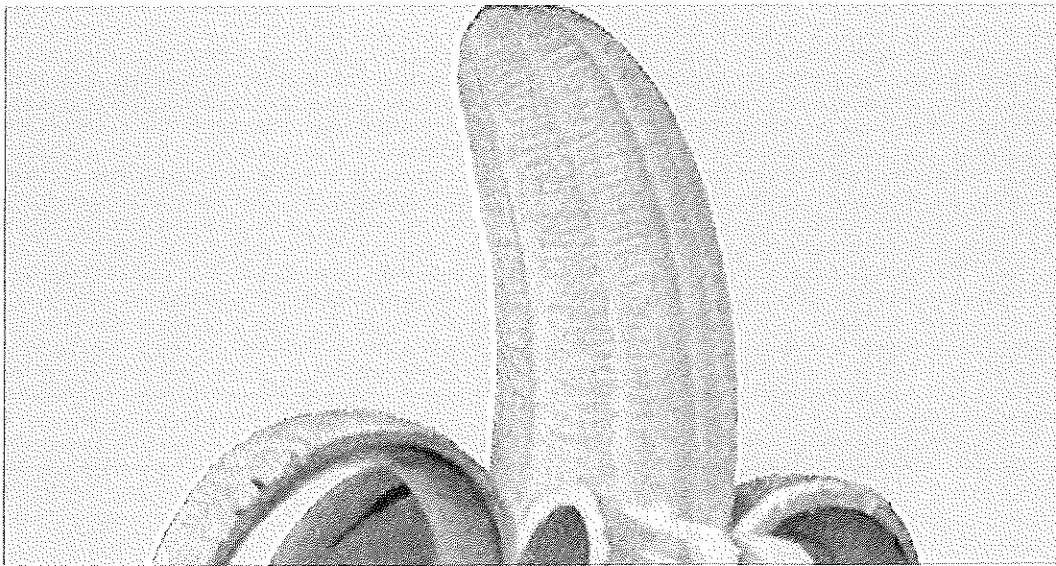
But according to Boodram, vaginal colouration is not only a problem for WoC, but for women across the board.





Fruit Loop shared a link.

January 28 at 4:27pm · 🌐



8 Things They Teach You At Blow Job School

The more you know. 🤔

HUFFINGTONPOST.COM

1. Start slow.

"It's fun to start soft. Let your partner get hard in your mouth, without any motion. Just let them experience the warmth of your breath and wetness of your tongue then gently begin to suck. Anticipation will make your partner even hotter."

7. Don't forget "the boys."

"To give a successful blow job, you have to pay attention to his balls. Go back and forth, popping each one into your mouth and going back every now and again to lick the whole sack area."



Kristopher Wells shared Fruit Loop's post.

September 9 at 9:55pm · 🌐

From Down Under.

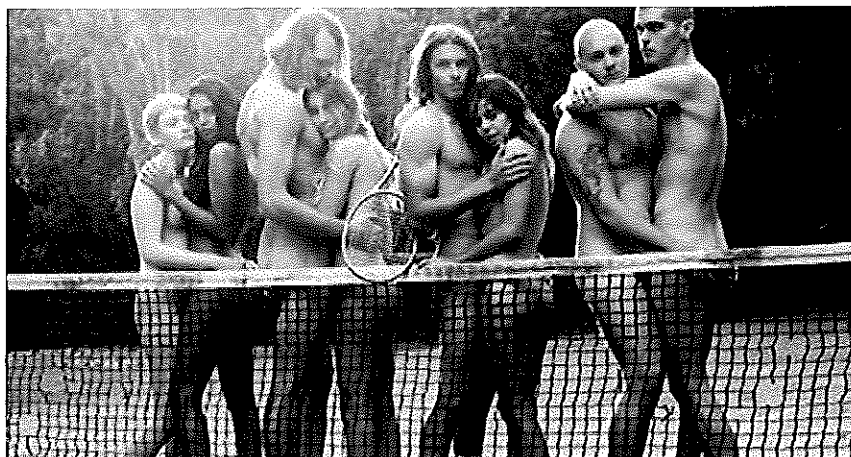


Fruit Loop

September 8 at 10:28pm · 🌐

👍 Like Page

Hello!!!



WATCH: gay and lesbian couples bare all in new campaign

Featuring a cheeky appearance by SameSame's new editor!

WWW.SAMESAME.COM.AU

👍 Like

➦ Share



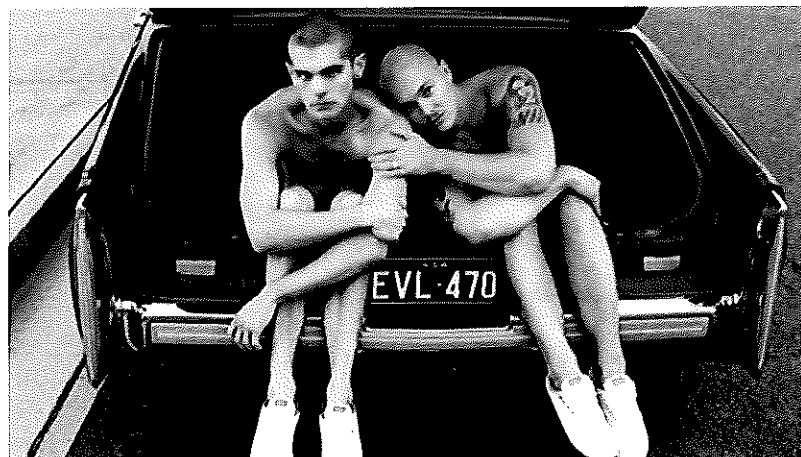
8

The fast-paced ad follows a gang of impossibly attractive Australians as they cavort on rooftops, tennis courts and outdoors wearing Volley sneakers and underwear (or sometimes *just* their sneakers).

Included in the squad are a lesbian couple, who share an erotic kiss on a tennis court, and a gay couple who are often seen embracing, rolling around on the ground together, and at one point sharing an intimate kiss in the boot of a car.



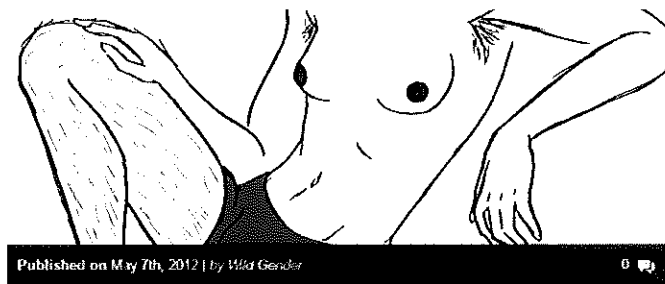
📷 via Mumbrella



COMMUNITY SUPPORT FOR K-12 STUDENTS

I Dig Your Girlfriend

<https://www.facebook.com/IDigYourGirlfriend/>



Queer Poetics: How to Make Love to A Trans Person

Poem by Gabe Moses, courtesy of [Genderqueer Chicago](#).

Forget the images you've learned to attach
To words like cock and clit.
Chest and breasts
Break those words open
Like a paramedic cracking ribs
To pump blood through a failing heart
Push your hands inside
Get them messy
Scratch new definitions on the bones

Get rid of the old words altogether
Make up new words
Call it a click or a ditto
Call it the sound he makes
When you brush your hand against it through his jeans,
When you can hear his heart knocking on the back of his teeth
And every cell in his body is breathing
Make the arch of her back a language
Name the hollows of each of her vertebrae
When they catch pools of sweat
Like rainwater in a row of paper cups
Align your teeth with this alphabet of her spine
So every word is weighted with the salt of her

When you peel layers of clothing from his skin
Do not act as though you are changing dressings on a trauma patient
Even though it's highly likely that you are.
Do not ask if she's 'had the surgery.'
Do not tell him that the needlepoint bruises on his thighs look like they hurt
If you are being offered a body
That has already been laid upon an altar of surgical steel
A sacrifice to whatever gods govern bodies
That come with some assembly required
Whatever you do,
Do not say that the carefully sculpted landscape
Bordered by rocky ridges of scar tissue
Looks almost natural.

If she offers you breastbone
Aching to carve soft fruit from its branches
Though there may be more tissue in the lining of her bra
Than the flesh that rises to meet it
Let her ripen in your hands.
Imagine if she'd lost those swells to cancer,
Diabetes,
A car accident instead of an accident of genetics
Would you think of her as less a woman then?
Then think of her as no less one now.

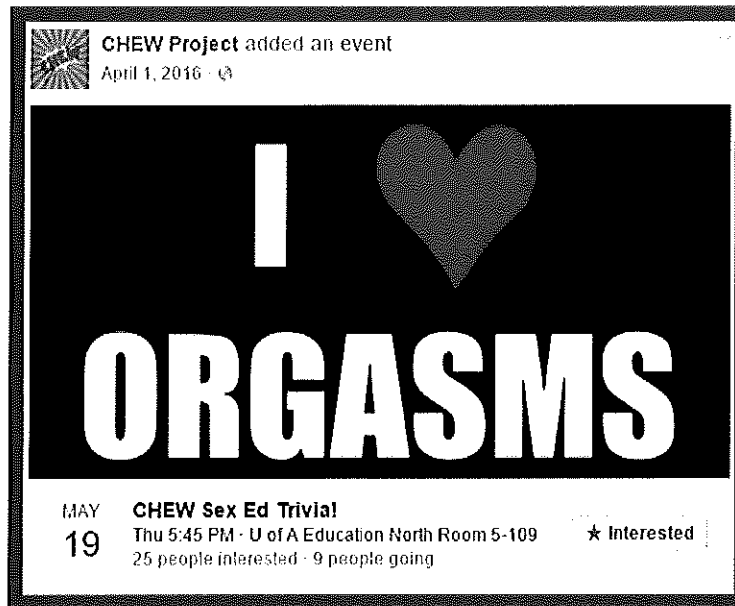
If he offers you a thumb-sized sprout of muscle
Reaching toward you when you kiss him
Like it wants to go deep enough inside you
To scratch his name on the bottom of your heart
Hold it as if it can-
In your hand, in your mouth
Inside the nest of your pelvic bones.
Though his skin may hardly do more than brush yours,
You will feel him deeper than you think.

Realize that bodies are only a fraction of who we are
They're just oddly-shaped vessels for hearts
And honestly, they can barely contain us
We strain at their seams with every breath we take
We are all pulse and sweat,
Tissue and nerve ending
We are programmed to grope and fumble until we get it right.
Bodies have been learning each other forever.
It's what bodies do.
They are grab bags of parts
And half the fun is figuring out

COMMUNITY SUPPORT FOR K-12 STUDENTS

Comprehensive Health Education Workers (CHEW) Project

<https://www.facebook.com/CHEWproject/>



COMPLETE LISTING OF COMMUNITY SUPPORTS FROM ALBERTA GSA NETWORK WEBSITE

GENERAL ALBERTA

Alberta GSA Network

<https://www.facebook.com/groups/AlbertaGSANetwork/>

Central Alberta Two Spirit Network

<https://www.facebook.com/Central-Alberta-Two-Spirit-Network-526413720781266/?fref=ts>

The altView Foundation

<https://www.facebook.com/altview/>

Rural Alberta GSA Network

<https://www.facebook.com/Rural-Alberta-GSA-Network-1622641741299290/>

Trans Equality Society of Alberta

<https://www.facebook.com/Trans-Equality-Society-of-Alberta-129747467100473/?fref=ts>

Canadian Parents of Gender Creative Kids – Peer Support Group

<https://www.facebook.com/canadianparentsofgendercreativekids/>

Canadian Centre for Gender and Sexual Diversity (CCGSD)

<https://www.facebook.com/ccgsd.ccdgs/?pnref=lhc>

NORTHERN ALBERTA

FORT MCMURRAY

Fort McMurray LGBTQmunity

<https://www.facebook.com/LGBTQfortmac/?fref=ts>

HIV North Society - Fort McMurray

<https://www.facebook.com/HIVNorthYMM/?fref=nf>

GRANDE PRAIRIE

Grande Prairie Pride Society

<https://www.facebook.com/GPPrideSociety/>

Grande Prairie Gender And Sexuality Alliances

<https://www.facebook.com/groups/135130333281830/>

City of Grande Prairie Youth Council

https://www.facebook.com/gpYouthCouncil/?hc_ref=SEARCH&fref=nf

HIV North Society Grande Prairie

<https://www.facebook.com/hivnorth/>

CENTRAL ALBERTA

CAMROSE

Camrose Community Pride

<https://www.facebook.com/CamrosePrideCommunity/>

Augustana Queers and Allies (AQUA)

<https://www.facebook.com/groups/AQUA.Augustana/>

EDMONTON

Institute for Sexual Minority Studies and Services (ISMSS)

<https://www.facebook.com/ISMSS/>

Pride Centre of Edmonton

<https://www.facebook.com/pridecentreofedmonton/>

Francophonie Jeunesse de l'Alberta

<https://www.facebook.com/fjalberta/>

Camp fYrefly Edmonton

<https://www.facebook.com/CampfYreflyAlberta/>

Comprehensive Health Education Workers (CHEW) Project

<https://www.facebook.com/CHEWproject/>

InQueeries (MacEwan University)

<https://www.facebook.com/InQueeries/>

MacEwan Sexual Health Club

<https://www.facebook.com/macewanshc/>

OUTreach University of Alberta

<https://www.facebook.com/groups/uofaOUTreach/>

The Landing (University of Alberta)

<https://www.facebook.com/thelandingualberta/>

The Sexual Orientation & Gender Identity Advocacy Committee (University of Alberta)

<https://www.facebook.com/uofasga/>

Bent Arrow Traditional Healing Society

<https://www.facebook.com/Bent-Arrow-Traditional-Healing-Society-161127157279047/>

Society for Safe Accommodations For Queer Edmonton Youth (SAFQEY)

<https://www.facebook.com/SAFQEY/>

Brown, Black, & Fierce Collective

<https://www.facebook.com/BrownBlackFierce/>

Not Enough Fest Edmonton

<https://www.facebook.com/NotEnoughFest/>

Edmonton Men's Health Collective

<https://www.facebook.com/YEGmenshealth/>

Edmonton Pride Festival

<https://www.facebook.com/EdmontonPrideFestival/>

Gaywire on CJSR

<https://www.facebook.com/gaywire/>

Team Edmonton

<https://www.facebook.com/groups/60867481585/>

In Arms Theatre Collective

<https://www.facebook.com/inarmstheatre/>

Fruit Loop

<https://www.facebook.com/fruitloopyeg/>

Safe and Caring Schools & Communities

<https://www.facebook.com/SafeAndCaring/>

*Queer Cuts

<https://www.facebook.com/qtasticcuts/> (*Msg: "The link you followed may have expired, or the page may only be visible to an audience you're not in")

<https://www.facebook.com/Queer.Cuts> (google search produced this link)

I Dig Your Girlfriend

<https://www.facebook.com/IDigYourGirlfriend/>

HINTON

*Hinton LGBTQ & Allies

<https://www.facebook.com/BanffPRIDE/?fref=ts> (*link given is to Banff Pride)

<https://www.facebook.com/groups/1724726314458451/> (google search produced this link)

The Rose Garden - Hinton LGBTQIA Pride Society

<https://www.facebook.com/groups/897737417018780/>

JASPER

Jasper Pride Festival

<https://www.facebook.com/jasperpridefestival/>

LEDUC

Black Gold QSA

<https://www.facebook.com/events/357519417703272/>

Will & Grace

<https://www.facebook.com/groups/841007719303132/?fref=nf>

PEACE RIVER

Peace River Pride Society

<https://www.facebook.com/groups/peaceriverpridesociety/>

SHERWOOD PARK

The altView Foundation

<https://www.facebook.com/altview/>

ST. ALBERTA

Outloud St. Albert

<https://www.facebook.com/OutloudStAlbert/>

PFLAG St. Albert

<https://www.facebook.com/PflagSt.Albert/>

STONY PLAIN & AREA

Parkland County GSA

<https://www.facebook.com/Parkland-County-GSA-1407483256213976/>

WETASKIWIN

Wetaskiwin GSA Roundtable (Wetaskiwin Community GSA)

<https://www.facebook.com/Wetaskiwin-Community-GSA-213545619017896/?fref=ts>

SOUTHERN ALBERTA

CALGARY

Calgary GSA Network

<https://www.facebook.com/GSANetworkCalgary/>

Calgary Sexual Health Centre (CSHC)

<https://www.facebook.com/CalgarySexualHealthCentre/>

Queer Youth of Calgary (QYOC)

<https://www.facebook.com/QueerYouthOfColourCalgary/>

Calgary Camp FlyRefly

<https://www.facebook.com/calgarycampflyrefly/>

Calgary TransHub

<https://www.facebook.com/CalgaryTransHub/>

The Coming Out Monologues YYC

<https://www.facebook.com/ComingOutYYC/>

Calgary Gay History Project

<https://www.facebook.com/yycgayhistory/>

Calgary Pride

<https://www.facebook.com/calgarypride/>

PFLAG Canada - Calgary Chapter

<https://www.facebook.com/groups/2895365113/>

Calgary Queer Church

https://www.facebook.com/calgaryqueerchurch/?hc_ref=SEARCH&fref=nf

BANFF & AREA

Banff Pride

<https://www.facebook.com/BanffPRIDE/?fref=ts>

OUTHere Bow Valley - Banff, Canmore, Lake Louise, Kananaskis

<https://www.facebook.com/OutHereBanffCanmore/>

LETHBRIDGE

OUTreach Southern Alberta Society

<https://www.facebook.com/OUTreachSAB>

The Coalition of Municipalities Against Racism & Discrimination (CMARD)

<https://www.facebook.com/CMARDLeth/>

MEDICINE HAT

PFLAG Medicine Hat Chapter

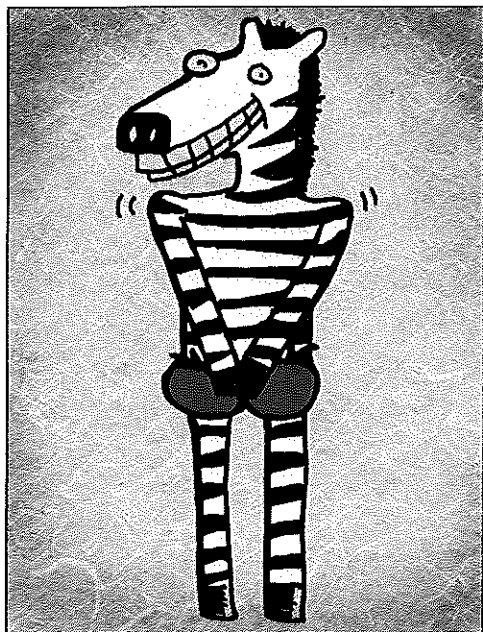
<https://www.facebook.com/CMARDLeth/>

McMan Colour Me Free

<https://www.facebook.com/ColourMeFreeMedHat/>

Exhibit N

THIS IS EXHIBIT " N "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
A Commissioner and for the Province of Alberta
James Kitchen
Barrister + Solicitor



Living in Toronto?

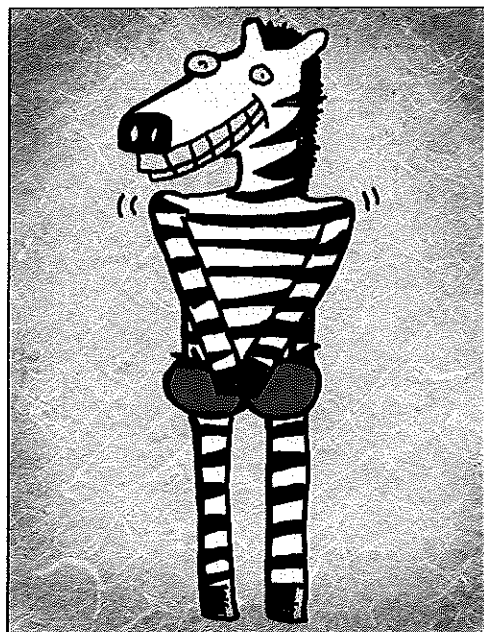
Hassle Free Clinic
HIV/STI Testing
416-922-0566, www.hasslefreeclinic.org

Lesbian Gay BI Trans Youth Line
1-800-268-9688 or 416-962-9688
www.youthline.ca

Central Toronto Youth Services
416-924-2100, www.ctys.org

AIDS Committee of Toronto (ACT)
HIV/AIDS Information and Support
399 Church St., 4th Floor
416-340-2437, www.acttoronto.org

Revised & Reprinted - March 2014



National Resources

Sexualityandu
www.sexualityandu.ca

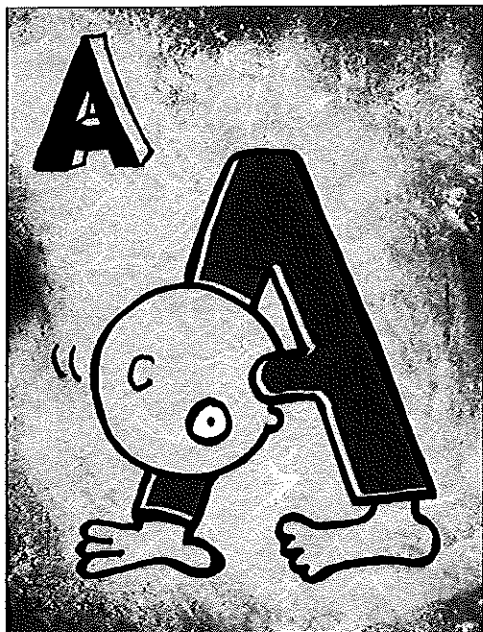
BC Centre for Disease Control
SmartSexResource
www.smartsexresource.com

Planned Parenthood Toronto
Teen Health Source
www.teenhealthsource.com

**Need more information and resources on
HIV and hepatitis C? Contact CATIE:**
1-800-263-1638, www.catie.ca
Email: info@catie.ca

CATIE
Canada's national
HIV and hepatitis C
information

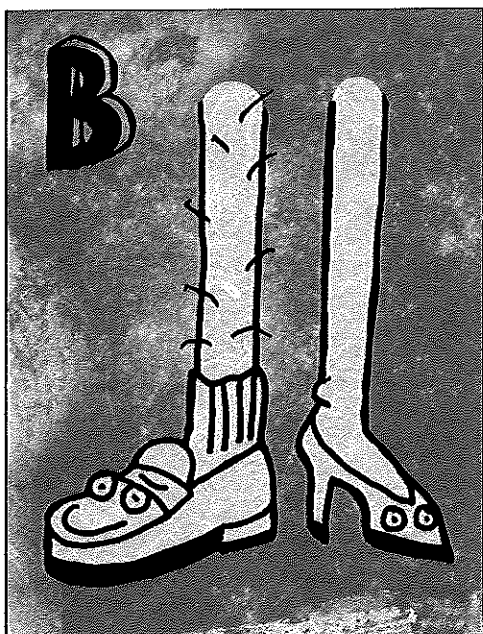
Nationalized and reprinted with assistance from CATIE, 2014.
CATIE Ordering Centre Catalogue Number: ATI-26124



A

AUTO-FELLATIO

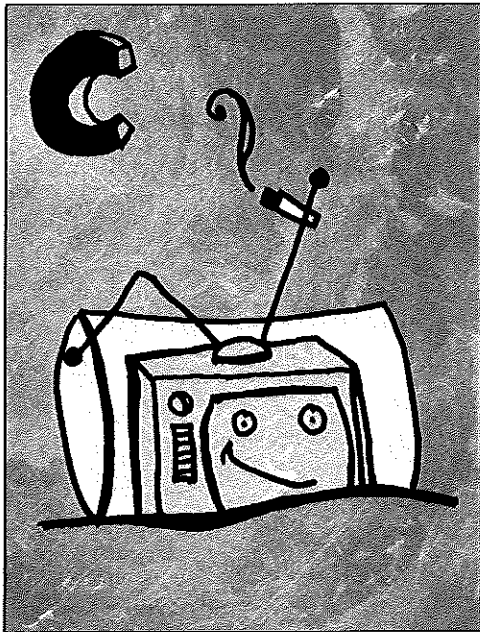
THE PRACTICE OF SUCKING YOUR OWN DICK. BE AWARE YOU CAN SPREAD AN STI FROM ONE AREA OF YOUR BODY TO ANOTHER THROUGH SKIN TO SKIN CONTACT SUCH AS A HERPES SORE.



B

BISEXUAL

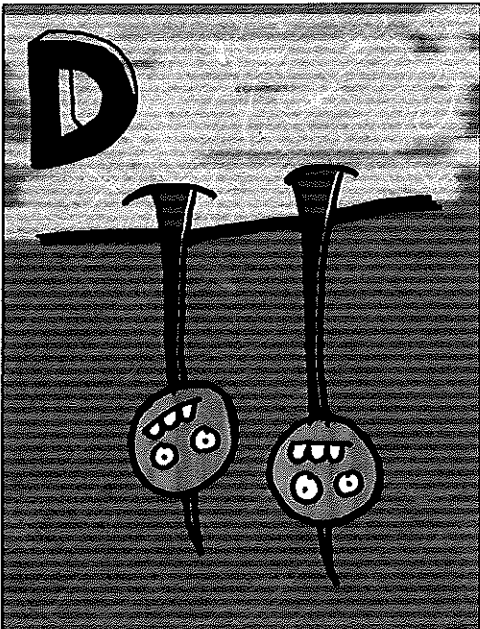
SOMEONE WHO IS ATTRACTED TO BOTH MEN AND WOMEN. IT MUST BE NICE TO HAVE SO MUCH SELECTION. THE WORLD IS YOUR OYSTER - GO OUT AND CRACK OPEN A FEW! JUST REMEMBER, REGARDLESS OF GENDER, STRAP ON A CONDOM WITH WATER-BASED LUBRICANT BEFORE DIVING IN.



C

CATHODILLIA

BEING ATTRACTED TO ONE'S TELEVISION SET. YES, THAT IS ONE HOT LITTLE BOX. IT'S ALWAYS OBEDIENT, AND YOU NEVER FAIL TO TURN IT ON. IF THE SIGHT OF YOUR REMOTE GIVES YOU WOOD, YOU MIGHT HAVE CATHODILLIA.

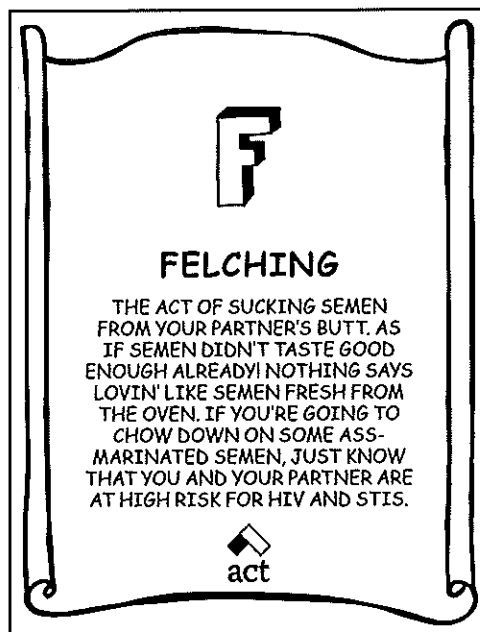
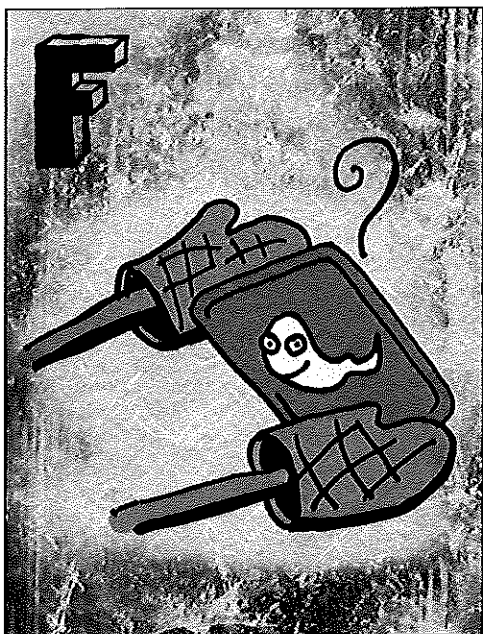
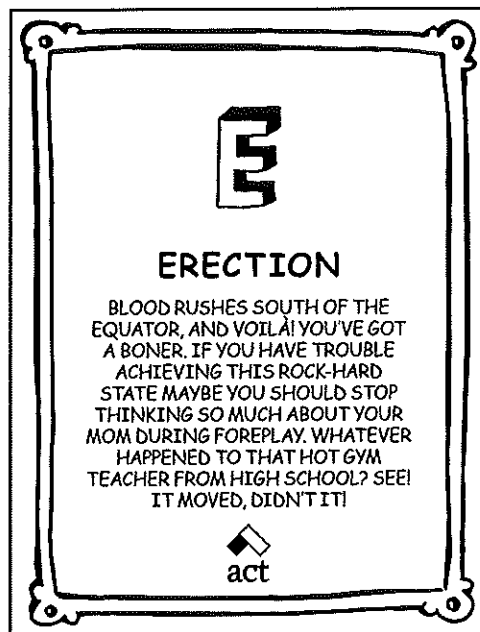
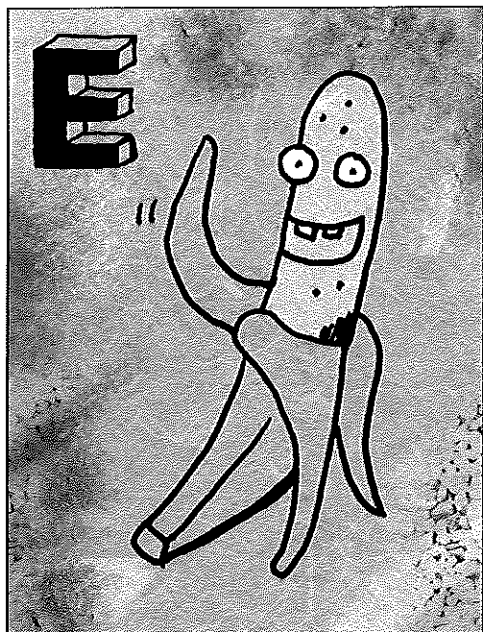


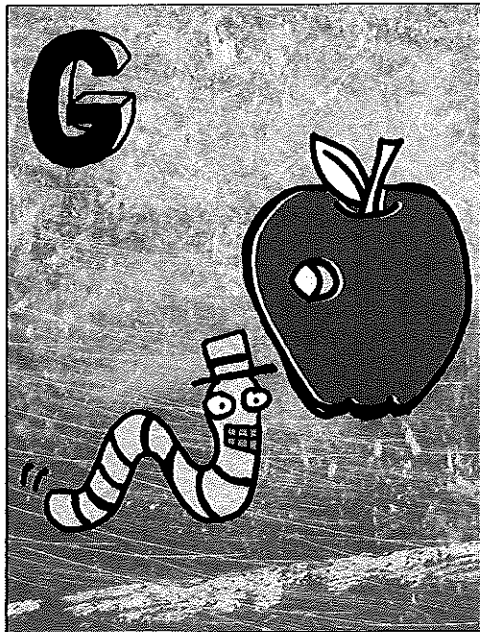
D

DINGLEBERRY

THE FECAL REMAINS THAT CLING TO HAIR AROUND THE ANUS. YOU CAN'T MAKE JAM WITH IT, AND IT'S NO GOOD ON TOAST. DINGLEBERRY CONSUMPTION, LIKE ALL FECAL MATTER, CAN LEAD TO PARASITES, HEPATITIS, AND BAD BREATH. CLEAN UP BEFORE YOU CHOW DOWN.






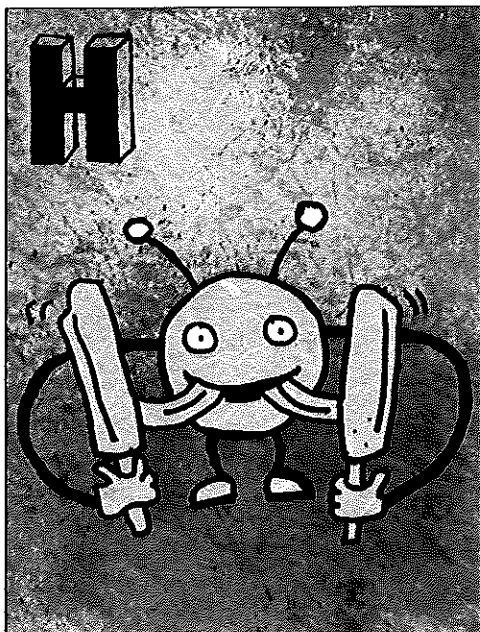


G

GLORY HOLE

A HOLE IN A WALL INTENDED TO HAVE ANONYMOUS SEX THROUGH (OFTEN IN WASHROOMS, BARS, OR BATHHOUSES). GLORY HOLE HALLELUJAH! WHETHER YOU KNOW WHO YOU'RE FUCKING OR NOT, USE A CONDOM WITH LUBE. DUH.


act

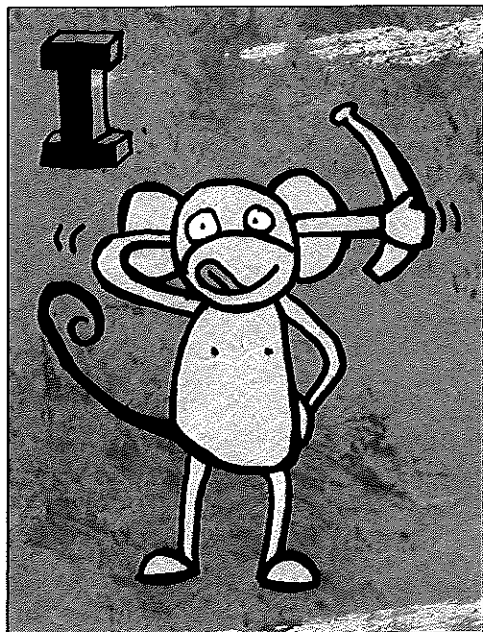


H

HALF AND HALF

WHEN SOMEONE SUCKS YOUR DICK, AND THEN YOUR ASS. IT'S NICE TO SPLIT THE ATTENTION 50/50. THAT WAY YOUR BUTT WON'T GET SOME SORT OF INFERIORITY COMPLEX. IF YOU LIKE EATING BUTT, YOU MIGHT LIKE TO CONSIDER GETTING A HEPATITIS A & B VACCINATION FROM YOUR LOCAL CLINIC.

act

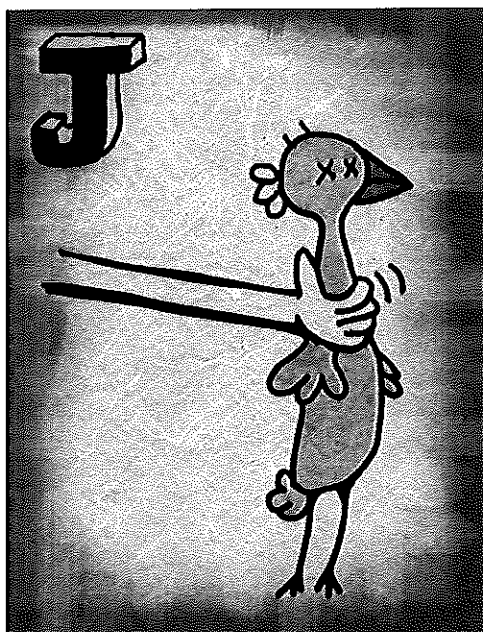


I

IRRUMATIO

OTHERWISE KNOWN AS "FACE
FUCKING." SIMILAR TO OLD-FASHIONED
FELLATIO BUT WITH A TWIST:
THE PERSON BEING PENETRATED
IS PASSIVE. USE A BARRIER TO HELP
LOWER YOUR RISK OF
CATCHING THINGS LIKE SYPHILIS,
GONORRHEA, OR HERPES.

act

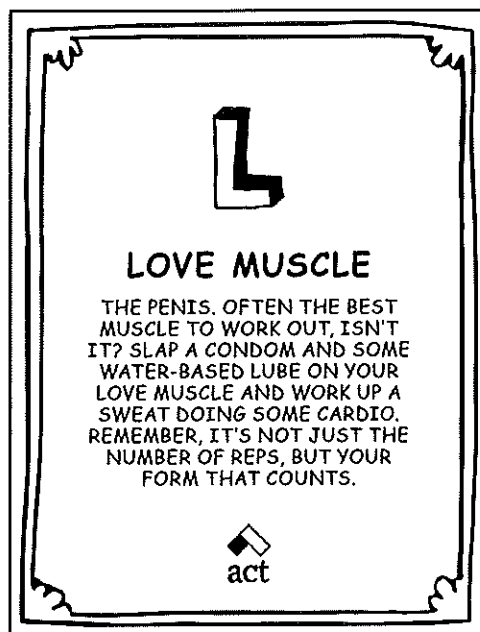
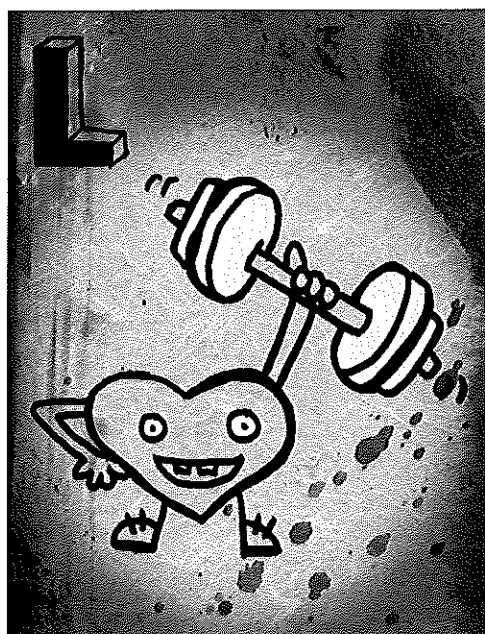
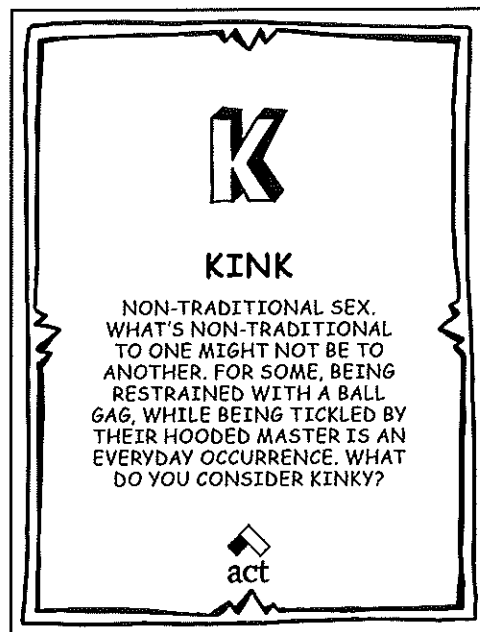
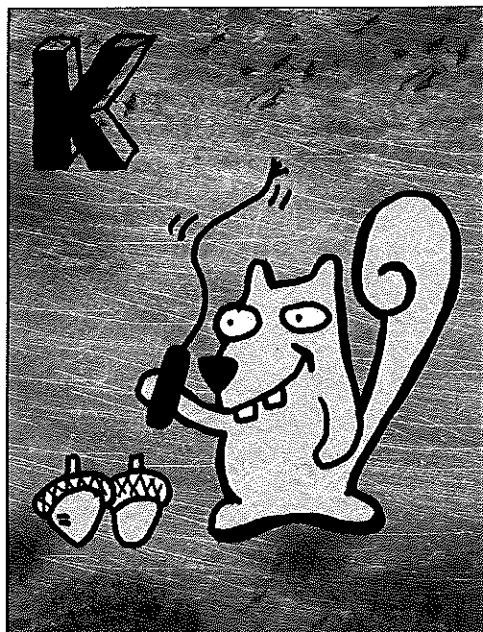


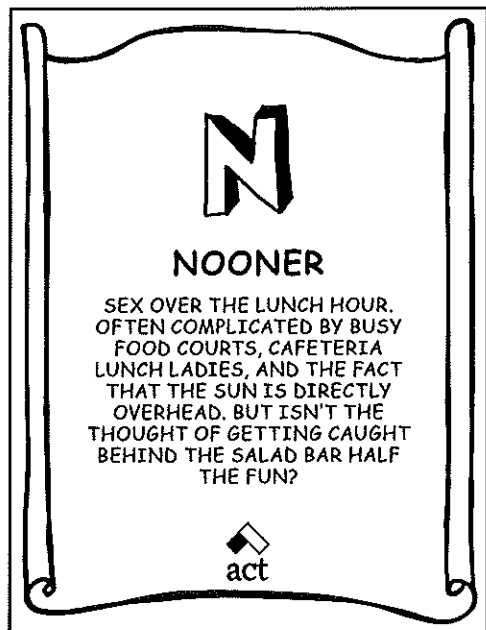
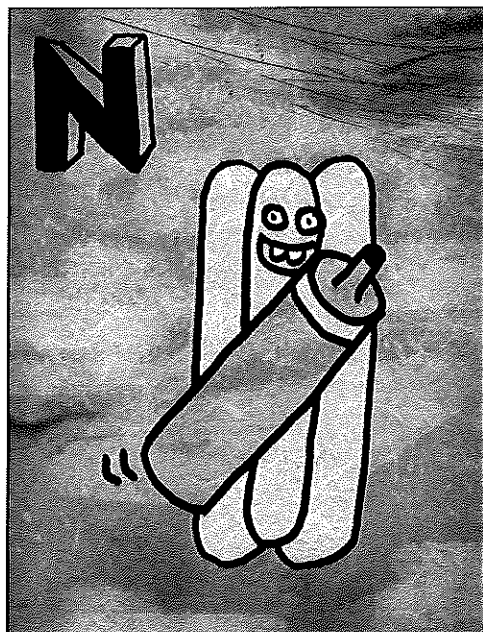
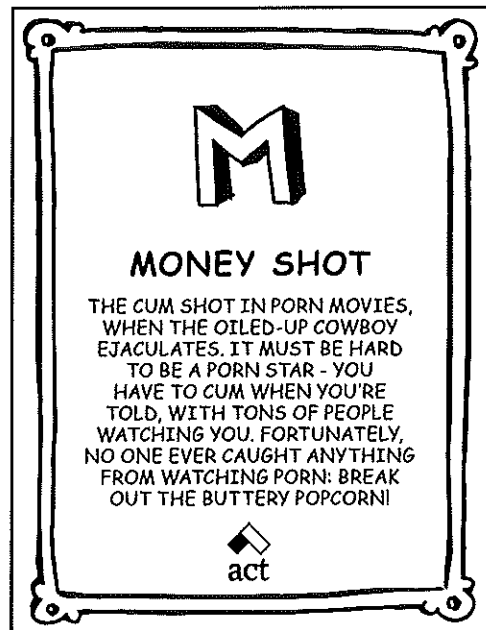
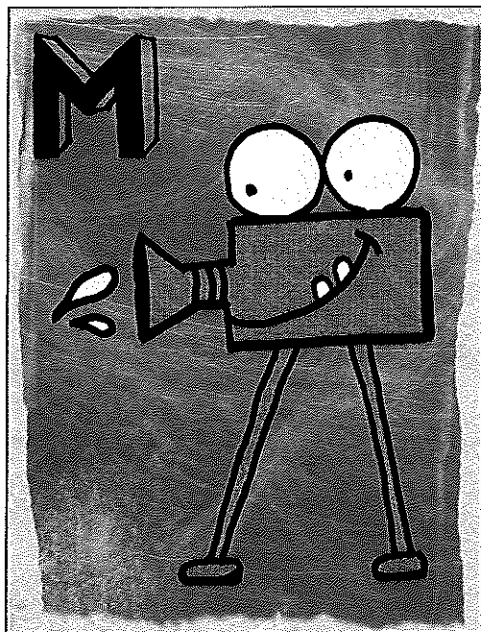
J

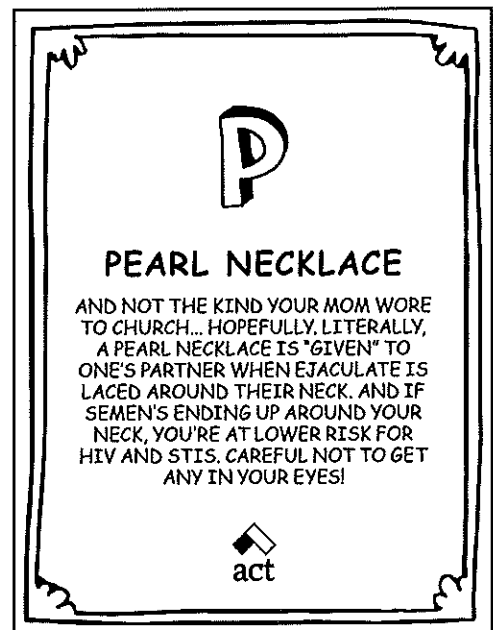
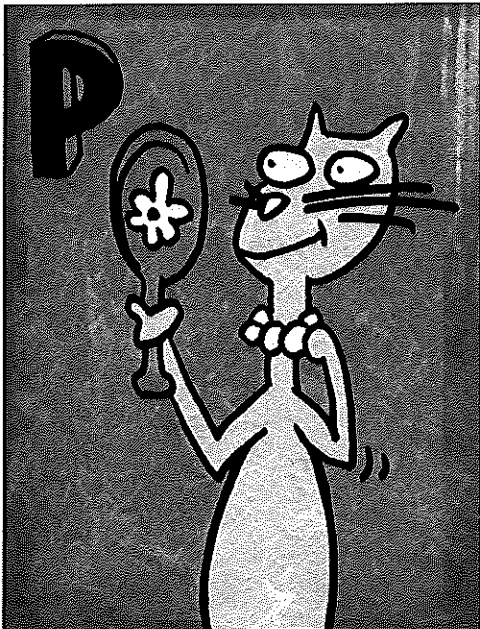
JACKING OFF

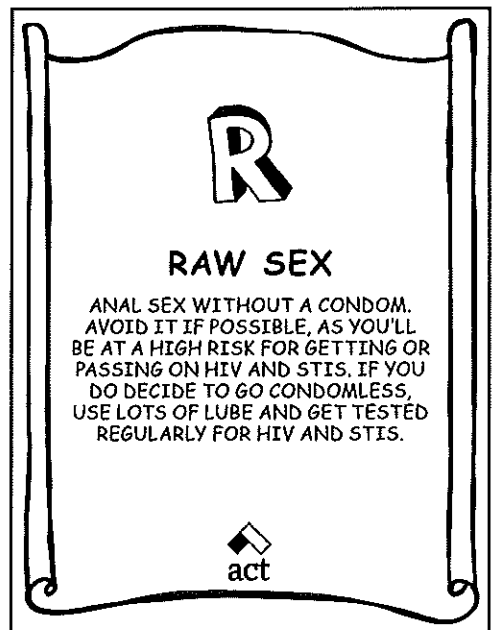
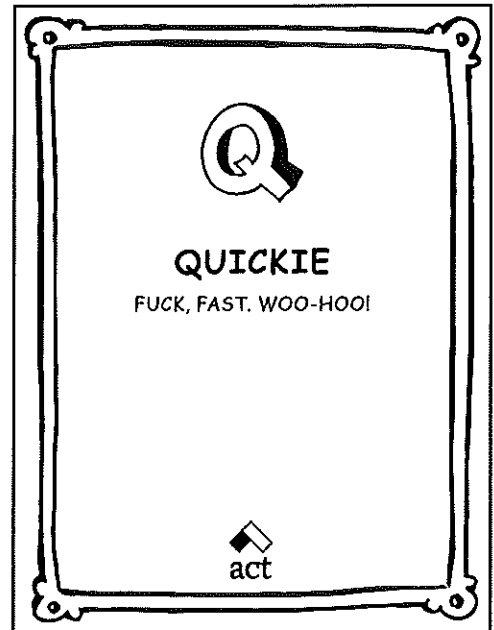
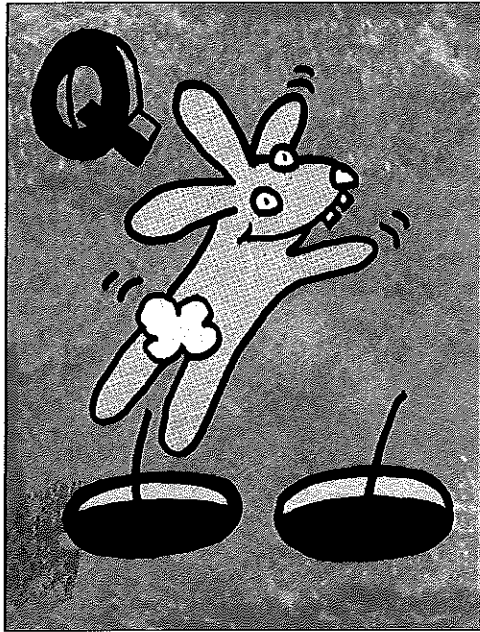
MASTURBATING.
CHOKING THE CHICKEN.
ANSWERING THE BONE-A-PHONE.
TEASING THE WEASEL.
YOU DON'T HAVE TO USE A
CONDOM FOR SAFETY, BUT YOUR
GYM SOCKS WILL THANK YOU.

act










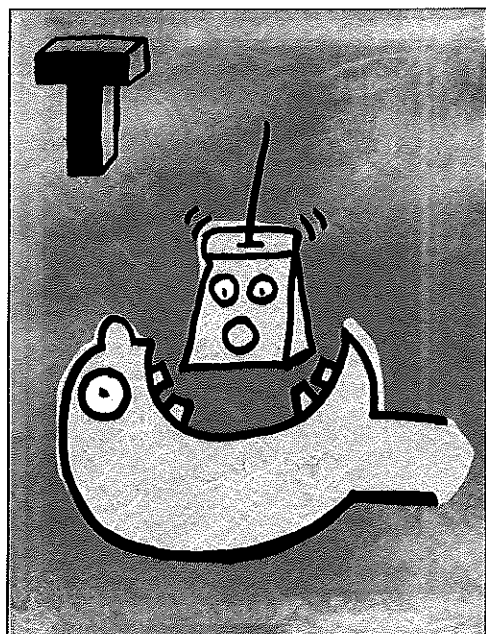


S

SNOWBALLING

YOU KNOW, NOTHING SAYS
"THANK YOU FOR THE BLOWJOB,
KIND SIR" MORE THAN
SPITTING JIZZ BACK INTO
YOUR PARTNER'S MOUTH. KEEP
IN MIND: NOT ONLY IS IT
POSSIBLE TO PASS OR GET STIS
AND HIV BY SNOWBALLING,
SPERM REALLY ISN'T A THIRST-
QUENCHER.



 act

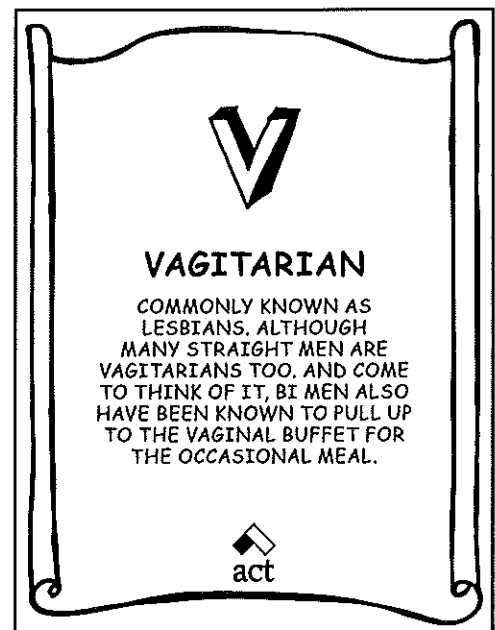
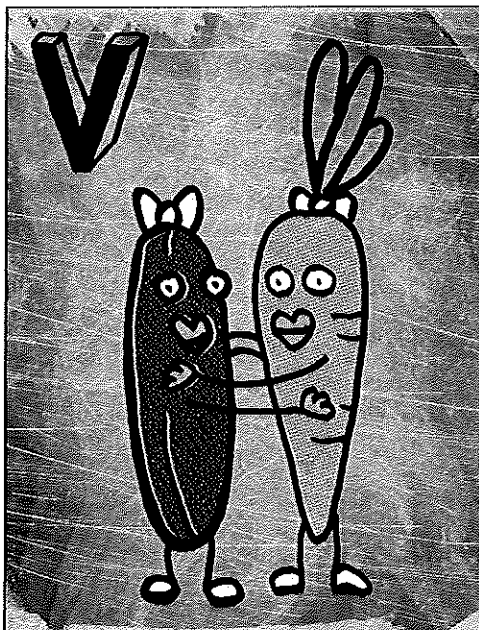
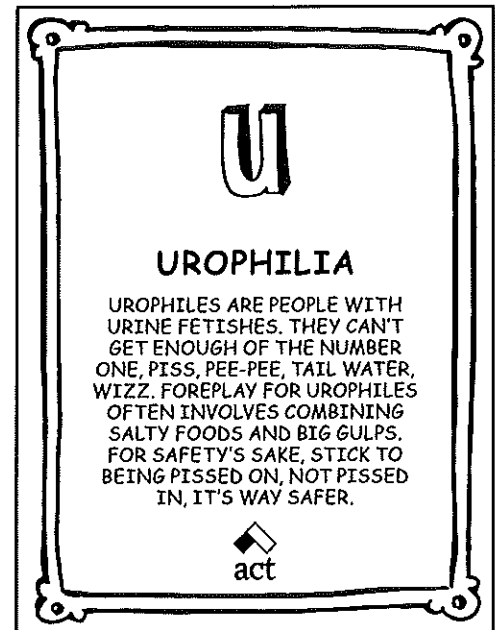


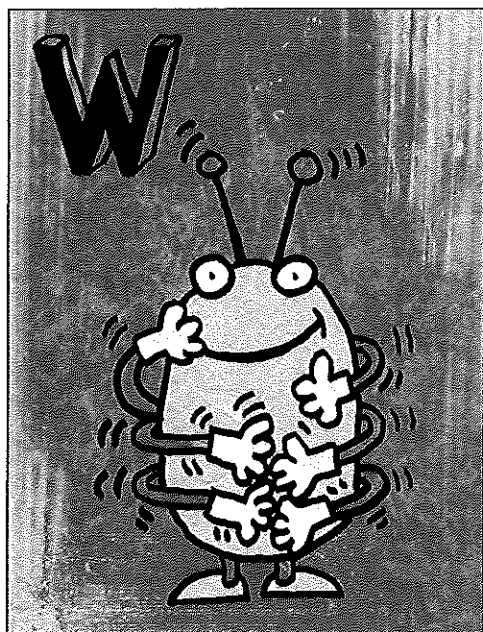
T


TEA BAG

TO DUNK ONE'S TESTICLES INTO
ANOTHER'S MOUTH. DON'T GET
CONFUSED AND DUNK YOUR NUTS
INTO A CUP OF BOILING WATER.
THAT'S NO FUN AT ALL. ANOTHER
NOT FUN THING: ORAL AFTER
DENTAL WORK. NOT ONLY DOES IT UP
THE CHANCES OF TRANSMITTING OR
CONTRACTING HIV, IT COULD ALSO
SCUFF UP YOUR NEW PEARLY WHITES.


 act




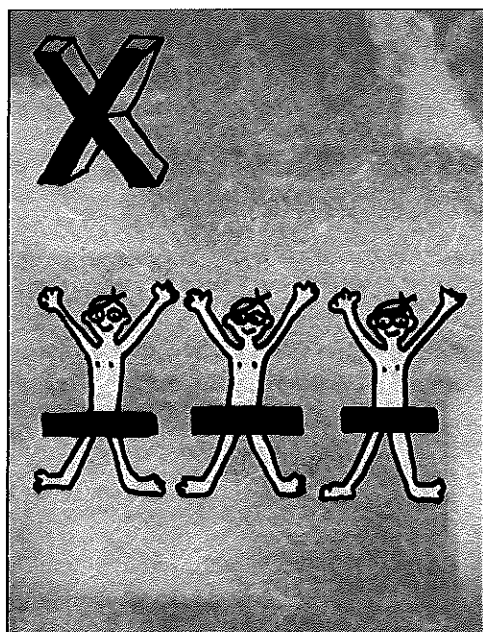





WANKING

OR MASTURBATING. SEX WITH YOUR NUMBER ONE FAN. TEASING THE ONE-EYED SNAKE. STROKING THE SALAMI. JUICING YOUR CHUBBY. BUFFING THE BANANA. TICKLING YOUR PICKLE. REALLY, IT'S THE SAFEST FORM OF SEX. YOU'RE NOT GONNA CATCH ANYTHING FROM YOURSELF, NOW ARE YOU!








XXX

A RATING FOR PORNOGRAPHY. THERE'S A LOT OF DIFFERENT KINDS OF PORN - THERE'S SOMETHING FOR EVERYONE. WHETHER YOU'RE INTO BONDAGE, CAKE BATTER, OR GUYS DRESSED UP LIKE PONIES - THERE'S PLENTY OF PORN OUT THERE. ALL YOU HAVE TO DO IS FIND IT!



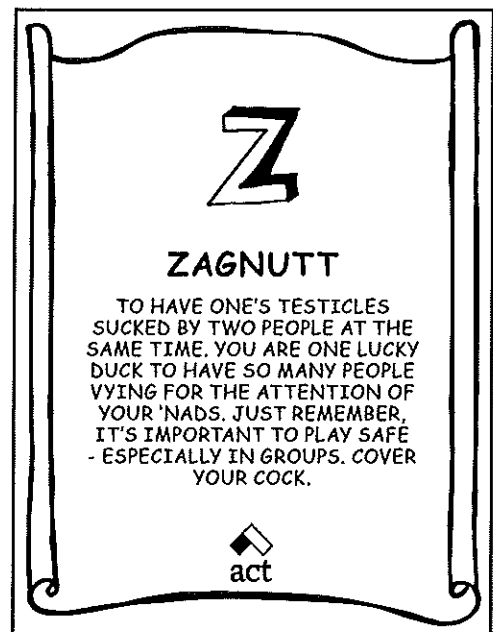
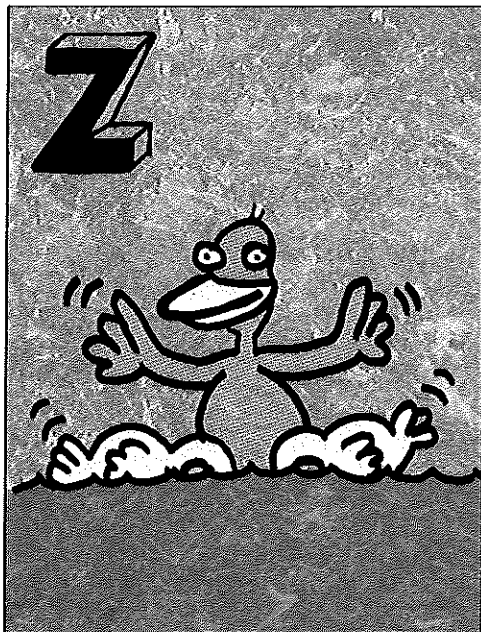
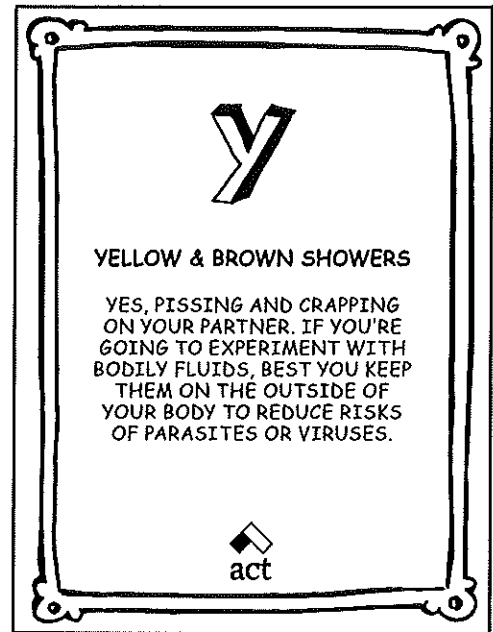
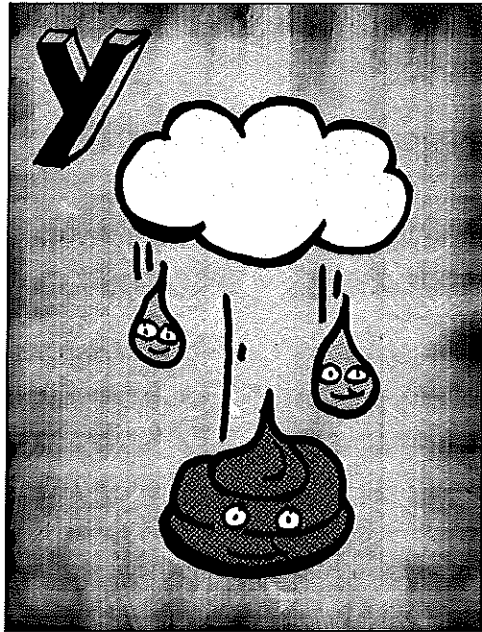


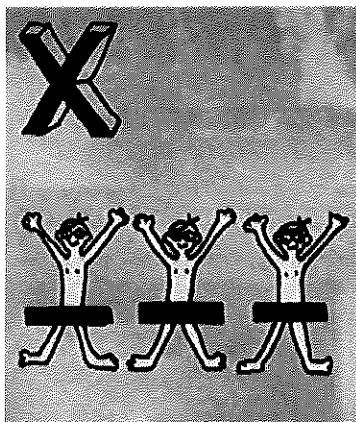
Exhibit O

THIS IS EXHIBIT " O "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

MAY 2, 2017

The ABCs you didn't know your kids could learn at school

The ABCs you didn't know your kids could learn at school



X

XXX

A RATING FOR PORNOGRAPHY.
THERE'S A LOT OF DIFFERENT
KINDS OF PORN - THERE'S
SOMETHING FOR EVERYONE.
WHETHER YOU'RE INTO
BONDAGE, CAKE BATTER, OR
GUYS DRESSED UP LIKE PONIES
- THERE'S PLENTY OF PORN OUT
THERE. ALL YOU HAVE TO DO IS
FIND IT!

Are these the kind of ABC lessons approved by Alberta's Minister of Education and Premier for K-12 children in our province's education system?

F is for Felching:

The act of sucking semen from your partner's butt, as if semen didn't taste good enough already! Nothing says lovin' like semen fresh from the

oven. If you're going to chow down on some ass-marinated semen, just know that you and your partner are at high risk for HIV and STIs.

G is for Glory Hole:

A hole in a wall intended to have anonymous sex through (often in washrooms, bars or bathhouses). Glory hole hallelujah! Whether you know who you're fucking or not, use a condom with lube. Duh.

H is for Half and Half:

When someone sucks your dick and then your ass. It's nice to split the attention 50/50. That way your butt won't get some sort of inferiority complex. If you like eating butt, you might like to consider getting a hepatitis A and B vaccination from your local clinic.

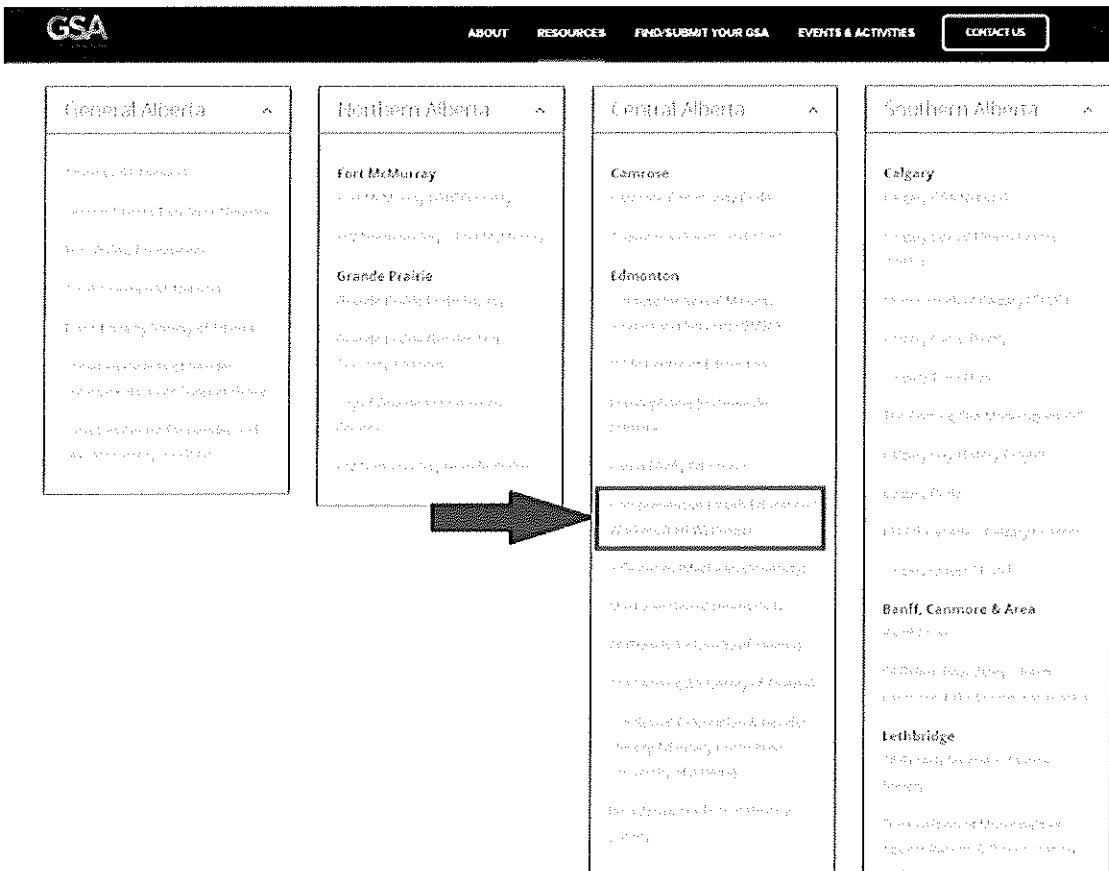
These are just three letters from the "Sex from A-Z Cards". If you want more, [here is the link to the entire alphabet](http://librarypdf.catie.ca/pdf/ati-20000s/26124.pdf) (<http://librarypdf.catie.ca/pdf/ati-20000s/26124.pdf>).

A few weeks ago I published a blog article exposing how the Alberta GSA Network, funded and recommended by the Alberta government, [directed K-12 children to sexually graphic material](https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic-content/) (<https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic-content/>). In that article I focused mainly on the content offered through "Fruit Loop", which was just one of the 66 links provided to children as "Community Supports" on the Alberta GSA Network.

The day after publishing my blog article, 18 of the 66 community support links [were taken down](http://www.cbc.ca/news/canada/edmonton/alberta-government-funded-gsa-website-removes-links-) (<http://www.cbc.ca/news/canada/edmonton/alberta-government-funded-gsa-website-removes-links->

However, certain links with sexually graphic content continued to be listed for another three weeks, at which time the entire community supports section was completely removed from the website.

One of those links on the GSA Network was to a support group called the “Comprehensive Health Education Workers (CHEW) Project”, listed under Central Alberta.



CHEW offers many resources on their website, including the “Sex from A-Z Cards”, which are provided with the following description:

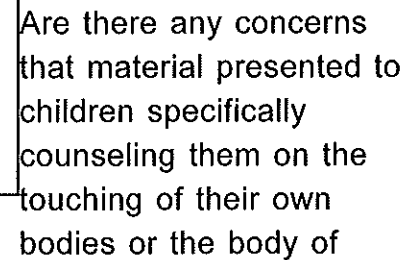
Sex from A to Z is a set of cards intended for gay and bisexual youth. This is a fun and accessible resource that facilitates humorous and frank discussion among youth about sexuality and HIV and STI prevention. It can also be used by service providers as a discussion tool in workshops and training sessions.



So here are some questions:

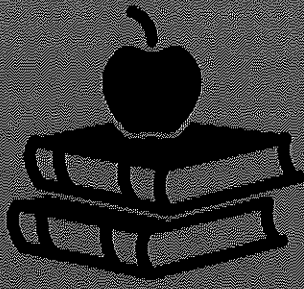
Does our Minister of Education consider it **fun** and **humorous** to direct **youth** in Alberta schools to information about felching, glory holes and the promotion of pornography?

How many Alberta parents are laughing right now, knowing their tax dollars funded a website which directed K-12



Not only was the CHEW Project offered as a community support on the Alberta GSA Network for K-12 students, but their organization also advertises in-school classroom presentations

The CHEW Project and iSMSS under the direction of Dr



Sex Ed Workshops

Want to get *real* Sex Ed? Contact us
to start scheduling a visit to your
school!

the CHEW Project and iSMSS, under the direction of Dr. Grace and Dr. Wells at the U of A, are indeed eager to get their “real” sex-ed into schools in any way they can. In fact, they are actively promoting their “comprehensive” sex-ed approach to trustees such as Marilyn Bergstra from Edmonton Catholic Schools who introduced a motion two weeks ago (<http://edmontonjournal.com/news/local-news/catholic-trustee-pushes-for-schools-to-teach-more-comprehensive-sex-education>) to lobby the Alberta government for more comprehensive sex-ed. Bergstra readily divulges on her personal blog

(<https://informedalbertans.files.wordpress.com/2017/05/bergstra-readily-divulges-on-her-personal-blog.pdf>) that her motion was motivated by attending discussions at the U of A.

Her motion failed. But just last week Edmonton Public Schools Trustee Bridget Stirling put forward a similar motion (<http://www.edmontonsun.com/2017/04/24/edmonton-public-school-board-trustee-pushes-for-more-comprehensive-sex-education>), **which** passed 7-1 (<https://www.epsb.ca/ourdistrict/board/meetings/april252017/>).

Words are sneaky like that – “comprehensive” sounds convincingly positive, like something you would want for your kids. That is, until you realize the experts at iSMSS and the CHEW Project use “comprehensive” to mean educating children about all aspects of sexuality, including BDSM, sex toys, felching, glory holes and the promotion of pornography.

After publishing this article, will the *Sex from A-Z cards* disappear from the CHEW Project resource page, just like all the community support links disappeared after I pointed them out in March?

Does removing links and resources from a website after they happen to be found by a concerned citizen blogger provide any assurance whatsoever, especially when the Alberta government continues to entrust iSMSS and the CHEW Project with tremendous authority, influence and access to children in our K-12 education system?

Removing links on a website does not solve the problem. The problem is not the site, but the source.

I am a parent, taxpayer and trained teacher and I refuse to allow activists to masquerade as health experts just so they can exploit our school system and educate children about their version of the “real” sex-ed.

Time to speak up, Alberta.

Take 20 minutes. Write a one page letter addressed to the Minister of Education, but please mail it to me.

I will ensure copies of your letters are hand delivered to our Minister of Education and to the Education Critics in both the Wildrose and PC parties. [Watch my video and get more details here \(https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/\)](https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/).

Sooner or later each one of our MLAs and school board trustees will have to make a choice:

Will they continue to pander to their sex activist friends, giving them a free pass to our kids and our education system?

– OR –

Will they take a stand to protect and care for the children of Alberta?

But it will only be a choice YOU can force them to make.

Make sure you let them know your votes will depend on how they answer.

Remember that your voice matters. Not speaking up has a 100% success rate of accomplishing nothing and will ensure that “experts” offering resources such as the *Sex from A to Z* cards will continue to advance further into our K-12 school system.

Write your letter and mail it **before May 12th** (<https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/>).

Sexually graphic material to kids in Alberta schools: what you can do



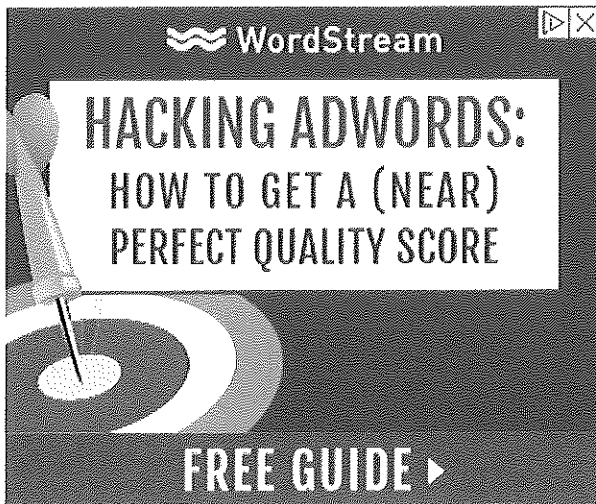
***Please note:** Since filming this video on April 3rd, the entire "Community Supports" section of the Alberta GSA Network has been removed. If you are interested in viewing the links that were originally available, here is a PDF of all community support links and some screenshots: **WARNING GRAPHIC CONTENT:** [GSA Network website supporting documentation](https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf) (<https://informedalbertans.files.wordpress.com/2017/03/gsa-network-website-supporting-documentation.pdf>).

Read the original blog article: "[Alberta government funds website directing K-12 kids to sexually graphic content](https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic-content/) (<https://informedalbertans.wordpress.com/2017/03/13/alberta-government-funds-website-directing-k-12-kids-to-sexually-graphic-content/>)"

Mailing address:

Theresa Ng
PO Box 92131 MEADOWBROOK
EDMONTON AB T6T 1N1

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


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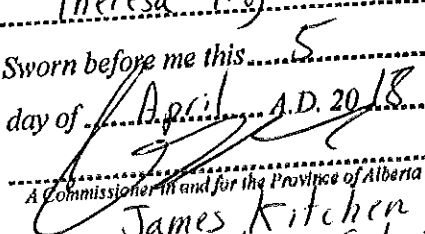
 (<https://informedalbertans.wordpress.com/2017/05/02/the-abcs-you-didnt-know-your-kids-could-learn-at-school/?share=facebook&nb=1>)

 (<https://informedalbertans.wordpress.com/2017/05/02/the-abcs-you-didnt-know-your-kids-could-learn-at-school/?share=google-plus-1&nb=1>) 1K+

Like

Be the first to like this.

Exhibit P

THIS IS EXHIBIT " P "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 2018

A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

Q20 The best workshop at Camp was (and why):

Answered: 35 Skipped: 7

#	RESPONSES	DATE
1	non-monogamy (poly) because it adressed alot of things in society that people don't really adress. ALOT of important knowledge that is never taught.	8/20/2017 12:18 PM
2	the sex toys workshop was great and I learned stuff even when I thought I couldn learn anymore.	8/20/2017 12:08 PM
3	sex education because I believe its super important	8/20/2017 11:56 AM
4	sex toys as its so interesting	8/20/2017 11:50 AM
5	-Omnisexuality - learning more about the ways in which we are erased within the community. Resisting oppression - gave me ideas to resist.	8/20/2017 11:34 AM
6	Sex toys workshop, it was very comfortable environment to learn about sexual pleasure you can do with toys and how to do it safely	8/20/2017 11:15 AM
7	Toys Toys Toys workshop learn new toys that I haven't heard yet	8/20/2017 11:04 AM
8	Toys Toys Toys! because it's important to know that stuff to avoid visits to the Emergency Room, and it was fun & shame-free.	8/20/2017 10:58 AM
9	Toys Toys Toys. Very imformative	8/20/2017 10:49 AM
10	puppies and kitties!!	8/20/2017 10:25 AM
11	sex toys/Drag Queen.	8/18/2017 10:10 PM
12	art cave, tye-die, ace/aro workshop	8/18/2017 10:02 PM
13	Singing + queer music history - as a trans girl, I've always wanted to be comfortable singing - now I am	8/18/2017 9:50 PM
14	-all of them because I had a blast!	8/18/2017 8:59 PM
15	QTBIPOC workshop/meeting because it was such an open and safe space, plus all the discussions were amazing	8/18/2017 8:49 PM
16	The drag king workshop because it was fun. And fun.	8/18/2017 8:36 PM
17	The NB one because it helped me figure out who I am	8/18/2017 8:27 PM
18	Jam sesions with the Artist in residence	8/18/2017 2:37 PM
19	-sex toysL informative, not awkward -non-monogamy: very eye-opening and allowing to discover another park of myself.	8/18/2017 2:32 PM
20	Gender transition panel maybe? I loved the DIY affirmation gear workshop too	8/18/2017 2:17 PM
21	sex toys because i learnt how to be safe	8/18/2017 2:16 PM
22	Queer Jesus/GSA: both were discussion based and more fluid based and laid back	8/18/2017 2:00 PM
23	men <3 men	8/18/2017 1:53 PM
24	toys toys toys because i'm becoming more sexually intrested	8/18/2017 1:44 PM
25	The trans-masc was really helpful to challenging toxic masculinity.	8/18/2017 1:32 PM
26	drag because it was gender affirming and relaxed	8/17/2017 2:14 PM
27	The gender affirming crafts - SO MUCH FUN Non-Monogamous relationships - SO MUCH LEARN	8/17/2017 1:40 PM
28	QTPOC because it was relevent to me and I learnt a crazy ton	8/17/2017 1:34 PM
29	Toys Toys Toys - very informative and helpful	8/17/2017 1:22 PM
30	Any educational one because I learned a lot	8/17/2017 1:18 PM

31	Toys, Toys, Toys. I learned a lot of things I didn't know about what is and isn't safe for your body in terms of toys	8/17/2017 1:15 PM
32	DRAG KING I looked like a dad	8/17/2017 1:11 PM
33	Drag king, it was affirming	8/17/2017 1:07 PM
34	Drag Kings	8/17/2017 1:03 PM
35	The drag queen workshop because I got to learn a lot of things with makeup.	8/17/2017 10:26 AM

Exhibit Q

THIS IS EXHIBIT " Q "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

Join the Alberta GSA Network.

Register your GSA to be listed on the map! Registering your GSA on our map makes it easier for Alberta students to find and join your GSA and helps GSAs connect with one another. It also helps the GSA Coordinators in Alberta to promote school events and provide other community supports.

Name

Email

What is your school name?

What is your GSA/QSA club name?

What town/city is your school located?

What is the link to your GSA's Facebook, Twitter, Instagram or webpage?

What town/city is your school located?

What is the link to your GSA's Facebook, Twitter, Instagram or webpage?

What grade does your school have?

Elementary

What kind of activities does your club offer?

Send

Exhibit R

THIS IS EXHIBIT " R " referred to in the Affidavit of Theresa Ng
Sworn before me this 5 day of April A.D. 20 18
[Signature]
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

GSA and QSA in Alberta Schools:

A GUIDE FOR TEACHERS



The Alberta Teachers' Association

www.teachers.ab.ca

This guide was originally authored by Kristopher Wells, PhD.
The Alberta Teachers' Association, 11010 142 Street NW, Edmonton Canada T5N 2R1
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First edition 2006
Second edition 2015, revised 2016 12
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ISBN 978-1-927074-35-0

The Evolving Roles of School-Based GSAs or QSAs

Four major types of GSA or QSA and some of their most common characteristics are identified below (Griffin et al 2004). By no means is this a definitive list. It is important to note that the nature and role of GSAs or QSAs will evolve based on the needs and concerns of the students and teachers and the school context. Students should guide the purpose of the GSA or QSA and its activities.

GSAs or QSAs should not be understood as a one-size-fits-all approach that will provide a “magic cure” for homophobia and heterosexism in schools. Rather, GSAs or QSAs can be more accurately understood as one vital part of a systematic approach to reducing bullying and improving student safety and acceptance of differences. Without the active support of the entire school community (including school council and school board) GSAs or QSAs are likely to remain as isolated havens of safety for a small group of students.

Four Major Types and Roles of GSAs or QSAs



1) GSAs or QSAs for Counselling and Support

- Have limited school-based support
- Are counsellor led
- Focus on the individual student
- Offer psychological support services
- Are often invisible within the school
- Perceive the school climate as hostile
- Are a drop-in safe space



2) GSAs or QSAs that Provide Safe Spaces

- Are officially sanctioned student groups
- Have limited visible presence
- Focus on individual support and social activities for their members
- Include straight allies
- Focus on normalization and fitting in

3) GSAs or QSAs to Raise Visibility and Awareness

- Are student led and teacher supported
- Focus on student safety and human rights
- Have a visible schoolwide presence
- Are characterized by social, educational and political activities
- Initiate schoolwide educational activities and programs (eg, guest speakers, assemblies, pride week activities)
- Focus on building tolerance and understanding

4) GSAs or QSAs to Effect Educational and Social Change

- Build networks and coalitions with other school and community-based groups
- Focus on school climate and organizational change through outreach

activities (eg, diversity days, staff training, inclusive curriculum)

- Have an anti-oppression educational mandate across intersections of difference (race, gender, class, ability, sexual orientation, gender identity etc)
- Strive to move beyond tolerance

At first glance, creating a GSA might seem like an overwhelming task filled with difficult challenges. One way to anticipate and overcome challenges is to build a strong coalition of support that includes students, teachers, administrators, counsellors and parents. By involving members from these key educational stakeholders, your GSA will develop a variety of strategic tools to educate the entire school community and, in turn, demonstrate that sexual and gender minority students and their families are to be valued and respected. Remember, even if your GSA helps make your school safer for only one student, your efforts will have been successful!

The students may select a respectful, inclusive name for their organization including the name "Gay-Straight Alliance", or "Queer-Straight Alliance", after consulting with the principal. (*School Act 2015*).

Some other names for the club may include:

- Spectrum Club
- Pride Club
- Diversity Club
- Human Rights Club
- Rainbow Alliance
- Students Against Prejudice
- Unity in Diversity
- One Voice
- Gamma Sigma Alpha
- Equality Club
- SAGA (Straight and Gay Alliance)

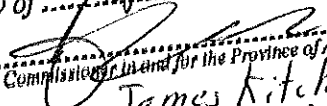
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Theresa Ng
Sworn before me this 5
day of April A.D. 20 18

A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor

Exhibit S

April 22, 2017

Dear Minister Eggen

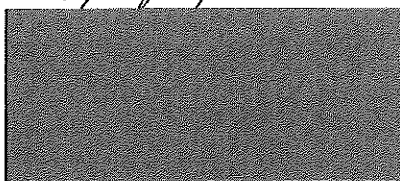
I am writing to express my deep concern about Alberta Education's association with the Institute of Sexual Minority Studies and Dr. Kris Wells. From what I have seen, the resources recommended by the Institute do not reflect the values that I hold as a parent trying to mentor my children. My family and my religion value purity and chastity. These values are not even offered as a serious option in the materials that I have seen proposed for health education. I have read mocking commentary by Dr. Wells toward the views and values that I hold which lead me to believe that any values that he recommends will mock my religious beliefs either directly or indirectly. Two years ago, he (and many others like him) were promoting the idea that the "science was settled" and that homosexuality was immutable. Now we are being told that the science says attraction can be fluid. This is just one example of ideologies being touted as science to suppress the beliefs of others that don't agree.

We absolutely must find ways to support and protect youth that are struggling with issues of sexual attraction and gender identity but giving people with an extreme ideological agenda control of the curriculum is not an acceptable solution. Legislating against the beliefs of one group with anti-constitutional policies to insulate another group from nothing more than disagreement or criticism is not the solution either. My children have been bullied and criticized all their lives by peers in school and in the community but I would not want the rights of others eliminated so that my children's *feelings* are protected. We have taught our children about their true identity and that they can respectfully disagree with someone else's assessment of their worth. This does not require legislation – just intentional parenting.

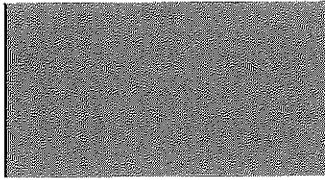
In my Alberta, all points of view are respected - including my religious view. I respect Dr. Wells right to hold his views that mock my religion however he, the Institute and Alberta Education do not have the right to preach to my children that my religious views are antiquated and unreasonable.

I believe that we are all the government. We need to sever or drastically limit our relationship with Dr. Wells and the Institute and start seeking a more diverse set of opinions in the area of teaching morality – or better yet, let parents as the primary educator dictate the morality that their children will be taught. The best way to do this is to leave this type of morality teaching out of the curriculum.

Respectfully



April 25, 2017



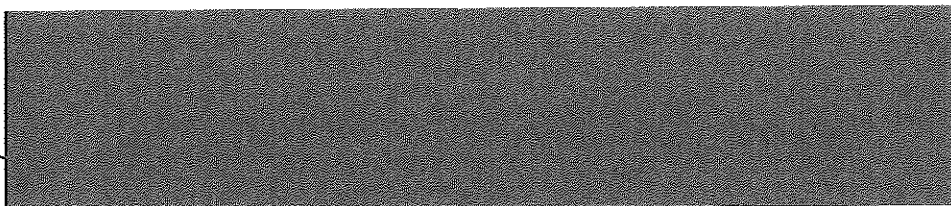
Concerns in Education:

Dear Honorable David Eggen,

I am incredibly concerned about where our education system is leading our most vulnerable. Our children and our parents deserve better than what is currently being offered by our government. I am deeply despaired by the current policies that threaten the influence of parents on their own children. I'm sure I am not alone when I say that I did not have children so they could be raised by the state. The increasing influence our education system is having over our children is directly violating my rights and freedoms as a Canadian citizen and as parent. I absolutely believe that all children should get the best of both school and of home; Section 16.1 of the School Act does not support that, nor does exposing our children to sexual content. This is not promoting a "Safe and Caring Environment", this is child abuse. Section 16.1 of the School Act violates the rights of parents to make decisions based on the education of their children, which as per s.21(6)(c) of the Family Law Act and Article 18(4) of the international covenant on Civil and Political Rights, including extracurricular activities and moral education.

I would also like to address the irresponsible behaviour of those our province has put in leadership. Have there been consequences for those who have made sexually graphic content available for k-12 students through the GSA website? If so, why hasn't this been made apparent to the public? I also find it very unprofessional to publicly post letters of concerned parents on social media. For a government that takes "bullying" so seriously, I find this hypocritical behaviour appalling. I am also wondering why, Mr. Eggen, you would be so offended with the theological Pro Life presentation in a Red Deer CATHOLIC school? Is this not why parents CHOOSE to send their children to a catholic school? To educate their children in a way that aligns with their theological beliefs? Wouldn't you agree that exposing children to sexually graphic content something that actually requires an investigation? Do you really think that your department is responsible enough to be involved with re-writing the 64 million dollar k-12 curriculum? You have proved to be untrustworthy, not to mention, bias in your personal beliefs while ignoring the beliefs of parents who have entrusted their children to the school of their choice. This is no longer the "Safe and Caring" Alberta I grew up in. No Mr. Eggen, this is a socialist agenda to warp the minds of generations to come in a hypersexualized society.

Sincerely Concerned,



April 18th, 2017

Mr. David Eggen, MLA
Minister of Education,
Government of Alberta,
Edmonton, Alberta

Re: Your Policies and Practices On Children's Education Which Violate
The Rights and Responsibilities of Parents

Dear Mr. Eggen:

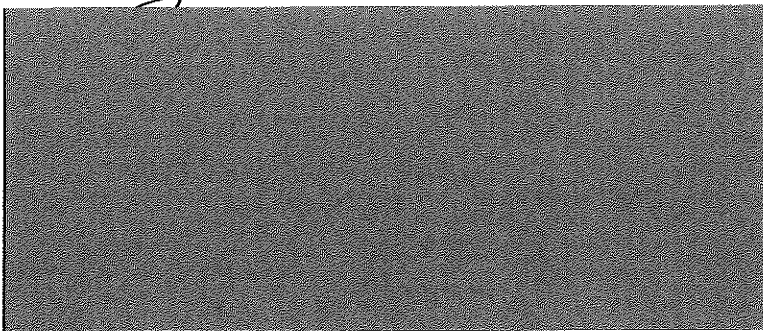
It is with much dismay that I learn of your callous disregard for the rights and responsibilities of parents regarding the sexual education their children in this province. Why do you think that you have the right to usurp parental authority in the moral education of their children?

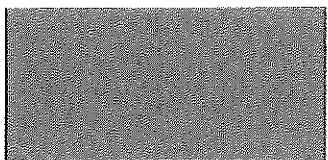
Don't you even realize the corrupting nature of what you are doing in enabling sexually explicit material being made available to children and young people? Don't you realize you are violating the right of parents according to our laws and the Universal Declaration of Human Rights which Canada has agreed to? Also Canada ratified the UN International Covenant on Civil and Political Rights which says that parents have the right "to ensure the religion and moral education of their children in conformity with their own convictions". This Covenant is legally binding on Canada.

Your support for the work of the Institute for Sexual Minority Studies and Services at the University of Alberta is appalling to the average Albertan, given what that Institute stands for.

We pray that you will come to your senses and begin to stand up for truth and righteousness and not be cowed by those who wish to destroy the traditional Judeo/Christian moral principles upon which our society was founded.

Sincerely,





April 21, 2017

Hon. David Eggen
Minister of Education
228 Legislative Building
10800 97 Avenue
Edmonton, AB
T5K 2B6

Mr. Eggen,

We are writing you to express our extreme displeasure and disgust with the sexually explicit links that were provided on the Alberta Education website under the guises of resource/support material for the Gay Straight Alliances.

The lack of foresight by the Government to properly vet such information and to provide public funds to organizations/groups that are associated with such sites is totally inappropriate and immoral.

Parents have every right to express their concerns about their children being exposed to sexually explicit material through the education system and children have the right to be educated in a safe environment; which includes not being subjected to extremely graphic sexual material.

The Alberta Government thinks that they know what's best for the children of Alberta and that the public should accept their direction on this matter without question. The intentions of the Ministry of Education are dubious at best, lack transparency and forethought and have violated the public's trust. The Government needs to provide parents with the assurance that organizations/groups with hidden agendas, appointed by the government, are no longer involved in any capacity with the K – 12 curriculums or the provision of resources that provide content totally inappropriate for children.

The Government does not own the children who reside within our province and would do well to remember that politicians and bureaucrats are servants of the people, and not the other way around.

Regards,





20th April 2017

Mr David Eggen
Alberta Education Minister

Dear Mr Eggen,

I am writing to express my frustration with what you have been doing and recommending to the public school board so far. You seem to be moving in the wrong direction at trying to help out the LGBTQ kids.

The latest being that if my child chooses to be in a LGBTQ club, then it is not mandatory for teachers to inform parents about it. . If my child does badly at school, or if my child chooses to join the volleyball club, or if my child chooses to play basketball. does the school not inform the parents? So why single out LGBTQ club? As long as the children are at school, teachers should be obliged to keep parents inform of all that is going on. Kids from K to grade 12 are very impressionable (particularly so when they are still in elementary) . You inform parents of everything else, so why not when they join a LGBTQ club. Its mind boggling that you would think that it is only to protect the child by not informing the parents. As a parent , I want to know.

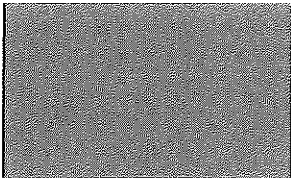
Then of course the latest saga of the explicit links that my kids would have been directed to had they been on one of your educational website. That is outrageous. If not for a concerned parent who pointed it out, it would have been too late. This is not just an oversight but a very grave mistake.

So Mr Eggen, as a parent, I fail to understand how your policies are out there to protect my kids. Telling teachers not to inform me if my kids join a LGBTQ club is not protecting my kids. Allowing explicit links to totally inappropriate sites on one of the government funded websites is not protecting my kids.

We need an explanation.

Yours sincerely





Honourable David Eggen
Minister of Education
Office of the Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB
T5K 2B6

Dear David Eggen:

I am deeply concerned about the recent exposure of sexually graphic material made accessible to students, K-12, in public schools across this province provided through the Alberta GSA Network. This occurrence certainly doesn't provide "safe and caring" schools. I am very relieved that much of the content has now been removed, but I will not be satisfied with the outcome until there is action taken to ensure that the individual(s) responsible, mainly iSMSS and Dr. Wells, for posting the information have been properly held accountable. I would personally like to see the individual(s) removed from their position and their ability to provide education resources removed as well. Parents in this province need to know that they can trust those in government responsible for providing such resources to our children. That trust has been broken and it's your responsibility to see it regained and that it's in line with the expectations of parents across this province.

I have homeschooled my 2 children for 8 years and will be enrolling them in the local public school this fall. Therefore, even more so than ever before, I will be monitoring the government's actions within the education system in Alberta very closely. I hope that you'll take my concerns and the concerns of many other parents in the province seriously and make the changes necessary to ensure that this sort of behavior will not happen again.

Sincerely, 



David Eggen, Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB
Canada T5K 2B6 April 23, 2017

Dear Minister Eggen:

I am a retired teacher, a parent of four adult children, and a resident of Alberta since 1983. In my many years of teaching experience, I have had the opportunity to teach students from grade 3 to grade 12, across the curriculum. I was trained as a high school specialist; as it turned out, my first teaching position was teaching a combined Grade 3-4 class in a brand new elementary school. Thousands of miles from home, I felt quite overwhelmed in my new generalist teaching position.

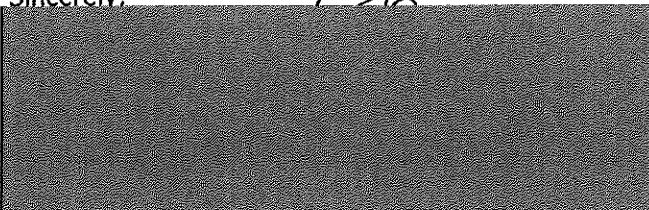
The students, of course, were wonderful and I enjoyed them immensely. What really made the difference for me, however, were the *parents* of those students. It was their drive and initiative that built the portable building we were teaching in. It was the parents who organized fund-raisers, volunteered as board members, built the school library, and who eventually dreamed and worked hard enough to purchase the land that the school now sits on. These same parents encouraged me, invited me over for supper, and included me in family activities. Before I became a parent myself, I learned how much parents care about their child's education, and that was a great source of encouragement to me as their child's teacher. All of the funds they raised, all of the time they spent at meetings, all of the work they did to ensure that their child's school was an excellent learning environment – they did those things because it was *their kids and their school*.

My husband and I were able to send all four of our children to this school, from Kindergarten through Grade 9. As parents, we were welcomed to participate in our children's education in a multitude of ways. When I went back to teaching full-time, the *inclusion of parents* in the daily operations of the school continued, and it does so to this day. It makes the school a better place for everybody.

Minister Eggen, I am writing to you to say that any government initiative that shuts down communications between parents and their children is hurtful, subversive, and arrogant. Parents not only bear and raise their children, parents are the tax base which builds the schools, pays the teacher's salaries, and essentially gives the Ministry of Education its mandate. You, Minister Eggen, are a public servant and as such you hold a public trust – the education of the children that do not belong to you. Parents must be acknowledged as their children's primary authority, and their first educators. When a child needs any kind of support at school, parents must be respected as the life-long caregivers for their child and must be included in communications, even if the child is reluctant. As a teacher, I know that children are reluctant to let parents know about many things – late library books, a forgotten lunch, an unkind word, an altercation at recess. It is not up to the child to decide if parents should know; it is a judgement call that the teacher makes to support a child's learning and development, and teachers should not be instructed to keep children's needs from their parents.

As a teacher and parent, I do not support promoting gender ideology in schools. More importantly, I do not support the government usurping the parents' role and giving support to children at school without their parents' knowledge or consent. Mr. Eggen, these children are not yours, these schools are not yours – they belong, unequivocally, to the parents of this province. Remember that.

Sincerely,



April 19, 2017

To Minister David Eggen,

I am writing this letter as a very concerned Albertan. I have e-mailed you in the past about my concerns in how your government is taking a very heavy-handed approach to governing by forcing its philosophies and ideologies on innocent children through the education system without parental consent. It bothers me that I have gotten replies that don't even address the concerns I have laid out.

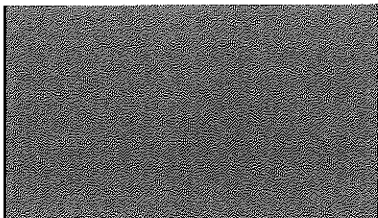
My last e-mail was regarding the negative reaction to a pro-life presentation in a Red Deer Catholic School. Your reply was "comparing the horrors of the Holocaust to abortion is completely inappropriate. I was made aware of this video and have been in contact with the school division to share my deep concern." Your reaction is what concerns me. It is an OPINION that comparing the Holocaust to abortion is inappropriate. It is my belief that every unborn child is a real live human being. If these real live human beings are being slaughtered by the thousands, then please tell me how this is different than the Holocaust? I find this extremely hypocritical when you are so deeply troubled over the showing of this video, and yet you have done NOTHING to rectify the horrors of having sexually explicit content available to K-12 children on a GSA support website for months. Taking the links off the website is not enough; there must be accountability and consequences to this unprofessional incident.

You also quoted in your e-mail to me, "All students in Alberta have the right to learn in a safe and caring school environment. Our government is committed to supporting students, teachers, and families in each and every one of Alberta's schools." I am speechless when I read this statement. How is allowing the provision of links to K-12 children that led to articles with sexually graphic images of BDSM and advice to "pay for porn" providing a safe and caring school environment?

As a concerned Albertan I demand that there be consequences. The Institute for Sexual Minority Studies and Services has done a great disservice to all Albertans. The iSMSS has severely violated public trust. As the Alberta curriculum is under revision I am concerned about who is giving the advice and doing the research and work to put this new curriculum together. There must be qualified professionals involved...professionals who do not "mistakenly" have 27% of K-12 website content leading to inappropriate links. Alberta Education is under attack by those who seek to dismantle the morals and fabric of our great province.

Please listen to your own advice and keep schools a place where children are safe and cared for. Please stop forcing schools to promote a radical gender ideology that is unscientific, full of misinformation and harmful to children.

Sincerely,



April 19, 2017

Dear Minister of Education David Eggen,

I have never in all my 64 years seen such a blatant disregard for the well being of our children and you are using my tax dollars to make it happen. That this graphic material was made available to 5-17 year olds by iSMSS makes me angry and then sad that morally we have dropped so low. My trust of Alberta's education system has been seriously violated. I thought my grandchildren were safe but that has all gone out the window.

Minister Eggen, you hold a position that requires accountability to our children and I feel you have let them down along with everybody else who is of sound mind in our province. I would ask that you assure Alberta parents and tax payers that you will take iSMSS out of the picture when it comes to providing any educational resources for our children.

I would also like your assurance in upholding the rights of guardians and parents to care for their own children as stated by the Family Law Act. Parents must be notified on any issue that arises in the school concerning their children. I understand that you have communicated with every school board that notification with parents should not happen and to me that's an unhealthy scenario if I ever saw one.

As minister of education please stand for the safety of the children in this province.

Regards,



PCE Facebook post - Oct 26, 2017

FOLLOW-UP story by CBC re: the PRISM Toolkit published by the Alberta Teachers' Association.

<https://www.facebook.com/parents4choice/posts/1486824148078688>



Lynn Trombley-Dueck Kids are smart enough to see there's only two genders. They don't even need to be taught that.

Like · Reply · Message · 22w



Cody Auclair Lynn Trombley-Dueck I agree with you but they are also very malleable and naive. Why do you think it is so important for certain groups to control the education system ? It's because children can be molded to follow thought patterns and ideology before they even know what it is they are thinking and believing. That is how you change a generation. This process has been going on for centuries all over the world.

Like · Reply · Message · 22w



Tim Court By politicizing and playing loose with biological certainties, both the NDP and ATA are straying from their educational mandates. Indoctrination concerning very questionable agendas does not belong in the schools.

Like · Reply · Message · 22w



Sonja Farrell Is no one else seeing this? There is no such thing as a unicorn it a mythical creature of imagination. Likewise, this whole made up silly philosophy.

Like · Reply · Message · 22w



Lynn Trombley-Dueck Unfortunately a lot of parents are not paying attention. Then one day when little Jonny comes home talking about what he's learnt they will be shocked. Then too late cause you didn't fight when you had the chance.

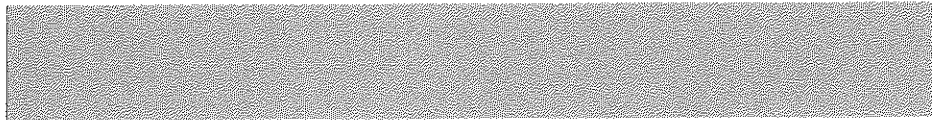
Like · Reply · Message · 22w





Tonya Joy It is happening here. Comp highschool. Grade ten. You can be whatever gender you want, infact I think there's fifty to choose from. I asked my neice whats her friends.saying about and she said they think it's dumb.

Like · Reply · Message · 22w



Tonya Joy I know that was what I said too. They're not stupid. They know what's a girl, what's a boy. Those that agree with the teachers are weird (in their view, sorry but that's what they think). I think it segregates them even more.

Like · Reply · Message · 22w



Ula Harvey I have talked to Ethan about it also, he says the same his friends actually make jokes about it... it is the government forcing these ideas on them.... Ethan is in gr.11, he is old enough to know what is right...but i feel for the younger kids that are just beginning and are so impressionable

Like · Reply · Message · 21w

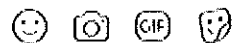


Tonya Joy Yes it's the young ones and the ones who don't have the same family background as Ethan does.

Like · Reply · Message · 21w



Write a reply



Sarah Gauthier Parents for Choice in Education I was reading through the referenced sites and the suggested websites for teacher in the handbook, it also had links to chat groups.

I was appalled at what they were using for "scientific" studies as evidence based research.

In the science module, they justified transgenderism as a Biological and fact based on the fact that a small % of the population is born with sexual organ dysfunctions such as hermaphroditism.

What they are teaching is so far fetched and dangerous! Sad really.

Like · Reply · Message · 22w



PCE Facebook post - Mar 23, 2017

CHEW Zebra Sex A to Z cards accessible via GSA Network website

<https://www.facebook.com/parents4choice/posts/1278436905584081>



Press F11 to exit full screen

Brian J Munro I accessed the information directly from the GSA website by selecting the resource from the embedded list on the site. Two of those links that were clearly put in place by the GSA admin led me to portals that revealed the offending material as part of the range of materials they offered.

There are only two explanations as to why these links were set up on the GSA website:

1. They were vetted and approved, either by the website admin(s) or their supervisors. In this case, those who are responsible should be minimally reprimanded and maximally dismissed - up to the highest supervisory level that was aware of the content.
2. The links were inserted with no vetting process at all. This situation speaks to a level of neglect, lack of due diligence and overall incompetency that should reach to the Premier's Office.

So which is it? Nefarious intention or blithering incompetence?

It is an understatement in the extreme to note that neither of these scenarios are good value for the tax dollars that are spent on this resource.

Are you listening Premier Notley?

And as a final thought - if I was an NDP back bencher I would have serious concerns about the expanding fireball of controversy that Premier Notley and Minister Eggen are creating in that it very definitely could consume my political career as well.

Like · Reply · Message · 1y

13

Parents for Choice in Education Thanks. 2

Like · Reply · Commented on by Donna Trimble (?) · 1y

Louisa Parks Wow, well said. You should post this on Eggen, Notley, and Leela Aheers walls.

Like · Reply · Message · 1y

4

Brian J Munro By the way - the argument that school firewalls are sufficient is preposterous in the extreme! The school distributes the website address to children. These children have almost unlimited access to the internet at unsupervised sites off school property. To suggest that the schools and Alberta Education is doing their due diligence in protecting children by blocking some of that material on school property is akin to saying they are not endangering children by giving them guns and bullets, but NOT letting them load the bullets into the guns on school property - even though they are free to take the weapons and ammunition home!

Like · Reply · Message · 1y · Edited

4

Angela Johnson I called ISMSS. I was told they wanted to be inclusive by linking to existing community resources but, they don't have the resources to vet 3rd party sources. I was extremely kind and patient for the entire conversation but once he realized that I intended to pursue changes to ensure this doesn't happen again, he became rude. I was told my suggestions were not needed and I wouldn't get any further in this matter.

Like · Reply · Message · 1y

3

Tracy Hanna Please tell me this is a joke..this is absolutely disgusting and NOT child appropriate. How can anyone who advocates for all children's safety and well being see this as educational and appropriate?! What garbage.

Like · Reply · Message · 1y

 29



Aline Boux Agreed. And promoting porn. Porn can destroy lives.

Like · Reply · Message · 1y

 9



Corrine Materi Erickson It is barely adult appropriate no mind child appropriate!

Like · Reply · Message · 1y

 5

Naomi Pedersen My heart is so sad for the child who thinks that they are somehow expected to participate in such acts. The GSA is priming kids to be used and abused in the most horrifying ways.

Like · Reply · Message · 1y

 20

Dave Noelle At this point people should be going to jail!!! I have no issue with proper sex education or with gsa's for older students. But pushing this stuff on children is illegal! If I were to go to the school yard and start showing kids this on my phone, I'd go to jail! This has nothing to do with education or lgbtq rights and safety.

Like · Reply · Message · 1y

 15

Erin Roy This is putrid! Horrifying, disgusting, disturbing, I am utterly ASHAMED that our government is making this content available to children! Kris Wells and the ismss AND Eggen need to GO!

Like · Reply · Message · 1y

 16

Kathy Gehmlich This is beyond disgusting. How is this helping GSA???? Its over sexualizing kids. This is insane, and hard to believe it's actually real, let alone allowed to be viewed by children in school. It's disturbing and wrong.

Like · Reply · Message · 1y · Edited

 13

Karl Airey OMG I just threw up a little. WHAT IS WRONG WITH THIS GOVERNMENT????? Surely to God we can do better than this!! Look. I KNOW some people have different lifestyles and a strange sense of right and wrong...but must ALL our children have access to this material through our Public Service?? Yes I know we/they/anyone can access it and much worse online at anytime...but that is not the same as my government telling me this is a RECOMMENDED RESOURCE!

Like · Reply · Message · 1y · Edited



1

Nancy Westad I got to the letter I and had to stop reading. What a disgusting document. As an adult this isn't appropriate. In fact if one were to leave this out on the table at work in the coffee room, it would be grounds for discipline. It might be constituted as sexual harassment. What in the world is going on with this Government? What emotionally stable adult would think this is OK to present to children? Sick!

Like · Reply · Message · 1y



5

Mary Blackwell It seems to me the question we should be asking is WHY?

To what end would any of this toxic tide help any child?

None of this content is appropriate for any child. And is likely to be damaging, emotionally and physically due to the inaccurate council given about protecting ones self from STI, HIV, Aids Hepatitis and HPV.

How is this legal to make available to children through an educational resource site for GSA?

Why do people still defend this kind of garbage being available in our schools?

I have some ideas of my own, but we need some answers, real answers from our Education Minister. He needs to understand what his responsibility is as Education Minister and start listening to parents and stop listening to a few who have no concern for the well being of Albertas future, our children.

If he can't do his job then he must resign. I believe this government campaigned on transparency. We must have it in This case and with the curriculum the government is currently developing for K-12.

Like · Reply · Message · 1y · Edited

PCE Facebook post - March 15, 2017

CBC article - Alberta government-funded GSA website removes links after complaints of 'sexually graphic' content

<https://www.facebook.com/parents4choice/posts/1271278359633269>

Naomi Pedersen He stated "It's always a challenge when you're listing community organizations and you're not responsible for the content that's posted. And this is the first time anyone's ever raised a concern with any of the content on the Alberta GSA network website, which is a great website and resources for students, parents and teachers across the province."

Do you believe that???? The faculty director of the ISMSS says it hard to make sure that the links on his 30,000 dollar website are age appropriate???? Somehow millions of bloggers, and web designers from around the world are able to keep pornography and similar sites off their pages and he thinks this is hard??? Seriously I about choked when I read that. If this is hard for him, why in the world is he hired to oversee a website designed to support very insecure, vulnerable at risk children??? This is horrendous and he needs to be held accountable!!!

Like · Reply · Message · 1y



Shelley Marie Berry Once again, Mr. Wells attacks Parents of Choice instead of addressing the issue! He KNOWS the content of the "Fruit Loop Website" very well; he's tweeted "graphic links" to his own Facebook Page! He refuses to admit there was NO VETTING done at all! It should NOT be up to Parents to screen these links!! How many children have already seen this "Graphic Sexual Content"? This man should have no involvement at all in shaping the Education of our Children! This is "indefensible"!!

Like · Reply · Message · 1y



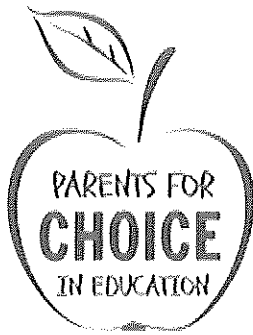
THIS IS EXHIBIT " T "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 2018
[Signature]
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

Exhibit T

PCE Facebook post - Nov 2, 2017

Edmonton Journal: NDP bill to prevent schools from telling parents when kids join GSAs

<https://www.facebook.com/parents4choice/posts/1493181070776329>



Parents for Choice

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Sarah Stamp I don't understand why as parents they would not want to let us know the activities our children are engaged in... we as Parents Love our children more than anyone else ever could and would do all we can to ensure their safety and well being... how could a system ever care for them the way parent could.. we don't clock out at 3:30 how to we help them if we don't even know if they might be struggling. Where is the common sense and why won't the government listen!!!

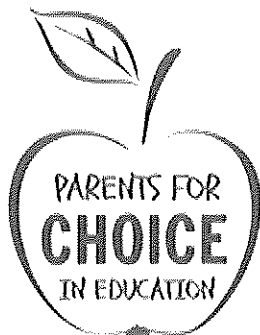
Like · Reply · Message · 20w



PCE Facebook post - Nov 6, 2017

PCE Guest Column in the Calgary Sun - More than peer support and pizza

<https://www.facebook.com/parents4choice/posts/1496788903748879>



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in Education

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Valerie Seatter This really isn't about taking care of vulnerable children, as we all want all children to be cared for and protected. This is just the first step in taking away parents rights as human beings loving and nurturing their own children in their own values and beliefs. Children belong to their parents, not the government! Read the bill, as there are so many disturbing aspects of it. Even teachers can be charged if they don't follow the ministers wishes and he can change any school board decision as he sees fit. It is very scary as we have seen this in times past when children were taken by the government and brainwashed to become the soldiers who wouldn't go against anything that they were told to do. Many lives were lost to prevent this exact thing from happening again. Be very careful...Lest we forget...

Like · Reply · Message · 19w



Erin Roy Well, I just had to give my parental consent for my grade 1 child to be a part of the "sign language club" that will take place at lunch time. They will be learning all the alphabet, and then some words. BUT- my grade 1 child could join a GSA, and nobody will say a word to me... red flag much?

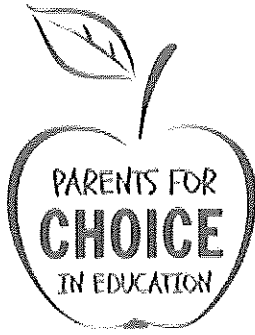
Like · Reply · Message · 18w



Sandy Erickson Schools are supposed to teach kids how to think not what to think. Dividing kids and parents and keeping secrets from family gives no support from the larger majority of parents that are supportive. It's a dupe

Like · Reply · Message · 19w

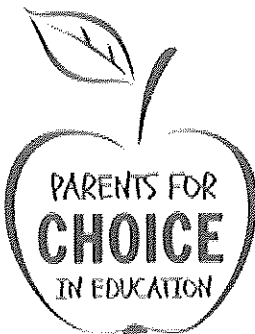




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Mark Bohnert Here is a possible scenario under Bill 24. First a GSA is setup in the school. An activist in the school encourages all students in all grades to join the GSA. Maybe some encouragement with some free pizza or a movie day. Maybe you can get out of math class for a special GSA meeting. At this point, you now have a large student population in the GSA under a veil of secrecy. Now said activist feels it a good idea to educate these students on how the LGBTQ community as well as all students should be "safe". So this activist now has complete secretive authority to show, tell or describe anything he/she wants to the children without parents knowing. This scenario is extremely dangerous! Know one in their right mind would allow a stranger in any scenario to have secretive control over their child. Why would we allow it in our schools?

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Benedict Ignatius Santos Ideologically activist special interest groups, having access to our children as young as five, with zero oversight and keeping parents in the dark. This is State sponsored child abuse waiting to happen. If this is a case of bait and switch it's beginning to sound sinister rather than pure negligence and incompetence.

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Mark Bohnert Sorry, my original statement stands. I will not put my children in the care of unknown people who may or may not have an agenda and have no oversight, or regulation on what they can expose my children to. The fact that bad things happen in other environments has nothing to do with it. Who in their right mind would let their children enter a building without knowing what they may be exposed to in that building and by whom. It's absolutely ludicrous.

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Clifford Naslund Mark Bohnert they already violated the trust of parents when they directed kids to links that were extremely graphic. And now they want to legislate away parents oversight, of the very same group. It is pure insanity

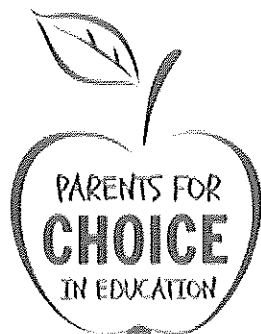
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PCE Facebook post - Nov 7, 2017

Jason Kenney Statement on Bill 24

<https://www.facebook.com/parents4choice/posts/1497613786999724>



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Phoebe McCarlie Teachers are also fallible. I understand if their is evidence that a child is abused that it is not in the child's best interest to first contact parents as the abuse may get worse if they (the parents)are the perpetrators. However, when my child comes home after the first day of school saying her teacher hates her, I do not trust that teacher to have my child's best interest at heart. Also, some of the sex education is beyond necessary such as anal sex and different flavoured condoms...and the instructor saying which is her favourite flavour...How about abstinence and a loving relationship before sexual engagement? There are physical and emotional consequences to promiscuity. My kids are worth protecting!

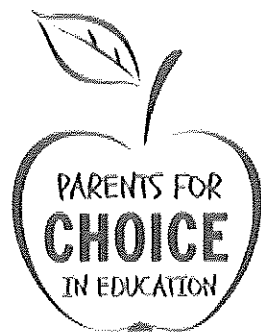
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PCE Facebook post - Nov 8, 2017

Life Site Article – Alberta govt to schools: You can't tell parents when their child joins LGBT club

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Scott Chadsey The NDP should be ashamed of themselves for leveraging the struggles of LGBTQ teens, for their political furtherance. Creating Us vs Them camps HURTS these kids. They need 'adults' (and I use the term loosely) to come together for the sake of providing the leadership and "all-party" support that a teen needs when struggling to reconcile these issues. It's breathtakingly cruel to use them as political pawns. These are human-beings that we're talking about. They need love, acceptance and guidance. The government is going to address that by creating animosity and secrecy? Idiotic and cruel...

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24



Ellen M. Jorgensen Well said 3

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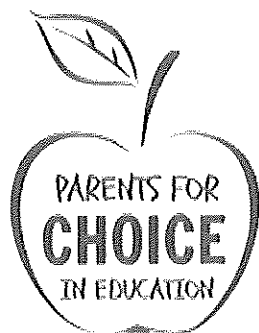
Louise Anderson Exactly right!

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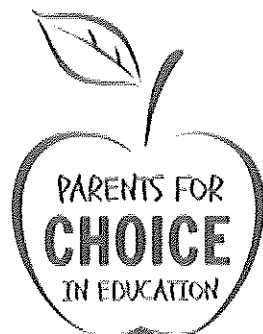
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Dana Kangas There's always going to be parents who react badly to their child "coming out". Instead of assuming that all parents will react badly why not set up support for kids who get none at home? Isn't this really what the GSA's should be for? Helping kids hide it from their parents just delays the inevitable. Also, if it's against the law for a teacher to tell a parent then who does the teacher go to with their concerns about a kid who they see having trouble?

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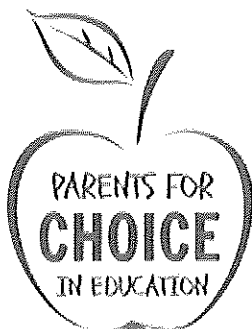
Leah Hahn Having a child live a secret dual life, one in the home and one in the school is very damaging to their developing psyche. Enabling (encouraging) a child to live a lie by deceiving their parents is also very damaging. It diminishes trust and breaks down the natural bonds of a child-parent relationship. As the relationships at home weakens there's a sense of belonging within the club & school. A very crucial step in dwindling the strength of the family unit.

That's the way I see it.

"Freedom is never more than one generation away from extinction."

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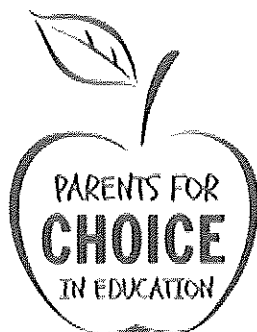
Faith Brown This is what I wrote in the Intro part of the letter- I am deeply concerned about Bill 24. It is being rushed through and it is highly divisive! It is a blanket- coverall document that needs to be debated and looked into more. Why is it that the education minister has NOT LISTENED to the parents or conversed with us. It is all ONE sided. Please vote against this! If secrecy is put into place then we are closer to how situations are dealt with based on people who do not have a LONG term investment in each child.

Question- why haven't resources for working with parents and medical professionals been brought forward and a placement of interventions. I know that protocols NEED to be followed for the child's best interests. Where are these interventions? If students are at risk then WHO, WHAT is done and WHEN? I implore you- slow this down, ask and demand answers. None of this has happened and no one seems to be stepping up and MAKING Mr. Eggen be accountable! Lastly, WHO is responsible in the end for the student? In the end, it is the family (long term) that walks alongside for the rest of that child's life. Why does the system have such a short sighted view on helping when a long term plan to help parents walk alongside with the respect for that particular family's values. When the student ages out of school, where does that leave that child if no one was brought in to the conversation and skills to build up the child and relationship was trampled on for secrecys sake.

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Karen White My observations in all of this... Since this is regarding a "Gay/Straight Alliance" - Wouldn't then some of the kids going to the support group be straight? So how can they say that a parent knowing of their involvement would be 'outing' them? Couldn't kids be going just to support those who are? My other observation is the fact that they are making a very large assumption in saying that families may 'abuse' children who are 'outed' - Um, excuse me? No. This is so beyond ridiculous

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6



Scott Chadsey The 'vote' is merely assent to the ideology - which is predetermined. The question (and ask specifically for a written reply) should be "why do you believe the State cares more for my child than I do"?

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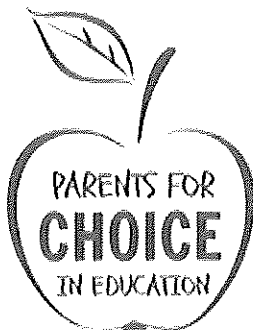


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PCE Facebook post - Nov 11, 2017

Globe and Mail Judy Arnall article Bill 24

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Colleen Gibbons-Spackman I am concerned about teacher instilling their morals, standards & values on the children. We have all heard a child say "That teacher doesn't like me". Also teachers are not counsellors.

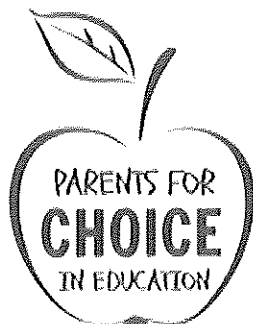
NDP with Bill 24 are trying to paint all parents with the same brush .That is not fair or logical.

A very small minority of parents would respond in a harmful way towards their child if the child was LGBTQ.

Great article. Please fight for the children. They are ALL worth the fight.

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Keith Harvie Shouldn't the province focus first on their mandate in making the schools themselves safe? If they can't prove the safety of their schools then why should we trust that they are the arbiters of safety? /3

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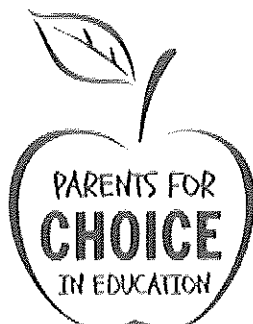
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Winnie Ma Finally someone highlights children brain development. People often focus on respecting kids privacy and independence of choice etc. but biologically children don't have the capability with the immature brain development to understand and make those decisions without proper adult guidance. We can argue parents may not be the right individuals in some exception cases which should be handled by exception. Children need adults. Period. This is scary path.

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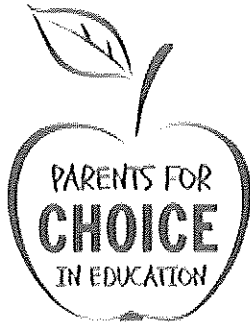
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Angela Johnson The psychology behind this situation from day one has been obvious to me. It's extremely upsetting that anyone could use children and exploit their vulnerabilities for political gain and still sleep at night.

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Keith Harvie They have an obligation and duty in making schools safe. Clearly they are not doing this by their statement of wanting to make 'safe spaces' in schools. Does this not call in question the safety of the general space. Won't children gravitate to something called safe? If the whole school is safe then there would be no need for safe spaces, the whole school would be safe but apparently it is not. So maybe they are wanting to start small, with little safe spaces. Of course what this law would really do is fragment the family unit. The state would insert it's self between child and parent as in the residential schools fiasco where the state deemed it's ideology was better than the parent's, the loss of family unity and rights followed. Bonded families make healthier and safer communities. Will this ultimately make the social fabric less safe? How were children were exposed to pornography from a GSA, school linked website? Why the secrecy, deleted emails, curriculum crafted by unknown authors, GSA's supervised by random, unaccountable people? This kind of double speak confuses the issue. #ithastostop. /3

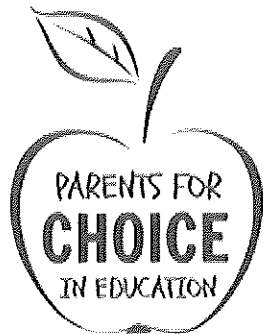
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PCE Facebook post - Nov 13, 2017

Bill 24: Parents, trustees, superintendent fear harm to parent-school relationships

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Catherine Hardy Whose kids are they?! Thank you PCE for the valuable work you do in raising awareness & standing for parental choice in education.

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🗨️ 4



Melanee Howells I am saddened by how many families don't see the repercussions of Bill 24.

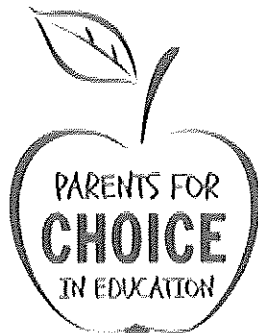
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PCE Facebook post - Nov 15, 2017

PCE blog post - Bill 24 passes: how did your MLA vote?

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Suzanne Plamondon Sad day for all children in the school system!
Bill 24 does not protect our children!
Bill 24 protects the Adults who are sworn now to SECRECY!
Adults + Children + SECRECY = Devastation !

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👍👍👍 16



Andrea Brown Trevor Horne, MLA for Spruce Grove and St. Albert did not vote. Perhaps he could not represent his constituency who are opposed to Bill 24 while pleasing his NDP socialist platform at the same time? Unfortunately, our tax dollars pay him to represent us, and he chose to let us down. Our views were not represented in that vote. Further, it is wrong that the Alberta NDP voted in a bill that defies freedoms clearly described in the Canadian Constitution. For shame!

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Ron Voss Tonight John Carpay was a guest on the Rebel's Ezra Levant show. In part of the interview, John gave an excellent explanation of what is at stake with Bill 24, "It represents a shift in the law from a starting point where parents are good and trustworthy and where exceptions arise we will deal with the exceptions as they come. Now it is being turned on its head with Bill 24 which assumes that it's the politicians and political activists who are entirely trustworthy and parents are not trustworthy. Now parents are going to be kept in the dark across the board." In a comment on this interview, I have asked Ezra to remove the entire interview from behind the paywall so that it is publicly available.

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Liz Salomons Mine voted for it. I tried via email to help him see what issues I saw in it & he didn't seem to read my emails. Just got emails back about how good it is & that kids who feel safe can still tell their parents if they went to a GSA. Totally missed my point! 🤔



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Exhibit U

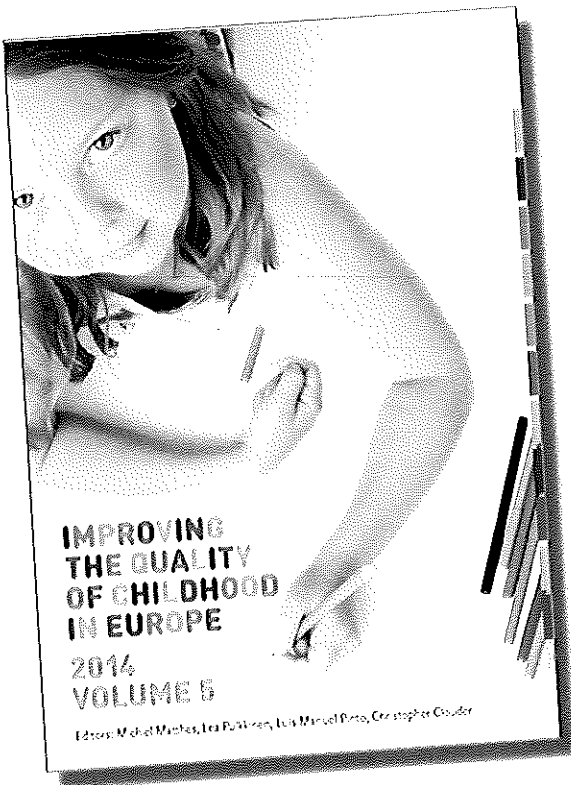
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referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18
[Signature]
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister & Solicitor



BRUSSELS ADDRESS

Keys to Well-Being in Children and Youth

by Gordon Neufeld, Ph.D.



Delivered at the
European Union
Parliament
November 13, 2012

*For more information about Dr. Neufeld and his work, consult the Neufeld Institute website:
www.NeufeldInstitute.org*

THE KEYS TO WELL-BEING IN CHILDREN AND YOUTH: *why children need to be raised by their families which, in turn, need to be supported by society and the state*

Gordon Neufeld, Ph.D.
Vancouver, Canada

A note about the author and his presentation

Dr. Gordon Neufeld has spent his professional career teaching and theorizing as a developmental scientist in the university setting as well as practicing as a clinical psychologist. His attachment-based developmental approach is articulated in over twenty courses he has created for parents, educators and helping professionals. These courses are available in online format through the Neufeld Institute. His book 'Hold On To Your Kids' is directed primarily to parents but does contain references to the scientific literature for serious students. His book is now available in fifteen languages. As a leading interpreter of the developmental paradigm, we invited Dr. Neufeld to address us on the subject of the well-being of children and youth. We have included some of his slides in this transcription of his address. We invite you to consult the Neufeld Institute website for more information about him, his work and his courses.

I am most pleased to have this opportunity to share with you the culmination of my life's work - making sense of children. For some reason - whether it be healthy or neurotic I do not know - I have been moved to assemble all the puzzle pieces of child development until a consistent and coherent picture emerged regarding the unfolding of human potential. The puzzle pieces come from a great many places: developmental theory, scientific research including the field of neuroscience, professional practice as a clinical psychologist, as well as the myriad of observations that come from years of being a parent of five children and a grandparent to five. I will not be making specific references to the individual dots that have been used in creating this model, but rather attempt to provide an overview of the picture that emerges when all the dots are joined. The exercise has been one of personal synthesis and distillation. The dots come from science and professional observation; the synthesis is my own.

A model or theory cannot be proved, only disproved. My challenge has been to create a model of human development that has the power to explain, has clear implications for practice, can be applied across settings, and is consonant with research findings. To the degree that this model is true, it holds the keys for the well-being of children and youth, and by extension, the well-being of a society. This, I have been given to understand, is our common purpose here today and the reason I have been invited to give this address.

From a developmental perspective, well-being is best defined as the degree to which human potential is fully realized.

We must start by defining the well-being of children and youth. There are many angles from which we could approach this from. From a developmental perspective¹, the unfolding of human potential is of utmost concern. As a developmentalist, I begin with the assumption that every child has the potential to become fully human and humane, but not every person comes to realize this potential. In other words, the unfolding of human potential is spontaneous but not inevitable. This undoubtedly is the essence of the human condition, so to speak, that we all grow older but we don't all grow up. ***To truly 'raise' a child, then, would be to bring that child to his or her full potential as a human being.*** I am not referring to individual potential but rather human potential - that which we share in common as homo sapiens. This definition of well-being must also be differentiated from societal or economic success.

What does it mean to be realize our full human potential?

In putting the puzzle pieces together, three basic themes emerge. Firstly, every single child is born with the potential to become a separate being: able to think for himself, function independently, differentiate himself from all others. This is the fundamental yearning of development whether it be of a cell, an organ, a hemisphere of the

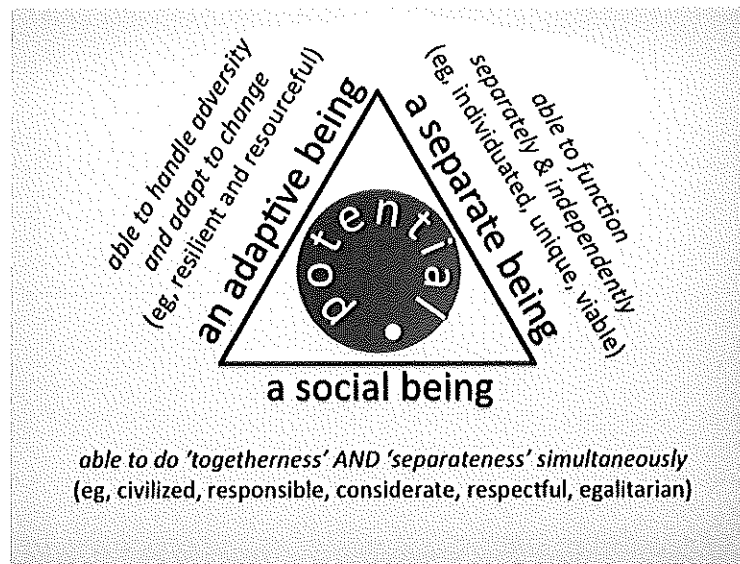


Figure 1 Overview of our potentials as human beings

¹ The term 'developmental' is unfortunately used in many different ways. By 'developmentalist', I am not referring here to those who work with children or have theories about children or do research on children, but rather those theorists, researchers and practitioners who start with the assumption of the spontaneous unfolding of human potential. Sadly, at least from my point of view, most of those called developmental psychologists these days, at least in North America, are no longer developmentalists by this definition.

brain, the fetus. This is also true across all domains of development: biological, physical, emotional, psychological. Every child has the potential to stand on his own two feet, have his own boundaries, make his own decisions. But not all children and not all adults come to realize this potential.

Secondly, every single child is born with the ability to adapt to circumstances that are beyond their control; to be deeply transformed by that which they cannot change. Adaptability is an essential part of our human nature. But once again, it is not inevitable. Children and adults vary tremendously in the realization of this very basic human capacity.

Thirdly, every child possesses the potential to become truly social, capable of seeking togetherness while maintaining a sense of separateness, at least to some degree. Our social potential as humans is for much more than simply being together or getting along with each other. We can be nice to each other for quite neurotic reasons, sacrificing our integrity out of a fear of upset or out of our need to impress or to be liked. Our potential, however, is to experience togetherness without a loss of separateness, and conversely, our separateness without a loss of togetherness. An example would be to have integrity without a loss of diplomacy or to be diplomatic without losing one's integrity. This is no mean feat and takes years to develop. Consider, for example, how hard this kind of maturity is to achieve in marriage. Children and adults vary tremendously in how much they have come to realize this integrative capacity.

We should all want our children to become viable as separate beings, capable of adapting to circumstances they cannot change, and considerate of others without losing themselves. This is the essence of developmental well-being. Can you imagine a society characterized by such people?

How do children come to realize their full human potential?

Given that this is our human potential and is the developmental objective in the raising of our children, how is this to be realized? I can't think of a more pertinent question for us to answer in today's society. This question has been on the minds of developmentalists for generations and certain conclusions are emerging. We certainly know that the realization of human potential is not automatic. It is not a matter of age-and-stage as we once thought. We also know that we cannot blame genetics when potential is not realized. We are truly all equal in our potential to become fully human and humane. We also know that we cannot command growth, in others or even in ourselves. Telling our spouses or our children to grow up, although tempting, never works. Wishing for maturity or even willing it, does not make it come true.

So what then is the answer to the unfolding of human potential? Those

uninformed by developmental processes assume that children must learn to become truly human and humane. They must learn to become separate, to become independent, to form boundaries, to adapt to circumstances, to become resilient, to get along, to become considerate. In short, children must learn to become mature. If this was true, intelligence would certainly be the major prerequisite for the unfolding of human potential and school would be the venue where human potential would unfold. We all know very bright people, however, who have never grown up. And research in the United States finds home-educated children demonstrating significantly more maturity than children receiving their education in school.²

When all the dots are joined, the answer to the unfolding of human potential is in the process of maturation itself. The surprise however is that there is not just one maturation process, but rather there are three distinct processes corresponding to the three human potentials. These natural growth processes have been discovered and rediscovered and rediscovered again, by many developmental theorists over the years and now yet again by today's neuroscientists. This has led to a mass confusion of terms with a plethora of esoteric names and labels. I have come to see my role as mastering these esoteric languages and hopefully replacing them with a language that is closer to human intuition. Good science should always resonate with inner intuition, but before it can do that, the language has to be accessible.

So what are these three maturing processes that are responsible for the spontaneous unfolding of human potential?

The most well-known of these processes is the emergent process, also known as the separation process, the differentiation process, the individuation process, or the actualization process. When there

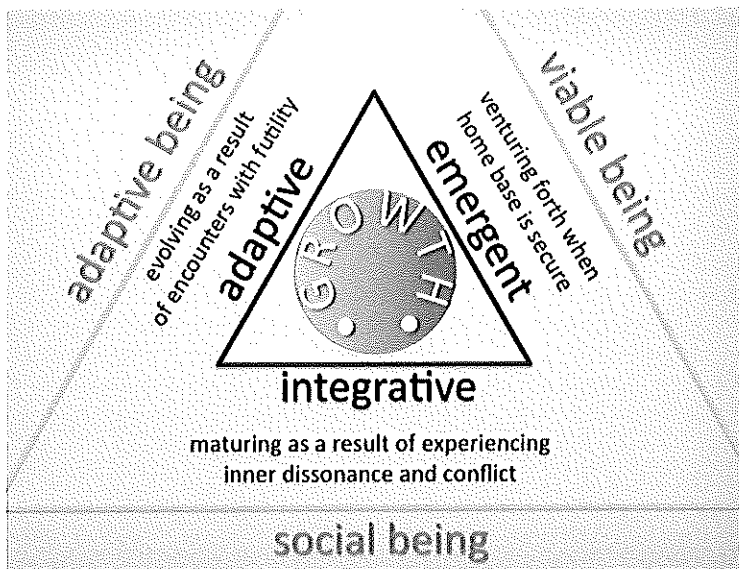


Figure 2 The three maturing processes involved in the unfolding of our human potential

² This was the conclusion of various reviews of home-schooling studies, including an extensive one by The Peabody Journal of Education, Volume 74, April, 2000 as well as by Patrick Basham of the Cato Institute of Washington, D.C.

is some release in a child from the pursuit and preservation of proximity or togetherness, there is a venturing forth kind of energy that springs forth, manifesting itself in the spontaneous forming of separate boundaries, a quest for independence, a predisposition to explore the world outside of his attachments. This shift in energy is more likely to come once a child's emotional home base has been securely established. The process is deeply emotional, not rational or even volitional. In other words, the child must have the right feelings for Nature to have its way with the child.

The second of the trilogy of maturing processes drives human adaptation. This too is a deeply emotional process, requiring the right kind of feelings to get the right kind of results. The key to this process lies in what happens when a child encounters futility, that is, something outside the child's control. There are dozens of these kind of experiences everyday in a young child's life, the most common being a parent's 'no'. Other everyday experiences of futility include not getting one's way, not being best at everything, not being first all the time, not being able to possess mommy for oneself. If everything unfolds as it should, the futility that is encountered will be felt deep within the limbic system, the emotional part of the brain. As futility registers emotionally, the energy being directed toward changing things or making things work comes to rest. In emotional and physiological terms, the automatic nervous system shifts from trying to make things work (via the sympathetic nervous system) to letting go (via the parasympathetic nervous system). In the wake of these experiences, resilience grows and adaptability increases.

Encounters with futility should be highly moving experiences emotionally, ultimately leading to our own transformation when we cannot change the circumstances that frustrate us. The body language of felt futility in a young child is tears of futility. How this works is rather remarkable.³ When futility is felt, the limbic system sends signals to the lacrimal glands, making the eyes water. There are other reasons for crying of course, including onions, pain and upset. The tears of futility however are rather distinctive in their chemical composition, occurring as we come to rest from trying to make things work that won't. There is always an associated letting go that is required before the brain discovers that one has survived not getting one's way. Of course the big futilities in life usually require many tears for adaptation to occur. These include the loss of a loved one, the inescapability of death, the irreversibility of time. The Greeks referred to these futilities as tragedies and created plays to draw the tears out, believing that this was key to a civilized society. In traditional societies, tears were always a part of parenting. I am sure our predecessors were not satisfied that the encounter with futility was truly over without some evidence that the tears of futility were

³ The discovery of the role of tears in human adaptation is chronicled in A. Vingerhoets' book "Why only humans weep: unravelling the mystery of tears" as well as William Frey's "Crying: the mystery of tears".

forthcoming. We have lost the wisdom of tears and with it our capacity to adapt to that which is out of our control. Too many parents today are afraid to upset their children, afraid to say 'no'. They are failing to act as agents of futility or agents of comfort, and are no longer realizing that children need to have their sadness about the things that are outside of their control. As a result, we are giving rise to a generation of children who are entitled or spoiled, who have to get their own way, who cannot adapt to their circumstances. In keeping with this, we find that the most common syndromes children are diagnosed with today are tearless syndromes. The tearlessness isn't the cause of the root problem, but it certainly interferes with the brain's ability to find a work-around for the deficit or dysfunction. What is lacking is brain plasticity: the adaptive process. These children are not coming to realize their full potential as human beings.

The third maturing process is called integration, the catalyst for which is the experience of inner conflict. This understanding has a very rich history in developmental science, including the likes of Freud, Erickson, Jung and Piaget. Piaget discovered that young children lacked the capacity for cognitive dissonance and that the experience of conflicting ideas and thoughts was the motor for the unfolding of intellectual development. Conflicting signals are key to developing depth and perspective in many arenas of growth, including vision, muscle tone, sensory integration, problem solving, brain hemispheres, and so on. We have found the role of conflict to be absolutely pivotal in emotional development, the current subject of interest in neuroscience. Before the age of five, children are only capable of experiencing one feeling at a time. They have no 'on-the-other-hand' experiences and seldom are given to 'part-of-me-feels-this-and-part-of-me-feels-that' kind of statements. If developmental conditions are conducive, mixed feelings begin between the ages of 5 to 7 and have a remarkable civilizing effect on the child. The part of the brain responsible for mixing the emotions is the prefrontal cortex. If conditions are not conducive to healthy development, the child remains impulsive and inconsiderate, lacking self-control. The tragedy is that there are so many adults in our society who lack mixed feelings, who are devoid of inner conflict. They have failed to realize their potential as human beings.

These three maturing processes are all spontaneous but none are inevitable. Conditions need to be conducive in order for these processes to unfold. To repeat, development is not a matter of age-and-stage. In fact, there are many adults who will never show much evidence of true maturation, especially on an emotional or psychological level.

The fruit of the maturing processes

The maturing processes bear fruit in abundance - personality attributes that we would all love to be characterized by. No child is born with these attributes; nor

can these characteristics be trained into a child.

The ultimate outcome of the emergent process is viability as a separate being, the capacity to fully function outside of attachments. Children who are emerging as separate beings also are full of vitality, interests, curiosity and a venturing forth kind of energy. Such children are rarely bored. The fact that boredom seems to be escalating among our children and youth is indicative of the lack of this emergent energy. Also troubling is the fact that there are more children showing curiosity in the first grades of school than the latter grades, yet the curricula of today's educational systems assume that all children are curious.

Included in the characteristics of emergent children are a sense of agency and responsibility, a quest for independence, and ultimately a relationship with one's self. These fruits cannot be commanded from the outside. Nor are they a result of training. Should

one attempt to reinforce curiosity for example, it actually undermines it. When these fruit are missing, it is indicative of developmental stuckness in a child.

The fruit of the adaptive process includes resilience and

resourcefulness as

well as the ability to recover from trauma. To truly adapt is to be changed for the better as a result of adversity. Once again, children are not born with these attributes. What they are born with is the potential to become changed by that which is out of their control. Adaptation is a journey of tears, at least on the inside, involving feelings of sadness and disappointment. If children should lose their tears of futility or lack a safe place to shed their tears, they get stuck, and fail to adapt to circumstances that are out of their control. I have worked with many such children, adolescents and adults.

The fruit of the integrative process are also highly valued in our society. The attributes deriving from this maturation process include being well-tempered,

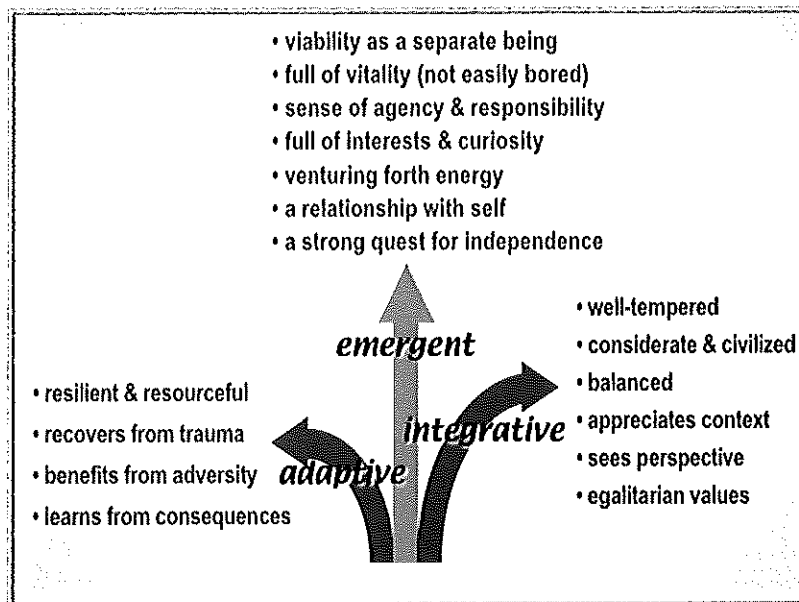


Figure 4 The fruit of the maturing processes

considerate, civilized and balanced. Other characteristics include the ability to appreciate context and see perspective and the predisposition towards egalitarian values. Once again, no child is born with these attributes and school cannot produce these traits. The fruit of integration take years to grow and the conditions must be conducive to get results. Unfortunately there are many adults in our society who lack these attributes.

To reiterate then, it is true maturation, NOT schooling, learning or genetics that is key to becoming fully human and humane.

Unfortunately immaturity is epidemic in our society. Imagine what our society would look like if a significant proportion of the population demonstrated a modicum of maturity. So why do some people mature while others remain stuck in immaturity? Childhood is the stage of life during which most of our growing up should be accomplished. What are prerequisite experiences required in order for children to come to their full human potential?

WHAT CHILDREN NEED TO TRULY MATURE

No question could be more important for the raising of our children and the future well-being of our society. In putting the pieces of the puzzle together, four experiences emerge as key to maturation. I will devote most of my time to discussing the first prerequisite as it is foundational to the other three.

1) For maturation to result, children need to ATTACH deeply to the adult(s) responsible for the them

The foundational prerequisite has to do with the preeminent need of children - a sense of contact and connection with those responsible for them. The first agenda of development is not growth but creating a context of connection in which the child can be taken care of.

a) to find the NURTURANCE required to support growth

The child's attachments however serve a second purpose as well. They create an external womb within which growth and maturation can take place. To use a plant analogy, before growth can happen and fruitfulness take place, the plant needs to be well-rooted in order to glean the nurturance from the soil. What do these attachment roots look like in a child? I have spent my professional life putting these puzzle pieces together and am pleased to share with you the picture that has emerged for me.

The most significant discovery regarding human attachment is that the capacity for relationship takes years to unfold and goes through about six stages before reaching its full potential. If conditions are conducive, a different way of holding on should develop in each of the first six years of life. I have found however, that it is never too late for the capacity for relationship to develop. The early

attachment theories of Bowlby, Lorenz and Harlow missed this depth aspect of attachment as their theories were based primarily on observations of mammals and birds and babies.

I shall use a plant analogy to describe how the capacity for relationship develops in a child. Like plants, what we are typically more aware of is the maturation aspect of things as outlined above. The attachment roots are hidden from view or from our consciousness at least. As a result, we tend to lack words to describe attachment. My book - *Hold On To Your Kids* - is currently translated into 15 languages and in each language there is a challenge to find the words to describe attachment phenomena. The wisdom of attachment historically has been embedded in rituals and customs but when our culture comes undone, we can only find our way back through words and consciousness. I believe this is the challenge of science today - to find the words that both reflect reality and resonate with our inner intuition.

Like most plants, humans can have multiple ways of taking root or holding on. The deeper the attachment roots, the more capable they are of gleaning the kind of nurturance required for growth and maturation.

The first stage of attachment is all about the senses. The child seeks to be WITH those attached to: to be in touch, to be in sight, to be in hearing, to be in smell.

This kind of contact is foundational to all attachment but is particularly urgent when other ways of preserving connection have not yet been developed. The fundamental human problem, when viewed from the perspective of attachment, is *how to hold on when apart* (i.e., how to preserve a sense of connection when apart from one's attachments).

Today's digital

devices have become so popular because they provide an instant answer to this basic human problem of physical separation. The digital answer is not Nature's

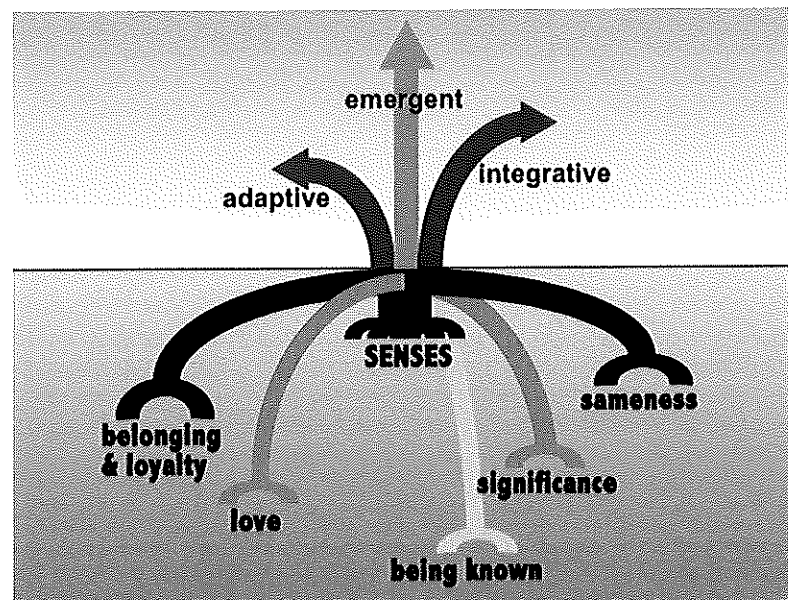


Figure 5 Neufeld's six stages of attachment

answer however, and in extending our reach, we run the risk of thwarting the true solution to this human dilemma - a fully developed capacity for relationship. Research is pouring in that not only finds digital intimacy empty of nurturance but also having the effect of preempting and preventing deeper human connection.

A second problem with digital intimacy is that it pulls children out of orbit from around the adults in their lives, replacing these adults with their peers. The phenomenon of peer orientation actually predated the digital revolution, setting the stage for digital devices to become as ubiquitous as they now are. When children are peer oriented, they prefer to be with their peers rather than with the adults responsible for them. Although peer orientation is now rather typical in our society, this aberrant attachment phenomenon completely interferes with the conditions required for human growth and development, leading to massive developmental arrest. This is exactly what our research is finding - many of today's children and adolescents are not growing up as they get older. The epidemic of immaturity is escalating.

Children now seek to imitate, to emulate, to take on the same form as those to whom they are attached. A toddler interprets closeness now as being LIKE, not just being with. This dynamic allows us to stamp our own form on our children without even trying. This is also the key to language acquisition. Very simply, as do all creatures, we make sounds like those to whom we are attached. This very simple understanding, far more generally known, would revolutionize our educational systems. It is widely understood that we are losing the war on illiteracy. The adolescents of today have a poorer vocabulary than the adolescents of yesteryear. When we look through the lens of attachment the reason becomes obvious - today's adolescents are more likely than previous generations to be attached to their peers rather than to the adults in their lives. They are not only talking like each other but also looking like each other, dressing like each other, and walking like each other. The secret to literacy then would be simple and powerful: cultivate working attachments between students and their teachers. For example, when I was involved in a cultural restoration project with one of our Canadian aboriginal peoples, the Haida, to resurrect their language, we developed a program that attached the children to the elders who still spoke their tongue. The language recovered spontaneously.

If attachment bears fruit at all, the toddler will begin to sense his differentness. Nature now has to find another way of holding on when physically apart from his attachment figures and when feeling different from them. Ideally, by the third year of life a child begins to interpret closeness as belonging, or being part of another or a group. As soon as this happens, usually another avenue of connection reveals itself as well. To be close to is to be on the same side as. So youngsters are inclined to take the side of those to whom they are attached: to agree with, to stand up for, to serve and obey. These are instincts of loyalty in our children and

without them we could not do our job as parents and teachers. No matter how skilled and informed we might be, we still need the child's deepening attachment to us to empower us to take care of them.

If all goes well with the foundations of attachment, a fourth way of preserving a connection unfolds in about the fourth year of life. At this time, it should occur to the child that mommy and daddy hold close that which they hold dear. In response, the child begins to try to be dear, to be special, to matter, to be significant, to those to whom he is attached. I have this root coloured grey (in the illustration) because it is more tentative, more vulnerable, more susceptible to injury. Attachment always sets us up for getting wounded, but when we want to matter to someone, we get deeply hurt by any sign that we don't matter. If attaching deeply is not safe, the attachment roots stay superficial. The cost however is less ability to hold on and less ability to glean the nurturance required for growth and well-being.

If all unfolds as it should and the relationship can deepen without too much wounding, a remarkable phenomenon unfolds in about the fifth year of life. Of course, if the capacity for relationship is not developing properly, this can be delayed significantly or sadly never take place. The limbic system - the emotional brain - pulls out all its stops so to speak, pushing the child to the very limits of emotional vulnerability. Very simply, the child begins to give his heart to those to whom he is attached. We call this emotional intimacy. Sadly, there are many adults who have not become capable of this depth in relationship. Having the hearts of our children enables them to preserve a sense of closeness with us when other ways may fail. This is also true in our marriages and our friendships. This emotional intimacy greatly increases our reach, enabling us to hold on with each other when far apart in many different ways. Unlike digital intimacy, however, this answer takes conducive conditions and years to unfold.

When children become emotionally attached, they may express the desire to marry the parent. Not armed with the insights of attachment, Freud interpreted this phenomenon sexually and called it the Oedipal and Electra complex. Wanting to marry us is no more and no less than children wanting to hold on to us forever, the same reason we marry each other. It is a matter of attachment and holding on.

I am convinced that we were never meant to deal with children whose hearts we did not have. This quest for attaching through the heart not only creates for the child the potential for deep nurturance, it provides for us as adults a context to raise them to their full potential. This is even true in the school system. As parents we wait with bated breath during the first couple of weeks in the school year to find out whether our child likes the teacher and thinks the teacher likes him or her. This intuitive understanding is reflected in the research, namely that

the student-teacher relationship is the single most important factor determining a student's performance and behaviour. This simple truth, if taken to heart, would transform our approach to education.

When the school system was still inside a child's village of attachment, this pivotal student-teacher relationship was cultivated by the rituals and customs in society. Educators did not need to know the secret of their success because, for the most part, culture took care of the attachment factor. Unfortunately during the last couple of generations, our schools have drifted outside of the student's village of attachment, with disastrous consequences to the learning equation. The primary issue in education has always been the degree to which our teaching results in a child's learning. Despite significant advances in curricula, pedagogy and technology, less and less of our teaching is resulting in our students' learning. What is to blame is the loss of student-teacher relationships. Simply put, teachers need to have the hearts of their students to have access to their minds.

Once a child has given his heart to those who care for him, it should follow that he would want to share all that is within his heart with them as well. If all unfolds as it should, a child will seek to be known and understood by those to whom he is attached. Prior to this, if the attachment has been at all fruitful, the child will have formed a sense of self and an inner world of experience that feels hidden from view - a secret self as it were. This natural human development results in a deep sense of separateness and isolation. To feel close for such a child is to not be a secret to one's loved ones, nor to possess any secrets that would divide. We call this psychological intimacy - a powerful sense of closeness and connection that comes from feeling truly known. A child now can be deeply nurtured as well as having an ultimate way of holding on when all else fails. This way of attaching also takes care of sneakiness in children, enabling the adults in charge to better take care of them. Too many children today are an enigma to their parents. Unable to read their children, these adults have taken to reading parenting books. Unfortunately, the secrets of parenting are rarely revealed in books.

To summarize, children were meant to fall into attachment with the adults responsible for them. This not only preserves a vital sense of connection for the child but also creates the psychological umbilical cord through which we can nurture our children and the psychological womb in which to raise them. Although the well-being of children and society depends upon the degree to which maturation is happening in a society, attachment is the prerequisite for maturation and therefore must be the utmost priority and preeminent concern of a successful society.

b) to render children receptive to being taken care of, managed and taught.

A second reason children need to become deeply attached to the adults

responsible for them is to render the children receptive to being taken care of, managed and taught. Children do not come into this world universally receptive to being taken care of. In fact, just the opposite is true. When children are not attached to the adults attempting to raise them, two defensive instincts are provoked in the child. The first is shyness. It is important to note that children are never shy with those to whom they are attached. Children only shy away from contact and closeness with those outside of their village of attachments or when their attachment instincts are not engaged. To be shy is to reserve one's eyes, one's words and one's friendliness for those to whom one is attached. To put it another way, when one is shy, it doesn't feel right to make eye contact with, make conversation with, or even get along with, those to whom one is not attached. We have been dreadfully mistaken to think that there was something wrong with this dynamic or with children who exhibit shyness. In the United States in fact, shyness has been pathologized as social anxiety disorder.

When viewed through the lens of attachment, shyness makes perfect sense. Shyness is meant to keep children inside their village of attachment until they are developmentally ready to be dealt with outside of their attachments. This protective shyness response begins in the wake of stranger protest, usually manifesting itself about 5-6 months of age. Nature is saying, in effect, that once a child's working attachments have formed, it is now the time to go for depth in the attachment and only add new attachments through the child's existing attachments. This is how the village of attachment should ideally be formed, naturally protecting a child from forming competing attachments that could pull the child out of orbit from around his first attachments. Understanding this dynamic would provide the key to forming new attachments with those who are shy - making friendly contact first of all with an existing attachment of the child's in order to open the child up to forming the new attachment. The attachment rituals in our society that are consistent with this are 'introductions' and 'matchmaking'. If we honoured attachment, we would not attempt to work with a child unless the child had attached to us. If we honoured shyness, we would not attempt to cultivate working relationships with children without piggybacking on their existing attachments. Shy children were never meant to function outside of their village of attachment. Early research with shyness and intelligence revealed that shy children scored significantly less when tested by adults they were not attached to. Once again, the importance of working attachments to the raising of children would revolutionize our educational systems and our day-care system, contributing to the well-being of our children as well as of our society.

The second impediment to working with children outside of their attachments involves a powerful dynamic that has no name. The instinctive reaction is deceptively simple: children are allergic to coercion when their attachment instincts are not engaged. A Viennese theorist, Otto Rank, created a word for this dynamic in the German language. Translated into English, the word is

counterwill. Given that the greatest force impinging upon children is the will of the adults responsible for the child, the term *counterwill* fits perfectly as a label for this dynamic. When viewed through the lens of attachment, the purpose of this defensive reaction becomes obvious.

Counterwill is meant to protect our children from outside influence and direction. As creatures of attachment, children were never meant to be influenced, directed, taught or managed when their attachment instincts were not engaged. The problem in our society is that

children and adolescents are less and less attached to the adults responsible for them, including their teachers, step-parents, care-givers, grandparents, and even their own parents.

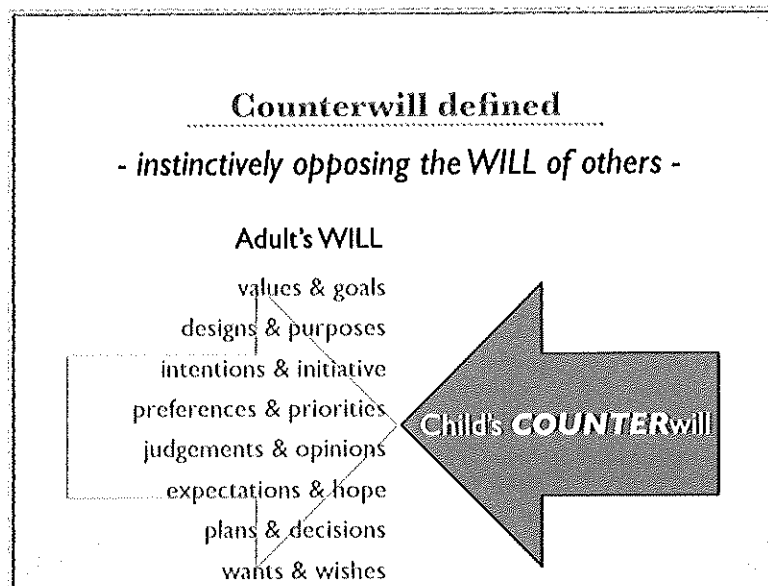


Figure 6 The counterwill instinct

Our educational system and day-care systems, having drifted outside our childrens' villages of attachment, are being crippled by the protective attachment instincts of shyness and counterwill. In ignorance of these dynamics, today's parents and teachers as well as policy makers think that the answer to dealing with children lies in training. We couldn't be more mistaken. Only children's attachments render them receptive to being raised. The well-being of children and society depends upon our ability to support these working attachments.

c) to evoke within the child the desire to be good

The third reason for being deeply attached has to do with the motivation to be good for those responsible for one. The desire to be good is a powerful motivation for behaviour and not to be taken for granted. Long gone are the days when we thought children were inherently evil or alternatively, inherently good. The fact of the matter is that like all creatures of attachment, children are only moved to be good for those to whom they are attached. Further, if counterwill is strong, they can even feel inclined to be bad.

I can't think of a greater concern among today's parents or teachers, then

children being good, regardless of the euphemisms we tend to use for this outcome including 'well-behaved', 'compliant', 'cooperative', 'responsible' and 'acceptable'. This question has been the most common presenting problem over my 45 years of consulting with parents and teachers. My response has usually been something to the effect of "Do you sense within your child/student the desire to be good for you?". This response usually takes the adult by surprise and after some reflection, the answers are often sadly indicative of the state of the relationship. Children only feel like being good when their attachment instincts are engaged. The deeper the relationship, the

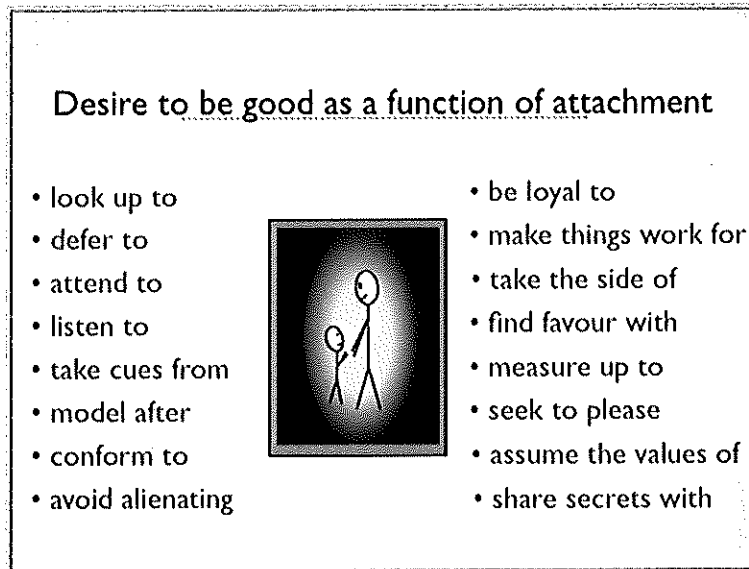


Figure 7 Human instinct to be good as a fruit of attachment

more multi-faceted this drive. The impulse to be good isn't always enough to get the desired behaviour, but on the other hand, without this motivation, there isn't much of a chance. And when a child does desire to be good for us, there is little need for contrived tricks such as bribes and sanctions to make them behave. This kind of coercion not only insults any relationship that does exist but also undermines the child's natural desire to measure up to the expectations of those to whom they are attached. When children fail to attach, or fall out of attachment with the adults responsible for them, there is nothing to move them to do our bidding. To bring out the best in our children, we must support their working attachments to the adults responsible for them.

d) to prevent the problems that arise from facing separation

There is still another reason a child needs to become deeply attached to the adults responsible for him or her. Nothing affects children more than facing separation from their attachment figures. The separation they face can be physical, emotional or psychological. When children are unable to preserve the connection with their attachment figures, stress hormones are released and powerful emotions are evoked in an attempt to fix the separation problem. Feelings of alarm attempt to move the child to caution. Feelings of pursuit create the impetus to close the gap they are experiencing. Feelings of frustration move

the child to effect change. If these emotions cannot fix the problem of separation, defenses are evoked in the brain to protect against a separation that is too much to bear. The primary defense is a flight from vulnerability, resulting in the loss of tender feelings. Some children respond by becoming more dominating as it is less vulnerable to dominate than to depend. A frequent response to facing too much separation is to transfer the attachment to others or to things. Peer orientation is one of the most devastating attachment phenomena of our day and is the subject of my book - *HOLD ON TO YOUR KIDS*. I have described this phenomenon briefly earlier in this address.

The resulting separation complex underlies most troubling behaviour in children. The problem is that even in our most advanced societies today, children are facing more separation than ever before, leading to an escalation of these common childhood concerns. Aggression and suicide among children have been escalating in the last fifty years. Problems rooted in alarm such as anxiety, agitation and adrenalin-seeking behaviour, are becoming common place among children. Pursuit addictions, like making digital contact, are increasing among the digitally connected. If these problems are any indication of the well-being of children, we are not making progress. Sadly, we are losing ground. To reverse this trend, we would need to support children's attachments to the adults responsible for them.

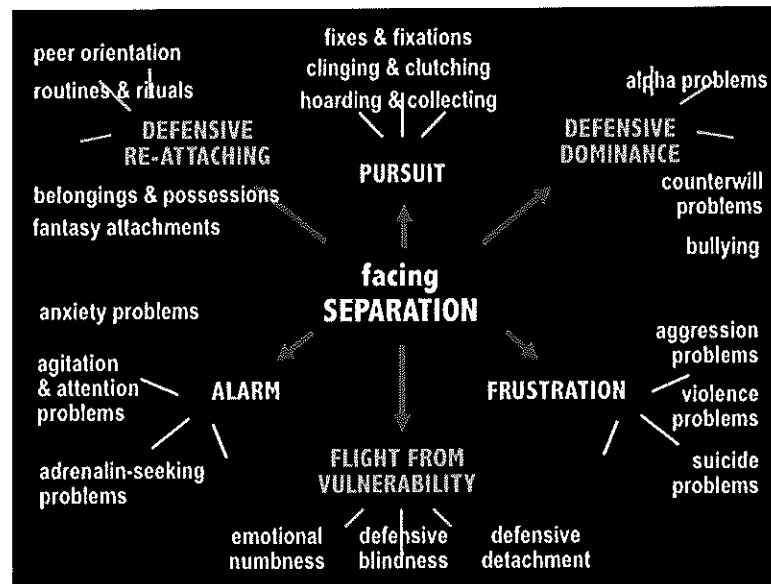


Figure 8 Overview of the impact of facing separation on troubling behaviour

To summarize, for their well-being and the well-being of society, children need to attach deeply to the adults responsible for them. They need to do this to find the nurturance required to support true growth and maturation. They need to do this to reverse crippling shyness and neutralize instinctive counterwill. They need to do this to feel like being good. They need to do this to reduce the separation they face. Like plants, children can never be too attached. Like plants, our children can be too superficially attached or too insecurely attached. The answer to

development is always more attachment, not less. This is even true in adolescence. The deeper the attachment, the more room for personhood, individuality and independence. It is only at the superficial levels of attachment that being attached and becoming one's own person are in conflict.

2) For maturation to result, children need to find REST from the work of attachment.

A child needs to find some rest from the relentless pursuit and preservation of proximity, in order for growth and maturation to result. Attachment, as the preeminent need of children, always takes first priority in the brain.

As paradoxical as it may seem, all growth emanates from a place of rest, even physical growth. As mentioned earlier, our autonomic nervous system is roughly divided into two parts: one associated with work (the sympathetic nervous system) and the other associated with rest (the parasympathetic nervous system). Developmental headway is made when in a state of psychological rest: memory is consolidated, learning is solidified, problem solving networks in the brain are formed, venturing forth takes place, recovery systems are activated.

Since attachments are what most need to work for a child, pursuing and preserving contact can easily preoccupy a child. Our challenge as adults is to do the work of attachment so our children can be released from this preoccupation. It is not enough for a child to seek sameness, belonging, significance, love or being known. They need to find what they are seeking for and find it in abundance. Like food, they must be able to take it for granted before they can be released from the pursuit. Our children must have confidence that we are the answer to their attachment needs. In order to find rest, they cannot be working for our love or our approval. To find rest, they must not have to measure up to find significance. To keep us close, they must not think that they have to be good.

What does it mean for adults to do the work of attachment? It certainly involves taking responsibility for the relationship with our children and for preserving a sense of connection. We must aim to fulfill their attachment hunger, including their appetites for sameness, belonging, significance and emotional warmth. As we do with food, we must provide more than they seek in order to release them from their pursuit. In short, we must convey to our children an invitation to exist in our presence that is free of conditions. This is no easy task. It seems that many of today's parents have lost the confidence to present themselves as the answer to their child's attachment needs. Yet this is the only way a child can find the rest required for growth to result. There is no other pathway to the well-being of children and the state.

Before rest is even a possibility, children must first be attached to the adults

responsible for them. Providing rest is the work of family and families are in dire need of support from the state to enable them to do this work.

3) For maturation to result, children need to PLAY.

Children need to play in order to mature. Up until recently, many have regarded play as meaningless, unproductive and even frivolous. Developmentalists have discovered that play is absolutely pivotal to growth and maturation. All young mammals play and it turns out that they need to do so for development to unfold.

It is important for our discussion to have an idea what true play is. We call many things play that are not play. Playing piano can be play but often is not. Playing sports can also be play, but more often is not. Most videogames would not qualify as play. An activity only qualifies as true play if it is relatively free of outcome, is differentiated from reality, and is expressive in nature. Play is a parenthesis in real life, having a beginning and an end. It is the place in life where actions and emotions are free of repercussions, especially serious ones.

It turns out that play is where growth most happens, including even brain growth. Development requires a space free of consequences and repercussions to make headway. Fortunately this understanding is beginning to dawn on some of our educators. We used to think that schools built brains. Now we know that it is play that builds the brains that school can then use. Some progressive corporations are now understanding that most creativity happens in a context of play and not work, and so are asking their staff to make room for some play in their workday.

Play is becoming an endangered activity in our society. It is being usurped by screens and non-stop stimulation. It is also being eroded by our hurriedness as society for our children to get ahead. Preoccupied with performance and outcomes, and ignorant about where they come from, we are putting children into school earlier and earlier to prepare them for what comes ahead.

Play is also endangered because of the ignorance in our society that this is a developmental essential. The work motif is being introduced to children at ever younger ages. We think we are teaching them about reality by pointing out the consequences of their actions. It turns out that this is not how young children learn, not at least until they are capable of mixed feelings, a capacity that doesn't usually develop, as previously mentioned, until 5-7 years of age.

Culture, when it is intact at least, tends to protect a place of play. When culture is lost, play tends to disappear. In addition, many of today's parents have lost confidence in their role as a buffer to society, assuming the responsibility to provide some room for Nature to have its way with our children before society becomes the dominant force. The dictionary definition of play is "freedom of movement within a bounded space". The bounded space of course is the child's

attachment to the adults. The freedom comes from rest, both the rest from having to make attachments work and the rest from the repercussions that are part of reality.

When it comes to our children, the state is almost always preoccupied with outcomes, understandably so. Tremendous insight would be required to preserve a place of play for our children. We need statesmen and policy makers that understand the importance of true play for our children. Play is not an optional activity; it is an essential requirement for growth and development.

4) For maturation to result, children need to **FEEL** their tender emotions.

Only humans are capable of feeling their emotions and this capacity turns out to be an essential prerequisite for becoming fully human and humane. Children don't start out feeling their emotions. For emotions to be felt, they must be expressed, they must be named, and they must be relatively safe from injury. Feelings always get hurt of course, but the wounding must not be too much to bear.

Emotion has been traditionally dismissed as a vestigial left-over of our animal nature, unnecessary and unbecoming, even indicative of immaturity. We were told not to be emotional, to reign in our emotions in, to stop being irrational. Emotions were considered childish and even girlish (as if this is a bad thing), a source of embarrassment for grown-ups. Most of our medications aim at reducing emotion in one way or another.

Ironically, studies of the brain have revealed the central role of emotion in human development, even the growth of the brain itself. The emotional brain

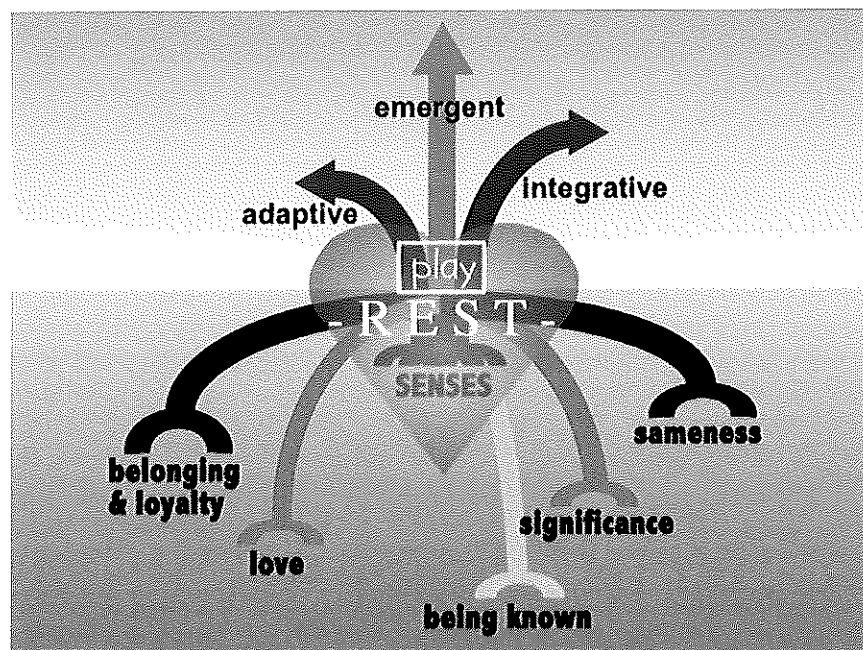


Figure 9 Factors involved in the unfolding of human potential

is at the heart of well-being.

Emotion is how the brain moves the child when stirred up in a certain way. If alarmed, the child is moved to caution. If satiated or fulfilled, the child is moved to rest. If at rest, the child is moved to play and to venture forth. If ashamed the child is moved to hide or conceal. If frustrated, the child is moved to effect change. There are hundreds of wired in movements critical to emotional health and well-being. Some of the emotions are pivotal to the maturing processes themselves, like feelings of futility for adaptation, feelings of satiation for emergence and feelings of dissonance for integration.

What is required for optimal functioning is for the child to actually feel his or her emotions, not just to have them. The intuitive term for this would be a 'soft heart'. The problem with feeling one's emotions is that feelings can get hurt. When the woundedness is too much to bear, it interferes with basic functioning such as eating, sleeping and concentrating. So when a child has to function in a wounding environment, the brain equips the child to do so by numbing out their tender feelings. Neuroscientists have discovered defensive filters in the limbic system that reduce our ability to feel and thus our felt sense of vulnerability as well. The result is that we can perform better in these wounding environments. For example, when I worked with delinquents in the prison system, they could sleep like babies, eat what was fed them, and concentrate on what was important to them. On the other hand, being in the prison would cause me to lose my appetite and lose my sleep. I often would feel rattled to the core. Prison is a wounding environment and I was not equipped to function there. These delinquents felt significantly less than normal adolescents. They could not afford to feel. Unfortunately this is becoming true for too many of our children.

The brain is remarkable in its ability to defend its host against a sense of vulnerability that is too overwhelming. It can equip us to function in a wounding environment or it can grow us up. It cannot however do both, at least not at the same time. For most of us, our feelings will return when we get back into the arms of our loved ones and our guard comes down. When this does not happen however, these defensive filters can get stuck, resulting in a significant loss of feeling.

There are indications that children today are losing their tender feelings. Many do not feel their emptiness or their missing. Many children have lost their sadness and disappointment. Today's children are increasingly losing their feelings of alarm. Others have lost their feelings of shame and embarrassment. Interestingly enough, research reveals when children lose their blush, they also lose their empathy. It turns out that caring too is a vulnerable feeling as it sets us up for disappointment. We know that the most wounding of all experiences is facing separation. We also know that peer interaction is where most wounding occurs

for children. Unfortunately, today's children are subjected to more separation and more peer interaction than ever before. No wonder they are losing their feelings.

Since emotion is the engine of maturation, when children lose their tender feelings, they become stuck in their immaturity. Some, like the poet and author Robert Bly of the United States, believes that immaturity is the sickness of our times. Once again, we can't help growing older but we are not all growing up.

What keeps a child's heart soft? How do we preserve or restore the child's ability to feel his emotions?

Studies reveal that the most significant factor is once again, the child's attachments to the adults in their lives.⁴

When children give us their hearts and we take care not to wound them, their attachment to us serves as a shield to reduce the impact of wounding outside of the attachment. The more we matter to our children, the less it matters what others think and feel about them. The more shielded by a safe

attachment to us, the less their brains have to take defensive action. In my clinical experience, even a little bit of shielding can go along way toward restoring feelings once they have been lost.



Figure 10 Emotional attachment as a shield to external wounding

To summarize, we must have the hearts of our children to keep their hearts soft. And they must have soft hearts to find their rest and their play. Their maturation and hence their well-being, depends upon these essential experiences. Children's hearts belong to their families, not to the state.

Another way of saying this is that the irreducible needs of children are right

⁴ The role of attachment in shielding children from wounding is a theme in the resilience literature of Julius Segal, Robert Brooks and Sam Goldstein and also the major finding of the National Longitudinal Study of Adolescent Health in the United States as well as the famous longitudinal study by Werner and Smith *"Overcoming the Odds - High Risk Children from Both to Adulthood"*.

relationships, soft hearts, psychological rest and true play. We could also envision these needs in a hierarchy, from right relationships at the foundation of the pyramid to play at the top of the pyramid, constituting the ultimate growing edge as human potential unfolds.

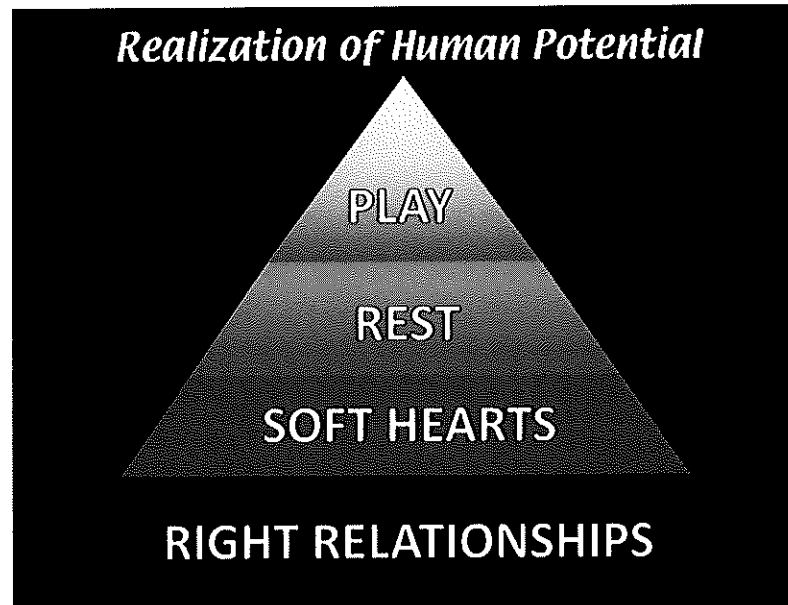


Figure 11 Hierarchy of conditions conducive to the unfolding of human potential.

CONCLUSION: children need to be raised by their families which, in turn, need to be supported by society and the state

The well being of today's children, tomorrow's adults and our future society depends upon our ability to support the family as the womb of true maturation and the natural context for reaching our full human potential. The challenge of family educators is to get this message out to parents. The challenge of our school system is to put student-teacher relationships to the fore and to find the way of re-entering the student's village of attachment. The challenge for our governments is to create the kinds of policies that give families the support they need to raise their children to their full potential as human beings.

If we took our cues from developmental science, it seems to me that the role of society and the state would be three-fold. First of all, it would be imperative to support families to do what they can do to allow the child's capacity for relationship to develop fully before requiring the child to be apart from family. Secondly, it should be the mandate of the state to support the child-parent relationship, reducing the separation a child faces when apart from the family, be it in care or in school. Thirdly, it would be important to interfere with families only when children are truly at risk, and with the knowledge that the added separation

may indeed exacerbate the problems.

The role of the state should never be to replace the family in the lives of children as attachments are family business and growth can only be home grown. The well-being of our children and the future well-being of our society depends entirely upon the willingness and ability of the state to support the family to raise our children.

My hope is, as I said in the beginning, to translate developmental science into the words that resonate with inner intuition. Without words there is no collective consciousness and without collective consciousness we will continue to act in ignorance as to what children truly need to become fully human and humane. Children need their families and their families need our support.

References and Resources

As stated in the introduction to this transcribed address, this unique articulation of an attachment-based developmental model of human growth and maturation is the result of years of personal synthesis and distillation of material deriving from scientific inquiry and clinical experience. The specific facts and findings that make up the 'dots' can easily be found in the scientific literature but are rather meaningless in themselves as they cannot attest to the whole. Their meaning is ultimately derived from the picture that emerges when the 'dots' are joined. For serious students who would like to immerse themselves in some of the dots, Dr. Neufeld offers the following suggestions.

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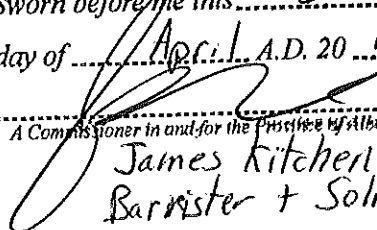
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Exhibit V

THIS IS EXHIBIT " ✓ "
referred to in the Affidavit of
Theresa Ng
Sworn before me this 5
day of April A.D. 20 18

A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

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Parental Involvement in Our Schools

Practical ways for principals to encourage parental involvement

Eileen Rygus

In the current climate of achievement testing and school accountability, many schools have failed to tap into a readily available resource—parents.

Parents are an effective resource for improving student achievement; furthermore, parent involvement has a positive effect on students, teachers and schools (Banda, Coleman and Matusznyi 2007). The benefits of parental involvement are well documented in educational literature. Many researchers maintain that the more parents are involved in their children's education, the greater the effect on achievement. This spike in achievement is especially true in the early years (Cooper and Crosnoe 2007; Cotton and Wiklund 1989; Darch, Miao and Shippen 2004; Littky 2004; and McWayne et al 2004). Jaynes (2007) suggests that parents who monitor their children's homework and school attendance into junior and senior high school continue to influence achievement.

Sirvani (2007) corroborated Graham-Clay's (1999) research and noted that once parents became involved, the greatest improvement in student achievement was realized with low-achieving students. Barton, Drake, Perez, St. Louis and George (2004) discovered that parents who spent time in the school developed relationships with school staff and felt more comfortable addressing teachers when their children were experiencing difficulties. Amador, Falbo and Lein (2001) reported similar findings in their study of high schools and further elaborated by equating *very involved* parents with *very successful* students.

My experiences as both a parent and an educator have deepened my interest in the benefits of home/school cooperation. Therefore, as part of the master of educational studies at the University of Alberta, I completed a research project involving elementary school principals from middle-class neighbourhoods in urban Alberta. I explored the experiences of four school principals who had success engaging parents. I interviewed principals, and recorded, transcribed and analyzed their comments. I discovered specific strategies that these successful principals implemented to involve parents in their schools.

I asked principals to outline their strategies to increase parental involvement, to involve parents in policy making at school and to encourage parents to work with their children at home. I also asked them what future ideas they were considering. For the purpose of this study, I defined parental involvement as creating a home environment conducive

school; and/or collaborating with the community.

Five strategies to build better relationships

Building relationships and communicating clearly emerged as two highly successful themes from this study. Because principals realized relationship building is time-consuming and their teachers were busy, the principals I interviewed made it their responsibility to build relationships with parents. These successful principals employed the following five strategies:

Strategy One—*Create an open and friendly school in which parents feel comfortable.* The school will become a meeting place if parents are allowed to congregate and visit in the hallways as they wait for their children. Strategically placed chairs in the hallways create a welcoming atmosphere in which parents feel encouraged to be in the school.

Strategy Two—*Establish an open-door policy and be available to hear concerns.* Hearing what is being said builds trust with parents, as does honouring differing viewpoints during disagreements.

Strategy Three—*Be visible in the hallways.* Talk to parents when they pick up their children both before and after school. Although it seems obvious and sometime difficult at the end of a long day, smiling at parents creates warmth and invites conversation. Visibility increases the perception of openness, thereby increasing parents' comfort level to address issues.

Strategy Four—*Ensure that parents feel valued.* Undertaking the following five steps will enhance parental involvement:

- a) Learn parents' and children's names—this tells parents that you value and care about their family.
- b) Send cards to thank parents for volunteering for specific events. Repeat the gesture at holidays and year-end. Hand-written notes of thanks are appreciated and worth the time they take to write.
- c) Tell parents that they are appreciated and their presence is supported.
- d) Nominate parents for district awards and ensure that the nominations and any awards are featured in the school newsletter.
- e) Hold volunteer appreciation celebrations. Volunteer celebrations enjoy greater success when the majority of volunteers can attend and students are involved in presenting and running the program. Some schools alternate volunteer appreciation events between school time and evening in order to accommodate all volunteers.

Strategy Five—*Schedule regular special events at the school and involve students.* Parental involvement increases when schools undertake the following:

- a) Involve children in assemblies, both as hosts and as performers. Parental attendance increases when their children are involved and take leadership roles. Although teaching students to lead assemblies requires a time commitment from the principal, the participating principals I interviewed noted that students benefited by developing public speaking and leadership roles.

Eight ideas to improve communication

The school principals highlighted eight ideas to increase communication between home and school.

Idea One: Principals designed school newsletters which, in addition to announcements, included practical information for parents about how to better support their children's learning. Newsletters that featured draws for return slips signed by the parents were read more frequently than those without draws. Draw prizes need not be expensive.

Idea Two: Principals used classroom newsletters as a way to invite parents to volunteer for upcoming activities.

Idea Three: Principals surveyed parents online about schoolwide decisions (Survey Monkey). Surveys were most effective when kept to a maximum of three questions.

Idea Four: Principals used Internet sites to post classroom information. Ease of use and navigation is paramount to ensuring readership by parents.

Idea Five: Principals used e-mail to communicate concerns with parents. Sirvani (2007) and Tobolka (2006) linked consistent reporting of homework completion through weekly e-mails to parents with increased student achievement. Schools found e-mail to be most effective when used regularly.

Idea Six: Principals used e-mail to send parents agendas for upcoming parent council meetings and followed up with minutes of subsequent meetings.

Ideas Seven: Principals asked their teachers to phone parents when students had lengthy projects to complete at home.

Idea Eight: Principals enlisted volunteers from English-language centres to conduct home visits to non-English speaking parents and to accompany parents to the school to translate conversations with teachers. Translators were also available for parent-teacher conferences. Some principals advocated having translators at all school functions.

Conclusion

Research demonstrates overwhelmingly that the involvement of parents in their children's education provides significant benefits. Nevertheless, despite current research, parental involvement is not very effective in many schools. Sirvani (2007) and Abrams and Gibbs (2000) both found that the administration's role is vital in ensuring appropriate parental involvement. Current research, including my small Edmonton-based study, continues to demonstrate the positive and far-reaching benefits of parental involvement. The practical steps by successful principals outlined in this study can help administrators increase the involvement of parents in their schools. Certainly, they are worth a try.

Eileen Rygus is assistant principal of Rundle School, in Edmonton.

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Exhibit W

THIS IS EXHIBIT " W " referred to in the Affidavit of Theresa Ng
Sworn before me this 5 day of April A.D. 20 18
A Commissioner in and for the Province of Alberta
James Kitchen
Barrister + Solicitor

request for digital letter template

Sat, Feb 20, 2016 at 7:29 PM

To: Informed Albertans <informedalbertans@gmail.com>

thank you for the detail explanation Theresa, I used one of the template emailed MLA, and got reply, here I copy the reply and am wondering what's opinion on their explanation?

Alberta Education's recently released *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions* were designed to promote welcoming, caring, respectful and safe learning environments for all students, including lesbian, gay, bisexual, transgender and queer (LGBTQ) students.

In November, Minister Eggen wrote to all Alberta school boards setting out his expectations for policies that address school boards' responsibility to ensure all students and staff are being provided welcoming, caring, respectful and safe learning environment that respect diversity and foster a sense of belonging. He asked that policies and procedures specifically address school boards' responsibilities as they relate to the LGBTQ community, and that boards share their policies with him by March 31, 2016.

In response to requests from boards, Alberta Education developed a set of best-practice guidelines to help boards in the development of their policies. These guidelines will assist educators as they work to accommodate their students in situations that they have not previously encountered. They are not legally binding.

Alberta Education convened a series of conference calls after releasing the guidelines and are now working individually with school authorities on their policies. We have received good feedback to date. The Alberta Teachers' Association, for example, has said the guidelines will be a valuable resource for those working in our classrooms.

Some school boards have already submitted their policies and those are currently being reviewed for compliance with the *Alberta Human Rights Act* and the legal requirements of the *School Act*, which was recently amended as a result of the *Act to Amend the Alberta Bill of Rights to Protect Our Children*, formerly Bill 10, which was brought in under the last government.

These policies are about supporting our students, teachers and families in each and every one of Alberta's schools.

The policies do not impact Alberta curriculum or the *Alberta Bill of Rights*, which gives parents the ability to withdraw their children from instruction about human sexuality or from instruction or exercises that are primarily and explicitly religious or patriotic in nature. Parents will also continue to receive advance notice when religious and human sexuality topics are going to be part of a class discussion or lesson, and there will continue to be no academic penalty for a student who is absent from that discussion or lesson.

What our guidelines have identified is that not all students are supported in their homes when it comes to their expressed gender identity. A 2015 Canadian Trans Youth Health Survey found that 70 per cent of respondents felt their family didn't understand them and one in three did not have an adult they could discuss their problems with. Nearly two-thirds of those surveyed reported self-harm in the past year and more than one-in-three said they had attempted suicide.

Schools can be the place where students struggling at home can feel safe. It's our legal responsibility to support them as best we can.

thx.



Informed Albertans <informedalbertans@gmail.com>

request for digital letter template

Informed Albertans <informedalbertans@gmail.com>

Sat, Feb 20, 2016 at 9:10 PM

[Redacted]
[Redacted]

Thank you for voicing your concerns and for sharing the reply with me. I find it surprising that the letter doesn't give any specific information about concerns that people are having about the guidelines. Was this letter from your MLA? What is his/her name?

To be honest I'm actually quite surprised and disappointed with some of what they're saying and how they think that the guidelines are the best solution to the problems that they identify here. I only have a few moments right now so I will try send you more detail tomorrow or Monday as to what I mean.

Just curious how you felt about their reply? Did it address the concerns that you had?


Thanks again for sending in your letter!

Take care,

Theresa

[Quoted text hidden]

request for digital letter template



Mon, Feb 22, 2016 at 9:31 PM

To: Informed Albertans <informedalbertans@gmail.com>

Hi Theresa:

sorry for the delay in responding, I have a full time job and have to spend 90% of my spare time taking care of 3 kids.

actually that's not from MLA himself, but his assistant.

Jocelyn Stenger

Constituency Assistant

Edmonton-Meadowlark

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780-414-0711

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edmonton.meadowlark@assembly.ab.ca

I think she is trying to convince me how great the guideline is, since she is the assistant, does it mean her reply represent MLA's opinion? to be honest, I have never done this before, not sure what's the next step?

and I also got reply from *Mark Smith Shadow Minister of Education – Wildrose Party*

Dear 

Thank you for your e-mail to me as well as the Leader of the Official Opposition outlining your concerns regarding the Education Minister's Guidelines for Best Practice.

We would like to apologize for the lateness of our response, we are receiving a high volume of mail pertaining to this issue and we appreciate your patience.

My colleagues and I in the Wildrose caucus are receiving feedback from many Albertans who have asked questions about the Guidelines for Best Practice and its implementation, and I will share these concerns with the Wildrose caucus.

Thank you again for your email and please don't hesitate to contact my office in the future on this or any other matter.

can you please tell me:

1. should I reply to both 2 responses I got?
2. what should be included in my response? I am not sure what I can expect from sending them emails? I know I can't expect them to resolve my concern, or maybe just ask them to keep me in the loop?
3. if they have different opinion from us, do we keep approaching them or just show them our attitude?
4. if it's possible for u to show me some guidelines on responding to them?

thanks.

[Quoted text hidden]

Exhibit X

THIS IS EXHIBIT " X " referred to in the Affidavit of

Theresa Ng

Sworn before me this 5

day of April A.D. 20 18

[Signature]
A Commissioner in and for the Province of Alberta

James Kitchen
Barrister & Solicitor

FEBRUARY 28, 2016

2015 Canadian Trans Youth Health Survey

In all advocacy efforts we have encouraged people to send their letters of concern to Minister of Education David Eggen, as well as a copy to the office of MLA Mark Smith, the Wildrose Opposition Education Critic.

On Friday I phoned the constituency office of MLA Mark Smith to ask about the number of emails and letters they have received so far on this specific issue.

This includes any correspondence on the topic addressed to Mr. Mark Smith, as well as correspondence forwarded to their office that has been received by any other Wildrose MLAs in the province on this topic.

The answer? At least **1400**. The receptionist said this number is “**excessive**” and their office has had to **hire an additional staff person** just to help keep up to being able to respond to each person.

Your advocacy efforts have been working.

Because of my more public role as the author of this blog, a number of people forward the replies they receive from their MLAs, trustees, etc.

It has become apparent from reading a number of these replies that several NDP MLAs from different areas have replied to letters of concern with a form letter that concludes with the following statements:

“What our guidelines have identified is that not all students are supported in their homes when it comes to their expressed gender identity. A 2015 Canadian Trans Youth Health Survey found that 70 per cent of respondents felt their family didn’t understand them and one in three did not have an adult they could discuss their problems with. Nearly two-thirds of those surveyed reported self-harm in the past year and more than one-in-three said they had attempted suicide.

Schools can be the place where students struggling at home can feel safe. It’s our legal responsibility to support them as best we can.”

Interestingly enough, I would encourage you ALL to read the study that they quote from in their **MLA response letter**: <http://www.saravyc.ubc.ca/2015/05/05/being-safe-being-me-results-of-the-canadian-trans-youth-health-survey/> (<http://www.saravyc.ubc.ca/2015/05/05/being-safe-being-me-results-of-the-canadian-trans-youth-health-survey/>).

Here are just a few quotes from the Executive Summary on the opening pages:

“Family relationships are important, and while trans youth generally reported feeling their parents cared about them, 70% reported their family did not understand them, and about 1 in 3 did not have an adult in their family they could talk to about problems. When youth had high levels of

parent support and family connectedness, they reported much better health."

"...there are a number of recommendations that emerge from the findings: 1. Support for families of trans youth: Families are a key source of support for young people. We need better outreach and support for families, to help them understand and support their trans youth, and to help trans youth feel safe at home."

If you received the above form letter from your MLA and want to reply, perhaps being able to provide the rest of the research from the study that they quote from would help.

Isn't it interesting: even the study the government uses to defend their conclusions actually encourages (as its FIRST key recommendation) the importance of support for families and acknowledges that **families are a key source of support**.

As well, the research directly acknowledges that "trans youth generally reported feeling their parents cared for them."

To me, this is a very different message than what is being suggested by the MLA form letter response (and even sections of the guidelines themselves).

Also note that this study was done for youth ages 14-25 and so we must further question how directly applicable and developmentally appropriate the findings are to transfer to ALL students in our K-12 school system, who range in age from 4 years and up.

And, I would also like to add that it would be helpful to have a control sample from the general population of youth aged 14-25 for comparison purposes when claiming that "70% reported their family did not understand them". I likely would have answered the same way when I was that age, regardless 😊 of my gender identity/sexual orientation.

Our government is basing their conclusions – and defending their conclusions – on the basis of research data that is taken out of context and it is feeding widespread public misperception. This is a problem.

Based on the 2015 Canadian Trans Youth Health Survey, we must advocate for policies that encourage at-risk, vulnerable youth to **strengthen** child-family bonds, as this is a **key protective factor** identified by the research to increase their resilience in the face of challenges and adversity.

In order to best protect the health and well-being of ALL students, we must advocate for procedures and supports in schools that *encourage mediation and opening lines of communication* – not ones that encourage isolation and suggest planting an inherent mistrust within the parent-child and parent-school relationship.

If you haven't already, please JOIN the [March 1 #protectABkids Twitter Campaign](https://informedalbertans.wordpress.com/2016/02/24/launch-of-march-1-twitter-campaign-protectabkids/) (<https://informedalbertans.wordpress.com/2016/02/24/launch-of-march-1-twitter-campaign-protectabkids/>) and help to publicly advocate together for a more thoughtful, balanced approach to sexual orientation and gender identity policies in schools.

We must speak up on behalf of all children including trans youth

Exhibit Y

THIS IS EXHIBIT " Y "
referred to in the Affidavit of
Theresa Ng

Sworn before me this 5
day of April A.D. 2018

James Kitchen
A Commissioner in and for the Province of Alberta

James Kitchen
Barrister & Solicitor

BEING SAFE, BEING ME:

Results of the Canadian Trans Youth Health Survey

This study was funded by Grant # MOP 119472 of the Canadian Institutes of Health Research, Institute for Gender and Health. The recommendations within this report are solely the opinions of the investigators.

The Canadian Trans Youth Health Survey received ethics approval from the following University Research Ethics Boards:

University of British Columbia certificate #H12-03129

University of Winnipeg certificate #GT856

Dalhousie University certificate #2012-2804

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SUGGESTED CITATION

Veale J, Saewyc E, Frohard-Dourlent H, Dobson S, Clark B & the Canadian Trans Youth Health Survey Research Group (2015). *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*. Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia.

The photographs in this report are of some of the re-search team members, trans youth, their families, and allies. The photographs were taken in Vancouver, BC, in July 2014 and March 2015, by Martin Dee.

The report layout was designed by Alexandra Young.

Available on-line in pdf format at www.saravyc.ubc.ca

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Special thanks to the Trans Youth Advisory Groups in BC, Alberta, Ontario, and Nova Scotia, to the LGBTQ youth-serving agencies and clinical services who spread the word, and to all the youth who shared their thoughts in the survey.

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Executive Summary

The Canadian Trans Youth Health Survey was a national on-line survey conducted by researchers from several Canadian universities and community organizations. The survey had 923 trans youth participants from all 10 provinces and one of the territories. The survey included somewhat different questions for younger (14-18 years) and older (19-25 years) trans youth about a wide range of life experiences and behaviours that influence young people's health. This national report is a first snapshot of survey results.

KEY FINDINGS:

- While the majority of youth (83%) reported living in their felt gender at least part of the time, only about half lived in their felt gender full time. Those who lived in their felt gender all the time were almost 50% more likely to report good or excellent mental health.
- Safety, violence exposure, and discrimination were major issues. For example, two thirds of participants reported discrimination because of their gender identity and about half reported discrimination due to their physical appearance.
- Most youth (70%) reported sexual harassment; more than 1 in 3 younger participants had been physically threatened or injured in the past year (36%); and nearly half of older youth reported various types of cyberbullying.
- Family relationships are important, and while trans youth generally reported feeling their parents cared about them, 70% reported their family did not understand them, and about 1 in 3 did not have an adult in their family they could talk to about problems. When youth had high levels of parent support and family connectedness, they reported much better health.
- Mental health issues were a key concern. Nearly two-thirds reported self-harm in the past year; a similar number reported serious thoughts of suicide; and more than 1 in 3 had attempted suicide.
- Trans youth who had supportive adults both inside and outside their family were four times more likely to report good or excellent mental health, and were far less likely to have considered suicide.
- Trans youth generally reported low connectedness to school, but those who reported higher school connectedness were twice as likely to report having good mental health.
- Many youth reported missing needed physical health care during the past year (33% of younger and 49% of older youth) and even more missed needed mental health care (68% of younger youth).
- Over half of youth with a family doctor (53%) said their current family doctor knew about their

trans identity. However, only 15% of youth with a family doctor felt “very comfortable” discussing their trans status and trans-specific health care needs. Even fewer felt comfortable at walk-in clinics.

- Poverty and hunger was also an issue for some trans youth: 1 in 5 younger youth and more than 1 in 3 older trans youth reported going hungry in the past year because they could not afford food.
- More than 1 in 4 younger trans youth reported they had run away from home in the past year and this was much more likely among those who had reported a history of physical or sexual abuse.

Given the significant health challenges faced by trans youth in our survey, but the clear health benefits reported by those who had supportive relationships and could live safely in their felt gender, there are a number of recommendations that emerge from the findings:

- Support for families of trans youth: Families are a key source of support for young people. We need better outreach and support for families, to help them understand and support their trans youth, and to help trans youth feel safe at home.
- Safer schools: Schools need to become safer and more welcoming for trans youth, even before these youth make themselves known to school staff. Schools and school districts should work with trans youth, their parents, trans commu-

nity leaders, and professionals to develop effective policies and programs to create supportive school environments.

- Knowledgeable and accessible health care services: Healthcare providers and clinics should work with trans communities to ensure adequate and timely access to gender-affirming healthcare for trans youth. Professionals from all health care disciplines need further training to improve their ability to offer high quality care, including discipline-specific training in protocols for addressing trans youth health issues.
- Work to reduce disparities between provinces: In some areas of health, provincial differences were striking. Trans youth in every province should have access to safe schools, high quality health care, and supportive networks. This requires commitment from government to ensure policies and programs are supportive, not discriminatory.
- Engage trans youth and their families in the solutions for change: The 923 trans youth who shared their health experiences are the experts at identifying the challenges they face. They should have a voice in making changes in the environments they navigate, to support their being and their becoming, their growth and their transition to adulthood.

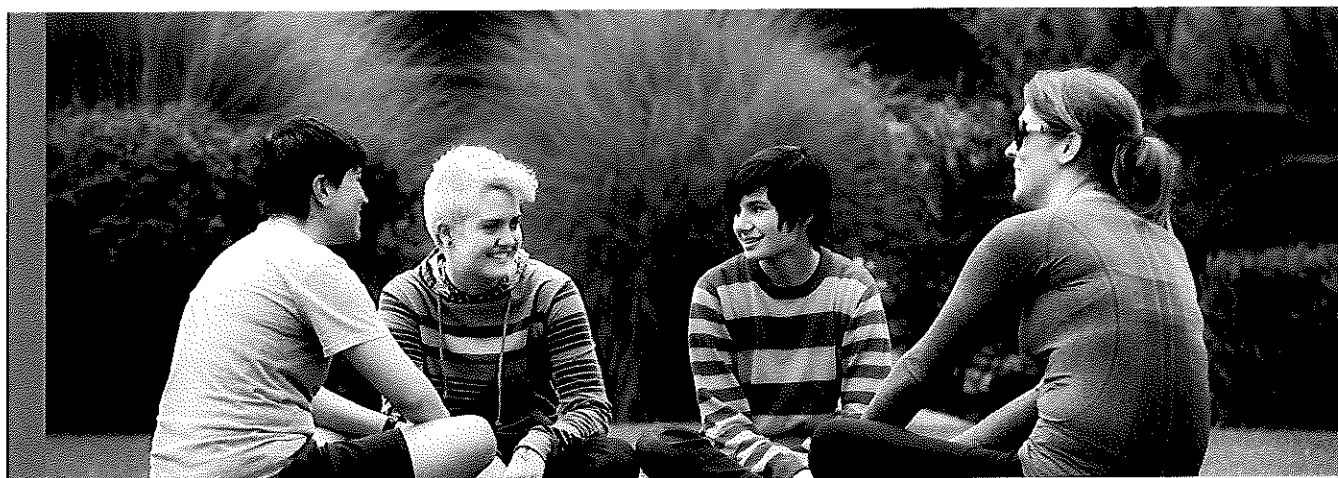
Introduction

There is growing awareness in Canada that gender does not always match sex assigned at birth. Gender also may not fit neatly into the two boxes of women/men or girls/boys. Some people identify with terms such as transgender, transsexual, genderqueer, gender fluid, or even agender. We have chosen to use the word trans in this report to describe youth whose gender identity and sex assigned at birth differ. While we acknowledge that this umbrella term does not fit for everyone, our intention is to be as inclusive as possible.

This survey is the first of its kind in Canada. Trans youth are increasingly visible in our communities, but not yet in population-based adolescent health surveys. One reason for this is that we don't yet know how to ask questions about gender identity. We need to find ways for trans youth to self-identify on large-scale youth health surveys,

and for both trans and cisgender youth (those whose gender identity aligns with the sex they were assigned at birth) to accurately answer health-related survey questions.

Existing research suggests that many trans people experience significant health and social challenges, but also have protective factors that help them to be resilient in the face of those challenges. Most of the questions in our survey focused on health outcomes, risks, and protective factors of trans youth. It is important to understand these health contexts in order to develop interventions that will improve their well-being. This survey is intended to be a step toward documenting the challenges and resilience of trans youth in Canada, and to identify ways that future youth health research can better include this often overlooked population.



Some people identify with genders that do not match the sex they were assigned at birth. They may self-identify with terms such as transgender, transsexual, genderqueer, gender fluid, FTM, transman, transfeminine, etc. We have chosen to use the word *trans* to describe youth whose gender identity and sex assigned at birth differ. While we know this umbrella term does not fit for everyone, our intention is to be as inclusive as possible.

PURPOSE OF THE SURVEY

Our study is one of the first national youth health surveys in Canada to focus on trans youth. We had two main purposes:

- Asking trans youth about the same wide range of health topics and influences on health that are asked in the general population of young people
- Trying several different questions about gender identity, and asking youth for their opinions about each, so we gain insight on what might be better ways to ask about gender

“Thank you again for giving me the opportunity to participate in this survey. I may have had a lot of critical feedback, but really this is amazing and I hope you get a large sampling of diverse replies! :)” - AGE 23, ALBERTA

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METHODS

The Trans Youth Health Survey Research Team involves researchers from universities across Canada and from transgender and other community organizations that have experience with the health issues of gender diverse adolescents. Some of our researchers have lived experience as well. We also set up Trans Youth Advisory Councils (YACs) in British Columbia, Alberta, Ontario, and Nova Scotia, to contribute guidance to the research and help make sense of the results. Together we developed a questionnaire that included questions about all the various aspects of health and risk that most adolescent health surveys cover.

Most of the questions were drawn from existing youth health surveys in Canada or the United States, so that we might have general populations to compare our results against at some point. We created two versions of the survey, one

for younger youth (ages 14 to 18) and one for older youth (ages 19 to 25), with questions more specific to each age group. Many of the questions appeared on both surveys.

Because questions about gender identity have not been fully tested in other adolescent health surveys, we used several different questions that have been asked in clinical settings, or asked in adult surveys, so that we could try asking these questions in different ways. After each of these questions we also asked how well participants liked the question, and how well its response options fit them. We included a comment box for them to share more detailed comments, if they wanted to.

We developed the survey to be taken on-line, either on computer, tablet, or smartphone. The survey was available in both English and French. We spread the word about the survey through our YACs, through social media sites such



Members of the Trans Youth Health Survey Research Team

as Facebook and Twitter, as well as through the networks of LGBTQ youth organizations across Canada. We also shared the information with clinical services and health care providers in several provinces who work with trans and gender diverse youth, and some of those shared the link to the survey with their clients. Our study received ethics approval from several university ethics boards across Canada. The survey was open from October 1, 2013 to May 31, 2014.

Youth could participate if they were between the ages of 14 and 25, lived in Canada, and identified as trans or genderqueer, or felt their gender didn't match their body. The survey was anonymous, but we asked for participants' province and postal code, and also checked the country location of their IP address. We excluded the few surveys that were completed from outside Canada when the participants did not say they were living in Canada. Because the survey could take up to an hour to complete, youth could save the survey and come back to complete it. Where there were duplicate surveys from the same IP address, it was usu-

ally because someone had started and stopped, then restarted later. When this was the case, and the question responses were also largely the same, we kept the survey with the most questions answered.

This report offers the first descriptive information and highlights the responses of both younger and older youth. Results have been rounded to the nearest whole percent. We tested comparisons between older and younger age groups for questions they both were asked. We also compared between provincial regions for all questions (with New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador combined as the Atlantic Provinces, and Saskatchewan and Manitoba combined as Prairie Provinces). Any comparisons reported are statistically significant unless otherwise noted.

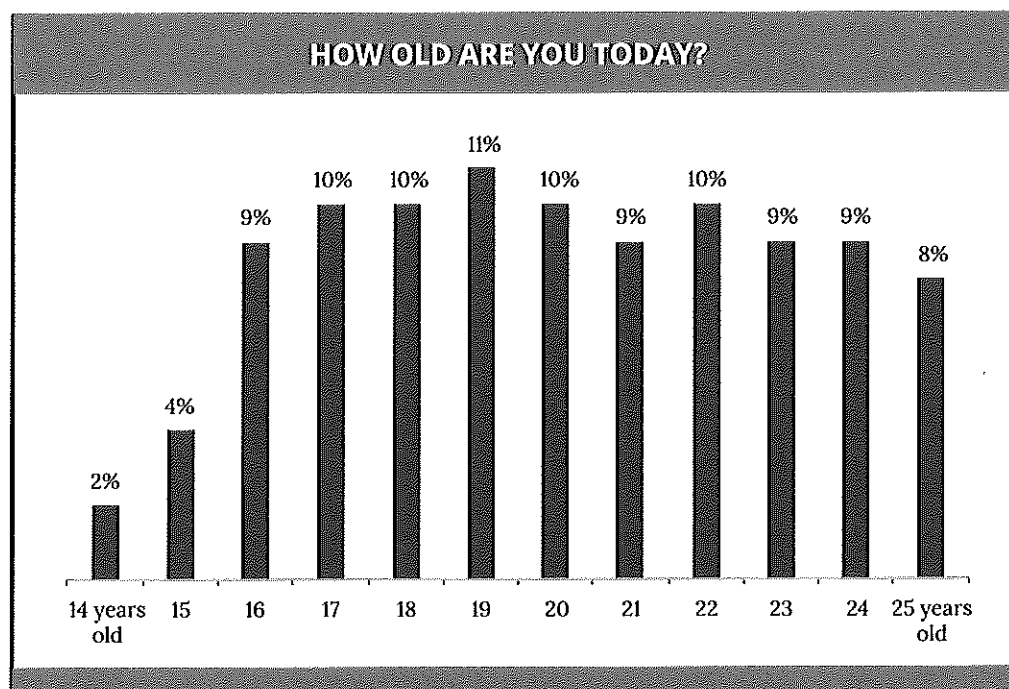
We also provided comment boxes throughout the survey for youth to share their thoughts and opinions. The quotes included in this report are from those comments.

"I am really glad someone out there in the research world is concerned about trans youth."

- AGE 21, QUÉBEC

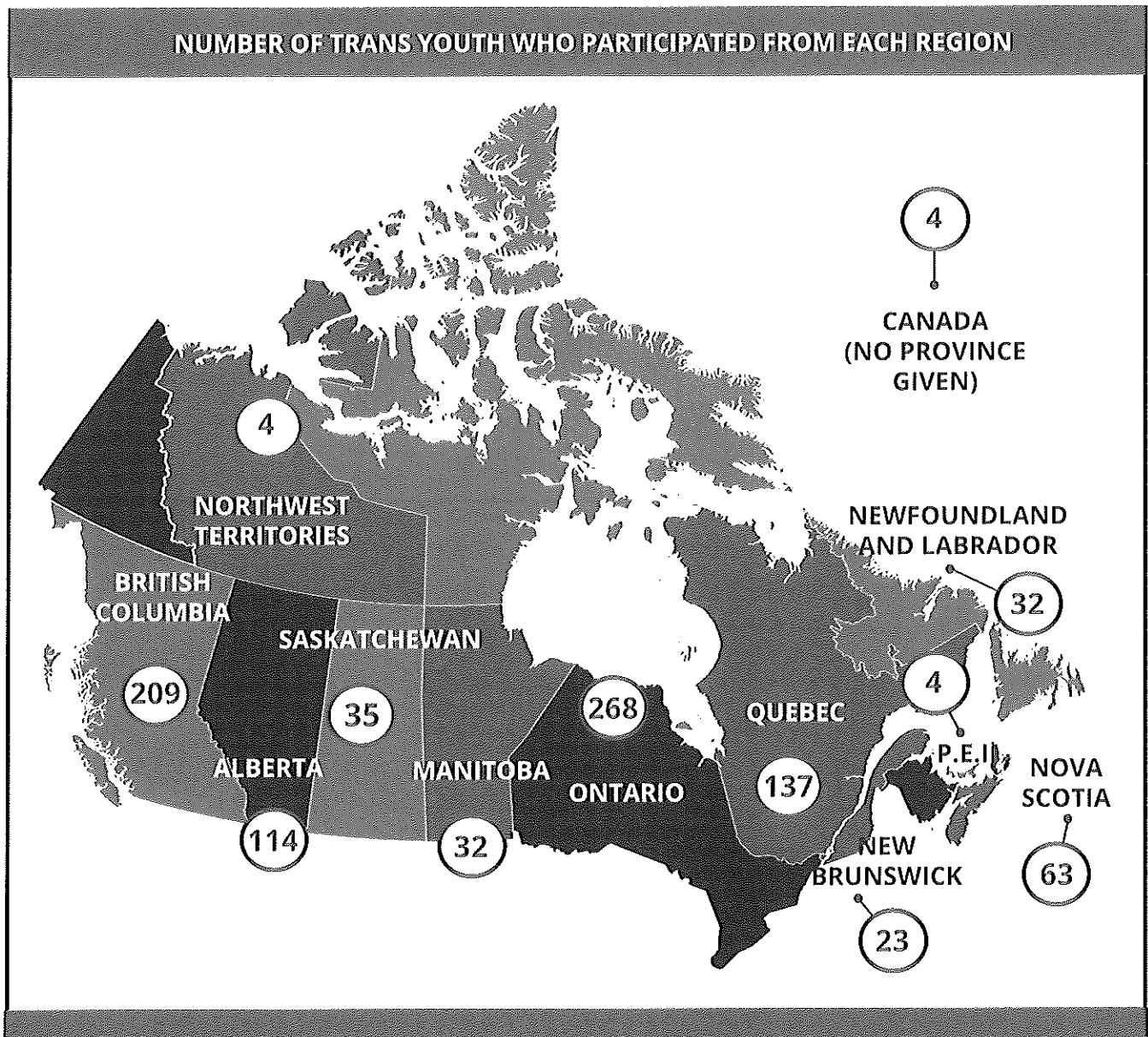
Who participated in the survey?

In total, 923 youth completed part or all of the survey. The average age of participants at the time of the survey was 20 years old. Youth age 18 or younger represented 35% of all participants. The average age of participants in Québec was slightly higher (21 years old), while the average age in the Prairie Provinces and British Columbia was slightly lower (19 years old).



GEOGRAPHICAL LOCATION

Youth participated in the survey from every province and territory in Canada except for the Yukon and Nunavut, although we had fewer than 10 youth participate from Northwest Territories and Prince Edward Island. Most participants lived in Ontario and British Columbia, and a lot of youth in Québec and Alberta also answered the survey.



ETHNIC AND CULTURAL BACKGROUND

More than 7 out of 10 youth reported being white. Participants in the Atlantic provinces and Alberta were more likely to be white, while participants in British Columbia were more likely to be youth from other ethnic backgrounds.

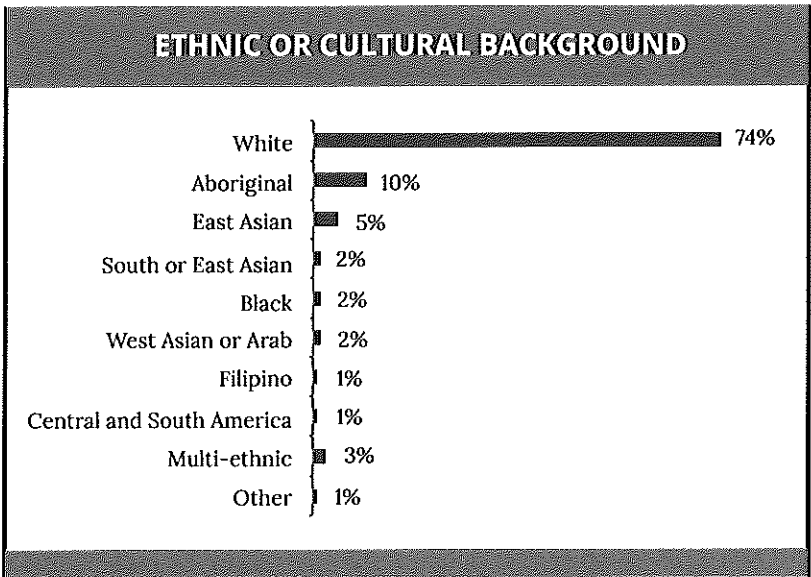
Overall, 1 in 10 participants identified as Aboriginal, which included First Nations, Inuit, and Métis. This number was much higher in the Prairie Provinces. A small number of youth identified as East Asian (which included Korean, Chinese and Japanese ethnic identities), South Asian and Southeast Asian, and other ethnic groups. Several youth checked more than one option.

NEW CANADIANS

Only 2% of youth were recent immigrants (had lived in Canada for less than two years). The majority (87%) of participants had lived in Canada for their whole lives.

LANGUAGE

Language spoken at home is another way to identify the cultural diversity of the survey participants. Overall, just over three quarters of youth spoke only English at home, and 7% spoke only French at home. In Québec, participants were more likely to speak only French instead of only English at home. Across the country, 7% of participants answered that they spoke both French and English at home, and 1 in 10 trans youth reported speaking a language other than French or English at home.



Note: Participants could select more than one response option.

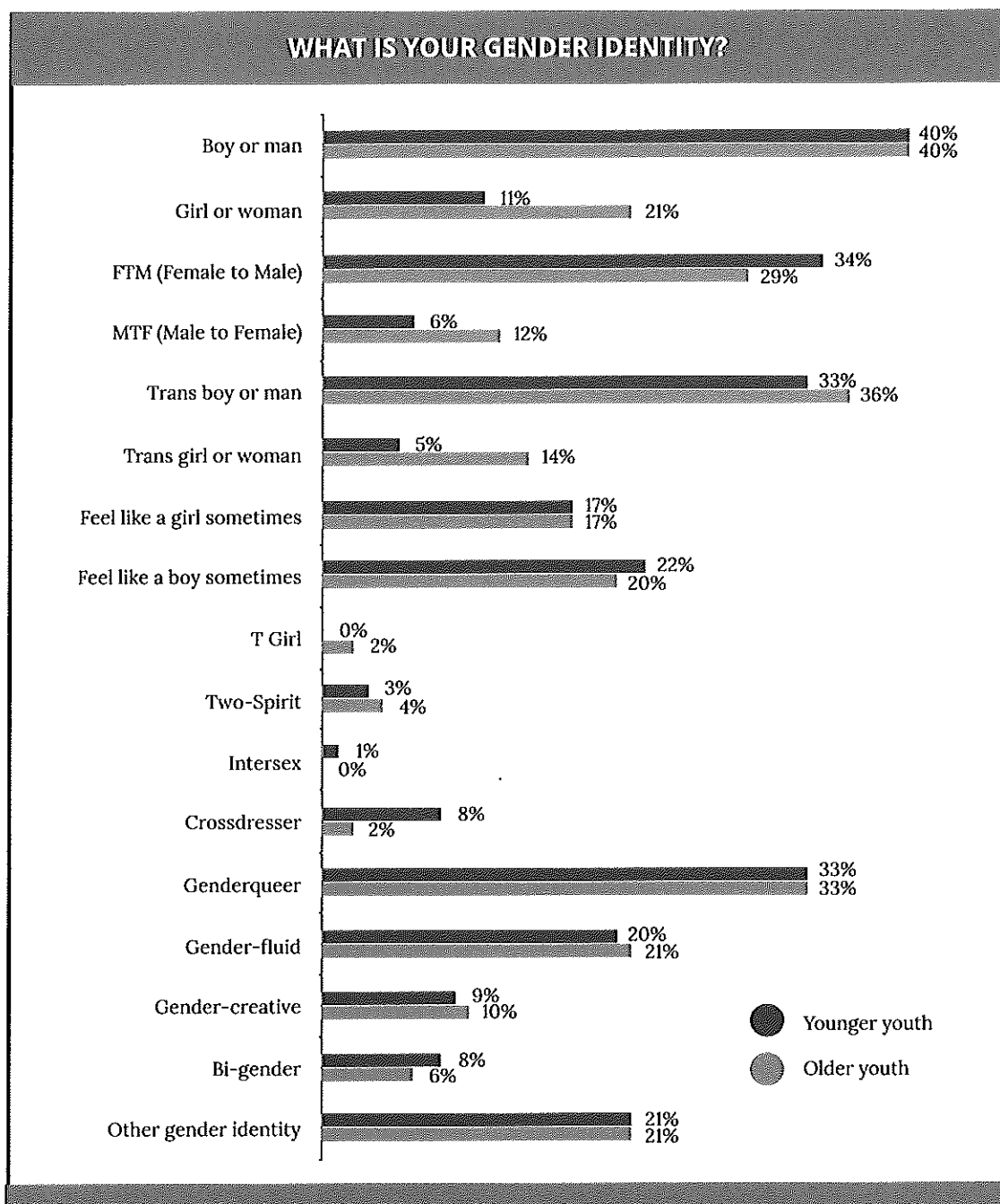
GENDER IDENTITY

The survey contained several different questions asking trans youth about their gender identity in slightly different ways. The question “What is your gender identity?” was rated the highest by trans youth, both in how much they liked it and how well the options fit them. This question allowed them to select their gender identity or identities from a long list of options, and to select more than one option from the list: just under one third checked one option on the list, and about half checked two or three options on the

list. Younger participants were more likely to choose only one option from the list. Participants could also write-in additional options if they felt their identity was missing from the existing list. More than 1 in 5 trans youth wrote in an identity that was not on the list. Some of the most common additions were: non-binary, agender, gender-neutral, and to a lesser extent, transmasculine or transfeminine. The comments after this question suggest that the ability to self-identity in unique ways resonated very positively with trans youth.

“I identify under the trans* umbrella but as someone who is genderqueer, and does not want to transition in a traditional way but stay somewhere between the lines. I feel as if I am appropriating an identity that is not mine by stating that I am transgender.” - AGE 24, ALBERTA





Note: Youth could choose more than one response. FTM=Female-to-Male MTF=Male-to-Female.

"I am technically a transsexual man, having transitioned my sex to male, but I don't identify as transgender. I have spent more than half my life as a boy, having transitioned as a kid."

- AGE 20, ONTARIO

WHEN A PERSON'S SEX AND GENDER DO NOT MATCH, THEY MIGHT THINK OF THEMSELVES AS TRANSGENDER. SEX IS WHAT A PERSON IS BORN. GENDER IS HOW A PERSON FEELS. WHICH ONE RESPONSE BEST DESCRIBES YOU?	
I am not transgender	8%
I am transgender and identify as a boy or a man	40%
I am transgender and identify as a girl or woman	16%
I am transgender and identify in some other way	36%

Another question gave a basic definition for the word transgender ("when a person's sex and gender do not match, they might think of themselves as transgender") then asked which best described them. Among our participants, the overwhelming majority answered they were transgender, with 40% identifying as boys or men, and nearly as many identifying in "some other way," and only about 1 in 6 identifying as girls or women. Older trans youth were more likely to identify as girls or women. The comments following this question suggest that some youth felt strongly that the term "transgender" did not accurately represent them and their identity, which may help to explain the number of participants who answered that they were not transgender.

Another question asked participants: "Do you identify as trans*? (This includes transgender, transsexual, transitioned, genderqueer and some

two-spirit people.)" Nearly 90% of trans youth answered yes, but comments written about this question suggested some participants did not like "trans*" because it lumped together people with many different identities and experiences.

Nearly three quarters of trans youth in our survey were assigned female at birth. This could be because trans female and transfeminine youth might be more marginalized in our society, and so harder to reach, for example, if they are less connected to community organizations. Older trans youth were more likely to have been assigned male at birth (29% compared to 18% of younger participants), and trans youth in Québec were also more likely to have been assigned male at birth (45% compared to 26% overall in Canada).

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“I’m non-binary/genderqueer. Most days I feel like there is no way for me to actually live in my “felt gender” in a way that other people can understand when they look at me.”

▀ AGE 21, NEWFOUNDLAND AND LABRADOR

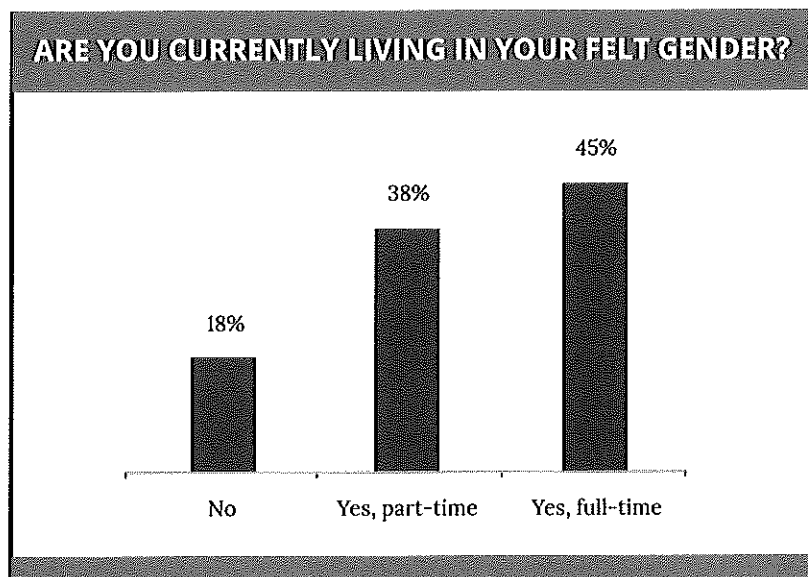
LIVING IN FELT GENDER

The majority of our participants (83%) reported that they were currently living in their felt gender at least part of the time, and only about 1 in 5 were not living in their felt gender at all. Younger youth were more likely to be living in their felt gender part-time, while older youth were more likely to be living in their felt gender full-time. Trans youth in British Columbia were more likely than those in other provinces to be living full-time in their felt gender (53%), and least likely not to be living in their felt gender at all (10%). Trans youth in Ontario were least likely to be living in their felt gender part-time (29%), and trans youth in the Atlantic provinces were least likely to be living in their felt gender full-time (31%).

In the comments about this question, trans youth pointed out this question is complicated to answer for people who have a non-binary identity. Since we live in a society that often does not recognize genders other than female and male, someone with a non-binary identity might experience themselves as living in their gender full-time, yet not be seen as such by others.

SEXUAL ORIENTATION

Sexual orientation questions from general surveys can be difficult for trans youth to answer. Most such questions make some connection between your gender and those of your sexual partners, but they usually do not include non-binary or trans options. One question asked how youth currently identify, and just offered labels without definitions. Most participants chose sexual orientation labels that were not defined by the gender of potential partners or one's own gender, such as queer, pansexual, and bisexual. Over 1 in 10 youth identified



as straight or heterosexual, and about the same percentage identified as gay or lesbian. Many participants chose to write-in an option; many of these reported they were some form of asexual (demisexual, aromantic) or polysexual or panromantic. Participants could choose more than one response on the list. While 50% of participants only chose one response, a significant number checked two (27%) or three (17%) responses.

Younger youth were somewhat more likely to identify as pansexual and queer, while older youth were more likely to identify as bisexual. Younger youth were also more likely to say they were questioning or were unsure about their sexual orientation, and to select “other.”

We also asked Aboriginal trans youth if they identified as Two Spirit, and a little over a quarter (28%) said yes.

HOW DO YOU CURRENTLY IDENTIFY?	
Bisexual	17%
Gay	13%
Lesbian	12%
Asexual	10%
Pan Sexual	35%
Queer	49%
Straight or heterosexual	14%
Two-Spirit	4%
Not sure or questioning	11%
I am transgender and identify in some other way	17%

Note: Youth could choose more than one response.



Home life

We asked trans youth questions about their home life: who lives with them, whether they have any children, and how many times they ran away from home in the past year. Over half of younger participants told us that they live with more than one parent in their main home, while over 1 in 4 live with only one parent, and just over 1 in 10 live with other unrelated adults. Very few younger trans youth said they live alone or live with a foster parent or parents.

While it was more common for older youth to live with roommates, about a third lived with parents, and only 1 in 10 lived alone.

Two percent of all trans youth reported having children. We asked older trans youth whether they were ever under the legal responsibility of the government as a child. Four percent said yes, and 6% weren't sure.

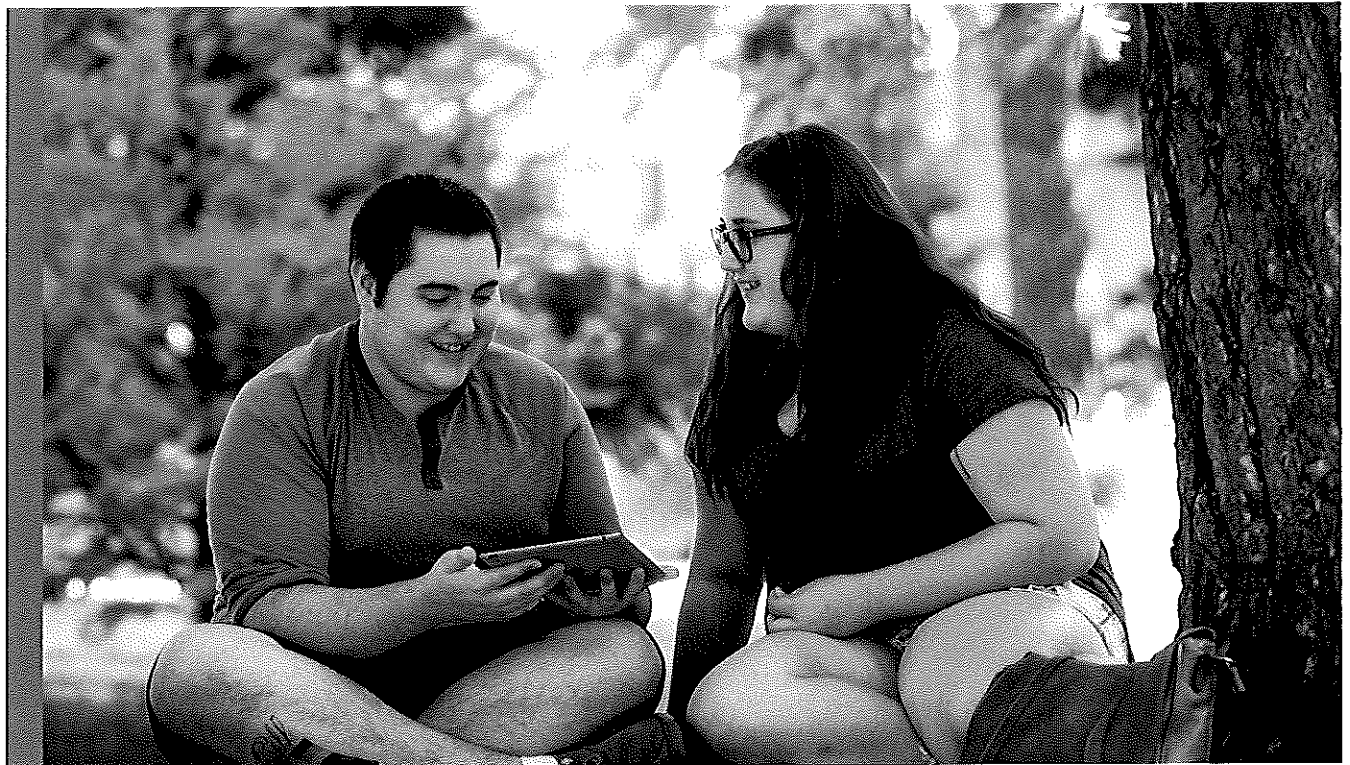
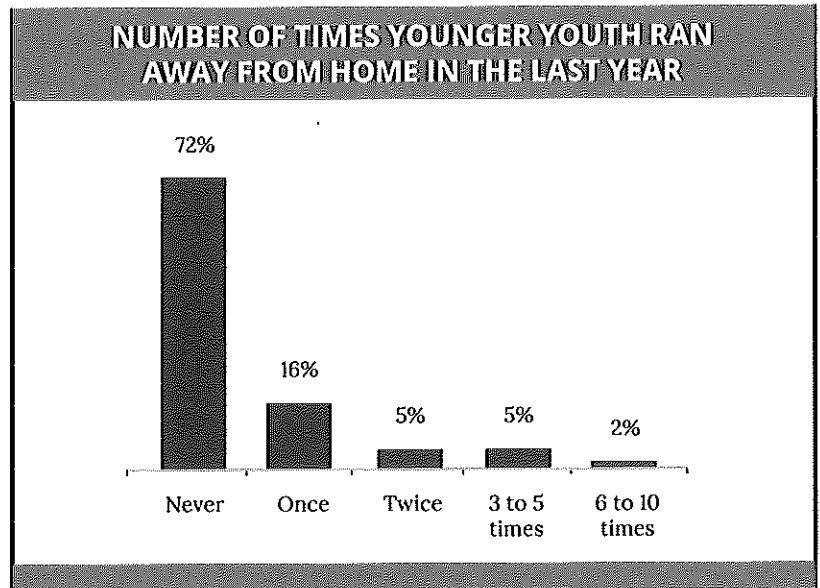
Youth may run away because of conflict at home, abuse, feeling unsafe, or a combination of these factors. Most younger participants had not run away in the past year, but more than 1 in 4 had run away one or more times.

Youth who reported feeling less safe at home were more likely to have reported running away at least once in the past year. Those youth who reported feeling less connected to their families reported running away more often in the last year. Youth who said they had been physically or sexually abused were 3-1/2 times more likely to have run away from home than those who hadn't been abused.

YOUNGER TRANS YOUTH LIVING SITUATION

2 or more parents	58%
Single parent	28%
Other unrelated adults	11%
Alone	2%
Foster parent(s)	2%

OLDER TRANS YOUTH LIVING SITUATION	
Roommates	42%
Parents	34%
Partner	13%
Alone	10%
Other (siblings, grandparents)	2%



School and work

For many youth, school is a place where they spend a significant amount of time each week. Connection to school can be an important factor in youth development. Participants were asked how connected they feel to their school by indicating how much they agreed or disagreed with statements such as “I feel close to people at my school” or “I am happy to be at my school.” Trans youth reported that they did not feel very connected to their school: on a scale of 0 to 10, they scored 4.9 in school connectedness. Youth in the Atlantic provinces had the

lowest levels of connection to their school, while youth in Québec and British Columbia reported higher levels of connectedness.

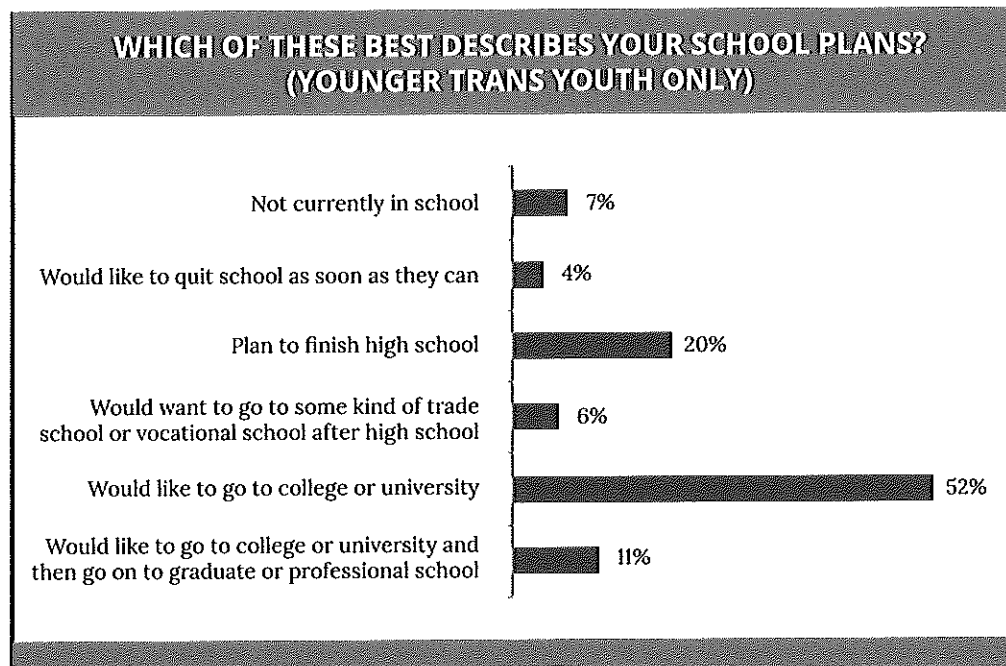
As with other youth, for trans youth, school connectedness can have an important link to positive mental health: participants with higher levels of school connectedness were almost two times more likely to report good or excellent mental health compared to those with lower levels of connection to school.

YOUNGER YOUTH AVERAGE SCHOOL CONNECTEDNESS SCORE (0-10)	
Overall average	4.9
British Columbia	5.6
Alberta	4.8
Prairie Provinces	4.1
Ontario	4.8
Quebec	6.0
Atlantic Provinces	3.7

SCHOOL PLANS

Educational goals give a sense of whether a young person sees a future for themselves. Younger trans youth were asked about their school plans. Only a small number said they were not in school, or would like to quit school

as soon as possible. Just over half said they would like to continue their education at a college or university, while a few of them saw themselves going to a trade or vocation school, and some expected to go to graduate or professional school.

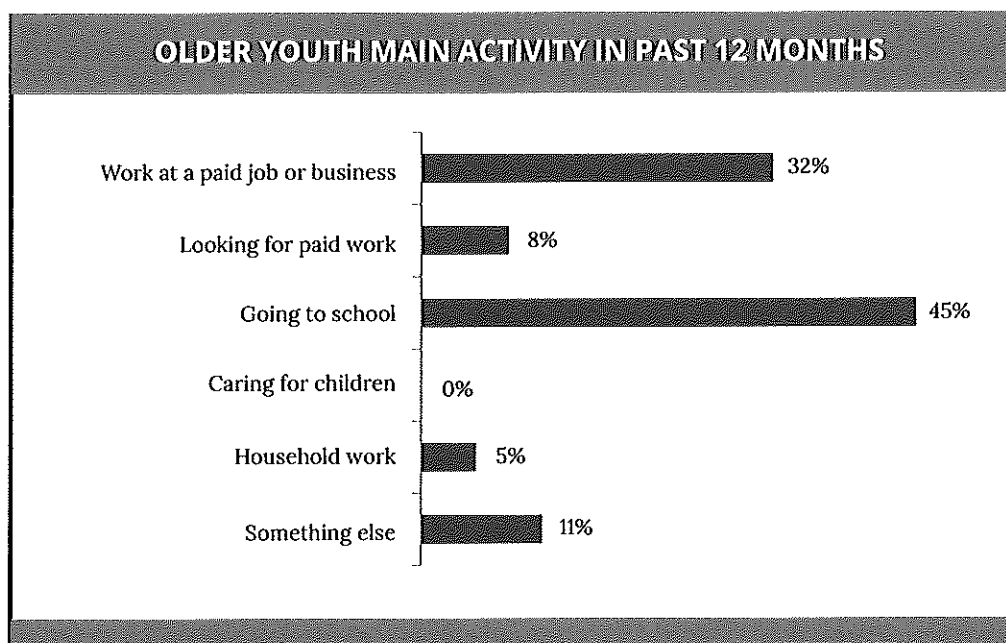


WORK

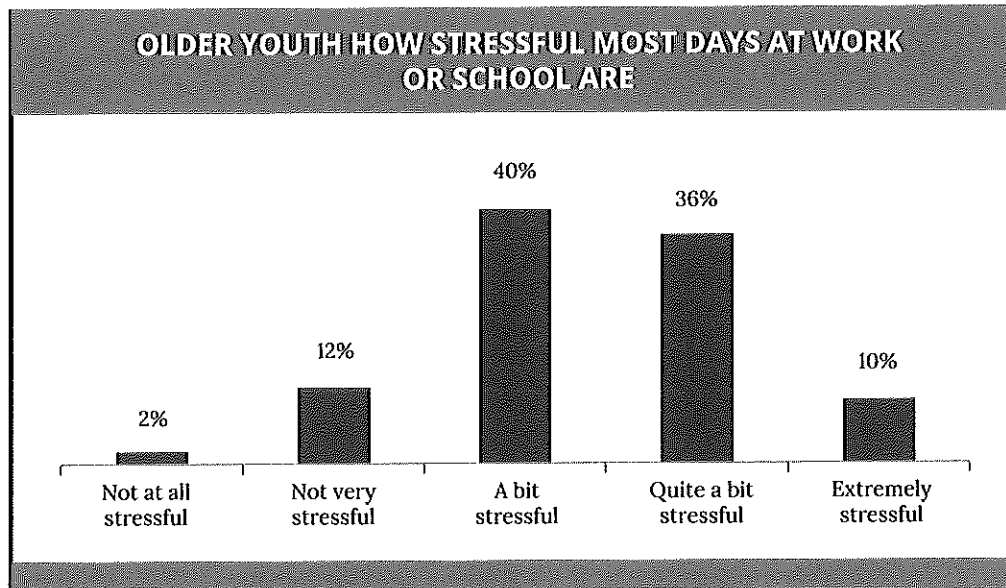
We also asked younger youth how many hours a week they spent working for pay (outside the home). Over 60% of them did not work for pay. If they did work, they were most likely to work less than 5 hours per week. Only 6% of younger participants worked more than 16 hours a week.

Older participants had a different question: they were asked what their main activity was. Older youth were

most likely to be in school or to be working at a paid job or a business. In addition, some older youth said that they were looking for work and about 1 in 10 chose to write in an answer. Common write-in responses included combining work and school, engaging in unpaid work such as art or volunteering, and not working due to a disability or mental health needs.

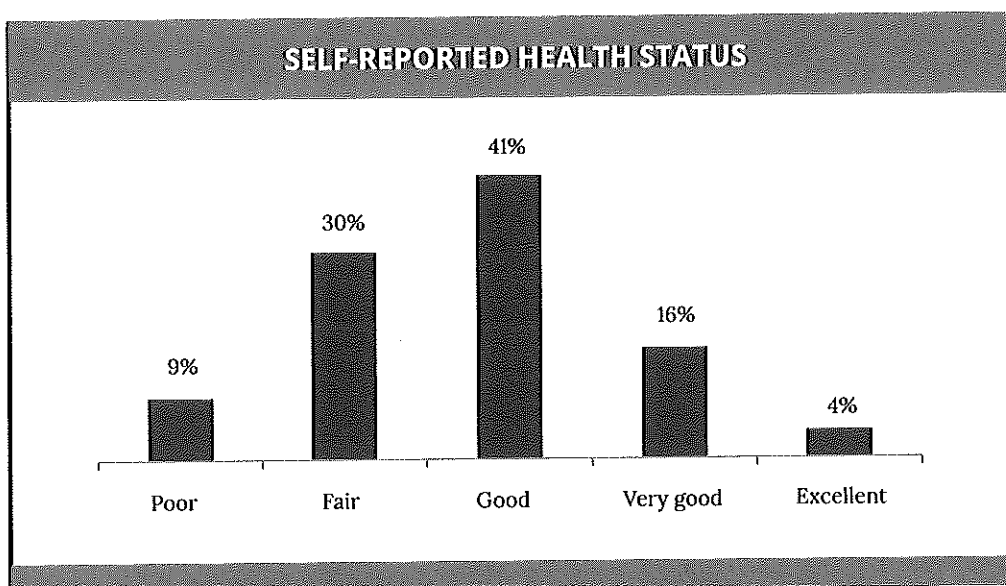


We also asked older youth to rate how stressful most days were at work or at school. About three-quarters of them reported most of their days were “a bit” or “quite a bit” stressful. In contrast, only 14% of older youth reported that most days were “not at all” or “not very” stressful.



Physical health

We asked youth about their physical health, chronic health problems, and their sleep habits. Only 1 in 5 participants said their health was very good or excellent.



More than 1 in 4 (27%) younger youth and more than 1 in 3 older youth (38%) told us they have a physical health problem that has lasted at least 12 months.

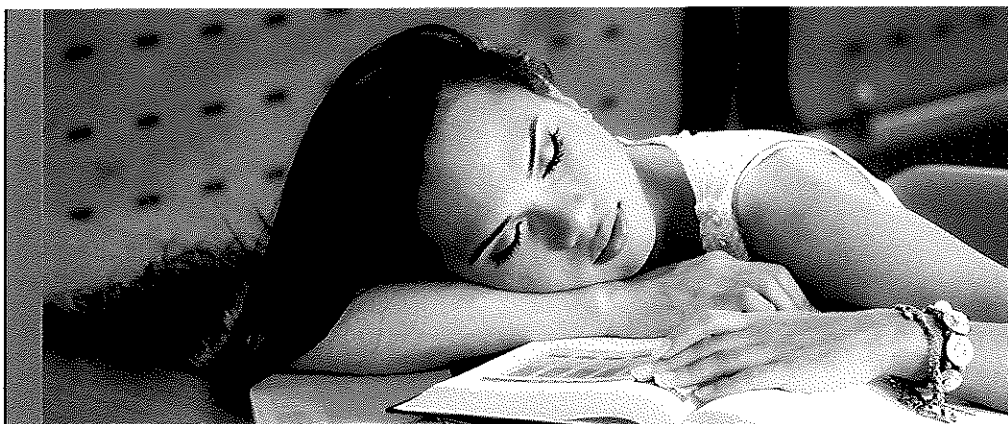
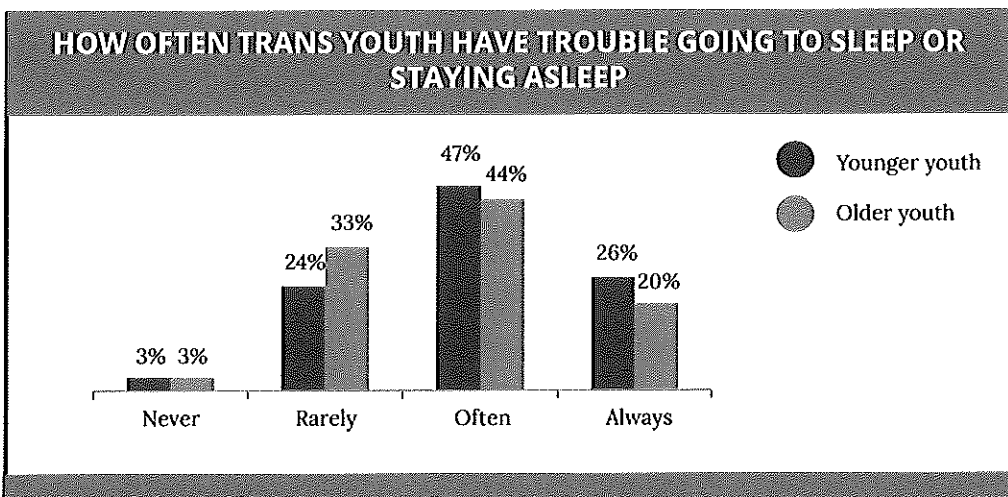
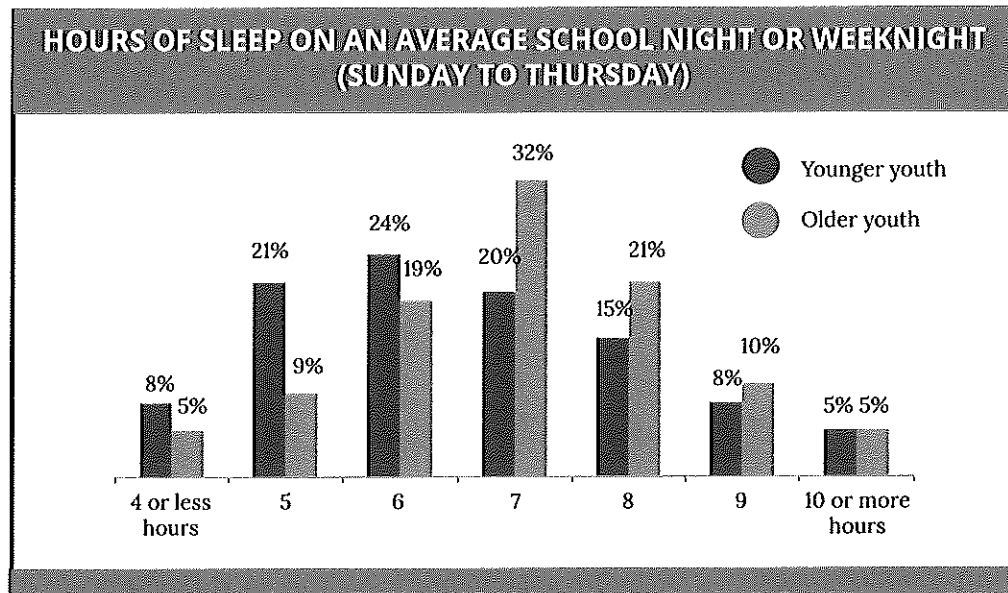
SLEEP

According to the National Sleep Foundation, adolescents need between 8.5 and 9.25 hours of sleep each night. We asked younger youth how much sleep they get on an average school night: 13% said they get 9 hours or more and 15% get 8 hours of sleep. A small number of younger youth get 4 hours of sleep or less on an average school night. We asked older youth the same question, except on an average weeknight instead of average school night. On an average weeknight, 15%

of older youth get 9 hours or more and 21% get 8 hours of sleep. A small number of older youth get 4 hours of sleep or less on an average weeknight.

On an average weekend night, 70% of younger youth and 67% of older told us that they were getting at least 8 hours of sleep.

Most trans youth also reported having trouble going to sleep or staying asleep.

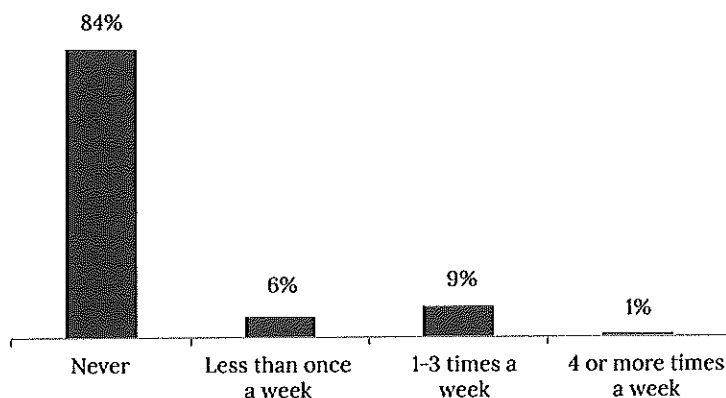


Physical activities

We asked younger participants how often in the last month they participated in before school, lunchtime, or after school activities organized by their school. More than half (55%) said they never participated, 24% said they participated one or more times per

week, and 11% said they participated less than once per week. We also asked all youth how often in the last month they participated in physical activities with a coach. The great majority said never, and 1 in 10 said they participated one or more times per week.

PARTICIPATED IN PHYSICAL ACTIVITIES WITH A COACH (E.G., HOCKEY, SOCCER, FIGURE SKATING, DANCE, ETC.) IN THE PAST MONTH



Injury prevention

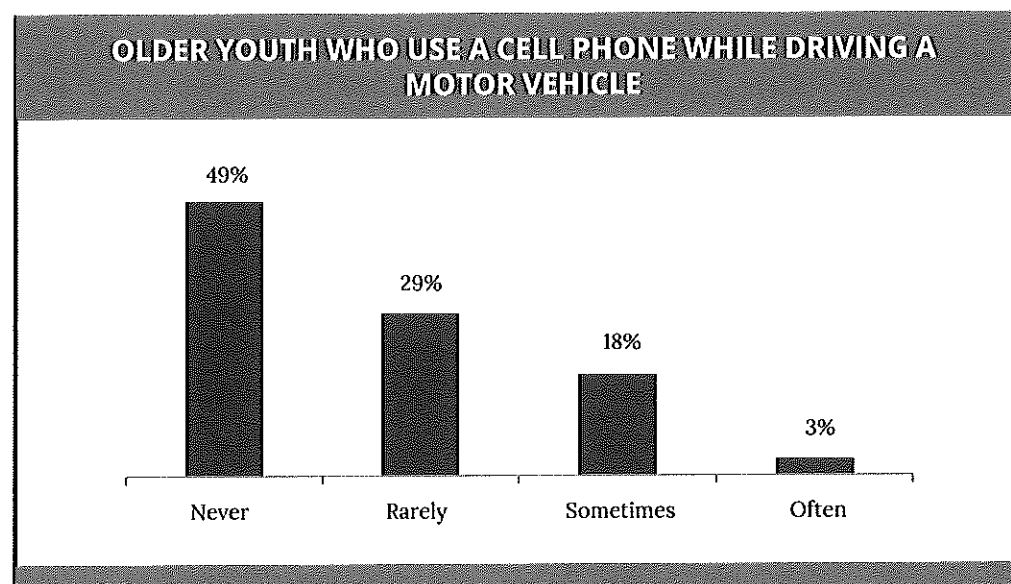
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Injuries are a leading cause of death and health problems for young people worldwide, so it is important to know what trans youth do to keep themselves safe and prevent injuries, for example, whether they wear a helmet while riding a bike. Nearly half of youth (43%) said they wear a bike helmet often or always, while a third said never or rarely, and 1 in 4 said they don't ride a bike at all.

Drinking and driving is another important safety concern. Among younger youth who said they have a driver's license, only 1% said that they had ever driven a vehicle within an hour of drinking 2 or more drinks of alcohol. Among older youth who had driven a car in the last year, 5% said they had driven a vehicle within an hour of drinking 2 or more drinks of alcohol.

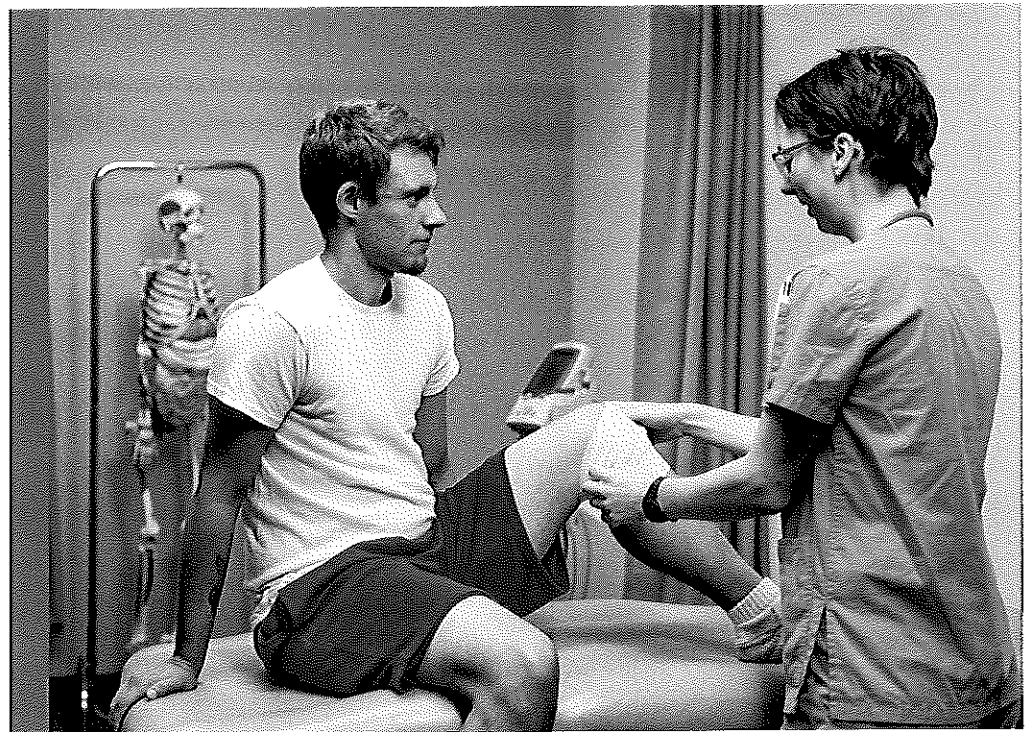
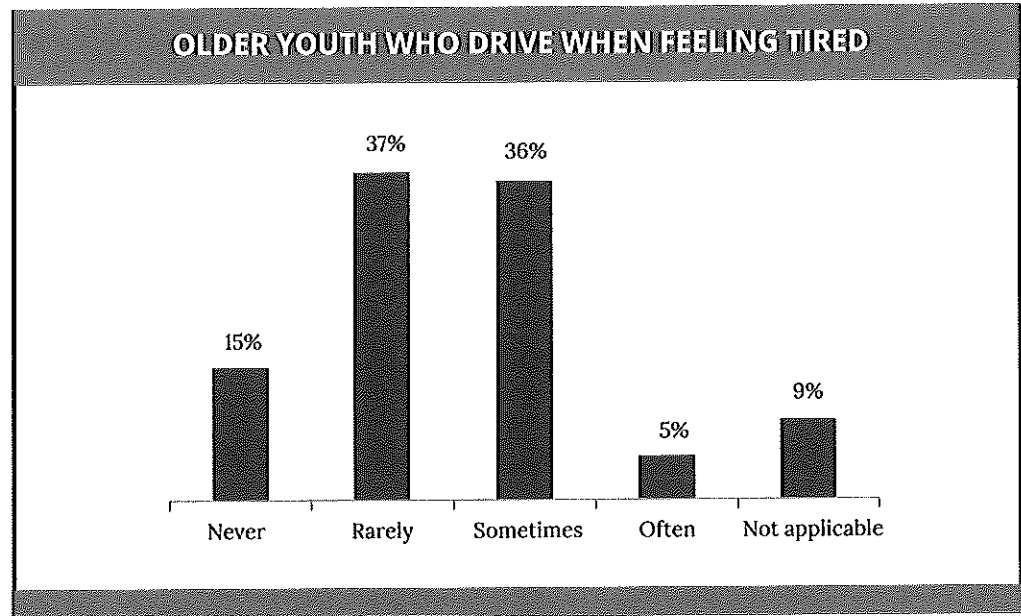
A slightly larger number of youth reported driving within an hour of using marijuana in the past 12 months. Around 1 in 10 youth who used marijuana said they had driven within an hour of using in the past 12 months.

We also asked older youth who had driven in the past year how often they use their cell phone while driving (excluding hands-free). Nearly half said they never use their cell phone while driving, just over 1 in 4 said rarely, and a smaller number said they sometimes use their cell phone while driving. Only 3% said they use their cell phone often while driving.



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We also asked older youth how often they drive when they're feeling tired. Most said they rarely or sometimes drive when tired.



Nutrition, body weight, and body image

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NUTRITION

The Canada Food Guide recommends that youth and adults should eat fruit and vegetables the most – at least seven servings every day. We asked younger youth about what they had eaten the day before they took the survey.

Most younger trans youth reported eating fruit or vegetables at least once the day before, but one third said that they only ate fruit or vegetables once or twice that day, and 14% had no fruit or vegetables at all.

We asked older youth how often they usually have certain kinds of food and drink. Most reported usually eating fruit or vegetables at least once a day (89%), but only one quarter said that

they ate fruit or vegetables one or two times per day. A greater proportion of older youth reported usually eating vegetables or green salad (85%) rather than fruit (69%).

Trans youth who reported eating fruit and vegetables tended to report better mental health. For example, both older and younger youth who reported a greater number of servings of fruit and vegetables per day reported feeling happy more often in the past month.

YOUNGER YOUTH WHO ATE OR DRANK AT LEAST ONE SERVING YESTERDAY

Fruit	58%
Vegetables or green salad	77%
Salty or sugary snacks	80%
Fast food	30%
Water	91%
Pop or soda	35%
Coffee	35%
Energy drinks	7%

BREAKFAST

Out of the younger youth attending school, 38% reported always eating breakfast in the past week while 29% reported never eating breakfast in the past week.

FOOD SECURITY

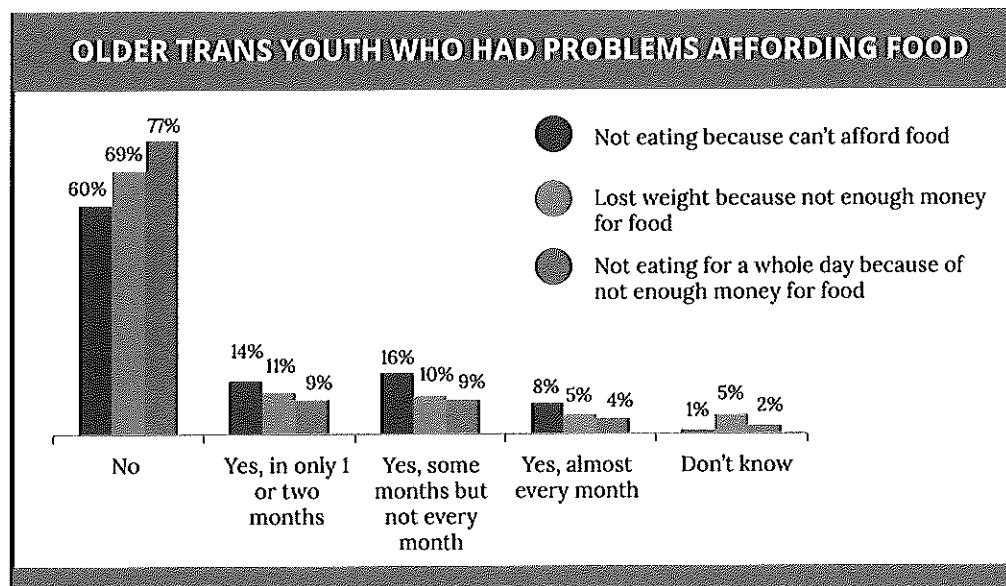
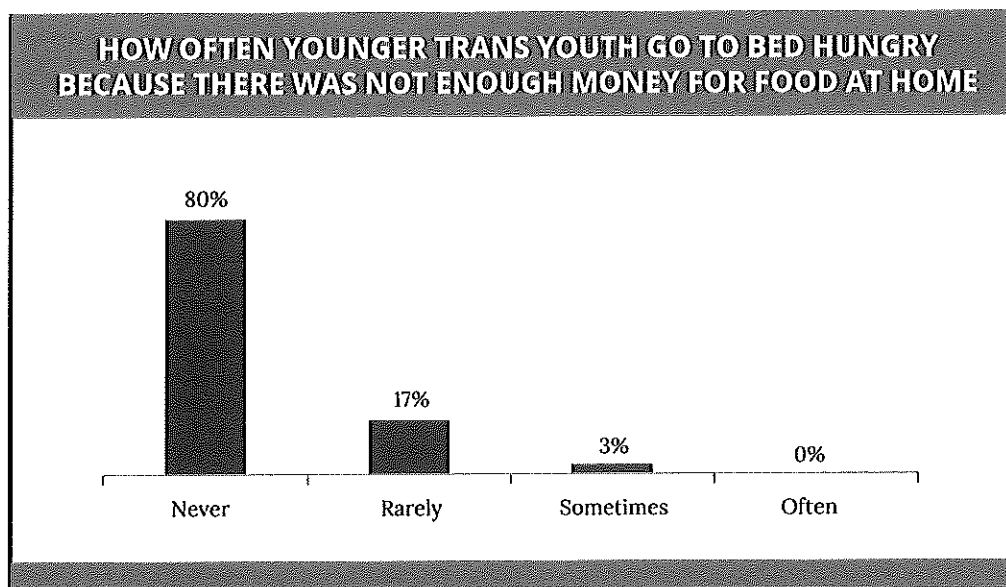
The Trans Youth Health Survey did not directly assess poverty, but did ask several questions about not having enough food – which can be an outcome of poverty. Younger youth were asked how often they go to bed hungry because there is not enough money for food at home. The majority never went to bed hungry because of financial reasons, but a small number did so “often.”



A significant percent of older trans youth reported not having access to food because of money in the past year: 38% reported ever going hungry, 26% reported losing weight, and 22% reported not eating for a whole day because they could not afford food.

BODY WEIGHT AND BODY IMAGE

We asked younger and older trans youth slightly different questions about how they perceive their body weight. Almost half of the younger partici-



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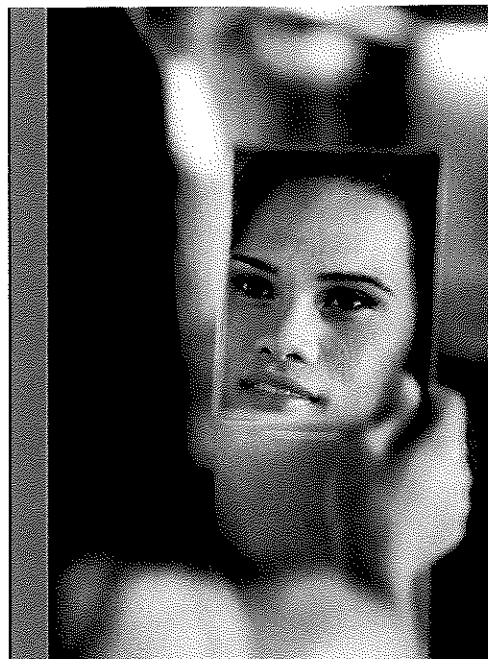
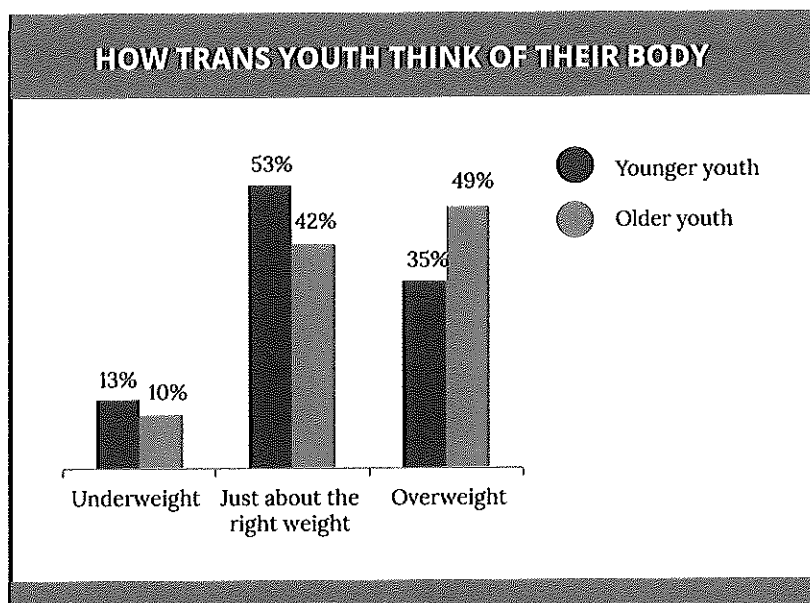
pants and just over one third of older participants thought of their body as overweight.

Most younger youth reported trying to either lose weight (40%) or keep from gaining weight (24%). A much smaller percentage (6%) of younger trans youth were trying to gain weight and the remaining 30% reported not doing anything about their weight. Almost half (49%) of older youth reported that they were not changing the way they eat due to concerns about their body weight, 44% reported that they were, and 7% responded that they did not know.

Just over half (55%) of participants reported that they had exercised to lose weight or control their weight in the past year. A minority reported fasting or skipping meals (38%), smoking

cigarettes (14%), vomiting on purpose after eating (10%), using diet pills or speed (5%), or using laxatives (4%) for this purpose.

Younger youth were more likely than older youth to report fasting or skipping meals (48% vs. 33%), smoking cigarettes (19% vs. 11%), and vomiting after eating (18% vs. 6%) to lose or control their weight. Participants in the Prairie provinces were more likely to report smoking cigarettes (32%) and vomiting after eating (20%). The lowest percent of youth reported smoking to lose weight in Quebec (7%) and Ontario (9%) and vomiting after eating in Quebec (4%). Thirty-eight percent of youth also reported they had binge eaten in the past year.



Health care access

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Access to health care is especially important for trans youth, because many of them require specialized care for medical transition. They often face discrimination in health care settings.

FAMILY DOCTORS

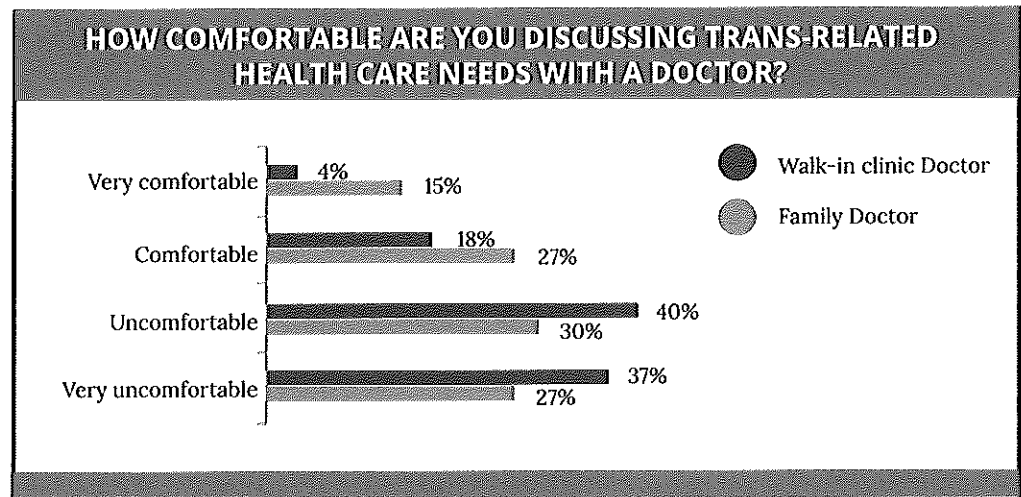
Over 70% of youth reported having a regular family doctor. Ontario youth were most likely to have a family doctor (81%) while those in Quebec were least likely (55%). Over half of youth with a family doctor (53%) said their current family doctor knew about their trans identity. However, only 15% of youth with a family doctor felt “very comfortable” discussing their trans status and trans-specific health care needs.

WALK-IN CLINICS

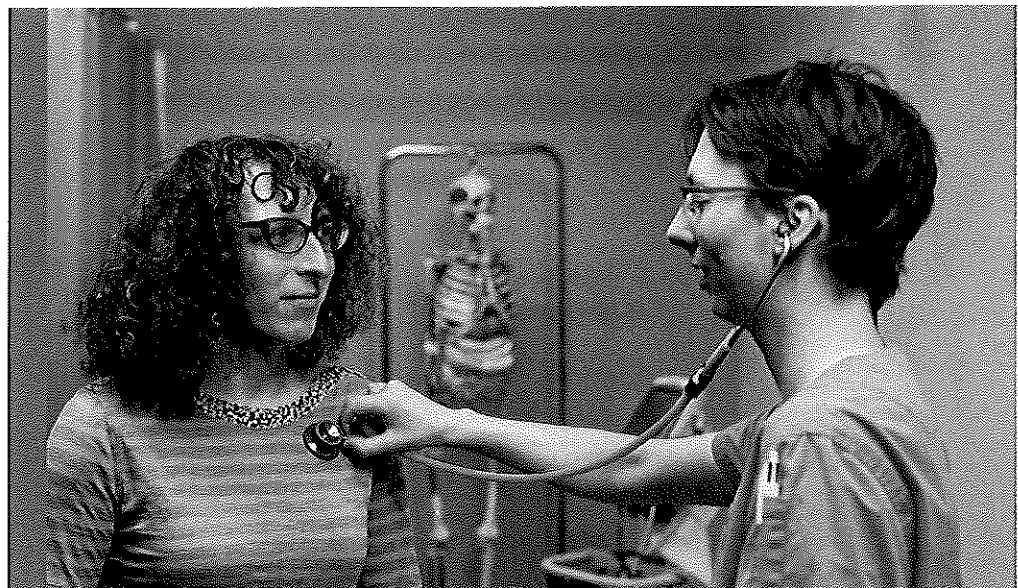
Just under half of youth (44%) used walk-in clinics as their main source of health care, with youth in Quebec and British Columbia most likely to rely on walk-in clinics. More than a third of youth were “very uncomfortable” discussing their trans status and trans-specific health care needs with doctors at a walk-in clinic.

“I’m very uncomfortable around my doc right now because she didn’t know anything about trans people and I’ve been on T long enough to pass as male.”

- AGE 17, BRITISH COLUMBIA



"I feel uncomfortable [with walk-in clinics] because almost consistently, the older doctors I see looking to get a refill on my [hormone prescription] don't understand what being trans is, and will treat me with skepticism and concern, sometimes refusing to give pills all because they were never trained in trans issues." - AGE 17, BRITISH COLUMBIA



ACCESS TO CARE

Understanding how and why trans youth access or don't access primary care and mental health services is an important part of understanding their overall wellbeing.

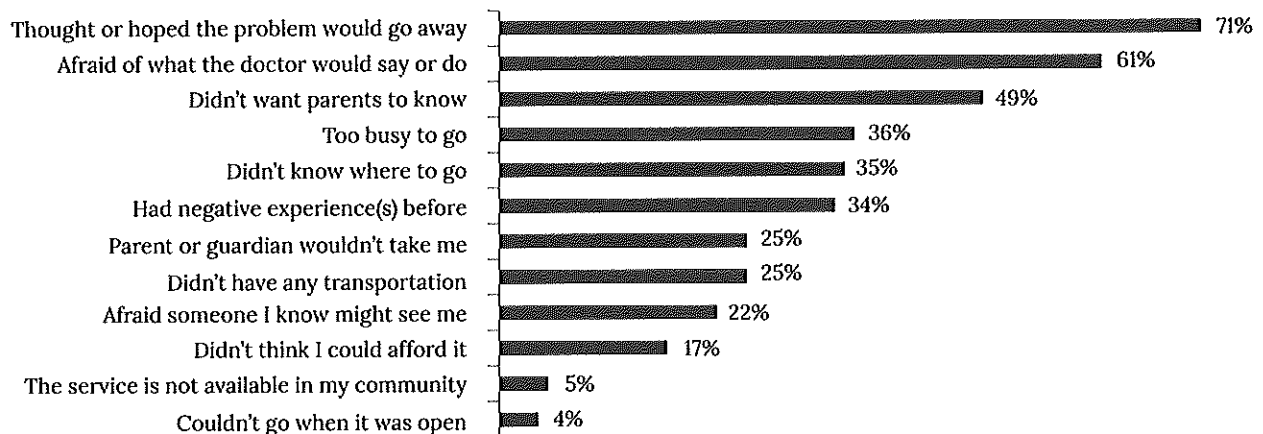
Nearly half of older youth (47%) and one third of younger youth (33%) had not received physical healthcare when they needed at some point during the last year.

We asked younger youth why they did not receive care. The reasons given most often were that they didn't want their parents to know, they thought or hoped the problem would go away, and they were afraid of what the doctor would say or do.

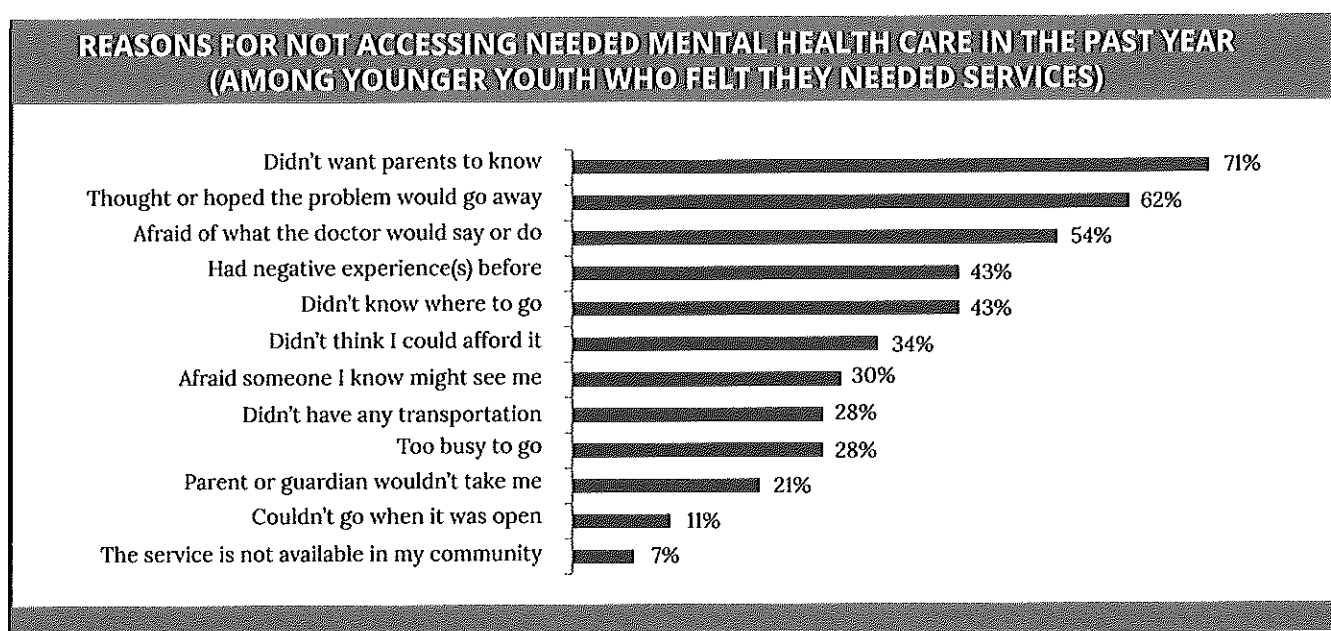
Among younger youth, two thirds (68%) also reported at least one time in the last 12 months when they had not received needed mental health services. The most common reasons these youth gave for not getting mental health services included not wanting parents to know, thinking or hoping the problem would go away, afraid of what the doctor might say or do, previous negative experiences, and not knowing where to go.

"I'm afraid that I'll take my life before I can get the surgery to help me, because it's such an arduous and unnecessarily difficult path. I just want to live." - AGE 20, ONTARIO

REASONS FOR NOT ACCESSING NEEDED MEDICAL HELP IN THE PAST YEAR (AMONG YOUNGER YOUTH WHO FELT THEY NEEDED SERVICES)



“I’ve never reached out for mental health care. I’m worried they’ll be more concerned about my gender identity and sexuality (which I am fairly confident in) than they will be about my actual problems.” - AGE 21, NEWFOUNDLAND AND LABRADOR



“I have had difficulty with doctors and psychologists having any idea about trans issues and treatment.” - AGE 19, ALBERTA

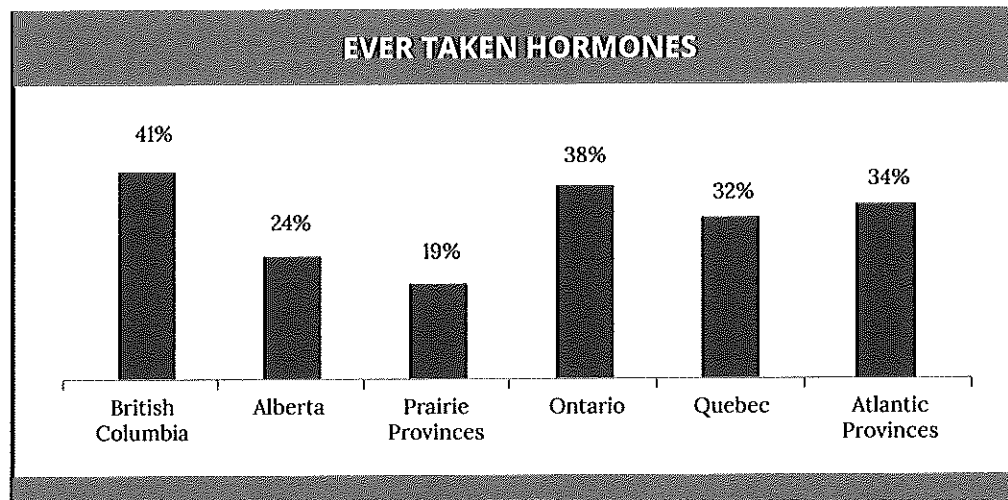
HORMONE THERAPY

Many trans youth seek hormone therapy as part of their gender transition. Youth who are unable to access hormones through a health care provider may seek access to hormones without a prescription.

A third of all youth (34%) reported they had ever taken hormones for trans-related reasons at some point, including

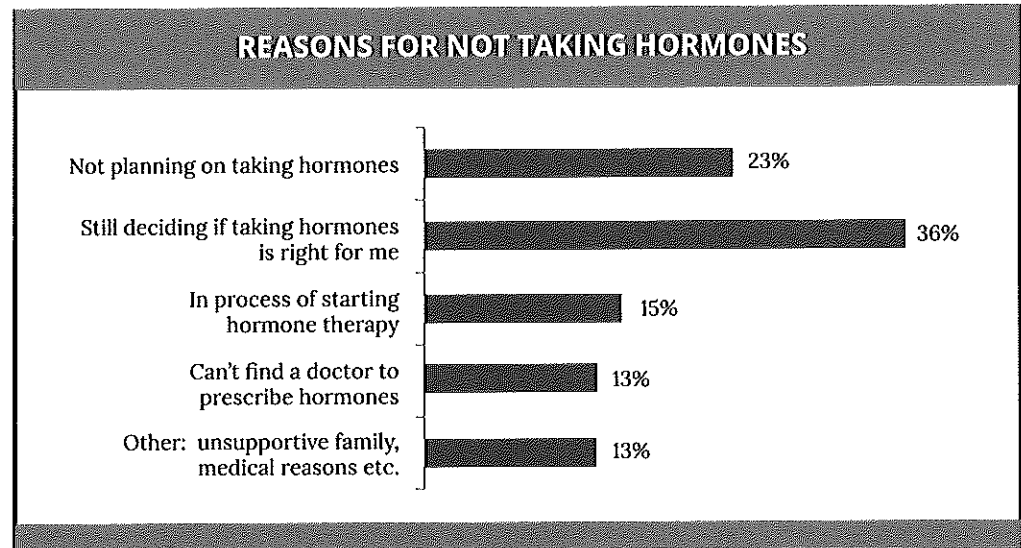
20% of younger youth and 42% of older youth. Youth in British Columbia were twice as likely (41%) as those in the Prairie Provinces (19%) to take hormones.

The majority of trans youth reported receiving hormones through prescriptions from family doctors, GPs and specialists.



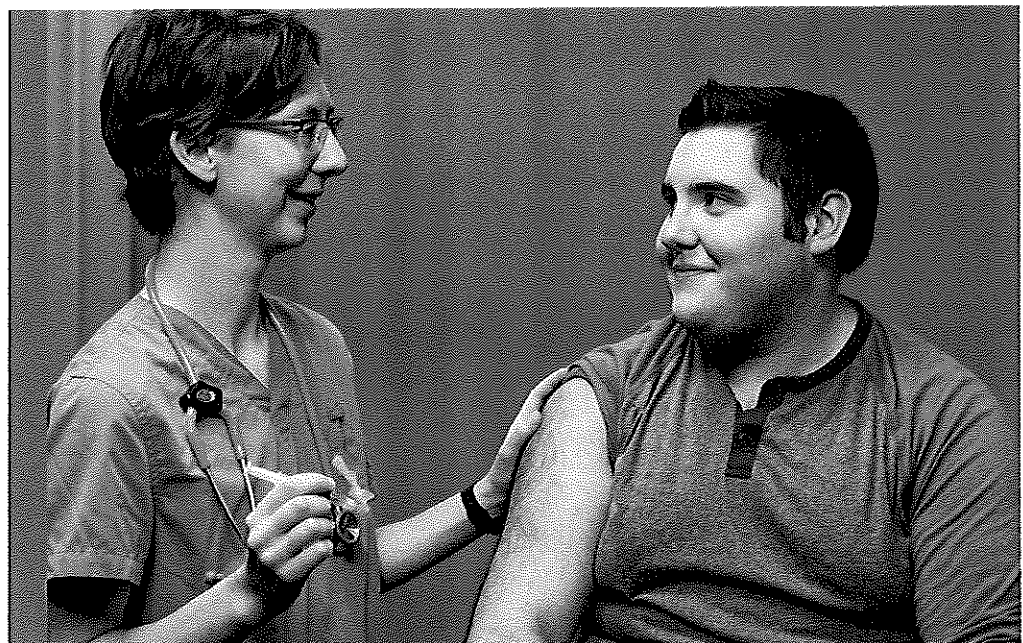
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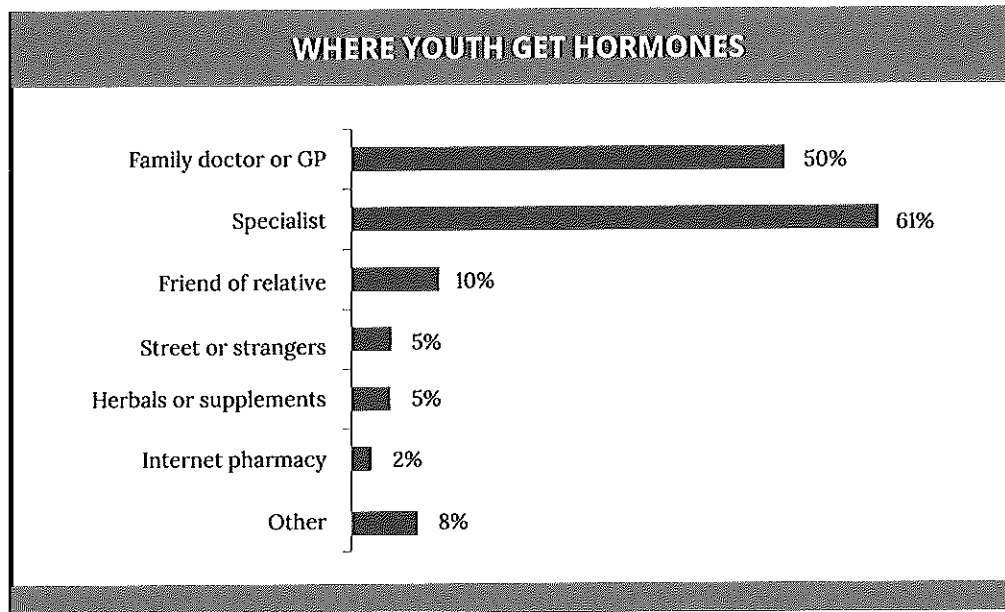
The most common reasons for not taking hormones were that youth were still deciding if hormones were right for them, and that they were not planning on taking hormones. Some participants reported not being able to find a doctor to prescribe hormones and some were in the process of starting hormone therapy.



“One of the reasons people can’t get hormones are because the parents won’t let them. Parents are a big part in gender. ”

- AGE 15, ALBERTA





NON-PRESCRIBED HORMONE USE

Many trans youth seek hormone therapy as part of medical gender transition. Unsupervised use of hormones obtained from family, friends or strangers is linked to multiple health risks, including contaminated medications and unsafe injection practices. While most

youth said they got hormones through a doctor's prescription, many youth who had taken hormones reported getting these medications without a prescription at some point, whether through friends or relatives (10%); strangers or on the street (5%); herbals or supplements (5%); internet pharmacy (2%); or other means (8%).

"When my prescription switched doctors, I gave what was left in my vial (~7ml) to a FTM acquaintance who was getting it off the streets. There's no way he'd stop ... and this way I know it's clean and pure ... kind of similar to safe injection sites: if you can't get them to stop, at least make it safe for them."

- AGE 17, BRITISH COLUMBIA

Mental health

Mental health is an important aspect of health that we included by asking questions about self-esteem, stress, depression, anxiety, happiness, self-harm, and suicide.

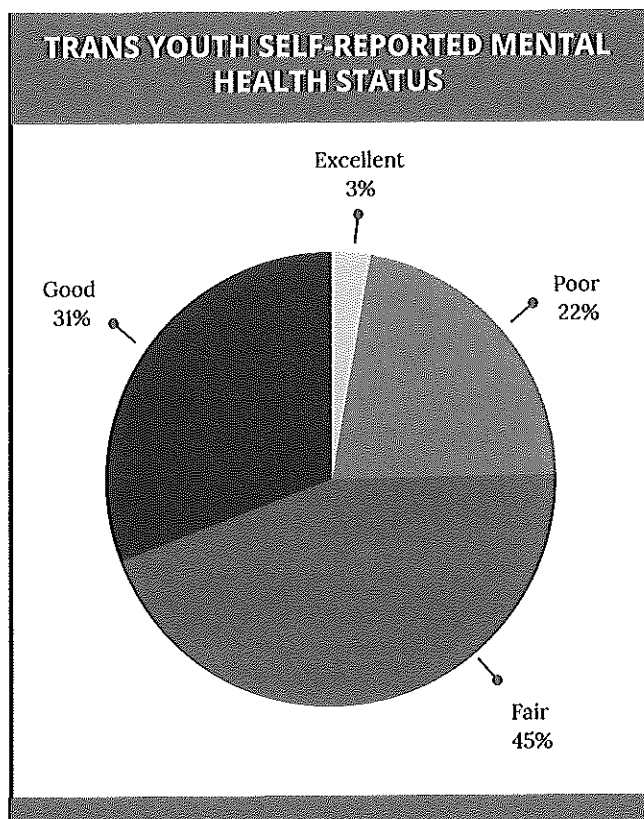
SELF-REPORTED MENTAL HEALTH

Fewer than half of trans youth rated their overall mental health as excellent or good.

SELF-ESTEEM

There were several related questions that measured self-esteem. The self-esteem scale included slightly different questions for older and younger youth such as, "I usually feel good about myself," "I am able to do things as well as most other people," and "You take a positive attitude towards yourself." On average, younger youth scored 4.0 out of 10 and older youth scored 5.7 out of 10.

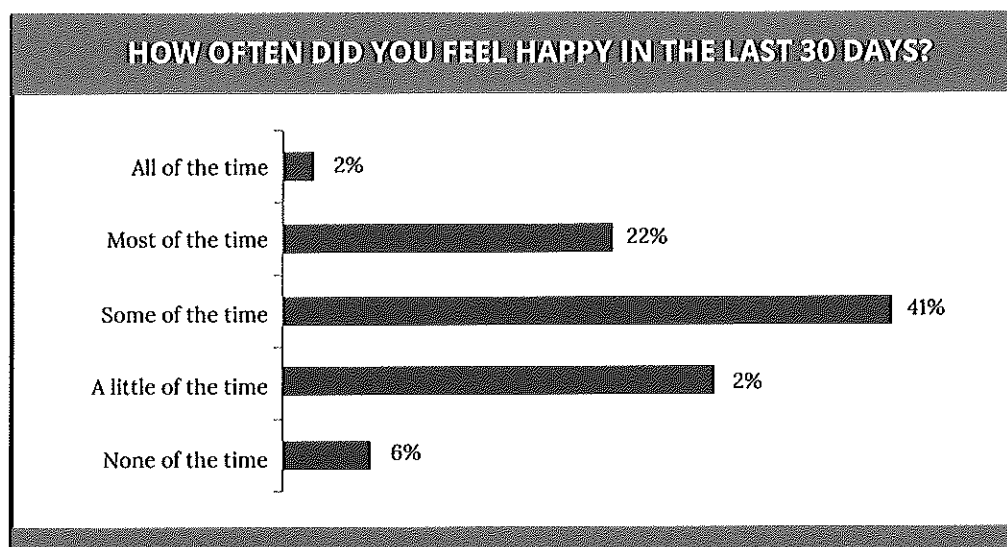
Another question asked younger youth if they could think of something they were good at, and more than two-thirds said yes.



EMOTIONAL WELLBEING

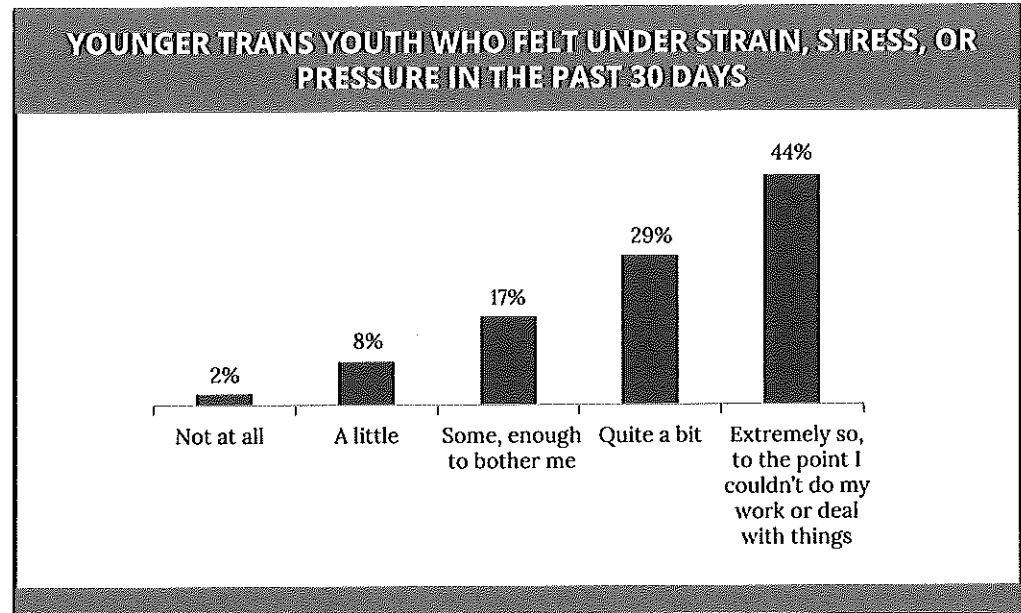
Older youth also answered a series of questions about their happiness, life satisfaction, sense of belonging, and relationships. The average score was 4.7 out of 10 on this measure of emotional wellbeing.

Younger youth reported on how often they had felt happy during the previous 30 days.

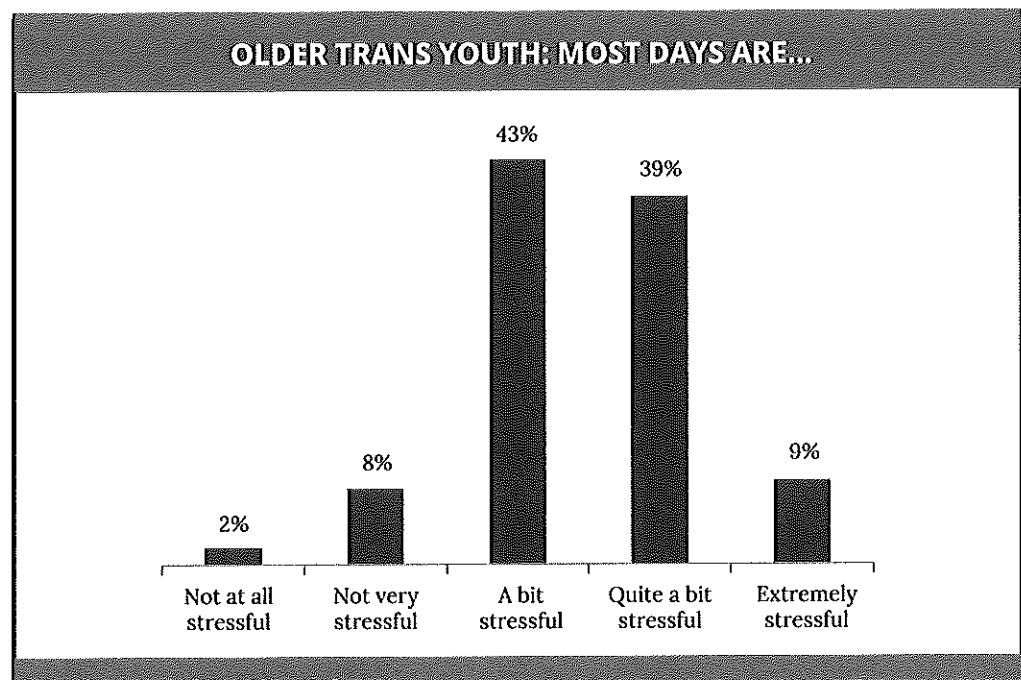


STRESS

Most older and younger youth had some stress in their lives, with almost half of younger youth feeling stressed to the point that they could not do their work or deal with things during the last 30 days.



We asked older youth a slightly different question.

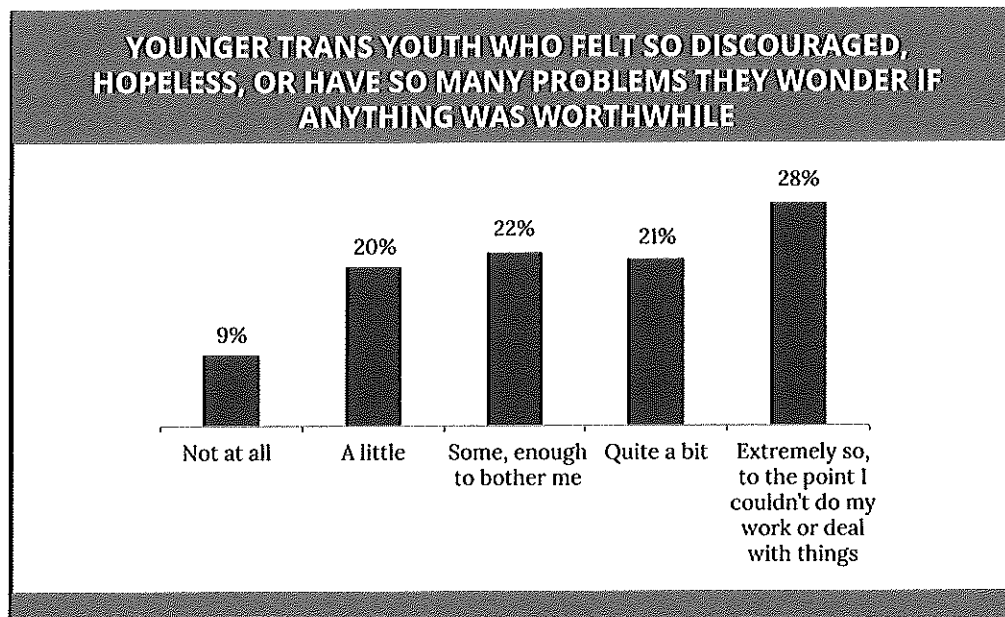


EMOTIONAL DISTRESS

Younger youth responded to several questions about how they had felt in the last 30 days. They reported how stressed, sad, worried and discouraged they felt. On a scale of 0 – 10 (low to high), the average emotional distress score for younger youth was 5.4.

Older youth answered questions about depression and anxiety, such as “Have you felt sad or depressed in the last

month?” and “Was there ever a time when you felt sad, blue, or depressed for two weeks or more in a row?” The majority of older youth had felt depressed for two weeks or more in a row (71%). When combined in the scales, the average depression score was 5.00 out of 10 and the average anxiety score was 4.61 out of 10. The overall score for anxiety and depression among older youth was 4.82 out of 10.

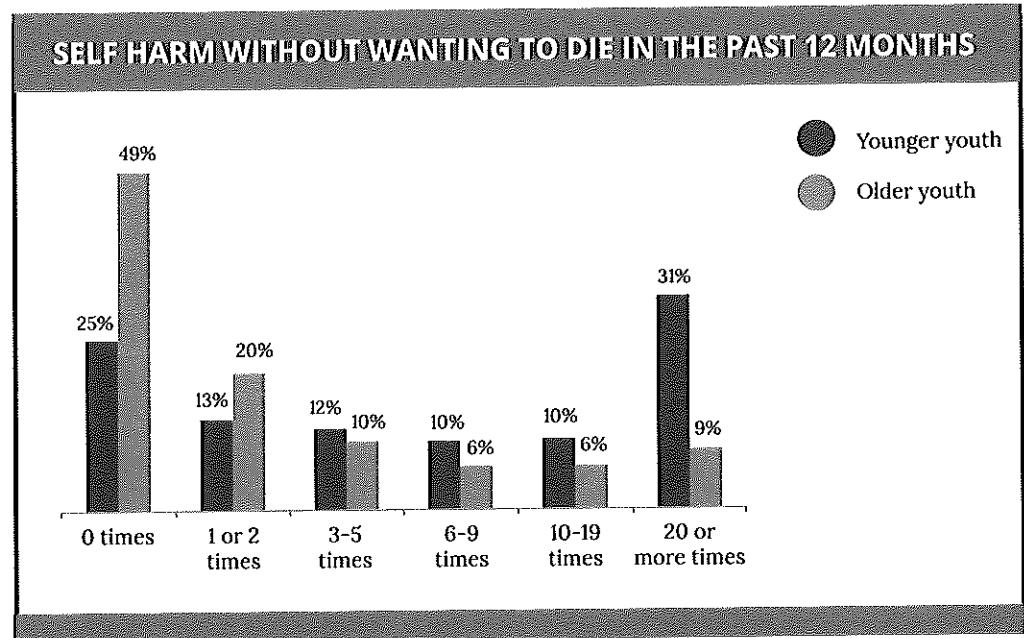


“The questions about suicide, depression, and addiction would have been answered very differently several years ago. I want to share that in being able to transition I have become a happier and more confident person. Being myself is what made me capable of living without alcohol, and repairing my relationships with family and friends. I hope that positive stories like mine become more common and that depression and addiction are no longer high-risk issues for trans youth.”

- AGE 24, ONTARIO

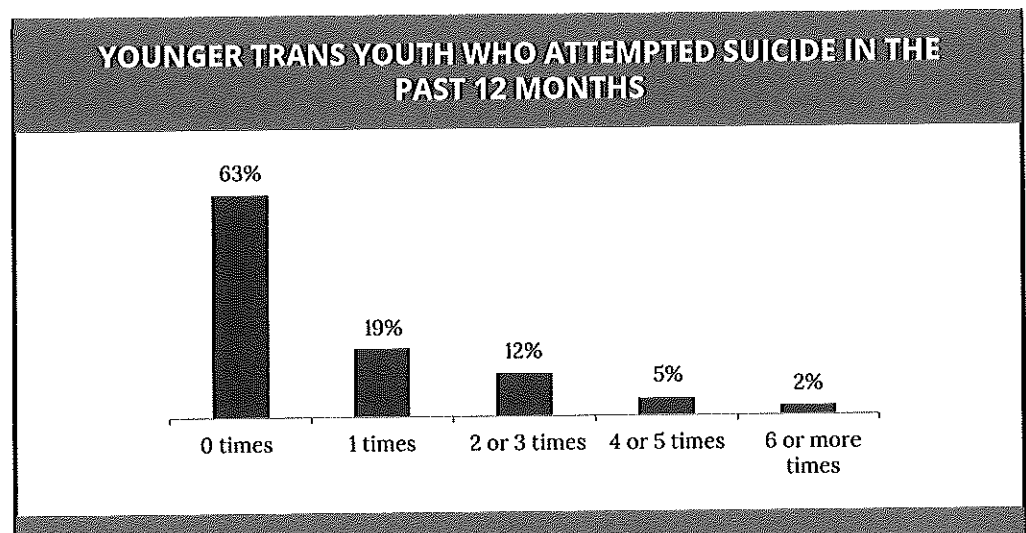
SELF-HARM

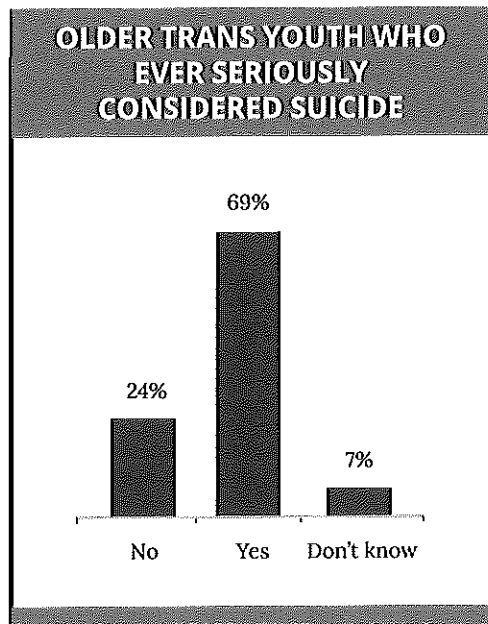
More than half the youth reported they had hurt themselves on purpose without wanting to die in the last 12 months. Older youth were less likely (51%) than younger youth (75%) to have engaged in self-harm in the last 12 months.



SUICIDE

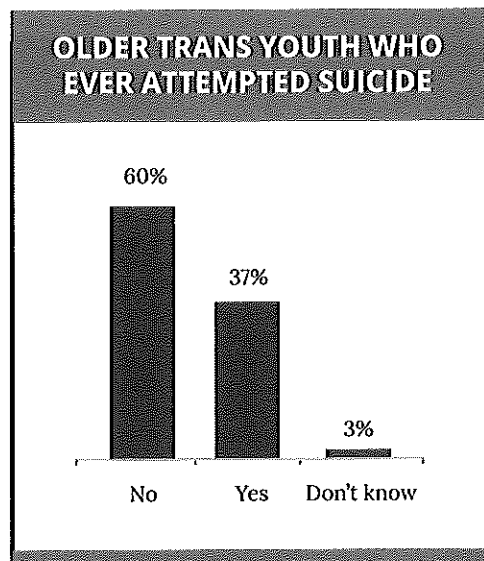
Within the last 12 months, 65% of younger youth had seriously considered suicide, more than a third had attempted suicide at least once, and nearly 1 in 10 had attempted suicide 4 or more times.





Similarly, almost three-quarters of older youth had seriously considered suicide at some point during their lives, and many of them had made at least one suicide attempt.

Among those who had attempted suicide within the last 12 months, 1 in 10 youth had required medical treatment by a doctor or nurse.



“Even though I still struggle with depression/anxiety/PTSD, since learning about gender and being able to figure out who I am and being out and open about it, there has been a drastic improvement in my life and how I interact with people and I am no longer suicidal.” - AGE 23, ALBERTA

Substance use

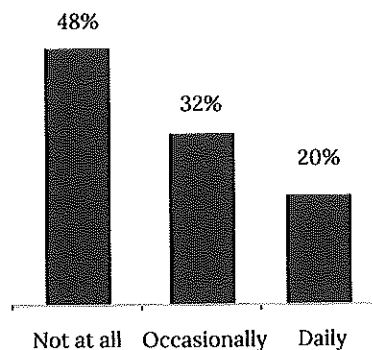
Substance use covers a range of legal and illegal drugs, including tobacco, alcohol, marijuana, and other substances.

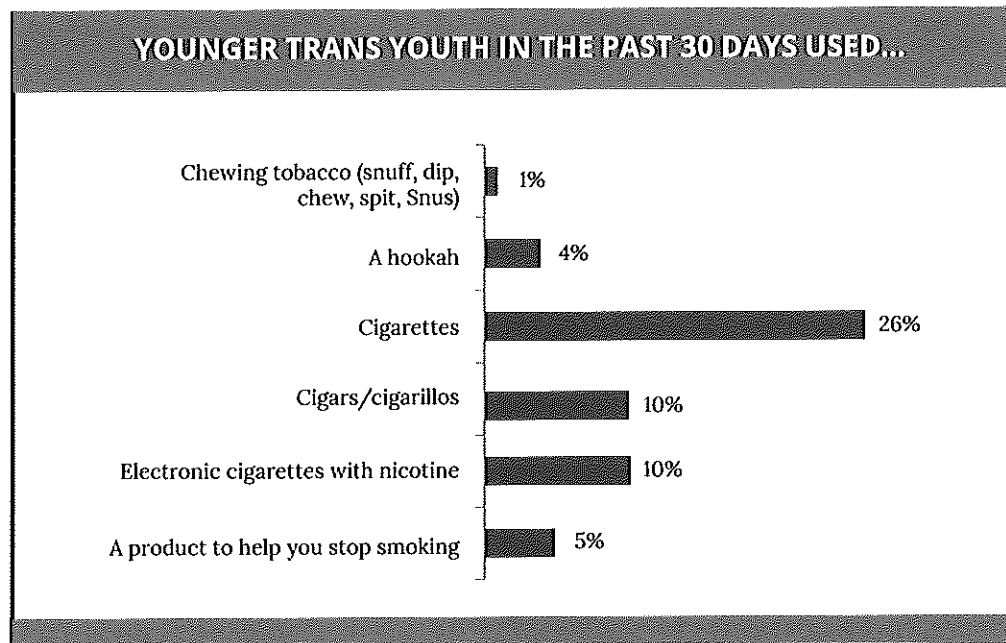
TOBACCO

Almost half of the older youth (49%) reported smoking a whole cigarette at some point in their lives. Of these youth, nearly two-thirds had smoked a total of 100 or more cigarettes (about 4 packs) in their lifetime, and 1 in 5 were currently daily smokers. Of older youth who smoked, 39% had stopped smoking for at least 24 hours because they were trying to quit, one or more times during the last 12 months.

One-third of younger youth had ever tried tobacco. Of those who smoked, 32% were younger than 13 years old when they smoked for the first time. A quarter of younger youth had used cigarettes during the previous 30 days. Of younger youth who were currently smokers, half reported trying to quit at least once in the last 12 months.

HOW OFTEN OLDER YOUTH SMOKE CIGARETTES AT THE PRESENT TIME (AMONG THOSE WHO HAVE SMOKED A WHOLE CIGARETTE)

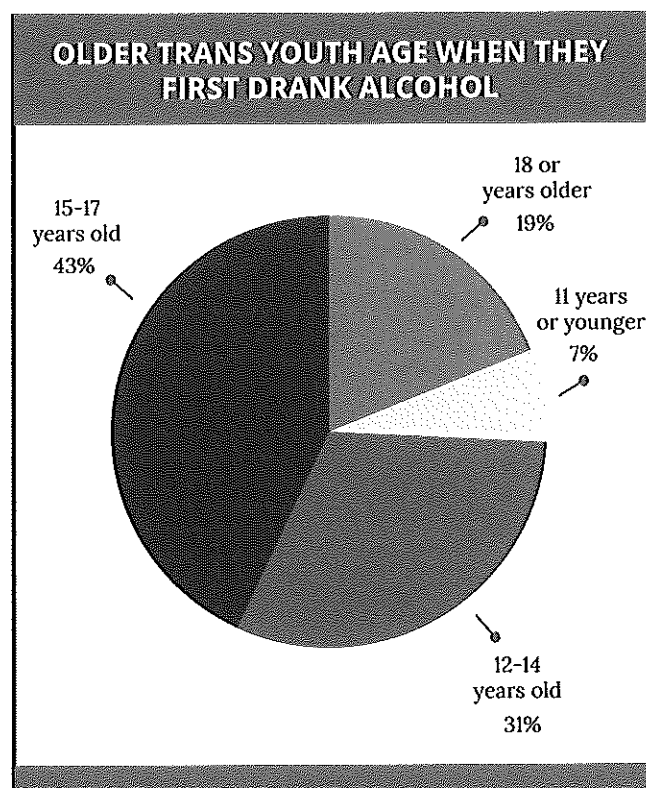




ALCOHOL

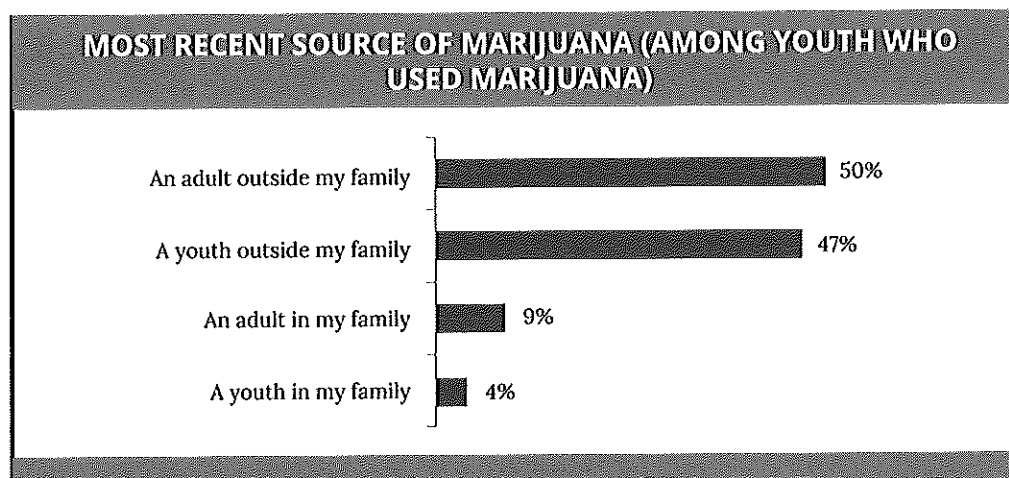
Just under half of younger youth (48%) said they drank alcohol at least once in the last 12 months, with 8% drinking at least once a week. One in five younger youth (20%) reported binge drinking at least once in the past month (having 5 or more drinks of alcohol on the same occasion).

Most older youth (78%) drank alcohol in the previous 12 months, and a quarter (27%) drank alcohol at least once a week. More than half (53%) of older youth had engaged in binge drinking within the last 12 months, with a quarter (25%) binge drinking at least once a month over the last year.

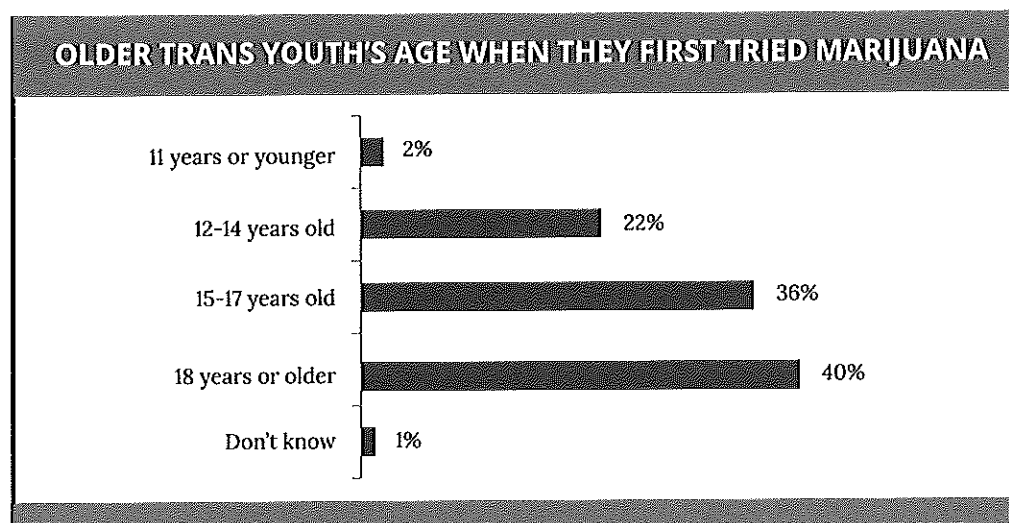


MARIJUANA

Nearly half of younger youth (46%) had used marijuana in their lifetime, with 36% using in last 12 months. Two thirds of older youth (69%) had ever tried marijuana, and 8% had used on a daily basis over the last 12 months. Overall, 16% of youth had used marijuana on the previous Saturday night, including 12% of younger youth and 18% of older youth.



Note: Youth could choose more than one response.



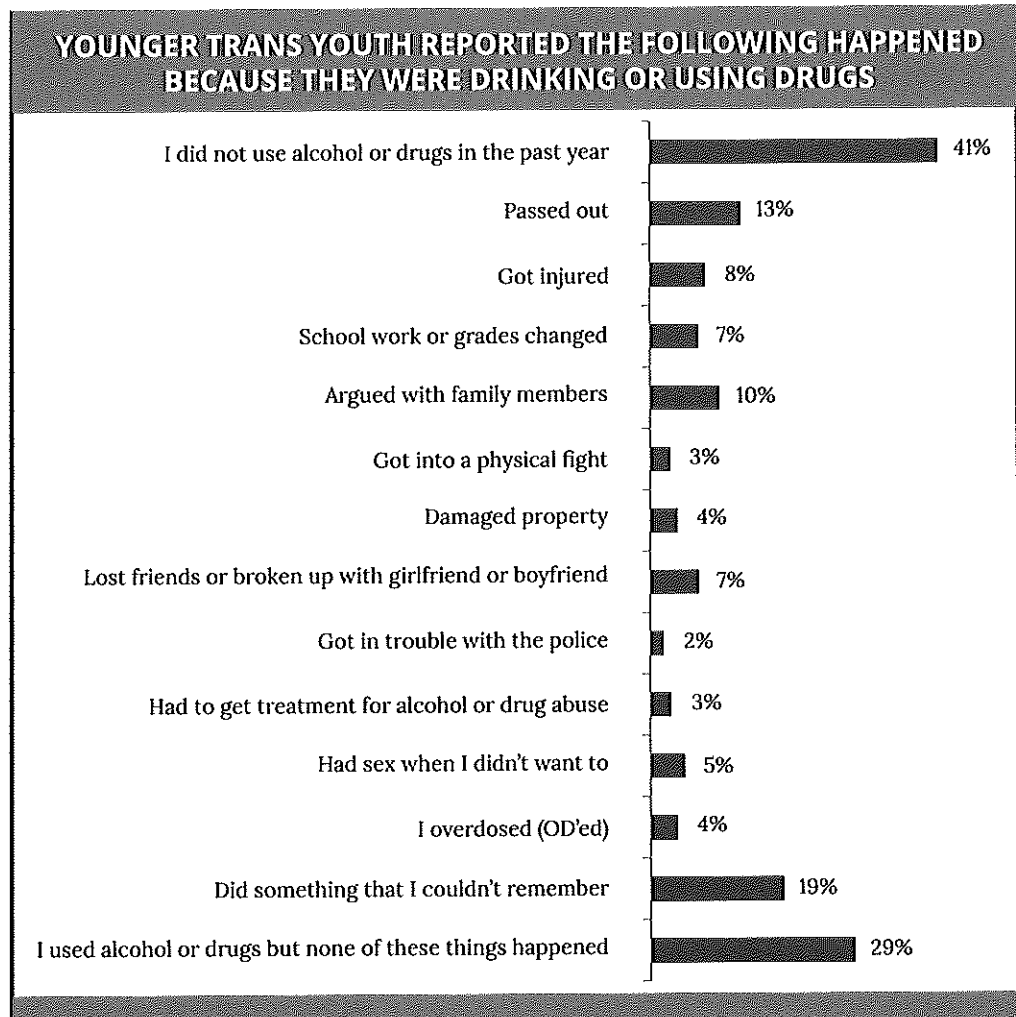
OTHER SUBSTANCES

We asked about lifetime use of other types of drugs for younger youth, and use in the past 12 months for older youth. The two most common substances younger youth had ever tried were prescription pills without a doctor's consent (17%) and ecstasy/MDMA (14%).

YOUNGER TRANS YOUTH WHO EVER USED THE FOLLOWING DRUGS			
	0 times	1 or 2 times	3 or more times
Prescription pills without doctor's consent (e.g. OxyContin, Ritalin)	83%	7%	10%
Cocaine (coke, crack)	93%	6%	1%
Hallucinogens (LSD, acid, PCP, dust, mescaline, salvia)	89%	6%	5%
Ecstasy/MDMA	86%	6%	8%
Mushrooms (shrooms, magic mushrooms)	90%	6%	4%
Inhalants (glue, gas, nitrous oxide, whippits, aerosols)	89%	6%	6%

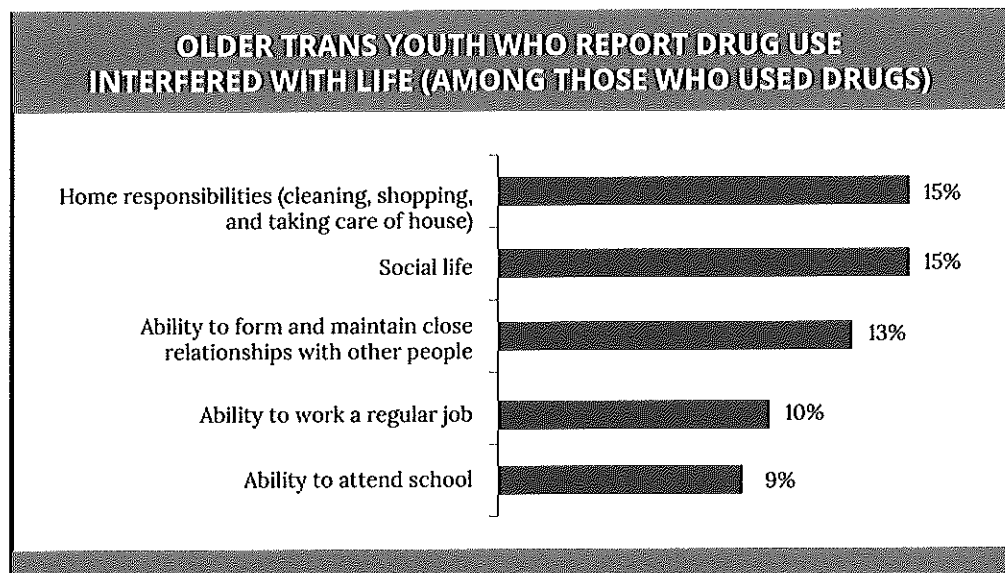
OLDER YOUTH NUMBER OF TIMES USED THE FOLLOWING DRUGS IN THE PAST 12 MONTHS			
	0 times	1 or 2 times	3 or more times
Speed (amphetamines)	94%	3%	3%
Cocaine or crack	92%	5%	3%
Hallucinogens PSP, or LSD (acid)	88%	9%	4%
Ecstasy (MDMA) or other similar drugs	86%	8%	6%
Glue, gasoline, or other solvents	99%	1%	>1%
Heroin	99%	1%	>1%

Older youth were also most likely to have used ecstasy/MDMA or hallucinogens in the previous 12 months (older youth were not asked about use of prescription pills without a doctor's consent).



We also asked younger youth about negative consequences of their drinking or drug use during the last 12 months. Many youth reported they had used alcohol or drugs and did not have any of these outcomes, but the most common negative outcomes were being told they did something they couldn't remember, passing out, and family arguments.

Older youth who used drugs were asked whether their drug use interfered with different aspects of their life in the last year. Youth most frequently reported that drinking and drug use interfered with home responsibilities, social life, and relationships.

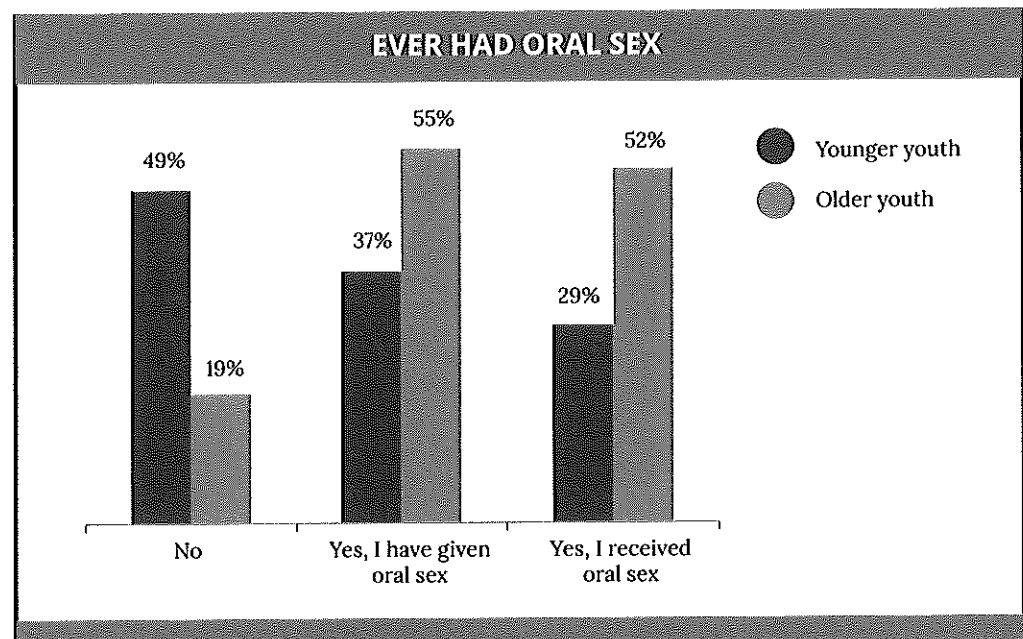


Sexual health

Sexual health is an important area of health for most young people. The onset of puberty and the emergence of sexual identity are major milestones of adolescence. For trans and gender diverse youth, navigating healthy sexual development may have some added complexity. This survey asked a number of questions about sexual behaviours and health.

ORAL SEX

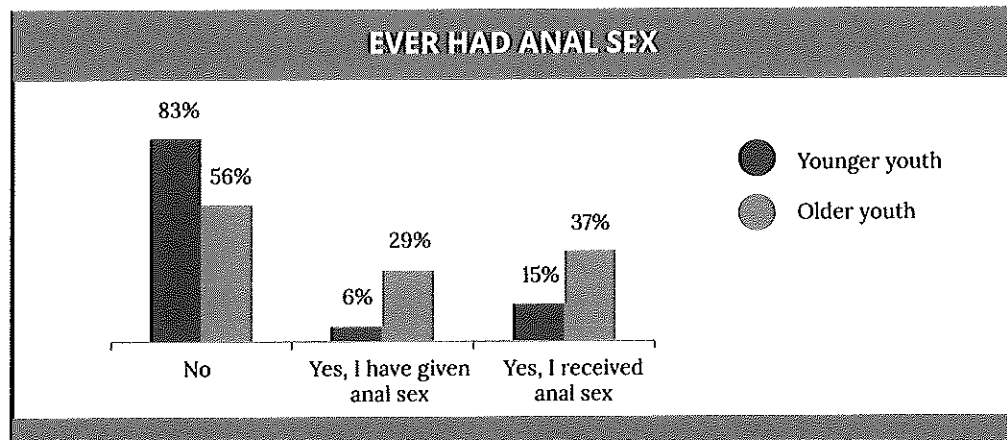
Most participants reported they had oral sex. About half said they had given oral sex, and slightly less than that said they had received oral sex, with 42% reporting having both given and received oral sex. Older youth were more likely to have had oral sex than younger respondents (81% vs. 51%). Among those who had ever had oral sex, most of them also reported oral sex in the past year.



Note: Youth could choose more than one response.

ANAL SEX

One out of three participants reported having anal sex. There were significant provincial differences, with youth in British Columbia least likely to report experiencing anal sex (only 24%), and those in Ontario most likely (40%). Again, older youth were more likely to report ever having anal sex than younger participants, both in having given and received anal sex.

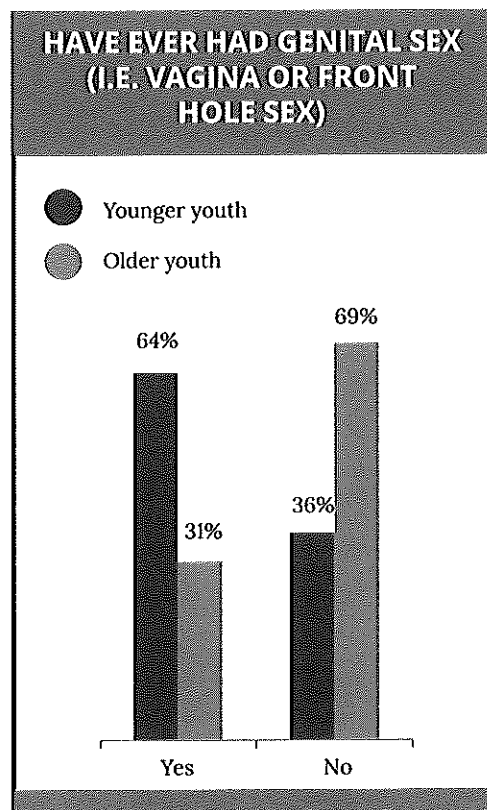


Note: Youth could choose more than one response.

GENITAL SEX

The survey also asked about penile-vaginal sex, but with trans and gender diverse youth, this can require a slightly different wording to be respectful and clear. We asked, "Have you ever had genital sex (i.e., vaginal or front hole sex)?" and among those who said yes, we also asked if they had been the receptive or insertive partner in this kind of sex in the past year.

More than half of the participants reported they had genital sex. Older youth were significantly more likely to report genital sex than younger trans youth. In the past 12 months, 41% of older youth had been the receptive partner in genital sex, and 51% said they had been the insertive partner.

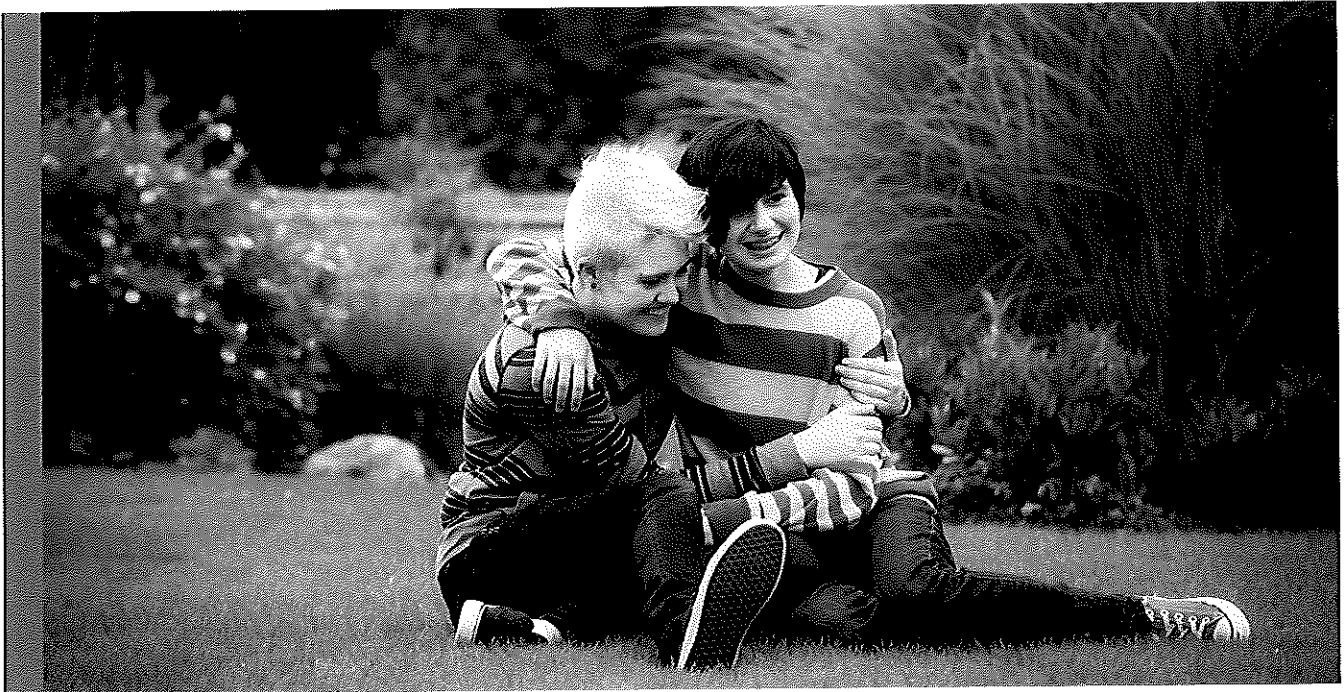


AGE AT FIRST SEX

We also asked youth how old they were the first time they had sexual intercourse, although the question was asked a bit differently for older and younger participants. Among the 36% of younger youth who had ever had sex, the average age at first sex was just under 15 years old. Among older youth who had ever had sex, the average age was a bit older, at 16.5 years. This is expected, because older youth include a number of youth who would first have had sex at age 19 or older.

ALCOHOL OR DRUG USE AT LAST SEX

Among those who had ever had sex, just over 1 in 5 reported they had used alcohol or drugs the last time they had sex (22%). There were no differences between older and younger youth, or across the different regions.



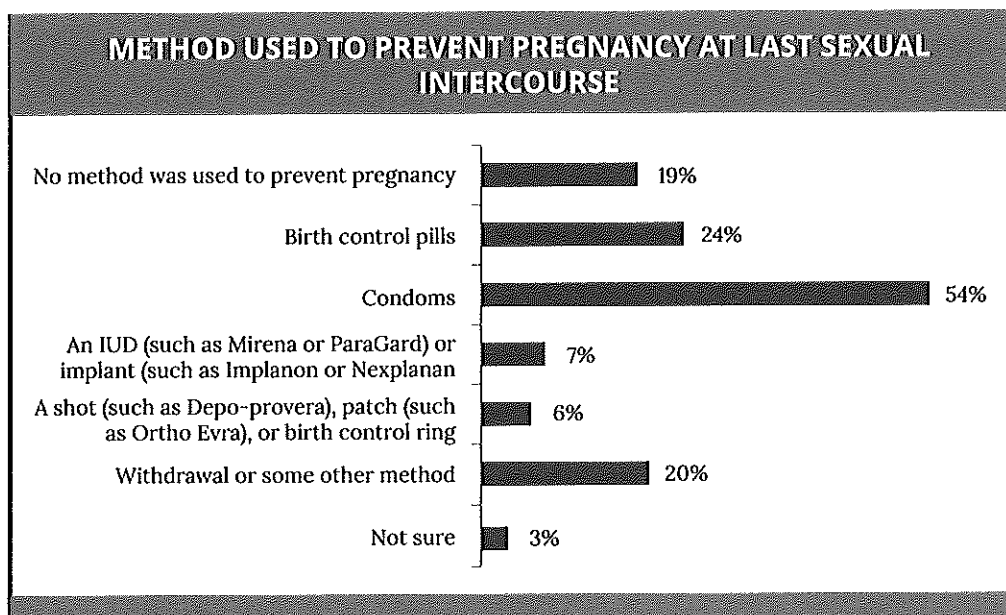
CONTRACEPTIVE USE AT LAST SEX

Although not all sexual behaviour carries a risk of pregnancy, even when trans youth are taking puberty blockers or hormones, if they have genital sex they may be able to become pregnant or get someone pregnant. We asked youth what contraceptive methods they used, if any, the last time they had sexual intercourse. (Youth could choose more than one option).

Most youth chose “not applicable” (58%), but among those who reported one or more methods, nearly three-fourths reported using effective methods, such as condoms, birth control pills, or an intra-uterine device

(IUD) (73%), while less than a fourth (24%) reported using withdrawal or no method. Condoms were the most common method reported, followed by birth control pills. Less effective methods, either withdrawal or no method, were somewhat less common. A small number of youth reported an IUD or birth control shots.

Younger youth were twice as likely as older youth to report no method was used the last time they had sex, and just as likely to report withdrawal, while a greater percentage of older youth than younger youth said they used the effective methods of contraceptives.



Note: Youth could choose more than one response.

PREGNANCY INVOLVEMENT

Among those who have ever had sex, 5% reported ever being pregnant or causing a pregnancy, 4% once, and 1% two or more times. Just under 1% of youth were not sure if they had ever been pregnant or caused a pregnancy. Older youth were twice as likely as younger participants to report being pregnant or causing a pregnancy.

SEXUALLY TRANSMITTED INFECTIONS (STIS)

The survey also asked whether youth had ever been told by a doctor or nurse that they had a sexually transmitted infection, with several examples of types of STIs. Although self-report is not as reliable as actual test results, because people can have an STI without having symptoms, several adolescent health surveys ask this question. Very few younger adolescents said they had been told by a doctor or nurse they had an STI (1%), while 6% of older youth said they had been told they had an STI.

TRADING SEX FOR MONEY OR OTHER THINGS

In Canadian and international law, a youth under age 18 who trades sexual activities for money or other things like shelter is being sexually exploited. We asked both younger and older youth if they had ever traded sexual activity for money, food, shelter, drugs or alcohol. Ten percent of youth reported ever trading sex; older youth were twice as likely to report trading sex than younger participants (12% vs. 6%).

Safety, discrimination, and violence

55

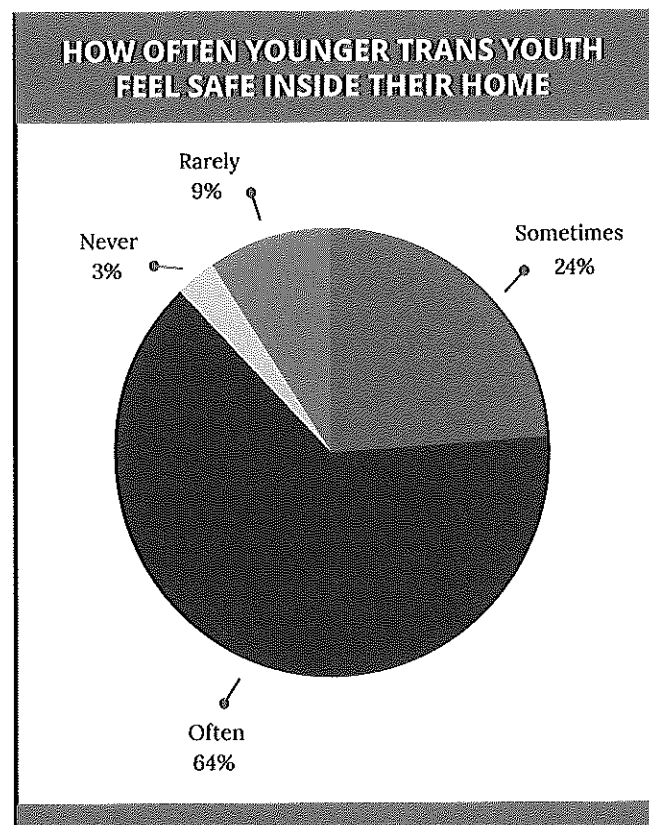
Violence exposure is a key determinant of health, and experiences of safety, discrimination, and violence can profoundly influence the health of all people. This survey asked youth a number of questions about perceptions of safety in different places, and experiences of discrimination and violence at home, in school, and in the community, and on-line.

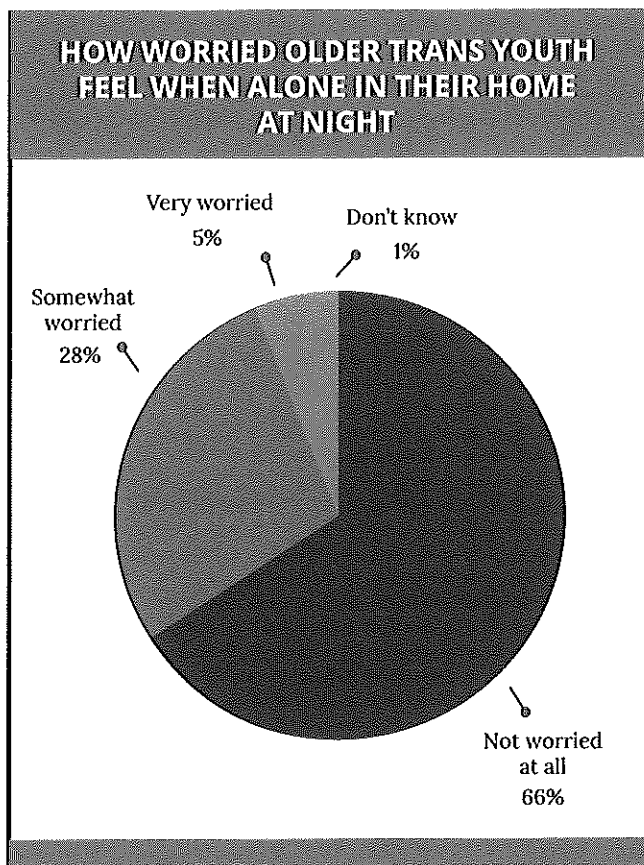
SAFETY AND VIOLENCE AT HOME

Most questions about family safety and violence were directed toward younger participants. There was one question about how often youth felt safe in their home. The majority felt safe at home

often (64%), with 24% feeling safe sometimes, and 9% feeling safe rarely, and 3% never.

Older youth had a slightly different question about how worried they feel when alone in their home in the evening or at night. The majority felt not at all worried, while just over one-quarter felt somewhat worried, some felt very worried, and a few said they didn't know.





The survey also asked about both being a victim of physical abuse and witnessing violence toward other members of the family. In the past year, 15% of younger participants said they had been physically abused, and 13% had witnessed family violence. There were no regional differences in family violence or physical abuse.

ROMANTIC RELATIONSHIP / DATING VIOLENCE

Most youth reported having been in a romantic or dating relationship (88% of older youth, 69% of younger youth). Among those who had ever had a romantic or dating relationship, 27% had been physically hurt by the person they were going out with. "Being hurt" included being shoved, slapped, hit, kicked, or forced into any sexual activity. Older youth were more likely to report relationship violence than younger ones (28% vs. 24%), in part because they were more likely to have been in a romantic relationship.

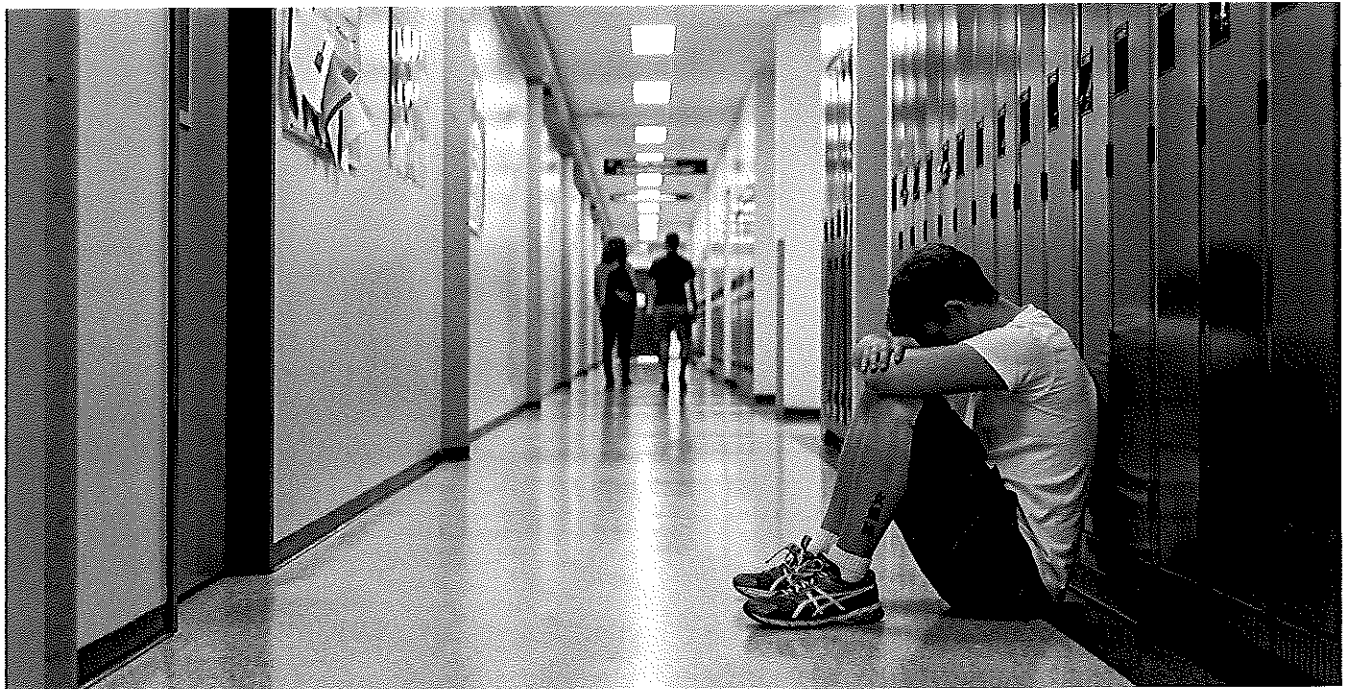
SAFETY AND VIOLENCE AT SCHOOL

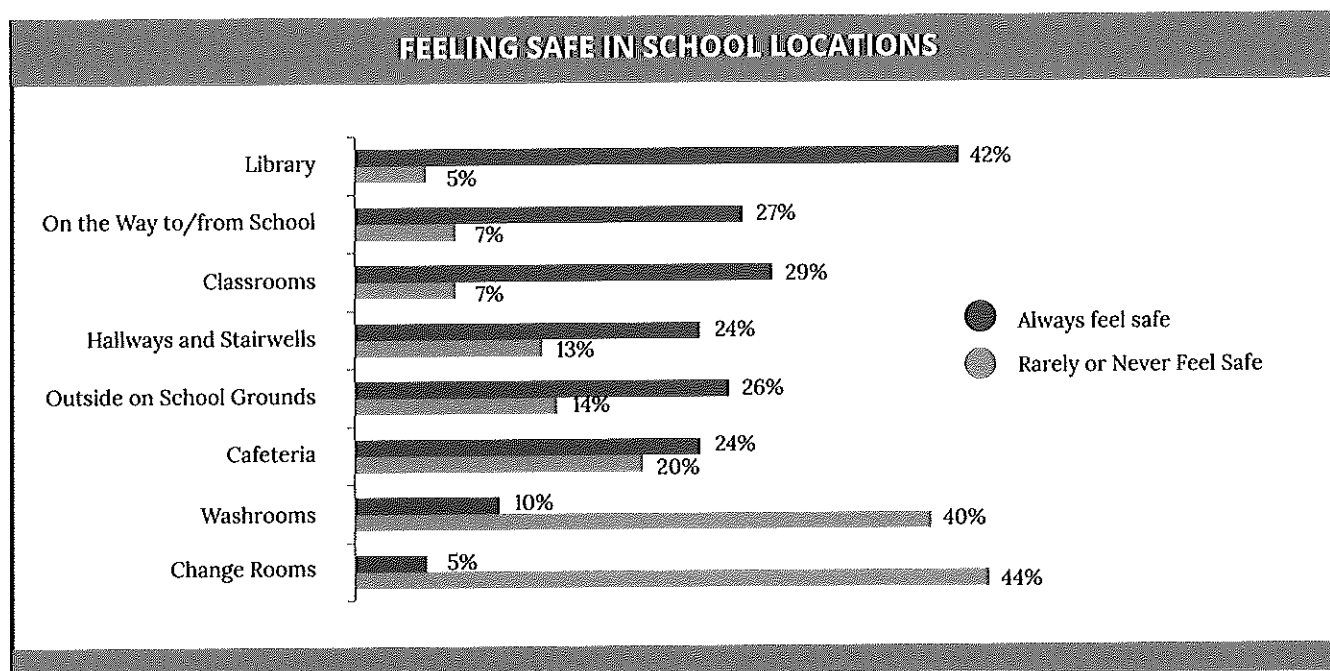
It is difficult for anyone to learn when they do not feel safe at school. We asked a number of different questions about experiences of safety, bullying, or violence at school.

Among younger youth, we asked a series of questions about how safe they felt in different parts of the school or on the grounds outside of school. These questions together can form a scale of perceived safety overall, and each question provides useful information about where most students feel

safest or least safe. On average, trans students felt safe overall at school: on a scale of 0 to 10, where 0 means a student never feels safe, and 10 means a student feels safe always, the average score was 6.5. Students felt least safe in washrooms and changing rooms, and the most safe in classrooms and the library.

We also asked younger participants how many times they had been bullied at school in the past year, defined as being repeatedly teased, threatened, kicked, hit or excluded. Just under half had not been bullied at all (45%), while more than half had been bullied once or more (55%). Just under 1 in 4 (24%) reported being bullied 1 to 3 times, and 13% had been bullied 12 or more times in the past year.





We also asked them separately about different types of bullying at school. More than 1 in 3 younger participants reported they had been physically threatened or injured in the past year (36%), and 9% had been threatened or injured with a weapon. Almost 2 in 3 reported being taunted or ridiculed (64%).

We also asked about bias-based harassment, or whether someone had said something bad about various characteristics. Youth were most likely to report people had said something bad about their gender identity, followed by sexual orientation, body shape or appearance, and less commonly about their race or culture.

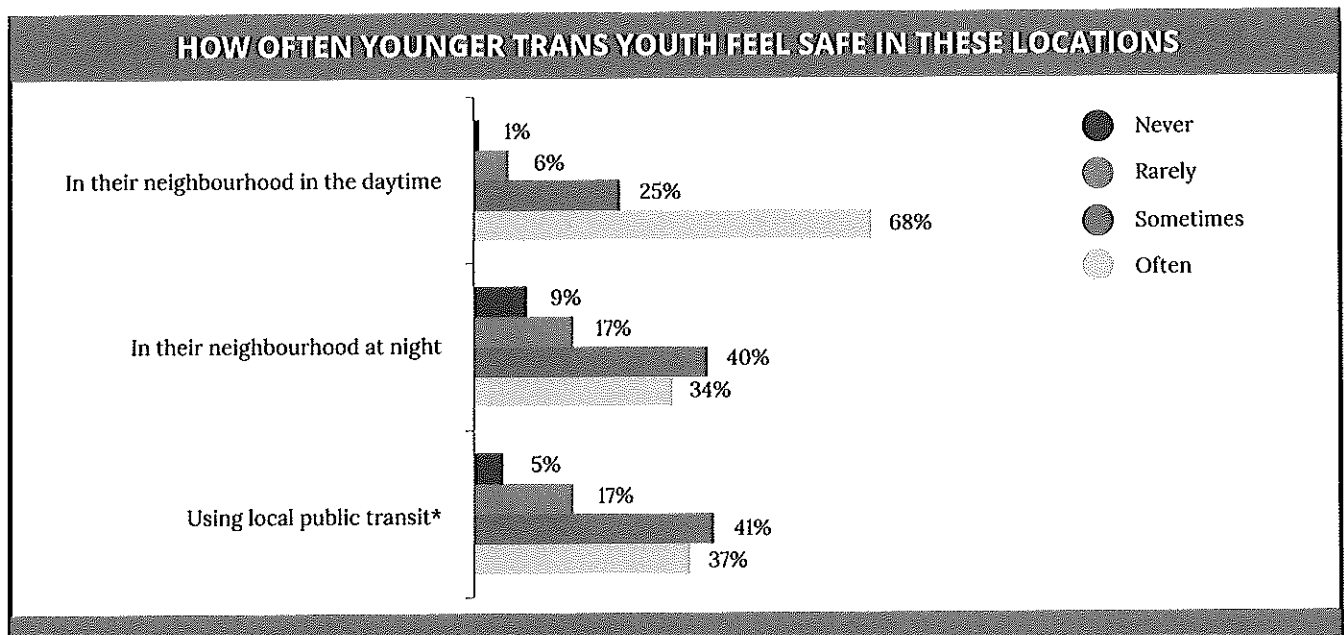
Some young people who feel unsafe may carry weapons to school. Among younger participants who had attended school in the past 30 days, 3% reported always carrying a weapon to school and an additional 9% reported sometimes carrying a weapon to school. Older participants were asked a slightly different question, and 22% said they routinely carried something to protect themselves or alert another person.

SAFETY AND VIOLENCE IN THE COMMUNITY

In addition to family and school, trans youth may have safety issues in their community. We asked older and younger participants slightly different questions about community safety based on other surveys for their age groups.

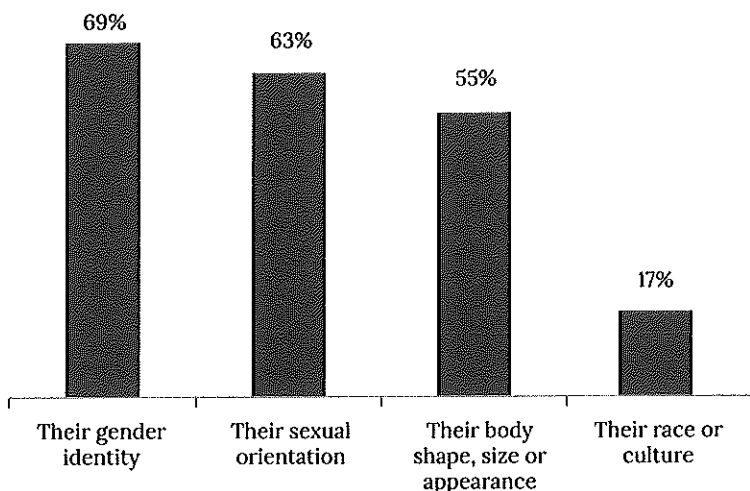
Among younger participants, most felt safe in their neighbourhoods during the daytime. They were less likely to feel safe in their neighbourhoods at night. Similarly, they were slightly less likely to feel safe on public transit (among those who used public transit), with most saying they felt safe often or sometimes, some saying they rarely feel safe and a few saying they never feel safe on public transit.

Older participants were asked how often they walked alone in their area after dark: 21% said almost never, but 28% said nearly every day. When asked, 38% said that if they felt safer from crime, they would walk alone after dark more often, 33% said they still would not, and 30% said they didn't know if they would. Among those who used public transit, 11% said they felt very worried while waiting alone for public transit after dark, another 45% said they felt somewhat worried, 40% were not at all worried, and 5% didn't know.

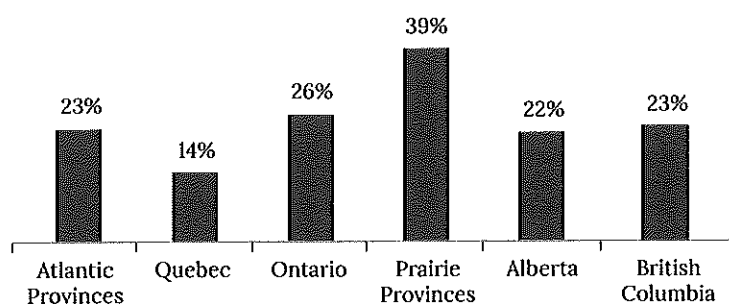


*Among those who used public transit

YOUNGER TRANS YOUTH WHO REPORTED PEOPLE SAID SOMETHING BAD ABOUT:



YOUTH WHO HAVE BEEN PHYSICALLY FORCED TO HAVE SEXUAL INTERCOURSE WHEN THEY DID NOT WANT TO



SEXUAL VIOLENCE

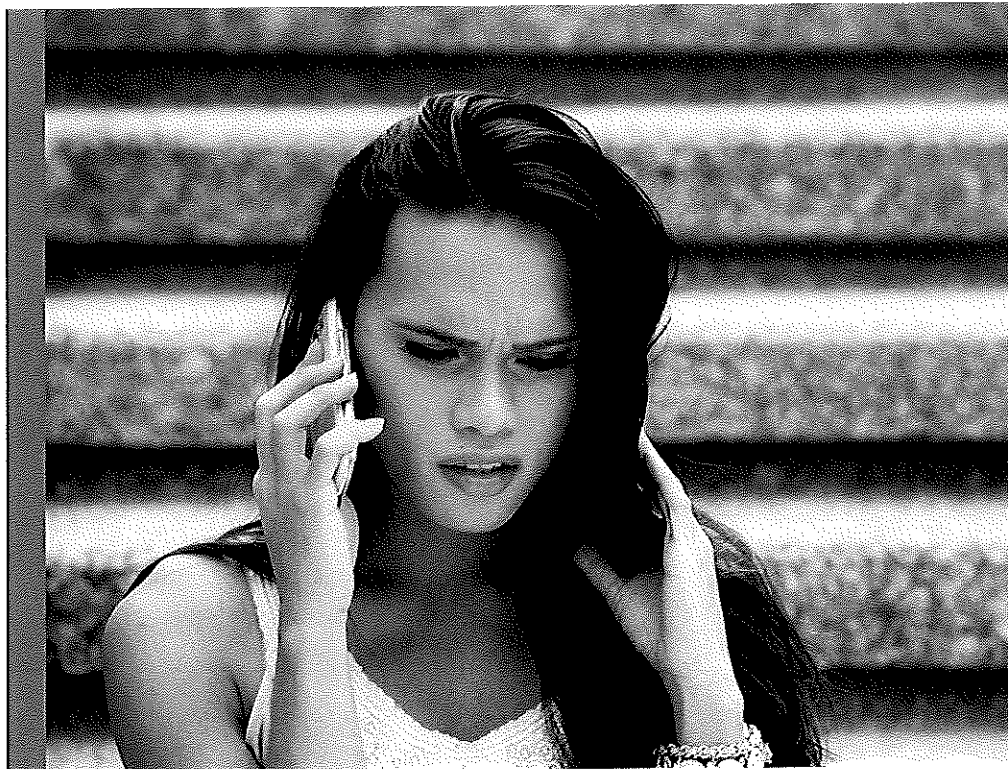
The survey for younger participants included questions about sexual harassment in the past 12 months. The majority of youth (70%) said they had experienced unwanted sexual comments, jokes or gestures directed at them. Physical sexual harassment was less common, but 37% of younger participants said another person had touched, grabbed, pinched or brushed against them in a sexual way that they did not want.

Sexual assault is a serious form of violence that can lead to a variety of health issues, including sexual health problems such as unwanted pregnancy or sexually transmitted infections. Nearly 1 in 4 participants (23%) reported being physically forced to have sexual intercourse when they did not want to. Although this percentage did not differ between younger and older youth, there were regional differences: Quebec youth reported the lowest rate of forced sex (14%) while the Prairie Provinces reported the highest rate (39%).

CYBER SAFETY AND CYBERBULLYING

Bullying and violence do not just happen in person. There is growing concern over the risks of identity theft, potential sexual luring, and cyberbullying via the Internet or text messaging. Among younger participants, in the past year 1 in 3 (35%) had been asked for personal information over the Internet, such as names, addresses, and phone numbers, and 29% said someone had made them feel unsafe when they were in contact with them on the Internet. As well, 1 in 3 (33%) said they had been bullied or picked on through the Internet in the past year. There were no regional differences in experiences of cyberbullying among younger youth.

Among older youth, the questions were slightly different, and were about ever experiencing the different forms of cyberbullying rather than the past year only. Just under half (44%) reported they had received threatening or aggressive emails or instant messages. As well, 40% had been the target of hateful comments on the web, in email or instant messages, and 5% reported someone else had sent out threatening emails using their identity. Another 30% reported being cyberbullied in ways other than those already mentioned. There were regional differences in cyberbullying experiences among older youth: youth in the Atlantic provinces were most likely to report receiving threatening emails or instant messages (63%) while youth from Quebec were least likely (19%).



DISCRIMINATION

We asked both younger and older youth a series of questions about whether or not they had experienced discrimination in the past 12 months because of different aspects of their lives.

Most youth reported experiencing discrimination because of their sex or their gender identity, appearance, sexual orientation, and age, with smaller percentages reporting discrimination because of ethnicity/culture, religion, or disability.

IN THE PAST YEAR, HAVE YOU EXPERIENCED DISCRIMINATION OR BEEN TREATED UNFAIRLY BY OTHERS IN CANADA BECAUSE OF...		
	Younger Trans Youth	Older Trans Youth
Your sex	46%	63%
Your ethnicity or culture	13%	15%
Your race or colour	10%	13%
Your physical appearance (other than skin colour)	43%	60%
Your religion	10%	10%
Your sexual orientation	47%	59%
Your age	51%	49%
A disability	18%	25%
Your language	7%	12%
Your gender identity	60%	70%
For some other reason	33%	34%

Supportive relationships

63

Supportive relationships, whether at home, at school or in the community, are important for overall health and wellbeing. We asked youth both where they looked for support and where they found it.

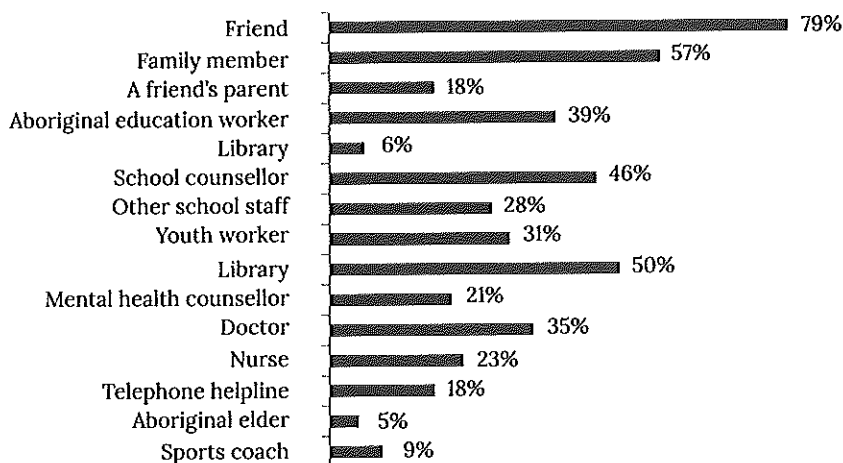
One third of younger youth (33%) had no adult that they could talk to if they were having a serious problem. Another third had an adult in their family that they could go to for support, and almost half (47%) had an adult outside their family they could go to for support. Younger youth with supportive adults both in and outside the family were about four times more likely to report good or excellent mental health (as opposed to poor/fair), and were over four times less likely to have considered suicide. Additionally, those with a supportive adult in the

family were about four times less likely to have self-harmed in the past 12 months.

"I really think there should be more groups for trans and queer kids, not just 14 and up, to feel safe in, when I first came out I had no-one, but now I have really wonderful people in my life." - AGE 14, BRITISH COLUMBIA

Younger youth also reported whom they had asked for help in the last 12 months and how helpful those people had been. The people younger youth went to for help most often were friends, family members, mental health counsellors, and school counsellors.

WHO YOUNGER YOUTH ASKED FOR HELP



Among those who asked for help from people, the people they found most helpful were friends (84%), youth workers (67%), nurses (67%), teachers (62%), and doctors (59%). Family members, school counsellors and mental health counsellors were all found to be helpful by 57% of younger youth.

Younger youth were also asked how much they felt various adults outside their family cared about them. These adults included police officers, teachers, community adults, adult relatives and church leaders. Youth scored an average of 3.5 on this 10-point adult caring scale.

OLDER YOUTH: SUPPORTS THAT ARE AVAILABLE WHEN NEEDED ALL OR MOST OF THE TIME

Someone to help you if you were confined to a bed	50%
Someone to give you advice about a crisis	57%
Someone to take you to the doctor	53%
Someone who shows you love and affection	68%
Someone to have a good time with	61%
Someone to confide in or talk to about yourself or your problems	61%
Someone who hugs you	54%
Someone to prepare your meals if you were unable to do it yourself	50%
Someone to help with daily chores if you were sick	49%
Someone who understands your problems	42%

PERCENTAGE WHO YOUNGER YOUTH REPORTED WERE HELPFUL

Friend	84%
Family member	56%
A friend's parent	50%
Teacher	62%
Aboriginal education worker	17%
School counsellor	57%
Other school staff	50%
Youth worker	68%
Mental health counsellor	68%
Social worker	43%
Doctor	60%
Nurse	65%
Telephone helpline	44%
Aboriginal elder	20%
Sports coach	56%

Older youth reported having an average of four close friends and relatives that they feel at ease with and comfortable talking to. On average 2 or 3 of those close friends and relatives lived in the same community as the youth.

We also asked older youth which support people would be available to them if they were in need. More than half had someone they could get most kinds of help and support from, but most felt they did not have someone to understand their problems.

PARENT CONNECTEDNESS

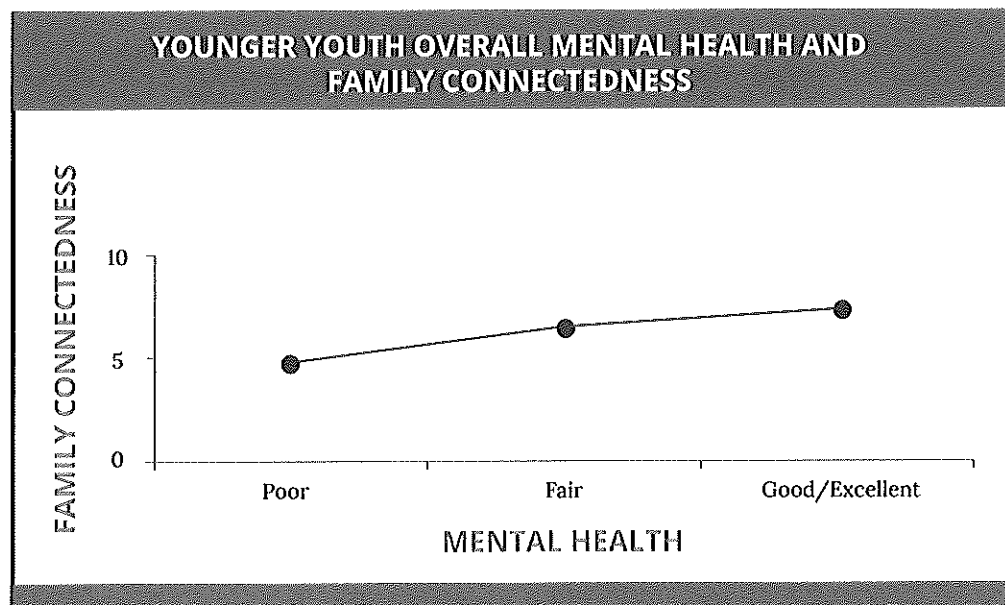
Parent relationships are key for the wellbeing of trans youth. All youth were asked about the closeness, caring, warmth and satisfaction they felt in their relationships with their parents, or those people they considered to be their parents. On a scale of 0-10, younger youth rated their parent connectedness 6.0 on average, and older youth rated it 6.6.

FAMILY CONNECTEDNESS OF YOUNGER YOUTH

In addition to relationships with parents, younger youth were asked questions about life with their families in general. This included questions about how much your family respects your privacy, and how much they understand you, among other questions. When combined on a scale of 0-10, younger youth ranked their family connectedness 5.4 out of 10 on average. Younger youth who scored higher on family connectedness were much more likely to report good or excellent overall mental health.

“My close family (parents) does not support me as a queer person but that has not stopped me from still being happy about myself, especially when one moves out of the house. ”

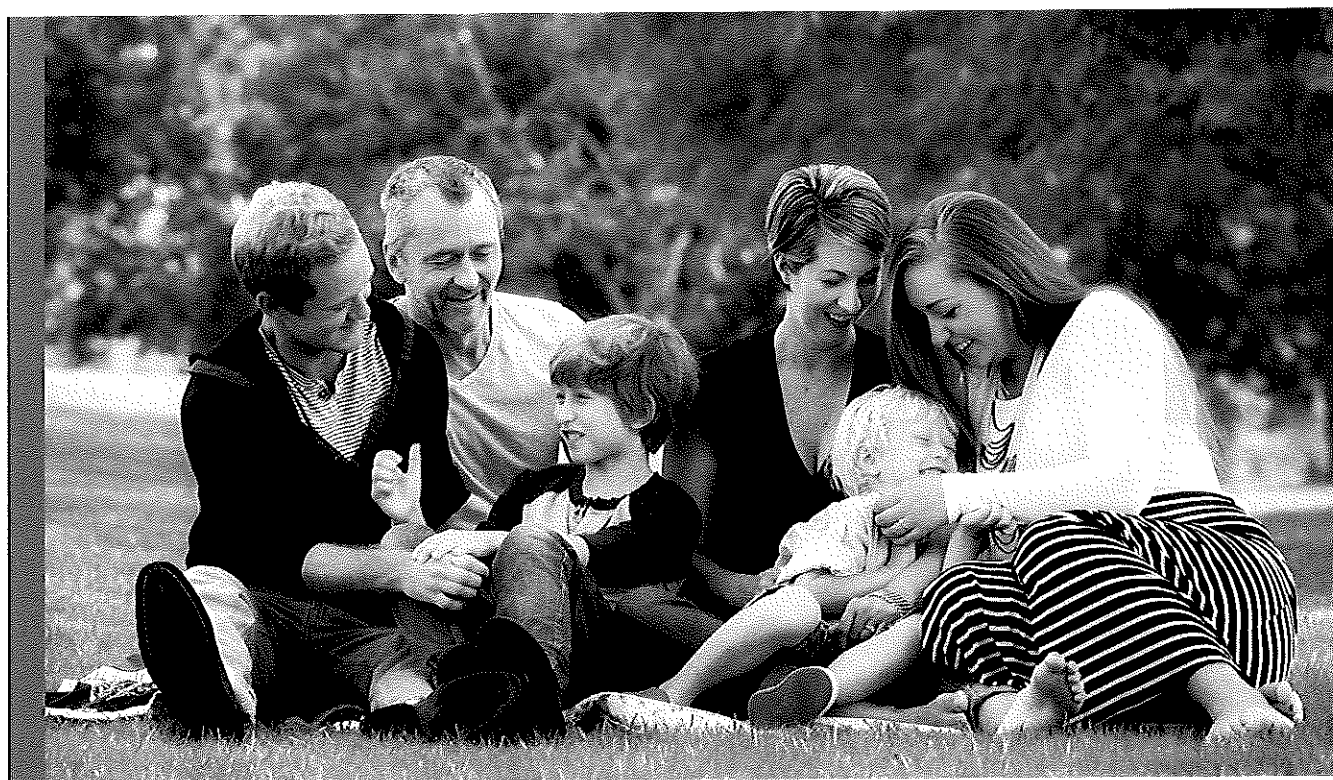
- AGE 18, ALBERTA



"I live far away from family, but if I visit them, I de-transition for the visit for safety reasons. "- AGE 25, ONTARIO

**YOUNGER YOUTH WHO CHOSE
"NOT AT ALL" OR "A LITTLE" IN
ANSWER TO QUESTIONS ABOUT
HOW MUCH FAMILY:**

Cares about your feelings	47%
Understands you	70%
Has fun together	51%
Respects your privacy	44%
Pays attention to you	35%



"Everyone in my family has been supportive of me."- AGE 24, BRITISH COLUMBIA

USING CORRECT NAME AND PRONOUNS

We asked trans youth who in their social circle they had asked to use their correct name and pronouns (ones that reflect their gender identity).

When it comes to their family, 6 out of 10 youth had asked their parents to use a different name and pronoun, while just under half of youth had asked their sibling(s) to call them by a different name or pronouns. Younger participants were more likely to be planning on telling their sibling(s), while older participants were more likely to have already done so.

HAVE YOU ASKED ANY OF THE FOLLOWING PEOPLE TO CALL YOU BY A DIFFERENT NAME OR PRONOUN, ONE WHICH REFLECTS YOUR GENDER IDENTITY?

	Do not plan on doing	Plan to do	Have done
My parent(s)	24%	16%	60%
My siblings	22%	22%	57%
My spouse or partner	13%	6%	80%
My child(ren)	55%	26%	20%
My extended family	39%	25%	36%
My roommates	25%	13%	62%
My trans friends	6%	8%	86%
My non-trans friends	8%	14%	78%
People online	9%	6%	85%
My church/temple/mosque	68%	13%	19%
My cultural community	48%	15%	94%
My co-workers	33%	21%	37%
My employer	34%	19%	47%
My supervisor/boss	35%	17%	48%
My teachers	25%	21%	55%
My school staff	30%	20%	50%
My classmates	24%	24%	52%

Just over a third of youth had made the request to their extended family (an additional 1 in 4 youth were planning to ask). Among trans youth who had a spouse/partner or roommates, youth were very likely to have asked these people to use a different name or pronoun. Younger participants were less likely to have told their roommate(s).

Cultural and/or religious communities were the spaces where trans youth were least likely to have asked people to use a different name and pronoun. Older participants were more likely to have asked their cultural community, and younger participants were more likely not to be planning on doing so.

Comments from youth showed this question was not always relevant to their experiences. Some youth decide to keep their birth name, for example, if it is considered a gender-neutral name. Youth who have a non-binary gender identity (and might use different pronouns than he or she) also face the additional barrier that people tend to be unfamiliar with gender-neutral pronouns, which can complicate the process of asking people to use different pronouns.

BEING ABLE TO LIVE IN FELT GENDER

Being able to live in one's felt gender – in the gender that feels the most right – is positively linked with trans youth's health. Participants living in their felt gender only part-time were less likely to report "very good" or "excellent" physical health (15%) than those living in their felt gender full-time (24%). Those living in their felt gender full-time were also more likely to report their mental health was "good" or "excellent" (29%) than those not living in their felt gender or living in their felt gender part-time (20%).

SENSE OF BELONGING

We asked older trans youth how they would describe their sense of belonging in their local community, on a 0-10 scale from "very weak" to "very strong." Participants scored an average of 3.6 on that scale, indicating a low sense of belonging overall. Trans youth of colour reported a slightly higher sense of belonging to their local community.

"There are still many challenges to be faced and overcome, but feeling confident in being out and generally having people be receptive to my explanations of gender (and lots of folks respecting my request for neutral pronouns even if it is a challenge), and being able to inspire others to feel safe in being out, has had a very positive impact on my life. "

- AGE 23, ALBERTA

Conclusions and Recommendations

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This survey, one of the first of its kind in Canada, provides an important picture of the health and well-being of trans youth. There are serious concerns: many of these youth face rejection, discrimination and even violence, within their families, at school or work, in their community, and in health care settings. They report significant stress and mental health challenges, a profound lack of safety in navigating their daily lives, barriers to supportive health care, and worrying rates of poverty.

At the same time, there are signs of hope. Many of the young people who participated in the survey provided thoughtful and inspiring comments about how they have navigated the complexities of gender, and the improvements in their lives when their identity has been recognized and affirmed. Some of them shared personal strengths and supportive relationships, and many noted helpful professionals. When young people felt cared about, they reported much lower levels of distress and better health. Trans youth, like all youth, need the support and care of family, friends, school staff, and other professionals, to reach their full potential as healthy adults. A number of key recommendations are suggested by our findings, and from youth in our trans youth advisory groups.

Support for families of trans youth

Families are a key source of support for young people, yet many trans youth faced rejection and harm from parents and other family members. We need better outreach and support for families, to help them understand and support the trans youth in their families, and to help trans youth feel safe at home.

Safer schools

Schools need to become safer and more welcoming for trans youth, even before youth make themselves known to school staff. Schools and school districts should work with trans youth, parents of trans youth, trans community leaders, and professionals to develop effective policies and programs that create supportive school environments. Strategies could include:

- Adopting explicit gender-inclusive school policies
- Training for teachers, school counselors, and administrators on gender identity development and gender-affirming approaches
- Awareness campaigns and education for students
- Making gender-neutral washrooms and change rooms available

Knowledgeable and accessible health care services

The significant barriers faced by trans youth in accessing health care are troubling. Many missed out on needed physical or mental health care, and were uncomfortable discussing trans health issues with health professionals. Healthcare providers and clinics should work with trans communities to ensure adequate and timely access to gender-affirming healthcare for trans youth. As with school staff, professionals from all the different health care disciplines who deliver services to youth need further training to improve their competency in providing high quality care, which is more than just “trans friendly” care. This should include general education about gender identity and barriers that

trans people face in accessing health care, and discipline-specific training in appropriate protocols for addressing trans youth health issues. Young people especially need safe access to and support around hormone therapy, and mental health services to help them cope. Beyond individual providers and clinics, the health care system also needs changes in policies that create barriers to accessing age appropriate and supportive care for trans youth.

Work to reduce disparities between provinces

In some areas of health, the provincial differences were striking. Trans youth in every province should have equitable access to safe schools, high quality health care, and supportive networks for them, their families, and



their peers. This requires commitment from a variety of government agencies to work to eliminate the cross-provincial disparities in access to care, and ensure policies and programs are supportive, not discriminatory.

Engage trans youth and their families in the solutions for change

The 923 trans youth who shared their health issues and life experiences are the experts at identifying the barriers and challenges they face at home, at school or work, in their communities, and in health care settings. They also may offer creative solutions for addressing these challenges. They should have a voice in making changes in the environments they navigate, to support their being and their becoming, their growth and their transition to adulthood.

Next steps

This report is the first analyses from the rich information provided by the trans youth who participated across Canada. Additional regional reports are planned, as well as fact sheets that focus on specific topics, and professional journal articles with more in-depth statistical analyses of the data. We will conduct comparisons to population-level survey data where the same questions have been asked of similar regional or national populations of young people. We will also offer webinars and presentations throughout the next year on various health issues from the survey results.

The latest information about new reports and fact sheets can be found on our website at www.saravyc.ubc.ca.

