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1808-00144

COURT

COURT OF QUEEN'S BENCH
OF ALBERTA

JUDICIAL CENTRE

MEDICINE HAT

APPLICANTS

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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, SADDLELAKE
INDIAN FULL GOSPEL MISSION, ST. MATTHEW
EVANGELICAL LUTHERAN CHURCH OF STONY PLAIN,
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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, 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 OF FR

ADDRESS FOR
SERVICE AND
CONTACT INFORMATION
OF PARTY FILING
THIS DOCUMENT

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AFFIDAVIT OF FR
Sworn on May 23, 2018

I, FR, of the [REDACTED], in the Province of Alberta, SWEAR AND SAY THAT:

1. I am a [REDACTED] manager. I am a married, and my wife and I have [REDACTED] children.
2. Use of the terms such as “we”, “us” and “our” references my wife and myself, unless otherwise indicated.
3. My wife and I are both Christians. We take our Christian faith seriously. Along with our children, we attend church regularly, meet with other believers, read and study the Bible and spend time each day in prayer.
4. Our children are enrolled in Calgary Board of Education public schools.

Childhood Experiences in Public School

5. My family is First Nations, of the [REDACTED]. As a child, I and my siblings suffered abuse at the hands of our teachers and peers in Alberta public schools.
6. For instance, I had a teacher who regularly left me out of classroom activities.
7. My desk was in the corner for most of the time in the first school I attended. I was typically not given any work to do because the teacher would ignore me and treat me as though I was not present in the classroom. The other students, who were not First Nations, were assigned work, but the teacher would pass my desk and not speak with me or assign me anything. I learned to sit quietly and do nothing else. Halfway through one year, I switched schools and when I arrived at my new school, no school records for me had been sent to my new school by my previous school. The office staff asked me what grade I was in and I told them I wasn't sure. I was put in what I now know was the wrong grade and left there for the remainder of that year.
8. My sister also was mistreated in school. I will describe an example of the abuse she would suffer. While in elementary school, her class had a pet iguana with a rather large cage. My sister was told by the teacher to strip down to her underwear and get into the cage with the iguana. She would do as she was told.
9. My parents were largely unaware of what happened to us at school. The school did not tell them that we were being abused. My siblings and I continued to experience abuse

throughout our education, and our parents did not intervene to stop it. These experiences motivate me to be informed and involved in my children's lives, including their lives at school.

Parents Need to Know Where Their Kids Are and What They Are Doing

10. We require and expect accountability from the schools our children attend as to our children's safety and activities. We see that as an inherent part of parenting – knowing where your kids are and what they are involved in. Before Bill 24, the *School Act* recognized our right to know when our children would be exposed to classes or activities that dealt “primarily and explicitly with religion or human sexuality”, and recognized our right to opt them out.
11. The Respondent has changed the *School Act* and taken away our right to know what our children are involved in and what they are being taught. This frightens and alarms us as parents.
12. Children are often exploited, both sexually and emotionally, by adults or their own peers. We are scared about the climate of secrecy that the *School Act* has created around clubs for children that can be sexual or ideological in nature, or both sexual and ideological. We are scared about what our children could be encouraged or pressured or compelled to do sexually. If our children were confused or scared or being coerced, we would want to know so we could parent, counsel and protect.
13. We were once teenagers. We know what kids are like. We know they are impressionable and how they are willing to do things to be popular, and we are aware of the potential for exploitation. We believe that we have a right as parents to know what our children are involved in so that we can help.

Recent Instruction on Sexuality and Gender Our Daughter Received from a GSA without Prior Notice

14. On Friday, April 20, 2017, older students from the GSA in our daughter's school taught an hour and a half long presentation on sexuality and gender to our [REDACTED] daughter in her grade [REDACTED] classroom, with the prior approval and permission of the school. However, the

school decided not to give any prior information to parents about what occurred at this presentation.

15. My daughter informed me that at the start of the presentation, the teacher informed the class that the presentation would cover a “touchy subject.” The presentation from the GSA club encouraged the students not be afraid to “question” their sexuality and that their parents do not have to know.
16. The presentation by the GSA to my daughter and other children included a PowerPoint and showing four video clips.
17. After describing different sexualities and gender identities, the PowerPoint (attached as **Exhibit “A”** to this affidavit) stated:

Questioning is when someone is questioning their gender or sexuality. It’s okay to be questioning because we all go through our own path to find our identities. Remember that you don’t need a label to be who you want to be!

18. The PowerPoint also distinguished sex from gender, stating that “Gender is not ... male or female, defined by body parts, determined by chromosomes, sexual orientation”. The PowerPoint concluded with a description of the GSA and an invitation for students to join or attend:

What is a GSA?

GSA (Gender Sexuality Alliance) is a safe space in schools to support and protect LGBTQ+ youth. Anyone is allowed to join no matter your gender or sexuality. Just because you decide to join the GSA doesn’t mean that you are a part of the LGBTQ+ community. You can join our GSA at any time during the year or pop in for a meeting if you are interested.

Do you think a GSA is important in all schools?

19. One of the videos the GSA showed to my daughter and the other students was “Gender and Sexuality Animation” (<https://www.youtube.com/watch?v=mtYuUL3OdUY>). The video opens by stating that “few people know that there is a much broader spectrum” of gender and sexuality, and discusses different sexualities, including heterosexuality, homosexuality, bisexuality, and pansexuality/omnisexuality. The video also differentiates romantic attraction from sexual attraction, stating: “These can be mixed to fit with other

types of sexual attraction. An example of this is bi-sexual and homoromantic.” Further, the video described gender as non-binary, stating “There’s more than just male or female in the gender spectrum.” The video describes non-binary gender identity, such as a “gender fluid,” stating: “A person who is gender fluid changes their gender identity that best fits with how they’re feeling: changing from male to female to neither.” In describing sexuality, the video states that “sexuality is loose”.

20. Another video that was shown was the “Gender Machine” (<https://www.youtube.com/watch?v=3trJe1U-vRU>), which tells a creation narrative about how people are created sexually. Contrary to our beliefs that people are created by God either male or female, the video describes how “the machine” makes red toys and blue toys, and “then sometimes the machine makes a purple toy and someone says, ‘This is a blue toy because this machine only makes blue or red toys.’” The video states that

The world has been built with the understanding that the machine only makes blue toys or red toys. Blue toys are mad because there may be purple toys among them, red toys too, but it would be much easier if red and blue toys realize that the machine may be more complicated than just making red toys or blue toys.

21. A third video shown to my daughter and her class mates was “Why is GSA Important” (https://youtu.be/d0Ds_LjAWKY), which shows teens speaking about why a GSA is important to them. One student states:

No one deserves to be told that their genitals are the defining thing for their gender, no one deserves to be told that they can’t have happiness because they want to marry someone of the same sex.

22. The fourth video shown was “Kids Of Gay Parents Speak Out – (bi/straight parents too) A film from Team Angelical & Stonewall” (<https://youtu.be/JG0yqhzVuYA>), consisting of kids answering questions, including the kids stating positive things about their parents. The video concludes with text that stating that “Family is family,” “Parents are parents,” and “Love is Love.”

23. Our daughter and the other members of the class were told that parents will not be told who is in the GSA, in order to protect the students from their parents. This statement portrays parents as dangerous and untrustworthy.

24. Neither the PowerPoint nor the videos presented discussed the dangers of sexually transmitted infections that may occur from having multiple sexual partners.
25. The next week, our daughter told us about the GSA's presentation to her class. We decided that we should speak with her school about this. On May 2, I met with the school principal to discuss the GSA's presentation to my daughter and her class. I asked the school principal why I wasn't notified as a parent about the GSA's presentation that focused on human sexuality. She said that "we asked that question too" and were told that they "didn't have to get permission to teach that particular part," referencing direction provided by the Calgary Board of Education's SOGI team, "sexual orientation and gender identity team."
26. The principal stated: "I sent the whole power-point downtown to be vetted through the CBE, and they actually came back with recommendations, but actually, they were bang on with what they could share."
27. The principal told me that "I need education myself to stay in touch with all the new changes in the laws that our government has placed upon us as well. Whether I agree with it or not, that's something I have to follow. It's been hard as an administrator."
28. We are angry and appalled that the Government of Alberta would pass legislation that takes our right to know what our kids are involved in. It puts our children at risk of harm. We would not trust a daycare, doctor or hospital, dance club or martial arts class, that created an area of secrecy where parents were restricted from knowing what was going on. We would not leave our children in such a place. Yet the Alberta Government has created such a space in every school through the enactment of Bill 24.
29. We take an active role in supporting our children in their education and development.
30. We are careful in raising our children and protecting them from negative influences. We monitor their media use and do not allow them to use social media until they are mature enough to discern and avoid negative influences.
31. We regularly assist them doing homework, frequently discuss their school day with them, attend parent teacher interviews and maintain frequent communication with their teachers.
32. Our children are doing well in school, and we support them in their varied interests and talents, including extra-curricular activities.

33. There have been times when, after consideration, we have chosen to opt our children out of school programs because of the sexual nature of the information addressed and because the ideology being presented contradicts our religious beliefs.
34. As parents, we have sought to raise our children to embrace their God-given identity and potential. It is a scientific fact that people are male or female, and this is consistent with our belief that God creates people either male or female.

Views and Materials Promoted for GSAs Violate Our Values Beliefs

35. My wife and I have reviewed resources and materials related to GSAs, including material from Alberta Education, the Alberta Teachers' Federation, GSA websites, the Alberta GSA Network, the Institute for Sexual Minority Studies and Services (iSMSS) (which is funded by the Government of Alberta to run the GSA Network¹), attached as Exhibits to the Affidavit of Theresa Ng and the Affidavit of PT. These materials propagate views and beliefs that directly contradict our own beliefs, which we are teaching our children. For example:

- The “Prism” Toolkit for Safe and Caring Discussions about Sexual and Gender Minorities for Secondary Schools (attached as **Exhibit “G”** to the affidavit of Theresa Ng), developed with funding support from the Alberta Government and provided as a resource on the Alberta GSA Network website, repeatedly asserts that Gender is not binary (pp. 21-23), that gender is fluid and lies on a spectrum (p. 21), and that there are multiple genders (p. 21-22). The “Prism” Toolkit claims that it is “not only misleading, but exclusionary and harmful” to teach our children that gender is binary and biologically-determined by sexual anatomy
- An Alberta GSA network “resource”, “The Gender Unicorn” (attached as **Exhibit “H”** to the affidavit of Theresa Ng) (which is also referenced in the “Prism” Toolkit at p. 21) likewise is used to promote the view that “[f]emale, woman, and girl and

¹ <http://albertagsanetwork.ca/index.php/alberta-gsa-network/>: “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.”

male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities”, which view directly contradicts our own beliefs, which we are teaching our children. Further, “The Gender Unicorn” specifically promotes the view that “[s]ex, whether referencing an array of sex characteristics or sex assigned at birth is not exclusively determined through genitals as insinuated by the image.”

- A further Alberta GSA network “resource”, the Trans Student Education Recourses LGBTQ+ Definitions (attached as **Exhibit “J”** to the affidavit of Theresa Ng), asserts that individuals are able to identify “as two or more genders”, which view directly contradicts our belief (and the scientific fact) that a person’s gender is either male or female. This “resource” also labels as “oppressive” the belief that gender is binary and biologically-determined by sexual anatomy, as we believe and teach to our children.
- Material provided for students at the GSA Conference in Calgary on November 18, 2017, included the booklet “I think I might be transgender, now what do I do?” (attached as **Exhibit “E”** to the affidavit of PT). This booklet promotes to students the alleged benefits of living as a different gender than one was born with. It presents only one opinion, not both sides. Further, the booklet states: “Medical transition, the taking of hormones and having one or more surgeries, is a big step. For some, it is absolutely necessary.” This promotion and assertions violates directly our beliefs about gender.
- The Institute for Sexual Minority Studies and Services (iSMSS), which organizes the Alberta GSA Network with funding from the Government of Alberta, promotes positions that directly contradict our beliefs about gender. For example, in its “Briefing Report on LGBTQ2SPIA+ Gen Z and Millennial Students” (attached as **Exhibit “K”** to the affidavit of Theresa Ng), 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:

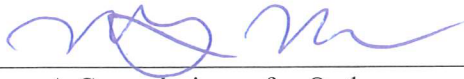
female/girl/woman and male/boy/man. In reality, there are an infinite number of genders.”

- “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).”

36. Further, the Alberta GSA Network website linked students to webpages as “Community Support” with explicit sexual images and content (attached as **Exhibits “L”, “M”, “N”, and “O”** to the affidavit of Theresa Ng).
37. Based on the GSA materials set out in the paragraphs here above, and based on what the GSA club taught my daughter and other students, I cannot accept the claim that GSAs are merely social clubs or peer support groups.
38. Our children need our guidance and input on these subjects. We have a right to be informed about what they are being exposed to at school. It violates our moral beliefs for children to be exposed to explicitly sexual material, and it is against our religious beliefs and better judgment to permit our children to be exposed to fashionable theories about gender which are contradicted by observable reality, the extensive known health risks, and our religious beliefs.
39. Further, our experience with our children and as youth ourselves, has shown us that if presented with graphic or explicit material, our children may internalize the material and not be able to express what they are experiencing to us. If we are not aware that our children have been exposed to such harmful material, we will not be able to help them process the material in a healthy way.
40. Lastly, the experience of First Nations people in the residential schools has shown us the risks to children of keeping parents in the dark in furtherance of a state-sponsored agenda. I find it alarming that my daughter’s public school would attempt to indoctrinate my children without my consent or knowledge, and in contradiction to our cultural and religious beliefs.

41. I swear this Affidavit bona fide and for no improper purpose.

SWORN BEFORE ME at [REDACTED], Alberta,
this 23 day of May _____, 2018.



A Commissioner for Oaths
in and for the Province of Alberta

Marty Moore
Barrister + Solicitor



F.R.

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

ER

Sworn before me this 23

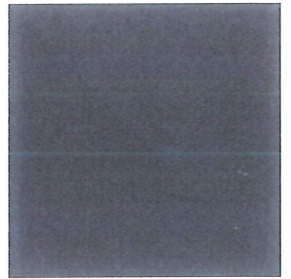
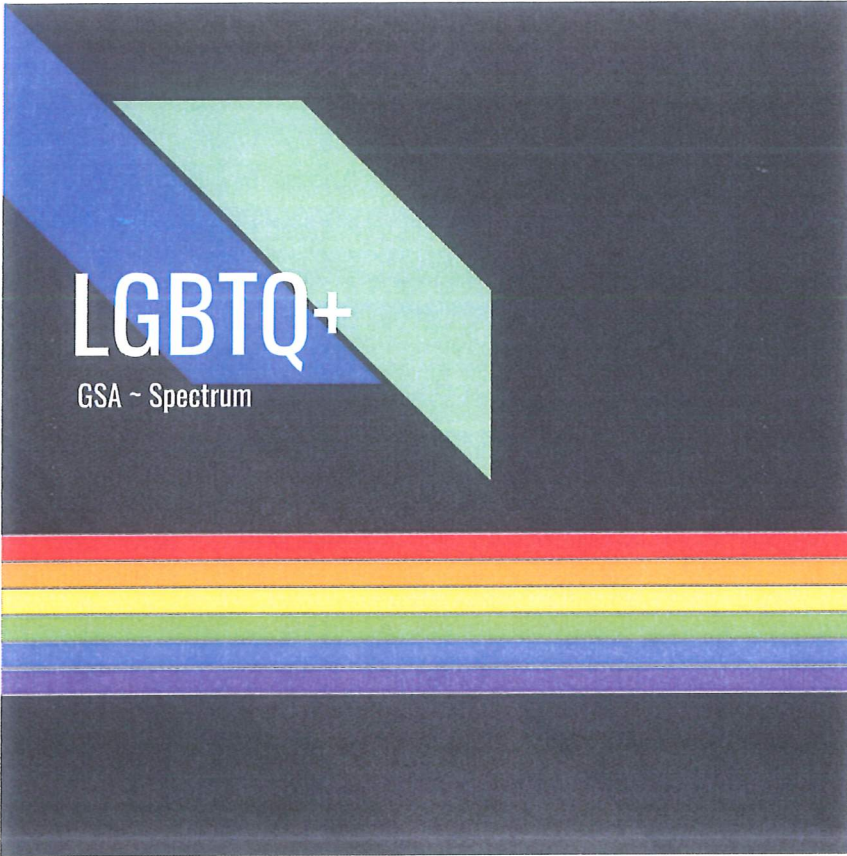
day of May A.D. 20 18

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

Marty Moore
Barrister & Solicitor

LGBTQ+

GSA ~ Spectrum





Respect

Before we start, it is important to be respectful to each other. You don't have to be an active supporter of the LGBTQ+ community, but please remember that we are all people too and deserve the same respect as everyone else.

Thank you.





Statistics In Our School

Our GSA sent out a survey for one class in each grade to complete. This was to help find out what information people wanted to learn more about!

- Out of 100 participants, 89% wanted to learn more about the LGBTQ+ community.
- 59% said they would support the LGBTQ+ community and 32% said they would support them in certain places/times.





What is LGBTQ+?

L stands for Lesbian

G stands for Gay


B stands for Bisexual

T stands for Transgender

Q stands for Queer/questioning

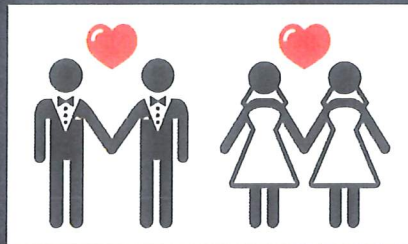
The + symbolizes all the identities not shown in the first five letters.

But what do all these terms mean?



Gay and Lesbian

- Gay is a term that can be used for both men and women!
- It's when men are attracted to men or when women are attracted to women.
- Homosexual is an official term, but is very formal and unnecessary in most conversations



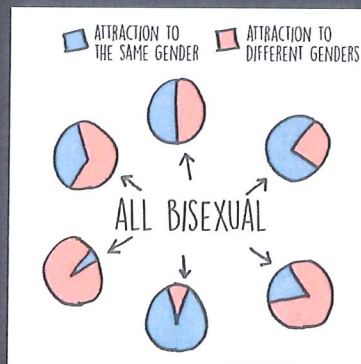
An example is someone liking vanilla ice cream or chocolate ice cream. You aren't a bad person for liking one over the other, it's just what you like!

- Lesbian is specifically for women being attracted to women.



Bisexual

Bisexual or Bi, is when someone can be attracted to the same gender and a different gender. An example of someone who is Bi is when you like both vanilla ice cream and chocolate ice cream. It is completely okay to like one more than the other.



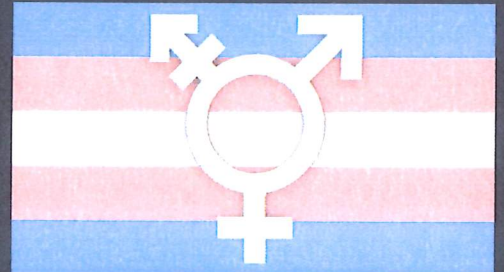
Transgender

Transgender or Trans is when someone's gender identity doesn't match up with their physical body. Gender identity is how you feel you are in your head. Someone who is a boy but has a female body isn't a girl wanting to be a boy, he is a boy born in a female body.

- Ex. It's like someone saying that a vanilla ice cream cone is chocolate ice cream cone.

Sometimes, gender isn't clear cut. People's gender can change and although that may seem like a hard topic to grasp, it happens to many people.

- Ex. Sometimes there is vanilla and chocolate ice cream, while other times there is mint!





Queer / Questioning




Not many people know the meaning of these two terms.

Queer is an umbrella term and can be used by people who identify with gay, bi, pan, ect. It can also be used by people who are having difficulties finding a label that fits. Even though it has been seen as negative word, now it's being used as something positive!

Questioning is when someone is questioning their gender or sexuality. It's okay to be questioning because we all go through our own path to find our identities. Remember that you don't need a label to be who you want to be!





Plus! +

What does the + stand for in LGBTQ+? Since there are a vast amount of identities, it's much more efficient to keep it down to five letters. Identities that are apart of the plus sign are some such as Pansexual or Asexual.

Pansexual is when someone can be attracted to any gender, and it doesn't play a big role in who they're attracted to.

- It can be similar to liking all kinds of ice cream

Asexual is when someone is not sexually attracted to any gender, but some can still feel romantic attraction.

- Similar to not liking ice cream.



Gender vs. Sex

It is important to note that gender and sex are two different things.

Sex: biological differences, like anatomy or chromosomes

Gender: roles relating to social and cultural standards of how a specific sex is expected to behave in society

Gender is...



a spectrum



a range of expression



how you relate to yourself

HELLO
my name is

Me!

a personal identity

Gender is not..



male or female



defined by body parts



determined by chromosomes



sexual orientation

Pronouns

What is a pronoun?

- A pronoun is any word that can replace a noun or noun phrase (I, you, them).
- Gender pronouns refer specifically to people who are being talked about (she/her, he/him, they/them, ect).

Asking for and using the correct gender pronouns for a person is the easiest way to show your respect for their gender identity!

Pronouns 101

Type	Name	Example
Feminine	She, her, her	She went to the store. I spoke to her. It was her apple.
Masculine	He, him, his	He went to the store. I spoke to him. It was his apple.
Gender Neutral	They, them, their	They went to the store. I spoke to them. It was their apple.
Gender Neutral	Ze, zir/zem, zirs/zes	Ze went to the store. I spoke to zir/zem. It was zirs/zes apple.
Gender Neutral	Ze, hir, hirs	Ze went to the store. I spoke to hir. It was hirs apple.

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language.




I'm seeing Jeremy this weekend. They're going to take me skateboarding. Then I'm going to go with them to the movies.

Brittany brought me to this awesome concert! Ze is so fun. I can't wait to hang out with zir again.



For more information, go to www.transstudent.org/graphics ▲

TSER
Trans Student Equality Resources



Being an Ally

Allies are people who may not be LGBTQ+, but they do support the community! An ally is someone who doesn't discriminate against people who are LGBTQ+ and who respects their identities.

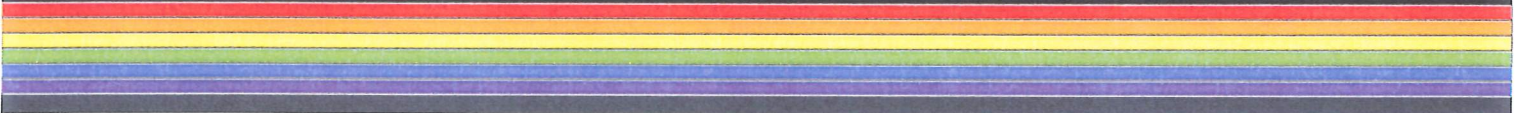





History

LGBTQ+ shows up all over history! Up until currently, many different cultures had these aspects. Places such as Africa, Ancient Egypt, Early Americas, China, India, Japan, and Rome have all shown different gender and sexual orientations.

- There have been emperors in China who have shown liking to both men and women.
- People in Ancient Rome had no concept of gay or straight and lived freely in their sexuality
- First Nations people have many abstract genders that can be under the umbrella term Two Spirit.





Did You Know?

Did you know that many of these people have identified as LGBT?

- Jane Lynch
- Luke Evans
- Keiynan Lonsdale
- Zachary Quinto
- Ellen Page
- Neil Patrick Harris
- Elton John
- Sam Smith
- Sia





Misuse of LGBTQ+ terms

Many people tend to use terms like “gay” or “queer” as an insult or when referring to something they find dumb or weird. This can be very offensive toward people who identify with these labels, because you are essentially calling a big part of who they are weird or dumb.

- It's like calling something 'red' when it's not red. The grass is 'red' or the ocean is 'red'. Grass isn't red and the ocean isn't red, so it doesn't make sense.

Please think about this next time you are going to use one of these words incorrectly or you hear someone else do it.





What is a GSA?

GSA (Gender Sexuality Alliance) is a safe space in schools to support and protect LGBTQ+ youth. Anyone is allowed to join no matter your gender or sexuality. Just because you decide to join the GSA doesn't mean that you are a part of the LGBTQ+ community. You can join our GSA at any time during the year or pop in for a meeting if you are interested.

Do you think a GSA is important in all schools?





Videos



Questions?

If you have any questions regarding our GSA or the LGBTQ+ community, please feel free to ask!





Sources/Works Cited

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<https://www.out.com/ThePowerOf>