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To: "premier@gov.ab.ca" premier@gov.ab.ca, "brooks.medicinehat@assembly.ab.ca" brooks.medicinehat@assembly.ab.ca

Date: 01/09/2025 5:14 PM EST

Subject: A Primer on UCP's Education Amendment Act 2024 (Bill 27)

Attachment: PDF titled "Breaking the Mirrors and Removing the Smoke – A Primer on UCP's Education Amendment Act 2024 (Bill 27)." [**Attached below, scroll down.**]

Email Distribution: The attached document has been sent to the Premier, Ministers of Education and Justice, all UCP MLA constituency offices, some 1,500 pastors, priests, ministers, and other clergy, and most Alberta media.

Honourable Danielle Smith,

The attached document is a fact-based analysis of Bill 27 that reveals four key faults and raises key questions and concerns that all Alberta parents should be aware of whether they have sexual minority-identifying children or not.

Alberta parents deserve to get unambiguous answers, well-defined clarifications, and useful remedies to the matters raised.

Yes, the governance is complex and controversial; however, until the flaws and shortcomings in Bill 27 are adequately addressed, Alberta students will continue to be harmfully confused about their sexuality/gender, and informed caring parents will continue to protest.

In promoting Bill 27, the government raises talking points and promotional adjectives like: "*put students first,*" "*compassionate,*" "*increase transparency, clarity and consistency,*" "*clear direction,*" "*keep families informed,*" and "*navigating complex conversations.*" These policy descriptions/characteristics are examined for relevance, truthfulness, and effectiveness. The mismatches between "actual parental rights/children's health concerns," and the policies/remedies proposed in Bill 27 are exposed.

Request: Your feedback, whether positive or disputing the facts, truths, conclusions, and *Parental Consent Alberta* recommendations presented, would be much appreciated.

Additionally, could you please explain why the UCP retains the legal standard at age five for children's (student's) secrecy and independence from their parents' oversight in matters of GSA membership and SOGI self-identification at school?

Paper Structure:

1. Analysis Introduction

2. Key Background - Alberta Student and Teacher Demographics
3. Comparison of Parental Notice and Consent “Opt-out” and “Opt-in” Governances
4. Affirmative Actions that Thwart the Parental Rights and Concerns the UCP Claim to Value and Remedy
5. The Clash Between ATA DEHR Policy and the “Parental Notice and Opt-in” Proposal
6. Policies in “Guidelines for Best Practices” and “Creating the Conditions to Thrive” that Need Clarification Considering Bill 27.
7. Conclusion – Four Faults in Bill 27 that Portend Little Resolution of Parental Rights and Children’s Developmental Health Concerns
8. Recommendation – A Legal Age Standard for Children’s Secrecy/Independence from Parental Oversight and Consent in Matters Impacting Sexuality/Gender Development

Best regards,

Carman Bradley

Founder [Parental Consent Alberta](#)



Scroll to next page for the attachment.

Breaking the Mirrors and Removing the Smoke – A Primer on UCP’s Education Amendment Act 2024 (Bill 27)

References:

A. [Bill 27 – Education Amendment Act, 2024](#)

B. PCA Email titled “[Bill 27 – More is Needed to Remedy Parenting Concerns and Bring About Rational/Balanced ‘Parent-Child-State’ Rights](#),” sent to the Premier, Ministers of Education and others, dated November 14, 2024.

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1. Analysis Introduction

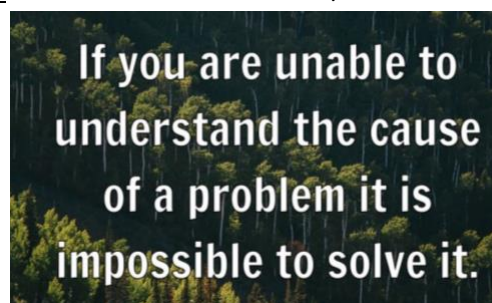
“The changes we’re proposing put students first while supporting the important parent-child relationship. From kindergarten through grade 12, students and their families will be able to rely on consistent and compassionate care from both their school and our government.” - Danielle Smith, Premier of Alberta ([Bill 27](#))

“...we’re proposing amendments that will increase transparency, clarity and consistency in the education system. These amendments will promote student success and well-being by setting clear direction for our education partners to keep families informed while navigating complex conversations...”

- Demetrios Nicolaides, Minister of Education ([Bill 27](#))

This paper analyses the overall merit/rationality of Premier Smith’s proposal to “put students first,” by seeking to understand the meaning and significance of the phrase as it relates to optimal Parent-Child-State rights, roles, and relationships. Similarly, terms that describe Bill 27 like “compassionate care,” “transparency,” “clarity,” “consistency,” “clear direction” and “navigating complex conversations” are examined for relevance/effectiveness.

Throughout this analysis Parental Consent Alberta (PCA) asserts Alberta parents are primarily concerned about skyrocketing sexuality/gender confusion and that this can adversely impact their children (see Reference B for proof). **Parents want a government willing to adequately and openly study the problem and remedy the root causes.** In matters involving their children’s human sexuality development, including gender identity and sexual orientation



If you are unable to understand the cause of a problem it is impossible to solve it.

education, parents want to **regain: (1) lost oversight authority; (2) lost childrearing influence, and (3) lost family autonomy from the State.**

The following analysis will make the case that much more must be done in the **best interest of all children.**

2. Key Background - Alberta Student and Teacher Demographics



The capacity of this stadium is 107,601 people.

There were 709,855 students in Alberta Public and Separate schools (2023-2024). These students could fill this stadium 6.5 times. Of these, some 50,000 have a diagnosed form of cognitive/developmental disability. According to [Education Alberta](#), in 2023-2024, 89% of all Alberta students attended either Public or Separate schools, 58,284 students attended either Charter or Private schools, and 24,631 children were enrolled in home education. The Alberta Teachers' Association (ATA) membership, some 48,000 teachers, represents all teaching staff in Public and Separate school systems. Visually, their membership would fill close to half the stadium. Most parents with their children in Public or

Separate schools have no other placement choice for a number of reasons, including both may work, neither can home school, and/or options like Charter or Private schools don't exist where they live or are too costly.

3. Comparison of Parental Notice and Consent "Opt-out" and "Opt-in" Governances

Existing [Education Act](#), Section 58.1 *Notice to parent*, states (selected partial text):

- (1) A board shall provide notice to a parent of a student where courses, instructional materials/exercises, include subject-matter that deals explicitly with human sexuality.
- (2) Where a teacher providing instruction, teaching a course or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the activity and instructional materials, the teacher shall, in accordance with the request, permit the student, without academic penalty: (a) to leave the classroom; or (b) to remain in the classroom without taking part in the activity or using the instructional materials.
- (3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.

[Bill 27 Education Amendment Act](#), Section 58.11 *Notice and consent re gender identity, sexual orientation or human sexuality instruction*, states (selected partial text):

- (1) A board shall provide notice to, and seek the consent of, a parent of a student where courses or instructional materials/exercises include subject-matter that deals explicitly with gender identity, sexual orientation or human sexuality.
- (2) Notice shall be 30 days in advance.

(3) No board or teacher shall permit a student to take part in activities cited in (1) unless the parent of the student has, before the start of the course or instruction has provided written consent.

(4) Where no consent has been provided, the teacher shall arrange for alternate instruction or supervision for the student outside the classroom.

(5) This section does not apply to incidental or indirect references to gender identity, sexual orientation or human sexuality in a course, program of study, instruction or exercises or in instructional materials.

(6) Nothing in this section shall be construed so as to require the provision of notice to, or the seeking of consent of, the parent of a student for any participation by the student in a student organization established, or activity held, under section 35.1 Support for student organizations.

Education Act 35.1(2) reads: For the purposes of subsection (1), **an organization or activity includes an organization or activity that promotes** equality and non-discrimination with respect to, without limitation, race, religious belief, colour, **gender, gender identity, gender expression**, physical disability, mental disability, family status or **sexual orientation**, including but not limited to organizations **such as gay-straight alliances**, diversity clubs, anti-racism clubs and anti-bullying clubs.]

Where is the consistency, increased transparency, and clear direction to keep families informed? Parents have no notice rights for GSA membership and no idea what their children are receiving or doing related to SOGI matters in these clubs. Worse education personnel, consisting of teachers, staff, principals, superintendents, board members, and minister, have no idea what goes on, and show no interest in such oversight.

The intent of both the Opt-out and Opt-in policies is empowering/affirming parents consent authority over institutional instruction/indoctrination in human sexuality matters. Referring to the original Notice and Opt-out legislation of 2009, MLA Anderson stated:

"There are thousands and thousands of parents, the silent majority, severely normal Albertans that are extremely happy with this legislation, that believe it's right to affirm the right of parents as being the primary educators of their children on these subjects."

See the CBC article "[Alberta passes law allowing parents to pull kids out of class](#)," dated June 2, 2009.

Where is the logic in granting parents the right to consent authority (an opt-in veto) over courses or instructional materials/exercises, which include subject-matter that deals explicitly with gender identity, sexual orientation or human sexuality, while permitting random teachers, mandated with instructing children in math, science, writing, reading or other unrelated subjects, to make incidental or indirect references to the SOGI terms? Why would SOGI terms come up "incidentally" in unrelated courses at all, unless by arbitrary teacher agenda? Random teachers won't know the levels of "explicit" SOGI awareness in their class, without knowing which students have been opted-in for the instruction and who has not. **Teachers in non-related subject areas should not subjectively introduce SOGI terms into their curriculum. In light of either an opt-in or opt-out consent policy, Alberta Education should not allow schools or individual teachers to arbitrarily put-up any of some 25 sexual minority pride flags in elementary and junior high schools.**



The point is legally/technically, parents have been empowered to keep their children out of unwanted courses/instruction on human sexuality, including gender identity and sexual orientation, for the past fifteen years. **This approach has neither resolved parental concerns, quelled the protest demonstrations, nor mitigated rampant gender and sexuality confusion among Alberta youth.**

The proposed Parental Notice and “Opt-in” approach will yield the same in-effective result – sexuality confusion among youth. As explained at Reference B, the “opt-out” policy had very limited utility after the approval of the so-called “Gay-Straight Alliance” law of 2015.

What Alberta parents want in matters involving human sexuality, including gender identity and sexual orientation, is to know **at all times** and **in all circumstances** under *Alberta Education* jurisdiction, **who** is influencing their children’s sexual development, **where** and **when** this is happening, and **what** their children are being told and doing while at school or associated with the [GSA Network](#). This is true, whether their children are straight, gay/lesbian/queer/trans-identifying, sexually wavering or gender confused.

As commented by MLA Anderson in 2009, parents want the government to “*affirm the right of parents as being the primary educators of their children on these subjects.*” Parents want parental awareness and consent authority over all significant “institutional” influence associations while their kids are in school. This is most critical until their children reach sufficient cognitive and psychological maturity to start making their own “informed” decisions. Most parents do not want teachers, staff, students or third-party agents telling their children (starting at age 5) that it’s normal to change genders, indeed, their school will celebrate switching genders.

[When kids should gain independence from their parents in matters of SOGI self-identity is addressed later in the article Conclusion Part 7 and Recommendation Part 8.]

4. Affirmative Actions that Thwart the Parental Rights and Concerns the UCP Claim to Value and Remedy

Longstanding [UCP AGM resolutions/values/principles/commitments](#) include (paraphrased):

- affirming that the family is the basic unit of society and is entitled to protection by society and the State to ensure that parents have the right and responsibility to oversee the healthcare and education of their own children, including but not limited to the cultural, linguistic, religious, spiritual and moral upbringing and heritage of their children;
- affirm the freedom of religion and conscience rights of parents and their children, ensuring the government does not interfere with the teaching and training of their children as such, including in matters with respect to identity, sexuality and morality; and
- uphold the rights of parents so as not to require them to affirm or socially condition a child in a gender identity that is incongruent with the child's birth sex.



Given the above declarations, and continuous UCP governance from May 2019 to present, including the proposed Bill 27 legislation, it is irrational and inconsistent, if not hypocritical, that in matters of human sexuality education, the following policies and/or programs remain unchanged and unfettered. PCA asserts the following three governances are the primary root causes of rampant gender/sexuality confusion among Alberta youth.

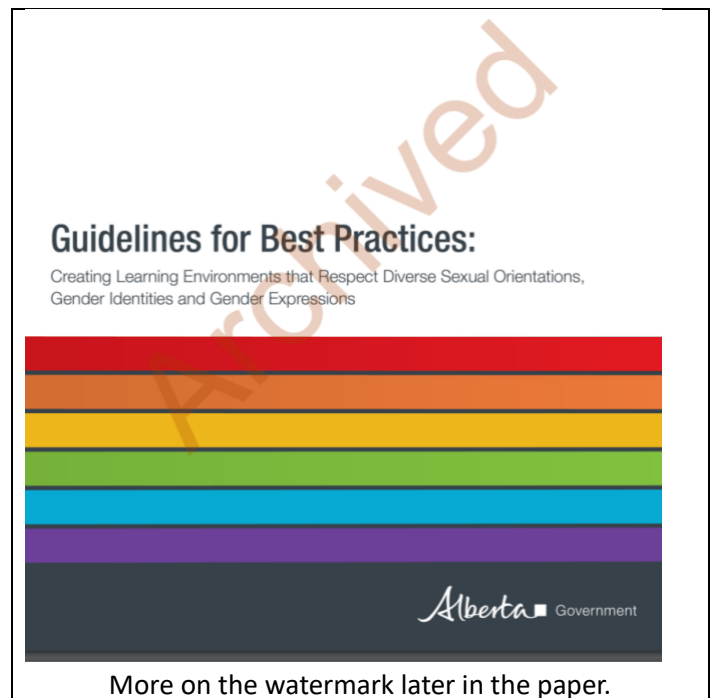
1 - Gay-Straight Alliance law. Student GSA club membership remains secret from parents, **starting from age five**. All discussions, activities, source materials, and adult influences related to subject-matter that deals with SOGI are exempt from government and parent oversight and accountability in GSA clubs and GSA Network. **Where's the transparency and keeping families informed?** Since this flawed governance has already been analysed in depth in the PCA article: "[Where's the Remedy for Flawed GSA/QSA Law in the UCP Parental Rights/Gender Identity Legislation \(Bill 27\)](#)," only salient shortcomings of GSA Law will be made in the remaining analysis.

2 - Alberta Teachers' Association (ATA) Diversity, Equity, and Human Rights (DEHR) Program. In matters of human sexuality, including gender and sexual orientation, this ATA initiative has turned into a union-driven, non-curriculum based, and politically biased scheme for LGBTTPQQAI+ affirmation and advocacy. **Where's the equal, equitable and consistent affirmation of heteronormative sexuality in our schools?** The remainder of this paper will study the role of DEHR, causing human sexuality confusion among Alberta students.

3 – Alberta Education Inclusive Education Policy.

The stated goal: *"To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school."* The key government publication on this topic has been [Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions](#). The publication acknowledges the guidance and support of the Toronto District School Board and the Canadian Teachers' Federation in its content. The Calgary Board of Education publication "[Creating the Conditions to Thrive](#)" (updated September 2023) echoes the Alberta "Guidelines for Best Practices" document.

As will be shown, **where is the respectful, consistent, inclusive and compassionate treatment of social conservative students and their parents?** Labels like homophobe/transphobe are as much bullying terms as slurs voiced to sexual minorities. The remainder of this article will also highlight the role inclusive education plays in unprecedented SOGI confusion.



5. The Clash Between ATA DEHR Policy and the "Parental Notice and Opt-in" Proposal

The ATA's Diversity, Equity, and Human Rights (DEHR) [website](#) reads:

"Diversity, equity and human rights are for everybody. The ATA believes that all students should have an equal opportunity to achieve their academic potential, regardless of their gender, race, sexual orientation, first language

or other identifiers. Alberta's demographics are changing quickly, and our schools must adapt. The ATA strives to ensure that Alberta's classrooms are safe and caring and that they promote success for every student."

Under DEHR Resources (Sexual orientation and gender identity) the ATA [website](#) lists the following guidance:

- [Forming a teacher GSA/QSA in Alberta.](#)

On pages 5-6, "There is no legislation that pertains to the forming of GSAs and QSAs for teachers, and interested parties may do so with the full support of the Alberta Teachers' Association... The ATA fully supports endeavours that serve the needs of SGM teachers and their allies. As such, there are a number of resources available through the Association that are pertinent:" [SGM – Sexual and Gender Minority]

- [PRISM Elementary Edition—Toolkit for Safe and Caring Discussions About Sexual/Gender Minorities](#)
- [PRISM Secondary Edition—Toolkit for Safe and Caring Discussions About Sexual/Gender Minorities](#)
- [Respectful Schools Online Toolkit • Supporting Transgender/Transsexual Students in K–12 Schools](#)
- [Sexual Orientation and Gender Identity: Fiction and Nonfiction Resources for K–12 Schools](#)
- [Breaking the Silence—A Guide for Sexual and Gender Minority Teachers in Alberta](#)
- [GSAs and QSAs in Alberta Schools: A Guide for Teachers](#)

On page 11, "Besides the Alberta Teachers' Association, there are several other organizations that may be supportive of the work of your teacher group. Some ideas include, but are not limited to:"

- [Pride Centre of Edmonton](#)
- [The altView Foundation](#)
- [Fruitloop Edmonton](#)
- [Outlink Calgary](#)
- [OUTreach Southern Alberta](#)
- [ALBERTA GSA NETWORK](#)

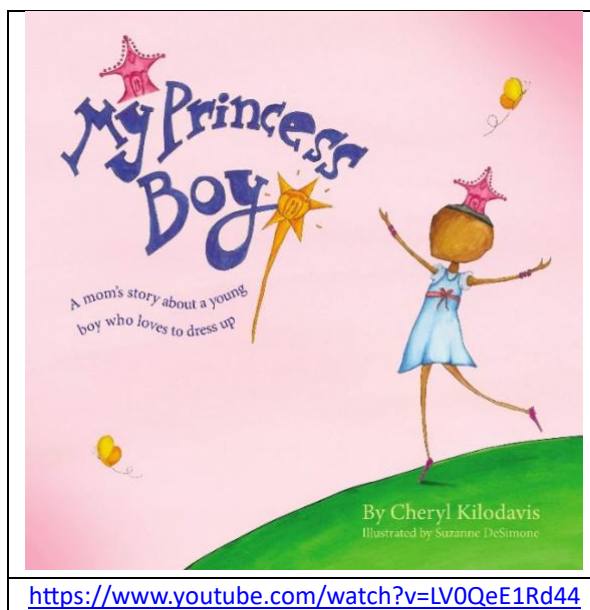
- [Prism Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities for Elementary Schools.](#)

On page 66, "Lesson Three, Grades 4-6 Media and Stereotypes – Lesson Plan – Learning Activity:

Setting the Scene: Lead a class discussion about how media can portray stereotypes. Discuss how media can also help us celebrate our uniqueness and challenge stereotypes. Remember that there is more than one way to express being a girl or a boy. Read the book *My Princess Boy*, by Cheryl Kilodavis.

Class Discussion: Using teacher discretion, select questions from the list to discuss or ponder.

- Who were all the people who support the boy in the story?



- In the story, what actions do people take to support the boy?

- What could you learn from having this boy as your friend?
- Why is his mom hurt when people laugh at her son?
- How would this boy be supported at our school and in our classroom?
- Why do you think that it is important to accept people for who they are?
- In the beginning of the story it says: “As a community, we can accept and support our children for whoever they are and however they wish to look.” How can we protect each other at our school?

Where does this lesson fit into grade 4 classroom discussion? Is it “**explicit curriculum**” or “**incidental teaching**” affirmative action?

- [Prism Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities for Secondary Schools.](#)

“This resource was developed by the ATA, 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.”

On page 6, “A Note on Acronyms - Many acronyms are used, but the most recognizable and common is **LGBTQ**. While this acronym is useful and has important historical roots, it has been criticized for not being inclusive of all marginalized identities. A more inclusive version of that acronym is **LGBTTPQAI+** (**Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Pansexual, Queer, Questioning, Asexual, Aromantic, Ally, Intersex, etc....**); however, this acronym can make conversations about this topic cumbersome. The Alberta Teachers’ Association uses **Sexual and Gender Minority (SGM)** to be inclusive of all identities and ways of being. You will find this acronym throughout ATA materials. Materials adapted from outside sources may still use the LGBTQ acronyms or variations thereof. Outside of this resource, you may encounter other acronyms such as **MOGAI (Marginalized Orientations, Gender Identities and Intersex)** or **QUILT BAG (Queer, Questioning, Undecided, Intersex, Lesbian, Trans (Transgender/ Transsexual, Bisexual, Asexual, and/or Gay)**

On page 65 - Prism lesson plans for a variety of courses in Grades 7-12 including core subjects:

Lesson #1 – Gender Swap – English Language Arts 7–12.....	67
Lesson #2 – First Nations Perspectives of Gender – Social Studies 7 and 10	69
Lesson #3 – World views in Conflict – Social Studies 8 and 30.....	75
Lesson #4 – Intersex Conditions – Science 9 and Biology 30.....	81
Lesson #5 – Why Homophobia Leads Us to Sin – Religion 7–9, 15, 25, 35.....	89
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Lesson #7 – Inclusive Word Problems – Math 9–10-3.....	97
Lesson #8 – Safer Sports Spaces – Physical Education 7–12.....	104
Lesson #9 – Colours of the Rainbow – Art 7–12.....	107

What Can I Do to Create an Inclusive Classroom?

Six Easy Steps Towards Gender Inclusive Practice

1

Avoid asking kids to line up as boys or girls or separating them by gender. Instead, use things like “odd and even birth date,” or “Which would you choose: skateboards or bikes, milk or juice, dogs or cats, summer or winter, talking or listening?” Invite students to come up with choices themselves.

2

Don't use phrases such as “boys and girls,” “you guys,” “ladies and gentlemen,” and similarly gendered expressions to get kids' attention. Instead, use words that are not gendered, such as “good morning folks,” “hey everybody,” or “y'all.” Or you can try “calling all readers,” or “hey campers” or “could all of the athletes come here.”

3

Provide opportunities for individuals to identify a preferred name or pronoun. As groups form or new people join, use this to reinforce your commitment to being gender inclusive.

4

Have visual images reinforcing gender inclusion: “All Genders Welcome” door hangers or pictures of people who don't fit gender norms. You could also include signs that “strike out” sayings like “All Boys...” or “All Girls...” Encourage students to come up with similar messages or to create their own versions.

5

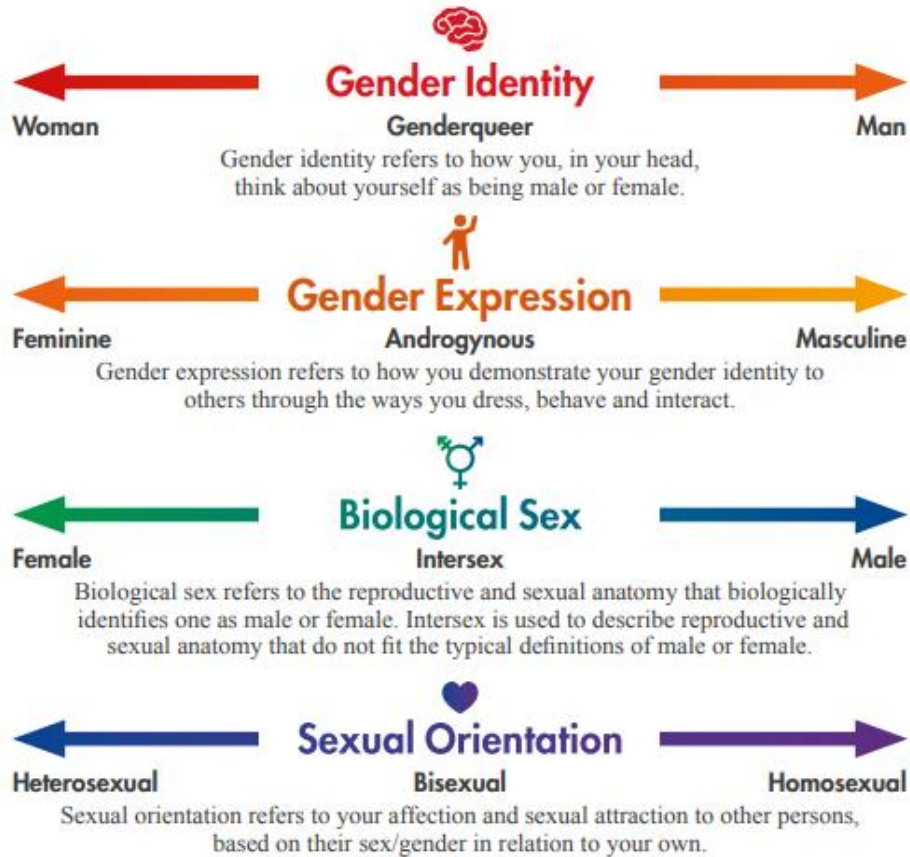
Be intolerant of openly hostile attitudes or references towards others EVERY TIME you hear or observe them, but also use these as teachable moments. Take the opportunity to push the individual on their statements about gender. Being punitive may stop the behaviour at the moment, but being instructive may stop it entirely.

6

Share personal anecdotes from your own life that reflect a growing understanding of gender inclusiveness. This could be a time when you were not gender inclusive in your thinking, words or behaviours, what you learned as a result and what you will do differently next time.

THE GENDER SPECTRUM

Figure 3 – Where do you fall on these spectrums?



For another representation of the gender spectrum, see "The Gender Unicorn" at www.transstudent.org/gender.

- [Alberta Teachers' Association Gender and Sexuality Alliance \(ATAGSA\)](#)

The Alberta Teachers' Association

ATAGSA

Alberta Teachers' Association
Gender and Sexuality Alliance

All ATA members are invited to the ATAGSA monthly meetings!
Please e-mail atagsa@ata.ab.ca to subscribe to our updates.

10-2019-1304-08

The DEHR Program planning assumption/agenda related to SOGI matters is that, **regardless of the child's age, maturity, and psychological/medical history, the State, represented by ATA teachers, knows better than parents what is in the student's best interest.** All things considered, DEHR promotes (and our government has yet to disagree) the view that ATA teachers are more capable, consistent and compassionate in the care of Alberta youth than parents and that socially conservative parents are not to be trusted. This view is built into an ATA affirmative action ethos, despite the following realities:

- Teachers often complain about class sizes limiting their ability to know students.
- Students move grades (K-12) and in higher grades between many teachers.
- Students switch school levels and may move during a school year.
- Teachers are not trained/qualified/placed to make arbitrary/timely psychological judgments on sexuality matters and *Alberta Education* is not mandated or resourced to encroach on Child Welfare and/or provide Alberta Health Services roles. This is evidenced in a must read Calgary Herald article by Eva Ferguson: [CBE puts off junior high students' message about suicide, self-harm for a year](#). Essentially, should a health crisis arise related to a student's secret GSA membership, secret SOGI self-identity, and/or suicidal ideation, at school, resolution of the problem remains a parental responsibility. This amounts to an enforced independence of children from needed parental oversight and consent in GSA/SOGI matters (starting at age 5), while leaving parents responsible when something goes wrong.
- Until a court order deems otherwise parents remain the legal/consenting interface with AHS on behalf of their child's health until he/she/ze reaches age of majority (age 18) or demonstrates similar maturity.
- DEHR policy in areas of gender and sexuality pits teachers against teachers over personal conflicting views on GSA/SOGI empowerment of children, and why, when and how to inform parents against the child's wish/rights. [Please take time to read Newsweek's [Murder in the 8th Grade](#) to fully understand the danger of empowering youth with SOGI rights the child is too immature to responsibly handle, while keeping parents out of the loop. The article also demonstrates how school staff holding conflicting views on how to resolve concerns worsens the situation.]
- Teachers, indeed, everyone in *Alberta Education* employment, do not know what goes on in GSAs and the GSA Network.

Continuance of Alberta government policy that GSA membership be kept secret from parental awareness and approval, the absence of GSA club and GSA Network oversight/accountability, and the lack of clarity in Bill 27 regarding DEHR activism in Public/Separate schools severely undermines the utility of the proposed Parent Notice and Opt-in legislation.

Considering Bill 27 declarations, Premier Smith needs to be more transparent and clarify for Alberta parents with children in Public/Separate schools (likely 89% of parents with school-age kids), the extent to which ATA DEHR goals, publications, and implementations have her and *Alberta Education* approval.

6. Policies in "Guidelines for Best Practices" and "Creating the Conditions to Thrive" that Need Clarification Considering Bill 27.

The introduction to [Guidelines for Best Practices](#) states: "Creating an education system that is truly inclusive requires all schools to identify and implement evidence-based strategies that ensure the safety, belonging and full

participation of all members of the school community.” The publication was released in 2016 during NDP governance and archived in December 2020 by the UCP.

The status of an archived government publication is: (1) it has been replaced; or (2) some of the text may no longer apply. The publication [Guidelines for Best Practices](#) has not been replaced. What document(s) will replace it and when is uncertain. [Note the Calgary Board of Education (CBE) is currently adhering to a publication titled “[Creating the Conditions to Thrive](#),” which directly follows guidance from [Guidelines for Best Practices](#).]

Which practices from the archived Best Practices publication continue and which do not, remains unclear. For example:

- **Contents: Best Practice 2 – “Respecting an Individual’s right to self-identification.** The publication states: *“For the purpose of accommodating the diverse needs of students and staff in a school, an individual’s self-identification is the sole measure of their sexual orientation, gender identity or gender expression... Some students have not disclosed their sexual orientation, gender identity and gender expression beyond the school community for a variety of reasons, including safety. In keeping with the principles of self-identification, it is important to protect a student’s personal information and privacy, including, where possible, having a student’s explicit permission before disclosing information related to the student’s sexual orientation, gender identity or gender expression to peers, parents, guardians or other adults in their lives.*

For Bill 27 consistency, clarity and clear direction goals, what is the government response to these questions:

- Is the individual’s “*right of self-identification*” in effect regardless of the child’s age, maturity, and psychological/medical history?
- What is the meaning of “*dependent*” in the [CBE Student Registration Form \(Dependent Student\)](#), if all students have an individual “*right of self-identification*,” and GSA/SOGI secrecy from their parents, starting from age 5?
- Are there circumstances where a child’s parents have a say in the student’s possible *LGBTTPQAI+* self-identities at school, beyond consent for a name or pronoun usage change, if the child is under age 16?

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- At what age and/or grade is there an institutional (school) need for students to first determine their SOGI self-identity; and second, declare the identity in a survey or to an inquiring school teacher/staff?
- If parents choose to never “opt-in” for sexuality education of their children, is it legal for the school system to ask their children by survey or in a classroom/corridor/gym/school office setting, to give a SOGI self-identity?
- Is *Alberta Education* liable in a case where a child is harmed through a declared SOGI self-identity and related activity in the school community, when the parents did not know or give approval?
- **Contents: Resources to Support the Inclusion of Students and Staff with Diverse Sexual Orientations, Gender Identities and Gender Expressions.** Page 16 states: “*The following Alberta resources offer practical information and strategies for creating welcoming, caring, respectful and safe learning environments. Schools and school authorities can use these resources to inform the development and implementation of policies, regulations, procedures and inclusive practices to support students and staff with diverse sexual orientations, gender identities and gender expressions.*”

Who can be against welcoming, caring, respectful, safe and inclusive learning environments for all students! Like all affirmative action programs, one group or groups must be privileged/advantaged over others. It is unavoidable that inclusivity goals, insisting everyone associated with *Alberta Education* (students, parents, teachers and staff) must affirm all SOGI self-identities (LGBTTPQQAI+, MOGAI, QUILTBAG etc.), regardless of opinion, faith belief, and/or family values, will alienate, discriminate against, and/or disadvantage others.



During Ontario Premier Kathleen Wynne’s 2018 election campaign, she continued to defend her [government’s “inclusive” sex education curriculum](#). Some nine years earlier, as Education Minister, Ms. Wynne announced the Ontario Government’s education scheme. In her opening Message [Realizing the Promise of Diversity...Ontario’s Equity and Inclusive Education Strategy](#), she wrote: “*Embracing diversity and moving beyond tolerance to acceptance and respect will help us reach our goal of making Ontario’s education system the most inclusive in the world.*” Her inclusive education vision became reality with release of the [Ontario Health & Physical Education \(H&PE\) curriculum](#) in 2015. The document (Grades 1-8) declares a number of new terms under sexual health:

- The word **gender identity** is found **43 times**, **sexual orientation** **42 times** and **gender expression** **11 times**. The terms **transgender**, **transsexual**, **intersex**, and **two-spirited** total **18 times**; **gay** and **lesbian** **14 times**; and **homophobia** **4 times**.
- The word **heterosexual** is found **only once**, listed in brackets along with **gay**, **lesbian**, and **bisexual**, as a type of sexual orientation.
- The H&PE curriculum glossary defines **bisexual**, **gay**, **gay-straight alliance**, **gender**, **gender-based violence**, **gender expression**, **gender identity**, **homophobia**, **lesbian**, **intersex**, **sexual orientation**, **sexuality**, **transgender**, **transsexual**, and **two-spirited**.
- The glossary does not include nor does the curriculum anywhere define the term **heterosexual**.

Word count results for H&PE (Grades 9-12) are similar.

After decades spent by the “political left” deconstructing [heteronormativity](#), it is no longer “politically correct,” nor seen as desirable by “progressive” educators to promote heterosexuality as a life choice in schools. **It bears saying again, one cannot institutionally affirm both sexual minority identities/behaviours and heteronormativity in the same curriculum. The two affirmations are diametrically opposed, indeed, in a school context a zero sum social dynamic.**

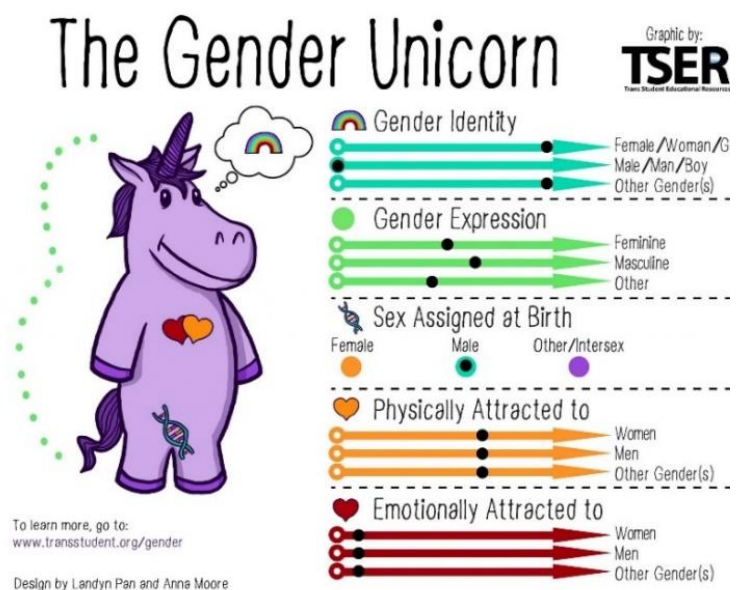
Inclusive education, in matters of human sexuality, means promoting/affirming untold variations of gender identities, expressions, and sexual attractions, over traditional heterosexuality. Disagreement with this affirmative action is not an option, students and parents must affirm or as a minimum become indifferent and silent to avoid being cancelled as a LGTTTPQQAI+ phobe/hater. **Both NDP and UCP governances, including Bill 27, demonstrate indifference to the number of children wishing to change their gender.**

Where in the Bill 27 objectives of *putting students first*, and *compassionate care* for all students, does affirming, promoting, and counselling [heteronormativity](#) fit?

In the context of [equality](#), [justice](#), [consistency](#), and [compassion](#), what about showing respect and tolerance, for those students and teachers, who for their own reasons are not affirming the doctrines encapsulated by “The Gender Unicorn”?

What about establishing safe spaces (clubs) for these students and teachers to resist peer/institutional pressures to conform?

Is it government policy that all students and teachers in the Alberta school system, particularly Public and Separate, must move beyond tolerance to affirmation of all LGTTTPQQAI+ identities?



The Calgary Board of Education (CBE) website titled “[Creating the Conditions to Thrive](#)” stipulates guidelines for attending to gender identity, gender expression and sexual orientation in CBE schools. Relevant text extracts include:

- On page 8 - “**Evidence-based best practice** tells us that allowing children to take the lead with their gender identity and supporting them with this exploration is helpful. We help children when we give them room and freedom to explore free of judgement. In short, it is best to give children room to express their gender in ways that feel natural to them and to not “box” them in and hold them to any particular gender rules. It is also important to honour the gender identities that adolescents share with us as they are very likely to reflect their true and longstanding identity.” **Note. A recent article in The Atlantic titled “A Teen Gender-Care Debate Is Spreading Across Europe,”** states in part: “Western Europe, where governments and medical authorities in at least five countries that once led the way on gender-affirming treatments for children and adolescents are now reversing course, arguing that the science undergirding these treatments is unproven, and their benefits unclear.”
- On page 9 – “Some transgender and gender non-conforming students are not open about their gender identity at school, at home, or in the community for a variety of reasons. Similarly, many students are not open about

their sexual orientation. Given the sensitivity related to one's gender identity and sexual orientation, should a student disclose their sexual orientation or that they are gender diverse to a CBE staff member, the information should be held in confidence. Unless a student provides permission to share this information, the staff member should not disclose this information to anyone else, including other staff members and parents/guardians."

- On page 10 – ***"During the collaborative process, no student or family should ever be referred to a program or service provider that purports to "fix", "change" or "repair" a student's sexual orientation, gender identity or gender expression. The CBE acknowledges and values diversity with regard to gender identity, gender expression and sexual orientation and recognizes that it is unethical to attempt to change these aspects of one's identity. There may be times when students are referred to CBE or external supports and services as needed (e.g., individual or family mental health supports that do not purport to change an individual's gender identity, gender expression or sexual orientation)."***

An abundance of evidence indicates that an equitable, consistent, universally neutral education system is incompatible with the way ATA/CBE is promoting a caring and supportive environment for LGBTTIQQ2S+ self-identifying students. One example is how the CBE chooses to hypocritically apply their **do not try to "fix", "change" or "repair"** policy.

Central Memorial High School (CMHS, part of CBE), under [Wellness/Community Partnerships](#) on their website lists **Calgary Sexual Health Centre (now Centre for Sexuality)** as a "professional development support for our work around gender and sexuality." The Centre runs a program titled "**WiseGuyz**," which is a "healthy relationship, life skills program for male-identified individuals in grade nine in school settings. WiseGuyz strategically targets grade 9 boys who are 13 – 15 years old because this is an important time of change as they transition to high school."

According to WiseGuyz Research Report #3, titled "Boys Returning to Themselves: Healthy Masculinities and Adolescent Boys," (no longer posted on internet) a key goal of WiseGuyz is to redefine masculinity for 13-15 year-old boys. Extracts from the report read as follows:

WiseGuyz strategically targets grade nine junior high boys who are between the ages of 13–15. These boys are on the cusp of major transitions in their lives, one primarily defined by attending high school the following year. They are at a pivotal and influential development period of progressing in their maturity and curiosity about sexual health and relationships. Boys in junior high school are defining their identity and perceptions of sexuality, sexual health, masculinity, and relationships.

The boys in WiseGuyz demonstrate an awareness of the cultural constructions of masculinity and thereby develop the consciousness required to critically examine the constructions. WiseGuyz facilitates this by establishing a safe space for the boys to be free to examine and challenge their own beliefs. Undoing and interrupting the pressure to be extreme forms of masculinity is a significant part of the work of WiseGuyz.

WiseGuyz begins to unravel the heteronormative values and behaviours of the boys that are required to maintain their masculinity.

*As a society, we have to fundamentally extend the notion of what it means to be a boy and a man. The broadening of masculine norms we experience each year in the WiseGuyz program. We witness the normalizing of adolescent boys being comfortable and unrestricted in being expressive, emotional and deeply connected in their relationships. The adolescent boys show their capacity to change through critical awareness of language, which leads to self-reflection. Through increasing consciousness they foster empathy through recognizing how their own attitudes and beliefs can positively or negatively impact others. **This signifies an understanding of masculine ideologies that is critical to the boys influencing and shifting equitable gender***

norms. This shifting of social norms is an enormous and long-term endeavour; however, redefining masculinity for fourteen year-old boys is an invaluable starting place.

The CBE/CMHS partnership with [Centre for Sexuality](#), regarding WiseGuyz, is discriminatory and a glaring double standard. **While denying all attempts to influence a declared SOGI self-identity along heteronormative standards, CBE/CMHS partners with a service provider to “fix/change/influence” 13-15 year-olds through a program which:**

- deconstructs “harmful” masculine social norms and ideologies;
- moves boys closer to “helpful” feminine norms and feminist ideologies;
- engenders a more pro-LGBTTIQQ2S+ attitude; and
- helps boys build relationships with similar boys questioning their masculinity.

They do not “fix”, “change” or “repair” a student’s SOGI self-expression prohibition is also not evidence based. Proponents of the policy unscientifically assert any SOGI self-identity declared by a child (starting at age 5) is sacrosanct, a lifelong determination. Therefore, attempts to influence the child towards heteronormativity is held to be phobia-based abuse. Ironic and illogical, sexual minority ideology actually declares people, over their lifetime, can move around on the SOGI spectrum. What’s unscientific is the assertion change will never be towards heteronormativity.

Has Alberta Education/CBE, directly or via community partners, the mandate/agenda to decide and teach what are good masculine traits and what are bad characteristics?

Does Alberta Education/CBE have a mandate to experiment with students to achieve a political social engineering agenda?

Have the parents of the boys in WiseGuyz consented to their children’s attendance? Should parental notice and consent be required?

How are these boys recruited/selected into the WiseGuyz program?

In the context of Bill 27 goals – these questions indicate more transparency, consistency, clarity and clear direction is needed.

- *Page 16 – “The lack of positive acknowledgment of sexual orientation, gender diversity or queer history makes it difficult for young people with diverse sexual orientations and gender identities, or questioning young people to feel that they have a place in the world. The omission of these important groups from curriculum, programs of study, resources and assessments, creates a misconception among many students that people with diverse sexual orientations and/or gender identities do not exist or are in some way inferior. **Therefore, CBE staff members are encouraged to challenge gender and sexual orientation stereotypes and integrate positive content into teaching and learning on a regular basis.**”*

A key concern of parents is their consent control over the “when, how, where and who” surrounding the introduction, education, and/or indoctrination of their children to the ideology of diverse gender and sexual orientation identities. This Page 16 text does not square with the intent of Parental Notice and Opt-in rights.

7. Conclusion – Four Faults in Bill 27 that Portend Little Resolution of Parental Rights and Children’s Developmental Health Concerns

It is neither *compassionate* nor *caring* to continue to allow *Alberta Education* governance, including an ATA ideological affirmative action agenda, that has the impact of increasing SOGI confusion among our youth. Caring parents can never be indifferent to the levels of confusion and the price paid by children in skyrocketing gender dysphoria, for example. The mishandling of parental rights concerns and misreading of parental anxieties over children’s health/safety, have led the Premier and Education Minister to **lip service proposals** that have not brought increased *transparency, clarity, consistency, and care*:

- **GSA Law.** Students (starting from age 5) remain empowered to secret membership in peer-led GSA clubs and association with an adult-run GSA network, both of which remain exempt from government and parent oversight/accountability. This policy is the opposite of *setting clear direction for our education partners to keep families informed* ([click here for more explanation](#)).
- **Name Change.** The Bill 27 name change and pronoun usage proposal misses the point. Parents are not concerned about “regulating” name changes and pronouns. The proposal does nothing to reduce growing gender dysphoria among Alberta youth. It is the “identity” not the “name change” at the heart of parent concern. Children may identify as transgender, pansexual, transexual, genderqueer, intersex, bigender, gender fluid, polygender, bisexual, non-binary, asexual, queer etc. without wanting or needing to change their name or pronoun usage. By the time a child wishes to socially transition with a name change, is too late in the development process for a school to inform the parents ([click here for more explanation](#)).
- **Notice and Opt-in Consent.** The UCP is all about parental choice in education. However, for parents facing only use of the Public or Separate school system for their children’s education (historically, 89% of Alberta students) the Bill 27 right to notice and “opting-in” their children to SOGI indoctrination is of little comfort/remedy (see Part 4 above).
- **Inclusive Education and DEHR Affirmation Actions.** Parents concerned about unprecedented sexual and gender confusion among Alberta youth need to ponder the systematic and contributing impacts of ATA DEHR policies/guidance, activist teachers, school board diversity/inclusivity directives, and ministry indifference. These affirmative action policies/activities operate outside of the curriculum and have the goal of moving the student body and society beyond tolerance of sexual minority lifestyles to boundless affirmation. Respectful tolerance for varying beliefs, opinions, and diverse parental points-of-view on when, how and by whom their children should receive sexuality related instruction, has been cancelled by government inclusive education policy and ATA ideological hubris. This does not *put students first*. Policies that increase gender and sexuality confusion among Alberta youth and separate children from their parents’ oversight are not good governance (see Parts 1-5 above).

This graphic (next page) details the existing parental-child consent authorities and those that will result from Bill 27:

Existing Categories of Children's Independence by Age From Parental Consent	Age	Premier's Pledged Changes for Categories of Children's Independence by Age From Parental Consent	Age
Legal Age of Majority (Full Independence)	18	Legal Age of Majority (Full Independence)	18
Legal to Drink Alcohol/Buy Cigarettes or Lottery Tickets		Legal to Drink Alcohol/Buy Cigarettes or Lottery Tickets	
Legal to Stop Attending School	16	Legal to Stop Attending School	16
Legal to Vote in Federal & Provincial Elections	18	Legal to Vote in Federal & Provincial Elections	18
Legal to Watch a Restricted Movie		Legal to Watch a Restricted Movie	
Legal to Marry Without Parental Consent	18	Legal to Marry Without Parental Consent	18
Legal to Join Military Without Parental Consent		Legal to Join Military Without Parental Consent	
Legal to Change Name Without Parental Consent		Legal to Change Name Without Parental Consent	
Legal Right to Leave Home Without Parental Consent	16	Legal Right to Leave Home Without Parental Consent	16
Legal to Get a Tattoo Without Parental Consent		Legal to Get a Tattoo Without Parental Consent	
Legal to Get Employment Without Parental Consent		Legal to Get Employment Without Parental Consent	
Legal to Decide Health Care Without Parental Consent		Legal to Decide Health Care Without Parental Consent	
Legal to Change Name According to Self-Identity While at School Without Parental Consent	5	Legal to Change Name According to Self-identity While at School Without Parental Consent	5
Legal to Self-Declare Sexual Orientation/Gender Identity While at School Without Parental Consent		Legal to Self-Declare Sexual Orientation/Gender Identity While at School Without Parental Consent	
Legal to Join a Gay or Queer-Straight Alliance (GSA club) While at School Without Parental Consent		Legal to Join a Gay or Queer-Straight Alliance (GSA club) While at School Without Parental Consent	

It is the view of [Parental Consent Alberta](#) that Albertans are due much more from our “conservative” government in the matters of parental rights and sexuality education of our youth. From a parenting rights and government SOGI policy perspective, there are many questions that need to be answered for genuine *transparency, consistency, clarity* and *clear direction*. In addition to the questions raised in Parts 2-6, Alberta parents deserve to know from our government:

- **Must parents affirm a child’s sexual orientation and gender identity (SOGI) self-identity regardless of the child’s age, maturity, and psychological/medical history? Stated another way, do parents have the right to influence their children’s SOGI development along a parent preferred path?**
- **Do parents have the right to know who is influencing their children’s sexual/gender development, where and when this is happening, and what their children are being told and doing while at school, including ATA DEHR and GSA club/Network activities?**
- **At what age should children be given full secrecy and independence to associate with the “GSA club – GSA Network – LGBTTPQAI+ Activist Agency” chain?**
- **At what age should children be given full secrecy and independence to decide and give a sexual orientation and/or gender identity to their school?**

For the good governance of Alberta’s parents, children, and families, Premier Smith must set unambiguous legal consent standards leading to rational and well-defined “Parent-Child-State” rights and relationships.

8. Recommendation – A Legal Age Standard for Children’s Secrecy/Independence from Parental Oversight and Consent in Matters Impacting Sexuality/Gender Development

Most Albertans would agree, if creating a new so-called “inclusive” learning environment for LGBTTPQAI+ students results in an unwelcoming, disrespectful, alienating and discriminatory atmosphere for a different group of students (and their parents), this would amount to a double standard, discrimination, bad governance. GSA law,

DEHR and Inclusive Education policies, have created an unprecedented and hazardous alteration of traditional and proven Parent-Child-State (State-Family) relationships.

PCA Recommendation Categories of Children's Independence by Age From Parental Consent	Age
Legal Age of Majority (Full Independence)	18
Legal to Drink Alcohol/Buy Cigarettes or Lottery Tickets	
Legal to Stop Attending School	16
Legal to Vote in Federal & Provincial Elections	18
Legal to Watch a Restricted Movie	
Legal to Marry Without Parental Consent	18
Legal to Join Military Without Parental Consent	
Legal to Change Name Without Parental Consent	
Legal Right to Leave Home Without Parental Consent	16
Legal to Get a Tattoo Without Parental Consent	
Legal to Get Employment Without Parental Consent	
Legal to Decide Health Care Without Parental Consent	
Legal to Change Name According to Self-identity While at School Without Parental Consent	
Legal to Self-Declare Sexual Orientation/Gender Identity While at School Without Parental Consent	
Legal to Join a Gay or Queer-Straight Alliance (GSA/QSA) Club While at School Without Parental Consent	

PCA asserts the principle (also adopted in [UCP AGM resolutions](#)) that parents, ahead of State and teachers, know what's in the best interests of their children. This principle must be the proverbial "default setting" for legislative governance, especially when cognitive/psychological maturity are at play. As shown in the graphic (across) parental consent is needed by law for children under age 18 to marry, join the military, or legally change their name. Children have to be 18 to drink alcohol, buy cigarettes, gamble or buy lottery tickets. Children must be 16 to stop attending school. Parental consent is needed for children under age 16 to leave home, get a tattoo, get employment, and decide healthcare. When Bill 27 is approved, children under age 16 will need parental consent to change their name for use while at school. **PCA recommends that children under age 16 also need parental consent to give a SOGI**

self-identity to their school and join a GSA/QSA while at school. For background on an on-going PCA petition to this effect [click here](#). It reads:

To the Legislative Assembly of Alberta, in Legislature Assembled: We, the undersigned residents of Alberta, petition the Legislative Assembly to urge the Government of Alberta to introduce legislation that requires children ages 5 to 15 to obtain parental consent before they become a member of a Gay-Straight Alliance (GSA) or provide a sexual orientation/gender identity (SOGI) self-identification to their school.

Note, in specific cases where the State believes parents are not taking adequate care of their children, Alberta has



set-up through the Child Welfare system and the courts, a legal, just, and fair process to resolve matters. The SOGI affirmation agenda found in our schools thwarts this governance. The DEHR organizing premise is the belief that the ATA knows best, therefore, the parents' legal right to their day in court, i.e. to give their point-of-view/evidence before a judge, can be cancelled. **Policies that isolate children from parent oversight, indoctrinate them without parental consent, and empower them through secrecy and institutional deception, regardless of the child's age, maturity, and psychological/medical history, are flawed.**

Alberta Education through the ATA is not equipped/qualified/organized to safely take over child-rearing and Child Welfare Service roles for our children. Faced with this tsunami of government and ATA affirmative actions, what is needed is a proverbial legal breakwater to protect parental rights, assure health/safety for all children, and to protect family autonomy from an over-reaching State. **Parents can approve a SOGI self-**

identification and GSA membership for their children (under age 16) if they want. As stated by resolution at the 2023 UCP AGM, *“Schools should not be in the business of going behind parents’ backs.”*

This PCA advice is not a panacea for all issues. This recommendation is the minimum remedy to bring fairness, balance, rationality, and maximum safety to “Parent-Child-State” relationships. This legislation would put all students first, bring consistency between [UCP AGM resolutions](#) and UCP governance, increase transparency, and give clear direction to *Alberta Education* stakeholders.

Carman Bradley (concerned grandparent)

Founder [Parental Consent Alberta](#)

