



PARENTS FOR CHOICE IN EDUCATION TOOLKIT:

KNOW HOW NEW LAWS IMPACT ALBERTA SCHOOLS & HOW TO RESPOND

Parents for Choice in Education (PCE) has produced this **practical** and **informative** toolkit to equip you with:

- knowledge of the law arising from Bill 10 (Mar 2015) & Bill 24 (Nov 2017)
- how to find and decipher school board policies in your area
- facts to counter the false assurances and excuses that will come your way, whether from your school, elected representatives, political candidates or in your everyday conversations in the public sphere

Let's empower ourselves to take back the conversation - in the media and politics, at our schools and in our communities - by insisting upon deeper conversations, **based on the facts** instead of shallow rhetoric and false assumptions.



This PCE Toolkit is also available online at:
www.parentchoice.ca/how_new_laws_impact_alberta_schools

PART A: How did Bill 10 and 24 change law in Alberta schools?

The *School Act* is the law governing all school authorities in Alberta, including public, separate/Catholic, Francophone, private and charter schools.

Note that home education programs must also, by law, be operated by a school authority.¹

You will find below the exact text of *School Act* sections created by the passage of Bill 10 (March 2015) and Bill 24 (Nov 2017), followed by facts resulting from these legislative changes.

Support for student organizations - Section 16.1(1) of the *School Act*

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

FACT 1:

Every principal of every school in Alberta must immediately say “yes” whenever any single student – of any age – asks to start a student club such as a Gay-Straight Alliance (GSA) and/or insists upon a related school-wide activity.

FACT 2:

If the principal does not “immediately grant permission” to a K-12 child who requests a club or associated activity described in section 16.1 of the *School Act*, then the principal is breaking the law.

FACT 3:

Without any stated age limitations, children from kindergarten upwards, have full and unprecedented legal authority over adults in the school when it comes to these clubs and activities.

¹ www.parentchoice.ca/homeedinfo

FACT 4:

Activities classified as “welcoming, caring, respectful and safe” by the Alberta Teachers’ Association include school-wide drag shows or presentations teaching students and staff inclusive pronouns like “ze”, “zir” and “perself”.

See pages 30, 31, 55, 56 of *GSA and QSA in Alberta Schools*² or read about the PRISM Toolkit³, a resource listed both for GSAs and classroom instruction.

FACT 5:

The staff liaison is not to lead the club or activity, but instead is legally tasked to *facilitate* (aid) the club or *assist* (help) in organizing the activity.

In fact, because the child has sole legal authority over the direction of the club/activity, they can contact the Education Minister⁴ and/or other external organizations⁵ to ask for whatever support or outside facilitator they want, regardless of whether this support is appropriate for the child, or consistent with the needs and culture of the school community.

Support for student organizations - Section 16.1 (2) of the *School Act*

(2) 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.

FACT 6:

The *School Act* clearly specifies these clubs and activities exist for multiple factors “**including but not limited to**” physical or mental disability, religious belief, family status, etc.

While this legislation is popularly represented in the media as pertaining **only** to sexual and gender minority clubs, it actually opens the door to all sorts of clubs in our K-12 schools that have legal jurisdiction to exist outside the authority of school staff and oversight of parents.

As stated in a March 2015 PCE column published in the Edmonton Journal:

“the Alberta government has opened a veritable Pandora’s box of club requests around issues for which children may feel they are being discriminated - race, religious belief, colour, family status — you name it. The conflicts between any number of clubs within the same school, or contradictions between clubs and the central culture of the schools themselves, will result in unforeseen negative consequences across the system... the legislation does not preclude other clubs that meet vague and subjective criteria.”

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

3 <https://informedalbertans.wordpress.com/2016/10/30/you-think-you-know-what-alberta-students-learn-in-school/>

4 <https://www.facebook.com/notes/david-eggen/an-open-letter-to-albertas-students/902461393193928>

5 <http://archive.is/dzZCw>

Support for student organizations - Section 16.1 (3 & 3.1) of the School Act

(3) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

FACT 7:

Students have sole legal authority to decide the name for the organization or activity. While students are to consult with the principal, they are not obligated to follow any direction the principal or anyone else provides.

Note clause 3.1 was added in November 2017 “**for greater certainty**”, precisely because the Alberta government will not allow schools to respectfully seek balance among the diverse needs of their students and to be responsive to the unique culture of each school community.

Support for student organizations - Section 16.1(4) of the School Act

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

FACT 8:

“**Responsible adult**” is not even specified as needing to be a certified teacher or staff member, meaning the Education Minister could appoint someone from a variety of external community organizations.

Recent advertisements by the altView Foundation⁶ and the University of Alberta’s Institute for Sexual Minority Studies and Services⁷ show that an entire industry has arisen which provides adults from outside of the school who may be accessing your children without your awareness.

Who are these facilitators? What is their background/training/expertise?

Parents can’t even ask if they don’t know that these facilitators are accessing their children.

6 <http://archive.is/hzUKO>

7 <http://archive.is/PQl5u>

Support for student organizations - Section 16.1(6) of the *School Act*

Section 16.1 (6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

FACT 9:

This clause dictates that the **maximum** amount of information a principal may legally provide to parents is that such a club or activity exists in a school.

When it comes to any specific questions - such as whether your own child is participating in these clubs or activities, the resources being offered or the adults accessing your child - the principal is, by law, forbidden to give such information.

Thus, this law enforces secrecy, keeping parents in the dark and creating a void of care around K-12 children.

Alarmingly, into this void, an entire industry of adult facilitators⁸ and external organizations⁹ are taking up shop in our schools and replacing parents who have been sidelined by these changes to law.

Notice to parent - Section 50.1 (1) and (4) of the *School Act*

50.1(1) A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

....

(4) For greater certainty, this section does not apply with respect to the establishment or operation of a voluntary student organization referred to in section 16.1 or the organizing or holding of an activity referred to in section 16.1.

FACT 10:

For many years section 50.1 of the *School Act* has ensured that schools must tell parents when subject-matter “**primarily and explicitly**” about religion and sexuality is provided to K-12 students, specifying that parents can request that their children be excluded from such instruction, without penalty.

However, “[**f**]or **greater certainty**” the passage of Bill 24 added a clause at the end of this section of the *School Act*, granting a free pass to school clubs to provide sexual information to K-12 children without requiring any parental awareness or consent.

8 <http://archive.is/dzZCw>

9 <http://archive.is/hzUKO>

Many concerned parents and citizens have questioned why this exemption is necessary if these groups are only social, peer-to-peer support groups, which is how they are often described by many in the media and government.

This concern is heightened by the fact that the “experts” standing behind the Minister of Education, celebrating the introduction of Bill 24 at the Alberta Legislature in November 2017, were from the very organization which provided community support links to K-12 children containing sexually graphic material.¹⁰

The content of these links included 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 night at your local sex club.”

Board responsibility - Section 45.1(3) and (4) of the *School Act*

(4) A policy established under subsection (2) must contain a distinct portion that addresses the board’s responsibilities under section 16.1, and the distinct portion of the policy

(a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would:

...

(ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1

FACT 11:

This section of the *School Act* erodes the authority of elected school board trustees, superintendents, parent councils and the guidance of faith leaders or faith statements, in relation to the actions of the principal of a school.

As a result, principals are forced to ignore all the standard input they would otherwise receive from proper school governance and local oversight while being compelled to abide only by the demands of the Ministry of Education.

¹⁰ <https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/>

Board responsibility - Section 45.1(8) of the School Act

(8) If a board does not establish a policy or a code of conduct under subsection (2), or in the opinion of the Minister a policy or a code of conduct established under subsection (2) does not meet the requirements under subsections (3), (4), (5) or (6), as applicable, the Minister may, by order, do one or both of the following:

(a) establish a policy or code of conduct for, or add to or replace a part of a policy or code of conduct of, a board;

(b) impose any additional terms or conditions the Minister considers appropriate.

FACT 12:

This section of law gives tremendous power to anyone who occupies the position of Education Minister in Alberta, by granting him or her authority to change or replace any "Safe and Caring" policies of any school board that, in the Minister's **opinion**, are not in line with the sections of law discussed above.

The Minister can also **"impose any additional terms or conditions"** that the Minister wants.

This section of law effectively puts all power over safe and caring school policies in the province of Alberta into the hands of one person, stripping the autonomy of local school boards to be genuinely responsive to the needs of their local students, parents and staff.

Enforcing policy changes that are explicitly hostile to the foundational raison d'être of unique school settings will strip these settings of the very framework upon which they exist, thereby destroying genuine school choice.

In other words, freedom of choice is meaningless if all choices are forced to be the same.

In the fall of 2018, the Education Minister in Alberta exercised this new authority of the law. Learn more from the Edmonton Journal article "61 Alberta private schools running afoul of gay-straight alliance law"¹¹ and a September 27, 2018 PCE blog article "'Aggressive attack' by Alberta Education threatens to destroy faith-based schools."¹²

11 <https://edmontonjournal.com/news/local-news/61-alberta-private-schools-running-afoul-of-gay-straight-alliance-law-minister-says>

12 https://www.parentchoice.ca/aggressive_attack_by_alberta_education

PART B: What are the "Safe and Caring" policies for your child's school?

No matter what educational setting your K-12 child is enrolled in - whether public, separate/Catholic, independent/private, charter, Francophone, an alternative program or home education - all are required to have "Safe and Caring" policies in place which comply with legislative changes from the passage of Bill 10 and 24 (see Part A of this Toolkit: "How did Bill 10 & 24 change law in Alberta schools?")

According to section 45.1(6) of the *School Act*, these policies must be "available throughout the year in a prominent location on a publicly accessible website" and the website address must be displayed "in a place clearly visible to students in each school".

Among all schools and districts in Alberta, three broad categories of compliance can be identified:

1. COURAGEOUS CONVICTION

- These schools are refusing to parrot the specific language demanded by the *School Act*
- "Safe and Caring" policies do not include any mention of adhering to section 16.1 of the *School Act*
- Some of these schools are challenging the constitutionality of these imposed *School Act* sections in court, while others are defying the demands without being a formal part of any court challenge

2. CONFUSING CONTRADICTIONS

- These schools have clauses in their "Safe and Caring" policies which do parrot the specific language demanded by the *School Act*, namely section 16.1 and 45.1
- However, these policies also include other clauses which seemingly contradict, explicitly or implicitly, the parroted language of the *School Act*
- Examples of additional clauses may include specifying how a club must adhere to certain faith teachings, requirements for parental notification or that clubs/activities are subject to the guidance of the principal, faith leaders or additional framework documents.
- Confusing contradictions arise because the law specifically denies the rights of schools to dictate any constraints or limitations on these clubs, as explained in Part A of this Toolkit "How did Bill 10 & 24 change law in Alberta schools?"

3. COMPLIANCE

- These "Safe and Caring" policies parrot the specific language demanded by the *School Act* with no stated qualifications on their compliance
- In many cases, these schools and districts already had policies which parroted the language of section 16.1 brought in through Bill 10 back in March 2015
- It should be noted that the passage of Bill 24 in November 2017 had little effect on this particular category of compliant schools. In fact, the intention of Bill 24 was to force compliance onto those

schools which had still insisted on maintaining their professional autonomy and honoring their partnership with parents.

HOW DO I FIND MY SCHOOL POLICY?

Depending on where your child attends school, here are some pointers of where to look in order to find your school's "Safe and Caring" policy:

- If your child attends a public or Catholic school, visit the main school district or school board website (for example, the website of Edmonton Public Schools, Calgary Board of Education, Christ the Redeemer Catholic Schools, etc.)
- If your child attends a private/independent or charter school, visit the specific school website
- If your child is part of a home education program, visit the school authority website who operates your program, whether public, Catholic or private/independent¹

Extra Tips:

- Look for the words "Safe and Caring" policy/administrative procedure or "Sexual Orientation and Gender Identity" policy somewhere on the homepage of your school or school board website, or in a drop-down menu that is accessible from the homepage (for example, under drop down menus labeled "About Us", "Parents", "Board", "Policies", etc). By law, the policy is supposed to be posted online in a "prominent" location.
- The law specifically states that these policies should be made available upon request, meaning you can always phone or email to ask a school board for a copy of their "Safe and Caring" policy
- If you don't know where to find the website and contact information of your school, school district or school board, you can access all school authority websites and phone numbers on the Alberta Education website²

1 www.parentchoice.ca/homeedinfo

2 <https://education.alberta.ca/alberta-education/school-authority-index/everyone/alberta-schools/>

PART C: How can you respond to false assurances about new laws in Alberta schools?

Knowing the facts of the law from Part A of this Toolkit "How did Bill 10 & 24 change law in Alberta schools?" will equip you to effectively and factually respond to the following common excuses and false assurances that will come your way.

Let's empower ourselves to take back the conversation - in the media and politics, at our schools and in our communities - by insisting upon deeper conversations, based on the facts instead of shallow rhetoric and false assumptions.

EXCUSE 1:

"Don't worry, schools will make sure there's a staff member in charge of the club and activities so they are appropriate for kids and consistent with the school's mission and identity."

RESPONSE:

The specific text of the law makes clear that legal authority over these clubs and activities belongs to K-12 children, not adults: principals must "immediately grant permission" and staff liaisons/facilitators may only "facilitate" or "assist", not direct or lead.

Therefore, school staff do not have the legal authority to ensure the content, resources and facilitators of these clubs and activities are consistent with the school's mission and identity or even age-appropriate to the kids who attend.

Any claims otherwise are wishful thinking at best and intentional falsehood at worst.

In addition, regardless of who is appointed as the staff liaison, a growing influence over these clubs and activities is coming from a network of adults from external organizations who are accessing K-12 children through these groups¹ and even soliciting children's personal information to "support" them privately without any parental awareness².

Note that in a situation that a staff member is not available to serve as a staff liaison that the Minister of Education can appoint a "responsible adult" from outside of the school, without any specification that the adult be a certified teacher.

More information available in Part A, Facts 3, 4, 5, 7, 8 and 9.

1 <http://archive.is/dzZCw> as well as <http://archive.is/cfiDb>

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

EXCUSE 2:

“These laws don’t apply to our school.”

RESPONSE:

These laws apply to all schools because the *School Act* governs all school authorities in the province of Alberta.

Even home education programs must, by law, exist under the authority of a brick and mortar private/independent school or a school board (Catholic or public).³

More information available in Part A, Facts 1 and 2.

EXCUSE 3:

“Kids in our school would never ask for that kind of club or those kinds of activities.”

RESPONSE:

No school principal or staff member can ever guarantee that a club or activity will not be requested by a student.

Once a club or activity is requested - even by a single student - then the principal and staff members must comply with the directives of the student(s).

Any claims otherwise are wishful thinking.

More information available in Part A, Facts 1 through 6.

EXCUSE 4:

“These laws are needed because LGBTQ+ kids have to be protected from parents who may reject or hurt them.”

RESPONSE:

It is heartbreaking that there are families who struggle in our province to care for and love their children. However, Alberta has long had important safe guards in place through the *Child, Youth and Family Enhancement Act*⁴ which make it the positive duty of every citizen, including school staff, to reach out to Child and Youth Services if a child has suffered harm. In fact, a failure to report is an offence under the Act.

³ <https://www.parentchoice.ca/homeedinfo>

⁴ <https://www.albertahealthservices.ca/info/Page3939.aspx>

The danger of legislation brought in through Bill 24 is that secrecy is enforced for everyone, including the vast majority of parents who will love and care for their children through their struggles, including struggles with sexuality and gender.

We know children are healthiest and most successful when their parents are actively involved and engaged. Therefore, we must prioritize mediation, not secrecy, when it comes to helping families navigate conversations about these sensitive and difficult topics.

Furthermore, applying a rule based on an exception is largely ineffective at accomplishing any goal.

Consider the following analogy:

If someone came up to you asking for your car keys because there are some bad drivers on the road, would you give up your car keys? If that person insisted they wanted to keep all people safe on the roads and the only way to do so was if you and everyone else gave up their car keys, would you be convinced and hand them your car keys?

Most likely you would insist that you are a good driver and have every right to keep your car keys. Yes, bad drivers should have their car keys taken away, but you are not a bad driver.

This analogy highlights the unreasonable and ineffective approach taken by the Alberta government to justify a rule based on an exception.

Unfortunately, while most people would not dream about giving up their car keys based on this thinking, far too many have been duped by the same faulty reasoning when it applies to the care of their own children.

EXCUSE 5:

“Schools can guide the naming, activities and resources of these clubs and even ensure they follow certain teachings.”

RESPONSE:

The specific text of the law makes clear that K-12 children have sole legal authority over these clubs and activities, including the naming of these clubs, and the activities, teachings and resources that are made available.

These activities and resources are increasingly influenced and directed by a growing industry of external organizations who are marketing themselves as “support” both directly to children⁵, as well as to the schools they attend.

More information available in Part A, Facts 3, 4, 5, 7, 8 and 10.

5 <http://archive.is/dzZCw> as well as <http://archive.is/cfiDb>

EXCUSE 6:

“GSAs are harmless peer support groups for teenagers - stop making a big deal about kids getting the support they need.”

RESPONSE:

This excuse makes many false assumptions. The law does not define the content and parameters of GSAs, so we look to the GSA experts influencing Alberta’s education system who describe GSAs as follows:

A) GSAs are intended for students from kindergarten age and up.

In the Dec. 6th, 2016 Alberta Teachers’ Association News⁶, GSA expert and advocate Dr. Kristopher Wells states Bill 10 was “an important and historic step that made Alberta only the third province in Canada to legislate support for GSAs and the only province whose law imposes no grade restrictions, meaning that GSAs here can be started by students in any grade from elementary to high school.”

He adds that, “children as young as five and six are coming out, so it’s important that school environments offer supports to students at these younger ages; students are demanding this, and their parents are standing behind them”.

Also, the government-recommended Alberta GSA Network clearly states that it is intended for K-12 children.⁷

B) GSAs allow for peer-support, as well as activism and political activities.

Four types of GSAs are described on pages 30-31 in the Alberta Teachers' Association *GSAs and QSAs in Alberta Schools: A Guide for Teachers*⁸ which define GSAs not merely as peer support groups, but also as clubs that are intended to push for “educational and social change” through “political activities” and pushing “outreach activities” with examples of “diversity days, staff training, [and] inclusive curriculum”.

Clearly, GSAs are not simply peer-support. Some GSAs push for political and social change which is activism that may be hostile to the beliefs and values of some students and their families or in conflict with the culture of the school.

C) GSAs allow an exemption for sexual content to K-12 children and GSA "experts" have previously offered "support" links to K-12 children with harmful exposure to graphic sexual material.

This special exemption is especially concerning in light of the fact that those standing behind the Minister of Education, celebrating the introduction of Bill 24, included individuals from the very organization which provided community support links to K-12 children containing sexually graphic material.⁹

6 <http://archive.is/N8Ich>

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

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

9 <https://informedalbertans.wordpress.com/sexually-graphic-material-to-kids-in-alberta-schools-what-you-can-do/>

The content of these links included 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 night at your local sex club.”

More information available in Part A, Facts 3, 4 and 10.

EXCUSE 7:

“Let’s just wait for the regulations”

RESPONSE:

The law is the law. Regulations are not laws, and as such can be changed by a stroke of a pen, with no recourse, accountability or transparency. We should not put our faith in regulatory promises that can be broken on a whim.

EXCUSE 8:

“Just put the words into the 'Safe and Caring' policy to make the government happy and keep a strong Statement of Faith instead. Fly under the radar and do your own thing. Problem solved. It's not like the government is going to know everything that goes on in thousands of schools across the province.”

RESPONSE:

First, parents must question the integrity of schools:

1. whose policies contradict their faith statement (which shows a lack of conviction and inconsistency of belief)
2. who post policies that they claim they will not follow (which demonstrates dishonesty)

Second, it is an incorrect and risky assumption that a school could "fly under the radar", especially in light of children being told by the Education Minister to contact his office directly¹⁰ so his staff can help "ensure [their] rights are being respected" and the fact that an industry of external organizations are accessing children to do the same¹¹.

Does a school really want a media firestorm surrounding them when it is discovered that they have denied a child their legal rights, especially if those rights were clearly written and promised into policy?

More information available in Part A, Fact 11.

¹⁰ <http://archive.is/BJ9eU>

¹¹ <http://albertasanetwork.ca/index.php/resources/> as well as <http://archive.is/cfiDb>

EXCUSE 9:

“We can’t do anything. It’s the law. Go talk to _____ (teacher, principal, MLA, trustee, etc).”

RESPONSE:

This is a classic ‘passing the buck’ response to get rid of the conversation. However, when a government strips the autonomy of schools and parental involvement this is everyone’s responsibility.

When schools and politicians avoid discussion of these important changes they allow parents and citizens to assume nothing has changed. This is a dangerous lie of omission.

Anyone complicit in contributing to parents being left in the dark is perpetuating the danger that children face¹² in our schools when they do not get the support they need.

We encourage parents and citizens to understand the sections of law explained in Part A of this Toolkit and use this understanding to then educate teachers, principals, MLAs, trustees, etc. as to the serious consequences that must be addressed by this poorly-written legislation. To get more actively engaged in making an impact, check out PCE’s “Take Action” menu from our homepage parentchoice.ca

EXCUSE 10:

“If my kids can’t talk to me, I’d want them to have someone they could talk to at school.”

RESPONSE:

This excuse leaves many important questions unanswered:

- Who are these unknown people that you are trusting so wholeheartedly instead of yourself when it comes to the care of your own children?
- What external organizations or community members are accessing your child while they are at school that you have no knowledge of? What are the motivations, expertise and intentions of these unknown adults?
- Would you drop your child off anywhere else with no idea of who will be accessing them or what they will be exposed to?

In other situations, caring parents would engage in due diligence to ensure that those entrusted with the care of their children would have the proper credentials and expertise to effectively provide the care their children need. Why would this situation be any different?

Caring and loving parents prioritize safety, not secrets¹³.

12 <https://www.thepostmillennial.com/carpay-keeping-secrets-from-parents-is-bad-but-not-when-it-comes-to-gsas/>

13 View PCE video <https://www.youtube.com/watch?v=HBgg7Iye0FQ&>

Furthermore, this excuse completely misses the fact that until the passage of Bill 24 school staff have always had the professional autonomy to talk to children and then, based on their perception of the individual circumstances and needs of the child, discern if and when parents should be drawn into the conversation.

Now that Bill 24 has passed into law, school staff have been stripped of their professional decision-making capacity by a government who has legally forbidden them to share certain information with parents (see Part A, Fact 9 stating that "notification, if any, respecting a voluntary student organization or an activity... is limited to the fact of the establishment of the organization or the holding of the activity.")

Even if the teachers and school staff feel that it is in the K-12 child's best interest for the parent to be informed about a child's struggles with sexuality and gender shared at a club and/or their involvement in a certain activity, they are legally forbidden to do so.

WHAT CAN YOU DO?

Here are some important actions you can take:

- **SIGN UP** on our website (parentchoice.ca) to stay informed with valuable e-mail newsletters and alerts
- **LEARN MORE** from informative articles and video resources available on our website
- **JOIN US** on Facebook: [parents4choice](https://www.facebook.com/parents4choice)
- **SHARE** resources with others to help spread the word - for example, print/photocopy articles or forward website links via text or e-mail
- **CONTACT YOUR ELECTED REPRESENTATIVES** to voice your concerns¹⁴
- **CONTACT US** for details on how you can host a PCE presentation and equip those in your sphere of influence with important information¹⁵
- **ENGAGE** in politics - for example, through voting, volunteering and becoming a member of a political party which best represents your values and priorities¹⁶
- **DONATE** to strengthen our voice and impact. As a non-profit organization PCE depends entirely on voluntary donations to carry out our mission of advocating for an excellent, quality-oriented, choice-driven education system which recognizes parental authority.¹⁷

14 https://www.parentchoice.ca/2018_action_politics

15 <https://www.parentchoice.ca/contact>

16 https://www.parentchoice.ca/2018_action_politics

17 <https://www.parentchoice.ca/donate>