

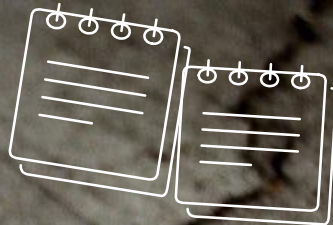
A person wearing blue jeans and brown shoes stands on a large white arrow painted on asphalt. The arrow points downwards. The person's shadow is cast on the asphalt to their left.

Case 7: Human Rights

Justine Brett
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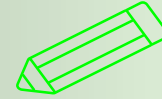


Table of Contents



□	Links to Case.....	3
□	Research Question.....	4
□	What are Human Rights.....	5
□	SOGI Policy Timeline.....	6
□	What is SOGI? What is SOGI 1 2 3?.....	15
□	LGTBQ Rights in Schools.....	16
□	10 Key Components for Effective SOGI-inclusive Policies & Procedures.....	17
□	Tips on Dealing with LGBTQ bullying.....	19
□	What can Teachers do?.....	20
□	A Teacher’s Guide to Sexual Orientation & Gender Identity Terms.....	21
□	Bringing LGBTQ + inclusive Education into Classroom within a conservative community.....	24
□	Myth & Misconception.....	26
□	SOGI 5-minute Learning Bursts.....	28
□	LGBTQ Ally Action: Preventing Bullying.....	30
□	Presentation Activity.....	31
□	Conclusion.....	32
□	Glossary of Terms.....	33
□	Annotated Bibliography / Resources.....	34

Links to Case



You teach Grade 5/6 in a large, suburban school... When you started working at this school, some of your colleagues warned you that this was a **conservative community with conservative parents**. While you've taught here since September, you still aren't sure what that means or what it means for your teaching. You wonder how you could address gender, sexuality and human rights through the social studies curriculum? Could you use the **Canadian Charter of Human Rights** as an historical and living document to get students thinking critically about **LGBTQ+** rights in Canada and around the world?

Research Question:



What tools and resources are available for teachers dealing with SOGI and human rights within conservative communities and with their students?



What are Human Rights?

Human rights are the rights one has simply by virtue of being human. They are the “highest moral rights, they regulate the fundamental structures and practices of political life, and in ordinary circumstances they take priority over other moral, legal, and political claims.”

(Canadian Human Rights Commission, 2012)

SOGI Policy Timeline

July 2016 – amendment to the BC Human Rights Code, which added gender identity and expression as a prohibited ground of discrimination (joining the already existing inclusion of sexual orientation).

September 8th 2016 – Minister of Education announced that all BC boards of education and independent school authorities were required to reference sexual orientation and gender identity (SOGI) in district and school codes of conduct by **December 31st, 2016**.

All public schools are required to ensure their codes of conduct include behaviours and consequences related to SOGI.

Independent schools are required to similarly update their policies promoting safety, respect and acceptance of all students; anti-bullying and harassment policies; and educational programs addressing these issues.

But how did we get here?...

(SOGI 123 Policies & Procedures, 2020)



The Constitution Act

1982

Haig and Birch v.
Canada et al.

1992

Click on each section
to jump to detailed
information!

1989

Education Policy Order, A
Mandate for the School
System Province of British
Columbia

1996

Revised Statutes of British
Columbia (RSBC) - B.C.'s
School Act and B.C.'s
Human Rights Code

Diversity in B.C. Schools Policy put into place (2001) and revised (2007, 2017)

2001, 2007

Provincial Standards of Code of Conduct and Harassment and Bullying Prevention Order

2016

Click on each section to jump to detailed information!

2016

Bill 27 - An Amendment to the Canadian Human Rights Act and Criminal Code

2017

Diversity in B.C. Schools is revised to reflect all authoritative evidence in support of the policy.

The Constitution Act: Canada's Equality Rights

- Canada may now alter its own constitution without approval from Britain
- The Charter of Rights and Freedoms becomes enshrined and recognized as Canada's highest form of law. Section 15 includes Canada's equality rights.

The Charter of Rights and Freedoms: Section 15

- “(1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.”
- (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability” (s 15)

We are all equals, and efforts to dissolve systemic disadvantages faced by marginalized groups do not intrude upon this equality

(s 15, Part 1 of the *Constitution Act*, 1982)

Education Policy Order, A Mandate for the School System Province of British Columbia (1989)

- 1989's Minister of Education, Honorable Anthony J. Brummet wrote this order, its authority still holds
- The goal of the order is to outline the purpose of education, the goals of public and private schools, families and communities, and the attributes that an education system accomplishing these goals should display
- “[S]chools in the province assist in the development of citizens who are: [...]
 - cooperative, principled and respectful of others regardless of differences;
 - aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.” (p. 4)
- Students “ have a responsibility to make the most of their opportunities, to respect the rights of others, and to cooperate with fellow students in the achievement of their goals” (p. 5)

Haig and Birch v. Canada et al. (*Haig v. Can.*, 1992)

- Captain Joshua Birch, after being kicked out of the Canadian forces for being gay, successfully argues that excluding the term 'sexual orientation' from the 1977 Canadian Human Rights Act violates the equality rights in section 15 of the Charter of Rights and Freedoms
- The words of the Charter are purposefully written in a way that allows new additions to identified groups protected by section 15
- Four years later, in 1996, the term 'sexual orientation' was formally added to the Canadian Human Rights Act as a protected ground of discrimination
- This action led to the legalization of same sex marriage in Canada in 2005

(Kirkup, K., 2018), (Brown, K. 2019)

B.C.'s School Act (RSBC 1996, c. 412)

- “Duties of students [...] A student must comply (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and (b) with the code of conduct and other rules and policies of the board or the Provincial school.” (p. 20)
- School districts may create and put into force their own policies granted that they are compatible with provincial policies
- The Minister of Education is responsible for reporting on the state of each district’s policies annually

B.C.'s Human Rights Code (RSBC 1996, c. 210)

- This document explains the laws regarding when discrimination constitutes infringing upon one’s human rights and what the protocol is for taking action in these situations
- Sexual orientation and gender identity or expression are terms that are present in all of the sections involving discrimination and were added to the Human Rights Code in 1996 and 2017 respectively

Diversity in B.C Schools Policy (Ministry of Education. 2019)

- Put into force in 2001, and revised in 2004 then again in 2017
- The revisions each include more authoritative documents meant to provide evidence supporting the policy. The policy revisions adjust the language to reflect the language used in the authoritative documents
- “Addressing diversity encompasses the following:
 - taking into account the different beliefs, customs, practices, languages, behaviours, sexual orientation, gender identity and expression, and physical differences of individuals and cultural groups
 - encouraging understanding, acceptance, mutual respect and inclusion, in order to make school communities and society as a whole more equitable for all people.” (2019)

Bill C-16: An Amendment to the Canadian Human Rights Act and Criminal Code (2016)

- Gender identity or expression are formally added to the Human Rights Act as prohibited grounds for discrimination
- The criminal code adds gender identity and expression as distinguishing terms in defining identifiable groups
- The 2017 revision of the Diversity in BC Schools policy reflects this amendment
- Provincial Standards of Code of Conduct (2016)
 - School boards are tasked with establishing one or more codes of conduct for the schools within their district and it must include references to all the grounds of prohibited discrimination in the human rights code
 - A subsection including sexual orientation, gender expression and identity is included in this document
- Harassment and Bullying Prevention Order (2016)
 - All independent school authorities must have a harassment and bullying prevention policy
 - The policy must reference the protection of all students from harassment and bullying, regardless of their sexual orientation or gender expression

What is SOGI? What is SOGI 1 2 3?

- **SOGI** stands for **Sexual Orientation and Gender Identity**. Everyone has one, whether they identify as lesbian, gay, bisexual, pansexual, transgender, queer, two-spirit, non-binary, heterosexual, or cisgender.
- "There is no "SOGI curriculum." However, throughout K-12 curriculum and school activities, students and teachers explore the topic of human rights and:
 - a. What it means to value diversity and respect differences
 - b. How to respond to discrimination"
- "SOGI 1 2 3 is a resource that supports educators in addressing these topics in the provincial curriculum. It helps schools create safe, caring and inclusive learning environments for all students regardless of their race, culture, religion, sexual orientation or gender identity and expression. Educators are not required to use this resource."



(B.C. Government, 2020)

LGBTQ Rights in Schools

According to a Canadian research survey published in 2011

70 % of students reported hearing "That's so gay" every day in school

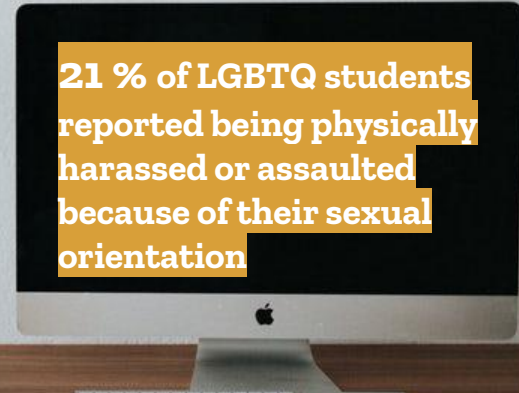
58 % of straight students reported that they find homophobic comments upsetting

48 % reported hearing words like "faggot" (male homosexual) or "dyke" (a lesbian) every day

64 % of LGBTQ students and 61% of students with LGBTQ parents reported that they felt unsafe in school

LGBTQ students and students with LGBTQ parents experience much higher levels of verbal and physical harassment than other students

(Canadian Civil Liberties Association, 2014)



Ten Key Components for Effective SOGI-inclusive Policies & Procedures



1. **COMMON LANGUAGE** - All parties will be well-informed of and equipped with appropriate & respectful language
2. **SAFETY/ANTI-HARASSMENT** - Proactive and reactive measures that include sexual orientation and gender identity will impact all students
3. **SELF-IDENTIFICATION** - Students will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity
4. **CONFIDENTIALITY** - Students will have the right to the confidentiality of their official and / or preferred sex, gender, and name
5. **DRESS GUIDELINES** - Students may address their gender identity or gender expression through what they wear to school. A dress code should be as all-inclusive as possible which may include removing pronouns



Ten Key Components for Effective SOGI-inclusive Policies & Procedures continued



6. **GENDER INTEGRATED AND INCLUSIVE ACTIVITIES** - Integrated and inclusive activities will enable students to join teams and groups that they feel correspond with their gender identity
7. **EDUCATOR TRAINING** - All staff will be provided with knowledge and tools to develop a broad understanding of SOGI and the impact on students
8. **INCLUSIVE LEARNING** - Classrooms materials and activities will contain positive images and accurate information about sexual and/or gender diversity
9. **FACILITIES** - Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms
10. **INCLUSIVE EXTRA CURRICULAR ACTIVITIES** - Students will be included and accommodated for all extra-curricular activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club

Tips on dealing with LGBTQ bullying

* If you're being bullied in this way you need to tell your parents and report it to a teacher. Keep a diary of remarks or behaviour. If you feel unable to speak to your parents or a teacher, perhaps you can approach another adult you can trust to get some help. Hopefully if you have a good friends, they can give you support to help get it stopped, too.

* If this bullying spills over into threats or violence then it should be reported to the police as a **hate crime**. Many police forces have specialist units to deal with these incidents.

* Ask the school to do some work on LGBTQ bullying within your school if you feel able to, sometimes educating others can help enormously in making them realise their actions and consequences.

* If you are being bullied online or via **social media**, take screenshots and keep them as evidence to show your parents, the school or the police.

What can teachers do?

- ★ It's important that students feel safe, welcome and included in the classroom
- ★ Post safe space signs - you can designate your classroom a "safe zone" through stickers or posters on your classroom door. This lets them know that you're LGBTQ friendly
- ★ Stand up against homophobia - Educators can help change that: e.g. Provide lesson plans on bullying, bias, diversity that teachers can use to educate their students

A Teacher's Guide to Sexual Orientation & Gender Identity Terms

Allies are individuals who don't identify as LGBTQ but support both individuals and communities who do, and advocate on their behalf

Ally

A person is considered **cisgender** if they identify with the sex they were assigned at birth

Cisgender

Asexual

People who identify as **asexual** are not sexually attracted to either sex, though the spectrum experiences vary from person to person

Closeted

Closeted are LGBTQ individuals who have not yet revealed their sexual orientation or gender identity publicly

A Teacher's Guide to Sexual Orientation & Gender Identity Terms (continued)

Queer - Once carrying a negative connotation numerous LGBT youth have reappropriated this word to refer to the LGBT community as a whole

Queer

While the sex assigned at birth is binary, one's **gender identity** is informed by how one sees oneself

Gender Identity

Coming Out/Disclosure

LGBTQ individuals often **disclose** their sexual orientation and gender identity to their family, friends and/or community - also known as **coming out**

Questioning

Individuals who are currently exploring their own sexual orientation and gender identities are said to be **questioning**

A Teacher's Guide to Sexual Orientation & Gender Identity Terms (continued)

An individual who is **bisexual** is attracted to two or more genders.

Bisexual

A individual who is **pansexual** is attracted to all genders.

Pansexual

Two-Spirit

"**Two-spirit** refers to a person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their sexual, gender and/or spiritual identity."

(Researching for LGBTQ2S+ Health, n.d.)

Non-binary

The term **non-binary** refers to someone whose gender identity isn't exclusively male or female.
(Healthline, n.d.)

Bringing LGBTQ+ Inclusive Education into the Classroom Within a Conservative Community

Navigating parental concerns:

- **Explain to parents that classrooms are a microcosm of the larger community, and there are many students/families who live within the LGBTQ+ community and children should see a reflection of self at school too.** (Hermann-Wilmarth & Ryan, 2018)
- **Make sure parents feel as though their concerns are being heard during the dialogue.** (Hermann-Wilmarth & Ryan, 2018)
- **Refer back to curriculum re. diversity and inclusion, etc.**
- **Know your district's policies and procedures.**

"Each school district, through its board of education, has the autonomy to adopt its own policies and procedures regarding learning resources and budgets. They do not, however, have the right to override the provincially mandated curriculum; nor to ignore defined teacher autonomy in the classroom. In BC school districts, it is the local board of education that holds the responsibility to define this balance for their students and communities." - BCSTA, 2018



Parental Rights:

"This goes against our rights to teach our children our own set of family values."

- As teachers, we do not condone children being removed from our classes when we teach about Aboriginal people, people of colour, people with disabilities, or gay, lesbian, bisexual and trans people.
- You can teach your child your own values at home. Public schools teach everyone about respecting diversity and valuing everyone.
- Teachers and principals have a legal obligation to provide for the safety and inclusion of all students in our school.

(Note: Don't enter into debates about meanings or merits of scriptural texts.)

"Quick Responses for Talking

LGBTQ-Inclusion with Parents and

Community Members"

Sexuality:

It's recruitment or teaching about sex!"

- No one suddenly chooses to become lesbian, gay, bisexual or trans because they heard about the topic in school.
- Anti-homophobia and anti-transphobia education at the elementary level does not include discussion about sex or sexual practices.
- Secondary students need accurate information about relationships and safe sex. Lack of information can have significant consequences for youth.

Age Appropriateness:

"My child is too young for this topic!"

- Children are already learning homophobic and transphobic slurs starting in primary years. My job is to make school safe and oppose all name calling.
- All families deserve to be represented in the curriculum. The mandatory provincial curriculum includes diverse family structures.
- It is our job as educators to teach accurate, up-to-date information to every child, including yours.

Myths and Misconceptions about SOGI

"SOGI 1 2 3 only supports LGBTQ+ students"

In reality, SOGI 1 2 3 provides tools and resources for creating a welcoming and inclusive environment for ALL students, regardless of their sexual orientation or gender identity. Research shows that approximately equal numbers of students who do identify as LGBTQ+ and who don't identify as LGBTQ+ experience harassment on the basis of sexual orientation and gender identity while in school. This is because homophobia and transphobia can be directed at anyone and has a negative effect on school culture, emotional well-being and academic success. **(SOGI 1 2 3, n.d.)**

"The policy elevates the rights of one group over other groups."

This is not true. Supporting the rights of one group currently experiencing inequality will not result in diminished rights for others. While certain other demographic groups have had overall protection of their rights in school settings, LGBTQ+ students have not had their rights upheld previously, such as equal access to washrooms, being called by their preferred name or pronoun, or being able to see themselves represented in library and classroom resources. **(Nixon, 2018)**

Myths and Misconceptions about SOGI

“The policy means children will be actively persuaded by teachers to question their gender or orientation.”

“This is untrue. Educating children about diversity of any kind means giving them accurate information and fostering understanding and respect, not trying to promote or persuade anyone of anything. For example, teaching children about the different kinds of world religions and teaching respect for different religious views is completely different than telling them that one particular religion is better or the ‘right’ one, or attempting to convert them from one religion or another.”

“The policy infringes on the right to ‘free speech’”

While free speech is a right, people do not have the right to say something that would infringe on the right of someone else to not be harassed. In a school context, this means it is not okay to call someone names or tell someone that an aspect of their identity is wrong - especially one protected by the BC Human Rights Code. Any statements deemed to be harassment or bullying would violate a school district’s Code of Conduct.

“The SOGI policy is ‘teaching an ideology’”

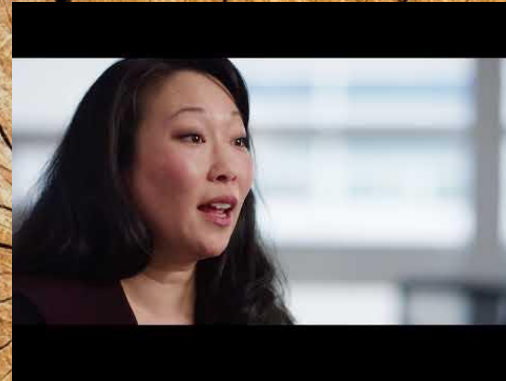
While there are some groups and individuals in society who deny the legitimacy of gender and sexual diversity, the fact is that people of diverse sexual orientations and gender identities do exist and are a part of society. Furthermore, sexual orientation and gender identity are now protected under the BC Human Rights Code, and school districts as a public institution are mandated to uphold all human rights, including LGBTQ+ students’ right and equal access to a safe and inclusive learning environment.

SOGI 5-minute Learning Bursts



SOGI 1 2 3 Curriculum Resources

Retrieved from <https://youtu.be/W87UnzCvqmE>



SOGI 1 2 3 Parent Resources - Elementary

Retrieved from <https://youtu.be/ZDSARFjk7Xo>



SOGI 1 2 3 Policies and Procedures

Retrieved from https://youtu.be/iRfX_BkUr8Q



SOGI 1 2 3 Inclusive Environments

Retrieved from <https://youtu.be/wK7J5SVGKYE>

List of Resources Available for Teachers

- SOGI 1 (Policies and Procedures) <https://bc.sogieducation.org/sogi1>
 - 10 key components for effective SOGI-inclusive Policies and Procedures
 - Practice scenarios available for download and ways to navigate situation
- SOGI 2 (Inclusive Environments) <https://bc.sogieducation.org/sogi2>
 - Choosing inclusive words, changing school experiences, and saying NO to exclusion
- SOGI 3 (Teaching Resources) <https://bc.sogieducation.org/sogi3>
 - Resources and lesson plans including "Why 'That's so gay' is NOT okay"
- Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum
https://www.bced.gov.bc.ca/irp/pdfs/making_space/makingSpace_full.pdf



LGBTQ Ally Action: Preventing Bullying

1. TRUST YOUR STUDENTS

If a student says they are being bullied, take them at their word and don't dismiss the actions as teasing.

2. INFORM ADMINISTRATORS

Inform school leaders of all reports of harassment so that they can monitor the situation and respond appropriately

3. SIMPLY LISTEN

If a student tells you they have been harassed for their sexual orientation and/or gender identity, listen without judgement or assumption

4. CONNECT STUDENTS TO RESOURCES

Students who have been bullied may not be aware of school services that could help, like counselling or therapy

Presentation

Activity

Coming Out Stars

(Click for manual)

(University of Southern California, n.d.)

Conclusion

This resource intends to provide a concise explanation of the current state of human rights in British Columbia, particularly SOGI rights. Along with SOGI 1 2 3, organizations dedicated to supporting and accepting SOGI rights in schools provide resources to help teachers deal with these themes while teaching. When considering backlash over this policy, or discrimination and a lack of empathy towards human rights, Canada's highest laws are clear. There is no need to change the minds of people who are against SOGI rights. Instead, those who are dedicated to upholding human rights in schools can educate themselves on the nuances of issues of discrimination and do something about it when they see it.

Glossary of Terms

Human Right a right that is believed to belong justifiably to every person

Discrimination the unjust or prejudicial treatment of different categories of people or things,

SOGI SOGI stands for sexual orientation and gender identity. Since we all have a sexual orientation and gender identity, it includes all of us. A SOGI-inclusive school means all of these experiences and identities are embraced and never cause for discrimination

SOGI 1 2 3 is a resource that supports educators in addressing these topics in the provincial curriculum. It helps schools create safe, caring and inclusive learning environments for all students, regardless of their race, culture, religion, sexual orientation or gender identity and expression

Homophobia having or showing a dislike of or prejudice against people of minority sexual orientations and/or gender identities

Transphobia/Biphobia/Queerphobia Discrimination against minority sexual orientations and gender identities is still a major issue among LGBTQ youth, who are at an increased risk for verbal harassment by classmates

More Resources

- Brown, K. (2019, September 6). How Same-Sex Marriage Became Legal In Canada. Retrieved from
 - <https://shulman.ca/same-sex/how-same-sex-marriage-became-legal-in-canada/>
- ChijireTakami. (2019, June, 11). I'm often asked... [Tweet]. Retrieved from
 - <https://twitter.com/chijiretakami/status/1138451771322458113>
 - This tweet contains a sensitively driven and accurate way to define the terms bisexual and pansexual, what the similarities and differences are, and how one might go about using these terms if they are not of that particular sexual orientation.
- Education. (2018, September 29). Minister and K-12 education partners' statement on support for SOGI. Retrieved from
 - <https://news.gov.bc.ca/releases/2018EDUC0058-001893b>
- Education. (2019, May 17). More students supported by SOGI-inclusive education. Retrieved from
 - <https://news.gov.bc.ca/releases/2019EDUC0040-000975>
- Mmoneymaker. (2020, January 28). Acronyms Explained. Retrieved from
 - <https://outrightinternational.org/content/acronyms-explained>
- University of Southern California. (n.d.). Retrieved from
 - <https://lgbtrc.usc.edu/education/activities/>
 - This resource contains the presentation activity "Coming Out Stars" among other college level activities meant to educate participants on LGBT issues.
- Weiss, S. (2018, February 21). 9 Things People Get Wrong About Being Non-Binary. Retrieved from
 - <https://www.teenvogue.com/story>

Annotated Bibliography / References

Alphonso C., (2017). Sexual-orientation and gender-identity battle grips schools.

The globe and mail. Retrieved from:

<https://www.theglobeandmail.com/news/british-columbia/sexual-orientation-and-gender-identity-battle-grips-bcschools/article36681034>

Alphonso discusses the importance about teachers being equipped with resources to support children, including LGBTQ, and a resigned curriculum means educators can focus on diversity and respecting differences.

B.C. Government (2020). Erase: Sexual orientation & gender identity (SOGI). Retrieved January 28th 2020 from

<https://www2.gov.bc.ca/gov/content/erase/sogi>

This website defines SOGI and discusses the importance of schools to be inclusive and safe spaces for students of all sexual orientations and gender identities.

Bill C-16: An Act to amend the Canadian Human Rights Act and the Criminal Code. (2016). 1st reading, May 17, 2016 42nd Parliament, 1st Session. Retrieved from https://www.ourcommons.ca/Content/Bills/421/Government/C-16/C-16_1/C-16_1.PDF

This enactment amends the Canadian Human Rights Act to add gender identity and gender expression to the list of prohibited grounds of discrimination. It also amends the criminal code to protect these same groups against hate propaganda

Canadian Charter of Rights and Freedoms, s 15, Part 1 of the Constitution Act, 1982, being

Schedule B to the Canada Act 1982 (UK), 1982, c 11. Retrived From <https://laws-lois.justice.gc.ca/eng/const/page-15.html>

These are Canada's equality rights. Having been enshrined into the constitution in 1982, after Canada was able to independently alter its constitution, this section along with the entire charter is notable in the allowance of change in constitutional law at judicial discretion. It's because of this type of language in the Charter that minority groups are able to advocate for protection under these equality rights.

Annotated Bibliography / References

Canadian Civil Liberties Association (2014). Retrieved from:

<https://ccla.org/cclanewsites/wp-content/uploads/2015/02/LGBTQ-Rights-in-Schools-CCLA-and-CCLET-FINAL.pdf.pdf>

In this information guide one can find the result of LGTBQ students who did the Canadian research survey of 2011.

Haig v. Can., (1992) 57 O.A.C. 272 (CA),

Retrieved from <https://ca.vlex.com/vid/haig-v-can-680869385>

This is the entry into the court decisions database of Ontario Appeals for a precedent setting trial in which a man having been kicked out of Canadian forces for disclosing his sexual orientation championed the need for flexibility in human rights codes across Canada. The outcome of this trial has resulted in further alterations to these codes. The full manuscript of the trial requires a paid account in order to be viewed on this website.

Healthline (n.d.). What does it mean to identify as nonbinary. Retrieved January 29, 2020 from

<https://www.healthline.com/health/transgender/nonbinary>

This article explains what it means to be non-binary and gives suggestions for using gender-neutral terms.

Human Rights Code, RSBC 1996, c. 210, Retrieved from

http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

This is the provincial code complying with the Canadian constitution, known as the highest form of law, that dictates the grounds for protection against discrimination and actions that are to be taken when these rights are violated.

Annotated Bibliography / References

Kirkup, K., (2018), Canadian Human Rights Act. In *The Canadian Encyclopedia*. Retrieved from

<https://www.thecanadianencyclopedia.ca/en/article/canadian-human-rights-act>

This encyclopedia entry discusses the Canadian Human Rights Act from its origins to its most recent amendments, including the amendments that formally added the terms sexual orientation and gender identity or expression to the Human Rights Act.

Lowenthal T., (2019). Accredited Online Schools. Retrieved from:

<https://www.accreditedschoolsonline.org/education-teaching-degree/lgbtq-youth/>

Nixon, S. (2018). Letter: 5 myths about the SOGI policy: Trustee [Letter to the editor]. *Richmond News*. Retrieved January 29th from

<https://www.richmond-news.com/opinion/letters/letter-5-myths-about-the-sogi-policy-trustee-1.23360471>

This letter to the editor of Richmond News is written by a school trustee in Richmond who debunks some of the top myths she has encountered from the public.

Quick responses for talking LGBT-inclusion with parents and community members. (October 28, 2015). Retrieved from

<https://egale.ca/awareness/quick-responses-for-talking-lgbtq-inclusion-with-parents-and-community-members/>

This website provides some quick responses for teachers to use when talking to parents who are confused, concerned, or against LGBTQ-inclusive teaching in the classroom.

Rau, K., (2019), Lesbian, Gay, Bisexual and Transgender Rights in Canada. Retrieved from

<https://thecanadianencyclopedia.ca/en/article/lesbian-gay-bisexual-and-transgender-rights-in-canada>

The encyclopedia entry goes through Canada's political history, mostly with regard to progressive changes toward LGBT rights from a settler background perspective.

Annotated Bibliography / References

Researching for LGBTQ+ Health, (n.d.). Two-spirit community. Retrieved January 29, 2020 from <https://lgbtqhealth.ca/community/two-spirit.php>

This article defines what it means to be part of the Two-Spirit community.

Ministry of Education. (2019, September 18). Diversity in B.C. Schools. Retrieved from <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/diversity-in-bc-schools>

This webpage contains the BC schools provincial policy regarding diversity.

School Act, RSBC 1996, c. 412, Retrieved from <https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>

This document holds the authority with which BC school policies are put into force. It's referred to anytime authority is required for any official changes in BC schools.

SOGI 1 2 3, (n.d.) SOGI 1 2 3 Q&A. Retrieved January 29th from <https://bc.sogieducation.org/q-a>

Statement of Education Policy Order (Mandate for the ... (1989). Retrieved from https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/oic_128089.pdf

This order dictates the roles and responsibilities of each member of the education system in BC, starting with students and going up a level in power until reaching the minister of education for BC. The goal of this document is to maintain a purpose for education and provide standards by which to compare BC's educational state in a given year.