RISE UP

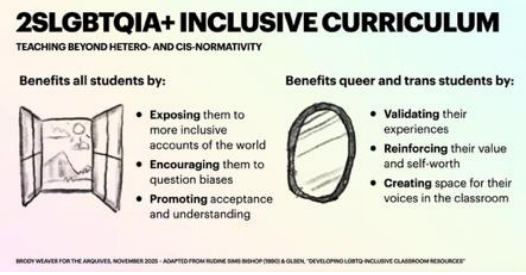
Resist and respond to oppression,
Interrupt harm,
Say no to dehumanization,
Educate yourself and others,
Unlearn queerphobia and transphobia,
Practice community care

Created by: Lee 李 (they/them他)

Please review your district's policies on Sexual Orientation, Gender Identity & Gender Expression (SOGIE). This document will refer to School District 39's policies as an example.

In 2025, VSB School Support for Trans and Gender Diverse Students circulated, documenting school staff roles and responsibilities, grounded by BC Human Rights Codes, and district policies. Importantly, the VSB's Equity Statement, Administrative Procedure 174 and Policy 17 guide and support the work of all VSB staff on Sexual Orientation, Gender Identity and Expression:

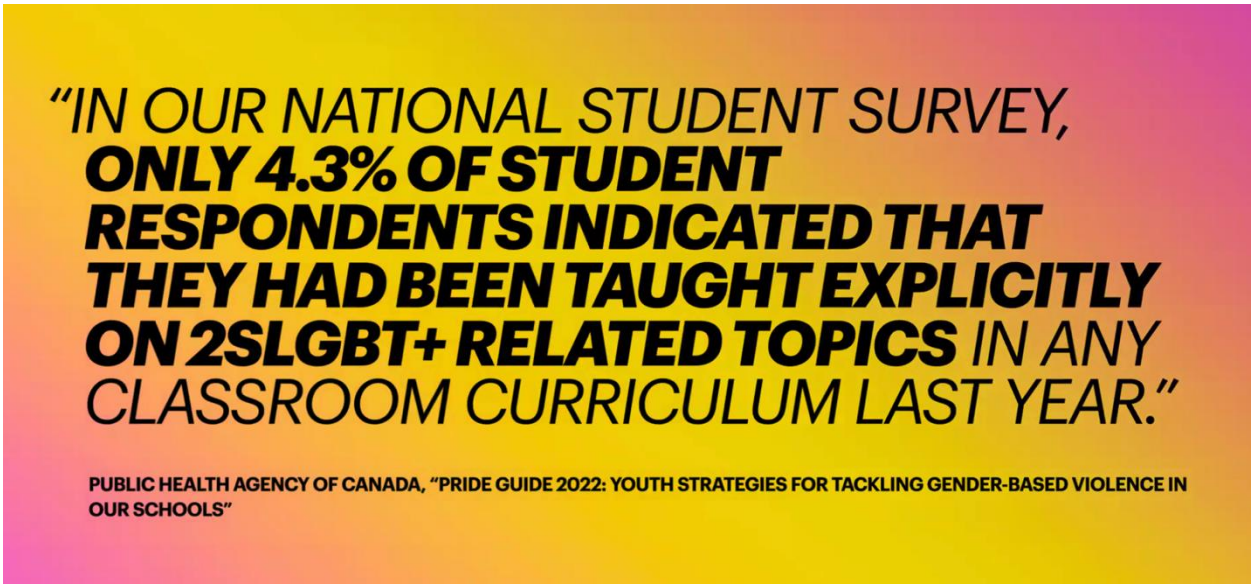
The Board of Education (the "Board") is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and working environment for all members of the school community, regardless of real or perceived sexual orientation, gender identity, and/or gender expression, which includes but is not limited to Two-Spirit, lesbian, gay, bisexual, transgender, queer, and questioning (2SLGBTQ+).



Dr. Rudine Sims Bishop (Windows and Mirrors)

CONTENTS

1. Context
2. District Policy
3. Curricular Big Ideas
4. Legal Jurisprudence
5. Lesson Ideas: Slurs, Washrooms and Changerooms, Deadnaming and Misgendering
6. Citations



CONTEXT

From BC Human Rights in Focus: Inequities in Education

"Even in elementary schools, students report experiencing hate and discrimination. Throughout their education, students from marginalized groups are less likely to feel safe, welcome and fairly treated.

Nearly **one in five** B.C. high school students identify as "gay, lesbian, bisexual or not exclusively heterosexual." About three per cent of young people (ages 12–19) in B.C. identify as non-binary or transgender. The growing number of people, especially younger people, who identify as LGBTQ2SAI+ reflects a monumental shift in public awareness, acceptance and recognition of the rights of LBGTQ2SAI+ people. **However, students with diverse sexual orientations and gender identities routinely face discrimination in schools.**

According to national surveys by the non-profit organization Egale, while verbal and physical manifestations of transphobia and homophobia (queerphobia) have declined in the last decade, **62 per cent of LGBTQ2SAI+ students across Canada still feel unsafe at schools**. Many of these students report experiences of exclusion, harassment, intimidation and violence. LGBTQ2SAI+ Indigenous students are even more likely to experience harassment. According to the Student Learning Survey, as early as grade seven, about one in 20 students in B.C. report experiencing discrimination on the basis of their sexual orientation or gender identity. **Research shows that the majority of all students report hearing negative gendered remarks and hearing homophobic comments either daily or weekly**. **The majority of LGBTQ2SAI+ students surveyed do not report harassment because they 'do not think [the] school would do anything about it.'"**

DISTRICT POLICY

Please locate your district's policy relevant to SOGIE. As an example, VSB's policy is referenced here: AP 174

SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

Background

The District believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender identity, gender expression, sexual orientation, physical or mental ability, or political beliefs. The letter and spirit of the Canadian Human Rights Act and the BC Human Rights Code shall be carefully observed, enforced, and supported, so that all members of the school community feel safe, valued and included. Language or behaviour that degrades, denigrates, labels, or stereotypes students based on their real, or perceived, sexual orientation, gender identity and/or gender expression will not be accepted.

A student's right to discuss and express their sexual orientation, gender identify, and/or gender expression will be respected. It is up to the student to determine when, and with whom, they choose to share information regarding their sexual orientation and/or gender identity.

This Administrative Procedure supports Board Policy 17 Sexual Orientation, Gender Identity and Gender Expression.

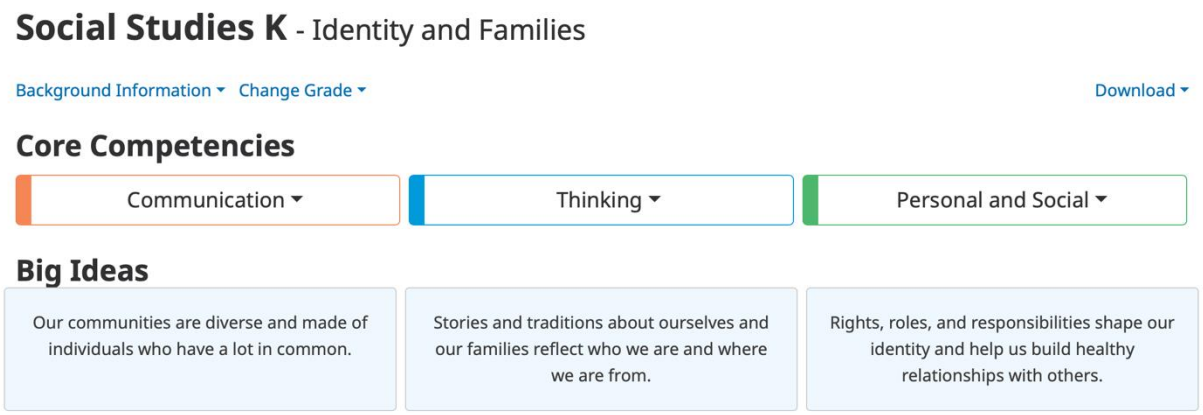
VSB Equity Statement:
The VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

- ***having students see themselves and their communities in the curriculum and in the staff throughout the District;***
- *prioritizing* ***student needs*** *by making informed decisions and engaging in open communication with rightsholders and stakeholders; and*
- ***actively fighting systems of oppression*** *through relationship building, ongoing communication and transparency.*

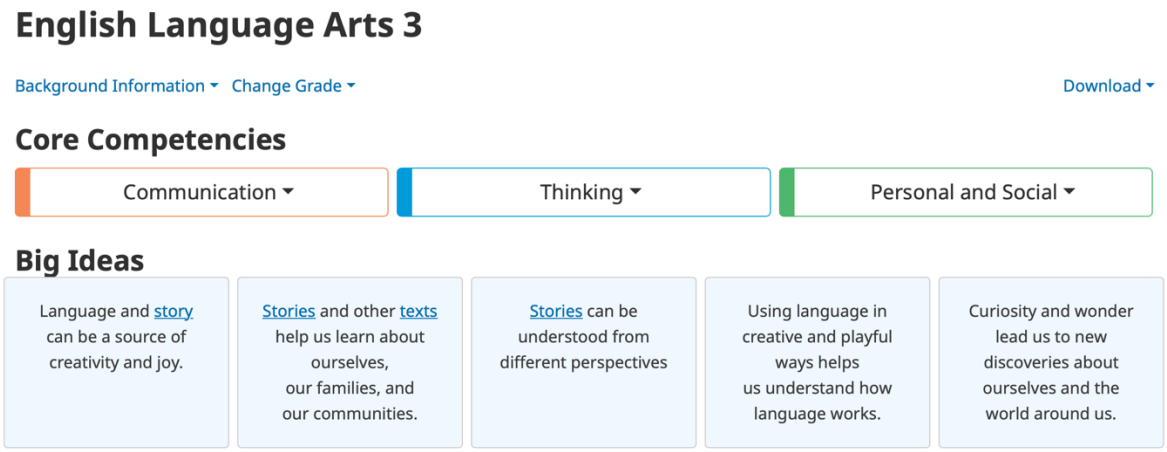
BIG IDEAS

Some examples of how to connect SOGIE education with BC Curriculum K to 12:

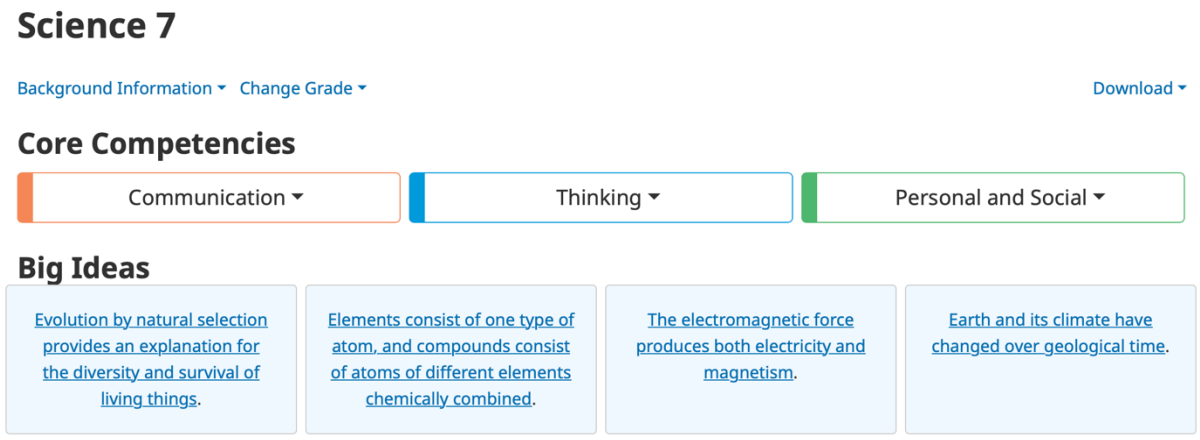
SS – Kindergarten



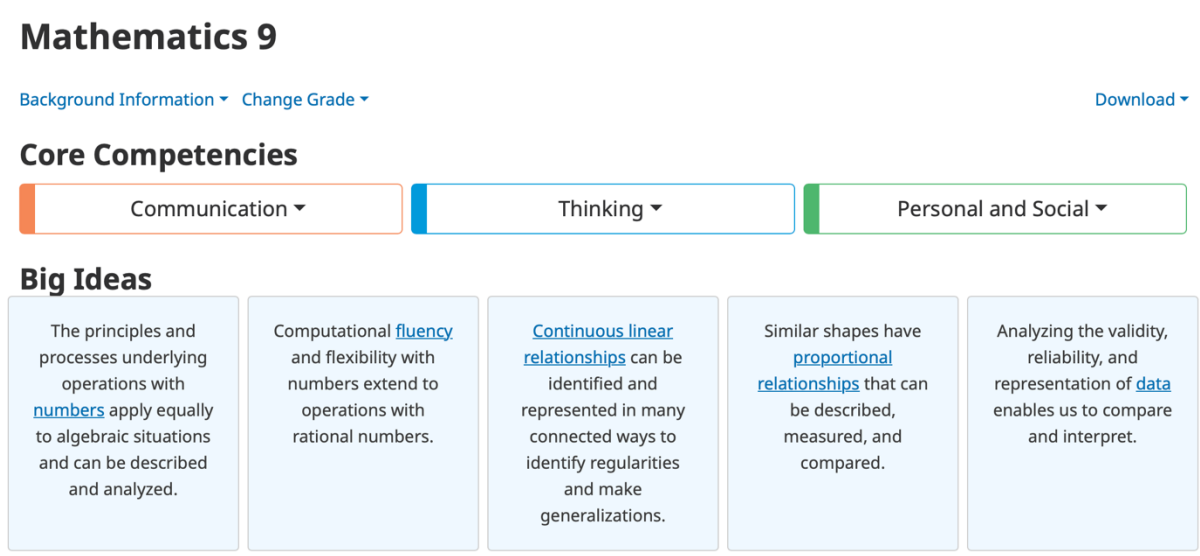
English Language Arts – Grade 3



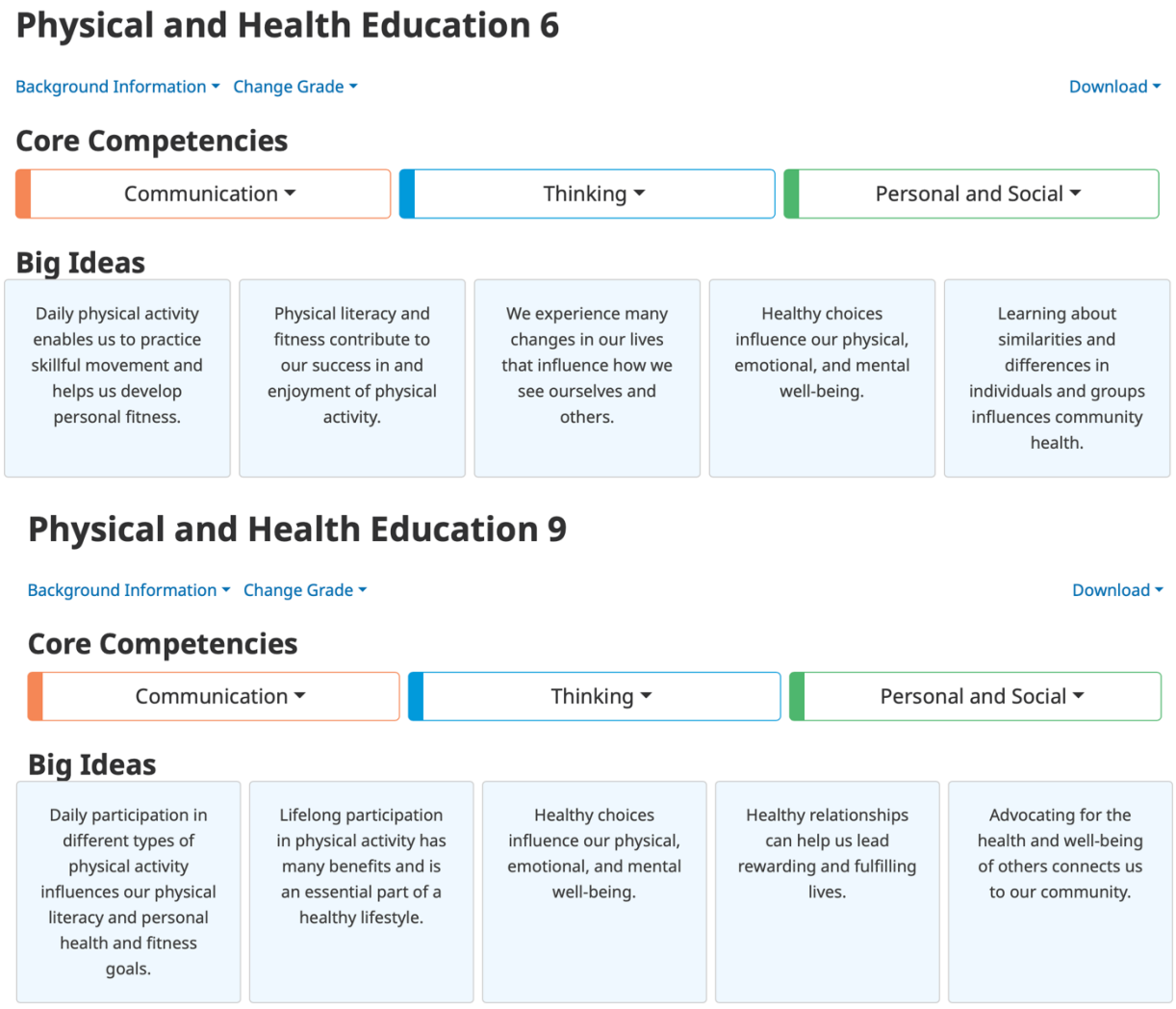
Science – Grade 7



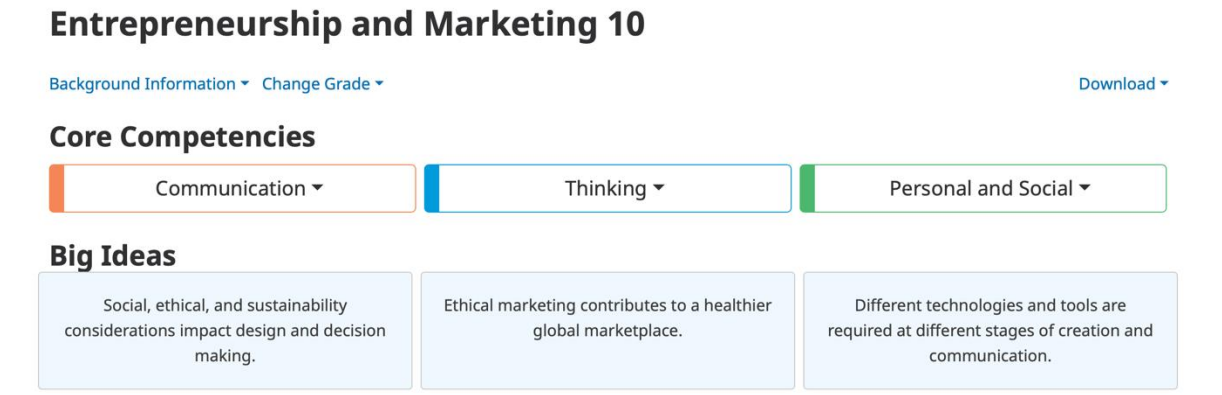
Math – Grade 9



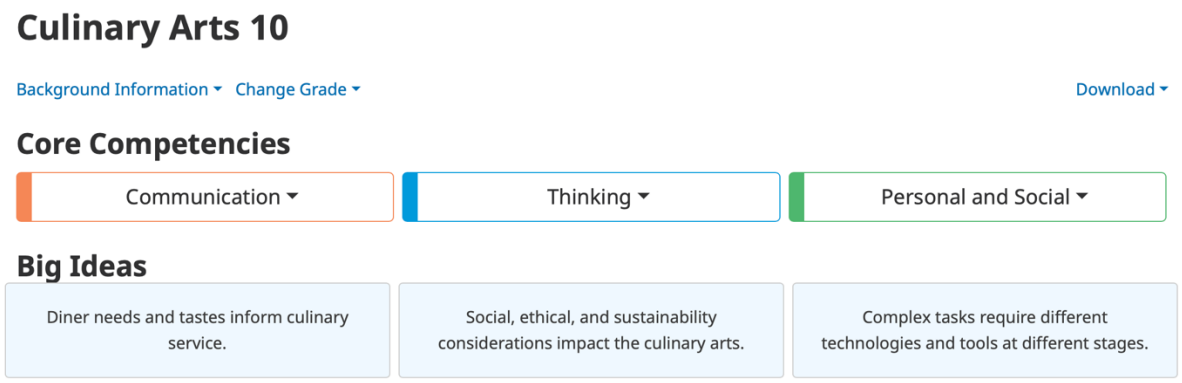
Physical and Health Education – elementary and secondary



Applied Design, Skills and Technologies – grade 10



Culinary Arts – grade 10



JURISPRUDENCE

Chamberlain v Surrey School District (Supreme Court of Canada, 2002)
Key takeaways:

1. Surrey banned books at the time; books about a variety of families;
2. Supreme Court of Canada (SCC) guides anti-oppression work, example: 2SLGBTQIA+, anti-racism, residential schools;
3. Schools are secular settings, and public education welcomes diverse, secular understandings of being in community;
4. Schools must cultivate respectful learning and working environments; "tolerance is always age appropriate" (paragraph 69)

Kempling v BC College of Teachers (2004)
Key takeaway:

– Professionals in public service must uphold BC Human Rights Code

Jubran v North Vancouver School District (2005)
Key takeaways:

1. Student subject to homophobic/ queerphobic bullying for 3 years;
2. School District and school was not proactive on harm to student; impact matters, intention does not; schools and districts and Ministry of Ed must be pro-active in providing a safe, inclusive learning environment for all learners and it's not good enough just to react to incidents of harassment that come up;
3. Schools must always be inclusive of all learners;
4. Student is not queer, identified as straight – identity doesn't matter

Vancouver School District SOGIE lineage:

1. Late 1990s, early 2000s VSB students, former students, teachers and parents worked together to address safety and the overall experience in school for 2SLGBTQIA+ students and staff with students, employee groups, stakeholders and community participation

2. 2004 – VSB adopts first SOGIE policy and action plan

Murray & Peter Corren (2006)
Key takeaways:

1. Social Justice 12 is a result of a settlement agreement between Peter and Murray Corren and the Ministry of Education to address the lack of 2SLGBTQIA+ inclusion in public education;
2. This led to a revision of curriculum and school policies from 2010 onwards towards SOGIE inclusion

SOGI 123: (2016)
Key takeaways:

1. In 2016, Gender Identity and Gender Expression was added to Human Rights Code after advocacy by community groups and BCTF;
2. Ministry of Ed updated Code of Conducts in BC schools and that all attributes of BC Human Rights Code must be updated to include SOGIE (sexual orientation, gender identity and gender expression)

Hansman v. Neufeld (SCC 2023)
Key takeaways:

1. "On May 19th, 2023, the Supreme Court of Canada ruled in favor of those who speak out to protect 2SLGBTQQIA+ youth. The majority of the court allowed BCTF President Glen Hansman's appeal, reaffirming that there is a great public interest in protecting Hansman's freedom of speech countering views that undermine the dignity and equality of marginalized groups. This victory is an important step to ensuring that those who push back against anti-2SLGBTQQIA+ speech are not silenced." (West Coast LEAF)
2. Speech that protects equality must be protected, especially when countering harmful speech
3. Transgender community rights in this case established for first time at SCC.

LESSON IDEAS

1. Slurs

Sources:

https://www.pridenet.ca/resources - name calling
https://welcomingschools.org/resources/stop-thats-so-gay-anti-lgbtq-comments

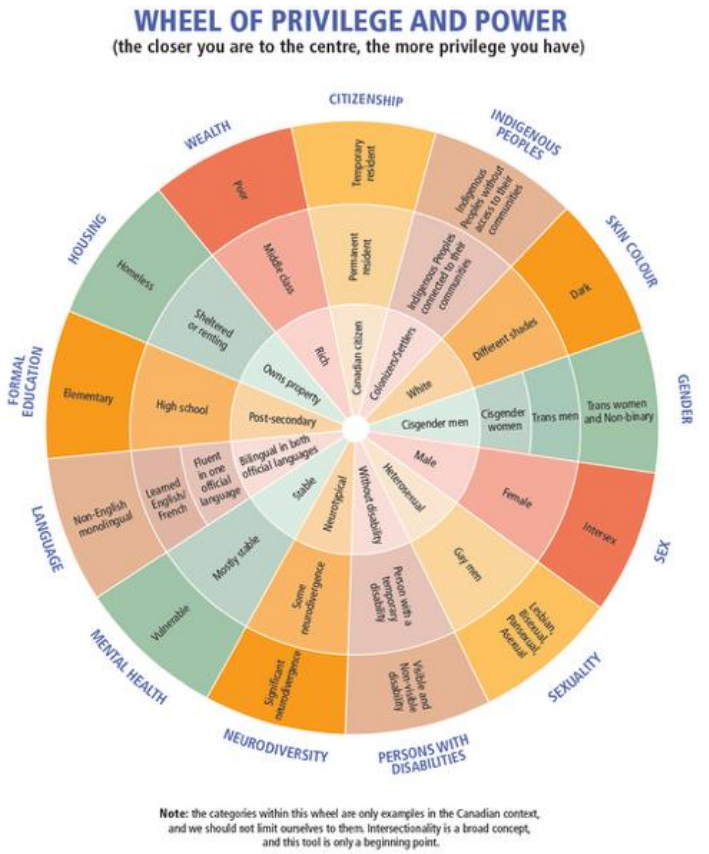
Microaggressions – are like mosquito bites (video 1 min 56 sec)

1 a) Lesson Idea: ProActive SOGIE education

Use the Big Ideas from your curricular area to weave SOGIE education in every lesson. Inclusion and belonging are evident in all curricular areas, including land based learning.



The QR code on this poster connects to a link with Trans inclusive lesson ideas and question prompts, resources on calling in and calling out, SOGIE teaching resources, BC Human Rights Code, the wheel of privilege and power and more.



Question: How does this wheel of privilege and power connect to legislated privilege in Canada? Consider the British North America Act of 1867 s. 41:

> Provided that, until the Parliament of Canada otherwise provides, at any Election for a Member of the House of Commons for the District of Algoma, in addition to Persons qualified by the Law of the Province of Canada to vote, every Male British Subject, aged Twenty-one Years or upwards, being a Householder, shall have a Vote.

Question: How is inclusion and exclusion demonstrated in the original, colonial documents of Canada? How is discrimination manufactured? How is privilege manufactured?

Age Group	Primary	Intermediate	Secondary
Potential Questions	Who is included? Who is not included?	How is inclusion and exclusion demonstrated in this document?	Is the BNA 1867 a form of manufactured privilege and manufactured vulnerabilities? Explain
Ways to integrate	Picture books	Looking at wording of the section 41 paragraph, critically examine the content. Learn about the history of the franchise in Canada.	Critically examine document, compare to wheel of privilege and power. Consider how legacy systems work. Learn about the history of the franchise.

1b) Lesson Idea: Responding to discrimination and harassment

There are many resources that have been created by SOGIE educators over decades.

What to Say to That's So Gay (PDF, 2023 here)

Pride Education Network (Dealing with Name Calling, 2010 here)

Think B4 You Speak (GLSEN, 2008)

For general slurs, it's important to remember that some words are used within communities, and some are acceptable to use outside of communities. Words like queer, trans, gay are words members of community use to describe community and are acceptable for public use. How words are used, how words are associated with a positive or negative implication, is important to understand. For more vocabulary please look at Trans Care BC or Qmunity to learn about inclusive terminology.

2. Washrooms and Changerooms

Referencing your district's policies on universal washroom and changeroom access, can support the next lesson idea. VSB's policy will be referenced here.

10.0 Washroom and Change Room Accessibility

10.1 Single stall all-gender washrooms will be available at all school locations and worksites and will be made available for all students.

10.2. Gender-diverse students will be offered the option of using washrooms/changerooms which reflect their gender identity or sex assigned at birth. Gender-diverse students will also be offered the option of using separate washroom/changerooms facilities.

10.3 Schools will engage gender-diverse students in the development of a plan for the use of washrooms and change facilities that prioritizes the student's privacy, safety, and comfort.

10.4 The District will ensure design specifications for new and replacement schools take into consideration the needs of gender-diverse students and staff for safe and comfortable washroom and changeroom access.

Proactively, AP 174 guides and supports the work of the district and all employees to ensure washroom and changerooms are accessible, dignified, private and secure. All Gender Washrooms, universal washrooms that are single, stalled and located in adult-supervised high visibility areas of schools will go a long way to creating safer spaces for gender-diverse students and staff.

Like an accessible parking spot, it's most ideal that students and staff who do not identify as transgender or non-binary use binary labelled washrooms, so that gender diverse students and staff may have priority access. AP 174 states that students have the right to self-determination, and will use the washroom or changeroom that reflects their gender identity and/or sex assigned at birth.

2.0 Safety and Belonging

2.1 As per the BC Human Rights Code, everyone has the right to define and express their sexual orientation, gender identity, and gender expression. Schools will ensure that steps are taken to ensure 2SLGBTQ+ students, staff and families feel welcome, safe and included.

Lesson Idea:

For primary, intermediate or secondary levels:

Conduct a universal washroom and universal changeroom (UW/UC)audit in the school.

Criteria	Universal Washroom (UW)	Universal Changeroom (UC)	Location	Feedback	Action plan
Secure					
Private					
Dignified					
Location					
Signage					
Are there menstrual products in all washroo ms? (AP 167)					
Education around AP 174 s. 10 UW/UC access – what examples are there					

from this school year?					

After surveying the universal washroom(s) and changeroom(s), discuss as a class how the audit stands up to the policy. What are the next steps?

3. Deadnaming and Misgendering

Sources:
School Supports for Trans & Gender Diverse Students

1a) Lesson Idea Proactive SOGIE education

Using the Big Ideas in your curricular idea, consider how names change and individuals learn about themselves and self-determine their identity through out life

Examples: marriage – people change their surnames in legal unions, people often have nicknames (usual name)

Learn about the privilege wheel and how certain identities are reflected in mainstream media, and how SOGIE has been erased in pseudo-science binaries.

At the Primary level:

Do colours, toys, clothes or hair determine a person's gender identity? Do all people get to wear any colour, play with any toy, wear any clothing choice? Why or why not?

How do we think about what we know about people's families? Do all families have 2 parents? Do all families live in houses? Do all children have equal access to toys? Why or why not?

What are United Nations Rights of the Child? Which ones connect to SOGIE?

Pronouns video (CBC Curio)

At the Intermediate level:

What are social constructs of gender? What message are provided to people that there are only 2 choices in gender – how are pink and blue used in society to signal binary?

What is the history of high heels? How did that change a few hundred years later? What does that tell you about fashion and gender?

What are Human Rights? Why are they important? What is discrimination? What is harassment? What does our school's Code of Conduct say about these things?

At the secondary level:

How is cis-heteronormativity reinforced in society? Where is inclusion reinforced in society? How is difference regarded in society? Why are there human rights enshrined in law?

What is discrimination? What is harassment? What does our school's Code of Conduct say about these things?

How are responsibilities as important as rights in Canada?

What is hate speech?

What lineage is affirmed in your name(s)? What lineage is supported? Whose surname(s) do you have in your name and why? What does this tell you about social customs and inclusion, equity and diversity?

How are pronouns, binaries linguistic? Find an example of one language that has a lineage of gender neutral pronouns. Find an example of one language that uses binary language for inanimate objects. How do cultures affirm inclusion? How do cultures reinforce the binary? What can linguistics teach us about SOGIE? How does language shape how people see the world and sometimes influence what many people perceive as 'normal'?

<u>1b) Lesson Idea Responding to discrimination and harassment</u>

Deadnaming is a form of gender-based violence. It is the intentional use of someone's former name without their consent and persistently using a deadname despite knowing of their true name.

Misgendering is using a pronoun that does not correspond to a person's gender identity.

At all levels of K to 12, students can learn to respect other students and staff by using the name that is provided, and learning to consider their biases.

At all age levels:

Responding to discrimination and harassment in the form of intentional deadnaming and deliberate misgendering must be immediate.

Apologize, correct the mistake and commit to learning and doing better.

Students can learn to ask each other's names and pronouns, if they wish to share. Teachers can reinforce inclusion through inclusive language. Please reference School Support for Trans & Gender Diverse Students for more information.

CITATIONS

AP 174 (2023)

AP 167 (2019)

BC Curriculum Big Ideas

BC Human Rights in Focus (2025)

British North America Act, 1867

CBC Animal Pride (2025)

Chamberlain v Surrey School District

Hansman v. Neufeld

Jubran v North Vancouver School District

Kempling v BC College of Teachers

Microaggressions

Murray & Peter Corren

Policy 17 (2023)

Pride Education Network (2010)

Pronouns video (CBC Curio)

Qmunity

QUEERing Outdoor Education (2025)

School Support for Trans and Gender Diverse Students (2025)

SOGI Sharepoint

Think B4 You Speak (2008)

TransCare BC

Trans Inclusion, VSB (2024)

Webinar on AP 174 & Policy 17 (2023)

Welcoming Schools

What to Say to That's So Gay

Windows and Mirrors Dr. Rudine Sims Bishop