

Appendix 1 to Estimates Note

Murdered and Missing Indigenous Women and Girls (MMIWG)

Path Forward, Ministry of Education Follow-up – As of October 2, 2020 - Most Updated Version

Information provided by Learning Division (Catherine Jensen, Mari Martin, Kira Reynolds, Britt Dunlop, Gail Hughes-Adams) and Education Programs Division (Elmas Atabay, Lisa Marshall, Nick Poeschek, **Ministers Advisory Council on Indigenous Women (MACIW)**)

- The Ministry of Education responded to the invitation from MACIW in September and November 2019 to learn and collaborate on the implementation of the education related 231 Calls for Justice from *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*.
- EDUC has been invited to engage ongoing with MACIW and to build on the further implementation of the TRC calls to action, Indigenous Languages learning, improving Indigenous student outcomes and implementing the revised curriculum.

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
All Governments - Joint	1.6 Eliminate jurisdictional gaps and neglect that result in denial of services or improperly delivered services.			EDUC's contribution	Ministry of Education's (EDUC) tripartite agreement with the First Nations Steering Committee (FNESC) and Canada (British Columbia Tripartite Education Agreement) signed in June of 2018 ensures equity of funding for the provision of quality education services for all First Nation students no matter where they live
All Provincial Governments	2.3 Ensure access to cultures and language. This includes programs not tied exclusively to government run cultural and educational institutions. Furthermore,		Medium Term	EDUC's contribution	EDUC is currently working with FNESC on a draft Indigenous Languages Policy to support Indigenous language learning and rights in public schools. EDUC is also working with education partners to develop an Indigenous languages curriculum framework to better support school districts and Indigenous communities in

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
	ensure that the rights of Indigenous children to their language are upheld. This includes access to immersion program from preschool into post-secondary				developing curriculum, resources and programs to support language revitalization efforts.
Educators	11.1 Educate and provide awareness to the public about missing and murdered Indigenous women and girls and 2SLGBTQQIA people. All curriculum development and programming should be done in partnership and include historical and current truths	In Progress	Medium	EDUC (curriculum)	<ul style="list-style-type: none"> Creating an Indigenous Learning Strategy that will include the development of 5 resources over the 2019/20, 2020/21 and 2021/22 school years to support Indigenous knowledge and perspectives in the K-12 Curriculum. Supports include a K-12 Curriculum Capture, professional development video and facilitator's guide, a resource inventory, which are now complete, and two guides to support personal/professional learning for teachers and provide support on connecting to community, still in progress. Public libraries are a venue for community learning. Educational and cultural programs can also be shared with public libraries who are in a position to support children, youth and families. Libraries regularly offer programs that support community dialogue and citizen engagement.

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
Educators	11.2 Develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming	Complete	Complete	EDUC (curriculum)	<ul style="list-style-type: none"> – The Ministry of Education developed the Supporting Student Health guides for all students for <u>Elementary</u> and <u>Secondary</u> teachers. These guides include information about topics including consent and safe and unsafe touch and were released in August 2019. – Focused Education Resources (formerly BC ERAC) has compiled a <u>list of curated resources</u> to support a variety of sexual health education topics and were released in August 2019. – Public libraries are a venue for community learning. Educational and cultural programs can also be shared with public libraries who are in a position to support children, youth and families.
Educators	Calls for education programs related to consent		Med/Long	EDUC/ AEST/ HLTH	<ul style="list-style-type: none"> – The Ministries of Education and Advanced Education and Skills Training are consulting with stakeholders on the issue of sexualized violence in K-12 schools and on post-secondary campuses. One focus area of the consultations involves education regarding consent. – The Ministry of Health has convened a cross-sector working group to develop a provincial sexual health strategy. Sexual health education (incl. the topic of consent) has been identified as a key component of the strategy. – EDUC is continuing to promote the <u>Respectful Futures Learning resource</u>. Developed in partnership with the Ministry of Public Safety and Solicitor General, the resource supports youth to develop

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
					<p>healthy relationships and the prevention of domestic violence.</p> <p>Public libraries are a venue for community learning. Educational and cultural programs can also be shared with public libraries who are in a position to support children, youth and families.</p>
Métis Specific	17.24 Governments and educators fund and establish Metis-led programs to address the lack of knowledge about Metis people, including education that highlights the achievements of Metis people	In Progress	Medium Complete	EDUC	<p>Métis Nation BC is on the advisory group for the Indigenous Learning Strategy and will be contributing to the development of teacher resources.</p> <p>The new provincial Social Studies curriculum includes mentions of Métis people throughout the K-10 required curriculum, as well as many of the 11-12 elective courses. (complete)</p> <p>The updated Early Learning Framework and new Let's Play parent resources include Métis perspectives and contributions. (complete)</p>
Métis Specific	17.26 All governments fund and support cultural programming to revitalize the practise of Metis culture (including integrating history and languages into school)	Not Started	Medium	EDUC	<p>Métis culture will be reflected in the teacher resources developed within the Indigenous Learning Strategy through the participation of Métis Nation BC on the working group.</p> <p>New <u>Social Studies</u> 11 and 12 courses supportive of multiculturalism were introduced this school year. Examples include: Francophone History and Culture 11, Asian Studies 12, B.C. First Peoples 12, Comparative Cultures 12, Comparative World Religions 12 and Contemporary Indigenous Studies 12. (complete)</p>

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
					<ul style="list-style-type: none"> – Continuing Our Learning Journey: Indigenous Education in B.C.: an optional professional development resource for teachers dedicated to Indigenous learning. These modules highlight the authentic Indigenous knowledge, perspectives and content in B.C.'s redesigned curriculum. (complete) – Indigenous Education Resource Inventory: a non-comprehensive list that includes guides, books, articles, videos and web links to support Indigenous learning. (complete) – The Core Competencies finalization includes the addition of 50+ new illustrations that include more representation of diverse cultures throughout with a further emphasis on the Personal and Social competency. Illustration examples include topics like SOGI, English Language Learning, Orange Shirt Day and other topics supportive of multiculturalism. (complete) – Ministry (through Early Learning) has an MOU with MNBC to fund the translation of early learning materials into Cree and Michif, to develop new materials, and to share with schools and other groups. – Funding through the Francophone Affairs Program (FAP) enables public libraries to increase access French reading materials in eBook and eAudiobook formats through Library2Go as shared digital library collections managed by the BC Libraries Cooperative.

Audience	Call for Justice	Status	Short Term Medium Term Long Term	Lead	Note
2SLGBTQQIA	18.20 Provincial and territorial governments and schools ensure that students are educated about gender and sexual identity in schools (including 2SLGBTQQIA identities)	In Progress	Complete Medium (over next 3 years)	EDUC	<p><u>Learning Division:</u></p> <ul style="list-style-type: none"> - The Ministry has provided funding to the ARC Foundation since 2016/17 to support the development of Sexual Orientation and Gender Identity resources for educators and parents (SOGI 1 2 3). The SOGI educator resources are cross-curricular and are intended to support inclusive approaches to teaching and learning – they are freely available to all B.C. educators at www.sogieducation.org. - Building on the work to date re SOGI-inclusive education in BC, the provincial K-12 SOGI Collaborative (which includes representation from FNEC) has identified Indigenous SOGI supports as priority for action in the 3-year strategic plan. These supports include a distinct First Nations SOGI Educator Network and provincial-wide learning opportunities on intersectional Indigenous perspectives. <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> - The Ministry of Education developed the Supporting Student Health guides for Elementary and Secondary teachers. These guides include information about topics including consent and safe and unsafe touch and were released in August 2019. - Focused Education Resources (formerly BC ERAC) has compiled a list of curated resources to support a

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					variety of sexual health education topics and were released in August 2019.

SOGI-Inclusive Education School Trustee – Orientation Binder

SOGI-Inclusive Education (SOGI) is part of the Expect Respect and A Safe Education (erase) Strategy; a comprehensive prevention and intervention strategy to address bullying and violence in schools. The erase Strategy includes a pillar dedicated to sexual orientation, gender identity and gender expression to address the disparity in outcomes for 2SLGBTQ+ students as research shows that they are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide.

SOGI is an acronym for sexual orientation and gender identity. It is an approach to strengthen district and school policies and procedures, foster inclusive school environments, and develop resources and tools for the B.C. K-12.

Legislation

SOGI is grounded in human rights legislation, provincial and federal, and as such, every adult in the K-12 system is responsible for creating safe, welcoming and inclusive environments for all students. In July 2016, the B.C. Human Rights Code was updated to include gender identity and expression among the protected grounds of discrimination; sexual orientation was already included at the time.

Policy

In September 2016, and in response to the B.C. Human Rights Code amendment, the Minister of Education directed all boards of education and independent schools to include sexual orientation, gender identity and expression in their codes of conduct and anti-bullying policies.

All other components of SOGI are voluntary, however, all schools and districts must demonstrate compliance with the B.C. Human Rights Code,

SOGI-specific anti-bullying policies improve the school climate for LGBTQ2S+ and heterosexual and cisgender students.

Program Structure

The Ministry partnered with ARC Foundation, formalized through a Memorandum of Understanding, to support SOGI-inclusive education across the province. SOGI 1 2 3, is an inclusive education program that equips educators with tools and resources for supporting LGBTQ2S+ students and families.

The Ministry, K-12 education partners¹ and ARC Foundation formed a Provincial K-12 SOGI Collaborative in February 2019 to provide direction and feedback on SOGI-inclusive projects and next steps. The purpose of the K-12 SOGI Collaborative, as defined by their Terms of Reference, is to create learning environments and communities that are safe, acceptable, respectful and welcoming for B.C. students of all sexual orientations, gender identities and gender expressions.

¹ Education partners: BC Teachers Federation (BCTF), BC School Trustees' Association (BCSTA), BC School Superintendents Association (BCSSA), BC Principals' and Vice-Principals' Association (BCPVPA), BC Confederation of Parent Advisory Councils (BCCPAC), First Nations Education Steering Committee (FNESC), Métis Nation BC (MNBC), Federation of Independent Schools Association (FISA), First Nations Schools Association (FNSA), BC Association of School Business Officials (BCASBO) and Canadian Union of Public Employees (CUPE)

In September 2022, Minister Jennifer Whiteside, ARC and the K-12 SOGI Collaborative issued a [joint statement](#) of support for SOGI-Inclusive Education (see Appendix A for statement).

Curriculum

SOGI is not a dedicated curriculum; rather, it offers a set of resources to explore curricular themes and competencies. The [core competencies](#) of the [provincial K-12 curriculum](#) include a focus on healthy relationships, valuing diversity and respecting differences, and topics of human rights and forms of discrimination. These concepts are required within the delivery of the curriculum, however, the resources used are determined by the educator, school or district.

SOGI is sometimes confused with Sexual Health Education. Separate from SOGI, families have the option to opt out of their classroom-based sexual health education and meet the curricular criteria independently. To do this, there is an [Alternative Delivery policy](#) available to B.C. families that enables students and their families to consult with their school and choose means other than regular classroom instruction to address learning standards related to [reproduction and sexuality](#). This is coordinated between students, families and their schools. It is important to note that this policy does not exempt students from learning and demonstrating understanding of the sexual health curricular criteria.

Resources

[SOGI 1 2 3 educator resources](#) are available online and are designed to support delivery of the provincial curriculum; their use in B.C. schools is not mandated.

Each B.C. school district has a SOGI District Lead position. This is a resource who, supported by ARC Foundation, promotes implementation of policies and procedures, advises on best practices for learning environments and shares tools and resources that support teaching practices. They also serve as a support for SOGI School Leads, who are active in most, but not all, B.C. schools.

SOGI Leads make up the B.C. SOGI Educator Network; a province-wide infrastructure of more than 2300 educators represented in all 60 public school districts, 27 independent schools and 12 First Nations schools.

Evidence-Based and Evaluation

The Ministry of Education and Child Care collaborated with provincial education partners, including the University of British Columbia Faculty of Education and [Stigma and Resilience Among Vulnerable Youth Centre \(SARAVYC\)](#), to support the development of SOGI. This strategy continues to be informed through SARAVYC in addition to other sources of credible information including the [Canadian Paediatric Society](#) and the [McCreary Centre Society](#).

SOGI 1 2 3 learning resources have been formally evaluated by BC Focused Education Resources as age-appropriate and aligned with the provincial curriculum and evidence-based educational approaches.

Appendix A: Minister's, K-12 education partners' statement on support for SOGI

Friday, September 16, 2022

The following statement on Sexual Orientation and Gender Identity (SOGI) is from Jennifer Whiteside, Minister of Education and Child Care; BC School Trustees Association; BC School Superintendents Association; BC Association of School Business Officials, BC Principals' and Vice-Principals' Association; BC Teachers' Federation; CUPE BC; BC Confederation of Parent Advisory Councils; Federation of Independent School Associations; ARC Foundation; First Nations Education Steering Committee; First Nations Schools Association and Métis Nation BC:

"We know that each child expresses themselves in their own unique way and some have been bullied and ostracized in the past. All of B.C.'s provincial education partners for K-12 schools – public and independent – are standing together in solidarity to ensure every school is a place where all students deserve to be welcomed, included and respected in a safe learning environment, while being fully and completely themselves. No student should be excluded or bullied because of their sexual orientation, gender identity or gender expression.

"In 2016, the B.C. Human Rights Code was amended to ensure that gender identity and expression are protected under the code. There is no room for any type of discrimination in our schools. As provincial education partners, we stand together in this commitment. All 60 school districts, independent and First Nations schools have SOGI-inclusive codes of conduct and policies in place and many are participants in the B.C. SOGI Educator Network. We have joined collaboratively with ARC Foundation and 11 education and community partner groups to form the Provincial K-12 SOGI Collaborative, officially committing to creating learning environments that are safe, respectful and welcoming for all B.C. students.

"B.C.'s K-12 curriculum includes a focus on valuing diversity and respecting differences, as well as human rights and responses to discrimination. Students deserve to have the complete support of teachers, administrators, support staff, trustees, parents, guardians, caregivers and their community, as we work together to create learning environments where all students are free from discrimination so they can thrive and succeed in their school years and beyond."

Learn More:

If you or a friend is experiencing discrimination or harassment related to sexual orientation or gender identity, get help here: <https://www2.gov.bc.ca/gov/content/erase/help>

Sexual Health Education in B.C.

Key Facts:

- B.C.'s Physical and Health Education (PHE) curriculum addresses sexual and reproductive health from Kindergarten to Grade 10. Primary students begin to learn about basic human anatomy, personal safety and avoiding uncomfortable situations. Topics in later grades include puberty, sexual identity, sexually transmitted infections (STIs), healthy sexual decision making, and identifying potentially abusive/exploitive situations.
- In 2016, the Ministries of Education and Health supported the development of SOGI-inclusive instructional samples to help teachers deliver the sexual health education components of the PHE curriculum. The instructional samples are posted on the Teach BC and SOGI 123 websites.
- As with the previous curriculum, the Alternative Delivery policy enables students and their parents to consult with their school and choose means other than regular classroom instruction to address learning outcomes related to reproduction and sexuality.
- In August 2019, the Ministry of Education released *Supporting Student Health* guides for Elementary and Secondary school teachers. These guides focus primarily on sexual health and mental health, and include topics such as consent and safer sex (STIs).
- The Ministry of Health is leading the development of a provincial sexual health framework, which includes a focus on sexual health education. Cross-sector consultations to inform the framework are scheduled to be completed by end of February 2020.

Key Stats:

- Rates for STIs among B.C. youth have increased significantly, in some cases over 200%, between 2006-2016.¹
- While B.C. has one of the lowest teenage birth rates in Canada (8 births per 1000 population), 86% of pregnancies among B.C. youth are unintended.²
- Youth in certain areas of the Province, such as the North, experience over three times the rates of STIs and five times the rate of teenage births compared to youth in other areas.³
- 92% of youth felt they could say no if asked to have sex with a new partner when they didn't want to or engage in sexting. Non-binary youth were the least likely to feel they could say no.⁴

¹ BC Centre for Disease Control (2017)

² Canadian Sexual Health Survey. Sexual Health Indicators in British Columbia (2015)

³ *Is "Good", Good Enough? The Health & Well-Being of Children and Youth in BC*, Officer of the Provincial Health Officer (2016)

⁴ Adolescent Health Survey, McCreary Centre Society (2018)

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DATE: February 2, 2022

CLIFF #: 253601

PREPARED FOR: Honourable Jennifer Whiteside— **FOR INFORMATION**

SUBJECT: Briefing for Parliamentary Secretary Grace Lore in advance of Gender Based Violence Action Plan consultations

BULLETS:

- PS Lore has requested a briefing on the status and gaps of EDUC's SOGI, consent, and anti-violence education (focusing on prevention).
- The following bullets provide the ways in which the Ministry is addressing gender-based and sexual health related issues to create safe and inclusive learning environments for all students.

B.C. K-12 Curriculum

- In B.C.'s Physical and Health Education curriculum, all students learn about a variety of age-appropriate sexual health topics from Kindergarten to Grade 10.
 - Students in Kindergarten learn the proper names of body parts and the difference between appropriate and inappropriate ways of being touched.
 - Starting in Grade 4, students learn about the changes that occur during puberty, including changes related to sexuality and sexual identity.
 - Beginning in Grade 8, students learn about healthy sexual decision making.
- While the word consent is not specifically used in the curriculum, the topic was important to the Physical and Health Education (PHE) curriculum development team.
 - One of the common topics in the PHE curriculum from K-10 is providing students with the knowledge and skills needed to protect themselves and others from potential abuse, exploitation, and harm, including in situations related to sexual health.
- However, feedback from educators and the public has indicated that this intended connection to consent was not clear enough.
- On Aug. 27, 2019, the ministry published the *Supporting Student Health* guides to help elementary and secondary teachers with the implementation of the new curriculum.
- These guides were developed with a team of public-school teachers and provide teachers with a variety of instructional suggestions and tips for teaching important health topics including consent.
- A curriculum review and revision process has not yet been determined, but when this work happens consent will be a priority topic to include.

SOGI (Sexual Orientation and Gender Identity) Inclusive Education

- Following the B.C. Human Rights Code amendment in July 2016, the Minister of Education issued a Ministerial Order requiring all Boards of Education and Independent School

Authorities to update codes of conduct and anti-bullying policies to include gender identity and sexual orientation. All Boards of Education and Independent Schools are in compliance.

- The Ministry and K-12 education partners work closely together with ARC Foundation, a Ministry delivery partner, to deliver SOGI-Inclusive Education.
- SOGI is an inclusive term that encompasses individuals of all sexual orientations and gender identities. SOGI-inclusive education is an integral part of B.C.'s Expect Respect and a Safe Education (*erase*) strategy and is in place to strengthen school policies and procedures, build awareness of SOGI-inclusive education and support classroom instruction.
- The B.C. SOGI Educator Network includes all 60 public school districts, in addition to 33 independent schools and 12 First Nations schools, with more than 2300 educators.
- In May 2021, ARC Foundation conducted End of Year District Lead and School Lead surveys. SOGI School Leads reported observing increased student opposition to SOGI-inclusive education.
- A key deliverable of the 2021/22 agreement between the Ministry and ARC Foundation is to complete a Youth Needs Assessment to provide recommendations to strengthen understanding and awareness of student experiences and increase student voice.

Sexual Violence

- The Ministry launched, in collaboration with a B.C. school district and the Ministry of Advanced Education and Skills Training, a sexual misconduct administrative template of definitions and procedures to support school staff understanding of sexual misconduct and the negative impacts, as well as to provide tools for a trauma-informed and survivor-centered approach to responses.
- This resource was shared with school districts and independent school authorities within the province and continues to be available.
- The issue of sexual violence is also addressed in the Violence and Threat Risk Assessment training offered to schools and community partners as part of the *erase* strategy.

Menstrual Products

- In 2019, the Minister of Education issued a ministerial order requiring all B.C. schools to provide access to stigma-free, no cost menstrual products for students in school washrooms.
- The ministry worked with school districts, community, and education partners to support availability of menstrual products across the province in addition to guiding policy in each school district.

Additional Information

- The *Gender-Diverse: A Spotlight on the Health of Trans and Non-Binary Young People in BC* Report was conducted by the McCreary Centre Society and the Stigma and Resilience

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Among Vulnerable Youth Centre using data from the 2018 BC Adolescent Health Survey to provide a profile of the health of gender-diverse youth in B.C.

- While the report indicates disparities and areas of concern for the health of gender-diverse youth in B.C., the majority of these young people demonstrate incredible resilience when key protective factors are in place such as a sense of safety and belonging at school.

From: s.19

To:

To:

Subject: RE: For Review: ECC Media Request: SOGI- Due Friday

Sent: 12/02/2022 23:04:08

Message

Body:

Thanks s.19

I just moved a couple bullets around. Work for you?

* The Province is committed to creating safe, welcoming and inclusive school environments for all students.

* In July 2016, the B.C. Human Rights Code was updated to include gender identity and expression among the protected grounds of discrimination; sexual orientation was already included at the time.

* The Ministry of Education and Child Care provides districts and schools with leadership and supports to create safe and inclusive learning environments for students of all sexual orientations and gender identities (SOGI).

* In response to the Human Rights Code amendment, the Ministry of Education and Child Care directed all of B.C.'s 60 school districts to have school inclusive codes of conduct/anti bullying policies that safeguard students from being bullied for their sexual orientation or gender identity (SOGI).

* SOGI is not a dedicated curriculum. The core competencies of the provincial K-12 curriculum include a focus on healthy relationships, valuing diversity and respecting differences, and topics of human rights and forms of discrimination.

* Educators, schools, and school districts are able to explore the various components and protected grounds of identity in the B.C. Human Rights Code within the Physical and Health (PHE) curricular themes including, but not necessarily limited to, sexual orientation, gender identity and gender expression (SOGI)

* Under the PHE Curriculum, students K-12 learn about sexuality and reproduction.

* For example, in Grade 5, students learn about "physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships."

* As students get older, they have more sophisticated conversations about these issues, such as in Grade 10 where students "explore and describe factors that shape personal identities, including social and cultural factors."

* To support educators, the Ministry assisted in the development of SOGI 123 which is a learning resource and tool kit with ready-to-use lesson plans and learning modules aligned with curriculum requirements.

* SOGI 123 resources were developed through a partnership between ARC Foundation, Ministry of Education and Child Care, BCTF, UBC Faculty of Education and other K-12 partners. SOGI 123 is currently used by the vast majority of school districts in B.C.

* While decisions about the use of resources like SOGI 123 are made at the local level, the required learning standards of the PHE curriculum are not optional and there is no discretion about teaching topics due to teacher comfort.

* School districts and teachers can decide how learning resources (including SOGI 123) are

selected and used toward meeting the PHE Curriculum. Practices vary from district to district with a focus on meeting their local needs.

* Individual school districts would be best positioned to explain how they are using the SOGI 123 resource to meet the learning requirements under the PHE curriculum.

From: s.19

Sent: December 2, 2022 2:40 PM

To: s.19

Cc: s.19

Subject: RE: For Review: ECC Media Request: SOGI- Due Friday

Overall, looks great, nice additions s.19 Just added one bullet to highlight there is no leeway with the curriculum, feel free to edit for tone if needed.

From: s.19 >

Sent: December 2, 2022 10:03 AM

To: s.19

Cc: s.19

Subject: RE: For Review: ECC Media Request: SOGI- Due Friday

Thanks s.19 I made a couple of additions based on that information sheet (highlighted in red).

Any additions/edits on your end s.19?

s.19

From: s.19

Sent: December 1, 2022 11:27 AM

To: s.19

Cc:

Subject: RE: For Review: ECC Media Request: SOGI- Due Friday

Hi s.19

I don't have any recommended changes to the bullets below. I have attached an information sheet recently created for the new trustee academy this weekend that may provide more information to add to the bullets below. s.19 team helped with the references to curriculum in the attached document.

Thank you,

s.19

I gratefully acknowledge that I work on the traditional lands of the WSÁNEĆ First Nations and the ləkʷəŋən People, known today as the Esquimalt and Songhees Nations.

From: s.19

Sent: December 1, 2022 11:10 AM

To: s.19

s.19

Subject: For Review: ECC Media Request: SOGI- Due Friday

Hi s.19

We have a request relating to SOGI for your review. The reporter doesn't have a lot of background on the topic so trying to be explicit that SOGI is not curriculum.

Please advise what else you recommend adding and if we can explain anything additional on how the resources is expected to be used.

Thanks,

Megan

Reporter

Mary Brooke, Editor

Island Social Trends

editor@islandsocialtrends.com

250-217-5821

Deadline ASAP

Request

I'm looking for some starter info on SOGI in the BC curriculum. Currently in light of the SOGI topic coming up a lot during the recent school trustee elections in October across the province, and this week one school district board (SD62) finding it necessary to formally reaffirm their commitment to SOGI.

Are there specific guidelines from the Ministry as to what teachers are required to deliver in SOGI curriculum?

o What is taught at each grade level? How much can school districts adapt to their own needs/community?

o Does the curriculum include instruction on physical gender change, in addition to sexual orientation? At what grade level(s) is that introduced?

o How much leeway is given to teachers? (from what I hear, not all teachers are comfortable delivering the curriculum)

o Across the province, what new directions are school districts going in with their delivery of the SOGI curriculum? i.e. how are some of them expanding or adapting on what the Ministry outlines?

o Does the ministry rely heavily on the outside contractor for SOGI, or is any of the curriculum developed in-house?

Recommendation (background from Ministry)

* The Province is committed to creating safe, welcoming and inclusive school environments for all students.

* In July 2016, the B.C. Human Rights Code was updated to include gender identity and expression among the protected grounds of discrimination; sexual orientation was already included at the time.

* The Ministry of Education and Child Care provides districts and schools with leadership and supports to create safe and inclusive learning environments for students of all sexual orientations and gender identities (SOGI).

* In response to the Human Rights Code amendment, the Ministry of Education and Child Care directed all of B.C.'s 60 school districts to have school inclusive codes of conduct/anti bullying policies that safeguard students from being bullied for their sexual orientation or gender identity (SOGI).

* SOGI is not a dedicated curriculum. The core competencies of the provincial K-12 curriculum include a focus on healthy relationships, valuing diversity and respecting differences, and topics of human rights and forms of discrimination.

* Under the Physical and Health Education Curriculum, students K-12 learn about sexuality and reproduction.

* For example, in Grade 5, students learn about "physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships."

* As students get older, they have more sophisticated conversations about these issues, such as in Grade 10 where students "explore and describe factors that shape personal identities, including social and cultural factors."

* While decisions about the use of resources like SOGI 123 are made at the local level, the required learning standards of the curriculum are not optional and there is no discretion about teaching topics due to teacher comfort.

* Educators, schools, and school districts are able to explore the various components and protected grounds of identity in the B.C. Human Rights Code within the PHE curricular themes including, but not necessarily limited to, sexual orientation, gender identity and gender expression (SOGI).

* To support educators, the Ministry helped develop SOGI 123 which is a learning resource and tool kit with ready-to-use lesson plans and learning modules aligned with the new curriculum.

* SOGI 123 resources were developed through a partnership between ARC Foundation, Ministry of Education and Child Care, BCTF, UBC Faculty of Education and other K-12 partners. SOGI 123 is currently used by the vast majority of school districts in B.C.

* School districts and teachers can decide how learning resources (including SOGI 123) are selected and used toward meeting the PHE Curriculum. Practices vary from district to district with a focus on meeting their local needs.

* Individual school districts would be best positioned to explain how they are using the SOGI 123 resource to meet the learning requirements under the PHE curriculum.