

Title: “A Conversation with Emily Duggan & Ben Eaton”

Source: *MomsAgainstTheNorm*

Date: May 4, 2023

Video Description: On April 25, 2023 at 10:30AM Emily Duggan attended a meeting with School District 8 Director of Instruction Ben Eaton. Pour yourself a tea and settle in to listen as Ben Eaton is, in our opinion, unable to reasonably explain SOGI123 and why some of these books are in our schools.

With teachers like **REDACTED** reading literature to other peoples children without their parental consent or even knowledge on the trending Gender Ideology, it is rather unsettling to listen as Ben Eaton dodges any and all questions regarding **REDACTED** education on the topic. Leaving us with the understanding that we do indeed have teachers teaching Gender Ideology without the proper training to do so. However Eaton assures Emily MANY times that, while there may not be a course for educators to take in regards to the ideology, there are PLENTY of resources on the topic.

We at Moms Against The Norm want to know; what good are resources to a person who has not been educated properly in how to use them? Why are teachers promoting this ideology in secret? How come mental health is not in the forefront of all this? When did everyday teachers become Gender Ideology counsellors? Surely we can provide better, consistent supports for our most valuable asset, our children.

Let us know in the comment section what your thoughts are after hearing Ben Eaton, not only a father of 2 children himself, but a man who has spent his professional career working with children, as he attempts to explain to Emily why SOGI123 is necessary to be implemented in our schools.

Let us know, has Mr. Eaton convinced you?
Don't forget! Like and share this video!

Tags: Inclusion; Diversity; Education; SOGI123; Supports; Understanding; Pride

CONTENT WARNING

Transphobia; Homophobia; Mention of child sexual abuse

Transcript

Emily Duggan: Um... Ok.

Ben Eaton: [inaudible] So... [inaudible]

Duggan: [inaudible] *[laughs]* Sorry. I'm like—

Eaton: [inaudible] just trying to find the time to meet but ...

Duggan: Oh yeah. That's ok.

Eaton: ... times are always challenging.

[**ON SCREEN:** Scrolling text reads: On Tuesday April 25, 2023 Emily Duggan met with School District 8 Director of Instruction, Ben Eaton. The meeting came about after Ben contacted Emily requesting to meet with her. Once a date and time were agreed upon the two met. Here is what transpired...]

Duggan: You're tellin' me.

Eaton: I'm glad we could meet sooner than later. That's always beneficial.

Duggan: Yeah.

Eaton: Um. So the reason I asked to meet was there was [sic] some concerns about the particular book, *George*.

Duggan: Ok.

Eaton: That was one reason.

Duggan: Ok.

Eaton: And then the other reason was about acting as a guest or a volunteer in the school, and just some clarity around that—

Duggan: Oh, ok—

Eaton: —alright?

Duggan: Ok.

Eaton: I think I expressed that in my email.

Duggan: Ok.

Eaton: Yeah. So, that's my purpose of the meeting.

Duggan: Ok.

Eaton: Should we start with *George*?

Duggan: Sure.

Eaton: Ok.

Duggan: So, um... Just to be clear, my understanding was that we were gonna talk about my email that I sent to **REDACTED**...

Eaton: Ok.

Duggan: ... with the video that I attached of *Storytime with Emily*, a series that I'm involved in

...

[**ON SCREEN:** Screenshot of email from Ben Eaton to Emily Duggan. The email reads:

Dear Ms. Duggan,

My name is Ben Eaton and I am the Director of Instruction For School District #8. I have been informed that you have questions about a specific book and have been attending as a guest in your child's classroom. I would like to meet with you to discuss these topics. Do you have availability next Wednesday, April 26th anytime between 10-12? We will meet at Brent Kennedy.

Thank you for your consideration.

Ben

[Email signature and SD8 logo]

Eaton: Ok.

Duggan: ... where I read from the book, *This Book is Gay* ...

Eaton: Ok.

Duggan: ... and it's—it's on the SOGI 123 curated list of approved books for schools.

Eaton: Ok. Alright.

Duggan: And it actually is in some schools in SD8.

Eaton: Ok.

Duggan: So, um, I can tell you that it is in LV Rogers and so I'm just wondering if you're familiar with this book. The title is, *This Book is Gay*. Um, it has rainbows on the front, and if you *are* familiar with this book, um I would—I would just like to know: how do we know SOGI 123 and these books are not creating gender or identity confusion?

[**ON SCREEN:** Text reads, *Great question!*]

Eaton: Ok. So, I can ask—like, I can ask you some specific questions about what you object to within the book. Um, the one that I came prepared to talk to you was *George*.

Duggan: Right.

Eaton: And so what I can show you—I'm sure you're aware of ...

[ON SCREEN: Text reads: *hmmm I dont think that answers the question Ben... [sic]*]

Duggan: Yep.

Eaton: ... is it's actually—for example, *George*, I know you're talking about a different resource

...

Duggan: Right.

Eaton: ... is an approved resource.

Duggan: Yep.

Eaton: This, as I'm sure you know, comes through Focused or Focus Education.

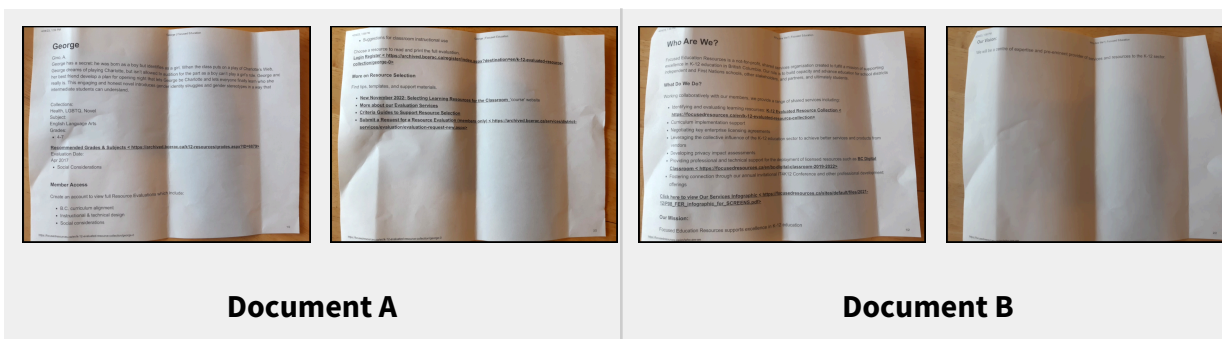
Duggan: Okay.

Eaton: So this is how we determine resources that we use in our school district, alright?

Duggan: Yep.

Eaton: Focus Ed. So it talks about specifically what the book is, ...

[**ON SCREEN:** Photographs of printed pages that are implied to be given to Duggan from Eaton. The pages read:]



Document A

4/24/23, 1:59 PM

George | Focused Education

George

Gino, A.

George has a secret: he was born as a boy but identifies as a girl. When the class puts on a play of *Charlotte's Web*, George dreams of playing Charlotte, but isn't allowed to audition for the part as a boy can't play a girl's role. George and her best friend develop A plan for opening night that let's George be Charlotte and lets everyone finally learn who she really is. This engaging and honest novel introduces gender identity struggles and gender stereotypes in a way that intermediate students can understand.

Collections:

Health, LGBTQ, Novel

Subject:

English Language Arts

Grades:

- 4-7

Recommended Grades & Subjects <

<https://archived.bcerac.ca/k12-resources/grades.aspx?ID=6879>>

Evaluation Date:

Apr 2017

- Social Considerations

Member Access

Create an account to view full Resource Evaluations which include:

- B.C. curriculum alignment
- Instructional & technical design
- Social considerations

<https://focusedresources.ca/en/k-12-evaluated-resource-collection/george-0>

1/2

4/24/23, 1:59 PM

George | Focused Education

- Suggestions for classroom instructional use

Choose a resource to read and print the full evaluation.

Login Register <

<https://archived.bcerac.ca/register/index.aspx?destination=en/k-12-evaluated-resources-collection/george-0>>

More on Resources Selection

Find tips, templates, and support materials.

- **[New November 2022: Selecting Learning Resources for the Classroom](#)** ‘course’ website
- **[More about out Evaluation Services](#)**
- **[Criteria Guides to Support Resource Selection](#)**

- **Submit a Request for a Resource Evaluation (members only)**
<https://archived.bcerac.ca/services/district-services/evaluation-request-new.aspx>
x>

<https://focusedresources.ca/en/k-12-evaluated-resource-collection/george-0>

2/2

Document B

4/24/23, 1:58 PM

Who Are We? | Focused Education

Who Are We?

Focused Education Resources is a not-for-profit, shared services organization created to fulfill a mission of supporting excellence in K-12 education in British Columbia. Our role is to build capacity and advance education for school districts independent and First Nations schools, other stakeholders, and partners, and ultimately students.

What do we do?

Working collaboratively with our members, we provide a range of shared services including:

- Identifying and evaluating learning resources: **K-12 Evaluated Resource Collection** <
<https://focusedresources.ca/en/k-12-evaluated-resource-collection>>
- Curriculum implementation support
- Negotiating key enterprise licensing agreements
- Leveraging the collective influence of K-12 education sector to achieve better services and products from vendors
- Developing privacy impact assessments
- Providing professional and technical support for the deployment of licensed resources such as **BC Digital Classroom** <
<https://focusedresources.ca/en/bc-digital-classroom-2019-2022>>
- Fostering connection through our annual invitational IT4K12 Conferences and other professional development offerings

Click here to view Our Services Infographic <

https://focusedresources.ca/sites/default/files/2021-12/P08_FER_infographic_for_SC_REENS.pdf>

Our Misson:

Focused Education Resources support excellence in K-12 education

<https://focusedresources.ca/en/who-are-we>

1/2

4/24/23, 1:58 PM

George | Focused Education

Our Vision:

We will be a centre of expertise and pre-eminent provider of services and resources to the K-12 sector.

<https://focusedresources.ca/en/who-are-we>

2/2

Duggan: Yep.

Eaton: ... what the type—or what the purpose of the book is. And it also identifies the grades that it's acceptable for as well as the subject area.

Duggan: Right.

Eaton: Alright? So I'm sure you're aware of that.

Duggan: I— I do know that that is how it is, um, organized...

Eaton: Okay.

Duggan: ... and what the recommendations are.

Eaton: Okay.

Duggan: I do not agree with them.

Eaton: Okay. Yeah.

Duggan: Yep.

Eaton: And I— I'm not expecting you to agree. [laughs]

Duggan: Yep, yep.

Eaton: Uh, this is Focused Education resources, ...

Duggan: Okay.

Eaton: ... okay? So I print—

Duggan: Do I get to keep these?

Eaton: I'll give these to you.

Duggan: Oh, great. Thanks.

Eaton: Yeah, I thought I'd print them off. Just—

Duggan: Thank you.

Eaton: Because I was looking at it yesterday and then I was just like, you know what? I'll just print these off just cuz it's good to—to have this. So this explains how and what they do.

Duggan: Okay.

Eaton: And basically they're the ones that we go to all public school districts, uh, go to for approved resources.

Duggan: Right.

Eaton: Yeah.

Duggan: Great. And I understand—

Eaton: Okay.

Duggan: —all of that.

Now in regards to the book, *George*.

Eaton: Yep.

Duggan: Um, I— I have never filed a complaint about this book.

Eaton: Okay.

Duggan: I know of other parents who have.

Eaton: Okay.

Duggan: And other parents have come to me.

Eaton: And I must apologize cuz I thought this is what we were talking about. [laughs]

Duggan: That's fine. I can talk about this too. Um, parents have come to me.

Eaton: Right .

Duggan: Um, I don't know if you're aware—**REDACTED**, the 5/6 teacher. He was reading *George* to his class.

[**ON SCREEN: A screenshot from the SD8 website that reads:]**

REDACTED

INTERMEDIATE - GRADE 5/6

Email: **REDACTED**

Eaton: Yes. Yes.

Duggan: Um, as far as I understand he has since ceased reading it ...

Eaton: Okay.

Duggan: ... due to parental complaints.

Eaton: Okay.

Duggan: And I know for a *fact* from the parents in the class, one of the biggest complaints was there was no parental consent or knowledge.

Eaton: Alright.

Duggan: And the teachings of this book. Um, I know that there are some concerns and questions. One of mine personally is: does **REDACTED**—I think **REDACTED**, **REDACTED** is an amazing person. I think he's a great teacher, and I actually would like to work with him to create some sort of a basketball team for Brent Kennedy. Um. [laughs]

Eaton: Okay.

Duggan: So I have no—there's nothing against the guy. He's— he's super great and he's been nothing but great to me. However, I do inquire if he has the skills...

Eaton: Mm-hmm.

Duggan: ...if he has the training and if he has the desire to have the follow up conversations with his students that a book like this requires. A book like this is absolutely—Uh, and—and by a book like this, I mean, *George*. It's absolutely going to bring up questions in children in those age categories, the age that he teaches, grade 5/6, and I want to know if he's educated, willing, to have those conversations and if he has permission from the teachers in his class.

Eaton: The teachers?

Duggan: Or—or sorry. The parents. Thank you.

Eaton: What particular conversations? Just willing to have conversations?

Duggan: Any conversations!

Eaton: Alright.

Duggan: I mean, the book is about a, a child and a minor transitioning genders, and it's promoting the belief that that—that that [scoffs] is possible...

Eaton: Mm-hmm. ...in the first place when we know that the—that nation—uh, globally, the debate on transitioning a human is still in process. We haven't come to a firm conclusion in the scientific world on that, and yet here we are reading books about it to, to grade five and six year-olds without parental consent.

Eaton: And I understand—I'm trying to understand your perspective.

Duggan: Yeah.

Eaton: So I'll just be out there. Um, what we have, as I mentioned, is we have a series of resources that are designed to support teachers in teaching, uh, within their class.

Duggan: Mm-hmm.

Eaton: The—the resources are, as I mentioned, for *George*, for example, is targeted for certain grade levels.

Duggan: Yep.

Eaton: Right? So that we make sure that we're having conversations about things that are appropriate for their age and their grade level.

Duggan: Right.

Eaton: Um, we also—teachers also have resources to help support them in teaching the curriculum. Um, that’s something that, uh, I was going to have some conversations with the principal about in regards to just make sure that the teacher’s accessing those resources. Um, uh, you know, ultimately what I want to do—oh, sorry—what the *district* intends to do is to support teachers in teaching their child—in teaching their students and supporting your children.

Duggan: Okay.

Eaton: So that’s their intention.

Duggan: Okay. So again, I just want to ask is **REDACTED**, **REDACTED** *specifically* educated and trained and does he have the tools to have the follow up conversations that the book *George will* spark in children in those age groups?

Eaton: So I haven’t talked to **REDACTED**.

Duggan: Okay.

Eaton: But I’m—I’m under the assumption that, yes. If he’s presenting that in class, then he’s feeling confident enough to have conversations with kids around the topic, around the theme, around some of the questions that they might have, um, which is why it’s presented to that age level.

Duggan: Okay. But feeling confident in having those conversations and being educated—

Eaton: I can’t—I can’t speak for him.

Duggan: —are different.

Eaton: Yeah.

Duggan: Right.

Eaton: I just can’t speak for him.

Duggan: Okay.

Eaton: All I can say is that—

Duggan: So would—

Eaton: —he would have the tools and the resources available to him—

Duggan: Whether or not he’s using them.

Eaton: —with that, and I can’t answer that.

Duggan: Right. Whether or not he’s using them is a different story. And again, I wanna reiterate that I like **REDACTED**.

Eaton: Yep.

Duggan: And I think that he’s a good person. I think he comes from a really good place.

Eaton: Yep.

Duggan: Um, but my—my whole question is like, [scoffs] is he trained? Is he educated to have these follow up questions? Do—does every single parent in the class want him to be

having those conversations with their children? Cuz at the end of the day, all the children in **REDACTED**'s class, they are his students but they are the parents' children.

Eaton: Yep.

Duggan: And at the end of the day, we as parents need to have the final say about what our children are being taught. And, um, in the School Act under Parents' entitlements and responsibilities...

[**ON SCREEN:** A screenshot of a portion of [the British Columbia School Act](#). The text reads:]

Division 2 — Parents

Parents' entitlements and responsibilities

7 (1) A parent of a student of school age attending a school is entitled

(a) to be informed, in accordance with the orders of the minister, of the student's attendance, behavior and progress in school,

(b) [Repealed 2015-24-5.]

(c) to belong to a parents' advisory council established under section 8.

(2) A parent of a student of school age attending a school may, and at the request of a teacher, principal, vice principal or director of instruction must, consult with the teacher, principal, vice principal or director of instruction with respect to the student's educational program.

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Eaton: Mm-hmm.

Duggan: We are entitled under 7(1)(a) to be informed.

Eaton: Mm-hmm.

Duggan: And not a single parent in his class was informed that this book would—was gonna be read. And that's where—

Eaton: I would have to—

Duggan: —that's where the outrage comes from.

Eaton: I would have to look into that further.

Duggan: Of course.

Eaton: You're the first one I've talked to.

Duggan: Of course.

Eaton: So... [laughs]

Duggan: I understand. Of course. And I just wanted, like—that's where the issues is [*sic*]. And so on the topic of these books, um, so like I said here. [sighs] Gosh darn. I wonder if it'll work cuz I had trouble hooking up to the internet. So I wanted to show you the

video—Drat. Um, of my last—of story time with *This Book is Gay*, but I can't get on the internet. I'm not tech savvy. Um, so in the section in *This Book is Gay* that I read in Story Time with Emily—

Eaton: Okay.

Duggan: —that you can access on Rumble.com under Moms Against the Norm.

Eaton: Okay.

Duggan: Uh, you can watch all of the videos that I've done. Um, I read a section from that book where I *explicitly, in detail...*

Eaton: Mm-hmm.

Duggan: ... describe how to give a blow job.

Eaton: Okay. So the book talks about *bumming*, which is putting things in anuses for sexual pleasure. And to be quite frank, I'm uncomfortable saying this to you right now.

Eaton: Mm-hmm.

Duggan: It, ma—it makes me feel uncomfortable. Not unsafe, but uncomfortable.

Eaton: Mm-hmm.

Duggan: I could only *imagine* what, say, a 14 year-old would feel like having that literature presented to them in school.

Eaton: Mm-hmm.

Duggan: I mean, it's very uncomfortable.

Eaton: Right.

Duggan: And uh, so I encourage you to watch that video cuz that book is in our district.

Eaton: Okay.

Duggan: It's in [scoffs], it's in—

Eaton: I'm not saying it isn't. [laughs]

Duggan: No, no, I know. But like, that's concerning

Eaton: Right.

Duggan: That's concerning. I am not against sex ed.

Eaton: Mm-hmm.

Duggan: I am not against public health teachings, but these books need to be entering and exiting our schools with a public health nurse who's trained in these conversations. Um, this whole SOGI program is, um—it's—it's nothing short of indoctrination on our children. Um, it's, it's causing quite an uproar. I'm sure that you're well aware of who I am and what I've been up to, um, and that I am working with *thousands* of parents across BC right now, um, to make SOGI optional because we're not happy. I'm not happy. I'm not happy, um, with my child coming to school and being told by an educator that just because you were assigned your gender at birth doesn't mean they got it right.

Eaton: Mm-hmm.

Duggan: I think that that is abuse. That is mental abuse as far as I'm concerned, and by no means whatsoever am I comfortable with that message being taught to my children.

Eaton: Okay.

Duggan: And by reading a book like *George* to a class without parental knowledge or parental consent. An ideology is being taught to a moldable, vulnerable mind behind that caregiver—that child's caregiver's back. That is—it might not legally be a criminal act, but as far as I'm concerned, morally it's—it's absolutely a criminal act morally, and I don't think by any means, **REDACTED** meant it that way

Eaton: Mm-hmm.

Duggan: but that's absolutely how families are feeling. They're feeling betrayed. And that's—that's a hard trust to rebuild with families.

Eaton: Mm-hmm.

Duggan: Um, through these books. This is—I have another question here for you. And I realize you might not be able to answer these questions right now. I appreciate that you're taking notes because I feel like that means I get a follow up. [laughs] But, uh, through these books: is SOGI 123 doing an effective job in identifying and supporting students with gender or identity confusion? How do we know these books aren't creating the gender identity confusion? So, for example, if a child is raised intimately with their family for their first five years of life and family and child are confident in child's orientation, then the child enters school and they're influenced by programs and books like SOGI 123, and *George*, to question what they already know. And that's what we're seeing *big time*. All you have to do is go walk through the hallways of Mount Sentinel.

Eaton: Mm-hmm.

Duggan: It's—we're—it's absolutely insane. It's absolutely insane.

Eaton: And, and my [inaudible] is not to get into debate about—

Duggan: Of course.

Eaton: —what's right and what's wrong. I'm doing—I'm seeking to understand.

Duggan: Yep.

Eaton: Um, I might not necessarily be able to shift what's happening. Um, but what I thought was really important, and that's why I wanted to meet face to face, was just to—to create a) a relationship and—

Duggan: Yeah.

Eaton: to create a b) communication.

Duggan: Yeah.

Eaton: And, yeah.

Duggan: Well, I'm—I'm super happy to create a relationship and communication because you're also probably well aware that SD8 hates me. [laughs]

Eaton: [inaudible] I'm aware.

Duggan: Uh-huh.

Eaton: I'm not gonna pretend like I don't.

Duggan: Of course not. That would be, I mean, that wouldn't be good for my trust with you if you pretended you didn't know. [laughs]

Eaton: So that's another reason why I thought it was important to meet in person—

Duggan: Yes.

Eaton: —as opposed to try to get into email—

Duggan: Of course.

Eaton: —communication.

Duggan: And I'm happy to show you that I'm not as threatening as everybody would like to make out that I am. But I did—

Eaton: Well, hopefully I'm not so threatening to you.

Duggan: I'm not threatened by you—

Eaton: [laughs]

Duggan: [laughing] I'm not. No sir. No, not in any way. Um, so I have this book here that I brought with me cuz I, um, can only get into town so often, but I was able to get *Rick*, which is the follow up book to *George*.

Eaton: Okay. Yep.

Duggan: Okay? Um, and it's, uh—there's just an expert—excerpt here. so just if you've got the care, I'll just read this really quick.

Eaton: Sure.

Duggan: Um, and it's talking about the first day back to school after summer holidays.

So once everyone was seated, Ms. Medina gave out class schedules along with a speech about the importance of starting middle school on the right foot, and making time each day, not only to complete your assignment, but also to keep on top of what lay in store for following days. The bell to move to first period will ring in a few minutes. In the meantime, I want you to turn to someone near you, quietly introduce yourself, and tell them one thing you're excited for this year.

So that's what the kids are supposed to doing. A bunch of kids turn and do that, and it's explained in the book. And then over here, um,

And that's when Rick realized that the girl in the blue skirt was no stranger. He had gone to school with her since first grade. He even used to play checkers with her before he and Jeff had become best friends.

"Wait, is that you J—"

Melissa stopped him with a raised finger as well as her voice. "I don't use that name anymore. You can call me Melissa."

"Oh, um, hi."

"Yeah, hi."

They sat there for a moment in the din of introductions, just seeing each other.

"You look good." Rick meant it. Not the way Jeff would, but more like she looked happy. Last year, her hair had been in her face and her eyes were almost always focused on the ground. Now her reddish brown hair was brushed back and her eyes were looking right at Rick.

"Thanks."

Rick's brain felt like a vacuum, and the next words that came to his mind popped right out of his mouth. "So your—"

"I'm a girl. A transgender girl. I wanted to come to school as myself this year but my mom said I should wait for a fresh start in middle school."

"That makes sense, I guess."

Melissa shrugged. "It would've been nice to stop hiding sooner so that—"

I'm sure you can guess, like, that's the gist of it. So it's talking about the experience of what a—what people are calling "cisgender" child would experience when a trans child is coming out at school.

Eaton: Mm-hmm.

Duggan: So *this* story is, again, perpetuating the lie that a human can change genders in an institution that is responsible for educating our children with truth.

Eaton: Mm-hmm.

Duggan: Um, literature like this in our stories takes away from the focus of why we send our kids to school. I don't send my kid to school to be taught morals and values. I send my kid to school to learn, to read, to learn math, to learn science and history. I, as well as many other parents in our communities are fully capable of teaching values, morals, acceptance, tolerance, and all of those things. Uh, reading books like this is a boundary-crosser. Especially if teachers are doing it and we're not even sure if they're educated to have the follow up conversations. So I would deem this book inappropriate to have in our schools. I would deem *This Book is Gay* inappropriate to have in our schools, I would deem *George* inappropriate to have in our schools. I would

also deem *this* book to be inappropriate in our schools. This book is *Serial Killers: The Method and Madness of Monsters*. The thing is, I think *you* also agree we shouldn't have the serial killer books in our schools. I think the *district* agrees, and I think BC Ministry of Education agrees we shouldn't have serial killer books in our schools. We should have as many as we want in our public libraries, but not in our elementary schools. And I think that that's where these books in regards to transgender ideology, in regards to sexual education, they have no business being accessible in our schools, free reign to our children, being able to be taken out without parental consent or knowledge. Like I said before, books like this should be entering and exiting the school with trained professionals. Who can have the follow up questions that are necessary to have when this information is presented to such young, vulnerable minds.

Eaton: Mm-hmm.

Duggan: So, and I'm, I'm not just speaking for my family, like I said before, I'm—I'm speaking for *thousands* of families.

Eaton: Yeah. I know you represent a specific group.

Duggan: Yes. A *large* group.

Eaton: Yeah.

Duggan: Not a specific group. A *valid, large* group that is *diverse*.

Eaton: Right.

Duggan: There are religious people, there are different cultures.

Eaton: Mm-hmm.

Duggan: I am not religious.

Eaton: Can you help me understand that group? So, what's—what's it's—who's it comprised of? I'm just trying—I'm just trying to understand.

Duggan: Uh, it's everyone.

Eaton: And, um.

Duggan: [scoffs] I mean, all types of people.

Eaton: Okay.

Duggan: We have Christians, we have Catholics, we have atheists, we have—

Eaton: And what's the name of the group again?

Duggan: Moms Against the Norm.

Eaton: Moms Against the Norm.

Duggan: So it's—

Eaton: Is that with a "u" or...

Duggan: "O". [laughs]

Eaton: Okay. Just checking.

Duggan: That's British spelling, isn't it?

Eaton: It's okay. I'm—I'm married to an American, so...

Duggan: [laughs] Oh. Um, so Moms Against the Norm is four moms.

Eaton: Okay.

Duggan: Two from School District 8, two from School District 20.

Eaton: Okay.

Duggan: And, uh, we're not happy with what's going on.

Eaton: Okay.

Duggan: We're a part of other mom groups across, uh, the koo—West Kootenays, and we started to realize a lot of people are not happy.

Eaton: Alright.

Duggan: And a lot of peop—business owners are too afraid to speak up. Anybody who says anything instantly labeled bigot, transphobic, homophobic. They're inventing phobics. There's so many phobics out there. It's absolutely insane. We have pride flags hanging up in our schools that are exclusive. Not *inclusive*, *exclusive*. That—that pri—pride flag, it doesn't represent *me* or my children. My children—it's unacceptable to sexualize my children and categorize them in such a way. That is an *exclusive* flag. And not to mention every single child in this school, not one of them has the mental—mental capacity or maturity to understand what that flag stands for in the first place. That's an adult topic. It's—it's the—it's all being shoved down our throats left, right, and center. And I'm excited when I hear you say you want to have a relationsh—a working relationship here, and that you want to have an open dialogue because... I—we need this to change. This is not okay. This blanket teaching of an idea that goes against all biological teachings and science that we have ever used up to date is now blanketly being taught to our children without our consent in a lot of instances without our knowledge. What do you call that?

Eaton: So I would just go back. So I—

Duggan: Yep.

Eaton: I'm trying to understand your perspective.

Duggan: Yep.

Eaton: Okay? Uh, we have a list of resources for the curriculum, right? Uh, the SOGI 123 is something that—and I—and I'm not—

Duggan: Yep.

Eaton: I'm just giving you the information. The SOGI 123 is prescribed ministry direction, ministry resources.

Duggan: Yep.

Eaton: For all school districts in British Columbia...

Duggan: That's right.

Eaton: ...Public school districts.

Duggan: Yes.

Eaton: And so I understand that you have a problem—Sorry, I might sneeze here in a second.

Duggan: That's okay.

Eaton: [laughs] Must be dust in here.

Duggan: [laughs]

Eaton: I dunno.

Um, but, um, I realize that you may not agree with that.

Duggan: Yeah.

Eaton: And um—but at the same time, we are expected to follow what the Ministry of Education and Childcare prescribes for us, right?

Duggan: Well—

Eaton: Such as what **REDACTED**'s teaching in his class, right? And giving him the appropriate resources—And, and I'm just—just giving you...

Duggan: Yep.

Eaton: ...like—I'm not expecting you to agree.

Duggan: Of course.

Eaton: Um, it's—and then he's—he's also given the resources, right, uh, to be able to teach the content, right? And, and I'm understanding you're having—you were questioning whether or not he does have the training, he does have the resources in order to actually have those conversations with kids, um, as a follow up from the book, for example.

Duggan: Yeah.

Eaton: And once again, I haven't talked to **REDACTED**, so I don't know how he feels.

Duggan: Right.

Eaton: Right? And it would be inappropriate of me to tell you—

Duggan: Of course.

Eaton: —how he feels and—but what I can say is that that's, that's where the school district sits. Uh, as I'm sure you've—

Duggan: So—Just—

Eaton: —you've experienced from— not only School District 8, but School District—

Duggan: All of them. [laughs]

Eaton: [laughs] Just to give a—

Duggan: What I am aware of is that each district has the capacity to be able to make their own policy in regards to the recommendations from the ministry. And so you don't have to implement this program.

Eaton: Mm-hmm.

Duggan: That's a choice.

Eaton: Mm-hmm.

Duggan: So that's where I would say you guys need to rethink your policy on SOGI 123.

Eaton: Okay.

Duggan: So it's a recommendation.

Eaton: And I can take that *back*.

Duggan: Yep. And I would love it if you did! [laughs]

Um, and also I want to get back to, uh, **REDACTED**.

Eaton: Yeah.

Duggan: And having the education—while I say I appreciate and very much your honesty [*sic*] and that you—when you answer that, you don't know if he has that education or not.

Eaton: Mm-hmm.

Duggan: So how come then, if that's the case, we have educators in our district using resources that we are not sure ahead of time they're trained in using.

Eaton: So it's not that I said I don't know, it's just that I can't answer that question because I—

Duggan: You can't answer if he is educated?

Eaton: —I can't the question about him feeling confident to be able to teach that.

Duggan: Nope.

Eaton: Right?

Duggan: I'm not asking if he feels confident.

Eaton: Okay.

Duggan: I'm asking if he has training and the education—

Eaton: He would have—he would have the necessary resources and the necessary education to be able to deliver the approved resources that come to us via, for example, Focus Ed.—

Duggan: Right.

Eaton: —to be able to teach within his class.

Duggan: So to be just maybe a little bit more specific, what I'm asking is: does he have a diploma or a certificate that says that he is trained—

Eaton: I can't answer that [inaudible].

Duggan: —has passed a course. So why then, if you can't answer that question—

Eaton: I can say though that he is a licensed teacher—

Duggan: Yeah.

Eaton: —in British Columbia.

Duggan: Sure. To teach math.

Eaton: To teach—

Duggan: To teach English, Science, History.

Eaton: Well, within the context—

Duggan: Sex Ed.?

Eaton: —in the context of—

Duggan: Is he—

Eaton: Like I—when I went to school...

Duggan: Yeah.

Eaton: ...I was taught also to be able to teach music.

Duggan: Oh, that's great. Music is fantastic. Sex Ed., on the other hand, is incredibly... What's the word I'm looking for? It's, uh—it's a little bit—

Eaton: It's a very controversial subject.

Duggan: No. Sex Ed. is far more in depth and can be—Um...

Eaton: And typically there's a public health nurse that comes in.

Duggan: There is a public health nurse.

Eaton: There's [inaudible] station. There's mental health that can be involved. There's—there's biological health, phy—that's physical health. Um, uh.

Eaton: We do—we do for example, have a district lead teacher.

Duggan: Yeah.

Eaton: Uh, that also helps support classroom teachers.

Duggan: Yeah.

Eaton: So it's not like teachers are doing this alone, right?

It—it really feels like **REDACTED** is doing this alone.

Eaton: Alright.

Duggan: We don't—

Eaton: I can't answer that.

Duggan: I know. I would like it if you could look into that though...

Eaton: I could.

Duggan: ...to see if that person in District 8...

Eaton: Yep.

Duggan: ...who's responsible for that role has had any contact with **REDACTED** in regards to the book *George*?

Eaton: Mm-hmm.

Duggan: Specifically.

Eaton: Well—and contact means many different things, okay?

Duggan: I wanna know... [laughs]

Eaton: [laughs]

Duggan: ... if there's been coaching on follow up questions with the children.

Eaton: So, for example, I do know that our district teacher has provided resources to schools. Specifically, uh, a teaching resource to help teachers teach SOGI 123.

Duggan: Right.

Eaton: Yeah.

Duggan: But that's still—

Eaton: And that's an example of [inaudible].

Duggan: That is an example. And I—and I'm—what I'm hearing from you is—

Eaton: The—the probability of him directly being in the class, I can't answer that question, right?

Duggan: No, he's not directly in the class.

Eaton: But [inaudible] there are ways that we are trying—because we are also quite a dispersed district.

Duggan: Yeah.

Eaton: It's hard for one person—

Duggan: It's very inconvenient.

Eaton: —to be in 23 different schools.

Duggan: That's right. So we do rely upon, you know, like we had, is email communication in order to get information into the hands of our teachers.

Duggan: Right.

Eaton: For example—

Duggan: Yes.

Eaton: —we have professional, um, learning—professional development days.

Duggan: Yep.

Eaton: —where we offer opportunities—workshops for teachers.

Duggan: Right.

Eaton: We just had, uh, for example, our Indigenizing the curriculum day.

Duggan: Right.

That just happened last Monday, I think it was, right.

Eaton:

Duggan: Right. A little CRT training.

Eaton: Yeah.

Duggan: Yeah.

Eaton: Well, I mean—

Duggan: Which is another thing I don't agree with, but—

Eaton: [laughs]

Duggan: And I say that as an Indigenous person.

Eaton: Okay. Right.

Duggan: Yeah. So. Um, but back to this topic.

Eaton: Okay.

Duggan: Um, what I'm hearing from you is there's lots of resources for **REDACTED**—

Eaton: I just—there there are resources.

Duggan: Tons, lots.

Eaton: There's training opportunities.

Duggan: There's training opportunities. Has he taken them? Has he received a certificate? Has he been educated and passed the course to be able to have these conversations? And that's—

Eaton: I don't—

Duggan: That's a big deal.

Eaton: I think unfortunately the answer you're gonna get is there isn't necessarily a certificate or a, uh, that's specific to SOGI 123. Uh, there is—

Duggan: And don't you think there should be?

Eaton: I think there is a—there's a way whereby teachers are provided with resources. Teachers have their curriculum. [inaudible] teachers have that ability to [inaudible].

Duggan: So if I print off all those resources, and I can—

Eaton: Which ones? The ones that you just showed me?

Duggan: All the resources that the teachers have available to them?

Eaton: Yep. Yeah.

Duggan: And I read them all.

Eaton: Yep.

Duggan: And then I take one of these books and I collect a bunch of kids that aren't mine, am I then qualified to sit down and teach them about what intersex is? What male chromosomes are, what female chromosomes are. If I take all of the information and I sit in all these Zoom meetings and I talk to all these people, but I don't have a *single* diploma or certificate...

Eaton: Well, you would have a teaching degree, right?

Duggan: Not if I didn't take the course and pass it.

Eaton: Well, you'd have to have a teaching degree in order to—in School District 8 to—

Duggan: But what I'm saying is, would that qualify me to do so? Just because I read a resource—

Eaton: You'd have to be a teacher. You'd have to be a School District 8 employee.

Duggan: That's not my point. I don't want to— [laughs]

Eaton: [laughs]

Duggan: I don't wanna be a teacher by any means whatsoever. Um...

Eaton: But I'm just trying to say is that it's—I think you're getting into the specifics, um—

Duggan: Which are very important.

Eaton: —which are good questions. But at the same time, that teachers are hired to do many things, right? And have certification that's mandated by the BC College of Teachers.

Duggan: Right.

Eaton: Right?

Duggan: So when did we—

Eaton: Prescribed curriculum mandated by the Ministry of Education and Childcare.

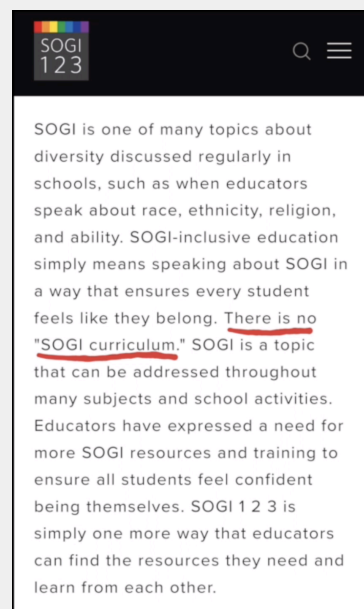
Duggan: When did we mandate our everyday teachers to teach Sex Ed.?

Eaton: It's within our SOGI curriculum.

Duggan: So on the SOGI website it says there is no SOGI curriculum. Could you explain that more?

[ON SCREEN: Screenshot of SOGI 123 website. The text reads:

SOGI is one of many topics about diversity discussed regularly in schools, such as when educators speak about race, ethnicity, religion, and ability. SOGI-inclusive education simply means speaking about SOGI in a way that ensures every student feels like they belong. There is no "SOGI curriculum." SOGI is a topic that can be addressed throughout many subjects and school activities. Educators have expressed a need for more SOGI resources and training to ensure all students feel confident being themselves. SOGI 1 2 3 is simply one more way that educators can find the resources they need and learn from each other.



Eaton: No, the SOGI—SOGI resources that are available. Yeah.

Duggan: Okay, so no curriculum.

Eaton: I'm not saying that there isn't a curriculum. I think there are, uh, specific—there's information for teachers to use to teach.

Duggan: Right, right. Which is *different* than a curriculum.

Eaton: As it relates to, you know—once again, the BC curriculum is very, um, open, right? With our core competencies.

Duggan: Right.

Eaton: Right? So that it's, uh—it's not as prescribed as you may see, or that has maybe been in the past.

Duggan: Right.

Eaton: Um...

Duggan: But there's still math and science and history...

Eaton: Totally. Yeah.

Duggan: On there.

Eaton: Yeah.

Duggan: Yeah.

Eaton: But there's more... how can you say it? I mean, have a chance to go through—I'm sure we'll be in communication.

Duggan: I hope so.

Eaton: I'll send you the link to the—uh, to BC's, um, curriculum, and you'll just be able to see how the core competencies fit and how teachers have that flexibility...

Duggan: Right.

Eaton: ...to move.

Duggan: Just so you know, I've been working on this for going on eight months and I have—

[ON SCREEN: Screenshot of SOGI 123 website. The text reads:

SOGI 1 2 3

Policies & Procedures

Policies and procedures that explicitly reference SOGI have been proven to reduce discrimination, suicidal ideation, and suicide attempts for all students.



Eaton: And I don't think that I'm going to change your mind.

Duggan: Right. But I've dissected the SOGI website.

Eaton: Yeah.

Duggan: Upside down and backwards.

Eaton: Okay.

Duggan: And it insists on that website that there is no curriculum.

Eaton: Mm-hmm.

Duggan: But there are curriculum resources. And as a parent, that's con—what does that mean?

Eaton: Right.

Duggan: What does that mean?

Eaton: Right. Okay.

Duggan: Um, but again—just trying to stay focused, which is so challenging. Um, I had another question here...

Eaton: Sure.

Duggan: ...about these books. Um, well I had focused on *This Book is Gay* cuz that's what I thought but—

Eaton: Okay. That's fine.

Duggan: Um

Eaton: I didn't expect to come in here just like we were gonna talk about...

Duggan: Okay, cool. So in regards to *This Book is Gay*—and again, I wish I could show you the damn internet.

Eaton: That's okay.

Duggan: Um, but you can look it up again and, um, it's episode three.

Eaton: Uh-huh.

Duggan: I explicitly detail reading from the book how to give a blow job. Um, and like, don't use your teeth. Like, so much detail, it's incredible.

Eaton: Mm-hmm.

Duggan: Um, and I think that it's incredible because this book is in L.V. Rogers in School District 8. However, if this book was a movie, would it be allowed in our schools? And then what's the difference between watching that on a movie and having a 14 year-old read it and visualize it in their mind? So I think there's a double standard there, and I think that's a good way to judge these questions when we ask ourselves should these books be allowed in our school? I think that's a great question. This book, I read it as a book. If it were a movie, would it be acceptable?

Eaton: Mm-hmm.

Duggan: If the answers are different, then the answer is no. Um—

Eaton: I don't think I'm gonna be able to change that tomorrow [inaudible]

Duggan: Of course, of course.

Eaton: Um—

Duggan: Like I said, I've been doing this eight months now.

Eaton: Yeah. And that's why—that's why I printed this off, cuz I think—I'm not trying to like, you know. We all have a responsibility.

Duggan: Yeah, yeah.

Eaton: Uh, but I think the Focus Ed. resource would be a good place to—

Duggan: Kay. Yeah.

Eaton: –just to have a look, to see what they do, how things are approved. Right?

Duggan: Okay.

Eaton: How they're, um, prescribed in a sense.

Duggan: Right.

Eaton: And, um, so that could be some–

Duggan: Yeah.

Eaton: –some good resources–

Duggan: Kay.

Eaton: –right?

Duggan: Well, it's good to know why these things are happening.

Eaton: Yeah.

Duggan: So that we can say that doesn't make sense.

Eaton: Okay.

Duggan: [laughs]

Eaton: Or we can say, this is why this makes sense.

Duggan: [inaudible] Well, I mean–

Eaton: So, just saying. [laughs]

Duggan: Right. But as from where I'm standing so far, a lot of this doesn't make sense. For example, the website says there is no curriculum–

Eaton: I'm listening.

Duggan: And then on the [sic] second paragraph it says, these are the curriculum resources. [laughs]

Eaton: I'm listening.

Duggan: Um, and then my other question was, why are parents being kept in the dark in regards to SOGI approved books? And we very much are being kept in the dark about SOGI approved books.

It's no secret that gender ideology is controversial across the entire country.

Eaton: Mm-hmm.

Duggan: It's not–it's like, it's not a secret. And for, uh, **REDACTED** to just go ahead and read a book to such a diverse class.

Eaton: Mm-hmm.

Duggan: He's got kids of all walks of life in there. different cultures, different religions.

Eaton: Yep.

Duggan: He's an intelligent man.

Eaton: Yep.

Duggan: And he's a compassionate man.

Eaton: Yeah.

Duggan: From what I have seen. Why then did he go ahead and start reading this book without informing the parents knowing *full well* that he has kids in this class that are from a diverse community?

Eaton: And I can't answer that question.

Duggan: Of course. And that's a question that I would—I would like to ask him. Um. But as you can imagine, I'm very careful.

Eaton: I would be very careful.

Duggan: Yeah.

Eaton: [laughs]

Duggan: Well, I am because I don't wanna get kicked off the property again. So I volunteer here a lot and it's incredible how a question like that could set me up for trouble.

Eaton: I can imagine.

Duggan: Yeah. Um, so like, yeah. So why—why is something like that happening without parental knowledge, I mean...

Eaton: And I've got that.

Duggan: Yeah. Um, and then books with age limits. So we've got, uh, *This Book is Gay*. It does have an age limit on it, which I believe is 14 to 17. But our middle school right next door here, Mount Sentinel, has grade 7 students in it who are not 14 years-old yet.

Eaton: Mm-hmm.

Duggan: So if this book is in the library, are our librarians making sure the kids are old enough to check it out, or is it just a free for all? Like, are we following the guidelines That are set in place by the district?

Eaton: Mm-hmm.

Duggan: Are we? That's—that's something I'd like to know. Um, and then what supports are in place for students who struggle with the information provided by these books? So, as far as my knowledge is, this school, Brent Kennedy, doesn't have a resident counselor. There's no mental health support in this school.

Eaton: Okay.

Duggan: There's no designated person that is here To help a single student with any sort of mental health issue that they might have. They—every student relies solely on their trusted adult in this school, which is great and fantastic, and there are a lot of trusted adults in this school, but there isn't one designated, specifically trained in mental health with a certificate To be able to talk these kids through their problems. And when we introduce books like *George* and we read about such big, confusing topics—this topic is confusing for adults.

Eaton: Mm-hmm.

Duggan: And when we read this book with this topic to grade 4 and grade 7 year-olds, and then we send them out into the hallways

Eaton: Mm-hmm.

Duggan: with no safety net to catch them. And we're to trust that if they have a question they're gonna go to their trusted adult, when we haven't really set up that roadmap for them. So if we're introducing materials like this, it's a *huge* concern that we don't have proper procedures set in place for when the fallout happens. and it will happen.

Eaton: I'm not gonna try and defend what we do or don't have, but I'll just make you aware of some things that we do have.

Duggan: Cool.

Eaton: So we have a, uh, district teacher.

Duggan: Yeah.

Eaton: Uh, who, who you may know, Javier Gonzalez.

Duggan: Yeah. He's my neighbor! Well, sort of. Lives up through.

Eaton: Okay. So he is our district, um, what do you call him? Teacher of mental health and addictions. And so he's one that schools do access.

Duggan: Yeah.

Eaton: Similar to how I mentioned the district—um, district position for SOGI.

Duggan: Right.

Eaton: And so schools do get—have support through him

Duggan: Right.

Eaton: Uh, I do know that he comes to this school.

Duggan: Yeah.

Eaton: Uh, there's also other avenues. For example, art therapy I think is something that many of the schools, especially in the Valley access as well.

Duggan: Right.

Eaton: Um, so there are different and alternative, um, options for kids—

Duggan: Right.

Eaton: —to help support.

Duggan: So how many 2nd graders do you know that are gonna approach their safe adult and ask for art therapy?

Eaton: And sometimes it—there's a process, right? That might be identified through the family in connection with the classroom teacher—

Duggan: Right.

Eaton: —and the principals. So it's—

Duggan: And what about the kids who don't have those adult's safety net?

Eaton: Well, then that's where we would rely upon the professionals in the building, right? That's where there's, for example, school based team meetings, right? Where they talk about individual kids. Kids that they see that are maybe struggling for whatever reason or there's concerns about, or—uh, then that's how kids would be identified typically within a school.

Duggan: Right. And then what happens?

Eaton: And then they would be—obviously the parents would be informed, right? Before there's any type of supports put in place, for example, so that they can work together on a plan to best support the needs of their child and the student.

Duggan: And what happens if the parents don't agree to the supports.

Eaton: That's a whole other conversation. Typically, you want to reach some form of agreement—

Duggan: Yeah.

Eaton: —that can help support their child at school based on the resources that we have available to us, right?

Duggan: So what if one of the supports is, uh, gender affirming care and a—and a family disagrees with that?

Eaton: Well then that's, you know—their—you have the right, right? To, um, if you don't agree with something that's being taught, then you can pull your child during that time. Uh, we actually have district policy on that.

Duggan: Right. But, so my—

Eaton: If you—if you choose.

Duggan: Right. But my question is if—if a child is seen at school—

Eaton: Mm-hmm.

Duggan: —by an employee...

Eaton: Mm-hmm.

Duggan: ...to be struggling with gender identity and has gender confusion and that—and the school has, uh—what was that meeting called?

Eaton: A school-based team.

Duggan: A school-based team meeting.

Eaton: Yeah.

Duggan: And they sit down and they decide, we're gonna help this child. We think from what we see this child is struggling with gender confusion.

Eaton: Mm-hmm.

Duggan: Next step, approach the family.

Eaton: Mm-hmm.

Duggan: We think we sh—we should get gender affirming care for your child.

Eaton: [inaudible] I don't know.

Duggan: And the fa--and the family says, we disagree.

Eaton: I mean, it's your right as a--as a parent, right? To say what you--what can and cannot, in the sense of supports like that--

Duggan: Right.

Eaton: --that your child can have access.

Duggan: Right.

Eaton: Right? So really, ultimately our job is to successfully, uh, support students.

Duggan: Yeah.

Eaton: And every student's different--

Duggan: Different.

Eaton: --right?

Duggan: Yeah.

Eaton: And so that's part of the challenge.

Duggan: So that wouldn't continue to go on. No gender affirming, uh, behavior would happen at school without parental consent?

Eaton: Well, I don't--I can't say that. I think specific to the individual. But what happens in the classroom, there can still be, uh, information that's presented. And--

Duggan: So if a child wanted to be referred to as an opposite [sic] gender in the classroom and said, my parents don't support this.

Eaton: Mm-hmm.

Duggan: And the teacher colluded with the student: Okay, at school, we'll call you this gender because that's what you want. We won't tell your parents. Is that supported by the district?

Eaton: I--you know, I can't answer that question cuz it's very specific to a case that, you know--that's not something that I can answer.

Duggan: Okay.

Eaton: Because I would say that we'd have to go through a process to determine what's appropriate and what's not appropriate. And of course, I think that one of the most important, uh, resources is our families, right?

Duggan: Yeah.

Eaton: Because we have the children that come to us for X hours a day.

Duggan: Right.

Eaton: You--you live with them 365 days a year, right?

Duggan: Well, and the thing is--

Eaton: [inaudible]

Duggan: –is, like, I joke all the time that my daughter’s teachers are mine and my husband’s co-parents.

Eaton: Mm-hmm. Yep.

Duggan: They spend an incredible amount of time with our kid.

Eaton: Yeah.

Duggan: Our kid idolizes those women.

Eaton: Mm-hmm.

Duggan: Immensely.

Eaton: Mm-hmm.

Duggan: If they say the sky is pink–

Eaton: Mm-hmm.

Duggan: she is gonna come home and she’s gonna argue with us–

Eaton: Mm-hmm.

Duggan: –that that sky is pink.

Eaton: Well, hopefully that’s not the case. Hopefully it’s–

Duggan: But it is the case. It is the case and it is happening in schools across our province when teachers say you are trapped in the wrong body.

Eaton: Mm-hmm.

Duggan: And the kids go home and say, I’m trapped in the wrong body. And the parent says, no you’re not.

Eaton: In some cases we have kids that say I’m trapped in the wrong body just as that book described there, right?

Duggan: Yes.

Eaton: And that we have a responsibility to support *all* children.

Duggan: Mm-hmm

Eaton: Right? And we have a responsibility to–

Duggan: But are we supporting them if we’re not getting them mental health help? If we don’t have it–

Eaton: I didn’t say we’re not getting mental health, right? I did give some examples of how we do have mental health supports. I think it’s–

Duggan: Right. And I would say that those are very weak examples because as I said, like how many 1st graders do you know are that are asking for–for art therapy help? I mean, I don’t even know any 17 year-olds that are that mindful and mature enough in their mental development to say, the solution here is art therapy. [laughs]

Eaton: Well, I mean, that’s–that’s a conversation with the parents, right?

Duggan: Right. So–

Eaton: So, there’s a lot of–

Duggan: But what about–what about–

Eaton: There’s a lot of steps involved to get to a place like that.

Duggan: What about the 14 year old girl who got raped by her uncle, who has to go change in a change room with a 17 year-old trans girl and shower next to this person who has a penis?

Eaton: Mm-hmm. Well, I think we’re seeing fully–or what are we calling them now? Washrooms–accessible Washrooms.

Duggan: Right.

Eaton: So that it gives kids that option to change, shower in a private location, right?

Duggan: Yeah. Okay.

Eaton: By choice.

Duggan: Right. We’re giving so many options for choice to such young, underdeveloped mentally humans.

Eaton: Yeah. [inaudible]

Duggan: Isn’t that interesting? Do you have kids?

Eaton: I do.

Duggan: How old are your kids? May I ask?

Eaton: 16 and 11.

Duggan: Interesting. How many choices do you give them? Do you let them decide how many beer they have before they drive?

Eaton: Well, right now my children won’t be driving or drinking until they’re of age.

Duggan: Well, as far as you think. I mean as far as I’m concerned, my kids aren’t gonna have sex till they’re 30.

Eaton: Right.

Duggan: But we all know the reality of that.

Eaton: Yeah.

Duggan: So you can hope and pray and wish and think all you want that your kids aren’t drinking.

Eaton: [inaudible] conversations that we’ve had.

Duggan: Right.

Eaton: And–

Duggan: And I mean, that only goes so far.

Eaton: Yeah.

Duggan: And you know that that’s a pipe dream. [laughs] I mean, reality–

Eaton: Yeah.

Duggan: Reality is far different than hopes and dreams.

Eaton: But I think as your kids grow through your family and have the experiences that they have and then have the parental support and direction and conversations, then I think your children are gonna grow in the way that you hope and wish for when they were first born.

Duggan: Right. But that doesn't make it reality.

Eaton: I'm-I'm-I like to believe.

Duggan: I like to believe too. I like to believe that there is not a single person in School District 8 that is gonna teach my child that I- something that I don't agree with.

Eaton: Mm-hmm.

Duggan: And yet it's happening in this very school.

Eaton: Mm-hmm. Yep. I understand your perspective.

Duggan: And so I just want to get to the bottom of it. I want it to make *sense*.

Eaton: Mm-hmm.

Duggan: Because I feel like a lot of it doesn't make any sense.

Eaton: I can give you resources-

Duggan: And I-I think that's great.

Eaton: I think we're going to agree to disagree, right?

Duggan: Sure. What are we disagreeing about?

Eaton: Well, I think you have your perspective, right?

Duggan: Right.

Eaton: Where you believe that shouldn't be taught, right?

Duggan: Right.

Eaton: We, as a school district, have a responsibility to teach what's prescribed to us.

Duggan: Recommended.

Eaton: And recommended.

Duggan: Right.

Eaton: And we have-

Duggan: You have a responsibility to decide if it's appropriate.

Eaton: We have policies in place, right? We have, um, a curriculum that's in place and those are the things that we have a responsibility to teach.

Duggan: Right. You also have a responsibility to listen to the families in your district, and there are an *incredible* amount of families in your district right now that are unhappy with this.

Eaton: And that's why I'm here now.

Duggan: Yes.

Eaton: Is to listen to you.

Duggan: Great.

Eaton: I'm—not necessarily going to say that I can make any significant change.

Duggan: Yes.

Eaton: Uh, but what I can do is at least give you more understanding as to this is where we are as a school district, right?

Duggan: Well, the whole thing is, like, my—my goal in having a working relationship with you is to accomplish change. I'm happy to accept all of the resources that you can provide for me, and I will absolutely share those resources with my team and with any parent who asks.

Eaton: I'm sure you will. [laughs]

Duggan: And—well, that's the point, right?

Eaton: That's why I brought these, for example.

Duggan: Yeah. This should—

Eaton: I didn't want to overload you with resources, but—

Duggan: No.

Eaton: —I thought this is a good place to share.

Duggan: This should absolutely be public knowledge. And the problem is, is that it is not public knowledge. I just had a conversation—

Eaton: It's there. It's just you have to find—you have to find it.

Duggan: It's there. You have to find it.

Eaton: Yeah. There's no—there's no hidden—

Duggan: Condoms. Condoms are free and readily available.

Eaton: Yep.

Duggan: They're there.

Eaton: Yep.

Duggan: Does that mean that the 16 year-olds are gonna use 'em? Kay?

Eaton: That's not for me to decide.

Duggan: And that's not for you to decide on who's accessing the information just because it's there. Parents are busy. We've got parents with single parent homes that are working two jobs.

Eaton: Yep. Two jobs.

Duggan: You think when they get home, they're sitting down and they're researching this shit?

Eaton: Mm-hmm.

Duggan: Sorry. This stuff.

Eaton: Mm-hmm.

Duggan: They're trusting when they send their kid to school...

Eaton: Mm-hmm.

Duggan: ...that the people that they're sending their kid to school to are caring about their children...

Eaton: Mm-hmm.

Duggan: ...and teaching them with respect.

Eaton: Right.

Duggan: And remembering that the parents are in charge at the end of the day, every single day.

Eaton: Mm-hmm.

Duggan: And there are *thousands* of parents in the West Kootenays *alone*, not just through BC, in your district who are not okay with this.

Eaton: Mm-hmm.

Duggan: We have a petition.

Eaton: But then you have to understand too, is when you come into a school

Duggan: Yep.

Eaton: There's gonna be a different perspective, right?

Duggan: Right.

Eaton: Which is the responsibility to do what's actually happening in classrooms, right?

Duggan: So what happens-

Eaton: So there needs to be a level off-

Duggan: -to those schools and those educators if all of the people who don't like this program pull their kids? How are you gonna pay your staff? How are you gonna pay the maintenance and the buildings? How are you gonna pay for the maintenance and the gas for the buses? We know exactly how much our kids are worth to you guys. We know how-exactly.

Eaton: That would be a choice of parents to do such a thing.

Duggan: And that would be a shame to the public school system.

Eaton: It would be a shame for kids to miss out on in education based upon-

Duggan: No.

Eaton: Yeah.

Duggan: I'm not saying that kids would miss out on an education.

Eaton: Mm-hmm.

Duggan: But if they get pulled from your district.

Eaton: Mm-hmm. [inaudible] where would kids go?

Duggan: We know how much-There's homeschooling.

Eaton: Homeschooling. Yeah. There's lots of options, actually [inaudible]-

Duggan: There's lots of options.

Eaton: Yep.

Duggan: There's lots of options.

Eaton: And that's your right as a parent.

Duggan: Absolutely. But wouldn't that suck? I believe in public education.

Eaton: I think—

Duggan: I played sports.

Eaton: Public education is a place where all kids should [inaudible].

Duggan: I believe that public education is fantastic. Social—social interaction, social growth, ability to—to be taught from somebody else.

Eaton: Mm-hmm.

Duggan: Uh, to work as a team. Sports. All of it. Music. All of it. Uh, opportunities to travel—travel through field trip—I took a field trip when I was 17 years-old to Europe for a month.

Eaton: Mm-hmm.

Duggan: I mean, incredible opportunities. They're endless.

Eaton: Yeah.

Duggan: I don't want to take my kids outta public school for those reasons.

Eaton: Mm-hmm.

Duggan: But I will, for *one* reason.

Eaton: Mm-hmm.

Duggan: I will sacrifice all those reasons—

Eaton: Mm-hmm.

Duggan: —for this one. and I'm not alone in that.

Eaton: Mm-hmm.

Duggan: Thousands, Ben, of families are unhappy. We have a petition going around.

[ON SCREEN: Screenshot of petition:

School District SOGI 123 Petition

Due to the abundance and diversity of belief systems our communities hold it is time to address the non optional SOGI123 program in our schools. We, the undersigned, find the curriculum to be less inclusive and less diverse than proposed. Previously presented as an anti bullying program SOGI123 has evolved beyond the original purpose. Leaving many in our communities feeling alienated with the fact that we do not support the ideas being promoted through this non optional program.

From parents, guardians and community members in School District , this is our, the undersigned, formal request to make SOGI123 an opt in and opt out program for our minors that requires parental/guardian consent to participate.

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FIRST & LAST NAME	ADDRESS	SIGNATURE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Duggan: Um, we're in 15 districts across BC. We've got over 2000 signatures so far. And actually, if you would like to sign it, by all means please do. Take a look because this is what we're gunning for. We're, uh—we have no intentions on slowing down or stopping until we're successful.

Eaton: Okay. Thank you.

Duggan: Would you like to sign it?

Eaton: No, I can't.

Duggan: How come?

Eaton: I cannot sign it.

Duggan: Why?

Eaton: Because that's not my purpose, okay?

Duggan: What do you mean? Would you get in trouble, do you think?

Eaton: I just—I—this is not my—my purpose in the world, nor my intentions for today, okay?

Duggan: Well that's—I mean, fair enough. And by no means do I wanna pressure you into it. I just find it interesting.

Eaton: Yeah.

Duggan: Or do you believe that SOGI should be mandatory and that all cultures—

Eaton: What I believe is not what at matter here. I'm here representing the school district, right?

Duggan: Does the school district believe?

Eaton: Obviously the school district does believe it's an important topic to teach children. Or else there—

Duggan: And it should be mandatory?

Eaton: —wouldn't be a list of resources.

Duggan: Right.

Eaton: There wouldn't be a list of supports for teachers, right? We wouldn't be having this conversation right now [inaudible]—

Duggan: Do you know where SOGI originated?

Eaton: Not off the top of my head, no.

Duggan: So SOGI was started in, uh, Vancouver, British Columbia from the ARC Foundation.

Eaton: Yeah.

Duggan: Yeah. The ARC Foundation doesn't have a single educator that works for it when it started the program.

Eaton: Okay.

Duggan: It was started by, um—actually one of the founders I think has—has, uh, just been through court for, uh, pedophilia.

Eaton: Mm-hmm.

Duggan: Interestingly enough, which a lot of these supporters are coming out.

Eaton: Mm-hmm.

Duggan: We're finding that out.

Eaton: Okay.

Duggan: Um, which is *very* concerning *again*. So another thing with SOGI is we have students complaining in Mount Sentinel that their teachers are constantly asking them what their pronoun is.

Eaton: Mm-hmm.

Duggan: How they identify. And that's, like, such a—a—an overreach. A boundary crosser. It's just such a strange thing, don't you think? If I walked into this room and said, what's your preferred pronoun?

Eaton: Well, like, when I sign mine, it's "he/him/his".

Duggan: Why?

Eaton: Because that's how I identify.

Duggan: And have you done that your whole life?

Eaton: I've always identified as a he, yes.

Duggan: Have you always signed "he/him"?

Eaton: Uh, for many years I have.

Duggan: How many?

Eaton: I'd say for the past five years.

Duggan: How come you started only five years ago?

Eaton: Because I thought it was important for me to convey that based upon what I see others, um, conveying as their pronouns.

Duggan: So you're just jumping in line and following suit?

Eaton: No, I think I'm just stating who I am.

Duggan: Oh, and you've just learned that in the last five years that you're a he/him?

Eaton: No, I just choose to share that with people.

Duggan: Oh. Do you think that, uh, when a person walks into a room and meets you that they would be confused as to what your gender is?

Eaton: I think nowadays there could be confusion for—not for me necessarily—

Duggan: Of course.

Eaton: —but for other people.

Duggan: Do you think that you don't look male?

Eaton: I think that's their right.

Duggan: He/him?

Eaton: I think that's their right.

Duggan: Interesting.

Eaton: I'm not talking about myself.

Duggan: Right.

Eaton: I'm just talking about—that people have rights.

Duggan: Yes.

Eaton: Right?

Duggan: Yes.

Eaton: Basic human rights.

Duggan: Of course.

Eaton: And this is not something that's necessarily gonna go away, right? And obviously it's definitely something that you believe in from your perspective.

Duggan: Yes.

Eaton: Right?

Duggan: Well, I believe in science and—

Eaton: Yep.

Duggan: —you can either be male or female. Intersex is one in every 10,000 people. Probably nobody you've ever met. Probably nobody I've ever, ever met. We've probably actually met more serial killers in our lives than we have met a *real* intersex person.

Eaton: Okay.

Duggan: That's statistically true.

Eaton: Alright.

Duggan: That's statistically true. And yet, if you walked into Mount Sentinel right now, there's probably close to a hundred different students that would tell you they identify as either the opposite or they/them.

Eaton: Mm-hmm.

Duggan: Which is a mental illness. Because biologically speaking, that is impossible. And so if we're now going to promote to our children, through our education, promoted by our school districts and sent down the pipes through our teachers to be taught in our classrooms to other people's children, an idea that *feelings* outweigh science, is that still education?

Eaton: I'm not going to give you any agree or disagree on this. I'm just-

Duggan: But no, that's a question. Like, that's a real question. If I tell you-

Eaton: You're entitled to your beliefs, yes.

Duggan: Right. And I believe that I am intelligent.

Eaton: Mm-hmm.

Duggan: And witty. And if I tell you that from now on, every time you engage with me, you must refer to me as intelligent and witty, because that is what I believe.

Eaton: Mm-hmm.

Duggan: Are you gonna play along with that or are you gonna tell me I'm ridiculous and narcissistic and need-I need to get over myself?

Eaton: I'll try to support you in the best way that I can.

Duggan: Then you would be supporting a mentally ill person, and that's called enabling. Would you drive an alcoholic to the liquor store? Do you see where I'm getting at? We are enabling.

Eaton: I'm listening. [laughs]

Duggan: I understand you're listening and I appreciate that. We are enabling mental illness in our young. And I really encourage you to go walk through the high school hallways. I have teachers coming to me, I have EA coming to me.

Eaton: Mm-hmm.

Duggan: Telling me how worried they are-

Eaton: Mm-hmm.

Duggan: -for the future of our children because the trusted adults in their lives are lying to them.

Eaton: So. I can send you the SOGI piece, which I think you already know. I've given you information on the focused education resource. Um, I'm not sure what else I can do at

this point. I mean, I know what you would like, but unfortunately that's not something–

Duggan: What–what would I like?

Eaton: For this to change?

Duggan: Yes.

Eaton: Yeah. [inaudible]

Duggan: So what is the first step that we can do to be able to please our diverse communities and make everyone feel included?

Eaton: I'm not in a place to, to make that decision, right?

Duggan: Right.

Eaton: My purpose is to listen to all voices.

Duggan: Mm-hmm.

Eaton: Right? And then as a school district.

Duggan: Mm-hmm.

Eaton: Right? We listen to all voices. We take that input and that's how we determine our direction, right?

Duggan: Mm-hmm.

Eaton: But we also have things that are, um, recommended, mandated, prescribed, that come to us through the Ministry of Education and Childcare, right?

Duggan: SOGI's not mandated. It's only recommended right now.

Eaton: Recommended, yeah.

Duggan: Yep. So it–it actually doesn't need to be implemented in any school in SD8. That's a choice.

Eaton: That's your perspective.

Duggan: That's a choice that the administrative team has made. Yep.

Duggan: 70% behind parent–parents' backs.

Eaton: Mm-hmm.

Duggan: And so I would like, what I would like to get out of today is two things. The first thing is a conversation of being heard and, like, *way* check that box. Thank you so much.

Eaton: Yep.

Duggan: Um, the second thing is I would like a plan moving forward, even if that plan is, I will send you an email by Friday. I would just like to have a plan of what the next step for our working relationship is. Because my next step

Eaton: Mm-hmm.

Duggan: with my team when I leave here is, I'm gonna share this with them.

Eaton: Great. And I'm going to say, he's willing to work with us. He's willing to–

Eaton: I'm willing to *listen*.

Duggan: –to hear us.

Eaton: Yes. I'm willing to listen.

Duggan: He's willing to hear us. Which is–

Eaton: But there gets to be a point, too, where you also have to recognize that I can only listen so much and then–

Duggan: And then we get to do something.

Eaton: –we determine our direction. Well–

Duggan: And then we get to do something because–

Eaton: Define “we”, because “we” [inaudible]–

Duggan: The district.

Eaton: –the voices of all.

Duggan: The district and all of the parents who oppose this program.

Eaton: I cannot make that promise or that commitment. Okay?

Duggan: Well, then–

Eaton: But I can just say that I'm here to listen.

Duggan: Well then that's not an example of the district working with families, is it?

Eaton: We work with families in many different ways.

Duggan: So what is a way that the district–

Eaton: I'm doing that right now by sitting here, talking, and having conversation and listening, and seeking to understand. That's how I have a–working towards our relationship, right?

Duggan: Okay.

Eaton: I realize that we may have a relationship that might not be like, you know. We–we may disagree to disagree–agree to disagree.

Duggan: Right.

Eaton: Um, but that's just–

Duggan: And is that on a personal level or a district level?

Eaton: This is not personal at all.

Duggan: Okay.

Eaton: This–I represent the district.

Duggan: Of course.

Eaton: I don't represent myself.

Duggan: Of course.

Eaton: Okay?

Duggan: Right.

Eaton: And I have a responsibility to come and listen to all voices [inaudible]–

Duggan: Right. But I've learned—I have learned today that from a *personal* perspective on you, you might be coming from a place of naivety believing that your teenagers aren't gonna drink before they're of age. And so I'm just gonna like—

Eaton: I guess I'm just a naive person.

Duggan: Well—

Eaton: You asked me that question as a parent.

Duggan: Yeah.

Eaton: I answered as a parent.

Duggan: Right.

Eaton: Okay?

Duggan: Yeah. Very naively. But— [laughs] And I think that, you know—

Eaton: I'll ask my—I'll ask my—as a parent to parent, I'll ask my daughter, my 16 year-old—year-old daughter today if she thinks I'm naive.

Duggan: Okay.

Eaton: Okay?

Duggan: Yeah. I think you should.

Eaton: I think I—I think I have a pretty good perspective of kids.

Duggan: Yeah.

Eaton: Okay?

Eaton: I have been a high school principal.

Duggan: Yeah.

Eaton: Okay? I have been a high school vice-principal.

Duggan: Yeah.

Eaton: Okay? I have been a teacher.

Duggan: Yeah. And you have been a teenager?

Eaton: I have—well, it was a few years ago.

Duggan: [laughs]

Eaton: You might see a few gray hairs here, right?

Duggan: Yeah.

Eaton: But, uh. Yeah, so I—

Duggan: Well, just so you know—

Eaton: I do have my perspective, just as you do, right?

Duggan: Yeah. Yeah.

Eaton: You had an amazing experience in high school, right? It sounds like—

Duggan: No, I'm a recovered drug addict. I've survived suicide. My father was a heroin addict.

Eaton: Mm-hmm.

Duggan: I've come from the bottom of the barrel and I climbed my way out.

Eaton: Good for you.

Duggan: I'm incredibly proud of where I am in life today,

Eaton: And you're very articulate and you have a purpose.

Duggan: Yeah.

Eaton: I can see that.

Duggan: I'm telling you, I'm intelligent and witty and I insist-

Eaton: And I'm not-I'm not disagreeing with that.

Duggan: [laughs] Um, and so-no. So, when I say like, I've got-I've got a different perspective on teenagers... [laughs]

Eaton: You've got different perspective, yes.

Duggan: I-I understand the nitty gritty.

Eaton: And I can say, too, that I have taught in alternate programs.

Duggan: Yeah.

Eaton: So I definitely have that perspective too.

Duggan: Yeah. Yeah.

Eaton: So I have-I think I have a lot of-

Duggan: Yeah.

Eaton: -uh, experiences-

Duggan: Right.

Eaton: -that have brought us to here and-

Duggan: Great.

Eaton: Yeah.

Duggan: Which is-which should help you, then.

Eaton: Yeah.

Duggan: If you've spent all that time with our youth

Eaton: Mm-hmm.

Duggan: Then it would, it would be naive for you to ignore the issues that this program does help.

Eaton: Can I just ask, have you been recording this conversation?

Duggan: Yes.

Eaton: So you did not ask for my permission.

[ON SCREEN: Text reads: *Section 184 of the Criminal Code of Canada states that recording private conversations is legal as long as one of the parties that is recording the conversation (which could be you) is involved in the call or conversation and consents to the recording. This is called a "one party consent" exception.*]

Duggan: I don't have to. In Canada, the law is one person consent. And I'm one person.

Eaton: So, I'm just saying that you didn't ask for my permission-

Duggan: I don't need it.

Eaton: –So therefore I don't condone [sic] to that.

Duggan: I don't need your permission. In Canada, it's one party consent.

Eaton: So you didn't tell me.

Duggan: I didn't have to.

Eaton: So...

Duggan: I didn't have to. In Canada, it's one party consent and I am that one party. And because of all of my experiences with the school district to protect myself, that's why I did that. I think you know why.

Eaton: So I'm gonna have to end this conversation now.

Duggan: That's great. I think I got all I need.

Eaton: [inaudible] without my permission.

Duggan: I didn't need your permission.

Eaton: Yes, you did.

Duggan: No, I didn't, Ben. Go look up the law.

Eaton: I will.

Duggan: One party consent in Canada.

Eaton: I will.

Duggan: I just did it [inaudible].

Eaton: [inaudible] like I've done anything wrong.

Duggan: You haven't.

Eaton: And at the same–

Duggan: You haven't. However, all of my–

Eaton: You did not ask for my permission.

Duggan: I don't need it.

Eaton: So–

Duggan: All of my interactions with the school district have been–

Eaton: Okay. So, right now I need to tell you.

Duggan: Yeah.

Eaton: That I'm gonna have to issue a section 177.

[ON SCREEN: Screenshot from BC School Act:

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
 (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

<https://www.bclaws.gov.bc.ca> > civix
 School Act - BC Laws

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<https://www.bclaws.gov.bc.ca> > civix
 School Act - BC Laws

Duggan: What's that?

Eaton: So that means you cannot be on school property.

Duggan: Oh. Okay.

Eaton: Okay? So I'm gonna have to ask you to leave now.

Duggan: I can do that. I can do that. Okay.

[Audio snippet repeats someone singing "the emperor wear no clothes." for approximately 45 seconds.]

[ON SCREEN: Blurry photo of Eaton. Overlaid text reads: *Emily left the school at 11:14 AM. At 5:26PM same day, Ben emailed Emily rescinding the Section 177. Emily replied the following day. As of May 2, 2023, exactly 7 days since their meeting Emily has not heard from Ben on any follow ups. No explanation from Ben as to why he issues Emily a section 177 either.*]

[ON SCREEN: Screenshot of email from Eaton to Duggan:

Follow up from today's meeting

Ben Eaton 7 days ago

Dear Ms. Duggan,

This letter is to confirm that the section 177 as indicated to you earlier today is nullified and rescinded. The District will not be maintaining a record of the Section 177 notice_

In the future, if you are recording a conversation between us either on the phone or in person, I will not meet with you. If you insist on recording, all future interaction will be through written correspondence.

Ben Eaton (he/him/his)

Director of Instruction, Innovative Learning School District 8 (Kootenay Lake)

REDACTED

[ON SCREEN]: Screenshot of email from Duggan to Eaton:

Emily Duggan Apr. 26 to Ben

Ben,

This is to confirm receipt of your email dated April 25, 2023.

As you can appreciate your conduct in invoking section 177 of the **BC School Act** to exclude me from the school is beyond troubling for me. I require you to respond in writing with a fulsome explanation detailing your justification for removing me. I trust that you have been informed that recording is legal.



[ON SCREEN]: Screenshot of Eaton's contact information on the SD8 website:

School District 8 Kootenay Lake

Ben Eaton

DIRECTOR OF INSTRUCTION INNOVATIVE LEARNING

Phone: **REDACTED**

Email: **REDACTED**

[Audio clip of man's voice saying, "That is diverse."]