



**East Wiltshire Intermediate
School
Report for PSB**

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Note to Reader

This document was produced upon the request of the Public School Branch. The contents herein are for the purpose of providing a factual account of the events that took place at East Wiltshire Intermediate School prior to, during, and after Pride Day. Recommendations for addressing equity need areas outlined in the needs assessment that was conducted in conjunction with the aforementioned issue can also be found herein. This report does not disclose the personal information of any interviewee and Bradley Consulting will not disclose the abstract transcripts of interviews conducted for privacy reasons.

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1.0 Overview

This report will outline the events that took place at East Wiltshire from May 31st to June 12th. The information represented provides a detailed account of the Pride Day event and the allegations made by concerned parents of children within the school. On June 11th, the Public School Branch and East Wiltshire Intermediate School became aware of an online parent complaint that outlined the bullying and harassment of 2SLGBTQ+ students within the hours of the school day. Students were said to have been bullied throughout the day and on the bus by students in black t-shirts. The purpose of this report is to present a detailed account of the events leading up to the events in question, and to present recommendations for addressing areas of improvement.

1.1 Timeline of Events

Date of Occurrence and Description	
May 31	<ul style="list-style-type: none"> ● Student Council Presidents met with Staff Advisor A to discuss their theme ideas for spirit week. ● Staff Advisor A spoke with Staff Advisor B to discuss themes presented by students. ● Themes were approved by staff and Student Council Presidents were given permission to submit themes for a vote at the next Student Council meeting. ● Counseling department continues 2SLGBTQ+ presentations in classes, which began the week prior.
June 3	<ul style="list-style-type: none"> ● The Student Council representatives voted to confirm spirit week themes. ● The principal was notified of the spirit week themes per Student Council protocol. The principal approved themes.
June 4	<ul style="list-style-type: none"> ● Students were reminded that Spirit Week would take place the following week and that participation in Spirit Week was optional. ● Students were reminded of the behavioral expectations regarding Spirit Week.
June 8	<ul style="list-style-type: none"> ● Grade level administrators accompanied Student Council representatives to homerooms where the behavioural expectations regarding Pride Day were discussed. ● The principal received a call regarding a parent complaint. Parent stated that they were informed by their child that the staff was “making everyone dress in rainbows.”



	<ul style="list-style-type: none"> ● The principal identified the student’s grade level and decided to personally speak with the grade level from which the student/parent complaint had come.
June 9	<ul style="list-style-type: none"> ● Grade level administrators accompanied Student Council representatives to homerooms where the discussions of Pride Day expectations continued. ● The principal accompanied Student Council representatives to grade 7 homerooms to reiterate that all Spirit Week themed days are optional to students. Behavioral expectations were also reiterated during these conversations. ● Grade 8 Student A reported another student making inappropriate comments regarding the upcoming Pride Day. Administration took the student complaint and suspended the offending student for Thursday, June 10th. ● Two grade 8 students were in an argument in the library. In the midst of the argument, 2SLGBTQ+ insults were used. Staff overheard Student B refer to Student C as a “Breeder”. Student C ripped down Pride flags in response. Administration suspended Student C for Thursday, June 10th.
June 10	<ul style="list-style-type: none"> ● Upon arriving at school, students were greeted by a decorated welcome sign inside the building that represented the theme of the day. ● Students reported being complimented by staff on their Pride Day themed attire. ● The Librarian re-hung Pride flags that were found on the floor upon arriving at work. ● Staff in grade 7 painted student faces. ● At lunch time, administration was informed about the black t-shirts that students reported were a sign of hate. ● A grade 9 Student was suspended for ripping down library flags and making bullying comments to grade 7 students. The grade 9 student was wearing a black t-shirt. ● Three grade 8 students were suspended for bullying behavior. ● A self-identified 2SLGBTQ+ student left early. Upon follow up, the student had a scheduled doctor's appointment.
June 11	<ul style="list-style-type: none"> ● Staff reported following up with students regarding their mental and emotional wellbeing throughout Pride Day ● Staff became aware of other students who exhibited bullying behavior. ● Administration suspended a total of 7 students for their inappropriate actions on, before, and after Pride Day. ● 5:39pm - The principal was CC’d on an email from concerned parents. The email went to members of the PSB and the Minister of Education.



- The principal received no communication from parents prior to the email regarding Pride Day.
- 5:50pm - Staff and administration became aware of a Facebook post that was made at 2:43pm June 11th. The post outlined bullying behavior and lack of support on Pride Day by staff.

1.2 Complaint

On June 11th, the following post was made by Laine Brehaut on Facebook. The post was time stamped 2:43pm.

*** Edited to add - please consider joining this group to make sure real sustained change is implemented at this school and all schools on PEI.

<https://www.facebook.com/groups/778758809500867/?ref=share>

** Edited to add emails below. Also I would encourage you to take this Pride month as an opportunity to write about all the ways you know of that Island schools are failing our 2SLGBTQ+ kids and demanding real action. The PSB has been working on guidelines for inclusion but they need to be policy, and better than that they should be part of the student wellbeing team's responsibilities to support and enact. **

East Wiltshire School gets a failing grade for Pride day.

Yesterday, as part of its Spirit week activities East Wiltshire had one its first ever Pride days. Leading up to the day several boys organized a 'wear black to show you don't support the gays' action. They did, and the hateful little fascists enforced it on the day by patrolling their peers and if they weren't wearing black demanding they declare if they support 'the gays' or not, and then ostracizing those who wouldn't agree. This was happening all day long in all classes and spaces. It wasn't hidden from the adults in the room.

- Teachers/Staff participated overtly in every other Spirit Week day, but not Pride day. Not one adult in that school openly wore a symbol of support or had a moment of education on the subject.

- There was an announcement in the morning that used the word 'inclusion'. Not a single other word was spoken. The words homophobia and transphobia were not said or defined. The words lesbian, gay, trans, bi and 2-spirit were not uttered. You can not create an inclusive environment if you're too cowardly to even say the words.

- Pride flags put up were ripped down. A teacher trying to soften the offence told students it was just because kids are like that.

- 2SLGBTQ+ kids did not feel supported or safe.



1/3 of kids in this generation of thought to be part of the 2SLGBTQ+ community, and more than that have family and friends that are. It is the school's responsibility and the employee's literal jobs - that is every adult who works there and every adult who works at the public school board - to ensure that those kids are safe and not subject to harassment and human rights offences in a space they are legally required to exist in. This toxic culture is not unique to East Wiltshire and it won't disappear by ignoring the problem or even punishing those boys. They felt empowered to do what they did by the default culture present in that school. They felt safe being openly hateful and actively harassing other students because the adults in that space did not address the daily homophobic slurs used in class, actively and openly support their queer students, engage in education on the topic, support the creation of a GSA or any other overt action. I give East Wiltshire and the Public School Board a failing mark, but I know they have potential and if they apply themselves they CAN do better. The PSB's Safe and Caring Learning Environments policy shows me they know the work that needs to be done. I hope our whole community feels responsible for their actions but especially the Administrators, the Director and the Minister.

Norbert Carpenter, Director PSB nmcarpenter@edu.pe.ca

Terri MacAdam Director Student Services Dept. temacadam@edu.pe.ca

Natalie Jameson Minister of Education ngjamesonminister@gov.pe.ca

Jaime Cole Principal EWS jcole.edu.pe.ca

An email was also sent to Norbert Carpenter, Terri MacAdam, Natalie Jameson, and Jaime Cole at 5:39pm that stated what was outlined in the Facebook post. A follow up email draft was delivered in person on June 21st at 11am during an in-person conversation. The draft was then sent via email to the consultant, Evelyn Bradley, and to the principal. The written statement that was read by Jaime Cole from the parent is as follows:

Jaime Cole:

First I'd like to lay some groundwork of understanding about what happened. I know you want us to see the good in your school. I do. I know you want us to see the hard work, and dedication, and love that so many of you (maybe all) give to our kids. I do. I also know you're dealing with a legacy of oppression you didn't create and if you don't have direct experience with, probably can't even clearly see. I get that on a normal day transphobia, homophobia, ableism, and racism are simmering at a level that is comfortable for most of the school population. The targeted kids can look forward to slurs and comments but don't usually have to worry about blows, and that has passed for 'good enough' for a long time. I want you to know - and this comes with a tremendous amount of respect for you as an educator - I know you had a bad week last week, but what happened isn't about you or us. I don't even see it as a reflection of your work, let alone personal. We're dealing with a system that has been reluctant to deal with the reality of our children since before their first day of



school. Our youngest is trans and was out in pre-K. We have received nothing but pushback to the idea of preventative education on inclusivity from the PSB for years. You inherited a tinder box. I can tell you that I did everything in my power to diffuse it before it got here but nothing worked. We are stuck in a slow motion train crash and this is us pulling the emergency stop. When the hate starts to coalesce and organize and systematically attack our kids and their allies, that is warning in bright flashing lights. When we see that the adults in the room are blind to the danger, it is our responsibility to alert them. I think you're alert. I don't think your bosses are. I think they dumped this whole mess at your feet and want you to make it go away. I think they want to use your goodness to absolve them of their ongoing failure to act. Unfortunately, you're bearing the brunt of other people's bad decisions. If you have fault in what happened it's that (maybe) you don't understand the full scope of the issues. Does it occur to you how many kids aren't even in your school because they were pushed out before they got to you? How many closeted kids wore black? How many allies called their parents for a change of clothes and won't stand up next time? It is so easy to dismiss, it seems so small, but this is where the train goes off the rails. I'm not here today for accusations and blame. I'm not interested in punishments. Those kids wearing black were failed too. It's shameful they got this far participating in school communities and didn't learn the basics. That whatever narrative they were being fed outside of school wasn't countered or challenged. It is so much harder to scrape spilled batter off the muffin tin once it's been baked on. There are mountains of resources, amazing community groups, data and statistics for days, all piled up at the PSB's door. There is a bottleneck of will and I don't think it's yours. Please also remember that most of the neurodivergent and queer kids that you grew up with didn't end up back in schools teaching and we certainly didn't end up in positions of political or bureaucratic power. We do have kids trying to survive in a system that harmed us and we're trying really hard to stop that cycle. Please work with us. A relative thought I was being too harsh, making too big of a deal about this whole thing. "Think of the bullies, think of the teachers, they're people too and everyone is struggling. Celebrate the good! Make change by being nice to everyone!" I do care, but I told her Pride is a riot. The only reason our kids can wear rainbows is because a Black Trans Woman picked up a brick to use against her oppressors. Until a Black Trans kid feels safe at your school and knows every day that the adults in the space have their back, and that every effort will be made to enlighten their peers, then what do we have to celebrate? You have Black and Brown and Asian and Indigenous students and racists in your school. You have Trans students and transphobic ones. You have Gay kids and homophobic ones. You have disabled and ableist ones. Every school on PEI does, and right now nothing is being done to improve any of it. These are matters of human rights and safety. It is especially dangerous to tell kids they are safe and then not back that up with education, for them and for staff. You don't have to convince me that you care, I could read it all over you on TV. I'm asking you to listen and help us apply pressure so that necessary changes actually get made. So far we, our generation, haven't been better at doing the work where it counts.



2.0 Procedure

2.1 Facts and Information Collection Process

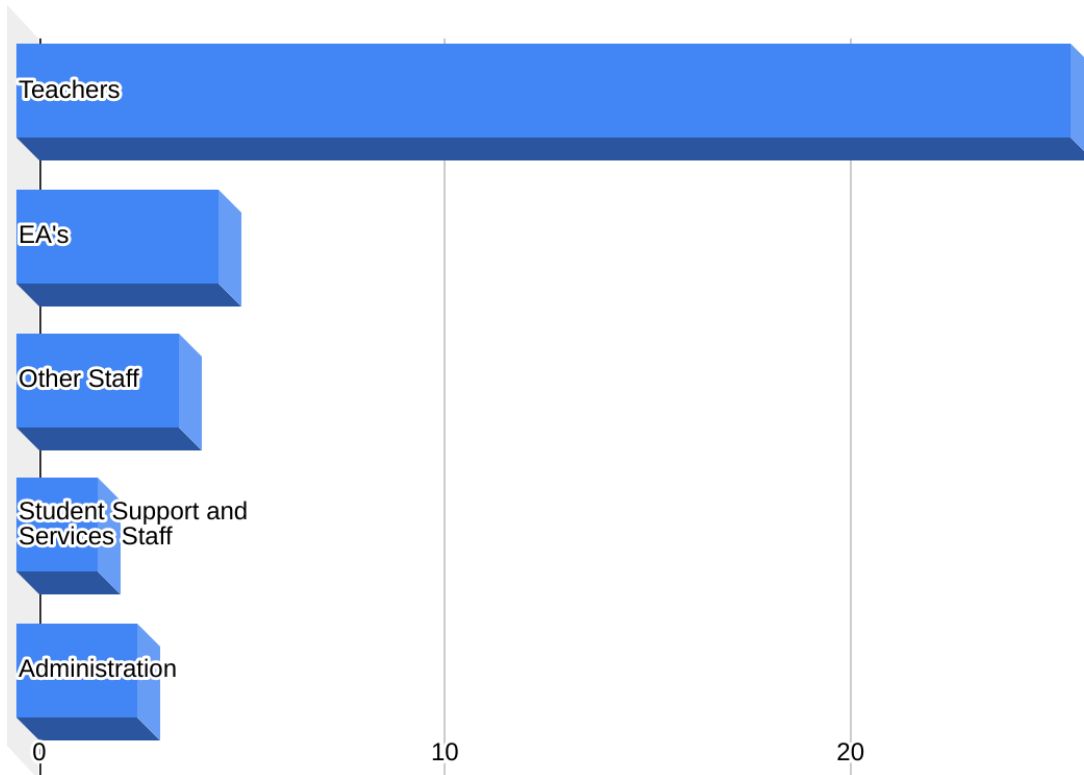
Facts and information were collected in the form of in-person interviews and submitted written statements. The in-person interview process was voluntary and was open to staff and students from Monday, June 14th to Friday, June 25th. Staff and students who chose to submit written statements were allotted the same amount of time. The students involved directly with the allegations were not spoken to without parent consent. Students who elected to share their experiences regarding Pride Day were spoken to with either an additional adult or support person present (unless they indicated that an additional person was not needed) and of their own volition.

2.2 Staff Interviews Summary

Due to the nature of the complaint, all staff in this instance were interviewed as witnesses to the events of the day. Although the complaint outlined “staff” as part of the complaints regarding the events of the day, no staff members other than Jaime Cole were directly accused or identified. Below is a chart that represents the aggregate data collected throughout the staff interview process. 40 staff members were interviewed during the interview period. Two written statements were submitted.

“Staff” is broken down into five subcategories. Of interviews conducted, 26 were classroom teachers, six were educational assistants (E.A.’s), four were labeled as other staff (aids, office staff, custodians, etc.), two student services representatives, and three administrators.





Excerpt from written statement 1:

I live in this community, and both of my children (now 18 and 20) went through this school. On Thursday, June 10th, 2021, I ran an early morning band rehearsal with my grade 9 band (about 50 students), and I did not see any evidence or hear any rumblings that would suggest anything unusual was going to happen. I walked through the lobby at the beginning of lunch and I approached one of my grade 8 band students (who identifies as transgender) and I told him that he looked great (he was wearing a rainbow cape). I asked if he and his friends had any rainbow flags to share and they didn't. I continued on my way thinking that it was cool that we were doing this day.

From the lobby, I went to a VP's office to ask a question about the upcoming band concert. Another teacher was also waiting for her, and she told me she wanted to let the VP know that some kids were saying that students were wearing black as a protest against Rainbow/Pride Day. I talked to this VP again at the end of the day (she came to see me to answer my band concert questions), and she told me that she had been dealing with the students who were involved in bullying all afternoon and she was apologetic about not getting back to me until well after 4:00 pm. I report this because the often repeated narrative that "nothing was done" and that teachers and administrators "condoned" the activities is not true. I, personally, did not witness any bullying in my classroom or in the hallways and I would have addressed it if I had.



Excerpt from written statement 2:

I was dressed in neon yellow, bright orange jacket, bright blue shoes, with purple and pink hair! Our office helper was in the main hall, she was greeting people and I was told she was drawing rainbow hearts on anyone who wanted them , which was wonderful. There was adult support for pride day! I saw rainbow flags around. I wasn't in every classroom. I had no reason to be, I went to my job , like every other day, happy and supportive to all, like any other day.

I had no idea what was going to occur what so ever. My approach to my job is working with students, and supporting everyone. My time is with kids, so I didn't have any adult input to what all was occurring. I use my time to be with the kids. I have no access to a cell phone, so there was no texting back and forth, which occurs all the time between staff. That's usually when info comes out. I separate myself from that. My day was with kids. My lunch time was used to supervise the wooded area outside, I had started that, because my student got hit, when he was playing in that area the week or two before, I was really upset. I did this of my own accord I thought I'll use my free time at lunch, and I'll just walk that area as an extra set of eyes. I had no chats with adults because I:was using my time to be with students.

All of my reaction occurred Friday night when I returned from town and read information on our 106 chat site with the E A's I work with. The EAs had posted a letter that was written by a person I didn't know. . I had a shock, and was completely shaken. I read all the reactions and it was sooooo upsetting and in the letter, there were exaggerations, and not 100 percent factual. The EAs were all so upset, I felt like I needed to try and help, and maybe I could help and reassure others that there were adults in the building that cared.

Staff Interviews

100% of staff stated	<ul style="list-style-type: none"> ● There was not a large number of students in black nor was there a large group of students collectively exhibiting bullying behaviour.
60% of staff self-identified as “participating” in Pride Day	<ul style="list-style-type: none"> ● Staff wore brightly colored attire, helped students with face paint, and participated in solidarity* efforts throughout the day.



	<p><i>*Solidarity efforts included: helping students make signs, hanging up signs and flags, asking to have their own faces painted, and asking students the best places to purchase Pride shirts and flags because they were unable to find them in time for Pride Day.</i></p>
<p>95% of staff reported having a “normal day” June 9th-11th</p>	<ul style="list-style-type: none"> ● Staff was unaware of anything out of the ordinary taking place throughout the day prior, of, and after Pride Day. ● Student participation in the day seemed the same on Pride Day as every other themed day with the exception of Sports Team Day. Sports Team Day had more participation from staff and students than any other day. ● Ten staff members reported checking in with students who self-identify as a member of the 2SLGBTQ+ community to make sure they felt safe and comfortable throughout the day.
<p>3 members of staff on lunch duty on June 11th reported noticing/overhearing a conversation with 3 students regarding black shirts</p>	<ul style="list-style-type: none"> ● Students were spoken to by administration. ● Students were not bullying other students and were off away from the larger groups of students discussing the symbolism of the black shirts they wore.
<p>6 teachers mentioned that they were privy to the symbolism of the black t-shirts prior to the Facebook post being published.</p>	<ul style="list-style-type: none"> ● Teacher 1 - “A student informed me that his father told him to wear black after receiving an email on June 10th.” ● Teacher 2 - “I was told that one of my students would be suspended on Thursday, June 11th due to his behaviour regarding the Pride flags in the library.” ● Teacher 3 - “I overheard 3 grade 7 boys discussing their black shirts outside of a window during lunch. One student said to the others "I got my black on today" a different student responded with “You know why I have mine on.” --- The teacher reported this information to the grade level administrator. ● Teacher 4 - “One of my students asked to wash her face paint off in the afternoon. I didn’t think anything had occurred as she had just come from outside and was hot. When I asked her later if she washed her face because of something that was said to her, she responded with a yes.” ● Teacher 5 - “A grade 7 student told me about a private chat that was started about the black shirts.”

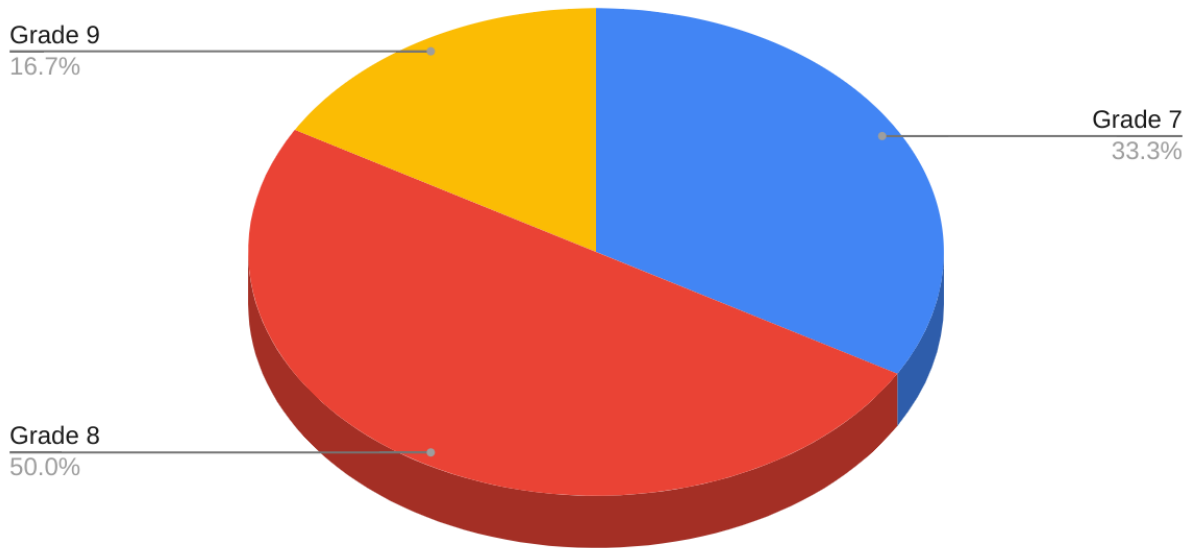


	<ul style="list-style-type: none"> ● Teacher 6 - “When asked why a student was wearing black the student told me their parents got an email from someone stating that black shirts were going to be worn to protest Pride Day.”
6 teachers indicated that students spoke up regarding bullying behaviour on Pride Day	<ul style="list-style-type: none"> ● Students were suspended and information was only shared with the staff members in direct contact with those students.
100% of staff felt ill-equipped to handle bullying when it involves equity and inequity issues	<ul style="list-style-type: none"> ● Staff indicated wanting a discipline model, a toolkit, or a chart for properly navigating instances of bullying that involve inequity issues. ● Staff indicated that the current progressive discipline model does not seem like enough for kids who are discriminatory towards other students due to race, gender identity/expression, or ability. ● Staff indicated that there was no training or professional development for them leading up to Pride Day. ● Staff indicated that tools are necessary for inequity infractions as they are different and should be handled under a different progressive discipline model.

2.3 Student Interviews Summary

Students were interviewed about their experiences on Pride Day as well as how they felt regarding equity and inclusion in their school. Students voluntarily interviewed and were offered the ability to have an adult or support person present. The student whose experience was used in the initial complaint was not interviewed per the parents’ request. Only one of the seven students that were suspended were interviewed. Below is a chart that represents the aggregate data collected throughout the student interview process. 30 students were interviewed during the interview period. Zero written statements were submitted.





Student Interview Considerations

Students who were interviewed were only asked to report on their grade level for the purpose of this report. Due to when the events of the investigation took place, grade 9 students had already graduated and thus their interview period was shortened by five days. In addition, other considerations were made as a result. Students were not asked to report on demographic identities such as sex assigned at birth, gender expressions, moral beliefs, or age.

Student Interviews	
100% of students stated	<ul style="list-style-type: none"> Some form of inequity and bullying issues among 2SLGBTQ+ students on Pride Day did occur. They overheard negative comments from peers regarding Pride Day. These comments were not more than “usual”.
90% of students interviewed self-identified as	<ul style="list-style-type: none"> Wearing face paint and themed clothing Making signs



<p>“participating” in Pride Day</p>	<ul style="list-style-type: none"> ● Decorating lockers, back packets, and clothes according to the theme ● Carrying Pride flags ● Wearing solidarity pins/buttons
<p>95% of students reported reaching out to a teacher or having a staff member reach out to them during Pride Day</p>	<ul style="list-style-type: none"> ● Teachers checked on them. ● They went to teachers with complaints and concerns regarding lunch time behaviours of other students. ● Administrators followed up with complaints made by students in 1-on-1 conversations during the school day on June 11th.
<p>One student who was suspended volunteered to speak with the consultant and school counselor</p>	<ul style="list-style-type: none"> ● Student stated that he was not being “homophobic” and at one point also identified as a member of the 2SLGBTQ+ community himself. He stated that he was not intending to hurt anyone’s feelings with his comments and felt like he was being funny. Student was clear that he did not wear black on Pride Day but openly admitted to making comments that could be seen as offensive to others.
<p>10 students who self-identified as ‘allies’ recounted their experiences on Pride Day</p>	<ul style="list-style-type: none"> ● Student 1 & Student 2 (were interviewed at the same time upon their request) - Students presented a video of their experience being on the bus. Students said that other kids were being “homophobic” and “mean” on the bus. They stated that no one said anything directly to students that dressed up but made comments that were not supportive. ● Student 3 & Student 4 (were interviewed at the same time upon their request) - Reported bullying earlier in the year and stated that bullying happened on the bus. When asked if they told an adult, both students indicated that they told their grade level administrator. On the day of the event, they reported getting negative and aggressive “glares” from other students. When asked if they told an adult they reported that they did not as it “wasn't a big deal.” ● Student 5 - Identified that, at lunch on Pride Day, the cafeteria extension as well as outside by the fence was where they encountered the most negative experiences. ● Student 6 & Student 7 (were interviewed at the same time upon their request) - Students reported wishing that more teachers had been in Pride shirts. Student 6 indicated feeling like more conversations prior to Pride Day would have been helpful.



	<p>Student 7 identified two kids that were wearing black shirts on Pride Day.</p> <ul style="list-style-type: none"> ● Student 8 - Stated “my LGBTQ parents were harassed.” This student indicated that they put on a hoodie in order to hide their Pride shirt after being bullied. “Lots” of comments were overheard on the bus. Student reported other students asking “... are you gay or homophobic, pick a side.” ● Student 9 - “I just wanted to support my friends.” ● Student 10 - Student has a locker that has several stickers on it. Including but not limited to: BLM, Stop Asian Hate, Every Child Matters, LGBTQ in a heart, etc. These stickers were vandalized earlier in the year. Since then, the student has worked with staff members and has secured their locker with clear tape. No one vandalized it or said anything about it during Pride Day. “No one said anything to me.” Student was in rainbow eyeliner and a rainbow pin. Student had a poster on gender and indicated that they did not notice anyone in black shirts.
<p>6 students self-identified as being members of the 2SLGBTQ+ community.</p>	<ul style="list-style-type: none"> ● Student 1- “I was so happy to participate is Pride Day but I felt like other kids were not as excited.” ● Student 2 - “Me and my friends dressed up and did face paint. It was great.” ● Student 3 - “I washed my face paint off after a kid made fun of me. Mr. Casey asked me if I washed my face because of something someone said... I finally told him yes.” ● Student 4 - “Mr. Mitchell checked on me to make sure I was ok during Pride Day.” ● Student 5 - “The library was where we made our posters and hung out in the morning. The Librarian was really supportive.” ● Student 6 - Student indicated that they feel like their teachers are trying to combat the issues in their classrooms, they just need more “help”. Student 6 stated that they want to change how adults talk about issues in schools. Instead of saying things like “Do not do that,” they would like for teachers to say things like, “You shouldn’t be hateful.” This student indicated that their E.A. often treats 2SLGBTQ+ students differently than other students in a classroom setting, disproportionately reprimands them, and says “homophobic things” to them.



3.0 Immaterial Evidence

Throughout the duration of the investigation, additional equity issues were identified. Staff, students, and parents came forward with information that presented what was considered immaterial for the matter of the Pride Day allegations. Four key target areas were used to categorize the immaterial information: Curriculum, Covid-19, School Climate and Culture, and Equity Disparities.

Immaterial Evidence based on Key Target Areas

Curriculum	<ul style="list-style-type: none"> ● An in-person interview was conducted with the complainant as well. Within the interview, the complainant expressed concerns regarding the lack of diversity in curriculum around minority issues and oppressed groups. ● Students indicated wanting more information during the months that celebrate oppressed groups (i.e. more to be done in classes around/for Black History Month and/or Pride Month) ● The Health Curriculum was mentioned by both parents and students.
Covid-19 as it relates to the Health Curriculum	<ul style="list-style-type: none"> ● Students missed information due to the shortened school year last year. Increased instances of bullying behaviours among grade 8 and grade 7 students may be linked to the lack of health curriculum students would have normally received during the last four months of school. ● A review of the current curriculum documents, both health and physical education, was conducted in 2017 to identify gaps in our existing curriculum. ● PEERS Alliance, The Women's Network, Human Rights Commission, Health PEI, Ted Temertzglou (UNESCO), Dr. Kelly Baker (MUN), Dr. Stan Kutcher, PHE Canada provided professional learning to the PHE curriculum committee during the development of the renewed curriculum. ● A review and ongoing renewal of current 2SLGBTQIA+ resources, presentations, guidelines, and policies to support curriculum delivery and access to these for teachers was delayed. ● Updated career development outcomes to support wellbeing through graduation pathways and course selection for students before experiencing high school was a priority for the curriculum coordinators.



	<ul style="list-style-type: none"> ● The draft curriculum remained in a pilot for the 2020-2021 school year due to Covid-19; however, there were opportunities to support teachers through challenges due to CPHO restrictions and pressures on the system to pull teachers out for professional learning and to provide ongoing feedback. ● Up to the interruption due to Covid-19, the pilot committee was highly engaged with the curriculum renewal and integration as the curriculum was piloted in five of the six schools. In preparation for the pilot phase, East Wiltshire administration could not support teacher assignments to deliver the integrated PHE curriculum. DELL continued to provide them with access to resources; however, they were not providing the pilot integrated PHE. In addition to this, the administration reported that two of their four committee teachers refused to teach the health-related components of the renewed curricula.
School Culture and Climate 2019-2021	<ul style="list-style-type: none"> ● Prior to the 2019-2020 school year, Jaime Cole was not the principal at East Wiltshire. ● During the 2019-2020 school year, East Wiltshire had their first Gay Straight Alliance group. The group met at lunch and consisted of grade 8 and grade 9 students. Parent consent was required for all after school events which impacted numbers greatly. 15 - 20 students would regularly attend meetings. ● PEERS Alliance was contacted to conduct a training during the 2019-2020 school year (spring) but were unable to due to Covid-19. ● Gender neutral bathrooms were established for students with no special request required for use.
Equity Disparities	<ul style="list-style-type: none"> ● Issues regarding students of colour and racial slurs were presented by parents throughout the investigation. ● A student reported being repeatedly referred to by a particular racial slur. ● The current progressive discipline model does not include a pathway for navigating equity/inequity infractions. A suggestion was made regarding a new discipline model.



4.0 Summary of Evidence

Below reflects the evidence summary of the Complainant, the Respondent, and the Witnesses identified in the East Wiltshire Intermediate School Pride Day events.

4.1 Complainant Summary

- Teachers/staff participated overtly in every other Spirit Week day, but not Pride Day. Not one adult in that school openly wore a symbol of support or had a moment of education on the subject.
- There was an announcement in the morning that used the word ‘inclusion’. Not a single other word was spoken. The words homophobia and transphobia were not said or defined. The words lesbian, gay, trans, bi and 2-spirit were not uttered. You can not create an inclusive environment if you’re too cowardly to even say the words.
- Pride flags put up were ripped down. A teacher trying to soften the offense told students it was just because kids are like that.
- 2SLGBTQ+ kids did not feel supported or safe.

4.2 Respondents Summary

- A 2SLGBTQ+ presentation created in part with resources from the Human Rights Commission and PEERS Alliance website was delivered to students prior to Pride Day.
- On Pride Day, teachers helped paint student faces, wore brightly coloured outfits, complimented students on their Pride Day attire, and wore rainbow shirts themselves.
- 2SLGBTQ+ decorations were up around the welcome sign upon entering the building. Student Council representatives made “a few” posters. Students not in Student Government made their own posters and pins in the library that were carried and were visible all day.
- The Pride Flags in the library were no longer hanging upon the Librarian arriving to school. The Librarian hung them back up and continued to help students make buttons/pins and posters.
- All six of the self-identified 2SLGBTQ+ students reported that at least one staff member checked on them throughout the day. All 30 students that were interviewed identified at least two adult staff members they felt they could be open and honest with about their feelings/concerns regarding bullying.
- In total, seven students were suspended for their actions leading up to, on, and after Pride Day.



4.3 Witness Summary

- A large population of students dressed up for Pride Day.
- No groups of more than three students in black were seen throughout the day.
- Bullying behaviours were reported to grade level administrators.
- The gym teacher as well as other teachers addressed instances of rude comments toward 2SLGBTQ+ students throughout the day.
- Staff on lunch duty were present and engaging with students as it is their role during that period.

5.0 Standard of Proof and Findings

An intermediate standard of proof was used to determine the outcome of this investigation. Based on the information collected throughout the two-week investigation, a clear and convincing set of evidence was found to promote the findings below.

5.1 Findings

There is not enough evidence to support that the complainant's original accusations on the day of June 10th, 2021 at East Wiltshire took place in the way the complainant suggested. The evidence does not support the accusations alluding to child neglect and endangerment on the part of the "staff", nor do student accounts corroborate that the culture and climate at East Wiltshire supports or condones bullying due to 2SLGBTQ+ identities. The evidence does show that bullying of minority students does take place, however, it does not show a correlation between student behaviours and staff approval of said behaviours.

The parent complaints regarding school actions were not submitted through channels by which they could be addressed, and students who came forward to express issues of bullying were handled according to the discipline policy outlined by the Public School Branch. Staff reported all accounts to the appropriate administrators and ensured student safety throughout the day. Staff maintained a level of professionalism that is required and substantial evidence to suggest that they did not was never uncovered.

Jaime Cole appropriately addressed the concerns posed by grade level administrators and addressed students who were not exhibiting the behavioural expectations of the day according to the progressive discipline model outlined by the Public School Branch. Jaime Cole informed parents directly about student behaviours that did not support the culture and climate championed at East Wiltshire each day. No substantial evidence was found through interviews with students specifically that would suggest Jaime Cole does not support all students; including but not limited to 2SLGBTQ+ identified students.



5.2 Recommendations

This recommendations outline describes a holistic, sustainable, and capacity building approach to meet the diversity, equity, and inclusion (DEI) needs of East Wiltshire Intermediate School. A phased approach will be used to prioritize goals/needs and to set mutually agreed upon timeline expectations.

Impact area	Recommendations
<p>Accesses to Resources</p> <p>Current state: Individual relationships with community organizations such as: PEERS Alliance, Black Cultural Society, Pride PEI, and the Women's Network</p>	<ul style="list-style-type: none"> ● Create a link between the school and the community, forging partnerships with organizations and condensing resources and information. Provide an overview of current terminology and ensure that staff and board members have an updated toolkit of resources. ● A DEI rubric that can be customized for the school's DEI needs will be used to ensure cohesion and consistency with DEI goals (once the goals are set.) ● 60 hours of PD and 1-on-1 coaching for staff to learn information and be provided with individualized coaching regarding their own implementation of concepts into their classroom.
<p>Consistent & Continuous Training Support</p> <p>Current state: Independent training sessions were conducted by individual staff. No discernible take-aways or lasting impact.</p>	<ul style="list-style-type: none"> ● Provide a continuous support approach per retainer timeline with (pre and post) training to provide a sustainable framework for educational opportunities within the current school district L&D plan. ● Training opportunities for staff and board members to encourage a baseline for future dialogue. ● Engagement of staff in continual training with monthly check points, both quantitative and qualitative in nature; creating customized modules for individuals as needed. ● Develop a round table made up of staff parents and students to communicate concerns regarding inequity in the school.



School Climate Capacity Building

Current state: There is currently a self-described leadership training gap as well as a training gap among staff.

- Develop a progressive discipline matrix addendum that includes how to address issues that arise that are classified as inequity issues. This will include the required educational components necessary for the infractions exhibited by students.
- Identify 3-5 Diversity Champions within the school who will be educated using the train-the-trainer model to aid in increased awareness of inequity behaviours among students.

6.0 Conclusion

In conclusion, this report outlines the accounts of students, staff, and parents as a way to address concerns and provide solutions. Bradley Consulting affirms that the information herein is presented to the Public School Branch as a way to ensure that all students are able to learn in a safe and loving environment. It is equally imperative the staff be provided with the necessary training to meet the challenges they face. The information herein was collected, desegregated, and presented by Bradley Consulting without the interference of any other third party subsidiary.

