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COURT

COURT OF QUEEN'S BENCH
OF ALBERTA

JUDICIAL CENTRE

MEDICINE HAT

APPLICANTS

P.T., and others; see attached Schedule "A"

RESPONDENT

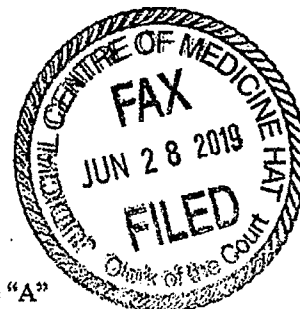
HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

INTERVENORS:

CALGARY SEXUAL HEALTH CENTRE and ASSOCIATION
FOR REFORMED POLITICAL ACTION

DOCUMENT

AFFIDAVIT OF F.F.

ADDRESS FOR
SERVICE AND
CONTACT INFORMATION
OF PARTY FILING
THIS DOCUMENTJustice Centre for Constitutional Freedoms
Jay Cameron and Marty Moore
#253, 7620 Elbow Drive SW
Calgary, Alberta T2V 1K2
Phone: (403) 909-3404
Fax: (587) 747 5310
Email: jcameron@jccf.ca

Schedule “A” : Full Style of Cause

APPLICANTS

P.T., D.T., F.R., K.R., P.H., M.T., J.V., A.S., R.M.,
UNIVERSAL EDUCATION INSTITUTE OF CANADA,
HEADWAY SCHOOL SOCIETY OF ALBERTA, THE
CANADIAN REFORMED SCHOOL SOCIETY OF
CALGARY, GOBIND MARG CHARITABLE TRUST
FOUNDATION, CONGREGATION HOUSE OF JACOB
MIKVEH ISRAEL, KHALSA SCHOOL CALGARY
EDUCATION FOUNDATION, CENTRAL ALBERTA
CHRISTIAN HIGH SCHOOL SOCIETY, SADDLELAKE
INDIAN FULL GOSPEL MISSION, ST. MATTHEW
EVANGELICAL LUTHERAN CHURCH OF STONY PLAIN,
ALBERTA, CALVIN CHRISTIAN SCHOOL SOCIETY,
CANADIAN REFORMED SCHOOL SOCIETY OF
EDMONTON, COALDALE CANADIAN REFORMED
SCHOOL SOCIETY, AIRDRIE KOINONIA CHRISTIAN
SCHOOL SOCIETY, DESTINY CHRISTIAN SCHOOL
SOCIETY, KOINONIA CHRISTIAN SCHOOL-RED DEER
SOCIETY, COVENANT CANADIAN REFORMED SCHOOL
SOCIETY, LACOMBE CHRISTIAN SCHOOL SOCIETY,
PROVIDENCE CHRISTIAN SCHOOL SOCIETY, PONOKA
CHRISTIAN SCHOOL SOCIETY, LIVING WATERS
CHRISTIAN ACADEMY, NEWELL CHRISTIAN SCHOOL
SOCIETY, SLAVE LAKE KOINONIA CHRISTIAN SCHOOL,
YELLOWHEAD KOINONIA CHRISTIAN SCHOOL
SOCIETY, THE RIMBEY CHRISTIAN SCHOOL SOCIETY,
LIVING TRUTH CHRISTIAN SCHOOL SOCIETY,
LIGHTHOUSE CHRISTIAN SCHOOL SOCIETY, PARENTS
FOR CHOICE IN EDUCATION, and ASSOCIATION OF
CHRISTIAN SCHOOLS INTERNATIONAL- WESTERN
CANADA

RESPONDENT

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

INTERVENORS:

CALGARY SEXUAL HEALTH CENTRE and ASSOCIATION
FOR REFORMED POLITICAL ACTION

AFFIDAVIT OF F.F.

Sworn on June 24, 2019

I, F.F., of the County of St. Paul, in the Province of Alberta, SWEAR AND SAY THAT:

1. I am a student at École du Sommet in St. Paul, Alberta. I have personal knowledge of the facts herein deposed except where based on information and belief, in which case I verily believe same to be true.
2. Use of the terms such as “we”, “us” and “our” reference myself and four other students at École du Sommet who were involved in requesting at Gay-Straight Alliance (“GSA”).
3. This affidavit outlines my personal experience in requesting a Gay-Straight Alliance (“GSA”) at my Catholic school, being manipulated by staff from the school board to write a formal letter complaining against our principal in regard to our request for a GSA, and the negative consequences to our principal and school as a result.

Background

4. École du Sommet is a Catholic School whose Mission, stated on its homepage (attached as **Exhibit “A”** to this Affidavit), is as follows:

Par son accueil chaleureux, l'école du Sommet offre une programmation de qualité à caractère catholique, assure une formation polyvalente de ses élèves et engage une communication soutenue avec ses familles et la communauté.

5. École du Sommet is one of five schools under the Conseil Scolaire Centre-Est francophone school board.
6. The Principal of École du Sommet since November 2015 has been Mr. Yvan Beaudoin. Mr. Beaudoin has been greatly appreciated and well respected by students and by the school community. He has done an amazing job running the school. He has gotten our sports groups going, he has approved camping trips, he

has even offered to coach, and he has come and visited our classes to make sure everything's running smoothly.

Request for a Gay-Straight Alliance a École du Sommet

7. One of my friends attended an event put on by Francophonie Jeunesse de l'Alberta ("FJA") that discussed issues related to the LGBTQ+ community. FJA had taken an active role in promoting GSAs (Alliance allosexuelle-hétérosexuelle (AAH) in French) in francophone schools. See news article attached as **Exhibit "B"** to this Affidavit.
8. After attending the FJA event, our friend brought up the subject of starting a Gay-Straight Alliance ("GSA") at École du Sommet with me and three other friends. We thought that starting the GSA would be a good way to address bullying against the LGBTQ+ community in the school. We thought that one of the reasons people were bullying the LGBTQ+ community was caused by a lack of knowledge on the community.
9. The friend who had attended the FJA event then went to Mr. Beaudoin, to ask him if we could have the club. From what our friend explained to us, Mr. Beaudoin said that he would think about it and that it could be controversial because of our status as a Catholic school.
10. May 30th and 31st, 2017, all five of us then went to Expo-Jeunesse, another activity organised by FJA, and learned more about having a GSA from the people who led us in these activities. We decided we would ask Mr. Beaudoin once again if we could have a club in September since we didn't think we could start a club before the school year ended.
11. In September, my friend again went to Mr. Beaudoin to request a GSA. According to my friend, Mr. Beaudoin didn't say no, he just said he had lots of stuff to do and that he needed more time to reflect on it because he knew certain families could leave the school if such a group was formed under the name of a GSA.
12. Not long after this, C.M., an employee from the Conseil Scolaire Centre-Est and the school counsellor, seemed to come out of nowhere and offered to help us get Mr. Beaudoin's direct attention, to get an answer more immediately and more

easily. We all appreciated the offer because we felt quite stuck about the situation because Mr. Beaudoin was very conflicted (understandably) and nothing was really happening.

13. We had a meeting during our lunch hour with C.M. to explain what we wanted from the club. After the meeting, the friend who had originally requested the GSA and C.M. went to Mr. Beaudoin to talk to him about the club once again.

First Club Meetings

14. A few days later, we had a meeting with Mr. Beaudoin and C.M. to start our club. Mr. Beaudoin seemed very organised and gave us papers of his ideas for the club. Mr. Beaudoin explained what other things were going on in the school (without mentioning names) that related to bullying and suggested that we make the club about bullying in general to include all the groups of people and minorities in the school. We were very open to the idea and were very excited to finally have a club in the making. From what I gathered from my other friends at the meeting, none of us were against including other minorities and we welcomed the idea.
15. After the meeting, Mr. Beaudoin went back to his office and then C.M. gave us her view. She told us she thought Mr. Beaudoin was putting more emphasis on the other problems around the school rather than the LGBTQ+ community problem, which was what we went to him for.
16. A few weeks later, we had another club meeting with C.M. and Mr. Beaudoin. One of my friends had taken notes of things she had heard around the school in class and in the hallways. When she told Mr. Beaudoin about them at this meeting, Mr. Beaudoin was shocked at what he was hearing, and surprised when he was told that the teachers weren't doing anything when these comments were said. From what I gathered, he never realized the situation was this bad and for that reason had never given it priority. After we told him what had been said, he wrote it down and said he would definitely bring it up at the next staff meeting. I saw that Mr. Beaudoin was enraged and frustrated that these kinds of anti-LGBTQ+ things were being said in École du Sommet.
17. Mr. Beaudoin decided that he would give a presentation to the junior high and high school students. Mr. Beaudoin's presentation to the students a few days later

was about the bullying going around the school and how God created us all to love each other, not to hate on each other. Sexual orientation was mentioned in two parts of the presentation, from what I remember.

18. About a week after Mr. Beaudoin spoke about bullying, C.M informed us that instead of having Mr. Beaudoin leading our club, we were being switched to a teacher because Mr. Beaudoin had too much on his plate. It made sense to me because he's the principal and deals with a lot around the school.
19. I didn't attend the next club meeting, but the other four of us and C.M. did, along with the new teacher facilitator. From what I understand, there was tension with the new facilitator. We all quit the club shortly after that meeting because we didn't want someone who was going to silently judge us helping us out. It wasn't the guidance we wanted or hoped for and we just gave up.

Complaint against Mr. Beaudoin

20. We all forgot about the club and didn't really talk about it for a few months, but out of nowhere C.M. called us to her desk. C.C., who also worked with the Conseil Scolaire Centre-Est, was there too. They explained to us that Marc Dumont, the Conseil Scolaire Centre-Est superintendent, wanted some details about what had happened to our club, and why it didn't exist anymore, and that he wanted to talk to us. He wanted us to come to the conseil office. The office of Conseil Scolaire Centre-Est is about 1.5 kilometers from École du Sommet.
21. C.M. and C.C. asked us if we wanted a paper to go home to ask for parent consent to go meet with Marc Dumont. We all shrugged and didn't really care what happened. So, they decided that they weren't going to send a paper home because it was quicker and easier. They told us they didn't need consent to bring us to the conseil's office. They also told us to keep this completely confidential and not to tell "anyone."
22. Less than a week later, on February 22, 2018, during school hours, we went to the conseil's office with C.M. in the school van. We were supposed to all get interviewed individually, and then as a group. Mr. Dumont interviewed two of us individually, and then because school hours were almost over, he had a quick meeting with all of us as a group, along with C.M. and C.C.

23. At the end of the meeting, Mr. Dumont, C.M. and C.C. once again reminded us to keep everything confidential. They also suggested writing a letter of complaint, either formal or informal, and gave us some documents about rules that “had been violated” (according to them) that could be mentioned in this letter. They said they would give us time to think about it and come to a decision.
24. We then quickly went into the school van again and C.M. drove us back to the school because school was just about over for the day. That day, my mom asked me where I had been and because I was told not to tell anyone, I gave her very vague information.
25. In the next few days, the five of us talked about whether to write a letter and if we were to, which type of letter we would want to write; formal or informal. We were split; three of us wanted to write an informal letter or nothing at all, and two of us wanted to write a formal letter.
26. Not even a week after we went to visit the conseil, C.M. called us to her office again and C.C. was there again. They asked us for a decision immediately. The way that C.M. and C.C. presented our options, they didn’t really give us the option of not writing a letter at all. They asked if we wanted to write a formal letter or an informal letter.
27. This was confusing to me, because I didn’t want to write a complaint, and now they were assuming that I was going to write one about my own principal – and in secret. Through our conversation, both C.M. and C.C. were explaining to us that no matter what happened with this letter, things would happen because there was background information that we didn’t know about. They explained that this letter was just evidence to add onto what they already had, and that if anything happened it wouldn’t be our fault. Since C.M. and C.C. were trying so hard to convince us to write a formal letter, we all just went with it. They manipulated us and tried their very hardest, by harassing us with reassurance, to make sure that the letter was formal.
28. A few days after this, one of the girls started working on the letter with C.M. over the phone. Later, C.M. came into the school to write the letter with us. While we were working on the letter, C.M. wanted us to be completely quiet because Mr. Beaudoin was in the office next door and she didn’t want him (or our school

secretary) to hear us. C.M. was also doing most of the typing but told us that if anyone were to open the door, to pretend to be typing so that it didn't look like she was the one writing the letter. C.M. asked for our ideas about the letter but ended up changing them a lot on the written copy. C.M. also didn't want anyone to come into the office we were in, because she didn't want people to see us.

29. Through the process of writing the letter, C.M. would take our words and give her perspective on things in the written version. For example, if the question was, "did Mr. Beaudoin say no to a GSA," and our answer was, "he didn't say no but he asked for more time," C.M. would put something like, "Mr. Beaudoin said no to the club and made hand motions to suggest that he was pushing away the thought or the idea of the club."
30. We were with C.M. working on the letter throughout the lunch period, and during the first afternoon class. C.M. went to the school secretary to mark us absent for the class we were missing, but after there were concerns that the automatic phone system would call our parents, C.M. went back to the secretary to mark us dismissed instead of absent, so it wouldn't call our parents. Right before leaving the office to do that, C.M. mentioned how the secretary "is going to give me shit for this."
31. Still, the letter wasn't finished and we insisted that we weren't going to miss another class. C.M. said she would finish the letter and send it off to Mr. Dumont. Because C.M. finished the letter after school and sent it off herself, none of us girls saw the final copy or signed our names before the letter was sent off.

Start of Second Club

32. Not too long after this, another club was formed with two different teachers as leaders. This group was the GSA that we asked for in the beginning, created mainly by C.M. According to C.M., this group was supposed to be completely unrelated to Mr. Beaudoin and he wasn't to play any role in it.

Suspension of Mr. Beaudoin

33. A week or two after the group was formed, Mr. Beaudoin suddenly disappeared. The teachers were called to an emergency meeting in the morning and the high school students were asked to supervise the pre-K to grade 6 students during this meeting. This was all really confusing because no one knew what was happening and no one was allowed to say anything. It didn't occur to me that this could have to do with the situation we dealt with in creating our GSA. It was frustrating not to know anything and to be left clueless. All anyone knew was that Mr. Beaudoin was gone and no one knew when he was to be back.
34. In our first GSA meeting after Mr. Beaudoin was gone, the teachers said that Mr. Dumont and C.M. wanted to come in and talk to our group and we weren't allowed to start the meeting without them. One of the girls in our group explained that she wasn't allowed to be around Mr. Dumont or C.M. because her parents didn't trust them. We didn't end up having a meeting because Mr. Dumont and C.M. were unable to make it to the meeting on time.
35. Later that day after school, I heard my family members discussing the disappearance of Mr. Beaudoin from the school and things clicked in my head: the letter we had worked on with C.M. could have caused all of this.
36. I cried about the fact that our amazing principal Mr. Beaudoin had been suspended because of what we had done. I was angry over the fact that we were manipulated and used by our school counsellor, C.M., the person that was supposed to be offering us help, advice and guidance. I was angry that I didn't realize what was happening sooner. Through all of this, the teachers and our parents were extremely supportive of us. Everyone kept reminding us that it isn't our fault, that we were manipulated and we never wanted this (which is so true because if I knew the consequences I would have never agreed to writing that letter).
37. I wrote a retraction letter and printed it. We all met up, read and signed the letter. We faced and mailed the retraction letter to the Conseil Scolaire Centre-Est.

Subsequent Investigations

38. I understand that the school board hired a lawyer, Diane Aubé Lazenby, to investigate the situation involving Mr. Beaudoin. I spoke to Ms. Lazenby over the phone.
39. While speaking to Ms. Lazenby, she seemed biased. She seemed to be trying to defend the Conseil Scolaire when I would say anything against them, but not in a neutral way. I've read, through the media, what her report has concluded and, from my perspective, it's all based on lies and on the perspective of the conseil. See article from Edmonton Journal, March 14, 2019, attached as **Exhibit "C"** to this Affidavit. I don't believe that Ms. Lazenby's report is reliable because I feel like she was investigating for one side, and didn't see the situation clearly.
40. I was subsequently interviewed by Dennis Theobald, the Associate Executive Secretary of the Alberta Teachers' Association. I feel that Mr. Theobald had already decided what he believed and didn't believe when he interviewed me. He only wanted to get a few specific details from me. I understand that Mr. Beaudoin still faces a discipline hearing before the Alberta Teachers' Association.

Conclusion

41. Looking back, I deeply regret how the letter we worked on with our school counselor, C.M., has been used to target Mr. Beaudoin, who was trying his best to address bullying including against the LGBTQ+ community, and who didn't say no to our request for a GSA, but was attempting to respond in an appropriate fashion in the context of a Catholic school. I realize now how much C.M. had changed our words, and that she had convinced me that Mr. Beaudoin had said no and had done all kinds of things that didn't happen in reality. I was manipulated to believe things that didn't truly happen in order to get rid of Mr. Beaudoin. I feel terrible about it now. Thinking about how C.M. and C.C. used us makes me sick and even the thought of seeing them makes me want to run into a corner and hide. They played with our emotions and it was not okay. We didn't realize it until we got true adult guidance from our parents, and by then it was already too late.
42. I swear this Affidavit bona fide and for no improper purpose.

SWORN BEFORE ME at St. Paul,)
 Alberta, this 24th day of June, 2019.)


 A Commissioner for Oaths in and for
 the Province of Alberta

PIERRE V. LAMOUREUX
BARRISTER AND SOLICITOR
AVOCAT

"F.F."

F.F.

Sworn before me this 24th day
of June A.D. 2019A Commissioner for Oaths
in and for the Province of AlbertaPIERRE V. LAMOUREUX
BARRISTER AND SOLICITOR
AVOCAT

Je demande, tu m'aides,
nous grandissons!

Bienvenue à l'école du Sommet!

La communauté éducative de l'école du Sommet est heureuse de vous accueillir sur son site Web. Au plaisir d'accueillir votre enfant au sein de notre école, un milieu de vie inclusif, où il fait bon vivre. Les petites et les grandes réussites sont vécues au quotidien, afin que tous et chacun puisse aller à la découverte de soi, évoluer, pour accomplir ses rêves.

Bonne visite!



Vision

En partenariat avec le foyer et la communauté, l'école du Sommet s'engage à :

- Soutenir le jeune à développer sa fierté de la langue et de la culture francophone;



Mission

Par son accueil chaleureux, l'école du Sommet offre une programmation de qualité à caractère catholique, assure une formation polyvalente de ses élèves et engage une communication soutenue avec ses familles et la communauté.



S'inscrire à l'infolettre

L'école du Sommet vous permet de vous inscrire à son infolettre mensuelle afin de recevoir toutes ses nouvelles, événements marquants, activités à venir et plus encore!

[S'inscrire](#)

FAQ

Questions et réponses!

[Lire d'avantage](#)



Calendrier scolaire

Découvrez les activités qui se déroulent à chaque mois.



Statut d'autobus

Restez à l'affût du statut de votre autobus! Aucune annulation



Liens utiles

Voici une liste utile d'outils variés et des liens rapides des différents organismes et partenaires.



Coin des élèves

Vous trouverez des informations de toutes sortes destinées aux élèves!



Inscription

Inscrivez votre enfant aujourd'hui! Formulaire d'inscription disponible en ligne.



Infolettre

Nous publions une infolettre mensuelle mettant en lumière toutes les nouvelles et les activités scolaires!

" JE DEMANDE, TU M'AIDES, NOUS GRANDISSONS "

Une école à notre image

L'École du Sommet veille au bien-être des élèves et leur assure une excellente éducation en développant leur sentiment de fierté et d'appartenance à la communauté.



Accueil

× Vie scolaire et culturelle

× Parents

× Équipe – École

× Dans la communauté

× Nouvelle



Grâce à mes racines, mon avenir se dessine!

180

Élèves

22

Membres du personnel dévoués

Familles qui ont choisi le VRAI bilinguisme pour leur enfant

À la une et événements



MAR
12

PORTES OUVERTES

ÉCOLE DU SOMMET
18 AVRIL
9H30 À 20H

4609, 40^e rue - St-Paul
(780) 645-1949

POUR PLUS D'INFORMATIONS SUR L'HORAIRE DE LA JOURNÉE, VOUS POUVEZ JOINDRE LE SECRÉTAIRE DE L'ÉCOLE.

www.centreest.ca

UNE ÉQUIPE PASSIONNÉE PAR LE VRAI BILINGUISME!

École à nos racines
pour un avenir en diversité
Conseil scolaire
Centre-Est

Portes ouvertes le 18 avril!

0

Inscrivez votre enfant pour l'année scolaire 2018-2019! Pour consulter le programme complet de la journée du 18 avril, visitez le calendrier scolaire en ligne...

[Lire la suite](#)

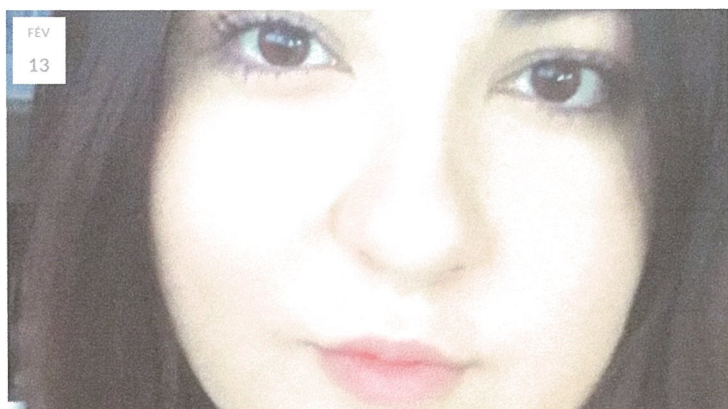


Visite du ministre de l'éducation David Eggen

0

C'est avec joie et une grande fierté que nous avons accueilli le 22 février dernier M. David Eggen, ministre de l'éducation. Le ministre de l'éducation...

[Lire la suite](#)



Selena El Irani en ondes à l'émission La Croisée!

0

Une élève de 12e année très engagée dans sa communauté! <http://ici.radio-canada.ca/premiere/emissions/la-croisee/segments/engagement-jeunesse-alberta/57995/fr>

[Lire la suite](#)

Témoignages



Mon expérience à cette école est très positive

À l'École du Sommet, tout le monde se connaît et c'est comme une grande famille; il n'y a pas vraiment des groupes sociaux distincts. J'aime qu'on nous montre la culture francophone et qu'on nous expose à toutes les activités amusantes qui sont des traditions francophones, comme le carnasucre, l'épluchette de blé d'inde et le lever du drapeau. Mon expérience à cette école est très positive: j'ai rencontré des personnes qui sont vraiment incroyables, les enseignants sont vraiment bons à ce qu'ils font et je vois beaucoup de joie autour de moi.

J'aime mon école et j'en suis fière!

Melanie Jubinville

Élève

Questions et réponses

➡ Mon enfant ne parle pas français. Pourra-t-il s'intégrer à la classe?

L'école offre une programmation inclusive et différenciée pour les besoins en francisation de chaque enfant ou élève de la prématernelle à la 12^e année. La ressource utilisée pour le dépistage, les appuis et les suivis sont les « Seuils repères » de Alberta Éducation.

⊕ Mon enfant apprendra-t-il l'anglais?

⊕ Puis-je faire du bénévolat à l'école de mon enfant?

⊕ Est-ce que l'école fournit des services aux enfants ayant des besoins spéciaux?

Contactez nous!

Votre nom

Votre email

Votre sujet

Votre message

Tous les champs sont obligatoires

Soum

Je demande, tu m'aides, nous grandissons! - École du Sommet, St-paul



Nous trouver



Contactez-nous



Visite virtuelle

À propos de nous

L'école du Sommet c'est un milieu de vie inclusif, où il fait bon vivre. Les petites et les grandes réussites sont vécues au quotidien, afin que tous et chacun puisse aller découverte de soi, évoluer, pour accomplir ses rêves.

Contactez-nous

Services

Frais scolaires

Inscrire mon enfant

Transport

Nouvelles

Contact

Préscolaire

Maternelle



Accueil

Vie scolaire et culturelle

Parents

Équipe – École

Dans la communauté

Nouvelle

" École du Sommet has always gone over and above in education, care and support of students, and promoting french education and culture. Our children have been enrolled at Sommet for years and I have always been impressed with the 1 on 1 care and attention they receive as well as the "Family" atmosphere they work hard to create. "

- Youry VanBrabant

Informations

 Notre Adresse

4609, 40e Rue PO 128 St-Paul, Alberta, T0A 3A2

 Heures d'ouverture

Lundi au vendredi : 8h40 - 15h17

Samedi et dimanche : Fermé

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Français **Anglais**



ICI Alberta

Une année chargée pour Francophonie jeunesse de l'Alberta

Publié le lundi 26 septembre 2016

This is Exhibit "B" referred to in the
Affidavit of

"F.F."

Sworn before me this 24th day

of June A.D., 20 19

A Commissioner for Oaths
in and for the Province of Alberta

PIERRE V. LAMOUREUX
BARRISTER AND SOLICITOR
AVOCAT



Radio-Canada

Les membres de l'association Francophonie jeunesse de l'Alberta (FJA) se sont rassemblés pour présenter les activités qui commenceront le 1er octobre avec le Rassemblement jeunesse.

Pour assurer la pérennité et la vitalité de la communauté francophone, le président de l'association, Colin-Philip Belliveau-Simard, annonce une année occupée : pour commencer, le 18e Rassemblement jeunesse accueillera 850 jeunes le 30 septembre à Edmonton, un chiffre qui croît chaque année, selon Colin-Philip Belliveau-Simard.

À lire aussi :

- Des nouveautés pour le Francothon 2016

- Alberta : la jeunesse francophone profite d'une réunion

Le projet Alliance allosexuelle-hétérosexuelle (AAH) est aussi lancé cet automne dans les écoles francophones.

L'objectif est de sensibiliser les jeunes à protéger et soutenir les élèves LGBT. Cela fait la suite à l'adoption, en 2015, de la loi qui protège l'identité et l'orientation sexuelles des élèves. Selon M. Belliveau-Simard, ce dispositif est le pendant francophone des alliances gais-hétéros développées dans les écoles anglophones.

Ce projet se fait en collaboration avec l'institut des études sur les minorités sexuelles de l'Université de l'Alberta. FJA travaille par ailleurs depuis deux ans pour développer ce programme avec guide en français, explique son directeur général Casey Edmunds.

« FJA lancera un guide en français qui s'appelle Mon AAH, c'est mon genre, qui est un guide de ressources qui est vraiment fait pour les jeunes et qui les aide à mettre sur pied un AAH [...]. Après, FJA va appuyer le mouvement en sensibilisant les différents regroupements, que ce soit les parents, les enseignants ou les jeunes . »

— Casey Edmunds, directeur général de FJA

Il déclare qu'« il est important de développer un programme AAH, puisque les francophones n'ont pas accès à toutes ces ressources, [et si cela est le cas], elles sont en anglais ».

Casey Edmunds ajoute que les enseignants connaissent entre autres cette situation. Selon lui, les outils qui seront développés en français leur permettront de bien accompagner leurs élèves.

Parmi les autres activités, il y aura l'EXPO jeunesse, le Parlement jeunesse de l'Alberta en avril et les Jeux de la francophonie canadienne à l'été 2017.



Independent report says St. Paul, AB school principal stymied students' attempts to start a GSA

JANET FRENCH (HTTPS://EDMONTONJOURNAL.COM/AUTHOR/SPJANETFRENCH1) Updated: March 14, 2019
This is Exhibit C referred to in the



An independent report said a principal of a Francophone school in St. Paul, Alberta, was put on leave because he refused to allow students to start a gay-straight alliance. *POSTMEDIA ARCHIVES*

A Francophone Catholic school principal in St. Paul was put on paid leave for nine months for discouraging students from starting a gay-straight

alliance, according to documents obtained by Postmedia.

In 2017, students at École du Sommet in St. Paul asked their principal at least twice to form a gay-straight alliance (GSA) after hearing homophobic comments from their classmates, said an independent report prepared in French by Ottawa lawyer Diane Aubé Lazenby and obtained by Postmedia.

Lazenby concluded in her June 1, 2018, report to the Conseil Scolaire Centre-Est school board the principal violated a section of the School Act — a law that compelled principals to grant students' requests for GSAs and other inclusive extracurricular clubs.

"We've requested an AAH (alliance allosexuelle-hétérosexuelle) on many occasions, and we feel that you haven't fully considered how much of a benefit this could be for our school," says a letter, written in English, from the students to their principal in 2017, and obtained by Postmedia. "... We would like you to realize that there's discrimination going on and it's not right or fair."

The School Act was amended Dec. 15, 2017.

(<https://edmontonjournal.com/news/local-news/gay-straight-alliance-privacy-legislation-coming-thursday>). to require principals to "immediately" approve students' requests to form a GSA, to allow students to choose the group's name and to prevent school employees from identifying students who belong to the club.

A group of parents, private schools and other organizations have launched a court challenge of those amendments made by Bill 24

(<https://edmontonjournal.com/news/local-news/independent-religious-schools-parents-challenge-gay-straight-alliance-bill>).

Yvan Beaudoin, who was the principal of École du Sommet until last summer, has been back working at the same school as a teacher since January, school board chairman Réginald Roy said on Wednesday. Beaudoin's principal contract expired while he was on leave, he said.

Beaudoin did not respond to requests for comment on Wednesday.

ATA recommends closed-door discipline case

The school board has also expressed concern the Alberta Teachers' Association (ATA) wants to deal with allegations of professional misconduct against Beaudoin behind closed doors instead of at a public hearing.

A public hearing would convey "the gravity of the misconduct and the seriousness of a member failing to adequately protect the most vulnerable students in our schools," Roy wrote in a Feb. 3, 2019, letter to ATA executive secretary Dennis Theobald, obtained by Postmedia.

When the principal failed to establish a GSA at the school, it "divided a community and placed students at risk," Roy's letter said.

In a Feb. 7 reply, obtained by Postmedia, Theobald said an investigating officer interviewed 12 people, including three students, six teachers, the district's superintendent and counsellor and a parent. On their face, Beaudoin's actions appear unprofessional, Theobald wrote.

Beaudoin has not been formally charged with unprofessional conduct, and the allegations have not been tested by an association disciplinary committee.

To avoid asking students to testify at a hearing, Theobald recommended an "invitation" process, in which a teacher would accept responsibility for their conduct, acknowledge it was unprofessional, demonstrate remorse and resolve not to repeat such conduct, the letter said.

In a short Wednesday statement, the association spokesman said there is nothing the association can legally say about the matter.

A community divided

Lazenby was tasked with investigating two allegations — that Beaudoin prevented students from establishing a GSA in the K-12 school, and that some school staff did not intervene to stop harassment against LGBTQ students once they knew about it.

Lazenby found that, on the balance of probabilities, the principal prevented the students from creating a GSA. She did not find enough evidence to support the other allegation.

She found a group of five students explicitly requested a GSA multiple times, and that Beaudoin instead encouraged them to create a global inclusion

group that would include other minorities. The students felt confused and embarrassed by the principal's response, Lazenby wrote.

The principal told them he had to answer to the bishop, and that such a group is not in the Catholic church's mandate, said a letter by the students, which is included in the report.

Later, when students asked if an outside organization could come to the school to present workshops on acceptance of LGBTQ people, the principal turned them down, saying he didn't know what was in the presentations, the report said.

The principal then took an information pamphlet from the organization to the local Catholic bishop, but not to school district leaders, the report said.

After a few meetings of the global inclusion group, the students were discouraged and stopped going. The school does not have a GSA today, Roy said.

After the school district put the principal on leave, parents were outraged by the lack of information about Beaudoin's absence. They held a protest outside the board office (<https://edmontonjournal.com/news/local-news/parents-remove-students-from-st-paul-school-after-principals-unexplained-departure>) and called for board chairman Roy and superintendent Marc Dumont to resign. Dumont is now on leave from the position.

Roy said Wednesday the district was obligated to investigate after receiving the students' complaint. While the district was legally obligated to keep silent about the investigation, employees and trustees were criticized on social media and concerned enough for their safety that, for a period, they kept the board office door locked, Roy said.

The students who complained told Lazenby their classmates blamed them for the district's treatment of a well-loved principal.

"It's because of the gay girls" the principal was put on leave, said one text message included in the report.

It left some of the students regretting that they had reported their concerns, Lazenby said.

"I feel like it wasn't worth it because instead of fixing the problem about bullying against gays it's going to cause bullying against us and then we'll

have no power to say, 'hey maybe you shouldn't say those heterosexual comments,' I feel terrible," one of the students wrote.

jfrench@postmedia.com (<mailto:jfrench@postmedia.com>)

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