

REGULAR BOARD MEETING AGENDA

Tuesday, November 25, 2025

7:00 pm

A copy of the Regular Board Meeting Agenda is available on the [School District website](#).

Public Board Meetings are recorded and live streamed on the [School District's YouTube channel](#).

Question items regarding agenda items can be submitted to boardmeeting@sd71.bc.ca.
As per Board Procedural Bylaw, questions relating to any matter connected with the business of the current board agenda may be put to the chairperson. The chairperson may respond or redirect to another board member or executive officer of the board for response.

1. Call to Order

2. Welcome and Land Acknowledgement

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

3. Agenda Changes/Additions

4. Adoption of Agenda

Pages 1-5

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the November 25, 2025, Regular Board Meeting Agenda as presented.

5. Adoption of Board Meeting Minutes

Pages 6-12

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the October 28, 2025, Regular Board Meeting Minutes as presented.

6. Record of In-Camera Meeting Minutes

Page 13

- October 28, 2025 – Regular In-Camera Meeting

School District No. 71 (Comox Valley) Board of Education

Vision Statement - *Compassionate, connected and personalized learning for all.*

Purpose Statement – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

14. Public Question Period to the Board

A. None

15. Adjournment

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.

School District No. 71 (Comox Valley) Board of Education

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REGULAR BOARD MEETING MINUTES
Tuesday October 28, 2025
7:00 pm

In Attendance:

Trustees:

Michelle Waite, Board Chairperson
Sarah Jane Howe, Vice Chairperson
Susan Leslie, Trustee (online)
Chelsea McCannel-Keene, Trustee
Janice Caton, Trustee
Shannon Aldinger, Trustee (online)

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Jennifer Nelson, Assistant Secretary-Treasurer
Dr. Vivian Collyer, Associate Superintendent
Dr. Joe Heslip, Associate Superintendent
Lisa Perdersen-Skene, District Principal of Early Learning
Josh Porter, Director of IT
Molly Proudfoot, Director of Operations
Craig Sorochan, Manager of Communications
Thea Cockerton, Food Services Coordinator

Regrets: Cristi May Sacht, Trustee

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

1. Call to Order

The Board Chairperson called the meeting to order at 7:03 pm.

2. Welcome and Land Acknowledgement

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

3. Agenda Changes/Additions

None

4. Adoption of Agenda

Motion: (RP-2025-10-28-01)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the October 28, 2025, Regular Board Meeting Agenda as presented.

Howe/McCannel-Keene

CARRIED

Pages 1-5

School District No. 71 (Comox Valley) Board of Education

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5. Board Meeting Minutes

Pages 6-16

Motion: (RP-2025-10-28-02)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the September 23, 2025, Regular Board Meeting Minutes as presented.

McCannel-Keene/Howe

CARRIED

6. Record of In-Camera Meetings

Page 17

- September 23, 2025 – Regular In-Camera Meeting
- October 7, 2025 – Closed Committee of the Whole Meeting

7. Presentations / Delegations

A. None

8. Announcements

A. Board Chairperson Report

Page 18

Trustee Leslie joined the meeting online.

B. Superintendent Report

A student led initiative brought the school community together in reflection and unity. Students also participated in *Women Explore the Trades*, emergency bus evacuation drills, and *Walk for Wenjack* event. Christine Van Holderbeke was recognized with a Prime Minister's Award for Teaching Excellence.

9. Standing Committee Reports

A. Open Committee of the Whole Board Report - none

Next Open Committee of the Whole Meeting:

TOPIC: School Growth Plans
DATE: January 13, 2026
TIME: 7:00 pm
LOCATION: School Board Office: 2488 Idiens Way, Courtenay

School District No. 71 (Comox Valley) Board of Education

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B. Ad Hoc Policy Committee Board Report
Chelsea McCannel-Keene, Trustee

Pages 19-21

Committee discussed the criteria for policy review by an external consultant, with anticipation for the development of the review and implementation plan.

Next Ad Hoc Policy Committee Meeting:

TOPIC: TBD
DATE: November 12, 2025
TIME: 5:00 pm
LOCATION: School Board Office: 2488 Idiens Way, Courtenay

C. Ad Hoc Gender-Based Violence Committee Board Report
Shannon Aldinger, Trustee

Pages 22-23

The committee is preparing information for the Board and will await further direction.

Next Ad Hoc Gender-Based Violence Committee Meeting:

TOPIC: To be determined
DATE: To be determined
TIME: To be determined
LOCATION: To be determined

D. Indigenous Education Council Board Report
Michelle Waite, Board Chairperson

Trustees Leslie and Waite attended the most recent IEC meeting, which was held at Aspen Park Elementary. A more detailed report is expected following the next meeting.

Next Indigenous Education Council Meeting:

TOPIC: TBA
DATE: November 7, 2025
TIME: 12:30 pm – 3:00 pm
LOCATION: 607 Cumberland Rd, Courtenay

Motion: (RP-2025-10-28-03)

THAT the Board of Education of School District No. 71 (Comox Valley) receive all committee Board Reports, as presented.

McCannel-Keene/Howe

CARRIED

School District No. 71 (Comox Valley) Board of Education

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10. Decision Items

A. 2025-26 Board Committee & Liaison Positions

Pages 24-26

Michelle Waite, Board Chairperson

Motion: (RP-2025-10-28-04)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2025-26 Board Committee & Liaison Positions, as presented.

Howe/McCannel-Keene

CARRIED

B. 2025-2026 Instructional Calendar Amendment

Pages 27-29

Jay Dixon, Associate Superintendent

In June, the Ministry confirmed the expectation that one day in the 2025–2026 school calendar be dedicated to Indigenous learning. The proposed amendment adds a Professional Development Day on May 15, 2026, to meet this requirement. The Calendar Committee met to review implications, and as per regulation, the amended calendar will be posted for public feedback prior to Board approval.

Motion: (RP-2025-10-28-05)

THAT the Board of Education of School District No. 71 (Comox Valley) support moving forward with the process to amend the School District Calendar by designating May 15, 2026 as a non-instructional Day of Indigenous Focused Learning.

Caton/Howe

CARRIED

11. Information Items

A. Learning Services

i. Strategic Plan Update: Operational Plans

Jeremy Morrow, Superintendent

Demonstrated how School Growth Plans can be accessed, with further discussion to occur at a future Open Committee of the Whole meeting.

B. Business Services

i. Major Capital Projects Update

Pages 30-33

Molly Proudfoot, Director of Operations

Permit delays were noted. The Ministry is updated monthly, with completion now projected for late 2026.

School District No. 71 (Comox Valley) Board of Education

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Motion: (RP-2025-10-28-06)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Major Capital Projects Update, dated October 28, 2025, as presented.

Howe/McCannel-Keene

CARRIED

ii. Q1 Financials

Candice Hilton, Director of Finance

Pages 34-36

Assistant Secretary-Treasurer provided an overview, noting the report reflects one month of instruction. Any surplus or deficit at this stage is due to timing within the fiscal year. Actual enrollment and the amended budget will be available in November.

Motion: (RP-2025-10-28-07)

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Q1 Financial Report dated October 28, 2025, as presented.

McCannel-Keene/Howe

CARRIED

iii. Annual Child Care Operating Report

Lisa Pederson-Skene, District Principal of Early Learning

Pages 37-39

Highlighted that kindergarten transitions are shorter due to support for parents resulting in positive outcomes. Schools expanded transition events, increasing parent confidence and comfort. Trustees were invited to visit the Primary Learning Community (K-3) program at Airport Elementary.

Motion: (RP-2025-10-28-08)

THAT the Board of Education of School District No.71 (Comox Valley) receive the Early Learning and Child Care Annual Operating Report, dated October 28, 2025, as presented.

Caton/McCannel-Keene

CARRIED

iv. Food Advisory Council Plan and Feeding Futures Update

Thea Cockerton, Food Services Coordinator

Pages 40-55

An update was provided on the Universal Lunch Program, noting variations in delivery among schools to reflect unique needs and configurations.

School District No. 71 (Comox Valley) Board of Education

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Motion: (RP-2025-10-28-09)

THAT the Board of Education of School District No.71 (Comox Valley) receive the Food Advisory Council and Plan and Feeding Futures Update, dated October 28, 2025, as presented.

Caton/Aldinger

CARRIED

v. Revised Administrative Procedures

Josh Porter, Director of Information Technology

Pages 56-69

Provided an overview of minor updates to AP 145 - Use of Personal Communication Devices and AP 181 - Video Surveillance. Schools will inform PACs of all current camera locations and must obtain PAC approval prior to any new installations or location changes.

Motion: (RP-2025-10-28-10)

THAT the Board of Education of School District No.71 (Comox Valley) receive the revised administrative procedures for information.

Howe/McCannel-Keene

CARRIED

vi. Safe and Active Schools (SAS) Program Update

Molly Proudfoot, Director of Operations

Pages 70-72

The consultant has contacted schools to determine suitable times for conducting informative walkabouts. An inquiry was made regarding the involvement of the Cycling Coalition, which participated in the Open House and expressed interest in continued engagement. Existing grants have been identified, with additional funding opportunities being explored.

Motion: (RP-2025-10-28-11)

THAT the Board of Education of School District No.71 (Comox Valley) receive the Safe and Active Schools Program Update, dated October 28, 2025, as presented.

Howe/Aldinger

CARRIED

12. Board Business

A. Unfinished Business

i. None

B. New Business

School District No. 71 (Comox Valley) Board of Education

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i. **VISTA Fall Conference Report**

Michelle Waite, Board Chairperson

Page 73

Provided an example of one of the many opportunities available to trustees to support and advance the work of the Board.

13. Correspondence

A. Invitation to Lisa Beare, Minister of Education and Child Care

Michelle Waite, Board Chairperson

Pages 74-75

Request made to share the letter with BCSTA, noting that all Ministry correspondence should include them as advocates for boards.

B. Response from CVRD Joint Request for Additional Safety and Security Resources

Michelle Waite, Board Chairperson

Pages 76-77

14. Public Question Period to the Board

1. Universal Lunch Program Access – 44% but expected to increase 65% with the inclusion of Aspen and Queneesh, and up to 80% once Vanier is added.
2. Change to AP 145 - Ongoing consultation is taking place with schools on effective application of the procedures. The addition of staff references reflects that this is a digital device policy, not solely a student policy.
3. Q1 Financial – Legal costs are included under “Services”.

15. Adjournment at 8:15pm

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) adjourns this meeting.

Howe/McCannel-Keene

CARRIED

Board Approved on:

November 25, 2025

Certified Correct:

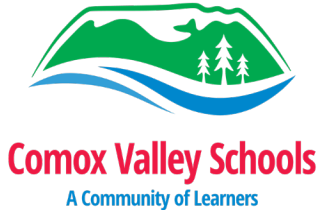
Dr. Jeremy Morrow
Acting Secretary-Treasurer

Michelle Waite
Board Chairperson

School District No. 71 (Comox Valley) Board of Education

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Comox Valley Schools

School District No. 71
Office of the Secretary Treasurer

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education **DATE:** November 25, 2025
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

RECORD PURSUANT TO SECTION 72 (3) OF THE SCHOOL ACT:

A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board.

Matters discussed and decisions reached at the Special In-Camera, Regular In-Camera, and Closed Committee of the Whole meetings held since the last such report:

October 28, 2025 – Regular In-Camera Meeting

1. Receipt of and updates on governance matters, information for the Board
2. Receipt of and updates on personnel/legal matters, information for the Board
3. Receipt of and updates on land/property matters, information for the Board

The meeting was called to order at 5:30 pm and adjourned at 6:57 pm.



Comox Valley Schools

School District No. 71

INDIGENOUS EDUCATION COUNCIL TRUSTEE REPORT

NOVEMBER 7, 2025

- Update on Trustee Liaison and representatives.
- Updated Quarterly reporting from January to February 2026 for partner groups.
- November 2025 Quarterly Report for Indigenous Education Council, Indigenous Education District Staff received.
- Gwen Monnet, Indigenous Cultural and Community Coordinator shared with the IEC some of the programs that she supports in a presentation.
- Discussion of creating an IEC Newsletter for the community, possibly twice a year, through a committee.
- EPF 11 Big House Teachings at Kumugwe November 18 from 10:45- 12pm.
- Recognition of Indigenous Veterans Day on November 8.
- June 6 has been selected by Indigenous Graduation Committee and more details to come.
- Next IEC meeting is December 9

Respectfully submitted,

Cristi May Sacht

Cristi May Sacht
IEC Representative/ Trustee



Comox Valley Schools

School District No. 71

**BCSTA PROVINCIAL COUNCIL
TRUSTEE REPORT**
OCTOBER 24, 2025

Summary of Highlights/ Discussion Topics:

- BCSTA assets increased slightly from \$4.37 million to \$4.43 million, mainly due to a rise in prepaid expenses resulting from deposits made for future contracted events. Three line items came in underbudget for the year (Bylaw Review Costs, Four-Year Advocacy Planning Costs and Costs to continue developing Anti-Racism EDI Strategy), contributing to surplus.
- As of June 30, 2025, the total unspent Student Achievement Grants amounted to \$186,946. The Board allocated \$105,000 to support the costs of speakers at Academy and AGM, leaving a remaining balance of \$81,946 available for future projects and events.
- Finance & Audit Committee will focus on the following budgetary impacts for the coming year:
 - FTE Student Enrolment as of September.
 - 5 Year Average of the Consumer Price Index, annually come January.
 - Additional Events in year of Elections.
 - Hosting CSBA 2026 Trustee Gathering on Education, Innovation and Reconciliation.
 - Meeting Formats & Travels Costs.
 - Staff Compensation Considerations.
- The Provincial Council completed the session by participating in survey and discussion around several topics related to AGM: Amendments from the floor, The Process of Tiling the Doors, Limiting Speakers/ Chairs Power to Gauge The Floor. There were numerous concerns shared around Censorship, Accessibility and Democratic Process. Survey results, however, showed more trustees in support of tightening the process, with great concern shared for the quality of time and attention given to motions that fall late in the day.
- A question was raised how substantive motions are organized/ numbered, which a BCSTA Director confirmed did not at this time have a specific process.

Respectfully submitted,

Chelsea McCannel-Keene

Chelsea McCannel-Keene
BCSTA Representative/ Trustee



Comox Valley Schools
A Community of Learners

Comox Valley Schools
School District No. 71

AD HOC POLICY COMMITTEE BOARD REPORT

Date: Tuesday November 12, 2025
Time: 5:00 pm – 6:00 pm
Venue: School Board Office, Meeting Room 111

Committee Members

Trustees:

Michelle Waite, Board Chair
Shannon Aldinger, Trustee
Chelsea McCannel-Keene, Trustee

Staff:

Dr. Jeremy Morrow, Superintendent

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

TERMS OF REFERENCE:

Term: Ongoing ad hoc committee
Membership: Two Trustees appointed each school year
Frequency: Monthly meeting (approximately 10 per school year)
Nature: Closed Meetings
Reporting: The Board Report is to be presented at the first Board meeting following the Ad Hoc Committee meeting or as soon after as possible. Recommendations within the report is to be presented to the Board for approval as separate motions.

Mandate:

- 1) Assist the Board to fulfill obligations in Policy 2- Role of the Board (Section 5 – Policy)
- 2) Review, on a regular basis, all policies of the Board and recommend any changes
- 3) Recommend the nature and substance of any new proposed new policies
- 4) Support Superintendent and Secretary-Treasurer with development and maintenance of Administrative Procedures

Membership:

- 1) 2 Trustees
 - 2) Superintendent
 - 3) Secretary Treasurer
 - 4) Board Chair (ex-officio non-voting)
-

ATTACHMENTS:

- 1) Sample Review
- 2) Draft Revision of Policy 8
- 3) Handouts of 'Unexpected Health Emergencies' policy examples from other Districts

1. CALL TO ORDER

The Board of Education acknowledges that we are on the traditional territories of the K’omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

Trustee McCannel-Keene chaired the meeting, welcomed committee members and called the meeting to order at 5:07 pm.

2. CHECK-IN

Trustee McCannel-Keene provided an opportunity for each member to check-in with the committee.

3. REVIEW THE REPORT TO THE BOARD – none

4. COMMITTEE CHAIR

5. OLD BUSINESS

A. Review Sample Assessment of a Policy and Administrative Procedure

Scott Stinson, EngagED Consulting

Scott expressed a preference to review all 24 policies collectively to better understand their interrelationships before finalizing recommendations – context is critical. Members reviewed the sample as a demonstration of how the review criteria are applied. Recommendations:

- Group policies thematically in categories such as ‘Foundations and Governance’; ‘Board Operations and Authority’; etc.
- Add structural components such as ‘Preamble’ and ‘Policy Statement(s)’.

Discussed the importance of language that explicitly acknowledges the role of Indigenous rights holders, peoples, and partners in the development and implementation of Board policy.

The Committee discussed what information is most useful to support their work and how best to move forward in reviewing and revising policies systematically.

B. Handout Examples of ‘Unexpected Health Emergencies’ Policies

Chelsea McCannel-Keene, Committee Chair

Members shared their feedback in review of the following examples. Resulting in the decision that Administrative Procedure was the best approach.

- i. Nanaimo-Ladysmith School District
- ii. Nechako Lake School District
- iii. North Vancouver School District

- iv. Pacific Rim School District
- v. Stikine School District

6. NEW BUSINESS - none

7. ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
<ul style="list-style-type: none">• See the summary of all policies reviewed and bring to the December Regular Board Meeting.	Jeremy	Nov 28 for Dec 2 mtg
<ul style="list-style-type: none">• Draft an AP for Unexpected Health Emergencies	Jeremy	Nov 28 for Dec 2 mtg
<ul style="list-style-type: none">• Pull examples of board policies suggested by Joan Axford	Candace	Nov 28 for Dec 2 mtg

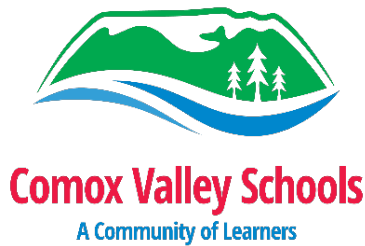
8. RECOMMENDATIONS TO THE BOARD OF EDUCATION

None.

9. FUTURE MEETING DATES

Tuesday December 2nd at 5:00pm
Tuesday January 20th at 5:00pm
Tuesday February 17th at 5:00pm
Tuesday March 3rd at 5:00pm
Tuesday April 21st at 5:00pm
Tuesday May 5th at 5:00pm
Tuesday June 16th at 5:00pm

11. ADJOURNMENT – 6:28 pm



Comox Valley Schools

School District No. 71

GENDER-BASED VIOLENCE COMMITTEE TRUSTEE REPORT NOVEMBER 25, 2025

Committee Membership:

Shannon Aldinger (Trustee, Committee Co-Chair)
Sarah Jane-Howe (Trustee, Committee Co-Chair)
Mireille Appelbe (Principal)
Stephanie Baker (Principal)
Jeannine Lindsay (District Vice Principal of Indigenous Education)
Jason McLean (Youth & Family Support Worker)
Stephanie Morris (Counselor)
Tara Ryan (District Vice-Principal of Inclusive Education)
Karla Lasota (District Outreach Counselor)
Brooke Finlayson (DPAC)

Background:

At its June 21, 2022 Regular Board Meeting, the Board of Education of Comox Valley Schools (SD71) unanimously passed a motion to establish a district wide committee to address the issue of gender-based violence among students.

At its April 23, 2024 Regular Board Meeting, the Board of Education passed a motion to adopt the following Terms of Reference for the Gender-Based Violence Working Committee:

To review district policies, administrative procedures and other practices that relate to gender-based violence (GBV), to identify gaps in our district's approach and response to GBV, to identify and develop resources and best practices, to consult with community-based subject-matter experts, and to make recommendations to the superintendent and board.

The Committee first met in June 2024, held monthly meetings and conducted much of its work through the 2024/25 school year. It continued meeting into the fall of 2025 in relation to the preparation of this report.

In conducting its work, the Committee sought feedback from:

- Our district community:
 - Student Voice:
 - District Student Voice
 - District Queer-Straight Alliance
 - Youth & Family Support Workers
 - Secondary Counselors
 - Elementary Counselors
 - Indigenous Support Workers
 - Educator with certification as sexual health educator through Options for Sexual Health

- CDTA President & Vice-President
- District Learning Resource Centre
- Survey to staff, students, parents/caregivers

- Community organizations:
 - Comox Valley Transition Society, including Sexual Assault Victim Support Coordinator
 - Community-Based Victim Services
 - RCMP-based Victim Services
 - The Foundry
 - The LINC
 - AVI
 - Sexual Assault Intervention Program, Comox Valley Family Services Association
 - Wachiay Friendship Centre
 - Comox Valley Community Justice Centre
 - Shift Education (sexual health educator Jessica Wollen)

The Final Report is attached to this Briefing Note.

It is recommended that the Board of Education of School District No. 71 (Comox Valley):

1. Receive the Gender-Based Violence Working Committee's Report, dated November 25, 2025, and its recommendations as presented;
2. Request the Superintendent of Schools to review the recommendations of the Gender-Based Violence Working Committee's Report, dated November 25, 2025, and report back to the Board of Education; and
3. Refer the draft policy prepared by the Gender-Based Violence Working Committee to the Board of Education's Policy Committee.

Respectfully,

Shannon Aldinger

Shannon Aldinger, Trustee

Sarah Jane Howe

Sarah Jane Howe, Trustee

**GENDER-BASED VIOLENCE WORKING COMMITTEE
REPORT TO THE BOARD OF EDUCATION
November 25, 2025**

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Background & Context:

This Committee’s formation and work are rooted in the understanding that:

- Gender-based violence and sexual misconduct is in no way unique to our school district but rather is a societal-wide pervasive problem.¹
- Our students are growing up in an increasingly complex social and sexual landscape that includes an increasingly sexually charged culture, omnipresent access to pornography shaping youth understanding of sexuality, and a pace of technological change that creates ever-increasing opportunities for sexual exploitation².

¹ According to Statistics Canada 1 in 3 girls/women are sexually assaulted in their lifetime, with girls between the ages of 14 to 24 being the most vulnerable, and girls between 15-17 reporting the highest rates of assault. Girls who are indigenous, LGBTQ2S+ or have a disability experience even higher rates. See: Dating violence against teens aged 15 to 17 in Canada, 2009 to 2022: <https://www150.statcan.gc.ca/n1/pub/85-002-x/2024001/article/00004-eng.htm> and Intimate Partner Violence: <https://www.canada.ca/en/women-gender-equality/gender-based-violence/intimate-partner-violence.html>

See also: BC Adolescent Health Survey, McCreary Centre Society (2023) https://mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf

Consequently, the Committee conducted its work in a manner which did not seek out reports of personal experiences of sexual misconduct or gender-based violence and instead directed any such reports to school counselors or community supports.

² Orenstein, Peggy: *Girls & Sex: Navigating the complicated new landscape* (Harper, 2016) and *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity* (Harper, 2020).

- Gender-based violence and sexual misconduct exist on a continuum, ranging from sexual harassment to sexual exploitation (including on-line) and sexual assault and other forms of overt violence, and should not be considered as isolated incidents, but rather as taking place within in a larger social and cultural context that normalizes sexism and misogyny³.

This report attempts to address this full spectrum of gender-based violence and sexual misconduct with the understanding that different forms of such misconduct require both a common approach as well as differentiated approaches to prevention and response.

The Committee's work is in alignment with provincial and federal initiatives to address gender-based violence⁴ as well as the BC Human Rights Code, the Canadian Charter of Rights and Freedoms and the values of our district's Strategic Plan, particularly safety.

Committee Formation & Process:

At its June 21, 2022 Regular Board Meeting, the Board of Education of Comox Valley Schools (SD71) unanimously passed a motion to establish a district wide committee to address the issues of gender-based violence among students.

At its April 23, 2024 Regular Board Meeting, the Board of Education passed a motion to adopt the following Terms of Reference for the Gender-Based Violence Working Committee:

To review district policies, administrative procedures and other practices that relate to gender-based violence (GBV), to identify gaps in our district's approach and response to GBV, to identify

Herbenek, Debbie, PhD: *Yes Your Kid: What Parents Need to Know About Today's Teens & Sex* (BenBella, 2023)

Harnett, Cindy E., "Online sextortion a growing threat, says Victoria investigator" (Times Colonist, October 29, 2023): <https://www.timescolonist.com/local-news/online-sextortion-a-growing-threat-says-victoria-investigator-7753184>

The White Hatter, "Online Pornography and Hypersexualization" (September 16, 2022): <https://www.thewhitehatter.ca/post/online-pornography-and-hypersexualization>; and also "Intimate Images & Sexting": <https://www.thewhitehatter.ca/intimateimages-sexting>

Shroff, Lila; "Sexting With Gemini: Why did Google's supposedly teen-friendly chatbot say it wanted to tie me up?" (July 14, 2025; the Atlantic) <https://www.theatlantic.com/magazine/archive/2025/08/google-gemini-ai-sexting/683248/>

³ "The Talk: How Adults Can Promote Young People's Healthy Relationships and Prevent Misogyny and Sexual Harassment" (2017, Harvard University Graduate School of Education) https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd51a0324a69425bd079b59/1723734772299/mcc_the_talk_final.pdf

⁴ Safe and Supported - British Columbia's Gender-Based Violence Action Plan (December 2023) <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/services-policies-for-government/gender-equity/safe-and-supported-gender-based-violence-action-plan-december-2023.pdf>

B.C.'s Sexual Violence Action Plan: A Plan to Address Sexual Violence within Post-Secondary Communities (October 2025) https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/sexual_violence_prevention_action_plan.pdf

Stanton, Kim (BA (Hons), LLB, LLM, SJD), Independent Systemic Review: The British Columbia Legal System's Treatment of Intimate Partner Violence and Sexual Violence, Final Report (Ministry of Attorney General; June 2025): https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/about-bc-justice-system/justice-reform-initiatives/systemic-review/dr_kim_stantons_june_2025_final_report_-_independent_systemic_review_the_british_columbia_legal_systems_treatment_of_intimate_partner_violence_and_sexual_violence.pdf

The National Action Plan to End Gender-Based Violence (Government of Canada; November 2022)

and develop resources and best practices, to consult with community-based subject-matter experts, and to make recommendations to the superintendent and board.

The Committee was comprised of the following people:

- Shannon Aldinger (Trustee, Committee Co-Chair)
- Sarah Jane-Howe (Trustee, Committee Co-Chair)
- Mireille Appelbe (Principal)
- Stephanie Baker (Principal)
- Jeannine Lindsay (District Vice Principal of Indigenous Education)
- Jason McLean (Youth & Family Support Worker)
- Stephanie Morris (Counselor)
- Tara Ryan (District Vice-Principal of Inclusive Education)
- Karla Lasota (District Outreach Counselor)
- Brooke Finlayson (District Parent Advisory Council)

The Committee first met in June 2024, held monthly meetings and conducted much of its work through the 2024/25 school year. It continued meeting into the fall of 2025 in relation to the preparation of this report.

In conducting its work, the Committee sought feedback from:

- Our district community⁵:
 - Student Voice:
 - District Student Voice⁶
 - District Queer-Straight Alliance
 - Youth & Family Support Workers
 - Secondary Counselors
 - Elementary Counselors
 - Indigenous Support Workers
 - Educator with certification as sexual health educator through Options for Sexual Health
 - CDTA President & Vice-President
 - District Learning Resource Centre
 - Survey to staff, students, parents/caregivers⁷
- Community organizations⁸:
 - Comox Valley Transition Society, including Sexual Assault Victim Support Coordinator

⁵ Persons and groups consulted were informed that the Committee was not a mechanism for reporting personal experiences and instead the focus was on the following questions: how can our school district better prevent sexual harassment, sexual assault and other forms of gender-based violence and how can our school district better respond to sexual harassment, sexual assault and other forms of gender-based violence?

⁶ Students were asked (1) What does gender-based violence look like & is it something you see in schools? (2) How does gender-based violence negatively affect your school, your friends &/or other students? (3) If gender-based violence happens to you or your friends or to someone else, do you know where to get help at school? What does that help look like? (4) What can adults at schools do better to prevent and to respond to gender-based violence? (5) Are there better ways to have this conversation than what we are doing? When students met, they sat in groups at tables and were given time to initially answer the questions individually on paper; students were then asked to discuss their answers in their table groups and then share with the full room.

⁷The survey garnered over 300 responses.

⁸ The Committee also reached out to Pride Comox Valley and Indigenous Women's Sharing Circle, but did not receive a response which we understand stems from limited capacity. We appreciate the good work that they do in our community.

- Community-Based Victim Services
- RCMP-based Victim Services
- The Foundry
- The LINC
- AVI
- Sexual Assault Intervention Program, Comox Valley Family Services Association
- Wachiay Friendship Centre
- Comox Valley Community Justice Centre
- Shift Education (sexual health educator Jessica Wollen)

Finally, although the primary focus of the Committee’s work was in relation to student-to-student gender-based violence and sexual misconduct, the Committee also heard from educators that students direct sexist and misogynist comments and at times violent behaviour at educators too, particularly female and LGBTQ2+ staff⁹.

Committee Review of District Policies, Administrative Procedures and other Practices that relate to Gender-Based Violence:

The Committee reviewed Board Policies and district Administrative Procedures¹⁰. It found that:

- Policy 24 (Equity & Non-Discrimination) references sexism and misogyny among the types of discrimination addressed in the policy, but no policy specifically defines, identifies or addresses sexual misconduct and gender-based violence and instead are of more general application.
- AP 325 (Child Abuse and Neglect)’s Appendix (Guidelines for School Personnel Responding to Child Abuse and Neglect) provides the only guidance regarding behaviour that would include peer-

⁹ Research at Dalhousie University has revealed similar findings. See: Woodrow, Hazel’s “New Report Examines the Impact of Andrew Tate and Male Supremacy on Classrooms and Teachers” (Canadian Anti-Hate Network; July 16, 2025):

https://www.antihate.ca/new_report_andrew_tate_and_male_supremacy;

see also: Hughes, Abby’s “Misogynistic ideas made popular online are popping up in Canadian classrooms, survey says” (CBC; October 22, 2025): <https://www.cbc.ca/news/canada/misogynistic-comments-survey-9.6947292>

¹⁰ The Committee reviewed the following Board Policies & district Administrative Procedures:

- Policy 24: Equity & Non-Discrimination
- Policy 17: Sexual Orientation & Gender Identity
- AP 325 - Child Abuse and Neglect
- AP 325 Appendix - Guidelines for School Personnel Responding to Child Abuse and Neglect
- AP 140 - Acceptable Use of Technology
- AP 145 - Use of Personal Digital Devices
- AP 146 - Use of Social Media
- AP 148 - Self Peer Media Exploitation
- AP 165 - Emergency Preparedness and Response
- AP 165 Appendix B - Critical Incident Response
- AP 165 Appendix C - Threatening Communication
- AP 165 Appendix E - Violence Threat Risk Assessment
- AP 170 - Equity & Non-Discrimination
- AP 171 – Bullying & Harassment Prevention
- AP 172 - Safe Caring and Orderly Schools
- AP 310 - Supervision of Students
- AP 350 - District Student Code of Conduct
- AP 355 - Student Behaviour and Discipline
- AP 355 - Appendix Student Behaviour Suspensions

to-peer sexual violence (such as sexual assault). However, it both messages (through its title) and appears to have been written to address child protection/child welfare concerns (as it references the *Child, Family and Community Services Act* and various handbooks for responding to child welfare concerns), not peer to peer sexual violence.

Further, its “Scenario 4”, which addresses situations involving “alleged abusive behaviour *at school* by a student 12 years of age and over (including a Young Offender)”, allows school personnel to use their discretion in relation to whether to contact the RCMP; but its “Scenario 5”, which addresses situations involving “alleged criminal behaviour *outside* school by a student 12 years of age and over (including a Young Offender)”, *requires* school personnel to make a report to the RCMP. Scenario 5’s mandatory reporting requirement was widely criticized by staff and community organizations consulted in relation to the Committee’s work as having a “chilling effect” on reporting by students¹¹.

- AP 350 (District Student Code of Conduct) includes reference to sexual harassment among a long list of unacceptable behaviours but offers no guidance as to what that might look like and no recognition that unacceptable sexual behaviour may require differentiated processes for reporting and consequences.
- Although AP 171 (Bullying and Harassment Prevention) includes a similarly brief reference to “sexist ... name-calling”, it offers a reporting process that acknowledges that harassment is a sensitive issue.
- AP 148 (Self-Peer Media Exploitation) touches on and addresses the “possession, creation and/or distribution of pornography” and includes reference to sexting.
- Inclusive Education has recently developed a flowchart for staff regarding how to respond to reports of sexual misconduct and gender-based violence¹².

It is also worth noting that:

- While many students expressed a general understanding that they can report to “a trusted adult”, they also said that they don’t know what to expect to happen thereafter and often feel that their reported experience is disbelieved or diminished and that little or nothing is done as a consequence. This too discourages reporting.
- Parents and some staff expressed similar lack of knowledge about the expected process.

With respect to other district practices relating to gender-based violence:

¹¹ This is particularly concerning given the already low reporting rates for sexual violence. BC’s Independent Systemic Review, *supra* footnote 4 cited the following statistics:

- 94% of survivors of sexual assault do not report it to police; and
- 80% of survivors of intimate partner violence do not report sexual or intimate-partner violence.

¹² The flowchart sets out separate response paths depending upon whether the accused is a staff member, stranger/community member, family member or fellow student/partner. It also includes a response path for situations where no report of sexual misconduct has been made, but where a significant shift in a student’s baseline functioning is apparent. The flowchart specifically directs that “all reports must involve the school counsellor or a member of the Support Committee”. The Support Committee is comprised of three District outreach counsellors and three Integrated Child and Youth clinical counselors. To date the flowchart is meant to supplement, not replace the AP 325 (Child Abuse and Neglect and its Appendix - Guidelines for School Personnel Responding to Child Abuse and Neglect). It has been shown to and circulated among counselors, Principals and Vice-Principals and senior district administration. Some input from the GBV committee has also been added.

- In addition to the provincially mandated curriculum regarding healthy relationships and sexual health education (through PHE classes which cease to be mandatory after grade 10), our district provides some additional consent education to grade 11 and 12 students at some schools. A sexual health education program review conducted by Clyde Woolman in 2017/2018¹³ led to a commitment by the district to extend “the human sexuality program” to include grade 11 and 12 students, but the programming beyond grade 10 appears to be increasingly patchwork (and at times optional) for grade 11 and 12 students in recent years.
- Since 2022/23, the district has directed that allegations of sexual assault/misconduct be forwarded to a single person at the district office for the purpose of overseeing and monitoring the totality of the allegations in any given year and over time. It is worth noting that this practice does not involve sharing of personal information, but rather is about data collection and monitoring.
- Since 2022, the district has promoted Consent Awareness Week, an initiative initially undertaken by post-secondary educational institutions to raise awareness about sexual assault generally and its prevalence during the first six weeks of school each year. A Consent Committee was formed in 2023 and consists of 6 counselors who have developed considerable resources to assist counselors in schools plan for Consent Awareness Week and otherwise.¹⁴ This year the Consent Committee has expanded its role to include follow-up with schools about educational opportunities provided to students during Consent Awareness Week. Committee members discussed (and received feedback) that scheduling Consent Awareness Week in September is difficult because it is too close to the start of the school year and September is also busy with planning for the National Day of Truth and Reconciliation (September 30).
- Since 2022, Inclusive Education has arranged an information sharing “Meet and Greet” between CVS counselors and community service-providers, which has been repeated in the fall of 2023 and 2024 and intends to continue every second year going forward.
- A number of other supports and programs for students were cited during the Committee’s work¹⁵, but the Committee did not undertake creating a comprehensive list.

¹³ See “Report to Superintendent of Schools: Contracted Services and the Health Curriculum (January 16, 2018) included in the Minutes of the Regular Board Meeting of January 23, 2018: <https://www.comoxvalleyschools.ca/wp-content/uploads/2020/12/Feb-27-2018-RegularPublicBoardMeetingAgenda.pdf> (at p. 5)

¹⁴ <https://learn71.ca/home/mental-health-and-wellness/consent-2/>

¹⁵ For example:

- The Wachiay Friendship Centre’s anti-bullying training (in partnership with Indigenous Elder & Knowledge Keeper Joanne Restoule for grade 7 students at Lake Trail, Highland and Brooklyn as well as Glacier View students); its Warriors Youth School Program (comprising 10 weeks of full day every Thursday offered once per year for grade 4 to 8 students (mostly boys) with land-based techniques and show and learn leadership; involves Daryll Mills and ISWs; and which Kim Doerksen hopes could be expanded beyond grade 8); its Path Forward program (which supports those affected by gender-based &/or domestic violence and includes self-defense classes as well as educational outreach to schools providing talks on violence (in collaboration with the Warriors Youth School Program))
- “Girls Groups”, including with Indigenous Elder and Knowledge Keeper Joanne Restoule which operates for 10 weeks by invitation and supported by ISWs; by invitation
- “Boys Groups” as well as QSA/GSA groups
- Youth & Family Support Worker Jason McLean provides substance use lessons through PHE
- BC Lions’ Bystander Training
- CVTS has been to Lake Trail (and has offered to Vanier) for “Redefining Masculinity” presentation
- Indigenous Women’s Sharing Society offers a workshop about intimate partner violence

A notable absence is any consistent expert teaching regarding ever-evolving technology, including digital responsibility, integrity and safety – ie: the White Hatter¹⁶ and other digital safety experts.

Recommendations:

There is no quick fix or single solution to gender-based violence, so the problem must be addressed from as many angles as possible. The Committee’s recommendations address prevention, response and system accountability and fall into the following categories:

- (1) Policy-related;
- (2) Staff capacity-building;
- (3) Student education;
- (4) Promoting consent culture; and
- (5) District coordination and oversight.

(1) Policy-Related Recommendations:

1. The Committee recommends that district-wide Policy and Administrative Procedures be established to specifically address gender-based violence and sexual misconduct between students. Both Policy and Administrative Procedures should be trauma-informed, culturally sensitive and confidential (as far as is practicable and within the law) and include common language and definitions to assist in educating and responding to sexual misconduct and gender-based violence.

Following a review of Policies and Administrative Procedures of other school districts and a sampling from post-secondary institutions in British Columbia¹⁷, the Committee prepared a draft policy for Board consideration. The draft includes a list of definitions (see **Appendix A**) the majority of which have already been added to the district website.

2. The Committee recommends that AP 325 regarding Child Abuse and Neglect and its Appendix (Guidelines for School Personnel Responding to Child Abuse and Neglect) be revised to remove

¹⁶ <https://www.thewhitehatter.ca/>

¹⁷ Re: School Districts, the Committee reviewed:

- Kamloops-Thompson School District (SD73) - Administrative Procedure re: Sexual Misconduct
- Vernon School District (SD22) - Policy re: Sexual Violence & Misconduct and Policy re: Discrimination & Sexual Harassment
- Toronto District School Board: Policy re: Gender-Based Violence; Operational Procedure re: Sexual Misconduct by Students; & Policy re: Dealing with Abuse and Neglect of Students

Re: Post-Secondary Institutions, the Committee reviewed:

- Sexual Violence and Misconduct Policy Act [SBC 2016] chap 23
- Preventing and Responding to Sexual Violence and Misconduct at British Columbia Post-Secondary Institutions – A Guide for Developing Policies and Actions
- Sample Policies:
 - Emily Carr University of Art & Design: Sexual and Gender-Based Violence and Misconduct Policy; & Sexual and Gender-Based Violence and Misconduct Procedures for Students
 - Justice Institute of BC: Policy re: Sexual Violence and Misconduct – Students; & Procedure re: Sexual Violence and Misconduct – Students

The Committee also reviewed Safer Schools Together Responding to Sexual Assault Allegations

situations involving peer-to-peer sexual violence and that a new AP be developed to address such situations. The new AP:

- (a) Should not require mandatory reporting to the RCMP in situations where discretion can legally be exercised¹⁸ (as mandatory disclosure takes control away from the victim, is not trauma-informed and deters disclosure);
 - (b) Should include terminology (including definitions) and processes (where appropriate) that distinguish between student (informal) “disclosures” and “formal reports (or allegations)” as well as where the latter are also reported to RCMP;
 - (c) Should include information about the availability of a “safety plan” and what accommodations can be made for a student and in what circumstances; and
 - (d) Should include reference to the province’s ERASE reporting tool.
3. The Committee recommends that a new Administrative Procedure be developed to specifically address sexual harassment between students¹⁹.
 4. The Committee recommends that AP 148 and other district APs regarding student exploitation be reviewed and revised through a student-focused, trauma-informed and culturally safe lens.
 5. The Committee recommends that supporting flowcharts and other resources be developed to inform students and families about district processes for reporting sexual misconduct and gender-based violence between students (as the above-referenced flowchart was written for a staff audience)²⁰, with same to include:
 - (a) a description of what can be expected by way of system response;
 - (b) information about the factors that guide discretionary decisions (for example instances when reporting to the RCMP is necessary);
 - (c) information about what a safety plan is and might look like (including the difference of options between situations in which a student makes an (informal) disclosure or a formal allegation/report;
 - (d) resource(s) for parents/caregivers regarding how to support a child through an experience involving sexual misconduct; and
 - (e) reference to the province’s ERASE reporting tool.
 6. The Committee recommends that any new Policy and Administrative Procedures and supporting Flowchart be promoted through district education of administration, counselors, educators, educator supports, students (including international) and parents/caregivers as well as outreach to community organizations who support youth who have experienced sexual misconduct and other forms of gender-based violence. Communication about the AP

¹⁸ The *Child, Family and Community Service Act*, [RSBC 1996] c. 46, (at section 13) legislates a “duty to report” to “the director of MCFD” any child who is deemed to be “in need of protection” and specifically lists circumstances under which a child would be so deemed. However, most subsections deal with harm/abuse/neglect to a child by the child’s parent and none deal with peer-to-peer sexual violence: see **Appendix B**. The *Criminal Code of Canada* does not include a specific duty to report a crime.

¹⁹ See Vernon School District (SD22) - Policy re: Sexual Violence and Misconduct & Policy re: Discrimination and Sexual Harassment, *supra* footnote 24; Kate Fogarty’s Fact Sheet “Teens and Sexual Harassment: Making a Difference”, (2006, University of Florida, IFAS Extension): <https://journals.flvc.org/edis/article/view/116180/114349>

²⁰ To this end, the District Parent Advisory Council (DPAC) has developed a flowchart in relation to “School Safety Issues for Students & Parents” (draft May 2025) which includes “sexual violence/harassment” as one of several categories (and corresponding columns) of safety issues.

supporting Flowchart should also emphasize the requirement that “all reports must involve a school counselor or member of the support committee”. Education about response protocol should include modeling and role-playing about how to intervene when there is a problem.

(2) Increase Staff Capacity:

7. The Committee recommends capacity-building for staff in relation to:
 - (a) Understanding gender-based violence generally, including its prevalence, intersectionality & intergenerational aspects, its scope of impact; education should also include debunking common myths and stereotypes²¹
 - (b) Understanding homophobic bullying as precursor to sexual harassment²²
 - (c) Understanding and teaching about healthy relationships, consent, digital safety and integrity, and bystander training – at primary, intermediate, middle school & secondary schools, including how to weave into lesson plans and course content.
 - (d) The “duty to report” under BC’s *Child, Family & Community Service Act*, [RSBC 1996], c. 46 (often referred to as “child protection”) and how peer-to-peer sexual misconduct is not generally governed by that legislation.
 - (e) District Policy, Administrative Procedure(s) and other processes and with specific reference to staff accountability to address gender-based violence. Training should specifically include “how to identify and respond” scenarios involving instances of gender-based violence ranging from sexual harassment to sexual assault as well as on-line exploitation.²³
 - (f) Training in trauma-informed response²⁴.

8. The Committee recommends capacity-building for staff through employee on-boarding, in-service training, regular updates, and other learning opportunities such as collaboration and mentorship, and including between educators and counselors (as different positions can operate largely in silos). This could include:
 - (a) hiring a qualified lead teacher in this area or an external sexual health educator to mentor and team teach with other educators and to champion the goal of promoting consent and addressing gender-based violence;
 - (b) implement teacher lead at each school (similar to having a SOGI lead at each school);
 - (c) implement counselor lead for elementary schools and for secondary schools;

²¹ See, for example, Comox Valley Transition Society’s “Myth & Facts About Sexual Assault”: www.cvts.ca/myths-and-facts-about-sexual-assault

²² University of Illinois at Urbana-Champaign. “Sexual harassment common among middle school children, study finds.” (ScienceDaily, December 9, 2016). The 5 year study cited found that “Sexual harassment is a prevalent form of victimization that most antibullying programs ignore and teachers and school officials often fail to recognize” and that “homophobic bullying is the precursor to sexual harassment among adolescents.” <https://www.sciencedaily.com/releases/2016/12/161209184825.htm>

²³ Harvard Graduate’s School of Education has developed the following resources to assist with this type of training:

- (a) Addressing Sexual Harassment and Misogyny Scenarios
<https://mcc.gse.harvard.edu/resources-for-educators/sexual-harassment-misogyny-scenarios>
- (b) Sexual Harassment and Misogyny Resource List
<https://mcc.gse.harvard.edu/resources-for-educators/sexual-harassment-misogyny-resource-list>
- (c) 6 Tips for Reducing and Preventing Misogyny and Sexual Harassment Among Teens and Young Adults
<https://mcc.gse.harvard.edu/resources-for-families/6-tips-parents-reducing-preventing-misogyny-sexual-harassment>

²⁴ The following training resource was recommended: Crisis & Trauma Resource Institute: <https://ctrinstitute.com/>

- (d) coordinate working groups of these leads at elementary level (primary and intermediate) and at secondary level to develop more alignment and knowledge;
- (e) allow opportunities for administration, educators and other education support workers (particularly at middle and secondary schools) to watch presentations at other schools who engage different subject matter expert educators;
- (f) regular learning opportunities for all staff about SOGI and GBV-related issues; and
- (g) fund release time for these opportunities.

Capacity-building for PVPs is also recommended as educators, counselors and other school-based staff will need to be supported by the PVP and/or district if a parent comes forward with concerns.

9. The Committee recommends ongoing and regular collaboration with community organizations who regularly assist youth who have experienced sexual violence, including but not limited to an annual outreach to such organizations (to exchange any applicable updates) and to coordinate information sharing opportunities (such as the “Meet and Greet” between CVS counselors and community service-providers in the fall of 2022, 2023 and 2024).

(3) Increase Student Education:

10. The Committee recommends more education about gender-based violence prevention for students *at all grade levels (in an age appropriate and trauma-informed manner) throughout the school year and outside the constraints of physical health education²⁵*, including about:
 - (a) Care, empathy, respect and humanity
 - (b) Debunking the common belief that sexual assault is limited to rape or a sexual act involving physical force
 - (c) Consent
 - (d) Healthy versus unhealthy relationships (including what coercive and controlling behaviours look like in relationships)
 - (e) The danger of pornography as a means of youth self-education²⁶ as well as the risk of addiction
 - (f) Bystander intervention
 - (g) Digital safety & integrity
 - (h) Tech-facilitated dating violence, including the unauthorized distribution of intimate images, control through monitoring via location apps
 - (i) Healthy masculinity

Kindergarten to grade 3 were identified as years in which inappropriate touching and roughhousing is often excused by the notion that “boys will be boys”.

Grades 4 to 7 were specifically noted as key development years which require more attention, including to recognize and address role of homophobic bullying as precursor to sexual harassment²⁷. They were also identified as years that require education about the impact of

²⁵ These constraints include that mandatory physical health education ends in grade 10.

²⁶ *Supra*, footnote 2.

²⁷ These are the grades in which disrespectful and demeaning attitudes and behaviour about sexuality appear to start manifesting among students, including both sexual harassment and homophobia. See *supra* footnote 22.

alcohol and drugs and vaping on brain development. It was noted that vaping is often a gateway to alcohol and drugs.

Middle and secondary school students need considerably more opportunities for questions and nuanced discussion and learning, including about:

- (a) Gendered socialization: girls and women are socially conditioned to prioritize the needs and emotions of others over their own. This can result in young women complying with activities, including sexual activities, that they don't really want to do, out of a desire to protect other people's feelings or to keep the peace.
 - (b) Coercive control in relationships: this should be explored in greater detail with students as they approach and are in the dating years (ie: intermediate and high school students). Education should include its prevalence as a form of gender-based violence, as often being a precursor to other forms of gender-based violence, its manifestation as a *pattern* of ongoing behaviour, and what it might look like (ie: blaming and degrading comments, constant questioning or contact, isolating, gaslighting, stalking, threatening to harm oneself, threatening to share or post intimate images). This would also include discussions of concepts like "love bombing" and scenarios such as "my boyfriend doesn't like it when ...
 - (c) The interplay between alcohol and drug use/misuse and sexual assault (as staff and community organizations noted that many peer-to-peer sexual assaults disclosed to them involved one or both students being under the influence of alcohol or drugs). Education should include clear information about the impact of alcohol and drugs on brain development as well as the delayed impact of alcohol and drugs on perception and capacity, as well as their impact on memory.
 - (d) Tech-facilitated gender-based violence between students (ie: asking for nudes, sending unsolicited nudes, "nudifying" app and other AI generated images and videos, tech-based surveillance, etc).
 - (e) Tech-facilitated gender-based violence by adults (ie: child luring and sex trafficking).
11. The Committee recommends that the district update curriculum and resource materials developed by the district's previous sexual health educator/consultant Dr. Claire Vanstone (developed 2018/19).

This task could be contracted out to external sexual health educator or done in-house through full-time position or release time or both; either approach (or both) will require funding. Where possible, students should be engaged in interactive ways of learnings, including role-playing and project-based learning (such as creating social media posts, videos, poster; producing theatre productions; reading books; Capstone; contests²⁸). Community members cited games like "Jeopardy" as being well received by students. Review of curriculum and resource materials should then be conducted annually.

The Committee developed a list of general Resources (see **Appendix C**).

12. The Committee recommends the district develop an Administrative Procedure of "Best Practices regarding Sexual Health Education" (see **Appendix D**).

²⁸ In 2018, former district sexual health educator Dr. Claire Vanstone applied for and received a civil forfeiture grant in the amount of \$18,483 from the Ministry of Public Safety and Solicitor General to support sexual assault prevention education; Dr. Claire provided 6 x 75 minute in class presentations for grade 8 and 9 students at Cumberland Community School and Lake Trail Middle School as well as hosting a "meme contest" about consent.

13. The Committee recommends that student support groups such as “Boys Groups” and “Girls Groups” (with the caveat that groups need to be inclusive of trans and questioning students who can also be part of both if they want) as well as QSA/GSA clubs be expanded to provide increased opportunities for discussions with and between students.
14. The Committee recommends the coordination and funding of external specialized instructors to tackle topics for middle and high school students that may be too complex or uncomfortable for teachers to teach. The Committee developed a list of External Educators (see **Appendix E**).

The Committee noted that the idea is for all teachers to have a base level of comfort with teaching sexual health education, including consent, and that subject matter experts will *supplement not replace* classroom teachers. For example, presentations about online safety and integrity for all students in intermediate grades (4-7) and high school should be provided annually. The White Hatter is an excellent resource.

(4) Promote consent culture:

15. The Committee recommends that the school district promote consent culture through continuing to support, expand and fund Consent Awareness Week as well as awareness-raising efforts throughout the school year. This should include:
 - (a) Alignment and leadership in consistent and repeated messaging that addressing gender-based violence is a district priority, including at the beginning of and continuing throughout the school year. Committee members noted the importance of all students hearing the same message and reinforcing this learning throughout the year as well as year after year. Committee members also noted opportunities for alignment in learning with events such as Mental Health Week in May and also at times of year where teens are more likely to be attending parties to celebrate special occasions (ie: Halloween, Valentine’s Day & New Year’s Eve).
 - (b) Posting information about gender-based violence, including consent, in and throughout middle and high schools, including but not limited to:
 - (i) The FRIES acronym;²⁹ and

²⁹ **FRIES stands for:**

Freely Given. Means the consent must be voluntary and not given because someone feels forced or threatened. It also requires parties to be of legal age.

Reversible. Means the consent is ongoing and can be withdrawn at any time.

Informed. Means the person knows and understands what is happening, including that the person is sufficiently aware to give consent (ie: not too drunk, high etc) and that the person knows and understands whether birth control is being used, whether a partner has an STI, etc.

Enthusiastic. Means everyone should really want to be participating. Saying “I guess so”, “let’s just get it over with” or thinking “it would hurt their feelings to say no” is not enthusiastic consent.

Specific. Means a person can only consent to specific acts in the immediate future (not later that day or next week). There is no implied consent and it cannot be assumed based on things like past conduct or appearance.

There is no legal consent where... a person is asleep, intoxication, unconscious or otherwise incapacitated; a person is afraid that something bad will happen if they say no; a person in a position of trust has convinced someone to say yes; a person has someone else consent on their behalf; a person is silent or still; a person is too young to give legal consent. These are situations where it is not possible for a person to legally consent to sexual activity.

- (ii) A public education sticker campaign throughout schools, to include mirrors and stall doors in washrooms; the Committee noted there are many good templates at the post-secondary level.
- (c) As noted elsewhere:
- (i) Increasing student and staff awareness of district policy, procedures and resources as well as community resources generally. This could also include a public education sticker campaign throughout schools, to include mirrors and stall doors in washrooms.
 - (ii) Establishing sexual health education and consent lead at each school and within each applicable department (ie: counseling, indigenous education, inclusive education, international education, NIDES).
 - (iii) Increasing opportunities for student learning through curriculum development and project-based learning about gender-based violence and consent, including through media posts and videos, poster design, theatre, books.
 - (iv) Hiring external subject matter experts to teach more complex issues to middle and high school students *every year* and coordinate with DPAC to allow opportunities for speakers to present to parents as well. The idea is to be proactive (rather than re-active – ie: after a problem arises) and hire them annually as a matter of course. As noted above, the Committee emphasized the importance of all students hearing the same message and reinforcing this learning throughout the year as well as year after year.
16. With respect to Consent Awareness Week specifically, the Committee recommends that:
- (a) The district consider rescheduling Consent Awareness Week to the third week of October each year with messaging to begin and resources made available at the outset of the school year.
 - (b) Each school establish and maintain a consent committee and/or a Consent Awareness Week lead.
 - (c) The district Consent Committee:
 - (i) Be expanded to extend beyond counselors and include interested teacher leads as well.
 - (ii) Schedule committee meetings in April/early May to plan ahead for October; consider half day gathering to discuss preparations and include an agenda to help participants prepare.
 - (iii) Develop resources for educators for every day of the week during Consent Awareness Week, ie: books to read class as well as lesson plans (by grade – ie: K-3; 4-6; 7-8; 9-10; 11-12). Committee members noted the desire the “make it easy” for the educators.
 - (iv) Meet again post Consent Awareness Week to reflect on the event and to plan the rest of the year; consider have each school lead follow up to see what school did and share that list with rest of committee; communicate ideas/plan for rest of year via each school lead to encourage continuation of consent conversations throughout school year.
 - (v) Consider survey or other way to elicit feedback from teachers, EAs, ISWs and counselors regarding additional supports, if any, needed.
 - (vi) Develop team teaching to provide mentorship opportunities during Consent Awareness Week (and beyond) but also options for teachers who are uncomfortable with the topic.

- (vi) Create and maintain district-wide list of Consent Awareness Week resources and programs operating in district (both with and without community supports).
- (vii) Coordinate Consent Awareness Week message via sending information by email to parents and on social media beforehand; explain what is happening and provide supporting resources.

(5) Increased District Coordination and Oversight:

17. The Committee recommends more attention and messaging at the beginning of each school year about gender-based violence as a district priority, expectations about student behaviour (including clear information about the prohibition of sexual harassment, including soliciting or sharing nudes), and district policy and practices regarding reporting and responding to complaints sexual misconduct (including sexual harassment and sexual assault), and other resources on the district website. This information should be emphasized to:
- (a) district leadership during August leadership meetings and also through district weekly leadership newsletter;
 - (b) staff (at first staff meeting);
 - (c) students (through grade by grade assemblies at beginning of the year and if no such assemblies, then in individual classrooms. If the latter, the message could be reinforced by having the principal or counselor also attend the discussion);
 - (d) families (through welcome back videos and email).
18. The Committee recommends the development, maintenance and promotion of centralized, district-wide lists, available online to staff, in relation to:
- (i) Sexual health education and healthy relationships materials, kits and other resources available to counselors and educators; such a list/date base should include visuals and description of each as well as resources offered by province (as noted above);
 - (ii) Programs and presentations about sexual health education and healthy relationships operating in the district;
 - (iii) Community resources regarding community-based sexual health and consent educators;
 - (iv) Community resources regarding trauma-informed supports.
19. The Committee recommends that the district take the following steps annually:
- (i) Conduct an annual review of all materials, resources and supports referenced in recommendation 18 (above);
 - (ii) Conduct an annual review of the district website regarding listed resources about gender-based violence (including district policies and reporting protocols to provide information and guidance for staff, students and families), definitions regarding gender-based violence, and community and provincial supports;
 - (iii) Follow up with district staff (ie: district lead in relation to principals as well as principals in relation to educators):

- (a) to ensure ERASE webinars and other resources³⁰ are being shared with staff and parents/caregiver and follow up with staff as to whether they are accessing these ERASE presentations, and if not then identify and address the barriers to doing so (ie: lack of understanding or prevalence of gender-based violence, no time, does not know about, etc); and
 - (b) to oversee accountability metrics such as how often and by whom sexual health and healthy relationships curriculum is being taught, including (1) in each grade; (2) to students who attend NIDES; (3) to students whose parents chose to provide an “alternate delivery model” for sexual health education; and (4) to children with diverse abilities.
- (iv) Reach out to staff who are new to the district for further capacity building in relation to (1) understanding and responding to sexual harassment, sexual assault and other forms of sexual misconduct and (2) the other issues outlined in this report.
 - (v) Elicit student voice in relation to sexual health education and addressing gender-based violence, and not only with district-wide student voice and school-based students’ council(s), but also through QSA clubs, Indigenous student voice, and students generally.

The majority of students who participated in our District Student Voice identified more district-wide and school-wide student voice conversations as well as student surveys as good ways to continue to seek out student voice about these issues. A number noted that writing individual responses privately provided a good starting point for them to collect their thoughts and decide how much to share. One suggested an anonymous on-line form³¹. Another suggested an opportunity to write “a private letter that we can give just to someone”.

Regular anonymous surveys could be conducted at the end of each sexual health education unit or the end of each school year. Questions about overall experience with course content and school culture could also be included in grade 12 exit interviews or surveys.

- (vi) Students (and parents of students) leaving bricks and mortar schools to transfer to NIDES or other districts altogether and those asking to leave a class (particularly PHE), should be asked why the change is sought in order to provide an opportunity to disclose any problem (including that of experiencing gender-based violence) that may have led to this decision. This conversation should be conducted by a counselor and in a trauma-informed way.
- (vii) Annual consultation with CDTA, PVP and CUPE executive regarding the impact of misogyny in classrooms and school communities generally as well as other issues identified in this report and feedback about district guidance and mentorship regarding how to address.

20. The Committee recommends that the district establish checklists of annual reminders in relation to Recommendations 17 to 19.

³⁰ The province has developed some useful materials for “staff” in relation to consent and gender-based violence which is posted on its website: <https://www2.gov.bc.ca/gov/content/erase/school-and-online-safety/consent#school-staff>, which include key teaching resource materials.

³¹ Although the province and district promote the ERASE reporting tool, it does not appear to be well known to students.

21. The Committee recommends that the district establish and fund a continuing teacher lead position to coordinate and oversee initiatives to address gender-based violence set out in this report, including:
- (i) Developing and updating lesson plans and resources regarding sexual health education, consent, healthy relationships and gender-based violence.
 - (ii) Developing and updating other resources regarding consent, healthy relationships and gender-based violence to be regularly distributed (ie: weekly or monthly “blasts” as well as leading up to special dates such as Hallowe’en, New Year’s Eve, Valentine’s Day and the like) among educators, counselors and other staff who work with students; resources should also be available through the district website for students, parents/caregivers/families.
 - (iii) Conducting an audit of the supports and programs already available in our district (the beginning of which is referenced at footnote 15) and then making same available district-wide.
 - (iv) Liaising with others in the district who are developing curriculum about cyber-safety and digital integrity/responsibility.
 - (v) Encouraging and coordinating school-based and district-wide collaboration regarding consent, healthy relationships and gender-based violence.
 - (vi) Coordinating Consent Awareness Week and ongoing consent-based messaging and initiatives throughout the school year.
 - (vii) Staying up to date in relation to resources such as the White Hatter and Common Sense Media and sharing regular updates with colleagues (ie: curating info to share weekly, bi-weekly or monthly nuggets as has been done with “SOGI bites”).
 - (viii) Developing professional learning opportunities, capacity-building, mentorship and other support to educators.
 - (ix) Where necessary, teaching or team-teaching sexual health education and engaging external subject-matter expert presenters.
 - (x) Outreach to community-based organizations re: updates to services and programs offered for youth.
 - (xi) Overseeing other accountability metrics as set out above.
 - (xii) Developing resources to be available for ELL students and families.
 - (xiii) Building on existing successful programs – for example - the Wachiy Friendship Centre’s anti-bullying training and Warriors Youth School Program (as referenced in footnote 17).
 - (xiv) Consider approaching VIHA regarding possibility of developing BLUSH approach in this district.
 - (xv) Consider conducting a safety audit of schools.
 - (xvi) Developing and/or assisting in developing administrative checklists/annual reminders and reviews as described in this report.
22. The Committee recommends that reports of peer-to-peer sexual assault irrespective of whether *on or off school property or school sponsored event* should continue to be conveyed to a lead at the school board office (for data collection and monitoring purposes only) and should be annually reported to the Superintendent and the Board of Education.
23. The Committee recommends the district creates school leads for consent and sexual health education.

24. The Committee recommends more hours for counselors at elementary school level to address gender-based violence, including through office hours to address problem behaviour to cultivate respect and to host group discussions (akin to “boys groups”, “girls groups” and GSA/QSA groups).
25. The Committee recommends release time for educators interested in capacity building in relation to the recommendations set out in this report.
26. The Committee recommends increased monitoring and oversight of digital communication accounts provided to students through the district (ie: email and Teams accounts).
27. The Committee recommends off-boarding discussions with any departing school or district-based administrator in relation to observations and data collection regarding sexual misconduct and gender-based violence during that person’s tenure.
28. The Committee recommends reaching out to the Community Justice Center about their restorative justice model and opportunities for use in relation to (1) student behaviour that contributes towards a sexualized or otherwise toxic environment and (2) student sharing of nudes without consent³². Committee members noted participation in restorative justice requires consent of both/all parties (ie: is entirely voluntary).
29. The Committee recommends further consideration and review of district administrative procedures and practices involving RCMP attendance in schools to interview students.
30. The Committee recommends that the Board consider extending the terms of reference of Gender-Based Violence Working Committee to include acting as advisory support the recommendations set out in this report, and with the Board to further review its terms of reference in one year.

Conclusion:

One educator described that we need to approach our commitment to addressing gender-based violence much in the same manner we approach our commitment to Truth and Reconciliation: we need to provide and be exposed to constant learning and opportunities for growth until these values and perspectives become second nature. Our Committee hopes that this report helps provide a roadmap to assist us in this journey.

³² Community Justice Center Managing Director Karen Milstein-McKinnon informed that the Community Justice Centre undertook 84 cases last year, 70% of which involved youth. She also noted that most cases involving youth sexual exploitation are in relation to sharing nudes without consent.

APPENDIX A - DEFINITIONS

RE: GENDER-BASED VIOLENCE & SEXUAL MISCONDUCT

General Definitions:

Gender-based Violence:

- Describes any unwanted or unwelcome behaviour that is committed against someone based on their gender, gender identity, gender expression, or perceived gender, and can be verbal, physical, emotional, psychological, financial or sexual.

Sexual Violence and Misconduct:

- Is any act of a sexual nature that occurs without consent, and includes any unwanted or unwelcome behaviour, physical, sexual, verbal, psychological and/or financial, that is carried out by targeting a person's sexuality
- Can be threatened, attempted, or committed; can be an ongoing situation or a one-time event
- Can happen between strangers, between students or co-workers, or between people in a relationship; can happen in-person or online
- Includes:
 - Sexual assault*
 - Sexual exploitation*
 - Sexual abuse*
 - Sexual harassment*
 - Threats of harm to self or others
 - Threats or other forms of coercion to engage in sexual activity
 - Coercive and controlling behaviour*, including gaslighting*
 - Stalking*
 - Indecent or sexualized exposure*
 - Voyeurism*
 - Trafficking*
 - Sharing or threatening to share intimate and/or sexually explicit image of a person or other personal information without that person's consent
 - Creating, displaying, presenting or circulating pictures or other degrading material of a sexual nature
 - Sharing or threatening to share private information about a person's sexual history or sexuality without that person's consent

Specific definitions are below, including but not limited to terms marked by an asterisk (*) above:

Coercive control: describes a pattern of abusive behaviour used to control or dominate another person by repeated acts that disempower or make the other person feel “trapped” in the relationship. It can involve repeated acts of humiliation, intimidation, criticism, gaslighting, isolation, monitoring activity, jealousy, exploitation, manipulation and/or other weaponizing behaviours.

Consent: is the active, voluntary agreement to engage in a specific sexual activity at a particular time. An individual must actively, willingly, and continuously give consent to all sexual activity; sexual activity without consent is sexual assault. Consent is never assumed or implied; it is not silence or the absence of “no”. A person who is impaired by alcohol or drugs may be incapable of giving consent. Consent can never be obtained through threats, fraud, deception or coercion, and it can be revoked at any time. A person who is unconscious cannot give consent. A person may not be able to give consent due to their age (under 12) or the age difference between the people engaged in the sexual activity or due to one person being in a position of power or authority over the other person.

Cultural Safety: refers to the creation and implementation of policies and practices that are sensitive to and respectful of the diverse cultural identities, values, and lived experiences of individuals and communities. It involves ensuring that policies do not perpetuate harm, discrimination, or marginalization and instead actively support the dignity, empowerment, and safety of all individuals, particularly those who are most vulnerable. Cultural safety incorporates an acknowledgment of intergenerational trauma.

Dating Violence: means any form of violence or abusive behaviour while dating or by an ex-boyfriend, ex-girlfriend or ex-partner. It can happen once or many times during the course of a relationship. Often, the violence becomes worse if a youth stays in an abusive relationship.

Emotional abuse: happens when a person repeatedly uses words, threats, or actions to undermine, demean, embarrass, disempower, control, frighten, isolate someone or take away their self-respect. Emotional abuse is sometimes called psychological abuse. It can include:

- put downs, name calling or insults
- constant raising one’s voice or yelling at the other person
- constant criticism, blaming or making fun of the other person
- controlling or keeping someone from seeing friends or family
- preventing the other person from practicing their faith or religion or cultural traditions or having their own opinion
- destroying belongings, hurting pets or threatening to do so
- bullying, intimidation or humiliation
- making unfounded allegations and can include accusations that the other person is flirting or cheating with or interested in another person
- threatening:
 - to hurt the other person, themselves, or people important to that person
 - to share intimate images or secrets or other private information about the other person
 - to withhold love and affection from the other person
- gaslighting

Gaslighting: refers to a form of psychological manipulation of a person, usually over an extended period of time, that causes the victim to question their own memory and perception of reality, and can lead to confusion, loss of confidence and self-esteem, uncertainty of one’s emotional or mental stability, and a dependency on the perpetrator.

Homophobia: describes attitudes and actions which express a fear, dislike or lack of acceptance of the sexual orientation of gay, lesbian, bisexual, or Two Spirit people based on traditional ideas about gender or sexuality.

Indecent or Sexualized Exposure: refers to intentionally exposing one's genitals in public.

Intersectional: means the ways in which a person's lived experiences are shaped by the interaction of different social positions that can result in privilege and/or oppression (including but not limited to sex, sexual identity, gender identity or expression, Indigeneity, race, ethnicity, dis/ability, faith). These interactions are rooted in interconnecting systems and structures of power and produce intersecting forms of privilege and oppression shaped by colonialism, racism, homophobia, ableism, patriarchy, transphobia, queer antagonism, and/or any other form of discrimination.

Intimate Partner Violence: means any form of violence or abusive behaviour by a partner during an intimate relationship which includes dating, living together or being married. It can happen once or many times during the course of a relationship. Often, the violence becomes worse if a person stays in an abusive relationship.

Misogyny: means the belief or attitude that masculinity, and specifically maleness, is not only desired, but more powerful and naturally dominant over femininity, and specifically femaleness.

Peer-to-peer: means between children and youth of a similar age or development level.

Physical abuse: is the intentional use of force against a person without that person's consent. It can cause physical pain or injury that may last a long time. Physical abuse includes:

- pushing or shoving
- hitting, slapping or kicking
- pinching or punching
- strangling or choking
- stabbing or cutting
- throwing objects at a person
- damaging a person's property
- holding someone down
- other acts that hurt or cause physical harm

Sexual Assault: is any type of sexual contact without the consent of the other person, and can range from unwanted kissing or sexual touching to forced sexual intercourse (also known as rape).

Sexual Abuse: describes anything that forces a person to join in or submit to unwanted sexual activity, and can include being forced to look at or watch sexual images or acts.

Sexual Exploitation: (occurs when a position of power, authority or trust is used for sexual purposes, and can include but is not limited to situations involving blackmail..

Sexual Harassment: refers to any unwanted or unwelcome behaviour of a sexual nature which contributes to an intimidating, hostile, offensive or uncomfortable learning or working environment. It can occur in person or online, and may include, but is not limited to:

- Unwelcome sexual flirtations, advances, propositions or comments
- Requests for sexual favours

- Unwanted or unwelcome physical contact (such as brushing up against, touching, grabbing or pinching in a sexual manner)
- Sexually suggestive, obscene, or degrading comments or gestures or name-calling
- Offensive jokes or remarks of a sexual nature
- Leering, staring, or catcalling
- Stalking or cyber-stalking
- Displaying, circulating, or sharing live streams, videos, images or other materials of a sexual nature or which include sexual violence
- Unwelcome questions or remarks or rumours about a person's sex life, gender appearance, clothing, and/or sexual orientation
- Expressed or implied promise of reward in return for complying with a sexual request
- Intimidation such as blocking or cornering someone in a sexual way
- Can include microaggressions

Stalking: involves unwanted and continuing attention that makes the other person uncomfortable or afraid, and can include repeated following or watching over or persistently communicating with a person over a period of time.

Trafficking: involves the recruiting, harbouring and/or controlling of a person for the purpose of sexually exploiting them or facilitating their exploitation

Transphobia: describes attitudes and actions which do not accept the existence or the human rights of trans people.

Trauma-Informed: means incorporating an understanding of the neurobiology of trauma and the impact that sexual misconduct has on a person's life so as to minimize re-victimization and facilitate recovery and empowerment. Trauma-informed involves prioritizing the safety and choices of victims/survivors, recognizing that the journey of healing is unique to the victim/survivor, and rejecting myths and stereotypes about victims/survivors of sexual and gender-based violence and misconduct.

Two-Spirit: is a term used to describe an Indigenous person who embodies both masculine and feminine qualities, often encompassing a spiritual and gender identity outside the binary.

2SLGBTQIA+: is an acronym that refers to Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual and the '+' recognizes that there are many more identities as well.

Victim/survivor: refers to someone who has experienced gender-based violence and/or sexual misconduct.

Voyeurism: describes the act of watching others while they are undressing, naked, engaged in sexual or other private activity without their consent.

APPENDIX B –

CHILD, FAMILY and COMMUNITY SERVICE ACT, [RSBC 1996] c. 46, ss. 13 & 14

Section 13: *When protection is needed*

- (1) **A child needs protection in the following circumstances:**
- (a) if the child has been, or is likely to be, physically harmed by the child's parent;
 - (b) if the child has been, or is likely to be, sexually abused or exploited by the child's parent;**
 - (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;**
 - (d) if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
 - (e) if the child is emotionally harmed by
 - (i) the parent's conduct, or
 - (ii) living in a situation where there is domestic violence by or towards a person with whom the child resides;
 - (f) if the child is deprived of necessary health care;
 - (g) if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
 - (h) if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
 - (i) if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
 - (j) if the child's parent is dead and adequate provision has not been made for the child's care;
 - (k) if the child has been abandoned and adequate provision has not been made for the child's care;
 - (l) if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.
- (1.1) For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
- (a) encouraged or helped to engage in prostitution, or
 - (b) coerced or inveigled into engaging in prostitution.
- (1.2) For the purpose of subsection (1) (a) and (c) but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides.
- (2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates severe
- (a) anxiety,
 - (b) depression,
 - (c) withdrawal, or
 - (d) self-destructive or aggressive behaviour.

- (3) For certainty, a child does not need protection in the circumstances described in subsection (1) (d) or (h) solely on the basis of socioeconomic conditions, including the following:
 - (a) poverty;
 - (b) the lack of adequate housing or infrastructure;
 - (c) the state of health of a parent of the child.

Section 14 - *Duty to report need for protection*

- (1) **A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.**
- (2) Subsection (1) applies even if the information on which the belief is based
 - (a) is privileged, except as a result of a solicitor-client relationship, or
 - (b) is confidential and its disclosure is prohibited under another Act.
- (3) A person who contravenes subsection (1) commits an offence.
- (4) A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.
- (5) No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.
- (6) A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.
- (7) The limitation period governing the commencement of a proceeding under the *Offence Act* does not apply to a proceeding relating to an offence under this section.

APPENDIX C – LIST OF RESOURCES:

Data:

- McCreary Centre Society’s 2023 Adolescent Health Survey Results:
 - Provincial:
https://mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf
 - North Vancouver Island:
https://www.mcs.bc.ca/pdf/2023_bcahs_central_vancouver_island.pdf
 - Comox Valley Schools (SD71)

Resources from Harvard Graduate School of Education “Making Caring Common Project”:

- “The Talk: How Adults Can Promote Young People’s Healthy Relationships and Prevent Misogyny and Sexual Harassment” (2017)
- Sexual Harassment and Misogyny Scenarios
<https://mcc.gse.harvard.edu/resources-for-educators/sexual-harassment-misogyny-scenarios>
- Sexual Harassment and Misogyny Resource List
<https://mcc.gse.harvard.edu/resources-for-educators/sexual-harassment-misogyny-resource-list>
- 6 Tips for Reducing and Preventing Misogyny and Sexual Harassment Among Teens and Young Adults
<https://mcc.gse.harvard.edu/resources-for-families/6-tips-parents-reducing-preventing-misogyny-sexual-harassment>
- 5 Tips for Guiding Teens and Young Adults in Developing Healthy Romantic Relationships
<https://mcc.gse.harvard.edu/resources-for-families/5-tips-parents-guiding-teens-healthy-romantic-relationships>
- Preventing Gender Bias: how parents and caregivers can work to counter stereotyping and discrimination — starting in early childhood (Shafer, Leah; November 29, 2018)
<https://www.gse.harvard.edu/ideas/usable-knowledge/18/11/preventing-gender-bias>

Education & Prevention:

- BC Ministry of Education Resources:
 - ERASE Gender-Based Violence – information for Students, for Parents & for Staff:
<https://www2.gov.bc.ca/gov/content/erase/school-and-online-safety/gender-based-violence>
 - ERASE training for professionals:
<https://pages.saferschoolstogether.com/erase-professional-sessions>
 - Supporting Student Health – Elementary:
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/subject/phe/Supporting_Student_Health_Elementary.pdf
 - Supporting Student Health – Secondary:
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/subject/phe/Supporting_Student_Health_Secondary.pdf
 - Respectful Futures: Shaping Healthy Relationships Facilitation Guide
<https://media.surreyschools.ca/media/Default/medialib/respectful-futures-facilitation-guide-2020.2739d699519.pdf>

- SIECCAN (Sex Information & Education Council of Canada)
 - Canadian Guidelines for Sexual Health Education (2019): https://www.sieccan.org/_files/ugd/1332d5_e3ee36e39d944009956af5b86f0a5ed6.pdf
 - Questions & Answers: Sexual Health Education in Schools and Other Settings (2020): https://www.sieccan.org/_files/ugd/1332d5_6506a2c46aba4bb2927143fda80caade.pdf
 - Benchmarks for Comprehensive Sexual Health Education in Canada (2024) <https://ed4genderjustice.ca/wp-content/uploads/2025/01/SIECCAN-PHAC-SHE-BENCHMARKS-2024-E.pdf>
- Action Canada for Sexual Health & Rights: <https://www.actioncanadashr.org/>
 - Includes resource for educators: “Beyond the Basics for Educators” <https://www.actioncanadashr.org/resources/beyond-basics>
- Options for Sexual Health service “Sex Sense”
 - website where can anonymously email questions about sex and health care professional will answer questions within 72 hours (<https://www.optionsforsexualhealth.org/sex-sense/>)
- Scarleteen: <https://www.scarleteen.com/>
(described as a progressive, inclusive sexuality and relationships education, information and support organization and digital clearinghouse; includes the following great resource: <https://www.scarleteen.com/read/relationships/yes-no-maybe-so-sexual-inventory-stocklist>)
- BC Society of Transition Houses’ Teen Digital Dating Violence Toolkit: <https://bcsth.ca/teen-digital-violence-online-toolkit-for-teens/>
- Canadian Centre for Child Protection:
 - Self/Peer Exploitation: A Resource Guide for Schools https://content.c3p.ca/pdfs/SPEX_SchoolGuide_Web_single_en.pdf
 - Self/Peer Exploitation: A Resource Guide for Families https://content.c3p.ca/pdfs/SPEX_FamilyGuide_Web_single_en.pdf
 - Promo for above-noted resource guides https://content.c3p.ca/pdfs/C3P_SafetySheet_SelfPeerExploitation_Overview_en.pdf
- White Hatter re: education & resources re: digital literacy, internet safety and online privacy: <https://thewhitehatter.ca/>
- Common Sense Media re: education & resources re: digital literacy, internet safety and online privacy: <https://www.commonsensemedia.org/>
- Cypertip!ca re: Re: on-line safety (including intimate images, sextortion etc.) https://www.cybertip.ca/en/online-harms/intimate-images/?utm_campaign=sl&utm_term=app/en/internet_safety-self_peer_exploitation
- Confronting & Preventing Hate in Canadian Schools: <https://ofl.ca/wp-content/uploads/CAHN-Confronting-and-Preventing-Hate-in-Canadian-Schools.pdf>

- Expelling Transphobia: A handbook of strategies to address transphobic attacks in the B.C. school system: <https://egale.ca/wp-content/uploads/2024/09/Expelling-Transphobia-.pdf>
- West Coast LEAF:
 - Is it legal? (last revised 2017 but still a good resource) <https://westcoastleaf.org/work/is-that-legal-revised-edition-now-multilingual/>
 - “The Law of Consent and Sexual Assault in Canada: Frequently Asked Questions”: <https://www.leaf.ca/news/the-law-of-consent-in-sexual-assault/>
<https://westcoastleaf.org/wp-content/uploads/2023/08/FAQs-on-Consent-2019.pdf>
 - We Are Here: Women’s Experiences of the Barriers to Reporting Sexual Assault <https://westcoastleaf.org/wp-content/uploads/2023/05/West-Coast-Leaf-dismantling-web-final-1.pdf>
- Canadian Women’s Foundation:
 - Facts About Sexual Assault & Harassment: <https://canadianwomen.org/the-facts/sexual-assault-harassment/>
 - Facts about Teen Healthy Relationships: <https://canadianwomen.org/the-facts/teen-healthy-relationships/>
- Regarding sexual harassment among youth:
 - Fogarty, Kate, Fact Sheet “Teens and Sexual Harassment: Making a Difference”, (2006, University of Florida, IFAS Extension): <https://journals.flvc.org/edis/article/view/116180/114349>
- “Outside the Box - A whole-school approach to promoting gender equality and tackling sexism and sexual harassment”: <https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf> ; created by Equaliteach, a UK based organization that works with educators & students using a “whole school” approach to promoting equality and diversity
- Children of the Street: <https://www.childrenofthestreet.com/resources/>
 - Offers free, downloadable resources (for educators & parents), including:
 - Re: warning signs of sexual exploitation: <https://www.childrenofthestreet.com/wp-content/uploads/2024/08/5-warning-signs-of-sexual-exploitation.pdf>
 - Re: healthy vs. unhealthy relationships: <https://www.childrenofthestreet.com/wp-content/uploads/2024/04/Healthy-Vs-UnHealthy-Relationships.pdf>
 - Re: consent: <https://www.childrenofthestreet.com/wp-content/uploads/2024/04/Understanding-Consent.pdf>
 - Re: online safety: https://www.childrenofthestreet.com/wp-content/uploads/2022/03/10TopTips_FINAL.pdf
- Comox Valley Transition Society “Myth & Facts About Sexual Assault”: www.cvts.ca/myths-and-facts-about-sexual-assault
- White Ribbon Campaign: <https://www.whiteribbon.ca/>
 - Described as a campaign that engages men and boys to promote gender equity, healthy relationships and a new vision of masculinity. Resources and services include:

- Tools & projects: <https://www.whiteribbon.ca/tools-and-projects?lng=en>
 - Research and publications: <https://www.whiteribbon.ca/publications?lng=en>
 - Also includes educational workshops and presentations and accountability training
- Resources available through the Mass Casualty Commission (the joint federal and provincial public commission created to examine the mass casualty in Nova Scotia in April 2020):
 - Expert Report: “Conceptions of Masculinity and Violence Towards a Healthier Evolution of Men and Boys”:
<https://static1.squarespace.com/static/5b7ea2794cde7a79e7c00582/t/64996ae62e54835a1318f900/1687775976192/conceptions-masculinity.pdf>
 - Printable resource “How to Promote Healthy Masculinity - 10 tips for promoting healthier masculinities among boys and young men”
<https://masscasualtycommission.ca/files/documents/10-tips-to-promote-healthy-masculinity-The-White-Ribbon-Campaign.pdf>
- Moosehide Campaign: <https://moosehidecampaign.ca/>
The Moose Hide Campaign began as a BC-born Indigenous-led grassroots movement to engage men & boys in ending violence towards women & children. It has since grown into a nationwide movement of Indigenous & non-Indigenous Canadians from local communities, First Nations, governments, schools, colleges/universities, police forces & many other organizations.
- Lessons about Missing & Murdered Indigenous Girls & Women:
 - Moosehide Campaign (see above) resource:
<https://education.moosehidecampaign.ca/mmiwg2s>
 - National Inquiry into Missing and Murdered Indigenous Women and Girls: “Their Voices Will Guide Us: Student and Youth Engagement Guide”: <https://www.mmiwg-ffada.ca/wp-content/uploads/2018/11/NIMMIWG-THEIR-VOICES-WILL-GUIDE-US.pdf>
- Creating Consent Culture: <https://www.creatingconsentculture.com/>
- BC’s Intimate Images Protection Service re: unauthorized sharing of intimate images:
<https://www2.gov.bc.ca/gov/content/safety/public-safety/intimate-images/intimate-images-support>

APPENDIX D – BEST PRACTICES FOR SEXUAL HEALTH EDUCATION:

- Recognize sexual health education as a human right and teach principle “first do no harm”
- Provide mandatory sexual health education for all grades (K-12), including use and build upon a common language for all grades (K-12)
- Aim to address all core principles, goals and benchmarks for Comprehensive Sexual Health Education as identified by SIECCAN (Sex Information & Education Council of Canada)³³:

Core Principles:

- (1) Accessible to all students inclusive of age, race, sex, gender identity, sexual orientation, ability and location
- (2) Promotes human rights including autonomous decision-making and respect for the rights of others
- (3) Is scientifically accurate and uses evidence-based teaching methods
- (4) Is broadly based in scope and depth and addresses a range of topics relevant to sexual health and well-being
- (5) Is inclusive of the identities and lived experiences of LGBTQI2SNA+ students
- (6) Promotes gender equality and the prevention of gender-based violence
- (7) Incorporates a balanced approach to sexual health promotion that includes the positive aspects of sexuality and relationships as well as the prevention of outcomes that can have a negative impact on sexual health and well-being
- (8) Is responsive to and incorporates emerging issues related to sexual health and well-being
- (9) Is provided by educators who have the knowledge and skills to deliver comprehensive sexual health education and who receive administrative support to undertake this work

Goals:

- (1) Enhancement of sexual health and well-being
- (2) Prevention of outcomes that can have a negative impact on sexual health and well-being

Benchmarks³⁴:

- (1) Autonomy & Consent
- (2) Values & Rights
- (3) Interpersonal Relationships
- (4) Gender Norms, Roles & Stereotypes
- (5) Gender & Sexual Orientation
- (6) Bodies & Development
- (7) Reproductive Health
- (8) Sexually Transmitted Infection Prevention & Support
- (9) Sexual Health Enhancement & Well-Being
- (10) Digital Media Literacy & Technology
- (11) Gender-Based Violence Awareness & Prevention

³³ See: Canadian Guidelines for Sexual Health Education (2019) & Benchmarks for Comprehensive Sexual Health Education in Canada (2024): https://www.sieccan.org/files/ugd/1332d5_e3ee36e39d944009956af5b86f0a5ed6.pdf and <https://ed4genderjustice.ca/wp-content/uploads/2025/01/SIECCAN-PHAC-SHE-BENCHMARKS-2024-E.pdf>

³⁴ See “Sexual Health Education is Safety Education” (BC Teachers’ Federation Teacher; Sept/Oct 2025) in which Burnaby educator Jannika Nyberg, who is a trained sexual health educator, states that the BC curriculum subscribes to only half of these benchmarks.

- Not just one and done; have several sessions throughout the school year
- Sex positive and non-judgmental
- As part of navigating potential hazards and healthy sexual decision making, connect sexual expectations and challenges presented by pornography, AI, filters, and navigating online dating and exploitation prevention. Include proactive and intentional consideration of must haves and “deal-breakers”; for example, see:
 - Scarleteen’s sexual inventory stocklist: <https://www.scarleteen.com/read/relationships/yes-no-maybe-so-sexual-inventory-stocklist>
 - Jessica Wollen’s circuits: <https://shifteducate.wordpress.com/about-jessica>
 - The University of Windsor’s Flip the Script program in which young women are asked to consider the characteristics they might look for in a healthy, satisfying romantic and sexual relationship: <https://www.uwindsor.ca/prevent-resist-support/flip-the-script#:~:text=The%20Flip%20the%20Script%20with%20EAAA%C2%AE%20program%20is,future.%20This%20program%20is%20about%20resistance%2C%20not%20prevention>
- Not just girls as gatekeepers – teach sexual responsibility, including creating space not only to say no, but also to hear no
- Address myths and stereotypes
- Include evolution of discussion to include not just fight or flight as reactions to sexual violence, but also freeze or appease
- Incorporate student preference for discussions in smaller, student-centered settings
- Incorporate student preference for external educators (sexual health & internet safety) to address more complex issues and particularly for middle and secondary students.
- Incorporate student preference for fun, play-based opportunities for discussion and questions
- Need for space for conversations about evolving views of healthy masculinity
- Include 2SLGBTQ+ content
- Include content for neurodiverse students and students with differentiated needs
- Address COVID deficits
- Allow follow-up opportunity for anonymous questions from students
- Inform students about Options for Sexual Health service “Sex Sense” – website where can anonymously email questions about sex and health care professional will answer questions within 72 hours (<https://www.optionsforsexualhealth.org/sex-sense/>)
- Seek feedback from educators - consider survey re: what are barriers to teaching, what supports are needed to teach sexual health education
- Seek student feedback and develop student leadership; draw on senior student knowledge and cultural insights
- Consider student leadership in teaching and modeling healthy communication strategies and the data that supports peer to peer education as a means of supporting health literacy.
- Regularly review the McCreary Adolescent Health Survey to inform teaching focus and connect with local health authorities to review demographic trends such as decreased use of condoms (implement regular condom demo lessons) and any increase in STI transmission, (review local youth clinic hours and normalize regular STI testing to destigmatizing going to clinics and accessing care and treatment).

- Scheduling:
 - Start sessions (more than one) early in school year; this also requires consideration of and hiring external educators advance of start of school year
 - Benefits include more school year to apply knowledge/reduces sexual assault; also allows for opportunity for follow-up questions/disclosures from students
 - Don't schedule late in day and week (ie: last day of week before weekend or long weekend)
 - Students are more likely to miss Friday class
 - Students less focused near end of day
 - Schedule a follow-up Q&A class
 - Reschedule if teacher absent; don't delegate substitute teacher to lead lesson

APPENDIX D: LIST OF EXTERNAL EDUCATORS:

1. Sexual Health & Healthy Relationships Education:

Note that not only do these educators provide lessons for students, but many also do professional development workshops for educators:

Comox Valley-based:

- **Options for Sexual Health:** <https://www.optionsforsexualhealth.org/sex-ed/>
(Its website describes: Options for Sexual Health is known for our dynamic, fact-based presentations for students K-12. We also deliver education sessions to a variety of clients and to date have created custom programs for people with special needs, youth in custody, parents, First Nations, nurses, teachers, and other professionals (i.e., early childhood educators, social workers, counsellors, youth care workers). The cost to provide a professional, interactive, tailored, and specialized program is based on the client's needs.)
- **Christina Armstrong**, Youth Outreach Worker through AVI (AIDS Vancouver Island) Courtenay: <https://avi.org/location/comox-valley/>
- Note that Destanee Harrison, **Sexual Assault Services Coordinator, Comox Valley Transition Society** (destanee@cvts.ca) 250-650-5488 and **Comox Valley Community-Based Victim Services** (<https://comoxvalleyfamilyservices.com/programs/community-based-victims-services-program/>) both offer support for consent education initiatives in school (albeit not full curriculum support)

Provincial:

- **Jennifer Gibson** of Island Sexual Health: jgibson@islandsexualhealth.org
(used by Victoria, Saanich & Sooke school districts, & some private schools)
- **Jessica Wollen:** <https://shiftoeducate.wordpress.com/about-jessica>
(used by Sunshine Coast school district & some Vancouver school; has done training for some Comox Valley teachers)
- **Marnie the Sexplainer:** <https://www.sexplainer.com>
(Some Vancouver schools use her)
- **Saleema Noon:** (<https://www.saleemanoon.com/>)
(Coquitlam school district employs her although she currently does only elementary presentations; she recommended Carlie McPhee (below) for presentations to secondary students)
- **Carlie McPhee:** www.thewholeshebang.ca
- **Kerri Isham:** <https://powerupworkshops.ca>
(Several Vancouver Island school districts have hired her, including Nanaimo-Ladysmith and Comox Valley Schools)

- **Bodywise:** <https://www.bodywisesexualhealth.ca/>
- **Victoria Sexual Assault Centre’s Project Respect:** <https://www.vsac.ca/education>
(described as: A multiple award-winning gender-based violence prevention program. Founded in 1999, Project Respect supports youth to develop knowledge and skills to practice respectful relationships and enthusiastic consent (only yes means yes) and to engage in social action to end sexualized violence and create inclusive communities. Offers “Healthy Relationships & Consent Workshop” and “Safer Spaces Training”)
- **Bold Learning for Understanding Sexual Health (BLUSH):** <https://www.vch.ca/en/service/blush>
(Young adult educators (recent grads) go to high schools; three different programs: grade 8 re: consent; grade 9 re : recap of consent & STIs; grade 10 re: media literacy (porn, unrealistic expectations & mythbusting re: stereotypes and double standards); includes activities rather than just lectures)
- See also **Consent Café:**
<https://www.tru.ca/current/wellness/wellness/consent-cafe.html>
(a Kamloops-based conversation-driven model involves a partnership between Thompson Rivers University and the school district; the model was showcased provincially in 2023 but does not have the capacity to teach beyond that geographic location at present).

2. **Digital Safety & Literacy:**

- **Darren Laur/the White Hatter:** <https://thewhitehatter.ca/>
Provides extensive resources and educational presentations re: digital literacy, internet safety and online privacy:
- **Fight the New Drug:** <https://fightthenewdrug.org/>
Organization dedicated to empowering youth to understand the impact of pornography. Highly recommended by Dr. Claire Vanstone; offers live presentations: <https://fightthenewdrug.org/live-presentations/>

3. **Ending Gender-Based Violence & Healthy Masculinity:**

- **White Ribbon:** www.whiteribbon.ca/workshops
(website describes it as the world’s largest movement of men and boys working to end violence against women and girls, promote gender equity, healthy relationships and a new vision of masculinity; promotes healthy masculinities, advances gender equity and builds allyship.)
Services include:
 - Workshops and presentations: <https://www.whiteribbon.ca/workshops?lng=en>
 - Corporate engagement & training: <https://www.whiteribbon.ca/technical?lng=en>
 - Accountability programs: <https://www.whiteribbon.ca/technical?lng=en>
- **Children of the Street:** www.childrenofthestreet.com
(offers 60 minutes interactive workshop to educate students in grades 8-12 about the harms of toxic masculinity, ways to ask for consent, and offers some tips about how to be an active bystander: www.childrenofthestreet.com/workshops/youth-workshops/stand-up-speak-out/)
- **Moosehide Campaign:** moosehidecampaign.ca

(began as a BC-born Indigenous-led grassroots movement to engage men & boys in ending violence towards women & children and has since grown into a nationwide movement of Indigenous & non-Indigenous Canadians from local communities, First Nations, governments, schools, colleges/universities, police forces & many other organizations – all committed to taking action to end this violence)

4. Bystander Training:

- End Violence Association (EVA) BC: <https://endingviolence.org/>
(offers training re: “Be More Than a Bystander” in conjunction with the BC Lions)
- Children of the Street: www.childrenofthestreet.com
(as stated above, offers 60 minutes interactive workshop to educate students in grades 8-12 about the harms of toxic masculinity, ways to ask for consent, and offers some tips about how to be an active bystander: www.childrenofthestreet.com/workshops/youth-workshops/stand-up-speak-out/)

5. 2SLGBTQI+:

- Out in Schools: www.outonscreen.com/out-in-schools
(Includes presentations for educators and for students)
- Get Real: www.thegetrealmovement.com
(described on website as: “a Canadian non-profit focused on combatting 2SLGBTQ+ discrimination, racism, and bullying in schools, summer camps, and workplaces. We accomplish this by offering a variety of different educational Workshop modules, and by providing leadership development and marginalized youth support through our University Chapters, our High School After-School Program, and our 2SLGBTQ+ Virtual Counselling Program. Our programming aims to break down prejudice, promote unity, and foster compassion in our world.”)

6. Family/Domestic Violence:

- **Violence Is Preventable (VIP):** https://bcsth.ca/wp-content/uploads/2022/11/VIP-Curriculum-2020-Final_revised2022.pdf
(is a free, confidential, school-based violence prevention program for students in grades K-12. VIP is delivered by Prevention, Education, Advocacy, Counselling and Empowerment (PEACE) Program counsellors. Presentations increase awareness of the effects that domestic violence has on students while connecting those experiencing violence to PEACE program counselling. The program curriculum reflects the core competencies outlined by the Ministry of Education.)

7. Trauma Informed Training:

- End Violence Association (EVA) BC: endingviolence.org
(offers training re: “Responding to Disclosures” & “Policy Review for Trauma-Informed Practices”)
- Crisis & Trauma Resource Institute: ctrinstitute.com

- Justice Institute of BC: www.jibc.ca
(includes a trauma-informed care course: <https://www.jibc.ca/trauma-informed-practice-tip-foundations-curriculum>)
- Western University's Centre for Research & Education on Violence Against Women & Children Learning Network series (www.learningtoendabuse.ca)
(includes training re: how to respond to disclosures:
www.learningtoendabuse.ca/training_and_certificate/online-modules/resp_disclosures/index.html)

8. **Other:**

- End Violence Association (EVA) BC: endingviolence.org
(offers "Culture Change" training, including "Leadership Training" which is described as "an intensive two-day program that delves into gender-based violence and power and privilege in the workplace. This training empowers leaders to proactively prevent and address these issues through bystander intervention.")
- Women's Hospital College – re: understanding commonly misunderstood reactions re: sexual assault (<https://vaw.dveducation.ca/>)
- Western University's Centre for Research & Education on Violence Against Women & Children Learning Network series (<https://www.learningtoendabuse.ca/>),
- Children of the Street: www.childrenofthestreet.com
(offers prevention-based workshop "It Can Happen to Anyone" designed for parent groups, service providers, and community audiences; includes a comprehensive overview of youth sexual exploitation in British Columbia, case studies and trends of youth exploitation, online exploitation, an overview of legal issues surrounding sexual exploitation, and family support:
www.childrenofthestreet.com/workshops/adult-workshops/it-can-happen-to-anyone)

Foundations of Human Services 11

This course addresses some of the most in-demand occupations in Canada, encompassing the care of infants, children, individuals with physical or mental challenges, and the elderly or infirm. The care economy plays a vital role in addressing the physical, psychological, and emotional needs of people across all stages of life. Students are guided to analyse both internal factors, such as values, interests, and worldview, and external influences like societal needs, labour trends, and available technologies, to make meaningful career-life decisions.

A strong focus is placed on trauma-informed practice, personal wellness, and ethical communication, preparing students to work with diverse populations respectfully and safely. This course promotes the development of essential skills including critical thinking, collaboration, and applied problem-solving, while also integrating First Peoples' perspectives and emphasizing inclusion, equity, and cultural sensitivity.

Through research, which includes community resources, reflection, and application, students are encouraged to recognize barriers, consider their own biases, and plan for personal and professional growth in a sector that demands both compassion and competence. In doing so, students are also supported in being self-reflective about their career interests and abilities within the care field, helping them align their personal strengths with the needs of a growing and vital sector.

Detailed information regarding these courses is attached.

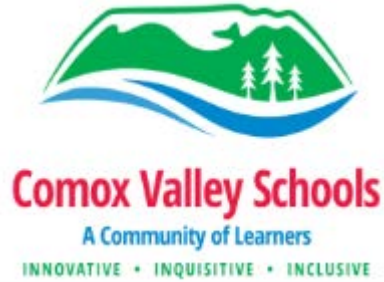
Recommendation

THAT the Board of Education of School District 71 (Comox Valley) approve the Board/Authority Authorized (BAA) Courses as presented.

Respectfully submitted,

Jay Dixon

Associate Superintendent



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No.71 (Comox Valley Schools)	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD71
Developed by: Lawrence Floucault	Date Developed: October 3 2025
School Name: Ecole Mark R Isfeld	Principal's Name: Brian McAskill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Health Careers Exploration	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Science 10

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed to provide students with an awareness and knowledge of the careers in the health care system. Using various strategies, students will determine their interests and skills to construct pathways for future exploration in health-related careers. Emphasis will be placed on incorporating violence prevention, health, wellness, safety and Indigenous cultural safety and humility standards. Indigenous Ways of Learning and intercultural awareness are also key components of this course.

The course includes a mandatory Core Module with an additional eight modules, of which at least three are required to be taught. Each module is designed to be covered within 30 hours of instruction. The Core Module includes information that is important to all health-related careers.

Topics covered within the Core Module include:

- Cultural Safety and Humility Standards
- Empathetic Relationship Building
- Safety
- Ethical and Legal issues
- Health and Wellness
- Anatomy and Physiology
- Medical Terminology
- Medical Mathematics
- Pathways and Careers in Healthcare

The other modules contain content specific to a health career occupation. They include:

- Nursing
- Respiratory Therapy
- Health Care Aid
- Laboratory Services
- Diagnostic Medical Imaging
- Mental Health and Addiction
- Pharmacy Services
- Physical and Occupational Therapy

Educators are encouraged to structure the delivery of course content in a manner that best suits students' needs while ensuring students experience at least three health career occupation modules as well as the Core Module.

Goals and Rationale:

- Expand students' awareness and knowledge of in-demand careers within the public health care system.
- Present strategies for matching students' skills and interests to in-demand health careers.
- Link to and inform students about pathways for future health career study/exploration, such as work experience, dual credit, and post-secondary programming.
- Incorporate cultural safety and humility standards, violence prevention, health, wellness, and safety as core tenets.
- Ensure Indigenous ways of learning and access for Indigenous students are key considerations.

Aboriginal Worldviews and Perspectives:

- As with all BC curriculum, the First Peoples Principles of Learning will be embedded in the learning environment.
- Students will learn skills to build empathetic relationships in a health care environment.
- Understanding of the cultural safety and humility standards in health care educates students about the history of Indigenous peoples' experiences with health care. With this understanding, students will learn the importance of fostering humility, building trust and demonstrating respect for all clients of the health care system.
- Student learning can involve engagement with the land through education about traditional plant medicine and Indigenous perspectives on health and wellness. These experiential learning opportunities can be facilitated by an Elder or Knowledge Keeper of the local Indigenous community. Appropriate processes and protocols will be adhered to when inviting an Elder or Knowledge Keeper to participate in course activities.
- Emphasis on identity can be facilitated in learners engaging in personal inventories of their skills, interests, and strengths to explore health care career opportunities best suited to them.
- Storytelling is an integral part of learning and will be represented in students' experiences learning from professionals in health care and their stories. The sharing of experiences through class discussions and journaling will further facilitate the development of storytelling skills and self-reflection.

BIG IDEAS

The health care system can be complex and challenging. Navigating the system often comes with cultural and social barriers.

Health care professionals have foundational knowledge and skills that span all health care careers.

Empathy and cultural understanding are essential skills for safe interactions in health care environments.

Careers in health care require various levels of education, training, and personal and practical skill sets.

Health care professionals are required to act in an ethical and confidential manner.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ❖ Examine <ul style="list-style-type: none"> ➤ Identify risks and prevention/mitigation skills for unsafe practices or harmful situations in the health care environment for both health care workers as well as patients and their care givers ➤ Identify components for healthy lifestyles for all individuals taking into consideration the local context ➤ Identify and use appropriate anatomical and medical terminology, and metric systems for various practical applications ➤ Research the history of the cultural safety and humility standards for BC to develop an awareness as it pertains to health care in BC, and more specifically to the local region ❖ Interact <ul style="list-style-type: none"> ➤ Demonstrate skills for healthy and safe practice through interactions with peers as well as with community connections ➤ Apply understanding of learned knowledge and skills to simulated scenarios or case studies ➤ Practice the use of appropriate medical conventions for various practical applications ➤ Engage with the local communities to expand awareness of the cultures, in particular, local Indigenous cultures. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ❖ Personal career knowledge and skills development <ul style="list-style-type: none"> ➤ Strategies for building empathetic relationships ➤ Safety in health care <ul style="list-style-type: none"> ▪ Violence prevention in the health care environment ➤ Health and wellness <ul style="list-style-type: none"> ▪ Importance of health and wellness in health care ▪ Components contributing to overall health and wellness for all individuals ➤ Basic human anatomy and physiology ➤ Basic medical terminology ➤ Basic medical mathematics ➤ Ethical and legal issues ❖ Connections with community <ul style="list-style-type: none"> ➤ Cultural safety and humility ➤ Intercultural awareness <ul style="list-style-type: none"> ▪ Indigenous-specific content ▪ Specific local cultural considerations

❖ Experience

- **Investigate and explore** a variety of practical exercises performed by various health care workers through:
 - Laboratory activities
 - Case Studies
 - Simulations
 - Virtual or in-person job shadowing
- Synthesize and evaluate **personal knowledge and skills** and how they align with various health care professions.
- Participate in a variety of learning opportunities that gives exposure to **practical applications** in health care
- Critically analyze and evaluate health career information to identify bias

❖ Share

- Reflect on experiences in school and out of school, **assess development of the Core Competencies**, and share highlights of the learning journey
- Outline **flexible plans** for careers in health care

❖ Career-life planning

- **Pathways and careers in health care**
(choose 3 careers to explore in depth)
 - Nursing
 - Respiratory Therapy
 - Health Care Aid
 - Laboratory Services
 - Diagnostic Medical Imaging
 - Mental Health and Addiction
 - Pharmacy Services
 - Physical and Occupational Therapy

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- ❖ **Risks and prevention/mitigation skills**
 - Using case studies to understand safety and violence risks in health care
 - Prevention or mitigation of unsafe or harmful situations through professional training

- ❖ **Practical applications**
 - Measuring physical metrics and vital signs
 - Understanding of charting, creating patient assessments, moving patients, medication administration, interacting safely and empathetically with patients
 - CPR and/or First Aid courses, or other certifications
 - Skills specific to the careers that are explored more in-depth in the course

- ❖ **Community connections**
 - Provide multiple opportunities for students to engage with professionals in the community to learn practical skills, observe interactions of professionals with patients to identify professional and safe practice in a health care setting

- ❖ **Simulated scenarios or case studies**
 - Connecting with and using local post-secondary simulation labs, online videos, or creating scenarios through story and fictional medical scenarios for students to discuss research-informed practice from various health care perspectives
 - Case studies can also provide opportunities for in-depth discussion and learning

- ❖ **Awareness of culture**
 - Learn about the local cultures, specifically local Indigenous cultures, and then engage with members of the cultures to learn about their experiences in health care to better serve these communities

- ❖ **Personal knowledge and skills**
 - Personality and career surveys or personal reflection using journaling

- ❖ **Assess development of Core Competencies**
 - Communication, critical and creative thinking, and personal and social in relation to the learning in the course
 - Write reflections of job shadowing, mentorship experiences, volunteer, or work placement experiences

- ❖ **Flexible plans**
 - Students will be able to map out detailed plans for careers in health care that aligns with their personal skills and well-being

Content – Elaborations

- ❖ Strategies for building **empathetic relationships** in health care: purpose, skills and outcomes
- ❖ **Safety**
 - Understanding safety of patients, personal safety, type of PPE, tools, and equipment available, ergonomics, protection against infectious diseases and response to emergency situations
 - Safety issues in health care and workplace injury prevention
 - Public health strategies for disease prevention
 - The role of health care in violence prevention
 - Recognizing signs of abuse
 - Skills to safely respond to escalating situations
- ❖ **Health and wellness**
 - Important for health care workers as role models in the health care system
 - Behaviours of health and wellness- exercise, nutrition, relationships, sleep habits, stress management, weight control
 - Perspectives- contrasting Western idea of health and wellness with the Indigenous perspective of health and wellness- use of the medicine wheel
 - Social determinants of health <https://thecanadianfacts.org/>
- ❖ **Basic anatomy and physiology**
 - Anatomical terms when referring to human anatomical positions, directions, or body planes, and body organization
 - Basic understanding of physiology of human body, diseases and disorders
- ❖ **Basic medical terminology**
 - Prefixes, suffixes, and common anatomy terms; additional terms related to patient status, disease, tools and equipment, procedures, tests, abbreviations, jargon
- ❖ **Basic medical mathematics**
 - Systems of measurement, common units of measurement, equivalent measurements used by health care workers, unit conversions as they relate to health care, and 24-hour clock. Medicine doses, temperature conversions, measurements for food. Mean, median, mode, BMI, and interpreting different types of graphs
- ❖ **Ethical and Legal issues**
 - Understanding and applying a code of ethics.
 - Steps for ethical decision-making.
 - Cultural diversity and ethical decision-making
 - Informed consent, scope of practice, malpractice, negligence, patient confidentiality, mandatory reporting, laws protecting patients, laws protecting health care workers
- ❖ **Cultural Safety and Humility**
 - Standards for BC- <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>, <https://healthstandards.org/standard/cultural-safety-and-humility-standard/>, <https://nccdh.ca/resources/entry/british-columbia-cultural-safety-and-humility-standard>
 - Use of case studies to understand the need for these standards <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>

Content – Elaborations

❖ Intercultural awareness

- Consult with Elders in the community to learn about plant medicine and how it affects different body systems; about rituals/ceremonies/ways of being for birth, health and wellness, and end of life
- Understand local Indigenous traditional protocols or medicines that have been applied to a specific health science related issue
- Understand the importance of Indigenous culture and preserving it
- Understand family structure and communities in rural areas
- Cultural appropriation vs cultural appreciation
- Learn the words for key health care terms in the local language

❖ Pathways to careers in healthcare

- Understanding recruitment and retention issues in the health care sector
- Looking at health care career clusters, pathways, and ladders
- Understanding education and credentials for various health care professions
- Learning and practicing the practical skills for basic assessment in health care
- Conducting career skills and interests' surveys
- Job shadowing, mentorship programs, or volunteer work experience in health care facilities
- Becoming an Indigenous Patient Navigator

Recommended Instructional Components:

- Direct Instruction
- Demonstration and skills practice
- Guest speakers, Interviews
- Field trips, Job-shadowing, experiential learning activities
- Case Studies
- Simulations, Lab work
- Projects

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

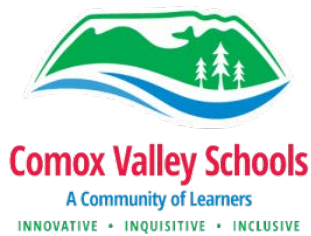
- Students will participate in a variety of learning processes such as:
 - Journaling, self-assessment, class discussions and activities, lab activities, assignments, projects and presentations
 - Formative assessment practices that include descriptive feedback to support student learning
 - Triangulation of data that includes conversations, observations and products

Learning Resources:

- SD71 Health Careers Exploratory 11 Teacher Resource Guide
- Cultural Safety and Humility
 - *Cultural Safety and Humility: Video series.* (2024). BCCNM. Retrieved February 15, 2024, from https://www.bccnm.ca/Public/cultural_safety_humility/Pages/standard.aspx
 - *Cultural Safety and Humility Standard.* (2024). First Nations Health Authority. Retrieved February 16, 2024, from <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>
 - Nickerson, M. (2019, December). *Cultural Safety and Humility.* First Nations Health Authority. Retrieved February 15, 2024, from <https://www.fnha.ca/Documents/FNHA-BC-Tripartite-Agreement-Case-Study-Cultural-Safety-and-Humility.pdf>
 - *REMEMBERING KEEGAN.* (2015, September 16). First Nations Health Authority. Retrieved February 23, 2024, from <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>
- Building Empathetic Relationships
 - Mercer, S. W., & Reynolds, W. J. (2022, October). Empathy and quality of care. *British Journal of General Practice*, 52, S9-S13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1316134/pdf/12389763.pdf>
 - Monteiro, I. (2022, December 12). *Empathy in Health Care: 11 Tips To Improve This Skill.* Indeed. Retrieved March 4, 2024, from <https://www.indeed.com/career-advice/career-development/empathy-in-healthcare>
- Safety in Health Care
 - *Health care & social services.* (2024, May 2). WorkSafeBC. <https://www.worksafebc.com/en/health-safety/industries/health-care-social-services>
 - *Patient safety.* (2023, September 11). World Health Organization (WHO). Retrieved February 22, 2024, from <https://www.who.int/news-room/fact-sheets/detail/patient-safety>
 - *Social Determinants of Health - Global.* (2024). World Health Organization (WHO). Retrieved February 23, 2024, from <https://www.who.int/teams/social-determinants-of-health/violence-prevention>
 - The Joint Commission, Division of Healthcare Improvement. (2019, January). De-escalation in health care. *Quick Safety*, (47), 1-5. https://www.jointcommission.org/-/media/tjc/documents/resources/workplace-violence/qs_deescalation_1_28_18_final.pdf
 - *When Words Break Bones, Without Sticks and Stones: Lesson Plan.* (2018). Global Health Education and Learning Incubator at Harvard University. <http://repository.gheli.harvard.edu/repository/12241>
 - Winger, Dorothy, and Susan Blahnik. (2023). Chapter 2 Safety-A Priority for Health Science Workers. In *Introduction to Health Science*. 2nd ed., Tinley Park, Goodheart-Wilcox Publisher.

- Health and Wellness
 - Bearhead, C., & Bearhead, W. (2022, March 25). *Siha Tooskin Knows - book series*. BC Teachers' Federation. Retrieved March 5, 2024, from <https://www.bctf.ca/classroom-resources/details/siha-tooskin-knows---book-series>
 - Brokenleg, M. (Director). (2015). *First Peoples Principles of Learning* [Film; YouTube]. <https://martinbrokenleg.com/video> (Original work published 2013)
 - *ELDER/TRADITIONAL KNOWLEDGE KEEPERS (TKK) PROTOCOLS FOR SCHOOLS*. (n.d.). School District 73. Retrieved March 1, 2024, from <http://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/Protocols-for-Elder-and-Traditional-Knowledge-Keepers.pdf>
 - *First Nations Perspective on Health and Wellness*. (2024). First Nations Health Authority. Retrieved March 5, 2024, from <https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness>
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 - *Healthy Living*. (2024). BC Healthy Living Alliance | Working together to promote wellness and prevent chronic disease. Retrieved March 6, 2024, from <https://www.bchealthyliving.ca/>
- Ethical and Legal Issues
 - Future Doc. (2021, December 5). *The 4 Pillars of Medical Ethics*. YouTube. Retrieved February 27, 2024, from <https://youtu.be/1p8Z-K4LkxU?si=kAkMkfyld5Cy0SGL>
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- Anatomy and Physiology
 - CrashCourse. (2015, January 6). *Introduction to Anatomy & Physiology: Crash Course Anatomy & Physiology #1*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/uBGI2BujkPQ?si=fW1Q87oemjUmo-Lp>
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 - *Introduction to human body systems | Health and medicine*. (n.d.). Khan Academy. Retrieved March 13, 2024, from <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>
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- Medical Terminology
 - Slyter, K. (2020, June 29). *Basic Medical Terms: 101 Terms Every Future Healthcare Pro Should Know*. Rasmussen University. Retrieved March 7, 2024, from <https://www.rasmussen.edu/degrees/health-sciences/blog/basic-medical-terms/>
 - Winger, D., & Blahnik, S. (2023). Chapter 17 Medical Terminology and Body Organization. In *Introduction to Health Science*. 2nd ed., Goodheart-Wilcox Publisher.

- Medical Mathematics
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 13 Medical Math. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.338-360). Cengage Learning.
- Pathways and Careers in Health Care
 - BC Ministry of Education. (n.d.). *Career Zone: Health Care*. Gov.bc.ca. Retrieved February 26, 2024, from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf
 - EducationPlannerBC. (n.d.). *Welcome to EducationPlannerBC*. EducationPlannerBC. Retrieved March 4, 2024, from <https://www.educationplannerbc.ca/>
 - Government of Canada. (2024, March 19). *Career Quiz Abilities*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/abilities>
 - Government of Canada. (2024, March 19). *Career Quiz Interests*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/workpreference>
 - Government of Canada. (2024, March 19). *Career Quiz Work activities*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/dpt>
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 - Indeed. (n.d.). *Career Advice*. Indeed. Retrieved March 8, 2024, from <https://ca.indeed.com/career-advice/search?q=health+care+careers>
 - Indeed. (n.d.). *Indeed*. YouTube. Retrieved March 8, 2024, from <https://www.youtube.com/@Indeed>
 - Mayo Clinic. (2023). *Careers A-Z - Explore Healthcare Careers - Mayo Clinic College of Medicine & Science*. Mayo Clinic College of Medicine and Science. Retrieved March 4, 2024, from <https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/>
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 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 3 Careers in Health Care. In *DHO Health Science Updated, Soft Cover*. (8th ed.) (pp.43-82). Cengage Learning.
 - WorkSafeBC. (2023, December 8). *For health care providers*. WorkSafeBC. Retrieved March 7, 2024, from <https://www.worksafebc.com/en/health-care-providers>
- National Science Teachers Association (NSTA):
 - Create an account and pay for membership. This provides access to case studies for numerous topics in science and particularly, ones related to health care, disease and other related topics to health care settings.
- POGIL (Process Oriented Guided Inquiry Learning) activities are also beneficial for developing critical thinking skills which are essential to many health care careers.



Board/Authority Authorized Course Framework Foundations of Human Services

School District/Independent School Authority Name: Comox Valley Schools	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD#71
Developed by: Whitney Murphy	Date Developed: September 2025
School Name: Comox Valley Schools	Principal's Name: Karma Taiji
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Foundations of Human Services	Grade Level of Course: Eleven (11)
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

The Foundations of Human Services course offers curricular competencies and content which can be introduced through career specific modules. It features many jumping off points for inquiry activities, educating students on how to utilize critical thinking skills and analysis to solve scenarios. Students will learn what they need to **KNOW, DO** and **UNDERSTAND** to be successful pursuing careers in the human services sector.

This course is designed for face-to-face delivery in a classroom setting but also can be adapted to an online learning platform. Curriculum will come alive, delivered with plenty of hands-on activities and community involvement, guaranteeing relevant experiential learning. Students will be able to reflect and assess their progress as they build curricular competencies and skills and learn through specific occupational modules attached to the course.

Foundations of Human Services is the umbrella under which many other sectors reside. These economic sectors involve paid and unpaid care-giving, including childcare, elder care and long-term care, allied health, education, and emergency response occupations. They represent the fastest expanding economic sectors globally and feature "in-demand" careers.

Occupational Modules Explored in the Course:

- (1) Early Learning and Care/K-12 Educator
- (2) Life Skills Program Support/Education Assistant (both in school and community)
- (3) Emergency Response Careers (fire, paramedic, search, and rescue)
- (4) Health Care Assistant (elder care/support of vulnerable)
- (5) Allied Health Professions (practitioner, assistants, technicians)
- (6) Mental Health Support workers (counsellors, psychologists, social workers)

Goals and Rationale:

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one's education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as means of sustaining careers in the human services sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Foundations of Human Services course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about "in demand" careers in the Human Services Sector. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Human Services sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply and reflect on the attributes, skills and awareness needed for a successful career in Human Services.

Students learn to define who they are by what they value. One value common to all occupations in this sector is "care for the vulnerable." Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

Indigenous Worldviews and Perspectives:

- Student self-awareness, grounded in family origins, cultural background, place of origin, citizenship and other "identity markers," is encouraged. Self-expression and reflection will be recommended for students to be clear about their own thinking processes and transformations in their understanding.
- When referencing Indigenous content, learners will be given the chance to work with locally developed resources, data, and stories, including local knowledge keepers, wherever possible.
- Real-life connections, hands-on experiences and practical applications of concepts build personalized strengths-based, learner-centered education.

Local Context:

- The concepts introduced in this course will align with the SD71 Enhancement Agreement Goals, including a culture of care and respect, where all Indigenous learners feel a sense of belonging, learn about their culture, feel connected to local Indigenous communities and are well prepared for successful careers with the knowledge of post-secondary options, bursaries, scholarships, and funding. The course will have opportunities for learners to engage in and learn about local Indigenous content, culture, history and values through resources, guests, and activities that honor Aboriginal Worldviews and Perspectives.

BIG IDEAS

Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.

Well-being and self-care support excellence, learning, and competence sustaining careers in the Human Service economy sector.

Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.

The desire to help and serve others is a value shared by all occupations in the Human Services Economy sector.

Focused exploration and real-life connections with campuses, worksites and career programs lead to informed post-secondary choices.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore</p> <ul style="list-style-type: none"> • Analyze internal and external factors that inform personal career-life choices for secondary and post-secondary planning, related to the Human Services Economy. • Recognize personal world views and perspectives, consider their influence on values, actions, and preferred futures as they relate to roles in the Economy. • Engage in research and empathetic observation to determine care or service opportunities and barriers. • Recognize the need for trauma-informed practice and support strategies when working with clients with historical, intergenerational, or current trauma. • Explore strategies for actively upholding healthy boundaries, mental health, and self-care. • Explore essential skills for roles in the Human services Economy: thinking skills, collaboration, communication, and personal and social competencies. • Identify models used in the Human Services Economy to measure success when designing approaches and actions. • Explore existing, new, and emerging tools and technologies in the Human Services Economy <p>Plan</p> <ul style="list-style-type: none"> • Plan multiple problem-solving strategies in real-life, applied, and conceptual situations. • Use applied design methods to understand problem solving and how to develop services and products for accessibility in the Human Services Economy. 	<p><i>Students are expected to know the following:</i></p> <p>Human Growth and Development</p> <ul style="list-style-type: none"> • Human stages of physical growth and development as a means of understanding the people being served. • Human stages of brain development and social-emotional growth. <p>Family Dynamics and Interpersonal Relationships</p> <ul style="list-style-type: none"> • Factors involved in interpersonal relationships, including roles, functions, and challenges. • Specific ACEs (Adverse Childhood Experiences) or challenges can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies. • Grief and loss support for families, at the workplace, and in the community. <p>Professional Communication Methods</p> <ul style="list-style-type: none"> • The meaning of "professionalism." • Conflict resolution strategies. • Understand Codes of Ethics and Procedures, Policies & Regulations for each sector. • Collaboration methods.

- Design **safety plans** for potentially unsafe situations that incorporate Trauma Informed Practice and WorkSafe Policies, including **return to work plans**.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits and respecting those of others within the context of a career.
- Develop plans for **respectful** and **effective communication**, understanding of the population you are working with.

Apply

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Human Services Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies and communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use scientific methods and analysis to understand, share and present information.

Reflect

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion**, and equity.
- Contemplate dual relationships, the potential or **felt dissonance** between your values and/or methods and those of another.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.
- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal well-being.

Understanding Populations

- **Trauma informed practice** & training (TIP).
- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** & privilege in the sectors.
- The benefits of experiences through **volunteering**.

Personal Awareness and Self-regulation

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Human Services Economy for violence prevention, emotional and physical safety.
- Understand how injured workers are supported and returned to work through the healthcare system in BC.
- Specific injury prevention techniques for caregivers, including specific safety practices, use of **PPE** and body mechanics when working with patients.
- Techniques for **stress management, self-care** & self-regulation of emotions in a healthcare setting.

Pathways for Post-secondary and Continuing Education in the Human Services Economy

- Required and suggested secondary school courses for Human Services Economy pathway.
- Gain required **certifications** for a variety of Human Services economy sectors.
- **Pathways and requirements** for entry into Human Services economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?
- Opportunities to make friends with Human Services Economy professionals in other countries.

Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Human Services Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of **wellbeing** and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Human Services Economy.

Inquiry Question Sample:

- How can a person in the Human Services Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner-knowing does your self-care plan feature?

- Teachings will illuminate how personal **world views and perspectives**, impact and influence values, actions, and preferred futures of workers in the Human Services Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of **commitment to serve others** by pursuing a career in the Human Services Economy. A strong commitment can be channeled into a **vocation**.

Inquiry Question Sample:

- What is the impact of engaging with your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of **real-life connections** with mentors, in person visits to campuses, worksites and programs that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Health Services Economy sector.

Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

Curricular Competencies – Elaborations

Explore

- **Internal factors** are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities and well-being.
- **World view** - particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation and diverse abilities.
- **Research** - seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Support strategies** - recognize the signs and symptoms of trauma, integrate knowledge about trauma into procedures and practices, seek to actively resist re-traumatization by avoiding creating environments that inadvertently remind clients of their traumatic experiences and causes them to experience emotional and biological stress.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- **Essential Skills** for the workplace are foundational & transferable skills that are important for social interactions, literacy and numeracy.
- Types of **communication** - compassionate, accountable, empathic, responsible, assertive.
- **Models** - metrics used in the Human Services Economy to evaluate approaches and actions.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Applied Design** - the phases of the design process, from inception to completion. Phases include understanding context, defining, ideating, prototyping, refining, making, and sharing.
- **Safety plans** - should focus on specific goals and objectives while minimizing key risk factors in care economy worksites.
- **Return to work plans** - through WorkSafe BC, are supported by many aspects of the human services economy.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

Apply

- **First Peoples** - refers to the Indigenous people of Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Learning opportunities** - at post-secondary includes certificates, diplomas, degrees as well as opportunities to tour, shadow and/or take continuing education courses.
- **Mirroring** - is a therapeutic technique where you repeat back to a client, usually in your own words but sometimes word for word, the idea that has just been expressed. It can literally be as simple as: Client: "I felt hurt and confused." Therapist: "You felt hurt and confused." Use critical thinking as a tool to inform reasoning and decision making when communicating.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

Reflect

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
- **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views and behaviours impact meaningful personal relationships.
- **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
- **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
- **Cultural sensitivity** - means that you are aware and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
- **Etiquette** includes use of social media and the understanding that workers in the human services economy are vetted and an individuals' personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- **Clear communication** - conflict resolution and team-building skills help to support change and growth including ongoing communication with self that leads to well-being.

Content – Elaborations

Human Growth and Development

- Each sector requires specific **knowledge of human development at different ages or stages**. i.e.: Childhood development, brain development, dementia or impacts of trauma.
- Social-emotional development includes the development of self or temperament and relationship to others or attachment.

Family Dynamics and Interpersonal Relationships

- **Factors** that influence family dynamics (**roles & responsibilities**), may include distribution and use of resources within a family, as well as needs and wants of all family members.
- **ACEs** are **Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, emotional experiences.
- **Grief and loss services** could include victim services, grief counselling, the local Hospice branch, or the religious community.

Professional Communication Methods

- **Professionalism in** communication includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

Understanding Populations

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.
- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias** or **prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.

Content – Elaborations

Personal Awareness and Self-Regulation

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through MyBlueprint.ca or other surveys.**
- **Responsibilities of employees** in a work environment are limited to the training and job descriptions specific to each Human Services Economy sector.
- Students learn to **recognize behaviours** which without intent may cause bodily harm. Understanding that not every individual who acts out can understand the potential outcomes of behaviour.
- **Caregivers:** parents, grandparents, early childhood educators, babysitters, youth workers
- **PPE** - Personal Protective Equipment differs by sector, i.e., gloves, safety glasses, face masks, hearing protection, appropriate shoes.
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

Pathways for Post-secondary and Continuing Education in Human Services

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using MyBlueprint.ca or a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

Recommended Instructional Components:

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches, including both innovate and “tried and true.”
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based and/or experiential learning.
- Builds skills, knowledge and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Learning Resources:

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Human Services Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Human Services Course Guide.

- (Placeholder2)WorkBC.ca - [Plan a Career | WorkBC](#)
- Self-Assessment Strategies -[Microsoft Word - Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside](#) – Knowing Myself and Understanding my World (Book III) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)

Stakeholders:

Vancouver Island Health Authority (Social Work , HCA)

Comox Valley Child Development Association

Comox Valley Community Service (Counsellor)

North Island College (HCA, EA)

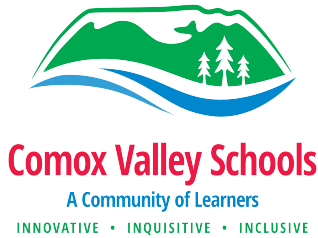
SD#71 (Educational Assistant)

SD#71 - (Early Learning Coordinator)

Emergency Health Services BC (EMR)

Comox Valley Search and Rescue

Military 19 Wing (CFB Comox)



TO: Board of Education **DATE:** November 25, 2025
FROM: Jennifer Nelson, Assistant Secretary-Treasurer
RE: **2026-27 Annual Operating Budget Development Timelines & Process**

Introduction

Annually, School Districts are required to submit a balanced budget to the Ministry of Education and Childcare by June 30th. The annual budget will be compiled and submitted on the specified form and containing the content as required by the Ministry of Education and Childcare.

Background

Each year, the Board approves the Annual Budget timelines which will include a process and schedule for engagement with the local community and educational partners. For the 2026-27 budget development year the Board wishes to implement a more robust and earlier engagement process which includes consultation conducted within special public engagement sessions, board working sessions, open Committee of the Whole, and Public Board meetings. In addition, surveys will be developed and launched earlier in the process to assist with timely feedback for consideration. Educational partners (SD71 Leadership Team, IEC, CDTA, CUPE 439, DPAC) will be invited to budget priority specific meetings. Student Voice will also be engaged during this budget process. All feedback will be documented and shared for consideration.

The proposed timeline is attached to this briefing note for consideration.

Strategic Alignment

Providing the 2026-27 annual budget development timelines aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

Recommendations

THAT the Board of Education of School District No. 71 (Comox Valley) receive the **2026-27 Annual Operating Budget Development Timelines & Process** briefing note, dated November 25, 2025, as presented.

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2026-2027 Annual Operating Budget Timelines & Process as outlined.

Respectfully submitted,

Jennifer Nelson

Jennifer Nelson, CPA, CGA
Assistant Secretary-Treasurer

Appendix A: 2026-2027 Annual Operating Budget Timelines & Process

2026-27 ANNUAL BUDGET TIMELINES & PROCESS

November 4	Financial Literacy Session <i>Board Working Session</i>
November 18	Budget Process Overview and Guiding Principles <i>Public Engagement Session</i>
February 2 – March 2	Public/Partner Budget Consultation <i>Public/Partner Budget Consultation process for 26-27 will include surveys which will be advertised, posted on the District website, and shared through social media. Special meetings with Partners and Student Voice will be scheduled and held during the month of February and early March.</i>
March 10	Provide Feedback from Public/Partner Engagement and Consultation <i>Public Engagement Session</i>
March 20	Anticipated Preliminary Operating Grant Announcement
March 23 – April 6	Spring Break
April 28	Preliminary 2026-27 Operating Grant Revenue Implications <i>Regular Board Meeting</i>
May 12	Annual 2026-27 Operating Budget Position Review <i>Committee of the Whole</i>
May 13-19	Public/Partner Budget Consultation Cont'd <i>Opportunity for further engagement with Partner groups as needed.</i> <i>Ongoing work and adjustments by management team to refine budget options and ensure that priorities connect to the district's strategic plan and adhere to Ministry policy and guidelines.</i>
May 26	Provide Further Feedback from Public/Partners and Final Draft 2026/27 Budget Report <i>Regular Board Meeting</i>
June 23	Adoption 2026-27 Annual Budget Bylaw Review of Anticipated Proposed Surplus Restrictions Receipt of Draft Multi Year Financial Plan (Due in September) <i>Regular Board Meeting</i>

Board Committees 2025-2026

Board Standing Committees

Ad Hoc Policy Committee	Trustee Chelsea McCannel-Keene Trustee: Shannon Aldinger Board Chairperson: Michelle Waite
Community Engagement Committee	Trustee: Susan Leslie Trustee: Sarah Jane Howe
Labour Relations Committee	Trustee: Janice Caton Trustee: Michelle Waite

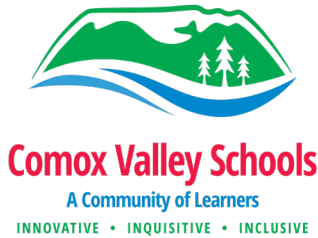
External Committees (Elected)

BCSTA Provincial Council	Trustee: Chelsea McCannel-Keene Alternate: Sarah Jane Howe
BCPSEA	Trustee: Janice Caton Alternate: Michelle Waite

Other Board Committees

Indigenous Education Council	1 Trustee Representative: Cristi May Sacht Trustee Alternate on Rotation: Sept 15: N/A Oct 22: Susan Leslie and Michelle Waite Nov 7: Sarah Jane Howe Dec 9: Shannon Aldinger Jan 13: Janice Caton Feb 9: Chelsea McCannel-Keene Mar 10: Susan Leslie Ap 17: Sarah Jane Howe May 8: Shannon Aldinger Jun 8: Chelsea McCannel-Keene
Professional Development Committee	Trustee: Michelle Waite Alternate: Susan Leslie
District Calendar Committee	Trustee: Janice Caton

Meets as needed	
District Parent Advisory Committee	<p>Two Trustee Representatives on a rotating basis – lead contact is the Board Chairperson</p> <p>September : N/A October 6: Michelle Waite Cristi May Sacht November 3: Sarah Jane Howe Janice Caton December 1: Chelsea McCannel-Keene Susan Leslie January 5: Cristi May Sacht Shannon Aldinger February 2: Sarah Jane Howe Susan Leslie March 2: Michelle Waite Janice Caton April 6: Chelsea McCannel-Keene Shannon Aldinger May 4: Sarah Jane Howe Cristi May Sacht June 1: Chelsea McCannel-Keene Michelle Waite</p>
CVRD Comox Valley Sports Centre Commission	Trustee: Michelle Waite Alternate: Sarah Jane Howe
Comox Valley Food Policy Council	Trustee: Cristi May Sacht Alternate: Michelle Waite
Gender-Based Violence Committee	Trustee: Shannon Aldinger Trustee: Sarah Jane Howe
Student Voice	<p>Two Trustee Representatives on a rotating basis – lead contact is the Board Chairperson</p> <p>October 15: Caton and McCannel-Keene December 3: Howe and Waite February 18: Aldinger and Leslie May 6: May Sacht and Caton</p>
Comox Valley Schools Food Advisory Council / Committee	Trustee: Cristi May Sacht Alternate: Shannon Aldinger
Comox Valley Social Planning Society	Trustee: Shannon Aldinger Alternate: Janice Caton
Tribune Bay Outdoor Education Society	Trustee: Chelsea McCannel-Keene Alternate: Michelle Waite



TO: Board of Education **DATE:** November 25th, 2025
FROM: Jay Dixon, Associate Superintendent
RE: **2025-2026 Enrollment Report**

Purpose

This briefing note provides an update on student enrollment for the start of the 2025 -2026 school year.

Strategic Alignment

This report supports transparent communication with partners providing actual district-wide FTE (full-time equivalent) view by school with projected versus actual figures. It is used for internal planning, monitoring, and tracking.

Background

The annual enrolment report summarizes enrollment FTE by school, compares projected and actual figures, and includes students enrolled both in the classroom and online throughout the Province. Ministry's published enrollment data remains the official source for any external use (grants, funding applications, public reports, media inquiries, comparisons across districts, etc.).

Analysis

The information within Section 1 provides an enrollment analysis by school and comparison of:

- September 2024-2025 enrolment information,
- February 2025 projection for September 2025 submitted to the Ministry of Education and Child Care (MOECC),
- September 2025-2026 enrolment information.

It also represents how many students have enrolled in our International Student Program.

Please note that Online Learning (NIDES) continues to enroll students throughout the year. As a result, it is anticipated that the overall district enrollment will increase.

Section 2 provides a visual representation historical and projected enrollment statistics from the publicly available [British Columbia Student Success Website](#).

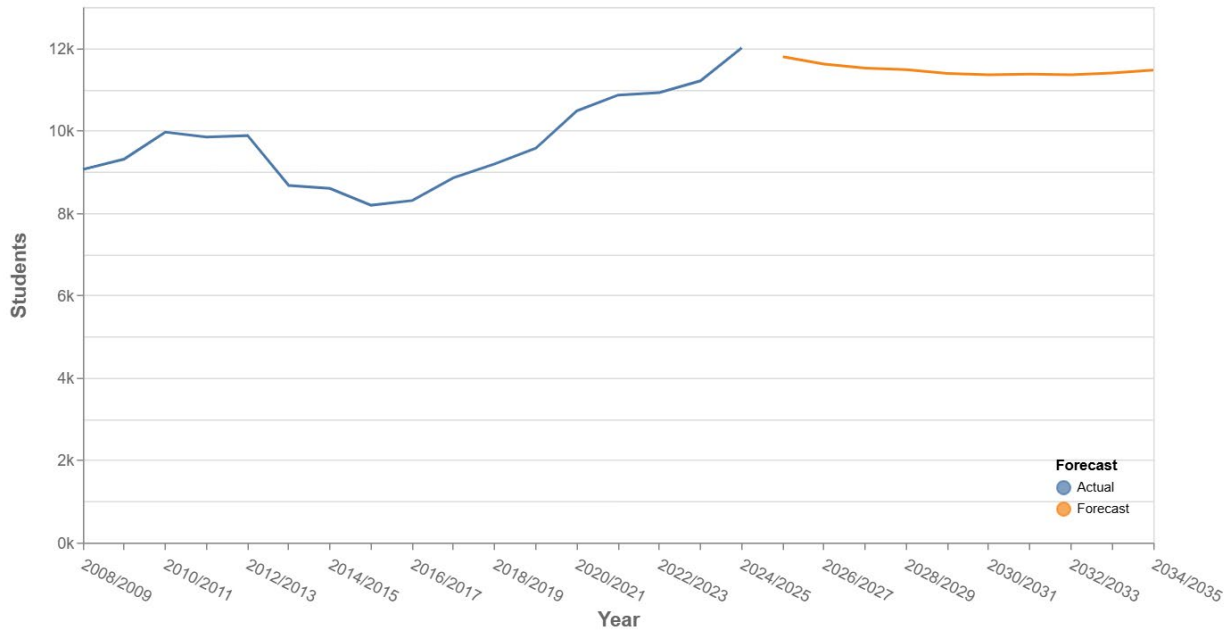
Section 1: 2025 2026 District Enrollment Breakdown:

SCHOOL	FTE Sept 24 Actual	FTE MOECC Feb 2025	FTE Sept 25 Actual	Difference	ISP
Airport Elementary	199	205	218	13	
Arden Elementary	222	211	216	5	
Aspen Park Elementary	395	378	359	-19	
Brooklyn Elementary	379	364	388	24	
Courtenay Elementary	221	213	232	19	
Cumberland Community	707	717	683	-34	
Denman Island Community	56	45	46	1	
Ecole Puntledge Park Elementary	509	508	500	-8	
Ecole Robb Road Elementary	471	488	490	2	
FAE - Navigate	133	136	119	-17	
George P. Vanier Secondary	1280	1375	1385	10	85
Highland Secondary	694	699	699	0	62
Hornby Island Community	65	58	59	1	
Huband Park Elementary	393	383	395	12	
Lake Trail Community	396	407	382	-25	
Mark R. Isfeld Secondary	971	952	958	6	82
Miracle Beach Elementary	256	254	249	-5	
Glacier View	158	158	181	23	
Nala'atsi	17	20	21	1	
Queneesh Elementary	433	438	427	-11	
Royston Elementary	260	242	225	-17	
Valley View Elementary	361	343	362	19	
	8,576	8,594	8,595	1	232

NIDES: Online Learning:	FTE 24-25 Actual	FTE MOECC Feb 2025	FTE Sept 2025 Actual	Difference	
NIDES Sept 24	1878				
NIDES Sept 25		1925	2219	294	
NIDES Feb 25	627				
NIDES Feb 26		572	tbd		
NIDES May 25	440				
NIDES May 26		320	tbd		
NIDES Total:	2945	2817	tbd		
	SEPTEMBER 2025 TOTAL:		10814		

Section 2: Student Enrollment Over Time (BC Student Success Website)

Student Enrolment Over Time



Interactive graph above located at : [B.C. Education System Performance - Comox Valley School District: Contextual Information](#)

More data and information to support parents and student learning located at: <https://studentsuccess.gov.bc.ca/>

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) receive the 2025-2026 Enrollment Report as presented.

Respectfully submitted,

Jay Dixon

Associate Superintendent

The Board of Education of School District No. 071 (Comox Valley)

Pay transparency report

Comox Valley Schools is committed to working towards an equitable workplace for everyone. This report highlights some of the work we still need to do with regards to collecting gender identities and ensuring people are compensated in an equitable manner.

It is important to note that the vast majority of employees within School District 71 are covered by collective agreements that establish standardized hourly wage rates based on position. These agreements ensure that all individuals, regardless of gender, receive equal compensation for performing the same roles, in accordance with the terms outlined in the applicable collective agreement.

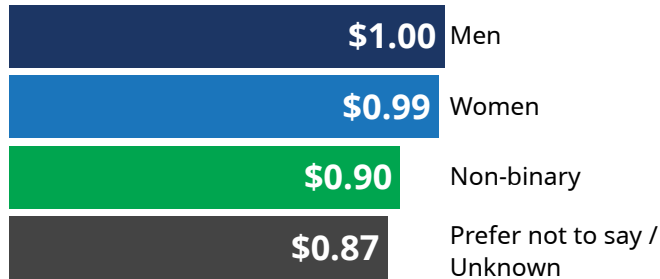
Employer details

Employer:	The Board of Education of School District No. 071 (Comox Valley)
Address:	2488 Idiens Way, Courtenay, BC
Reporting Year:	2025
Time Period:	July 1, 2024 - June 30, 2025
NAICS Code:	61 - Educational services
Number of Employees:	1000 or more



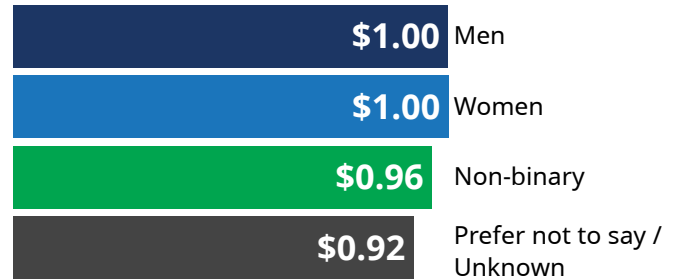
Hourly pay

Mean hourly pay gap¹



In this organization women's average hourly wages are 1% less than men's and non-binary people's average hourly wages are 10% less than men's. For every dollar men earn in average hourly wages, women earn 99 cents and non-binary people earn 90 cents in average hourly wages.

Median hourly pay gap²



In this organization women's median hourly wages are 0% more than men's and non-binary people's median hourly wages are 4% less than men's. For every dollar men earn in median hourly wages, women earn \$1.00 and non-binary people earn 96 cents in median hourly wages.

Explanatory notes

1. "Mean hourly pay gap" refers to the differences in pay between gender groups calculated by average pay. Hourly pay does not include bonuses and overtime.
2. "Median hourly pay gap" refers to the differences in pay between gender groups calculated by the mid range of pay for each group. Hourly pay does not include bonuses and overtime.



Overtime pay

Mean overtime pay³



In this organization women's average overtime pay is 57% more than men's. For every dollar men earn in average overtime pay, women earn \$1.57 in average overtime pay. *

Median overtime pay⁴



In this organization women's median overtime pay is 12% less than men's. For every dollar men earn in median overtime pay, women earn 88 cents in median overtime pay. *

Mean overtime paid hours⁵

Difference as compared to reference group (Men)

Women	5
-------	---

In this organization the average number of overtime hours worked by women was 5 more than by men. *

Median overtime paid hours⁶

Difference as compared to reference group (Men)

Women	0
-------	---

In this organization the median number of overtime hours worked by women was 0 less than by men. *

Percentage of employees in each gender category receiving overtime pay



Explanatory notes

3. "Mean overtime pay" refers to overtime pay when averaged for each group.
4. "Median overtime pay" refers to the middle point of overtime pay for each group.
5. "Mean overtime paid hours" refers to the average number of hours of overtime worked for each group.
6. "Median overtime paid hours" refers to the middle point of number of overtime hours worked for each group.



Bonus pay

Mean bonus pay⁷

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

Median bonus pay⁸

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

Percentage of employees in each gender category receiving bonus pay

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.



Percentage of each gender in each pay quartile⁹

Upper hourly pay quartile (highest paid) †



Upper middle hourly pay quartile †



Lower middle hourly pay quartile †



Lowest hourly pay quartile (lowest paid) †



■ Men
■ Women

In this organization, women occupy 77% of the highest paid jobs and 79% of the lowest paid jobs.

† This pay quartile was reduced to suppress gender categories consisting of less than ten (10) employees.

Explanatory notes

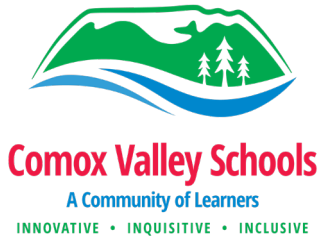
7. "Mean bonus pay" refers to bonus pay when averaged for each group.
8. "Median bonus pay" refers to the middle point of bonus pay for each group.
9. "Pay quartile" refers to the percentage of each gender within four equal sized groups based on their hourly pay.

Data constraints

Overtime may vary from year to year based on the nature and scope of events that require additional staffing. The assignment of overtime is determined by the specific duties and responsibilities associated with each position. All positions are open to individuals of any gender, and gender is not a factor in the assignment of overtime.

The school district made best efforts to collect gender information. Collection of gender information is voluntary, and a significant portion of employees (NTD%) did not respond. The school district has therefore opted to use birth sex information as a proxy for the purposes of this report. The school district intends to continue to collect gender information for the 2026 reporting year.

- * In accordance with the Pay Transparency Act and reporting rules designed to protect the anonymity and privacy of respondents, one or more gender categories has been excluded due to insufficient numbers to meet disclosure requirements.



BRIEFING NOTE

TO: Board of Education
FROM: Molly Proudfoot, Director of Operations
RE: **Student Transportation Update**

DATE: Nov. 25th, 2025

Purpose

To provide the Board of Education with an update on the Student Transportation Services' contract and highlight recent safety initiatives that demonstrate the District's commitment to providing safe, reliable, and secure transportation.

Strategic Plan Alignment

Student Transportation Services supports the District's Strategic Plan by ensuring safe, equitable, and reliable transportation for all riders.

Background

School District 71 contracts its yellow school bus service through First Student Inc. Following a re-tendering process in 2025, First Student Inc. was the successful proponent. A five-year contract was signed, effective until August 31, 2030, with three optional one-year extensions.

As of the 2025–26 school year, First Student Inc. has appointed a new Location Manager, Baiju Patel, who attended start-up meetings for Clerical Staff and the Leadership Team. Baiju has actively visited school sites and introduced himself to administrators to strengthen school-to-First Student relationships.

First Student has also launched [FirstView 1.0](#), a bus tracking app providing:

Up-to-date bus & stop assignments;
Near real-time route tracking; and
Status updates including delays & cancellations.

Yellow Bus Service is provided under specific provisions for students attending:

- Elementary Schools: Airport, Arden, Courtenay, Denman Island, Hornby Island, Huband, Miracle Beach, Queneesh, Royston.
- Middle & Secondary Schools: G.P. Vanier, Highland, Cumberland, Lake Trail.
- Other: Inclusive Education and K'omoks First Nations.

Service Metrics (Fall 2025):

Approx. 2,690 student riders;
X25 regular routes (enrolment dependent);
X2 late runs (Monday & Thursday only);

X1 K'omoks First Nations route; and
X7 Inclusive Education routes (registration done through Inclusive Education Department).

First Student Inc., in collaboration with SD71 Operations staff, reviews ridership levels and service routes year-round. Efforts focus on optimizing routing and reducing transit times while maximizing service for regular riders. As well as a continued emphasis on student safety, including updated [Safe Riding Rules](#), community awareness campaigns, and annual bus safety drills.

Safety Initiative Highlights:

[Updated Safe Riding Rules](#) for Yellow Buses – available on the District's [Student Transportation webpage](#). When families register for busing, reviewing and acknowledging this document is a required step in the registration process.

In collaboration SD71, First Student Inc., City of Courtenay, RCMP, ICBC, and partners launched a valley wide '[Back to School Messaging Campaign](#)' that included a **#TimeToStop** Campaign to promote driver awareness and safe travel.



So far this year, SD71 & First Student Inc. hosted [yellow bus orientations for kindergarten students](#) during 'Welcome to K' events and participated in '[National School Bus Safety Week](#)' by conducting evacuation drills and reviewing safety protocols with riders.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Student Transportation Update as presented.

Respectfully submitted,

Molly Proudfoot
Director of Operations

REPORT	2024/2025
Section 38 (1) Disclosures of wrongdoing in respect of SD#71	0
Section 38 (2) Number of Disclosures received, including referrals of disclosures: And the number acted on: Not acted on:	0 0 0
Number of investigations commenced as a result of a disclosure:	0
In the case of an investigation that results in a finding of wrongdoing (i) A description of wrongdoing, (ii) Any recommendations, including those made by the Ombudsperson, and (iii) Any corrective action taken in relation to the wrongdoing or the reasons why no corrective action was taken;	0 0 0
Any other information prescribed by regulation	0

I certify that the above report is true and correct.



Dr. Jeremy Morrow
Superintendent

Action Plan

Goal	Action	Progress
<p>Advocate for and advance the wellness, safety and personal success of all learners</p>	<ul style="list-style-type: none"> ● Advocate for a provincial K-12 Gender-Based Violence action plan ● Advocate to the MECC improved education funding allocations to support equitable access ● Advocate for a provincial cyber security program ● Respond to and elevate student voice in matters of mental health, equity, and safety, as identified through the District Student Voice Leadership Group. ● Monitor and review progress on the ESLR ● Advance advocacy through BCSTA motions 	
<p>Advance the decolonization of governance practices</p>	<ul style="list-style-type: none"> ● Begin and close meetings in circle wherever possible ● Support continued development and implementation of the Indigenous Policy Framework ● Participate in professional learning focused on Indigenous history, contributions, governance, language, culture and decolonization ● Respect and follow local protocols 	
<p>Strengthen partnerships and co-governance with Indigenous communities</p>	<ul style="list-style-type: none"> ● Extend an invitation to share a meal with elected Chief and Council in a culturally safe space ● Provide opportunities to connect with the education manager from KFN ● Encourage Trustee attendance and participation at IEC meetings ● Receive and support implementation of recommendations from the equity scan ● Deepen understanding of LEA implications and obligations ● Attend community events, ceremonies, and cultural gatherings as guests and learners, wherever possible 	

<p>Align financial decision making with district strategic priorities</p>	<ul style="list-style-type: none"> ● Conduct annual review of department operational plans ● Engage in the next 10-year LRFP and ensure strategic alignment ● Review and approve the annual budget ● Ensure program proposals and budget requests align with the strategic plan ● Support trustee professional development on budget structures, surplus, capital, special purpose and capital plans 	
<p>Evaluate the superintendent's performance</p>	<ul style="list-style-type: none"> ● Review board policies to ensure consistency with the Strategic Plan, legislation, and the district's values and commitment to equity and inclusion language, Indigenous worldviews and perspectives, and the current needs of the school district ● Develop, revise, or rescind board policies as needed 	
<p>Strengthen relationships and engagement with partner groups and government</p>	<ul style="list-style-type: none"> ● Create opportunities for dialogue and information exchange with local government representatives ● Review trustee participation on community-based committees to effective representation ● Engage partner groups in consultation processes through transparent communication ● Develop an engagement framework grounded in transparency and inclusivity ● Launch a quarterly Board update 	
<p>Support trustee professional development and a board reflection process</p>	<ul style="list-style-type: none"> ● Conduct an annual Board evaluation or self-evaluation to guide learning and improvement ● Support trustee attendance at professional learning opportunities (BCSTA conferences, VISTA, webinars, etc) ● Schedule learning sessions aligned with identified Board development goals 	