

**GENDER-BASED VIOLENCE WORKING COMMITTEE
REPORT TO THE BOARD OF EDUCATION
February 24, 2026**

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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 education*²⁵, 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 more opportunities for student education and discussion about consent beyond the classroom setting. This could include:
- 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;
 - Have players of sports teams sit through a presentation about consent and/or commit to codes of conduct that include a commitment to addressing gender-based violence. See for example, Hockey Canada’s “Action Plan: Shatter the code of silence and eliminate toxic behaviour in and around Canada’s game”: <https://cdn.hockeycanada.ca/hockey-canada/Corporate/action-plan/hockey-canada-action-plan-e.pdf>
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.

- (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.

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.

- (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.

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.

- (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.
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 Wachiay 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.
31. The Committee recommends that the district consider opportunities to address gender-based violence when negotiating contracts with third parties such as bussing and facility-sharing. This could include requiring a commitment to making greater efforts to address toxic behaviour and gender-based violence (citing organizations like the BC Lions).
32. The Committee recommends that the district engage in discussions and collaborative initiatives with local municipalities and community partners to address gender-based violence throughout the Comox Valley.

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.

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.

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.
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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)
 - Guides for Sexual Health Education:
 - 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>
 - Guides for Consent Education:
 - Effective Consent Education for Boys & Young Men: An Educator Guide (2025)
https://af824021-8b3c-4189-836d-9ade9396b03f.filesusr.com/ugd/1e4724_efbd9ff90c724af1b9003319a0ce474d.pdf
 - Increasing Capacity to Provide Effective Consent Education (2025)
https://af824021-8b3c-4189-836d-9ade9396b03f.filesusr.com/ugd/283cae_84f0b6a2c50f4e529a33ee9c00a6a260.pdf
 - Effective Consent Education for Autistic Youth: An Educator Guide (2025)
<https://www.sieccan.org/resources/effective-consent-education-for-autistic-youth%3A-an-educator-guide>
 - Gender-Based Violence Prevention Guides:
 - Quick Read: Guidelines for Integrating Gender-Based Violence Prevention within School-Based Comprehensive Sexual Health Education
<https://prevention-collaborative.org/wp-content/uploads/2024/06/SIECCAN-WAGE-GBV-QuickRead-2023-E.pdf>
 - Guidelines for Integrating Gender-Based Violence Prevention in Sexual Health Education
<https://youthrex.com/wp-content/uploads/2024/01/Guidelines-for-Integrating-Gender-Based-Violence-Prevention-within-School-Based-Comprehensive-Sexual-Health-Education.pdf>
 - Benchmarks for Integrating Gender-Based Violence Prevention in Sexual Health Education
https://af824021-8b3c-4189-836d-9ade9396b03f.filesusr.com/ugd/919ea6_85901e5ec64341eb9d86012f9750293c.pdf
 - Educator Guide: Gender-Based Violence Prevention within School-Based Comprehensive Sexual Health Education
https://www.sieccan.org/_files/ugd/1332d5_f704ce988b364f598fc34100a3ed9d19.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>
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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 E: 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://shifteducate.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+:

- Mischa Oak: <https://mischaoak.com/>
(educational consultant and inclusion training)
- 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)