

Honorable Jennifer Whiteside,

I am concerned that the Abbotsford School Board has made no effort to inform parents about the controversial topics taught to our children at school, such as gender expressions, sexual identities, and use history as a battleground between people of different races. Despite the good intentions of the discussion, given the numerous updates, emails, and meetings, open communication with parents is not a priority for the board.

Educators should encourage students to strive for excellence, be resilient in the face of adversity, and be independent thinkers. They should teach students the diversity of thought and respect dissenting views. Educators should also be mindful of students' personal boundaries and stop subjecting them to woke conversations in a classroom full of their peers. They should empower students rather than instruct them to scan for oppression and micro-aggressions constantly. The trend in teaching towards Critical Pedagogy, with its emphasis on bringing politics into the classroom, deprives students of a balanced education, free of bias, and the ability to analyze all available evidence to develop informed judgments.

Educators are touching on several contentious ideas that can be subject to misinterpretation depending on how they are framed. Knowing whether students walk away with a healthy understanding of the world around them is made even more difficult when parents are not informed. School board transparency is important for parents who play the central role in the way **our children** view themselves.

The Abbotsford School Board may have been misled by sexual deviants to believe that it was acceptable to allow the distribution of obscene materials and pursue a dangerous ideological agenda without considering the well-being of our children. And even if this is accepted by the ministry of education who was previously also misled by a convicted pedophile *Ben Levin (the former deputy of education and pedophile convicted of possessing child pornography, making child pornography, and counseling the indictable offense of sexual assault).*

Even the BCTF back in 2018 knew that they did not have enough time to explore the materials.

PROFESSIONAL DEVELOPMENT

Are teachers prepared to implement the new PHYSICAL AND HEALTH EDUCATION curriculum?

By Andree Gacoin, BCTF Senior Researcher

The redesigned BC curriculum has combined physical education and health into one curricular area. Health related content previously in Health and Career Education K-8, Health and Career Education 9-9, and Planning 10 were merged into what was called physical education. As a result, hundreds of teachers are now expected to teach topics unfamiliar to them, including sexual health.

THE 2017 BCTF CURRICULUM Change and Implementation Survey asked teachers who currently teach physical education and/or careers how ready and prepared they feel for this curricular area and about their access to instructional materials and in-service opportunities.

Physical health and/or career teachers told us:
70% feel ready and prepared to teach health-related topics.
25% do not feel ready or prepared to teach health-related topics.

“I have taught Planning 10 in the past and so feel comfortable with the topics but MANY teachers are feeling completely unnerved and unprepared to teach the new health-related topics.”

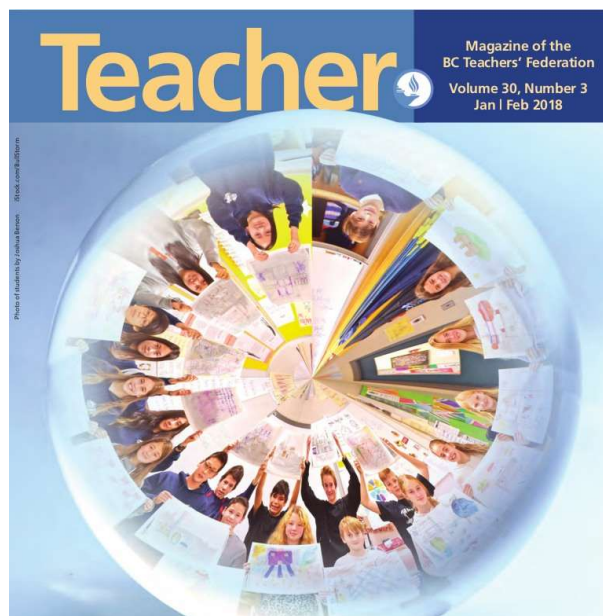
49% said they do not have sufficient access to materials on health-related topics.

“Access to instructional materials is due to personal research/ accessing online resources, not resources available to implement the new curriculum by government.”

62% said they have not had sufficient access to in-service opportunities on health-related topics.

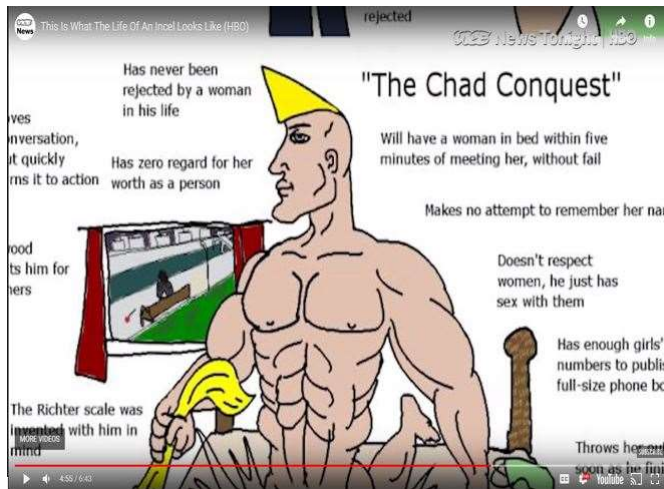
“Teachers have not been provided in a timely manner the materials needed, the time to explore them, and the time to collaborate with colleagues in this regard. With schedules overflowing, it is challenging to take on so much change so quickly.”

“No materials or resources in French for French immersion.”



In February 2019 students at the Robert Bateman Secondary School were compelled to watch an online video that idolized a mass murderer, featured child pornography and the violent sexual assault of a minor, and the normalizing of vulgarity and abnormal ideas about relationships.

[Abbotsford high school teacher compelled students to watch HBO 'incel' porn video | cultureguard.com](http://cultureguard.com)



Previously at the same school in May of 2018, Henry Kang, a 50-year-old teacher who had taught at both Robert Bateman and W.J. Mouat secondary schools, was charged with two counts each of sexual assault and sexual exploitation.

<https://www.abbynews.com/news/former-abbotsford-teacher-sentenced-to-90-days-for-sexual-assault/>



Former Abbotsford teacher sentenced to 90 days for sexual assault

Henry Kang was charged in 2018 with offences involving two youths

In 2018 Michael Haire, 38, a former vice-principal of William A. Fraser Middle School In a statement, has been charged with making available child pornography and possession of child pornography. Thousands of videos and images of child pornography and child abuse have been found on Haire devices.

[Abbotsford vice principal suspended, then resigns, after being charged with child pornography crimes | CBC News](#)

Abbotsford vice principal suspended, then resigns, after being charged with child pornography crimes



Michael Haire, 38, is a former vice principal of William A. Fraser Middle School

Liam Britten - CBC News - Posted: Sep 28, 2018 11:57 AM PT | Last Updated: September 28, 2018



William A. Fraser Middle School vice principal Michael Haire has been an Abbotsford school district employee for 12 years. (Abbotsford Police Department)

An Abbotsford middle school vice principal was suspended from his job and has subsequently resigned after police announced Friday he was facing child pornography charges.

Travis Mitchell taught at Hillcrest Elementary, worked at Boys and Girls Club was sentenced for child pornography possession.

[Former B.C. teacher, kids club leader sentenced for child pornography possession – Abbotsford News \(abbynews.com\)](#)



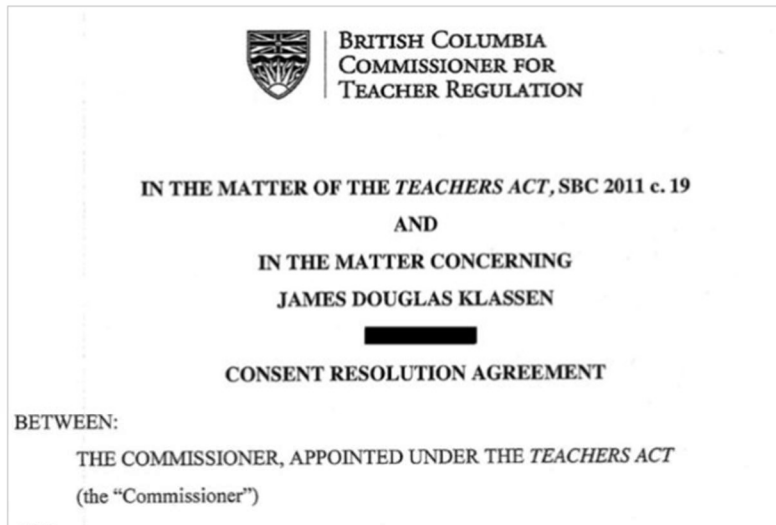
Former Saanich teacher and Boys and Girls Club leader Travis Mitchell was issued an 18-month conditional sentence for possession of child pornography on Oct. 13. (Black Press Media file photo)

Former B.C. teacher, kids club leader sentenced for child pornography possession

Travis Mitchell taught at Hillcrest Elementary, worked at Boys and Girls Club

James Douglas Klassen Abbotsford middle school teacher was suspended for inappropriate touching of students after being warned to stop.

[Abbotsford middle school teacher suspended for inappropriate touching of students after being warned to stop – Abbotsford News \(abbynews.com\)](http://abbynews.com)



Abbotsford middle school teacher suspended for inappropriate touching of students after being warned to stop

Three students said touching made them feel uncomfortable but wasn't sexual in nature

Interior Health's top doctor Dr. Albert de Villiers charged with sex crimes against child in Alberta.

[Interior Health's top doctor charged with sex crimes against child in Alberta – Abbotsford News \(abbynews.com\)](http://abbynews.com)



Dr. Albert de Villiers, chief medical health officer for the Interior Health Authority. (Contributed)

Interior Health's top doctor charged with sex crimes against child in Alberta

Dr. Albert de Villiers was arrested in Kelowna on two Alberta charges

Clearly the police are doing a good job, but the ministry of education still allowed sexual deviant and pedophile to access student and facilitate the grooming of student.

Here is for example one of Burnaby School principal Twitter account screenshots. Note that **Bryan Gidinsky** an advocate of the SOGI wrote some of the policies, procedures, and teaching resources. He is clearly ideologically driven which in my understanding goes against the BC Educator Professional Standards paragraph 1 and 2. He currently holds a district leadership role as the Sexual Orientation and Gender Identity (SOGI) Support Teacher for Elementary Schools and the President of Lost Boys Consulting.



BRYAN GIDINSKI

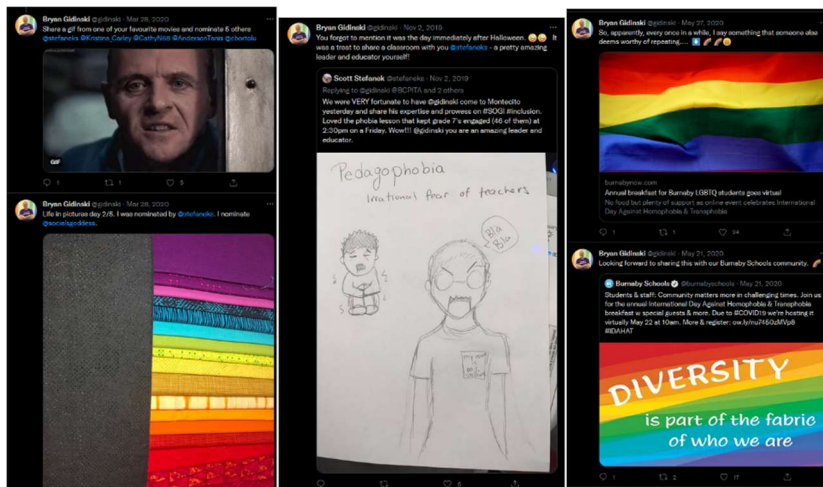
Bryan Gidinsky is an intermediate elementary school teacher with more than twenty years of teaching experience. In addition, he has worked as a Faculty Associate and Sessional Instructor, teaching courses in Language Arts Methodology and Classroom Management as well as facilitating teacher education modules with Diversity and Literacy themes. He currently holds a district leadership role as the Sexual Orientation and Gender Identity (SOGI) Support Teacher for Elementary Schools. He has demonstrated a passion for writing and enjoys facilitating rich writing experiences for students, so that they develop comfort and become experimental with language and composition. In addition, he has been very sensitive to the issues surrounding boys and their learning, and strives to provide instruction that is highly motivating for all students, and that allows students opportunities to achieve to their highest potential. He is also an advocate for ensuring that LGBTQ+ students and their families see themselves reflected in curricular resources, lessons, and conversations by promoting themes of diversity and acceptance.



Branching Out: Conceptualizing SOGI Inclusive Units in Primary and Early Intermediate Grades

Bryan Gidinski
bryangidinski@gmail.com

Bryan will share perspectives on how to bring LGBTQ+ identities and understandings into primary and intermediate classrooms in ways that are connected to curriculum, focusing on building robust and broad understandings embedded in long term unit planning instead of single or separate SOGI focused lessons.



Another author of a lot of the material is **Nichelle Penney**. Triss Smillie the Superintendent of Schools, as the Chief Executive Officer of the Kootenay Lake School District, has hired Penney in 2016 to work on presentations about inclusive awareness training for staff including principals and vice-principals. Penney was hired as the sexual orientation and gender identity coordinator for staff and students...

Nichelle did write couple of controversial teaching resource available on the BCTF site. Students are even encouraged to keep secret what is taught at school, for example in one of Nichelle Penney teacher resource documents she wrote:

“Let participants know that they are going to fill the box but that it will be erased at the end of the activity and the conversation stays within the room”

5. Judgements

- a. Draw a box on a white board. Let participants know that they are going to fill the box but that it will be erased at the end of the activity and the conversation stays within the room.
- b. Ask the participants what are some of the first impressions / assumptions that people make about them when they first meet them.
 - i. Put an example for yourself on the board to start the activity (i.e. Bossy)
 - ii. Ensure that participants fill the box (about 10-15 terms, minimum) before you discuss the items



Lesson Plan:

1. Write LGBTQ2S on the board.
 - a. Ask participants to show of hands how many people think they know what the L stands for.
 - b. Tell participants that we are going to say the words out loud together at a count of three. Ensure that everyone shouts out "Lesbian," "Gay," "Bisexual," "Trans(gender)," and "Queer / Questioning."
 - c. Now that all terms have been said out loud, ask if anyone knows what the 2S stands for - give a few seconds, but if no one knows, indicate what the term is

2. Explore definitions
 - a. Go through LGBTQ2S and provide a definition for each term
 - b. Ask if there are any questions that have arisen from this activity

The Genderbread Person v3.3

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

Gender Identity

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Woman-ness

Man-ness

Two-spirit

Genderqueer

Gender Expression

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

Feminine

Masculine

Androgynous

Gender neutral

Biological Sex

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Female-ness

Male-ness

Intersex

MTF Female

Sexually Attracted to

Nobody

Women/Females/Femininity

Men/Males/Masculinity

Romantically Attracted to

Nobody

Women/Females/Femininity

Men/Males/Masculinity

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

Another ideologically driven teacher **Steve Mulligan** who wrote over 70% of the teacher’s resource on the BCTF site. Here is an example of Steve resource for grade 4 and 5 speaking about sexuality, sexual identity, biological sex, gender identity and “someone’s personal sense of being a girl/woman, a boy/man, or somewhere in between along the gender spectrum.”.

Steve Mulligan (He/Him)
343 Tweets

Steve Mulligan (He/Him)
@MullSteve
Vancouver, British Columbia
Joined September 2014
144 Following 168 Followers
Followed by Teri Mooring

Steve Mulligan (He/Him) @MullSteve · Dec 24
As a teacher, I not only wear, but teach with a mask on all day, everyday. Despite Omicron tearing through our world, scores of people on @BCFerries are still evading wearing masks. Meanwhile @Transport_gc insists that people can't stay in their cars. Where's the greater risk?

Learning Activity: Male and Female

- Use the [Gender Unicorn](#) or [Genderbread Person](#) to discuss the differences between biological sex, gender identity, gender expression, and sexual orientation. Note that each of these represent spectrums, versus binary constructs.
- Present students with pictures of babies in diapers or animals. Next, present students with pictures of “gendered” children (e.g. girl in dress, boy in suit). Ask students how they can tell the biological sex of a new baby or animal. Ask students how they can tell what gender someone is.

Learning Activity: Gender Roles

- A gender role is the way a person behaves, or the way society says a person should behave, as either a male or a female.
- Present students with pictures of girls and boys from different cultures. Sample questions for students:
 - What are your favourite games and activities? Can anyone play these games and activities?
 - What are some of the things that we learn from our cultures about differences between genders and gender roles?
 - What are some things that our cultures tell us girls should do? What are things that our cultures tell us girls should not do? What are some things that our cultures tell us boys should do? What are things that our cultures tell us boys should not do?
 - Are these true for you? Do you feel pressure to be different than you are? Why and/or why not?
- Ask students to reflect on their thoughts in writing.
- Unlike a person’s biological sex, which is pretty much fixed, a person’s gender identity (how you think about yourself) and gender expression (how you demonstrate your gender [based on traditional gender roles] through the ways you act, dress, behave and interact) is largely up to the individual.

Learning Activity: Understanding and Respecting Gender Diversity

- Discuss different gender identities beyond the traditional concepts of male and female (see page 4 of [The Gender Spectrum](#)).
- Sample questions for students include:
 - What gender are you? How do you know that?
 - Are people ever uncomfortable with the gender they were assigned at birth? Are there different degrees of discomfort? How might this make a person feel?
 - Do you think people ever change their gender? How might this feel?

Common Beliefs about Gender

Without a doubt, gender has an enormous impact on who we are as people. As the previous diagram illustrates, gender identity overlaps with all other aspects of our core identity. Over the past few decades, society's ideas about the equality of women and men have progressed significantly. However, outdated and oppressive views of gender continue to circulate in our everyday understandings of what it means to be human. In order to resist reinforcing these harmful beliefs, it is important to be conscious of the assumptions and values we have about gender.

Consider this list of dominant cultural assumptions about gender:

Which of these beliefs do you hold to be true?

How are people pressured to conform to these beliefs?

Whose identities are marginalized by these beliefs?

What are the impacts of these beliefs on people who do not conform to them?

- | Common Beliefs |
|--|
| 1. Gender exists in a binary: everyone is either male or female. |
| 2. Gender identity is realized by age two and does not change. |
| 3. Gender is determined by one's anatomy. |
| 4. Males should have a masculine style of behaviour and females should have a feminine style of behaviour. |
| 5. Feminine males and masculine females are abnormal or disordered. |

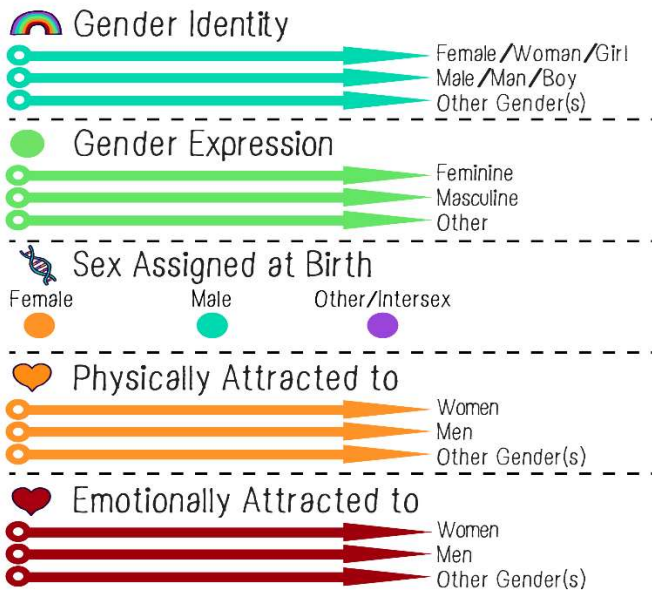
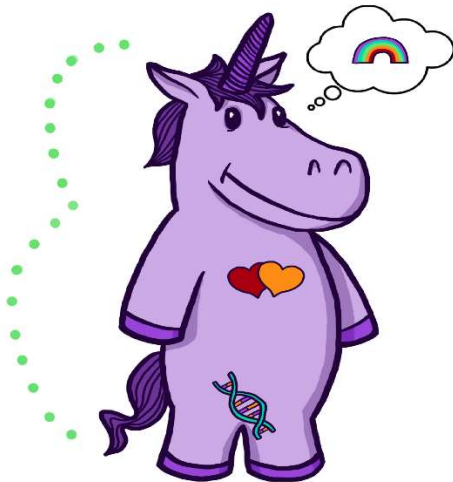
There are two groups of people who are especially marginalized by these common beliefs about gender: those whose style of behaviour is gender non-conforming and those that are transgender.

A child's style of behaviour is considered **gender non-conforming** when it consistently falls outside of what is considered 'normal' for their assigned biological sex. This may be indicated by choices in games, clothing, and playmates. For example, a boy who wants to take ballet, wear pink, and play primarily with girls is gender non-conforming. Gender non-conforming children may become gender normative over time or their style of behaviour may continue to defy gender expectations as adults. Some of these children grow up to be gay, lesbian or bisexual and some grow up to be heterosexual. Some of these children are or will become transgender.

A **transgender** person is someone whose felt gender identity does not match the gender they were assigned at birth based on their biological anatomy. For example, a transgender child self-identifies as a girl but was born with the anatomy of a boy (or vice versa). Some children and adults self-identify as both male and female or neither male nor female. These people fit under the term 'transgender' as well. Transgender people have existed throughout history in cultures all over the globe.¹

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by I. andyn Pan and Anna Moore



Steve Mulligan (He/Him) @MullSteve · Jun 18

Super excited about this upbeat, fun musical video for all ages to explain the colours of the new Pride flag! The Meaning of Pride from Drag Queen Nina West 🏳️‍🌈 (Pride Song) youtu.be/Xprabk1LD4 via @YouTube



youtube.com

The Meaning of Pride ft. Drag Queen Nina West 🏳️‍🌈 (Pride Song)
Drag queen Nina West performs an original song about the meaning of the rainbow Pride flag. June is Pride Month, so let's celebrate by lifting ...



Steve Mulligan (He/Him) @MullSteve · Jun 12

Thank you researchers! This data helps teachers and school administrators understand why SOGI inclusive education needs to be integrated into their daily language, lesson plans and annual school events.

Re **Egale Canada** @egalecanada · Jun 10
Today, we launched our 2nd national #report on #2SLGBTQ inclusion in Canadian #schools. The report, Still in Every Class in Every School, comes 10yrs after our 1st report allowing us to ask, "are schools today more inclusive than they were a decade ago?". bit.ly/3z38is
[Show this thread](#)



Still in Every Class in Every School

Second National Report on 2SLGBTQ Inclusion in Canadian Schools



Steve Mulligan (He/Him) @MullSteve · Apr 21

Our UBC #SOGI Inclusive Education & Leadership Virtual Institute is happening July 9-10. Engage in collaborative conversations about sexuality & #gender and how they relate to race & Indigeneity.

Space is limited! Register by June 4.



pdce.educ.ubc.ca

SOGI Vancouver | UBC Summer Institute | July 9-10, 2021
Join us for a virtual institute on sexual orientation and gender identity (SOGI) inclusive education and leadership.



Steve Mulligan (He/Him) @MullSteve · Jun 30

That's a wrap! Or maybe a wipe... with bleach to my teaching space (with decent ventilation) for this crazy school year! No more wiping tables with bleach or teaching ELL and kids with diverse needs wearing masks in a noisy hallway, between the washrooms with flushing toilets!



1



5



Kate Paterson (she/they) another writer of the SOGI teacher resources. Kate self-identify as a queer, white settler, intersectional feminist and empathic virgo??? They (she) live in Calgary with their (her) spouse, dog, and many plants. You can often find them stitching a quirky embroidery about diet culture or breaking the gender binary according to her own writing. Dr. Kate Paterson (she/they) is a researcher, writer, consultant, and queer educator. Her work focuses on social justice education and queer liberation. Kate (she/they) received her Hons.BA in Sociology at Mount Allison University and her MA in Social Justice & Equity Studies at Brock University. Kate also holds a PhD in Educational Studies from the University of British Columbia. Kate own Kapaterson Consulting a organization committed to helping schools, local service providers, and businesses become more inclusive and affirming of LGBTQ2SA+ and gender diversity in their workplaces, professional, and personal lives. Kapaterson Consulting also runs Queer Calgary (@queercalgary), a community resource page and directory for LGBTQ2SA+ education, events, and resources in YYC.

Here is an example of what is taught to our children:

"My name is Tia. - Please call me he"

"My name is Polly. - Please call me they."

"My name is Jamie. - Please call me he."

"Materials Needed: The picture book, 10,000 Dresses by Marcus Ewert - Whiteboard or chart paper

"Discussions and role-play activity should take place during one lesson. - See part 2 for worksheet activities to take place on a separate day."

"Ask students, what does it mean to feel like a boy? Or feel like a girl? Do people ever feel like a bit of both? - Possible Teacher Response: If this feeling of being both is strong, people sometimes don't like being called "he" or "she". Often people who feel this way like us to use "they" or "them", just like when we don't know the gender of a person. Eg. "I'm not sure who my teacher will be next year, but I'm sure they will be great!" It is important to respect and use the names and pronouns that people want us to use."

"Role Play Extension - Explain role-play pronoun activity with students as a group. Each student will get a piece of paper with a person's name and pronoun. As students walk around the classroom, everyone will take turns introducing themselves and asking each other what their name and pronouns are (based on their cards). To demonstrate, the teacher will choose a student volunteer and each take a name/pronoun card."

"Teacher: Hi, what is your name? - Student (reading from card): My name is Alex (for example). - Teacher: Nice to meet you, Alex. Do you want me to call you he, she, or they? - Student: Please call me they. - Take this opportunity to see if students have any questions."

"Student Activity: 5 minutes - Hand out name/pronoun cards (try not to use familiar student names) to students and ask everybody to walk around the classroom and introduce themselves/ask each other what their names are and what pronouns they should use (based on the cards)."

"Remind them that in this game we're pretending to be other people and not ourselves. If students start to get silly or act out gender stereotypes (based on their card) take this as an opportunity to discuss this – for example, explaining how acting out a specific group of people or particular person in an exaggerated way isn't real and can be hurtful."

<https://www.bctf.ca/classroom-resources/professional-development-teaching-resources-search?keyword=kate%20paterson>

<https://www.kepaterson.com/aboutkatepaterson>



kepaterson • Follow
Calgary, Alberta

kepaterson A new headshot from @stacimitchellphoto is a great opportunity to reintroduce myself! 🌈🌟

My name is Kate (she/they) and I very recently completed my PhD in educational studies from the University of British Columbia. My dissertation research explored how elementary educators in Alberta make sense of queer, trans, and gender diversity (with a focus on Alberta's political conservatism & school policies for LGBTQ+ youth).

I hold an Honours BA in sociology and an MA in social justice & equity studies - both of which focused on gender & sexuality in children's literature 📖🌈

I began my consulting business in 2018 to help educators, businesses, and practitioners learn how to become more queer & trans affirming in their policies & practices. I love working one-on-one with folks to help them understand the significance and importance of doing this work, regardless of how their current students, clients, or patients (seemingly) identify.

In my free time, I binge watch (& critique) Netflix with my spouse, embroider, and attempt to keep my plants alive 🌱

Thanks for reading! 😊

31w

Here is also some of the books available in your library shelves in BC Schools:

All Boys Aren't Blue:

All boys aren't blue : a memoir-manifesto	Chilliwack	Chilliwack Secondary School	306.76 JOH	32426000120861
All boys aren't blue : a memoir-manifesto	Richmond	Richmon Secondary	306.76 JOH	38001180206280
All boys aren't blue : a memoir-manifesto	Richmond	Palmer Secondary	FIC JOH	38002580114539
All boys aren't blue : a memoir-manifesto	Vancouver	Britannia Community Secondary	921 JOH	33389155587791
All boys aren't blue : a memoir-manifesto	Vancouver	Eric Hamber Secondary School	PNF 921 JOH	33389155594755
All boys aren't blue : a memoir-manifesto	Vancouver	Gladstone Secondary School	PNF 921 JOH	33389155521642
All boys aren't blue : a memoir-manifesto	Vancouver	John Oliver Secondary School	PNF 921 JOH	33389155581000
All boys aren't blue : a memoir-manifesto	Vancouver	Templeton Secondary	PNF 921 JOH	33389155792920

Page 170

...he pulled out. I didn't stay long, nor did I masturbate after. I was in a state of shock. I just wanted...

Ejaculate etc...

2 results in book

Page 131

...what was about to happen, and then it did. You ejaculated into the toilet in front of me. I was very...

Page 131

Watching you ejaculate was shocking. I remember you telling me, "It'...

Porn

6 results in book

Page 166

...t the same as what I had seen in love stories or pornography. Those were mostly between men and women...

Page 166

...were excited and confident with each other. The porn stories were so romanticized, but the passion...

Page 167

...I did my best to act dominant like my favorite porn star. I was an actor, and this was my movie.

Page 168

..., and that was seven-plus years of watching pornography. Although the porn was heterosexual, it was enough of a reference...

Page 170

.... He knew what to expect. I didn't. As an avid porn watcher, the only thing I knew about anal sex...

Sex with

9 results in book

Page 133

...shut me down from the idea of wanting to have sex with anyone else. It would be years before I even...

Page 165

I never daydreamed about sex with another boy. When I did think about sex, I was a...

Page 165

...When I did think about sex, I was a girl having sex with a boy. I created an alter ego in my mind named...

Page 165

...would look if I were a girl, and she would have sex with any of the boys I daydreamed about. That was the...

Page 165

...because I still could not imagine myself having sex with anyone else. The feelings I had were for boys...

Page 166

...—which consisted of no romantic love at all. So, sex with myself was going to have to suffice until I had...

Page 168

...of a campus rumor. Let alone that I was having sex with men and a friend of someone in my chapter.

Page 168

...was glorious. I had conquered a fear and had sex with a man on my own terms. The years of suppressing...

Page 172

...stated that 50 percent of Black men who have sex with men will contract HIV over their lifetime. And a...

Fuck

5 results in book

Page 131

...if you inquired about sex was whether “you were fucking or not.” And I wasn’t. We also had the bare...

Page 132

I zipped up my pants and yelled, “What the fuck are you doing?”

Page 146

...George M. Johnson would finally be moving the fuck out of New Jersey. I wasn’t leaving many friends...

Page 147

...t an HBCU experience if your financial aid isn’t fucked up at some point. We quickly got it straight...

Page 149

My heart immediately sank to the floor. That same fucking question and assumption I had dealt with in K...

Page 165

...would look if I were a girl, and she would have sex with any of the boys I daydreamed about. That...

Page 165

...back then, and my high school taught sexual education in a very archaic way. The whole “...

Page 165

...hell cared about how birds and bees were mating? Sex education was an absolute joke—and the fact that...

Page 165

We learned the basics about sex. What an erection was, what sperm did and how it...

Page 165

We also didn't learn about sex between two men. I focused on masturbation...

Page 165

...two men. I focused on masturbation instead of sex, primarily because I still could not imagine...

Page 165

...because I still could not imagine myself having sex with anyone else. The feelings I had were for...

Page 166

...—which consisted of no romantic love at all. So, sex with myself was going to have to suffice until I...

Page 166

...It had been a daunting task to lie about having sex (and with a girl) to all of my heterosexual cousins. I had never seen a vagina other than...

Page 167

...a boy as well. I remember in that moment I was extremely nervous because I did not know what I was...

Page 167

...my virginity. For once, I was consenting to the sexual satisfaction of my body. This moment also...

Page 167

...of my body. This moment also confirmed that sex could look how I wanted it to look. And that it...

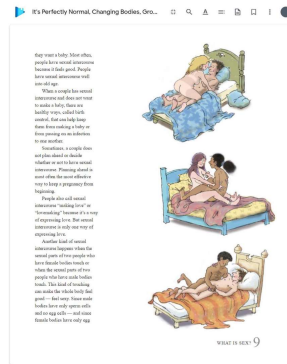
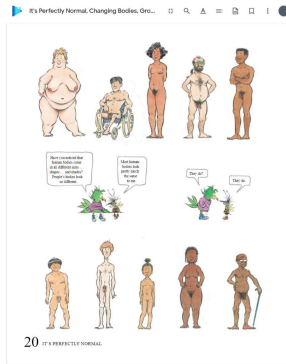
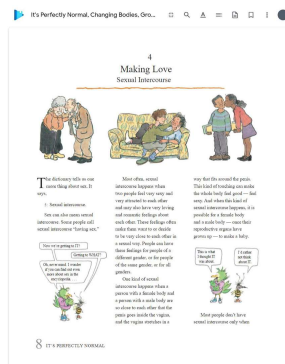
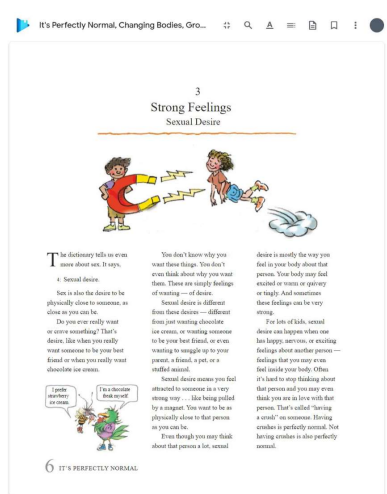
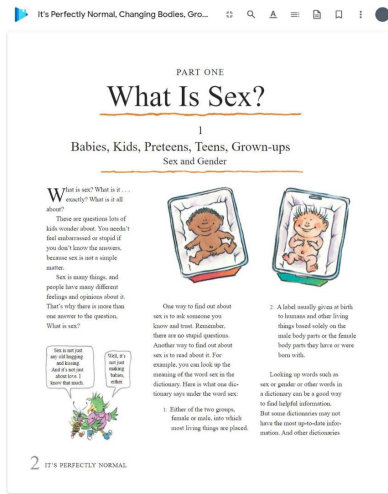
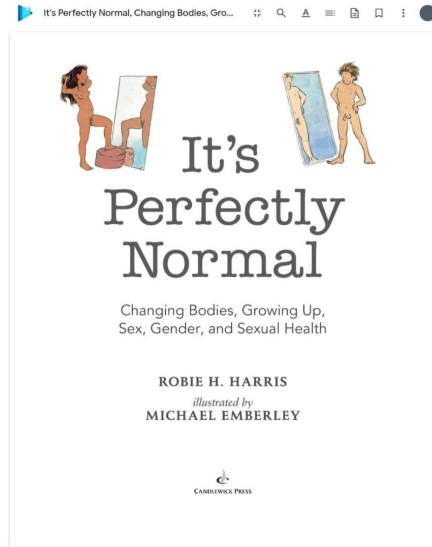
Page 168

...of a campus rumor. Let alone that I was having sex with men and a friend of someone in my chapter.

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It's Perfectly Normal:

It's perfectly normal	Abbotsford	Asia Sumas Mountain School	613.9 HAR	T 21626
It's perfectly normal	Burnaby	Burnaby Central Secondary School	TR 613.95 HAR	30965009439092
It's perfectly normal	Burnaby	Ecole Brantford Elementary School	613.95 HAR	3093006881618
It's perfectly normal	Burnaby	Windsor Elementary School	613.95 HAR	30929007806866
It's perfectly normal	Chilliwack	Evans Elementary School	PAR613.9 HAR	33206496
It's perfectly normal	Surrey	Ecole Armstrong Elementary School	613.9 HAR	30901011042101
It's perfectly normal	Surrey	Ecole Seaforth School	613.9 HAR	30923010130323
It's perfectly normal	Surrey	Guilmore Elementary School	613.9 HAR	30972005179894
It's perfectly normal	Victoria	Cloverdale Traditional Elementary School	TR 613.9 HAR	36161019026309
It's perfectly normal	Victoria	Colquitz Middle School	TR 613.9 HAR	T 37410



It's Perfectly Normal, Changing Bodies, Gro... 🔍 📄 📖 📏 🗑️

The Clitoris

The clitoris is a small, sensitive organ located at the top of the vagina. The opening stretches wide when it's time for a body to become.

The Vagina

The vagina is the passageway inside a woman's body from the uterus to the outside of the body.

FACT: A woman's vagina is a muscular canal that stretches through which a child is born. It also stretches from the uterus to the outside of the body. The vagina is the passageway for sperm to travel to the egg. The vagina is also the passageway for menstrual blood to exit the body.

The Male Sex Organs

Outside
The penis is made of soft, spongy tissue and blood vessels. It is the organ that carries sperm out of the body. The tip of the penis is called the glans. When the penis is erect and inflated, the urethra is visible at the tip. It is the opening through which urine and sperm are expelled from the body. The urethra is a tube that carries urine and sperm from the bladder to the outside of the body. This is called urination.

FACT: Inside the penis, the urethra is a tube that carries urine and sperm from the bladder to the outside of the body. This is called urination.

FACT: The penis is made of soft, spongy tissue and blood vessels. It is the organ that carries sperm out of the body. The tip of the penis is called the glans. When the penis is erect and inflated, the urethra is visible at the tip. It is the opening through which urine and sperm are expelled from the body. The urethra is a tube that carries urine and sperm from the bladder to the outside of the body. This is called urination.

7 Outside and Inside Our Sex Organs

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FACT: The vagina is the passageway inside a woman's body from the uterus to the outside of the body.

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It's Perfectly Normal, Changing Bodies, Gro... 🔍 📄 📖 📏 🗑️

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11 The Testicles

The testicles are two small, oval-shaped organs located in the male groin area. They are responsible for producing sperm and the hormone testosterone.

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12 Sexual Intercourse

Sexual intercourse is a sexual activity in which a man and a woman have sex. It involves the insertion of the penis into the vagina.

FACT: Sexual intercourse is a sexual activity in which a man and a woman have sex. It involves the insertion of the penis into the vagina.

FACT: Sexual intercourse is a sexual activity in which a man and a woman have sex. It involves the insertion of the penis into the vagina.

Sex is a Funny Word (rated 8-12 years old):

Sex is a funny word	Abbotsford	Terry Fox Elemenraty School	TR 613 SIL	T 43259
Sex is a funny word	Burnaby	Burnaby Central Secondary School	TR 613.95 SIL	30965009871250
Sex is a funny word	Burnaby	Cameron Elementary School	613.95 SIL	30906010656959
Sex is a funny word	Burnaby	Chaffey-Burke Elementary School	613.95 SIL	30908010549093
Sex is a funny word	Burnaby	Confederation Park Elementary School	613.95 SIL	30911010410688
Sex is a funny word	Burnaby	Douglas Road Elementary School	613.95 SIL	30912010313583
Sex is a funny word	Burnaby	École Armstrong Elementary School	613.95 SIL	30901010963117
Sex is a funny word	Burnaby	École Aubrey School	613.95 SIL	30902010448935
Sex is a funny word	Burnaby	École Brantford Elementary School	613.95 SIL	30903010144649
Sex is a funny word	Burnaby	École Capitol Hill School	613.95 SIL	30969006006738
Sex is a funny word	Burnaby	École Cascade Heights Elementary School	613.95 SIL	30907010880110
Sex is a funny word	Burnaby	École Seaforth School	613.95 SIL	30923010148382
Sex is a funny word	Burnaby	École Westridge Elementary School	613.95 SIL	30928010239859
Sex is a funny word	Burnaby	Edmonds Community School	613.95 SIL	30913010811196
Sex is a funny word	Burnaby	Forest Grove Elementary School	613.95 SIL	30914010380877
Sex is a funny word	Burnaby	Glenwood Elementary School	613.95 SIL	30970010135505
Sex is a funny word	Burnaby	Kitchener Elementary School	613.95 SIL	30916009109589
Sex is a funny word	Burnaby	Kitchener Elementary School	613.95 SIL	30916009109647
Sex is a funny word	Burnaby	Lochdale Community School	613.95 SIL	30917010177458
Sex is a funny word	Burnaby	Lyndhurst Elementary School	613.95 SIL	30918009240745
Sex is a funny word	Burnaby	Maywood Community School	613.95 SIL	30973010864660
Sex is a funny word	Burnaby	Montecito Elementary School	613.95 SIL	30919010670417
Sex is a funny word	Burnaby	Morley Elementary School	613.95 SIL	30920010815002
Sex is a funny word	Burnaby	Nelson Elementary School	613.95 SIL	30921010470418
Sex is a funny word	Burnaby	Second St. Community School	613.95 SIL	30924100913925
Sex is a funny word	Burnaby	Second St. Community School	613.95 SIL	30924100888853
Sex is a funny word	Burnaby	South Slope Elementary School	613.95 SIL	30968010151266
Sex is a funny word	Burnaby	Stride Community School	613.95 SIL	20976000277720
Sex is a funny word	Burnaby	Suncrest Elementary School	613.95 SIL	30926010798882
Sex is a funny word	Burnaby	Taylor Park Elementary School	TR 613.95 SIL	20977000276126
Sex is a funny word	Burnaby	Twelfth Avenue Elementary School	613.95 SIL	30927010226288
Sex is a funny word	Burnaby	University Highlands	613.95 SIL	30938000102769
Sex is a funny word	Burnaby	Windsor Elementary School	613.95 SIL	30929009346929
Sex is a funny word	Chilliwack	Vedder Middle School	613.9 SIL 9B&M)	T 121721



VULVA, CLITORIS, AND VAGINA

KIDS

GROWN-UPS

Vulva
Some bodies have a vulva and some bodies don't.

Lots of people (including grown-ups) confuse the vulva with another middle part, the vagina. The vagina is on the inside of the body, and the vulva is on the outside.

If you have a vulva, it is the middle part between your legs that you can see.

The vulva is made of folds of skin called labia. There are many folds of skin, but when a body is young, it looks like two folds pressed together with a line down the middle.

When a body is young most vulvas look similar. As a body grows and changes, the vulva grows and changes too. During puberty, it is common for hair to grow around the vulva. Every grown-up vulva will look different.

The vulva covers and protects three other middle parts.




Maybe you're called a boy but you know you're a girl. You know how girls are treated and what they do. That's how you want to be treated and what you want to do.

Maybe you're called a girl but feel you're a boy. You know how boys are treated and what they do. That's how you want to be treated and what you want to do.

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TOUCHING YOURSELF



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ERECTIONS

Most bodies get erections, but they only happen in certain parts of your body.

If your body has a penis, you might have noticed that sometimes it is soft and bendy, and sometimes it gets hard and doesn't bend. When it's hard and doesn't bend, that's an erection.

If your body has a clitoris, you might have noticed that sometimes it feels soft, and sometimes it feels a bit harder or firmer. When it's harder or firmer, that's an erection.

Erections can happen when we touch ourselves to feel good, but they also happen at other times: during the night when we are asleep, and first thing in the morning when we get up. Erections happen even if we're not doing anything at all. Babies will often get erections when they have to pee.

One way to think about erections is that they are just your body's way of exercising on its own.

ERECTIONS AREN'T JUST FOR BODIES. DID YOU KNOW THE WORD ERECT JUST MEANS TO MAKE SOMETHING STAND UP? WHEN A BUILDING IS BEING BUILT, THEY SAY THEY ARE ERECTING IT.



68

The Gender Book (rated 8-12 years old):

The gender book	Abbotsford	Aberdeen Elementary School	TR 305.3 HIL	T 120537
The gender book	Abbotsford	Dr. Thomas A Swift Elementary School	TR 305.3 HIL	T 13716
The gender book	Abbotsford	Eugene Reimer Middle School	TR 305.3 HIL	T 29067
The gender book	Abbotsford	Sandy Hill Elementary School	TR 305.3 HIL	T 46446
The gender book	Abbotsford	William A Fraser Middle School	TR 305.3 HIL	T 1271

GENDER EXPRESSION

Vocal Pitch

Word Choice

Oh cool, I get it. Gender expression is about the ways I communicate my gender to other people. This includes my short hair, baseball cap, how I don't wear makeup, how I refer to myself, the way I talk, and even the activities I enjoy. Though the specifics change every time I get dressed, I notice I tend to use a consistently masculine palette overall. However, I might present a little differently depending on my mood that day, and the context - you know, whether I'm going to church with my grandma or a party with my friends. But that's just me. How do you wear your gender?

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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy

FILL OUT THE SURVEY!

my name is _____

I describe my gender identity as _____

my pronouns are _____

I think gender is... _____

The communities I'm a part of are _____

I experience gender in my communities as _____

What I think people don't realize is _____

The question I would have on this survey is _____

My answer to that question is _____

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These are the same questions we asked over 200 people to answer to help build this book. What would you say?

GENDER PERCEPTION

how is your gender seen?
how do you see others?

How closely does your view of yourself align to how others see you?

It's not very darn close at all, and that hurts. Inside...I'm a girly girl, I like pink and fairy tales and don't want to be strong all the time, but I'm type cast by my size and by my gender, and no one bothers to get to know who I really am inside.

-Em's survey response

* Many people suffer slurs and physical harm just because they do not conform to gender roles. The murder of Willie Houston, harassed initially for holding his wife's purse, is a tragic reminder of how fear of gender nonconformity affects us all.

"Passing"

TRANS WOMAN

A.K.A. MTF
male to female FTF
transsexual

is an identity that refers to people who were assigned a male sex at birth and have since realized their gender identity is female.

These women are from all kinds of backgrounds, races, classes, sexual orientations, and personal histories, but the one thing that they have in common is a female identity so strong that they desire to live, work, and love full-time as women.

I've known I was a girl since I was young, but only took the steps to live full-time recently, with the support of my community.

My friend is a choir director. He's been helping me with weekly voice lessons.

Laser hair removal can be painful & expensive & necessary.

I guess you could say I dress conservatively. I go to Mass, walk my dog Honeybee, and work as a banker. I have 5 grown kids who make me proud.

she & her

no pronoun preference

HI, MY NAME IS...
Christina

22

Enter Family Portals - what's new in the middle?

I like ze/hir, thanks for asking, Mel!

Yeah, it's good to know. Sometimes I get offended if people assume my pronouns without asking, you know? I rarely mind a polite question about the words I use to describe myself, as long as it's kind.

example

He left his dog with his pal.
She took her power tools.
They are a good friend.
Ze likes to brush hir teeth.
Phe named per goldfish Bob.
Thon did all of thon's dishes.
Ey looked at em skeptically.

MORE Gender Neutral Pronouns

zie, ne,
one, xe,
sie, ve,
tey, e,
yo, co,
re, ne,
hu, ta,
ve

16

try it!

the "pronoun game" is a part of life for many transgender folks and their allies. See if you can go 24 hours without gendering someone with your language. ("Alex took Alex's dog to the park.") It can be tricky! Often, though, it's the best course of action when you don't know someone's pronouns yet.

PRONOUNS

are a language's shortcuts used to describe people, places, or things. We're most interested in the uses for people. In English, personal pronouns tend to be gendered, though since the 1800s there's been a movement for a gender-neutral pronoun to avoid awkward contractions like s/he, which appeals greatly to folks outside the gender binary.

Hey Naomi, so I never did ask, which pronouns should I use for you?

I used to think these were all the pronouns out there for people, but the more folks I meet, the more I learn. Choosing our own pronouns can be really empowering.

pronoun	gender
he/him	masculine
she/her	feminine
they/them	neutral
ze/hir	neutral
phe/per	neutral
thon/thon	neutral
ey/em	neutral

he She they

PHYSICAL TRANSITION

short for hormone replacement therapy

Thank you! I'm learning more about you're comfortable sharing

I've considered other options, but I'm not ready to go through surgery. I'm just looking for a way to feel more like myself.

I feel very blessed that I have access to these options. I'm grateful for the support of my community.

ESTROGEN

PHYSICAL TRANSITION

"Top surgery" is something I'm looking forward to when I can afford it. There are many methods. My insurance won't cover it, so right now I'm pre-op, saving up and doing some research.

I'm lucky to have grown up in the internet age. Coming from a small town, it was a huge relief to find others like me, sharing their stories.

I know folks are curious, so I hope by sharing some private medical facts here they won't feel the need to ask me in person.

Testosterone

is a hormone that can be injected into a muscle or (less often) applied topically via a cream or patch. I've been on T for 8 months now, and I've noticed increased muscle development, my voice has started to drop, and I even have a bit of facial hair coming in!!!

"Bottom surgery" isn't in my future right now. The options seem pretty limited, though some of my friends have had good results.

*Pre-op refers to a transsexual person who has not yet undergone surgery, as opposed to individuals who have already undergone (post-op) or do not plan to (non-op) surgically alter their bodies.

TRANS MAN

A.K.A. FTM

Female-to-male transsexual

I used to double up sports bras to bind, but these days I use a special compression vest.

"Packing" is when I stuff my drawers. Some packers are good for sex, and others help me pee standing up.

They say, "the clothes make the man." I tend to shop in the men's or boy's section. I learned how to sew because it can be hard to find pants that fit.

I use masculine pronouns (he/him)

I work at the grocery store while I'm applying to schools. I want to be a lawyer. I know firsthand how women are treated and want to make a difference.

Transmen are people whose experience is usually that of being assigned female at birth and socialized as such, to determine at some later point that their gender identity is masculine to the extent that they desire to live full-time as a man.

Though there is a wide variety of people who identify as somewhat trans-masculine, most who embrace the "transsexual" identifier usually prefer masculine pronouns, take masculine or androgynous names, and may want to alter their bodies to match their gender identities.

I was pretty cute in pigtails as a kid! These days it can be hard to find a team where I feel like I can fit in.

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The Other Boy (rated 8-12 years old):

The other boy	Burnaby	Burnaby Central Secondary School	F HEN	30965010103230
The other boy	Abbotsford	Eugene Reimer Middle School	F HEN	T 29381
The other boy	Abbotsford	Abbotsford Traditional School	F HEN	T 32712
The other boy	Abbotsford	Clearbrook Elementary School	F HEN	T 49945
The other boy	Abbotsford	CORE	TR HEN	T 23391
The other boy	Abbotsford	Terry Fox Elemenraty School	F HEN	T 42300
The other boy	Abbotsford	Terry Fox Elemenraty School	F HEN	T 42912
The other boy	Abbotsford	William A Fraser Middle School	F HEN	T 18583

The Other Boy book review:

This book talks about a 12-year-old kid named Shane who claimed he was a boy from age 3 (which, by the way, is unrealistic) and was put on a puberty blocker at age of nine. Dr. Anne prescribes Shane the testosterone injections that would enable his natural transition through male puberty....

Here is text extracted from the book. At the end of the book, the author proposes to visit websiteS that clearly encourage kids towards the use of drugs and potentially medical experiments.

Page 27:

Dad looked disgruntled, but Mom was already gathering up her purse. After they left, Dr. Anne did the normal routine: checking my eyes and ears, pressing her fingers along my stomach and back. The whole time, she asked questions. "Still no side effects from the blocker?"

Page 28:

"Not really," I said. When I was nine, I'd started getting implants of a hormone blocker in my arm. "Just a headache every once in a while."

"Great." Dr. Anne gave me a real smile then, showing all her teeth. "I think maybe it's time to decide whether to start the testosterone."

But then Dr. Anne got to the part about starting testosterone shots. "Most of the other boys Shane's age will be kicking into puberty high gear over the next year," she explained. "Ideally, it would be great if he could develop along with them."

Page 29:

Dr. Anne gave him a patient smile. "Basically, so far the hormone blockers have prevented Shane from going through female puberty. But once we add testosterone to the mix, he'll develop as a man. His voice will deepen, he'll get an Adam's apple and more body and facial hair, he'll be more muscular."

Page 30:

But it was. I'd been looking forward to this appointment for months. After brushing my teeth at night, I'd stand in front of the mirror and puff my chest out, imagining how it would look once I started

testosterone. I'd flex my puny biceps and picture them doubling in size. I'd practice deepening my voice until it almost sounded like Dad's.

Page 47:

On the phone last night, Mom promised to talk to Dr. Anne about the testosterone. She said we might even be able to get it in a day or so.

Page 54:

When Dr. Anne had explained over Skype how testosterone worked, she'd warned that it would take time to notice any changes.

Page 75:

"Cool," I said again, thinking about my dad. Even though he'd agreed to the testosterone, it was pretty obvious he still hoped that one day I'd wake up and want to be a girl.

Page 77:

Catching me looking at her chest, she laughed and said, "Yup, these are new too. Thanks, estrogen!" "Um . . . congratulation?" I muttered, slumping down in the chair and secretly wishing the floor would swallow me up. I felt a sudden pang for the elementary group. Playing tag and swinging across monkey bars sounded pretty good right about now.

Please visit the following websites for more information:

Gender Spectrum (www.genderspectrum.org), which hosts online support groups and conferences

Transgender Law Center (www.transgenderlawcenter.org)

PFLAG (www.community.pflag.org/transgender)

TransKids Purple Rainbow Foundation (www.transkidspurplerainbow.org)

TransYouth Family Allies (www.imatyfa.org)

Camp Aranu'tiq (www.campanutiq.org)

Trans Student Educational Resources (www.transstudent.org)

The Trevor Project (www.thetrevorproject.org)

Ally Moms (www.callhimhunter.wordpress.com/ally-moms)

Human Rights Campaign (www.hrc.org)

George (rated 8-12 years old):

George	Abbotsford	Abbotsford Middle School	F GIN	3985000367934
George	Abbotsford	Abbotsford Traditional Middle School	F GIN	T 32599
George	Abbotsford	Asia Sumas Mountain School	F GIN	T 33427
George	Abbotsford	Auguston Traditional School	F GIN	T 38165
George	Abbotsford	Chief Dan George Middle School	F GIN	T 206600
George	Abbotsford	Clayburn Middle School	F GIN	T 54659
George	Abbotsford	Clayburn Middle School	F GIN	T 54812
George	Abbotsford	Clayburn Middle School	F GIN	T 54825
George	Abbotsford	Clearbrook Elementary School	F GIN	T 48218
George	Abbotsford	Colleen & Gordie Howe Middle School	F GIN	T 30597
George	Abbotsford	CORE	TG GIN	T 23394
George	Abbotsford	Dr. Roberta L Bondar Elementary School	F GIN	T 25424
George	Abbotsford	Godson Elementary School	F GIN	T 45374
George	Abbotsford	Godson Elementary School	TR F GIN	T 45375
George	Abbotsford	Harry Sayers Elementary School	F GIN	T 41871
George	Abbotsford	Harry Sayers Elementary School	F GIN	T 41872
George	Abbotsford	Prince Charles Elementary School	F GIN	T 30848
George	Abbotsford	Sandy Hill Elementary School	F GIN	T 45862
George	Abbotsford	Sandy Hill Elementary School	F GIN	T 45863
George	Abbotsford	Terry Fox Elemenraty School	F GIN	T 42732
George	Abbotsford	Terry Fox Elemenraty School	F GIN	T 43152
George	Abbotsford	Terry Fox Elemenraty School	F GIN	T 43461
George	Abbotsford	Terry Fox Elemenraty School	F GIN	T 43753
George	Abbotsford	William A Fraser Middle School	F GIN	T 160432
George	Burnaby	Brentwood Park Elementary School	F GIN	30904009532836
George	Burnaby	Buckingham Elementary School	F GIN	30905010380784
George	Burnaby	Buckingham Elementary School	F GIN	30905010384653
George	Burnaby	Burnaby North Secondary School	F GIN	30962010655756
George	Burnaby	Burnaby North Secondary School	F GIN	30962010662265
George	Burnaby	Burnaby North Secondary School	F GIN	30962111111158
George	Burnaby	Cameron Elementary School	F GIN	30906010642884
George	Burnaby	Cameron Elementary School	F GIN	30906010693168
George	Burnaby	Chaffey-Burke Elementary School	F GIN	30908010541850
George	Burnaby	Clinton Elementary School	F GIN	30909010855084
George	Burnaby	Confederation Park Elementary School	F GIN	30911010400713
George	Burnaby	Douglas Road Elementary School	F GIN	30912010304020
George	Burnaby	École Armstrong Elementary School	F GIN	30901010961475
George	Burnaby	École Aubrey School	F GIN	30902010412188
George	Burnaby	École Brantford Elementary School	F GIN	30903010139458
George	Burnaby	École Capitol Hill School	F GIN	30969006006779
George	Burnaby	École Capitol Hill School	F GIN	30969006007207
George	Burnaby	École Capitol Hill School	F GIN	30969006009724
George	Burnaby	École Capitol Hill School	F GIN	30969006015309
George	Burnaby	École Cascade Heights Elementary School	F GIN	30907010873073
George	Burnaby	École Cascade Heights Elementary School	F GIN	30907010879351
George	Burnaby	École Inman Elementary School	F GIN	30915010751710
George	Burnaby	École Marlborough School	F GIN	30974010771632
George	Burnaby	École Seaforth School	F GIN	30923010142559

George	Burnaby	École Westridge Elementary School	F GIN	30928010239693
George	Burnaby	École Westridge Elementary School	F GIN	30928010258826
George	Burnaby	Edmonds Community School	F GIN	30913010802104
George	Burnaby	Forest Grove Elementary School	F GIN	30914010373591
George	Burnaby	Gilmore Elementary School	F GIN	30972010173338
George	Burnaby	Gilpin Elementary School	F GIN	30978010053123
George	Burnaby	Glenwood Elementary School	F GIN	30970010131280
George	Burnaby	Kitchener Elementary School	F GIN	30916009066755
George	Burnaby	Lakeview Elementary School	F GIN	30917010991288
George	Burnaby	Lochdale Community School	F GIN	30971010165518
George	Burnaby	Lyndhurst Elementary School	F GIN	30918009235752
George	Burnaby	Lyndhurst Elementary School	F GIN	30918009238079
George	Burnaby	Maywood Community School	F GIN	30973010864652
George	Burnaby	Montecito Elementary School	F GIN	30919010666027
George	Burnaby	Morley Elementary School	F GIN	30920010810359
George	Burnaby	Nelson Elementary School	F GIN	30921010465475
George	Burnaby	Parkcrest Elementary School	F GIN	30922010817558
George	Burnaby	Rosser Elementary School	F GIN	30937010194253
George	Burnaby	Rosser Elementary School	F GIN	30937010209234
George	Burnaby	Second St. Community School	F GIN	30924100897219
George	Burnaby	South Slope Elementary School	F GIN	30968010146159
George	Burnaby	Stoney Creek Community School	F GIN	30925010143065
George	Burnaby	Stride Community School	F GIN	20976000277613
George	Burnaby	Suncrest Elementary School	F GIN	30926007569650
George	Burnaby	Taylor Park Elementary School	F GIN	30977018732811
George	Burnaby	Twelfth Avenue Elementary School	F GIN	30927010220141
George	Burnaby	University Highlands	F GIN	30938000089586
George	Burnaby	Windsor Elementary School	F GIN	30929009334503
George	Surrey	A.J.McLellanElementary	FICGIN	T5623109
George	Surrey	BayridgeElementary	FICGIN	T5610385
George	Surrey	BoundaryParkElementary	FICGIN	T5675778
George	Surrey	BridgeviewElementary	FICGIN	T5464719
George	Surrey	CindrichElementary	YAFICGIN	T5599861
George	Surrey	CloverdaleTraditional	FICGIN	T5627467
George	Surrey	ColebrookElementary	FICGIN	T5683369
George	Surrey	CougarCreekElementary	FICGIN	T5364671
George	Surrey	CoyoteCreekElementary	FICGIN	T5629604
George	Surrey	DonChristianElementary	FICGIN	T5706976
George	Surrey	HaroldBishopElementary	FICGIN	T5363716
George	Surrey	HazelgroveElementary	FICGIN	T5615823
George	Surrey	HillcrestElementary	FICGIN	T5463378
George	Surrey	HollyElementary	FICGIN	T5678828
George	Surrey	H.T.ThriftElementary	FICGIN	T5795477
George	Surrey	ElementaryJamesArdiel	FICGIN	T5798729
George	Surrey	ElementaryJessieLee	FICGIN	T5541140
George	Surrey	ElementaryKatieElementary	FICGIN	T5623643
George	Surrey	LenaShawElementary	FICGIN	T4918045
George	Surrey	MapleGreenElementary	FICGIN	T5144940
George	Surrey	MarthaCurrieElementary	FICGIN	T5579204
George	Surrey	MaryJaneShannonElementary	YAFICGIN	T5280918
George	Surrey	MaryJaneShannonElementary	YAFICGIN	T5551241
George	Surrey	OldYaleRoadElementary	FICGIN	T5700117
George	Surrey	WalnutRoaElementary	FICGIN	T5700117
George	Surrey	W.E.KinvigElementary	FICGIN	T5576678
George	Surrey	W.E.KinvigElementary	FICGIN	T5577406
George	Victoria	Central Middle School	FIC GIN	36161035217237
George	Victoria	Colquitz Middle School	FIC GIN	36161068006466
George	Victoria	Colquitz Middle School	FIC GIN	36161068008249
George	Victoria	Ecole Lansdowne North Middle School	FIC GIN	36161036511619
George	Victoria	Ecole Lansdowne South Middle School	FIC GIN	36161600089153
George	Victoria	Ecole Shoreline Middle School Library Learning Common	RAP FIC GIN	36161058000200
George	Victoria	Georfe Jay Elementary School	F GIN	36161005507089
George	Victoria	Glanford Middle School	FIC GIN	36161038032392
George	Victoria	James Bay Community Elementary School	FIC GIN	36161033119983
George	Victoria	Lake Hill Elementary School	FIC GIN	36161042002774
George	Victoria	Macaulay Elementary School	FIC GIN	36161040207132
George	Victoria	Northridge Elementary School	FIC GIN	T 30414
George	Victoria	Quadra Elementary School	FIC GIN	36161016818827
George	Victoria	Rockheights Middle School	FIC GIN	36161056299426
George	Victoria	Rockheights Middle School	FIC GIN	T 35755
George	Victoria	Victoria West Elementary School	FIC GIN	T 953873
George	Victoria	Cloverdale Traditional Elementary School	FIC GIN	36161019028112

GEORGE book review:

This book talk about a 9 years old Trans Kids.

It is poorly-written and the characters in this book act like pre-teen/teenagers.

Teaching how to clear internet history.

Talk of pornographic magazines.

Discussions of feelings of sexuality.

Confusing (and inaccurate) medical explanations.

These kids are reading books about babysitting and building forts . Why on Earth would an author think these subjects are appropriate for that age group?

Regardless of your beliefs on the main subject - I advise parents to read this book first.

That book is at my daughter school in Abbotford, we need to have a conversation with the school district before September.

Page 8 talks about a child in the bathroom looking at magazines " I bet you are looking at a magazine in there" " that's my bro growing up and looking at dirty magazines".

Page 33 George thinks of kissing a boy, the thought gives her a tingle".

Page 48 George had seen an interview on tv about a transgender..... A boy can become a girl and you can take hormones to change your body and get a bunch of surgeries if you have the money. It's called transgendering. You can take androgen blockers to prevent you from from turning man like.

Page 104 talks about searching the computer and clearing a web browser so tour parents can't see what you view. Granted, it does state you need your parents permission but the information is put out there for them.

Page 117 there is an argument / fight and a character tells him " it looks like someone is starting to grow some balls."

Page 128 the mom realizes he's transgender and talks about not wanting him in her closet trying on her clothes.

Page 141 Intalking with his brother, " so you think you want to go all the way? His fingers gesturing in a scissor motion.

Page 176 Georges mother requests her to go slow with the changes, George decides with an accepting friend to go ahead and dress like a girl to an outing.

Page 192 George (Melissa)uses a girls bathroom for the 1st time.

Rick (rated 8-12 years old):

Rick	Abbotsford	Eugene Reimer Middle School	F GIN	T 29513
Rick	Abbotsford	William A Fraser Middle School	F GIN	T 1280
Rick	Chilliwack	Chilliwack Middle School	FIC GIM	000107872
Rick	Chilliwack	Mount Slesse Middle School	F GIN	382511442
Rick	Chilliwack	Sardis Elementary	FIC GIN	202113072
Rick	Chilliwack	Strathcona Elementary	FIC GIN	025137130
Rick	Chilliwack	Vedder Middle School	FIC GIN	T 121782

RICK book review:

This book talks about a grade 6 kid named Rick who needs to explore his own identity apart from "his jerk of a best friend".

This is absolutely not a book for young kids. It's pretty disgusting how much the schools are pushing sexual behavior onto children!!

This book only serves to further confuse children, as well as to undermine the efforts of parents trying to help their children navigate through this. It's one thing to teach the concept of "love who you want to love" but they've now gone as far as denying basic science and lying to children about their bodies.

The writing is clunky, awkward, and forced. George, now Melissa (9-year-old trans-kid) is also mentioned in that book.

40 more books to review... another one that should be removed from the kid's library at school.

I did not finish the book, but went through 70% of it.

The number of times the following words are mentioned:

Queer (9)

LGTBQ (13)

Rainbow (30)

Jerk (16)

Dude (5)

Sexual (37)

Homophobe (7)

Trans (15)

Gay (32)

Lesbian (9)

Hot Girl (7)

Yeah (47)

Gay Kid (4)

Trans Kid (3)

Bisexual Kid (1)

Lesbian Kid (1)

Page 8:

"This game is awesome. You can actually crack a bottle on a guy's head and the shards embed in his skull."

Page 13:

"Which one?" Rick hated when Jeff called girls hotties. He made it sound like they were sexy pancakes.

"You know," said Jeff, "I saw a lady walking around on the beach without her clothes this summer."

"You told me. You sure she wasn't just wearing a bathing suit the color of her skin?"

"No, dude, I told you! She was super naked. And hot too. Everyone was staring. Men, women, kids. Even the fish."

Page 16:

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

"Thanks."

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

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

"That makes sense, I guess." Melissa shrugged. "It would have been nice to stop hiding sooner."

"That makes sense too." Rick gave a small, awkward smile. He would have thought it would be weird to meet a transgender girl, but it wasn't, really. At least, not if the girl was Melissa. He continued, "So I guess I know what you're excited about this year."

Page 17:

When the bell rang, the room devolved into a whirl of chaos.

Rick found himself right behind Melissa (George) in the rush to the door, where the kid who had been next to Melissa in the yard waited, bouncing in place. From the front, her T-shirt read, WARNING: RUNS WITH SCISSORS.

"Remember that girl in the blue skirt from this morning?"

"You mean the hot one?"

"Yeah, well, she sits in front of me in homeroom, and I found something out ..."

"How was she close up?"

But then Melissa's smile from this morning passed across Rick's mind and his stomach burbled and it didn't feel at all exciting to tell Jeff that she was the same kid he had bullied for years.

"I dunno. Fine, I guess."

"You gotta pay more attention. I mean, you've gotta notice a good butt when it's sitting right in front of you. Sometimes, it's like I have to explain everything to you. So, what'd you find out?" Rick hesitated. "Just that her name is Melissa."

"So?"

"I thought you might want to know."

"Dude, I don't need her name. I need info I can use. Does she have anything up here?" Jeff brought his hands up to his chest.

Page 33:

"I know just the place!" said the girl with the braid. "Has anyone heard of the Rainbow Spectrum? It's an after-school club for LGBTQIAP+ rights. I know about it because my sister helped start it a couple of years ago, when she was in eighth grade."

Page 34:

Rick was still thinking about the Rainbow Spectrum that evening. Sometimes Rick wondered whether he was gay because he had never had a crush on a girl. But he had never had a crush on a boy either, so how could he be gay?

Page 37:

There were rainbows at the top and bottom of the poster, and big, bold letters that read All Are Welcome. Jeff hit Rick on the shoulder to get his attention. "Whoa, Rick. Check this out. A buncha gay kids are meeting up! Gross!"

Page 38:

"And then that lesbo tried to tell me that I was harassing her!" "Whoa, dude!" said maybe-Matt. "What did you call her?" "And before you answer that," said maybe-Mark, "you oughta know my aunt's a lesbian." "And she could kick your butt!" added maybe-Matt. "She does aikido. She's scary!" "So now you guys are gonna go all gay on me too?"

Page 41:

Maybe Jeff was a jerk, even if he wasn't being a jerk to Rick

Page 45:

"Sorry. I shouldn't make fun of your friends." Grandpa Ray's eyes shifted left and then right. "Not even if they're jerks!"

Page 49:

He wasn't sure whether it would be worse if it was empty, with just Kelly, Leila from science class, and the faculty adviser staring at him, or full of gay kids and lesbian kids and bisexual kids and transgender kids.

Page 50:

I can already tell this is going to be an exciting year. Before we do anything else, let's do a go-round, where we all introduce ourselves. In addition to sharing your name, grade, and preferred pronouns

Zoe was the girl with the patched-up jean jacket. "Hi, I'm Zoe, I'm in eighth grade, and I'm bisexual. My preferred pronouns are she and her. And I'm here because I think LGBTQIAP+ rights are really important."

Page 51:

"Yeah, so I'm Green, and I'm in sixth grade and enby." Green saw some puzzled looks from around the room and clarified, "Enby from NB, or nonbinary."

Page 53:

"I'm in sixth grade, and my pronouns are he and his. I'm a straight guy, as far as I can tell, but my moms are queer."

"I'm Leila. I'm in sixth grade and use she and her, and I don't really know yet, but I've been doing a lot of reading and thinking, and I might be bisexual."

My name is Melissa, and I use she and her. I'm in sixth grade, I'm Kelly's BFF, and my connection to the community is that I'm a transgender girl."

Page 54:

Kelly went next. "Hi. I'm Kelly Arden. I'm straight, but I'm a proud ally." "Not to be harsh," said Zoe, "but ally isn't really an identity to be proud of. And you're new, but we talked about this last year, and we don't use that word as a noun here anymore. Allying is something you do, not someone you are." "Then what's the A for in LGBTQIAP+?" asked Kelly. "Asexual," said Zoe. A few kids nodded, but others looked confused. "Asexuality is when you don't have any interest in, like, ever doing the deed with anyone."

Page 55:

Others wanted to protest local businesses that didn't support LGBTQIAP+ rights.

Page 56:

The screen filled with links to essays, glossaries, and checklists. Asexual meant you weren't sexually attracted to people, or didn't want to do that kind of thing with them. You could want to have a boyfriend or a girlfriend, though. If you were aromantic, you weren't romantically attracted to anyone. There were other words too, like grayromantic and graysexual to describe people who were occasionally attracted to people romantically or sexually, and demiromantic and demisexual for people who only had those feelings after developing a deep connection. It was a little confusing, but also a relief to see so many possibilities.

Page 64:

A homophobe was someone who didn't believe in rights for LGBTQIAP+ people. Diane had called Thomas that when he used the word gay as an insult. Melissa continued. "Mainly she thinks that Jeff is a homophobe and anyone who's willing to hang out with a homophobe is a homophobe too."

Page 66:

I want to apologize for my ignorance last week. The singular they has a rich history in English, and as I learned on one blog, it is more important to be respectful than to be right.

Page 67:

Any ideas what the other letters stand for?"

"Bisexual!" "Transgender!" "Intersex!"

Page 67:

"Oh, phew." Rick sat back down. He had never seen an adult quite so nervous to say something before, especially not to a kid. He put his hand on Grandpa Ray's knee and patted it a few times. Grandpa Ray put his hand on top of Rick's and rested it there. Rick could feel Grandpa Ray's bony knee through his pants.

Fun Home : a family tragicomic	Burnaby	Burnaby Central Secondary School	GN BEC	30965009440694
Fun Home : a family tragicomic	Burnaby	Burnaby North Secondary School	741.5092 BEC	30962010617111
Fun Home : a family tragicomic	Burnaby	Burnaby South Secondary School	GN741.5092 BEC	30964010812569
Fun Home : a family tragicomic	Burnaby	Ecole Moscrop Secondary School	741.5092 BEC	30967005749787
Fun Home : a family tragicomic	Vancouver	Online		978-0-547-34700.4
Fun Home : a family tragicomic	Victoria	Victoria High School	GN 306.76 BEC	361610180206
Fun Home : a family tragicomic	Victoria	Mount Douglas Secondary School	741.5 BEC	36161049004724
Fun Home : a family tragicomic	Victoria	Sprectrum Community School Library Learning Commons	741.5 BEC 2007	36161063201007

THAT FIRST VOLUME LED QUICKLY TO OTHERS.



THIS BOOK REFERRED TO OTHER BOOKS, WHICH I SOUGHT OUT IN THE LIBRARY.



I FOUND A FOUR-FOOT TROVE IN THE STACKS WHICH I QUICKLY RAVISHED.



A FEW DAYS LATER I SCREWED UP MY COURAGE AND BOUGHT ONE.



ONE DAY IT OCCURRED TO ME THAT I COULD ACTUALLY LOOK UP HOMOSEXUALITY IN THE CARD CATALOG.



AND SOON I WAS TROLLING EVEN THE PUBLIC LIBRARY, HEEDLESS OF THE RISKS.



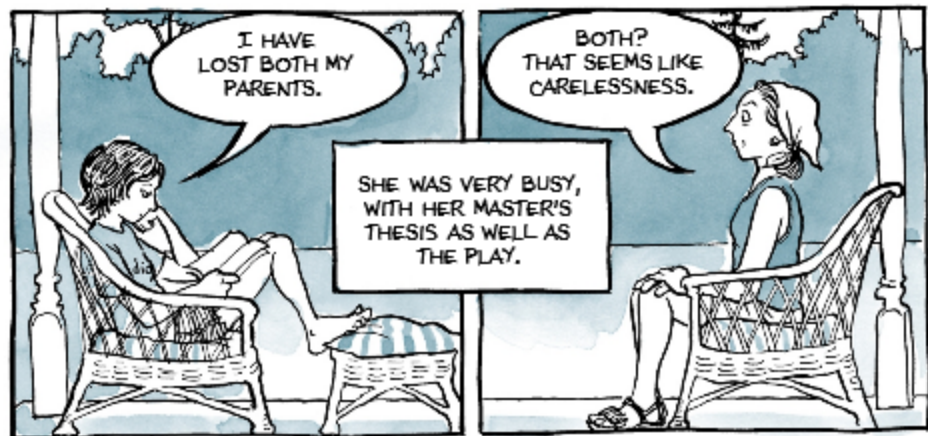
I WENT TO A MEETING OF SOMETHING CALLED THE "GAY UNION," WHICH I OBSERVED IN PETRIFIED SILENCE.

BUT MY MERE PRESENCE, I FELT, HAD AMOUNTED TO A PUBLIC DECLARATION. I LEFT EXHILARATED.



IT WAS IN THAT TREMULOUS STATE THAT I DETERMINED TO TELL MY PARENTS. KEEPING IT FROM THEM HAD STARTED TO SEEM LUDICROUS ANYWAY.





SHE WAS USING HER SEWING ROOM ABOVE THE KITCHEN AS A STUDY.

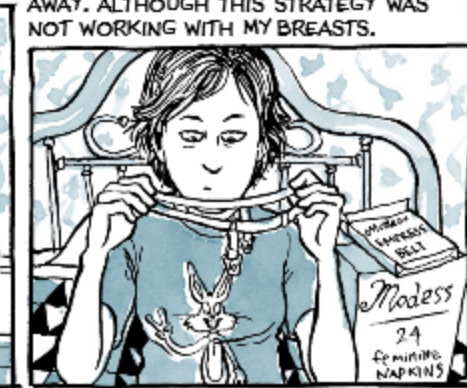
I DECIDED THERE WAS NO HURRY TO TELL HER. SHE'D GIVEN ME A BOX OF SANITARY NAPKINS THE YEAR BEFORE.



CONCEIVABLY, I COULD PUT OFF THE NEWS UNTIL IT WAS TIME TO RESTOCK.



AND THERE WAS ALWAYS THE CHANCE THAT BY IGNORING IT, IT WOULD GO AWAY. ALTHOUGH THIS STRATEGY WAS NOT WORKING WITH MY BREASTS.

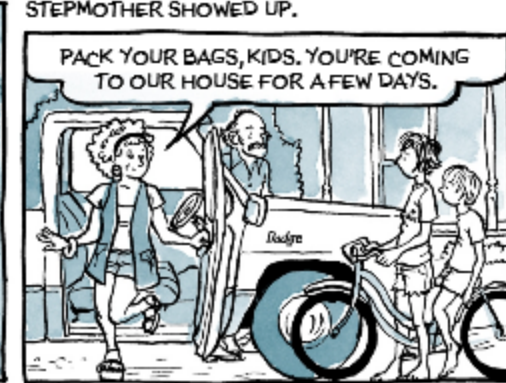
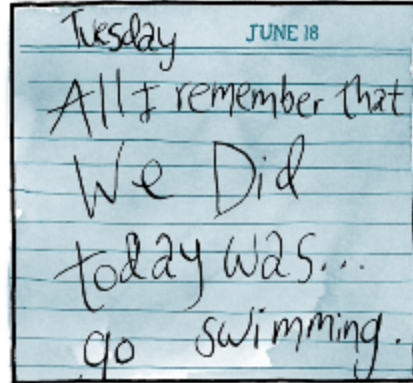


IT WAS JUST A SLIGHT, BROWNISH SECRETION. IT CERTAINLY DIDN'T REQUIRE ONE OF THE MAMMOTH NAPKINS, OR THE PORNOGRAPHIC BELT. A WAD OF TOILET PAPER SUFFICED.

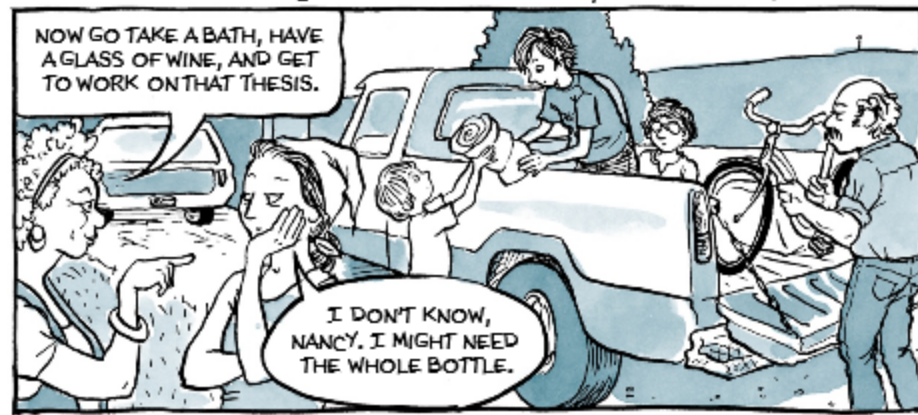


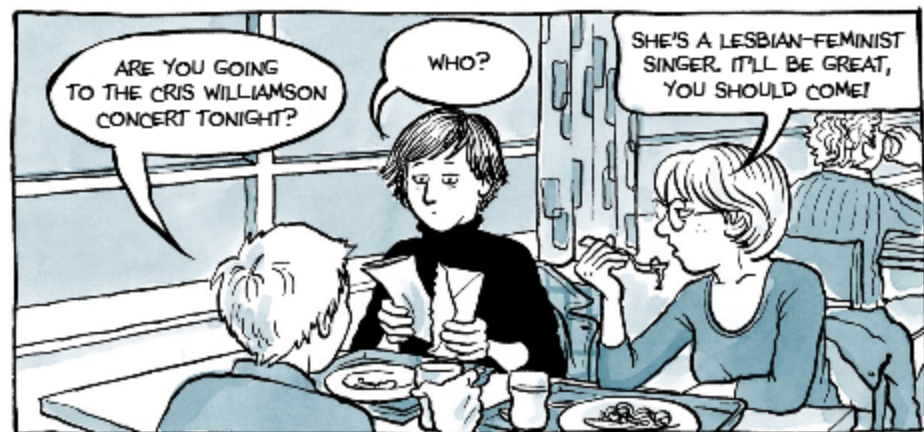
IT WENT AWAY AFTER A FEW DAYS AND PASSED UNMENTIONED IN MY DIARY.

ABOUT THAT TIME, ON A WEDNESDAY AFTERNOON, MY BEST FRIEND BETH'S FATHER AND STEPMOTHER SHOWED UP.



MY MOTHER WAS TAKEN ABACK BY THEIR GRAND GESTURE, BUT AGREED TO LET US GO.

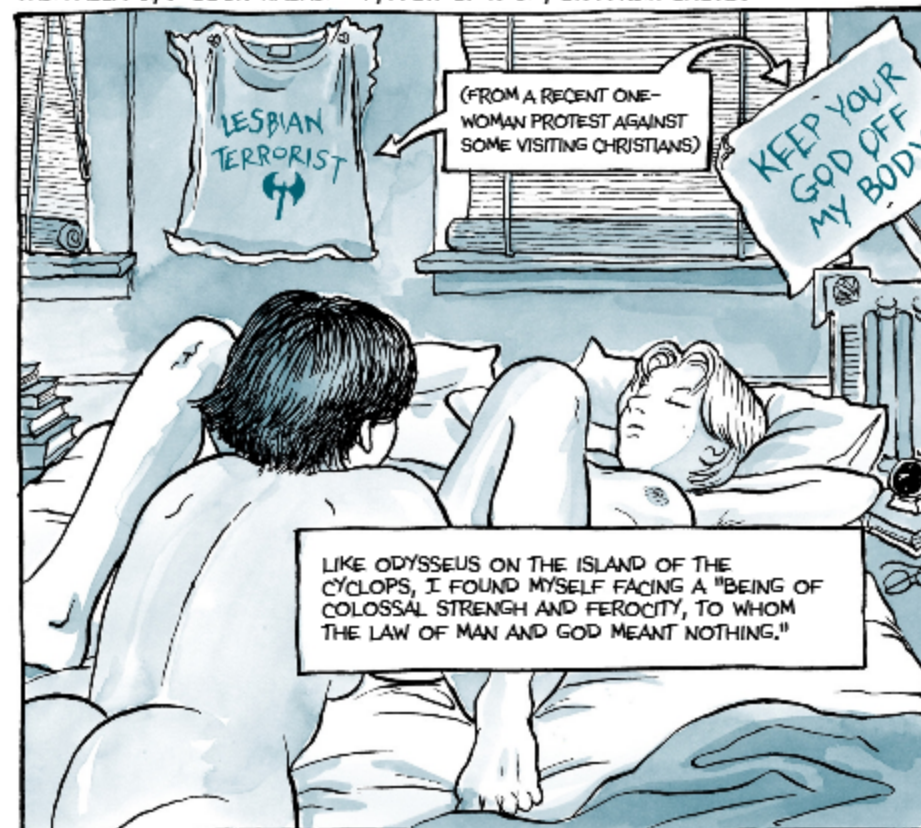




I WAS ADRIFT ON THE HIGH SEAS, BUT MY COURSE WAS BECOMING CLEAR. IT LAY BETWEEN THE SCYLLA OF MY PEERS AND THE SWIRLING, SUCKING CHARYBDIS OF MY FAMILY.

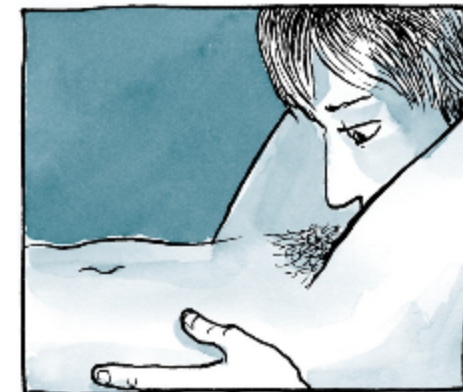


VEERING TOWARD SCYLLA SEEMED MUCH THE SAFER ROUTE. AND AFTER NAVIGATING THE PASSAGE, I SOON WASHED UP, A BIT STUNNED, ON A NEW SHORE.



IN TRUE HEROIC FASHION, I MOVED TOWARD THE THING I FEARED.

YET WHILE ODYSSEUS SCHEMED DESPERATELY TO ESCAPE POLYPHEMUS'S CAVE, I FOUND THAT I WAS QUITE CONTENT TO STAY HERE FOREVER.



MAYBE SO. WITHOUT THE HOMERIC CLUES, IT WOULD CERTAINLY BE UNREADABLE.

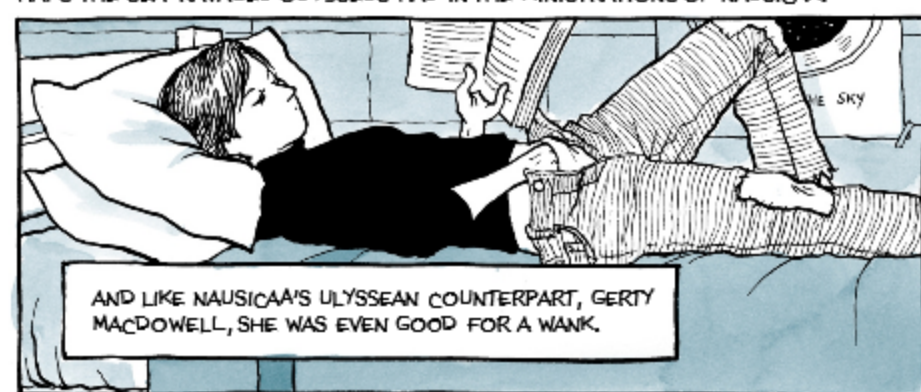


IF I WAS BEWITCHED, IT WAS NOT AN UNPLEASANT SENSATION.

COLETTE COULD WRITE BETTER THAN ANYONE ABOUT PHYSICAL THINGS; THEY INCLUDE THE FEEL OF A PEACH IN ONE'S HAND. A MAN COULD ONLY WRITE IN THIS WAY ABOUT A WOMAN'S BREAST.



I REFERRED BACK TO COLETTE HERSELF, BASKING IN HER SENSUALISM AS PERHAPS THE SEA-RAVAGED ODYSSEUS HAD IN THE MINISTRATIONS OF NAUSICAA.



AND LIKE NAUSICAA'S ULYSSEAN COUNTERPART, GERTY MACDOWELL, SHE WAS EVEN GOOD FOR A WANK.

BUT THEN, I HAD LITTLE PATIENCE FOR JOYCE'S DIVAGATIONS WHEN MY OWN ODYSSEY WAS CALLING SO SEDUCTIVELY.



ONE SIREN LED TO ANOTHER IN AN INTERTEXTUAL PROGRESSION.

...IN THAT SPIRIT OF MARVELOUS MEGALOMANIA I CAME OUT OFFICIALLY JULY 1ST (1970) IN THE VOICE IN A PIECE TITLED AMBIVALENTLY FROM A LINE BY COLETTE "OF THIS PURE BUT IRREGULAR PASSION."



BUT COLETTE ALSO HAD HER DECIDELY ANAPHRODISIAC MOMENTS.



IN ONE BREATH SHE DESCRIBES A SEVENTEEN-YEAR-OLD BUTCHER BOY...

decked out in a dress of black Chantilly lace over pale blue silk, his face sulky beneath a wide lace hat, as uncouth as a country wench in need of a husband, his cheeks plump and fresh as nectarines

AND IN THE NEXT, WITH THE SAME VOLUPTUOUS DETAIL, SHE REPORTS HIS SUICIDE.

He shattered with a revolver bullet his pretty, pouting mouth, his low forehead beneath kinky hair, his anxious and timid little bright blue eyes.

I FELT FURTHER AND FURTHER BEHIND IN ULYSSES. BUT I ATTENDED CLASS RELIGIOUSLY.



"WHAT, REDUCED TO THEIR SIMPLEST RECIPROCAL FORM, WERE BLOOM'S THOUGHTS ABOUT STEPHEN'S THOUGHTS ABOUT BLOOM AND BLOOM'S THOUGHTS ABOUT STEPHEN'S THOUGHTS ABOUT BLOOM'S THOUGHTS ABOUT STEPHEN?"

"HE THOUGHT THAT HE THOUGHT THAT HE WAS A JEW WHEREAS HE KNEW THAT HE KNEW THAT HE KNEW THAT HE WAS NOT."



I FELT AS IF I'D BEEN STRIPPED NAKED MYSELF, INEXPLICABLY ASHAMED, LIKE ADAM AND EVE.



ONCE WE WERE AT THE BULLPEN, MY BROTHERS DISCOVERED THE CALENDAR.

THE SHOVEL WASN'T RUNNING, BUT THE OPERATOR LET US INTO THE CAB.



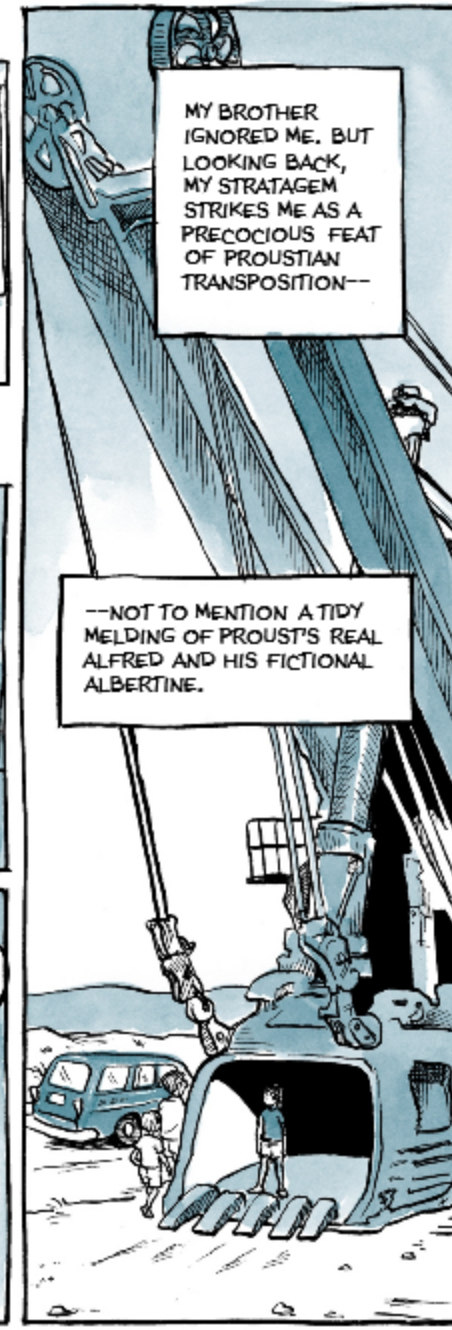
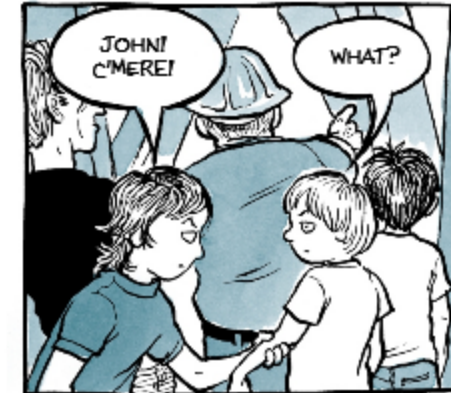
THAT AFTERNOON, WE DROVE OUT TO THE STRIP MINE.

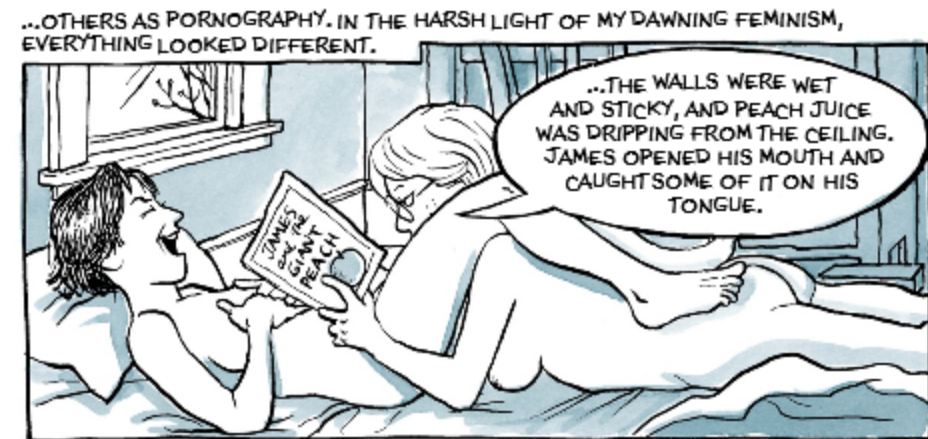


INSIDE I WAS ASTONISHED BY WHAT STRUCK ME AS A BIZARRE COINCIDENCE.

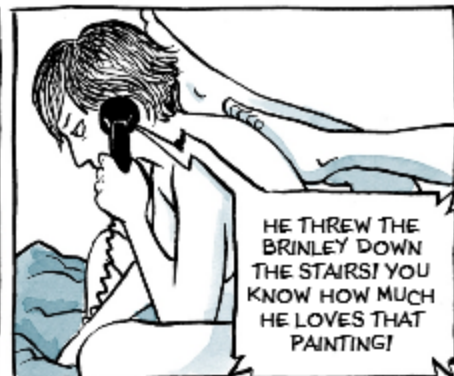


AS THE MAN SHOWED US AROUND, IT SEEMED IMPERATIVE THAT HE NOT KNOW I WAS A GIRL.





THIS ENTWINED POLITICAL AND SEXUAL AWAKENING WAS A WELCOME DISTRACTION. THE NEWS FROM HOME WAS INCREASINGLY UNSETTLING.



SOON AFTER JOAN AND I HAD MOVED IN TOGETHER FOR THE SUMMER, I GOT MOM'S CALL ABOUT THE DIVORCE.

AND TWO WEEKS AFTER THAT, THE CALL ABOUT THE ACCIDENT.



LATER, JOAN WROTE A POEM ABOUT IT.

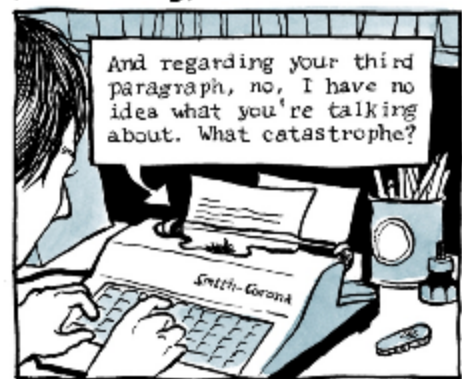
You're sitting in the library feet up on his desk.
 Your mother comes in her face warm and white floating gingerly over her bathrobe.
 She tells me to choose a book.
 cloth-bound, grey and turquoise heavy in my hand as a turtle shell filled with mud.



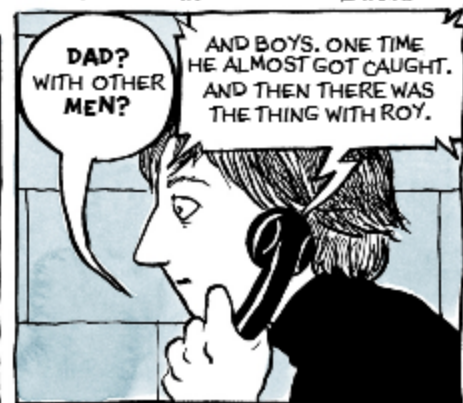
OUT OF THE HUNDREDS OF BOOKS ON THE SHELVES, I DON'T THINK SHE COULD HAVE MADE A BETTER CHOICE.



I RESPONDED TO MY MOTHER'S LETTER POINT BY POINT.



SHE FILLED ME IN A FEW DAYS LATER.



THIS ABRUPT AND WHOLESOME REVISION OF MY HISTORY--A HISTORY WHICH, I MIGHT ADD, HAD ALREADY BEEN REVISED ONCE IN THE PRECEDING MONTHS--LEFT ME STUPEFIED.



BUT NOT QUITE STUPEFIED ENOUGH--A CONDITION WHICH I REMEDIED UPON HANGING UP THE PHONE.



SOON, HOWEVER, I DISCOVERED AN EVEN MORE POTENT ANESTHETIC.



THE NOTION THAT MY SORDID PERSONAL LIFE HAD SOME SORT OF LARGER IMPORT WAS STRANGE, BUT SEDUCTIVE.



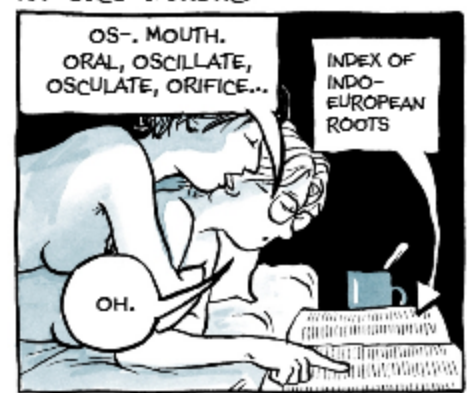
AND BY MIDTERM I HAD BEEN SEDUCED COMPLETELY.



JOAN WAS A POET AND A "Matriarchist." I SPENT VERY LITTLE OF THE REMAINING SEMESTER OUTSIDE HER BED.



I LOST MY BEARINGS. THE DICTIONARY HAD BECOME EROTIC.



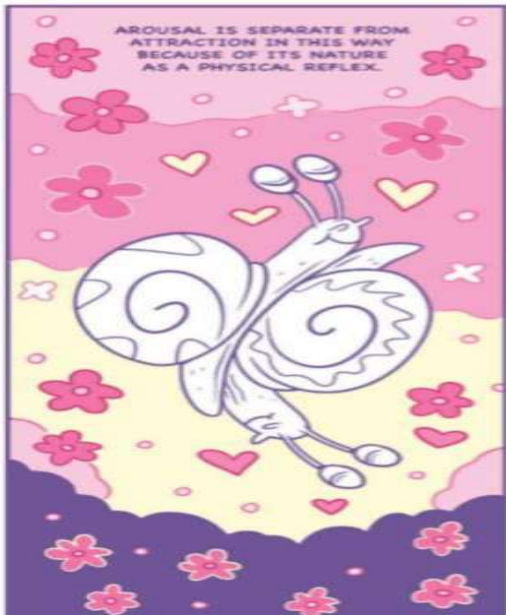
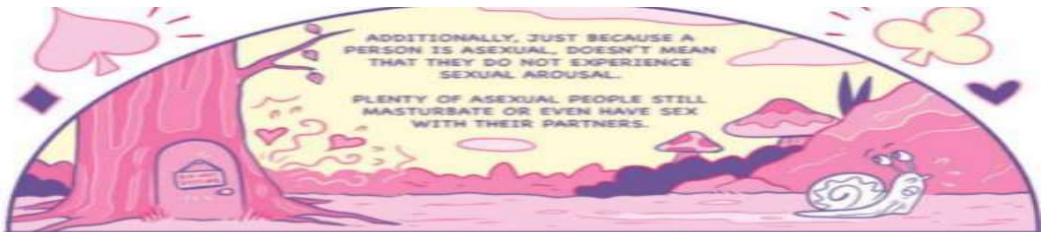
SOME OF OUR FAVORITE CHILDHOOD STORIES WERE REVEALED AS PROPAGANDA..

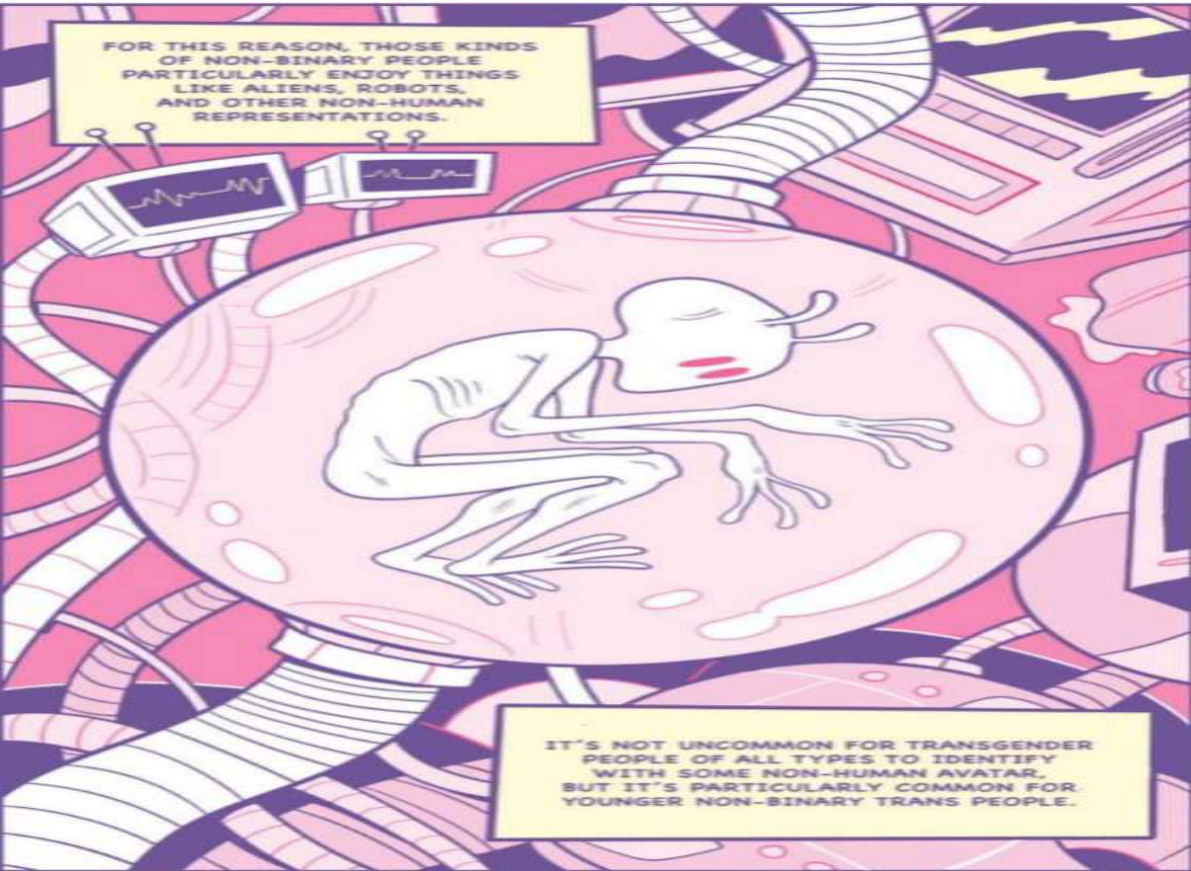


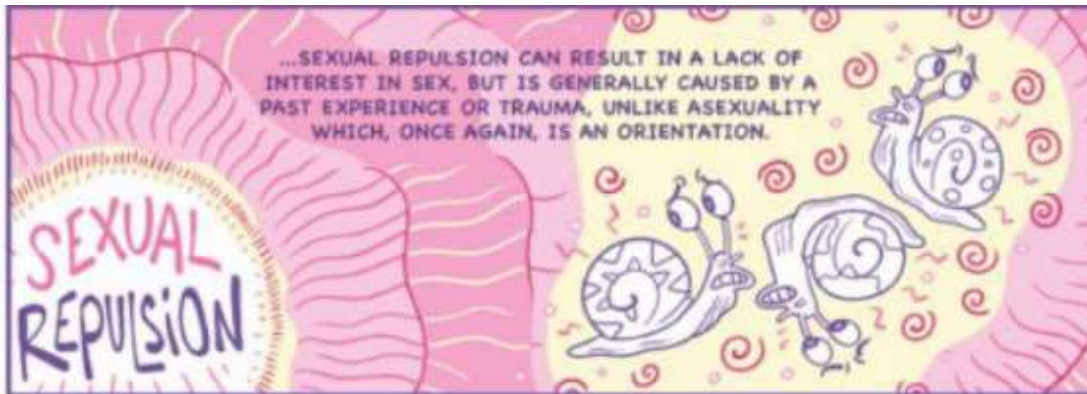
Quick & Easy Guide to Queer and Trans Identities

A quick & easy guide to queer & trans identities	Abbotsford	Eugene Reimer Middle School	TR 306.76 ZUC	T 29506
A quick & easy guide to queer & trans identities	Chilliwack	Chilliwack Secondary School	306.76 GIU	32426000120781









PROFESSIONAL STANDARDS FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4 | Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



CANADIAN CENTRE *for* CHILD PROTECTION®
Helping families. Protecting children.

CHILD SEXUAL ABUSE

*BY K-12 SCHOOL PERSONNEL
IN CANADA*

EXECUTIVE SUMMARY



This is an executive summary of an article published online by Taylor & Francis Online in the *Journal of Child Sexual Abuse* on June 12, 2018 (<https://doi.org/10.1080/10538712.2018.1477218>). The article and executive summary were prepared solely by staff at the Canadian Centre for Child Protection Inc. The data presented in this executive summary is based on the analysis conducted as of February 1, 2018, and is subject to change. E. & O.E.

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CANADIAN CENTRE FOR CHILD PROTECTION

The Canadian Centre for Child Protection (Canadian Centre) is a registered charity dedicated to the personal safety of all children. Our goal is to reduce the sexual abuse and exploitation of children, to assist in the location of missing children, to prevent child victimization, and educate the Canadian public about ways to keep children safe. The Canadian Centre continues to innovate and develop our programming by gleaning information from our operation of Cybertip.ca, Canada's tipline to report the online sexual abuse and exploitation of children. Through this information we can tailor resources for law enforcement, educators, and families to reduce children and youth's risk of victimization. We are also committed to keeping our educational material up to date using information collected from external sources to identify emerging trends and risks for children and youth. As an example of this commitment, the Canadian Centre undertook a study focused on child sexual abuse perpetrated or allegedly perpetrated by Kindergarten to Grade 12 (K-12) school personnel working in Canada. This document summarizes the study results.

OVERVIEW OF THE STUDY

Research concerning the sexual abuse of K-12 students by school personnel in Canadian contexts is limited. While much of the recent analytical Canadian studies are informative, they are often restricted in their scope. The Canadian Centre has undertaken a study to address this deficiency by gathering data not just from a single province or limited to circumstances surrounding certified teachers only (like some previous studies), but instead, from child sexual abuse cases that involved any individual employed in a Canadian K-12 school.¹ This executive summary provides an overview of the detailed information presented in the full study, "The Prevalence of Sexual Abuse by K-12 School Personnel in Canada, 1997-2017," published in the *Journal of Child Sexual Abuse*, accessible at <https://doi.org/10.1080/10538712.2018.1477218>.

Data collected from cases where school employees have presented a risk to children in their care were analyzed to provide a better understanding of a number of issues. It is significant that although the study found the known number of school employees sexually offending against children is relatively small compared to the overall population of personnel, the frequency of such cases is certainly occurring more than one would expect. While one such case is too many, the fact this study identified 750 Canadian cases involving 714 school personnel from the last 20 years alone is unquestionably alarming.

1 Includes former/retired employees.

In light of the number of cases of child sexual abuse by school personnel identified, the demographic patterns revealed by the analyses, and emerging issues of concern, the Canadian Centre has recommended a number of preventative measures surrounding accountability, assessing and managing risk, professional boundaries, clarifying reporting obligations, and educating school personnel highlighted at the end of this report.

PURPOSE OF THE STUDY

The study carried out by the Canadian Centre had two main objectives:

1. Compile a comprehensive inventory which catalogues the details of sexual offences committed (or allegedly committed) against children by employees within K-12 schools across Canada over the last 20 years;² and
2. Analyze and interpret the data to better understand the ways in which child sexual victimization by school employees occurs and to shed light on a number of issues, including:
 - Child and school personnel demographic patterns and characteristics across Canada
 - The range of legal and professional punishments for offenders
 - Patterns of discovery/disclosure
 - Grooming and other tactics used by offenders
 - The prevalence of school employee sexual misconduct for different subgroups of students
 - The use of technology in the luring/grooming process

An additional issue emerging from the study was cases of school personnel convicted of a child pornography offence with no evidence of a sexual contact offence against any child with whom the individual had access. These cases raise several concerns surrounding risk and the safety of the students in the charge of these individuals.

It is essential to understand the circumstances in which sexual abuse of children occurs if we hope to properly address risk, help identify additional prevention and intervention strategies, and attend to this growing problem.

2. Certain terms used in the document have been shortened in the interest of space and readability. For example, when the words “offenders” or “perpetrators” are used in this executive summary, the term is meant to include those who have been proven to have committed a sexual offence against a child through a court or disciplinary process, as well as those who are alleged to have committed such an offence. Similarly, the term “victims” includes those who are victims and those who have alleged that they are victims; incidents of “sexual abuse” includes incidents that have been proven and those that are alleged to have occurred; and “offence” includes criminal offences and instances of professional misconduct of a sexual nature (see “Criminal Offences” and “Professional Sexual Misconduct”).



CHILD SEXUAL ABUSE

Child sexual abuse includes a range of behaviours, from obvious contact offences, such as touching or fondling a child’s genitalia, to less obvious non-contact offences which include exposing a child to sexually explicit material, voyeurism, luring a child online for a sexual purpose, and inviting a child to sexually touch themselves or someone else. **Children can experience trauma from both contact and non-contact sexual offences.**

In 2014, Statistics Canada conducted a general social survey of Canadians which included a sample size of approximately 33,000 individuals over the age of 15.³ Specific questions asked respondents to self-report victimization taking place in their childhood (before they turned 15). The results revealed that 8% of the respondents self-reported childhood sexual abuse — a figure that corresponds to approximately 2.4 million Canadians having been sexually victimized as children. As this figure captures only those who were open to disclosing their victimization to a Statistics Canada representative over the phone, it is likely an under representation of the true number of Canadians who were victimized by childhood sexual abuse before the age of 15.

Furthermore, a study published in the *Canadian Medical Association Journal* showed that 10% of the population (corresponding to some 3.6 million Canadians) reported having experienced sexual abuse before they were 16 years old.⁴

3 Burczycka, M. and S. Conroy. 2017. “Family Violence in Canada: A Statistical Profile, 2015.” *Juristat*, Vol. 37, No. 1. Ottawa: Statistics Canada. Cat. No. 85-002-X.

4 Afifi, T., MacMillan, H., Boyle, M., Taillieu, T., Cheung, K., and J. Sareen. 2014. “Child Abuse and Mental Disorders in Canada,” *Canadian Medical Association Journal*, vol. 186, no. 9, pp. 1-9.

CRIMINAL OFFENCES

In Canada, there are a number of criminal offences that protect against the sexual abuse of children by adults and/or those in a position of trust or authority, and in the context of exploitation. In terms of in-person offending, the *Criminal Code* of Canada prohibits the offences of sexual interference (touching of a child under 16 for a sexual purpose whether directly or indirectly, such as with an object) and invitation to sexual touching (encouraging a child under 16 to touch themselves or someone else for a sexual purpose, whether in person or online). The offence of sexual exploitation applies to children aged 16 and 17 (discussed below).

With the evolution of technology, new offences have been added to the *Criminal Code* to address online risks to children, including the offence of online luring (which prohibits electronic communications with children that are designed to facilitate a sexual offence against the child), and the offence of agreement or arrangement (when two or more individuals use technology to agree to or arrange for the sexual abuse of a child).

Criminal offences protecting children from sexual abuse and exploitation are predicated on the age of protection — the age at which a child can legally consent to sexual activity. The age of protection in Canada is generally 16 years old,⁵ but the *Criminal Code* increases that age to 18 in the context of certain relationships. If a person is in a position of trust or authority (e.g., a coach, teacher) over any child between the ages of 12 and 17, if the child/youth is dependent on that other person, or if the relationship is exploitative of the child/youth, that child/youth is not able to legally consent until they are 18 years old. The increased age takes into account the inherent vulnerability of the child/youth and is meant to protect them in situations that involve a power or other imbalance.

The *Criminal Code* also criminalizes the creation, distribution, possession and access of child pornography.⁶ Defined in section 163.1(1)(a) of the *Criminal Code*, child pornography includes nude or semi-nude sexual pictures or videos of a person under 18, or of a person under 18 engaging in a sex act. Written content that counsels illegal sexual activity with a child, and written and audio content that has the dominant characteristic of describing illegal sexual activity involving children for a sexual purpose, are also covered.

5 Pursuant to section 150.1 of the *Criminal Code*, no child under 12 can consent to sexual activity, and children under 16 can only consent to sexual activity within certain age limitations and not within the context of certain relationships.

6 Although the term “child sexual abuse material” (CSAM) more accurately describes images and videos depicting assaults taking place against children, the term “child pornography” (which may minimize the crime or give the impression that the children being abused are complicit in the abuse) is employed in this paper because it is the term used in the *Criminal Code* of Canada.

PROFESSIONAL MISCONDUCT OF A SEXUAL NATURE INVOLVING CHILDREN

Professional misconduct is the term used in education to refer to the acts and situations that may result in a professional sanction for the certified teacher. Professional misconduct includes when a student is sexually abused by a teacher.⁷ While the act which constitutes professional misconduct may or may not also be an offence under the *Criminal Code*, the sexual abuse of a child/youth and/or a student is an act that can result in professional sanction. While every territory/province's teacher organization has their own definition of what constitutes professional sexual misconduct, since the Ontario College of Teachers (OCT), the British Columbia Teacher Regulation Branch (BCTRB), and the Saskatchewan Professional Teachers Regulatory Board (SPTRB) are the only three bodies that publish their misconduct decisions, it is how they define professional misconduct of a sexual nature that is most relevant for the present purposes. Broadly defined by the OCT, such abuse, which could involve a teacher's own students or other students at the school may include "sexual intercourse or other forms of physical sexual relations between the member and a student, touching, of a sexual nature, of the student by the member [i.e., contact offences], or behaviour or remarks of a sexual nature by the member towards the student [i.e., non-contact offences]."⁸ The OCT makes it clear that there are forms of sexual misconduct which may not technically fall within the definition of sexual abuse, but which can still be considered professional misconduct. Some common examples of misconduct which fall into this category include any inappropriate relationship with a student, student-teacher boundary violations, and grooming behaviour.

In British Columbia, professional misconduct occurs when a teacher acts contrary to the *Standards for the Education, Competence and Professional Conduct of Educators in BC* established by the Ministry of Education. The relevant section of Standard 1 states that, "educators have a privileged position of power and trust...Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage."⁹ Although perhaps less explicit than the OCT's description of what constitutes sexual abuse and misconduct, the regulation in British Columbia is both clear and inclusive in its meaning.

What qualifies as professional misconduct of a sexual nature involving children for Saskatchewan teachers can be found in the SPRTB's *Regulatory Bylaws* (2.01) and includes "(a) conduct which is harmful to the best interest of pupils; (b) any intentional act or omission designed to humiliate or cause distress or loss of dignity to any person in school or out of school which may include verbal or non-verbal behaviour;...(d) sexually abusive conduct that violates a person's sexual integrity, whether consensual or not which includes sexual exploitation."¹⁰

7 The word students is here defined as, "a person enrolled in a K-12 educational program provided by a board of education, authority or First Nations School and for whom an educator has responsibility," while a minor is, "a child or youth under the age of 19" (British Columbia Ministry of Education, 2012. *Standards for the Education, Competence and Professional Conduct of Educators in BC*, p. 3).

8 Ontario College of Teachers, 2002. *Professional Advisory. Professional Misconduct related to Sexual Abuse and Sexual Misconduct*, p. 1.

9 British Columbia Ministry of Education, 2012. *Standards for the Education, Competence and Professional Conduct of Educators in BC*, p. 4.

10 Saskatchewan Professional Teachers Regulatory Board, 2015. *Administrative Bylaws of the Saskatchewan Professional Teachers Regulatory Board*.

STUDY METHODOLOGY

CRITERIA FOR INCLUSION

To be included in this study, an offender or alleged offender needed to satisfy three conditions:

- They worked (or work) in a Canadian primary, middle, or secondary school¹¹
- They were found guilty of professional misconduct of a sexual nature involving children and/or were charged with a sexual criminal offence involving children¹²
- They committed or allegedly committed the offence between 1997 and 2017

For simplicity and readability, the term “offence” is used throughout this section to refer to any incident involving the sexual abuse of a child, whether it rose to the level of professional misconduct only, led to criminal charges, or both.



Model in image not intended as illustrative.

11 Traditionally, Canadian primary (or elementary) schools include Kindergarten to Grades 5 or 6; middle (or junior high) schools include Grades 6 or 7 through 8 or 9; and secondary (or high) schools include Grades 9 or 10 through 12. Between 1988 and 2003, secondary school students in Ontario who planned to attend university, were required to take several Ontario Academic Credit (OAC) courses during their fifth year (colloquially known as Grade 13).

12 Includes non-contact sexual offences, including 78 individuals who were disciplined for or charged with exclusively child pornography offences.

DATA COLLECTION

The dataset of offenders and sexual offences meeting these conditions was collected from three sources: disciplinary decisions concerning professional misconduct (published by the OCT, BCTRB, and SPTRB),¹³ cases appearing in the media, and reported Canadian criminal case law.¹⁴



Every individual disciplinary decision regarding teacher professional misconduct was reviewed to determine if it met the criteria for inclusion in the study.¹⁵ An internet search of the teachers and cases was then performed to see if details had been reported in the media and if so, any relevant supplementary information was added to the dataset.

Having exhausted the information obtainable from the disciplinary decisions, the next step in the data collection process was a media search for other individuals and cases using a number of different databases and digital newspaper archives. Once cases were compiled from disciplinary decisions and media articles, a search of reported Canadian case law was performed.¹⁶

¹³ Ontario, B.C., and Saskatchewan have the only teacher bodies which make disciplinary decisions readily available to the public.

¹⁴ Including only those decisions and media articles published before February 1, 2018.

¹⁵ The disciplinary decisions regarding teacher professional misconduct are available online at <https://www.oct.ca/public/complaints-and-discipline/decisions> (Ontario), <https://www.bcteacherregulation.ca/ProfessionalConduct/SearchDisciplineOutcomes.aspx> (B.C.), and http://www.sptrb.ca/web/SPTRB/Conduct_and_Compotence/Decisions/SPTRB/Conduct_and_Compotence/Decisions_of_the_Discipline_Committee.aspx?hkey=e578a2c2-fee3-4dca-a998-de3961734b69 (Saskatchewan). In Saskatchewan, misconduct cases held prior to 2015 were heard by the Saskatchewan Teachers' Federation, and a limited selection of their decisions can be found at <http://www.skteacherregulation.ca/hearings-and-decisions/summary-decisions/>.

¹⁶ The case law search covered cases reported from 2002 onward that pertained to a criminal offence or allegation that occurred in 1997 or later. The databases of the three most common legal research providers in Canada were used, namely, CanLII, Westlaw, and Lexis Nexis. Owing to issues of time and translation, neither French language media nor case law were searched for criminal cases in Quebec.



PRESENTATION OF THE DATA

Data may be presented as a whole (i.e., inclusive of all instances), according to victim, offender, or as a subset of data as indicated by the context. Not all data points could be reliably ascertained for all instances studied. Percentages used relate to information that could be reliably ascertained and because of issues of rounding percentages, will not all total 100%.

CHILD SEXUAL ABUSE BY K-12 SCHOOL PERSONNEL IN CANADA

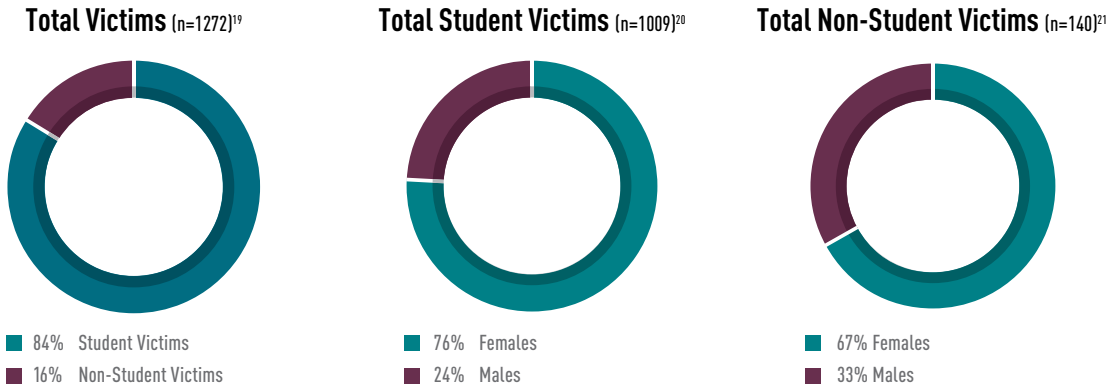
Collectively, the search of disciplinary decisions, media sources, and criminal case law yielded a total of **750 cases of sexual offences against a minimum of 1,272 children**, carried out (or allegedly carried out) **between 1997 and 2017 by 714 employees working in (or formerly employed by) Canadian K-12 schools**.¹⁷



The data collected from these sources included information about victims (e.g., sex, age, vulnerabilities, disclosure/discovery, relationship with offender), offenders (e.g., sex, age, career details), the sexual offence (e.g., nature of offence, tactics employed by offender, location of offence, use of technology), the role of the media in reporting cases, and the professional and legal consequences (e.g., disciplinary and criminal cases, charges, sentences).

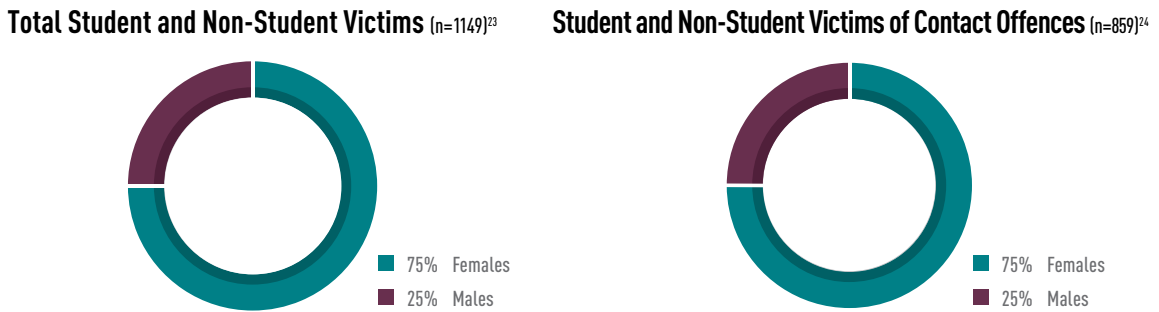
¹⁷ Because some offenders committed more than one offence, the number of offences committed is greater than the number of offending individuals. Any former or retired school employee who committed a sexual offence against a child at any time or was retroactively disciplined by a regulatory body was included because of the risk they either did pose or may have posed to students at the time of their employment in a school environment. See the "Offender Occupations" section and footnote 30 for a breakdown of the offender's employment position at the time of the offence/misconduct.

STUDENT/NON-STUDENT VICTIMS¹⁸



“This hurts boys just as much as girls... I think this happens to boys a lot more than we know.”

– Mother of victim²²



18 Student victims are here defined as victims whose abuse was facilitated by the offender’s position in a school (i.e., students of the offender, former students of the offender, or students enrolled at the same school where offender is employed). Non-student victims are those children whose abuse was not facilitated by the offender’s position in a school (i.e., they were never a student at the same school where the offender was employed).

19 When reporting on cases with multiple victims, media reports occasionally do not provide the total number of victims. This number, therefore, represents only the minimum number of known victims identified in this study.

20 When the minimum number and their sex is known. This number does not include victims of unknown sex (n=63) nor the victims depicted in child pornography.

21 When the minimum number and their sex is known. This number does not include victims of unknown sex (n=60) nor the victims depicted in child pornography.

22 Source: Nease, K. “Katherine Kitts should get 12-14 months for sexually exploiting student: Crown” [2016, August 22], *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/ottawa/katherine-kitts-sentencing-hearing-1.3730741>.

23 When the minimum number and their sex is known. This number does not include victims of unknown sex (n=123) nor the victims depicted in child pornography.

24 This number does not include victims of unknown sex (n=86).

Student and Non-Student Victims of Non-Contact Offences (n=290)²⁵



77% Females
23% Males

Grade Level of All Female Victims (n=542)²⁶



69% High school
17% Middle school
14% Elementary school

Grade Level of All Male Victims (n=163)



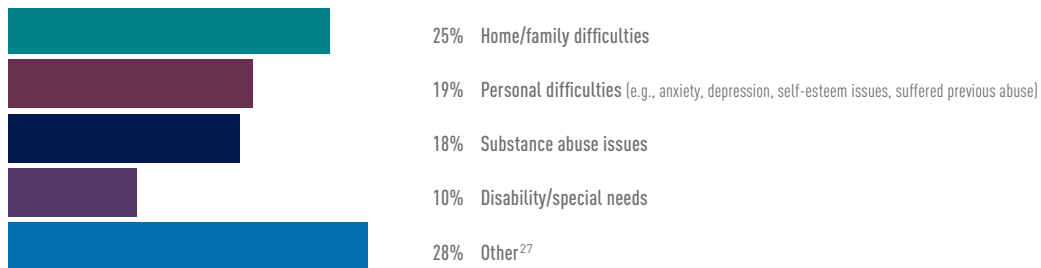
69% High school
20% Middle school
11% Elementary school



Made in image and intended as illustrative.

Offenders Targeting Victims with Vulnerabilities

75 victims (60% female and 40% male) were described as having certain vulnerabilities. These included:



²⁵ This number does not include victims of unknown sex (n=37).

²⁶ Although approximations, the following age divisions by school are employed in this study: students are 5 to 10 years old in elementary school, 11 to 13 years old in middle school, and 14 to 18 years old in high school.

²⁷ Some of the most common in this category include victims being described as 'vulnerable' or 'troubled' (without additional detail), victims mourning the loss of a family member, and those having problems with their boy/girlfriends.

OFFENDERS AND ALLEGED OFFENDERS

Number of Offenders

714 adults were identified as perpetrators or alleged perpetrators in the 750 cases of sexual abuse against children comprising the data for this study.

“Someone I trusted deeply, manipulated me.”

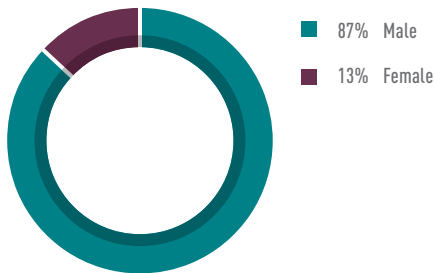
– Victim²⁸

Age of Offenders

Taken together, the ages of all offenders at the time of the offence (where known) ranged from 19 to 78 years with the mean age being:

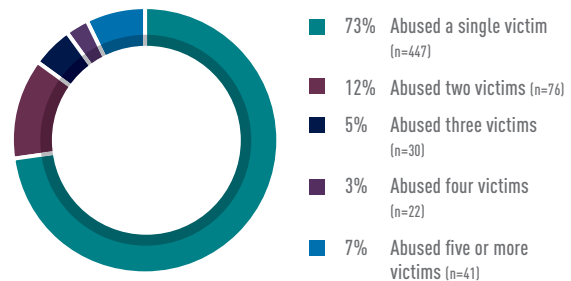
- **42.38 years of age for males** (n=416)
- **34.96 years of age for females** (n=68)

Sex of Offenders (n=714)



Specifically in sexual contact cases, it was noted that **81% of all victims were female when the offender was male**, while **84% of all victims were male when the offender was female**. Only rarely did offenders abuse both male and female victims (less than 2% of cases). In the cases where the victims were non-students, 98% of the offenders were male.

Number of Victims per Case (Contact Cases Only) (n=616)²⁹



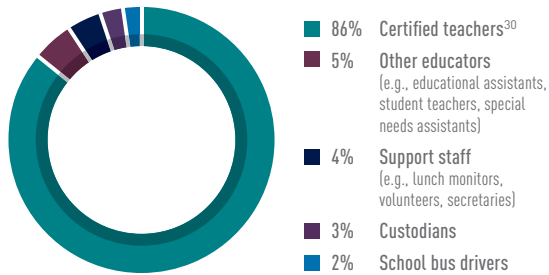
The number of victims per sexual contact case ranged from one to 30 victims per case.

In those contact cases where offenders abused more than one victim (n=169), **95% were male school employees**.

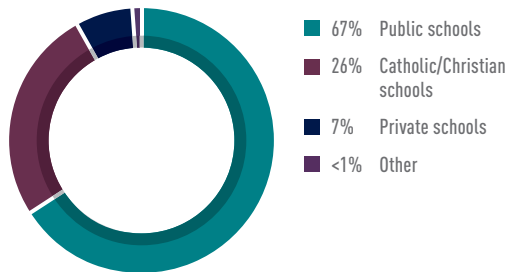
²⁸ Source: Dunn, T. “Toronto teacher found guilty of sex offences with students, but his name can’t be recorded” (2017, March 9), *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/toronto/toronto-teacher-found-guilty-of-sex-offences-with-students-but-his-name-can-t-be-reported-1.4017926>.

²⁹ Not including cases involving child pornography offences exclusively.

Primary Offender Occupations (n=714)

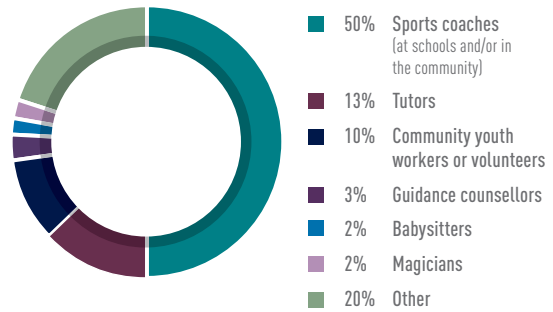


Type of School at which the Offender Worked (n= 457)



Secondary Occupations of Offenders (n=138)

Along with their primary occupation in a K-12 school, 138 offenders also had secondary occupations which provided them further access to children.³² These included:



"If I said no, she wouldn't help me with homework and I would fail."

– Victim³¹



30 Including former teachers (3%), retired teachers (2%), and principals/vice-principals (2%)

31 Source: "Ottawa teacher's aide admits sexually exploiting student for two years" [2016, March 3], *Ottawa Citizen*. Retrieved from <http://ottawacitizen.com/storyline/ottawa-teacher-admits-sexually-exploiting-student-for-two-years>.

32 Some offenders had more than one secondary occupation.

PATTERNS OF SEXUAL OFFENDING AND MISCONDUCT

Many offenders in this study engaged in **grooming**, a method that involves building trust with a child and the adults around a child in an effort to gain access to and time alone with the child. Grooming can occur in person or online, and online grooming can be (and often is) used to supplement in-person efforts. The offender may assume a caring role, befriend the child, or exploit their position of trust and authority to groom the child and/or the child's family. These individuals often intentionally build relationships with the adults around a child or seek out a child who is less supervised by adults in their life. This increases the likelihood that the offender's time with the child is welcomed and encouraged.

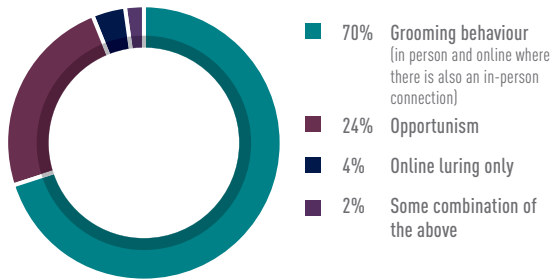
The purpose of grooming is:

- To manipulate the perceptions of other adults around the child
- To manipulate the child into becoming a cooperating participant, which reduces the likelihood of a disclosure and increases the likelihood that the child will repeatedly return to the offender
- To reduce the chances of the child being believed if they do disclose
- To reduce the likelihood of the abuse being detected

Some offenders in this study did not appear to employ grooming but instead displayed **opportunism**. That is, they did not appear to have made a concerted effort to build a relationship with the child (or the child's family) beyond that inherent in the school employee/student dynamic (for those cases that involved student victims). Rather, it appears they took advantage of an opportunity to abuse the child when the opportunity arose. Opportunistic offenders often take less time and have less of an emotional investment than those who groom victims.

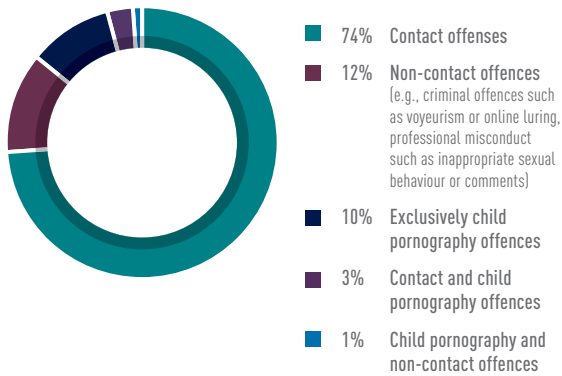
Finally, there was a group of offenders in this study whose offences consisted solely of those committed online against children with whom they had not had in-person contact. This pattern of offending was characterized as online **luring**. Luring can look different from in-person offending given the anonymity afforded by the internet, but as mentioned, can also involve much the same grooming pattern as in-person offending. Some online luring offenders in this study engaged in grooming, having involved communications with the child and gaining the victim's trust. Others took advantage of the anonymity of the internet and used deception to trick the child into believing he/she was communicating with a close-in-age peer.

Offending Patterns (n=389)³³



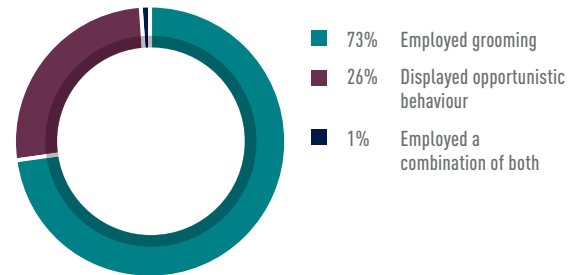
Type of Offences (n=750)

Including every known case, the study found that the offences included:

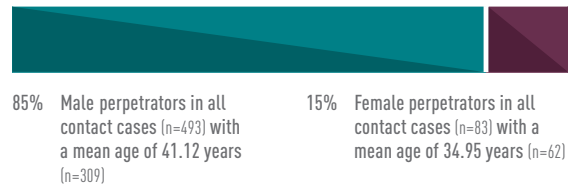


CONTACT OFFENCES

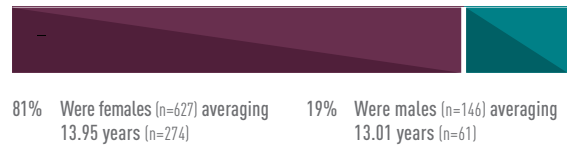
When contact offences were committed and the type of tactics were known (n=321), offenders:



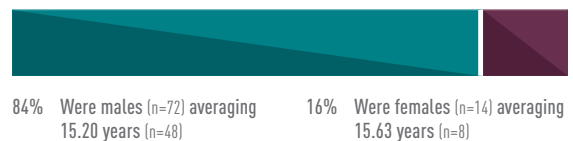
Contact Offender Demographics



Male Contact Offender's Victims (n=773)



Female Contact Offender's Victims (n=86)

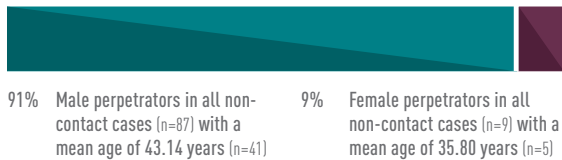


33 None of these categories were applied to those found guilty of or suspected of child pornography offences exclusively.

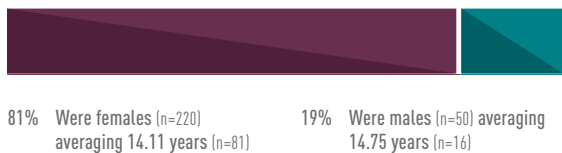
NON-CONTACT OFFENCES

Non-contact offences include professional misconduct of a sexual nature in the form of inappropriate and/or sexually suggestive behaviour and conversations, and criminal offences such as voyeurism and online luring.

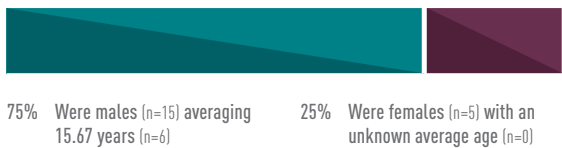
Non-Contact Offender Demographics



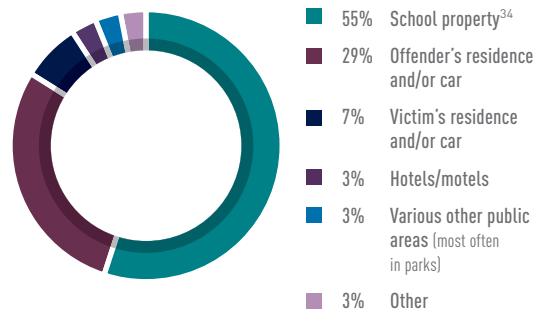
Male Non-Contact Offender's Victims (n=270)



Female Non-Contact Offender's Victims (n=20)



Physical Location of Sexual Abuse (n=425)



³⁴ "School property" is not limited to the school itself. It includes school-organized field trip locations and the school bus. Some cases involved multiple physical locations. The graphic represents the primary physical location.

EXCLUSIVELY CHILD PORNOGRAPHY OFFENCES

K-12 school personnel suspected or found guilty exclusively of child pornography offences included 77 males (99%) and one female (1%). The mean age of these individuals was 47.57 years — noticeably higher than those suspected of contact offences. Their primary occupations include certified teachers (73%), principal/vice-principals (8%), custodians (6%), and educational assistants (4%).³⁵

“It is completely unacceptable for members of the teaching profession to possess and access child pornography. Through his egregious conduct, the Member has jeopardized the public’s trust in the teaching profession and he has perpetuated the cycle of violence and abuse involving children who are the subjects of pornography. The Member’s despicable conduct was a clear breach of the standards of the profession. Possessing and accessing child pornography represents such a marked departure from the expectations placed on members of the profession that it self-evidently constitutes professional misconduct.”

– Ontario College of Teachers disciplinary panel³⁶

CONTACT AND CHILD PORNOGRAPHY OFFENCES

60% of the school personnel suspected or convicted of both contact offenses and child pornography offences³⁷ committed sexual contact offences against more than one victim.



³⁵ The occupations of the remaining offenders (9%) are classified as other.

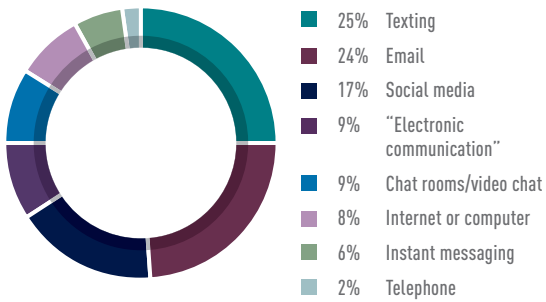
³⁶ Ontario College of Teachers v. Mallette, 2017 ONOCT 60 at page 7.

³⁷ 18 males and two females.

USE OF TECHNOLOGY

Where known (n=476), some sort of **communication technology** was used (alone or more often in combination) by the offender to communicate with the victim(s) in 49% of the total cases.³⁸

Type of Application/Technology Used by Offender



Technology was used by the offender in 40% of cases involving a contact offence and in 81% of cases with a non-contact offence.

Technology and Offending Patterns

Technology was used in **71%** of cases that involved **grooming**.

Technology was used in **13%** of cases that involved **opportunism**.

Increasing use of Technology by Offenders



Technology was used by offenders in **42%** of all cases **before 2010**.



Technology was used by offenders in **60%** of all cases in **2010 and after**.



Technology was used by offenders in **83%** of all cases in **2016 and after**.

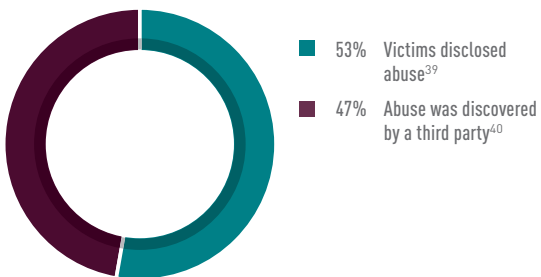


Model in image and intended as illustrative.

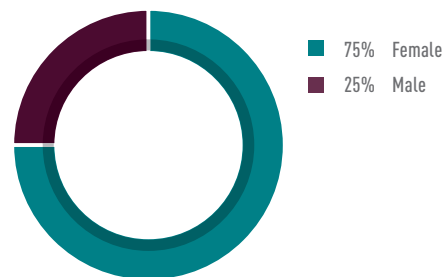
³⁸ None of the following analyses surrounding the use of technology includes the cases that involved child pornography charges/convictions only.

DISCOVERY AND DISCLOSURE OF SEXUAL ABUSE

Where information about the disclosure or discovery of the child sexual abuse is known (n=253)



Victims who disclosed abuse and whose sex is known (n=133)



The mean age of females when they disclosed was 15.69 years and 17.39 years for males. 64% of female victims and 67% of males disclosed their abuse within one year of the abuse. It is interesting to note that female victims were more likely to disclose to school personnel.

“Keeping my mouth shut for three years was one of the most horrific and destructive experiences of my life thus far.”

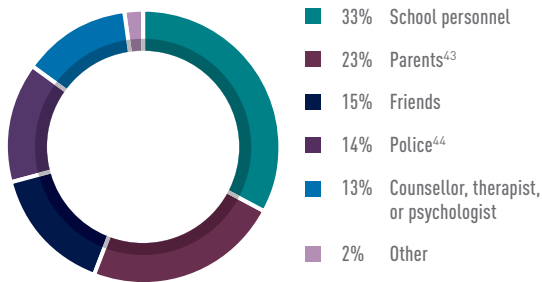
– Victim⁴¹

39 That is, they told someone after which the abuse was brought to light. This does not include the cases that involved child pornography charges/convictions only. For cases involving more than one victim, the case was coded as involving a disclosure if one or more victims told someone after which the sexual abuse was brought to light. It should be noted that this disclosure rate is a percentage of the cases that have come to light. Underreporting of child sexual abuse is a known phenomenon, and the rate of disclosure among the entire population of children who are victimized by a school employee is likely to differ.

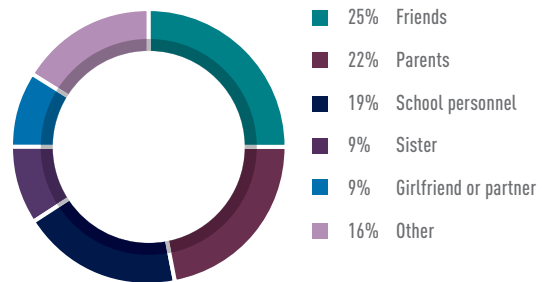
40 This does not include the cases that involved child pornography charges/convictions only.

41 Source: Slade, D. “Calgary teacher gets five years in prison for sexual affair with student” (2015, May 28), *Calgary Herald*. Retrieved from <http://calgaryherald.com/news/crime/calgary-teacher-gets-five-years-in-prison-for-sexual-affair-with-student>.

Female Victims Disclosed Their Abuse to (n=86)⁴²



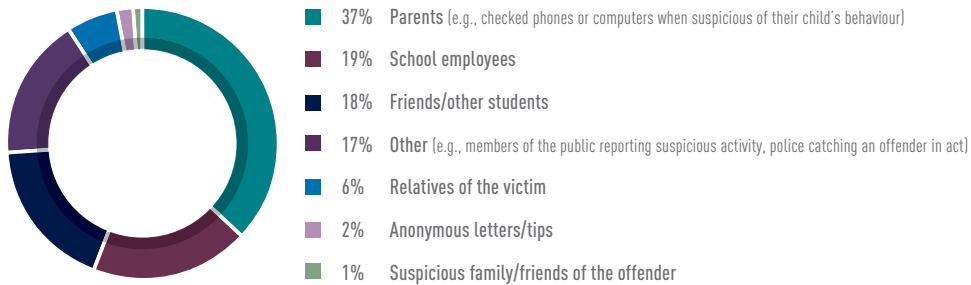
Male Victims Disclosed Their Abuse to (n=32)



“I certainly heard the rumours, but there are always rumours about teachers.”

– Mother of victim⁴⁵

Who Discovered the Child Sexual Abuse? (n=105)



⁴² Female and male victims often disclosed to more than one person.

⁴³ “Parents” includes biological parents, adoptive parents, stepparents, and other legal guardians.

⁴⁴ These are victims who disclosed their abuse to the police when they were adults.

⁴⁵ Canadian Press. “Alta teacher who killed himself had sex contacts with students, say documents” (2005, December 21), *Edmonton Journal*.

MEDIA REPORTS

The **media reported** details surrounding **71%** (n=533) of all the sexual abuse cases committed against children by school personnel over the last 20 years employed in the study. In **33%** (n=241) of the total cases,⁴⁶ the **media** was the **only source of information** available. The media alone was responsible for providing information about:

- 86% of cases known from Manitoba
- 75% from Prince Edward Island
- 75% of cases from Nunavut
- 72% from Alberta
- 70% from New Brunswick
- 67% from Newfoundland and Labrador
- 65% from Nova Scotia
- 52% of cases from Saskatchewan
- 50% from the Northwest Territories
- 25% from Ontario
- 13% from British Columbia

The discrepancy between Ontario/British Columbia and the rest of the provinces/territories is notable considering that, with the exception of Saskatchewan (starting in 2017), Ontario and B.C. are the only provinces in Canada that make disciplinary decisions publicly available.

Other than a few inappropriate and salacious headlines,⁴⁷ analyses demonstrated **no discernible media bias** or propensity toward sensationalism surrounding the sex of the offender or the affiliation and type of school in which they were employed.

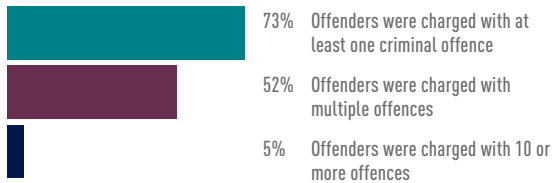


⁴⁶ Excluding Quebec, n=734 total cases.

⁴⁷ Most obvious is the continued use of headlines including terms such as 'affair' or 'dating' to describe the relationship between the offender and victim.

LEGAL REPERCUSSIONS

Of the **750 cases** explored in this study:



The highest known number of charges for one individual was 95.⁴⁸

“The community needs to know (the victim) did nothing wrong. This was not an affair. This was not a consensual relationship. By law, she could not consent to this relationship.”

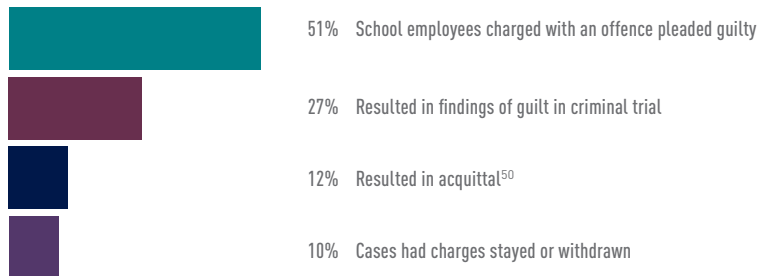
– Crown prosecutor⁴⁹

The criminal charges covered the spectrum of sexual offences involving children, of which the contact offences of **sexual assault** (48% of cases), **sexual exploitation** (47% of cases), and **sexual interference** (31% of cases) were the most common charges (n=547). In terms of non-contact offences, 20% of cases had charge(s) for **child pornography-related offences** and 12% saw charges of **online luring**.

⁴⁸ The offender pleaded guilty to 10 charges. See *Ontario College of Teachers v. Pike*, 2008 ONOCT 53 and *R. v. J.P.*, 2008 ONCJ 484.

⁴⁹ Court statement. McIntyre, M. “Former high school gym teacher gets 4 years for sexually exploiting student” (2016, January 21), *Winnipeg Free Press*. Retrieved from <https://www.winnipegfreepress.com/local/Former-high-school-gym-teacher-gets-4-years-for-sexually-exploiting-student-366105121.html>.

Cases Where a Criminal Decision Is Known (n=420)



Considering those who pleaded guilty and those who were found guilty following a trial, **a criminal conviction was entered for 78% of teachers charged with a criminal offence.**

In the cases where the sentence is known for school employees convicted of at least one offence against a child (n=328), **21% saw a custodial sentence (i.e., imprisonment) of two years or more, 50% saw a sentence of less than two years, and 29% saw non-custodial sentences.** Less serious sentences included absolute discharges, conditional discharges, suspended sentences, conditional sentences, and brief custodial sentences as low as one day.⁵¹

The longest sentence imposed was 14 years. The offender in this case had sexually assaulted eight young boys. Some of the assaults were recorded, resulting in charges of making and possessing child pornography in addition to multiple counts of sexual interference. It is not believed that the child victims were his students.

"[She was] robbed of her innate right to be a child."

– Mother of victim⁵²

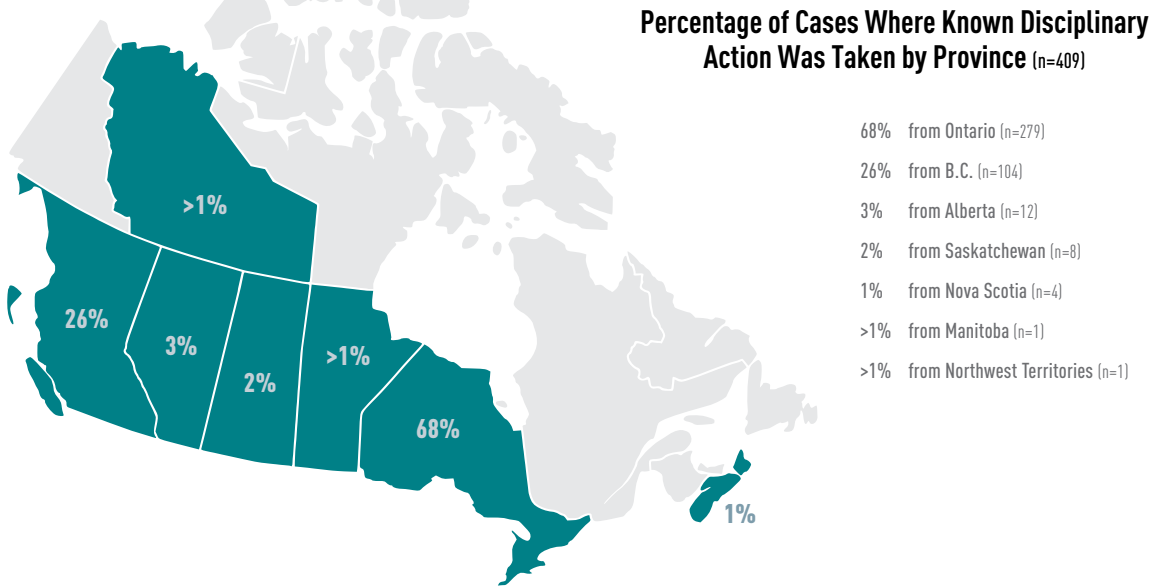
50 In order for an individual to be convicted of a criminal offence, the Crown must prove beyond a reasonable doubt that the individual accused of the crime committed each and every element of the offence(s) and had the requisite intent to do so. A finding of guilt or innocence in criminal court, therefore, is not only contingent on whether an event occurred, but also whether the Crown can prove through admissible evidence that it did. The reasons for acquittal were not always possible to determine from the sources reviewed for this study. Where information about the criminal outcome was known, acquittals happened for various reasons including the existence of reasonable doubt in the mind of the judge/jury that the event occurred; failure of the Crown to establish a certain element of the offence, such as the age of the complainant at the time of the offence or the purpose behind the physical contact that occurred, beyond a reasonable doubt; or a *Charter* violation occurred during the investigation and evidence crucial to the case was excluded from the trial.

51 Because sentences have been increasing in recent years, particularly since the introduction of the mandatory minimum sentences for most sexual offences against children, the results may not reflect current sentencing practices. For example, the non-custodial sentences, which comprise almost one-third of known sentences in the dataset, would for the most part be unavailable for an individual who committed a sexual offence against a child more recently.

52 Source: Richardson, L. "Espanola man incarcerated for sex offences" (2012, November 14), *Sault Star*. Retrieved from <http://www.saultstar.com/2012/11/02/espanola-man-incarcerated-for-sex-offences>.

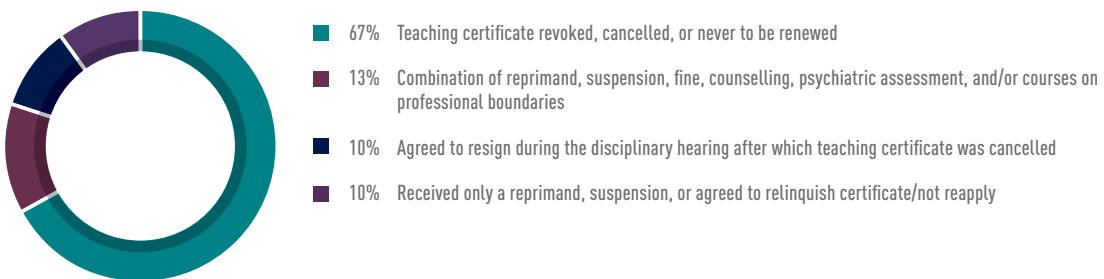
TEACHER DISCIPLINARY DECISIONS

Not include cases which are pending (n=49) or cases in which it is unknown whether disciplinary action was taken (n= 130), where known, **disciplinary action** was taken in 84% of the cases involving teachers.



Keep in mind that Ontario, British Columbia, and most recently Saskatchewan are the only provinces where teacher disciplinary actions are published; all other provinces and territories are considerably underrepresented in this regard.

The most frequent disciplinary actions included the following professional sanctions (n=409)



VICTIM IMPACT

As part of the sentencing process, victims are able to file a **victim impact statement** with the court detailing the ways in which they have been, and often continue to be, affected by the crime(s) committed against them. The betrayal of trust and abuse of power have serious, lasting impacts on the victims. In almost all of the statements referred to, child victims of sexual abuse perpetrated by school personnel reported:

- Suffering from serious and long-lasting **emotional consequences**

“My mind will be forever scarred. You took my childhood and my hope for happiness. I went from a child to an adult in a matter of moments and there is no way back.”

– Victim⁵³

- **Clinical depression**

“Depression has been a large portion of both my child and adult life. It has caused me to self-direct my anger, wreaked havoc on relationships, and hindered my career.”

– Victim⁵⁴



Model in image and intended as illustrative.

53 Source: Blais, T. “‘You took my childhood and my hope for happiness:’ Edmonton-area teacher gets two years for sexually abusing student” (2016, August 22), *Edmonton Journal*. Retrieved from <http://edmontonjournal.com/news/crime/you-took-my-childhood-and-my-hope-for-happiness-edmonton-area-teacher-gets-two-years-for-sexually-abusing-student>.

54 *R. v. Ralph*, 2014 BCSC 467 at para 17 (excerpt of Victim Impact Statement).



● Feelings of **shame**

“There are no words to describe the anger and pain, the humiliation, sadness, and disgust.”

– Victim⁵⁵

● Feelings of **worthlessness**

“I’ve had to, and currently deal with, feeling tainted, ugly, cheap, pathetic, objective, worthless, petty, and invisible.”

– Victim⁵⁶

● Feelings of **anxiety**

“I struggle every day with trying to feel normal and secure in myself.”

– Victim⁵⁷

55 Source: Mitchell, B. “House arrest for former Brampton middle school teacher” (2011, January 31), *The Star.com*. Retrieved from https://www.thestar.com/news/crime/2011/01/31/house_arrest_for_former_brampton_middle_school_teacher.html.

56 *R. v. Foley*, [2004] B.C.J. No. 2188 (BCPC) at para 3 (excerpt of Victim Impact Statement).

57 Source: Dunn, T. “Toronto teacher found guilty of sex offences with students, but his name can’t be recorded” (2017, March 9), *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/toronto/toronto-teacher-found-guilty-of-sex-offences-with-students-but-his-name-can-t-be-reported-1.4017926>



Those victims groomed under the guise of a romantic relationship often only realized the deception used by the adult once the contact ended.

In the time between the inappropriate conduct and sentencing many of these victims, in their own words, developed a sense of having lost their childhood and an understanding that the relationship was manipulative or exploitative.

Overall, many of the victims sought some form of therapy or counselling, sometimes at their own cost.

The impact of the crime(s) on victims' interpersonal relationships was also addressed in many of the statements, with victims often reporting experiencing ruptured relationships with romantic partners, family members, and/or friends.

"I thought I was in love, but I was being manipulated by a man who knew all my secrets and weaknesses, and used them against me. ... If anything, I felt as if he actually forgot that I was only a child."

– Victim⁵⁸

"I was far too naive at the time to recognize her lies and manipulation."

– Victim⁵⁹

"At the time of the abuse my emotional character changed significantly...I felt suddenly removed from my family and friends. I felt separated by a secret that I never wanted revealed, and I began to take an emotional distance from people."

– Victim⁶⁰

58 Source: Slade, D. "Calgary teacher gets five years in prison for sexual affair with student" [2015, May 28], *Calgary Herald*. Retrieved from <http://calgaryherald.com/news/crime/calgary-teacher-gets-five-years-in-prison-for-sexual-affair-with-student>.

59 Source: Woods, M. "Ex-teacher shouldn't see jail for sexually exploiting student, lawyer argues" [2014, June 2017], *Ottawa Citizen*. Retrieved from <http://ottawacitizen.com/news/local-news/ex-teacher-shouldnt-see-jail-for-sexually-exploiting-student-lawyer-argues>.

60 Source: Spears, T. "Ottawa junior high teacher – the drummer in Stephen Harper's band – pleads guilty to molesting girl" [2015, October 30], *National Post*. Retrieved from <http://nationalpost.com/news/canada/ottawa-junior-high-teacher-the-drummer-in-stephen-harpers-band-pleads-guilty-to-molesting-13-year-old>.



Model in image and intended as illustrative.

Some victims also described an adverse impact on their schooling and/or employment. In some cases, victims reported having to transfer to another school or not finishing high school or being unable to maintain full-time employment as a result of the crime(s) committed against them.

“[S]chool has changed a great deal for me, it’s hard to concentrate and learn in an environment that is meant for those two things. My grades have been negatively affected, my relationships no longer hold that level of trust that is automatic for everyone else, I hate school. I used to be very involved in sports and very athletic, after this I no longer care.”

– Victim⁶¹

Finally, it is also worth noting that in a number of cases, one or several family members of the victim(s) also filed a victim impact statement. These family members also reported serious effects, including a loss of trust in the education system and disrupted family life resulting from having to help their child through this period and/or accommodate a switch in schools.

“The moment I found out my son was sexually abused by a man we called his teacher, his mentor, but worst of all, our friend, was the day my life was shattered. I was left to attempt to pick up the broken pieces of what was left of my life.”

– Mother of victim⁶²

⁶¹ *R. v. Plews*, 2011 ONSC 695 at para 22 (excerpt from Victim Impact Statement).

⁶² Source: Blais, T. “Fort McMurray teacher’s aide gets 10 years for child sex offences” (2016, October 14), *Fort McMurray Today*. Retrieved from <http://www.fortmcmurraytoday.com/2016/10/14/fort-mcmurray-teachers-aide-gets-10-years-for-child-sex-offences-2>.

RECOMMENDATIONS FOR SCHOOL POLICIES AND PRACTICES TO PROTECT CHILDREN

In light of the prevalence of child sexual abuse, the demographic patterns revealed by the analyses, and emerging issues of concern, the study has identified a number of preventative recommendations surrounding accountability, assessing and managing risk, maintaining professional boundaries, and educating school personnel. The cursory overview of information highlighted within the victim impact statements above clearly demonstrates the need for enhanced efforts to protect children in schools.

ADDRESSING BOUNDARY VIOLATIONS

In schools, trust is the cornerstone of the professional relationship between an adult and a child. When a child goes to school, the child trusts that the adults who work there are safe to be around. There is no question the majority of adults working in schools respect their positions of trust and authority with students. There are some, however, who purposefully seek out these professions due to their unlimited access to children and subsequently breach this trust and misuse their authority to sexually exploit children. Although schools have clear policies regarding the reporting of child abuse, a grey area can exist where inappropriate interactions and concerns do not technically meet the threshold of sexual abuse. Additionally, it is not always clear how to handle these grey area issues within a school context.

Appropriate boundaries between adults working in schools and students are the core of professional relationships. Boundary violations are acts that involve adults breaching the intent of the relationship and exploiting their legitimate access to meet their personal needs, rather than students' needs. Examples of inappropriate interactions include a school employee engaging in personal or casual relationships with children; spending time socially with a student outside of work hours or work duties; texting or using social media accounts to communicate with students; and having personal contact with a student without transparency and accountability for contact.

Children are dependent on school personnel for their education, and as such, boundary violations by these adults can erode students' sense of security and have significant cognitive and emotional impacts. In order to prevent and disrupt potential child sexual abuse, school personnel need to be able to identify and address risk, as well as any inappropriate behaviours and interactions that are taking place between adults and children.

“He was my teacher and supposed to protect me, not hurt me...there were no boundaries with him, he blurred the lines of my understanding of what was appropriate and what healthy intimacy should look like...My former teacher was so good at making me feel as if this sexual abuse was something I wanted and not what it is — violence.”

– Victim⁶³

ESTABLISHING STANDARDS OF ACCOUNTABILITY AND TRANSPARENCY

First, in a professional relationship with students, interactions should be goal-oriented and tied to meeting the needs of the child. School personnel need to be trained on the concept that the needs of the student must be placed above the needs of the adult and interactions cannot be used to benefit the school personnel. It would not be unreasonable for school personnel to sign an oath upon the commencement of their employment whereby they acknowledge this relationship and their privileged access to children.

Second, a policy of accountability should be in place that includes a formal structure for sharing information with the professional who oversees the performance of personnel, which in the case of schools is often the principal. As a reasonable observer witnessing or knowing about an interaction between school personnel and a child, does the interaction violate reasonable boundaries? If the answer is “yes, I think so,” or “I am uncomfortable,” it needs to be shared with the person responsible for correcting the adult’s behaviour. While concerns can also be addressed with the respective employee, any and all concerns about the safety of a child must be reported to a superior and should not be dismissed because of issues regarding adverse reporting. It is important for employees to understand that raising a concern with a superior is not the same as an accusation.

⁶³ Source: Brait, E. “Toronto teacher pleads guilty to sex offences involving minors” (2017, December 14), *The Star.com*. Retrieved from <https://www.thestar.com/news/crime/2017/03/09/toronto-teacher-pleads-guilty-to-sex-offences-involving-minors.html>.

Third, because contact with children through employment is considered privileged access, it is imperative that schools have clear policies outlining that contact with students (especially outside of the classroom setting) must be formalized, transparent, and authorized — making all contact accountable (including electronic communication).

“There must be zero tolerance, not only for abuse, but for the silence of those who were suspicious and did nothing.”

– Shoop, R. J.⁶⁴

ASSESSING RISK

When considering risk there is a tendency to focus on how well an individual knows a child, whether or not the person is in good standing within a community, or how well they are liked in order to determine if the person is safe to be around children. These, however, are not effective criteria for measuring risk.

In order to protect children from sexual victimization, it is essential to pay attention to behaviours and situations that present risk. A well liked individual that contributes to their school community is not exempt from having the capacity to engage in behaviour that sexually exploits or harms a child. It is important to make a distinction between likeability and trustworthiness. Being well liked or good with kids does not equate to being ethical or trustworthy. Inappropriate interactions between an adult and child need to be corrected independent of any personal feelings towards the adult.

“He was extremely well liked, he was an excellent teacher and a lot was overlooked because of his excellent personality.”

– Mother of victim⁶⁵

⁶⁴ Shoop, J. R. (2004). *Sexual exploitation in schools: How to spot it and stop it*. Corwin Press, p. 63.

⁶⁵ Source: Canadian Press. “Alta teacher who killed himself had sex contacts with students, say documents” (2005, December 21), *Edmonton Journal*.

A tendency for people to avoid addressing concerns of inappropriate behaviour by adults working in schools often arises out of not wanting to cause trouble, the fear of upsetting the individual, or not wanting to make an allegation. Questioning inappropriate boundaries with children does not equal an allegation of sexual abuse. Boundary breaches can occur from poor judgment rather than the intent for sexual access. Schools cannot afford to ignore behaviour that requires correction for fear of insulting or upsetting school personnel.

Information, however, is sensitive and needs to be handled responsibly and within a structured process. A standard of practice where individuals consult about boundary concerns reinforces professionalism and maintains safety and security. Correcting behaviour is a professional development opportunity for staff.

On the other hand, if someone is seeking sexual access, this is the opportunity to disrupt the grooming process. Up front, it is not possible to be certain of someone's intent until after a child has been sexually exploited or abused. Holding people to high standards of expectations in their interactions with children and establishing a common understanding of standards for interactions with students in schools creates a culture that protects children.



Models in image and intended as illustrative.

CLARIFYING TEACHERS' REPORTING OBLIGATIONS

In addition to various provincial/territorial legislation surrounding the K-12 public education system, teachers are also bound to their respective teachers' association's code of ethics. These codes outline the conduct expected of its members and set protocols for addressing the professional conduct of colleagues. In accordance with many of these codes, if a teacher has a criticism of a fellow member (e.g., if the member often makes derogatory remarks about other teacher's professional abilities), the issue is to be first directly addressed with the colleague in question. If the issue cannot be resolved between the two parties, it must then be taken to the principal. If a teacher breaches this protocol for reporting, they risk being grieved by the other member. If, however, the situation involves a seemingly inappropriate relationship between a student and a teacher (e.g., a teacher sees a colleague on a Saturday at a movie with a student), it can be shared in good faith directly with the principal without breaching the professional code of conduct/ethics.

The two ways in which these situations are addressed — one related to adverse reporting which is tied to professional codes of ethics, the other related to inappropriate relationships and child safety which is tied to legal responsibilities in the fiduciary relationship — are different and not always clear to teachers. Consequently, this can present a barrier for teachers when addressing situations that involve a fellow teacher and a student.

For example, all teachers making an adverse report about another teacher must deliver their report to the colleague in question and, if necessary, to their superior, as outlined by their teacher association's code of ethics. An inappropriate relationship between a teacher and a student, on the other hand, is a child safety issue. As such, all concerns about a teacher's seemingly inappropriate behaviour with students need to be taken directly to a superior (in most cases, principals). When a teacher only goes to another member about concerns that involve interactions with a student and that individual legitimizes their contact, important information is not being shared with the principal and this prevents potential patterns of misconduct from being detected early or effectively addressed.

Model in image and intended as illustrative.



RECOMMENDATIONS FOR POLICIES AND PRACTICES TO PROTECT CHILDREN FOR SCHOOL BOARDS

- Policies and practices that formally recognize commitment to safe communities.
- Policies and practices for bringing forward and responding to inappropriate behaviour and boundary violations.
- Policies and practices for managing situations when school personnel are criminally charged with sexual abuse, but not convicted.
- Policies and practices for managing situations when school personnel are not criminally charged, but there is still reason to be concerned about the individual's actions.
- Standards outlining the expectations of school personnel demonstrating appropriate boundaries in their interactions with students.
- Appoint a team of at least two individuals for school districts who handle all incidents and concerns regarding teacher misconduct in an effort to centralize the information reported. This is where all rumours, allegations, or complaints are reported. Having all information centralized allows patterns of inappropriate behaviour to be identified and managed early.

RECOMMENDATIONS FOR EDUCATION AND AWARENESS FOR SCHOOL PERSONNEL

- Educate staff regularly about the policies, practices, and guidelines to protect children during staff meetings or in-service trainings.
- Make sexual abuse prevention training mandatory for educators and school personnel. Training should outline the behaviours that are considered inappropriate so that everyone is working from the same set of expectations.

- Educate new staff about the policies, practices, and guidelines to protect children as part of their orientation.
- Require new staff to take boundary/child sexual abuse training as condition of employment (with statement of professional standing, criminal record, vulnerable sector, and child abuse registry checks).
- Remind staff about policies, practices, and guidelines during annual evaluations, in newsletters, or communications on related issues.
- Include copies of the policies, practices, and guidelines in teacher handbooks.

ADDITIONAL RECOMMENDATIONS FOR EDUCATION AND TRAINING ON CHILD SEXUAL ABUSE

- Presentations/lessons for parents and student education and awareness of the issue of child sexual abuse is crucial for fostering a climate of openness connected directly the personal safety of children and is extremely important in promoting parents/students coming forward when something inappropriate is occurring.
- Make sexual abuse prevention training mandatory for students and offer awareness education for parents.
- Enact provincial laws that protect employers who give good-faith references for former employees to help increase the information that is shared between and within school districts.
- Have teachers take an oath as part of teacher certification — an agreed upon credo in which they pledge to their duty of care of children.



Models in image and intended as illustrative.



Model in image and intended as illustrative.

MOVING FORWARD

Schools play an integral role in shaping how children view the world and form relationships. The vast majority of adults working in schools are professionals who play a substantial role in shaping children's lives in this vital learning environment. These people, whether teachers, principals, counsellors, educational assistants, custodians, or bus drivers, have a privileged relationship with children and their families, the foundation of which is trust. The betrayal of trust that occurs when a school employee commits a sexual offence against a child has a lasting impact on the victim and their family. If for no other reason than this, parents should have the right to know about any professional transgressions by the people with privileged access to their children.

That this study identified 750 cases of child sexual abuse by personnel employed in Canadian K-12 schools in the last 20 years suggests not enough is being done to curb this problem. It is also troubling the media alone is responsible for providing most information about cases in those provinces that do not publish details about offenders employed or formerly employed in their schools. **Much greater transparency is required.** To achieve this, it is imperative that in every province and territory, those bodies responsible for the certification of their teachers make their disciplinary decisions regarding all professional misconduct (not only misconduct of a sexual nature) available to the public.

"Compared to other professions involving public trust, there is little information made available about teachers who have been disciplined. When such information is kept secret, the public has no way of knowing if problem teachers are actually being removed from the classroom."

– Professor who researches teacher discipline in Canada⁶⁶

⁶⁶ Source: Mancini, M. "Discipline for teacher misconduct often handled in secret, Marketplace finds" (2016, April 7), *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/marketplace-secret-discipline-teacher-misconduct-1.3525438>.

This study found numerous cases of professional misconduct of a sexual nature involving a child or student which, although certainly concerning — and often resulted in their termination of the teacher — nonetheless did not reach the legal threshold of a crime. In these cases, because the individual was not charged with a criminal offence, the incident would not appear on their criminal record.⁶⁷ Disciplinary decisions, however, would include the details surrounding the professional misconduct in question. Making such decisions publically available could provide valuable information to inform employers about past activities of prospective employees — especially in occupations offering access to children. Indeed, offenders are at their most dangerous “when their deviant sexual behaviour remains hidden.”⁶⁸

Finally, 15 of the cases reviewed in this study involved teachers found guilty of professional misconduct (of a sexual nature involving children) who were identified as being certified to teach in more than one province/territory.⁶⁹ In only five of these cases did the disciplinary decisions explicitly state that the finding of professional misconduct was subsequently communicated to other provinces/territories in which the individual was certified to teach. While these cases demonstrate that communication exists between the different bodies responsible for the certification of their teachers, with the lack of transparency characteristic of the disciplinary process in most provinces/territories in the country, there is no way to know whether such important information sharing is common practice. For example, in one case from Nova Scotia, the fact that a teacher’s certificate had been cancelled for professional misconduct was later conveyed to the Ontario College of Teachers, with whom the teacher was also certified. Although the Director and Registrar of Teacher Certification for the Nova Scotia Department of Education involved in this case explained that an information-sharing protocol exists between “a number of provincial and territorial bodies responsible for regulating the teaching profession in their respective jurisdictions,”⁷⁰ no further information regarding policies, practices, or even the names of the participating bodies appeared to be publically available.

Ultimately, a publically available list of all educators found guilty of professional misconduct would ensure that appropriate checks could be concluded for all prospective employees. When combined with a statement of professional standing, as well as criminal, reference, and vulnerable sector checks, having a policy in place to also search publically available disciplinary decisions would go a long way toward preventing school administrators from transferring teachers suspected of behaving badly to another school with no consequences.

⁶⁷ Cases that involved charges being stayed or withdrawn may appear on an individual’s vulnerable sector check.

⁶⁸ Mcalinden, A. M. 2006. “Setting ‘Em Up’: Personal, Familial and Institutional Grooming in the Sexual Abuse of Children.” *Social & Legal Studies*, 15(3), p. 353.

⁶⁹ 15 teachers found to be certified to teach in more than one province is directly related to the level of detail provided by the evidence itself (i.e., disciplinary decisions, case law, and media reports) and represents the minimum number.

⁷⁰ www.oct.ca/ShowDocument.sample?documentType=Decision&id=839&lang=E.



Model in image and intended as illustrative.



CANADIAN CENTRE *for* **CHILD PROTECTION**®
Helping families. Protecting children.

--- In BC a child can consent to medical treatment, including cosmetic surgery without parents or guardians' approval. ---

BC Infant Act:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96223_01

Part 2 — Medical Treatment

Consent of infant to medical treatment

17 (1) In this section:

"health care" means anything that is done for a therapeutic, preventive, palliative, diagnostic, cosmetic or other health related purpose, and includes a course of health care;

"health care provider" includes a person licensed, certified or registered in British Columbia to provide health care.

(2) Subject to subsection (3), an infant may consent to health care whether or not that health care would, in the absence of consent, constitute a trespass to the infant's person, and if an infant provides that consent, the consent is effective and it is not necessary to obtain a consent to the health care from the infant's parent or guardian.

(3) A request for or consent, agreement or acquiescence to health care by an infant does not constitute consent to the health care for the purposes of subsection (2) unless the health care provider providing the health care

- (a) has explained to the infant and has been satisfied that the infant understands the nature and consequences and the reasonably foreseeable benefits and risks of the health care, and
- (b) has made reasonable efforts to determine and has concluded that the health care is in the infant's best interests.

<https://www.healthlinkbc.ca/sites/default/files/documents/healthfiles/hfile119.pdf>

What is "mature minor consent"?

A child under the age of 19 is called a "minor". "Mature minor consent" is the consent a child gives to receive health care after the child has been assessed by a health care provider as having the necessary understanding to give the consent. A child who is assessed by a health care provider as being capable to give consent is called a "mature minor".

A child who is a mature minor may make their own health care decisions independent of their parents' or guardians' wishes. In B.C. there is no set age when a child is considered capable to give consent.

A health care provider can accept consent from the child and provide health care that is in the child's best interests without getting

Bill C4:

https://www.parl.ca/Content/Bills/441/Government/C-4/C-4_4/C-4_4.PDF

Conversion Therapy

Definition of *conversion therapy*

320.101 In sections 320.102 to 320.104, **conversion therapy** means a practice, treatment or service designed to

- (a) change a person's sexual orientation to heterosexual;
- (b) change a person's gender identity to cisgender;

Thérapie de conversion

Définition de *thérapie de conversion*

320.101 Aux articles 320.102 à 320.104, **thérapie de conversion** s'entend d'une pratique, d'un traitement ou d'un service qui vise, selon le cas :

- a) à modifier l'orientation sexuelle d'une personne pour la rendre hétérosexuelle;
- b) à modifier l'identité de genre d'une personne pour la rendre cisgenre;

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Chapter 24: An Act to amend the Criminal Code (conversion therapy)
Criminal Code
Section 5

Chapitre 24 : Loi modifiant le Code criminel (thérapie de conversion)
Code criminel
Article 5

- (c) change a person's gender expression so that it conforms to the sex assigned to the person at birth;
- (d) repress or reduce non-heterosexual attraction or sexual behaviour;
- (e) repress a person's non-cisgender gender identity; or
- (f) repress or reduce a person's gender expression that does not conform to the sex assigned to the person at birth.

For greater certainty, this definition does not include a practice, treatment or service that relates to the exploration or development of an integrated personal identity — such as a practice, treatment or service that relates to a person's gender transition — and that is not based on an assumption that a particular sexual orientation, gender identity or gender expression is to be preferred over another.

- c) à modifier l'expression de genre d'une personne pour la rendre conforme au sexe qui a été assigné à la personne à sa naissance;
- d) à réprimer ou à réduire toute attirance ou tout comportement sexuel non hétérosexuels;
- e) à réprimer toute identité de genre non cisgenre;
- f) à réprimer ou à réduire toute expression de genre qui ne se conforme pas au sexe qui a été assigné à une personne à sa naissance.

Il est entendu que la présente définition ne vise pas les pratiques, les traitements ou les services qui se rapportent à l'exploration ou au développement d'une identité personnelle intégrée — notamment ceux qui se rapportent à la transition de genre d'une personne — et qui ne sont pas fondés sur la supposition selon laquelle une quelconque orientation sexuelle, identité de genre ou expression de genre est à privilégier.

Drug Advertising for youth from BC Trans Care:

<http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition/puberty-blockers-for-youth>

Visit PHSA.ca



Puberty Blockers for Youth

Information on puberty blocker medication used to delay the onset of puberty.

The changes to your body that happen during puberty can be distressing if they are not in line with your gender. Puberty blockers can help relieve this distress. Delaying puberty gives you more time to explore your gender identity, before changes happen to your body that can't be reversed.

If you are under age 19, the criteria for getting a prescription for a puberty blocker are:

- a long-lasting and intense pattern of gender non-conformity or gender dysphoria.
- gender dysphoria emerged or worsened with the onset of puberty.
- coexisting psychological, medical, or social problems, if any, are stable enough to start treatment.
- the adolescent having given informed consent. The consent of your guardian is preferred but not absolutely necessary under the BC Infants Act

Usually an endocrinologist (hormone specialist) monitors puberty blockers and hormone therapy for youth, due to changing needs during adolescence. The endocrinologist can work with your primary care provider for routine monitoring.

The puberty blocker used most often in BC is called Lupron Depot. It is given through a monthly injection in the thigh. Lupron Depot is quite expensive; it costs around \$400 a month. It is covered by BC PharmaCare; some families have the cost covered by the PharmaCare Plan G. Extended health care plans may also cover this medication.

Effects of puberty blockers

If you were assigned male at birth, puberty blockers will stop or limit:

- growth of facial and body hair
- deepening of the voice
- broadening of the shoulders
- growth of Adam's apple
- growth of gonads (testes) and erectile tissue (penis)

If you were assigned female at birth, puberty blockers will stop or limit:

- breast tissue development
- broadening of the hips
- monthly bleeding

In both cases, puberty blockers will temporarily stop or limit:

- growth in height
- development of sex drive
- impulsive, rebellious, irritable or risk-taking behaviour
- accumulation of calcium in the bones
- fertility

There are no known irreversible effects of puberty blockers. If you decide to stop taking them, your body will go through puberty just the way it would have if you had not taken puberty blockers at all.

Risks of taking puberty blockers

Puberty blockers are considered to be very safe overall.

We are not sure if puberty blockers have negative side effects on bone development and height. Research so far shows that the effects are minimal. However, we won't know the long-term effects until the first people to take puberty-blockers get older.

If you have erectile tissue (penis) and think you might eventually want to have a vaginoplasty, talk with your primary care provider or endocrinologist for more information. Vaginoplasty is the surgical procedure that creates a vagina. If you start taking puberty blockers early in puberty you might not be able to have the vaginoplasty surgery that is most commonly used in Canada, later as an adult. There are alternative techniques available, such as the use of a skin graft or colon tissue.

Risks of withholding puberty blockers

Health care providers refusing to provide puberty blockers to youth can cause additional distress, and may lead to anxiety and depression.

Withholding puberty blockers and hormone therapy is not a neutral option and can result in an increased risk of mental health issues.

SOURCE: Puberty Blockers for Youth (<http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition/puberty-blockers-for-youth>)
Page printed: 2022-01-18 . Unofficial document if printed. Please refer to SOURCE for latest information.
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Here is the list of some side effects according to the FDA:

https://www.accessdata.fda.gov/drugsatfda_docs/label/2021/020011s042_019943s035lbl.pdf

HIGHLIGHTS OF PRESCRIBING INFORMATION

These highlights do not include all the information needed to use LUPRON DEPOT 3.75 mg safely and effectively. See full prescribing information for LUPRON DEPOT 3.75 mg.

LUPRON DEPOT 3.75 mg (leuprolide acetate for depot suspension) for injection, for intramuscular use
Initial U.S. Approval: 1985

RECENT MAJOR CHANGES

Indications and Usage (1.1, 1.2)	02/2021
Dosage and Administration (2.1)	02/2021
Warnings and Precautions, Risks Associated with Norethindrone Combination Treatment (5.7)	02/2021

INDICATIONS AND USAGE

LUPRON DEPOT 3.75 mg is a gonadotropin-releasing hormone (GnRH) agonist indicated for:

Endometriosis

- Management of endometriosis, including pain relief and reduction of endometriotic lesions. (1.1)
- In combination with a norethindrone acetate for initial management of the painful symptoms of endometriosis and for management of recurrence of symptoms. (1.1)

Limitations of Use:

- The total duration of therapy with LUPRON DEPOT 3.75 mg plus add-back therapy should not exceed 12 months due to concerns about adverse impact on bone mineral density. (1.1, 2.1, 5.1)

Uterine Leiomyomata (Fibroids)

- Concomitant use with iron therapy for preoperative hematologic improvement of women with anemia caused by fibroids for whom three months of hormonal suppression is deemed necessary. (1.2)

Limitations of Use:

- LUPRON DEPOT 3.75 mg is not indicated for combination use with norethindrone acetate add-back therapy for the preoperative hematologic improvement of women with anemia caused by heavy menstrual bleeding due to fibroids. (1.2)

DOSAGE AND ADMINISTRATION

- LUPRON DEPOT 3.75 mg for 1-month administration, given as a single intramuscular injection.
LUPRON DEPOT 3.75 mg has different release characteristics than LUPRON 11.25 mg and is dosed differently. (2.1)
- Do not substitute LUPRON DEPOT 3.75 mg for LUPRON DEPOT 11.25 mg.
 - Do not administer LUPRON DEPOT 3.75 mg more frequently than once a month.
 - Do not give a fractional dose of the LUPRON DEPOT 11.25 mg 3-month formulation, as it is not equivalent to a single dose of the LUPRON DEPOT 3.75 mg.
 - Do not give a triple dose of the LUPRON DEPOT 3.75 mg, as it is not equivalent to a single dose of the LUPRON DEPOT 11.25 mg 3-month formulation.
- Reconstitute LUPRON DEPOT 3.75 mg prior to use. (2.2)

Endometriosis:

- LUPRON DEPOT 3.75 mg administered as a single intramuscular (IM) injection once every month for up to six injections (6 months of therapy). LUPRON DEPOT may be administered alone or in combination with daily 5 mg tablet of norethindrone acetate (add-back). (2.1)
- If endometriosis symptoms recur after initial course of therapy, retreatment for no more than six months may be considered but **only** with the addition of norethindrone acetate add-back therapy. Do not re-treat with LUPRON DEPOT 3.75 mg alone. (2.1)

Fibroids:

- Recommended dose of LUPRON DEPOT 3.75 mg is one IM injection every month for up to three months. (2.1)

DOSAGE FORMS AND STRENGTHS

- Depot suspension for injection: 3.75 mg lyophilized powder for reconstitution in a dual-chamber syringe. (3)

CONTRAINDICATIONS

- Hypersensitivity to GnRH, GnRH agonist analogs, including leuprolide acetate, or any of the excipients in LUPRON DEPOT 3.75 mg. (4, 5.3)
 - Undiagnosed abnormal uterine bleeding. (4)
 - Pregnancy. (4, 8.1)
- If LUPRON DEPOT 3.75 mg is administered with norethindrone acetate, the contraindications for norethindrone acetate also apply. (4)

WARNINGS AND PRECAUTIONS

- Loss of bone mineral density (BMD): Duration of treatment is limited by risk of bone mineral density. When using for management of endometriosis: combination use with norethindrone acetate is effective in reducing loss of BMD; do not retreat without combination norethindrone acetate. Assess BMD before retreatment. (1.1, 1.2, 5.1)
- Embryo-Fetal Toxicity: May cause fetal harm. Exclude pregnancy before initiating treatment if clinically indicated and discontinue use if pregnancy occurs. Use non-hormonal methods of contraception only. (5.2)
- Hypersensitivity reactions, including anaphylaxis, have been reported with LUPRON DEPOT 3.75 mg. (5.3)
- If LUPRON is administered with norethindrone acetate, the warnings and precautions for norethindrone acetate apply to the combination regimen. (5.7)

ADVERSE REACTIONS

Most common adverse reactions (>10%) in clinical trials were hot flashes/sweats, headache/migraine, vaginitis, depression/emotional lability, general pain, weight gain/loss, nausea/vomiting, decreased libido, and dizziness. (6.1)

To report SUSPECTED ADVERSE REACTIONS, contact AbbVie Inc. at 1-800-633-9110 or FDA at 1-800-FDA-1088 or www.fda.gov/medwatch

See 17 for PATIENT COUNSELING INFORMATION.

Revised: 02/2021

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- 1.2 Uterine Leiomyomata (Fibroids)

2 DOSAGE AND ADMINISTRATION

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- 2.2 Reconstitution and Administration for Injection of LUPRON DEPOT

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----- **WARNINGS AND PRECAUTIONS** -----

- Loss of bone mineral density (BMD): Duration of treatment is limited by risk of bone mineral density. When using for management of endometriosis: combination use with norethindrone acetate is effective in reducing loss of BMD; do not retreat without combination norethindrone acetate. Assess BMD before retreatment. (1.1, 1.2, 5.1)
- Embryo-Fetal Toxicity: May cause fetal harm. Exclude pregnancy before initiating treatment if clinically indicated and discontinue use if pregnancy occurs. Use non-hormonal methods of contraception only. (5.2)
- Hypersensitivity reactions, including anaphylaxis, have been reported with LUPRON DEPOT 3.75 mg. (5.3)
- If LUPRON is administered with norethindrone acetate, the warnings and precautions for norethindrone acetate apply to the combination regimen. (5.7)

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Most common adverse reactions (>10%) in clinical trials were hot flashes/sweats, headache/migraine, vaginitis, depression/emotional lability, general pain, weight gain/loss, nausea/vomiting, decreased libido, and dizziness. (6.1)

To report SUSPECTED ADVERSE REACTIONS, contact AbbVie Inc. at 1-800-633-9110 or FDA at 1-800-FDA-1088 or www.fda.gov/medwatch

5 WARNINGS AND PRECAUTIONS

5.1 Loss of Bone Mineral Density

LUPRON DEPOT 3.75 mg induces a hypoestrogenic state that results in loss of bone mineral density (BMD), some of which may not be reversible after stopping treatment. In women with major risk factors for decreased BMD such as chronic alcohol use (> 3 units per day), tobacco use, strong family history of osteoporosis, or chronic use of drugs that can decrease BMD, such as anticonvulsants or corticosteroids, use of LUPRON DEPOT 3.75 mg may pose an additional risk. Carefully weigh the risks and benefits of LUPRON DEPOT 3.75 mg use in these populations.

The duration of LUPRON DEPOT 3.75 mg treatment is limited by the risk of loss of bone mineral density [see *Dosage and Administration* (2.1)].

When using LUPRON DEPOT 3.75 mg for the management of endometriosis, combination use of norethindrone acetate (add-back therapy) is effective in reducing the loss of BMD that occurs with leuprolide acetate [see *Clinical Studies* (14.2)]. Do not retreat with LUPRON DEPOT 3.75 mg without combination norethindrone acetate. Assess BMD before retreatment.

5.2 Embryo-Fetal Toxicity

Based on animal reproduction studies and the drug's mechanism of action, LUPRON DEPOT 3.75 mg may cause fetal harm if administered to a pregnant woman and is contraindicated in pregnant women. Exclude pregnancy prior to initiating treatment with LUPRON DEPOT 3.75 mg if clinically indicated. Discontinue LUPRON DEPOT 3.75 mg if the woman becomes pregnant during treatment and inform the woman of potential risk to the fetus [see *Contraindications* (4) and *Use in Specific Populations* (8.1)]. Advise women to notify their healthcare provider if they believe they may be pregnant.

When used at the recommended dose and dosing interval, LUPRON DEPOT 11.25 mg usually inhibits ovulation and stops menstruation. Contraception, however, is not ensured by taking LUPRON DEPOT 11.25 mg. If contraception is indicated, advise women to use non-hormonal methods of contraception while on treatment with LUPRON DEPOT 3.75 mg.

5.3 Hypersensitivity Reactions

Hypersensitivity reactions, including anaphylaxis, have been reported with LUPRON DEPOT use. LUPRON DEPOT 3.75 mg is contraindicated in women with a history of hypersensitivity to

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gonadotropin-releasing hormone (GnRH) or GnRH agonist analogs [see *Contraindications (4)* and *Adverse Reactions (6.2)*].

In clinical trials of LUPRON DEPOT 3.75 mg, adverse events of asthma were reported in women with pre-existing histories of asthma, sinusitis, and environmental or drug allergies. Symptoms consistent with an anaphylactoid or asthmatic process have been reported postmarketing.

5.4 Initial Flare of Symptoms

Following the first dose of LUPRON DEPOT 3.75 mg, sex steroids temporarily rise above baseline because of the physiologic effect of the drug. Therefore, an increase in symptoms may be observed during the initial days of therapy, but these should dissipate with continued therapy.

5.5 Convulsions

There have been postmarketing reports of convulsions in women on GnRH agonists, including leuprolide acetate. These included women with and without concurrent medications and comorbid conditions.

5.6 Clinical Depression

Depression may occur or worsen during treatment with GnRH agonists including LUPRON DEPOT 3.75 mg [see *Adverse Reactions (6.1)*]. Carefully observe women for depression, especially those with a history of depression and consider whether the risks of continuing LUPRON DEPOT 3.75 mg outweigh the benefits. Women with new or worsening depression should be referred to a mental health professional, as appropriate.

5.7 Risks Associated with Norethindrone Combination Treatment

If LUPRON DEPOT 3.75 mg is administered with norethindrone acetate, the warnings and precautions for norethindrone acetate apply to this regimen. Refer to the norethindrone acetate prescribing information for a full list of the warnings and precautions for norethindrone acetate.

--- BC Trans Care and School Game Plans ---

Visit PHSA.ca



Information for Schools

Children and youth spend much of their time at school. **Schools can be affirming places with positive teacher** and peer relationships. Learn about gender support plans and find resources for schools.

Increasingly, schools are providing staff training, supporting GSAs (Gender and Sexuality **Alliances**) and QSAs (Queer Straight **Alliances**), and putting policies into place to ensure equitable access to education for gender creative and trans students. Visit the [Queer Straight Alliances](#) page for more information. Many preschools and daycares provide staff training and create environments that are supportive of gender exploration and creativity.

Unfortunately, schools can also be a place where children and youth of all ages experience bullying, harassment, and discrimination based on their gender expressions or identities.

The following are some general information related to Gender Support Plans that may be in place in your schools, and resources used by schools.

Gender support plans

Whether your child attends a school with a strong history of providing an affirming environment for gender creative and trans students, or one that has no experience, you may need to become an advocate for your child.

A gender support plan helps to create a shared understanding of how the student's authentic gender will be accounted for and supported at school. [See this template](#) from Gender Spectrum. If you will be approaching your child's school to develop a gender support plan here are some suggestions:

- Talk with your child about what kinds of support they would like from the school. Find out if there are any issues they are currently dealing with or anticipate will be a problem in the future. Discuss whether or not they would like to be part of the school meeting.
- Find out if the school or district has a policy or procedure in place to support gender creative and trans students.
- Connect with other parents of gender creative and trans students who are part of your school district.
- Identify a contact person you trust who can provide you with guidance about how systems work in your child's school or district. This might be a teacher, counsellor, administrator, diversity liaison, or GSA/QSA sponsor.
- Write down what supports you would like to have put in place and be prepared to explain why they are important for your child.
- If your child is connected with any professionals (e.g. counsellor or physician), consider having them write a letter detailing the kinds of support your child requires.
- Consider bringing a support person with you to the meeting.

Your child's plan should address your child's unique needs. However, there are several issues that commonly come up in school plans:

- Establish who will be aware of your child's gender creative or trans identity and how their privacy will be protected.
- Ensure correct names and pronouns are respected within the school community, and used on school records.
- Ensure access to washrooms and change rooms where your child feels most comfortable.
- Establish how your child will participate in any gender segregated activities.
- Identify one or more contact people within the school your child can go to in case they feel unsafe
- Have a plan in place to provide education for school community members.

Resources for schools

Ideally, your school will be affirming, already have policies and procedures in place, and be experienced in providing support to gender creative and trans students. However, it is good to be prepared to provide some education and resources to the school staff. The following resources may be helpful for you to review and share with them.

- [BC Teachers Federation](#) - for LGBTQ2S+ resources for teachers, and policies and regulations.
- [Trans Rights BC](#) - for information on the rights of trans students in public and independent schools in British Columbia.
- [SOGI 123](#) - SOGI 1 2 3 helps educators make schools inclusive and safe for students of all sexual orientations and gender identities.
- [Supporting Transgender Students in K-12 Schools](#) - a guide for educators from Canadian Teachers' Federation.
- [Schools in Transition](#) - a guide for supporting transgender students in K-12 schools from Gender Spectrum.
- [Affirming Gender in Elementary Schools: Social Transitioning](#) - a resource from Welcoming Schools.

SOURCE: Information for Schools (<http://www.phsa.ca/transcarebc/child-youth/support-for-families/info-for-schools>)

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**– Confidential –
Gender Support Plan**

The purpose of this document is to create shared understandings of how the student's authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

School/District _____	Today's Date _____
Name Student Uses: _____	Pronouns Student Uses: _____
Name on Birth Certificate: _____	Sex Assigned at Birth _____
Date of Birth _____	Student's Grade Level _____
Sibling(s)/Grade(s) _____ / _____ / _____	
Parent(s), Guardian(s), or Caregiver(s) /relation to student	
_____ / _____	_____ / _____
_____ / _____	_____ / _____
Meeting participants: _____	

PARENT/GUARDIAN INVOLVEMENT

Guardian(s) aware of student's gender status? Yes/No Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)

If support level is low what considerations must be accounted for in implementing this plan? _____

PRIVACY: CONFIDENTIALITY AND DISCLOSURE

How public or private will information about this student's gender be (check all that apply)?

District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)
Specify the adult staff members: _____

Site level leadership/administration will know (Principal, head of school, counselor, etc.)
Specify the adult staff members: _____

Teachers and/or other school staff will know
Specify the adult staff members: _____

Student will not be openly "out," but some students are aware of the student's gender
Specify the students: _____

Student is open with others (adults and peers) about gender

Other – describe: _____

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? _____

Here is when it is to late:

<http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition>

Visit [PHSA.ca](http://www.phsa.ca)



Medical Affirmation & Transition

Information on gender-affirming medical care for **children** and youth in B.C.

Gender-affirming medical care is necessary for some trans and **gender diverse people**. If your young person is feeling distressed about their body or anxious about the changes that will come with puberty (e.g., breast growth, menses, voice change, facial hair), it is important to know what medical care options are available.

Step 1 - Readiness Assessment:

Readiness assessment

Starting puberty blockers or hormone therapy, or having gender-affirming surgery are big decisions, and support from family and health care providers is important. Assessment and care planning may be provided by a number of professionals who have received advanced practice training in this area of care. These may include a pediatrician, family doctor, psychologist, psychiatrist, social worker or nurse practitioner.

The role of the clinician doing the readiness assessment is to:

- Support decision-making around interventions.
- Confirm that the WPATH criteria for care are met.
- Confirm psychosocial readiness including readiness of family, school environment, etc.
- Confirm the plan for ongoing care and support.

Regardless of whether treatment is started, the clinician should provide recommendations, including what education, support, further assessment or treatment can be provided.

Sometimes the clinician who completed the readiness assessment is also able to prescribe treatment. Other times, the readiness assessor will write a letter of recommendation for treatment to a physician or nurse practitioner who will provide treatment and care. Sometimes clinicians work in teams with different members of the team holding different roles in the care all in one place.

You have the right to accurate, evidence-based information about gender health and care options. If you or your family member are having trouble locating gender-affirming care please [contact us](#) for information about options in B.C.

Step 2 - Puberty Blockers and Hormones: <http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition#Puberty--blockers--and--hormones>

Puberty blockers and hormones

Puberty blockers

Puberty blockers are medications that suppress the sex hormones that are produced by the body. These medications may be started soon after puberty begins. They put puberty on pause and can prevent changes such as voice lowering, breast growth and periods. Effects will vary, depending on how far puberty has progressed before starting the blockers. There are no known irreversible effects of puberty blockers, so if your child were to stop taking them their body would continue through puberty, picking up where it left off. These medications have been safely used for decades to treat children with precocious puberty, and were first used with trans youth in the 1990's.

There are three main reasons that youth use puberty blockers:

1. The onset of puberty and the idea or reality of developing secondary sex characteristics that do not fit with their gender identity can be very distressing. Puberty blockers can help alleviate this distress.
2. If a child is still exploring their gender, puberty blockers allow additional time to explore without worrying about unwanted physical changes.
3. Preventing unwanted physical changes can eliminate the need for some surgeries and procedures later on, such as male chest contouring and electrolysis.

Puberty blockers are often prescribed by a pediatric endocrinologist. However pediatricians and family physicians who are knowledgeable about trans care may provide this care as well. For more detailed information, see our [Puberty Blockers](#) page.

Hormone therapy

Some youth who take puberty blockers early in adolescence go on to start hormone therapy. Youth who have not taken puberty blockers may also take hormones.

Hormone therapy allows people to develop secondary sex characteristics that are in line with their gender identity, such as breast growth, softer skin, facial hair, or deeper voice. While not all trans and gender diverse youth will need hormone therapy, it is important that youth who do require this care have access to it.

Like puberty blockers, hormone therapy can be effective in alleviating a person's distress about their body and how they are perceived by others. Research shows that youth who have access to needed hormone therapy have mental health outcomes similar to their cisgender

Step 3 - Gender-Affirming Surgeries: <http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition#Gender-affirming--surgeries>

peers, and a recent study documented that suicide attempts and emergency room visits decreased after trans youth had their first appointment with the pediatric endocrinology team at BC Children's Hospital.

Younger youth and their families or caregivers may work with a pediatric endocrinologist for their hormone therapy. Youth, especially those who are older, may be able to access this care through a knowledgeable family doctor. Family doctors can provide care planning, prescribing and monitoring of hormones if they have training in this area.

Gender-affirming surgeries

Gender-affirming surgeries are called irreversible interventions, since these changes to people's bodies cannot be undone. For the most part, people wait until they are at least 19 years old to have gender-affirming surgeries. However, upper body surgeries (chest construction or breast construction surgery) are sometimes performed for youth under age 19.

For some people, gender-affirming surgeries are important for living in their authentic gender. Bringing one's body into alignment with the true gender self may be necessary for reducing distress. Some options include upper surgeries (e.g., breast construction, chest construction) and lower surgeries (e.g., hysterectomy/oophorectomy, orchiectomy, vaginoplasty, metoidioplasty, phalloplasty). A more complete description of surgery options and how to be referred for surgery is available on our surgery pages.

Related pages

Puberty Blockers for Youth

Hormones

Surgery

SOURCE: Medical Affirmation & Transition (<http://www.phsa.ca/transcarebc/child-youth/affirmation-transition/medical-affirmation-transition>)

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--- Let talk about propaganda and lies from the Gouvernment. ---

<http://www.bcchildrens.ca/endocrinology-diabetes-site/documents/gendermap.pdf>



BC Children's Hospital Gender Clinic Roadmap



DOCTOR REFERRAL

- Have your doctor refer you to the BC Children's Hospital Gender Clinic.
- www.bcchildrens.ca/our-services/clinics/gender



INTAKE APPOINTMENT

- Once we receive your referral we will send you and your doctor a letter offering you an intake appointment.
- At this appointment, you will meet a nurse and/or social worker, not the endocrinologist.



LEARNING ABOUT YOUR JOURNEY

- During the intake appointment, we will learn about your journey and help you take the next steps in your care.
- If you are interested in gender-affirming treatment we will help you find a mental health professional to do a readiness assessment.



TREATMENT OPTIONS

- Once your puberty blocker/hormone assessment is completed and you are ready to move forward, you will call us to schedule your appointment with the endocrinologist.
- We will talk about your medical history, do an exam and talk about treatment options.



BEGIN TREATMENT

- Puberty blockers
- Gender-affirming hormones
- We will see you regularly during this time



CONTINUE TO ADULT CARE

- We can care for you until you are 19 years old
- After you are 19, we can refer to an adult care provider



Sexual Orientation and Gender Identity (SOGI)



Last updated: **March 11, 2019**



Information

Everyone has a sexual orientation and gender identity (SOGI). It's an inclusive term that applies to everyone, whether they identify as lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual or cisgender (identifying with the same gender that one was assigned at birth).

It's important for schools to be inclusive and safe spaces for students of all sexual orientations and gender identities. Being SOGI-inclusive means:

- Speaking about SOGI in a way that makes every student feel like they belong
- Not limiting a person's potential based on their biological sex and how they understand or express their gender
- Welcoming everyone without discrimination, regardless of their sexual orientation or gender identity

B.C. schools and school districts have found the following methods are helping reduce discrimination and risky behaviours among all students:

[Expand All](#) | [Collapse All](#)

[Including SOGI in school codes of conduct and anti-bullying policies](#)

This improves the school climate for LGBTQ and heterosexual students by reducing discrimination and harassment.

[Teaching about valuing diversity and respecting differences](#)



The teaching resources on SOGieducation.org were created by educators across the province to support other educators in creating inclusive classrooms for all students. All resources are in alignment with the update to the BC Human Rights Code in 2016.



SOGI 1 2 3 shares template lesson plans that make it easy for teachers to send a message of acceptance and to welcome students from different family structures, cultures and the LGBTQ community.

"There are kids that are different than myself or my children. They want to feel included too."
-STACEY WAKELIN,
LANGLEY PARENT

KIDS HAVE QUESTIONS.

Be **curious** together.
VISIT SOGIEDUCATION.ORG

We acknowledge the financial support of the Province of British Columbia through the Ministry of Education.

Collaboration Partners:



is a collection of resources available for teachers to use to make all students feel safe and included in their classrooms

"SOGI-inclusive education is about treating everyone with respect, and ensuring that every member of the school community feels valued, safe and represented."
- BCCPAC Board of Directors

SOGI topics and learning look different at every age and in every classroom

All students should be able to live and learn to their full potential.

Some students face physical barriers, while others aren't so visible.

Lesson plans like *4/5 Gender Identity* teaches kids that no one should feel limited by stereotypes, or be teased because of them.



For all students, seeing themselves reflected in their classroom directly affects their sense of belonging.

Some kids don't have moms, and some kids have two.

Lesson Plans like *K/1 Family Diversity* teach kids that families come in all shapes and sizes.

Schools teach about many different kinds of discrimination such as racism, misogyny and sexual harassment.

Lessons like *8/9/10 Social Justice Vocabulary* continue to reinforce that our language and actions can hurt someone else's feelings, and so can just ignoring it.

Teachers are best equipped to determine what is age appropriate for their classrooms. At the primary level, teachers may talk about stereotypes in families, toys and TV, while secondary teachers encourage students to critically analyze our world for how these stereotypes affect our interactions. Concepts around sexual orientation and gender identity mature as children age.

ALL STUDENTS LEARN VALUES OF RESPECT AND APPRECIATION FROM LESSONS THAT DISCOURAGE DISCRIMINATION

Lesson plans like *K-12 Why "That's So Gay" Is Not Okay* discourage children from saying things are "so gay" which directly impacts the welcoming atmosphere of schools. When we acknowledge our differences, we learn to respect one another.



Advocacy > **SOGI Learning Moments**

DPAC PAC >

Inclusive Education > Learning Moments - SOGI

Indigenous Education > SOGI School Leads will often be seen as the go-to person for SOGI resources in their school. But explaining all things SOGI isn't always easy and it's definitely not straightforward.

SOGI > One SOGI Lead in Victoria created a Bite Size SOGI Series that breaks down some of the core concepts into digestible graphics that School Leads can share at staff meetings, or in response to common questions.

Student Achievement >

Student Safety > There are 12 in all - feel free to download and share.

[Names and Pronouns](#)

[What does Trans mean](#)

[SOGI123](#)

[Sex vs Gender](#)

[Inclusive Language](#)

[Talking about Trans folks](#)

[Providing your pronouns](#)

[Why SOGI123 is important](#)

[Two Spirit](#)

[Gender is a social construct](#)

SOGI is age appropriate

#2: What does "trans" mean?

bite size SOGI series



"Trans" or "transgender" is an umbrella term, meaning "change" or "different." It refers to one's gender identity: that is, how do you see yourself? A man, a woman, a mix, neither?

The umbrella term "trans" encompasses a variety of identities for people who do not identify with the gender they were assigned at birth. For example: a trans man is a man who was assigned female at birth, but that label didn't resonate with him, so he transitioned either medically or socially or both to present as a man.



A person who is not trans is "cis" or "cisgender," meaning "same." It refers to one's gender identity as well, but this term is more specific. It's a word to denote "not trans," so that people don't use the word "normal" to mean "not trans."

When you were born, a doctor held you up, inspected your genitalia, and declared your gender based on those traits: "it's a boy!" When you grew up, you happily wore the clothes you were dressed in, played with the stereotypically "male" toys you were given, and the word "boy" resonated with you. That means you're a cis man!



However, there are also folks who don't identify as "male" or "female." You could think of gender as a colour wheel! To use our society's gendered stereotypes:

- some people are happily in the "blue" end
- some people are happily in the "pink" end
- some people are a mix of both colours (Two-Spirit or genderqueer)
- some people flit between colours (genderfluid)
- some people are outside of that wheel entirely (non-binary, agender)

What should this look like in my classroom?

A NON-EXHAUSTIVE LIST OF IDEAS

Policy

Learn your students' pronouns & names, especially if they're different than what you assume!

Tip: if you can learn someone's name out of the thousands of possible names, you can learn their chosen name & proper pronouns.

Environment

Address homophobic and transphobic language and remarks both in and out of your classroom.

Tip: if you've overheard something homophobic, so have those around you. If you decide to let it slide, the LGBTQ+ students in your class will know they are not safe to be themselves in your space, and the other students will learn that this type of behaviour is acceptable.

Teaching

Math: feature diverse relationships & identities in word problems!
(Cameron and their dads have 10 cords of wood...)

Socials: talk about the contributions/history of LGBTQ+ people!
(Indigenous perspectives on gender...)

Languages: introduce non-binary pronouns! (iel/nil...)

Science: talk about LGBTQ+ scientists!
(Sally Ride, Alan Turing, Florence Nightingale...)

Tip: this is not a cut and dry curriculum, nor a one-off lesson. It's

#4: SEX VS. GENDER

SEX ASSIGNED AT BIRTH



When you were born, the doctor labeled your sex based on the appearance of your genitals. Many people have a combination of reproductive organs (internal/external), meaning they are intersex! This is a fixed category, unless surgery is involved.

Terms: male (AMAB: Assigned Male At Birth), female (AFAB), intersex

GENDER IDENTITY



This is the way you think about yourself. Picture this as the "brain" part of your identity: how do you see yourself? What label do you use for yourself? For some people this is fixed, but for others it's fluid!

Terms: girl/woman, boy/man, non-binary, genderfluid, cisgender, transgender, etc.

SEXUAL ORIENTATION



This is who you're attracted to. This is separate from your sex, gender, and gender identity: you're not necessarily attracted to women if you're a man, if you're masculine, etc. For some people this is fixed, but for others it's fluid!

Terms: gay, straight, bisexual, pansexual, queer, asexual, etc.

GENDER EXPRESSION



This is the way you present yourself to the world. How do you dress? Do you wear makeup? What is your hair like? Do you present as masculine, feminine, androgynous, a mix? For some people this is fixed, but for others it's fluid!

Terms: masculine, feminine, androgynous, etc.

<https://www.arcfoundation.ca/>

Change happens faster when we bring voices together.



Student

"Schools are supposed to be about supporting kids, ALL kids, and giving them a safe environment to come and feel like they are accepted and loved. Schools need to know how to help kids like me. We cannot expect them to learn on their own, and YOU can help them."



Educator

"As a past teacher and former President of the BCTF, I have had the unprecedented advantage of witnessing the positive results of ARC Foundation's work. The resources and support given to teachers through SOGI 1 2 3 enables them to feel confident in their role as educators when discussing SOGI topics, which in



Parent

"Like the ARC Foundation, BCCPAC members believe that all students, in all schools across the province, should feel safe and included at school. The dialogue ARC initiated and the tools and resources they created with the help and support of the partners in education such as ourselves, have propelled the

Our Team



REG KRAKE, EXECUTIVE DIRECTOR (HE/HIM/HIS)

Reg is an executive leader with over 20 years' experience in the for-profit and non-profit sectors and as an educator with several years of teaching experience. He has held senior leadership roles with the Vancouver Airport Authority, Tourism British Columbia (Destination BC) and IntraWest. In his early career, he worked as a French Immersion teacher with the Vancouver School Board. He is a focused, team-oriented and results driven leader that brings an unwavering passion for, and commitment to, education and inclusivity.



HEATHER VAUSE, DIRECTOR, COMMUNITY ENGAGEMENT (SHE/HER/HERS)

Heather is a strategic leader with multifaceted community engagement experience, who joined ARC Foundation in 2019. She is a passionate collaborator, innovator, and relationship builder. Heather is a community champion with a strong interest in creating systemic change to support students of all sexual orientations and gender identities. In her role of Director, Community Engagement, Heather leads the SOGI 1 2 3 strategy and operations, including community partnerships and communications functions, nationally for ARC Foundation.



KIMBERLEY HOLLETT, DIRECTOR, FINANCE AND ADMINISTRATION (SHE/HER/HERS)

Kimberley is a team-oriented leader: she is driven by continuous learning, and thrives when working with others to achieve a common goal. She is passionate about helping people, making genuine connections, and hearing new perspectives. Kimberley has many years of experience working in diverse industries, as a trusted advisor and problem solver. In her role at ARC Foundation, Kimberley is responsible for developing and managing the finance, operations, and human resource strategies



SCOUT GRAY, SOGI 1 2 3 LEAD (THEY/THEM/THEIRS)

Scout is a non-profit manager and youth engagement specialist with a passion for community engagement and fostering positive social change. They have a background in facilitation and experiential education, and they have a deep commitment to supporting inclusive and collaborative programs. Scout is responsible for leading SOGI 1 2 3 programming in BC, as well as National growth initiatives.



DALEY LAING, SOGI 1 2 3 LEAD - ALBERTA (THEY/THEM/THEIRS)

Daley is a community facilitator, researcher, and project manager with a deep commitment to 2SLGBTQ+ inclusion and equity. Their passion lies in supporting individuals and organizations to create futures where more of us can bring more of ourselves more of the time. They value creativity and connection as tools for systems level change. Daley is responsible for leading SOGI 1 2 3 programming in Alberta.



EMILY BALZARINI, FUNDRAISING & COMMUNICATIONS SPECIALIST (SHE/HER/HERS)

Emily is an experienced fundraising and communications specialist, with a strong interest in creating equitable learning environments for all students. With a background in non-profit administration and sociology, she is passionate about supporting institutional social change for a better and more equitable world. She values teamwork, creativity, and life-long learning, which are reflected in all facets of her work. Emily is responsible for developing and contributing to ARC Foundation's fundraising and communications initiatives.

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