

Cowichan Valley School District

Identity, Belonging and Health

FRAMEWORK



Update: January 2025



We acknowledge and honour the Quw'utsun,
Malahat, Ts'uubaa-asatx, Halalt, Penelakut,
Stz'uminus, and Lyackson Peoples who have cared
for this land for thousands of years.

May we walk gently on the ceded and unceded
territories of their lands as we work together to lift
up all of the xe'xe' smun'eem.

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca



The First Peoples Principles of Learning were articulated by Indigenous Elders, scholars and knowledge keepers to guide the development of the curriculum and teaching of the English First Peoples course created by the BC Ministry of Education and First Nations Education Steering Committee in 2006/2007.

Everyone deserves a safe, caring and healthy environment to help them learn, grow and thrive.



Cowichan Valley Schools are committed to embedding positive identity, belonging and health strategies in our system. This framework builds on work already underway in our schools, and work that we continue to grow. Our community will thrive in a culture of well-being with supports beyond education.

Preventing suicide: When and How to Help: 988

If you or someone you know is in immediate danger, please call 9-1-1.

If you or someone you know is thinking about suicide, call or text 9-8-8. Support is available 24 hours a day, 7 days a week through [9-8-8: Suicide Crisis Helpline](https://www.988lifeline.org/).

Help is also available through [Kids Help Phone](https://www.kidshelp.org/) (1-800-668-6868) and the [Hope for Wellness Help Line](https://www.hopeforwellness.org/) (1-855-242-3310).

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BACKGROUND AND BELIEFS

The Cowichan Valley School District is taking an important step towards positive, lasting changes in the way we teach and support identity, belonging and health.

Our district Strategic Plan includes **Individual and Collective Well-being** as one of the four priorities with the the mission to:

Promote resiliency and personal responsibility to nurture an overall healthy community.



Our strategic plan identifies these goals to make this a reality in all schools:

- **Develop and support** wellness strategies and resources that promote healthy school environments.
- **Teach** online safety and privacy to foster a community of informed digital citizens. .
- **Build** age-appropriate learning opportunities that focus on health literacy.
- **Encourage** students, staff, and families to be responsible for their overall health and wellness.



SCHOOL PLANS: ELEMENTARY

The Ministry of Education and Child Care recognizes that schools are an important part of the pathway of care. This means that we build meaningful relationships with community partners and service providers to ensure students will receive services and supports, as needed (Mental Health in Schools Strategy, p. 8). Cowichan Valley Elementary schools will each develop a Mental Health plan to support students in all learning environments.

Elementary: Mental Health Plans

Social Emotional Learning (SEL) is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process information.

Cowichan Valley Elementary schools will develop an Elementary School Mental Health Plan which will be designed to collect data, develop and evaluate SEL initiatives and to follow through with projects which support SEL with cultures of care.

There are 7 elements to Elementary plans:

- 1. Assessing our community strengths (see community partners page)**
- 2. Recognizing student voice**
- 3. Staff input**
- 4. Parent input**
- 5. SEL skills and implementation**
- 6. Community agencies and support**
- 7. Planning and future focused**

Data is collected through focused interviews, surveys, supported participation of primary students and street data (data which illuminates student, staff and parent experience. It is qualitative, relying on anecdotes, interviews and conversations to inform and shape next steps.)

Safir and Dugan (2021), Street Data.

Elementary Mental Health Plan Template

Element 1: Assessing Our Community Strengths

In our school community, what strengths and needs do we notice from the SEL Survey and our street data?

Element 2: Recognizing student voice

From our students, what strengths and needs do we notice from the SEL Survey and our street data in terms of connection, emotional safety, physical safety, and well-being?

Element 3: Staff input

Looking at our staff, what strengths and needs do we notice from the SEL Survey and our street data in terms of connection, emotional safety, physical safety, well-being, history, and identity?

Element 4: Parent Input

Looking at our parents, what strengths and needs do we notice from the SEL Survey and our street data in terms of connection, emotional safety, physical safety, well-being, history, and identity?

Element 5: SEL Skills & Implementation

Using the survey data and your street data knowledge, what are your school strengths and challenges to SEL implementation and behaviour support? Do you have the SEL resources currently in use in your school to build skills in four key domains social responsibility / anxiety reduction / self-regulation / problem solving?

Element 6: Community Agencies & Support

What such community agencies that consistently provide social emotional and mental health support to your students would you like to have a better connection with? (SOGI, students with special and developmental needs, Indigenous and other potentially marginalized groups that need to be considered)

Element 7: Planning AND Future Focused

What are three school goals for improving Mental Health literacy and support for this year?

What are some longer-term Mental Health literacy and support school goals?

- In two years

- In five years



Elementary Mental Health Plan Template - Appendix

APPENDIX A – Considerations for Primary Students (K-3)

Suggested formats for gathering information from primary / pre-literate students

School teams are asked to be creative when incorporating the voice of the youngest students in the school as primary student participation in a universal survey may not be practical for numerous reasons including access to technology, text heavy interface and literacy issues.

Possible alternatives / solutions include:

- using an *Environmental Assessment* tool, such as the **Hot Zone / Cool Zone** survey or other similar instrument (pbis.org)
- small group *supported* participation in a universal survey. This method could be scaled to collect a *statistical sample* of the primary student population.

HOT ZONES

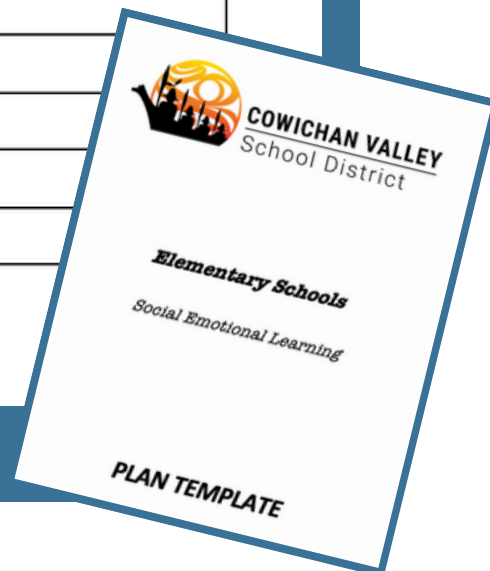
Inside and Outside areas that are Uncomfortable

Where	When	Who	What

COOL ZONES

Inside and Outside areas that are Safe

Where	When	Who	What



SCHOOL PLANS: SECONDARY

The Ministry of Education and Child Care recognizes that schools are an important part of the pathway of care. This means that we build meaningful relationships with community partners and service providers to ensure students will receive services and supports, as needed (Mental Health in Schools Strategy, p. 8). Cowichan Valley Secondary schools will each develop a Mental Health Literacy Plan to support students in all learning environments.

Secondary: Mental Health Literacy(MHL) Plans

The Secondary School Mental Health Literacy and Support Plan is developed to align with the Culture of Care pillar of the Strategic Plan. Schools will address 7 elements, which will provide the framework for school community growth and success:

- 1. Assessing community strengths (see community partners/agencies)**
- 2. Recognizing student voice**
- 3. Staff input**
- 4. Parent input**
- 5. Mental Health Literacy skills and implementation**
- 6. Community agencies and support**
- 7. Planning and future focused**

School teams will use student, staff, and parent surveys to collect data as well as personal interviews, talking circles and street data.

Each plan will include one, three, and five year goals for action and implementation.

Secondary Mental Health Literacy Plan Template

Element 1: Assessing Our Community Strengths

In our school community, what strengths and needs do we notice from the MHL Survey and our street data?

Element 2: Recognizing student voice

From our students, what strengths and needs do we notice from the MHL Survey and our street data in terms of connection, emotional safety, physical safety, history, identity, and well-being?

Element 3: Staff input

Looking at our staff, what strengths and needs do we notice from the MHL Survey and our street data in terms of connection, emotional safety, physical safety, well-being, history, and identity?

Element 4: Parent Input

Looking at our parents, what strengths and needs do we notice from the MHL Survey and our street data in terms of connection, emotional safety, physical safety, well-being, history, and identity?

Element 5: MHL Skills & Implementation – GO TO program

Using the survey data and your street data knowledge, what are your school strengths and challenges to MHL implementation and behaviour support? Do you have the MHL resources currently in use in your school to build skills in four key domains social responsibility / anxiety reduction / self-regulation / problem solving?

Element 6: Community Agencies & Support

What such community agencies that consistently provide social emotional and mental health support to your students would you like to have a better connection with? (SOGI, students with special and developmental needs, Indigenous, new Canadian, International, and other potentially marginalized groups that need to be considered)

Element 7: Planning AND Future Focused

What are three school goals for improving Mental Health literacy and support for this year?

What are some longer-term Mental Health literacy and support school goals?

- In two years

- In five years



COMMUNITY AND FAMILY ENGAGEMENT

Communicating with families is an important part of the district commitment to mental health and wellness in Cowichan Valley School District.

Our vision is to enact this Mental Health Framework with input from families and from community agencies along the way.

Communication Plan	Family Survey	District Website
Comprehensive communication plan including social media, website, school-based newsletters and emails.	A parent and family survey will give us information that will support decision making and service planning	Videos will give families short, informative bursts of valuable information to access services and supports. .

Note: special consideration is given to families with no phone or email.



Information for:

Students



Adults



School Staff

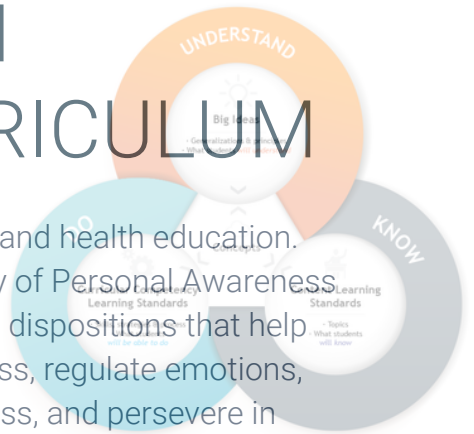


[ERASE – Expect Respect and a Safe Education](#)

[ERASE is all about building safe and caring school communities. This includes empowering students, parents, educators, and the community partners who support them with challenges, report concerns to schools, and learn about complex issues facing students.](#)

[Students and parents can use this link to report worrisome behaviours:](#)

PHYSICAL AND HEALTH EDUCATION (PHE) CURRICULUM



PHE emerges from two areas of learning: physical education and health education. The PHE curriculum is strongly linked to the core competency of Personal Awareness and Responsibility, which addresses the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations.

Goals and Rationale of PHE Curriculum

The knowledge, skills, and competencies developed in PHE will help students improve their physical health and will promote mental and emotional well-being. Knowing how to respond to discrimination and bullying promotes fairness, healthy relationships, and active, responsible citizenship. Some topics within PHE must be approached with sensitivity and care because of their personal nature and connections to family, religious, or cultural values.



Learning ultimately supports the well-being of the self, the family, the community, the land the spirits and the ancestors. - First Peoples Principles of Learning.

Physical and Health Education K

[Background Information](#) [Change Grade](#)

[Download](#)

Core Competencies

Communication Thinking Personal and Social

Big Ideas

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.	Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.	Knowing about our bodies and making healthy choices helps us look after ourselves.	Good health comprises physical, mental, and emotional well-being.
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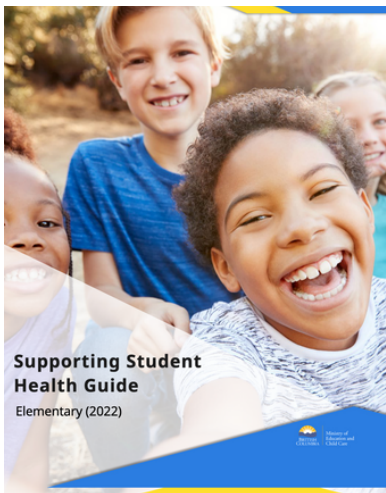


PHE is a great place for student voice. Physical activity competencies can be demonstrated in different ways. Nature walks, plant walks, and other cultural activities are great ways to allow students to demonstrate PHE learning standards.

PHE INSTRUCTIONAL COMPONENTS AND STRATEGIES BY GRADE

As part of the comprehensive approach to student health and well-being, the Ministry of Education and Child Care created a guide to provide teachers with general guidance on teaching the curricular health components of PHE, as well as instructional approaches and support for unexpected situations in the classroom.

Supporting Student Health Guide Elementary (2022)



The elementary guide supports health topics from the K-7 PHE curriculum such as consent, body science, internet safety, puberty, mental health, brain science, bullying and well-being.

Supporting Student Health Guide Secondary (2022)

The secondary guide supports health topics from the 8-12 PHE curriculum such as consent, internet safety, healthy relationships, healthy sexual decision making, mental health, body image, stigma, and coping strategies.



Both guides offer general suggestions for teaching, considerations, instructional strategies, and responses to unexpected situations for all topics as well as resources and a sample letter for the alternate delivery policy.

K

Kindergarten

Students will learn about their bodies in a safe space

Suggested topics:

Practices that promote well being and health

Private body part names.
Relationship between food, health, and hydration.

Emotional Well-Being: PHE Canada

Inappropriate and appropriate ways to be touched

Where to find medical information.
Hazardous and potentially unsafe situations
Different types of substances.

Students will have different levels of background knowledge about these topics. Adapt as necessary and be aware of what is age-appropriate.

Supporting Student Health Guide – Elementary (p. 5)

1

Grade 1

Recognizing the relationship between health and well-being.

Suggested topics:

Relationship between food, health, and hydration.

Private body part names.
Caring behaviours in groups and families

Emotions – causes and effects

Inappropriate and appropriate ways to be touched

Different types of substances

Where to find medical information.
Hazardous and potentially unsafe situations

If possible, plan your lessons before a break (recess or lunch) so students can speak to you in private if necessary. For guidance on responsibilities around disclosure, see the Student Health Guide.

Supporting Student Health Guide – Elementary (p. 6)



2

Grade 2

Strategies and skills to assess health information.

Suggested topics:



Practices that promote well being and health.

Factors that influence self-identity.

Managing and expressing emotions.

Effects of different substances. Strategies and skills to use in hazardous and potentially unsafe situations.

Strategies for accessing health information.

Use gender inclusive language and terminology as well as ensure any discussion on sexual health topics is done in a non-judgmental way. Doing so will help normalize the conversation.
Supporting Student Health Guide – Elementary (p. 7)

3

Grade 3

Healthy relationships with others and self.

Suggested topics:



Relationships between worries and fears. Practices that promote health and well-being.

Factors that influence self-identity.

Nature and consequences of bullying.

Effects of different substances. Strategies and skills to use in hazardous and potentially unsafe situations

Strategies for accessing health information.



Discuss personal boundaries with students: what are they, why are they important, how do boundaries keep us safe, how can we communicate boundaries (verbal and nonverbal), how can we respect boundaries.
Supporting Student Health Guide – Elementary (14)

4

Grade 4

Understanding effects of substances, body image, and social media.

Suggested Topics:

Communicable/non-communicable illnesses.
Media messaging and body image.

Strategies to use in potentially hazardous, unsafe, or abusive situations.

Effects of psychoactive substances.
Factors that influence self-identity, body image, and social media.

Strategies for responding to bullying, discrimination, and violence.

Emotional, physical, social changes during puberty.

Depending on the age of your students, they will have varying understandings and exposure to “talking on the Internet.” However, almost all students will eventually be exposed to this kind of communication, so it is never too early to start these conversations..
Supporting Student Health Guide – Elementary (p. 24)

5

Grade 5

Understanding body image and social situations

Suggested Topics:

Communicable/non-communicable illnesses.
Practices that promote health and well-being

Sources of health information and support services.

Ways to protect self and others from potentially abusive, exploitative, and harmful situations.

Physical, emotional and social changes during puberty, including sexuality and sexual identity, relationships.

Factors influencing use of psychoactive substances, and potential harms.

Normalize puberty by explaining that it is something that all bodies go through. It’s not always easy and it takes years, but everyone goes on the journey to becoming an adult..

Supporting Student Health Guide – Elementary (p. 26)



6

Grade 6

Managing personal and social beliefs and influences on identity and values.

Suggested Topics:

<p><u>Basic principles for responding to emergencies</u></p>	<p><u>Influences sexual identity, gender, values, and beliefs.</u></p>	<p>Physical, emotional, and social changes during puberty and adolescence. Consequences of bullying, stereotyping, and discrimination.</p>	<p><u>Practices that reduce the risk of contracting sexually transmitted infections (STI) and communicable diseases.</u></p>	<p>Strategies for managing risks related to psychoactive substances and potentially addictive behaviours.</p>
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Reinforce the importance of setting boundaries and obtaining consent during any intimate activities.

Supporting Student Health Guide – Elementary (p. 29)

7

Grade 7

Healthy relationships with self, others, media, and substances.

Suggested Topics:

<p>Basic principles for responding to emergencies. Sources of health information.</p>	<p>Practices that reduce the risk of contracting sexually transmitted infections and communicable diseases.</p>	<p><u>Signs and symptoms of stress, anxiety and depression.</u> <u>Healthy sexual decision making.</u></p>	<p><u>Nutrition and food labels, consequences of health decisions, including nutrition and sleep routines.</u></p>	<p><u>Influences of physical, emotional and social changes on identities and relationships</u></p>
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Use the term “STI” (sexually transmitted infection) not “STD” (sexually transmitted disease). Most STIs are curable infections, not diseases. STIs are either viral or bacterial.

Supporting Student Health Guide – Secondary (p. 26)



SECONDARY: 8-12 GRADE 8

Healthy decision making for relationships and sexual health.

8

Suggested Topics:

Consequences of bullying, stereotyping, and discrimination.

Sources of health information.

Signs and symptoms of stress, anxiety, and depression.
Healthy sexual decision making.

Consequences of health decisions, including nutrition, protection from STI's, and sleep routines.

Media and social influences related to psychoactive substance use and potentially addictive behaviours.

For the most part, treating an STI is as simple as treating an infection like strep throat. You would go to a doctor to get treatment for strep throat, and STIs are the same.

Supporting Student Health Guide – Secondary_ (p. 29)

Grade 9

Managing sexual health and understanding impacts of social media.

9

Suggested Topics:

Basic principles for responding to emergencies.
Sources of health information.

Signs and symptoms of stress, anxiety, and depression.

Healthy sexual decision making.
Strategies to ensure consent.

Consequences of health decisions, including nutrition, protection from STI's and sleep routines.

Physical, emotional and social aspects of psychoactive substance use and potentially addictive behaviours.



While students may want to discuss more ordinary relationship problems, if a student tells you about a relationship issue that seems abusive, responsibilities around disclosure and duty to report are always in place.
Supporting Student Health Guide – Secondary_ (p. 23)

Grade 10

Managing signs and symptoms of stress, anxiety, and depression and understanding impacts of social media.

Suggested Topics:

Sources of health information

Consequences of bullying, stereotyping and discrimination.

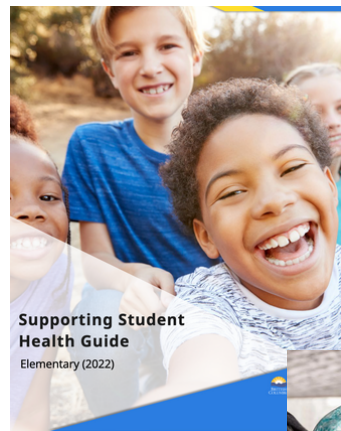
Healthy sexual decision making. Strategies to protect self and others.

Signs and symptoms of stress, anxiety and depression.
Gratitude, stretching; Wellness in Motion.

Influences of physical, emotional, and social changes on identities and relationships.
Goal setting and motivation

It's important for both teachers and students to remember that being in good mental health can include experiencing stress.
Supporting Student Health – Secondary. (p. 31)

Consult the Supporting Student Health Guides for further resources, considerations, instructional strategies and general suggestions for teaching.



SECONDARY RESOURCE

Mental Health & High School Curriculum Guide

The first and only evidence-based Canadian Mental Health Literacy curriculum resource designed for use in schools.



MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS
VERSION 3



The guide includes:

- six interactive web-based classroom-ready modules
- a teacher self-study resource
- lesson plans
- print and video resources
- PowerPoint presentations
- evaluation options
- supplementary materials.

Secondary schools also use the Mental Health Literacy curriculum to guide the development of their Mental Health Plans (see page 6).

The guide includes 6 modules:

- The stigma of mental illness
- Understanding mental illness
- Information of specific mental illness
- Experiences of mental illness
- Seeking help and finding support
- The importance of positive mental health

Each of these modules aligns directly with components of the PHE 8-10 curriculum and provides valuable teaching tools and resources.



[Mentalhealthliteracy.org](https://www.mentalhealthliteracy.org) is the backbone for the Mental Health Literacy curriculum and contains a full toolbox of supports for educators and parents.

ELEMENTARY RESOURCE

Elementary Mental Health Literacy Resource (EMHLR)

The EMHLR is a flexible mental health literacy resource for elementary educators.



CORE CONCEPTS FOR EDUCATORS
BOOK 1

MENTAL HEALTH LITERACY
**ELEMENTARY
SCHOOL RESOURCE**
Understanding Mental Health



The Guide includes:

- Slide deck
- Student activity sheets
- Mental health journal

The EMHLR digital resources (class slide deck, activity sheets and MHL Journal) are hosted on the MHL Team's Google Drive account. Teachers / students can make their own copy to ensure they can access the resources.

Click the link below for instructions on how to save a copy of the Google Slides to access the digital resources: [How to Download EMHLR Digital Resources](#)

* Please note that a Google Drive account may be required to download the digital resources.



Mhlcurriculum.org is an [Elementary Mental Health Literacy curriculum resource with digital classroom supports for educators and students.](#)

CAREER LIFE EDUCATION AND CAREER LIFE CONNECTIONS

In grades 10-12, the focus on personal growth, goal setting, healthy relationships and career planning shifts to the Career Life Education and Career Life Connections curriculum.

The 10-12 Career Education curriculum supports students to become successful, educated citizens by helping them to manage their life journey toward preferred future possibilities with shqwaluwun (one heart, one mind).

In Grades 10-12, students explore post-graduation possibilities and build personal career-life management skills that lead to healthy balance.



10-12

Career Life Education	Career Life Connections
<ul style="list-style-type: none"> • exploring career-life possibilities for adult life, such as roles, opportunities, and community resources • examining ways to publicly represent ourselves both face-to-face and in digital environments • practising interactions for community and work-related contexts • connecting and engaging with supportive community members and local culture. • researching post-graduation options and planning resources, such as budgeting tools, and workplace safety guidelines. 	<ul style="list-style-type: none"> • deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans • using self-advocacy and employment marketing strategies, such as creating one’s own effective public profiles • developing social capital, such as leadership and collaboration skills, to cultivate community networks • engaging in an experiential learning opportunity of 30 hours or more such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects • designing, assembling, and presenting a capstone

COMMUNITY AGENCIES

Many Cowichan Valley and Provincial agencies support student mental health and wellness. These agencies are both educational and social service partners who work with various school and district staff to ensure that students and families have the support available to them that they deserve and require.



[Kw'umut Lelum](#)

Kw'umut Lelum is a learning organization which serves member nations of Cowichan Valley School District:

- Halalt
- Lake Cowichan
- Lyackson
- Malahat
- Penelakut
- Stz'uminus

Kw'umut Lelum provides services that promote safe children and healthy families and children's right to live with dignity.



[Stsi'elh Stuhw tu Smun'eem](#) - Honouring our Sacred Families and Children Agency

Stsi'elh Stuhw tu Smun'eem supports Cowichan Tribes to promote a healthy Cowichan community and supports children, families, elders, and community while respecting tradition.

[Ministry of Children and Family Development \(MCFD\)](#)

Cowichan Valley Schools work in partnership with the various departments and services at MCFD:

- Indigenous Child and Family Development
- Children and Youth with Support Needs
- Children and Youth in Care
- Child Protection Services
- Child and Youth Mental Health
- Youth and Family Services



If you suspect that a child under 19 is at risk of abuse or neglect and that the parent is unwilling or unable to protect them, you must report the suspected abuse or neglect to the Ministry of Children and Family Development.

1-800-663-9122

COMMUNITY AGENCIES



[Hiiye'yu Lelum \(House of Friendship\)](#)

Promoting wellness and unity, Hiiye'yu Lelum provides holistic programs and services such as:

Addictions Program [250-748-2242](#)

-referrals to residential treatment; information about addiction, relapse, recovery, cultural values, grief and loss, cycle of violence and sexual abuse; workshops to develop healthy lifestyles for self, family and community; and home visits.

The Youth Inclusion Project (YIP) [250-748-2242](#)

-facilitates programming for youth who are considered at-risk for criminal behaviour and need extra assistance to cope with the surrounding environment.



[First Nations Health Authority \(FNHA\)](#)

The FNHA is the first and only provincial First Nations health authority in Canada.

[Vancouver Island Partnership: link](#)



[Community Action Team \(CAT\)](#)

Representatives from all positions within the Cowichan Tribes are the thread of community partners. The CAT Vision for Community Wellness is inclusive of First Nations community members and includes: housing and wrap-around supports that are Indigenous designed, culturally appropriate, human rights appropriate, COVID-safe, and family oriented.

District staff works closely with Cowichan CAT to support students and families.

COMMUNITY AGENCIES



[Cowichan Intercultural Society](#)

The Cowichan Intercultural Society supports newcomers to Canada toward successful integration into the Cowichan Valley region, while supporting the community to embrace diversity and intercultural awareness. Settlement Workers in Schools (SWIS) work closely with CVSD district and school staff to support newcomer families with language, cultural and community participation.



[Cowichan Valley Integrated Response Team \(CVIRT\)](#)

The CVIRT is the Cowichan Valley branch of the Canadian Mental Health Association. Representatives from health, public safety, and social service agencies accept referrals and identify those who live at an acutely elevated risk of harm or victimization.

District staff meet regularly with the CVIRT and promote the well being of students and families who have been referred.



[Nourish Cowichan](#)

Nourish Cowichan is a charitable organization that feeds and supports students of Cowichan Valley Schools. Many schools receive daily donations from Nourish Cowichan that are essential to feeding children and families.

District staff meets regularly with staff of Nourish Cowichan to foster this important relationship and to ensure that schools and students who have the most need are being supported.

COMMUNITY AGENCIES



[Island Health](#)

Cowichan Valley staff work with Island Health to support:

- Body image and media literacy
- COVID-19
- Dental health and hygiene
- Diabetes/anaphylaxis/epilepsy
- Hearing and vision screening
- Food and nutrition
- Immunization and vaccines
- Mental and emotional health services
- Sexual health services
- Substance use

[Island Health: Cowichan Wellness Recovery Centre \(CVWRC\)](#)

The CVWRC offers a holistic approach to mental health and substance use through prevention, treatment and recovery services. The Centre is operated in partnership with Island Health and Lookout Housing and Health Society.

[Island Health: Youth Short Term Assessment and Response: YSTAR](#)

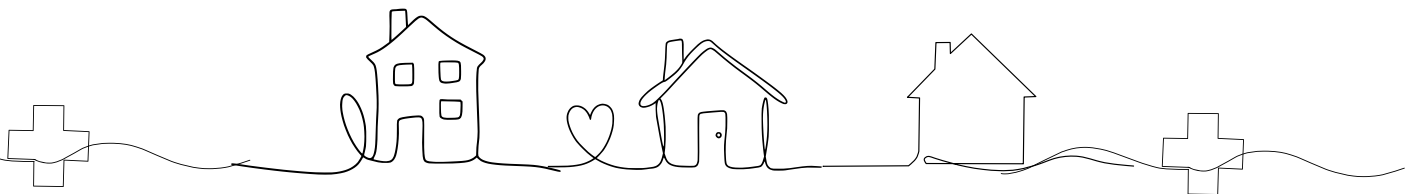
Crisis assessment and response, substance use treatment support, overdose prevention and follow-up, connection to services, transition support, resource & referral coordination, outreach, harm reduction.

[Island Health: Discovery Youth and Family Substance Use Services](#)

Youth and family counselling, prevention and early intervention, services offered in the office, community and school settings.

[Island Health: Youth Emergency Shelter \(YES\)](#)

Youth aged 15 to 18 who are in crisis, or at risk of harm or homelessness will have supports delivered by the Cowichan YES. This program will provide critical connections to additional supports and will be available day and night for youth in need. Safe accommodation is accessible on a voluntary basis for up to two weeks at a time. No previous experience with government care is needed to access these services for youth.



SUPPORTING STAFF

In Cowichan Valley Schools, we strive to use a systems approach and focus on supporting staff to enact this framework, and manage their own wellness, thus improving system wide mental health outcomes.



UKERU

Ukeru is a restraint-free, trauma-informed method of managing complex behaviour. We have chosen this method of non-violent intervention for all staff, including CUPE and USW staff. Our district trainers are recertified annually and CUPE and USW staff are trained at the February Professional Development day.



CALM curriculum K-3

CALM is an innovative, play based, science and research informed curriculum specifically designed for young children, parents, and educators.

Cowichan Valley classrooms from K-3 use CALM to support self-regulation skills and strengthen students' social emotional learning, while increasing educator and parent knowledge and skills.



Stigma-free Society

Browse Stigma Free resources to start educating students, children, and young people in your life on mental wellbeing and stigma.



Everyday
Anxiety
Strategies for
Educators



Everyday
Anxiety
Strategies for
Early
Years

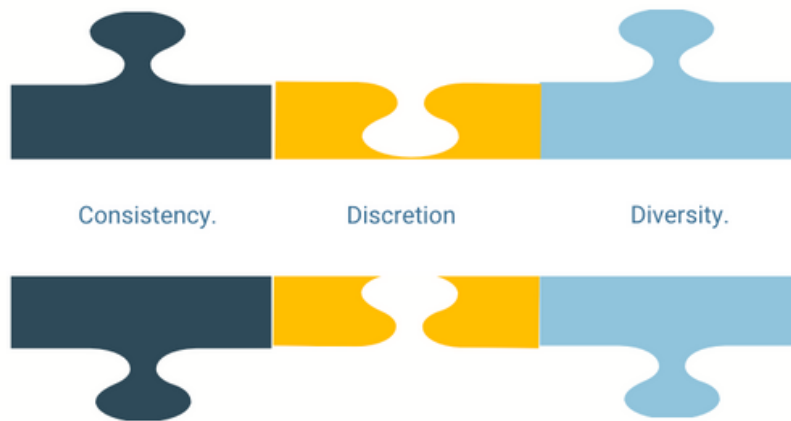
EASE and EASEY are available to all staff to teach coping skills and manage everyday anxiety. The strategy was developed collaboratively with Ministry of Children and Family Development and BC educators. Resources, including lesson plans, are available online.

INSTRUCTIONAL APPROACHES

Teachers are encouraged to treat health and wellness education as a regular, ongoing area of study rather than a singular event. The next pages provide some instructional strategies to support planning for wellness education.

Discretion

Be mindful of difficult subjects, provide advance notice of sensitive topics, and monitor you and your students' behaviour throughout the lesson. Develop a safety plan for students who may need to leave the room. If you hear something that you suspect might be a disclosure, follow your Duty to Report process.



Consistency

Rather than teaching all health topics in a single short, concentrated burst, spread health topics throughout the year.

Incorporate wellness and core competencies into your regular scheduling and planning, so it is part of the expected learning embedded in your routines.

Diversity

There is a potential impact of racism and discrimination on student health.

Student diversity can encourage lesson planning as needed. It is important to use examples that are culturally relevant to students and that meet their developmental needs.



Medicine Wheel

The medicine wheel is the sacred symbol of life. It serves as guidance for the spiritual teachings about life and many Indigenous concepts of wellness. Physical, Emotional, Mental and Spiritual health are the four equal quadrants of the medicine wheel.

ANXIETY AND STRESS

Preventing Suicide: When and How to Help: 988

If you or someone you know is in immediate danger, please call 9-1-1.

If you or someone you know is thinking about suicide, call or text 9-8-8. Support is available 24 hours a day, 7 days a week through [9-8-8: Suicide Crisis Helpline](https://www.suicidepreventionlifeline.org/).

Help is also available through [Kids Help Phone](https://www.kidshelp.org/) (1-800-668-6868) and the [Hope for Wellness Help Line](https://www.hopeforwellness.org/) (1-855-242-3310).

Primary	Intermediate	Secondary
<u>Tips for teaching children about stress</u>	<u>Teachers Guide to Stress</u>	<u>What is stress? (for teens)</u> kidshealth.org
<u>Stress busters</u>	<u>What to do when you feel stressed</u>	<u>The Teen Brain: Mental Health Literacy</u>
<u>Fight, Flight or Freeze: Anxiety in Children</u>	<u>CASEL – SEL 3 Signature Practices Playbook</u>	<u>Mental Health Minute for Adolescents</u>
<u>Taming Worry Dragons</u>	<u>Zones of Regulation</u>	<u>Breathing Basics for Teens</u>

Understand what the common and necessary stress response is and use it to help take charge of your lives!



Feeling anxious in response to danger or in new situations is a perfectly normal response.

Depression is not the same as having a bad day.



STRATEGIES: ANXIETY AND STRESS



PRIMARY

- Discuss worries
- Encourage calming strategies
- Practice a soft start to the morning
- Encourage classroom connections (buddies)
- Lunch time friends/"big" buddies
- Have fidgets in classroom
- Explicitly teach breathing strategies



INTERMEDIATE

- Calming items from home in the classroom
- Teach brain science
- Frontload as much as possible
- Communication with families is open and frequent
- Lots of outside time
- Lots of movement breaks
- Music when appropriate
- Create "solution" centres in the classroom (calm zones)



SECONDARY

- Physical activity groups like yoga
- Create positive, supportive classroom among peers
- Soft start to classes (it's ok to be late when it can't be helped))
- Get outside and connect with nature
- Lots of movement

CONSENT

Any mental health strategy must include special consideration for consent and gender-based violence. As students learn about their bodies, and healthy relationships, consent becomes a pivotal aspect of their personal and sexual health education.

Primary	Intermediate	Secondary
<u>Safe Secure Kids consent resources</u>	<u>Teaching about okay and not okay</u>	<u>16 Days of Activism Against Gender-Based Violence</u>
<u>Talking about consent with young children</u>	<u>Cycling Through Consent: Video</u>	<u>Consent Café: Thompson Rivers University</u>
<u>Social Stories about Personal Space</u>	<u>White Hatter: Digital Literacy</u>	<u>Consent Tea</u>
<u>Supporting Student Health Guide: Elementary</u>	<u>Consent is like "Fries"</u>	<u>When Yes Means No: TedxYouth Talk</u>

"As we learn about consent, we must recognize that the Canada many of us know was built on Indigenous lands without consent. Manipulation and violence have been, and continue to be, used to control Indigenous peoples' bodies and lands through colonialism."

Consent Café, TRU

Just because someone says "yes" once, doesn't mean they say "yes" all the time. Just because someone says "yes" to one thing, doesn't mean they say "yes" to EVERYTHING. Everyone has the right to change their mind at any point.



STRATEGIES: CONSENT



PRIMARY

- Give students permission to say no to hugs
- Acknowledge mistakes
- Teach students to read body language
- Give room to ask questions
- Model saying no
- Involve parents in discussions about consent
- Teach the flexibility of consent
- Teach rejection vs refusal



INTERMEDIATE

- Teach students how to handle rejection
- Create classroom culture of consent
- Remind students to ask for permission before personal touch
- Use puppets or role play for consent situations
- Use common vocabulary eg: FRIES
- Create class charters with safe boundaries for all



SECONDARY

- Practice saying "no" and accepting "no"
- Discuss policies around phones and taking pictures of others
- Help students create a plan for safety in social situations
- Model actively asking for consent
- Allow students to role play social situations
- Teach that consent applies to violent and other social scenarios
- Talk about pronouns and self-identifying
- Diversity fiction collection

SOGI

All Cowichan Valley schools are inclusive schools, where gender or sexual orientation does not limit opportunities or pathways to success. All students and staff are welcome to express their gender and orientation without discrimination.



SOGI 1 2 3 helps educators make schools inclusive and safe for students of all sexual orientations and gender identities (SOGI). At a SOGI-inclusive school, students' gender does not limit their interests and opportunities, and their sexual orientation and how they understand and express their gender are welcomed without discrimination.

All schools have a SOGI school lead. School leads advocate for:

- professional learning sessions
- GSA and Rainbow club in each school
- inclusive resources and materials
- celebratory events
- resources and funds targeted for SOGI support
- rainbow crosswalks
- parent sessions
- district policies and procedures



Everyone has a sexual orientation and gender identity.

SOGI

The [SOGI-Inclusive Education Resource Guide](#) is a set of recommendations by educators who have been actively supporting students of all sexual orientations and gender identities for years, available for download in both English and French.

Primary	Intermediate	Secondary
Gender identity and friendship – ELA K/1: Introducing Teddy	Gender Identity, media and stereotypes: 4/5 Arts Ed and PHE	Social Justice vocabulary: ELA 8-10
Fairy tales and gender roles: 2/3 PHE and ELA	Exploring Phobias: ELA 4-9	First Peoples perspectives on gender
What is a family? K-3 SS	SOGI mythbusting: BC Government	Transgender Heroes Throughout History
It's ok to Be Different: Read Aloud	SOGI 123 for Parents	Safe and Caring Schools for 2 Spirit Youth

“Homophobia and transphobia affects all students, whether they identify as 2SLGBTQ+ or not.”

SOGI 123

Everyone has a sexual orientation and gender identity.



STRATEGIES: SOGI



PRIMARY

- Social stories on identity and inclusion
- Avoid language like “boys and girls”
- Continually build vocabulary
- Use neutral games, toys, dolls in classrooms
- Play based opportunities to express self freely and without judgement



INTERMEDIATE

- Ensure families are invited into conversations
- Reading material in classrooms that show diversity
- Hold celebrations for recognition of community members
- Display flags and stickers
- Ask for help from student ambassadors in older grades
- Class could take turns hosting Rainbow Club



SECONDARY

- Include but don't spotlight
- Use inclusive language
- Honour chosen names and pronouns
- Hang a pride flag in the classroom
- Seek support from students to speak to younger students
- Invite families and community members to speak to classes

ANTI-RACISM ACTION PLAN

Schools are important places for younger generations to learn about the impacts of racism and discrimination.

BC's Ministry of Education and Child Care developed a K-12 Anti-Racism Action Plan with resources to empower students and educators to dismantle systemic racism and discrimination.

This action plan will help create a province where all communities are celebrated and respected"
K-12 Anti-Racism Action Plan

Key Understandings:



Three in five (58%) BC students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity.
(Angus Reid Institute Survey, 2021)



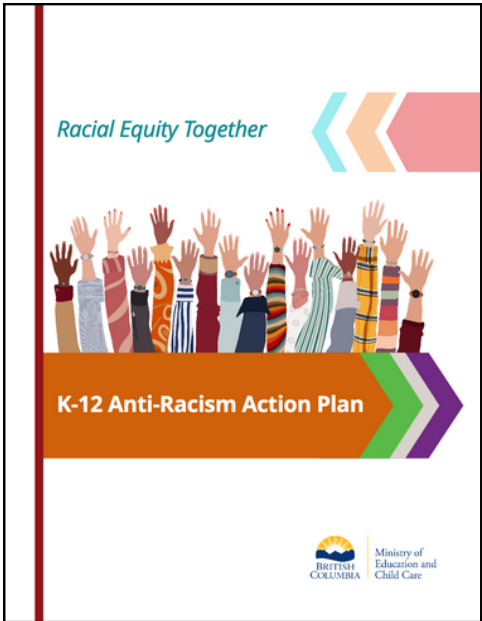
Racial discrimination was... associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide.
(BC Adolescent Health Survey, 2018)



38% of grades 8-12 students in Cowichan Valley who were surveyed said they sometimes, rarely or never feel emotionally safe at school.
(Cowichan Valley School District Mental Health Survey, 2022)



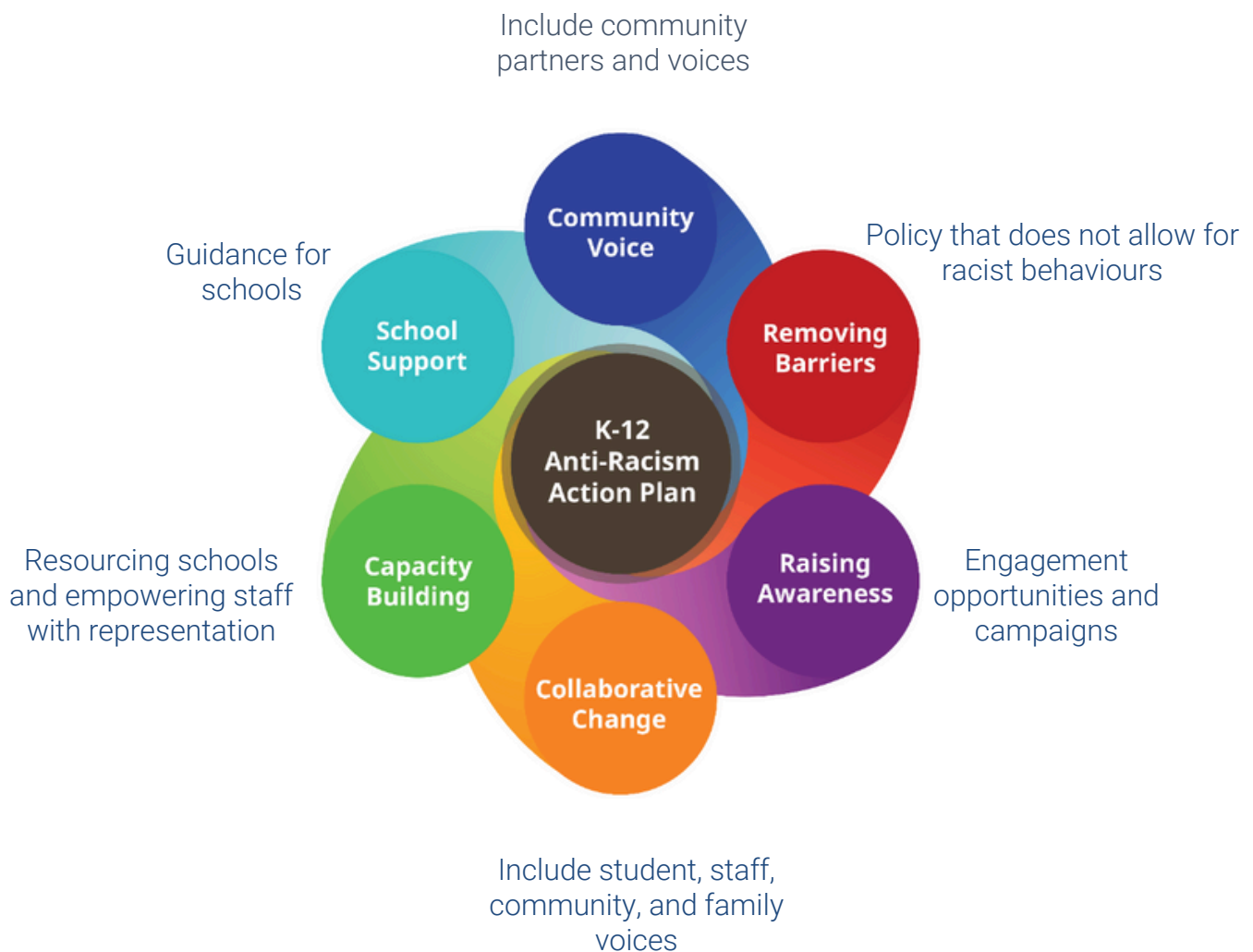
40% of students in grades 4-7 in Cowichan Valley who were surveyed said that they had witnessed someone being teased, insulted, or threatened by another student at school.
(Cowichan Valley School District Social Emotional Learning Survey, 2022)



ANTI-RACISM ACTION PLAN

The Province's plan is a multi-year framework that intends to improve outcomes for marginalized students and to build understanding of a system that supports equity and growth. The plan mirrors Cowichan Valley's own Identity, Belonging and Connections Policy and Administrative Procedure.

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued."
[K-12 Anti-Racism Action Plan](#)



ANTI-RACISM INSTRUCTIONAL STRATEGIES 8-12

These are some of the resources you will find in Cowichan Valley schools and/or the District Learning Centre. Some of these are also free online and recommended by Resilience BC: An Anti-Racism Network.

read and watch 8-12



**My Grandmother's Hands,
Resma Menakem**

**How to be Anti-Racist, Ibram X.
Kendi (DLC)**

**How to be an Anti-Racist Reading
List: Ibram X. Kendi**

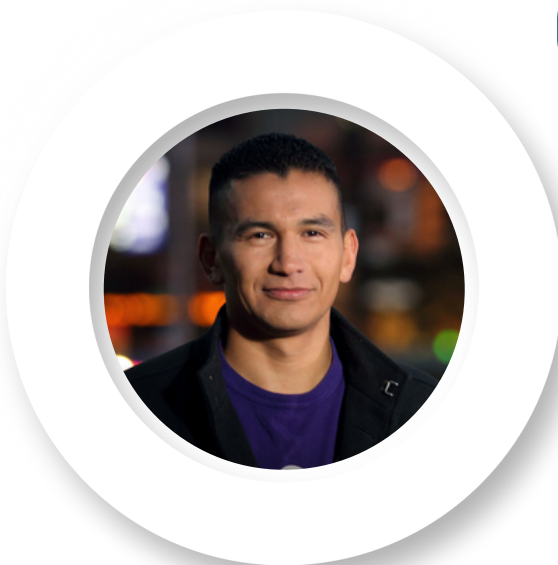
**Seven Fallen Feathers,
Tanya Talaga**

**The Skin We're In, Desmond Cole
CBC Firsthand Episode [here](#)**

**21 Things You May Not Know About
the Indian Act, Bob Joseph**

**8th Fire: narrated by Wab Kinew
Educator's Guide to the series**

**Unmasking Racism: A CBC
Virtual Town Hall**



ANTI-RACISM INSTRUCTIONAL STRATEGIES K-7

These are some of the resources you will find in Cowichan Valley schools and/or the District Learning Centre. Some of these are also free online and recommended by Resilience BC: An Anti-Racism Network.

books for K-7



I Hope , Monique Gray Smith

**Counting on Katherine,
Helaine Becker**

**The Proudest Blue: A Story of Hijab
and Family, Ibtihaj Muhammed**

**When We Were Alone, David
Alexander Robertson**

**Speaking Our Truth: A Journey of
Reconciliation, Monique Gray Smith**

**Borders, Thomas King (illustrations
by Natasha Donovan)**

**Stamped (For Kids), Jason Reynolds,
Ibram X. Kendi**

**The Ultimate List of Diverse
Childrens Books: Here Wee Read**



Anti-Racism Instructional Strategies: podcasts and websites

Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come".

K-12 Anti-Racism Action Plan

w e b s i t e s a n d p o d c a s t s



[The Secret Life of Canada: CBC podcast](#)

[Residential Schools: Historical Canada, Apple Podcasts](#)

[Tanya Talaga Lectures, CBC 2018 Massey Lectures](#)

[Code Switch: National Public Radio](#)



[Act2EndRacism: Government Canada](#)

[Central Vancouver Island Multicultural Society](#)

[Elimin8Hate: Racial Equity and an Inclusive Society](#)

[Raising Race Conscious Children](#)

ICY: INTEGRATED CHILD AND YOUTH TEAMS

The Integrated Child and Youth (ICY) Teams are part of B.C.'s strategy for mental health and substance use care. The ICY teams bring services together in a multidisciplinary team setting.

What do we mean by “integrated”?

Team members work as a structured, integrated team, delivering wrap-around services and supports. Additional team members may be included, such as family physicians, social workers, coaches, support people, Elders, other counsellors or professionals, based on the child or youth's needs (non-funded).



ICY Teams will meet children, youth and families where they feel safe and comfortable and will deliver outreach/outbound services in addition to meeting in more traditional office settings.

Multicultural and culturally safer supports (as defined by the recipient) may be available, as determined in each community, including through positions that support Indigenous child and youth.

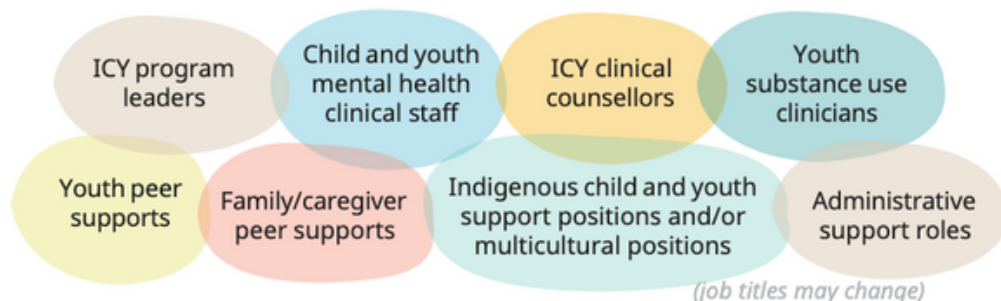


Cowichan Valley School District is part of phase 3 of the Province's ICY team rollout.

How students and families can access Cowichan's ICY teams:

Schools will follow a district process to ensure that students and families with mental health and substance use needs have access to a multi-disciplinary approach to wraparound services and supports.

Who are ICY Team members?

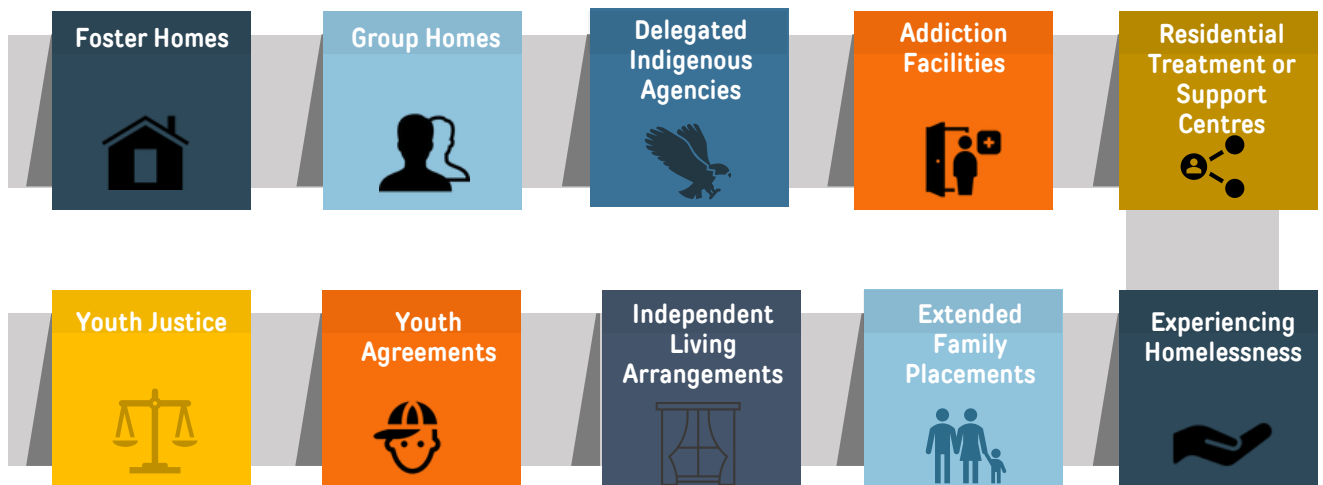


CHILDREN AND YOUTH IN CARE

The health and well-being of children and youth in care is the shared responsibility of many community partners. Cowichan Valley Schools, the Ministry of Education and Child Care (MECC) and the Ministry of Children and Family Development (MCFD) are committed to working in collaboration with Indigenous partners like Kw'umut Lelum and Lalul'matel Smu'neem to provide consistent and continuous support for children in youth in care.

What do we mean by "in care"?

Children and youth in care can be any age (up to 24) and from any ethnic or socio-economic background. They may come into care with the MCFD, Stsi'elh Stuhw tu Smun'eem (Cowichan Tribes) or Kw'umut Lelum (Stz'uminus, Malahat, Penelakut, Halalt, Lyackson, Ts'uubaa-asatx).



Children in Care in Cowichan Valley Schools will be connected to one of these agencies:

Stsi'elh Stuhw tu Smun'eem



Information Sharing

When sharing information about children and youth in care, it is important to remember that educators and agencies have a common goal to maximize each child's learning potential and to ensure their wellness and safety.

School staff can share with the child's legal guardian any information they would share with a parent.



If unsure... always ask!

Authority for decision making may change. In some cases, the caregiver may be authorized to make some decisions, but depending on legal status, there may be parental decision-making rights. Always consult with the school counsellor or Principal if you are unsure how to proceed.

CHILDREN AND YOUTH IN CARE

Protective Factors

Protective factors are those supports and actions that position children and youth for success in school and the community.



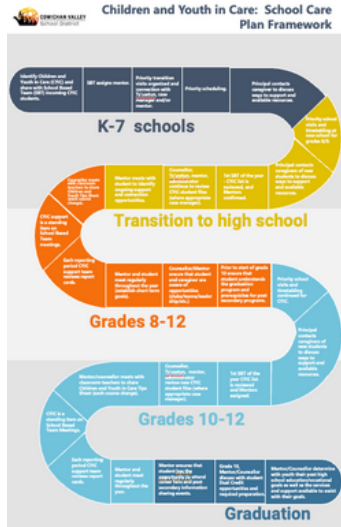
Guiding Principles:

- Needs of the child are paramount
- Meaningful participation in decision-making by the child
- Strengths-based, culturally safe, trauma-informed approaches
- Consistency and stability are expectations for child's emotional safety
- Respect, trust and confidentiality are prioritized
- Cultural heritage and connections are always considered
- Cultural continuity and first language first
- Support needs are embedded in the inclusive school environment
- Shared goals and enhanced learning opportunities are communicated
- Transition plans/timetabling is prioritized and timely
- Decisions are timely and based on well-being and best interests.

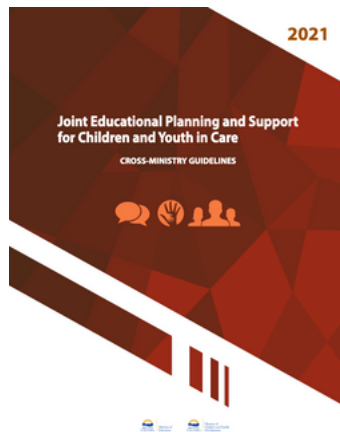
For more information:

[Joint Educational Planning and Support for Children and Youth in Care: Cross- Ministry Guidelines \(2021\)](#)

CHILDREN AND YOUTH IN CARE RESOURCES



[School Care Plan Pathway](#)



[Joint Educational Planning and Support for Children and Youth in Care: Cross Ministry Guidelines 2021](#)



[How Are We Doing Report: 2018](#)



[Provincial Tuition Waiver Program Quick Facts](#)



[This is Me and I Have Rights: An Activity Book for Young Children in Care](#)



[Know Your Rights: A Guide to Rights for Young People in Care](#)

Ministry Websites
<u>Indigenous Child and Family Development</u>
<u>Children and Youth with Support Needs</u>
<u>Aging out of Foster Care</u>
<u>Provincial Tuition Waiver Program</u>

6G: Tips for Teachers

Children and Youth In Care



TIPS for Teachers and Counsellors

Each student has unique strengths, needs, and dreams. Children and youth in care need teachers and counsellors to set the bar high for them and have the same expectations as they have of other students, with the understanding that discreet supports and services may be needed to give a child or youth in care the same opportunities to learn and achieve success. They benefit from being acknowledged for their strengths, given help when it is needed and treated in the same manner as

other students. They also appreciate discreet support and accommodations to help them through difficulties.

With the adults in their lives demonstrating understanding, realistic expectations and compassion for them, children/youth in care can experience increased success in school and life.



LISTEN, SUPPORT AND CARE

Make an extra effort to build a trusting and supportive relationship with children/youth in care. For instance, you can inquire regularly about their interests, passions and talk to them in confidence about their challenges and needs.

Demonstrate that all students, including those in care, have rights, are worthy of love, dignity, and respect, and have a voice in decisions affecting them.

Recognize and acknowledge the strengths, skills, abilities and progress of all students, including those in care.

Help children/youth in care set realistic, achievable goals, without underestimating their abilities.

Help connect children/youth in care to activities that interest them.

Celebrate successes and give positive feedback to children/youth in care and their caregivers in areas such as attendance, behaviour or achievement.

Encourage and support children/youth in care to develop positive relationships with peers and strong connections to their school and community.

Encourage children/youth in care to take leadership roles in the classroom and to have an active role in steering their own learning, based on their personal interests.

PRIORITIZE

Ensure that timetabling is prioritized and designed thoughtfully, with student input.

Prioritize transition visits to high schools, universities and community agencies.

[Provincial Tuition Waiver Program and Future Learning Grant](#)

6F: Tips for School-Based Teams

Children and Youth In Care

School-based teams can consist of principals or vice

principals, child welfare workers, counsellors, Indigenous support staff, teachers, students and caregivers. Some students may also wish to include a trusted support staff, a coach, or a community member. By supporting children/



TIPSfor School-Based Teams

youth in care in a positive and proactive way, the team is helping prevent crises and helping the children and youth become resilient, confident, and successful individuals.



Establish Team Goals

Identify roles and responsibilities of each team member to ensure children/youth in care receive all supports they require.

Identify one or more caring adults in the school or a case manager who can regularly touch base with children and youth in care to ensure they are doing well and help them to focus on their strengths and abilities.

Ensure students are involved in developing their short-term and long-term goals and identifying their strengths and needs.

Celebrate successes and give positive feedback to children/youth in care and their caregivers in areas such as attendance, behaviour and achievement.

Encourage and support children/youth in care to develop positive relationships with peers and connections to school and community.

Plan ahead for transitions and offer children/youth and their caregivers additional supports during these times, if required. If a child or youth in care is suddenly moved to a new school, try to arrange an opportunity for them to connect with their old friends and teachers. You might also want to consider organizing a “buddy” for the new student.

When new children/youth in care are registered, gather as much information as possible about past academic achievement, enrolled courses, assessments and any significant mental health needs or supports and services needed to help with planning. You might want to call the previous school to expedite the transfer of student records and gather some preliminary information.

Find alternatives to suspension and expulsions to keep students connected to the school community and supports they require. Organizing a quiet and calm place where students can go and do school work with a supervising teacher and peer mentors, can help them stay connected and keep up with work when they are too upset to concentrate in class.

Report school absences to parents/caregivers and child welfare workers, follow up on prolonged absences (two days or longer) and help student re-integrate in the classroom upon their return.

Ensure children/youth in care are aware of suitable programs and supports available to them to attend post-secondary institutions or skills and career training.

CORE COMPETENCIES

Core Competencies and Indigenous Knowledge and Perspectives are foundational to all aspects of BC curriculum. Mental Health, wellness, and sexual health also focus on well-being and the connections between physical, intellectual, mental, and social health. Instructional components are integral to student wellness and the success of a mental health and wellness curriculum.

For Teachers

- Intentionally notice, name, and connect core competencies with learning student reflection of core competencies:
- Look for connections between core competencies and the curricular competencies and share the connections openly with students.
- Consider how the core competencies are expressed in different disciplines
- Refer to [the K-12 teacher Resource Guide to Develop and Support Core Competencies.](#)

"Educators, are not mental health professionals, nor should they be. Their role is to have open conversations with students about mental well-being, provide information about mental health and connect students to resources when they need them."
[BC Ministry of Education](#)



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For Parents

- Students develop Core Competencies at home as well as at school, making parent/guardian support for students' growing awareness, understanding, and development of the Core Competencies crucial
- While both home and school contexts are valuable, parents/guardians can expect that a student's use of the Core Competencies may look very different in these two contexts
- The [illustrations](#) offer examples from a variety of contexts and can provide parents/guardians with a new lens through which to view their students' development as educated citizens



Communication

Thinking

Personal and Social

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GLOSSARY OF KEY TERMS

Abuse	Covers a number of types of abuse, including physical abuse, emotional abuse, emotional harm, sexual abuse and sexual exploitation. (BC Government Website).
Anxiety	Emotional issues relating to temporary or ongoing highs (being manic) or lows (feelings of despair). These highs or lows may cause withdrawal from regular social or work activities. (BC Government Website)
Bodily Autonomy	A person's right to make decisions regarding their own body, including deciding at any point who may or may not touch their body. (Adapted from Creating Consent Culture).
Body Image	Body image refers to the range of thoughts and feelings about your body. They can include thoughts of acceptance and thoughts or actions that may be problematic to personal health and well-being. (Adapted from Ministry of Health).
Bullying	Intentional, hurtful and aggressive behaviour that makes others feel uncomfortable, scared or upset. (BC Government Website).
Consent	An agreement to engage in an activity and occurs when you ask, or give, permission to do something. It is used and should be used within daily life interactions and/or activities – such as asking for food or drink, taking a picture and/or posting it on social media, physical touch, or participating in an activity. (BC Government Website).
Culture of Consent	A community in which common ground and respecting boundaries is the norm, for both sexual contact and everyday activities. (Adapted from Creating Consent Culture).
Cyberbullying	Teasing or humiliating a person online using social media, cruel websites, video games, chat rooms, instant message or texting. Cyberbullying is constantly evolving and changing with new technology and social media sites and can happen at any time of day or night, reaching a person even in the privacy or their own home. (BC Government Website).
Depression	A type of mood disorder. It can change the way you feel and act and can also affect your ability to function in your daily life. It has both mental and physical symptoms different from typical feelings of sadness or grief. (BC Government Website – Wellbeing).
Digital Footprint	Personal activities on the internet that leave a permanent trail. (Adapted from BC's Digital Literacy Framework).
Grooming	When someone acts like your friend, girlfriend, or boyfriend, to try to make you do things like talk about sex or send videos or images of yourself without your clothes on. This sometimes takes place over a long period of time, over multiple conversations, and can put you into a harmful situation. (Federal Government Website).

	Online Grooming – when someone becomes friends with a minor online in order to control and take advantage of them for a sexual purpose, whether online or in-person. (Federal Government Website)
Gender	A social identity, such as man, woman, non-binary or two-spirit person. (Federal Government Website)
Gender-Based Violence (GBV)	Violence that is committed against someone based on their gender identity, gender expression, or perceived gender. It can be physical, emotional, psychological, or sexual in nature. GBV disproportionately impacts women and girls, Indigenous peoples, and other diverse populations. (BC Government Website)
Gender Equity	About removing barriers that stop people from reaching their full potential. Too often, women and gender diverse people experience unfairness. This is especially true when they also struggle with injustices like poverty, racism, ableism and/or homophobia. (BC Government Website)
Harassment	Comes in many forms and it can be criminal. Criminal harassment includes repeatedly communicating with someone or engaging in threatening behaviour that makes that person fear for their safety or the safety of a family member. You might experience harassment by people in the community or by the accused or offender. (BC Government Website)
Gender Inclusive Language	Language that's free from prejudice, stereotypes or discriminatory views of specific people or groups. (BC Government Website)
Medical Professional/ Practitioner	A member of the College of Physicians and Surgeons of British Columbia who is entitled to practice under the Health Professions Act. (BC Government Website – Definitions)
Neglect	Failure to provide for a child's or youth's basic needs. It involves an act of omission by the parent or guardian, resulting in harm to the child or youth. Neglect may include: failure to provide food, shelter, basic health care, supervision or protection from risks. (BC Handbook for Action on Child Abuse and Neglect)
Non-Consensual Disclosure of Intimate Images	The non-consensual distribution of intimate images (including videos) that can occur in various situations involving adults and youth, including relationship breakdown and cyberbullying. Intimate photos taken and shared during the relationship between partners are then distributed or shared to the partner's family, friends, employers etc. or posted online when the relationship breaks down. (Adapted from Canadian Department of Justice)
Peer Pressure	Being influenced and choosing to do something you would not otherwise do, in hopes of feeling accepted and valued by others. It is not just about doing something against your will. (BC Gov Website - HealthLinkBC)
Perpetrator/ Offender	A person who commits an offence or crime/ a person who has been determined by a court to be guilty of an offence, whether on

	acceptance of a guilty plea or on a finding of guilt. In an informal context, it can also refer to a person who is suspected of committing a crime. (Courts of BC – Justice Education Society).
Physical Abuse	The deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child or youth – including the use of unreasonable force to discipline a child or youth, or to prevent a child or youth from harming themselves. (BC Handbook for Action on Child Abuse and Neglect).
Power Dynamic	The way different people or different groups of people interact with each other, such as how one person leverages their power over another. (Adapted from Creating Consent Culture).
Sex	Biological characteristics, such as male, female or intersex. (Federal Government Website).
Sexting/ Nudes	Creating, sending or sharing intimate or sexual messages, images, or videos with friends, people you know or even strangers online or through a connected device. It could be sending naked pictures of yourself or others, sharing a video of someone naked or having sex, or sending a text describing sexual acts. (Federal Government Website).
Sextortion	Simply put, sextortion is blackmail. It's when someone threatens to send a sexual image or video of you to friends, family or other people if you don't provide more sexual images or videos or do what they ask. (Federal Government Website).
Sexual Abuse	When a child or youth is used (or likely to be used) for the sexual gratification of another person. (BC Handbook for Action on Child Abuse and Neglect).
Sexual Assault	Any sexual contact that happens without consent of both people. It can range from unwanted sexual touching to forced sexual intercourse. It can occur anywhere – in your home, at a community facility like a recreational centre or in public places. It can occur even when people who know each other or are married or dating. Sexual assault occurs when someone did not consent to the sexual activity. (BC Government Website).
Sexual Exploitation	A form of sexual abuse that occurs when a child or youth engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. (BC Handbook for Action on Child Abuse and Neglect).
Sexual Harassment	Sexual harassment is a form of sex discrimination. It is sexual harassment if someone repeatedly says or does things to you that are insulting and offensive. It can be words or actions that are sex or gender-related. (Human Rights in BC – Sex Discrimination and Sexual Harassment).
Sexual Orientation	Your pattern of emotional, romantic or sexual attraction – may include attraction to the same gender (homosexuality), a gender different than your own (heterosexuality), both men and women (bisexuality), all genders (pansexual), or neither (asexuality). (BC Government Website – HealthLinkBC).

Sexually Transmitted Infection (STI)	STIs can affect the general health, well-being and reproductive capacity of those infected. The most common types of STIs include chlamydia, genital herpes, gonorrhea, HIV/AIDS, human papillomavirus (HPV), lymphogranuloma venereum (LGV), and syphilis. Participation in sexual risk behaviours can increase your chances of acquiring an STI. (Federal Government Website).
Stigma	Disapproval of a person or group by society, community or larger group, based on perceived characteristics, which significantly discredits the person or group in the eyes of others, particularly when the person or group differs from the larger cultural norms. (BC Government Overdose Prevention and Response Glossary).
Stress	How your body reacts to any change or challenge that you experience in work or school, or as a result of a life change or traumatic event. Stress can impact emotions, mind and body in a way that negatively affect your overall health. (Ministry of Mental Health and Addictions – Wellbeing).
Survivor/ Victim	An individual who has suffered physical or emotional harm, property damage, or economic loss as the result of the commission or alleged commission of an offence. (Canadian Victims Bill of Rights)
Trauma-Informed approach	A strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma which emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment. (BC Gov Website).
Unsafe Touch	Unwanted physical contact such as touching or getting too close in a sexual manner. (Adapted from Statistics Canada: Gender-based violence and unwanted sexual behaviour in Canada, 2018: Initial findings from the Survey of Safety in Public and Private Spaces).
Upstander	Someone who intervenes on behalf of a person being attacked or bullied. (Adapted from Creating Consent Culture)



COWICHAN VALLEY

School District