

SUTHERLAND~CHAN NON~ACADEMIC STANDARDS POLICIES

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HOW THE SCHOOL ADDRESSES NON-ACADEMIC STANDARDS

Sutherland-Chan is a career college with a mandate to educate health professionals. In addition to policies related to academic standards and procedures, we recognize that this creates a need for policies about non-academic standards, which can be more challenging to quantify. Non-academic standards refer to the behavioural and interactional aspects of life in classrooms, clinics and the school community at large. Such standards are important for many commonly accepted reasons, but in our case also because of the value system that prevails in massage therapy and the conduct expected of health care professionals, especially those, like massage therapists, who work in one-on-one environments with patients and are often in independent practice.

Some problematic behaviours engender learning moments and as much as possible are viewed and handled as such. The school has no desire to create an environment that feels too “politically correct.” Some professional expectations are different from everyday behavioural expectations, and may also vary from cultural norms for some people. To provide a couple of examples:

- while many people consider it fine to have an alcoholic drink or two with lunch, it is considered unsafe in situations where the student might be treating a fellow student or clinic patient afterward
- sexual jokes take on a different connotation in the massage school classroom

It is expected that students will learn the value of professional boundaries and codes of conduct during the course of the massage therapy program.

Similarly, there is an expectation that senior students have more education and clarity about the importance of professional behaviours and what is expected of massage therapists than do newly arrived students. The school uses discretion in the way it responds to problem behaviours, taking into account elements like term level and individual circumstances, so that each case can be judged as fairly as possible on its own merits.

In looking at the specifics of each case, the school’s considerations will include:

- Intention: what was the intent and mindset of the student?
- Attitude: is the student open to learning and making necessary changes?
- Scale: intensity of the infraction and harm caused or risk of harm. For example, while theft is on the list of problem behaviours, “borrowing” a fellow student’s clinic pillows would not receive the same response as stealing the person’s car.
- Significance: in terms of the person’s suitability to become a health professional.
- Individual Circumstance: whether there are specifics in the case that present some explanation or mitigation.
- Pattern: is it a recurrent problem?

As an example, if a Term 1 student discusses a classmate's body, scars or attractiveness on Facebook, after considering the specific circumstances the school would be most likely to handle the situation as a learning moment, where if a Term 4 student were to do something similar, it would likely be perceived more as cause for a disciplinary response.

In situations of alleged non-academic standards infraction, there will be a form of due process that matches the case (see Procedures section later in this document). This will include verifying what happened, gathering data, considering input from those involved/affected, consulting policies and legal requirements, conducting a hearing if appropriate, etc., in order that the ultimate decisions can be based as much as possible on evidence and policy norms. In some cases this may be a short process, for example, when a student is caught obviously cheating on an exam, and in others the investigative and deliberative parts of the process may take some time.

Non-Academic Standards – Problem Behaviours *[not an exhaustive list]*

1. Inappropriate language: includes but not limited to profanity; unboundaried talk; aggressive, coercive, threatening; sexually inappropriate; intolerant, racist, sexist, etc.
2. Disruptive behaviour in class/clinic
3. Lack of respect for others, their boundaries, their possessions
4. Insensitive, uncommunicative, unwilling to engage: with peers; with patients; with faculty/admin
5. Unwilling to participate in conflict resolution
6. Various forms of dishonesty (interpersonal, with patient/instructor, in provided documents, cheating, etc.)
7. Failure to seek permission from instructor to audio-record lectures or other instructional presentations
8. Unprofessional behaviours: lateness (class/clinic, tests, assignments); dress/hygiene; relational; procedural (draping, etc.); inappropriate touch; boundary violations
9. Use of techniques that are not in the massage therapy scope of practice and therefore their use cannot be safely supervised; and/or, use of techniques that a student has not yet been taught in school and therefore cannot yet safely use on others
10. Invasion of privacy behaviours; failure to maintain privacy of personal information, patient records, etc.
11. Maintaining independent practice while a student; soliciting school patients; violations of CMTO regulations that apply to students
12. Disregard for safety of others, patient safety
13. Impaired/under the influence: in class, in clinic
14. Vandalism, intentional property damage, etc.
15. Theft
16. Argumentative, aggressive
17. Sexual assault, stalking
18. Assault

Lack of Professional Readiness

Although not a common occurrence, from time to time a student will demonstrate a serious lack of understanding of and/or commitment to the types of responsibilities or conduct expected of a health professional. While lesser concerns are handled as a learning opportunity, more severe issues and behaviours, especially if they reflect a pattern of conduct, raise doubts about whether the student is ready to assume the obligations of professional practice. The school reserves the right to expel a student who demonstrates a serious unwillingness or inability to meet such responsibilities. In general, in the school context, this would most likely entail chronic repetition of problem behaviours (as above) without remediation. It may also include:

- major violations of the content of the College of Massage Therapists of Ontario (CMTO)'s Charter on Professionalism, professional practice guidelines and regulations
- egregious behaviour outside the school that is inconsistent with this policy, the Sutherland-Chan Code of Ethical Conduct and/or the values and expectations of the massage therapy profession

ZERO TOLERANCE POLICY

Some behaviours fall into the “zero tolerance” category and will be addressed by penalties that can include expulsion. We use the term zero tolerance to convey that some actions/behaviours are unacceptable to the school community, and once a suitable verification process has been conducted, will generate consequences involving disciplinary measures up to and including expulsion of the student. The school reserves the right to make such determinations at our own discretion in ways that express our values and behavioural code and that are based on our assessment of harm caused or risk of harm. Considering the Problem Behaviours list above, some are outright intolerable (e.g., sexual assault) while others would fall into the zero tolerance category only at the severe end of their scale (e.g., disrespectful, argumentative behaviours). To give a few examples:

- Making common types of “street jokes” or bantering among friends may include racist or homophobic aspects in the opinion of other classmates or school community members who overhear them – depending on the specific circumstances, this behaviour might be addressed as a learning moment; intentional racist or homophobic comments directed at anyone in the school community in a hurtful or abusive manner would likely be disciplined with a “zero tolerance” approach.
- While hugging a patient who doesn't want to be hugged or pestering a classmate for a date are inappropriate and could be captured under a few items in the Problem Behaviors list, they might be addressed as learning moments, especially in the first instance; making sexual advances to a patient or stalking a classmate would likely be disciplined with a “zero tolerance” approach.

Zero Tolerance List *[not an exhaustive list]*

1. Dishonesty in provision of required documents, security checks, etc.
2. Academic dishonesty (cheating)
3. Video-recording in the classroom or in clinic; photographing or video-recording instructors, classmates or other members of the school community in settings outside the classroom/clinic without their permission; uploading, posting, or otherwise making use of images of school community members in any fashion without their permission
4. Severe types of threatening, coercive, sexually inappropriate comments, sexually offensive gestures, or intolerant communications
5. Severe types of unprofessional behaviour, disregard for patient safety, professional boundary violations
6. Providing treatment while under the influence
7. Jeopardizing the safety of others in the school environment
8. Criminal behaviours such as assault, sexual violence, theft, etc.
9. Severe types of unwillingness to engage in necessary communications, conflict resolution or remedial behaviours

SEXUAL VIOLENCE & SEXUAL HARASSMENT POLICY

All members of the school community have a right to study and work in an environment free of sexual interference. Freedom from sexual harassment is a human right declared by the Ontario Human Rights Code. Sexual violence and sexual harassment can jeopardize the rights of students, faculty, staff and patients, and will not be tolerated at the school or during any off-site school activities. Every member of the school community is responsible for helping to create an environment free of sexual harassment and sexual violence.

Sutherland-Chan is committed to provide assistance to those who have experienced sexual harassment or violence by helping them access supports and make choices, by showing compassion and respect and preserving the person's dignity throughout the process of disclosure, by investigating where appropriate and following a transparent, fair process.

Defining Sexual Violence

As of January 1, 2017, all colleges (private and public) and universities in Ontario must have put in place policies on sexual violence and sexual harassment in order to protect the interests and the safety of students attending post-secondary institutions. The definition of sexual violence according to the Private Career Colleges Act, 2005 is as follows:

“Sexual violence” means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Sexual violence includes: *[not an exhaustive list]*

1. Sexual assault, which is any type of an unwanted sex act done by one person to another, without that person's consent, that violates the sexual integrity of an individual ranging from unwanted touching to penetration
2. Unwanted physical contact with a sexual connotation
3. Any violence, physical or psychological, carried out through sexual means or by targeting sexuality, including sexual abuse
4. Criminal harassment (including stalking and cyber bullying)

Defining Sexual Harassment

Sexual harassment is defined as any vexatious comment or conduct of a sexual nature that is known or ought reasonably to have been known to be unwelcome, including: *[not an exhaustive list]*

- offensive jokes or degrading comments of a sexual nature
- displaying of pornographic or sexist pictures or materials, through online means or social media
- suggestive or offensive remarks meant to cause insecurity, discomfort, offence, or humiliate another person or group of persons
- unwelcome language related to gender, gender identify, gender expression, about someone's physical attributes, mannerisms, or characteristics
- remarks, jokes, innuendoes, propositions, or taunting about a person's body, attire, sex or sexual orientation
- leering or inappropriate staring
- bragging about sexual prowess
- solicitation of sexual intimacy

- physical contact such as touching, patting, or pinching, with an underlying sexual connotation
- false accusation or spreading of false innuendo about an individual's sexual conduct
- sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome

Refer to Appendix A for more definitions and important concepts.

Professional Sexual Impropriety

In addition to the above categorizations of sexual violence and sexual harassment, massage therapists as health professionals are bound to professional behaviour codes that are respected and upheld at the school. In this context any sexual commentary, solicitation or act, which constitutes professional boundary crossing, between faculty/staff and student, or between therapist and patient, is sexual misconduct and subject to discipline imposed by the school as an educational institution or as an employer, and/or by the professional regulatory body (College of Massage Therapists of Ontario).

HOW WILL THE SCHOOL RESPOND?

Sutherland-Chan will educate faculty, staff and students about this policy and how to identify situations that involve, or could progress into, sexual violence or sexual harassment, and how to act to prevent these forms of prohibited behaviours. This education process has two aspects: general considerations for all members of the public, and expectations of health care professionals.

Disclosures of Sexual Violence or Sexual Harassment

Anyone who discloses experiences of sexual harassment or violence has the right to:

- be treated with dignity and compassion
- respect for privacy
- have a support person present
- be believed, unless disproving evidence is present
- decide whether to make an official complaint and/or contact police
- be informed about school and community resources and services
- receive reasonable supportive accommodations related to school or work (see Appendix B)
- should the individual make a complaint against a member of the school community, have the school conduct an investigation in a timely, fair manner

Refer to Appendix C for specifics about sexual violence and harassment centres in Ontario.

In responding to disclosures of sexual harassment or violence, school administrators will consider the following variables as they determine how to proceed:

- whether the incident/behaviour is a current one or occurred in the past
- whether or not the alleged perpetrator is a member of the school community, or could be encountered at the school by the complainant
- whether faculty/staff are involved
- whether legal or CMTO reporting obligations apply

In general, situations involving sexual harassment or violence allegations are reported to and handled by the Assistant Director of Education (ADE), who has the discretion to decide to share, in confidence, with

the Executive Director or a member of the Education Team, information deemed essential to the wellbeing of the member of the school community making the allegation or to the interest/safety of the school community.

The school recognizes the right of the complainant to determine whether the situation will be dealt with by the police and/or the school. However, in certain circumstances, the school may be required by law, by professional obligation, or by its internal policies to initiate an internal investigation and/or report to police or the CMTO without the complainant's consent, if it believes the safety of members of its community is at risk.

At all times, the school will do its best to appropriately accommodate the needs of students affected by sexual violence or harassment, and to offer supportive services. Refer to Appendix B for more information. **A formal incident report is not necessary to access supports, services, or accommodations.**

If the Alleged Perpetrator is Not a Current Member of the School Community

In the case where a student discloses an incident of sexual harassment or violence to a faculty/admin staff member without involving the ADE, and where the alleged perpetrator is not a member of the school community, the instructor and/or administrator will respect a request from the complainant for confidentiality to the extent it is possible. This confidentiality cannot be maintained in situations where it is believed an individual is at risk of self-harm or of harming another, or where legal or professional reporting obligations apply.

Depending on the circumstance, it may be important to encourage the student to speak to the ADE in order for a well-coordinated, supportive school response to be possible.

If the Alleged Perpetrator is a Current Member of the School Community

Members of the school community are expected to take all reasonable steps to prevent sexual harassment or violence at the school or during off-site events or specialty clinics. Should a student, faculty member or administrator be subject to, witness, or become aware of an allegation of sexual harassment or violence by or against another member of the school community (student, staff, clinic patient), the person is required to report the alleged incident to the ADE immediately.

In a circumstance where the alleged victim, and/or a witness(es), and the alleged perpetrator are regularly present in the school environment, **the ADE will act quickly to form a plan specific to the situation** that is sensitive to the risks associated with contact. Refer to the Processes and Procedures section for further information.

Investigating Reports of Sexual Harassment

The school seeks to achieve procedural fairness in dealing with all complaints, protecting the rights of both the complainant and the respondent, and acknowledging that each case has unique elements that must be taken into account.

Upon receiving a complaint of alleged sexual harassment or violence, the ADE will initiate an investigation as described in the Process and Procedures section of this policy. The investigation of complaints will be handled as expeditiously as possible while ensuring procedural fairness and appropriateness.

No disciplinary action will be taken against a person or a group without communication of the alleged breach of this policy. Respondents will be given reasonable notice, provided with full details of the allegation(s) made against him or her, and provided an opportunity to respond.

Any party to an investigative process has the right to have a supportive person present at any stage of the process.

On behalf of the school the ADE will provide reasonable updates to both the complainant and the respondent about the status of any investigation.

Right to Withdraw a Complaint

A complainant has the right to withdraw a complaint at any stage of the process. However, the school may continue to act on the issue identified in the complaint in order to comply with its obligations under this policy and/or its legal and professional obligations.

Protection from Reprisals, Retaliations or Threats

It is a violation of this policy to retaliate or threaten to retaliate against any individual, who, acting in good faith, has brought forward a complaint of sexual harassment or violence, provided information related to a complaint, or otherwise been involved in the complaint investigation process.

Making False Statements

It is a violation of this policy for anyone to knowingly make a false complaint of sexual harassment or violence or to provide false information about a complaint. Individuals who violate this policy are subject to disciplinary and/or corrective action, up to and including termination of employment or expulsion.

Disciplinary Measures

If it is determined there has been sexual violence or sexual harassment by a student, faculty or staff member towards another school community member, immediate disciplinary or corrective action will be taken up to and including termination of employment or expulsion of a student. In cases where legal and/or professional misconduct proceedings are initiated, the school will assist police, lawyers, the CMTO, insurance companies and courts to the full extent of its obligations.

REPORTING REQUIREMENTS

Every private career college will provide information to the Superintendent concerning:

- the number of times supports, services, and accommodations relating to sexual violence are requested and obtained by students,
- any initiatives and programs to promote awareness of supports and services available to students
- the number of incidents and complaints of sexual violence reported by students, and
- the implementation and effectiveness of its sexual violence policy.

The Freedom of Information and Protection of Privacy Act requires that the information a career college provides to the Superintendent does not include personal information.

POLICY DISTRIBUTION, TRAINING, AND UPDATES

Through education and training of staff and students, the school will identify harmful attitudes and behaviours and provide a framework of definitions and protocol in responding to sexual violence. Managers and staff will review the policy annually to ensure knowledge currency. New employees will be trained on the policy to establish understanding of the issues relating to the reporting sexual violence. Students receive a copy of the policy in their registration package. The program focuses on the development of professional attitudes in becoming health care professionals, and as such, concepts of sexual violence and sexual misconduct are reinforced throughout the curriculum. A copy of the policy is also available on the school's website. This policy will be reviewed at least once every three years which will include consultation with students.

NON-ACADEMIC STANDARDS – PROCESSES AND PROCEDURES

Instructor-Student Interactions

In cases where an instructor observes or experiences problem student behaviours that do not meet the zero tolerance standard, the instructor will:

- briefly address the student, asking for the behaviour to end; this may include stopping hands-on work, classroom instruction, an oral/practical exam, or whatever else may be occurring as the situation warrants
- speak to the student privately if this is needed to enhance clarity, identifying the behaviour and explaining why it is a problem, describing the change or redress that is needed, and identifying next steps should the behaviour not be corrected

If the behaviour is recurrent, the instructor must speak privately to the student as above. This discussion will be documented and a copy given/emailed to the Assistant Director of Education (ADE).

Recurrent disruptive or inappropriate behaviour in a class, clinic or exam may result in the instructor directing the student to leave the class/clinic/exam. Any such situation will be documented and reported to the ADE in the form of an incident report.

An instructor can, at any time, approach an administrator to consult about how to handle a problem situation or because involvement of a third party may be helpful.

The instructor will involve an administrator in cases where: *[not an exhaustive list]*

- safety is being jeopardized for another school community member(s)
- a student is caught cheating
- there is recurrent disruption of the learning environment in the classroom
- there is repeated disruption to the smooth running of a clinic
- there is a substantial complaint from a patient or fellow student
- there is a significant boundary violation
- there is disrespectful behaviour directed at an instructor, or conflict between the student and instructor that has not been resolvable
- zero tolerance behaviour is involved
- the problem behaviour is not being remediated despite repeated requests/dialogue

In the event a faculty member is approached by a student disclosing an incident of sexual violence or sexual harassment, the faculty member is to respond as described in the *Sexual Violence & Sexual Harassment* section of this policy.

Administrative Staff Responsibilities

Non-academic standards complaints about students can be brought forward by fellow students, patients, instructors and school staff. Such complaints are usually directed to the ADE, but could also be brought to another member of the Education Team, the School Administrator or the Executive Director. Generally speaking, when one of these administrators is alerted to a non-academic standards issue, the response will include conducting an investigation led by the appropriate administrator for the nature of the complaint. In the case of any allegation of sexual harassment or sexual violence by a member of the school community, the complaint should go to the ADE.

The administrator's response will include collecting any necessary documentation, decision-making about how the complaint should be handled and resolved, and appropriate communications within the school community about the case.

Such a response will be undertaken as follows:

1. Upon being notified of an incident/concern/complaint, the administrator will check on what has been done so far in addressing the issue and will begin collecting information.
2. If the situation is current and involves urgent safety concerns or zero tolerance behaviours, the administrator may need to intervene immediately to assist the individuals involved and ensure all necessary actions, precautions and follow-ups take place.
3. The administrator will launch an investigation as appropriate based on the nature of the complaint, who is involved, and due process in relation to the circumstances. For example, if the complaint is made by a Student Clinic patient, clinic policies and expectations will apply and due process could look quite different than for a situation involving a dispute between two students over personal property. Such investigations will include talking to the involved parties and witnesses, and asking for and reviewing write-ups and reports.
4. The administrator will then bring the case to a meeting of the Education Team, presenting the findings and responding to questions. A thorough discussion of the case will be conducted and next steps will be decided on. These might include, for example, reviewing how similar cases have been handled in the past, asking for advice from the school counsellor, conducting a hearing, and so on.
5. Once all of the necessary elements have been completed, the Education Team will make a decision about how to handle the case. This may include *[not an exhaustive list]*:
 - addressing it as a learning moment, which may involve mandating measures such as mediation, or, making reparations, etc.
 - placing the student or staff member on probationary status, which could include elements such as regular check-ins, medical monitoring, etc.
 - suspending the student or staff member for a specific period of time
 - mandating a period of time away from the school with conditions for return
 - signing a behavioural agreement
 - expulsion
 - any combination of the above as actual or potential graduated consequences
6. The administrator who has led the investigation will ensure that there is detailed documentation of the case and its disposition, including any signed agreements, in the student's or staff member's file.
7. The Education Team will communicate with affected individuals, and where appropriate, may communicate to the broader school community. The intent of such communications is to provide understanding of the situation and its disposition (within need-to-know and privacy constraints), as well as to see that any educational value is shared, professional caring and behaviours are promoted, and a sense of healing and resolution is supported.
8. Appeals of the outcomes of any of the above, based on limited grounds related to allegations of improper procedure or discrimination/unfairness in some aspect of the process, will be reviewed and decided upon by the school's management team.

Effective January 1, 2017

APPENDIX A

SEXUAL VIOLENCE AND HARASSMENT: DEFINITIONS AND IMPORTANT CONCEPTS

Acquaintance sexual assault: Acquaintance sexual assault, sometimes called “date rape,” is sexual contact that is forced, manipulated, or coerced by a partner, friend, or acquaintance.

Age of consent for sexual activity: The age of consent is the age at which a person can legally consent to sexual activity. In Canada, sixteen is the legal age of consent for sexual acts. Children under 12 can never legally consent to sexual acts. There are variations on the age of consent for adolescents who are close in age between the ages of 12 and 16. Twelve and 13 year-olds can consent to have sex with other youth who are less than 2 years older than themselves. Youth who are 14 and 15 years old may consent to sexual involvement that is mutual with a person who is less than 5 years older. Youths 16 and 17 years old may legally consent to sexual acts with someone who is not in a position of trust or authority.

Bystander: For the purposes of sexual violence prevention, a bystander is anyone who is neither a victim nor an offender, but who could potentially get involved to make a difference. It refers to anyone who is in a position to intervene before, during or after the act.

Consent: Consent is central to sexual assault. The Criminal Code of Canada defines consent as it relates to sexual assault as the voluntary agreement to engage in sexual activity. An individual must actively and willingly give consent to sexual activity. Simply stated, sexual activity without consent is sexual assault.

Consent:

- is never assumed or implied
- is not silence or the absence of “no”
- cannot be given if the victim is impaired by alcohol or drugs, or is unconscious
- can never be obtained through threats or coercion
- can be revoked at any time
- cannot be obtained if the perpetrator abuses a position of trust, power or authority

Cyber harassment/cyber stalking: Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour by a person or group using cell phone or Internet technology with the intent to bully, harass, and intimidate a victim. The harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, or through email.

Disclosure: For the purposes of this document, a disclosure is made to any individual other than the police or other judicial official.

Drug-facilitated sexual assault: The use of alcohol and/or drugs (prescription or non-prescription) by a perpetrator to control, overpower or subdue a victim for purposes of sexual assault.

Gender-based violence: Gender-based violence is any form of behaviour – including psychological, physical, and sexual behaviour – that is based on an individual’s gender and is intended to control, humiliate, or harm the individual. This form of violence is most often directed at women and girls, and at individuals whose gender identity is perceived as different. It reflects an attitude or prejudice at the individual or institutional level that aims to subordinate an individual or group on the basis of sex and/or gender identity.

LGBTT2SIQQ: Lesbian, gay, bisexual, transgender, transsexual, 2-spirited, intersex, queer and questioning.

Rape: Rape is a term used to describe vaginal, oral or anal intercourse without consent. Although no longer used in a legal sense in Canada, it is a term that is still commonly used and widely understood.

Rape myths: Rape myths complicate society's understanding of sexual assault. These myths blame or shame the survivor of sexual assault, instead of holding the perpetrator responsible.

Report: A formal report made to the administrator which may involve authorities such as police.

Sexual assault: A criminal offence under the Criminal Code of Canada. Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. It involves a range of behaviours from unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, making that person feel uncomfortable, distressed, frightened, or threatened, and that are carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to the behaviours.

Sexual harassment: Sexual harassment is unwelcome sexual attention directed at an individual by someone whose conduct or comments are, or should reasonably be known to be, unwelcome, offensive, inappropriate, intimidating, and hostile. Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been allowed.

Sexual misconduct, sexual abuse: These are broad terms encompassing any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. They can be committed by a person of any gender, and can occur between people of the same or different genders. These terms include sexual harassment and sexual violence behaviours.

Sexual violence: A broad term that describes any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This violence takes different forms including sexual abuse and sexual assault, rape, incest, childhood sexual abuse and rape during armed conflict. It also includes sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, human trafficking and sexual exploitation.

Stalking: A form of criminal harassment prohibited by the Criminal Code of Canada. It involves behaviours that occur on more than one occasion and which collectively instill fear in the victim or threaten the victim/target's safety or mental health. Stalking can also include threats of harm to the target's friends and/or family. These behaviours include, but are not limited to: non-consensual communications (face-to-face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber-stalking; and uttering threats.

Survivor: Some who have experienced sexual violence may choose to identify as a survivor. Individuals might be more familiar with the term "victim." The term survivor is used throughout this policy where relevant because some who have experienced sexual assault believe they have overcome the violent experience and do not wish to identify with victimization. It is the prerogative of persons who have experienced these circumstances to determine how they wish to identify.

Victim blaming: Victim blaming occurs when the victim of a crime or an accident is held responsible, in whole or in part, for the crimes that have been committed against them.

APPENDIX B

SEXUAL VIOLENCE AND HARASSMENT: IN-HOUSE RESOURCES, SERVICES AND SUPPORTS

Student Services Coordinator

Matthew Chu

matthew@sutherland-chan.com

416.924.1107 ext. 18

Located on the 3rd floor, the Student Services Coordinator (SSC) is available to students during regular office hours between 8:30 am and 5:00 pm. The SSC is the first point of contact for students who have concerns with their academic progress and/or are in need of guidance in accessing the various supports available in the school: tutoring services, practice clinic, and study skills. The SSC is usually the staff member who provides initial listening and support to students in times of crisis.

The SSC is also responsible for assisting students with the necessary academic accommodations to help them through challenges of adult education, and will assist anyone whose experience of sexual trauma leads to a need for supportive accommodations.

Accommodations may include: a separate testing space, additional time on tests, extended time on assignments, and a revised testing schedule as appropriate. In addition, supports such as a scribe or reader may be provided in cases where official documentation (e.g., medical diagnosis) is provided to support the request.

In the case of sexual violence or sexual harassment, a formal report is not required to access academic accommodations.

Other Administrators to Contact if the SSC is Unavailable

Natalie Bramwell, Education Services Coordinator

natalie@sutherland-chan.com

416.924.1107 ext. 21

Lesley Frow, Assistant Director of Education

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416.924.1107 ext. 34

APPENDIX C

SEXUAL VIOLENCE AND HARASSMENT: EXTERNAL RESOURCES, SERVICES AND SUPPORTS

SEXUAL ASSAULT CENTRES (ONTARIO)

Region in Ontario	Sexual Assault Centre	24-hr Crisis Line	Office Phone Number
Algoma (Sault Ste. Marie)	Women In Crisis Algoma	1-877-759-1230	705-759-1230
Belleville-Quinte	Sexual Assault Centre for Quinte & District	1-877-544-6424	613-967-6300
Brant	Sexual Assault Centre of Brant	519-751-3471	519-751-1164

Bruce County	Women's House Serving Bruce and Grey: Sexual Assault Services	1-866-578-5566	519-372-1113
Chatham-Kent	Chatham-Kent Sexual Assault Crisis Centre	519-354-8688	519-354-8908
Cornwall	Sexual Assault Support Services for Women, Cornwall	ENG: 613-932-1603 FR: 613-932-1705	613-932-1755
Halton (Oakville)	Sexual Assault & Violence Intervention Services of Halton	905-875-1555	906-825-3622
Hamilton	Sexual Assault Centre Hamilton & Area (SACHA)	905-525-4162	905-525-4573
Kawartha (Peterborough & Area)	Kawartha Sexual Assault Centre	705-741-0260	705-748-5901
Kenora	Kenora Sexual Assault Centre	1-800-565-6161 807-468-7233	807-468-7958
Kingston	Sexual Assault Centre Kingston	1-877-544-6424 613-544-6424	613-545-0762
Waterloo	Sexual Assault Support Centre of Waterloo Region	519-741-8633	519-571-0121
London-Middlesex	Sexual Assault Centre London	1-877-529-2272 519-438-2272	519-439-0844
Muskoka Parry Sound	Muskoka Parry Sound Sexual Assault Services	1-800-461-2929	Parry Sound: 705-774-9083 Toll free: 1-877-851-6662 Muskoka: 1-877-406-1268
Niagara	Niagara Region Sexual Assault Centre	905-682-4584	905-682-7258
Nipissing	Amelia Rising Sexual Assault Centre of Nipissing	705-476-3355	705-840-2403
Oshawa-Durham	Oshawa-Durham Rape Crisis Centre	905-668-9200	905-444-9672
Ottawa SASC	Sexual Assault Support Centre of Ottawa	613-234-2266	613-725-2160
Ottawa RCC	Ottawa Rape Crisis Centre	613-562-2333	613-562-2334
Peel	Hope 24/7: Sexual Assault Centre of Peel	1-800-810-0180	905-792-0821
Renfrew	Women's Sexual Assault Centre of Renfrew County	1-800-663-3060	613-735 – 5551
Sarnia-Lambton	Sexual Assault Survivors' Centre Sarnia-Lambton	519-337-3320	519-337-3154
Simcoe	Athena's Sexual Assault Services	705-737-2008 1-800-987-0799	705-737-2884
Sudbury	Voices for Women Sudbury		705-523-7100 ext. 2647
Thunder Bay	Thunder Bay Sexual Abuse & Sexual Assault Counselling & Crisis Centre	807-344-4502	807-345-0894
Timmins	Timmins and Area Women in Crisis	1-877-268-8380	705-268-8381

Toronto	Toronto Rape Crisis Centre	(416) 597-8808	416-597-1171
Windsor-Essex	Sexual Assault Crisis Centre of Essex County	519-253-9667	519-253-3100

Other Resources and Supports

Good to Talk

Post-Secondary Student Helpline – Free 24/7/365 professional, anonymous support for students
 1-866-925-5454
<http://www.good2talk.ca/>

Student Lifeline

Professional support for maintaining a healthy balance between school, work and everyday life. Confidential consultations, counselling, community referrals, resources (articles, CD's, booklets), and online tools (blogs, podcasts, Depression and Stop Smoking Centres)
 1-877-418-1537
 Tty/tdd 1-877-371-9978
 LifeWorks.com

Pour le support francophone aux femmes victimes d'agression sexuelle:

CALACS (Francophone Sexual Assault Centres) in Ontario

Centre Passerelle pour femmes: CALACS du Nord de l'Ontario
www.centrepasserelle.ca
 C.P. 849 Timmins (Ontario) P4N 7G7
 705-360-5657

Centre francophone d'aide et de lutte contre les agressions à caractère sexuel d'Ottawa

www.calacs.ca
 40, rue Cobourg
 Ottawa (Ontario) K1N 8Z6
 613-789-8096
calacs@calacs.ca

Centre Novas : Centre francophone d'aide et de lutte contre les agressions à caractère sexuel de Prescott-Russell

www.centrenovas.ca
 C.P. 410, Casselman (ON) K0A 1M0
 613-764-5700
 1-866-772-9922 poste 221
administration@centrenovas.ca

Carrefour des femmes du Sud-Ouest de l'Ontario: CALACS de la région du Sud-Ouest

www.carrefourfemmes.on.ca
 Casier Postal 774, London (ON) N6A 4Y8
 519-858-0954
 1-888-858-0954
bienvenue@carrefourfemmes.on.ca

Centre Victoria pour femmes

www.centrevictoria.ca
 C.P. 308, Sudbury (ON) P3E 4P2

705-670-2517
info@centrevictoria.ca

Centr'Elles, centre des Femmes Francophones du Nord-Ouest de l'Ontario

www.centrelles.com
P.O. Box 26058, Thunder Bay (Ontario) P7B 0B2
807-684-1955
1-888-415-4156
admin@centrelles.com

Oasis Centre des femmes

www.oasisfemmes.org
465 Yonge Street PO Box 73022 Wood Street PO Toronto ON M4Y 2W5
416-591-6565
services@oasisfemmes.org

Colibri – Centre des femmes francophones du comté de Simcoe

www.centrecolibri.ca
80, rue Bradford, bureau 340
Barrie (ON) L4N 6S7
705-797-2060
1-877-797-2050
admin@centrecolibri.ca

Centre de santé communautaire Hamilton/Niagara – Espace entre Elles

www.centredesantecommunautaire.com
1320 rue Barton Est
Hamilton (Ontario) L8H 2W1
905-528-0163
1-866-437-7606
cschn@cschn.ca

Pour le support francophone aux femmes victimes d'agression sexuelle, s'il vous plaît visitez/for French-language support to women victims of sexual assault, please also visit: Action ontarienne contre la violence faite aux femmes <http://aocvf.ca>.