

**Stakeholder Consultation
Session**

**Séance de Consultation des
Parties Prenantes**

Commissioners / Commissaires

The Honourable / L'honorable J. Michael MacDonald,
Chair / Président

Leanne J. Fitch (Ret. Police Chief, M.O.M)

Dr. Kim Stanton

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II **Appearances / Comparutions**

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Bobby-Jay Aubin	Youth Outreach Worker, Inspiring Communities (Turning the Tide)
Charlene Boyce	Communications Manager, Inspiring Communities

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--- Upon commencing on Tuesday, September 27, 2022, at 1:00 p.m.

MS. MEGAN HARRIS: So again, thank you for coming. We really appreciate you being here today. I know you've participated in a few of these and we appreciate your commitment to helping us do our jobs over here. So again, I'm Megan. I work in -- I'm a Stakeholder Engagement Advisor with the Commission. And we also have Hannah on the line who is in communications, as I mentioned previously. She will be doing the same things, monitoring for technical issues. She'll be monitoring the chat, et cetera. And Serwaah is on as well. I'll let her introduce herself.

MS. SERWAAH FRIMPONG: Hi everyone. My name is Serwaah and I am a Policy Analyst with the Commission's Research and Policy Team. My focus has specifically been on the gender-based violence parts of our mandate, so I'm looking forward to today's conversation.

MS. MEGAN HARRIS: Great. Yeah, so Serwaah will be listening as we go along and she might jump in and have follow-up questions as we go. Serwaah, just so you know, feel free to jump in at any point. I'll circle back with you at the end but, of course, jump in as we go along because you know a lot more about this topic than I do.

MS. SERWAAH FRIMPONG: Okay.

MS. MEGAN HARRIS: So it's the same as earlier today. The purpose of these sessions is to bring together community organizations, which hasn't been super successful in this case because of the hurricane. But we have you guys and I'm excited to get your feedback all the same, but just get information from you that can help with our recommendations moving forward. So I will ask you to introduce yourselves and your -- who -- what your area of focus is just basically for Serwaah because I know that you did this earlier with us but I would appreciate if you'll do it one more time just so she's looped in on who you guys are. Booby-Jay?

BOBBY-JAY AUBIN: Yes, hi. Sorry, what were you going to say?

1 **MS. MEGAN HARRIS:** Oh, sorry, just introduce yourself ---

2 **BOBBY-JAY AUBIN:** Okay.

3 **MS. MEGAN HARRIS:** --- and your organization so Serwaah know
4 who you are.

5 **BOBBY-JAY AUBIN:** Hi, Serwaah. My name is Bobby. I -- my
6 pronouns are they/them and I'm a Youth Outreach Worker with Turning the Tide.

7 **MS. CHARLENE BOYCE:** And I am Charlene Boyce and I'm the
8 Communications Manager-plus. It's the short way of saying my extended role with
9 Inspiring Communities. And Inspiring Communities works across the province in
10 different communities and one of them is Turning the Tide.

11 **MS. MEGAN HARRIS:** Thank you, guys.

12 **BOBBY-JAY AUBIN:** Can Charlene turn the sound up because I
13 can't hear her? Sorry, pal.

14 **MS. CHARLENE BOYCE:** Oh, can you hear me now? Can you
15 hear me?

16 **BOBBY-JAY AUBIN:** I can, yes. Thank you.

17 **MS. CHARLENE BOYCE:** Okay, no worries. I can speak up when
18 I have to. I can project.

19 **BOBBY-JAY AUBIN:** I'm getting older.

20 **MS. MEGAN HARRIS:** So again, thanks again for being here.
21 And your input is going to be critical in shaping the Commission's final
22 recommendations and this is a very important topic that we're going to be talking about
23 today. Again, my role as facilitator is to basically help with the flow of the conversation,
24 keep track of time, and explore related topics where it might be helpful to the
25 Commission's understanding. And we'll be asking Serwaah to jump in, too, if she ever
26 has any questions.

27 As you know, we're going to be discussing gender-based and
28 intimate partner violence today through a series of open-ended questions. I know,

1 Bobby-Jay, I sent them -- right before this meeting again -- I didn't know if -- Charlene,
2 would you like me to send them to you again right now?

3 **MS. CHARLENE BOYCE:** I actually found them, so I'm good.

4 **MS. MEGAN HARRIS:** Ah, perfect, okay. So then we can just
5 jump right into it. I'll start with the first question, and that is, how can men and boys be
6 encouraged to cultivate healthy relationships and to avoid using violence? And Bobby-
7 Jay, any of your comments related to this question are also welcome.

8 **BOBBY-JAY AUBIN:** That's awesome. So I'm a trans guy. So
9 when I was born, I was labelled as female. That's why I was asking why it says "men"
10 and "boys", and that's okay. That's just my white, male privilege coming out. So I wrote
11 down, you know, maybe they can attend Murdered and Missing Indigenous Women's
12 and Children events throughout Canada. They can participate in the Moose Hide
13 Campaign. I don't know if you're familiar with that.

14 **MS. MEGAN HARRIS:** Yeah.

15 **BOBBY-JAY AUBIN:** Yeah, okay. Spousal Violence ---

16 **MS. MEGAN HARRIS:** Bobby-Jay, do you mind -- do you mind
17 just giving an overview of that just for the transcript?

18 **BOBBY-JAY AUBIN:** For the Moose Hide Campaign?

19 **MS. MEGAN HARRIS:** Yeah.

20 **BOBBY-JAY AUBIN:** So every -- so February 14th is the day to
21 remember all the Missing and Murdered Indigenous Women. It's called the Red Dress
22 Campaign. And then a week after that, I think -- I can't remember the date. It changes
23 every year. But the Moose Hide Campaign is a day where men and boys, male-
24 identified, make a pledge to end violence against women and walk beside their sisters
25 and children. So that's basically it. You get a little -- they send you a postcard and it's
26 got a little piece of moose hide that you pin to your jacket to -- yeah. That's pretty basic
27 -- basically it in a nutshell.

28 They can also attend Spousal Violence Groups -- Spousal Anti-

1 violence Groups, therapy, and then watch for red flags in children, especially, you know,
2 if they hurt animals, or show some form of aggression, and then mental health training
3 as well.

4 **MS. MEGAN HARRIS:** Thank you, Bobby-Jay. Charlene?

5 **BOBBY-JAY AUBIN:** You're welcome.

6 **MS. CHARLENE BOYCE:** Yes, thank you, Bobby-Jay. I just
7 learned the -- your past identity, and that was a fact I did not know about you, so there.
8 I think that, for me, I'm looking, again, through -- trying to look at it through a system-
9 wide lens and saying -- I like what Bobby-Jay was saying about the mental health
10 supports and the early intervention. I think that destigmatizing and making mental
11 health, mental hygiene, part of our regular school system would help, and normalizing --
12 and giving men, and boys, and male-identifying people an opportunity to discuss their
13 feelings, to be more comfortable, and not in a stigmatized way be able to talk more
14 about their feelings and connect with those emotions but also just have activities that --
15 mix-generation that offer them interaction with diverse people. All of those pieces will
16 help round out the emotional tools available to men and boys to cope with what
17 sometimes becomes that rage that translates into violence.

18 And the other things that I was thinking were kind of the causes, so
19 the systemic causes. Addressing poverty in communities helps. Addressing substance
20 use in communities helps. Safe supply helps. There's all of those kinds of trigger
21 points that we know affect the incidents of domestic violence and I think that addressing
22 those at a systemic level will help reduce the incidents as well.

23 **MS. MEGAN HARRIS:** Yeah. I just wanted to follow up on -- you
24 know, you mentioned starting to talk about this at a young age. What would you say, in
25 your opinions, is an appropriate time to start discussing this topic? Charlene?

26 **BOBBY-JAY AUBIN:** Primary level.

27 **MS. MEGAN HARRIS:** Primary?

28 **MS. CHARLENE BOYCE:** Yeah, yeah.

1 **BOBBY-JAY AUBIN:** Absolutely.

2 **MS. CHARLENE BOYCE:** Yeah, it's never too young to
3 encourage children to talk about their feelings, and express how they're feeling, and
4 give them ways to express that feeling that are not violent or that do not involve against
5 a person. And so, yeah, incorporating that throughout the school system, then, is a
6 natural follow-on to that. And knowing that not everyone has a stable home life and not
7 everyone has that kind of support system in their community means that schools are
8 kind of the go-to and I recognize -- say that recognizing the schools already carry the
9 weight of doing all of the other things that we want done in addition to education but I
10 think it has to be a piece of that as well.

11 **MS. MEGAN HARRIS:** Yeah. Bobby-Jay, what are -- are there
12 other places other than schools that you guys -- like, obviously in the home ---

13 **BOBBY-JAY AUBIN:** Yes, obviously in the home.

14 **MS. MEGAN HARRIS:** --- but are there other -- other
15 opportunities.

16 **BOBBY-JAY AUBIN:** Like, the -- they have the Tri-County
17 Women's Centre. They have a branch here in the same office we live in in Digby, the
18 Juniper House, 24-hour crisis lines, the Youth Help Line, SchoolsPlus -- I don't know if
19 you're familiar? Okay -- and then the GSAs, and mental health places -- sorry, I can't
20 think right now -- and then addiction centres as well. I don't how many there are in
21 Nova Scotia but that's another one where they can do a lot of the mental health stuff as
22 well.

23 **MS. MEGAN HARRIS:** Yeah.

24 **MS. CHARLENE BOYCE:** Yeah, and even laying the foundation.
25 Like, the Nova Scotia Brotherhood is a group that does work with men and boys and
26 they have a Barbershop Talks Series which encourages men of all ages to get together
27 and talk about what matters to them. And I think, as much as I've fought against, you
28 know, segregation of spaces for gender, sometimes men, and boys, and male-

1 identifying people need those spaces in which to feel comfortable and express
2 themselves in a way that is unique to them just as women and women-identifying folks
3 like to get together and identify -- just talk in ways that each other can understand, so.

4 **BOBBY-JAY AUBIN:** Absolutely.

5 **MS. MEGAN HARRIS:** Yeah, I know last week we met with the
6 Antigoniash Women's Resource Centre on a different topic. It wasn't the gender-based
7 violence session like this. And they were telling us about a program, and I want to say it
8 was out of Australia that was called Shed Talks and it was bringing a bunch of guys into
9 a shed, and it was the same kind of idea, you know, like a man cave, let's sit and talk
10 about our feelings type activity, so.

11 Okay, let's shift gears a bit and look at what resources and
12 supports do women and children need to be safe and protected from violence?
13 Charlene, do you want to approach that? I know that's a big, big question.

14 **MS. CHARLENE BOYCE:** It is. It is. And so starting from the
15 assumption that they're at risk of violence, so those systemic issues -- systemic
16 supports are not in place yet. One of the resources that I've learned about in the last
17 year and have been really impressed with is Shelter Movers. So organizations that
18 support women, not just in housing them once they've left but also helping them with the
19 logistics of just, "How do I get my stuff out of this house with someone I am afraid of?",
20 and increased childcare, obviously, support for childcare, and really strengthening that
21 legal system that is designed to -- purported to support and protect women from
22 violence that so often fails, figuring out better ways for that to work. I think those are the
23 top -- top of mind for me.

24 **MS. MEGAN HARRIS:** Thank you.

25 **MS. CHARLENE BOYCE:** The shelters, obviously, you know,
26 Adsum and those kinds of organizations are essential.

27 **MS. MEGAN HARRIS:** Yeah. Yeah, and we've heard that it's
28 been particularly tricky over the last couple of years with Covid.

1 **MS. CHARLENE BOYCE:** Yeah.

2 **MS. MEGAN HARRIS:** People have been feeling even less like
3 leaving some bad situations, so. Bobby-Jay?

4 **BOBBY-JAY AUBIN:** So I like that. Thank you very much,
5 Charlene. I wrote it all down. Also training first responders on how to deal with
6 situations, right, because oftentimes they're thrown right in there and they -- sometimes
7 they don't know what to say or how to react. And also have a mental health worker
8 attend with the first responders. That's all I have for now.

9 **MS. MEGAN HARRIS:** Great, thank you. And shifting back, what
10 resources, supports, and consequences do abusers need to break their cycle of
11 violence?

12 **MS. CHARLENE BOYCE:** I know ---

13 **BOBBY-JAY AUBIN:** Do you want me to go first? Charlene?

14 **MS. CHARLENE BOYCE:** No, you go.

15 **BOBBY-JAY AUBIN:** Okay, anti-violence groups, training -- anti-
16 violence groups/training, and can also be taught at primary level, anger management
17 groups, therapy, mental health training, counselling, and again trained first responders.
18 I'm going to keep throwing that in there.

19 **MS. MEGAN HARRIS:** Yeah.

20 **MS. CHARLENE BOYCE:** Yeah. Yeah, the only thing I would add
21 to that list would be addiction supports ---

22 **BOBBY-JAY AUBIN:** M'hm.

23 **MS. CHARLENE BOYCE:** --- and there's a real gap right now in
24 our mental health facilities in Nova Scotia that I am aware of in that if someone suffers
25 addictions and also has mental health issues like anxiety or borderline personality
26 disorder ---

27 **BOBBY-JAY AUBIN:** M'hm.

28 **MS. CHARLENE BOYCE:** --- it's challenging to find a place where

1 both can be addressed. Very often, the mental health facilities will say, "We want you to
2 fix the addiction first," and the addiction stems from coping with this ---

3 **BOBBY-JAY AUBIN:** That's right.

4 **MS. CHARLENE BOYCE:** --- so people wind up on the street or
5 being abusive behind closed doors.

6 **BOBBY-JAY AUBIN:** Yeah, I agree.

7 **MS. MEGAN HARRIS:** I'm just looking at the question, thinking if I
8 have any follow-up. Okay. And what is particularly needed in rural areas. Something
9 we've heard, you know, is that in rural areas sometimes people are less likely to come
10 out and seek help because, you know, the culture of rural communities being more
11 closeknit and people not wanting to, you know, share their business with everyone,
12 perhaps. So what do you think in rural areas -- what supports are needed there to help
13 with this issue?

14 **BOBBY-JAY AUBIN:** Mental health workers ---

15 **MS. CHARLENE BOYCE:** Yeah.

16 **BOBBY-JAY AUBIN:** --- right in the rural area, not coming in from
17 the big city, if I can call it that. And then again, train the first responders because,
18 oftentimes, first responders are volunteers so they might not be equipped or trained to
19 deal with situations and assist in a -- you know, in a safe -- God, what am I trying to say
20 -- because there's not -- I don't know of any safe places that someone could go to in the
21 rural area where they can be supported and be able to talk about what's going on. And
22 also with the one perpetrating the violence, you know, is there anything in place? I don't
23 know of any places that would have a space for someone to talk about what -- what's
24 going on with them in terms of them perpetrating violence? Does that make sense?
25 Yeah.

26 **MS. MEGAN HARRIS:** Yeah. And Charlene?

27 **MS. CHARLENE BOYCE:** So often it feels like, in rural areas,
28 everyone -- yeah, everyone knows everyone else's business, right? So if there is abuse

1 happening, it's not -- it's atypical for it to come out and have, like, absolutely everyone
2 else say, "Wow, I didn't imagine that that was happening." Like, most of the times,
3 people have an inkling or they know. So it's almost like you need to find a way to make
4 it a community issue because if there is sufficient pressure socially on the abuser to --
5 that people know and they know that people know and it -- to break that culture of
6 silence, that we can't talk about what's happening behind closed doors because that's
7 your business. So if there's a way that we can figure out to address it as a community
8 issue, it feels like that will help.

9 **BOBBY-JAY AUBIN:** M'hm.

10 **MS. CHARLENE BOYCE:** Yeah, that's kind of -- because when
11 you -- if it's addressed by having one or the other person leave the community, that's
12 probably where the support is for both the abuser and the abused, and sometimes
13 those are the same people. Like, family and friends that you rely on for childcare or for
14 emotional support are connected with both of those people, so sometimes when you
15 rescue a woman from an abusive situation, or a man for an abusive situation, and
16 remove them from that community, they've lost their support so it's like they're being
17 punished because something bad was done to them. So yeah, address that at a
18 community issue. I don't know, bystander training is what occurs to me as like a
19 beginning intervention, offer bystander training so that people begin to understand that
20 they have the right and the obligation to intervene if they see something bad happening.

21 **BOBBY-JAY AUBIN:** Can I change "bystander" to "upstander"?

22 **MS. CHARLENE BOYCE:** Sure.

23 **BOBBY-JAY AUBIN:** Yes. And oftentimes, like, in rural
24 communities, like you were saying, everybody knows a little bit of what's going on. If
25 nothing is done, then it ---

26 **MS. CHARLENE BOYCE:** It normalizes it.

27 **BOBBY-JAY AUBIN:** It gets bigger and, you know, it's -- it could
28 have disastrous consequences. So we need to put things in place so that it doesn't get

1 to that. And that's where the -- what we talked about earlier this morning comes in,
2 right, with the -- sadly.

3 **MS. MEGAN HARRIS:** Thank you, both. The next question is,
4 how can we consider the needs of vulnerable or marginalized individuals in
5 communities specific to the topic of gender-based violence and intimate partner
6 violence?

7 **MS. CHARLENE BOYCE:** I think again -- as I said this morning, I
8 think that nothing about us without us applies here. So there is a step of engaging the
9 communities in question as the Nova Scotia Brotherhood was engaged in this idea of
10 men's mental health. It's a group of African Nova Scotian men that are addressing
11 men's mental health in their communities and they recognize that a barbershop has a
12 particular kind of culture that their constituency recognized and that they wanted to
13 employ. So that's -- that -- consultation and engaging the people that are going to be
14 affected is an important step. And the other thing is that system-wide addressing
15 people's needs, making sure that addictions are taken care of, making sure that people
16 have the ability to have meaningful work and decent pay, right?

17 **BOBBY-JAY AUBIN:** What Charlene said. Sorry.

18 **MS. MEGAN HARRIS:** No, she said it beautifully.

19 **BOBBY-JAY AUBIN:** We're a tag team.

20 **MS. MEGAN HARRIS:** Yeah. I appreciate it. You guys are really
21 good at bouncing off each other and not speaking over each other. For transcription
22 purposes, we very much appreciate that. Yeah, I'm just getting emails, more emails
23 from people saying that they're trying to come but they can't.

24 I'm going to pause here because we're flying through the questions.
25 So I'm going to pause here and go to Serwaah and ask if, from everything she's heard,
26 if she has any follow-up questions or things she'd like to explore a bit more.

27 **MS. SERWAAH FRIMPONG:** Sure, thanks, Megan. I do have
28 one question which is, many of your answers, Charlene and Bobby-Jay, focused on

1 training, and I'm curious, from your experiences, whether you see -- you tend to see, for
2 instance, a lack of awareness or -- I'm curious as to where the emphasis on training is
3 stemming from, if you could please expand on that. Thanks.

4 **MS. CHARLENE BOYCE:** Mine is easy. I worked in a university
5 for eight years and you -- everything is training. It's just embedded. It's training. I think
6 that there are a lot of people who want to do the right thing and don't always feel like
7 they know what the right thing is, even though they probably do. But once they've gone
8 through a formal training they've learned to trust what they know. So that's part of what
9 I feel leads to the training idea. There is a challenge, though, absolutely, in getting
10 people to -- the people that you may want to reach with training may not be able to or
11 willing to engage in training, so that's a whole other -- that's a whole other consultation.

12 **BOBBY-JAY AUBIN:** Yeah. And for -- like, training is good, too --
13 I worked at a university for nine and a half years, so I can relate, Charlene. It's also
14 about participating in events, like I was saying, the Murdered and Missing Indigenous
15 Women and Children, blanket exercises, again, training mental health because I think
16 it's important to give people the tools and skill -- or toolboxes to -- tools to learn about
17 gender-based violence and talk about it. And again I'm going to say it's going to start in
18 the schools at an earlier age and teach young -- the young -- our youth that it's okay to
19 talk about it, talk about your feelings, and it's okay to cry, you know what I mean, like,
20 because, you know, even me growing up in the '60s and '70s, it was always like, "I'll
21 give you something to talk about" -- or "to cry about," I mean. Do you know what I
22 mean? So that kind of, like, puts that wall there and it's about walking through fires and
23 breaking down those walls and -- what's that word I'm looking for -- modelling that,
24 right?

25 So by us talking about it, then it helps -- because I run -- we run
26 youth groups here as well and it's really interesting when we talk about stuff like that,
27 about this subject, and what comes out of, you know, people's mouths. You know, it's
28 like, "I had no idea that, you know" -- or they talk about, you know, "My neighbour down

1 the street is -- you know, we hear yelling all the time. We don't see the kids playing
2 outside," stuff like that, right? So it's, you know, about teaching how to pick up those
3 cues and be aware and do something as an upstander.

4 **MS. CHARLENE BOYCE:** Yes. As an organization, one of the
5 things that we've implemented is a non-violent crisis intervention training in Cape
6 Breton, which has been picked up and been very popular. And it's not -- it's not
7 physical intervention. It's how to set the stage for a non-violent intervention. So it's not
8 a like a self-defence course. It's approaching things with the right demeanour to
9 deescalate a situation, and it's taught by one of our staff. And we have that as part of a
10 program in the North Side called North Side Changemakers which teaches mental
11 health, and WHMIS, and some other useful skills, and then also gives people the tools
12 to make changes in their community, and we've found that that is really popular. And
13 the fact that it comes with a stipend so people feel almost like going there is their job if
14 they're underemployed. It helps them want to take part in the training but also be able
15 to take part in the training. So that's kind of one of the models that we use for training
16 and, I guess, one of the success stories that we've seen, which might affect why I turn
17 to training so often.

18 **BOBBY-JAY AUBIN:** When I worked at the university in Sudbury,
19 I worked with a lot of elders, Indigenous elders, and they always talked about
20 intergenerational violence, how it's like a cyclical pattern and they were teaching the
21 students how to break that -- break that cycle, right, like how to, you know -- how to not
22 use violence towards their partners or their children or whomever because once you
23 break that cycle, then, you know, you've taken your power back and you're able to
24 teach others by example, right? So that's what I enjoyed learning as well. That's it,
25 done.

26 **MS. SERWAAH FRIMPONG:** Thank you so much for those
27 answers. That was my only additional question, Megan.

28 **MS. MEGAN HARRIS:** Great. Thank you, Serwaah.

1 So the last question brings us back to our magic-wand question
2 from this morning's session. If, you know -- if you had something you wanted to have
3 as a recommendation in the upcoming report regarding gender-based violence/intimate
4 partner violence, what would it be? Charlene?

5 **MS. CHARLENE BOYCE:** Part of me is tempted to say, very
6 simply, basic income because a solid economic foundation is the basis for so much
7 wellness in our society as it is. And I think, harkening back to this morning though,
8 social cohesion is the other component because, with that, people understand where
9 the danger signs are and maybe would feel a bit more investment and obligation and
10 less stigma in acting, so yeah.

11 **MS. MEGAN HARRIS:** Thank you. Bobby-Jay?

12 **BOBBY-JAY AUBIN:** Talk about it. That's all I'm going to say.
13 Talk about it and teach at primary levels. You know, talk about everything because then
14 it gives permission for someone else to share their stories as well because oftentimes
15 we sweep it under the carpet and we think it's okay. But it's not; it just gets worse.
16 Sorry, that wasn't -- that was deep.

17 **MS. MEGAN HARRIS:** No, that's great. Thank you.

18 Serwaah, do you have a ---

19 **MS. SERWAAH FRIMPONG:** Yeah, I do have a follow-up
20 question to that, which is, do you think that there are barriers in place to implementing
21 some of these things like talking about it a primary level? And if so, what are they?
22 Like, why aren't we doing it already?

23 **BOBBY-JAY AUBIN:** Yeah, exactly. I know. I know. Sometimes
24 it comes down to the parents, or the parent, or the guardians don't want their children
25 exposed, oftentimes because they are afraid of the repercussions. Or if there's -- it's a
26 violence-based home, talking about it would give the child an opportunity to speak out,
27 and that's what they're afraid of, and that's what we don't want, the repercussions.

28 **MS. CHARLENE BOYCE:** Yeah. Yeah, the fact that we're in such

1 a diverse society and we've already seen our southern neighbours begin squashing
2 initiatives that promote certain kinds of education in the schools and we tend to follow
3 where they lead -- worse, the pity -- that there may be -- there may be more barriers in
4 the future than there are now to implementing it. But I know that getting something
5 introduced into the curriculum in Nova Scotia, in a very specific and practical sense, can
6 be a challenge because of the way that the education is set up and how often
7 curriculum is reviewed and implemented, and the stages that have to happen for that to
8 go forward.

9 **MS. SERWAAH FRIMPONG:** Thank you.

10 **MS. MEGAN HARRIS:** And before we part ways, is there anything
11 more you'd like to add, anything else you'd like to voice and have on the record before
12 we end this session?

13 **MS. CHARLENE BOYCE:** I had one more thought. Just as I was
14 thinking about the diversity present in classrooms, it occurs to me that different
15 populations are going to have different perceptions of what violence in the home looks
16 like and what it comes from, and we need to have tools -- and first responders need to
17 have tools for dealing with different cultural contexts. So that is more of a training
18 question again, maybe, but at least an awareness that there's going to be different
19 perceptions of what that looks like.

20 **MS. MEGAN HARRIS:** Thank you, Charlene. Bobby-Jay, anything
21 you'd like to add?

22 **BOBBY-JAY AUBIN:** I agree with Charlene.

23 **MS. MEGAN HARRIS:** Good. Excellent. Well, thank you so
24 much, guys. I know that this is a much shorter meeting than some of the others but it's
25 kind of nice. You've regained some of your day.

26 **MS. CHARLENE BOYCE:** Thank you.

27 **MS. MEGAN HARRIS:** And again, thank you. We really
28 appreciate you being here. And you have my contact information. I've talked about the

1 discussion guide that's up on our website so, please, if you have any more to add, don't
2 hesitate to reach out. And again, thank you for your participation in multiple of these
3 sessions. We really, really appreciate it.

4 **BOBBY-JAY AUBIN:** Thank you. It was nice meeting you both.

5 **MS. CHARLENE BOYCE:** Thank you for your work, yeah. Thank
6 you so much. Bye.

7 **MS. MEGAN HARRIS:** Thank you. Bye-bye.

8

9 --- Session concludes

10

11

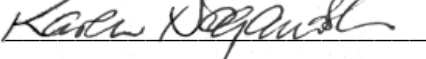
12

CERTIFICATION

13

14 I, KAREN NOGANOSH, hereby certify the foregoing pages to be an accurate
15 transcription of the audio recording provided to the best of my skill and ability, and I so
16 swear.

17

18 

19 KAREN NOGANOSH

20