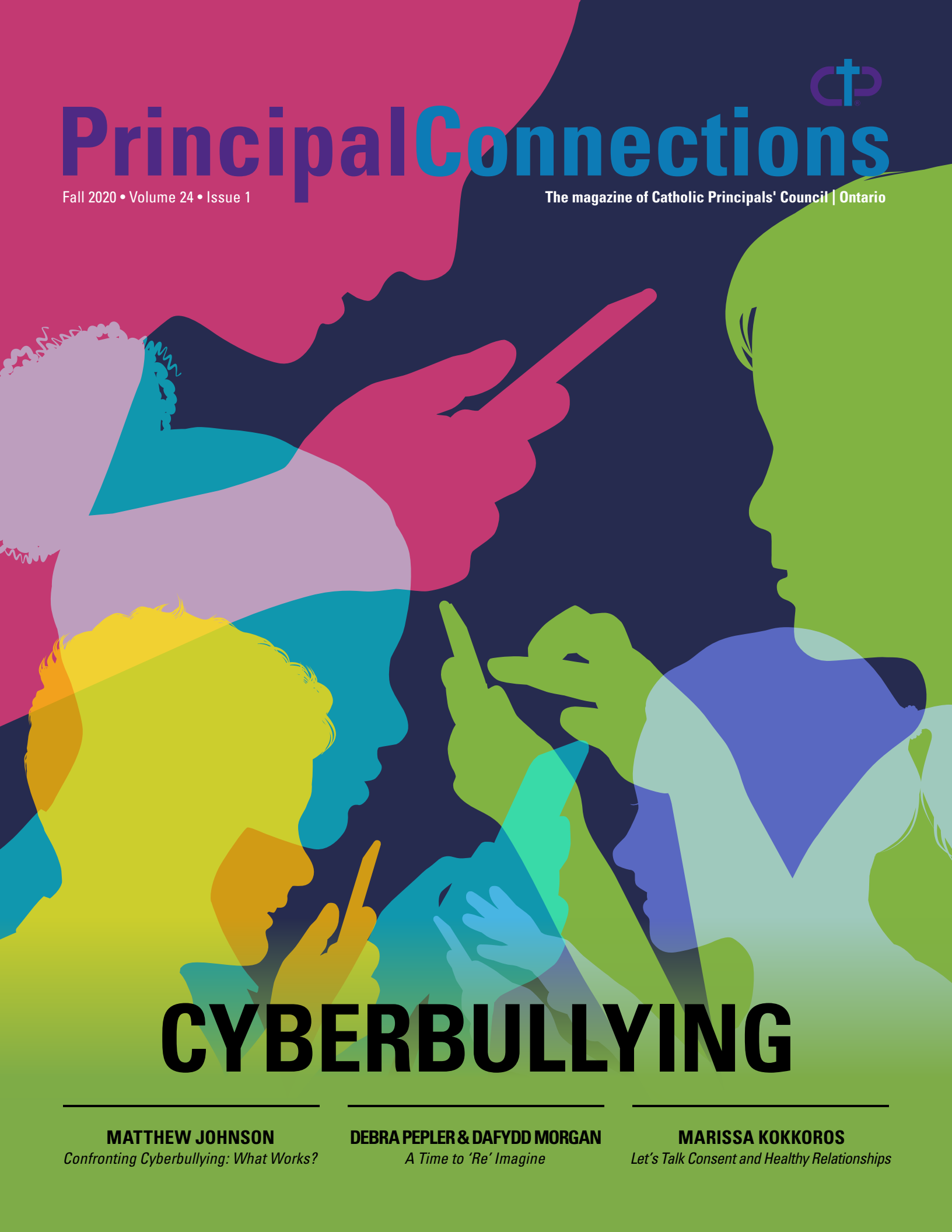




PrincipalConnections

Fall 2020 • Volume 24 • Issue 1

The magazine of Catholic Principals' Council | Ontario



CYBERBULLYING

MATTHEW JOHNSON

Confronting Cyberbullying: What Works?

DEBRA PEPLER & DAFYDD MORGAN

A Time to 'Re' Imagine

MARISSA KOKKOROS

Let's Talk Consent and Healthy Relationships

JOIN US AT THE 15TH ICP WORLD CONVENTION



TORONTO, CANADA
AUGUST 16-19, 2021
WWW.PRINCIPALS.CA/ICP



#ELEVATE2021

Register now and check www.principals.ca/ICP regularly for more details.



in partnership with



Association des directions
et directions adjointes des
écoles franco-ontariennes



IN THIS ISSUE



Confronting Cyberbullying: What Works? | 8



A Time to 'Re' Imagine | 10



Let's Talk Consent and Healthy Relationships | 13



Perspective Taking: An Essential Literacy Skill | 18

IN THE SPOTLIGHT

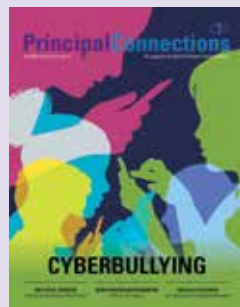
- Confronting Bullying: What Works? | 8
- A Time to 'Re' Imagine | 10
- Let's Talk Consent and Healthy Relationships | 13
- Perspective Taking: An Essential Literacy Skill | 18
- Another Reason to be Anxious: The Fear of Missing Out | 21
- A Time of Renewal | 24
- Towards a Bully-Free World | 26
- Begin with a Change in Attitude | 28
- Social Media and Our Indigenous Students | 30
- An Educators' Guide to Safeguarding Students | 32
- What About the Bully? | 37

KEEPING YOU INFORMED

- Sexting at Your School | 35
- A Catholic Lens for Responsible Digital Citizen | 39
- The Reign of God: A Model for Catholic School Culture | 42
- Kindness: An Antidote to Bullying | 44
- No Homework in Exchange for Kindness | 46
- When School Administrators Get Bullied | 47
- Cybersecurity/Samaritans on a Digital Road | 50
- Creating Safe Schools for LGBTQ+ Students | 52
- New Resources Navigating Cyberbullying and Cyberviolence | 54
- The Challenge of Technology | 56
- Schools Went Virtual. So Did Bullying! | 58

IN EVERY ISSUE

- From the President: A Pandemic Welcome: New Peaks and Valleys | 4
- From the Executive Director: 2020/2021 A New Year of Possibilities | 5
- From the Editor: Nothing Online Is an Accident | 6



Cover design by Ania Czupajlo

We thank all those who contributed to this issue. Please note, however, that the opinions and views expressed are those of the individual contributors and are not necessarily those of CPCO. Similarly, the acceptance of advertising does not imply CPCO endorsement.

Publications Mail Agreement No. 40035635

CPCO assumes no liability or responsibility for any inaccurate, delayed or incomplete information, nor for any actions taken in reliance thereon. The information contained about each individual, event or organization has been provided by such individual, event organizers or organization without verification by us. No part of this publication may be reproduced in whole or in part without written permission of CPCO.

Copyright ©2020 Catholic Principals' Council | Ontario. All rights reserved.



EDITORIAL, ADVERTISING & SALES

- Deirdre Kinsella Biss**, Editor
dkinsellabiss@cpco.on.ca
- Carol Anne Jeanson**, Copy Editor
- Ania Czupajlo**, Senior Designer
aczupajlo@cpco.on.ca | ext. 25
- John Nijmeh**, Advertising Manager
events@cpco.on.ca | ext. 28
- Hannah Yakobi**, Marketing & Communications Manager
hyakobi@cpco.on.ca | ext. 38
- Gaby Aloi**, Manager of Corporate Operations
galoi@cpco.on.ca | ext. 26

CORPORATE, PROGRAMS & SERVICES

- Blaine MacDougall**, President
president@cpco.on.ca | ext. 22
- Joseph Geiser**, Executive Director
jgeiser@cpco.on.ca | ext. 34
- Wendy Lopez**, General Counsel
wlopez@cpco.on.ca | ext. 23
- Tilia Cruz**, Support Services Advisor
tcruz@cpco.on.ca | ext. 27
- Jeff Baechler**, Support Services Advisor
jbaechler@cpco.on.ca | ext. 40
- Marguerite Thomson**, Support Services Advisor
mthomson@cpco.on.ca | ext. 41
- Luciana Cardarelli**, Program & Member Services Coordinator
lcardarelli@cpco.on.ca | ext. 37
- Jan Murphy**, Program & Member Services Assistant Coordinator
jmurphy@cpco.on.ca | ext. 24
- Vanessa Kellow**, Administrative Assistant, Professional Learning
vkellow@cpco.on.ca | ext. 31
- Jacob Chouinard**, Communications & Technology Officer
jchouinard@cpco.on.ca | ext. 30
- Maria Cortez**, Administrative Assistant, Operations
mcortez@cpco.on.ca | ext. 32
- Bessy Valerio**, Receptionist
bvalerio@cpco.on.ca | ext. 21

Principal Connections is the proud recipient of the following awards:



We would like to acknowledge that the CPCO office is on the traditional territory of the Mississaugas of the Credit First Nation.

Catholic Principals' Council | Ontario
Box 2325, Suite 3030, 2300 Yonge Street
Toronto, Ontario M4P 1E4

1-888-621-9190 toll free • 416-483-1556 phone • 416-483-2554 fax
info@cpco.on.ca • blog.cpco.on.ca • www.cpco.on.ca



CPCOofficial





FROM THE PRESIDENT
Blaine MacDougall

A Pandemic Welcome Our New Peaks and Valleys!

This time last year, who would have considered that today we would be conversing about such things as: a global pandemic, synchronous learning, pivoting, adaptive modelling, hybrid education, cohorting, contact tracing, and social and physical distancing?

In this uncharted new world where we find ourselves, we are also working through and increasing our knowledge base when dealing with the challenges and opportunities of the ever-developing number of social media outlets that are available for our students.

We all understand that social media is here to stay. And it is apparent that students are starting to venture into this ‘playground’ of social media at a very early age.

We know that there are many positives and negatives to social media, and, as Catholic leaders, we are continuously called and reminded to unpack our Lord’s second commandment – “You shall love your neighbour as yourself.” (Mark 12:31). We also know that it is imperative to continue to have ongoing discussions with staff and students about how we should be treating one another as we journey through this life. These discussions and learning opportunities have now become even more heightened due to the availability of social media for all.

As Catholic administrators and leaders, we are continuously called to take action to help each and every one of our students to understand what it means to venture into the playground of social media and how they are to treat their peers while engaging in this activity.

Ministry policies and guidelines, board policies, and School Improvement Plans are all tools that help guide our plan in dealing with social media. With the increasing rate of use and abuse of social media by some of our students, our role as administrators is to guide our staff and students to understand and provide opportunities for them to be able to navigate social media in a safe and productive manner. I believe that we know and

understand the ‘why’ regarding this concern – as Simon Sinek (Start with Why) likes to remind us. It is the ‘how’ for us to sort out!

One tool you may find helpful in dealing with cyberbullying was designed by the Catholic Principals’ Council | Ontario (CPCO), the Ontario Principals’ Council (OPC), l’Association des directions et directions adjointes des

écoles franco-ontariennes (ADFO), and Victim Services Toronto (VST). If you are looking for an organized and easy-to-follow resource, please check this tool out on the CPCO website under Professional Learning.

Living through a global pandemic has called us to an even higher level of action. I thank you for your dedication and your willingness to share your ideas and to embrace the challenges that lie before us, together. May you continue to draw upon one another’s assets, skills and talents.

Finally, I thank you for your commitment to Catholic leadership, the call that we took with all of its challenges and opportunities. May we all have a year filled with great dialogue and collaboration so that decisions are made thoughtfully. My very best to each and every one of you for a terrific year ahead.

We are continuously called to take action to help each and every one of our students to understand what it means to venture into the playground of social media.

FROM THE EXECUTIVE DIRECTOR
Joseph Geiser



2020/2021 A New Year of Possibilities

Welcome to a new school year! While this is always a time of great anticipation, September 2020 will be unlike any other school beginning that any of us have experienced in our lifetimes let alone in our careers. The 2019/2020 school year will unfortunately be remembered as one of job action across the education sector amid a highly charged political landscape, followed immediately by a global pandemic resulting in a pivot to computer-based teaching, learning and working from home for the last four months of the school year.

One might ask – What next? At the time of this writing, there is still considerable uncertainty about what indeed is next for Catholic education in Ontario.

The themes for our *Principal Connections* magazine are generally decided upon well in advance in order to line up the right mix of articles and authors. This issue, which focuses on *Cyberbullying*, was predetermined prior to the need for everyone to figure out how to do education from home. Within these pages the reader will gain insights into the impact that cyberbullying can have on all of us – and especially those least equipped to deal with the mental anguish often associated with it for our students and their families. However, as we know all too well, cyberbullying is not just limited to our students! How often do we send or receive emails or other forms of social media from parents, supervisors, staff or even colleagues that might be perceived as offensive and crossing the line into harassment and/or bullying? While we may be familiar with the legal nuances of each of these terms, it is the perception and the intent that often dictate how these communications are interpreted.

Recently, I had the privilege of once again attending Mass in person and listening to the homily of a newly ordained priest (eight days). While I appreciated the many, many weeks of attending virtual Masses since the middle of

March, nothing compares with the live experience of being in God's presence in God's house. The sermon provided by this new priest contained a message of hope for all of us and can set the tone for the year ahead. When he spoke of the many turmoils, personal struggles and challenges that he faced in his eight years of formation, he recounted how he always found time each day to focus on the deep inner peace he felt that being in God's presence

gave him. This is the peace that each of us needs to rely on and share with others to strengthen and bolster us as we face the uncertainties of the year ahead.

St. Isadore of Seville, a bishop and scholar, is often recognized as the patron saint of the internet although he lived many, many centuries before

the internet was even contemplated. It was his dedication to communication and recording everything that was known to that point in history that set him apart. May this prayer be a reminder of who we are as Catholic educators as we continue in our journey.

Grant we beseech Thee that through the intercession of Saint Isidore, bishop and doctor, during our journeys through the internet we will direct our hands and eyes only to that which is pleasing to Thee, and treat with charity and patience all those souls whom we encounter. Through Christ our Lord, Amen.

There is no doubt that September 2020 will begin as no other has – let it be one of peace, focused on the needs of our students in our Catholic schools. May we strive to be kind, respectful and peaceful with each other as Jesus would want us to be – in all of our actions and communications.

Thank you to the team at CPCO and specifically to Deirdre Kinsella Biss (Editor) and to Ania Czupajlo (Sr. Designer) for this outstanding edition of *Principal Connections*. St. Isadore would be proud and pleased with your work.

***Be strong and courageous;
do not be frightened or
dismayed, for the Lord
your God is with you
wherever you go.***

Joshua 1:9



FROM THE EDITOR
Deirdre Kinsella Biss

Nothing Online Is an Accident

The connection between student well-being and student achievement is deeply appreciated in Ontario. It remains a fundamental part of the learning agenda in our schools. As Catholic Principals and Vice-Principals, we are truly committed to building trusting, positive school climates that are inclusive and foster a sense of belonging.

But despite all our efforts, student well-being continues to be affected by instances of cyberbullying and cyberviolence. In Canada, one in five teens have witnessed online bullying, 51 per cent of all teens have had a negative experience using some form of social networking, and one quarter of our students from Grades 4-11 report that they have said or done something mean or cruel to someone online. Cyberbullying has become more common than bullying.

This edition of *Principal Connections* takes an in-depth look at the issues surrounding cyberbullying. A most timely topic, but particularly relevant when so many of our students' social experiences are occurring online.

Debra Pepler and Dafydd Morgan ground our thinking by presenting the issue of bullying as a "systemic problem." They believe that bullying and cyberbullying problems are not likely to change without a shift in the systems that unintentionally allow bullying to happen. In their article, *A Time to 'Re' Imagine*, they discuss using a developmental approach to the problem rather than using a disciplinary lens to inspire change.

Matthew Johnson's article, *Confronting Cyberbullying: What Works?* is built on MediaSmarts research that examines important steps that can reduce both the

frequency and impact of cyberbullying. He introduces strategies which focus on empowering witnesses, fostering empathy, countering moral disengagement, and promoting positive social norms.

Marissa Kokkoros, Director of Aura Freedom International, shares the need for our students to

understand and develop healthy relationships. Discussing consent and coercion is a way to help students recognize unhealthy relationships. In her article, *Let's Talk Consent and Healthy Relationships*, she presents the major components of healthy relationships, reflects on the role consent plays, and shares an informative "Relationship Bill of Rights."

Dealing with psychological issues and behaviours generated by the bully, the bullied and the witness presents a whole other realm of

challenges for school leaders. *Toward a Bully-Free World*, authored by Mary Gordon, conveys the social emotional needs of our learners. She advocates that empathy should be taught explicitly in our schools. *An Antidote to Bullying*, by Diane Banasco, highlights the importance of students experiencing and being taught kindness as a proactive step to dealing with the issue.

Making good decisions, and making sense of a constant information flow presented without physical presence and social emotional cues, can make it difficult for students to assess situations and create appropriate meaning. Now, more than ever, our students need to be educated on this topic, and must be made aware of their online behaviours and the need to use safe practices.

Nothing online is an accident.

Despite all our efforts, student well-being continues to be affected by instances of cyberbullying and cyberviolence.

Help shape Ontario's teaching profession

Run or nominate a colleague for one of 23 elected positions with the Ontario College of Teachers' Council.

If you hold principal qualifications and are employed as a principal or vice-principal, you can serve on Council in the principals' category.

Nominations open
August 18, 2020 and
close at 5 p.m. EST on
November 27, 2020.



WORKING IN THE PUBLIC INTEREST


Learn more at oct.ca, call the College's election information line at 416.961.8800 (toll-free in Ontario 1.888.534.2222), ext. 558 or send an email to youdecide2021@oct.ca.



Ontario
College of
Teachers

Setting the
Standard for
Great Teaching





CONFRONTING CYBERBULLYING

What Works?

By Matthew Johnson

The term 'cyberbullying' can be misleading. First coined in 1999, with the '90's prefix 'cyber,' it can feel like a thing of the past, a relic of flip phones, chat rooms and instant messaging. Students often say it's a thing of *their* past, too, believing they've outgrown it by the time they reach high school. Neither is true: older teens are both more likely to be bullied and to bully others online than younger ones. Cyberbullying is also one of the top five concerns Canadian parents have for their kids online.

'Bullying' may also call to mind a straightforward dynamic between a bully and a target, with an imbalance in physical or social power and a clear intent to harm. However, the more we learn about cyberbullying, the more complex it becomes, a cluster of distinct but related experiences ranging from online hate to technologically-facilitated relationship violence.

MediaSmarts research gives us important insights into what works to reduce both the frequency and impact of cyberbullying. While different strategies are more or less relevant to different forms of cyberbullying, there are several that apply in most cases: empowering witnesses, fostering and broadening empathy, countering moral disengagement, and promoting positive social norms.

Empowering witnesses

Though witnesses are a part of any bullying incident, their role in cyberbullying is more crucial. Because digital media have *unknown and unexpected audiences*, it can be hard to know who is witnessing an incident, making targets more likely to feel that witnesses support the perpetrator. Digital media are also *shareable and persistent*. Witnesses may re-victimize a target by spreading harassing content (such as forwarding a sext that was shared without the original sender's consent). Similarly, targets may be re-victimized by content that persists long after it was originally posted.

Just as witnesses can make a cyberbullying situation worse, they can also help make things better. To empower our students, we need to go beyond telling them to “stand up.” While youth say that witnesses can have a large impact, they also tell us that what they do is crucial: actions that target the perpetrator, such as confronting them in private or public or mediating between them and the target, are seen as less likely to be helpful, while actions such as posting something nice about the target, comforting the target privately, and talking to a trusted adult are perceived more positively.

A further problem with telling youth to “stand up” is that often that is what cyberbullies think they are doing: standing up for a friend is a common reason youth give for being mean or cruel online.

Fostering and broadening empathy

We’ve all heard it – they were “just joking around.” It shows why fostering empathy can be more complicated than it may seem. Aspects of digital communication – such as the absence of cues like facial expression, tone of voice and body language – can act as ‘empathy traps’ that keep students from feeling empathy in situations where they normally would, and this can be crucial both to preventing and countering cyberbullying. Seven in ten young Canadians say they would be more likely to respond to online hate if someone they knew told them it had really hurt their feelings. How students feel empathy is also conditional on how close they are to the target, with more distant connections being less likely to prompt empathy: 99 per cent of youth say they would do something if the target of cyberbullying was a family member, 89 per cent if it was a close friend, 62 per cent if it was a student at their school with whom they were not friends, and 37 per cent if they did not know the target.

Countering moral disengagement

Youth are often seen as being responsible when sexts they've sent are shared without their consent. Moral disengagement – the psychological mechanism by which we tell ourselves that it's all right to do something we know is wrong, or to not do something we know is right – is a major factor both in helping youth to justify perpetrating cyberbullying and turning a blind eye when they witness it. MediaSmarts' resources such as *There's No Excuse* and *Impact: How to Make a Difference When You Witness Bullying Online* teach young people how to recognize different forms of moral disengagement. Statements such as, “when a girl's sext gets shared, it shows other girls the risks” or “a girl shouldn't be surprised if a boy shares her sexts after they break up” are explored and confronted. Of note, youth who agree with these statements are five times more likely to share a sext without the sender's consent.

Promoting positive social norms

Moral disengagement does not happen automatically. Older teens are more likely to engage in it than younger ones, which suggests it is something they learn from peers, society and the media. Strategies for confronting any kind of bullying have to include changing social norms. This can be as simple as giving youth accurate information to correct impressions from peers and media: since youth often overestimate how common cyberbullying is, letting them know the actual rate can make it seem less normal and acceptable.

We also need to address broader attitudes that contribute to bullying, such as whether students feel safe intervening in cyberbullying, as well as gender stereotypes that lead to girls being blamed when a privately shared sext is made public. This is where traditional media plays a role, as media both contributes to problematic social norms and provides a safe context for talking about them.

These strategies – empowering witnesses, fostering empathy, confronting moral disengagement and confronting social norms – may seem like a tall order. However, each provides an opportunity to address cyberbullying in our schools. And because they are all connected – with social norms encouraging or discouraging moral disengagement, which affects who we feel empathy towards, which determines what we do when we witness bullying – anything we do to address one makes addressing the others easier. While cyberbullying may not yet be a thing of the past, we can work together to make it a smaller part of our students' future. [CP](#)

Matthew Johnson, Director of Education, MediaSmarts

A Time to 'Re' Imagine

By Debra Pepler and Dafydd Morgan

In this time of pandemic, we have an unprecedented opportunity to pause, take stock, and renew our vision and priorities. Dr. Tedros Adhanom Ghebreyesus, the Director-General of the World Health Organization described this as “a defining moment to reimagine the world our children deserve.”¹

It is time to reimagine how schools can nurture the healthy development of all children and youth. Schools are society’s socializing institution and responsible for the care and education of the “whole child.” Principals are the leaders within schools with the responsibility of giving “assiduous attention to the health and comfort of the pupils” (Ontario Education Act). This means that principals and the teachers under their guidance must show unrelenting care for all their students, especially for those who are disadvantaged, marginalized and racialized.



In this article, we focus on bullying prevention as a process that can be addressed through a transformation.

School-based bullying is a relationship problem that unfolds when one or more students abuse power to control and distress another student (Pepler, 2006). Relationship problems require relationship solutions. Those who are bullying need to learn to use their power positively, understand the harms they cause, and find ways of being recognized and valued without gaining power through aggression. Those who are being victimized need to be protected from bullying, included with peers and assured of a non-violent learning environment.

We believe there are three critical questions to be considered for a transformation to recognize education as a relational process that is unrelenting in its support of every student.

1. Should we address bullying and other disruptive behaviours as primarily developmental or discipline problems?

There is a tendency to focus on the appropriate punishments for students who bully others and disrupt the learning environment. It is important to consider what students are learning during punishment – that those who have the power get to use it to distress and control those who are less powerful. All students should be accountable for their behaviours, but the consequences must be educational and promote the developmental capacities that are lagging.

One of the challenges you face as a principal with taking a developmental approach to understanding bullying is the lens of progressive discipline, where consequences for student behaviour escalate as undesired behaviours persist. If we approach bullying prevention through a developmental rather than disciplinary lens, we become more able to respond to challenging behaviours in a way that will inspire growth and positive change.

Consider that we expect our teachers to work with students who are struggling academically in a caring, resilient and patient manner, where they resolutely believe that the child can and will succeed, given good programming and meaningful practice in a safe space. We owe our students who are demonstrating bullying behaviours no less. These children need us to believe in them, that they can grow in their understanding of relationships, and learn to make better choices. These children need opportunities to practise building relationships, to experience social challenges, and to repair the hurt and harm they have caused. By taking a developmental over a disciplinary perspective towards bullying behaviours, we set the conditions for our students to learn and grow in a safe space.

2. Where does cyberbullying fit in?

A majority of students involved in cyberbullying are also involved as perpetrators or victimized students within traditional face-to-face bullying. Cyberbullying represents a challenge to the developing brain. In communication through social media, children and youth struggle with the paucity of feedback. They cannot see the other's facial expressions, body language or the fullness of their emotional reactions; therefore, they do not experience the impact of their behaviours on others. With specific empathy-based digital citizenship education, students can learn about communicating through technology. It is never too soon to start this teaching!

When addressing problems of cyberbullying in your school, the strategies that we suggest apply equally to traditional and electronic forms of bullying. Of note, even if cyberbullying does not occur inside the school building, principals are required to respond to the problem as it can have a severe impact on your school climate and the well-being of your students.



3. Should we have a general program that reaches all students or have programs that focus on those with the greatest risk of struggling?

With limited time and resources, it is important to focus attention where it is most needed. On one hand, this might suggest a singular focus on the children most involved in bullying problems – those who bully and those who are victimized frequently. On the other hand, bullying unfolds in the context of peers, who generally reinforce those who bully. Universal and indicated prevention efforts are required both to promote positive relationships throughout the school for a safe learning environment and to promote the safety, inclusion and development of those involved in bullying.

When you, as a principal, actively plan to address bullying prevention and intervention, it is useful to consider the tiered support model of “good for all, necessary for some, and essential for few.” Good for all supports could include school-wide community building efforts such as the Canadian WITS², Fourth R³ and BRAVE⁴ programs. For some of your students, further support may be needed, such as opportunities to engage in structured and engaging relationship skill building through play groups, clubs and volunteer opportunities. A small number of your students may require more intensive support, such as engaging your school’s social worker to work with both the child and the child’s family.

By approaching bullying prevention and intervention through a lens of tiered support, principals will be able to maximize the return on their investment of time, emotional capital and budget.

4. Where should we focus our bullying prevention efforts?

Often the focus on bullying prevention is to “fix” the students who are involved in these problems. Bullying, however, is a systemic problem – one that generally pervades the culture and relationships within a school. The focus, therefore, should be on changing systems by engaging school staff, parents and students, changing classroom and peer group dynamics, as well as supporting individual students who are engaged in bullying problems. Bullying problems among student are unlikely to change without a shift in the systems that inadvertently allow bullying.

As we face uncertainty about returning to school in September, all principals share the same concerns regarding the quality of the relationships in their building that form their school’s community and control its climate. What better time than now to consider a renewed focus on the quality of the relationships in your building, including student-to-student, teacher-student and principal-teacher? A great place to start is community circles, where school days and staff meetings are started by sharing and listening to each other, either to a planned prompt, or, as participants get more familiar and comfortable, through an open-ended question. Consider beginning all of your staff meetings with community circles and encourage your teachers to begin their classes with them as well!

By providing students and staff alike with a positive and open space to share their thoughts and feelings with each other, you will develop and strengthen empathy amongst peers and colleagues, which will improve the quality of relationships in your building, decrease incidents of bullying behaviours and provide optimal learning environment. [CP](#)

Debra Pepler, Department of Psychology, York University
Dafydd Morgan, Principal, Champaign Trail Public School

¹ Tedros Adhanom Ghebreyesus’s presentation at the Virtual Global Launch of the Global status report on preventing violence against children 2020, June 18, 2020.

² witsprogram.ca

³ youthrelationships.org

⁴ www.braveeducation.com

MediaSmarts is a Canadian organization that focuses on digital and media literacy. It has a wide range of excellent evidence-informed resources for teachers and parents at mediasmarts.ca.



Let's Talk Consent and Healthy Relationships

By Marissa Kokkoros

Across the globe, women and girls face inequality, discrimination, violence and exploitation. Human trafficking in the sex trade is one of the most extreme forms of gender-based violence and disproportionately affects women and girls, although boys and men can also be exploited.

Traffickers and abusers exploit vulnerabilities created by sexism, racism, colonialism, gender inequality, poverty and more. Systemic inequities and social marginalization have created intergenerationally marginalized communities that are targeted by exploiters. If there is a “crack” in the surface, they will find it. Racialized girls, especially Indigenous youth, experience added layers of discrimination and barriers to support, as well as youth in care, LGBTQ2S youth, disabled youth and youth with mental health issues. These marginalized youth often lack social supports, leaving room for exploitation under the guise of love, community and a better life.

Discussing consent with youth is an important way to help them recognize unhealthy relationships. It can also empower them to protect themselves from sexual violence, sexual exploitation and human trafficking.

It is important to dispel the myths about human trafficking – what it looks like, who is trafficked and how it is done. Many Canadians still think that all human trafficking involves crossing international borders, kidnapping and forcible confinement, but most cases of domestic human trafficking in Canada look very different.



Don't think Hollywood. Forget about the movie 'Taken.'

Right now, Aura Freedom and other Toronto grassroots groups are seeing 16 and 17-year-old boys trafficking their classmates for money, notoriety and as a way to validate their masculinity. We are also seeing young women getting involved in the recruitment of those trafficked into the sex trade as a way to escape their own exploitation.



Social media is increasingly used to target, recruit and groom young women and girls, and ultimately exploit them. Indeed, many of the trafficking survivors Aura Freedom has supported were targeted and groomed online. During the luring and grooming stage, a trafficking situation can start out looking a lot like a romantic relationship or a friendship. Youth get a glimpse of a “dream life” before the rug is ripped out and the exploitation begins.

Many of the youth we have worked with have told us that they felt they were at fault for their abuse and exploitation because they never actually said “No.” The truth is, their exploitation was a slow process of coercion, manipulation, violence and blackmail, and they never had a choice.

This is exactly why education on consent and healthy relationships is so important. It can save lives.

So, what is consent?

Personal boundaries must be respected by both parties and practising consent is a part of any healthy relationship. Aura Freedom borrows the I LOVE FRIES acronym as an easy way to teach just about anyone about consent.



Freely Given
Reversible
Informed
Enthusiastic
Specific

Freely given: Consenting is a choice you make without pressure, manipulation, or under the influence of drugs or alcohol.

Reversible: Anyone can change their mind about what they feel like doing, anytime.

Informed: You can only consent to something if you have the full story. You cannot consent to something which you have not been fully informed of!

Enthusiastic: You should only do stuff you WANT to do, not things that you feel you're expected to do.

Specific: Saying yes to one thing doesn't mean you've said yes to others.

What consent IS:

- The presence of a YES – without coercion!
- Clear, communicated, enthusiastic
- The responsibility of the initiator
- Can be changed or withheld at any time
- Ongoing

What consent IS NOT:

- The absence of a NO – “Well, she didn't say no” is NOT an excuse!
- Silence
- Made automatic by the relationship status
- A free pass – consent must be given for everything you do
- Given by someone else other than YOU – Only you can speak for yourself. Consent is never connected to the clothes you wear, your behaviour, where you hang out or who you hang out with. It is nothing other than YOUR CHOICE.

Consent given under coercion is NOT consent. This is especially important to highlight with youth as coercion is often used to obtain consent in situations of human trafficking – but this consent is not legal.



What is coercion in the context of human trafficking?

- Manipulating someone until they give in to a sexual act (this is sexual assault!)
- Can involve blackmailing, pressuring, guilt, intimidating, threatening or physically harming someone into a sexual act
- Not being able to give consent on your own terms
- Not being given the space or opportunity to freely say “no”



Healthy relationships

There is so much to say and so much to ‘unlearn’ due to harmful gender norms and other issues. The term “healthy relationships” does not just refer to romantic ones, but also friends, work relationships, friendships and family members.

The major components to a healthy relationship are:

- Communication
- Boundaries
- Safety
- Honesty
- Trust
- Enjoyment
- Separate identities

If these major components are present, then the relationship usually has a good foundation to be a healthy one. Abusive relationships revolve around control, fear and lack of respect, with one partner usually having control. This can involve threats, name calling, blaming, guilt-tripping, jealous questioning and physical violence.

Consent in relationships

Consent is an absolutely necessary part of a healthy relationship. Consent in a dating relationship should

be practised. Just because you are in a relationship with someone does not give them the right to abuse or violate you in any way.

Consent is always needed

Sometimes it helps for youth to affirm the rights they have to have safety, dignity and enjoyment in a relationship. The RELATIONSHIP BILL OF RIGHTS by Wellness Reproduction and Publishing is another great tool for teachers and students.



THE RELATIONSHIP BILL OF RIGHTS

I hereby declare that I have the following rights in my intimate relationships. I also recognize and respect that all other people are entitled to the same rights at all times.

1. To have and express my own feelings and opinions, whether or not others agree.
2. To make decisions about myself, and to have equal decision-making power in my relationships.
3. To say "no" to physical closeness or any other act that makes me uncomfortable, at any time.
4. To refuse a date at any time.
5. To choose my own friends, and to maintain relationships with those friends.
6. To participate in activities that do not include my boyfriend or girlfriend.
7. To control my own money and other possessions.
8. To live free from fear and abuse.
9. To end a relationship.

We all have the right to feel safe and loved in any relationship and to have agency over our own bodies. Having conversations about consent and healthy relationships is one way to empower youth and prevent exploitation. [CP](#)

Marissa Kokkoros, Director, Aura Freedom International

Aura Freedom is a grassroots women's organization that works to eradicate gender-based violence and human trafficking through equity-advancing education and advocacy. Through education, advocacy, research, training and partnership building, Aura Freedom has implemented sustainable projects preventing and addressing gender-based violence and human trafficking in both Canada and South Asia. Our work has advanced gender equity, empowered marginalized women and given survivors anti-oppressive access to crucial services.

Website: www.aurafreedom.org Instagram: [@aurafreedom](https://www.instagram.com/aurafreedom) Twitter: [@AuraFreedom](https://twitter.com/AuraFreedom) Facebook: [Aura Freedom International](https://www.facebook.com/AuraFreedomInternational)

GET BACK TO WORK SAFELY

MOTOROLA BUSINESS RADIO END-USER REBATE SEPTEMBER 1 - DECEMBER 31, 2020



Assign team members their own audio accessory to promote better hygiene.



BUY **6** SAME-SERIES RADIOS
GET **6** AUDIO ACCESSORIES **FREE***



PLUS Get a **free multi-unit charger** for every **12** same-series radios purchased*



*Through a Motorola Online Rebate September 1 - December 31, 2020. Additional Motorola terms and conditions apply.

TWO WAY RAD 



JURIS UTNANS
18 ASTORIA PLACE
CALEDON, ON, L7C 1A4

twowayradio@bell.net
twowayradio.ca
1-844-297-2346

WHAT DOES SCHOOL PHOTOGRAPHY LOOK LIKE IN 2020?

- Safe and secure high school **Digital ID cards**
- Easy access to student images and information for Administrators with **Edgeview portal**
- Modified photography schedule **prioritizing safety**
- Touch-free** photo sessions
- Minimal physical items** coming through school to parents and students
- Digital, mobile, easy-to-use** ordering options

edgeimaging.ca



Proudly providing essential security services to our schools while safely creating memories for parents.



Perspective Taking

An Essential Literacy Skill

By Brian Weishar



During the pandemic, we may be surprised to hear stories of young people who ignore social distancing to line up to purchase videos or amass at parties. We also may hear of young people, who, rather than become bystanders, prevent the aggression of another person. Or how a teen makes an effort to comfort someone who they think feels lonely.

These stories have one thing in common, the important skill of perspective taking. It is a skill we can link, at least in part, to the question, "How do you think (a character in a story, a person in an event) felt in this situation?"

What is Perspective Taking?

Perspective taking is the ability to look beyond one's own point of view in order to consider what other people might feel, how they may think, and what they might experience. It allows individuals to form positive relationships, navigate social interactions, develop social and cultural awareness, and be empathetic.

The ability to understand another's perspective is developmental. Young children tend to believe that everyone thinks like them, and they have difficulty understanding what and how someone else's thinking and experience might be different from their own. As children grow and they become more capable of abstract thinking, their perspective-taking ability grows. Adolescents understand others may hold perspectives that are different from their own, and that these perspectives may cause others to think, value and act in ways that differ from their own. Young adults also begin to recognize, appreciate and seek out different perspectives. This is called 'mutual perspective-taking' (Stepping Stones, 2012).

Perspective Taking and Reading

There has long been a connection between reading and students being able to develop ideas about their world around them. Recent research shows a compelling connection between reading and perspective taking and its role in how they interact with their world inside and outside the classroom. Floyd Cobb and John Krownapple in their book *Belonging through a Culture of Dignity* state that perspective taking decreases stereotypes, increases social bonds and altruistic motivation (2019).

Characters in stories often face challenges and exhibit emotional responses during crises or conflicts that can help students see others' experiences, decisions and actions. Exploring characters' intentions and motivations are openings to help students navigate personal decisions in their own lives (McTigue et al., 2015). Readers draw from many of the same skills whether they are understanding stories or they are understanding people, particularly through perspective taking, a phenomenon that Pelletier and Astington call "theory of mind" (Pelletier & Astington, 2004). "By talking, writing, and responding to the perspectives of others, students expand their ability to reason and become active thinkers and grow in their ability to empathize with others who have different experiences" (Morgan & York, 2010).



Benefits of Perspective Taking

There is a growing body of research related to perspective taking, in particular as it relates to empathy, when readers are engaged in understanding point of view through fiction and non-fiction. Perspective taking allows learners to comprehend the emotional states of characters and people (in fiction and non-fiction). Readers who are taking perspectives trigger emotional empathy or empathic concern (McCreary and Marchant, 2017).

Hodges et al. found that reading literature provides a simulation or rehearsal that helps children understand differing points of view, expands their understanding of others' lived experiences, helps them raise questions and understandings about their own perspectives, and prompts them to think more deeply about the workings of human interactions (2018).



The research also indicates that there is a reciprocal relationship between the broader scope of comprehension and perspective taking. Studies have found that students who focused on characters' internal states outperformed students who focused only on elements of story such as events, conflicts and resolutions. The students who took a perspective-taking approach were more successful on inferential, open-ended types of comprehension questions overall (Hodges et al., 2018). When students took a perspective-taking approach, they tended to be more motivated in reading in general, had greater proficiency with reading in other subject areas, and experienced "positive impacts, both social (e.g., fostering perspective-taking to resolve peer conflicts) and academic (e.g., helping students understand multiple sides of a scientific debate)" (McTigue et al., 2015).

What Perspective Taking Looks Like in the Classroom

There are a number of ways students can be engaged in perspective taking in the classroom, including:

- Exploring inference questions when reading fiction/non-fiction, such as How do you think the character/person feels or thinks in this situation? What do you think motivated the character/person to take this action?
- Role-play or writing-in-role, for example, by using structured talk and focused writing to prompt students to view the world from the lens of another person and explore what it might be like to experience the world from a different point of view.
- Exploring metacognitive questions, during or following perspective taking, such as What did you learn about your own perspective by taking on the perspective of someone else? What new understandings did you gain by exploring the intentions and motivations of the character/person? What challenges did you have in trying to understand the character's perspective, and how might you work around those challenges if you see them again? How (or why) do you think examining perspectives through reading (or writing) might help you with your own social interactions?

Creating a Safe Space

Educators supporting students' learning, should ensure perspective taking is framed in a safe space and students are supported to go beyond simplistic and overgeneralized responses. They should also take care that such activities uncover and transform, rather than reinforce, potential stereotypes and assumptions.

Perspective taking may be an important approach in addressing sensitive issues or deconstructing significant events. As such safety is key, and teachers may need administration support in order to create safe spaces that maintain the respect and dignity of all who are involved.

Not Just in the Classroom

As administrators and other educators guide students through the day, there may be opportunities to guide students in navigating interpersonal relationships through perspective taking by:

- Reminding students that others perceive the world in different ways based on different experiences
- Asking students to consider what another person may be thinking or feeling
- Helping students find common ground, acknowledging differences and recognizing needs of another person
- Involving students in seeking resolutions that are respectful of other people's needs (Cobb & Krownapple, 2019) [↗](#)

Brian Weishar, St. Theresa's Catholic High School, Simcoe Muskoka Catholic District School Board

ANOTHER REASON TO BE ANXIOUS

The Fear of Missing Out (FOMO)

By Natasha Parent



With the widespread use of social networking sites among today's teens, there is no question that the context of adolescent's social development has changed dramatically over the past decade. Specifically, the use of social networking sites, combined with the practically universal adoption of mobile technologies, has allowed for today's youth to be 'always connected' to their friends and peers.

Indeed, 89 per cent of teenagers say that they are online 'nearly constantly' or 'multiple times per day' (Anderson & Jiang, 2018). This constant connectivity through social networking sites, such as TikTok, Snapchat and Instagram, provides youth with an unprecedented amount of information about what's happening with their peer groups – including all of the things that they may be missing out on.

What is FOMO?

This constant access to information about what others are up to has led to the development of a new construct: the "Fear of Missing Out" (FOMO). FOMO is defined as the fear that others elsewhere are having more fun or that one is missing out on a rewarding experience, and has been linked to feelings of anxiety, envy, insecurity and loneliness (Przybylski, Murayama, Dehaan, & Gladwell, 2013).

Though the idea of developing anxieties around missing out on rewarding experiences has been around for decades (Simson, 1982), the widespread adoption of social networking sites, allowing youth to constantly check in on their peers, has recently intensified these experiences. For example, new technologies such as 'Instagram Stories' provide users with instant access to videos and pictures of what others are doing. This real-time access to information about the activities and social gatherings that youth may be missing out on can heighten their feelings of exclusion and/or rejection.

FOMO and adolescent development

Research has long emphasized the importance of peer groups in adolescent's social development (Brown & Larson, 2009). During this time, teens feel a strong need to belong and feel socially connected to their peers (Deci & Ryan, 2000), and social network sites can be excellent tools for them to satisfy this need (Nadkarni & Hofmann, 2012). This desire to feel more connected to others is one of the key drivers of social networking site use among adolescents (Anderson & Jiang, 2018). Unfortunately, access to this constant stream of information may actually lead youth to experiencing feelings of FOMO rather than feelings of belonging and inclusion (Przybylski et al., 2013).

One of the major underlying mechanisms linking social network site use, FOMO and negative mental health-related experiences (e.g., anxiety, depression, insecurity) is social comparison (i.e., the process of evaluating one's attitudes, abilities and traits in comparison with others).





Though social comparison is a common behaviour across the lifespan, this tendency is particularly common in adolescence (Kramer, Tiedens, & Ophofen, 2008), and is an important contributor to identity development (Spies Shapiro & Margolin, 2014). Typically, teens engage in the social comparison process in an effort to affirm and re-affirm that their actions, decisions and abilities are being accepted by others (Griffin, Adams, & Little, 2017).

However, when engaging in these behaviours online, youth are often comparing themselves to embellished versions of the realities of their peers. In other words, when teens turn online to compare themselves to their peers, they are often only comparing themselves to only the moments their peers considered worthy of sharing – not the everyday moments they chose not to post about. This creates the impression that others are always engaging in more rewarding experiences. For example, all those invited to a classmate’s birthday may post about the party, while those who weren’t invited might not post anything at all – thus creating the impression that those who weren’t invited were the only ones not at the party.

FOMO and excessive technology use

When youth turn to social networking sites to satisfy their need to feel connected to their peers, and decrease their concerns around being socially excluded, this may actually lead them to experiencing feelings of FOMO. In turn, these experiences of FOMO can drive social network site use, since checking up on other people can lead to a temporary relief of these feelings of anxiety (Oberst, Wegmann, Stodt, Brand, & Chamarro, 2017). Ironically, however, the more teens check their social networking accounts, the more they may find events they are missing out on. In this way, using social networking sites to reduce anxiety around missing out can actually end up being another source of FOMO. This vicious circle may then reinforce itself, gradually turning social network site use into a more problematic pattern or addiction.

Why technology isn’t the problem

Despite our understanding of FOMO and how it can contribute to feelings of anxiety, envy, insecurity and loneliness, it’s important to remember that technology is not the enemy. It’s true that maladaptive or over-use of technology can lead to problems among teens, and that FOMO can contribute to these excessive patterns of use (Oberst et al., 2017). However, this same technology can be extremely beneficial to the development of youth’s social networks (Ellison, Steinfield, & Lampe, 2007), self-esteem (Gonzales, 2014) and feelings of connectedness with others (Spies Shapiro & Margolin, 2014). Most importantly, taking the technology away can harm teens’ relationships with their friends and could push them further “out of the loop.”

So, what can we do?

It is important to talk to teens about social media. For instance, hold a discussion about what’s being posted and what isn’t. A lot of what is posted online these days is superficial, staged or fabricated. People are often only posting about their peak moments (accomplishments, vacations, photos in which they look particularly good), and most people don’t post about the unappealing aspects of their lives (going to the dentist, grocery shopping with their parents, doing their least favourite chore). Everyone is doing these things too; they just aren’t posting about it. Though most teens are fully aware of this, it is important to have these conversations so that they can share their feelings and frustrations, and so that they can see that they aren’t the only ones who feel this way! [CP](#)

Natasha Parent, PhD Student, Department of Educational and Counseling Psychology and Special Education, University of British Columbia

A Time for Renewal

By John Connelly and Kristy Onyeaju



“We have all known the long loneliness and we have learned that the only solution is love and that love comes with community.” So ended the postscript of Dorothy Day’s autobiography, *The Long Loneliness*. Of all the words we could use to describe the experience of learning and teaching at St. Michael’s College School – the venerable, independent, Catholic school for boys now entering its 169th year – loneliness would not top the list of many.

But such is the tyranny of loneliness: it is felt deeply by the one who experiences it, but often silently, painfully. As a former English teacher, I believe that everyone has a story and the desire to share it. When we tell the story of St. Michael’s College School, I wonder now that we don’t talk more about loneliness. The Basilian Fathers who founded our school were pilgrims in a strange land. With only their Catholic faith and fraternal sense of community to sustain them, they carved out a space for boys to learn and to grow. But loneliness must have been a mainstay for them in those early years.

We who have worked alongside the Basilian Fathers in pursuit of the school’s mission to “graduate young men who change the world through lives of faith, character and service” have long witnessed the benefits of belonging to a school community. We take pride in the “double blue brotherhood” in which our students stake out membership the moment they arrive on our campus. For many of us, there was little need to interrogate our assumptions about the strength and cohesion of our school community and what it meant to our students, families and alumni, at least not until the events of November 2018. We lived the most painful moments of our story under the glare of a

media spotlight. And we who had always prided ourselves on the sense of community we offered, felt a collective sense of loneliness; we were for a moment in time the “other” in our own neighbourhood.

We knew we needed a broader sense of our own story. We commissioned an independent review committee to conduct interviews and surveys, to hear the stories that needed to be told. In its final report, “A Time for Renewal,” the committee found that “It is evident that for many people SMCS is a beloved educational institution that provides a superb education” (14), however it also found “One in five students currently at SMCS reported having been bullied during their time at SMCS” (8). Although the expert review reported these numbers were “somewhat lower than or similar to rates across Canada” (8), this societal issue needed to be addressed. At SMCS, we committed to do our part and take a leadership role by implementing the recommendations of the report. This included recognizing that our programming needed to respond more directly to the realities of life for those students who felt they were outside of the brotherhood looking in. We knew we needed our students – *all of our students* – to help us to write the next chapter.

Our Student Wellness Officer, Liat Benzacar, has identified for us the need to adopt a “trauma-informed lens” to identify the needs of students, especially those who feel the most lonely and vulnerable. She reminded me recently that, “while it can be so painful to acknowledge, we are all part of a bigger system that perpetuates many of the very things we are working



toward dismantling.” We knew our students needed to learn how to interrogate their own biases, assumptions and privilege. We needed to give our students a forum to share their stories and to access the grace and empathy to hear and value every word.

We had been working for several years to bring more awareness of the demands of citizenship in the 21st century. We looked at gender-based violence and emotional intelligence and how important it is for developing men of character. We were confident in the goodness of our graduates, but we wanted to empower a generation of upstanders and allies for life in an increasingly complex world. Through our Modern Man Movement, we found that by seeking out student leaders with their own stories to tell, and by encouraging them to engage their younger peers in meaningful dialogue, we had tremendous capacity to reach all our students, but especially those who felt lonely or marginalized.

Many students describe the connection they make with a senior leader at our Outdoor Education camps as a life-giving moment that draws them more fully into the brotherhood. We have been working to expand those opportunities for mentorship, for dialogue, and for community through our nascent Teacher Advisory Group program, which brings students of all age levels together bi-weekly for meaningful, small-group discussions and activities. We touch on a range of topics such as friendship, kindness, empathy, health, wellness and digital citizenship (to help students to understand the power and importance of a positive digital footprint through the responsible use of social media).

Our programming is robust, growing and responsive to current events and the lived experiences of our students and their families. There is a real thirst among the students and staff to learn about the roots of racism, homophobia and religious persecution, and to learn how their stories can intersect in powerful ways with those of the broader society to which they belong. We have invited guest speakers to address upstander culture and introduced new tools for students to report anonymously on matters of safety and security. Our policies on these issues have been updated and we have reengaged the SMCS community in their commitment to implementing them. We truly believe, as Dorothy Day did, that the answer to our challenges lies in the strength of the community, and we understand more fully that our community must honour all of its members and hear their stories.

I am reminded of the conversation between Peter and Jesus: “After His resurrection, He said to him the third time, “Simon son of John, do you love me?” Peter felt hurt because he said to him the third time, “Do you love me?” And he said to him, “Lord, you know everything; you know that I love you.” Jesus said to him, “Feed my sheep.” (John 21:17). [CP](#)

John Connelly, Director of Student Affairs, St. Michael’s College School
Kristy Onyeaju, Assistant Head, Department of English,
St. Michael’s College School

Contributed by **James McKinnon**, Principal
St. Michael’s College School

Towards a Bully-Free World

By Mary Gordon



2020 will live in our minds and hearts as a year of anxiety, stress and loneliness. Schools closed by emergency decree. Our students were suddenly at home. And while children were seeing and hearing apocalyptic news of the deadly virus, just as it upended their lives, the murder of one Black man by a police officer led to a social eruption like we haven't seen in decades. The world shifted.

The students who left our classrooms in the spring will not be the same students who are returning in the fall. They're more aware of danger and death. My own grandchildren talk to me about what they see happening in the world. The seven-year-old's interpretation of this movement is that, "The world has to stop bullying and being mean to Black people." The nine-year-old interpreted foreign policy as, "China is being a bully to our country because they stole two Canadians and won't give them back unless they get their own way."

Children understand when something is unfair. It doesn't matter what label we put on it.

That's how children view bullying – it's unfair. If we do something to somebody else that hurts their feelings or their bodies – that's unfair. Racism and bullying are connected at their root – they're about power. And they're about using power to hurt others.

Our students are ready to stand up.

We have in our hands a tipping point in society. When students come back to school, we have an opportunity to re-calibrate the culture of school. Never in my memory have children been so desperate to return to school. It will be a homecoming. If educators ever felt overwhelmed with the enormous tasks of educating students, they might feel inspired now because they represent stability, security, comfort and hope.

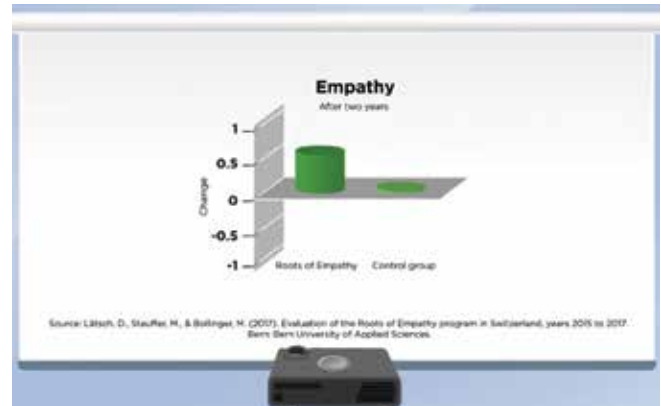
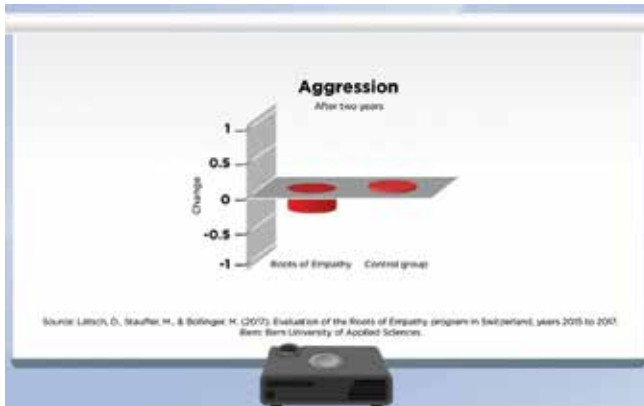
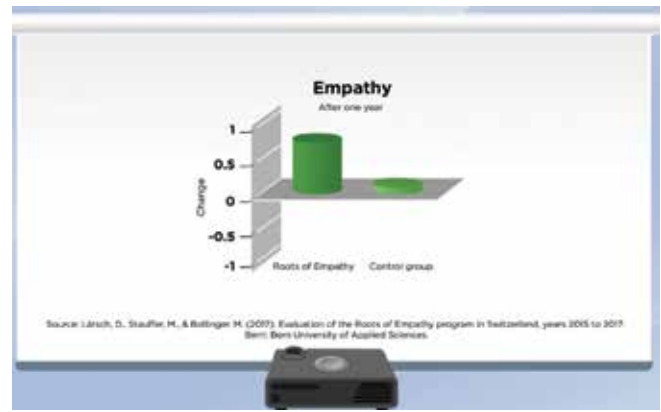
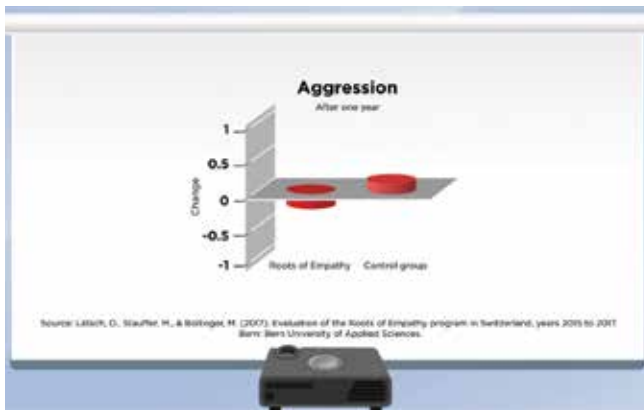
In a democracy, schools are our Department of Public Health, and education is our Ministry of Peace. However, for an alarming percentage of students, their safety is threatened by being bullied. Incredibly, in spite of all the research on bullying and all the training of educators, bullying is pervasive and studies in neuroscience have shown us it has a debilitating and lasting effect on mental health and well-being.

When the students come back, they're going to be dysregulated. The early tasks are to help them with emotion regulation, which means they have to talk about how they feel. Until we are able to reach our students emotionally, we will not be able to teach them.

One example is the Roots of Empathy program, which I first created for Ontario classrooms in 1996. It helps develop student's emotional literacy by having them interpret the feelings of the tiny baby and then share when they had the same feelings. This emotional literacy that develops is the affective part of empathy, which when coupled with perspective taking, the cognitive aspect of empathy, will act as a brake in preventing children from doing harm to others. As educators, we have an opportunity to refocus on preventing bullying from happening by helping students develop empathy.

Like Colin Kaepernick, the NFL quarterback who knelt during the national anthem to protest police brutality against Black people. What a brilliant example of someone who, against all odds, had the moral courage to "stand up" by kneeling down. He was vilified by his bosses, by political leaders, by the public, nationally and internationally.

Kaepernick was bullied as he was taking a stand against the bullying of others. He sacrificed almost everything. And then this spring, the world saw what he saw; felt what he felt.



We can explain to our students that when they see something that is unfair, such as bullying, that it is not their fault, but it is their responsibility to do something. When students see bullying of any kind, they can be encouraged to call it. It takes both empathy and moral courage to stand up to bullying.

School administrators and teachers can't possibly always monitor bullying. When students trust that they will be supported if they challenge bullying, they will heroically do it in the moment rather than just going to their principal or teacher.

In order to help a child feel a sense of belonging, which opens them to learning, students need to trust – it's the currency of interactions. They need to know that if they challenge bullying, they'll be safe doing it. Relationships are the vehicle for everything. If a student is bullied, trust is ruptured – trust in school as a safe place, in teachers, and in principals – and the damage affects it all – mental health, well-being, and, of course, the ability to learn.

In a recent international survey, on average, 93 per cent of students reported that if they saw a friend in the playground being bullied or treated meanly, they would help them. Only 85 per cent said they'd help a student who

wasn't a friend. That difference in "in-group/out-group" empathy is quite typical. But it can change, depending on how schools establish a culture of non-bullying. Students have opportunities to understand bullying from the perspective of how they would feel if their "baby" was bullied. These discussions open students to take the perspective of a vulnerable person and to realize that we are all just bigger babies. This perspective accounts for the significant reduction of bullying in classrooms that host the Roots of Empathy program.

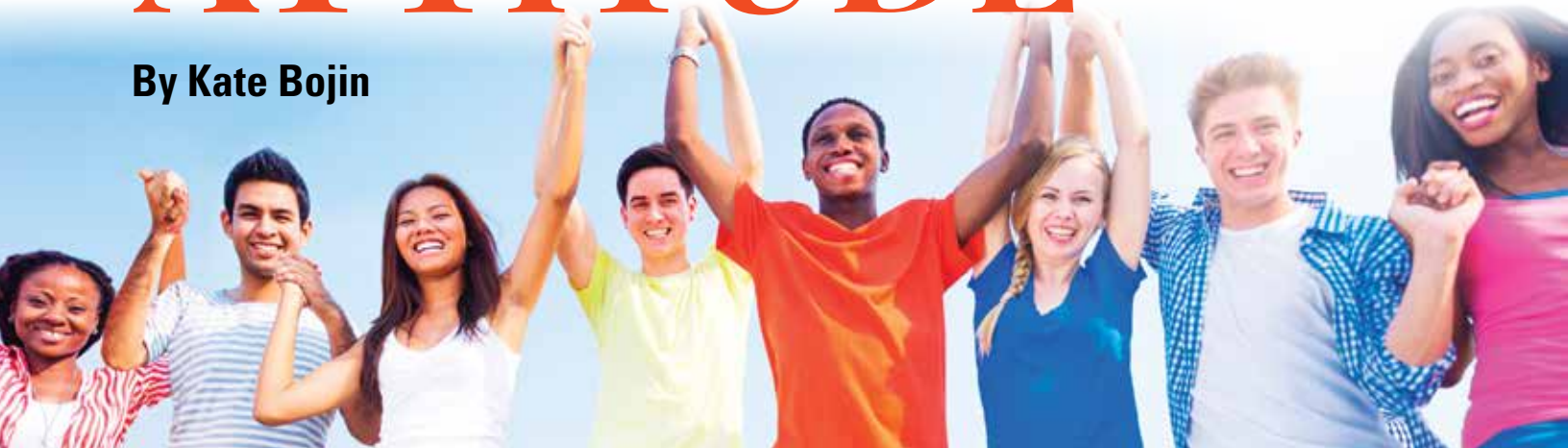
When it comes to bullying, my hope is that we begin to face its systemic nature the way the world is finally, more openly acknowledging systemic racism. Because systemic bullying – from the corporate world, to institutions, to government – is a hidden killer of human spirit and potential. We can do something. We can seed empathy in young children and help them nurture it. Students can become adept at de-escalating conflict – in classrooms and schoolyards. That is our pedagogy of hope.

There are always heroes among us. And they are, I guarantee you, in our classrooms. [CP](#)

Mary Gordon, Founder and President of Roots of Empathy

Begin with a Change in **ATTITUDE**

By Kate Bojin



Pre COVID-19, women and girls were already at greater risk of experiencing violence online, especially severe types of harassment and sexualized abuse. In 2009, 67 per cent of the victims of police-reported intimidation on the internet were women and girls (Statistics Canada, 2009). In the current climate of physical distancing, it is estimated that cyber and online forms of gender-based violence are exacerbated.

Young women aged 15-24 remain at greatest risk of experiencing violence both within and outside intimate relationships. We know people experience violence differently and that each person's experience is affected by many factors such as sex, race, age, ability, ethnicity, faith, sexual orientation and gender identity, and income level (Learning Network, 2020).

One quarter of Canadian students from Grades 4-11 have said or done something mean or cruel to someone online, whereas 37 per cent reported that someone has said or done mean or cruel things to them online that made them feel badly (Steeves, 2014). Eagle Canada, has indicated 52 per cent of LGBTQ youth (ages 11-12) report being victimized multiple times online as targets of cyberbullying (Abreau and Kenny, 2017).

With regard to gender differences in bullying, it is commonly reported that overall boys are more likely to be involved in bullying others than are girls (Pepler, Jiang, Craig, & Connolly, 2008), although some studies have found little difference. In addition, most studies have

found that girls are more likely to engage in verbal/psychological bullying, whereas boys display more physical forms of bullying. However, in the current context of physical distancing and isolation imposed by COVID-19 this has likely shifted.

MediaSmarts carried out research with 800 youth (16-20 years old) indicating four in 10 young Canadians have sent a sext and more than six in 10 have received one. Research also found the majority of sexts remain private between the sender and intended recipient. Concerningly, of the survey respondents who said they had sent a sext in the past, about 40 per cent said at least one of their intimate photos had been shared without their consent. This finding points to the critical need to work more closely with youth to understand principles of consent and online safety. These experiences can have detrimental impacts on a student's sense of self, their relationships and even their learning outcomes.

Changing Attitudes

Much more needs to be done to prevent all forms of gender-based violence from happening in the first place. One place to start is interrogating inequitable attitudes early, often and ongoing. In a study by Plan International USA with children and youth aged 10 to 19, they found the following;

- **Seven in 10 boys in the survey (72 per cent) say they personally feel pressure from parents,**

friends, teachers or society to be physically strong.

The strongest correlation with feeling pressure to be physically strong and ready to fight is exposure to boys making sexual comments and sexual jokes about girls.

- **One in three boys (33 per cent) feels pressure to dominate** or be in charge of others.
- When asked about what society expects boys to do when feeling sad or scared, or feeling angry, **40 per cent boys said they should fight/punch, be aggressive or violent**, whereas 30 per cent girls responded to cry.
- **Four in 10 heterosexual boys ages 14 to 19 feel pressure to “hook up with a girl”** (40 per cent v. 29 per cent of heterosexual girls 14 to 19 who feel pressure to “hook up with a boy”).

What do these attitudes have in common with gender-based violence? They can act to fuel and legitimize gender-based violence and misogyny. The attitudes uncovered by this study, show an important responsibility of educators, parents and family members to listen and guide boys and young men to think about their gender identity differently, and being accountable for one’s actions.

These norms, which are perpetuated at all levels of society, can act to pressure boys to exert their dominance, be sexual before they are ready, stagnate their ability to name emotions and communicate effectively. We must all work together to root out “bro-culture,” which is steeped in patriarchy, misogyny, heteronormativity, racism and ableism. Doing this is essential for more equitable relationships and broader institutions.

The role of educational institutions continues to hold immense power to promote students learning on healthy relationships, equity and social justice.

Role of Education in Supporting Youth to Build Healthy Relationships

We all have a role to play, particularly educational institutions and stakeholders in supporting youth to build healthy and equitable relationships – founded in mutual respect, support and equity.

Communicate your support for healthy relationship programming rooted in equity and inclusion – across the life cycle

At White Ribbon, for instance, a life cycle approach is used in engaging children and youth to explore healthy

masculinities, gender equality and the prevention of gender-based violence. This means ensuring the methodology, language and content we explore is age appropriate and relevant to the lives of children and youth. Ensuring that gender equity and inclusivity is embedded across the educational journey is integral. This programming has the potential to nurture gender equitable and inclusive belief systems, challenging deeply rooted stereotypes and bias.

Keep on being that role model

Don’t underestimate your power as a role model to children and youth. By communicating your support for gender equity, racial and social justice you set the stage. Communicate that you are still learning yourself, and inspire your students to undertake their own journeys. You may want to check out White Ribbon’s It Starts With You, educator resources to learn more about how educators can inspire gender equity and inclusivity.

Create safe spaces with youth


Making schools not only physically but psychologically safe for students is paramount. Are there ways you can carve spaces for youth to build trust, share their gendered experiences in building relationships, what are they scared of, what excites them, etc. In doing so, you challenge rigid gender norms, which tell boys not to express their emotions and help to foster vulnerability instead. Powerful stuff.

Collective responsibility

Education, like all institutions, has a responsibility to address systemic racism and inequity. If we want students to embrace gender equitable, anti-racist, inclusive and meaningful relationships, its crucial our broader institutions also reflect these values. For senior educational leaders, are there currently policies, practices in place which have led to inequitable outcomes for communities of colour, and other marginalized groups? How can education as an institution embed gender and racial justice at all levels? [CP](#)

Kate Bojin, Director of Programs. White Ribbon

White Ribbon’s mission is a bold one. We engage men and boys in the prevention of gender-based violence by promoting equity and transforming social norms. We challenge and support men and boys to realize their potential to be part of the solution in ending all forms of gender-based violence. Our vision is a future without gender-based violence.
www.whiteribbon.ca, [Twitter@whiteribbon.ca](https://twitter.com/whiteribbon.ca)



Social Media and Our Indigenous Youth

By Johanna Sam and Jennifer Shapka

The COVID-19 pandemic drastically changed how we teach and support students. In Spring, 2020, governments and educators across Canada made the difficult decision to close school buildings indefinitely. As educators worked remotely, they were suddenly confronted with a known, but often invisible digital divide that exists in Canada for Indigenous People (FNTC, 2020), and particularly those in rural communities (CRTC, 2018). Of additional concern, unfortunately often there may be little parental oversight or awareness about what students might be experiencing or exposed to online.

This article explores the risk of cyberbullying and cybervictimization for youth who are Indigenous. While cyberbullying has been a public concern for over a decade, most research inquiry has explored it from the perspective of dominant Western cultures (Brolls, Dunlop, & Crooks, 2018). In general, there is a lack of understanding about visible minorities, specifically Indigenous youth, involvement in online social networking (Brolls, Dunlop, & Crooks, 2018). The following discusses published literature on technology use and cyberbullying experiences of Indigenous youth.

Learning Goals

Acknowledging that we, in Canada, are on the traditional territories of Indigenous Peoples. To learn about Indigenous territories where you live, please visit native-land.ca. By the end of this discussion, school administrators and teachers should be able to:

- Understand Indigenous young people's social media and device use
- Describe the role of Indigenous culture in cyberbullying experiences
- Identify culturally-responsive cybersafe practices to support Indigenous students, families and communities

Social Media Use

Research has shown that widespread use of social media by Indigenous youth is linked to an uptake and access to mobile devices and internet in recent years (Rice, Haynes, Royce, & Thompson 2016), and they most often report using Facebook, Tumblr and Snapchat (Sam et al., 2018). In terms of how much time they spend online, they report spending between two to eight hours online per day (Sam,

et al., 2018), which is a typical range for non-Indigenous youth (Brisson-Boivin, 2019). Indigenous youth indicated that the amount of time online increased when they felt bored or when they have access to sites related to their interests, for instance video gaming (Sam et al., 2018). Indigenous youth feel they have independence when it comes to their social media use (Sam, Wisener, Schuitemaker, Jarvis-Selinger, 2018)

Indigenous Youth Online Safety and Cyberbullying

Research also shows that Indigenous youth are aware of online safety concerns, in particular the risk of disclosing personal information online (Sam et al., 2018). They also understand the negative potential of social media by recognizing that what they put online could hurt future employment opportunities or affect how trusted adults, such as teachers, perceived them (Sam et al., 2018). However, similar to non-Indigenous youth (Brisson-Boivin, 2019), although they are aware of netiquette principles, Indigenous youth also report disclosing their personal information online or being engaged in cyberbullying (Sam et al., 2018).

The amount of cyberbullying Indigenous youth are engaged in and witnessing varies (Sam et al., 2018), with some reporting witnessing cyberbullying incidents on a daily basis (Sam et al., 2018). In terms of wellness outcomes associated with being cyberbullied, studies across Canada have found that Indigenous youth who are cyberbullied were more likely to experience anxiety symptoms (Brolls, Dunlop, & Crooks, 2018). Similarly, Indigenous youth who reported cyberbullying others were more likely to experience stress (Brolls, Dunlop, & Crooks, 2018). This suggests that being engaged in online aggression, whether as a victim or a perpetrator, negatively influences Indigenous students' well-being. Yet, research has shown that many Indigenous youth do engage in useful coping strategies when they are involved in cyberbullying, such as telling a friend or trusted adult, deleting their social media, enhancing their privacy settings, ignoring the person, or standing up for themselves (Sam et al., 2018).

Indigenous Cultural Considerations

In terms of culture, work by Rice and colleagues (2018) has found that content-sharing sites and user-generated content online (e.g., Facebook or YouTube) provide a way for Indigenous youth to share stories or videos (Rice et al., 2016). They were able to show that social networking

provided an online space for Indigenous youth to connect with, affirm, and give voice to their Indigenous identities, oral histories and connection to land (Rice et al., 2016). Since Indigenous youth involvement in social media is partially due to the multi-modal nature that lends itself to oral cultures of Indigenous People (Rice et al., 2016), cyberbullying incidences are often culturally specific. For instance, Indigenous-specific forms of cyberbullying included defacing digital images of deceased kin and sharing them on social media (Carlson & Frazer, 2018). Most existing literature generally considers cyberbullying as an act that takes place between individuals; however, in many Indigenous communities' conflict can be a long-standing state between families (Carlson & Frazer, 2018). By not factoring in culture, educators' risk incorrectly including behaviours that Indigenous People wouldn't consider an issue, yet overlook forms of cyberbullying that might have a significant impact on them (Carlson & Frazer, 2018).

Culturally-Responsive Cybersafe Practices

As noted, there is very little cyberbullying research that focuses specifically on youth who are not part of the majority culture, such as Indigenous students. This needs to change, and along with this comes the need to develop and assess culturally-responsive online prevention and intervention initiatives (Brolls, Dunlop, & Crooks, 2018). Importantly, to reduce the digital divide, educational programs around online learning needs to engage caregivers, community leaders and Elders in Indigenous communities in order for them to learn about social media use and potential negative impacts on individuals, families and communities (Rice et al., 2016).

Based on the work done in the Sioux Lookout region (Molyneaux et al., 2014), we know that social media, with its capacity for sharing photographs, stories, music and art, holds great potential for preserving and supporting Indigenous culture. Included in this is language preservation, as well as the sharing of intergenerational Indigenous knowledge both within and between Indigenous communities (Molyneaux et al., 2014; Rice et al., 2016). To ensure the promotion of reconciliation in education, these initiatives must be led and endorsed by Indigenous people and communities. [CP](#)

Johanna Sam, PhD and Jennifer Shapka, PhD are from the Department of Educational and Counselling Psychology, Special Education, University of British Columbia.



An Educators' Guide to Safeguarding Students

By Tracie LeBlanc

Sex trafficking is happening all across Canada. Young people are being lured online and from local malls and schools, yet many believe it can never happen in their community.

At Covenant House, we've been working with survivors of sex trafficking for nearly 40 years. Increasingly we hear from educators wanting to know how to protect their students. Given that victims are recruited as young as 13¹, awareness and education at a young age are essential.

Julie Neubauer, manager of Covenant House's anti-human trafficking team, stresses that "all young people are vulnerable to becoming a victim. Sex trafficking crosses demographics, and the entire student body has the potential to be impacted by it in some way."

In March 2020, the Ontario government announced a \$307 million commitment to a new anti-human

trafficking strategy that includes continuing education and prevention in Ontario schools, building on the school curriculum.² As leaders in the school community, principals and vice-principal's play an important role. "Every system that interfaces with young people has a responsibility to talk to them about sex trafficking, exploitation and healthy relationships," Julie notes. "School is where students spend nearly eight hours of their day. Teachers may also see behaviour at school that parents may not."

Survivors have told us that they wish they had been educated about the signs of luring and grooming, and that greater public education could prevent many victims from being lured in the first place. The more students know about sex trafficking, the better equipped they are to protect themselves. It's about making them aware, not afraid.



Educating Yourself First

Protecting students starts with educating yourself so you can equip and empower them to recognize the warnings signs and reach out for help.

What is Sex Trafficking?

Sex trafficking is the control, coercion and use of threats or violence to force a person to sell sex against their will for someone else's financial gain. According to law, it is always trafficking if someone is under 18, even if there is no coercion, control or threats.

Who are the Victims?

Young people who struggle with self-esteem, bullying, discrimination, social isolation, learning disabilities and mental health issues may be at greater risk of being trafficked. But from our experience working with survivors, we know that there is no such thing as a 'typical' victim. It can happen to anyone regardless of age, culture, income, orientation, gender or neighbourhood.

The common denominator is some type of vulnerability. Traffickers pursue those seeking love, acceptance, a glamorous lifestyle, or basic needs like food and shelter. They then use this need to exploit them.

Who are the Traffickers?

Much like victims, there is no one type of trafficker. They can be peers, family or gang members. A study showed that victims are often recruited by someone they know, either a boyfriend or a friend, often a victim themselves.³

Warning Signs

The warning signs of sex trafficking can be subtle. Some that you may notice can include; skipping class or struggling with schoolwork, withdrawing from friends, a change in physical appearance (expensive clothes, purses or accessories, a new or unusual tattoo) or an all-consuming relationship.

Eileen Barry, secondary teacher at the TCDSB Section 23 High School at Covenant House, recounts when a trafficker and the girl he was trafficking were in the same class and interacting for months before signs became apparent.

"They seemed like good friends, and at first, there weren't any red flags. But over time, we started to notice more tension and control between the two. He would wonder how long she had been in the bathroom or press to know why she wasn't at school that day. He monitored her every move."

Eileen cautions that "if it seems 'off,' it probably is" and encourages educators to "watch for changes in behaviour or personality, long absences at a time, avoidance or increased defensiveness."



What Educators Can Do

Prevention and early intervention are critical. Building strong relationships with students and offering opportunities for engagement are good first steps. It is easier to start a conversation or ask questions when students have relationships with a network of trusted adults. Additional ways that you can help include;

- Ensure your school has established protocols around dealing with suspected cases of online luring and sex trafficking.
- Prioritize sex trafficking awareness and education for your students, staff, parents and the community. This may include staff education at PA days, addressing the topic at parent conferences and offering presentations and resources for students.
- Empower students to look out for themselves and each other. Encourage open dialogue so that they are more likely to seek help for themselves or if they notice something with a friend.
- Recognize Human Trafficking Awareness Day in your school and make it an event like 'Pink Shirt Day.'

- Presentations to educators, parents or community organizations
- Online modules for educators to facilitate with their students, including Sex Trafficking 101 and Relationships and Trafficking
- Our online resource hub, Traffick Stop, for more information on the issue

The impact of sex trafficking on victims and their families can be devastating. It can be a long and difficult process to start their lives over.

We can all work together to help fight sex trafficking, empower ourselves and those around us to recognize the signs, reach out for help when needed, and safeguard students from becoming a victim of this horrific crime. [CP](#)

Tracie Leblanc, Associate Director of Communications, Covenant House, Toronto.

Contact presentations@covenanthouse.ca for more information.

Support that Covenant House Provides

- As a national leader in the 'hands-on' delivery of services and support to young female victims of sex trafficking, Covenant House can support your schools and community in various ways:
- "Trafficked" presentation for Grades 7-12 that equips students with tools to protect themselves

¹ Gabriele, F., et al. (2014). The Incidence of Human Trafficking in Ontario, Ontario Coalition Research Initiative.

² news.ontario.ca/opo/en/2020/03/ontarios-new-anti-human-trafficking-strategy.html

³ Canadian Women's Foundation. (2014). "No More": Ending Sex Trafficking in Canada, Report of the National Task Force on Sex Trafficking of Women and Girls in Canada. Retrieved from www.canadianwomen.org/our-work/sector-resources



SEXTING AT YOUR SCHOOL

Some Words of Advice

By Brendan Roberts

If you're an administrator, even a new one, you're likely familiar with sexting, either in your own school or through the experiences of a colleague.

What is sexting? The CPCO website defines sexting as, "the practice of sending or posting sexually suggestive text messages and images (including nude or semi-nude photographs), via cellular phone or over the internet."

The following situation, which arose amongst 12 and 13-year-old students, provides insight as to how one school approached the problem. The names in the narrative are fictitious.

One evening, Martin V and Cindy G were using Snapchat. They mutually agreed to share inappropriate pictures of themselves with each other. Immediately after closing the

session, Martin shared the pictures he had received from Cindy with his best friend, Greg, with promise that Greg would not share the pictures.

Greg shared the pictures with three other students and eventually the information made its way back to Cindy. Cindy, with good adult advice, reported the incident to the school understanding that she had played a part in this issue.

After a full day of investigating by the school's principal and vice-principal, which included speaking to the now eight students involved both directly and indirectly, as well as discussions with senior administration, the school determined repercussions for each student directly involved. Parents of five of the students were met with individually and had the

overall situation explained to them, as well as their own child's part in it. All parents had the opportunity to speak directly with the principal in a frank open discussion about their child.

Following two days of investigation and discussion, it was believed the matter had been settled.

However, on the third day, which was Martin's second day of suspension, his mother Mrs. V came back to the school asking to speak with the principal. She indicated that it was Greg, not Martin, who had shared the pictures with other classmates. She believed Greg's suspension was warranted, but Martin should have received a more lenient consequence.

At the conclusion of the discussion, Mrs. V and the principal were still not in agreement. Mrs. V felt the entire incident boiled down to, "After all, what did Martin do, he showed some inappropriate pics to his friend."

So, what are the 'takeaways' from this sexting situation?

First, speak to all or as many of the students who are involved as possible. This may mean the number of students grows as the situation unfolds. Be prepared that you may have to interview individual students several times. The story may change as each student starts to see how what they are not saying is getting them in more trouble than what they should be saying. Keep notes (document, document, document ...). Your notes should follow the timeline and as new information comes up add it to the original at the point it takes place. Identify who added what and at what juncture. Be


as open and transparent as you can be with all students without jeopardizing the safety of anyone.

Next, speak individually with all the parents. Do not allow one parent to be there when you speak with another parent, even if they request it and appear to have a rational explanation for being there.

Then, be prepared for parents who at first may seem accepting of your decision. Know that they, perhaps even more so than parents who leave your office saying you are wrong, are more likely to come back to argue their child's position. If and when this happens, take the time to slowly and completely go through the incident explaining just what their child did and how it specifically impacted others.

Words of Advice:

- Keep your own emotions out of it.
- Ask the same open-ended questions to everyone.
- Be sure to document follow up discussions and information.

Whether you are a seasoned administrator or new to the position, my advice to all would be, connect with your colleagues. Have a network of peers that when bigger issues occur or even small tricky ones, you can reach out and talk to them. Do not feel you are under a timer to get an answer back to a parent, let them know you are looking into the issue to be sure you have all the information. 

Brendan Roberts, Principal, Our Lady of Annunciation Catholic Elementary School, Windsor- Essex Catholic District School Board

Virtual Instructor-led (live) workshops

CONFLICT RESOLUTION & DEALING WITH DIFFICULT PEOPLE

fall / winter sessions
innovative • practical • fun



Windsor Law
University of Windsor



1.800.318.9741 • contact@adr.ca

sfhgroup.com

NIAGARA UNIVERSITY
in Ontario

Serving Catholic educators
in Ontario since 1984

Enhance Your Credentials Online

Additional Qualifications (AQ)
Additional Basic Qualifications (ABQ)
Principal Qualifications (PQP)
Supervisory Officer Qualifications (SOQP)

Earn Your Degree

BPS in Teacher Education
M.S.Ed. in Educational Leadership

The Power of Niagara

Located in Vaughan, Ontario
Competitive pricing
Ontario accredited

For more information,
call **905.294.7260**
or visit us online at
www.niagara.edu/ontario



What About the Bully?

By Karl Aquino

The internet has changed how students relate to one another by opening new avenues of communication. This development has many benefits, but it also creates unforeseen problems. Among the most challenging for school administrators are cyberbullying and the use of social media to deliver offensive, derogatory or inflammatory messages to a wide audience.

I was reminded of this problem recently when I saw a video of a high school student who recorded a monologue in which he denigrated people of a certain race and advocated the use of violence against them. The student sent his recording to some friends and it predictably found its way onto the internet. Students at his school, who belonged to the racial group he targeted, were understandably angry, distressed and terrified when they saw it. Some transferred to another school, fearing for their safety. The online community denounced the student, he was expelled, and there was talk of charging him with a hate crime.

Sadly, events like this happen in schools over the world because young people are no different from anyone else. They are imperfect, prone to misjudgment, capable of cruelty, and easily aroused to behave in thoughtless even abominable ways. School administrators rightly devote much attention to those injured by their cyberbullying classmates, but there are two sides to this situation.

Typically, the offender will remain a part of the educational community whose values they have transgressed. How should administrators and teachers respond to these students? The answer matters because what educators do, or don't do, sends a message that can reverberate throughout the school.

Do the actions of someone's past tell us about the kind of person they are now? If these actions are abhorrent, should it leave a moral stain that cannot be effaced? As a behavioural psychologist, I have thought about these questions over more than two decades of studying revenge, forgiveness and reconciliation. Students who have disgraced themselves in the eyes of classmates, teachers and the court of public opinion have paid a social cost. Should they pay it in perpetuity?

Most educators believe students can become better people. Based on this assumption, allow me to offer a suggestion for how one might prepare one's mind and heart for contemplating the most constructive ways forward for a young person whose actions have harmed others and brought dishonour to themselves. My suggestion is founded on what psychologists know about how we use our memories to construct an image of our moral character.

When we are very young, our memories are episodic. We remember experiences but do not organize them in any meaningful way. As we age, we can create autobiographical

memories. Autobiographical memory is what allows us to see ourselves across time and build a coherent story about our lives and character. When we fashion similar stories about other people they become biographical memories.


The internet is a collective memory. Like our individual memories, we can access material from it to construct crude biographies about a person for whom information is available. Most of this material is fragmentary and decontextualized. Some of it is completely false. Nevertheless, the temptation to build biographies from what we learn about a person is strong because it allows us to form expectations about how that person is likely to behave. I will call this method of using information from the internet to create stories about others as a biographical mindset.

What if we processed this information using an episodic mindset? For the episodic mind, what we see, read or hear about another person is a minute portion of the millions of events that make up his or her life. By themselves, bits of information about their past cannot tell me that much about what a person's character is right now because an episodic mind conceives of all human lives as a succession of selves acting in unprecedented and unique situations. I may still judge the act I see before me as wrong, but as episodic I can be more lenient toward the person because their character is not a permanent condition but a dynamic, changing state. For all I know, they are a "better" self today than they were just yesterday.

I do not claim that one mindset is better or truer than the other. What I am suggesting is that we can choose how we incorporate what we learn about person's past into our

understanding of that person, and this can make all the difference in how we relate to them. If I am right, then an educator who wants to open their imagination to the possibility of a student who has fallen from grace becoming a valued member of community should begin by viewing that student's past through an episodic rather than biographical lens. But there are qualifications.

My colleagues and I have found that a biographical story called a "redemption narrative" can make people more willing to hire former prisoners. So, one way a school might help a student to overcome the legacy of an ignoble past is to give them opportunities to redeem themselves. The school then becomes a place for renewal not punishment, and it allows the biographies that others may compose about the student to be a story of moral improvement rather than perpetual depravity.

Research consistently shows that most people consider themselves morally good. In fact, more so than the average person. Turn inward for a moment and consider how our minds deal with the terrible things we have done in our past to sustain this belief. If these memories are not repressed, we often treat them as anomalies, fleeting events rather than definitive indictments of our enduring wickedness. Our autobiographies tend to err on the side of generosity and hope. I invite you to experiment with what might happen for a student, and for the community that surrounds them, when you make the same charitable interpretation of their misdeeds that most of us lavish so readily upon our own. 

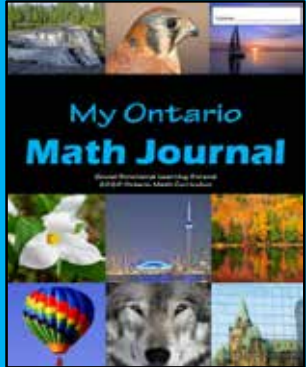
Karl Aquino, Ph.D., Professor of Organizations and Society at the Sauder School of Business, University of British Columbia

Schoolyard Publishing Company

Introducing our newest resource.....

My Ontario Math Journal

Our 32 page student math journal aligns with the new **Social-Emotional Learning** strand in the **2020 Ontario Math Curriculum**. This resource will support student reflection and well-being and will help teachers understand how their students are incorporating social-emotional learning skills and strategies in all five math content strands.



See our magazine insert for more information. To order.....

www.SchoolyardPublishing.com
info@SchoolyardPublishing.com

905-430-9402



THERE IS A LIGHT AT THE END OF THE TUNNEL!

Moving into the new school year let us help you bring smiles to the faces of **staff and students**.

If you are in need of awards, or gifts with your school logo, signs for the floor or walls, spirit wear....

WE ARE HERE FOR YOU!



Serkin Promotions
promoting your success
 905-881-8798 • 1-877-575-2315
www.serkinpromotions.com



A Catholic Lens for Responsible Digital Citizen

By Adrian Scigliano



“I was just joking. I would never do that.”

“We were just roasting each other.”

“I’m so scared that they may have snapped a screen shot and that picture may be shared.”

“I think they may have live streamed the video I just sent.”

These are words we often hear after a weekend of our students socializing online. Usually the result of comments, conversations, videos and pictures that were shared over social media, the students involved seldom see the gravity of their actions in the moment while they were interacting online.

In hindsight, the same students are almost always remorseful for the negative impact these events have on their friends, family, social community and themselves. Their online choices can result in unwanted or unforeseen consequences at home, at school, in their social groups, or even with law enforcement.

Social media is a powerful tool that has great potential to enrich our lives and the lives of the students in our schools. However, young children and adolescents need to be provided with effective digital citizenship tools, discussions in classrooms and lessons that help them to navigate the online world in a way that protects their safety and promotes online communities that are grounded in our Catholic faith.

Ironically, socialization online happens most often when students are in isolation, alone in their homes with an electronic device. Their sense of community and the idea that their comments or actions are within the public domain can elude them in the quietness of their homes.

They may not realize the vastness of their audience and the permanency of their words.

Pope Francis told us, “Don’t let yourselves be led astray by this false image of reality! Be the protagonists of your history; decide your own future.” (Pope Francis comments to an audience at the Apostolic Palace on March 20, 2017 in Vatican City, Vatican.)

As school leaders, it is essential that we help students navigate this electronic world through the lens of digital citizenship, and that citizenship is permeated by the tenants of our Catholic faith. We need to inspire our students to be the “protagonists” they want to be and provide them with the tools to navigate the reality of the online world so that they can create an online narrative, a digital footprint, that best represents who they are as children of God and caring community members.

Having students engage in discussions, digital citizenship lessons, case studies and hypothetical scenarios can help them practise effective discernment. Tapping into additional resources can also provide powerful support. For instance, in our school, Student Resource Officers from Peel Regional Police have talked to our students about the importance of making sound decisions online. Guest speakers have shared information about the importance of creating an online footprint that is reflective of what

or how they want to portray themselves to the world. Our parish priest has talked to students about conducting themselves online in a way that aligns with our faith.

How does the image our students present of themselves online align with our expectations of a Catholic Graduate? The Institute for Catholic Education worked collaboratively with the Ontario Catholic education community

to craft a distinctive set of graduate guidelines, which led to the release of the Ontario Catholic School Graduate Expectations (OCSGEs) in the 1998-1999 school year. (ice.on.ca) These expectations provide us with an understanding of what it means to be a Catholic Graduate and also provide a framework to help students reflect on their online activities and frame their decisions when using social media. [↗](#)

Catholic Graduate Expectations – Digital Citizenship Reflection Tool



A Discerning Believer

- My posts online are reflective of my faith in God
- I believe that God is always with us
- I believe that Jesus provides a model for us all and the way I conduct myself online is influenced by the model that Jesus has provided for us
- I believe in forgiveness and am forgiving and never vengeful online
- I believe in the church community and understand that the way I conduct myself online effects my community



An Effective Communicator

- When posting online, I write and listen as Jesus would want me to
- I show to the world that through my social media posts I care about others and speak up for them
- I am honest
- I think carefully before I react or make a comment on social media
- I respect all people, their God given uniqueness and do not judge others
- I know that my online voice creates a narrative about me and I work to ensure that this voice is one that my family and I are proud of at the end of the day



A Reflective Creative & Holistic Thinker

- My thoughts and opinions matter
- I am an online advocate for kindness
- I solve problems and disagreements online with knowledge, understanding and prayer
- I share my great ideas in a respectful way
- I know that the internet is a great medium to advocate for kindness, humility and love in the world



A Self-Directed, Responsible, Life Long Learner

- I work to always become a better online citizen
- I am reflective and think about the ongoing digital footprint that my online activity creates
- I use my gifts and talents given to me by God
- I use the online forum to build on my strengths and the strengths of others
- I set goals to be a better online citizen



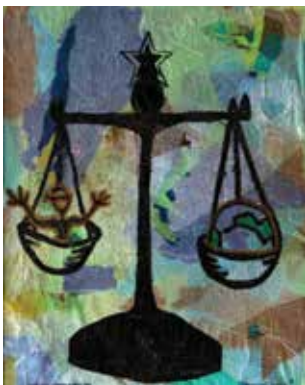
A Collaborative Contributor

- I cooperate with others on social media
- I value everyone's views online
- I respect and listen to others
- I think about how my online activity may affect others
- I work hard in school so that I can build my community and make it a better place



A Caring Family Member

- I care about others and know that we are all created in the image of God, therefore I treat people online as I would treat Jesus
- I care about and respect my "family" and know that my online activity is a reflection of myself and of them
- I care about how my online activity effects my friends and my school community as a whole
- I care about and respect God's creation and everything in it



A Responsible Citizen

- I am a peacemaker in the digital world
- I am fair to others and respectful of their opinions
- I am forgiving when others may use poor judgement online
- I stand up for what is right and what I stand up for aligns with who I am
- I know that all life is precious and respect myself and others online



THE REIGN OF GOD

A Model for Catholic School Culture

By Michael Harrison

Do you remember preparing for your Admin interview? Pouring over the core principles of the Leadership Framework? Crafting and rehearsing your answers? One of my favourite questions is always the ‘Catholic’ one.

With some variation, it’s always something like: “What would a Catholic school look like if you were in charge?” The challenge is to reach beyond cliché and get at something truly mission-driven. More than an interview question answer, thoughts need to be an anchor point in an administrative career – a reservoir of energy and inspiration that principals and vice-principals can turn to when the challenges of school administration make complex demands on them.

As Catholic school leaders, our vision needs to be rooted in a source of authority that aligns our own conscience and experience with our Catholic tradition. Fortunately, we have a leadership model in our scriptural tradition – the ‘Reign of God.’

The Reign of God may be described as: A new world order, marked by right relationships of justice, love, compassion and liberation. It is ‘what things look like when God is in charge.’ Is it possible to align our vision as Catholic school

leaders to this idea of building the Reign of God? What are the qualities of the Reign of God? And can you create these conditions in your school?

The challenge is that Jesus did not actually offer a definitive description. His language was metaphorical. He used images instead of descriptors – parables instead of instructions. Jesus described what the Reign of God is *like*, rather than what it *is*. But looking at the Beatitudes and Parables we can get specific qualities.

The Beatitudes provide a blueprint for how people will act in the Reign of God. Our actions will be merciful, meek, pure in heart, and we will mourn and suffer with each other when faced with loss or injustice. The standard for behaviour isn’t the lowest possible bar any more (‘Thou shall not kill’ – Exodus 20:13), but a new goal for conduct, which is as high as can be imagined (‘Be perfect, as your heavenly Father is perfect’ – Matthew 5:48) The Parables ask us to imagine what the Reign of God could be like. According to Jesus, the Reign of God is like a banquet, to which everyone is invited, but only a few attend. It is like a loving father who welcomes back his wasteful son. It is like a mustard seed, which grows to create a large, sometimes unwelcome plant that becomes a refuge for all sorts of birds, even unwelcome

ones. It is universal. There can be no such things as insiders and outsiders. All are welcome.

The Reign of God will be brought about by radical and complete inclusion of the poor and the marginalized. It requires that we love our neighbour as yourself. It challenges us to broaden our definition of 'neighbour.'

If this is what it will look like when God is in charge, what might it look like when you are in charge? As Catholic leaders, how can we operationalize some of these ideas in Catholic schools in the modern context?

All moral leaders face 'modern' contextual challenges. The internet is our generation's unique administrative challenge. Neither good nor evil, the internet is the most powerful tool to aid in the worldwide endeavour of education. To indiscriminately limit our students' access is to place limits on their ability to achieve their full potential. Instead, we need to consider a much older (but still very relevant) scripture passage: "I have set before you life and death, blessings and curses. Choose life" (Deuteronomy 30: 19).

This won't just happen. The seductions of the internet are well-documented. Left to their own devices, students can fall down any number of traps from social media absorption and excessive gaming, to pornography and gambling. But children and young people were never meant to be 'left to their own devices.' The modern educator is called to add on to God's words saying: "Yes, you may have before your life and death, but don't worry, I will be with you. I know it's confusing, but you're not alone. I'm here to help you find your way through this."

The task of the modern educator becomes less about instruction, and more about curation. Our job is not to limit access to beneficial technology, but to continue the moral formation that has always been central to what happens in Catholic schools.

Kids are still kids. They continue to feel lonely and lost; powerless and ignored; unseen and unheard. They continue to want affirmation and love. They want to show that they are capable and good, and that they have dignity, potential and giftedness. They also continue to experiment with their own evolving ideas about justice and their own abilities to exercise their power. Kids are still kids, but they do have much more powerful tools. We need to look at the availability and potential abuses of these tools. But we also need to look at the hands that are using them, and reasons for their misuse. Why do kids

cyber-bully? Are these the same reasons that they bully? What can we do in our schools to disarm bullies? How am I, as the Administrator, contributing to the conditions that might foster or decrease bullying?

What a Catholic school should look like when you are in charge should be a lot like what a Catholic school would look like if Jesus was in charge. A tall order? Yes, but there are questions to ask yourself, or to discuss with your staff and School Improvement Team. The overall vision of enacting the Reign of God provides a clear moral base for dealing with specific school goals. Please consider:

- Who are insiders and outsiders in my school? Who are marginalized? What can I do to change that culture?
- Do I have a robust understanding of diversity and inclusivity? Who are my diverse populations? Is diversity celebrated?
- What are the dynamics of power in my community? Who has voice? Who is invited 'to the table' where decisions are made? Are others seeking a voice? How can they be included?
- Are standards of behaviour high and accountable?
- Do I promote a culture of mercy, forgiveness and reparation, or of legalism and indiscriminate justice? How is this made visible to the community? How do we 'welcome back' those who have been consequenced?
- Are we looking at school culture data and addressing the most prominent needs?
- What does it mean for every student to be able to connect with a caring adult in the building?
- Is my school a place of kindness? Is kindness a stated expectation of students, staff and families?
- Am I exploring the optics of my own privilege, and balancing them with actions of humility and meekness?
- Where is their 'mourning' in my community? How can I mourn with those who need it?
- Am I willing to visibly 'suffer persecution for righteousness sake?'

The Reign of God will only be brought about universally when individual leaders enact it in their own communities. When your school becomes a morally challenging place, try to remember your original Admin interview. Find your anchor point. You are being asked: What should a Catholic school look like when you are in charge? [CP](#)

Michael Harrison, Principal, St. Cecilia, DPCDSB

KINDNESS

An Antidote to Bullying

By Dianne Banasco

I'd just arrived at St. Oscar Romero Secondary School when a student greeted me with a radiant smile and genuine welcome. We exchanged a few words, wished each other, "Merry Christmas," and he directed me to the cafeteria. We were both 'buoyed' by our exchange.

In the context of the *'science of kindness,'* one learns that this 'buoyed' sensation has many far-reaching impacts.

The benefits of 'small acts of kindness' are better understood when exploring the health advantages of these acts. Research indicates that kindness increases one's life span, energy and serotonin, which contribute to happiness, calm and overall well-being. Acts of kindness also decrease pain by releasing endorphins, decrease cortisol levels (perpetually kind people have 23 per cent less cortisol than the average population), and blood pressure, plus depression is reduced when people consistently perform kind acts.^{1,2,3,4}

Benefits are felt by the person performing the act of kindness, the recipient, and observer(s). It makes sense that witnessing acts of kindness can have significantly positive impacts on people when conversely; research indicates that witnessing bullying and other violent acts can have profoundly negative impacts on our students.^{4,5}

Kindness is contagious

Kindness is defined as the quality of being generous and considerate, and is rooted in empathy, compassion and acceptance. It is offering the best of yourself to someone whether for a second, minute or longer. "The positive effects of kindness are experienced in the brain of everyone who witness the act, improving their mood and making them significantly more likely to "pay it forward." This

means one good deed in a crowded area can create a domino effect and improve the day of dozens of people.'⁶

Entering the cafeteria at St. Oscar Romero, I was immersed in this contagious position of witnessing 'acts of kindness.' I was a guest at their 15th Annual Community Christmas Breakfast – headed by administration and supported by numerous staff volunteers, who cooked and served breakfast for their students and community. I was enveloped by the kindness, joy, respect and gratitude that were palatable in the room.

I spoke to many students and alumni, who expressed various ways that they 'pay it forward' in their school community, family and with others as a result of the Christmas Breakfast. That day, an alumni volunteered IT skills to students; at previous Christmas Breakfasts, among other initiatives, a soup kitchen was founded in partnership with community stakeholders.

"When you are kind to others, it not only changes you, it changes the world."

Harold Kushner

Why use kindness to address bullying?

In addition to the improved well-being and health benefits for all participants of kindness, studies indicate that when regular and purposeful acts of kindness are performed in classrooms and schools, the students performing these acts can experience a boost in peer acceptance. These results are cited in a study, *'Kindness Counts: Promoting Prosocial Behaviour in Preadolescents,'* conducted in Vancouver with nine to eleven year olds.⁷

How do we create regular and purposeful kindness in our schools?

Our Catholic framework provides a multitude of rich inroads to purposefully embed kindness into our school communities. Our parishes, Catholic Graduate Expectations, Virtues of the Month, Christian mediation, morning prayers, K-12 religion programs, cross-curricular links and spiritual leaders all offer opportunities for regular and purposeful connections to kindness, empathy, compassion and acceptance.

"Let no one ever come to you without leaving better and happier. Be the living expression of God's kindness: Kindness in your face; Kindness in your eyes; Kindness in your smile."

Blessed Mother Teresa

Toronto Catholic District School Board hosts annual Safe Schools Ambassador Symposiums, which are attended by elementary and secondary school Student Ambassador Leaders and staff facilitators. This year, the theme was Kindness. Ignited by the symposium, numerous schools focused on Kindness as a key theme, resulting in remarkable initiatives and impacts. Examples include:

St. Barbara Elementary School intentionally embedded kindness throughout the school community. With support from Parent Council, the school promoted the theme, "Be the 'I' in Kind." This was reinforced through daily announcements; affirmations that students repeated as a student body, including 'I am a leader,' 'I am loved,' 'I am kind,' school assemblies; and connections to Virtues of The Month. Teachers and support staff also used journaling, cross-curricular activities, bulletin boards and hallways to reinforce the messages of kindness in the classroom and school yard. The simple and consistent messaging resulted in small and notable changes in individual acts by students, and in the school culture. The principal noticed more students holding doors for one another, saying "thank you," and being proud to share their stories of kindness.

St. Jane Francis Elementary School incorporated kindness into their Mental Health Awareness and embedded kindness into their school ethos with a variety of interventions including classroom lessons, prayers such as the Five Finger Prayer; Mindful Mondays incorporated announcements, which reflected on key topics of Positive Affirmations, Kindness and

Helpfulness, peace coming from within, gratitude to ourselves and others, joy and happiness; affirmations, which the school repeated including daily self-affirmations such as, "We believe in you," which also promotes self-kindness; posters and a Gratitude Wall. Resources from the website, Random Acts of Kindness⁸ were provided an abundance of free materials.

Kindness in your school

When promoting kindness in your school community, elements to consider are:

- **Incorporate existing Catholic Values/ Foundations/Cornerstones** – including spiritual leaders, Catholic Graduate Expectations, Virtues of the Month, religion program, cross-curricular links
- **Create leadership opportunities** – with staff and students
- **Keep it simple** – consistent, simple reinforced messages, such as, "Be the 'I' In Kind"
- **Consistent messaging** – using announcements, visual reminders throughout the school, weekly theme days, assemblies, specific activities by grade and division
- **Engage Parent Council** – providing opportunity for messaging and initiatives to be reinforced at home; also as possible source of funding
- **Access school board supports** including Guidance, Mental Health, Safe Schools and Religion Departments
- **Involve community stakeholders** including your parish, public health, the police and other community agencies [CP](#)

Dianne Banasco, M. Ed Safe Schools Advisor, Toronto Catholic District School Board, AQ Guidance Instructor; Ontario Institute for Studies in Education, University of Toronto, Psychotherapist; College of Registered Psychotherapists of Ontario (CRPO)

¹ Kindness Health Facts: www.dartmouth.edu/wellness/emotional/rakhealthfacts.pdf

² The Science of Kindness; Video: www.youtube.com/watch?v=O9UByLyOjBM

³ Can Random Acts of Kindness Increase Well-Being? positivepsychology.com/random-acts-kindness

⁴ Observing Bullying at School: The Mental Health Implications of Witness Status psycnet.apa.org/doiLanding?doi=10.1037%2Fa0018164

⁵ A Meditational Model Linking Witnessing Intimate Partner Violence and Bullying Behaviors and Victimization Among Youth link.springer.com/article/10.1007/s10648-012-9197-8

⁶ How to Change The World With Kindness: www.youtube.com/watch?v=ju3ygNPFH98

⁷ Kindness Counts: Promoting Prosocial Behaviour in Preadolescents; ripplekindness.org/school-curriculum/why-kindness

⁸ Random Acts of Kindness; www.randomactsofkindness.org

No Homework in Exchange for Kindness

By Ide Ni Mhuiri

For the third year, students at Gaelscoil Mhíchíl Uí Choileáin, Clonakilty, a primary school in the Republic of Ireland, did not have formal homework during the month of December. Instead, students were asked to undertake little acts of kindness that could make a big difference in somebody's life.

In a world, consumed by social media, where young people are constantly experiencing pressure and where in-person and online bullying can be common, we believed the best way to show students the way forward was through kindness.

Daily acts of kindness included reaching out to elderly relatives by visiting/phoning/sending a Christmas card, helping out with household chores, undertaking random acts of kindness to brighten the lives of those around them, as well as acts of self-care to promote self-esteem and positivity by spending time doing something they loved that made them feel good about themselves.

We also initiated a school “Buicéad Cineáltais” (*kindness bucket*), where students placed kind “observations” about their peers, which we hoped would boost the self-esteem of those around them. Each week at assembly a random selection of these observations was shared with the entire school to emphasize how small acts and kind words can make huge differences in somebody's life.

Each class also proposed a unique way in which they collectively could make the Christmas season better for their community. Among the class acts were baking animal cookies for the local animal refuge, visiting a local nursing home to sing Christmas carols, making

personalized Christmas cards for the homeless, playing with a different classmate each day so everyone would feel treasured, making Christmas hampers for children in the local lodge for immigrants, and organizing a litter pick up day.

This initiative helped students see the value of kindness and the difference even the smallest gesture can make in somebody's day. It also made students more aware of being inclusive of others and trying to make an extra effort with those who might not usually be in their group. It impressed on them that no two of us are the same, and even though we may all have different traits and talents, no one is better than anyone else.

We were blown away by the support we received from our school parents, our local community, and indeed nationally and internationally for this venture. We had other schools contacting us saying they had followed our lead and were loving the outcome.

Our school took a pro-active approach to eliminate bullying and unkindness by building positive, healthy, trusting student relationships. By explicitly teaching “kindness” student relationships improved remarkably. We hope it's a simple but profound message that our students will carry with them in their hearts forever. [CP](#)

Ide Ni Mhuiri, Deputy Principal, Gaelscoil Mhíchíl Uí Choileáin
Gaelscoil Mhíchíl Uí Choileáin is located in Clonakilty, West Cork, Republic of Ireland.

This school provides the standard primary school education curriculum through the medium of the Irish language for students ages 4-13 years old. The school has an Early Intervention Class and an Autism Spectrum Disorder Class.



When School Administrators Get Bullied

By Rebecca Chen

“Workplace bullying is definitely an issue that we need to take seriously because of its immediate and long-lasting impact on our mental health. It erodes our confidence in the moment and each time the experience is relived in the mind of those affected, even years after the incidents. If left untreated, it can lead to anxiety, panic attacks, depression, Posttraumatic Stress Disorder and Substance Use Disorders.”

Dr. Andrew Miki, Chief Science Officer at Starling Minds

Bullying is a pattern of mistreatment from others that can cause either physical or mental harm. The harm is intentional and can include verbal, physical, psychological abuse or humiliation. What is important to note is that it is extremely common and can come from anywhere in the workplace, regardless of gender, age, role, sexual orientation or ethnicity.

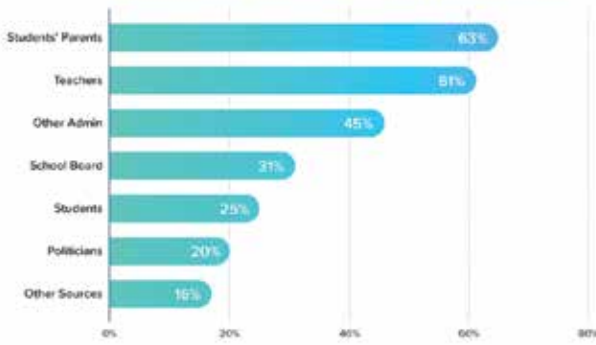
In a June 2020 survey on workplace bullying focused specifically on school administrators, Starling Minds found that 92 per cent of those surveyed have been bullied and 76 per cent found that it had lasting effects on their mental health.

A majority of school administrators saw bullying originate from:

1. Parents of students (63%)
2. Teachers (61%)
3. Other administrators (45%)

Administrators felt the current education system has given parents a lot of power, and there are many who abuse this power. In the Starling Community, we see that dealing with parents of students is a key work stressor in administrators.

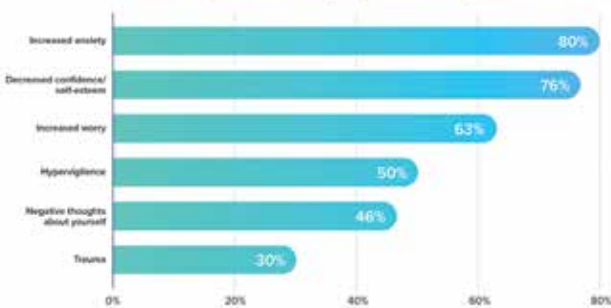
Where have you seen bullying originate from?



The effects of bullying

The survey also revealed that the top three long-term effects of workplace bullying were increased anxiety, decreased confidence or self-esteem, and increased worry.

What impact did bullying have on you?



Increased anxiety and worry

Stress is defined as a state of mental or emotional strain or tension, with anxiety being the physiological response, whereas worrisome thoughts often have a “what if” quality to them. For example, “What if I’m attacked at work?”

Eighty per cent of respondents noted that experiencing bullying has increased their anxiety, while 63 per cent noted that it increased their worry. Anxiety and worry may result in feeling more on edge, tense or nervous, and may experience physical symptoms such as sweating, butterflies in their stomach or other digestive issues, breathing and/or heart palpitations. If this doesn’t end, it can lead to panic attacks and panic disorders.

Some thoughts that people may have are: When will it happen again? Will it get worse? Why is it happening to me? If this constant worry and rumination aren’t addressed or resolved, it can lead to Generalized Anxiety Disorder (excessive worry that is

uncontrollable), Panic Disorder (recurrent panic attacks), and/or Social Anxiety Disorder (fear of what others think of you/being attacked in social situations).

Decreased confidence/self-esteem

Seventy-six per cent of respondents said that bullying resulted in a decrease in confidence and/or self-esteem. It’s common to question the intent and reason behind the bullying. Why is this happening? Why did they choose to target me?

A logical conclusion that people often come to is that they are weaker or not as good compared to others at work; thus, making them the perfect target. Believing these things about yourself will erode your self-esteem as it results in attacks from all sides: while others attack you, you are also attacking yourself. This increases a sense of hopelessness and helplessness, and also influences how people see themselves, which affects how they perform in their role. Eventually, a pattern of these thoughts can lead to depression, and in some extreme cases, it can also lead to suicide.

Other effects

Trauma: Bullying incidents are situations where the person who was bullied may feel intense fear or helplessness. They may keep reliving or experiencing the bullying incidents in their mind, leading to nightmares, feeling upset or distressed each time they are reminded of the incidents, increased anger problems or sleep issues. They will tend to avoid anything that will remind them of the bullying.

Hypervigilance: Experiencing bullying may put people into a state of increased alertness and be extremely sensitive to their surroundings. The goal of being alert is to avoid future incidents of bullying. This can lead to increased anxiety.

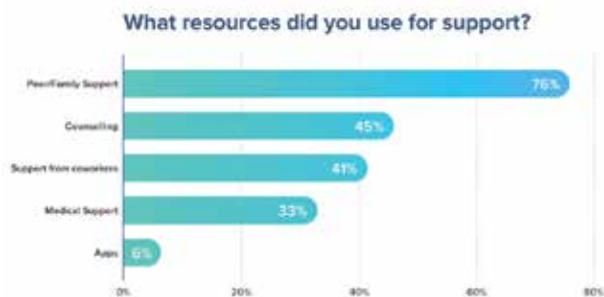
Substance abuse: If nothing else is helping, a person who is suffering from the impacts of bullying may use a substance for relief. If this becomes a chronic pattern, it can lead to a Substance Use Disorder.

How can we address the negative mental health impacts of bullying?

Although bullying is a common occurrence, it can be a tough topic to talk about and seek help for, especially when it happens in the workplace. Some barriers include the fear of not being believed, having people not take their side, a lack of repercussions, retaliation and feeling

uncomfortable with the need to work with their bully after making complaints. People are afraid to speak up about what's happening to them.

Starling Members share the resources they have used as support to address the negative effects that bullying. Unsurprisingly, a significant number noted that they built a support system through family and friends. Others sought support through counselling and coworkers.



Reaching out to your support network to share negative experiences can be therapeutic and help you bounce back. Talking to people you trust can help you realize that the self-doubt and negative self-talk from bullying is unfounded. Focusing on forming positive and affirming thoughts can help you manage and cope with bullying. It can prompt you to develop a plan of action, find allies to help you and have hope that the situation will end.

If you have experienced bullying, remember that you are not alone. We encourage you to seek the resources that you need to support your mental health. While you are not able to change the way others treat you, you can control your reactions and responses to ensure that bullying incidents do not have a lasting impact on your mental health. ➔

“It’s hard not to take things personally, especially when people are being unkind or rude. Unfortunately, people don’t always treat each other with respect. Like how we remind our kids, we need to remind adults that we all play a part in making people feel respected at work, we need to remind ourselves to do the same.”

Starling Minds Community Member

Rebecca Chen, Starling Minds Community Manager

Starling Minds™ covers 420,000 lives across Canada to help people build resilience to stress, anxiety, and depression. Together, we can reduce the stigma surrounding mental health and reduce barriers to accessing evidence-based treatment. This mental health initiative is brought to you by the Catholic Principals’ Council Ontario. To register and improve your mental fitness, have your CPCO ID ready and go to: <https://app.starlingminds.com/registration/cpcoc>. Questions? Connect with us at members@starlingminds.com



Johnson has been serving educators for over 50 years and as a member of CPCO you get great savings on home and car insurance.

CALL FOR A QUOTE
& BE ENTERED
FOR A CHANCE TO
WIN
1 OF 6
LAPTOPS!*

1.855.616.6708
Johnson.ca/educator

JOHNSON 
INSURANCE
HOME • CAR

Johnson Insurance is a tradename of Johnson Inc. ("JI"), a licensed insurance intermediary. Home and car policies primarily underwritten, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in ON. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply. *NO PURCHASE NECESSARY. Open September 1, 2020 - December 31, 2020 to legal residents of Canada (excluding QC and NU) who have reached the age of majority in their jurisdiction of residence and are a member of a recognized group in the education sector with whom JI has an insurance program agreement. Two (2) laptops available to be won in each of the following three (3) regions (each, a "Region"), for a total of six (6) laptops (valued at approximately CAD\$2,000 each): Western Canada, Central Canada and Atlantic Canada. Conditions and/or restrictions may be imposed. Odds of winning depend on the number of eligible entries received in each Region. Math skill test required. Rules: Johnson.ca/laptop



CYBERSECURITY

Keeping Staff and Student Data Secure at Work and Home

By Hilary Close

With the experience of the COVID-19 pandemic, it is likely the issue of cybersecurity has come to your attention. As many people transitioned to working from home, they found themselves learning about platforms that provide virtual meetings, classrooms, social media groups and so on.

Cybersecurity pertains to school boards' use of various kinds of controls to manage risks. This includes liabilities suffered or incurred as a result of a failure to ensure data security and breaches of confidential personal information. Managing cyber risks is important for compliance and comes with various legal obligations to protect personal information. As a result of the COVID-19 pandemic, school boards have rapidly adopted new remote working arrangements.

Cybercriminals are taking advantage of the stresses, distractions and uncertainties caused by these new work arrangements to attack and exploit technical vulnerabilities as well to engage in various forms of fraud. Connecting an infected personal device or USB to the school board wired network could also be risky. Malicious software can be programmed to scan the network and attempt to infect devices.

Phishing is when an email or a text message from a hacker asks you to click on a link. This is the number one way

for hackers to infiltrate accounts. School boards are a primary target for this kind of attack. These are often sophisticated and can look like they are from an authentic source. Clicking on the link can result in you visiting websites that contain malware. These sites mirror the authentic source prompting you to provide your username and password. With this information, the hacker can access personal information in your board's systems. They can then pose as you to launch a cyber attack.

Tips for being cyber secure:

- Hackers love when you use the same password for everything if they get this information they can search for other accounts with the same information resulting in theft of personal information. Use more varied and complex passwords.
- Video conferencing – check with your IT department for approved secure conferencing tools to avoid infiltration of improperly configured video conferencing sessions and conference calls (e.g. Zoom-bombing). This eliminates the potential for exploitation of link and file-sharing functions or vulnerabilities in conferencing applications.
- Encourage staff to establish and maintain a culture of confidentiality, regarding remote working arrangements including prompt incident/breach reporting and response.

- Enhance the physical security of computers/ devices, digital storage media and paper documents (including the secure disposal of paper documents).
- Lock your computer and do not share it with family members.
- Hackers seek out attachments that are not encrypted. Ensure confidential attachments are encrypted with a password.
- Check your apps and microphone settings. The apps default setting when you download often enables microphone access. Disable 'always-listening digital assistants' located where you are working from home.

Finally, when it comes to social media, criminals are always scanning and using social media to gather information about you. To stay safe, check your privacy settings, think carefully about the information you provide to others publicly, privately, and through the use of applications and games. Examples would be sites where you upload a resume or sites that require name, address and date of birth to register for a loyalty card. Consider using a combination of family member's date of birth as a safer choice. When it comes to social media, less is more, celebrate the wonderful stories and experiences we have in our schools but be aware of the information you are sharing, be cyber safe.

Samaritans on a Digital Road

By Tim Slack

I can remember when paper seemed so expressionless. Depending on what it was writing what you wanted to say on paper was so much easier than saying it directly to someone. Especially if it was a hard conversation, you needed to have.

Today, computers and social media have replaced paper as being that expressionless means of communication. Everyone seems susceptible to becoming a victim of cyberbullying as the bully can now remotely target their victim from behind a screen. Bullying in the classroom or schoolyard does not just stop there any more. The safe haven of home away from the bully is no more.

As an elementary school principal, I am presented with students who have been the target of online bullying by a peer. When faced with these situations, we have to take immediate action to stop the behaviour. I believe that the most pressing question is: How do we educate our students so we can change these behaviours before they happen?

To change these behaviours, we need to educate our students about the effects of cyberbullying. Here at the Ottawa Catholic School Board, we have developed a resource for K-12 called 'Samaritans on the Digital Road.' Each fall, teachers present five grade-specific lessons to their class.

The resource is created around Jesus' parable about The Good Samaritan as it relates to being an online citizen and the challenges that students face in their present grades. Referring to this program, when problems arise has been instrumental in dealing with many bullying behaviours.

In our schools, we can educate our students on the effects of all types of bullying and how to create a positive digital footprint for themselves. To change behaviours, we need to hold students accountable, have purposeful discussion, and have intentional teaching surrounding cyberbullying.

As a school system, we need to work together so that we have consistent practices designed to prevent all forms of bullying in our schools. Creating clear and consistent expectations and regulations for all members of our school communities is the first step in the prevention of all forms of bullying. To put an end to all types of bullying, we need to work on education and prevention, not consequences to the behaviour. [CP](#)

Hilary Close, CIPP/P, Manager of Corporate Affairs, OCSB
Tim Slack, Elementary Principal, St. Jerome School, OCSB

If you are interested in learning more about the OCSB Samaritans of the Digital Road, please contact hilary.close@ocsb.ca or tim.slack@ocsb.ca.



Creating Safe Schools for LGBTQ+ Students

By Joan Grundy

Sometimes gifts are also challenges. The internet has proven to be a lifeline for many LGBTQ+ youth, particularly those who feel isolated from their community. It has facilitated their connection with other LGBTQ+ youth for companionship and support. But it has also opened the door to a world where they can be victimized and bullied.

Kristopher Wells, University of Alberta, indicates that negative comments made on online sites are often homophobic and transphobic in nature, whether directed at LGBTQ+ youth or not. Studies report that LGBTQ+ youth experience online bullying and harassment three times more than do heterosexual youth. Rates are particularly high for transgender youth. (Blumenfield & Cooper, 2012; Gay, Lesbian, Straight, Education Network 2017) These same studies indicate that most LGBTQ+ students do not feel safe at school. (Every Class in Every School: National Survey on Homophobia, Biphobia and Transphobia in Canadian schools, 2011; Gay, Lesbian, Straight, Education Network 2017). The pervasiveness of online homophobia and transphobia and its tragic impact supports California psychologist Brenda Wiederhold's

contention that it is a "deadly combination" when LGBTQ+ youth, many of whom already feel isolated and rejected, experience cyberbullying.

Research indicates that an overwhelming majority of LGBTQ+ youth experience cyberbullying and online harassment. Statistics indicate that rates of depression, self-harm, truancy, suicidal ideation and suicide are three to four times higher for LGBTQ+ youth than for heterosexual youth.

Often LGBTQ+ youth do not report incidences of cyberbullying and harassment. They don't tell their parents because they feel if they share the nature of the harassment, they will "out" themselves. For many, they fear being rejected by their parents more than the harassment and bullying from peers. For this reason, it is vital that staff respect students' desire if they do not want the nature of the cyberbullying or harassment they are experiencing discussed with their parents. Exceptions of course are situations where there is an immediate threat to their safety or well-being. Another reason some LGBTQ+ students do not tell their parents

is due to the fear of being cut off from the internet, thus severing their support system.

Not only do many LGBTQ+ students fail to tell their parents, they often do not tell school staff. This is particularly true if they feel their school is not supportive of them. In not feeling like they can turn to home or school for help, many LGBTQ+ students suffer alone.

So, what can a school leader do to ensure these students feel supported? The word tolerance is used in some discussions about LGBTQ+ persons. Jesus did not just tolerate people, he included, welcomed, accepted and celebrated them. The starting point for supporting LGBTQ+ youth is creating safe, nurturing communities where they can be authentically who they are, and be celebrated as such. There are very practical ways to develop communities of care. Professional development of staff is key. An important part of staff development is providing an opportunity for staff to reflect on any unconscious bias they have about LGBTQ+ persons, so they can bring that to awareness and consciousness. It is vital that we name and own any negative (and often errant) beliefs we have attached to LGBTQ+ issues, so that we challenge them, and work them through.

LGBTQ+ students are 40 to 50 per cent less likely to experience depression and suicidal ideation if they feel connected and supported in their schools. (The Trevor Project, 2019). This hopeful statistic points to the essential need for every school, elementary and secondary, to have a support group for LGBTQ+ youth.

An important strategy for creating safe and nurturing school

communities is ensuring that antibullying and anti-harassment school policies explicitly list sexual orientation and gender identity. This ensures accountability in behaviour and practice. Homophobic and transphobic comments and behaviours should be consequenced as stringently as racial comments or behaviours because the result is the same – young people being made to feel less than, which is the antithesis of Jesus' call for all human beings to "have life, life to the full." (Jn 10:10)

Addressing and consequencing unacceptable comments and behaviours sends a powerful message to LGBTQ+ youth. It shows that their school values them and will not tolerate them being disrespected and dishonoured. "The role of all staff members in Catholic schools must assume the challenge of how to assure belonging and how to deal with the effects of bullying and social violence. In the face of these realities, all staff must assist students through the maintenance of established protocols that respond swiftly and consistently, and present unjust intimidating behaviours from spreading." (Supporting Transgender Youth Monograph, Institute of Catholic Education)

Our LGBTQ+ youth should not have to wait for things to get better. We need to be better for them, so that their experience of school and of themselves is positive and affirming. LGBTQ+ youth's lives depend on us getting this right. The poet Maya Angelou said, "When we know better, we do better." We know better. Let's do better. [CP](#)

Joan Grundy is a retired administrator from the Waterloo Catholic District School Board. She currently is a guest speaker and an author. JoanGrundy@Adeepeninglife



Supporting Ontario students with access to high quality, technology-enabled learning is easy with Ontario's Virtual Learning Environment, provided by the Ministry of Education.



Learn more at, D2L.com/VLE

SHARE YOUR STORY WITH

PrincipalConnections

We are always looking for interesting articles.

Submissions must be 800-1000 words. Images must be 300 dpi minimum and in jpg or png formats. Please do not reduce the size of digital images.

Send the articles in Word format only to Editor, Deirdre Kinsella Biss at dkinsellabiss@cpco.on.ca

Currently looking for articles for:

Winter 2020: Seeking Positive Solutions

Articles due by: Oct. 19, 2020

CPCO reserves the right to edit all materials. Please understand that a submission does not automatically guarantee publication.

New Resources Navigating Cyberbullying and Cyberviolence

By Jan Murphy and Sarah Rogers

“The Internet offers immense possibilities for encounter and solidarity. This is something truly good, a gift from God.”
Pope Francis

The safer humans make things, the more dangerous they can become. The invention of anti-lock brakes (ABS) improved braking capabilities and prevented tire skids, which ultimately generated a safer driving experience. However, this also created a false sense of security for some drivers thinking they could drive faster and closer to the vehicle in front because they now had ABS.

The same holds true of the internet and the cyber world. As Pope Francis points out, the internet offers immense possibilities. These possibilities are improving daily. However, as leaders in Catholic schools, we need to be constantly aware of safety features and the ‘hidden’ dangers lurking in the online world especially for students, staff and school communities.

CPCO, in partnership with ADFO, OPC and Victim Services Toronto (VST) collaborated on an initiative to investigate Healthy Relationships: Navigating Cyberviolence and Cyberbullying. Over the past four years, this partnership, funded by the Ministry of Education, brought together principals and vice-principals to investigate the impact of the online world in schools and identify the needs (safety features and dangers) for school leaders.

The online world is an extension of positive and negative daily interactions which can magnify possibilities of encounter, but also magnify abusive and negative

behaviour. Children and youth are particularly vulnerable to online bullying, harassment and luring. A Statistics Canada 2016 report unveils, one in five young Canadians experience cyberbullying and cyberstalking, leading to devastating impacts on an individual’s self-esteem and sense of self-worth. The widespread magnitude of cyberbullying, along with its multifaceted and complex nature, impact and rapid growth of technology, can leave school leaders overwhelmed.

To improve the online safety experiences for students, and through a multi-step approach of focus groups, webinars, surveys and interviews, **three resources** were created.

The double-sided **Placemat Tool** was created for principals and vice-principals to use as thought maps for addressing cyberviolence and cyberbullying. The **Proactive Placemat Tool** provides provocations and considerations for leaders and school teams to use when planning for the year ahead. This tool contains reflective questions, protocols, procedures and policies and centres on ‘what do we need to do/know to help keep our students safe in the online world?’

The **Reactive Placemat Tool** is designed to react to an incident of cyberviolence or cyberbullying in a school. The tool breaks the response down into three areas: immediate, short-term and long-term. A Definitions

Section provides up-to-date terminology such as: Sextortion and Cybersexual Harassment and a section on Best Practices provides thoughtful considerations for principals and vice-principals as they work through these difficult situations.

As a key partner in this initiative, Victim Service Toronto (VST) worked closely with all three principal associations. VST is a not-for-profit, registered charity that provides short-term crisis response, intervention and prevention services responsive to the needs of individuals, families and communities in the immediate aftermath of crime and sudden tragedy. It works to prevent victimization through youth engagement, leadership training, social media engagement strategy development and healthy relationship educational programming in local high schools. Victim Services agencies are located across Ontario.

The third resource created is a result of the partnership with VST to assist school leaders. An **Excel Spreadsheet** links every Catholic School Board in Ontario with a Victim Services agency including contact information.

VST also offers several opportunities for youth to be proactive and engaged in positive online interactions. One Youth Leadership program that VST offers school leaders is T.E.A.R.™ (Teen Ending Abusive Relationships). It currently has 20 active volunteer youth leaders, targeting youth facing multiple systemic barriers including racialized, LGBTQ+, Indigenous and youth residing in Neighbourhood Improvement Areas. The T.E.A.R.™ Youth Leadership Program build on the basic learnings of the T.E.A.R.™ workshop on healthy versus unhealthy relationships, which enables youth to further analyze root causes of gender-based violence, by exploring historical and manifestations of systemic discrimination and oppression.

As well, T.E.A.R.™ Youth leaders launched their social media engagement strategy, #TEARtalk, in November 2013. #TEARtalk, a weekly Twitter and Instagram chat (every Thursday 7pm – 8pm EST on Twitter and Instagram @VSToronto), is completely youth inspired and driven. It utilizes social media to create social change online by fostering positive digital leadership and providing an innovative forum for T.E.A.R.™ Youth leaders discuss and raise awareness on a variety of complex topics related to unhealthy and healthy relationships, equity and trending issues in a fun and positive way. Topics may include gender-based violence, sexual violence, human trafficking, healthy relationships,

cyberbullying and digital citizenship. Volunteer hours are provided to participating Ontario students (to register e-mail tearyouth@victimservicestoronto.com with name and social media handle). Finally, students and educators can view T.E.A.R.™ cyberviolence awareness and cyber safety videos on youtube.com/VSToronto.

In today's COVID-19 world, the need to attend to safety features and pitfalls online are critical for our children and youth to build Healthy Relationships. All of the resources can be found at <https://cpco.on.ca/index.php/members1/professional-learning/cyberviolence-cyberbullying>. [CP](#)

“Filter a website, and you protect a student for a day. Educate students about online safety in the real-world environment, and you protect your child for a lifetime.”

Christopher Harris

Jan Murphy, Program & Member Services Assistant Coordinator, CPCO
Sarah Rogers, Victim Services

KING'S
Western University - Canada

the best in
Catholic
Education

A place to be.
A place to become.

- Comprehensive student services
- Generous, guaranteed entrance scholarships
- Small class sizes
- Supportive community

London, ON
1-800-265-4406
kings.uwo.ca

Julia McKone '19
Bachelor of Arts (Honors),
Double Major in Disability Studies
and Catholic Studies

[f](#) [t](#) [i](#)
@kingsatwestern



The Challenge of Technology

By Tilia Cruz, Nancy Podobnik, Cassandra Jack

While new interactive communication technologies are emerging and benefiting our society, these developments have caused some major challenges for Catholic school leaders. Our Ontario schools have become especially vulnerable since technology is such a big part of the fabric of school life in 2020.

Many would agree that for the most part the role of technology in schools has been extremely positive. The ability for students with individualized needs to access programs and curriculum has been a welcome change. The interactive methods used to motivate and engage all our learners can be seen each day. The opportunity for students to engage in learning and communicating with global partners is truly incredible. But with many positives, there is also the opportunity for our students to become engaged in or experience the negative side of technology.

With the recent attention to online learning platforms, school administrators and policy makers recognize that understanding the inherent dangers of technology is a must. The mobility of technology and the creation of thousands of applications to entice our learners although helpful, have created opportunities for them to become victimized. The impact of COVID-19 and living through a world-wide pandemic has propelled education along in the digital world, creating a new learning landscape for educators.

Today, social media is much more prevalent. It is an issue that adds to and challenges ever growing leadership responsibilities. Social media and apps such as Snapchat, Instagram, Twitter, Facebook, TikTok and all the associated terms and slang, as well as YouTube and the gaming world, have become a new learning landscape. Online currency is measured in texts, DMs, the number of likes, streaks, tags, the number of views, followers, follower requests and subscribers. There is a need for school leaders to be “in the know” in order to be prepared to deal with issues that may arise, especially in the case of cyberbullying.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text and apps, or online in social media, forums, or gaming where people can view, participate in or share content. Cyberbullying includes sending, posting or sharing negative, harmful, false or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

www.stopbullying.gov/cyberbullying/what-is-it

Cyberbullying is often believed to occur after school or outside of instructional time. However, a significant number of students not only have access to Smartphones, tablets, computers and laptops to connect online, but they commonly use these devices during the school day. These incidents, whether occurring during or outside of school have a direct impact on the school climate and culture and thus have a direct impact on the role of Catholic principals.

Traditionally issues of bullying were often tangible and by following a process, school administrators were able to investigate and make decisions for follow-up and consequences. Students at an earlier age, irrespective of neighbourhood, race, gender or abilities indicate that cyberbullying has been a part of their school experience. 2012).

In our experience, the most effective means to address bullying, including cyberbullying is through comprehensive school-wide programs that are rooted in faith, grounded in data and best practices, and are responsive to local school needs. By setting high expectations and modelling, as well as engaging students, staff, parents and community members, we collaboratively create a safe, caring, healthy, inclusive and accepting learning environment rooted in healthy relationships. The Catholic Code of Conduct is reviewed and shared, prevention and intervention strategies are communicated, Safe School Action Teams collaborate to create plans for school-wide, class and individual student initiatives, Digital Citizenship is infused throughout the curriculum and parent engagement opportunities are provided. Despite these undertakings, schools are still left with the reality that instances of bullying occur and that when dealing with reported incidents some key challenges arise.

Oftentimes, instances of bullying are not reported for a variety of reasons and inadvertently, school culture is being affected unbeknownst to the adults in the building. When an incident is reported, however, action must be taken and an investigation begins. Determining the authenticity and truth of an incident, including who is involved is a key challenge. With the ability to create fake accounts, accounts with hard to identify usernames and anonymity, it is difficult to determine who may be involved and affected in an incident. Other hurdles include having students allow access to their social media accounts, passwords, dealing with screenshots – storing and sharing them and involving parents/guardians. Administrators also face considering

questions regarding the extent to which a school board has a responsibility to address these forms of bullying, as well as the issue of the search and seizure of records on student personal digital devices, which may include images of a sexual nature. And, depending on the severity and nature of an incident, administrators may also seek the support of local police.

Many administrators work to support a code of conduct which includes Zero tolerance for bullying. In striving to be responsive, supportive and compassionate the principal is tasked with investigating the reported incident, identifying parties involved, reasons for their involvement, taking into consideration mitigating factors and determining appropriate consequences and supports for each party, all the while keeping privacy issues in mind and ensuring the dignity of all. The struggle to maintain, strengthen and at times, repair relationships is constant.

Cyberbullying is a growing social problem and one that many school leaders regularly face and investigate. In the aftermath, as reflective practitioners, there are many thoughts and questions that weigh on the minds and shoulders of us all. Did I listen and respond effectively? Did I do enough? Was my approach fair, equitable, taking into consideration mitigating factors and my own biases? Could I have done more to prevent the situation? What else can be done through school improvement initiatives to support students?

Changes in technology have perhaps been one of the greatest areas to impact society in unforeseen ways. It has become increasingly necessary for Catholic administrators to understand the issues that affect the learning environment of all learners.

Catholic principals are tasked with having to balance competing sets of demands. Curriculum, parent and community demands, government policy, changing technology, supporting students with diverse learning needs and staff morale are issues that contribute to a complex school environment. Gaining deep empathetic information pertaining to why students get involved in cyberbullying will allow administrators to do the work that we are called to do. [CB](#)

Tilia Cruz, Support Services Advisor, CPCO

Nancy Podobnik, Principal, St. Richard, Dufferin Peel CDSB

Cassandra Jack, St Therese of the Child Jesus, Dufferin Peel CDSB



Schools Went Virtual. So Did Bullying!

By Coby Elimelech

The increase of online interactions triggered by COVID-19 has resulted in a spike in cyberbullying instances. Various factors including the amount of unsupervised time our students spend online, addictive online games such as Fortnite (which promotes violence and bullying) and the mindset that bullying is something we only address when physically in school, have contributed to the statistic change.

Cyberbullying platforms

Some of the most common online platforms where cyberbullying can occur are on social media. These include YouTube, Facebook, Twitter, Instagram and TikTok. Also, the most popular games right now are Roblox, League of Legends, Overwatch and Fortnite.

Cyberbullying affects school climate

The benefits of a positive school climate are fundamental in educational growth and students' well-being. One recent study found that those who are cyberbullied perceived a poorer climate at school. While students who were cyberbullied displayed lack of confidence, resilience and safety in and out of school.

Combat strategies

School communities can employ a number of strategies to prevent cyberbullying.

1. **Preventative action** A whole school approach. When the school has ongoing anti-bullying education, such as in-class discussions and school assemblies, the students understand what is acceptable and what is not. In addition, the entire school body, including administrators, teachers, parents and students need to be on the same page. No one can claim ignorance or that they are exempt as the cyberbullying didn't occur on school property. The School Anti-Bully

Mission Statement should be posted in several places throughout the school as well as online. It should be clear to everyone that if one posts something online outside of school property – and if it affects someone in the school – then it becomes the school's responsibility.

2. **Clearly defined steps to take should a parent feel that their child is bullied.** Generally speaking, the first step would be to contact the teacher directly, followed then by the principal/vice-principal.
3. **Speak to your child.** As parents, how many of us know who are our children's best friends? Who is their least good friend?
4. **Take screenshots and record any electronic cyberbullying material.** Often, it can be tracked directly to the perpetrator. In elementary grades, ensure that you have access and all passwords to their electronic devices. Perform 'random checks.' Keep home computers in a public place in the house. Clearly define the screen time between education and pleasure, and have set times when it's appropriate to go online and when it's not.
5. **Don't be a bystander!** Encourage students to stand up to bullying and to bring it to an adult's attention. Students should be made aware that being a bystander to any kind of bullying is supporting and encouraging it to continue. In many cases, it can be hard for a student to speak up. Confidential reporting should be made available.
6. **Work with service or content providers** to investigate and remove offending content [CP](#)

Coby Elimelech performs in over 400 school presentations per year in Ontario. He has three different versions of the show accommodating Grades 1 through 12. He consults with teachers and principals regularly on Bullying Awareness and Prevention. For more details, please visit www.AntiBullyShow.ca



I appreciate the tools that Starling Minds has given me. Knowing that there are things I can do, that are within my control, to help myself feel better has been empowering and boosted my confidence. Thank you!

STARLING MEMBER



Build Your Mental Resilience.

Starling Minds is Here for You.



1. Confidential community to share your experience



2. Easy to learn modules



3. 24/7 Easy Access



4. Assess Your Mental Health Score

As a Practising Associate of CPCO, the Starling Minds program is available to you and your family to use anywhere and anytime you wish, at no cost.

Starling is, and always will be, 100% confidential.

How to Get Started

- 1** Visit <https://app.starlingminds.com/registration/cpcoc>
- 2** Register with your CPCO ID

Questions? Email us at: members@starlingminds.com

CPCO CONFERENCE 2020

CANADA'S #1 CATHOLIC LEADERSHIP CONFERENCE



Welcoming
the stranger

being the resilient
Shepherd

IMPORTANT ANNOUNCEMENT

Please note that due to the COVID-19 pandemic, and in the interest of maintaining the health and safety of all attendees, the face-to-face conference has been cancelled.

Options for a virtual event are in development.

Full details will be announced soon.



CATHOLIC
PRINCIPALS'
COUNCIL | ONTARIO

Serve. Advocate. Lead.

Event hashtag: **#CPCOconference**

"You are my refuge." - Jeremiah 17:17