Appendices to:

Respectful and Responsible Relationships:
There's No App for That

The Report of the Nova Scotia Task Force on Bullying and Cyberbullying

A. Wayne MacKay C.M., Q.C., Chair
On behalf of the Nova Scotia Task Force on Bullying and Cyberbullying

February 29, 2012
Appendices to the Minister’s Task Force on Bullying and Cyberbullying Report

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Summary of the Youth Consultations

Focus Groups Prepared by Noreen Stadey, Department of Justice
The youth perspective was considered central to understanding and addressing the issue of bullying and cyberbullying in Nova Scotia. As such, thirty-five consultations took place across the province in each region at the elementary, junior high and high school levels. The purpose of the consultations was to get a sense of the scope of the problem, why people are being bullied, what is currently being done to address the issue, and what ideas they may have for addressing the issue in the future.

Scope of the Problem  According to the youth we consulted, people are being bullied every day. This response came from every class in every school in every region we visited. When asked through a secret poll whether they had been bullied online, 39% said ‘yes’. When we break this down by grade level, we find the percentages to be 46%, 38% and 34% for high school, junior high, and elementary school respondents respectively. In another secret poll we asked if they themselves had ever bullied anyone on-line and 19% said ‘yes’. The break-down by grade level is 30% for high school, 22% for junior high, and 7% for elementary school respondents. Where time allowed, students were asked, by a show of hands, if they knew someone who was bullied online. More than half the students raised their hands.

Reasons  Overall, the top three reasons for bullying were identified as sexual orientation, i.e., being lesbian, gay, bisexual or transgender; physical features, e.g., short, tall, thin, skin conditions; and personal behaviour, e.g., not good at sports, things you say and do. Options such as physical features, gender, race/ethnicity, life at home, family issues, mental and physical health all received some votes, but, according to these students, were not primary reasons for bullying.

Cyberbullying  The youth respondents overwhelmingly identified Facebook and texting as the most common ways cyberbullying takes place. They also understood that it was hard to address because of the anonymity, reach and speed of the internet.

Current Strategies  Actions currently being taken to address bullying and cyberbullying fall into four categories: education and awareness, e.g., assemblies, rallies, Pink Day, and class discussions; rules and enforcement, e.g., blocking sites, suspensions; support, e.g., Restorative Justice, guidance counsellors, prevention clubs.

Future Strategies  The ideas generally were elaborations on the current strategies. They identified a need for more education and awareness, especially for younger students. They also identified the need for parents to be better informed about the technology their children are using. Regarding rules/enforcement strategies, they emphasized the need to enforce rules that already exist and parents’ role in monitoring online activity. Although they identified a number of punitive strategies for bullying behaviour, there was no shortage of strategies for a more supportive approach. They identified supportive strategies as being necessary to help people who were bullied, however, they were also identified a need for support for people who bullied. And, finally, while they saw a role for the adults in their lives in addressing the issue, they were very much aware of a role they themselves could play in “ending the hurt.”

February 2012
Bullying and Cyberbullying Task Force

Summary of the Youth Consultations

Background
Because the youth perspective was considered central to understanding and addressing the issue, the Task Force initially committed to consulting eight groups, one in each of the school boards across the province. However, it was further decided that the feedback would be more representative of the various age groups within which bullying is known to occur, and of the urban/rural and French/English diversity, if the number of groups was increased as follows:

- a primary, junior high and high school class in each region, except Halifax Regional Municipality (HRM)
- a primary, junior high and high school class in a French school in the regions
- a primary, junior high and high school class in a French school in Metro
- four primary, four junior high school, and three high school classes in HRM.

Through the fall of 2011, thirty-five (35) youth groups were consulted, and 828 students participated in the process.

The purpose of the consultations was to get a youth perspective on the scope of the problem, why people were being bullied and what ideas youth might have for addressing the problem.

Process
The process was developed in consultation with Youth Representatives on the Task Force, and staff from the Departments of Education and Health and Wellness. The sessions were facilitated by youth representatives, a Member of the Legislative Assembly of Nova Scotia (MLA), and staff from the Departments of Health and Wellness, Justice, and Communications Nova Scotia.

In general, the process consisted of questions that explored what youth thought to be the primary reasons for bullying, the familiarity with bullying in their community, and what ideas or suggestions they had for addressing it. Full descriptions of the processes are attached.

The process differed slightly depending on grade level. The primary groups did not participate in a World Café, which is a small-group discussion process. The time frames varied according to age levels as follows:

- Primary 1.0 hr.
- Junior High 1.5 hr.
- High School 2.0 hr.

1 [www.theworldcafe.com](http://www.theworldcafe.com)
## Consultation Feedback Results

### Primary Reasons for Bullying

Students were given eight reasons that tend to be associated with bullying and asked to choose the top three reasons for bullying in their school. The top three reasons were:

1) Sexual orientation, e.g., lesbian, gay, bisexual, transgender
2) Physical features, e.g., short, skinny, skin conditions
3) Personal behaviour, e.g., not good at sports, things you say or do

Options such as physical features, gender, race/ethnicity, life at home, mental and physical health, and family issues all received some votes, but, according to the students in these sessions, were not primary reasons for bullying.

### Scope of the Problem

**Cyberbullying – what is it?**

Although respondents approached this question in different ways, they demonstrated an understanding of the concept. Some gave examples of types of cyberbullying, e.g., when you post mean comments, or use fake user names. Others described the nature of cyberbullying, e.g., it’s anonymous, easy, “can’t see the consequences”. And still others approached it by identifying how it takes place, e.g., on Facebook, Twitter, texting. Every group agreed that most cyberbullying takes place on Facebook.

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*Cyber-bullying is when people post ‘hater’ comments on Facebook, Twitter, or anywhere where comments are found.*

*Gr.6 Student*

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*Internet bullying is not face-to-face.*

*Cyber-bullies are cowards.*

*Gr.8 Student*

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Where time allowed, the facilitator asked if students knew someone who had been bullied online. There are no recorded instances where nobody raised their hand. In fact, in every session where this question was asked, more than half the class raised their hands.

Further, in a secret poll, they were asked to tell us whether they had ever been bullied online, and whether they had ever bullied anyone else online.
• **Have you been bullied online?**

Thirty-nine per cent (39%) of the students said they had been bullied online. A further 8% said they were not sure whether they had been bullied online. The most uncertain groups were the elementary and junior high students.

When the information is broken down according to grade level, 46% of high school students report being bullied online, junior high at 38% and elementary at 34%.

• **Have you ever bullied someone online?**

Nineteen per cent (19%) admitted to having bullied someone online. A further 9% said they were not sure whether they had bullied anyone.

Where participants were unsure of whether or not they had bullied someone, they most commonly struggled with the notion of *intent*. The result of their actions may have been that someone felt bullied, but they hadn’t intended to bully, they were just joking.

At the high school level, 30% of the participants said they had bullied someone online. Percentages for junior high and elementary students were 22% and 7% respectively.

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**People are still being made fun of everyday. It happens off school property a lot. Gr.8 Student**

Consequences of Bullying

This question was asked of participants as a lead-in to the question of why bullying continues even though the consequences are often serious. The grade levels varied slightly in how they responded. While the elementary and high school groups identified consequences for the person being bullied, the person bullying, and bystanders, the junior high groups focused on the person being bullied. The responses in all cases included both psychological and behavioural consequences. Examples are listed below.

**Elementary**

- person being bullied: depressed, afraid, self-esteem issues, and suicide
- person who bullies: bullying could become a habit
- bystanders: feel bad, guilty, afraid

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**It makes you feel like a ghost and nobody can see you. Gr.4/5 Student**
Junior High
- person being bullied: angry, mad, depressed, afraid, suicide, drinking, drugs, physical health problems

High School
- person being bullied: worthless, degraded, depressed, suicide, health problems
- person who bullies: feels no one stands up for them, feels invincible
- bystanders: feel remorse, helpless, angry

Reasons Cyberbullying Continues

Responses to the question about why the behaviour continues even though the consequences are serious generally fall into three categories:

- something about the bully that is driving the behaviour, e.g., the bully was bullied themselves, or has problems, feels bad, or there’s something happening at home

- positive results that reinforce the behaviour, e.g., feeling powerful, cool, awesome, or getting attention

- lack of negative consequences that encourages the behaviour, e.g., people are afraid to report, it’s anonymous, and people can get away with it.

If everyone said something, that person wouldn’t feel powerful.
Gr.8 Student

As the bystander, I was unsure what could happen to me if I did something about it.
Gr.6 Student

When bullying happens, it feels like the bully feels pretty bad.
Gr.5 Student

People become brave on Facebook; they become keyboard warriors.
Gr.11 Student

It happens because the bully knows they’re not going to get beat up because they can hide behind the screen.
Gr.9 Student
What’s being done?

Students were asked about some of the strategies that were already in place for dealing with bullying. Here is what they identified.

**Elementary**

**Education/Awareness**
- Pink shirt days
- Anti-bullying days
- Anti-bullying posters
- Presentations
- Action Team

**Rules/Enforcement**
- Ban bully from sites where they bully
- School block site

**Support**
- Bullying prevention club
- Peer mediation

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A presentation prepared by two Gr.5 students: draw a picture of a student with a whole lot of things wrong, and pass the picture around the class. Ask everyone to say something funny about the student and tear a piece off the paper. The key message is that after you say hurtful things about a student it’s hard to put the pieces back together.

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**Junior High**

**Education/Awareness**
- Talk to your kids
- Posters
- Anti-bullying days/ program
- Rallies
- Conversations

**Rules/Enforcement**
- Blocking sites
- Monitoring on-line activity
- Suspension

**Support**
People try to find ways to stop it but it never works.
Gr.9 Student

If bullying happens at home then who do you go to? Gr.11 Student
What can be done?

Students were asked to give us their ideas for what might be done in future to help address bullying in their schools and communities. What follows are their responses.

Elementary

Education/Awareness
- Assemblies
- Class education

Rules/Enforcement
- Track online activity
- Warnings
- Fines
- Suspend
- Delete bully’s accounts
- Cameras
- Tell bully to stop
- Create an abuse registry
- Ban the bully from sites
- Supervise kids
- Report

Support
- Work with the bully
- Victim’s groups
- Counseling
- Stay in groups for safety
- Help phone
- Have a place to get help
- Stick up for your friends
- Treat people how you want to be treated
- Don’t spread rumours
- Don’t post embarrassing photos
- Have the bully and victim talk

Stakeholder Involvement
- Have parents talk to each other

Use of Technology
- ‘unFriend’
- Use passwords
- Learn website tips
- Change IP address
- Use privacy settings
- Don’t use actual picture for Facebook profile
- Don’t share/read things from people you don’t know
- Don’t go to the website

You can work with bullies to give them a second chance. Gr.5 Student
## What can be done?

### Junior High

### Schools/Communities

**Education/Awareness**
- Rallies
- Have a conversation/talk
- Awareness group
- Posters
- Promotion days/programs
- Make it fun

**Rules/Enforcement**
- Report
- Monitor sites
- Have consequences/punish
- Block sites
- Ban bullies from sites
- Cameras
- “bully-free” zone

**Support**
- House calls to bully
- House calls to the person being bullied
- Male/female guidance counselors
- Therapists at school
- Youth groups
- Church groups
- Talk to friends
- Group for bullies
- Group for people being bullied
- Prizes for standing up
- Anti-bullying group

**Stakeholder Involvement**
- Talk to parents

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*It would be hard to get away with bullying in our school because everyone knows each other.*

*Gr.8 Student*
Parents/Families

Education/Awareness
- Awareness group
- Prevention education
- Add parents to Facebook account

Rules/Enforcement
- Monitor online activity
- Confront bullies
- Block bullies
- Punish
- Take away electronics
- Know kids’ passwords
- Put computer in open area

Support
- Talk about problems
- Have good relationship with kids
- Family meetings
- Help kids

Stakeholder Involvement
- Talk to school principal, teachers
- Talk to other parents
- Copy messages and give evidence to police

Talking to parents about this kind of stuff is awkward; there is no real point to it
Gr.9 Student.

Police

Education/Awareness
- TV commercials
- DARE
- Tell the bully how the victim feels
- Try to understand the bully

Have a cyber-cop – someone who monitors the internet for on-line bullies.
Gr.7 Student
Have folders on lockers for kids to put notes that say something nice about their friends.

Gr.8 Student
What are the barriers to stopping bullying?

Media
- TV
- YouTube
- Movies

TV shows don’t always show the bad consequences. TV tells kids what’s cool, so they could think bullying is ok.
Gr.8 Student

Social
People don’t know each other.

Lack of Enforcement
- Reporting
- Monitoring

People can’t watch every part of the school all the time. Gr.7 Student

What can be done?

High School

School/Community

Education/Awareness
- Increase awareness
- Identify consequences
- Pink Day
- Focus groups
- Seminars
- Communication
- Education

- Presentations
- Pamphlets
- Discussion
- Assemblies
- Discuss the use of derogatory terms

LGBT is more accepted now, but people still use the word ‘gay’. I don’t think people mean to put others down when they do it. They just don’t think it’s degrading.
Gr.12 Student
What makes a guidance counselor trustworthy? You should have meetings in a more comfortable setting than the office so that you can really talk about stuff. We should be able to have a more open discussion; they should be more approachable. Gr. 11 Student
**Education/Awareness**
- Seminar/workshop
- Education
- Raise awareness
- Show consequences
- Videos
- Help students see bully’s perspective

**Rules/Enforcement**
- Monitor online activity
- Press charges
- Enforce consequences
- Suspend
- Warnings
- Send to prison
- Take to court
- Give them a record
- Remove right to use internet
- Give rewards for reporting
- Have a separate department for cyberbullying
- Make laws
- Have a website for reporting
- Fine

**Support**
- Help the bully
- Make the bully take counselling
- Make home visits
- Talk to the victim

**Stakeholder Involvement**
- Visit the schools
- Be a presence in the schools
- Get involved with the students
- Help the bully
- Make the bully take counselling

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_They should have a bullying presentation similar to the drunk driving one. It affects you because it highlights the consequences of your actions. Gr. 11 Student_
It’s hard to talk to your parents because you live with them; it’s embarrassing. Gr.12 Student

How can an elementary student understand the dangers of using social media if most adults are just getting around to using it?
Gr.11 Student

Parents and Families

Education/Awareness
• Education self about technology

Rules/Enforcement
• Monitor/restrict online activity
• Remove microphone on video games
• Remove access if they bully anyone

Support
• Encourage self-esteem
• Talk/discuss with kids
• Be accepting
• Look for signs of being bullied
• Pay attention

• No Facebook account under 13 yr.
• punish

• Speak to the bully
• Connect them with a psychiatrist
• Be there
• Be involved

It’s hard to talk to your parents because you live with them; it’s embarrassing. Gr.12 Student

Stakeholder Involvement
• Talk to police
• Talk to other parents

• Get involved with the school

Our parents could be watching, but I don’t care. I have nothing to hide. If I had something to hide I could be in trouble and need help. Gr.11 Student
It really hurts when someone ‘likes’ a hurtful comment about someone else – so don’t do it. Don’t help the bad messages spread. Gr. 11 Student
What are barriers to stopping bullying?

- TV, e.g., Family Guy, Jersey Shore, South Park, The Simpsons
- Our culture
- Us
- People keep viewing
- It happens at home
- Lack of education
- Lack of awareness
- No way to monitor
- Police can’t do anything
- It’s easy
- Don’t know what’s going on in someone else’s life

What are the cops supposed to do? If you tell the police, you’ll be labeled a rat.
Gr.12 Student

Summary

According to the participants in the 35 consultation groups, bullying in person and online is occurring on a daily basis among students from elementary to high school, on campus and off. These students were well aware of the problem and the consequences for people who are bullied, but also for those who engage in bullying behaviour and for those who witness it. For one high school group in particular, the life-threatening consequences of bullying were more than theoretical; they were part of their lived experience. The participants identified reasons bullying continued despite the seriousness of the consequences demonstrating a fairly sophisticated degree of insightfulness; reasons relating to both intrapersonal issues for the person who bullies and the social and environmental dynamics that support and encourage the behaviour. The strategies they identified for addressing the problem ran the gamut from education and awareness to stricter rules and enforcement to better support systems for all involved. Their strategies included roles for the adults in their lives – parents, school staff and law enforcement. However, they were clearly cognizant of the role they themselves can play in ‘ending the hurt.’

February 2012
Halifax, Nova Scotia
/NS
Addendum
Elementary

Consultation Group Process

Welcome/Introduction/Definition  5 min.

- Why we’re here and what we’ll do with the information (the Task Force needs to hear from youth).
- Definition
- Community Standards (How will we relate to one another today?)
- Support (Leave if you need to leave…there are staff on stand-by.)
- Questions (Is there anything you want to know about the session?)

Most Common Reasons For Bullying And Scope Of Bullying  20 min.

This exercise gives students the opportunity to name the sorts of bullying that happen in their school community. Names of bullying “reasons” are taped to the wall and students place sticky notes on the three “reasons” they feel are most common among their peers. The facilitator will explain each reason before the exercise begins. The facilitator quickly summarizes the findings and asks the class for validation. The facilitator also asks the following questions: Of the reasons most highly ranked, how often do you think it happens and in what online form are they most commonly occurring? Bullying “reasons” are as follows.

Physical Features (short, tall, skinny, skin conditions, etc.) Gender (jokes about being female or male) LGBT (bullied because you’re gay, lesbian, transgendered, bisexual, etc. or bullied because you have mannerisms that attract homophobic comments – acting feminine if you’re a guy or masculine if you’re a girl) Life at Home (bullied because of where you live, how much money you have, the kind of house you live in, etc.) Personal Behaviour (bullied because you’re not as good in sports as others or because of the things you say and do) Religion/Race/Ethnicity/Culture (bullied because you’re Black or Jewish or don’t eat meat, or you wear a particular type of clothing, or English is not your first language, etc.) Family Stuff (bullied because of family issues, e.g. there’s talk around school about problems with parents and problems with brothers and sisters) Mental Health (bullied because you may have depression, an anxiety disorder or behavior or disability related to your mental health issue) Physical Health (bullied because you have asthma and can’t play sports, a speech impediment or lisp, or you wear glasses, a skin problem or any sort of physical disability like autism or cerebral palsy) Other reasons (ask youth if there are other reasons they want listed for consideration).
### Have you been bullied or bullied someone else online – a secret poll  5 min.

All students have two small pieces of paper. They answer yes or no to the first part of the question and toss it in a box; and answer yes or no to the second part of the question and toss it into a box. The last question serves as a segue to the next exercise…the facilitator asks for a show of hands if students know of a friend who has been bullied.

### Why is it happening? What’s being done? What could be done?  20 min.

- If we know that bullying makes people feel bad and can hurt people, why do you think it keeps happening? What makes a person bully? What encourages bullying?
- What is being done now to prevent bullying? Do you think it’s working?
- What things would you like to see happen to prevent bullying? Is there something your school could be doing? Is there something your school or town/city could be doing? Is there something people your age could be doing?

### Wrap-Up and Chill  10 min.

The facilitators thank students for their help and quickly explain how the information will be used and what will happen with the report. The facilitators will remain in the class if anyone wants to continue small group discussion or if anyone feels the need to have some individual time to talk.
Consultation Group Process

Welcome/Introduction/Definition  
- Why we’re here and what we’ll do with the information (the Task Force needs to hear from youth).
- Definition
- Community Standards (How will we relate to one another today?)
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Most Common Reasons For Bullying And Scope Of Bullying  
This exercise gives students the opportunity to name the sorts of bullying that happen in their school community. Names of bullying “reasons” are taped to the wall and students place sticky notes on the three “reasons” they feel are most common among their peers. The facilitator will explain each reason before the exercise begins. The facilitator quickly summarizes the findings and asks the class for validation. The facilitator also asks the following questions: Of the reasons most highly ranked, how often do you think it happens and in what online-form are they most commonly occurring? Bullying “reasons” are as follows.

- Physical Features (short, tall, skinny, skin conditions, etc.)
- Gender (jokes about being female or male)
- LGBT (bullied because you’re gay, lesbian, transgendered, bisexual, etc. or bullied because you have mannerisms that attract homophobic comments – acting feminine if you’re a guy or masculine if you’re a girl)
- Life at Home (bullied because of where you live, how much money you have, the kind of house you live in, etc.)
- Personal Behaviour (bullied because you’re not as good in sports as others or because of the things you say and do)
- Religion/Race/Ethnicity/Culture (bullied because you’re Black or Jewish or don’t eat meat, or you wear a particular type of clothing, or English is not your first language, etc.)
- Family Stuff (bullied because of family issues, e.g. there’s talk around school about problems with parents and problems with brothers and sisters)
- Mental Health (bullied because you may have depression, an anxiety disorder or behavior or disability related to your mental health issue)
- Physical Health (bullied because you have asthma and can’t play sports, a speech impediment or lisp, or you wear glasses, a skin problem or any sort of physical disability like autism or cerebral palsy)
- Other reasons (ask youth if there are other reasons they want listed for consideration)
Have you been bullied or bullied someone else online – a secret poll 5 min.

All students have two small pieces of paper. They answer yes or no to the first part of the question and toss it in a box; and answer yes or no to the second part of the question and toss it into a box. The last question serves as a segue to the next exercise…the facilitator asks for a show of hands if students know of a friend who has been bullied.

The Consequences - A Reflection 15 min.

depression isolation substance abuse running away sadness/crying
self-harm physical violence substance abuse a victim becomes the bully

The facilitator names the consequences and has them posted on the wall and asks if these are consequences that the students are aware of in their community, and how the class feels about friends having to deal with these consequences. This is a set-up for the facilitator to ask two related questions:

1) If the group agrees that these consequences are unacceptable, and people in the class admit that they have friends who have been bullied, then why does the class think online bullying continues?

2) What things in your life encourage bullying (looking for pop culture references here…music videos, movies, reality TV shows, online content)?

What could be done? What's being done 25 min.

These questions could be answered in a world café style with the class broken into four groups. Each group is given a piece of flip-chart paper to record their answers to the following questions:

- What can the school and community do to help with the problem of cyberbullying (this includes medical and other health professionals)?
- What can parents/families do to help with the problem of cyberbullying?
- What can youth do to help with the problem of cyberbullying?
- What can police do to help with the problem of cyberbullying?
There are four rotations, so each group can have a chance to offer up something for each question. Repetition is always an issue when running a world café, so the time during each rotation decreases. Groups first meet for five minutes. Second rotation is four minutes. Third Rotation is three minutes. Fourth rotation is two minutes.

The facilitator and/or students quickly summarize the suggestions for clarity, and ask if there’s anything else to add. The facilitator then asks what is being done now, and if it’s working.

**Wrap-up and chill**

The facilitators thank students for their help and quickly explain how the information will be used and what will happen with the report. The facilitators will remain in the class if anyone wants to continue small group discussion or if anyone feels the need to have some individual time to talk.
Consultation Group Process

Welcome/Introduction/Definition 10 min.

- Why we’re here and what we’ll do with the information (the Task Force needs to hear from youth).
- Definition
- Community standards (How will we relate to one another today?)
- Support (Leave if you need to leave…there are staff on stand-by.)
- Questions (Is there anything you want to know about the session?)

Most Common Reasons For Bullying And Scope Of Bullying 20 min.

This exercise gives students the opportunity to name the sorts of bullying that happen in their school community. Names of bullying “reasons” are taped to the wall and students place sticky notes on the three “reasons” they feel are most common among their peers. The facilitator will explain each reason before the exercise begins. The facilitator quickly summarizes the findings and asks the class for validation. The facilitator also asks the following questions: Of the reasons most highly ranked, how often do you think it happens and in what online-form are they most commonly occurring? Bullying “reasons” are as follows.

- **Physical Features** (short, tall, skinny, skin conditions, etc.)
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- **LGBT** (bullied because you’re gay, lesbian, transgendered, bisexual, etc. or bullied because you have mannerisms that attract homophobic comments – acting feminine if you’re a guy or masculine if you’re a girl)
- **Life at Home** (bullied because of where you live, how much money you have, the kind of house you live in, etc.)
- **Personal Behaviour** (bullied because you’re not as good in sports as others or because of the things you say and do)
- **Religion/Race/Ethnicity/Culture** (bullied because you’re Black or Jewish or don’t eat meat, or you wear a particular type of clothing, or English is not your first language, etc.)
- **Family Stuff** (bullied because of family issues, e.g. there’s talk around school about problems with parents and problems with brothers and sisters)
- **Mental Health** (bullied because you may have depression, an anxiety disorder or behavior or disability related to your mental health issue)
- **Physical Health** (bullied because you have asthma and can’t play sports, a speech impediment or lisp, or you wear glasses, a skin problem or any sort of physical disability like autism or cerebral palsy)
- **Other reasons** (ask youth if there are other reasons they want listed for consideration).
All students have two small pieces of paper. They answer yes or no to the first part of the question and toss it in a box; and answer yes or no to the second part of the question and toss it into a box. The last question serves as a segue to the next exercise...the facilitator asks for a show of hands if students know of a friend who has been bullied.

**The Consequences - A Reflection 15 min.**

<table>
<thead>
<tr>
<th>depression</th>
<th>isolation</th>
<th>substance abuse</th>
<th>running away</th>
<th>sadness/crying</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-harm</td>
<td>physical violence</td>
<td>substance abuse</td>
<td></td>
<td>a victim becomes the bully</td>
</tr>
</tbody>
</table>

The facilitator names the consequences and has them posted on the wall and asks if these are consequences that the students are aware of in their community, and how the class feels about friends having to deal with these consequences. This is a set-up for the facilitator to ask the larger question...if the group agrees that these consequences are unacceptable, and people in the class admit that they have friends who have been bullied then why does the class think online bullying continues?

**Break 5-10 min.**

A quick chance for students to stretch and do what they have to before completing the session.

**What could be done? What's being done 25 min.**

These questions could be answered in a *world café* style with the class broken into four groups. Each group is given a piece of flip-chart paper to record their answers to the following questions:

- What can the school and community do to help with the problem of cyberbullying (this includes medical and other health professionals)?
- What can parents/families do to help with the problem of cyberbullying?
- What can youth do to help with the problem of cyberbullying?
- What can police do to help with the problem of cyberbullying?

There are four rotations, so each group can have a chance to offer up something for each question. Repetition is always an issue when running a world café, so the time during each rotation decreases. Groups first meet for five minutes. Second rotation is four minutes. Third Rotation is three minutes. Fourth rotation is two minutes.

The facilitator and/or students quickly summarize the suggestions for clarity, and ask if there’s anything else to add. The facilitator then asks what is being done now, and if it’s working.
**What are the barriers to making things better?** 15 min.

An open conversation with some suggestions from facilitators...for example...will cyberbullying be a problem as long as technology allows for anonymity? Are there cultural influences that will continue to encourage cyberbullying, for example, reality TV?

**Wrap-Up and Chill** 30 min.

The facilitators thank students for their help and quickly explain how the information will be used and what will happen with the report. The facilitators will remain in the class if anyone wants to continue small group discussion or if anyone feels the need to have some individual time to talk.
Appendix B

Cyberbullying Task Force Online Survey 2011
Summary of Results Prepared by Sara Halliday, Department of Education
Corporate Policy
Cyberbullying Task Force
Online Survey (2011)

Summary of Results
January 2012

Prepared by Sara Halliday, Department of Education – Corporate Policy
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Key Findings
The survey results presented in this report were gathered through a public online survey, hosted on the Cyberbullying Task Force website. The purpose of the survey was to gather information from students, parents/guardians, school staff, and the community at large about their perceptions, ideas, and experiences with bullying and cyberbullying.

The following is a summary of the key findings of the survey.

Respondent Profile
Respondents to the survey were asked to identify themselves within four groups: students (60%; n=3052), parents/guardians (15%; n=772), school staff (16%; n=805), or community member/other (9%; n=443). Given that the majority of survey respondents were students, it is not surprising that almost half of all respondents were between the ages of 11 and 15 (47%). The majority of the remaining respondents fell into the age categories of 26 years or older. Forty-four percent (44%) of respondents associated most closely with the Halifax Regional School Board. All schools boards were represented in the survey.

The majority of student respondents were studying at the junior high school level, grades 7-9 (61%). There were slightly more female student respondents than male (49% vs. 40% respectively), with 3% of students identifying as transgender.

About one-third of school staff (34%) indicated they taught at the elementary level (grades primary-6), while 27% said they taught at the junior high level (grades 7-9), and 20% at the senior high level (grades 10-12).

Scope and Prevalence of Bullying
Almost three-quarters (74%) of respondents felt that bullying was a serious problem in Nova Scotia, and about the same number (73%) felt that more needs to be done in Nova Scotia to address bullying. Respondents were less likely to feel that bullying was a serious problem in their local area or school (53%), although 60% did feel that more needed to be done in their local area/school to address bullying.

Parent/guardian experiences
The majority (66%) of parent/guardian respondents indicated that their child had experienced being bullied, most frequently in the form of verbal bullying (90%). Over half of parent/guardians with children who had been bullied reported that their child was verbally or socially bullied at least on a monthly basis. Parent/guardians most frequently felt that their child was bullied because others think they are weird or different (39%); the way they look (37%); who they hang out with (30%); and/or because they make good grades or poor grades (29%). Twenty-two (22%) percent of parent/guardian respondents reported that they were aware of incidents where their child had bullied another person.

Student experiences
Almost 60% of student respondents reported that they had been bullied (58%), most frequently in the form of verbal bullying (83%), followed by social bullying (71%), physical bullying (51%), and
cyberbullying (39%). Close to half of the students who had been bullied felt that the way they look (44%) was a factor in the bullying.

Just about 30% of student respondents admitted that they had bullied another person. The most common answer provided when asked why they felt they had bullied someone else was that they had been bullied themselves (30%). Feeling that they couldn’t control it (17%), thinking that the bullying wasn’t that hurtful or harmful (17%), wanting to be part of a group (15%), and having feelings of anger (15%), were also among the reasons given for why they bullied someone else.

A large majority of student respondents (78%) reported witnessing someone else being bullied. Just over half (55%) indicated that it bothers them a lot when they see someone else being bullied. In cases where students witnessed bullying, but didn’t intervene, 40% of students said they didn’t want to get involved, 31% said they didn’t know what to do, 24% said they were scared, and 23% didn’t want to be seen as a tattletale.

School staff experiences
The majority (82%) of school staff responding to the survey reported that they have personally had to deal with bullying incidents among students in their school. School staff who had dealt with bullying reported dealing with verbal (97%), social bullying (95%), and physical bullying (92%) most often, with 70% indicating they had dealt specifically with cyberbullying.

Just under half of the school staff surveyed reported that they had dealt with cyberbullying that was initiated outside of school, of these, 75% felt that the fact it happened outside of school had an impact on their ability to ensure appropriate consequences were in place.

Defining the Terms and Identifying the Key Players and Partners
A large majority (86%) of respondents felt they had a good understanding of what bullying is. About a quarter of respondents felt that bullying involved repeated incidents, while just over half (55%) felt that it could be repeated incidents and/or a one-time incident.

Key players in reporting bullying incidents
Parents/guardians who had reported bullying incidents most frequently went to their school principal (45%), the ‘school’ in general (33%), or a teacher (29%). Students who had been bullied, reported most frequently that they ignored it (42%), however if they did say they reported it, it was most likely to a parent/adult at home (37%), a friend (33%), or a teacher/adult at school (21%). If they had witnessed someone else being bullied, 41% said they stood up for the person themselves, 28% indicated they encouraged the person to tell someone, 26% told a teacher/adult at school, and 19% told a person/adult at home.

All respondents to the survey were asked to indicate who they would most likely report a bullying incident to and what method they would use. Overall, the school principal was most frequently identified as the person to whom they would report to the incident. This was true for all groups, with the exception of students who identified teachers as the person to whom they would report an incident. Reporting bullying incidents in person was, by far, the most popular method of reporting, with 66% of respondents choosing it as their preferred method.
Role of key players in reducing bullying

**Role of Schools** – Respondents felt that the main role of schools was to include education in areas such as kindness and respect for others (34%), enforce punishments/consequences (23%), and to take complaints seriously (14%).

**Role of Parents and Families** – Time and attention devoted to children was the top role identified for parents and families (30%). Being more aware of children’s activities, specifically cyber activities (19%), and educating children about bullying (16%) were also roles identified for this key player.

**Role of Communities** – Education was identified as a role for this key player in this case it is education of the general public and creating general awareness of the issue (39%). Funding of youth programs for the education of children was also mentioned by 16% of respondents.

**Education about Scope and Consequences of Bullying**
All respondents seem to agree that activities and events hosted at school is one of the best ways to education people about bullying, with 43% of respondents overall providing this as one of the top three ways to teach people about bullying. Presentations at school, training on bullying for professionals who work with youth, and student-led/organized rallies or challenges were also top mentions for the various respondent groupings.

Just over half (54%) of the school staffed surveyed said they had engaged in some form of professional learning about bullying; of those, most felt that it was effective (87%).

**Interventions**
Activities and events at school, counseling services, and online resources were mentioned most frequently as the programs and/or resources with which survey respondents were most familiar.

School staff provided detailed information about availability, access and effectiveness of tools, resources, and strategies for dealing with bullying. Less than 40% of school staff felt they had sufficient tools and resources to deal effectively with bullying. Only 12% of school staff surveyed felt they had the tools and resources necessary to deal with cyberbullying specifically.

Of the tools and resources available for the various forms of bullying, school staff rated those dealing with physical forms of bullying the most effective. Only 26% of school staff felt the tools and resources to deal with cyberbullying were effective. Overall, student guidance and counseling, educational resources (posters, websites, etc), and hands-on activities/learning kits were suggested as the most effective tools and resources.

**Law and Policy**
A slightly higher percent of student respondents felt they were aware of the rules and policies related to student behaviour at their school, compared to the parent/guardian respondents (78% vs. 68%). Only about a quarter of parent/guardian respondents felt that rules and policies are enforced at school. Less than half of the student respondents felt that most or all of the students follow the rules at their school (41%).
Introduction

In Spring 2011, the Minister of Education announced that Professor Wayne MacKay would chair a five-person Task Force to examine the issues of bullying and cyberbullying as they pertain to the students, families, and citizens of Nova Scotia. The Task Force was supported by a working group composed of education partners and professionals working in areas of bullying and cyberbullying across the province. The Task Force and working group began their work in June 2011.

An online survey was launched on June 10 to gather information from students, parents/guardians, school staff, and the community at large about their perceptions, ideas, and experiences with bullying and cyberbullying. The intent of the online survey was to gather information from as many Nova Scotians as possible on the issues of bullying and cyberbullying. The information was used to assist the Task Force in preparing its report and recommendations for the Minister of Education.

The survey was available from June 10 to September 30, 2011, on the Cyberbullying Task Force website (www.cyberbullying.novascotia.ca). Respondents had the choice of completing the survey in English or French. In total, the survey received 5072 responses, with the majority of respondents identifying themselves as students. The table below provides a breakdown of respondent groupings.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Number of Survey Respondents (n=5072)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>3052</td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td>772</td>
</tr>
<tr>
<td>School Staff</td>
<td>805</td>
</tr>
<tr>
<td>Community/Other</td>
<td>443</td>
</tr>
</tbody>
</table>
1.0 Respondent Profile

1.1 Respondent Category
All respondents to the survey were asked to categorize themselves into one of four groups: Student, Parent/Guardian, Principal/Teacher/School Guidance Counsellor (School Staff), or Community Member/Other. The majority of respondents indentified as being students (60%), followed by school staff (16%), parents/guardians (15%), and community members/others (9%).

Figure 1: Respondent

Respondents were also asked to further identify themselves, by indicating from a more detailed list which additional groups they belong to. For example, of those who originally identified as school staff, 70% indicated they were teachers, 15% were principals, 12% were school guidance counselors, and 6% indicated they were ‘other’ school staff. See Table 1 for a list of the top responses for each respondent group.

Table 1: Additional Roles and Responsibilities by Respondent Type (Top Answers)

<table>
<thead>
<tr>
<th>Respondent Type</th>
<th>%*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Staff (n=805)</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>70%</td>
</tr>
<tr>
<td>Principal</td>
<td>15%</td>
</tr>
<tr>
<td>School Guidance Counsellor</td>
<td>12%</td>
</tr>
<tr>
<td>Other School Staff</td>
<td>6%</td>
</tr>
<tr>
<td>Parent/Guardian (n=772)</td>
<td></td>
</tr>
<tr>
<td>Extended Family of Youth</td>
<td>27%</td>
</tr>
<tr>
<td>Other School Staff</td>
<td>9%</td>
</tr>
<tr>
<td>Health Professional</td>
<td>9%</td>
</tr>
<tr>
<td>Teacher</td>
<td>5%</td>
</tr>
<tr>
<td>Community Member/Other (n=443)</td>
<td></td>
</tr>
<tr>
<td>Extended Family of Youth</td>
<td>23%</td>
</tr>
<tr>
<td>Other School Staff</td>
<td>10%</td>
</tr>
<tr>
<td>Health Professional</td>
<td>10%</td>
</tr>
<tr>
<td>Youth Community Group</td>
<td>7%</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Multiple responses allowed

1 Respondents were able to respond to multiple categories. Responses may not add up to 100%.
1.2 Respondent Characteristics

The percent of respondents in each age category is consistent with respondent categories (students, parent/guardian, school staff, community member/other). The majority of respondents indicated they were within the 11 – 15 age range.

Figure 2: Age of Respondent

![Age Distribution](image)

The majority of respondents identified European as their descent (41%); however, a number of respondents chose not to answer this self-identification question (33%). Eleven percent (11%) identified as Acadian, and 8% preferred to respond to the question as “Canadian”.

Table 2: Descent of Respondent

<table>
<thead>
<tr>
<th>Descent</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>European</td>
<td>2073</td>
<td>41%</td>
</tr>
<tr>
<td>Acadian</td>
<td>559</td>
<td>11%</td>
</tr>
<tr>
<td>Other (Canadian)**</td>
<td>410</td>
<td>8%</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>328</td>
<td>6%</td>
</tr>
<tr>
<td>African</td>
<td>160</td>
<td>3%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>125</td>
<td>3%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>108</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>101</td>
<td>2%</td>
</tr>
<tr>
<td>East Asian</td>
<td>64</td>
<td>1%</td>
</tr>
<tr>
<td>No Answer Given</td>
<td>1685</td>
<td>33%</td>
</tr>
</tbody>
</table>

*multiple responses allowed

**Respondents chose to answer this question as “Canadian”"
1.3 Student Profile

About half of the students who responded to the survey identified as female (49%), followed up 40% of students who said they were male, 3% who identified as transgender, and 8% preferred not to answer.

Figure 3: Gender of Students

English was the language that most student respondents first learned to speak (86%), with a significantly lower percent of students indicating French as the language they first learned to speak.

Table 3: Language Learned

<table>
<thead>
<tr>
<th>Q: What language did you first learn to speak?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>86%</td>
</tr>
<tr>
<td>French</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>No answer provided</td>
<td>10%</td>
</tr>
</tbody>
</table>

1.4 School Profile

Respondents were asked to identify which grade levels they were associated with; parents/guardians indicated which grades their children were in, students indicated which grade level they currently attended, and school staff answered based on which grades they taught. The largest percentage of each respondent group represented the junior high grades (grades 7-9).

Table 4: Grades attended/taught

<table>
<thead>
<tr>
<th>% of Parents who said they had children in each grade*</th>
<th>% of Students who were in each grade</th>
<th>% of School Staff who taught each grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool or younger</td>
<td>8%</td>
<td>n/a</td>
</tr>
<tr>
<td>Grade P-3</td>
<td>22%</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 4 - 6</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 7 - 9</td>
<td>35%</td>
<td>61%</td>
</tr>
<tr>
<td>Grade 10 - 12</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>Post Secondary</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Does not apply</td>
<td>2%</td>
<td>n/a</td>
</tr>
<tr>
<td>No Answer Given</td>
<td>8%</td>
<td>36%</td>
</tr>
</tbody>
</table>

*Multiple responses allowed
Both the student and parent respondents indicated that either they or their children were attending public school.

**Table 5: Type of School Attended**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>% of Parents who said they had children attending...</th>
<th>% of Students who said they attended...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>Private School</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Home School</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Other (Post-Secondary, Daycare/Preschool)</td>
<td>4%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>No Answer Given</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

The majority of respondents most closely associated themselves with the Halifax Regional School Board (44%). The Chignecto-Central Regional School Board and South Shore Regional School Board both had 12% of respondents indicate they were from these board, followed by the Tri-County Regional School Board (8%), the Strait Regional School Board (7%), Cape Breton-Victoria Regional School Board (7%), Annapolis Valley Regional School Board (4%), Conseil scolaire acadien provincial (1%). Five percent (5%) of respondents chose not to answer.

**Figure 4: School Board Most Closely Associated With**
2.0 Scope and Prevalence of Bullying and Cyberbullying

2.1 Bullying as a Problem

Almost three-quarters (74%) of all respondents felt that bullying was a serious problem in Nova Scotia. However, when asked if they felt it was a serious problem in their local community/school, significantly less (53%) agreed that it was.

**Figure 5: Bullying as a Serious Problem in Nova Scotia/Local Community**

The percent of respondents who feel more needs to be done to address bullying in Nova Scotia mirrors the percent who feel it is a problem. When considering their local community/school, a slightly higher percent (60% vs. 53%) feel that more needs to be done compared to the percent who feel it is a serious problem. Generally, students were less likely to indicate that they felt bullying was a problem and that more needs to be done to reduce to bullying, as compared to the other respondents groups (see appendix 2).

**Figure 6: More needs to be done to reduce bullying in Nova Scotia/Local Community**
2.2 Bullying of Child (as reported by Parents/Guardians)

The majority (66%) of parent/guardian respondents reported that their child had experienced bullying. Verbal bullying is the most frequently reported form of bullying by parents (90%), followed by Social bullying (81%), physical bullying (63%), and cyberbullying (53%).

Over half of the parent/guardian respondents reported that their child was verbally or socially bullied monthly or more through these forms.

The most common reaction by parents when their child was bullied, was to discuss the incident with their child (83%), followed by reporting it (68%), talking to the parents of the child who did the bullying (24%). A small percent (2%) of parents indicated that they did not do anything.

Table 6: Response to Bullying (as reported by parents/guardians)

<table>
<thead>
<tr>
<th>Response to Bullying</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked to child about it</td>
<td>83%</td>
</tr>
<tr>
<td>Reported it</td>
<td>68%</td>
</tr>
<tr>
<td>Talked to the parents of the child who was bullying</td>
<td>24%</td>
</tr>
<tr>
<td>Did not do anything</td>
<td>2%</td>
</tr>
</tbody>
</table>

*multiple answers allowed
2.3 Motivations for Bullying (as reported by parents/guardians)

Parents/guardians who had reported their child experienced bullying were asked why they thought the bullying occurred. That others thought their child was weird or different (39%) was the most common response given, followed by the way they look (37%), who they hang out with (30%), and their grades (29%). See table 6 for a complete list.

Table 7: Motivations for bullying (as reported by parents/guardians)

<table>
<thead>
<tr>
<th>Motivation</th>
<th>% of Parents/Guardians who felt this was a factor in bullying of child*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others think they are weird or different</td>
<td>39%</td>
</tr>
<tr>
<td>The way they look</td>
<td>37%</td>
</tr>
<tr>
<td>Who they hang out with</td>
<td>30%</td>
</tr>
<tr>
<td>They make good grades or poor grades</td>
<td>29%</td>
</tr>
<tr>
<td>Other kids think they are rich or poor</td>
<td>20%</td>
</tr>
<tr>
<td>People think they have lots of boyfriends/girlfriends</td>
<td>10%</td>
</tr>
<tr>
<td>Child has a disability</td>
<td>10%</td>
</tr>
<tr>
<td>Others think they are gay or that they act gay</td>
<td>7%</td>
</tr>
<tr>
<td>Child has identified as being gay, lesbian, bisexual</td>
<td>4%</td>
</tr>
<tr>
<td>Race</td>
<td>4%</td>
</tr>
<tr>
<td>Come from a different country</td>
<td>3%</td>
</tr>
<tr>
<td>Religion</td>
<td>3%</td>
</tr>
</tbody>
</table>

*More than one response allowed.

2.4 Bullying of Other Children (as reported by parents/guardians)

Twenty-two percent (22%) of parents/guardians reported that they were aware of incidents where their child bullied another person. Verbal bullying was reported by parents/guardians most frequently as the form of bullying used by their child (73%), followed by social bullying (67%), cyberbullying (44%), and physical bullying (41%).

Figure 9: Frequency and Type of Bullying by Child (as reported by parents/guardians)

---

2 63% of parents/guardians said they were not aware of to answer the question.
2.5 Incidence of Being Bullied (as reported by students)

Almost 60% of student respondents reported that they have been bullied. Of those students who did report being bullied, 83% said they had been verbally bullied, 71% said they were socially bullied, 51% physically bullied, and 39% said they had been cyberbullied. Over half of the students who had experienced bullying, had been verbally bullied on a monthly basis or more.

Close to half (44%) of students who had been bullied felt that the way they look was a factor in the bullying. Who they hang out with (40%), that others think they are weird or different (39%), and their grades (24%), were also among the most frequently mentioned reasons for being bullied.

![Figure 10: Ever Been Bullied](image)

![Figure 11: Frequency of Being Bullied (as reported by Students)](image)
Table 8: Reasons for being bullied (as reported by students)

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of students who felt this was a factor in bullying*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way you look</td>
<td>44%</td>
</tr>
<tr>
<td>Who you hang out with</td>
<td>40%</td>
</tr>
<tr>
<td>Others think you are weird or different</td>
<td>39%</td>
</tr>
<tr>
<td>Make good grades or poor grades</td>
<td>24%</td>
</tr>
<tr>
<td>People think you have lots of boyfriends/girlfriends</td>
<td>18%</td>
</tr>
<tr>
<td>Other kids think you are rich or poor</td>
<td>16%</td>
</tr>
<tr>
<td>Others think you are gay or that you act gay</td>
<td>12%</td>
</tr>
<tr>
<td>You have identified as being gay, lesbian, bisexual...</td>
<td>8%</td>
</tr>
<tr>
<td>Race</td>
<td>7%</td>
</tr>
<tr>
<td>Religion</td>
<td>7%</td>
</tr>
<tr>
<td>You have a disability</td>
<td>6%</td>
</tr>
<tr>
<td>Come from a different country</td>
<td>5%</td>
</tr>
</tbody>
</table>

*More than one response allowed.

2.6 Reactions after Being Bullied (as reported by students)

Students who had been bullied were asked to explain, if there was a time when they chose to ignore the bullying, why they chose not to respond. Over three-quarters (76%) of students who had been bullied provided an answer to this question. The most frequent reason given was that they felt it might get worse if the bully discovered they had told someone (27%).

Table 9: Reasons for not responding to bullying (as reported by students)

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of students who said this was a reason for not responding to being bullied*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought it might get worse if bully found out</td>
<td>27%</td>
</tr>
<tr>
<td>Didn’t want to be seen as a ‘tattletale’ or a ‘rat’</td>
<td>25%</td>
</tr>
<tr>
<td>Scared</td>
<td>22%</td>
</tr>
<tr>
<td>Didn’t know what to do</td>
<td>21%</td>
</tr>
<tr>
<td>Didn’t think the bullying was that bad</td>
<td>20%</td>
</tr>
<tr>
<td>Didn’t think anyone would do anything about it</td>
<td>19%</td>
</tr>
<tr>
<td>Didn’t know who to tell</td>
<td>14%</td>
</tr>
<tr>
<td>Afraid parents would start checking messages and texts</td>
<td>13%</td>
</tr>
<tr>
<td>Afraid parents would take away technology (cell phone, computer)</td>
<td>9%</td>
</tr>
</tbody>
</table>

Students reported feeling depressed or sad most frequently as a reaction to being bullied (38%), followed by feeling anxious or nervous (27%), difficulty paying attention to things (25%), feeling scared or unsafe (23%), and fighting more with their family (20%). For the complete list, see Table 10.
Table 10: Reactions to being bullied (as reported by students)

<table>
<thead>
<tr>
<th>Reaction</th>
<th>% of students who experienced each reaction*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt depressed or sad</td>
<td>38%</td>
</tr>
<tr>
<td>Felt nervous or anxious all the time</td>
<td>27%</td>
</tr>
<tr>
<td>Found it hard to pay attention to things</td>
<td>25%</td>
</tr>
<tr>
<td>Felt scared or not safe</td>
<td>23%</td>
</tr>
<tr>
<td>Fought or argued more with family</td>
<td>20%</td>
</tr>
<tr>
<td>Did worse in school</td>
<td>16%</td>
</tr>
<tr>
<td>Stopped participating in regular activities</td>
<td>14%</td>
</tr>
<tr>
<td>Stopped hanging out with friends</td>
<td>13%</td>
</tr>
<tr>
<td>Missed school</td>
<td>12%</td>
</tr>
</tbody>
</table>

2.7 Bullying of Other Children (as reported by students)

Twenty-nine percent (29%) of students indicated that they had bullied another person. Of those students who said they had bullied someone else, verbal bullying (77%) was the most common form of bullying reported, followed by social bullying (60%), physical bullying (43%), and cyberbullying (35%).

Figure 12: Frequency of Being Bullied (as reported by Students)

When asked why they felt they bullied others, that they had been bullied themselves was the most common answer provided (30%), followed by feeling that they couldn’t control the bullying (17%), and that they didn’t think the bullying was that hurtful or harmful (17%).
### Table 11: Reasons for Bullying Other People (as reported by students)

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of students who reported each factor as a reason for bullying others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was bullied</td>
<td>30%</td>
</tr>
<tr>
<td>I feel like I can’t control it</td>
<td>17%</td>
</tr>
<tr>
<td>I don’t think it’s that hurtful or harmful</td>
<td>17%</td>
</tr>
<tr>
<td>I want to be part of a group</td>
<td>15%</td>
</tr>
<tr>
<td>I feel angry all the time</td>
<td>15%</td>
</tr>
<tr>
<td>I feel sad all the time</td>
<td>12%</td>
</tr>
<tr>
<td>It makes me feel powerful</td>
<td>12%</td>
</tr>
<tr>
<td>I am having trouble at home</td>
<td>11%</td>
</tr>
<tr>
<td>I find school work hard</td>
<td>8%</td>
</tr>
</tbody>
</table>

### 2.8 Witness to Others Being Bullied (as reported by Students)

A large majority of students (78%) indicated that they have witnessed someone else being bullied. Over half (55%) of the students who had witnessed bullying said that it bothered them a lot when they witnessed the bullying, while 36% indicated it bothered them a little, and 8% said it didn’t bother them at all.

The number one reason given by students, when asked why they didn’t do anything when they witnessed someone being bullied, was that they didn’t want to get involved (40%), followed by I didn’t know what to do (31%), I was scared (24%), and I didn’t want to be seen as a ‘tattletale’ or a ‘rat’ (23%). See table 11 for complete list of reasons.

### Table 12: Level of Concern when Witnessing Bullying

<table>
<thead>
<tr>
<th>How much does it bother you when you see someone being bullied?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It bothers me a lot</td>
<td>55%</td>
</tr>
<tr>
<td>It bothers me a little</td>
<td>36%</td>
</tr>
<tr>
<td>It doesn’t bother me</td>
<td>8%</td>
</tr>
<tr>
<td>No answer provided</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

### Table 13: Reasons for not Responding when Someone Else was Bullied (as reported by students)

<table>
<thead>
<tr>
<th>Reason</th>
<th>% *</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t want to get involved</td>
<td>40%</td>
</tr>
<tr>
<td>I didn’t know what to do</td>
<td>31%</td>
</tr>
<tr>
<td>I was scared</td>
<td>24%</td>
</tr>
<tr>
<td>I didn’t want to be seen as a ‘tattletale’ or a ‘rat’</td>
<td>23%</td>
</tr>
<tr>
<td>I didn’t think that anybody would do anything about it</td>
<td>14%</td>
</tr>
<tr>
<td>I didn’t know who to tell</td>
<td>12%</td>
</tr>
<tr>
<td>I didn’t think the bullying was that bad</td>
<td>8%</td>
</tr>
</tbody>
</table>

*multiple responses allowed*

### 2.9 Frequency of Dealing with Bullying (as reported by School Staff)
The majority (82%) of school staff reported that they have personally had to deal with bullying incidents among students in their school. Of those who identified themselves specifically as a principal, teacher, or guidance counselor, 83% or more in each of these groups indicated that they had personally had to deal with bullying in their schools.

| Table 14: Dealt with Bullying  
(as reported by school staff) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal had to deal with bullying among students in their school</td>
</tr>
<tr>
<td>Principals (n=118)</td>
</tr>
<tr>
<td>Teachers (n=562)</td>
</tr>
<tr>
<td>Guidance Counselors (n=99)</td>
</tr>
</tbody>
</table>

Almost all (97%) school staff, who had personally dealt with bullying, reported dealing with physical bullying, 95% with social bullying, 92% with physical bullying, and slightly fewer (70%) with cyberbullying. With the exception of cyberbullying, over half of the school staff reported dealing with the various types of bullying on a monthly basis or more.

<table>
<thead>
<tr>
<th>Figure 14: Frequency of Dealing with Bullying (as reported by School Staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>Verbal</td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>Cyber</td>
</tr>
</tbody>
</table>

Just less than half (48%) of school staff surveyed reported they had personally dealt with issues of cyberbullying that were initiated outside of school. Three-quarters of school staff indicated that the fact the cyberbullying happened outside of school had an impact on their ability to put a consequence in place for the students.

Slightly less than that (45%) felt that principals, teachers, guidance counselors, and other school staff have a responsibility to deal with incidents of cyberbullying that are initiated outside of school.
3.0 Defining the Terms and Identifying the Players and Partners

3.1 Defining Bullying
Most respondents (86%) felt they had a good understanding of what bullying is. School staff were the most confident they had a good understanding of bullying (90%), followed by students (87%), parents/guardians (84%), and community members (72%).

Table 15: Good Understanding of Bullying

<table>
<thead>
<tr>
<th>Do you feel you have a good understanding of what bullying is?</th>
<th>Students</th>
<th>Parents/Guardians</th>
<th>School Staff</th>
<th>Community Member</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87%</td>
<td>84%</td>
<td>90%</td>
<td>72%</td>
<td>86%</td>
</tr>
<tr>
<td>No</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>No answer provided</td>
<td>5%</td>
<td>10%</td>
<td>6%</td>
<td>22%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Respondents were given a description of bullying in the survey and were asked to indicate if they felt bullying was best described as a one-time incident, repeated incidents, or both. Just over half of all respondents (55%) felt that bullying could be both one-time and repeated incident and 26% indicating it was repeated incidents only. Parents/guardians were most likely to define bullying as both one-time and repeated incidents (68%), and although about half of the student respondents agree that it is both, 31% define it as repeated incidents only.

Definition of bullying provided in survey:
Bullying is when someone does or says something to hurt someone else on purpose. Children who bully can work on their own or in groups. Bullying is about making someone else feel small or powerless.

Figure 15: Definition of Bullying (one time vs. repeated incidents)
3.2 Key Players Identified in Responses to Bullying Incidents

3.2.1 Parents/Guardians Who Reported Bullying Incidents
Two-thirds (66%) of parents responding to the survey indicated that their child had been bullied. Of these parents, 63% said they reported the bullying. Key players in the Education field were the most frequent means of reporting bullying incidents by parents/guardians, specifically principals (45%), the school in general (33%), and teachers (29%).

Table 16: Key Players Identified in Responses to Bullying Incidents

<table>
<thead>
<tr>
<th>% of parents/guardians who reported bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Related</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>School (General)</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Guidance Counsellor</td>
</tr>
<tr>
<td>School Board</td>
</tr>
<tr>
<td>Department of Education</td>
</tr>
<tr>
<td>Police/RCMP</td>
</tr>
<tr>
<td>Health Care Professional (Doctor, Counsellor, etc)</td>
</tr>
</tbody>
</table>
3.2.2 Students’ Response to Bullying Incidents

Standing up for the person being bullied was the most frequent response given by students who had witnessed someone else being bullied (41%). In comparison, 30% of the students who had been bullied themselves said that they had stood up to the person. The most common response by students who had been bullied was to ignore it (42%). See table 14 for a complete list of reactions.

Table 17: Students’ Response to Bullying Incidents

<table>
<thead>
<tr>
<th>Q: When you saw someone being bullied, what did you do about it?</th>
<th>% of students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stood up for the person being bullied</td>
<td>41%</td>
</tr>
<tr>
<td>Encouraged the person being bullied to tell someone</td>
<td>28%</td>
</tr>
<tr>
<td>Tried to talk to the person who was bullied about what happened</td>
<td>27%</td>
</tr>
<tr>
<td>Told a teacher/adult at school</td>
<td>26%</td>
</tr>
<tr>
<td>Didn’t do anything</td>
<td>24%</td>
</tr>
<tr>
<td>Told a parent/adult at home</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: Thinking of when you were bullied, what did you do about it?</th>
<th>% of students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignored it</td>
<td>42%</td>
</tr>
<tr>
<td>Told a friend</td>
<td>33%</td>
</tr>
<tr>
<td>Told a parent/adult at home</td>
<td>37%</td>
</tr>
<tr>
<td>Stood up to the person</td>
<td>30%</td>
</tr>
<tr>
<td>Told a teacher/adult at school</td>
<td>21%</td>
</tr>
<tr>
<td>Got the bully back later</td>
<td>16%</td>
</tr>
<tr>
<td>Told a sibling</td>
<td>12%</td>
</tr>
<tr>
<td>Stayed home from school</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Multiple responses allowed
3.3 Key Players and Methods for Reporting Bullying

A school principal was the most popular choice for reporting a bullying incident with all groups except the students. Student respondents chose teachers most frequently as the person to whom they would report bullying. School staff were the most likely of all respondent groups to go to a school guidance counsellor for reporting.

All respondent groups felt that in-person was the best way to report bullying. Parents/guardians (36%), school staff (39%), and community members (28%) also felt a phone call would be an appropriate method of reporting. Students were more likely to suggest reporting anonymously (21%), compared to the other groups.

Table 18: Key Players and Methods for Reporting Bullying

<table>
<thead>
<tr>
<th>Q: If you were going to report a bullying incident, who would you report it to?</th>
<th>Total</th>
<th>Students</th>
<th>Parent/Guardian</th>
<th>School Staff</th>
<th>Community Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>49%</td>
<td>39%</td>
<td>67%</td>
<td>69%</td>
<td>46%</td>
</tr>
<tr>
<td>Teacher</td>
<td>42%</td>
<td>42%</td>
<td>54%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Parents/Guardian</td>
<td>34%</td>
<td>33%</td>
<td>26%</td>
<td>42%</td>
<td>35%</td>
</tr>
<tr>
<td>School Guidance Counsellor</td>
<td>27%</td>
<td>23%</td>
<td>25%</td>
<td>47%</td>
<td>28%</td>
</tr>
<tr>
<td>Parent/Guardian of child who is bullying</td>
<td>20%</td>
<td>15%</td>
<td>25%</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Police/RCMP</td>
<td>17%</td>
<td>11%</td>
<td>28%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Counsellor/Psychologist</td>
<td>8%</td>
<td>7%</td>
<td>11%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Family Doctor/Nurse</td>
<td>5%</td>
<td>4%</td>
<td>8%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>I would not report it</td>
<td>7%</td>
<td>11%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know who to report it to</td>
<td>6%</td>
<td>8%</td>
<td>3%</td>
<td>1%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: What do you think is the best way to report bullying?</th>
<th>Total</th>
<th>Students</th>
<th>Parent/Guardian</th>
<th>School Staff</th>
<th>Community Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person</td>
<td>66%</td>
<td>65%</td>
<td>69%</td>
<td>67%</td>
<td>59%</td>
</tr>
<tr>
<td>Phone Call</td>
<td>22%</td>
<td>13%</td>
<td>36%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Report anonymously</td>
<td>15%</td>
<td>21%</td>
<td>5%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Written Letter/Note</td>
<td>12%</td>
<td>10%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Email</td>
<td>11%</td>
<td>8%</td>
<td>17%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Have someone report for you</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Privately report on school website</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>
3.4 Role of Key Players in Reducing Bullying

Schools, families, and communities as a whole all play an important role in the reduction of bullying, as demonstrated throughout the responses to the survey. Respondents were asked to identify specific actions that schools, parents and families, and communities can take to help reduce bullying.

3.4.1 Role of Schools in Reducing Bullying

Education of students in the areas of respect and kindness for others was mentioned most frequently as the role schools can play in the reduction of bullying with 34% of all respondents providing an answer related to this role. Education in the areas of respect and kindness was the most frequent role identified by all respondent groups with the exception of parents/guardians. Although one-quarter of parent/guardian respondents did choose this option, they more frequently identified addressing incidents of bullying through punishment and zero tolerance measures (41%).

Table 19: Role of Schools in Reducing Bullying

<table>
<thead>
<tr>
<th>Q: What can schools do to help reduce bullying?</th>
<th>Total (n=3113)</th>
<th>Students (n=1965)</th>
<th>Parent/ Guardian (n=515)</th>
<th>School Staff (n=397)</th>
<th>Community Member (n=236)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for students on respect/kindness for others</td>
<td>34%</td>
<td>34%</td>
<td>25%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Enforce punishments/zero tolerance policies</td>
<td>23%</td>
<td>17%</td>
<td>41%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>Do not ignore incidents of bullying/take complaints seriously</td>
<td>14%</td>
<td>10%</td>
<td>25%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Empower staff</td>
<td>11%</td>
<td>11%</td>
<td>14%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Create registry and guidelines against bullying</td>
<td>9%</td>
<td>4%</td>
<td>14%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Deal with Bullying at a student level/peer to peer mentoring</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Work with parents/guardians</td>
<td>6%</td>
<td>2%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Provide a private and safe way for victims to register complaints</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Restorative measures</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>4%</td>
<td>6%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>15%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>
3.4.2 Role of Parents and Families in Reducing Bullying

Spending more time with children (30%), being aware of their (online) activities (19%), educating children about bullying (16%), and taking to key players about bullying incidents (10%) were the most frequently provided answers when asked what role parents/guardians can play in reducing bullying.

Both parent/guardian and student respondents felt that spending time with children and listening to them was important, with both these groups responding most frequently with this suggestion (39% and 28%, respectively). School staff most often responded that parents/guardians need to be aware of and/or monitor their child(ren)’s activities (41%), while community members most frequently suggested educating children about bullying (31%).

Table 20: Role of Parents and Families in Reducing Bullying

<table>
<thead>
<tr>
<th>Q: What can parents and families do to help reduce bullying?</th>
<th>Total (n=3113)</th>
<th>Students (n=1914)</th>
<th>Parent/Guardian (n=523)</th>
<th>School Staff (n=403)</th>
<th>Community Member (n=238)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give children time/listen to them</td>
<td>30%</td>
<td>28%</td>
<td>39%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Be aware of child’s activities/monitor cyber activities</td>
<td>19%</td>
<td>10%</td>
<td>32%</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>Educate child about bullying</td>
<td>16%</td>
<td>11%</td>
<td>27%</td>
<td>18%</td>
<td>31%</td>
</tr>
<tr>
<td>Talk to the school/principal/others involved</td>
<td>10%</td>
<td>13%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Reporting of bullying incidents</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>Don’t encourage behaviour/parents should be educated about bullying</td>
<td>7%</td>
<td>2%</td>
<td>12%</td>
<td>16%</td>
<td>19%</td>
</tr>
<tr>
<td>Promote anti-bullying at home and in the community</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Punish behaviour</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Be a good role model</td>
<td>4%</td>
<td>1%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Parents should support schools</td>
<td>3%</td>
<td>&lt;1%</td>
<td>4%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Build self-confidence and good self-esteem in kids</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Take responsibility for child’s actions</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>9%</td>
<td>14%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>22%</td>
<td>17%</td>
<td>12%</td>
<td>20%</td>
</tr>
</tbody>
</table>
3.4.3 Role of Communities in Reducing Bullying

In this question community was defined as medical professionals, police, Internet service providers, community groups, etc. Almost 40% of all respondents who responded to this question felt that the community has a role in educating the general public and creating awareness around bullying. This was the most frequent answer provided by all respondent groups.

An additional 16% felt that this education should be targeted specifically toward child and/or could be in the form of funding for youth programs.

Table 21: Role of Communities in Reducing Bullying

<table>
<thead>
<tr>
<th>Q: What can communities do to help reduce bullying?</th>
<th>Total (n=2734)</th>
<th>Students (n=1676)</th>
<th>Parent/Guardian (n=480)</th>
<th>School Staff (n=353)</th>
<th>Community Member (n=225)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate general public/create awareness</td>
<td>39%</td>
<td>35%</td>
<td>42%</td>
<td>48%</td>
<td>56%</td>
</tr>
<tr>
<td>Funding of youth programs (Education)</td>
<td>16%</td>
<td>12%</td>
<td>23%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Take all reports seriously</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Develop safety networks/provide support to victims</td>
<td>7%</td>
<td>3%</td>
<td>13%</td>
<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>Have laws against bullying, make it a punishable offence</td>
<td>7%</td>
<td>4%</td>
<td>13%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Monitor social media</td>
<td>6%</td>
<td>4%</td>
<td>13%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Directly involve parents/hold parents accountable</td>
<td>5%</td>
<td>2%</td>
<td>13%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Encourage children to stand-up to and/or report bullying</td>
<td>4%</td>
<td>3%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Provide help for the bully</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Mobilize bystanders/step in when bullying is witnessed</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Involve medical/mental health professionals</td>
<td>2%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Have educational kits available</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Zero tolerance</td>
<td>1%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Lead by example/Role model</td>
<td>1%</td>
<td>&lt;1%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>17%</td>
<td>26%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
</tr>
</tbody>
</table>
4.0 Education about scope and consequences of bullying

4.1 Top Ways to Teach People about Bullying
Activities and events at school was the most popular suggestion as a way to teach people about bullying. Presentations at school (34%), use of media (27%), and holding parent information sessions (24%) were also top answers. Students were less likely than the other respondent groups to suggest student-led events, with only 13% of student respondents suggesting this option.

Table 22: Top Ways to Teach People about Bullying

<table>
<thead>
<tr>
<th>Q: What are the top three ways to teach people about bullying?</th>
<th>Total</th>
<th>Students</th>
<th>Parent/Guardian</th>
<th>School Staff</th>
<th>Community Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and events at School</td>
<td>43%</td>
<td>43%</td>
<td>47%</td>
<td>46%</td>
<td>32%</td>
</tr>
<tr>
<td>Presentations at School</td>
<td>34%</td>
<td>38%</td>
<td>31%</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Media (TV, Radio, Print, Internet)</td>
<td>27%</td>
<td>29%</td>
<td>23%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Hold parent info sessions</td>
<td>24%</td>
<td>18%</td>
<td>36%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Training on bullying for professionals who work with youth and children</td>
<td>22%</td>
<td>12%</td>
<td>37%</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>Social Media (Facebook, Twitter, etc)</td>
<td>21%</td>
<td>23%</td>
<td>18%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Student-led/organized rallies or challenges</td>
<td>21%</td>
<td>13%</td>
<td>30%</td>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>Online training resources</td>
<td>6%</td>
<td>8%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Information packages available through Health Care providers or Law Enforcement</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*multiple responses allowed

4.2 Teacher Professional Learning
Just over half of the school staff who responded to the survey said they had engaged in some form of professional learning about bullying. The majority of teachers who had engaged in professional learning felt that it was effective (14% very effective; 73% somewhat effective).
5.0 Interventions

5.1 Awareness of Existing Programs/Resources
School staff appear to have the most awareness of several of the programs/resources that currently exist for bullying, although awareness of activities and events at school are also noted by more than half of the student and parents/guardian respondents.

Table 23: Awareness of Existing Programs/Resources

<table>
<thead>
<tr>
<th>Q: Are you aware of any of the following programs/resources that currently deal with bullying?</th>
<th>Total</th>
<th>Students</th>
<th>Parent/Guardian</th>
<th>School Staff</th>
<th>Community Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and events at school</td>
<td>56%</td>
<td>53%</td>
<td>56%</td>
<td>79%</td>
<td>40%</td>
</tr>
<tr>
<td>Counselling services</td>
<td>48%</td>
<td>44%</td>
<td>43%</td>
<td>73%</td>
<td>43%</td>
</tr>
<tr>
<td>Online resources</td>
<td>43%</td>
<td>40%</td>
<td>37%</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Student-led/organized rallies or challenges</td>
<td>31%</td>
<td>23%</td>
<td>37%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Programs or activities sponsored by law enforcement</td>
<td>27%</td>
<td>20%</td>
<td>32%</td>
<td>47%</td>
<td>32%</td>
</tr>
<tr>
<td>Interactive learning websites/online games</td>
<td>22%</td>
<td>22%</td>
<td>12%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>Programs or activities by community groups</td>
<td>22%</td>
<td>22%</td>
<td>15%</td>
<td>24%</td>
<td>25%</td>
</tr>
</tbody>
</table>

5.2 Availability and Effectiveness of Existing Tools and Resources (as reported by school staff)
Almost half (45%) of the school staff who responded to the survey said that they do not have sufficient tools and resources to effectively deal with bullying, 38% of school staff respondents felt they do, and 16% chose not to answer this question.

Figure 17: Sufficient Tools and Resources to Effectively Deal with Bullying

- Yes: 38%
- No: 45%
- No answer given: 16%
Of the existing tools and resources available to school staff, the School Code of Conduct (63%), school guidance counselors (58%), and Positive Effective Behaviour Supports (PEBS) (52%) were identified by over half of the school staff respondents as effective. Authorized learning resources from the Nova Scotia Book Bureau (26%) and Youth Health Centres (27%) were least likely to receive ‘effective’ ratings. It is worth noting that Youth Health Centres are not available in all areas of the province.

**Figure 18: Effectiveness of Existing Tools and Resources**

5.2.1 Access and Effectiveness of Tools and Resources for Different Types of Bullying

Only 12% of school staff felt they had access to tools and resources to respond to cyberbullying, with an additional 37% indicating they had some access. Although a higher percentage of school staff respondents felt they had access to tools and resources for the other types of bullying (Physical, 38%; Verbal, 37%; and Social 24%), overall less than 40% felt they had access to tools and resources to deal with any of the forms of bullying indicated.

Over 60% of the school staff...
responding to the survey felt that the tools and resources available to deal with physical forms of bullying were effective (63%), while about half felt they were effective for verbal (52%) and social (47%) bullying. Just over one-quarter (26%) of the school staff respondents felt that the tools and resources available for cyberbullying were effective, while a slightly higher percentage (28%) felt they were not effective.

**Figure 20: Effectiveness of Tools and Resources for Different Types of Bullying**
5.2.2 Most Effective Tools/Resources and Strategies
When asked what tools and resources and/or strategies are most effective, the majority of school staff respondents chose not to provide an answer; 58% did not indicate any tools and resources and 56% did not indicate any strategies. Of those who did provide an answer, student guidance and counseling received the most support.

Table 24: Most Effective Tools, Resources and Strategies

<table>
<thead>
<tr>
<th>Q: What tools and resources are most effective?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student guidance and counseling</td>
<td>18%</td>
</tr>
<tr>
<td>Educational resources (DVD, posters, websites, etc)</td>
<td>11%</td>
</tr>
<tr>
<td>Hands on activities/Awareness days/Learning packets and kits</td>
<td>9%</td>
</tr>
<tr>
<td>Punishment/Referral to principal’s office/old traditional methods</td>
<td>4%</td>
</tr>
<tr>
<td>School code of conduct</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>No answer provided</td>
<td>58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: What Strategies are most effective?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling and Guidance for students</td>
<td>15%</td>
</tr>
<tr>
<td>Education Students</td>
<td>8%</td>
</tr>
<tr>
<td>Workshops/Visual Presentations/Campaigns</td>
<td>8%</td>
</tr>
<tr>
<td>Set rules and conduct/expectations for behaviour</td>
<td>6%</td>
</tr>
<tr>
<td>Involvement of parents</td>
<td>5%</td>
</tr>
<tr>
<td>Punishments/public apology</td>
<td>4%</td>
</tr>
<tr>
<td>Student-led activities/peer mentoring</td>
<td>3%</td>
</tr>
<tr>
<td>Restorative Practices</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>No answer provided</td>
<td>56%</td>
</tr>
</tbody>
</table>
6.0 Law and Policy

The majority of parent/guardian respondents felt that they were aware of the rules and policies related to student behaviour (68%), with an additional 13% indicating they were aware of ‘some’ of them. Just over half of parent/guardian respondents felt that the rules and policies at their child’s school were not enforced (15%) or only sometimes enforced (40%). About a quarter felt that the rules and policies were enforced in their child’s school.

Student respondents felt they were, for the most part, aware of the rules about student behaviour in their school (78%), with 12% indicating they were aware of only some of the rules and 2% indicating they were not aware of the rules around behaviour. Seven out of ten student respondents (70%) felt that half the students or more at their school followed the rules, although only 3% felt that all the kids followed the rules in their school.
Conclusion

The information gathered through the Cyberbullying Task Force online survey clearly indicates that students, parents, and school staff see bullying and cyberbullying as major areas for concern in the Nova Scotia public education system.

A high number of student respondents indicated that they did not report incidents of bullying because they did not know who to tell (14%), didn’t think anyone would do anything to help (19%), and/or they thought the bullying might get worse (27%). As respondents clearly indicated, more needs to be done to address the issues of bullying and cyberbullying. Therefore, it is important that students be made aware of the supports that are available to them, and know that they should speak to the professionals that are in place to help them deal with bullying.

Student respondents commonly indicated that they chose to ignore bullying rather than taking steps to report it. The data collected from this survey also suggests that almost one third (30%) of students who admitted to bullying others did so because they themselves had been bullied. Ignoring the problem or choosing to do nothing, will not make bullying go away. It is vital that students are not only aware of the supports and help available to them, but that they feel comfortable in asking for help, and that they feel something will be done to make things better.
Cyberbullying Task Force Online Survey Questions
June 2011
Final Draft

Everyone Q1 - Q11

1. I am a:*  
   Student  
   Parent/Guardian  
   Principal/Teacher/School Guidance Counsellor  
   Community Member/Other  

1a. Please indicate which school board you work for or with which you are most closely associated (if applicable):  
   Annapolis Valley Regional School Board  
   Cape Breton-Victoria Regional School Board  
   Chignecto-Central Regional School Board  
   Conseil scolaire acadien provincial  
   Halifax Regional School Board  
   South Shore Regional School Board  
   Strait Regional School Board  
   Tri-County Regional School Board  

2. Are you part of any of the following groups?  
   Check all that apply  
   Principal  
   Teacher  
   School Guidance Counsellor  
   School staff (not principal, teacher, or Guidance Counsellor)  
   Extended family of school-aged child/youth  
   Law enforcement  
   Health Professional  
   Youth Community Group  
   Other, please specify  

3. What is your age?  
   10 or younger  
   11 - 15  
   16 - 19  
   20 - 25  
   26 - 35  
   36 - 45  
   46 or older
4. Are you:  
Check all that apply  
Aboriginal  
Acadian/Acadien  
of African descent  
of East Asian descent  
of European descent  
of Asian descent  
of Middle Eastern descent  
Other, please specify  

5. I feel that bullying is a serious problem in Nova Scotia.  
Please indicate your level of agreement with this statement.  
Strongly Agree  
Agree  
Neutral  
Disagree  
Strongly Disagree  

6. I feel that bullying is a serious problem in my local community/school.  
Please indicate your level of agreement with this statement.  
Strongly Agree  
Agree  
Neutral  
Disagree  
Strongly Disagree  

7. I feel that more needs to be done to address bullying in Nova Scotia.  
Please indicate your level of agreement with this statement.  
Strongly Agree  
Agree  
Neutral  
Disagree  
Strongly Disagree  

8. I feel that more needs to be done to address bullying in my local community/school.  
Please indicate your level of agreement with this statement.  
Strongly Agree  
Agree  
Neutral  
Disagree  
Strongly Disagree  

9. Do you feel you have a good understanding of what bullying is?  
Yes  
No  
Somewhat
10. Bullying is when someone does or says something to hurt someone else on purpose. Children who bully can work on their own or in groups. Bullying is about making someone else feel small and powerless. Some people think that doing or saying something to hurt someone even once is bullying and others think that bullying is doing or saying something to hurt someone over and over. Which of the following best describes how you think of bullying?
Bullying is doing or saying something to hurt someone else just one time
Bullying is doing or saying something to hurt someone else over and over (repeated incidents)
Bullying is both of these things

11. Are you aware of any of the following programs/resources that currently deal with bullying?
Check all that apply
Activities and events at school
Counselling services
Online resources
Interactive learning websites/online games
Programs or activities sponsored by law enforcement
Programs or activities by community groups
Student-led/organized rallies or challenges
Other, please specify
The next few questions ask about your child/children and their experiences with bullying.

12. What grade is your child and/or children in:
Check all that apply
- Preschool or younger
- Primary - 3
- Grades 4 - 6
- Grades 7 - 9
- Grades 10-12
- Post Secondary (University, College, etc)
- Does not apply

13. Does your child and/or children currently attend:
- Public School
- Private School
- School at Home (Home School)
- Does not apply
- Other, please specify

[If Private School/School at Home]: What made you decide to home school and/or send your child/children to private school?

14. Are you aware of the rules/policies related to student behaviour at your child and/or children’s school?
- Yes
- No
- Some of them

15. Do you feel the rules/policies related to student behaviour are enforced at your child and/or children’s school?
- Yes
- No
- Sometimes
- Don’t Know

16. Has your child and/or children ever been bullied?*
- Yes
- No
17. How often has your child and/or children been physically, verbally, socially, or electronically (cyber) bullied?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
<th>Once or twice a month</th>
<th>Every week</th>
<th>Many times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pushing, hitting,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>damaging property)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(namecalling, teasing,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>insulting, humiliating)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(gossiping, excluding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>someone from a group,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spreading rumors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyberbullying</td>
<td></td>
<td></td>
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<td>social media)</td>
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</table>

18. Do you feel your child and/or children were bullied because of any of the following reasons?
Check all that apply
People think they have lots of boyfriends/girlfriends or they are a flirt
The way they look
Other kids think they are rich or poor
They have identified as being lesbian, gay, bisexual, or transgendered
Other kids think they are weird or different
Their religion
They come from a different country
They have a disability
Who they hang out with
They make good grades or poor grades
Their race
Others think they are gay or that they act gay
Other, please specify
19. What did you do when your child and/or children were bullied?
Check all that apply
I didn't do anything
I talked to my child about it
I reported it
I talked to the parents of the child who was bullying
Other, please specify:

Who did you report it to?

20. To the best of your knowledge, has your child and/or children ever physically, verbally, socially or electronically (cyber) bullied another person?*
Yes
No

21. To the best of your knowledge, how often has your child and/or children physically, verbally, socially or electronically (cyber) bullied another person:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
<th>Once or twice a month</th>
<th>Every week</th>
<th>Many times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically bullying someone else (pushing, hitting, damaging property)</td>
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<tr>
<td>Verbally bullying someone else (namecalling, teasing, insulting, humiliating)</td>
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<td>Social bullying (gossiping, excluding someone from a group, spreading rumors)</td>
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<tr>
<td>Cyberbullying someone else (emailing, texting, sending pictures, social media)</td>
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</table>
Student Questions Q22 - Q40

The next few questions ask about you and your experiences with bullying. The questions will ask about times you have seen someone being bullied, times when you were bullied, and times when you may have bullied someone else.

22. What grade are you in?
   Primary - 3
   Grades 4 - 6
   Grades 7 - 9
   Grades 10-12
   Post Secondary

23. Do you go to:
   Public School
   School at home (Home School)
   Private school
   Does not apply
   Other, please specify

24. What is your gender?
   Male
   Female
   Transgender

25. What is the first language you learned to speak?
   English
   French
   Other, please specify

26. Do you know what the rules are about how students should behave at your school?
   Yes
   No
   Some of them

27. How many kids at your school, do you think, follow the rules about how students should behave?
   All of them
   Most of them
   About half
   Some of them
   None of them

28. Have you ever seen someone else being bullied?*
   Yes
   No

29. How much does it bother you when you see someone else being bullied?
It doesn't bother me
It bothers me a little
It bothers me a lot

30. When you saw someone being bullied, what did you do about it?
Check all that apply
I told a teacher/adult at school
I encouraged that person to tell someone
I told a parent/adult at home
I stood up for the person being bullied
I tried to talk to the person who was bullied about what happened
I didn't do anything
Other, please specify

31. If there was a time when you saw someone being bullied and you didn't do anything about it, what was the reason?
Check all that apply
I was scared
I didn't know what to do
I didn't know who to tell
I didn't think anybody would do anything if I did tell
I didn't want to be seen as a 'tattletale' or a 'rat'
I didn't think the bullying was that bad
I didn't want to get involved

32. Have you ever been bullied?*
Yes
No

33. How often have you been physically, verbally, socially, or electronically (cyber) bullied?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
<th>Once or twice a month</th>
<th>Every week</th>
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<tbody>
<tr>
<td>Physical bullying</td>
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<tr>
<td>(pushing, hitting, damaging property)</td>
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<tr>
<td>Verbal bullying</td>
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<td>(emailing, texting, sending pictures, social media)</td>
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</table>

34. Do you feel you were bullied because of any of the following reasons?
Check all that apply
Who you hang out with
Kids think you are weird or different
People think you have lots of boyfriends/girlfriends or you are a flirt
Your race
The way you look
You have a disability
You come from a different country
You have good grades or poor grades
Others think you are gay or that you act gay
You say you are lesbian, gay, bisexual, or transgendered
Other kids think you are rich or poor
Your religion
Other, please specify

35. Thinking of when you were bullied, what did you do about it?
Check all that apply
I ignored it
I told my parents/adult at home
I told my brother/sister
I told a teacher/adult at school
I told a friend
I did not go to school for one or more days
I stood up to the person who bullied me
I got them back later
Other, please specify

36. If there was a time when you were bullied and you didn't do anything about it, what was the reason?
Check all that apply
I didn't want to be seen as a ‘tattletale’ or a ‘rat’
I was scared
I didn’t know who to tell
I didn’t think the bullying was that bad
I didn't know what to do
I was afraid my parents/guardian would start checking my messages and texts
I didn’t think anyone would do anything about it if I did tell
I was afraid my parents wouldn’t let me use my cell phone/computer/Ipod
I thought it might get worse if the person who bullied me knew I told
Other, please specify
37. After you were bullied, did you:
Check all that apply
Find it hard to pay attention to things
Stop hanging out with your friends
Feel nervous or anxious all the time
Feel scared or not safe
Miss school
Feel depressed or sad
Fight or argue more with your family
Do worse in school
Stop participating in activities you normally like
Other, please specify

38. Have you ever bullied someone else?*
Yes
No

39. How often have you physically, verbally, socially, or electronically (cyber) bullied someone else?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
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</table>
40. Why do you think you bully others?
I find school work hard
I want to be part of a group
I was bullied
I feel sad all the time
I don't think it's that hurtful or harmful
I feel angry all the time
It makes me feel powerful
I feel like I can't control it
I am having trouble at home
Other, please specify
The next few questions ask about your experiences with bullying in your school.

41. What grade(s) do you teach?
Check all that apply
Primary - 3
Grades 4 - 6
Grades 7 - 9
Grades 10-12
Other, please specify

42. What grades are in your school?
Check all that apply
Grades primary - 6
Grades 7 - 9
Grades 10-12
Other, please specify

43. Have you personally had to deal with bullying among students in your school? *
Yes
No

44. How often have you personally had to deal with physical, verbal, social, or electronic (cyber) bullying among students in your school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
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<td>(pushing, hitting,</td>
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<td>damaging property)</td>
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45. Have you engaged in professional learning opportunities that dealt specifically with bullying?
Yes
No

46. How effective were these professional learning opportunities?
Very Effective
Somewhat Effective
Somewhat Ineffective
Very Ineffective
Please explain:

47. Do you feel you have sufficient tools and resources to effectively deal with bullying in your school?
Yes
No

48. How effective have the following been in supporting you to deal with bullying and cyberbullying in your school?

<table>
<thead>
<tr>
<th>Tool</th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Somewhat Ineffective</th>
<th>Very Ineffective</th>
<th>Don’t Know</th>
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<tr>
<td>School Code of Conduct</td>
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<td>Positive Effective Behaviour Supports (PEBS)</td>
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<td>Healthy Living curriculum outcomes</td>
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<td>Authorized Learning Resources (Nova Scotia Book Bureau)</td>
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<td>Youth Health Centres (where applicable)</td>
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<td>School Guidance Counsellors (where applicable)</td>
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<tr>
<td>Health Promoting Schools</td>
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</table>

49. Do you have access to appropriate tools and resources to respond to the following types of bullying concerns from students?

<table>
<thead>
<tr>
<th>Bullying Type</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
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<tbody>
<tr>
<td>Physical bullying (pushing, hitting, damaging property)</td>
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<tr>
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</table>

50. How effective are the tools and resources you have available to deal with the following types of bullying?
<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Somewhat Ineffective</th>
<th>Very Ineffective</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>Physical bullying</td>
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<td>insulting, humiliating)</td>
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<td>someone from a group,</td>
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<td>spreading rumors)</td>
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</table>

51. Of the tools and resources available to you to deal with bullying, which do you feel are the most effective?

51b. Of the strategies you have used to deal with bullying, which do you feel are the most effective?

52. Are there additional tools and resources that need to be provided to principals/teachers/school guidance counsellors to more effectively address bullying?

53.a. Do you feel school staff have a responsibility to deal with incidents of bullying they become aware of, but have been initiated outside of school?
   Yes
   No
   Sometimes
   Please explain:

53. Have you dealt with issues of cyberbullying that were initiated outside of school? *
   Yes
   No

54. When dealing with this cyberbullying incident(s), did the fact that it happened outside of school have an impact on your ability to put a consequence in place for the student or students?
   Yes
   No
   Please explain

Everyone Q55 - Q61
The next few questions ask about the best way to report bullying and what can be done by schools, parents and families, and communities to help reduce bullying.

55. If you were going to report a bullying incident, who would you report it to?
I would not report it
School Principal
Teacher
Parents/Guardian
Police/RCMP
Family Doctor/Nurse
Parent/guardian of child who is bullying
Counsellor/Psychologist (outside of school)
School guidance counsellor
I don't know who I would report it to
Other, please specify

56. What do you think is the best way to report bullying?
Phone call
Email
Written letter/note
In person
Have someone report it for you
Report anonymously (no one knows it was you)
Privately report on school website
Other, please specify

57. In your opinion, what are the top three ways to teach people about bullying?
Choose up to three answers
Select no more than 3.
Hold parent/guardian information sessions
Activities and events at school
Presentations at school
Media (Television, Radio, Print, Internet)
Online training resources
Training on bullying for professionals who work with youth and children
Information packages available through Health Care providers or Law Enforcement
Social Media (Facebook, Twitter, etc)
Student-led/organized rallies or challenges
Other, please specify
58. What do you think schools can do to reduce bullying?

59. What do you think parents and families can do to reduce bullying?

60. What do you think communities can do to reduce bullying? Communities include medical professionals, police, Internet service providers, community groups, etc.

61. Is there anything else that you would like to share with the Task Force?
Appendix 2 – Bullying as a serious problem in Nova Scotia and Local Community/School by Respondent

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parent/Guardian</th>
<th>School Staff</th>
<th>Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that bullying is a serious problem in Nova Scotia</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Agree</td>
<td>69.1%</td>
<td>84.0%</td>
<td>84.4%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.3%</td>
<td>3.5%</td>
<td>7.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6.1%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>No Answer Provided</td>
<td>4.5%</td>
<td>10.4%</td>
<td>6.3%</td>
<td>22.1%</td>
</tr>
<tr>
<td>I feel that bullying is a serious problem in my local community/school</td>
<td></td>
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</tr>
<tr>
<td>Agree</td>
<td>41.6%</td>
<td>72.5%</td>
<td>70.9%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>34.0%</td>
<td>10.8%</td>
<td>14.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19.4%</td>
<td>5.8%</td>
<td>7.7%</td>
<td>3.9%</td>
</tr>
<tr>
<td>No Answer Provided</td>
<td>5.0%</td>
<td>1.4%</td>
<td>6.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>I feel that more needs to be done to address bullying in Nova Scotia</td>
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</tr>
<tr>
<td>Agree</td>
<td>67.2%</td>
<td>84.3%</td>
<td>85.0%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.3%</td>
<td>2.8%</td>
<td>6.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.3%</td>
<td>1.7%</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Answer Provided</td>
<td>5.2%</td>
<td>11.1%</td>
<td>6.6%</td>
<td>22.8%</td>
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<tr>
<td>I feel that more needs to be done to address bullying in my local community/school</td>
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<tr>
<td>Agree</td>
<td>50.7%</td>
<td>77.6%</td>
<td>75.4%</td>
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<tr>
<td>Neutral</td>
<td>29.7%</td>
<td>8.3%</td>
<td>12.9%</td>
<td>7.2%</td>
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<tr>
<td>Disagree</td>
<td>14.4%</td>
<td>3.2%</td>
<td>5.0%</td>
<td>3.4%</td>
</tr>
<tr>
<td>No Answer Provided</td>
<td>5.2%</td>
<td>10.9%</td>
<td>6.6%</td>
<td>23.0%</td>
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</table>
Appendix 3 – Glossary of Terms

Figure 16 – Effectiveness of Existing Tools and Resources Glossary

**Health Promoting Schools:** A program offered in public schools which promotes student excellence by encouraging good health – eating well, exercise and physical, social, spiritual, mental and emotional well-being of students and staff.

**School Guidance Counsellors:** School counselling programs designed to promote and enhance student achievement. School Guidance Counsellors provide academic, career, college and personal/social competencies to students.

**Youth Health Centres:** 41 Youth Health Centres currently exist across the province, the majority located in schools. Youth Health Centres provide health education, health promotion, information and referral, follow-up and support, as well as clinical services to students across Nova Scotia.

**Authorized Learning Resources:** Learning resources that have been reviewed by educators and have met a required standard to be authorized for use in public schools in Nova Scotia.

**Healthy Living Curriculum:** Identifies the development of active healthy living as an essential component of a balanced program of physical and health education.

**Positive Effective Behaviour Supports (PEBS):** A comprehensive school-wide philosophy for student behaviour. It focuses on positive approached to student behaviour with an emphasis on proactive school-wide prevention and early intervention.

**School Code of Conduct:** Based on the Provincial School Code of Conduct, this document outlines standards of behaviours, identifies disruptive student behaviours, consequences of student non-compliance, and consequences that are not permitted. Each School in Nova Scotia is required to have a School Code of Conduct.
Appendix 4

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Task Force Mandate and Structure

1. Ministers Task Force on Bullying and Cyberbullying Terms of Reference
2. Brief Biographies of Task Force Members
3. Working Group Deliverables by Chair Wayne MacKay
4. Major Themes Based upon Deliverables and Mandate by Chair Wayne MacKay
5. Deliverables Categories for Selected Resources and Supports by Chair Wayne MacKay
6. Suggested Recommendations Categories for the Working Group by Chair Wayne MacKay
1. Minister's Task Force on Cyberbullying

Terms of Reference

MANDATE
The mandate of the Minister's Task Force is to prepare and present to the Minister practical short-term and long-term recommendations to address bullying and cyberbullying of children and youth. These recommendations will address legislative, policy and procedural matters with pragmatic and practical strategies supported by the findings of a Task Force Working Group and eight focus groups with young people conducted around the province.

AREAS OF FOCUS
The areas of focus for the task force Working Group will include, but are not limited to the following:

- examine the challenges facing schools, students, parents, and communities as they relate to bullying behaviour through online surveys, public forums, and focus groups
- review current programs, initiatives, and resources being used to successfully address bullying
- review the effectiveness of policies and practices that are in place for schools and other organizations to deal with bullying behaviour
- identify best practices and evidence-based approaches to fostering good behaviour and healthy relationships
- review current research, and Nova Scotia data, as it relates to the number of bullying incidents and interventions
- examine the research as it relates to the long-term impact of bullying and the harm that is done to people with respect to school engagement and performance, social and emotional development, and mental health
- explore the opportunities to establish a basic understanding for students, parents, and communities with respect to the appropriate use of online social media, recognizing bullying behaviour, and pro-actively dealing with bullying behaviour individually and through a support network.

PROCESS
Professor Wayne MacKay from Schulich School of Law has examined issues relating to bullying and cyber-bullying both in terms of constitutional law and education law. He is an internationally recognized expert in human rights law, a former Director of the Nova Scotia Human Rights Commission, and a former President of Mount Allison University. Professor MacKay possesses a high level of technical expertise that would assist the work of the Task Force.

Professor MacKay has been asked to Chair a Task Force of 5 members (Professor MacKay; Rola AbiHanna, Chair of a Task Force Working Group; MLA Mat Whynott; a youth representative, Breanna Fitzgerald; and a parent representative, Wendy ...
MacGregor. Professor MacKay and the other Task Force members will oversee a 20 member Task Force Working Group with representation from partner groups.

Professor MacKay, in consultation with the other 4 members of the Task Force, will set the terms of reference for the Task Force Working Group and identify the methodology the Working Group will use to provide information required to prepare the report he will submit on behalf of the Task Force to the Minister of Education.

Professor MacKay and the other 4 members of the Task Force will also support MLA Mat Whynott to establish the framework for eight focus groups with young people around the province that will be led by MLA Whynott and the youth representative.

The work of the Task Force Working Group and the data from the eight focus groups will be completed and provided to Professor Wayne MacKay by November 18, 2011. Professor MacKay will subsequently submit a report to the Minister of Education with recommendations to address the mandate of the Task Force. This report will be submitted by the end of December 2011.
2. Brief Biographies of Task Force Members

Wayne MacKay

Wayne MacKay has had a distinguished career as a university administrator, legal scholar, respected teacher, and constitutional and human rights expert. He has served as President and Vice-Chancellor of Mount Allison University, an advisor to Governments, National Agencies and Tribunals on Canadian diversity issues, constitutional issues, and civil rights and human rights initiatives. Most recently has returned to teaching as Professor of Law, at Dalhousie University.

Noted for his teaching, innovative research and writing, Professor MacKay has been honoured by Universities, faculty and colleagues for his outstanding contributions to academic excellence. He is Canada’s leading authority on Education Law, and has written several books on this complex subject. He has written over sixty academic articles in the fields of constitutional law and human rights. His broad knowledge, background, and distinguished record of achievement have resulted in a high demand for his wise counsel as a legal consultant and change agent. In June, 2005 he was appointed a member of the Order of Canada.

Rola AbiHanna

Rola AbiHanna worked with the Halifax Regional School Board for over twelve years, first as a teacher in English as a Second Language, then as an elementary teacher and finally as a School Guidance Counsellor. She obtained her Child and Youth Studies Degree from Mount St. Vincent University and both her Education Degree and Masters Degree in Counselling from Acadia University. Since January 2008, Rola has been working at the Nova Scotia Department of Education as the Guidance Consultant. She maintains a student-centered focus when assisting with the creation of policies, services and programs, related to public schools in Nova Scotia. She is also a part-time instructor at Acadia University in the Master of Education Counselling Program. Ms. AbiHanna is about to begin her PhD in Educational Studies with a focus on Educational Psychology and Inclusive Education.

Mat Whynott

Mat Whynott was elected to the Legislative Assembly in 2009 for the constituency of Hammonds Plains-Uppex Sackville. Her serves as the Ministerial Assistant for Youth. At the age of 23 he was elected as the youngest MLA in Nova Scotia history. In June of 2009 he was named the Government Caucus Whip.

In 2009 Mat was chosen as one of the Chronicle Herald's Top 20 Nova Scotians in their 20's from online submissions from people across the province. Mat has been involved with many groups and organizations including the Knox United Church Council in Lower Sackville, Big Brothers Big Sisters, the Dal/IWK Adolescent Mental Health Committee,
volunteer will the Cobequid Community Health Board and the Sherbrooke Lake United Church Camp.

He lives in Lucasville with his wife Charlotte and daughter Morgan.

**Wendy MacGregor**

Wendy MacGregor has degrees in law and English from Dalhousie University, and studied French at the Sorbonne and the Université de Savoie. She has worked as a lawyer and in court reform in Halifax, in publishing in Toronto, and in corporate leadership development in Japan. Her current focus is on educational projects and community fundraising. Wendy is the co-writer/director/producer of "Do the Right Thing", an original all-kids anti-bullying musical and film. She is co-founder of SOAR, a charity for AIDS orphans in South Africa. She sits on several community boards including the Citadel Theatre Society and Sacred Heart School. She does fundraising work for the Ecology Action Centre and Phoenix House. In 2011, she worked on an educational theatre project on Restorative Justice, and she is presently working on an educational film about teens and sexual risk. She is married and has three teenage children.

**Breanna Fitzgerald**

Breanna Fitzgerald is the student representative for the Minister’s Task Force on Bullying and Cyberbullying. She graduated from high school in 2011. Breanna is very active in bring about awareness and change and was the 2010 recipient of the Nova Scotia Power of Positive Change Award. Breanna has been involved with public speaking engagements in her local community to advocate for respect for diversity. She has been a regular participant in the Parents and Friends of Lesbians and Gays (PFLAG) organization.
3. Working Group Deliverables
Chair Wayne MacKay

The Task Force wants to make the most efficient use of the diverse talents and backgrounds of the members of the Working Group. With this in mind, we make the following statements about some ways in which the Working Group can support the Task Force in producing the ultimate report and recommendations.

1. Provide a report by the end of July 14-15 meetings on:
   a) Definitions of bullying and Cyberbullying based upon reviews of the best current definitions and suggest the elements of appropriate definitions for our work that draws on the best models.
   b) Identification of the key actors in Nova Scotian society (e.g. parents, government departments, media, etc.) and clarification of their roles in the current state of the problem, and more importantly, in being part of an improved strategy to reduce the problem.

2. Provide a report by the August 17 and 18 meetings on:
   a) The scope of the problem of bullying and Cyberbullying in Nova Scotia (statistical as well as anecdotal data) and within the limits of time, comparison with some other jurisdictions. (Checking adequate data, comment on the need for relevant data)
   b) A brief review of current initiatives and responses to bullying and cyberbullying in Nova Scotia and an assessment of their effectiveness.

3. Provide a report by the September meetings listing the best resources on the scope of the problem and responses to it in various formats:
   - Hard Copy
   - Digital and internet format
   - Human Resources (local and beyond)
   - Any other suggested forms

   This could be a kind of resource bibliography to append to the final report.

4. Provide a report by the October 20-21 meetings on:
   a) A review of effective responses to the bullying and cyberbullying problem (outside Nova Scotia – as time permits)
   b) An exploration of different individualized responses depending on the target audiences (one size does not fit all).
   c) Identification of the relevant criteria and means for measuring success in reducing bullying and cyberbullying.

5. Provide a report by the November meetings that include:
   Draft recommendations that are practical and workable in respect to both short-term and longer-term change.
These draft recommendations should address the following:

a) Education and increased understanding among the relevant actors and audiences;
b) Strategies for change and improvement;
c) Legislative, policy and procedural changes;
d) Preventive measures and attitudinal change;
e) Necessary supports and interventions to improve the situation for students in Nova Scotian schools;
f) Future research, study and actions needed.

Where possible, identify the person, group, agency, department or segment of society at which the recommendation should be directed. Also, divide the recommendations into two categories:

- Short-term responses
- Long-term responses

We recognize that this is a daunting task and all we can ask is that you do the best that you can in the limited time available. Thanks in advance for your efforts and hard work.
4. Major Themes Based upon Deliverables and Mandate

Chair Wayne MacKay

(August 18, 2011)

1. Defining and Assessing the Scope of the problems of bullying and cyberbullying in Nova Scotia

2. Collection of data and statistics (as well as anecdotal info) on the following:
   - Scope of Problems
   - Effectiveness of existing interventions / responses
   - Effectiveness of proposed responses

3. Critical Evaluation of existing interventions / responses to bullying and cyberbullying
   - Strengths
   - Weaknesses
   - Improvements
   (Data collection as part of this)

4. Statutory / Regulatory and Policy Changes (Emphasis on Education jurisdiction but some others as well, e.g., Justice, Health, Community Service)

5. Identifying and Evaluating possible Interventions and Responses to both bullying and cyberbullying (Emphasis on effective programs / interventions with results)

6. Creating a Resources and Supports Appendix
   - Literature
   - Websites (digital)
   - Human Resources
   (Emphasis on being select and prioritized)

7. Identifying the relevant criteria for evaluating responses to problems of bullying and cyberbullying and measuring success. How do we know when we are making progress?
   - Identify Criteria
   - Mechanisms of accountability
   - Monitoring implementation of recommendations
5. Deliverables Categories for Selected Resources and Supports

Chair Wayne MacKay

1) **Legal Dimensions**
   - Canada
   - USA
   - Australia

2) **Scope of Problem**

3) **Interventions**
   - Responses
   - Supports

4) **Education Resources**
   - Education Parents
   - Education Youth
   - Education Community
   - Etc.

5) **Supports for Victims**
   StopBullying.com
   Etc.
   (Prioritize these)
   - Hard Copy
   - Digital
   - Human Resources
6. Suggested Recommendations Categories for the Working Group

Chair Wayne MacKay

Categories

1. Statistics and Data
   • Scope of problem
   • Effectiveness of responses

2. Strategies for Partnering and Networking and continued Dialogue

3. Strategies for Youth Engagement

4. Education of Diverse Audiences

5. Interventions and Responses

6. Law and Policy Changes

7. Accountability and Monitoring Structures for Implementation

Criteria for Recommendations

Within Categories

a. Separate short and long term recommendations

b. Identify targeted implementer(s) of recommendation

c. Timelines where appropriate

d. Prioritize the recommendations
Appendix D –

Task Force and Working Group

1. Agendas for all Task Force and Working Group Meetings

2. List of all Presentations and Presenters to the Working Group and Task Force

3. Brief Biographies of Presenters

4. Selected Task Force Media Interviews with Wayne MacKay
1. Agendas for all Task Force and Working Group Meetings

Minister’s Task Force on Cyberbullying

Date: Thursday, June 9, 2011
Location: Bell Aliant Boardroom
Time: 9:00 a.m. – 12:00 p.m.

Agenda

1. Welcome, Introductions, Distribution of Materials, Review of Agenda

2. Terms of Reference for the Task Force and Working Group (defining expected deliverables from the working group)

3. Future meeting dates

4. Roles and responsibilities of the Task Force members (sharing information with public/partners)

5. Dates for the youth focus groups and the timeliness of reviewing this data/input

6. Managing resources/offers of help

7. Timetable for this process and the preparation of the report

8. Sharing of information from the working group to the Task Force

9. Dr. Parry Aftab, International leader on Cyber-bullying (11:00 a.m. via tele-conference)

10. Lunch

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: Thursday, July 14, 2011
Location: Room A, Department of Education
Time: 9:00 a.m. – 11:00 a.m.

Agenda

1. Bullying and Cyberbullying Definitions (Jurisdictional definitions)
2. Key Players
3. Information Management and Task Force Member's Roles and Responsibilities
4. Future Working Group Meeting Outlines

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: Wednesday, August 17, 2011
Location: Classroom 2nd Floor, Department of Education
Time: 9:00 a.m. – 12:00 p.m.

Agenda

1) Update from Last meeting
2) Public Access and Speakers
3) Finalizing Definition and Player Lists and Roles
4) Youth Focus Groups
5) Working Group and Deliverables
6) Roles of Task Force Members
7) Evaluating existing Programs
8) Final Report
9) Balancing Education and working time for Working Group
10) Setting Date for Sept. Task Force meeting (Sept. 12 and 13 all consumed)
11) PEBS and other School-based Initiatives
12) Other Items

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: Sunday, September 11, 2011
Location: Ma Belle’s Café
44 Ochterloney Street
Dartmouth, NS
Time: 10:00 a.m. – 1:00 p.m.

Agenda

1) Morris Green and Noreen Stadey: Youth Focus Groups
2) Student Information System, Behaviour Incident Tracking (Rola)
3) Upcoming public sessions September 12 & 13
4) Roles of the Task Force members
5) Evaluating existing responses
6) Shape of the final report
7) Other business

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: Wednesday October 19, 2011
Location: Dalhousie Grad House, Red Room
1252 Lemarchant Street Halifax, NS
Time: 9:30 a.m. – 12:30 p.m.

Agenda

1) Youth Focus Groups Update, Morris Green, Glenn Friel and Noreen Stadey

2) Online Survey Results, Sara Halliday

3) Report
   Recommendations
   Report Structure: Youth Perspective component and chapter on Process, Partnering and Networking
   Roles of the Task Force members in report preparation

4) Definition and accompanying commentary

5) Structure of the November meeting

6) Use of the Working Group deliverables

7) Other business

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: December 21, 2011
Location: Ma Belle’s Café
44 Ochterloney Street
Dartmouth, NS
Time: 9:30 a.m. – 1:30 p.m.

Agenda

1) Update on the Status of the Report
2) Brief final thoughts on Working Group Recommendations
3) Review and Streamlining of Working Group Suggested Recommendations
4) Timelines
5) Other Business (if any)

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Date: January 27, 2012
Location: Ma Belle’s Café
44 Ochterloney Street
Dartmouth, NS
Time: 9:30 a.m. – 1:30 p.m.

Agenda

This is likely the last official meeting and we will all need to be as focused and concise as possible to advance the march to the February deadline and a significant Report. I enlist your co-operation and support in keeping on task and being productive as I know we can be.

1) Update on the Status of the Report
2) Task Force member Contributions to the Report
3) Brief final thoughts on Working Group Recommendations
4) Task Force members Suggested Recommendations
5) Legal Changes and Spring Session
6) Budget implications and Time-lines
7) Other Business (if any)

Thank you for your continued support!
Minister’s Task Force on Cyberbullying

Working Group

Date: Friday, June 10, 2011
Location: Brunswick Place, Room A
Time: 9:00 a.m. – 3:00 p.m.

Agenda

9:00 Welcome (Deputy Minister, Rosalind Penfound)
   Introductions
   Review of Agenda, Materials, Meeting Dates

9:30 Terms of Reference (Deliverables for the Working Group)

9:45 Nutrition Break

10:00 Dr. Wendy Craig, Professor, Queen’s University (via video-conference)

11:30 Group Norms

12:00 Lunch

1:00 Good Work Projects (Share your stories)

2:00 Website, Survey and Media Review

Thank you for your continued support!
Minister’s Task Force on Cyberbullying
Working Group Agenda

Date: Thursday, July 14, 2011
Location: Brunswick Place, Room A
Time: 11:00 a.m. – 3:00 p.m.

11:00 Welcome, Updates and Review of the Agenda
11:15 Group Norms
12:00 Lunch
12:30 Preliminary Survey Data: Sara Halliday
1:30 African Nova Scotian Youth Focus Group: Misty Morrison
2:00 LGBT Youth: Youth Project
3:00 Closing

Date: Friday, July 15, 2011
Location: Brunswick Place, Room A
Time: 9:00 a.m. – 3:00 p.m.

9:00 Data Review
9:45 Personal Impact: Pam Murchison
10:15 Nutrition Break
10:30 Mental Health Impact: Dr. Stan Kutcher
12:00 Lunch
12:30 Data Discussion
1:00 Youth Criminal Justice Impact: Pam Reardon
2:00 Homophobia and Policy: Gerard Cormier
3:00 Closing

Thank you for your continued support!
Minister’s Task Force on Cyberbullying
Working Group Agenda

Date: Wednesday, August 17, 2011
Location: Brunswick Place, 2nd Floor Classroom
Time: 12:00 p.m. – 3:00 p.m.

12:00 Lunch
12:30 Welcome, Updates and Review of the Agenda
1:00 YWCA Focus Groups: Angela Day and Amanda Rogers
1:45 Nova Scotia Advisory Council on the Status of Women: Stephanie MacInnis-Langley and Jhoanna G. Miners
2:30 Group Discussion
3:00 Closing

Date: Thursday, August 18, 2011
Location: Brunswick Place, 2nd Floor Classroom
Time: 9:00 a.m. – 3:00 p.m.

9:00 Youth Services, Office of the Ombudsman: Christine Brennan
9:30 Youth and Technology: Aaron Stevens
10:15 Nutrition Break
10:30 Cyberbullying: Parry Aftab
12:15 Lunch
1:00 Data and Resources Group Discussion
3:00 Closing

Thank you for your continued support!
# Minister’s Task Force on Cyberbullying
## Working Group Agenda

**Date:** Monday, September 12, 2011  
**Location:** Empire Theatres Park Lane Cinema 4 (am) & Brunswick Place, Room A (pm)  
**Time:** 9:00 a.m. – 3:15 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Wayne MacKay, Welcome and Legal Framework</td>
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<tr>
<td>9:45</td>
<td>Pam Murchison</td>
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<tr>
<td>10:15</td>
<td>Break</td>
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<tr>
<td>10:30</td>
<td>Eric Roher, author of <em>Educator’s Guide to Violence in Schools</em></td>
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<tr>
<td>12:15</td>
<td>Lunch</td>
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<tr>
<td>1:30</td>
<td>Barbara Kaiser, author of <em>Challenging Behaviour in Young Children</em></td>
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<tr>
<td>2:30</td>
<td>Kevin Kindred, Bell Aliant</td>
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<td>3:15</td>
<td>Closing</td>
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**Date:** Tuesday, September 13, 2011  
**Location:** Empire Theatres Park Lane Cinema 4 (am) & Brunswick Place, Room A (pm)  
**Time:** 9:00 a.m. – 3:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Sgt. Scott MacDonald, Community Relations Crime Prevention, Halifax Regional Police</td>
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<tr>
<td>9:30</td>
<td>John McKinlay and Bob Konopasky, presenters of <em>Education’s Perfect Storm: Outmoded or No Bullying Policies, Grievous Harm to Victims, and Justifiable Civil Litigations</em></td>
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<tr>
<td>10:45</td>
<td>Break</td>
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<tr>
<td>11:00</td>
<td>Nova Scotia Human Rights Commission, Karen Fitzner and Lisa Teryl</td>
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<tr>
<td>12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Shaheen Shariff, Professor and international expert on legal issues that have emerged in relation to on-line social communications such as cyber-bullying</td>
</tr>
<tr>
<td>2:30</td>
<td>Group Discussion (Deliverable)</td>
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<tr>
<td>3:00</td>
<td>Closing</td>
</tr>
</tbody>
</table>
## Minister’s Task Force on Cyberbullying: Working Group Agenda

### Date: Thursday, October 20, 2011
**Brunswick Place, LRT Classroom, 2nd Floor**  
**Time: 9:00 a.m. – 3:30 p.m.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Communities <em>Addressing Suicide Together</em> (CAST), Angela Davis</td>
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<tr>
<td>10:00</td>
<td><em>Promoting Alternative Thinking Strategies</em> (PATHS), Meagan MacDonald and Keith Anderson (SEAK Coordinators)</td>
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<tr>
<td>10:30</td>
<td>Nutrition Break</td>
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<tr>
<td>10:45</td>
<td><em>Comprehensive Guidance and Counselling Program</em>, Dr. Janice Graham-Migel</td>
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<tr>
<td>11:15</td>
<td>Panel Discussion (Joe Morrison from Peaceful Schools International and Stacy Coy from the Canadian Red Cross</td>
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<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30</td>
<td><em>SchoolsPlus Video</em> and Group Discussion (Review of Criteria Notes)</td>
</tr>
<tr>
<td>1:00</td>
<td><em>Roots of Empathy</em>, Dr. Lisa Bayrami</td>
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<tr>
<td>2:00</td>
<td><em>Achievement Gap Initiative</em>, Tom Henderson</td>
</tr>
</tbody>
</table>
| 2:30  | *Positive Effective Behaviour Supports and Provincial Code of Conduct*, Rola AbiHanna   
|       | *Behaviour Incident Tracking and iNSchool*, Lois Gibson                 |
| 3:30  | Closing                                                                  |

### Date: Friday October 21, 2011

**Location: Citadel High School Auditorium (Spatz Theatre)**  
**Time: 9:00 a.m. – 3:10 p.m.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:00</td>
<td><em>Nova Scotia Human Rights Commission</em>, Ann Divine and Lisa Teryl</td>
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<tr>
<td>9:30</td>
<td><em>Cyber Robot</em>, Truro Police</td>
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<tr>
<td>10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:30</td>
<td><em>Restorative Approaches</em>, Richard Derible and Emma Halpern</td>
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<td>11:15</td>
<td>Yarmouth Restorative Approaches Youth Panel, Bianca Arey and Bria Miller, introduction by Yvon McCauly, Caseworker for Tri-County Restorative Justice</td>
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<tr>
<td>12:00</td>
<td>Lunch (on your own)</td>
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<td>1:30</td>
<td>Question and Answer Period</td>
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<tr>
<td>1:55</td>
<td>Youth Focus Group (led by Breanna Fitzgerald and Aaron Stevens)</td>
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<tr>
<td>3:10</td>
<td>Closing</td>
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</tbody>
</table>
## Minister’s Task Force on Cyberbullying: Working Rotation Agenda

Date: Tuesday, November 8, 2011  
Brunswick Place, Room A  
Time: 9:00 a.m. – 3:00 p.m.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>9:00 - 9:15</th>
<th>Introduction and Process by Wayne, Rola and Anne Marie</th>
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<tbody>
<tr>
<td>10:00 -10:40</td>
<td></td>
<td>Rotation 1</td>
</tr>
<tr>
<td>10:40 - 10:45</td>
<td></td>
<td>Break</td>
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<tr>
<td>10:45 - 11:15</td>
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<td>Rotation 2</td>
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<tr>
<td>11:15 - 11:45</td>
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<td>Rotation 3</td>
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<td>11:45 - 12:15</td>
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<td>Rotation 4</td>
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<tr>
<td>12:15 - 12:45</td>
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<td>Lunch</td>
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<td>12:45 - 1:15</td>
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<td>Rotation 5</td>
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<td>1:15 - 1:45</td>
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<td>Rotation 6</td>
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<tr>
<td>1:45 – 2:15</td>
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<td>Rotation 7</td>
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<tr>
<td>2:15 - 3:00</td>
<td></td>
<td>Individual group work. Prioritize top three suggested recommendations</td>
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<tr>
<th>DAY 2</th>
<th>9:00 - 9:15</th>
<th>Check-In</th>
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<td></td>
<td>9:15 -9:45</td>
<td>Each group to present all suggested recommendations. Identify top 3.</td>
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<tr>
<td>9:45 - 10:15</td>
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<td>Group 1 presentation</td>
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<tr>
<td>10:15 - 10:30</td>
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<td>Break</td>
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<tr>
<td>10:30 - 11:00</td>
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<td>Group 3 presentation</td>
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<td>11:00 - 11:30</td>
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<td>Group 4 presentation</td>
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<tr>
<td>11:30 - 12:00</td>
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<td>Group 5 presentation</td>
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<td>12:00 - 12:45</td>
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<td>Lunch</td>
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<tr>
<td>12:45 - 1:15</td>
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<td>Group 6 presentation</td>
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<td>1:15 - 1:45</td>
<td></td>
<td>Group 7 presentation</td>
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<tr>
<td>2:00 - 3:00</td>
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<td>Prioritization (dots)</td>
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Minister’s Task Force Working Group Agenda

**Date:** December 5 & 6, 2011  
Conseil-Scolaire Acadien Provincial (CSAP) school board office  
Burnside Industrial Park at 250 Brownlow Avenue, Unit 7 in Dartmouth, Nova Scotia  

**Time:** 9:00 a.m. – 3:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>9:00 – 12:15</td>
<td>We will continue with the same process as our November meeting for reviewing the suggested recommendations in the final three theme areas.</td>
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<tr>
<td>12:15 - 12:45</td>
<td>Lunch</td>
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<tr>
<td>12:45 – 2:30</td>
<td>We will also be writing suggested recommendations for the areas that we identified as being missed and also prioritizing the suggested recommendations we have developed. Anne Marie will be facilitating for the two days.</td>
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<tr>
<td>2:30 - 3:00</td>
<td>Discussion and wind-up</td>
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2. List of all Presentations and Presenters to the Working Group and Task Force

Dr. Parry Aftab (via tele-conference) – International expert on Cyber-bullying issues for Youth – Thursday June 9, 2011

Dr. Wendy Craig, Queens University Professor (via tele-conference) – Co Director of Promoting Relationships and Eliminating Violence (PREV-net) – Friday June 10, 2011


LGBT Youth – “Youth Project” – Thursday July 14, 2011

Sara Halliday – Preliminary online survey data – Thursday July 14, 2011

Pam Murchison – Presentation by mother of bullying victim – Friday July 15, 2011

Dr. Stan Kutcher – Mental Health Impact – Friday July 15, 2011

Pam Reardon – Youth Criminal Justice Impact – Friday July 15, 2011

Gerard Cormier – Executive Officer of Professional Development Nova Scotia Teacher’s Union - Homophobia and Policy – Friday July 15, 2011

Angela Day and Amanda Rogers – YWCA Focus Groups – Wednesday August 17, 2011


Christine Brennan – Youth Services Office of the Ombudsman – Thursday August 18, 2011

Aaron Stevens – Youth and Technology – Thursday August 18, 2011

Dr. Parry Aftab – Cyber-bullying and youth – Thursday August 18, 2011

Professor Wayne MacKay – Legal Framework – Monday September 12, 2011

Pam Murchison – Monday September 12, 2011


Barbara Kaiser – Challenging Behaviour in Young Children – Monday September 12, 2011

Kevin Kindred – Bell Aliant – Monday September 12, 2011
Sgt Scott MacDonald – Community Relations Crime Prevention Halifax Regional Police – Tuesday September 13, 2011

Dr. Bob Konopasky and John McKinlay – Education’s Perfect Storm: Outmoded or No Bullying Policies, Grievous Harm to Victims, and Justifiable Civil Litigations – Tuesday September 13, 2011


Dr. Shaheen Shariff – International expert on legal issues, such as cyber-bullying, that have emerged in online social communications – Tuesday September 13, 2011

Noreen Stadey, Glenn Friel and Morris Green – Update on Youth Focus Groups – Wednesday October 19, 2011

Angela Davis – Communities Addressing Suicide Together (CAST) – Thursday October 20, 2011

Meagan MacDonald, Keith Anderson (SEAK coordinators) – Promoting Alternative Thinking Strategies (PATHS) – Thursday, October 20, 2011

Dr. Janice Graham- Migel – Comprehensive Guidance and Counselling Program – Thursday October 20, 2011

Joe Morrison – Peaceful Schools International – Thursday October 20, 2011

Stacy Coy – Canadian Red Cross – Thursday October 20, 2011


Dr. Lisa Bayrami – Roots of Empathy – Thursday October 20, 2011

Tom Henderson – Achievement Gap Initiative – Thursday October 20, 2011

Lois Gibson – Behaviour Incident Tracking and iNSchool – Thursday October 20, 2011


Truro Police Service – Cyber Robot – Friday October 21, 2011

Richard Derible, Emma Halpern and Jennifer Llewellyn – Restorative Approaches – Friday October 21, 2011
3. Brief Biographies of Presenters

Minister’s Task Force on Bullying and Cyberbullying - Presenter Biographies

**Professor Wayne MacKay:** Wayne MacKay has had a distinguished career as a university administrator, legal scholar, respected teacher, and constitutional and human rights expert. He has served as President and Vice-Chancellor of Mount Allison University, an advisor to Governments, National Agencies and Tribunals on Canadian diversity issues, constitutional issues, and civil rights and human rights initiatives. Most recently has returned to teaching as Professor of Law, at Dalhousie University. In June, 2005 he was appointed a member of the Order of Canada. Noted for his teaching, innovative research and writing, Professor MacKay has been honored by Universities, faculty and colleagues for his outstanding contributions to academic excellence. He is Canada’s leading authority on Education Law, and has written several books on this complex subject. He has written over sixty academic articles in the fields of constitutional law and human rights. As a Professor of Law for over twenty years at Dalhousie University’s respected Faculty of Law, Professor MacKay earned a reputation for strong commitment to the teaching and learning experience. His concern for accessibility and equity within the Canadian legal system prompted him to be part of envisioning and implementing the Law Program for Indigenous Blacks and Mi'cmaq at the Law School. He became the Law Program’s first Director, and in recognition of his continuing commitment and contribution to diversity initiatives, the Nova Scotia Government appointed him Executive Director of the Nova Scotia Human Rights Commission in 1995. His broad knowledge, background, and distinguished record of achievement have resulted in a high demand for his wise counsel as a legal consultant and change agent. He speaks to diverse audiences on constitutional reform and Charter of Rights issues. His respected opinions are sought by academics, public policy makers, government, community leaders, and the local and national media. In 2005 Professor MacKay conducted a year long review of inclusive education in New Brunswick and generated a major Report for the New Brunswick Government on reforming the education system in that province. Professor MacKay has received numerous awards and special recognition for his achievements, including the WPM Kennedy Memorial Award for the most distinguished Law Professor in Canada, and the Walters Taronopolsky Award for achievement in the field of Human Rights. He was also appointed a Paul Harris Fellow by Rotary International in February 2005 and Queen’s Counsel in May, 2009. He has served on several Royal Commissions, University Task Forces, and Professional Practice Committees of the Canadian Bar. He is a prior member of the Nova Scotia Pay Equity Commission, has sat as a Tribunal Member for the Canadian Human Rights Commission and the Nova Scotia Human Rights Commission. He also serves as a member and Director of the latter body at different times. He is an active member of Lawyers for Social Responsibility, the Canadian Association of Law Teachers, and the Canadian Law Foundation, the Canadian Civil Liberties Association and, was Vice-Chair of the International Centre for Human Rights and Democracy, based in Montreal and now serves as Strategic Counsel.
**Dr. Wendy Craig:** Dr. Wendy Craig is a Professor in the Department of Psychology at Queen’s University. In 1993, Dr. Craig received her Ph.D. in Clinical-Developmental Psychology from York University. Her research program focuses on three areas. The first examines healthy relationships among children, adolescents, and adults. The second addresses the risk and protective factors associated with bullying and victimization in family, peer, individual, school, and social relationships. The third research program addresses the development of aggression in females as demonstrated in romantic relationships, dating violence and young girls with behavior problems. In recognition of her work on bullying and victimization, Dr. Craig won an Investigator Award from the Canadian Institute of Health Research.

**Pam Murchison:** Parent. (No bio available)

**Leighann Wichman:** Leighann Wichman is the Executive Director of the Youth Project. She is a graduate of Dalhousie University with degrees in Sociology and Health Education and is currently completing her Masters of Education at Acadia University. Her academic and professional interest focuses on queer/trans student leadership. She has been involved in the Youth Project since 1993 when, as a youth, she attended the first group meeting. She has been a youth member, a volunteer, a summer student, the community educator and now the Executive Director.

**Sheena Jamieson:** Sheena Jamieson works as the Youth Project's Support Services Coordinator, providing support to youth for issues around sexual orientation and gender identity. She's a graduate of the University of King's College with a degree in Gender & Women's Studies. Born and raised in Nova Scotia, Sheena has been with The Youth Project since 2003, finding the organization through her high school’s Gay/Straight Alliance and starting as a summer student (and has never left!).

**Kristen Sweeney:** Kristen Sweeney is originally from South Western Ontario but has spent some time living abroad. She decided on a whim to move to Nova Scotia for school hoping to have a learning experience. She had the opportunity to do her first student placement with the Youth Project and was in awe of the amazing work that the Youth Project has done and vowed to stay connected. Now she works as Outreach Coordinator. Even though she has lived in Nova Scotia for a short period of time she feels very connected to the province and passionate with work that she is doing.

**Misty Morrison:** RCH Coordinator, South Shore Regional School Board. (No bio available)

**Dr. Stan Kutcher:** Dr. Stan Kutcher is an internationally-renowned expert in the area of adolescent mental health and a national and international leader in mental health research, advocacy, training, policy, and health services innovation. Dr. Kutcher uses his considerable expertise to advance the work of the Sun Life Financial Chair in Adolescent Mental Health, building awareness and knowledge about mental health in young people through the development of programs that address adolescent mental health promotion, education and research, locally, nationally and internationally.
**Pam Reardon:** Pam Reardon is a lawyer living in Yarmouth, Nova Scotia. She graduated from Dalhousie Law in 1985, articled in Toronto and was called to the Bar in Ontario in 1987. She practiced criminal law in Toronto until 2010. She concentrated on youth justice matters while supervising Legal Aid Ontario's duty counsel office at the downtown youth court, 311 Jarvis Street, 2000-2007. In 2010 she moved to Nova Scotia to work for a year in criminal and family law with Nova Scotia Legal Aid in Annapolis and Digby Counties. In September 2010 she was called to the Bar of Nova Scotia.

**Gérard Cormier:** Gérard Cormier has been an executive officer in the Professional Development branch of the Nova Scotia Teachers Union since August 1, 2004. He is mainly in charge of outreach programs and equity services. Gérard speaks fluent French and English and offers workshops in both official languages. Gérard has been a keynote speaker at numerous professional development conferences. He has often been asked to address the impact of homophobia and heterosexism in schools. He also gives motivational speeches on educational issues in general.

**Amanda Rogers:** Director of Child, Youth & Family Programs with the YWCA Halifax and holds a Master of Arts degree in Child & Youth Study. She worked for 6 years with Healing Our Nations and spent 5 years travelling abroad and teaching English in South Korea. She has worked with Children and Youth in several capacities locally and around the world and is most interested in social justice issues and enabling families to thrive.

**Angela Day:** Youth and Community Development Programs Manager at the YWCA Halifax, and holds a Master of Arts degree in International Development Studies. She has extensive experience working on community development projects in Canada and Latin America, with a focus on education and health promotion. She is particularly interested in the transformative power of popular education.

**Stephanie MacInnis-Langley:** Stephanie MacInnis-Langley was named as the Executive Director of the Nova Scotia Advisory Council on the Status of Women on February 15, 2010; Stephanie is a committed leader addressing the issues faced by women and girls in Nova Scotia for many years. She joined the Nova Scotia Government’s Department of Justice in 1998 as a Victim Services Officer. In 2001, she became the Regional Supervisor of Victim Services in Halifax and Dartmouth. In 2003, she became the Manager of the Special Initiatives for Victims. In 2008, Stephanie served as the first Director of Crime Prevention under the Public Safety and Security Division of Nova Scotia’s Department of Justice. With her leadership, the Nova Scotia’s Crime Prevention and Reduction Strategy was implemented. This included programs for at-risk youth. Prior to her work in government, Stephanie developed and implemented a shelter service for abused women and their children in rural Nova Scotia. She has maintained a strong focus in community development throughout her career and has served on a number of government and community committees at federal, provincial and municipal levels. Stephanie holds a Masters Degree in Adult Education from St. Francis Xavier University with a research focus on community development. Stephanie is registered with the Nova Scotia Social Work Association.
Jhoanna Gonzales Miners: Jhoanna Gonzales Miners joined the Nova Scotia Civil Service in January 2010, and became a part of the policy and research team of the Advisory Council on the Status of Women on September 7, 2010 where she serves as the Coordinator of the provincial committee on human trafficking. With over 15 years of volunteer and community leadership, her community engagement began as a youth in junior high school in programs such as peer mentoring, student council, and the creative arts in Winnipeg, Manitoba. Since then, she has developed and led children and youth programs such as drop-in centres, and summer camps for marginalized and disadvantaged youth in the inner-city of Winnipeg as well as internationally in Guatemala, the Philippines, and Europe. She has organized and facilitated numerous youth-led concerts and conferences in the Prairies (i.e., with the David Suzuki Foundation), and in Atlantic Canada (i.e., with the Canadian Red Cross). Starting in her undergraduate years, she has worked in all three levels of government (municipal, provincial, and federal) in both the political and bureaucratic branches. She holds a Master of Arts in Public and International Affairs from the University of Ottawa, where her public policy research focused on human security, social inclusion and diversity, and education for development. Her major research paper was on the impact of social integration factors on the academic performance of immigrant children in the Canadian public school system.

Aaron Stevens: The Youth Project and Nova Scotia’s Secondary School Students’ Association (No Bio Available).

Christine Brennan: Christine Brennan oversees the Nova Scotia Office of the Ombudsman, Youth and Seniors’ Services mandate. Christine began working with the Office full time in June 2000 and is responsible for ensuring youth in receipt of government services have their voices heard and concerns addressed fairly in keeping with the UN Convention on the Rights of the Child. Christine and her team of skilled and dedicated staff also develop and foster positive relationships with senior officials in various provincial and municipal agencies and departments, including the RCMP, to identify policy and systemic issues regarding designated services. In addition, they provide independent oversight and conduct investigations, reviewing the effectiveness, responsiveness and relevance of government designated programs and services, and provide recommendations for enhancement. Christine received her Bachelor of Laws Degree at Dalhousie Law School, and studied Aboriginal and First Nations issues at the Native Law Centre of Canada, University of Saskatchewan.

Parry Aftab: Child advocate Parry Aftab has been working on cyberbullying and cyberharassment cases since 1995, 18 months after the launch of the web. She is an internet privacy and security lawyer as well as the executive director of WiredSafety, a site where victims can receive one-on-one assistance when they have been bullied online. She also runs StopCyberbullying.org, a goldmine of information and resources on cyberbullying. (It is the most popular cyberbullying resource online.)

Her charity, WiredSafety, has been handling cyberharassment and cyberbullying cases since 1995, longer than any other group online. It serves on Facebook’s Safety Advisory Board, as well as MTV’s “A Thin Line” cyberharassment awareness program’s advisory board. Parry created the Internet safety program for the Girl Scouts of the USA, which teaches young people about cyberbullying and ways to address it and improve their online world. Her “Parents Guide
to the Internet,” released in 1997, was the first book in the world written for parents on Internet safety. In 1999, Parry founded the Teenangels, a group of thirteen to eighteen-year-old volunteers that have been specially trained in all aspects of online safety, privacy and security. The Teenangels run unique programs in schools to spread the word about responsible and safe surfing to other teens and younger kids, parents, and teachers. It was a Teenangel who came up with the idea for the Megan Pledge, named after Megan Meier, a young girl who committed suicide after being cyberbullied. It has students promise not cyberbully others and to never see suicide as an option. Tyra Banks was the first to take The Megan Pledge, in a show originally aired on February 4, 2008 (and re-aired many times since). Since then, the StopCyberbullying Pledge has also been developed for younger students. Parry receives thousands of e-mails every week asking about cyberbullying and speaks to thousands of students and their parents every month. She is a sought-after expert for the Today Show, CNN and Good Morning America on this and other important cybersafety issues. In 2009, Parry Aftab learned of Jessie Logan’s story (a gregarious teen who committed suicide after her nude image was leaked) while seated next to Cynthia Logan on the Today Show. Parry knew sexting was the next important issue that needed to be addressed, and released The Jessie Challenge, which has students promise not to engage in sexting or forward any sexts they receive. Faced with the growing need of educators for cyberbullying materials specifically for the classroom, Parry is launching the StopCyberbullying Toolkit in 2010. It contains practical tips, animations, activity sheets, games and printables, a risk management guide for schools, presentation materials for parents and students, first responder guides for community policing units and school resource officers, and fun activities for students of all ages. It includes materials for student handouts, parents’ awareness, and for the community at large. The materials and programs are directed at four distinct student age groups: K-3, 4-6th, 7th-8th, and 9th-12th grades, as well as parents, and professional development audiences. Games and educational activities are deployed to help inspire learning for all ages. Parry, who resides in the New York City area (with a second home in Canada), has received many awards for her work, including the FBI Director’s Community Leadership Award 2010 and the President’s Service Award from the Clinton Whitehouse and donates most of her time to protecting everyone online and creating a safer and more responsible interactive experience for all.

**Eric M. Roher:** Eric Roher is a partner and National Leader of the Education Law Group with Borden Ladner Gervais LLP. He practices in the areas of education law, labour relations and employment law. Mr. Roher advises school boards, independent schools, community colleges and universities on a range of education law issues, including student discipline, human rights, freedom of information and special education. Mr. Roher is author of An Educator’s Guide to Violence in Schools, Second Edition, released in September 2010, co-author (with Simon Wormwell) of An Educator’s Guide to the Role of the Principal, Second Edition, released in August 2008 and co-author (with Robert Weir) of An Educator’s Guide to Safe Schools, released in 2004, all published by Canada Law Book. He is an adjunct professor at the University Of Toronto Faculty Of Law, where he teaches a course in Education Law. Mr. Roher received his Honours Bachelor of Arts from the University of Toronto, Masters of Arts from Brown University and Bachelor of Laws from McGill University. He was admitted to the Ontario Bar in 1987.
**Barbara Kaiser:** Barbara Kaiser is the co-author of *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively* (3rd Edition, Pearson 2011) and *Challenging Behavior Elementary and Middle School: Understanding, Preventing, and Responding Effectively* (Pearson 2009). She has over 35 years experience working with children and their families. In addition to presenting workshops and keynote speeches on challenging behavior throughout the United States, Canada, Australia, and Asia, she has provided workshops on Bullying to schools throughout Canada and resource personnel through the Hincks - Dellcrest Centre in Toronto. Barbara has also acted as chief consultant for several regional projects including a comprehensive intervention to address and prevent violence among young people aged 5 to 15. She has also taught at Acadia University in Wolfville, Nova Scotia, and Concordia University, and College Marie-Victorin in Montreal, Canada.

**Kevin Kindred:** Kevin Kindred joined Bell Aliant as legal counsel in 2006, after five years in private practice with (what is now) Cox & Palmer. His practice focuses on privacy & technology law, as well as labour & employment and consumer relations. Kevin is part-time faculty at the Schulich School of Law at Dalhousie, and frequently speaks to conferences on employment and privacy issues. In his volunteer time, he works on equality and civil liberties issues with groups like the Nova Scotia Rainbow Action Project and the Centre for Inquiry.

**Sergeant R. Scott MacDonald:** Sergeant Scott MacDonald is currently the officer in charge of the Community Relations and Crime Prevention Unit with Halifax Regional Police. Prior to taking on supervisory duties and in addition to uniformed patrol work, he has also worked as a School Resource Officer and Community Response Officer. Sergeant MacDonald was awarded his MBA from Dalhousie University in 2000. He was the leader of a team of officers recognized as the HRP Police Officers of the Year for 2009, and he sits on a variety of committees most notably as a Co-Chair of the HRM Pension Committee. Amongst the duties in his current role, Sergeant MacDonald supervises the squad of Halifax Regional Police School Resource Officers who are encountering an increasing number of Cyberbullying complaints. He is well positioned to speak to police officer powers and limitations when responding to these complaints.

**Robert Konopasky:** Robert Konopasky holds a Ph.D. in Psychology from the University of Windsor. He is a professor of Psychology at Saint Mary’s University where he teaches courses on Forensic Psychology. In this area of Psychology, Dr. Konopasky has published, written a book chapter, and made scores of presentations at academic and professional conferences. Dr. Konopasky is a registered psychologist, and has often worked as an expert witness at all levels of the Courts in Nova Scotia. His current research and applied interest is determining the willingness of Canadian jurors to use the Canadian standard of proof in civil litigation.

**Karen A. Fitzner, B.A., B.Ed., LLB:** A native of Halifax Ms. Fitzner is a graduate of Saint Mary's University and Dalhousie Law School. Ms Fitzner was in the private practice of law for 15 years before joining the Nova Scotia Department of Justice in 2005 as a senior solicitor. Her primary area of practice has been administrative law including human rights and employment law. Between 2006 and 2009 Ms Fitzner was seconded to the Nova Scotia Public Service Commission as the Director of Employee Relations. Ms. Fitzner is currently on secondment to the Nova Scotia Human Rights Commission as the acting Director and CEO.
Lisa Tery: Nova Scotia Human Rights Commission (No bio available)

Shaheen Shariff, Ph.D: Department of Integrated Studies, Faculty of Education, McGill University: Dr. Shaheen Shariff is an Associate Professor and international expert on legal issues that have emerged in relation to on-line social communications such as cyber-bullying, free expression, privacy, libel and criminal harassment. Her research and teaching are grounded in the study of law as it impacts educational policy, pedagogy and practice. Specifically, her work addresses the emerging policy vacuum on legal and ethical limits of on-line expression, the tendency of policy makers to react and over-regulate as opposed to the need for increased education, dialogue and awareness about the limits of free expression in virtual society. Her work identifies limits on student free expression in school and cyber-space – such as the line between joking and cyber-threats; privacy rights, cyber-safety, cyber-libel; and school supervision. She has developed guidelines for school administrators, teachers and parents regarding the extent of their legal responsibilities to address cyber-bullying in various contexts. Her work also focuses on human rights, constitutional and tort law as they inform institutional responsibilities to provide safe and productive school and work environments; censorship and diversity in schools. She was invited to participate on a United Nations panel on cyber-hate chaired by Secretary General Ban Ki Moon, and has served on an international advisory committee working with UNESCO and CIDA and the International Institute for Educational Planning to develop a toolkit for use globally in drafting Teacher Codes of Conduct. She was also recently a panelist with the (US) First Amendment Center’s online symposium which featured her scholarship on the legal implications for educational institutions in relation to policy issues around cyber-bullying.

Angela Davis: Angela Davis is Manager of Communities Addressing Suicide Together, an initiative of the Canadian Mental Health Association - NS Division. Having spent most of the last decade coordinating various suicide prevention focused community development projects, Angela is passionate about her work and the need to address this serious issue at all levels – from the systems, to community, to the services and resources in place to help individuals, their families and friends and those left behind. Angela studied Health Education at Dalhousie University where she learned that focusing on population health and primary prevention is key in improving the health of all Canadians. Angela has spent most of her career working in suicide prevention & mental health promotion – working both from the policy perspective and on the front line – and all of in the not for profit sector. Angela leads the NS Suicide Postvention Committee, works with communities to prevent suicide, is a safeTALK Trainer and is pleased to be a Director on Canadian Association for Suicide Prevention Board. Angela is dedicated to helping communities in NS and Canada suicide safer!

Meagan MacDonald, SEAK Nova Scotia Coordinator: Meagan MacDonald has been working with non-profit and community organizations for over 10 years. In this time she has both worked and volunteered as a facilitator, educator and counsellor, with a specialization in youth. After graduating with honours, Meagan completed the Foundation Year Programme at King’s College and went on to earn her Bachelor of Arts degree, majoring in English at Dalhousie University. She is trained in Volunteer Management, Motivational Interviewing, Career Development Theories and Restorative Justice Facilitation. Meagan believes strongly in
the value of social and emotional learning and sees youth as excellent ambassadors of these essential life skills.

**Keith Anderson, SEAK Project Coordinator:** Keith Anderson was born in Sydney, Nova Scotia, graduated from Dalhousie Law School in 1983 and from University College London in 1987. Keith practiced law until 2003 at which time depression took away his health and career. After requiring a few years to get healthy, Keith looked for opportunities to use his legal background with his personal knowledge of mental illness. He worked with CMHA, NS, on the Mental Health Peer Legal Advocates Program and the Inquiry into the Death of Howard Hyde. As well, Keith has presented at national conferences, and has had articles appear in publications of the Nova Scotia Barristers’ Society, the Canadian Bar Association, and the American Bar Association.

**Dr. Janice Graham-Migel:** Dr. Janice Graham-Migel completed her PhD in Educational Administration at the University of Toronto in 2008. The title of her doctoral thesis is, “Distributed Leadership in a Comprehensive Guidance and Counselling Program: Collaboration between Education and Health in the Context of School Reform.” Janice is a school counsellor with the Halifax Regional School Board. In 1996 she piloted the Comprehensive Guidance and Counselling Program for the Nova Scotia Department of Education and has since been implementing the program. In addition to being a Director with the Nova Scotia School Counsellors Association, she is Past President of the School Counsellors Chapter for the Canadian Counselling and Psychotherapy Association. Janice holds an Adjunct Professor appointment in the School of Education at Acadia University. Her research and practice centres on Distributed Leadership and Comprehensive Guidance and Counselling Programs in the public school system.

**Panel - Joe Morrison, Principal – Oxford School:** Joe Morrison is principal at Oxford School in Halifax, he has been an educator for 20 years and has been administration for 11. Joe is committed to creating a safe and respectful climate in his school by using such programs as safe school ambassadors and mentor groups. Joe has spoken at various peace conferences regarding initiatives on peaceful school climates. Joe is currently on the board of directors for Peaceful Schools International.

**Panel - Stacy Coy, Canadian Red Cross:** Stacy Coy with the Canadian Red Cross works with the Atlantic office and support training and development in a violence prevention program called RespectED. The two other Red Cross staff who are in attendance at the meeting and can also answer questions is the Nova Scotia Provincial Director, Ismael Aquino and the Training/Community Development Officer, Kalina McCaul.

**Dr. Lisa Bayrami, Roots of Empathy:** Dr. Lisa Bayrami is a senior scientist at the Milton & Ethel Harris Research Initiative (MEHRI) at York University, a professor of Psychology in the Liberal Arts department at Seneca at York, as well as a research consultant at Roots of Empathy. She was educated at York University, where she obtained her Ph.D. in Psychology with distinction, in the area of Developmental and Cognitive Processes. She was awarded the Certificate of Academic Excellence by the Canadian Psychological Association for her doctoral research. At MEHRI, Dr. Bayrami has conducted research on the early identification of autistic spectrum disorders with a focus on social-emotional deficits and is also currently involved in
several studies investigating the outcomes of social-emotional learning programs in children and young adolescents. Specific outcomes include emotion understanding, empathy, prosocial behaviours and aggression. She is also involved in research exploring the nature of maternal-fetal attachment. In her role as research consultant at Roots of Empathy, Dr. Bayrami facilitates the development of both national and international research initiatives focused on evaluating program outcomes and coordinates such initiatives in an effort to create global consistency across outcome evaluations. In 2010, Dr. Bayrami served as a member of the Babies and Preschool Working Groups as part of the National Reading campaign.

**Tomas Henderson:** Thomas Henderson, a former teacher, is a curriculum consultant for the Nova Scotia Department of Education’s African Canadian Services Division, where he is responsible for curriculum development, teacher training, and providing Africentric, anti-racist and African heritage resources to schools. Thomas formerly worked for the department as a literacy assessment consultant, overseeing the development, administration, marking, and reporting of Nova Scotia’s Elementary and Junior High Literacy Assessments. Thomas has helped the Department of Justice develop an assessment for youth in custody, and has helped teachers develop common, school-based assessments.

**Lois Gibson:** Lois Gibson is a Business Analyst with the project team implementing the provincial student information system as part of the iNSchool program. Part of her work has been focused on defining the functionality for the behaviour incident tracking component of PowerSchool. Lois has been a consultant in the IT industry for 20 years working on a variety of projects in both the public and private sectors.

**Ann Divine MA, DipSW, BA (Hons):** Ann Divine is the Manager, Race Relations, Equity and Inclusion, at the Nova Scotia Human Rights. She is responsible for a number of strategic initiatives, research on Consumer Racial Profiling, the UN Convention on the Rights of Persons with Disabilities, Employment Equity Partnership, Systemic Discrimination and Human Rights Education. Ann developed the Commission’s flagship training program, Creating Cultural and Organizational Change. She is Co-chair of Partners for Human Rights. Ann chaired the 2011 Disability Symposium Committee, and co-hosted the International National Day for Persons with Disabilities and International Human Rights Day conferences. Prior to joining the Nova Scotia Human Rights Commission, Ann worked at the Nova Scotia Office of Immigration as a Program Development Officer. Ann immigrated to Canada from the UK in 2004. Ann’s background includes criminal justice, education, social work, management, and human resources. Her professional skills and expertise are in the area of leadership development, change management, diversity, immigration, conflict resolution, coaching and mentoring. Ann is committed to helping Nova Scotia become recognized as diverse, innovative and creative, and as one of Canada’s best kept secrets. Ann is an accomplished public speaker and was featured in “Who’s who in Black Canada” in March 2011.

**Linda Nicholl:** Linda Nicholl is an Education Officer for the Nova Scotia Human Rights Commission. She promotes inclusion and equity in workplace policies through education workshops with businesses, community groups and government departments. She studied Journalism at Ryerson University, Adult Education at Dalhousie University and Human Resource Management at Nova Scotia Community College.
Cyber Robot - Truro Police: “Cyber” is a special member of a team from the Truro Police Force which also includes Cst. Todd Taylor, Cst. Jon Keddy and Barry Mingo; who are all dedicated to finding solutions to the problem of cyberbullying. Cyber’s goes from school to school and community to community to teach children about internet safety.

Richard Derible: Richard Derible is a School Administration Supervisor with the Halifax Regional School Board (HRSB). Richard has also been a classroom teacher, vice principal, principal and Safe Schools consultant with the HRSB. Before joining the HRSB, Richard worked for the Special Projects Division of the Nova Scotia Department of Community Services where he developed outdoor programs for children with special needs and at-risk youth. While Principal at École St. Catherine’s School (ESCS) in Halifax, Richard and the ESCS community initiated a Restorative Approaches pilot project (September 2009) that had a significant and positive impact on the culture and climate at the school.

Emma Halpern: Emma Halpern is a Restorative Approach facilitator and the program manager for "Bringing Restorative Justice into Schools" a program of Tri-County Restorative Justice. She is also the Equity Officer at the Nova Scotia Barristers' Society where she provides programming and advice on all matters pertaining to equity and diversity in the legal profession. Emma developed her interest in law as a community organizer in Harlem and the South Bronx. She then obtained her law degree at the Dalhousie University Schulich School of Law. While at Law School she co-ordinated the Pro Bono Students Canada program and following her second year, spent her summer in Serbia working with the Sexual Violence Trauma Center, an organization born out of the war in the former Yugoslavia. She articled with Nova Scotia Legal Aid in Yarmouth, NS and continues to work closely with a number of organizations throughout the province in the area of youth justice, equity and diversity. For more information on Tri-County Restorative Justice or Bringing Restorative Justice into Schools please visit our website: *www.tricountyrestorativejustice.com*

Jennifer Llewellyn: Jennifer Llewellyn is the Director of the Nova Scotia Restorative Justice Community University Research Alliance. She is an Associate Professor at the Schulich School of Law at Dalhousie University where she teaches in the areas of human rights, constitutional law and restorative justice. She has published extensively on restorative justice theory and practice. She has served as an advisor to the Nova Scotia Restorative Justice Program and organized an international conference on the Institutionalization of Restorative Practices here in Halifax this past June. She has contributed to the development of a restorative approach within schools in Nova Scotia.

Bianca Arey – Youth Panel (No bio available)

Bria Miller – Youth Panel (No bio available)
4. Selected Task Force Media Interviews with Chair Wayne MacKay

May 25, 2011 – Media Availability at Department of Education
- Camera Interview with Global News
- Camera Interview with CTV News
- Camera Interview with CBC News
- Radio Interview with News 95.7
- Interview with Metro News – Alex Boutlier
- Interview with Chronicle Herald – John McPhee
- Interview with Chronicle Herald Columnist Marilla Stephenson

May 26, 2011
- Radio interview with Jordi Morgan on News 95.7
- Interview with Dal News

May 30, 2011
- Camera Interview on Breakfast T.V.

June 13, 2011
- Radio Interview with Rick Howe at News 95.7

June 23, 2011
- Camera Interview with CTV News

August 12, 2011
- Interview with Dal News

August 24, 2011
- Interview with Yarmouth Vanguard

September 2, 2011
- Radio Interview with C100

September 12, 2011 (Open Meeting at Empire Theatres)
- Camera Footage and Interviews by CTV
- Camera Footage and Interviews by with CBC
- Camera Footage and Interviews by Global
- Radio Interviews with News 95.7
October 20, 2011
- Radio Interview with CBC Mainstreet

October 21, 2011 (Open Meeting at Citadel high School)
- Radio Interview with Rick Howe at News 95.7
- Camera Interview with CTV News
- Camera Interview with CBC/Radio Canada

October 29, 2011
- Interview with Chronicle Herald

November 10, 2011
- Interview with Lawyers Weekly

November 16, 2011
- Camera Interview with Eastlink

December 1, 2011
- Radio Interview with Rick Howe at News 95.7

December 28, 2011
- Interview with Lawyers Weekly

January 18, 2012
- Radio Interview with Rick Howe at News 95.7

February 6, 2012
- CTV/ATV Interview
- Amherst Daily News

February 16, 2012
- CBC TV Newsmaker Interview
Appendix E

Cyberbullying Task Force
Target Population Youth Focus Groups

Summary of Discussion

Prepared by Rola AbiHanna, Department of Education – Student Services
Introduction

Purpose
The Minister’s Task Force on Cyberbullying and its working group used a community-wide approach to gather feedback from youth populations in targeted groups in Nova Scotia (such as African Nova Scotians, First Nations, Immigrants, and Community Groups). Each targeted group was contacted and provided with a list of questions to be used in facilitated focus groups that were designed to provide the Task Force with a youth perspectives of bullying and cyberbullying in Nova Scotia.

Methodology
The Task Force and working group developed a series of questions to serve as a guide for the focus groups (see Appendix A), which were held with the various target populations. In total, 13 focus group sessions were held with representation from nine different organizations/target populations.

Some focus groups responded to all focus group questions, while others added their own additional questions and comments. Some groups chose to respond to specific questions only. Target groups were asked to prepare a report on their focus group results for the Cyberbullying Task Force.

Important Notes about this Summary
This document summarizes the feedback received from all focus groups. It is important to keep in mind that each group varied in terms of participant age, as well the format used to discuss the various topics associated with bullying varied from group to group. Further information on the composition of each group is provided below.

Group Profiles

African Nova Scotian Students
Digby High School
Digby Regional High School is located in Digby, Nova Scotia and serves grades 7 to 12. Two focus groups were conducted with African Nova Scotian students over lunch periods in May 2011. One focus group was conducted with students from junior high grades and the second was conducted with students from high school grades. In total, there were seven participants including two student facilitators representing junior high and high school grades. There were adults present but the sessions were student-led.

Auburn Drive High School
Auburn Drive High School is located in Dartmouth, Nova Scotia and serves grades 10 to 12. As of 2011, Auburn Drive High School serves 1,011 students. A focus group was held with a group of African Nova Scotian students from Auburn Drive High School.

Laing House
Laing House is a peer support organization for youth with mental illnesses. Laing House youth are between 16 and 30 years of age and have a diagnosed mood disorder, psychosis, and/or anxiety disorder. A focus group was conducted in June 2011, and was facilitated by 2 staff members. In total there were nine youth from Laing House in attendance.
Nova Scotia Mi’kmaq Youth
In order to capture a province-wide First Nations perspective on cyberbullying, focus groups were held in Eskasoni First Nation (Cape Breton), Pictou Landing First Nation (Central), and Acadia First Nation (Southern). The focus groups were held in July 2011 at Eskasoni First Nation with 19 participants, Pictou Landing First Nation with 8 participants, and Acadia First Nation with 44 participants (2 sessions were held – one group of 19 and another group of 25). The groups consisted primarily of youth and children, ranging from grades primary to fourth year university.

Disabilities Independent Living Nova Scotia (ILNS)
Independent Living Nova Scotia supports persons with disabilities in make informed choices about how they want to live their lives, through programs and services that promote independent living. Focus groups were conducted with 14 youth members of the Independent Living Nova Scotia organization.

YMCA
The YMCA Centre for Immigrant Programs provides services to newcomers during their integration into a new society and a new culture. Services include community orientation, rights and responsibilities, the lifestyle in Canada, cultural norms, and the school system. A focus group was conducted with youth from the YMCA Centre for Immigrant Programs.

The Youth Project
The Youth Project is dedicated to providing support and services to youth, 25 and under, around issues of sexual orientation and gender identity. The Youth Project held a focus group on cyberbullying specifically for LGBTQ (lesbian, gay, bisexual, transgender, queer, questioning) and allied youth at Camp Seahorse, an annual summer retreat for LGBTQ youth. There were 18 youth participants in total, the majority of which were under the age of 18 (the focus group was open to LGBTQ youth aged 25 and younger).

HeartWood – Centre for Community Youth Development
The HeartWood Centre for Community Youth Development is a registered charity whose mission is youth engagement for positive community change. It offers leadership training programs to youth and also professional development workshops and services to adults.

HeartWood’s Community Advisory Committee met to discuss the issue of cyber-bullying. The focus group consisted of approximately 50% youth and 50% adults. The larger group broke out into smaller groups of 5. Each smaller group discussed a particular topic. Each smaller group then shared their discussion with the larger group.

YWCA
The mission of the YWCA Halifax is to build a community by engaging and supporting women of all ages to participate fully in life, both as individuals and as valued members of their communities. The YWCA provides programs and services for women and young women at critical turning points in their lives and is a strong voice for equality, a strong voice for women.

During the YWCA’s summer PowerCamp in 2011 the Youth and Community Development Programs Manager and 3 youth facilitators conducted an informal, one-hour focus group with camp participants on cyberbullying. An additional youth facilitator recorded all information. The camp was composed of 19 girls/young women, aged 12 and 13. The participants represented a wide variety of cultural and socio-economic backgrounds, from many different communities in Halifax Regional Municipality and surrounding areas.
Summary of Results

Scope and Prevalence of Bullying and Cyberbullying
Focus group participants were asked if they had ever been bullied online. There was a mixture of responses to this question, although in all of the focus groups, with the exception of one, at least some youth admitted to having been bullied online. In most cases, the majority of students said they had been bullied online. Responses were again mixed when participants were asked if they had ever bullied someone else online. A few groups reported that no one or one person had bullied others, while the other groups reported one-third or more participants had bullied others online.

A variety of motivations for online bullying were identified. A consistent theme throughout the responses was the ability for the bully to remain ‘nameless’ or ‘faceless’ while bullying online. Respondents shared comments such as, “you can say things online that you wouldn’t say to someone’s face,” “it is easier to hit send when there is no face to face connection,” and “when you’re typing you don’t associate the words with yourself.”

Respondents also identified a variety of other factors that they feel have contributed to online bullying, including advancements in technology (e.g. the use of social networking sites), the complexities of social relationships (e.g. peer pressure, jealousy, a pack mentality), the self-esteem of the bully, and one group even specified a difference in political ideology, as a reason for cyberbullying to occur.

Defining Terms and Identifying Players and Partners
Youth defined cyberbullying generally by describing various types of bullying behaviour, (e.g. being “mean” or “hateful”, threats, intimidation, and/or gossiping) and by describing the methods or technology used such as Facebook, Twitter, posting photos or personal information on social media, texting, etc.

Specific examples of cyberbullying that were discussed included, ‘photoshopping’ or altering photos of people and sending them to large groups of people, posting negative comments on people’s Facebook wall, texting embarrassing photos around school, and creating fake Facebook accounts, among other things.

The majority of youth had not reported incidents of bullying and the comments suggested that they were unlikely to do so in the future. Some participants felt that there is no current forum for reporting bullying incidents, some did not know how they would report bullying, and others felt that nothing would be done even if they did report it. The majority of comments centered on the participants’ desire to protect themselves from retaliation, and on a fear of being seen as a ‘snitch’ or a ‘rat.’ Some participants felt that bullying was something that they could handle themselves, explaining that they would only go to an adult if it got to a point where they felt it was ‘out of control.’

When asked if they would use an anonymous, electronic format for reporting bullying, generally participants felt they would use this method. It was seen as an especially effective method of reporting if the person reporting could remain anonymous. Participants also stressed that the reporting mechanism would need to be from a trusted source.

One group also discussed the issues around an online reporting system and the possibility of false reporting. They stressed how important it would be to provide the proper support to any individuals who were involved with anonymous reporting.
Education
The majority of youth generally felt that there could be more education around bullying and cyberbullying. Youth participants were interested in learning about how to prevent cyberbullying, how to differentiate between ‘normal’ behaviour and bullying, and the impacts and consequences of cyberbullying. Specific examples included learning how to use the computer without causing harm to peers and/or others, the consequences of cyberbullying (including legal consequences), where to go for help, and various methods of dealing with cyberbullying relative to the electronic format used (e.g., text messaging, social media, etc).

Youth also stressed the importance of education with respect to relationships in general. One group said they would like to learn more about how people interact with each other and why bullying occurs in the first place. They felt this would help build awareness and an understanding of the motivations associated with bullying.

Some participants felt that cyberbullying was pretty simple and they really did not need to learn any more about it. They felt that additional education on the topic was drawing attention to it and making it more of an issue that it actually is.

Interventions
What can schools do to help with the problem of cyberbullying?
Suggestions with respect to what schools can do to help the problem of cyberbullying were fairly consistent between all groups. The main role of schools, as described by the focus group participants, can be categorized into four topics:

Monitoring – participants felt that schools have a responsibility to monitor the activities of students who are using technology while in schools and they suggested that students should be supervised while on the internet at school. Blocking sites (non-educational and social networking sites) was also suggested.

Policy – participants felt that schools were responsible for developing rules and policies related to internet and computer use by students at school. A few groups also felt that there should be zero tolerance policies for inappropriate online behaviour and suggested that cell phones be banned at school. Participants noted that although there are some existing policies, they are not effective.

Education – suggestions related to education ranged from providing presentations and conducting assemblies about bullying and cyberbullying to incorporating education about cyberbullying into the provincial curriculum. One group suggested that students need to understand the reasons behind cyberbullying so they are better prepared to deal with it. Youth felt they needed to understand the issue better and know the ways to protect themselves from harmful behaviour or learn alternatives ways of reacting to negative behaviour. One group also suggested using organizations that are currently in place in order to reach all audiences, for example the parent teacher association at the school.

Support for students – providing designated staff, such as guidance counselors, who have the time to help students when they ask for help, school staff who ask questions and get to the bottom of issues between students, and providing referrals for students when required were some of the common responses given. Groups identified the need for proper training for existing support staff on how to properly deal with bullying issues without causing more harm. Peer support groups that have been trained on how to properly deal with bullying issues were also suggested by one group.

Responses to this question prompted additional conversation about how effective schools are in dealing with cyberbullying issues. Some participants felt that schools either cannot, or are unwilling,
to deal with bullying issues. Others felt that while schools were trying to provide supports to students, what they were currently doing was ineffective. There was some consensus that schools are well-positioned to deal with the issue and there is much more that can be done at the school level. One suggestion was to use school facilities, after school hours, to increase programming so that students have the opportunity to share in more positive experiences.

What can parents/families do to help with the problem of cyberbullying?
The role of parents, as identified by the youth participants, centered around three main areas: creating a safe environment for youth to talk about cyberbullying; monitoring what youth are doing online; and being educated about cyberbullying and how best to deal with issues of cyberbullying. Suggestions with respect to what parents can do to help with the problem of cyberbullying were very similar among all focus group participants.

Participants felt that part of the role of a parent or family was to create a safe environment where youth are comfortable discussing issues they may be dealing with. Youth want to feel that if they open up to their parents that will be taken seriously, and that parents will respond appropriately to the situation. That is, that parents will not ignore the situation or make the youth feel that it is ‘not a big deal.’ Youth suggested that parents simply talk to their children about cyberbullying so that there is open communication about the issue. If an issue does arise, youth want to feel comforted by their parents as opposed to feeling that their parents are becoming upset or angry with the situation.

Every group who responded to this question, with the exception of one, mentioned that parents/families should monitor the online activity of youth. Specific examples included having access to their account passwords, being their ‘friend’ on Facebook, installing a ‘cyber-nanny’ program, and check online history.

Youth expressed a desire for parents/families to be educated with respect to cyberbullying and to be in a position to educate their children. Participants want parents and families to take advantage of education opportunities offered by organizations, such as schools, so they are prepared, and know how to respond and support a child who has been cyberbullied. It was also suggested that parents gain a familiarity with social networking sites and how to take action from a technology perspective (e.g. file a complaint with website owners, change privacy settings, and block users).

A common theme among respondents was that youth may feel that parents do not always take situations of cyberbullying seriously enough. One participant shared their feeling that parents don’t often understand how serious cyberbullying is and how much it can impact a child’s life.

What can the community do to help with the problem of cyberbullying?
The role of the community was described primarily as a means to educate a wider audience and take advantage of community organizations that are already in place to deliver information to stakeholders. Their role was described as primarily preventative. Some specific suggestions that were made include hosting a community walk to raise awareness, community hosted anti-bullying poster competitions, rallies, prayer/support groups, and community-based restorative justice.

There was also discussion among participants in some of the groups about the importance of a strong sense of community and looking to the community as a support system for youth and families.

What can Police and RCMP do to help with the problem of cyberbullying?
The discussion and examples provided for how law enforcement can help with cyberbullying were varied, showing that youth see the role of law enforcement covering a number of areas. Participants felt that the police/RCMP need to respond to complaints and cyberbullying incidents that are brought to them, and even if there is nothing they can do from a justice perspective, take the opportunity to become a partner in responding to cyberbullying in general, one group stated “police can make a difference by speaking with all those involved in cyberbullying when it is reported.”
It is clear from the discussion during the focus groups that youth also see the role of police as educators. They feel the police are well positioned to reach a number of stakeholders including schools, families, community, and business (e.g. Internet Service Providers). There were several suggestions around the opportunity police have to develop relationships with several stakeholders, especially schools, to work together to deal with incidents of cyberbullying and support each other in disciplinary actions.

Two of the groups also suggested that police should provide some form of monitoring function. For example, monitor Facebook and have some mechanism for shutting down accounts of people who are doing “bad things.”

What can medical and mental health professionals do to help with the problem of cyberbullying?
The youth participants expressed a need for health, and especially mental health, professionals to be available for youth who need someone to talk to about a cyberbullying situation and provide advice for dealing with the issue. Youth health centres and schools in general were suggested as a way for youth to access these professionals. Specific areas that youth identified were providing coping strategies, conflict resolution, and education on the best way to respond to cyberbullying. A couple of groups stressed the need for this help to be confidential.

Youth also felt that health professionals have a role in educating others, especially parents, about the seriousness of cyberbullying – it’s not just words on a computer. They also felt that health professionals need to share their knowledge with groups who need a better understanding of the underlying causes of bullying and how to overcome them. An increase in mental health programs, interventions, and rehabilitation were also mentioned.

What can children/youth do to help with the problem of cyberbullying?
The youth participants had several suggestions on what role they could play to help with the problem of cyberbullying. The majority of responses centered on the idea that youth need to stand up for themselves and others and generally act as a support network for other youth. Making sure they are not participating in bullying actively or passively, reporting incidents to an adult for themselves or others, and standing up to the bullying were all mentioned as examples of what youth can do to help the problem.

Youth felt that being involved in their community, having an opportunity to be involved with other youth in a positive way, and providing leadership to others were important to improving the problem. Youth also felt they were in a position to educate others on the impacts of cyberbullying, participating in bullying awareness campaigns, being involved with the youth health centres at school, and leading anti-bullying initiatives were some examples given.

There was also discussion related to the importance of protecting yourself, and others, as much as possible against the possibility of cyberbullying. Knowing how to block users, refraining from checking email/social media, using passwords, and not lending your phone to others were identified as ways of protecting yourself.

Law and Policy
Focus group participants were asked if they were aware of any specific policies related to cyberbullying that currently exist at their school and/or other organizations in their community. For the most part, youth thought that their school either did not have a policy or they were not aware of any policies related to cyberbullying. Almost all participants did, however, mention that schools block non-educational sites at school and some youth mentioned that the school would block student accounts for misuse of the internet at school. One group felt that although their school may not have any policies in place, they did take the issue seriously. There was discussion in one group about how policies were meaningless unless schools and governments were able to have open discussion/communication about the issue.
Outside of school, youth were unsure if any policies existed and only one group provided an example – they thought the Halifax Regional Municipality had a behavioural policy that might be related to bullying.

**Suggested Recommendations**

Several of the groups provided some suggested recommendations for the Task Force to consider. These are summarized below.

- Develop a cyberbullying awareness campaign
- Create a character or mascot to be part of an awareness campaign (similar to Smokey the Bear)
- Use social media to reach youth
- Youth must be part of the development and implementation of new programs and policies
- Create a crisis hotline for youth to have someone to talk to
- Develop a mechanism to report cyberbullying anonymously
- Create policies and usage agreements that govern internet/network usage in schools and organizations
- Utilize the resources that are already developed and available
- Provide additional funding, through the government, for new programming in and out of schools, as well as funding to increase or expand existing programs.
- Develop a series of training session and/or toolkits targeted toward youth, parents and the community. The sessions/toolkit would include the following elements:
  - Education about what cyberbullying is
  - How to identify cyberbullying
  - Education around “cyber-language”
  - Constant renewal of the program to ensure it stays relevant
- Increase the number of mental health professionals in schools and youth health centres
- Have peer mediators and/or peer educators. Also consider a buddy program for youth who may be targets of bullying
- Create an action group (such as parents against bullying). Areas this groups would focus on include:
  - Create, implement and enforce policies against bullying of any kind
  - Work with cell phone companies and internet service providers
  - Support and link to the great work already happening
- Educate and address the root causes of cyberbullying – teachers need to be leaders in this area.
Appendix A
Guiding Questions Provided by Cyberbullying Task Force

1. Do you know what cyberbullying is?
2. Do you need to learn more about cyberbullying? What do you need to learn more about specifically?
3. How many have been bullied online?
4. How many have bullied others online?
5. Why do you think that online bullying happened?
6. What can schools do to help with the problem of cyberbullying?
7. What can parents/families do to help with the problem of cyberbullying?
8. What can your community do to help with the problem of cyberbullying?
9. What can Police and RCMP do to help with the problem of cyberbullying?
10. What can medical and mental health professionals do to help with the problem of cyberbullying?
11. What can children/youth do to help with the problem of cyberbullying?
12. Are you aware of any policies that relate to cyberbullying at your school or with other organizations in your community?
13. Do you currently report incidents of bullying that involve you or that you are aware of? Why or why not?
14. Would you report incidents more often if you had an electronic or anonymous way of doing it?
Appendix F

Strategies and Programs

Prepared by Rola AbiHanna, Department of Education – Student Services
Although a number of recommendations have been made throughout this report to address the issue of bullying and cyberbullying, it is worth mentioning that a great deal of current strategies and initiatives exist in government. It is through these strategies and in connection with current initiatives that I am hopeful a number of recommendations can be fulfilled. This is by no means an exhaustive list but certainly begins to outline the direction government is taking and the interdepartmental approach they hope to continue developing.

Community Services: Child and Youth Strategy

In 2007, the Strategy was formed to address a key recommendation of the Nunn Commission of Inquiry. The Child & Youth Strategy is a province wide initiative to improve services to children, youth, and families through collaboration between key government departments: Health & Wellness, Education, Community Services and Justice and community partners.

Early work was concentrated on pilot initiatives that provided opportunities to innovate and learn from the innovation. These provided great opportunity to build responses to citizen needs and to gather knowledge in the program area. These have been evaluated and subsequently adopted, adapted or discontinued.

Current work is focused in four areas: youth engagement, collaborative service delivery approaches, horizontal practices, and improving evaluation, data collection and sharing protocols.

The Strategy works cooperatively with regional and community partners to achieve results. There are 15 cross departmental, interagency tables within the Strategy, identifying issues and service gaps at three levels and working together to address these. Strengthening capacity to do so is an ongoing focus for the Strategy.

Its structure also includes a network of youth and youth agencies called Leaders of Today. This group informs the work of the Strategy from a youth perspective, strengthens youth voice and takes particular pride in providing a respectful space for youth culture and government culture to learn from one another.

The Strategy’s Executive Director meets twice annually with a Deputy Ministers Forum to update it and seek its advice and direction. The province has released annual reports on the strategy in each of the four years of its existence.

Child and Youth Strategy KEY INITIATIVES

1. **Strengthen the Child and Youth Social Policy Research Capacity:** The Strategy has a funding partnership with the Nova Scotia Health Research Foundation to facilitate evidence - informed decision making within the Strategy. Projects include program evaluations, literature and jurisdictional reviews and the like.

2. **Planning Framework:** The Strategy has a work plan based on a distributive leadership model, which sees each involved department lead one of the focus area within the Strategy. Currently these are: youth engagement, collaborative service delivery approaches, horizontal practices, and improving evaluation, data collection and sharing protocols.
3. **Communication:**

   **Annual Symposium:** The Strategy hosts an annual gathering of all partners to update one another, to build relationships, to set joint priorities and celebrate successes. Between Symposium events, members of the provincial Strategy Committee meet with regional and community partners in their areas to learn from them and to reinforce the multi level nature of the work.

   **Annual Report:** The Strategy reports out to the public and stakeholders once a year. It alternates each year between a comprehensive update one year and a thinner “report card” the next.

4. **Regional and Community Tables:** Vibrant regional and community tables are invaluable in creating spaces for service providers and policy makers to meet and address gaps and needs. Effectively supporting these is an ongoing key ingredient of success.

5. **Leaders of Today Summit:** This is an annual event hosted by the Strategy’s youth Network, named Leaders of Today, or LOT. This is a weekend event that brings youth, youth agencies and government representatives from across the Province together. During that time adults are reminded of the value of youth perspective and young people engage with government to inform its issues, projects and programs. The learning and sharing leads to deeper understanding and greater respect on all parts. This paves the way for better informed and designed government services and meaningful civic engagement of our young people.

The following are some of the initiatives underway as a result of the Child and Youth Strategy:

- There has been a success in terms of building partnerships across the province, testing and evaluating new programs, planning and forming various working groups to continue to inform our work.
- Pilots are now core government programs in most cases
- SchoolsPlus sites were expanded by government as a result of the program’s success in helping young people
- CYSC is the SchoolsPlus provincial interdepartmental committee
- Early Development Instrument (EDI) is approved for use in all school boards
- Advocacy on behalf of the value of the Well child/Enhanced home visiting program took place
- Two Annual Symposia have improved communication, knowledge exchange and networking
- Annual reporting on Strategy to the public takes places and is viewed favourably
- An audit by Auditor General was favourable
- An interagency Information sharing template is under development
- A Youth Engagement Training is now in the PSC training calendar
- Training in Collaborating in Complex Environments is under development
Health and Wellness: Mental Health Strategy

The Department of Health and Wellness is set to release a Mental Health Strategy for the province of Nova Scotia, of which a component will be dedicated to children and adolescent mental health. The Mental Health Strategy was announced in the March 2010 Throne Speech and helps fulfill a commitment by government to revamp mental health and addiction services across the province.

One of the key initiatives for Health and Wellness is the establishment of Youth Health Centres (YHC) in High Schools.

The first YHCs in Nova Scotia were established in 1991 in Halifax and Kentville. The Red Door in the Annapolis Valley was the first community-based centre and J.L. Ilsley High School in Spryfield was the first school-based centre. Today there are more than 50 YHCs across the province. They’re managed by District Health Authorities with funding from the Department of Health and Wellness, and all bound by standards of practice and grounded in a youth-centred approach. Almost all YHCs are in high schools with a small number of public health staff providing limited services in junior high schools. Most are staffed by registered nurses with a small number of social workers and psychologists also filling the positions.

They are hubs of health promotion activities but also points of referral for clinical services, although some YHCs provide a limited number of clinical services on-site. There is individual counseling available for youth who are coping with a range of health issues - most often issues around mental health, sexual health and substance abuse. YHC coordinators also reach out and connect with diverse and/or marginalized youth who are most vulnerable to health problems.

A 2009 evaluation assessing the impact of YHCs on youth health determined that when a school or community has a centre, most youth know about it and about half of the youth use it and their health improves because of it. The findings demonstrated that YHCs are an important part of the health care system for a population that is facing and/or dealing with some very challenging issues around alcohol and other drug use, sexual identity, depression, abuse, sexual assault, sexual activity, stress and anxiety, etc. YHCs are providing critical supports to help youth manage and deal with these challenges. The evaluation was very clear that a significant number of youth have learned more about their health because of YHCs and taken action to improve their health. The evaluation tells us that YHCs also create supportive environments for youth and social support networks for young people.
**Justice: Crime Prevention Strategy**

Crime prevention is the concerted effort of individuals, communities, businesses, police services and government agencies working together to address the root causes of crime. It's important to prevent crime before it occurs by working with community organizations who are involved in creating safer communities.

The Lighthouses Program is community crime prevention and reduction investment initiative intended to support community crime prevention programs directed towards youth. Organizations that provide recreational, educational, cultural, life-skills or after-school programming for youth throughout Nova Scotia are eligible to apply for a $12,000 grant from the Department of Justice. Successful applicants become Lighthouses Program Partners. Their purpose is:

- To meaningfully involve youth in the decision-making, development, and delivery of Lighthouses programs.
- To ensure interagency collaboration and cooperation, both in the public and private sector, so that community resources are developed, nurtured, and utilized.
- To promote and encourage inclusive, educational, and innovative pro-social programs whose mandates are crime prevention?
- To strengthen our social infrastructure and facilitate the growth of youth and communities in order to make our province healthy and safe, thereby enhancing and improving our quality of life.

The current Lighthouses programs are located in the following communities *(Italics indicates the five newest lighthouses partnerships announced on April 4, 2011)*

**Cape Breton Region**
- Northern Cape Breton Time Banking Project
  Bay St Lawrence Community Centre- -Bay St. Lawrence
- Youth Peer and Parents PEACE Program
  Educational Programs Innovation Charity (EPIC) - Sydney
- Whitney Pier Youth Club
  Sydney
- Potlotek Youth Program
  Chapel Island First Nation
- **Eighth Street after School Club( sponsored by Safer Cape Breton Communities Association) New Waterford**

**Northern Region**
- Anti Drug Strategy
  Eastern Community Youth Association-Canso
- Healthy Relationships for Youth Program
  Antigonish Women’s Centre- Antigonish
Youth Photo Voice Project
Northern Aids Coalition- Truro
Springhill Teen Centre
Town of Springhill
Maggie’s Place Youth Programs for Cumberland County
Maggies Place- a Resource Centre for Families, Amherst

Valley Region
- Teen Zone
  Annapolis Valley Regional Library (Programming in Kentville, Berwick, Bridgetown, Port Williams, Annapolis Royal and Windsor)
- Annapolis County Cops ‘n Kids
  Annapolis County Cops ‘n Kids Association, Bridgetown

Southwest Region
- Teen Place Youth Nights Program
  New Germany Area Promotion Society- New Germany
- Yarmouth Youth Centre
  Split Rock Learning Centre Association – Yarmouth
- “Name the Shame “ project, Schools Plus Program
  South Shore Regional School Board, Bridgewater

Halifax and Central Region
- North- end Youth Building and Sailing Project
  Nova Scotia Sea School – Halifax
- Youth Media Arts Program
  Leave Out Violence Everywhere(LOVE) -Halifax
- Voices of Change
  Community Justice Society-East Preston Outreach
- Youth on the Radar
  J.I Ilsley Family of Schools- Halifax
- “Empowerful” Youth Program
  Mulgrave Park Baptist Church, Halifax
**Education: Kids and Learning First**

The Department of Education recently announced a new Education Plan. This plan includes new objectives and goals for the Department, School Boards and Schools. Among these is a goal to improve the physical, social and emotional health of students. This includes a further expansion of SchoolsPlus, the implementation of Well Beings, a school mental health framework, managing student data, the implementation of recommendations to address cyberbullying, and a focus on healthy active living and physical activity.

**SchoolsPlus**

- SchoolsPlus originated as part of the *Our Kids Are Worth It: Strategy for Children and Youth* a comprehensive, multi-departmental response to the Report of the Nunn Commission.

SchoolsPlus supports Commissioner Nunn’s recommendation for the need for improved co-ordination and collaboration among departments and agencies in the delivery of programs and services for children, youth, and families.

- SchoolsPlus promotes an integrated service delivery model through the co-location and/or partnership of services within a school such as: Community Services, Justice, Mental Health, Addiction Services, Health, and other community organizations. SchoolsPlus is committed to providing more coordinated and integrated services targeted for children, youth and families at schools.

- The vision of SchoolsPlus is for schools to become centres of service delivery enabling enhanced collaboration by bringing professionals and programs together to help children, youth, and families.

- The SchoolsPlus model is being designed to:
  - develop an array of programs and services offered at school sites;
  - provide timely identification of and response to children and youth in need of additional support and services;
  - co-ordinate community and agency activities and resources;
  - reduce or eliminate gaps and duplication of service among professionals and programs;
  - enhance the use of school facilities and service beyond the school day; and
  - improve student engagement and school success.

All school boards have SchoolsPlus sites. These are:

- **Halifax Regional School Board:** Nelson Whynder Elementary School, Harbour View School, Joseph Howe School, Oxford School, Ross Road School, John Martin Junior High and St. Joseph’s–Alexander McKay School.
- **Strait Regional School Board**: Chedabucto Education Centre-Guysborough Academy, Canso Academy, Fanning Education Centre, St. Mary’s Academy, St. Mary’s Education Centre and Mulgrave Memorial Education Centre.

- **South Shore Regional School Board**: Forest Heights Community School, New Ross Consolidated School, Chester Area Middle School, Chester District School, Aspotogan Consolidated Elementary School and Gold River-Western Shore School.

- **Chignecto-Central Regional School Board**: Amherst Regional High School, E.B. Chandler Junior High, Cumberland North Academy, Northport Consolidated School, Spring Street Academy and West Highlands School.

New in Fall 2011:

- **Annapolis Valley Regional School Board**: Champlain Elementary School with support for other schools including Annapolis Royal Regional Academy, Annapolis West Education Centre and Clark Rutherford Memorial School.

- **Cape Breton-Victoria Regional School Board**: Sherwood Park Education Centre and feeder schools (Cusack-Cornwallis-Ashby Complex, Brookland Elementary School, Mira Road Elementary School, Shipyard Elementary School, and Southside Learning Centre) as well as Membertou Elementary School.

- **Conseil scolaire acadien provincial**: l’École secondaire de Par-en-Bas, dont les écoles Pubnico-Ouest, Wedgeport et Belleville seront les sites secondaires, et un site central dans la région du nord-est, à l’école Beau-Port, dont l’école acadienne de Pomquet sera le site secondaire.

- **Tri County Regional School Board**: Digby Regional High School and feeder schools (Digby Elementary School, Barton Consolidated School, and Digby Neck Consolidated School).

The original sites launched in 2008 are funded through the Child and Youth Strategy. The Department of Education is planning to expand the SchoolsPlus model with the addition of four new hub sites in 2012-2013, bringing the total to 12 hub sites across the province. These sites are funded by the Department of Education.
PEBS

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. Instead of using a piecemeal approach of individual behavioural management plans, a continuum of positive behaviour support (PBS), or positive effective behaviour support (PEBS) as it is referred to in Nova Scotia, for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behaviour support is an application of a behaviourally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviours less effective, efficient, and relevant, and desired behaviour more functional.

PEBS is comprised of four key elements:

- **Outcomes**: academic and behaviour targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?). This is the development of a school-wide matrix which outlines expected behaviours in classrooms and non-classroom settings. These behaviors are taught to students and supported with positive reinforcement.

- **Practices**: interventions and strategies that are evidence based. (How will you reach the goals?).

- **Data**: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?). Your practices are driven by your data, so it is a critical component in the implementation of PEBS. Without data, your work, both academic and behavioural practices, are not evidence based and therefore may be irrelevant and ineffective.

- **Systems**: supports that are needed to enable the accurate and durable implementation of the practices of PEBS. (What durable systems can be implemented that will sustain this over the long haul?). This allows schools to make long term goals around the implementation around specific interventions and strategies, which are evidence-based, and show improvement in student behaviour and learning.

The information above was obtained from PBIS.org and adapted slightly to reflect the Nova Scotia PEBS approach. The leaders in the development of PBS are Dr. George Sugai and Dr. Rob Horner from the University of Oregon. Here in Nova Scotia, we had Mr. Tom Schimmer from British Columbia, who has presented with Dr. Sugai and Dr. Horner, complete our inserviceing for two people (an administrator and one other) from every school in the province between the years of 2005-2008. Mr. Schimmer also ran a three day session in July 2008 for
PEBS Lead Teams from each school board, so they in turn could support their schools through implementation. The Department of Education has also provided school boards with a grant each year to support in-servicing for schools and the building of resources. The PEBS lead teams came together in May 2009 to share information and provide updates on PEBS from each of their boards. Dr. Howard Muscott from New Hampshire has been to Nova Scotia twice, in March and November of 2011 to work with school board lead teams with the implementation of PEBS and the Behaviour Incident Tracking Component of our new Student Information System. Data from schools that have implemented this approach has shown a significant reduction in behaviour incidents and major office referrals. Moreover, the PEBS framework has established a vehicle for other initiatives, such as PATHS (Positive Alternative Thinking Strategies), Restorative Approaches and the expansion of the Comprehensive Guidance and Counselling Program to be implemented in schools. Again, the data from these initiatives shows a significant reduction in anti-social behaviours and an improvement in the overall school climate.

**Incident Management within PowerSchool**

The Department of Education (the Department), in partnership with the eight school boards in Nova Scotia, is responding to the need to provide a more consistent, integrated and accurate approach to managing P-12 student data. A critical first step in the overall program goal is to successfully implement PowerSchool as the student information system (SIS) of record.

The overall vision is to provide a:

central, province-wide solution that will allow teachers and administrators to plan, operate, and report on the performance of the public education system, at all levels, in an efficient and effective manner.

Student data is used for policy and decision-making in the areas of program delivery, student performance tracking, transportation, funding, and school operations. Seven different student information software solutions were previously being used throughout the province to manage student data. Implementing one common software solution in all school boards provides a means of collecting province-wide student data in a consistent and reliable manner.

This collaborative partnership forms the basis of iNSchool – a province-wide program aimed at leveraging technology to better support student achievement.

One aspect of data that is collected about our students is related to student behaviour. The Provincial Code of Conduct and the School Code of Conduct Guidelines is a policy that “comprises principles, standards of behaviour for all members of the school community, identification of disruptive student behaviours, consequences of student non-compliance, and consequences for students that are not permitted.” 1 The policy is based on a positive effective behaviour supports (PEBS) approach to proactively assist students in learning appropriate behaviours in the context of social responsibility. To fully meet the guidelines established in the Provincial Code of Conduct, iNSchool customized PowerSchool software to track behaviour incidents and the interventions provided for students.
This customized module, Incident Management, is gradually being introduced into schools. All schools that use PowerSchool now use the Incident Management function, with the exception of Conseil scolaire acadien provincial (CSAP), the provincial French first language school board. This module is in the process of being translated into French for CSAP.

The incident management module within PowerSchool was introduced to the Phase I schools in October of 2010, and focused primarily on the data collected for incidents. Additional functionality was then added in September 2011 to have the complete set of suspension letter templates available as well as other enhancements. Further enhancements are planned for February 2012. Reports associated with the incident management data are planned to be completed and ready for use by the end of the current school year (June 2012). As the Phase II schools began using PowerSchool, the incident management module was also available for use. Phase III schools will automatically have access to the incident management module when they begin using PowerSchool.

In anticipation of the Cyberbullying Task Force recommendations and as part of the February 2012 release, new functionality is being added to allow for the tracking of incidents that involve cyberbullying. When the reports are developed, statistical data related to incidents will be reported including those involving cyberbullying.

A summary of these reports includes:

- **Behaviour Incidents by Student** is a listing all minor and major incidents recorded for a student.

- **Actions/Consequences by Incident Type – Major Referrals** is a summary of the number of the actions/consequences (interventions) used to manage incidents that resulted in an office referral.

- **Actions/Consequences by Incident Type – Minor Incidents** is a summary of the number of actions/consequences (interventions) used to manage incidents. Minor incidents typically are recorded by teachers as part of their classroom management of student’s behaviours.

- **Suspension Summary by School** lists the total number of out-of-school suspensions for each school within a school board.

- **Suspensions by Duration** summarizes all out-of-school suspensions based on the number of days the student was suspended, including the total number of incidents recorded, the total number of students suspended, and the total number of instructional days lost.

Each of these reports will have the flexibility to apply a variety criteria to the report based on date ranges, grade level, gender/sex, location, or ancestry. Users may apply these criteria to the report result set to further analyze the data for their purposes. For example, the Suspension Summary by School report could be further defined by applying the criteria of all out-of-school suspensions involving cyberbullying (location = online media).
Thank you to all of the individuals from various government departments that provided the information to the Task Force for the purpose of this report. They are: Linda Atkinson from Community Services, Morris Green and Francine Vezina from Health and Wellness, Patricia Gorham from Justice, and Lois Gibson, Tara Moore and Rola AbiHanna from Education.
Appendix G

Definitions

1. Working Group Definition
2. Department of Justice (N.S) (MacDonald) Definition
3. Across Canada Provincial Survey
1. Working Group Definition

Bullying is typically a form of repeated and harmful behaviour that is deliberate and harassing. It is directed at an individual or individuals and is intended to cause (or should be known to cause) fear, humiliation, intimidation, distress and/or harm to another person’s body, feelings, self-esteem, reputation, or property. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying behaviour can be further intensified by encouragement from a peer group or bystanders. Bullying can take many forms, including: physical, psychological (verbal and social) and electronic (cyberbullying).

Cyberbullying (also referred to as electronic bullying) occurs through the use of technology and includes, but is not limited to, spreading rumors, making harmful comments and posting pictures or videos without permission. This can be done through the computer or other electronic devices using social networks, text messaging, instant messaging, websites (existing or newly created), e-mail or other electronic mediums. Cyberbullying can be particularly destructive because it can:

- Spread to many people very quickly
- Be done anonymously or through impersonation
- Remain posted or copied online for an indefinite period of time
- Have a negative effect on the school climate and relationships, even when it originates off school property.

Psychological bullying includes, but is not limited to, insults, threats, name calling, gossiping, spreading rumors, social exclusion and derogatory comments about: religion, culture, language, race, aboriginal origin, disabilities, sex, sexual orientation, gender identity, mental or physical health, and socio-economic status.

Physical bullying includes, but is not limited to, hitting, kicking, punching, pushing, threatening gestures, stealing, and damaging or destroying property.
2. Department of Justice (N.S) (MacDonald) Definition

Bullying is behaviour directed at an individual, or individuals, which causes, is intended to cause, or should be known to cause harm to a person physically or psychologically, in the form of fear, humiliation, distress and/or other form of harm to that person’s body, feelings, self-esteem, reputation, or property.

A person participates in bullying if they directly carry out the behaviour or assist or encourage the behaviour in any way, including by the overt demonstration of an approval of the behaviour.

Cyberbullying (also referred to as electronic bullying) is a form of bullying, and occurs through the use of technology. This can include the use of a computer or other electronic devices, using social networks, text messaging, instant messaging, websites, e-mail or other electronic mediums.

Conduct that consists of comments that are known or reasonably believed to be true that are made solely for a socially accepted purpose, are not considered bullying if they are limited to only those comments necessary to meet that purpose.
### 3. Across Canada Provincial Survey

**Definition of Bullying/Cyberbullying – Definitions used in Provinces and Territories in Canada**  
**June 2011**

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<tr>
<th>Province</th>
<th>Definition used</th>
<th>Where defined (Act, regulations, policy, other)</th>
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<tr>
<td>Nova Scotia</td>
<td><strong>Bullying</strong> - Intentional, hurtful, behaviours (physical, verbal, psychological) repeatedly used by one or more individuals who exercise power to intimidate, threaten harm, and/or victimize another person/victim who is perceived as relatively weaker; bullying behaviours can be direct and open, or indirect and subtle; use of e-mail or Internet to harass and/or intimidate others.</td>
<td>Policy - School Code of Conduct Guidelines</td>
<td>No specific definition for cyberbullying given</td>
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| Prince Edward Island | You must not use the computer for illegal activities, to harass anyone, or for any personal activity that could embarrass you or the school.                                                                 | Ministry’s Directive: Acceptable Use of Computer and Information Technology  
http://www.gov.pe.ca/eecd/index.php3?number=1032323                                                                 | No specific definition given for bullying or cyberbullying by Department.                          |
<p>|                  | <strong>Nature of Bullying</strong> - is verbal or physical aggression by one or more individuals who appear to be physically or psychologically stronger. It is the combined use of power and aggression to exclude and/or                                                   | Policy – Communities for Learning - School Climate, Discipline and Safety: Bullying, Harassment and Discrimination | Described by the Western School Board only.                                                   |</p>
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<td>New Brunswick</td>
<td>dominate. There is an imbalance of power between or among the individuals or groups involved in bullying. Bullying’s negative actions may be physical, verbal, or non-verbal behaviours intended to inflict injury or discomfort on another person. Incidents may have racist or sexist characteristics as well. Direct bullying is characterized by verbal or physical threats or attacks. Indirect bullying takes the form of social isolation and exclusion from the group or manipulation of others to act as bullies.</td>
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<td>Newfoundland and Labrador</td>
<td><strong>Cyber Bullying</strong> - including, but not limited to, posting inappropriate material online, sending harassing, deliberate or repeated emails and posting items online without permission of those involved;</td>
<td>Policy– Policy 703: Positive Learning and Working Environment</td>
<td>Cyberbullying is defined in the policy as an example of behaviours viewed as extreme and unacceptable.</td>
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<td><strong>Bullying</strong> - is a pattern of aggressive behaviour meant to hurt or cause discomfort to another person. Bullies always have more power than victims. Their power comes from physical size, strength, status, and support within the peer group. There are three types of bullying:</td>
<td>Bullying Awareness and Prevention website <a href="http://www.ed.gov.nl.ca/edu/k12/bullying/whatis.html">http://www.ed.gov.nl.ca/edu/k12/bullying/whatis.html</a></td>
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|          | 1. Physical: a person is harmed or their property damaged  
2. Verbal: a person's feelings are hurt through insults and name-calling  
3. Social: a person is shunned or excluded from groups and events. (threatening notes, letters, emails, telephone calls given as an example of this type of bullying) | | |
<p>|          | <strong>Cyberbullying</strong> is similar to other forms of bullying; it is a type of aggressive behaviour that happens between two or more individuals. Unlike other forms of bullying, cyberbullying involves harassing, humiliating, intimidating, and/or threatening other youth through electronic mediums, including the Internet, cell phones, pagers, and other wireless communication devices. | Resource: What Parents Need to Know About Cyber Bullying <a href="http://www.ed.gov.nl.ca/edu/k12/bullying/index.html">http://www.ed.gov.nl.ca/edu/k12/bullying/index.html</a> | This definition is provided by the following organization: Promoting Relationships and Eliminating Violence (PREVNET). The link is on |</p>
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<th>Definition used</th>
<th>Where defined (Act, regulations, policy, other)</th>
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<td>Quebec</td>
<td>No definition of bullying or cyberbullying is given by the province.</td>
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<td>the Department website, but it is not a Provincial Document.</td>
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<td>Ontario</td>
<td>For the purposes of policies on bullying prevention and intervention, school boards will use the following definition of <strong>bullying</strong>: Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. <strong>It may also occur through the use of technology</strong> (e.g., spreading rumours, images, or hurtful comments through the</td>
<td>Policy - Policy and Program Memorandum No. 144</td>
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| Manitoba    | **Cyberbullying** is different from other forms of bullying. It can:  
- spread to many people very quickly  
- be done anonymously  
- remain posted online for an indefinite period of time  
- have a negative effect on the school climate, even when it originates off school property.                                                                 | Safe Schools website  
http://www.edu.gov.on.ca/eng/safeschools/respect.html                                                                 |                                                                                                                                                                                                 |
| Manitoba    | **Cyber-Bullying** means using the Internet or other information or communication technologies, such as e-mail messages or text messages sent by cell phone or pager, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm someone else. | Manitoba’s Public Schools Act (PSA) “Safe Schools Charter”.                                                                                                          |                                                                                                                                                                                                 |
|             | **Bullying:** “a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance” (Olweus, *Bullying at School* 9).  
**Electronic bullying (also referred to as cyber bullying):** sending or posting harmful messages online. | Policy Document - A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying                                                                 | The definition of bullying in this document is from Dr. Dan Olweus, who is a research professor of psychology from |
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<td>Saskatchewan</td>
<td>email or threatening text, images, or messages using email, digital phone cameras, websites, chat rooms, or instant messaging.</td>
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<td>Norway.</td>
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<td>Bullying</td>
<td>is a type of aggression where there is a clear imbalance of strength or power between the bully and the victim. Bullying can be physical, verbal and/or psychological in form and it can be direct or indirect in nature.</td>
<td>Policy - Caring and Respectful Schools: Toward School Plus Ensuring Student Well-Being and Educational Success <a href="http://www.education.gov.sk.ca/Bullying-Prevention">http://www.education.gov.sk.ca/Bullying-Prevention</a></td>
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<td>Bullying</td>
<td>is generally identified as a form of aggressive behaviour that is repeatedly directed at an individual or group from a position of relative power. Bullying behaviour can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, insults, put-downs), social (e.g., social isolation, gossip) or cyber (e.g., threats, insults or harmful messages spread through the internet). Bullying can be direct, “in your face” confrontation, or indirect, “behind your back”, such as spreading rumours. Bullying can be done by one person or by a group. A child or young person being bullied feels helpless in trying to stop it. A student is bullied or harassed when he or...</td>
<td>Policy – Caring and Respectful Schools: Bullying Prevention A Model Policy <a href="http://www.education.gov.sk.ca/Bullying-Prevention">http://www.education.gov.sk.ca/Bullying-Prevention</a></td>
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<td>she is intentionally and repeatedly the target of the negative actions of a stronger or more powerful person or group that cause fear, emotional distress, and/or physical harm.</td>
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| Alberta | **Bullying** is a relationship problem. It is the assertion of interpersonal power through aggression. Bullying involves:  
- Repeated and consistent negative actions against another.  
- An imbalance of power between the bully and the target.  
- Contrasting feelings between the bully and the target as a result of the bullying episode (the child who bullies may feel excited, powerful or amused, while the target feels afraid, embarrassed or hurt).  
The four most common types of bullying are:  
- **Verbal Bullying**—name calling, sarcasm, teasing, spreading rumours, threatening, making references to one's culture, ethnicity, race, religion, gender, or | Safe and Caring Schools website [http://education.alberta.ca/teachers/safeschools/bullying.aspx](http://education.alberta.ca/teachers/safeschools/bullying.aspx) | |
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<td>sexual orientation, unwanted comments.</td>
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<td>• <strong>Social Bullying</strong>—mobbing, scapegoating, excluding others from a group, humiliating others,</td>
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<td>gestures or graffiti intended to put others down.</td>
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<td>• <strong>Physical Bullying</strong>—hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted</td>
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<td>sexual touching.</td>
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<td>• <strong>Cyber Bullying</strong>—using the internet or text messaging to intimidate, put down or spread</td>
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<td>rumours about someone.</td>
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<td>British</td>
<td><strong>Cyber Bullying:</strong> People can use the Internet to send embarrassing, hurtful and threatening</td>
<td>Bully Free Alberta website</td>
<td>Adapted definition from the Media Awareness</td>
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<td>Columbia</td>
<td>messages. These actions can inflict serious harm on the kids and adults they victimize. This is</td>
<td><a href="http://www.bullyfreealberta.ca/cyber_bullying.htm">http://www.bullyfreealberta.ca/cyber_bullying.htm</a></td>
<td>Network</td>
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<td>known as cyberbullying (electronic bullying, online bullying, or cyber harassment).</td>
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<td>Bullying -</td>
<td>is a pattern of repeated aggressive behaviour, with negative intent, directed from one person to</td>
<td>Policy - Safe, Caring and Orderly Schools: A</td>
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<td>is a pattern</td>
<td>another where there is a power imbalance.</td>
<td>Guide</td>
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<td>of repeated</td>
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<td><a href="http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf#page=61">http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf#page=61</a></td>
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<td>aggressive</td>
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<td><strong>Cyberbullying</strong> - has been defined by Canadian educator Bill Belsey as “the use of information and communication technologies (such as e-mail, cell phones, pager text messages, instant messaging, and defamatory personal websites) to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others”.</td>
<td>BC Teachers’ Federation website <a href="http://bctf.ca/IssuesInEducation.aspx?id=15960">http://bctf.ca/IssuesInEducation.aspx?id=15960</a></td>
<td>The Ministry of Education does not specifically define cyberbullying. However, the BC Teacher’s Federation does define cyberbullying (this definition is for reference only; it is not on the Ministry’s website).</td>
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<tr>
<td>Yukon</td>
<td><strong>Bullying</strong> - is a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another or from one group to another. In many cases bullying occurs when there is a power imbalance. Repeated bullying behaviors can take many forms and are not limited to; physical (e.g. pushing, tripping), verbal (e.g. name calling)</td>
<td>Policy: Safe and Caring Schools Policy <a href="http://www.education.gov.yk.ca/pdf/policy_safe_schools.pdf">http://www.education.gov.yk.ca/pdf/policy_safe_schools.pdf</a></td>
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<td>Province</td>
<td>Definition used</td>
<td>Where defined (Act, regulations, policy, other)</td>
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<td>calling, put-downs), social (e.g. social isolation, gossip), intimidation (extortion, defacing property or clothing) or <strong>Cyber bullying</strong> (threats or harmful and demeaning text messages, photos or videos distributed or published to the internet).</td>
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<tr>
<td>Northwest Territories</td>
<td>No definition of bullying or cyberbullying is given by the province.</td>
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<tr>
<td>Nunavut</td>
<td><strong>Bullying</strong> – is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance. Dr. Dan Olweus. Bullying is an aggressive behaviour that includes physical or verbal intentional and purposeful acts that are meant to cause injury or discomfort on another person. Three critical conditions that distinguish bullying from other forms of aggressive behaviour are 1. Power – children who bully gain power through physical size, status in a peer group and by recruiting</td>
<td>Bullying: How to Recognize It! website <a href="http://www.scribd.com/doc/35256490/Bullying-How-to-Recognize-it-A-pamphlet-in-four-languages">http://www.scribd.com/doc/35256490/Bullying-How-to-Recognize-it-A-pamphlet-in-four-languages</a></td>
<td>This pamphlet is not on the Department website but was developed by the Department. Portions of this document were borrowed from the British Columbia website, including the same source (Dr. Dan Olweus),</td>
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<td>Province</td>
<td>Definition used</td>
<td>Where defined (Act, regulations, policy, other)</td>
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<td>support by a peer group. 2. Frequency – bullying is not a random act. It is frequent and repeated. The child being bullied anticipates it – causing fear that can have long-term effects. 3. Intent to harm – children who bully do so with a purpose or intent to physically or emotionally harm the other child.</td>
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<td>who is a research professor of psychology from Norway.</td>
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Appendix H

Incidence of Bullying and Definition
Prepared by Dr. John Le Blanc and Tanya Bilsbury
Impact of Sampling, Study Design and Definition on the Period Prevalence of Electronic Bullying

Date last updated: 17 February 2012

Tanya Bilsbury, John LeBlanc

This table summarizes a selection of studies about electronic bullying conducted in Canada, found through a Google Scholar search completed in August 2011. The table reports the period prevalence\(^1\) of electronic bullying. The time periods are variable, ranging from over the past month to the student's lifetime.

Note that the definition of electronic bullying varies over studies. The technical definition of bullying includes the three key elements of bullying as established by Olweus (1993): negative intent, repetition, and a power differential. The definitions from the studies have been coded as follows, with A representing the most strict definition and D the least:

Definitions
A: Refers a definition of electronic bullying that includes elements of harmful intent, repetition, and a power differential
B: Excludes the power differential
C: Excludes the elements of power differential and repetition.
D: No definition

Some of the studies ask if the student has ‘ever’ been cyberbullied. Note that such a question provides the least useful information, since the last bullying episode could be very recent for some respondents, but years in the past for others. Incidents that happened a few years ago do not likely have the same impact as recent incidents.

From this table, there does not appear to be a clear relationship between the strictness of the definition and the estimate of prevalence. However, there are some interesting contrasts. The lowest prevalence (5%) comes from a well-conducted study with a representative sample assessing bullying over the previous month, and the highest prevalence (70%) comes from a study with a poor quality definition, a non-representative sample, and an unlimited time frame (i.e., bullying that ‘ever’ happened).

Many factors vary among the studies including the duration of the period during which bullying is assessed; the age and other characteristics of the students; the representativeness of the study sample; and the study methodology. Note that with the exception of the Cassidy et al. (2009) study, all samples mostly represent the Caucasian student population.

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\(^1\) Period prevalence is defined as the proportion of a population who had an event or condition (e.g., students who bullied or who were victims) any time during a fixed time period (e.g., a week or a month). The use of this technical term is necessary in order to avoid confusion with another common measure of prevalence, point prevalence, defined as the proportion who had an event or condition at a single point in time.
The striking variation in definition and estimated prevalence has important policy and research implications:

1. The prevalence of electronic bullying is not known since it depends greatly on the definition and study methodology. It is therefore difficult to assess the importance of this societal problem and to assess whether it is changing over time or in response to an intervention. If the prevalence of electronic bullying is to be compared before and after an intervention, it is necessary to use the same definition, measures, and methods at each time. If not, differences in the prevalence of bullying could be caused not by the intervention, but rather by measurement issues.

2. It is exceedingly difficult to compare the extent of electronic bullying in various jurisdictions, age groups, or other groups based on demographic, social or other factors.

3. Unless a study group or jurisdiction adopts reliable, valid and uniformly used definitions, it will be virtually impossible to estimate whether there is any change in electronic bullying from one year to the next. The most rigorous would be an 'A-type' definition that uses the same constructs as traditional bullying. Less restrictive definitions can be used for other purposes such as tracking the amount of negative interactions within a peer group, as long as it is clear that many of these negative actions do not necessarily reflect bullying per se. This is analogous to understanding that a schoolyard fight between equal adversaries is not bullying.

4. We recommend adopting the forthcoming definition from the American Centers for Disease Control that should be published in early 2012. This has been derived after much consultation among North American experts over the past few years. It will represent the best consensus to date among scientists, policymakers, those who work with youth, and youth themselves.
### Period Prevalence of Electronic Bullying

<table>
<thead>
<tr>
<th>Study</th>
<th>Sample</th>
<th>Definition</th>
<th>Period</th>
<th>Prevalence of Cyberbullying</th>
<th>Grade Effects</th>
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<tr>
<td>Totten et al. (2004)</td>
<td>1795 grade 4-12 students; nationally representative.</td>
<td>A</td>
<td>Past month</td>
<td><strong>13% involved</strong>&lt;br&gt;5% victimized&lt;br&gt;5% perpetrators only&lt;br&gt;3% both perpetrators and victims&lt;br&gt;2% of cyberbullies and 2% of cybervictims engaged involved every week over the last month.</td>
<td>Rates of electronic bullying were disproportionately high in grades 8-12. 88% of students involved in electronic bullying were in grades 8-10. Overall, 17% of students in grades 8-12, compared to 8% in grades 4-7, were involved in cyberbullying. In grades 8-12, 7% of students were victims, 6% bullies, and 4% both.</td>
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<td>Trach et al. (2010)</td>
<td>9397 grade 4-11 students in British Columbia</td>
<td>A</td>
<td>Ever</td>
<td><strong>12% victimized</strong>&lt;br&gt;Once or a few times (8%)&lt;br&gt;Once a month (2%)&lt;br&gt;Once a week or more (2%)&lt;br&gt;8% reported that they cyberbullied others:&lt;br&gt;Once or a few times (6%)&lt;br&gt;Once a month (1%)&lt;br&gt;Once a week or more (1%)</td>
<td>No grade analyses for prevalence of bullying/victimization. However, grade effects were noted for bystander responses, with students in lower grades more likely to take direct, positive actions against bullying, and students in older grades more likely to respond in passive or aggressive ways.</td>
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<td>Study</td>
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<td>Cochrane (2008)</td>
<td>396 Grade 7-9 students in urban and rural Saskatchewan</td>
<td>B</td>
<td>Ever</td>
<td><strong>49.4% victimized, of whom:</strong> 58.4% victimized 1-3 times</td>
<td>Significant positive association between both cyberbullying and cybervictimization and grade level, with students in grade 9 most likely to be involved.</td>
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<td>*49% of students in grade 9</td>
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<td>30.1% 4-10 times</td>
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<td>10.2% over 10 times</td>
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<td>34.6% cyberbullied others, of whom:</td>
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<td>67.2% cyberbullied 1-3 times</td>
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<td>18.2% 4-10 times</td>
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<td>13.8% more than 10 times</td>
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<td>69.4% knew somebody who was cyberbullied.</td>
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<td>Mischna et al. (2010)</td>
<td>2,186 students from grades 6, 7, 10, and 11.</td>
<td>C; unclear what definition was given to respondent. Students were likely asked whether events that could be cyberbullying happened to them.</td>
<td>Past 3 months</td>
<td><strong>49.5% victimized in the last three months</strong> 33.7% had cyberbullied others in the last three months</td>
<td>Girls in grades 10-11 are significantly less likely to experience being impersonated and threatened online than girls in grade 6-7.</td>
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<td>Unclear how many students participated from each grade. Response rates suggest higher representation of grade 6 and 7 students.</td>
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<td>Lines (2007)</td>
<td>2,747 surveys completed on <a href="http://www.kidshelpline.ca">www.kidshelpline.ca</a> website.</td>
<td>C: “using technology to hurt someone”.</td>
<td>Ever</td>
<td><strong>70% victimized</strong> (38% within the last three months)</td>
<td>Data not analyzed by grade.</td>
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<td>44% ever cyberbullied someone else</td>
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<td>Study</td>
<td>Sample</td>
<td>Definition</td>
<td>Period</td>
<td>Prevalence of Cyberbullying</td>
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|                        | 54% aged between 13 and 15. Age/grade range or breakdown not described. | D: No operational definition. Students asked whether various events that could be cyberbullying happened to them | Past 3 months     | 21.9% of students reported that at least one form of cyberbullying behavior was perpetrated against them. In this group, the most common were: - Being called names (30.3%)  
- Having rumours spread about them (22.8%)  
- Having someone pretend to be them online (16.1%)  
- Being threatened (13.0%)  
29.7% of students reported that they perpetrated a cyberbullying behaviour within the last three months: - Calling people names (20.1%)  
- Imitating someone online (13.2%)  
- Spreading rumours (9.9%)  | Grade 7 students more likely than students in grades 6 or 11 to perpetrate/experience various forms of cyberbullying. Grade 6 students are less likely than students in grades 7 or 11 to perpetrate/experience various forms of cyberbullying. Grade 10 students excluded from analyses of grade differences due to small sample size. |
| Wade & Beran (2011)    | 529 students in grades 6, 7, 10 and 11 in Calgary, Alberta             | Age/grade breakdown not described; however, it is reported that only 10 students were in grade 10. |                   |                                                                                             |                                                                                                         |


Period Prevalence of Electronic Bullying

References


Appendix I

The Legal Dimensions of Bullying and Cyberbullying

Prepared by Chair Wayne MacKay and Professor Elizabeth Hughes, Schulich School of Law

February 2012
The Legal Dimensions of Bullying and Cyberbullying

Prepared by Professors Wayne MacKay and
Elizabeth J. Hughes,
Schulich School of Law*
(February, 2012)

There are many legal dimensions to the issues of bullying and cyberbullying as the law struggles to catch up to the rapid advances of technology and the emergence of social media. While bullying has been around for a long time its new formulation in terms of cyberbullying (also called electronic bullying) is a much newer phenomenon. The internet by its very nature is difficult to control or regulate and thus raises complex jurisdictional questions. Bullying and cyberbullying also cross many legal boundaries raising issues of civil liability, criminal sanctions, constitutional law, human rights, free speech, restorative justice and privacy to name just a few. Since the main focus of these issues is on youth, the subject also raises difficult questions about how the law should deal with young people. This brief piece will only scratch the surface of these many complex issues and will attempt to present them in an accessible form for a general audience. We begin with the challenge of defining the critical terms.

Definitions: What are Bullying and Cyberbullying?

As is obvious from the previous chapter bullying and cyberbullying can only really be understood in the context of much larger social changes. The advance of technology, the emergence of social media and the growing gap between the young and old are among these trends. However, to come to grips with the challenges that face this Task Force and the larger society, we must define the basic terms at the heart of our mandate. Bullying is a term familiar to most people, and it is used to characterize a broad range of behaviours. There is a variety of definitions for bullying and most tend to focus on three main aspects: aggressive or abusive behaviour, repetition of that particular behaviour, and a power imbalance, or a perceived one, between the parties involved.

Bullying can best be defined as typically repeated and harmful behaviour that is deliberate and harassing. It is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance between the people involved, and can be significantly intensified by encouragement from a peer group or bystanders. In fact, the participation of others can be a key factor in increasing the pressure a victimized person experiences. Bullying can take many forms, including physical, psychological (verbal and social) and can be delivered personally or electronically.

Cyberbullying, which is also referred to as electronic bullying or online bullying, occurs through the use of technology and includes spreading rumours, making harmful comments and posting or circulating pictures or videos without permission. This can be done by means of a variety of forms of technology using social networks, text messaging, instant messaging, websites, e-mail or other electronic media. Cyberbullying can be particularly destructive because it can spread to

* The authors wish to acknowledge the research assistance of second year Schulich law student, John MacMillan.
many people very quickly, and it can be done anonymously or through impersonation. As well, harmful comments and pictures can remain posted online, and continue to be viewed and circulated for an indefinite period of time. The victimized person is faced daily with the hurtful material, and often feels that many other people share the views of the perpetrator, often resulting in overwhelming psychological pressure. Such behaviour can have a negative effect on the school climate and relationships, even when it originates off school property.

Psychological bullying is a common and particularly insidious form of bullying. This kind of bullying can occur online or in more traditional ways. It includes insults, threats, name calling, gossiping, spreading rumours, social exclusion and derogatory comments about religion, culture, language, race, aboriginal origin, disabilities, sex, sexual orientation, gender identity, mental or physical health, and socio-economic status. Often the targets of bullying are members of the vulnerable groups protected by human rights codes but are by no means limited to those groups. Being obese, “nerdy” or in any way different may attract bullying. Physical bullying includes hitting, kicking, punching, pushing, threatening gestures, stealing, and damaging or destroying property.

The process of determining how to respond to and prevent bullying and cyberbullying requires a careful consideration of how these terms and behaviours ought to be defined, and what purposes such a definition should serve. Academic literature has often relied upon the definition set out by Norwegian psychology professor and leader in bullying research Dan Olweus, who defines bullying as an aggressive, intentional act or behaviour that is carried out repeatedly over time by a person or a group against a victim who cannot easily defend himself or herself. Other definitions have added qualifiers like “using electronic forms of contact” in an attempt to be responsive to a broader range of activity and technological advances. The creation of the term "cyberbullying" itself is often attributed to Canadian educator and online bullying pioneer Bill Belsey, who defines it as "the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."2

There are some potential parallels between the definition of bullying and that of harassment in human rights codes. Like harassment, bullying includes real or perceived power imbalances, usually a degree of persistence or repetition, significant adverse impacts for the victim and systemic as well as individual dimensions. Like harassment, bullying can poison a particular environment be it a work or educational environment in a way that makes it difficult for the victim to thrive or even survive in that environment.3

Another critical question is whose perspective is adopted for purposes of the definition. If the bully or perpetrator’s perspective is adopted there is a focus on the intent and motivation of the bully and what was in his or her mind at the time of the incident. There is a search for the “guilty” mind. The process is focused on assigning blame. This can lead to the defence that I did not know it would be hurtful. However, if the perspective adopted is that of the victim, then

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1 Dan Olweus, Bullying at School: What We Know and What We Can Do (Oxford: Blackwell, 1993).
2 Bill Belsey, “Cyberbullying, Always On, Always Aware”, online: http://www.cyberbullying.ca/
it is what is in the victim’s mind and how that person feels that is crucial. In order to avoid a definition that is as broad as the most sensitive victim, the compromise perspective adopted can be that of the reasonable victim in the circumstances and how he or she might feel. Similarly the reasonable perpetrator is judged by what he or she ought to have known about the impact of the bullying or harassing actions and not just what was actually known.\(^4\)

As in harassment, we argue that the proper perspective for defining and interpreting bullying and cyberbullying is that of the reasonable victim. The focus should be on the victim and crafting a definition that facilitates responding to the problem and diminishing the negative and sometimes tragic impacts on the victims of bullying and cyberbullying. Both are also problems that have systemic as well as individual dimensions.

**Constitutional Jurisdiction: Who Has Authority to Make Laws?**

In order to set the context for a discussion about the legal aspects of bullying and cyberbullying, we will first consider questions of constitutional jurisdiction. Canada’s Constitution is the supreme law of the country, and is comprised of both written and unwritten components. The principal written elements of Canada’s Constitution are the *Constitution Act, 1867* and the *Constitution Act, 1982* which contains the *Canadian Charter of Rights and Freedoms*, often referred to as the Charter. The *Constitution Act, 1867* sets out the division of powers between the federal Parliament and the provincial legislatures. The Charter guarantees constitutional protection to certain fundamental rights and freedoms, including freedom of religion, freedom of expression, and equality rights. Aboriginal rights are also specifically recognized and protected in the *Constitution Act, 1982* (s. 35).

Under Canada’s Constitution both the federal Parliament and the provincial legislatures are empowered to make laws within their respective spheres of authority. For example, each province has the constitutional power to pass laws in relation to a number of areas including education and matters relating to property and civil rights within the province, whereas criminal matters, along with many other areas such as the military, shipping, and banking, fall within the authority of the federal government and are therefore governed by federal legislation.

Both the federal and provincial governments control different aspects of legal responses to bullying and cyberbullying and have different but important roles to play in responding effectively to these pressing problems. For example, the federal government has jurisdiction over making criminal laws, while the provincial governments have authority for provincial courts and the administration of justice in the province. The federal government has responsibility for enacting legislation in the area of youth criminal justice, but much of the infrastructure which supports the youth criminal justice process, such as community restorative justice agencies, local policing and mental health programs, falls under provincial authority. Schools are within provincial jurisdiction, as are local police. Federal jurisdiction extends to the telecommunications industry, and encompasses hate speech on the internet as part of the *Canadian Human Rights*\(^5\) Act, but provincial human rights commissions have jurisdiction under provincial human rights.

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\(^4\) Coleen Sheppherd “Systemic Inequality and Workplace Culture: Challenging the Institutionalization of Sexual Harassment” (1995) 3 CLEJ 249

legislation for many cases involving discrimination within the province in matters such as the provision of education.

Whether schools boards or the Department of Education can be sued for failing to protect students from bullying is a matter of civil law and the extent of the duty owed to students to be educated in a safe and non discriminatory environment. These matters fall within provincial jurisdiction as a matter of property and civil rights in the province. Schools also fall clearly within provincial jurisdiction. If the bullying conduct crosses the line into criminal harassment, it becomes a matter for the federal government under the Criminal Code. Cyberbullying, which can cross many boundaries and implicates various forms of telecommunications, has both federal and provincial dimensions. The most effective responses occur when the various levels of government work together to make our schools safer places.

More on Jurisdiction: Where Does the School Ground End?

Quite apart from the question of constitutional jurisdiction, another very important jurisdictional issue relates to a school’s authority to deal with bullying outside of school hours and away from school property. This question is particularly pertinent with respect to cyberbullying because electronic bullying often occurs away from school property, for example, by means of the use of a home computer or a cell phone. In the past it was generally accepted that a school’s authority did not extend beyond the school grounds, but legislation and court decisions in the United States and other places like Ontario have moved in the direction of giving schools authority over bullying activity that occurs away from the school ground in situations where there is a significant connection or nexus between the off-school behaviour and the school’s atmosphere. If the behaviour affects students’ ability to learn or to feel safe when they are in school, or if it negatively affects the school climate, then the school may have authority to deal with the behaviour, even though it technically takes place away from the school.  

In 2007, Ontario amended its Education Act to give schools authority to discipline students for behaviour that occurs off school property if such actions have a negative effect on the school climate.\(^\text{7}\) “School climate” has been defined by the Ontario Ministry of Education as the sum total of all personal relationships within the school; “a positive school climate exists when all members of the school community feel safe, comfortable, and accepted”. At least one student has been expelled from an Ontario school for cyberbullying based on the authority of a school to discipline based on the effects of off-site activity on the “school climate”.\(^\text{8}\) This is an approach which is likely to gain momentum, as bullying and particularly cyberbullying become more understood as a significant social problem. However, it should be noted that this extension of a school’s authority "beyond the schoolhouse gate" has not yet been thoroughly considered by the Canadian courts.

Freedom of Expression: What About The Right to Free Speech?

\(^{6}\) For an informative discussion of the evolving law around school administrators’ authority to deal with off-site behaviour, see E. Roher, "Dealing with Off-School Conduct: Cyberbullying, Drug Dealing and Other Activities Outside of School Premises" (2012), 21.2 Education & Law Journal.


\(^{8}\) R.T. v Durham Catholic District School Board, 2008 CFSRB 94 (CanLII).
The principle behind Ontario’s approach to expanding the school’s jurisdiction beyond the school grounds accords with the well known United States Supreme Court case of Tinker v. De Moines.\textsuperscript{9} The Tinker case considers the issue of freedom of speech (protected under the Constitutions of both Canada and the United States), which is an important legal consideration in the context of bullying and cyberbullying. Freedom of expression is protected in section 2(b) of the Canadian Charter. In the Tinker case, the United States Supreme Court held that students’ rights to free speech can only be limited by schools if it would substantially disrupt the work and discipline of the school, or if it would collide with the rights of others. The “substantial disruption” test contained in Tinker has been used in a number of subsequent American cases, but it is clear that schools cannot extend their authority to students’ homes without a compelling justification for doing so. In other words, there has to be a significant nexus between the out-of-school behaviour and the school environment to trigger a school’s authority to act. Some states have enacted antibullying laws using both the “substantial disruption” and the “collision with the rights of others” standards from the Tinker case. To date, there is no United States Supreme Court jurisprudence on cyberbullying in particular.

In Canada, freedom of expression is a Charter protected right that can only be restricted in the clearest of circumstances.\textsuperscript{10} For example, our courts have determined that it is a reasonable limit on freedom of expression to prohibit a person from propagating hate against an identifiable group, or defaming another person. While there is no major case in Canada yet about schools limiting a student’s free speech in a bullying context, we have seen from past cases that schools will restrict hate speech on the part of teachers.\textsuperscript{11} Hateful or discriminatory speech by students has yet to reach Canada’s top court.

A recent case in Calgary engages freedom of speech issues in a context that might be considered a form of cyberbullying.\textsuperscript{12} The University of Calgary placed two of its students on probation for refusing to write letters of apology for negative comments made on Facebook about an instructor. Upon judicial review the Alberta court decided that the limitation on the student’s right to free speech was unjustified. The court concludes that while the comments “might have reflected a lack of maturity,” they are protected under freedom of expression. The university has since appealed the decision, and it was heard by the Alberta Court of Appeal in November 2011, with a decision pending. It should be noted there are some aspects of this case that probably distinguish it from a typical case of cyberbullying. The court in the Alberta case described the students’ comments as “critical opinions regarding the ... quality of teaching” that might assist future students in their course selection. In an elementary or secondary school context the internet postings are likely to be less constructive and restrained. However, the Charter free speech protections apply to schools as do the reasonable limits on such speech under section 1 of the Charter.\textsuperscript{13} It is a matter of striking the proper balance between free speech and order and

\textsuperscript{12} Pridgen v University of Calgary, 2010 ABQB 644 (CanLII).
safety in schools. It is unlikely that the kinds of messages usually seen in cyberbullying situations by youth would be classified in this way.

A recent American example of the constitutional limits on the regulation of free speech, even when the content is violent, is *Brown v. Entertainment Merchants Association*. The California legislature passed a statute prohibiting the rental or sale of violent video games to minors (under the age of 18). It also required that such videos be labeled as only available to those 18 and above. In spite of being faced with considerable expert evidence linking violent videos with youth aggression and violent conduct the majority of the United States Supreme court holds that there was insufficient proof of a clear link between the videos and harm and violent conduct. The California statute covered games “in which the range of options available to a player includes killing, maiming, dismembering or sexually assaulting an image of a human being, if those acts are depicted in a manner that a reasonable person, considering the game as a whole, would find appeals to a deviant or morbid interest of minors …” The majority of the United States Supreme Court finds this law to be insufficiently limited and precise in carving an exception out of First Amendment free speech. It is therefore struck down as unconstitutional.

There are some spirited dissents and one by Justice Breyer emphasizes the inconsistency of shielding young people from nudity but not putting limits on graphic depictions of violence. He states:

> But what sense does it make to forbid selling a 13 year old boy a magazine with an image of a nude woman, while protecting a sale to that 13 year old of an interactive video game in which he actively, but virtually, binds and gags the woman then tortures and kills her? What kind of First Amendment would permit the government to protect children by restricting sales of that extremely violent video game only when the woman – bound, gagged, tortured and killed – is also topless?

The dissenters did find that there was a proven link between violent video games and aggression and violence among young people. They would have allowed the California statute to stand. It is not clear whether Canadian courts would follow the majority or dissenting opinions in the *Brown* case. There are important historical and constitutional differences between the two countries and it may be that the Canadian courts would be more sympathetic to limiting free speech to protect children under section 1 of the Charter. There are some clear constitutional limits on the banning or regulation of violent content in the many different forms that it can take in modern technology and social media.

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15 131 S. Ct. 2789 (2011) U.S.
Privacy Considerations

Rights to free speech and privacy interests are often closely intertwined. Much of what happens online takes place anonymously, and indeed, the possibility of anonymity is one of the powerful aspects of cyberbullying that sets it apart from traditional (face to face) bullying.

The protection of privacy is a fundamental value in Canada, and is seen as being of growing importance in our society. However, the advances of technology put privacy under increasing threat all over the world. There have been a number of federal and provincial privacy laws enacted in recent decades, as well as the appointment of privacy commissioners. Unlike the right to freedom of expression, there is no free-standing right to privacy in the Charter. Certain privacy rights, including the right to informational privacy, do attract constitutional protection, but such rights to privacy in the Charter relate to provisions dealing with particular matters of personal autonomy, such as, for example, the "search and seizure" provisions or the "security of the person" provisions.\(^\text{17}\)

In a Nova Scotia case called \textit{R v MRM}, which dealt with a situation involving a warrantless search within a school, the Supreme Court of Canada determined that a student’s reasonable expectation of privacy under the Charter is diminished within a school setting.\(^\text{18}\) Teachers have broader authority than police to search without a warrant as long as the search is related to a school discipline issue. Any evidence found as a result of such a search may well become part of a criminal investigation. Extrapolating from the reasoning in this case, if a school has clearly articulated anti-bullying and cyberbullying rules and a school official has reasonable grounds to believe a student is using a phone or communication device for bullying, the device can probably be seized and searched. If a teacher finds evidence of a crime, police would be able to use the evidence to lay a charge.

Under an approach like that taken in the \textit{MRM} case, we can expect to see Charter rights and privacy rights subject to limits in schools in the interests of preserving a safe and orderly learning environment.\(^\text{19}\) This will give some scope for governments and schools attempting to stop bullying and cyberbullying, but any law or policy aimed at bullying must be careful not to overstep the bounds of the Charter. Such laws or policies should be very clear about what kind of behaviour is prohibited and in what circumstances. Freedom of expression is one of Canadians’ most important and protected freedoms, and courts will not allow it to be limited carelessly or without good reason. How freedom of expression and privacy interests in the school context are interpreted by appellate courts will have a major effect on how anti-bullying legislation and anti-bullying policies are handled in the future.

Students presumably have a greater expectation of privacy, like ordinary citizens, when they are not in school. Online anonymity has been recognized as a legitimate privacy interest, and there

\(^{17}\) Hunter \textit{v Southam Inc}, [1984] 2 SCR 145; Cheskes \textit{v. Ontario (Attorney General)}, 2007 Ont SC 38387 (CanLII). In the private law context, the Ontario Court of Appeal has recently recognized the tort of invasion of privacy or “intrusion upon seclusion” in the interesting case of Jones \textit{v. Tsige}, 2012 ONCA 32.


\(^{19}\) W. MacKay, “Don’t Mind Me I’m From the R.C.M.P.: Another Brick in the Wall Between Students and Their Rights” (1997) 7 C.R. (3\textsuperscript{rd}) 24.
have been cases in which the courts have refused to order that the identity of an anonymous online blogger be revealed.\textsuperscript{20} The reasonableness of an expectation of anonymity is determined on a case-by-case basis. Courts have generally held that in view of a \textit{prima facie} case of defamation, and the absence of any suggestion of a compelling interest that would favour anonymity (such as fair comment), the expectation of anonymity is not a reasonable one. Courts will also look at the question of whether the public interests favouring disclosure outweigh the legitimate interests of freedom of expression and the right to privacy of the persons sought to be identified.\textsuperscript{21} A recent Nova Scotia case involving allegations of online bullying and defamation on Facebook illustrates that a court will sometimes order that an internet service provider reveal the identity of an otherwise anonymous poster.\textsuperscript{22} This case, known as \textit{AB v Bragg Communications Inc}, is scheduled to be heard by the Supreme Court of Canada in 2012, and deals with important issues about privacy in the sphere of online social networking and the special nature of young litigants.

\textbf{Criminal Law: Is Cyberbullying a Crime?}

It is tempting to think immediately of the criminal law when thinking of bullying. Is bullying a crime? Should it be? Are there appropriate criminal responses to bullying? The answer is: sometimes bullying is a crime, but not always, depending on the circumstances. Certain activities do cross the threshold into the criminal realm. Some examples of offences under the \textit{Criminal Code} that are relevant to bullying and cyberbullying are: assault, criminal harassment, uttering threats, defamatory libel, incitement of hatred, counselling suicide, robbery, extortion, mischief to property or data, unauthorized use of a computer, and possession/distribution of child pornography.\textsuperscript{23} There may be others as well.

There is a debate about whether certain provisions of the \textit{Criminal Code} need to be updated to specify that certain crimes such as harassment and defamatory libel can be committed using computers or the internet, but such movements have not found much traction to date, as many experts argue our criminal laws as presently written are inclusive enough to respond to advances in technology. Others argue that cyberbullying should be added to the \textit{Criminal Code} as a distinct crime.

Given the range of behaviours that comprise bullying it is clear that not every instance of bullying will constitute a criminal offence. Moreover, the criminal law, while necessary and useful in certain serious cases, is a limited and often ineffective tool against the social problem of bullying. Criminal law focuses on behaviour after it has happened, and has limited impact on prevention or deterrence. Research has shown that meaningful consequences for youth criminal activity must be imposed quickly in order to have an impact, given a young person’s sense of time.\textsuperscript{24} The criminal process can also be lengthy and cumbersome. In many ways criminal law

\textsuperscript{20} See for example, \textit{Morris v Johnson}, 2011 ONSC 3996 (CanLII)
\textsuperscript{21} \textit{Warman v Wilkins-Fournier}, [2010] OJ No 1846 (Ont SC)
\textsuperscript{22} \textit{AB v Bragg Communications Inc}, 2011 NSCA 26 (CanLII)
\textsuperscript{24} Nunn Commission of Inquiry, \textit{Spiralling Out of Control: Lessons Learned From a Boy in Trouble: Report of the Nunn Commission of Inquiry} (Halifax: Queen’s Printer, 2006)
offers little to help the victim, as it is focused on consequences for the perpetrator. The emphasis is on blame rather than compensating the victim.

In Canada there is a separate system of justice for young people between the ages of 12-17. Those under the age of 12 do not fall within the jurisdiction of the criminal system, and instead are dealt with by parents, schools, medical personnel and potentially child welfare authorities. Those over 18 fall within the jurisdiction of the adult criminal justice system. The *Youth Criminal Justice Act*,\(^\text{25}\) a complex and modern federal statute in force since 2003, reflects a contemporary approach to youth justice, and is often referenced by other parts of the world as an example of an enlightened and forward-thinking approach to youth crime. Others are more critical of it as taking too soft an approach on youth crime. Some of the most salient features of our youth criminal justice system are:

- the diversion of less serious offences away from the formal court process wherever possible, and an emphasis on restorative justice
- a separate court for youth, and enhanced procedural protections
- an acknowledgment of the reduced moral blameworthiness of young people
- an emphasis on reinforcing the link between the offending behaviour and the consequences by timely intervention
- a focus on rehabilitation and reintegration, and on imposing meaningful consequences that take into account the youth’s life and experiences.
- sentencing principles that differ significantly from those used for adults, including a significant reduction in use of incarceration as a sentencing option

**Restorative Justice as part of the Youth Justice System**

One of the most important features of Canada’s youth justice system is its use of restorative justice at various points in the process. Nova Scotia has been recognized as a leader in the area of restorative justice, serving as a model for other jurisdictions. Restorative justice focuses on repairing harm to the community and the victim, restoring relationships, reintegrating the offender and emphasizing responsibility and accountability in meaningful ways. It is a flexible and modern approach to youth justice and, both practically and philosophically speaking, represents far more than merely the diversion of youth from the traditional court system. Restorative justice can be used effectively at any number of stages of a proceeding; depending on the particular charge, it may be used before or after a charge is laid, after a finding of guilt has been made by a judge, and in some cases, after a sentence has been imposed.

In many cases a restorative justice response to a bullying case would be suitable and arguably superior to a traditional formal court response, although there can be significant benefits to using restorative approaches where possible, they will not be appropriate in every case. For example, restorative justice is not advised in Nova Scotia at this time, for domestic abuse cases. One of the arguments in support of this is that the power imbalance inherent in many domestic violence cases makes them inappropriate for restorative justice. This raises questions about whether some cases of criminal bullying or cyberbullying might be more appropriately dealt with through the

\(^{25}\) *Youth Criminal Justice Act*, SC 2002, c 1
traditional court system, given that there will often be a power imbalance inherent in many bully/victim relationships. We do not recommend a moratorium on the use of restorative justice in criminal cases related to acts of bullying, harassment and intimidation, but the matter of whether a restorative response is appropriate will have to be weighed very carefully in each case, taking into account all the circumstances. In less serious cases of bullying and cyberbullying restorative approaches may be the best response. This is particularly true in the school context where restoring positive relationships is vital.

In summary, the criminal justice process has a legitimate role to play, and in some cases the criminal law may be an appropriate response to a bullying case. However, the primary focus should be on prevention, education and awareness, and on addressing bullying problems before they happen. As in so many cases an ounce of prevention is worth a pound of cure.

**Civil Law: The Tort of Defamation**

In addition to the criminal law, which involves offences against the state and which is governed by federal legislation, the law also allows for private civil remedies in appropriate cases. An injured party may bring a legal action against another party in the hope of getting a remedy. The most common remedy for such an action is damages, in the form of money compensation.

Defamation is a tort (a civil wrong), which could be applicable to some cases of cyberbullying, for example, in a case where someone has published or circulated false and harmful information on the internet. When done publicly, bullying of this sort may cross the line into defamation. To succeed in a defamation case, a plaintiff must prove that defamatory words referring to the plaintiff were conveyed to at least one other person.26

In a well known defamation case the Supreme Court of Canada confirmed that if one person writes a libel, another repeats it, and a third approves what is written, they are all potentially liable.27 Since social media sites like Facebook often allow users to publicly share or comment on others’ posted content, it appears that someone who "likes" or shares a defamatory post, or who comments approvingly on it, could be at risk of liability for defamation.

Exactly what constitutes publication in an online context has been the subject of recent debate and litigation. In 2011, the Supreme Court of Canada decided that a hyperlink, by itself, should not be seen as "publication" of the content to which it refers.28 According to this decision, hyperlinks are analogous to footnotes or references; they communicate that something exists, but do not inherently communicate its content. Therefore, publishing a hyperlink to a defamatory website or document, in itself, is not sufficient to ground a defamation action.

In the recent Nova Scotia defamation case relating to cyberbullying (mentioned above in relation to privacy), a fifteen-year-old girl identified only as A.B. alleged she was the victim of bullying through Facebook. An anonymous person had created a false Facebook profile indicating that it

27 *Hill v Church of Scientology of Toronto*, [1995] 2 SCR 1130
belonged to A.B.\textsuperscript{29} The profile included information that identified A.B., and allegedly contained offensive material about her appearance and sexuality. Upon A.B.’s request, Facebook provided the internet address associated with the account, which was traced to Eastlink in Dartmouth, owned by Bragg Communications. A.B. applied for a court order requiring Bragg Communications to disclose the identity of the person who had been assigned this internet address so that she could sue the person for defamation. A.B. also sought an order allowing her to proceed with the suit using only initials instead of her full name, as well as a partial publication ban preventing the publication of the content of the Facebook profile. These orders were opposed by two media outlets, Halifax Herald Limited and Global Television. Both asserted that the publication ban and anonymous proceeding would infringe the constitutional right to freedom of the press and go against the long established open court principle.

The Nova Scotia Court of Appeal ruled against A.B., holding that defamation is a claim that one’s reputation has been lowered in the eyes of the public. To bring an action for defamation, a person must present oneself and the alleged defamatory statements before a jury and in open court, with the diminished expectation of privacy that is part of civil litigation. As noted, the case has been appealed to the Supreme Court of Canada, which will deal with whether and when a child’s privacy and identity should be protected in a defamation case related to cyberbullying. This is one of the many new legal frontiers.

**Civil Law: The Tort of Negligence, and Liability of School Boards**

Occasionally bullied students will seek civil damages from school boards or Departments of Education, as compensation for injuries they have suffered as a result of bullying. Usually such cases are brought as negligence claims. Negligence, like defamation, is a civil tort, and the person initiating the court action must prove that the school board and/or Department owed them a duty of care, that it breached that duty of care by failing to satisfy the required standard of care, and that the student suffered injury or harm as a result of that breach. If they can prove all these elements, then they are entitled to compensation, usually in the form of money.

In Canada courts have long recognized that schools owe students a duty of care, and have held that the standard of care owed by a school to a student is that of a “reasonably prudent or careful parent.”\textsuperscript{30} There is little judicial guidance on the standard of care involving harm caused by student bullying, so it could prove challenging to bring an action against a school board or Education Department in such a case. Courts are likely to give school officials a great deal of deference in determining the reasonableness of their actions and decisions in the school context. Schools will not be held liable for unforeseeable events, and they are not required to constantly supervise students. They cannot guarantee safety but must avoid negligence.

There are pros and cons to suing school officials for negligence. From a policy perspective, the publicity surrounding such a case may perform a useful public awareness function and encourage governments and school boards to work towards more effective solutions in preventing and

\textsuperscript{29} AB v Bragg Communications Inc, 2011 NSCA 26 (CanLII).

monitoring bullying behavior. In a broader sense, therefore, civil litigation against a school board or Education Department can play an important societal role in emphasizing accountability of schools and school boards, and acting as a corrective mechanism and a source of pressure to “fix the system.”

However, from the perspective of the bullied student and his or her family, while it is important that such an option exists, it is not likely to be an appropriate avenue for all but the most serious of cases. It is true that such a lawsuit could result in a financial award or a settlement for the bullied student. However, civil litigation is expensive and slow-moving and can be emotionally devastating for the parties. Further, as with the criminal context, the process is focused on “fixing” (or at least compensating) the problem at the back end, so it does not do much in the way of prevention and deterrence except in the larger, more general sense referred to above.

Legislation which imposes additional statutory duties (that is, beyond those of the “reasonably prudent parent” legal standard) on school boards and their staff to prevent bullying, to initiate anti-bullying programs and to impose certain punishments on bullies, is increasingly being enacted in various jurisdictions. Imposing such statutory duties on school boards will have its costs and benefits. Such an approach is likely to widen the scope of the liability of school boards, since a court would take into account a breach of any such statute when assessing whether a school has been negligent. It might result in increased litigation and therefore in increased public awareness and pressure to improve the system. At the same time, of course, the reality is that increased litigation will result in increased legal costs for school boards. It is only one route to reducing bullying and cyberbullying but civil litigation or the threat of it, may promote more preventive initiatives to alleviate the bullying problem and to make students safer.

**Human Rights Legislation**

The Nova Scotia Human Rights Commission is a body created by the Nova Scotia *Human Rights Act*[^32], an important piece of provincial legislation that protects fundamental rights, promotes the principals of equal opportunity, and protects against discrimination. Each province in Canada has human rights legislation. There is a federal act as well which applies throughout Canada to areas that fall under federal jurisdiction such as federal departments and agencies, and federally regulated industries like banks, airlines, television and radio stations, inter-provincial communications companies and so on.[^33]

[^31]: John McKinlay, Robert J Konopasky, Abigail Konopasky, A Wayne MacKay & Tessa Barret, “Education’s Perfect Storm: Outmoded or no bullying policies, grievous harm to victims, and justifiable civil litigation” (Paper delivered at the Canadian Association for the Practical Study of Law in Education Conference, St John’s, 2 May 2011) to be published in the next book of proceedings on the 2011 Canadian Association of Practical Studies of Law and Education (CAPSLE).


[^33]: *Canadian Human Rights Act*, RSC 1985, c H-6. It should be noted that the telecommunications industry is federally regulated and falls under the jurisdiction of the *Canadian Human Rights Act* and the Canadian Human Rights Commission. Section 13 of that Act, which deals with hate speech, makes it an offence to communicate hate messages via the internet on a prohibited ground of discrimination. While some cases would fall within the jurisdiction of the Canadian Human Rights Commission (for example, general hate-mongering against an identifiable group), it is likely that most instances of student bullying and cyberbullying would fall within the jurisdiction of the provincial commission.
The role of the Nova Scotia Human Rights Commission is to promote human rights within the province in particular areas which fall under provincial jurisdiction, and to educate the public through research, collaboration, and education. The Commission also enforces the provisions of the Act and deals with complaints of human rights violations. Some complaints are resolved through informal processes, mediation or (commencing in January 2012) restorative approaches, and some are referred to an adjudicative process. Filing a complaint with the Nova Scotia Human Rights Commission is a process that is often more accessible to bullied students and their families than the civil court system. The process is free for the complainant, and can be less adversarial than the court process.

The Nova Scotia Human Rights Act prohibits discrimination based on a list of protected grounds in relation to a number of specified areas such as employment or the provision of services to the public. The protected grounds are: age; race; colour; religion; creed; sex; sexual orientation; physical or mental disability; an irrational fear of contracting an illness or disease; ethnic, national or aboriginal origin; family status; marital status; source of income; political belief, affiliation or activity; and association with another individual or class that would fall under these categories. 34

Significantly, the Act has a free-standing harassment provision in that harassment on any of these grounds is prohibited and does not have to be connected to employment or the provision of a specific service. 35 Harassment is defined in s. 3(ha) of the Act as “a course of vexatious conduct or comment that is known or ought reasonably to be known to be unwelcome”. Many instances of bullying and cyber-bullying would fall under this definition, especially those targeted at students for their sexual orientation, race, ethnic origin or disability.

The primary goal of human rights legislation is to eliminate discrimination. Although the Commission does prosecute violations, it has a strong mandate for education and addressing systemic problems. It provides non-adversarial methods for resolving conflicts, using mediation, consultation, and restorative approaches, which may be very helpful in preventing and resolving bullying problems within schools. As such, the Human Rights Commission has a pivotal and significant role to play in any bullying prevention strategy. Recently the human rights commission in Australia has been addressing issues of school bullying as a human rights issue within their jurisdiction.

The Education Act, Regulations, and School Board Policies

While it is apparent that criminal law, civil law and human rights law all have some involvement in this area, the problem of bullying and cyberbullying may ultimately be addressed most effectively within the school system through administrative policies flowing from Nova Scotia's Education Act, involving education, awareness and prevention campaigns, as well as progressive discipline strategies, and through empowering youth themselves to be part of the process. These are explored in considerable detail in the main body of the Task Force Report and will therefore not be elaborated here. The school system under the leadership of the Department of Education have a vital role to play in reducing incidents of bullying and cyberbullying.

34 HRA, s 5(1)(h) to (v).
35 HRA, s 5(3).
Concluding Thoughts

It is clear that there are many legal dimensions to the problems of bullying and cyberbullying and this brief commentary merely scratches the surface. There are as many or even more questions than there are answers in these new and evolving areas of the law. Modern technology and the explosion of social media, as a major form of communication, challenge the traditional notions of law and its utility in responding to the problems of bullying and cyberbullying. Furthermore, these problems and challenges are not unique to Canada. These problems are gaining more prominence throughout the world and bullying and cyberbullying are becoming major international social problems. The role that law can play in responding to this significant social problem of bullying is not entirely clear. It can be one important front in a multi-faceted strategy to reduce bullying and mitigate the negative consequences for the victims of this unwanted and undeserved attack upon their dignity as human beings. Legal changes can be an important component of a multi-faceted community response to the growing problems of bullying and cyberbullying. Such changes can also play a role in changing attitudes and values about these problems and the need to take action.
Appendix J –

Ontario Laws on Bullying and Discipline

1. Bill 157 (Keeping our Kids Safe at Schools Act) 2009 (Chapter 17)

2. Bill 13 (Accepting Schools Act) 2011

3. Bill 14 (Anti-Bullying Act) 2011
1. Bill 157 (Keeping Our Kids Safe at School) Act 2009 (Chapter 17)

CHAPTER 17

An Act to amend the Education Act

Assented to June 5, 2009

Note: This Act amends the Education Act. For the legislative history of the Act, see the Table of Consolidated Public Statutes – Detailed Legislative History at www.e-Laws.gov.on.ca.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. The Education Act is amended by adding the following sections:

   Delegation by principals

   300.1 (1) A principal of a school may delegate in writing any of his or her powers, duties or functions under this Part to,

   (a) a vice-principal of the school; and

   (b) a teacher employed in the school.

   Same

   (2) A teacher who is not a vice-principal may only act under a delegation under this section if the principal and vice-principal of the school are absent from the school.

   Same

   (3) A delegation under this section is subject to any restrictions, limitations and conditions set out in the delegation.
Same

(4) A delegation under this section shall be in accordance with any policies and guidelines established by the Minister under subsection 301 (5.1) or by the board under subsection 302 (0.1).

Reporting to the principal

300.2 An employee of a board who becomes aware that a pupil of a school of the board may have engaged in an activity described in subsection 306 (1) or 310 (1) shall, as soon as reasonably possible, report to the principal of the school about the matter.

Notice to parent or guardian

300.3 (1) Subject to subsections (2) and (3), if the principal of a school believes that a pupil of the school has been harmed as a result of an activity described in subsection 306 (1) or 310 (1), the principal shall, as soon as reasonably possible, notify the parent or guardian of the pupil.

Same

(2) A principal shall not, without the pupil’s consent, notify a parent or guardian of a pupil who is,

(a) 18 years or older; or

(b) 16 or 17 years old and has withdrawn from parental control.

Same

(3) A principal shall not notify a parent or guardian of a pupil if in the opinion of the principal doing so would put the pupil at risk of harm from a parent or guardian of the pupil, such that the notification is not in the pupil’s best interests.

Same

(4) When notifying a parent or guardian of a pupil under this section, the principal shall disclose,

(a) the nature of the activity that resulted in harm to the pupil;

(b) the nature of the harm to the pupil; and
(c) the steps taken to protect the pupil’s safety, including the nature of any
disciplinary measures taken in response to the activity.

Same

(5) When notifying a parent or guardian under this section, the principal
shall not disclose the name of or any other identifying or personal information
about a pupil who engaged in the activity that resulted in the harm, except in so
far as is necessary to comply with subsection (4).

Response by board employees

300.4 (1) If the Minister has established policies or guidelines under
subsection 301 (5.6), an employee of a board who observes a pupil of a school of
the board behaving in a way that is likely to have a negative impact on the school
climate shall respond in accordance with those policies and guidelines and in
accordance with any policies and guidelines established by the board under
subsection 302 (3.3).

Exception

(2) Subsection (1) does not apply in circumstances set out in a regulation
made under clause 316 (1) (d).

2. Section 301 of the Act is amended by adding the following subsections:

Same, governing delegation by principals

(5.1) The Minister may establish policies and guidelines with respect to
delegation by principals, under section 300.1, of their powers, duties or functions
under this Part.

Same, reporting to principals

(5.2) The Minister may establish policies and guidelines requiring
individuals described in subsection (5.3) who become aware that a pupil of a
school of a board may have engaged in an activity described in subsection 306 (1)
or 310 (1) to report to the principal of the school about the matter, as soon as
reasonably possible.
Same

(5.3) The individuals referred to in subsection (5.2) are individuals who are not board employees who come into direct contact with pupils of a board on a regular basis in the normal course of,

(a) providing goods or services to the board;

(b) carrying out their employment functions as an employee of a person who provides goods or services to the board; or

(c) providing services to a person who provides goods or services to the board.

Same

(5.4) The Minister may establish policies and guidelines with respect to reporting to principals under section 300.2 or under a policy or guideline established under subsection (5.2).

Same, support to certain pupils

(5.5) The Minister may establish policies and guidelines with respect to the support to be provided to a pupil when a principal does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3).

Same, governing responses by board employees

(5.6) The Minister may establish policies and guidelines with respect to responses under section 300.4 by employees of a board, including but not limited to policies and guidelines with respect to the kinds of responses that are appropriate.

3. (1) Section 302 of the Act is amended by adding the following subsection:

Board policies and guidelines

Delegation by principals

(0.1) Every board shall establish policies and guidelines with respect to delegation by principals, under section 300.1, of their powers, duties or functions
under this Part and the policies and guidelines must be consistent with the policies and guidelines established by the Minister under section 301, and must address such matters and include such requirements as the Minister may specify.

(2) Section 302 of the Act is amended by adding the following subsections:

Same, reporting to principals

(3.1) If required to do so by the Minister, a board shall establish policies and guidelines with respect to reporting to principals under section 300.2 or under a policy or guideline established under subsection 301 (5.2), and the policies and guidelines must be consistent with those established by the Minister under section 301 and must address such matters and include such requirements as the Minister may specify.

Same, support to certain pupils

(3.2) If required to do so by the Minister, a board shall establish policies and guidelines with respect to the support to be provided to a pupil when a principal does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3), and the policies and guidelines must be consistent with those established by the Minister under section 301 and must address such matters and include such requirements as the Minister may specify.

Same, governing responses by board employees

(3.3) If required to do so by the Minister, a board shall establish policies and guidelines with respect to responses under section 300.4 by employees of a board, including but not limited to policies and guidelines with respect to the kinds of responses that are appropriate, and the policies and guidelines must be consistent with those established by the Minister under section 301, and must address such matters and include such requirements as the Minister may specify.

4. Subsection 316 (1) of the Act is amended by adding the following clauses:

(c) governing actions to be taken by a principal who does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3);
(d) setting out circumstances in which employees are not required to respond under section 300.4.

Commencement

5. This Act comes into force on February 1, 2010.

Short title

6. The short title of this Act is the *Education Amendment Act (Keeping Our Kids Safe at School), 2009.*
2. Bill 13 (Accepting Schools Act) 2011

Bill 13

An Act to amend the Education Act with respect to bullying and other matters

The Hon. L. Broten
Minister of Education

Government Bill

1st Reading November 30, 2011
2nd Reading
3rd Reading
Royal Assent

Printed by the Legislative Assembly of Ontario

Projet de loi 13

Loi modifiant la Loi sur l'éducation en ce qui a trait à l'intimidation et à d'autres questions

L'honorable L. Broten
Ministre de l'Éducation

Projet de loi du gouvernement

1re lecture 30 novembre 2011
2e lecture
3e lecture
Sanction royale

Imprimé par l'Assemblée législative de l'Ontario
An Act to amend the Education Act with respect to bullying and other matters

Note: This Act amends the Education Act. For the legislative history of the Act, see the Table of Consolidated Public Statutes – Detailed Legislative History at www.elaws.gov.on.ca.

Preamble

The people of Ontario and the Legislative Assembly:

Believe that education plays a critical role in preparing young people to grow up as productive, contributing and constructive citizens in the diverse society of Ontario;

Believe that all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability;

Believe that a healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success;

Understand that students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated;

Believe that students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual, transgendered, transsexual, two-spirited, intersexed, queer and questioning) people;

Recognize that a whole-school approach is required, and that everyone — government, educators, school staff, parents, students and the wider community — has a role to play in creating a positive school climate and preventing inappropriate behaviour, such as bullying, sexual assault, gender-based violence and incidents based on homophobia;

Acknowledge that there is a need for stronger action to create a safe and inclusive environment in all schools, and to support all students, including both students who are

Loi modifiant la Loi sur l’éducation en ce qui a trait à l’intimidation et à d’autres questions


Préambule

La population de l’Ontario et l’Assemblée législative :

croient que l’éducation joue un rôle primordial pour préparer les jeunes à devenir des citoyens productifs qui contribuent à l’édification de la société diverse que constitue l’Ontario;

croient que tous les élèves devraient se sentir en sécurité à l’école et qu’ils ont droit à un climat scolaire positif qui soit inclusif et où ils se sentent acceptés, sans égard à la race, à l’ascendance, au lieu d’origine, à la couleur, à l’origine ethnique, à la citoyenneté, à la croyance, au sexe, à l’orientation sexuelle, à l’âge, à l’état matrimonial, à l’état familial ou au handicap;

croient qu’un milieu d’apprentissage sain, sécuritaire et inclusif dans lequel tous les élèves se sentent acceptés est une condition nécessaire à la réussite scolaire;

comprennent qu’on ne peut s’attendre à ce que les élèves atteignent leur plein potentiel dans un milieu où ils ne se sentent pas en sécurité ou à l’abri de l’intimidation;

croient que les élèves doivent être munis des connaissances, compétences, attitudes et valeurs nécessaires pour apprendre le monde et les autres de façon critique, ce qui signifie acquérir une conscience critique qui leur permet d’agir afin de rendre leurs écoles et leurs collectivités plus équitable et inclusives pour tous, y compris les personnes LGBTTIQ (lesbiennes, gaies, bisexuelles, transgenres, transféminines, bispirituelles, intersexuées, queer et en questionnement);

reconnaissent qu’une approche globale à l’échelle de l’école est requise et que tous — le gouvernement, les éducateurs, le personnel des écoles, les parents, les élèves et la communauté en son entier — ont un rôle à jouer dans l’instauration d’un climat scolaire positif et dans la prévention de comportements inappropriés tels que l’intimidation, l’agression sexuelle, la violence sexiste et les incidents fondés sur l’homophobie;

reconnaissent que des mesures plus vigoureuses sont indispensables pour créer un milieu sécuritaire et inclusif dans toutes les écoles et soutenir tous les élèves, aussi
impacted by and students who have engaged in inap-
propriate behavior, to assist them in developing healthy rela-
tionships, making good choices, continuing their learning
and achieving success.

Therefore, Her Majesty, by and with the advice and con-
sent of the Legislative Assembly of the Province of On-
tario, enacts as follows:

1. (1) Subsection 1 (1) of the Education Act is
amended by adding the following definition:

“bullying” means repeated and aggressive behaviour by a
pupil where,

(a) the behaviour is intended by the pupil to cause, or
the pupil ought to know that the behaviour would
be likely to cause, harm, fear or distress to another
individual, including psychological harm or harm
to the individual’s reputation, and

(b) the behaviour occurs in a context where there is a
real or perceived power imbalance between the pu-
pil and the individual based on factors such as size,
strength, age, intelligence, peer group power, eco-
nomic status, social status, religion, ethnic origin,
sexual orientation, family circumstances, gender,
race, disability or the receipt of special education;
(“intimidation”)

(2) Section 1 of the Act is amended by adding the
following subsection:

Bullying

(1.0.0.1) For the purposes of the definition of “bully-
ing” in subsection (1), behaviour includes the use of any
physical, verbal, electronic, written or other means.

2. (1) Paragraph 29.1 of subsection 8 (1) of the Act
is repealed and the following substituted:

equity and inclusive education

29.1 require boards to develop and implement an equity
and inclusive education policy, and, if required by
the Minister, submit the policy to the Minister and
implement changes to the policy as directed by the
Minister;

(2) Subsection 8 (1) of the Act is amended by adding
the following paragraph:

surveys under s. 169.1 (2.1)

31. establish policies and guidelines respecting the
surveys referred to in subsection 169.1 (2.1);

3. (1) Subsection 169.1 (1) of the Act is amended by
adding the following clauses:

(a.1) promote a positive school climate that is inclusive
and accepting of all pupils, including pupils of any
race, ancestry, place of origin, colour, ethnic ori-
gin, citizenship, creed, sex, sexual orientation, age,
marital status, family status or disability;

(a.2) promote the prevention of bullying;

bien ceux qui sont touchés par des comportements inap-
propriés que ceux qui se livrent à de tels comportements,
afin de les aider à établir des relations saines, à faire de bons choix, à poursuivre leur apprentissage et à réussir.

Pour ces motifs, Sa Majesté, sur l’avis et avec le consent-
tement de l’Assemblée législative de la province de l’Ontario, édicte :

1. (1) Le paragraphe 1 (1) de la Loi sur l’éducation
est modifié par adjonction de la définition suivante :

«intimidation» Comportement répété et agressif d’un
élève envers une autre personne qui, à la fois :

a) a pour but de lui causer un préjudice, de la peur ou
de la détresse — ou dont l’élève devrait savoir
qu’il aura vraisemblablement cet effet —, y com-
pris un préjudice psychologique ou un préjudice à
la réputation;

b) se produit dans un contexte de déséquilibre de
pouvoirs, réel ou perçu, entre l’élève et l’autre per-
sonne, selon des facteurs tels que la taille, la force,
l’âge, l’intelligence, le pouvoir des pairs, la situa-
tion économique, le statut social, la religion,
l’origine ethnique, l’orientation sexuelle, la situa-
tion familiale, le sexe, la race, le handicap ou des
besoins particuliers. («bullying»)

(2) L’article 1 de la Loi est modifié par adjonction
du paragraphe suivant :

Intimidation

(1.0.0.1) On entend en outre par comportement, pour
l’application de la définition de «intimidation» au para-
graphe (1), le recours à des moyens physiques, verbaux,
electroniques, écrits ou autres.

2. (1) La disposition 29.1 du paragraphe 8 (1) de la
Loi est abrogée et remplacée par ce qui suit :

equité et éducation inclusive

29.1 exiger des conseils qu’ils élaborent et mettent en
oeuvre une politique d’équité et d’éducation inclu-
sive et, si le ministre l’exige, qu’ils lui soumettent
 cette politique et y apportent les modifications qu’il
ordonne;

(2) Le paragraphe 8 (1) de la Loi est modifié par
adjonction de la disposition suivante :

sondages visés au par. 169.1 (2.1)

31. établir des politiques et des lignes directrices
concernant les sondages visés au paragraphe 169.1
(2.1);

3. (1) Le paragraphe 169.1 (1) de la Loi est modifié
par adjonction des alinéas suivants :

a.1) promouvoir un climat scolaire positif qui soit in-
clusive et où tous les élèves se sentent acceptés, sans
égard à la race, à l’ascendance, au lieu d’origine, à
la couleur, à l’origine ethnique, à la citoyenneté, à
la croyance, au sexe, à l’orientation sexuelle, à
l’âge, à l’état matrimonial, à l’état familial ou au
handicap;

a.2) promouvoir la prévention de l’intimidation;
(2) Section 169.1 of the Act is amended by adding the following subsections:

School climate surveys

(2.1) In fulfilling its duties under clause (1) (e) with respect to the effectiveness of policies developed by the board to promote the goals referred to in clauses (1) (a.1) and (a.2), every board shall use surveys to collect information from its pupils at least once every two years in accordance with any policies and guidelines made under paragraph 31 of subsection 8 (1).

Same

(2.2) In collecting information from pupils under subsection (2.1), a board shall not collect any name or any identifying number, symbol or other particular assigned to a pupil.

4. The Act is amended by adding the following section:

Purpose

300.0.1 The purposes of this Part include the following:

1. To create schools in Ontario that are safe, inclusive and accepting of all pupils.

2. To encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia.

3. To address inappropriate pupil behaviour and promote early intervention.

4. To provide support to pupils who are impacted by inappropriate behaviour of other pupils.

5. To establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.

6. To provide pupils with a safe learning environment.

5. The Act is amended by adding the following section:

Bullying Awareness and Prevention Week

300.0.2 (1) The week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.

Same, purpose

(2) The purpose of subsection (1) is to promote awareness and understanding of bullying and its consequences in the school community.

6. (1) Section 300.2 of the Act is amended by striking out “as soon as reasonably possible”.

(2) L’article 169.1 de la Loi est modifié par adjonction des paragraphes suivants :

Sondages sur le climat scolaire

(2.1) Pour s’acquitter des fonctions que lui attribue l’alinéa (1) e) quant à l’efficacité des politiques qu’il élaboré pour promouvoir les objectifs visés aux alinéas (1) a.1) et a.2), chaque conseil doit effectuer des sondages pour recueillir des renseignements auprès de ses élèves, au moins une fois tous les deux ans, conformément aux politiques et aux lignes directrices établies en vertu de la disposition 31 du paragraphe 8 (1).

Idem

(2.2) Lorsqu’il recueille des renseignements auprès des élèves en application du paragraphe (2.1), le conseil ne doit pas recueillir de nom ni de numéro d’identification, de symbole ou d’autre signe individuel attribué à un élève.

4. La Loi est modifiée par adjonction de l’article suivant :

Objet

300.0.1 La présente partie a notamment pour objet ce qui suit :

1. Créer en Ontario des écoles sécuritaires et inclusives où tous les élèves se sentent acceptés.

2. Favoriser un climat scolaire positif et prévenir les comportements inappropriés, notamment l’intimidation, l’agression sexuelle, la violence sexiste et les incidents fondés sur l’homophobie.

3. Traiter des comportements inappropriés chez les élèves et promouvoir l’intervention précoce.

4. Fournir un soutien aux élèves qui sont touchés par les comportements inappropriés d’autres élèves.

5. Mettre en place une démarche disciplinaire qui favorise des comportements positifs et qui emploie des mesures — notamment des conséquences et des soutiens appropriés pour les élèves — pour réagir aux comportements inappropriés.

6. Fournir aux élèves un milieu d’apprentissage sécuritaire.

5. La Loi est modifiée par adjonction de l’article suivant :

Semaine de la sensibilisation à l’intimidation et de la prévention

300.0.2 (1) La semaine qui commence le troisième dimanche de novembre de chaque année est proclamée Semaine de la sensibilisation à l’intimidation et de la prévention.

Idem : objet

(2) Le paragraphe (1) a pour objet de promouvoir la sensibilisation à l’intimidation et à ses conséquences au sein de la communauté scolaire ainsi que la compréhension de ces réalités.

6. (1) L’article 300.2 de la Loi est modifié par suppression de «dès qu’il est raisonnablement possible de le faire» à la fin de l’article.
(2) Section 300.2 of the Act is amended by adding the following subsection:

Same

(2) An employee shall report to the principal as soon as reasonably possible or, if a different time period is specified by the policies or guidelines, within that time period.

7. (1) Subsection 301 (2) of the Act is amended by adding the following paragraph:

7. To prevent bullying in schools.

(2) Section 301 of the Act is amended by adding the following subsection:

Same, governing discipline

(6) The Minister may establish policies and guidelines with respect to disciplining pupils, including policies and guidelines respecting,

(a) the use of disciplinary measures within a framework that,

(i) identifies pupil behaviours that are inappropriate and that, without excluding less serious behaviour, include bullying, sexual assault, gender-based violence and incidents based on homophobia,

(ii) provides for appropriate consequences for pupils who engage in inappropriate behaviour,

(iii) provides for progressively more serious consequences for repeated or more serious inappropriate behaviour,

(iv) provides support for pupils who are impacted by inappropriate behaviour, and for pupils who engage in inappropriate behaviour, to assist them in developing healthy relationships, making good choices, continuing their learning and achieving success,

(v) provides for prevention strategies, and

(vi) provides for early and ongoing intervention strategies;

(b) opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;

(2) L’article 300.2 de la Loi est modifié par adjonction du paragraphe suivant :

Idem

(2) L’employé fait rapport au directeur d’école dès qu’il est raisonnablement possible de le faire ou dans l’autre délai que précisent les politiques ou les lignes directrices, le cas échéant.

7. (1) Le paragraphe 301 (2) de la Loi est modifié par adjonction de la disposition suivante :

7. Prévenir l’intimidation dans les écoles.

(2) L’article 301 de la Loi est modifié par adjonction du paragraphe suivant :

Same, governing discipline

(6) Le ministre peut établir des politiques et des lignes directrices relatives aux mesures disciplinaires qui peuvent être imposées aux élèves, notamment des politiques et des lignes directrices traitant de ce qui suit :

a) l’utilisation de mesures disciplinaires s’inscrivant dans un cadre qui :

(i) définit les comportements d’élèves qui sont inappropriés, notamment — sans exclure des comportements moins graves — l’intimidation, l’agression sexuelle, la violence sexiste et les incidents fondés sur l’homophobie,

(ii) prévoit des conséquences appropriées pour les élèves qui se livrent à des comportements inappropriés,

(iii) prévoit des conséquences progressivement plus sévères pour des comportements inappropriés répétés ou plus graves,

(iv) fournit un soutien aussi bien aux élèves qui sont touchés par des comportements inappropriés qu’à ceux qui se livrent à de tels comportements afin de les aider à établir des relations saines, à faire de bons choix, à poursuivre leur apprentissage et à réussir,

(v) prévoit des stratégies de prévention,

(vi) prévoit des stratégies d’intervention précoce et continue;

b) des occasions, pour tous les élèves, leurs parents et tuteurs ainsi que tous les enseignants et autres membres du personnel d’une école, d’accroître leur compréhension des comportements inappropriés chez les élèves et leur sensibilisation à ces comportements;
(c) opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;

(d) training for all teachers and other staff;

(e) procedures for responding appropriately and in a timely manner to inappropriate behaviour;

(f) resources to support pupils who are impacted by inappropriate behaviour;

(g) resources to support pupils who have engaged in inappropriate behaviour;

(h) a process that parents or guardians of pupils described in clause (f) or (g) can follow if they have concerns about the support provided to their child.

(4) Section 301 of the Act is amended by adding the following subsections:

Same, bullying

(7.1) The Minister may establish policies and guidelines with respect to bullying prevention and intervention in schools, including policies and guidelines respecting,

(a) training for all teachers and other staff;

(b) resources to support pupils who are impacted by bullying;

(c) the resources provided, as part of programs described in section 312, to pupils who have been suspended or expelled for bullying;

(d) procedures that allow pupils to report incidents of bullying safely and in a way that minimizes the possibility of retribution;

(e) the use of disciplinary measures within the framework described in clause (6) (a) in response to bullying;

(f) procedures for responding appropriately and in a timely manner to bullying.

Approval and changes, board policies and guidelines

(11) The Minister may require boards to submit any policy or guideline established under section 302 to the Minister and to implement changes to the policy or guideline as directed by the Minister.

8. (1) Subsection 302 (2) of the Act is repealed and the following substituted:

Same, governing discipline

(2) Every board shall establish policies and guidelines

c) des occasions, pour tous les enseignants et autres membres du personnel d’une école, d’accroître leur capacité à réagir aux comportements inappropriés des élèves;

d) la formation de tous les enseignants et autres membres du personnel;

e) des procédures pour réagir de façon appropriée et opportune aux comportements inappropriés;

f) des ressources pour soutenir les élèves touchés par des comportements inappropriés;

g) des ressources pour soutenir les élèves qui se sont livrés à des comportements inappropriés;

h) un processus que les parents ou tuteurs des élèves visés à l’alinéa f) ou g) peuvent suivre s’ils ont des préoccupations quant au soutien fourni à leur enfant.

(4) L’article 301 de la Loi est modifié par adjonction des paragraphes suivants :

Idem : intimidation

(7.1) Le ministre peut établir des politiques et des lignes directrices relatives à la prévention et à l’intervention en matière d’intimidation dans les écoles, notamment des politiques et des lignes directrices traitant de ce qui suit :

a) la formation de tous les enseignants et autres membres du personnel;

b) des ressources pour soutenir les élèves touchés par l’intimidation;

c) les ressources fournies, dans le cadre des programmes visés à l’article 312, aux élèves qui ont été suspendus ou renvoyés pour cause d’intimidation;

d) des procédures permettant aux élèves de signaler les incidents d’intimidation en toute sécurité et d’une façon qui réduit au minimum les risques de représailles;

e) l’utilisation de mesures disciplinaires s’inscrivant dans le cadre visé à l’alinéa (6) a) en cas d’intimidation;

f) des procédures pour réagir de façon appropriée et opportune à l’intimidation.

Approbation et modifications : politiques et lignes directrices des conseils

(11) Le ministre peut exiger des conseils qu’ils lui soumettent toute politique ou ligne directrice établie en application de l’article 302 et y apportent les modifications qu’il ordonne.

8. (1) Le paragraphe 302 (2) de la Loi est abrogé et remplacé par ce qui suit :

Idem : mesures disciplinaires

(2) Chaque conseil établit des politiques et des lignes
with respect to disciplining pupils, and the policies and guidelines must,

(a) be consistent with this Part and with those established by the Minister under section 301;

(b) address every matter described in clauses 301 (6) (a) to (h); and

(c) address any other matter and include any other requirement that the Minister may specify.

(2) Section 302 of the Act is amended by adding the following subsection:

Same, governing bullying

(3.4) Every board shall establish policies and guidelines with respect to bullying prevention and intervention in schools, and the policies and guidelines must,

(a) be consistent with those established by the Minister under section 301;

(b) address every matter described in clauses 301 (7.1) (a) to (f); and

(c) address any other matter and include any other requirement that the Minister may specify.

9. The Act is amended by adding the following section:

Board support for certain pupil activities and organizations

303.1 Every board shall support pupils who want to establish and lead,

(a) activities or organizations that promote gender equity;

(b) activities or organizations that promote anti-racism;

(c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or

(d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.

10. Subsection 310 (1) of the Act is amended by adding the following paragraphs:

7.1 Bullying, if,

i. the pupil has previously been suspended for engaging in bullying, and

ii. the pupil’s continuing presence in the school creates an unacceptable risk to the safety of another person.

directrices relatives aux mesures disciplinaires qui peuvent être imposées aux élèves. Ces politiques et lignes directrices doivent:

a) être compatibles avec la présente partie et avec celles qu’établit le ministre en vertu de l’article 301;

b) traiter de toutes les questions visées aux alinéas 301 (6) (a) à (h);

c) traiter des autres questions et comporter les autres exigences que précise le ministre.

(2) L’article 302 de la Loi est modifié par adjonction du paragraphe suivant :

Idem : intimidation

(3.4) Chaque conseil établit des politiques et des lignes directrices relatives à la prévention et à l’intervention en matière d’intimidation dans les écoles. Ces politiques et lignes directrices doivent:

a) être compatibles avec celles qu’établit le ministre en vertu de l’article 301;

b) traiter de toutes les questions visées aux alinéas 301 (7.1) (a) à (f);

c) traiter des autres questions et comporter les autres exigences que précise le ministre.

9. La Loi est modifiée par adjonction de l’article suivant :

Appui du conseil pour certaines activités et organisations d’élèves

303.1 Chaque conseil appuie les élèves qui désirent mettre sur pied et diriger:

a) des activités ou des organisations qui encouragent l’équité entre les sexes;

b) des activités ou des organisations qui encouragent la lutte contre le racisme;

c) des activités ou des organisations qui encouragent la sensibilisation aux personnes handicapées, la compréhension de leur situation et le respect à leur égard;

d) des activités ou des organisations qui encouragent la sensibilisation aux personnes de toutes orientations et identités sexuelles — y compris les organisations portant le nom « alliance gay-hétéro » ou un autre nom —, la compréhension de leur situation et le respect à leur égard.

10. Le paragraphe 310 (1) de la Loi est modifié par adjonction des dispositions suivantes :

7.1 Pratiquer l’intimidation, si les circonstances suivantes sont réunies :

i. l’élève a déjà été suspendu pour avoir pratiqué l’intimidation,

ii. la présence continue de l’élève dans l’école représente un risque inacceptable pour la sécurité d’une autre personne.
7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, or any other similar factor.

Commencement

11. (1) Subject to subsection (2), this Act comes into force on September 1, 2012.

Same

(2) Section 5 comes into force on the day this Act receives Royal Assent.

Short title

12. The short title of this Act is the Accepting Schools Act, 2011.

7.2 Se livrer à une autre activité visée au paragraphe 306 (1) qui est motivée par des préjugés ou de la haine fondés sur des facteurs tels que la race, l’origine nationale ou ethnique, la langue, la couleur, la religion, le sexe, l’âge, la déficience mentale ou physique ou l’orientation sexuelle.

Entrée en vigueur

11. (1) Sous réserve du paragraphe (2), la présente loi entre en vigueur le 1er septembre 2012.

Idem

(2) L’article 5 entre en vigueur le jour où la présente loi reçoit la sanction royale.

Titre abrégé

12. Le titre abrégé de la présente loi est Loi de 2011 pour des écoles tolérantes.
3. Bill 14 (Anti-Bullying Act) 2011

Bill 14

An Act to designate
Bullying Awareness and
Prevention Week in Schools
and to provide for
bullying prevention curricula, policies
and administrative accountability
in schools

Mrs. Witmer

Private Member’s Bill

1st Reading November 30, 2011
2nd Reading
3rd Reading
Royal Assent

Projet de loi 14

Loi désignant la Semaine de
la sensibilisation à l’intimidation
et de la prévention dans les écoles
et prévoyant des programmes-cadres,
des politiques et une responsabilité
administrative à l’égard de
la prévention de l’intimidation
dans les écoles

M’dre Witmer

Projet de loi de député

1° lecture 30 novembre 2011
2° lecture
3° lecture
Sanction royale

Printed by the Legislative Assembly
c’Ontario

Imprimé par l’Assemblée législative
de l’Ontario
The Bill designates the week beginning with the third Sunday in November in each year as Bullying Awareness and Prevention Week in Schools.

The Bill also amends the Education Act to deal with bullying by pupils that occurs in schools. It covers bullying that occurs on a school site or public property within 50 metres of a school site, during an activity conducted for a school purpose, through the use of technology provided to pupils by a school or through any technology if it affects the orderly operation of a school. A school board is required to provide instruction on bullying prevention, remedial programs for victims and perpetrators of bullying, professional development programs for teachers and information for the public.

The Minister of Education is required to develop a model bullying prevention plan to assist school boards. In turn, school boards are required to establish a bullying prevention plan.

Teachers and other persons who work in a school are required to report to the principal acts of bullying that they observe in the school. If, after conducting an investigation, the principal believes that an act of bullying has occurred, the principal is required to take the action specified in the Bill and to submit an annual report to the school board on acts of bullying in the school. The board must forward the report to the Minister who is required to include a reference to it in the Minister’s annual report to the Legislative Assembly.

Le projet de loi désigne la semaine qui commence le troisième dimanche de novembre de chaque année comme Semaine de la sensibilisation à l’intimidation et de la prevention dans les écoles.

Le projet de loi modifie aussi la Loi sur l’éducation afin de traiter de l’intimidation pratiquée par les élèves dans les écoles, notamment de l’intimidation qui se produit sur un emplacement scolaire ou sur une propriété publique située à 50 mètres ou moins d’un tel emplacement, au cours d’une activité qui a lieu à des fins scolaires, au moyen d’une technologie qu’une école fournit aux élèves ou au moyen de n’importe quelle technologie, si cela a des répercussions sur le bon fonctionnement d’une école. Les conseils scolaires sont tenus de fournir un enseignement sur la prevention de l’intimidation, d’offrir des programmes correctifs pour les victimes d’intimidation et pour ceux qui la pratiquent, de créer des programmes de perféctionnement professionnel pour les enseignants et de mettre des renseignements à la disposition du public.

Le ministre de l’Éducation est tenu d’élaborer un plan type de prévention de l’intimidation afin d’aider les conseils scolaires, lesquels sont tenus d’établir un plan de prévention de l’intimidation.

Les enseignants et les autres personnes qui travaillent dans une école ont l’obligation de signaler au directeur d’école les actes d’intimidation dont ils sont témoins dans l’école. S’il, après enquête, le directeur d’école croit qu’un acte d’intimidation s’est produit, il est tenu de prendre les mesures précisées dans le projet de loi et de remettre au conseil scolaire un rapport annuel sur les actes d’intimidation survenus dans l’école. Le conseil scolaire doit envoyer le rapport au ministre, qui est tenu d’en faire mention dans son rapport annuel à l’Assemblée Legislative.
An Act to designate Bullying Awareness and Prevention Week in Schools and to provide for bullying prevention curricula, policies and administrative accountability in schools

Note: This Act amends the Education Act. For the legislative history of the Act, see the Table of Consolidated Public Statutes – Detailed Legislative History at www.els.gov.on.ca.

Preamble

Bullying, particularly in schools, has become an increasing problem in Canada. Victims of bullying have suffered mental anguish, bodily injury and even death at the hands of their tormentors.

Bullying can leave a harmful and long-lasting mark on its victims. It can leave children with painful emotional and mental scarring and a lifelong struggle with self-esteem. Bullying can therefore impair the ability of a victim to contribute meaningfully to society and to function normally in the victim’s family environment.

Bullies suffer as well, since bullying may be indicative of deeper psychological and emotional problems. Children who bully more frequently experience psychological problems later in life, such as aggressive tendencies and occasional symptoms of depression. Childhood bullies often display the same types of behaviour as adults and are found to be more likely to harass co-workers or commit spousal, child or senior abuse. Studies have shown that bullies are far more likely to engage in delinquent behaviour. According to Public Safety Canada, students who engage in bullying are 37 per cent more likely than those who do not to commit offences as adults.

Bullying also creates a poisoned atmosphere among persons who observe the bullying of others. For example, the occurrence of bullying can intimidate observers, lead observers to excuse, accommodate or even encourage the bully or, worst of all, lead them to try bullying them-


Préambule

L’intimidation, particulièrement dans les écoles, est un problème de plus en plus important au Canada. Les victimes de l’intimidation ont subi des dommages psychologiques et des blessures corporelles et sont même décédées aux mains de leurs agresseurs.

L’intimidation peut laisser chez ses victimes des traces néfastes et durables. Elle peut causer des cicatrices psychologiques et psychiques douloureuses chez les enfants et peut être à l’origine de problèmes d’estime de soi qui perdurent tout au long de la vie. L’intimidation peut donc nuire à la capacité de la victime d’apporter une contribution significative à la société et de fonctionner de façon normale en milieu familial.

Ceux qui pratiquent l’intimidation souffrent eux aussi, puisque l’intimidation peut généralement révéler des problèmes psychologiques ou émotionnels plus profonds. Les enfants qui pratiquent l’intimidation présentent souvent, plus tard dans leur vie, des problèmes psychologiques tels que des tendances à l’agressivité et des symptômes occasionnels de dépression. Les enfants qui intimident présentent souvent les mêmes types de comportements en tant qu’adultes et sont plus susceptibles de harceler leurs collègues ou de commettre de la violence à l’égard d’un conjoint ou d’une conjointe, d’un enfant ou d’une personne âgée. Des études ont démontré que ceux qui pratiquent l’intimidation sont beaucoup plus susceptibles de se livrer à des comportements délinquants. Selon Sécurité publique Canada, les élèves qui se livrent à l’intimidation ont 37 pour cent plus de chances de commettre des infractions à l’âge adulte que ceux qui ne le font pas.

L’intimidation crée de plus une atmosphère empoisonnée pour les personnes qui en sont témoins. Par exemple, un incident d’intimidation peut à son tour intimider les témoins, les amener à excuser, à accepter ou même à encourager celui qui pratique l’intimidation ou, pire encore, les
selves. The negative cost of bullying to society at large is therefore considerable.

A safe and inclusive learning environment in schools is critical for students to achieve academic success. Parents and students must be confident in knowing that the school environment is free from harassment, violence, intolerance and intimidation, all of which are forms of bullying.

In December 2009, the *Occupational Health and Safety Act* was amended to add Part III.0.1 to provide protective measures against violence and harassment in the workplace. Such harassment can include bullying. It is appropriate to expand that approach to deal with bullying in schools. Bullying in schools is particularly odious since its victims are children who are often less able to defend themselves than adults are.

It is appropriate to designate a week to express our collective opposition to bullying and to take measures to raise awareness and to prevent bullying in all of its many forms in the school environment.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

**Bullying Awareness and Prevention Week in Schools:**

1. The week beginning with the third Sunday in November in each year is designated as Bullying Awareness and Prevention Week in Schools.

**EDUCATION ACT**

2. (1) Subsection 1 (1) of the *Education Act* is amended by adding the following definition:

   "bullying" means the severe or repeated use by one or more pupils of a written, verbal, electronic or other form of expression, a physical act or gesture or any combination of them if it is directed at another pupil and if it has the effect of or is reasonably intended to have the effect of,

   (a) causing physical or emotional harm to the other pupil or damage to the other pupil’s property,

   (b) placing the other pupil in reasonable fear of harm to himself or herself or damage to his or her property,

   (c) creating a hostile environment at school for the other pupil,

   (d) infringing on the legal rights of the other pupil at school, or

   (e) materially and substantially disrupting the education process or the orderly operation of a school; ("intimidation")

(2) Section 1 of the Act is amended by adding the following subsections:

amener à pratiquer l’intimidation eux-mêmes. Le préjudice causé à la société par l’intimidation est, par conséquent, considérable.

Un milieu d’apprentissage sécuritaire et inclusif est d’une importance cruciale pour la réussite scolaire des élèves. Les parents et les élèves doivent pouvoir être sûrs que le milieu scolaire est libre de harcèlement, de violence et d’intolérance, qui sont tous des formes d’intimidation.

En décembre 2009, la *Loi sur la santé et la sécurité au travail* a été modifiée par l’adjonction de la partie III.0.1, laquelle prévoit des mesures de protection contre la violence et le harcèlement dans le lieu de travail. L’intimidation peut être une forme de harcèlement. Il convient d’étendre cette démarche pour lutter contre l’intimidation dans les écoles, laquelle est tout particulièrement odieuse car ses victimes sont des enfants qui sont souvent moins en mesure de se défendre que des adultes.

Il convient donc de désigner une semaine pour exprimer notre opposition collective face à l’intimidation et de prendre des mesures de sensibilisation et de prévention à l’égard de l’intimidation, sous toutes ses formes, qui sévit en milieu scolaire.

Pour ces motifs, Sa Majesté, sur l’avis et avec le consentement de l’Assemblée législative de la province de l’Ontario, édicte :

**Semaine de la sensibilisation à l’intimidation et de la prévention dans les écoles**

1. La semaine qui commence le troisième dimanche de novembre de chaque année est désignée Semaine de la sensibilisation à l’intimidation et de la prévention dans les écoles.

**LOI SUR L’ÉDUCATION**

2. (1) Le paragraphe 1 (1) de la *Loi sur l’éducation* est modifié par adjonction de la définition suivante :

   «intimidation» Emploi répété ou grave, par un ou plusieurs élèves, d’un commentaire, que ce soit de façon verbale, par écrit, par des moyens électroniques ou par tout autre moyen, d’un acte physique ou d’un geste ou de toute combinaison de ces éléments, qui s’adresse à un autre élève et qui a ou dont on peut raisonnablement s’attendre à ce qu’il ait un ou l’autre des effets suivants :

   a) causer des maux physiques ou affectifs à l’autre élève ou endommager les biens de celui-ci;

   b) produire chez l’autre élève une crainte raisonnable de préjudice à son endroit ou de dommage à ses biens;

   c) créer un milieu hostile à l’école pour l’autre élève;

   d) porter atteinte aux droits reconnus par la loi de l’autre élève à l’école;

   e) perturber de façon importante et substantielle le déroulement de l’enseignement ou le fonctionnement ordonné d’une école. («bullying»)

(2) L’article 1 de la *Loi* est modifié par adjonction des paragraphes suivants :


Cyber-bullying

(1.2) Without limiting the generality of the definition of “bullying” in subsection (1), bullying includes bullying, known as cyber-bullying, that is done through any form of electronic means using any technique, including,

(a) creating a web page or a blog in which the creator assumes the identity of another person;
(b) impersonating another person as the author of posted content or messages; and
(c) communicating material to more than one person or posting material on an electronic medium that may be accessed by one or more persons.

Bullying in schools

(1.2.0.1) For the purposes of this Act, bullying shall be deemed to occur in a school if it occurs,

(a) on a school site or public property within 50 metres of a school site;
(b) during the course of an activity, function or program that is conducted for a school purpose, whether or not it takes place at a school site;
(c) through the use of technology or an electronic device provided to pupils by a school; or
(d) through the use of technology or an electronic device that is not provided to pupils by a school if the bullying has the effect of or is reasonably intended to have the effect described in clause (c), (d) or (e) of the definition of “bullying” in subsection (1).

3. Section 3 of the Act is amended by adding the following subsection:

Same acts of bullying

(2) The report shall specify,

(a) the number of reports of an act of bullying that the Minister has received from boards under paragraph 7.8 of subsection 170 (1) during the immediately preceding fiscal year; and

(b) the steps that the Minister has taken during the immediately preceding fiscal year to address bullying in schools.

4. (1) Subsection 170 (1) of the Act is amended by adding the following paragraphs:

instruction on bullying prevention

7.4 provide instruction on bullying prevention during the school year for every pupil who has a right to attend a school under the jurisdiction of the board and ensure that the instruction is appropriate to the age of the pupils receiving it and conforms with the

Cyber-intimidation

(1.2) Sans préjudice de la portée générale de la définition de «intimidation» au paragraphe (1), cette dernière s'entend notamment de la forme d'intimidation appelée cyber-intimidation qui est perpétrée par n'importe quel moyen électronique, au moyen de n'importe quelle technique, notamment :

a) par la création d'une page Web ou d'un blogue où le créateur usurpe l'identité d'une autre personne;

b) par la présentation d'une autre personne comme étant l'auteur de renseignements ou de messages affichés;

c) par la communication d'éléments d'information à plus d'une personne, ou leur affichage sur un support électronique auquel une ou plusieurs personnes ont accès.

Intimidation dans les écoles

(1.2.0.1) Pour l'application de la présente loi, l'intimidation est réputée se produire dans une école si elle se produit, selon le cas :

(a) sur un emplacement scolaire ou sur une propriété publique située à 50 mètres ou moins d'un tel emplacement;

b) au cours d'une activité ou d'un programme qui a lieu à des fins scolaires, qu'il se déroule ou non sur un emplacement scolaire;

c) au moyen d'une technologie ou d'un dispositif électronique que l'école fournit aux élèves;

(d) au moyen d'une technologie ou d'un dispositif électronique qui n'est pas fourni aux élèves par l'école, si l'intimidation a l'effet indiqué à l'alinéa c), d) ou e) de la définition de «intimidation» au paragraphe (1) ou si on peut raisonnablement s'attendre à ce qu'elle atteint cet effet.

3. L'article 3 de la Loi est modifié par adjonction du paragraphe suivant :

Idem : actes d'intimidation

(2) Le rapport fait état de ce qui suit :

a) le nombre de rapports relatifs à des actes d'intimidation reçus par le ministre de la part des conseils en application de la disposition 7.8 du paragraphe 170 (1) au cours de l'exercice précédent;

b) les mesures prises par le ministre au cours de l'exercice écoulé pour remédier à l'intimidation dans les écoles.

4. (1) Le paragraphe 170 (1) de la Loi est modifié par adjonction des dispositions suivantes :

enseignement sur la prévention de l'intimidation

7.4 fournir aux élèves en droit de fréquenter une école placée sous sa compétence un enseignement sur la prévention de l'intimidation pendant l'année scolaire et veiller à ce que cet enseignement convienne à l'âge des élèves qui le reçoivent et respecte les
remedial programs for bullying

7.5 ensure that schools within its jurisdiction provide remedial programs designed to assist victims of bullying recover and to discourage perpetrators of bullying from continuing to engage in bullying, which programs may be offered by social workers, psychologists or other trained professionals;

professional development program on bullying

7.6 establish professional development programs that are designed to educate teachers in schools within its jurisdiction about bullying and strategies for dealing with bullying, including the strategies, if any, that the Minister has approved, and ensure that the programs are open to teachers' assistants in its schools;

educational material on bullying

7.7 make available to the public information about recognizing and dealing with bullying;

(2) Subsection 170 (1) of the Act is amended by adding the following paragraph:

principals’ reports on bullying

7.8 promptly forward to the Minister the reports that it receives from principals under subsection 305.1 (4);

5. Clause 264 (1) (b) of the Act is amended by adding “and the professional development programs established by the board under paragraph 7.6 of subsection 170 (1)” at the end.

6. Subsection 301 (2) of the Act is amended by adding the following paragraph:

5.1 To discourage bullying in schools.

7. The Act is amended by adding the following sections:

Model provincial bullying prevention plan

303.1 (1) In consultation with other Ministers of the Government of Ontario, the Minister shall develop a model bullying prevention plan to assist a board in establishing its bullying prevention plan under section 303.2.

Net binding

(2) The model bullying prevention plan is not a policy of the Minister and is not a regulation within the meaning of Part III (Regulations) of the Legislation Act, 2006.

Communication to boards

(3) The Minister shall make a copy of the model bullying prevention plan available to every board.

programmes-cadres publiés par le ministre, le cas échéant, en vertu de la disposition 3 du paragraphe 8 (1);

programmes correctifs en matière d’intimidation

7.5 veiller à ce que les écoles placées sous sa compétence offrent des programmes correctifs visant à aider les victimes d’intimidation à se rétablir et à dissuader ceux qui pratiquent l’intimidation de continuer à le faire, ces programmes pouvant être offerts par des travailleurs sociaux, des psychologues ou d’autres professionnels qualifiés;

programmes de perfectionnement professionnel sur l’intimidation

7.6 créer des programmes de perfectionnement professionnel visant à former les enseignants dans les écoles placées sous sa compétence au sujet de l’intimidation et des stratégies pour lutter contre elle, notamment les stratégies approuvées par le ministre, le cas échéant, et veiller à ce que les aides-enseignants dans ces écoles puissent y prendre part;

matériel didactique sur l’intimidation

7.7 mettre à la disposition du public des renseignements sur les façons de reconnaître l’intimidation et de lutter contre elle;

(2) Le paragraphe 170 (1) de la Loi est modifié par adjonction de la disposition suivante :

rapports des directeurs d’école sur l’intimidation

7.8 envoyer promptement au ministre les rapports qu’il reçoit des directeurs d’école en application du paragraphe 305.1 (4);

5. L’alinéa 264 (1) b) de la Loi est modifié par adjonction de cet aux programmes de perfectionnement professionnel créés par le conseil en application de la disposition 7.6 du paragraphe 170 (1) à la fin de l’alinéa.

6. Le paragraphe 301 (2) de la Loi est modifié par adjonction de la disposition suivante :

5.1 Décourager l’intimidation dans les écoles.

7. La Loi est modifiée par adjonction des articles suivants :

Plan provincial type de prévention de l’intimidation

303.1 (1) En consultation avec les autres ministres du gouvernement de l’Ontario, le ministre élaborera un plan type de prévention de l’intimidation afin d’aider les conseils à établir leur plan de prévention de l’intimidation en application de l’article 303.2.

Aucune obligation

(2) Le plan type de prévention de l’intimidation n’est ni une politique du ministre ni un règlement au sens de la partie III (Règlements) de la Loi de 2006 sur la législation.

Communication aux conseils

(3) Le ministre met une copie du plan type de prévention de l’intimidation à la disposition de chaque conseil.
Same, information on bullying

(4) The Minister shall compile a database of information about recognizing and dealing with bullying and make the database available to every board.

Board’s bullying prevention plan

303.2 (1) Every board shall establish a bullying prevention plan for bullying in schools within the board’s jurisdiction and submit it to the Minister for approval.

Contents

(2) The bullying prevention plan shall,

(a) include descriptions of bullying and retaliation to bullying;

(b) establish procedures for persons, including the pupils, teachers and staff of the board and the parents and guardians of the pupils, to report bullying or retaliation to bullying to persons or bodies specified in the plan;

(c) require that the person or body that receives a report of bullying or retaliation to bullying shall keep the identity of the person reporting confidential, if the person so requests, and that no disciplinary action shall be taken under this Part against a pupil solely on the basis of a request that a report involving the pupil be kept confidential;

(d) establish procedures for a principal to respond promptly to a report of bullying or retaliation to bullying, including by investigating the report;

(e) state that bullying is prohibited and identify the range of disciplinary action under this Part that a principal may take against a perpetrator for bullying;

(f) establish procedures for assessing the needs for protection of a victim of bullying and restoring a sense of safety to the victim;

(g) establish strategies for protecting from bullying a person who reports bullying or retaliation to bullying, provides information during an investigation of bullying or retaliation to bullying or is witness to or has reliable information about an act of bullying or retaliation to bullying;

(h) establish disciplinary action under this Part that a principal may take against a person found to have falsely accused another person of bullying;

(i) establish procedures consistent with the law for a principal to promptly;

Idem : renseignement sur l’intimidation

(4) Le ministre rassemble, dans une base de données, des renseignements sur les façons de reconnaitre l’intimidation et de lutter contre elle et met la base de données à la disposition de chaque conseil.

Plan de prévention de l’intimidation du conseil

303.2 (1) Chaque conseil établit un plan de prévention de l’intimidation relativement à l’intimidation dans les écoles placées sous sa compétence et le soumet à l’approbation du ministre.

Teneur

(2) Le plan de prévention de l’intimidation :

a) indique en quoi consiste l’intimidation et les représailles liées à l’intimidation;

b) établit une marche à suivre permettant aux personnes, notamment les élèves, les enseignants et le personnel du conseil et les parents et tuteurs des élèves, de signaler tout incident d’intimidation ou de représailles liées à l’intimidation aux personnes ou aux organismes précisés dans le plan;

c) exige que les personnes ou organismes auxquels sont signalés un incident d’intimidation ou de représailles liées à l’intimidation préARENT le caractère confidentiel de l’identité de la personne qui effectue le signalement, si celle-ci le demande, et qu’aucune mesure disciplinaire ne soit prise contre un élève en application de la présente partie du seul fait qu’elles existe une demande portant qu’un signalement mettant l’élève en cause demeure confidentiel;

d) établit une marche à suivre permettant au directeur d’école de réagir promptement à tout signalement d’un incident d’intimidation ou de représailles liées à l’intimidation, notamment en enquêtant sur le signalement;

e) énonce que l’intimidation est proscrite et indique les mesures disciplinaires que le directeur d’école peut, en vertu de la présente partie, prendre contre ceux qui pratiquent l’intimidation;

f) établit une marche à suivre permettant d’évaluer les besoins des victimes d’intimidation en matière de protection et de rendre un sentiment de sécurité à ces derniers;

g) établit des stratégies permettant de protéger de l’intimidation quiconque signale un incident d’intimidation ou de représailles liées à l’intimidation, fournit des renseignements dans le cadre d’une enquête sur un tel incident ou encore est témoin d’un tel incident ou possède à ce sujet des renseignements fiables;

h) établit les mesures disciplinaires que le directeur d’école peut, en vertu de la présente partie, prendre contre une personne ayant faussement accusé une autre personne d’intimidation;

i) établit une marche à suivre compatible avec la loi qui permet au directeur d’école de faire promptement ce qui suit:
(i) notify the parents or guardians of the perpetrator and the victim of an act of bullying that the act has occurred and the disciplinary action that the principal proposes to take to prevent any further acts of bullying, and

(ii) notify the appropriate law enforcement agency that an act of bullying has occurred if criminal charges may be laid against the perpetrator;

(i) include all other matters that the regulations prescribe.

Consultation

(3) When establishing the bullying prevention plan, a board shall solicit the views of the pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.

Different plans

(4) A board may establish different bullying prevention plans that apply with respect to different schools, different circumstances or different classes of persons.

Not regulations

(5) A bullying prevention plan established under this section is not a regulation within the meaning of Part III (Regulations) of the Legislation Act, 2006.

Approval of plan

(6) A bullying prevention plan has no effect until the Minister, by order, approves it, which the Minister shall do only if he or she is satisfied that the plan complies with subsection (2) and that the contents of the plan are effective to deal with bullying in schools.

Minister’s order

(7) An order of the Minister approving a bullying prevention plan is not a regulation within the meaning of Part III (Regulations) of the Legislation Act, 2006.

No hearing required

(8) The Minister is not required to hold or afford a person an opportunity for a hearing before making an order approving a bullying prevention plan.

Notice of approval

(9) Upon approving a bullying prevention plan, the Minister shall notify the board.

Implementation of plan

(10) A board shall ensure that each school within the board’s jurisdiction implements the plan that applies to it.

Communication of plan

(11) A board shall ensure that a copy of the bullying prevention plans that it establishes under this section is

(ii) aviser les parents ou tuteurs de l’auteur d’un acte d’intimidation, ainsi que ceux de la victime de l’acte, que celui-ci s’est produit et les aviser des mesures disciplinaires qu’il entend prendre pour prévenir d’autres actes d’intimidation,

(ii) aviser l’organisme chargé de l’exécution de la loi approprié qu’un acte d’intimidation s’est produit si des accusations criminelles peuvent être portées contre l’auteur de l’acte;

(j) comprend les autres questions prescrites par les reglements.

Consultation

(3) Lorsqu’il établit ou examine le plan de prévention de l’intimidation, le conseil sollicite les vues des élèves, des enseignants et du personnel du conseil, des bénévoles qui travaillent dans les écoles, des parents et tuteurs des élèves, des conseils d’écoles et du public.

Variation

(4) Les plans de prévention de l’intimidation qu’établit le conseil peuvent varier selon les écoles, les circonstances ou les catégories de personnes.

Non un règlement

(5) Un plan de prévention de l’intimidation établi en application du présent article n’est pas un règlement au sens de la partie III (Règlements) de la Loi de 2006 sur la législation.

Approbation du plan

(6) Un plan de prévention de l’intimidation n’a d’effet qu’une fois que le ministre l’approuve par arrêté. Il ne le fait que s’il est convaincu que le plan est conforme au paragraphe (2) et que la teneur du plan est efficace pour lutter contre l’intimidation dans les écoles.

Arrêté du ministre

(7) L’arrêté du ministre par lequel il approuve un plan de prévention de l’intimidation n’est pas un règlement au sens de la partie III (Règlements) de la Loi de 2006 sur la législation.

Audience non obligatoire

(8) Le ministre n’est pas obligé de tenir d’audience ni d’offrir à quiconque la possibilité d’une audience avant de prendre un arrêté ou un décret approuvant un plan de prévention de l’intimidation.

Avis d’approbation

(9) Lorsqu’il approuve un plan de prévention de l’intimidation, le ministre en avise le conseil.

Mise en œuvre des plans

(10) Le conseil veille à ce que chaque école placée sous sa compétence mette en œuvre le plan qui s’y applique.

Communication des plans

(11) Le conseil veille à ce qu’une copie des plans de prévention de l’intimidation qu’il établit en application du
available to the public, including on the board’s website on the Internet.

Principal’s duty
(12) A principal of a school shall,

(a) provide a copy of the bullying prevention plan established for the school to the pupils, teachers, staff and volunteers working in the school, the parents and guardians of the pupils and the school council; and

(b) make a copy of the bullying prevention plan established for the school available to the public, including by posting on the school’s website, if any, on the Internet.

Review of plan
(13) At times that it considers appropriate or as required by the regulations, a board shall periodically review the bullying prevention plans that it establishes under this section and subsections (2) to (12) apply to the review, reading references to establishing a plan as references to reviewing a plan.

8. The Act is amended by adding the following section before the heading “Suspension”:

School staff duties in the case of bullying

305.1 (1) A teacher, staff member or volunteer working in a school who observes an act of bullying occurring in the school shall report it promptly to the principal, regardless of whether any other person has previously reported the act to the principal.

Investigation
(2) A principal who receives a report under subsection (1) or who believes that an act of bullying may have occurred in the school shall investigate it promptly.

Principal’s duties
(3) A principal of a school who, after the investigation, believes that an act of bullying has occurred in the school shall,

(a) notify the parents or guardians of the perpetrator and the victim of the act that the act has occurred;

(b) invite the parents or guardians of the perpetrator and the victim of the act to submit a written account of the act to the principal;

(c) notify the appropriate law enforcement agency that an act of bullying has occurred if criminal charges may be laid against the perpetrator;

(d) notify the parents or guardians of the perpetrator and the victim of the act of the disciplinary action that the principal proposes to take to prevent any further acts of bullying; and

(e) require the perpetrator to participate in the remedial

présent article soit mise à la disposition du public, notamment sur le site Web du conseil.

Fonctions du directeur d’école
(12) Le directeur d’école exerce les fonctions suivantes :

a) il fournit une copie du plan de prévention de l’intimidation établi pour l’école aux élèves, aux enseignants, au personnel et aux bénévoles qui travaillent dans l’école, aux parents et tuteurs des élèves et au conseil d’école;

b) il met une copie du plan de prévention de l’intimidation établi pour l’école à la disposition du public, notamment en l’affichant sur le site Web de l’école, le cas échéant.

Examen du plan
(13) Aux moments qu’il estime appropriés ou selon ce qu’exigent les règlements, le conseil examine périodiquement le plan de prévention de l’intimidation qu’il établit en application du présent article. Les paragraphes (2) à (12) s’appliquent à l’examen, la mention de l’établissement du plan valant alors mention de l’examen du plan.

8. La Loi est modifiée par adjonction de l’article suivant avant l’intertitre «Suspension» :

Obligation du personnel de l’école en cas d’intimidation

305.1 (1) Un enseignant, un membre du personnel de l’école ou un bénévole travaillant dans une école qui est témoin d’un acte d’intimidation se produisant à l’école le signalera promptement au directeur d’école, et ce, peu importe si une autre personne lui a déjà signalé l’acte.

Enquête
(2) Le directeur d’école à qui est signalé un incident en application du paragraphe (1) ou qui croit qu’un acte d’intimidation a pu se produire dans l’école fera promptement enquête à ce sujet.

Fonctions du directeur d’école
(3) Le directeur d’école qui croit, après enquête, qu’un acte d’intimidation s’est produit dans l’école fait ce qui suit :

a) il avise les parents ou tuteurs de l’auteur de l’acte, ainsi que ceux de la victime de l’acte, que celui-ci s’est produit;

b) il invite les parents ou tuteurs de l’auteur de l’acte, ainsi que ceux de la victime de l’acte, à lui remettre un compte rendu écrit de celui-ci;

c) il avise l’organisme chargé de l’exécution de la loi appropriée qu’un acte d’intimidation s’est produit si des accusations criminelles peuvent être portées contre l’auteur de l’acte;

(d) il avise les parents ou tuteurs de l’auteur de l’acte, ainsi que ceux de la victime de l’acte, des mesures disciplinaires qu’il entend prendre pour prévenir d’autres actes d’intimidation;

e) il exige que l’auteur de l’acte participe aux pro-
programs described in paragraph 7.5 of subsection 170 (1) to discourage the perpetrator from continuing to engage in bullying and allow the victim to participate in the programs.

Principal’s report to board
(4) After a reasonable time after the end of every school year, or more frequently if the board so requires, a principal shall prepare and submit to the board a report of,

(a) the number of reports of an act of bullying in the school that the principal has received during the school year;
(b) the number of cases, out of the reports mentioned in clause (a), in which the principal, after an investigation, believed that an act of bullying had occurred; and
(c) the number of cases, out of the reports mentioned in clause (a), in which the principal, after an investigation, contacted a law enforcement agency so that the agency could consider laying a criminal charge against the perpetrator of the act of bullying.

COMMENCEMENT AND SHORT TITLE

Commencement
9. (1) Subject to subsection (2), this Act comes into force on the day it receives Royal Assent.

Same
(2) Subsection 4 (1) and sections 5, 6 and 7 come into force on September 1, 2012.

Short title
10. The short title of this Act is the Anti-Bullying Act, 2011.

grammes correctifs visés à la disposition 7.5 du paragraphe 170 (1) afin de le dissuader de continuer à pratiquer l’intimidation et permet à la victime d’y participer également.

Rapport du directeur d’école au conseil
(4) Dans un délai raisonnable après la fin de chaque année scolaire, ou plus fréquemment si le conseil l’exige, le directeur d’école prépare et remet au conseil un rapport sur ce qui suit :

a) le nombre de signalements d’actes d’intimidation dans l’école qu’il a reçus pendant l’année scolaire;

b) parmi les signalements visés à l’alinéa a), le nombre de cas où le directeur d’école, après enquête, a cru qu’un acte d’intimidation s’était produit;

c) parmi les signalements visés à l’alinéa a), le nombre de cas où le directeur d’école, après enquête, a communiqué avec un organisme chargé de l’exécution de la loi afin que celui-ci puisse envisager de porter des accusations criminelles contre l’auteur de l’acte d’intimidation.

ENTRÉE EN VIGUEUR ET TITRE ABRÉGÉ

Entrée en vigueur
9. (1) Sous réserve du paragraphe (2), la présente loi entre en vigueur le jour où elle reçoit la sanction royale.

Idem
(2) Le paragraphe 4 (1) et les articles 5, 6 et 7 entrent en vigueur le 1er septembre 2012.

Titre abrégé
10. Le titre abrégé de la présente loi est Loi de 2011 sur la lutte contre l’intimidation.
Appendix K –

Ontario Progressive Discipline Memorandum (Policy #145)
Policy/Program Memorandum No. 145

Date of Issue: October 19, 2009

Effective: Until revoked or modified

Subject: PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR

Application: Directors of Education
Superintendents of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial Schools
Special Education Advisory Committees

Reference: This memorandum replaces Policy/Program Memorandum No. 145, October 4, 2007.

Introduction

School boards in Ontario are required to have and implement policies on progressive discipline. School boards are now required to review and revise their existing policies and procedures on progressive discipline and are required to have their revised policies and procedures in place by February 1, 2010.

The purpose of this memorandum is to provide direction to boards on required revisions to their existing policies and procedures on progressive discipline.

The Ministry of Education is committed to building and sustaining a positive school climate for all students in order to support their education so that all students reach their full potential. On February 1, 2008, changes to the safe schools provisions of the Education Act came into force to more effectively combine discipline with opportunities for students to continue their education. All school boards across Ontario now have programs for students who are on long-term suspension or who have been expelled.
The Education Amendment Act (Keeping Our Kids Safe at School), 2009, further amends Part XIII of the Education Act dealing with behaviour, discipline, and safety, and comes into force on February 1, 2010.

The following requirements come into effect on February 1, 2010:

- All employees of the board are required to report serious student incidents to the principal.
- Board employees who work directly with students – including, but not limited to, teachers and non-teaching staff in social work, child and youth work, psychology, and related areas, as well as educational assistants – are required to respond to incidents that may have a negative impact on the school climate.
- Principals are required to notify the parents of students who are victims of serious student incidents unless, in the principal's opinion, notification of the parents would put the student at risk of being harmed by the parents.
- Where the parents are not notified, supports must be provided for these students.
- Principals may delegate their powers, duties, and functions under Part XIII of the Education Act.

Under common law, a school board can be found by a court to be liable for the actions of its employees, if those actions were carried out in the course of the employees' regular employment. Such actions could also include those required by the Education Act.

These legislative and policy changes support the ministry's safe schools strategy, which places emphasis on prevention strategies that promote and support positive student behaviour and early and ongoing intervention.

For excerpts from the relevant sections of the Education Act and Ontario Regulation 472/07, see Appendix 1 to this memorandum.

**Promoting And Supporting Positive Student Behaviour**

The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Ontario's curriculum is integral to supporting students in developing positive behaviours. In addition, linkages to ministry initiatives such as character development, the Student Success strategy, and the equity and inclusive education strategy are key in promoting and supporting appropriate and positive student behaviours. A comprehensive approach, aimed at all members of the school community, fosters efforts to ensure that schools are safe and welcoming environments for everyone and are effective in leading to systemic changes that will benefit all students and the broader community. This approach is valuable in addressing such issues as racism, intolerance based on religion or disability, homophobia, and gender-based violence.
A positive “school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.” A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Programs and activities that focus on the building of healthy relationships, inclusive and equitable learning environments, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate.

In addition to teachers and administrators, other staff such as educational assistants, Native education counsellors, social workers, child and youth workers, psychologists, and attendance counsellors all play an important role in supporting students and contributing to a positive learning and teaching environment. “In schools where respectful interactions are encouraged and modelled, prevention is occurring at all times.” A positive school climate also includes the participation of the school community, including parents, and the broader community, which can have a major impact on the success of all students in the school.

**Progressive Discipline**

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. The safe schools provisions of the Education Act require school boards to provide programs for students who have been expelled or who are on a long-term suspension, so that they can continue their education. For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

Both school boards and schools are expected to actively engage parents in the progressive discipline approach. Boards and schools should also recognize the diverse dimensions of their parent communities that must be addressed in order for schools and parents to engage together on these complex and challenging issues.
A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion, and responding to incidents of inappropriate and disrespectful behaviour when they occur.

Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. Some examples of such strategies are consultation with parents, detentions, verbal reminders, review of expectations, and/or written assignments with a learning component that require reflection.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service to the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g., mitigating or other factors)
- the nature and severity of the behaviour
- the impact on the school climate (i.e., the relationships within the school community)

In Part X of the Education Act, clause 265(1)(m) permits a principal to “refuse to admit” to the school or to a class someone whose presence in the school would be “detrimental to the physical or mental well being of the pupils”. This provision is frequently referred to as the “exclusion provision”. Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

**School Board Policies On Progressive Discipline**

**Policy Development**

In revising their policies and procedures on progressive discipline, boards have the flexibility to take into account local needs and circumstances, such as geographical considerations, demographics, cultural needs, and availability of board and community supports and resources.
Boards should draw upon evidence-based practices that promote positive student behaviour. In revising their policies, boards must consult with school councils. They should also consult with parents, principals, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants), as well as students, their Parent Involvement Committee, their Special Education Advisory Committee, community partners, social service agencies, members of Aboriginal communities (e.g., Elders), and other appropriate community groups.

Board policies must reflect the principles outlined in related documents, such as Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”, June 24, 2009; Regulation 181/98, “Identification and Placement of Exceptional Pupils”; Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000; Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007; and English Language Learners: ESL and ELD Programs and Services, 2007. Where possible, the policies should incorporate other relevant board-wide policies, strategies, and initiatives, such as Student Success, the equity and inclusive education strategy, and character development.

Boards are required to adhere to the Municipal Freedom of Information and Protection of Privacy Act, the Ontario Human Rights Code, and the Education Act and regulations made under the Act in the development and implementation of their policies. Board policies must respect all applicable collective agreements. Boards should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.

Policy Components

The following components must be incorporated as part of each school board's progressive discipline policy.

1. Policy Statement

Board policies on progressive discipline must include the following statements:

- The goal of the policy is to support a safe learning and teaching environment in which every student can reach his or her full potential.
- Appropriate action must consistently be taken to address behaviours that are contrary to provincial and board codes of conduct.
- Homophobia, gender-based violence, sexual harassment, and inappropriate sexual behaviour must be addressed.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP.
- The board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

2. Prevention and Awareness Raising
In order to promote a positive school climate, school boards must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour, critical media literacy, and safe Internet use. Ontario's curriculum provides many opportunities for students to develop an understanding of these topics. Boards must also help school staff to give support to students who wish to participate in gay–straight alliances and in other student-led activities that promote understanding and development of healthy relationships. Schools must also engage their school councils and student councils to support these student-led activities.

Board policies on prevention and awareness raising must be consistent with the requirements for IEPs for students with special needs, including requirements regarding accommodations and modifications.

Boards must require schools to conduct anonymous school climate surveys of their students every two years. Schools should also survey school staff and parents to assess their perception of safety in the school in order to inform prevention and intervention planning. These surveys must include questions on bullying/harassment related to homophobia, gender-based violence, and sexual harassment.

Boards must also require their schools to share climate survey results with their safe schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.

3. Responding to Incidents
The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct it immediately so that the students involved can learn that it is unacceptable. “Behaviour that is not addressed becomes accepted behaviour.”

Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism, and behaviour identified under sections 306 and 310 of the Education Act.
Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment) and to promise not to do it again. By responding in this way, board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate. When board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that is appropriate.

Ontario Regulation 472/07 specifies that board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, for incidents for which suspension or expulsion must be considered, board employees must report these to the principal and confirm their report in writing (see also “Reporting to Principals” on page 8). For other incidents, where suspension or expulsion would not be considered but board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a board employee would not be required to respond if it would mean having to leave a student with special education needs who would be in danger if left alone.

4. Supports for Students
All employees of the board must take seriously all allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive, and supportive manner. Board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (e.g., public health units, community agencies, Help Phone lines) and also by making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.

Legislative amendments specify when principals are required to notify the parents of victims of serious student incidents and when principals are not permitted to notify the parents. When principals have decided not to notify parents of victims, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other board employees of this decision. Boards must have procedures in place outlining how schools will support these students. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when his or her parents are not called (e.g., a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line).

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must continue to call a Children's Aid Society according to the requirements of the Child and Family Services Act.
When boards determine that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. To support students who are moved to another school, boards are expected to coordinate a meeting between the schools involved to put in place a transition strategy to identify any additional supports and resources that the student may require (e.g., referral of the student to a community agency). This meeting should include the receiving teacher and appropriate non-teaching staff. Boards must also have clear policies in place for both teaching and non-teaching staff regarding the confidentiality of information on the student and the incident disclosed at the meeting. The student that is being moved and his or her parents should also be invited to the meeting.

Boards must outline in their policies the procedures that are in place to support students – as well as their parents – who are victims of serious student incidents. These policies and procedures must outline what schools are required to do to support these students, including the development of specific plans to protect victims, and must outline a process for parents to follow if they are not satisfied with the supports that their children receive.

In a forthcoming ministry resource guide, information will be provided for schools on supporting students when responding to issues involving student-to-student sexual relationships, including dating violence and sexual assault.

5. Reporting to Principals
The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered.

Section 300.2 of Part XIII of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in an activity for which suspension or expulsion must be considered, including sexual assault, shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I” in Appendix 2 to this memorandum. Boards must specify on this form any other activities for which a student may be suspended or expelled, according to board policy. Boards must not make any other modifications to this form.

Boards are expected to provide information to board employees on completing the Safe Schools Incident Reporting Forms provided in Appendix 2 to this memorandum. For example, employees who are reporting an incident must submit the “Safe Schools Incident Reporting Form – Part I” to the principal in a timely manner. The principal must
provide the person who submitted the report with written acknowledgement of receipt on the “Safe Schools Incident Reporting Form – Part II”. Each report will be assigned a report number.

If the principal has decided that action must be taken as a result of any incident within the progressive discipline continuum, he or she will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record (OSR) of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both aggressors and victims – must be removed from the form before it is filed in the student's OSR.

Where the principal has taken action in the case of more than one student, a copy of the reporting form and documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both aggressors and victims – must be removed from the form before it is filed in the OSR of the student whose behaviour was inappropriate.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in this student's OSR if the principal has decided not to notify this student's parents. However, if the principal has notified this student's parents, information regarding the incident and the action taken will be placed in the OSR.

The form and documentation must be kept in the OSR for a minimum of one year unless the board has required a longer period.

In all cases, the principal must provide the employee who reported the incident with written acknowledgement of receipt of the report, using the “Safe Schools Incident Reporting Form – Part II”, and must specify whether action has been taken or no action is required. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Information that could identify the student(s) involved must not be part of the acknowledgement.

In addition to employees of the board, school bus drivers must also be required to report such incidents in writing to the principal of the school. Boards are required to include bus driver reporting requirements in their transportation policies and contracts.

Boards may also put policies in place to require other non-board employees who come into direct contact with students on a regular basis, as outlined in subsection 300.4 (5.3) of Part XIII of the Education Act, to report such matters to the principal (e.g., outdoor education instructors).
6. Building Partnerships
Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline continuum. Protocols between boards and community agencies are effective ways to establish linkages and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families. Where such protocols already exist, they should be reviewed, and where they do not, protocols should be developed to increase the board's capacity to respond to the needs of students. These partnerships must build upon provincially developed protocols, principles, and frameworks for collaborative strategies that have been designed to support school boards in meeting the needs of their students. These partnerships must also respect collective agreements.

Boards should refer to Policy/Program Memorandum No. 149, “Protocol for Partnerships With External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals”, September 25, 2009, which sets out the requirements for the development of a local protocol between a school board and external agencies.

To facilitate the building of partnerships, every school board must:

- direct schools to work with agencies or organizations that have professional expertise in gender-based violence, sexual assault, homophobia, sexual harassment, and inappropriate sexual behaviour to provide appropriate support to students, parents, and teachers in addressing these issues;
- maintain an up-to-date contact list of community agencies or organizations that have professional expertise in these areas, making the list available to staff and students of every school;
- ensure that all publicly funded schools provide access to public health units to deliver their mandated public health curriculum.

Boards should, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.

7. Implementation Strategy
Board policies on progressive discipline must:

- require schools to implement a school-wide progressive discipline policy that is consistent with the board's policy;
- outline a range of prevention programs, interventions, supports, and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
- require use of the most appropriate response, as outlined in the board's or school's progressive discipline policy, to respond to a student's behaviour. For students
with special education needs, interventions, consequences, and supports must be consistent with the expectations in the student's IEP;
- develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services, to support students and their families;
- provide for ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum;
- provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship);
- ensure that the board's code of conduct is aligned with a progressive discipline approach.

8. Training Strategy for Administrators, Teachers, and Non-teaching Staff
Boards must put in place a training strategy on the board's progressive discipline policy for all administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants). The training strategy must include ways of responding to gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour.

To further support students, school boards should work with their local Children's Aid Societies to develop and implement annual training for board staff concerning their duty to report under the Child and Family Services Act.

A board should make sure that others are aware of the board's policy on progressive discipline – for example, school secretaries and custodians, parents, volunteers, community agencies, and school bus operators and drivers.

The training should address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.

Boards should support ongoing training for teachers, administrators, and non-teaching staff through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

9. Communications Strategy
For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, students, and parents, understand and support the progressive discipline approach. Boards must actively communicate policies and procedures to all students, parents, staff members, their Special Education Advisory Committee, and school council members. Where necessary, boards should make reasonable efforts to ensure that this information is made available to parents whose first language is a language other than English or French.

10. Monitoring and Review
Boards must continue to monitor, review, and evaluate the effectiveness of board policies
and procedures through indicators that were established in consultation with teachers, non-teaching staff, students, parents, school councils, their Special Education Advisory Committee, their Parent Involvement Committee, and service providers in the community. Boards will also conduct a cyclical review of their policies and procedures in a timely manner.

In evaluating and monitoring safe school policies and programs, school boards must direct schools to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour in their school improvement plans.

Boards must also direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys, which must be undertaken every two years at a minimum.

**Delegation Of Authority Regarding Discipline**

Changes to the Education Act provide a principal with the authority to delegate – in accordance with this memorandum and any applicable board policies and guidelines – powers, duties, or functions under Part XIII – “Behaviour, Discipline and Safety”. Whenever possible, boards must ensure that at least one school administrator is present on school property.

Boards must have a policy in place on delegation of this authority. What may be delegated must be clearly defined in board policy.

Board policies must also outline the process for providing support and information to individuals who have been delegated authority – for example, information on which supervisory officer is available at the board.

In situations where no school administrator is present on school property, boards must include in their policies a mechanism for communicating to staff when and to whom administrative responsibilities have been delegated.

A delegation under Part XIII of the Education Act must be in writing and is subject to any restrictions, limitations, and conditions set out in the delegation, which, at a minimum, must be as follows.

**Vice-Principals**

Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student. Vice-principals may be delegated the authority to suspend a student for less than six school days.

**Teachers**
Board policies and procedures must include the following:

- The principal's authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The teacher must report all details of the initial investigation to the principal as soon as possible.
- The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.
- A teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

**School-Level Plans**

School boards must require that all their schools develop and implement a school-wide progressive discipline plan. This plan must be consistent with the policies in this memorandum and with the policies and procedures of the board.

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**Appendix 1: Excerpts From The Legislation**

*Education Act, as amended by the Education Amendment Act (Keeping Our Kids Safe at School), 2009*

Relevant excerpts from section 300 of the Education Act, as amended by the Education Amendment Act (Keeping Our Kids Safe at School), 2009, are provided below for ease of reference.

**Delegation by principals**

300.1 (1) A principal of a school may delegate in writing any of his or her powers, duties
or functions under this Part to,
(a) a vice-principal of the school; and
(b) a teacher employed in the school.

Same

(2) A teacher who is not a vice-principal may only act under a delegation under this section if the principal and vice-principal of the school are absent from the school.

Same

(3) A delegation under this section is subject to any restrictions, limitations and conditions set out in the delegation.

Same

(4) A delegation under this section shall be in accordance with any policies and guidelines established by the Minister under subsection 301 (5.1) or by the board under subsection 302 (0.1).

Reporting to the principal

300.2 (1) An employee of a board who becomes aware that a pupil of a school of the board may have engaged in an activity described in subsection 306 (1) or 310 (1) shall, as soon as reasonably possible, report to the principal of the school about the matter.

Notice to parent or guardian

300.3 (1) Subject to subsections (2) and (3), if the principal of a school believes that a pupil of the school has been harmed as a result of an activity described in subsection 306 (1) or 310 (1), the principal shall, as soon as reasonably possible, notify the parent or guardian of the pupil.

Same

(2) A principal shall not, without the pupil's consent, notify a parent or guardian of a pupil who is,
(a) 18 years or older; or
(b) 16 or 17 years old and has withdrawn from parental control.

Same

(3) A principal shall not notify a parent or guardian of a pupil if in the opinion of the principal doing so would put the pupil at risk of harm from a parent or guardian of the pupil, such that the notification is not in the pupil's best interests.

Same

(4) When notifying a parent or guardian of a pupil under this section, the principal shall disclose,
(a) the nature of the activity that resulted in harm to the pupil;
(b) the nature of the harm to the pupil; and
(c) the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity.
(5) When notifying a parent or guardian under this section, the principal shall not disclose the name of or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm, except in so far as is necessary to comply with subsection (4).

**Response by board employees**

300.4 (1) If the Minister has established policies or guidelines under subsection 301 (5.6), an employee of a board who observes a pupil of a school of the board behaving in a way that is likely to have a negative impact on the school climate shall respond in accordance with those policies and guidelines and in accordance with any policies and guidelines established by the board under subsection 302 (3.3).

**Exception**

(2) Subsection (1) does not apply in circumstances set out in a regulation made under clause 316 (1) (d).

2. Section 301 of the Act is amended by adding the following subsections:

**Same, governing delegation by principals**

(5.1) The Minister may establish policies and guidelines with respect to delegation by principals, under section 300.1, of their powers, duties or functions under this Part.

**Same, reporting to principals**

(5.2) The Minister may establish policies and guidelines requiring individuals described in subsection (5.3) who become aware that a pupil of a school of a board may have engaged in an activity described in subsection 306 (1) or 310 (1) to report to the principal of the school about the matter, as soon as reasonably possible.

**Same**

(5.3) The individuals referred to in subsection (5.2) are individuals who are not board employees who come into direct contact with pupils of a board on a regular basis in the normal course of,

(a) providing goods or services to the board;
(b) carrying out their employment functions as an employee of a person who provides goods or services to the board; or
(c) providing services to a person who provides goods or services to the board.

**Same**

(5.4) The Minister may establish policies and guidelines with respect to reporting to principals under section 300.2 or under a policy or guideline established under subsection (5.2).

**Same, support to certain pupils**

(5.5) The Minister may establish policies and guidelines with respect to the support to be provided to a pupil when a principal does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3).
Same, governing responses by board employees
   (5.6) The Minister may establish policies and guidelines with respect to responses under section 300.4 by employees of a board, including but not limited to policies and guidelines with respect to the kinds of responses that are appropriate.

3. (1) Section 302 of the Act is amended by adding the following subsection:

Board Policies And Guidelines

Delegation by principals
   (0.1) Every board shall establish policies and guidelines with respect to delegation by principals, under section 300.1, of their powers, duties or functions under this Part and the policies and guidelines must be consistent with the policies and guidelines established by the Minister under section 301, and must address such matters and include such requirements as the Minister may specify.

   (2) Section 302 of the Act is amended by adding the following subsections:

Same, reporting to principals
   (3.1) If required to do so by the Minister, a board shall establish policies and guidelines with respect to reporting to principals under section 300.2 or under a policy or guideline established under subsection 301 (5.2), and the policies and guidelines must be consistent with those established by the Minister under section 301 and must address such matters and include such requirements as the Minister may specify.

Same, support to certain pupils
   (3.2) If required to do so by the Minister, a board shall establish policies and guidelines with respect to the support to be provided to a pupil when a principal does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3), and the policies and guidelines must be consistent with those established by the Minister under section 301 and must address such matters and include such requirements as the Minister may specify.

Same, governing responses by board employees
   (3.3) If required to do so by the Minister, a board shall establish policies and guidelines with respect to responses under section 300.4 by employees of a board, including but not limited to policies and guidelines with respect to the kinds of responses that are appropriate, and the policies and guidelines must be consistent with those established by the Minister under section 301, and must address such matters and include such requirements as the Minister may specify.

4. Subsection 316 (1) of the Act is amended by adding the following clauses:
   (c) governing actions to be taken by a principal who does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3);
   (d) setting out circumstances in which employees are not required to respond under section 300.4.

Education Act, as amended by the Education Amendment Act (Progressive Discipline and School Safety), 2007
Relevant excerpts from sections 301, 306, and 310 of the Education Act, as amended by the Education Amendment Act (Progressive Discipline and School Safety), 2007, are provided below for ease of reference.

**Policies and guidelines governing discipline**

**301.** (6) The Minister may establish policies and guidelines with respect to disciplining pupils, specifying, for example, the circumstances in which a pupil is subject to discipline and the forms and the extent of discipline that may be imposed in particular circumstances.

**Duty of boards**

(9) The Minister may require boards to comply with policies and guidelines established under this section.

**Suspension**

**Activities leading to possible suspension**

**306.** (1) A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
6. Bullying.
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.

**Factors principal must consider**

(2) In considering whether to suspend a pupil for engaging in an activity described in subsection (1), a principal shall take into account any mitigating or other factors prescribed by the regulations.

**Suspension, Investigation And Possible Expulsion**

**Activities leading to suspension**

**310.** (1) A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

**Same**
(2) A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.

**Duration of suspension**
(3) A principal may suspend a pupil under this section for up to 20 school days and, in considering how long the suspension should be, the principal shall take into account any mitigating or other factors prescribed by the regulations.

**Assignment to program, etc.**
(4) When a principal suspends a pupil under this section, he or she shall assign the pupil to a program for suspended pupils in accordance with any policies or guidelines issued by the Minister.

**Ontario Regulation 472/07, “Behaviour, Discipline and Safety of Pupils” (formerly “Suspension and Expulsion of Pupils”)**
Relevant excerpts from Ontario Regulation 472/07, made under the Education Act, are provided below for ease of reference.

**Mitigating factors**
2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

   1. The pupil does not have the ability to control his or her behaviour.
   2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
   3. The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

**Other factors**
3. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
   i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
   ii. whether appropriate individualized accommodation has been provided, and
   iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**Principal's duties where no notification to parent or guardian**

7. If the principal of a school believes that a pupil of the school has been harmed as a result of an activity described in subsection 306 (1) or 310 (1) of the Act, and the principal does not notify a parent or guardian of the pupil because of the circumstances described in subsection 300.3 (3) of the Act, the principal shall,
   (a) document the rationale for the decision not to notify a parent or guardian of the pupil;
   (b) inform the appropriate supervisory officer of the decision not to notify a parent or guardian of the pupil;
   (c) if a teacher informed the principal of the harm, inform the teacher of the decision not to notify a parent or guardian of the pupil; and
   (d) if the principal determines it is appropriate to do so, inform other board employees of the decision not to notify a parent or guardian of the pupil.

**Where no response is required**

8. An employee of a board who observes a pupil of a school of the board behaving in a way that is likely to have a negative impact on the school climate is not required to respond under section 300.4 of the Act if responding would, in the employee's opinion, cause immediate physical harm to himself or herself or to that of a student or another person.

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**Appendix 2: Safe Schools Incident Reporting Forms**

(PDF, 81 KB)

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1. In this memorandum, the terms *school board(s)* and *board(s)* refer to district school boards and school authorities.
2. The term *student*, as used in this memorandum, refers to *pupil*, as used in the Education Act.

3. *Serious student incidents* are activities for which suspension or expulsion must be considered, as set out in sections 306 and 310 of the Education Act.

4. In this memorandum, *(parent(s)* refers to parent(s) and guardian(s). For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.


7. In *Ontario's Equity and Inclusive Education Strategy, 2009*, *diversity* is defined as follows: “The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.” (p. 4)


9. Community agencies include a range of community service agencies, local organizations, and programs.

10. In this memorandum, references to lesbian, gay, bisexual, and transgendered persons should be understood to include persons who identify themselves as queer, transsexual, two-spirited, intersexed, or questioning.

Appendix L –

Selected Resources and Supports

Prepared by Rola AbiHanna, Department of Education – Student Services and Ben Frenken, 2012 Graduate of Schulich School of Law
Selected Resources and Supports

The following is a list of resources for children and youth, parents, schools and community, gathered from the members of the Task Force and Working Group, as well as the many presenters who shared their knowledge and expertise with us as we examined the issue of bullying and cyberbullying.

Where appropriate, items on the list have been highlighted for a specific audience and contact information provided. This gives access to any written material, human resources and digital resources that may be available.

This is by no means an exhaustive list of resources, and this list has not been evaluated in any way. It is also important to note that many of these organizations and links will connect people to additional resources, sites, articles, research, advice, etc.

The list of possible resources related to bullying and its impact is far too extensive to possibly detail in this appendix alone. However, I am hopeful that people will find this list a helpful start to obtaining the information and/or support they require.

**For Children and Youth:**

The following list is oriented at children and youth but is also an excellent resource for parents, guardians, educators and other professionals working with young people.

**Kids Help Phone**

- Phone counselling
- Web counselling
- For ages 20 & under
- Free, 24/7
- Anonymous & Confidential
- Non-judgemental

If you are a child or teenager, and need to contact Kids Help Phone, please call **1-800-668-6868**

Website: [www.kidshelpphone.ca](http://www.kidshelpphone.ca)
The Youth Project

The Youth Project is a non-profit charitable organization dedicated to providing support and services to youth, 25 and under, around issues of sexual orientation and gender identity.

2281 Brunswick St.
Halifax, Nova Scotia
B3K 2Y9
Phone: (902) 429-5429
Fax: (902) 423-7735
Email: youthproject@youthproject.ns.ca
Website: www.youthproject.ns.ca

Laing House

Laing House is a peer support organization for youth with mental illness.

1225 Barrington Street
Halifax, NS B3J 1Y2
P: 902.425.9018
F: 902.422.6943
Website: www.lainghouse.org

Phoenix House

Phoenix House offers at-risk and homeless youth, ages 12 - 24, the opportunity to break the cycle of homelessness. They offer ten programs and services including: prevention, crisis assistance, emergency shelter, long-term supportive and structured living, independent living, personal skill development, education, health services, and after care services

6035 Coburg Road
P.O. Box 60006 RPO Professional Centre
Halifax NS B3H 4R7
tel: (902) 422-3105 fax: (902) 422-7656
e-mail: phoenix@phoenixyouth.ca
Website: www.phoenixyouth.ca

Office of the Ombudsman, Youth Services

The child and youth mandate of the Office of the Ombudsman is part of the increased recognition of youth rights and the demand for government accountability where services affect youth. Youth Services offers an independent mechanism for reviewing
and investigating the concerns of children, youth, parents, guardians and those working in provincial and municipal child and youth serving facilities and service systems.

5670 Spring Garden Road
Suite 700
P.O. Box 2152
Halifax, NS B3J 3B7
Direct telephone line:
902-424-6780
Telephone toll-free within Nova Scotia:
1-800-670-1111

Disclosure of Wrongdoing Inquiries toll free within Nova Scotia:
1-877-670-1100

Youth Services toll-free within Nova Scotia:
1-888-839-6884

Fax: 902-424-667
E-mail: ombudsman@gov.ns.ca
Website: www.gov.ns.ca/ombu/youth

For Parents:

The following items are specifically oriented toward parents and guardians. However, many of the items in the ‘children and youth’ and ‘for all’ sections have a parent component and should therefore be explored in more depth.

La Fédération des parents acadiens de la Nouvelle-Écosse

La Fédération des parents acadiens de la Nouvelle-Écosse s'engage à appuyer les parents et les associations de parents dans leurs efforts pour développer un milieu propice à l'épanouissement global de leurs enfants.

54 Rue Queen
Dartmouth (Nouvelle-Écosse)
B2Y1G3

Tél: 902-435-2060
courriel: fpane@fpane.ca
Site: www.fpame.ca

The Nova Scotia Federation of Home & School Associations

The Nova Scotia Federation of Home & School Associations (NSFHSA), established in 1936, is an independent, volunteer, provincial organization, comprised of local Home & School Associations, and PTAs.

6067 Quinpool Road
Halifax, Nova Scotia B3L 1A2
(902) 421-2663 or 1-800-214-8373
Email: vanda@staff.ednet.ns.ca
Website: www.nsfhsa.org

For Educators:

The following links offer educators support, as well as resources and educational opportunities to enhance their teaching and leadership skills.

Nova Scotia Teachers Union
Link: http://www.nstu.ca

Nova Scotia Department of Education
Classroom Tools and Resources
Link: http://www.ednet.ns.ca/index.php?t=sub_pages&cat=17

The Association of Nova Scotia Educational Administrators
Link: http://ansea.ednet.ns.ca

The Nova Scotia School Boards Association
Link: http://www.nssba.ca/new/index.html

The Nova Scotia Educational Leadership Consortium
Link: http://nselc.ednet.ns.ca

Positive Behavioural Interventions and Supports

Online resources and tools to support schools with the implementation of Positive
Effective Behavioural Supports (PEBS).

Website: www.pbis.org

Peaceful Schools International

Peaceful Schools International provides support to schools that have declared a commitment to creating and maintaining a culture of peace.

Website: www.peacefulschoolsinternational.org

For All:

YMCA and YWCA- A Turning Point for Women

YMCA-YMCAs across Canada offer a wealth of programs and services tailored to meet the unique needs of the communities they serve. Several key program areas are: Children and Youth, Health, Fitness and Recreation, Child Care, International, Camps, Employment, Community/Newcomer and Leadership Volunteers YMCA.

www.ymca.ca

www.ywcacanada.ca

Nova Scotia Human Rights Commission

The Nova Scotia Human Rights Commission is a trusted leader, protector and promoter of human rights. Through sharing its knowledge and engaging Nova Scotians in discussion on human rights issues, the NSHRC is committed to affirming and promoting human rights.

Call toll-free 1-877-269-7699 in Nova Scotia, 424-4111 in Halifax and area or 424-3139 (TTY) for assistance.

E-mail at hrcinquiries@gov.ns.ca

Halifax office:
6th Floor, Joseph Howe Building
1690 Hollis Street
P.O. Box 2221
Halifax, NS B3J 3C4
Tel. (902) 424-4111
Fax (902) 424-0596

**Sydney office:**
Provincial Building
360 Prince Street
Sydney, NS B1P 5L1

Tel. (902) 563-2140
Fax (902) 563-5613

**Digby office:**
Provincial Building
84 Warwick St.
Digby, NS B0V 1A0

Tel. (902) 245-4791
Fax (902) 245-7103

Website: [www.humanrights.gov.ns.ca](http://www.humanrights.gov.ns.ca)

**Nova Scotia Advisory Council on the Status of Women**

Advisory Council members are women from across Nova Scotia who have demonstrated interest and involvement in women's issues in their communities.

**Via email:** women(at)gov.ns.ca

**By writing:**

P.O. Box 745
Halifax, Nova Scotia
B3J 2T3

**By telephoning:**

(902) 424-8662 or
1-800-565-8662 (toll-free within Nova Scotia)
Fax: (902) 424-0573

**By visiting:**

Quinpool Centre
2nd floor, Suite 202
The Nova Scotia Disabled Persons Commission

The Nova Scotia Disabled Persons Commission (NSDPC) gives people with disabilities a way to participate in the provincial government policy-making process.

Dartmouth Professional Center
277 Pleasant Street, Suite 104
Dartmouth, Nova Scotia
B2Y 4B7

Phone: 902-424-8280
Toll free: 1-800-565-8280 (within Nova Scotia only)
TTY: 902-424-2667
Toll free: 1-877-996-9954
Website: www.gov.ns.ca/disa

Nova Scotia Division- Canadian Mental Health Association

CMHA Nova Scotia Division's mission is to promote the mental health of all Nova Scotians.

67 Ochterloney St, Dartmouth, NS, B2Y 1C3
902-463-2187
www.novascotia.cmha.ca

The Council on Mi’Kmaq Education

To provide guidance and advice to the Minister of Education on the development, implementation and funding of all educational programs and services which impact on the educational concerns of Mi’kmaq people in Nova Scotia. Council on Mi’kmaq Education

PO Box 578
Halifax, NS
B3J 2S9
Phone: (902) 424-3428
Fax: (902) 424-8848
Email: cme@ednet.ns.ca
Website: www.cme.ednet.ns.ca
Council on African Canadian Education

The Council on African Canadian Education (CACE) is the outgrowth of the Black Learners Advisory Committee (BLAC). Formed in 1990, the BLAC was the response to ongoing struggles of African Nova Scotians to eliminate racism and receive equity in education.

5th Floor
Brunswick Place
2021 Brunswick Street
P.O. Box 578
Halifax, Nova Scotia
B3J 2S9 Canada
Voice: 902-424-2678
Fax: 902-424-0874
Email: CACE@gov.ns.ca
Website: www.cace.ns.ca

Government of Nova Scotia
Education
Website: www.ednet.ns.ca (follow the link to Families and P-12 Students)

Community Services
Website: www.gov.ns.ca/coms

Justice
Website: www.gov.ns.ca/just

Health and Wellness
Website: www.gov.ns.ca/DHW

Digital Resources For All:

Bell Aliant: Cybersafe

This site is helping to create a safer online experience for children and families.
www.bellaliant.net/cybersafe
**Bullying.org**

Bullying.org's purpose is to prevent bullying in our society through education and awareness. The site provides educational programs and resources to individuals, families, educational institutions and organizations.

Website: [www.bullying.org](http://www.bullying.org)

**CAST: Communities Addressing Suicide Together**

A Nova Scotia initiative to assist communities in building their capacity to prevent suicide.


**Centre for Suicide Prevention**

An education centre for individuals and organizations.

Website: [http://suicideinfo.ca/Library/Resources/SpecialFeatures](http://suicideinfo.ca/Library/Resources/SpecialFeatures)

**Connect Safely**

Website offering tips and advice about safe social networking and online activity.

Website: [http://www.connectsafely.org/](http://www.connectsafely.org/)

**Define the Line**

A website on cyberbullying and socially responsible digital citizenship established by Dr. Shaheen Shariff.

Website: [www.definetheline.ca](http://www.definetheline.ca)

**Digizen**

A resource site for youth, educators, and parents about digital citizenship.

Website: [http://www.digizen.org/](http://www.digizen.org/)

**Do the Right Thing**

A short video aimed at youth about standing up to bullying.

Website: [http://www.dotherightthingplayers.com/thevideo.html](http://www.dotherightthingplayers.com/thevideo.html)
Facebook: Safety Center
An excellent resource centre about dealing with cyberbullying.
Website: https://www.facebook.com/help/safety

The Media Awareness Network
The Media Awareness Network is home to one of the world's most comprehensive collections of media literacy and digital literacy resources.
Website: www.media-awareness.ca

Nova Scotia Cyberbullying Task Force
Website: www.cyberbullying.novascotia.ca

NSRJ – CURA: Nova Scotia Restorative Justice Community University Research Alliance
Website: http://www.nsrj-cura.ca/nsrj-cura/cmp_text/default.cfm?TargetID=1&strMenu=None&strComp=welcome

PATHS: Promoting Alternative Thinking Strategies
Online description from the University of Colorado at Boulder:
http://www.colorado.edu/cspv/blueprints/modelprograms/PATHS.html#PATHS

PREVNet (Promoting Relationships and Eliminating Violence Network) Website
PREVNet is a national network of Canadian researchers, non-governmental organizations (NGOs) and governments committed to stop bullying. This site is full of rich information, research and evidence based resources for all. It is a highly recommended site.
Website: www.prevnet.ca

RespectEd, Violence and Abuse Prevention
Canadian Red Cross program promoting healthier relationships and safer communities through education and partnerships.
Website: http://www.redcross.ca/article.asp?id=294&tid=030

Roots of Empathy
Website: http://www.rootsofempathy.org/en/

SEL: Social and Emotional Learning

Website (online description): www.casel.org

STOP cyberbullying

Website aligned with Wired Safety offering education resources regarding cyberbullying.

Website: http://www.stopcyberbullying.org/index2.html

Teen Mental Health

Teenmentalhealth.org is a project of the Sun Life Financial Chair in Adolescent Mental Health, Dr. Stan Kutcher, a partnership between Sun Life Financial, Dalhousie University and IWK Health Centre to help improve the mental health of youth by the effective translation and transfer of scientific knowledge.

Website: www.teenmentalhealth.org

Wired Safety

Wired Safety is a website on internet safety and help group. Its founder is Parry Aftab.

Website: www.wiredsafety.org

Books & Other Select References:


Barbara Coloroso, The bully, the bullied and the bystander : from pre-school to high school : how parents and teachers can help break the cycle of violence, (Toronto; Harper Collins, 2002)
Wendy Craig, publications:  
http://www.queensu.ca/psychology/People/Faculty/Wendy-Craig.html

Kate Hammer, “This is What Bullying Feels Like” The Globe and Mail (2 December 2011), online: http://www.theglobeandmail.com/news/national/this-is-what-bullying-feels-like/article2259123/


Faye Mishna, publications:  
http://www.socialwork.utoronto.ca/faculty/bios/mishna.htm


Debra Pepler, publications:  


Shaheen Shariff, publications:  

Susan W Swearer, “Five Myths About Bullying” (30 December 2010), online: http://www.washingtonpost.com/wp-dyn/content/article/2010/12/30/AR2010123001751.html


“You Received a “Sext,” Now What? Advice for Teens” (22 February 2011) Cyberbullying Research Center, online: http://cyberbullying.us/blog/you-received-a-sext-now-what-advice-for-teens.html
Appendix M –

A Restorative Approach to Schools

Prepared by Jacqueline Ruck and Emma Halpern
A Restorative Approach to Schools

By Jacqueline Ruck and Emma Halpern

A restorative approach to school is founded on the belief that in order to build safe and healthy school communities, we must strengthen and support our social relationships through community participation, respectful dialogue, sustainable processes that build and strengthen relationships and opportunities for all school community members to feel empowered, engaged and participate meaningfully.

Developing a restorative approach in a school takes time because it is not simply a new set of activities or a new program; it is a way of learning, thinking, and interacting in a school. That said, there are a number of processes and practices that help school staff and students to think and behave restoratively and these can be learned and taught. Overall, a restorative approach helps us evaluate the assumptions we make that guide the way in which we approach and treat one another both on the day to day and when conflict and challenges arise.

Within the school, a restorative approach is structured to encourage, promote and enable leadership by building the capacity for positive relationships and conflict resolution. This approach is exciting because it is not solely owned, enforced or implemented by administration, but also by teachers, students and potentially even parents and the broader community; all of whom play key roles in the development and implementation of these processes, practices and policies. In upper years, student case workers can be trained to implement and facilitate formal conferences and at all grade levels students are encouraged to take a major role in designing and shaping classroom circles and other practices; where possible families and communities are also engaged in all restorative processes. This approach helps students invest in their communities and in the norms and rules that are essential to its functioning thereby helping them to come to understand and take responsibility for their role in creating and maintaining safe and healthy learning communities.

A restorative approach can also be taken to handle conflict and discipline within the school while promoting and building positive relationships and school attachment. This approach holds individuals accountable for their actions while encouraging their involvement and voice within the school community. Among the processes that have been developed for this purpose are conferencing models that bring together all those involved, or who have been affected, and those that might offer support to address harm and plan for change in the future.

The following are some guiding principles that assist in understanding a restorative approach:

- Students learn best when they have positive relationships within the school community
- Positive (restored) relationships require equal respect, dignity, and concern.
- In order for students to understand and learn how to relate as human beings they need to take responsibility for their actions.
- Responsibility and accountability can best be fostered through an understanding of the impact of our actions on our relationships with others; it is rarely meaningful when it is inflicted or forced through punishment.
- Developing healthy relationships requires student engagement, leadership and a wholistic, community based approach.
- Conflict provides an opportunity to restore and to build positive relationships.
- All practices and processes, not simply discipline processes, within the school, should be centered on a relational, restorative approach.

Through ongoing use of the restorative processes, every interaction with students becomes an opportunity to build and enhance the attachments that exist between students and school staff, thereby creating a stronger school community and an enhanced learning environment.
The growing use of restorative approaches in Nova Scotia in a number of sectors can be attributed in large part to the Nova Scotia's Restorative Justice Program,\(^1\) which is one of the most comprehensive restorative justice programs in the world, and the research work of the NSRJ-CURA (Nova Scotia Restorative Justice-Community University Research Alliance).\(^2\) A restorative approach in schools illustrates the importance of working across government silos of health, education, community services, and justice.

Nova Scotia Restorative Justice Program agency staff, particularly staff from Tri County Restorative Justice\(^3\), used their knowledge and expertise as restorative justice practitioners to develop a model for a restorative approach in schools that is specifically designed to address and respond to the social and cultural realities of Nova Scotia. This approach in schools began as a pilot project funded by the Nova Scotia Department of Justice Crime Prevention Strategy and the Law Foundation of Nova Scotia. There was recognition early on in the development of the pilot that the relevance of this approach was not restricted to responding to harm but to building healthy and sustainable relationships and communities through our major social institution.

This approach, therefore, also complemented a number of initiatives currently underway through the Nova Scotia Department of Education (DOE). Specifically, in 2005, the DOE trained lead teachers and administrators from every school across the province in the basic components of Positive Effective Behaviour Supports (PEBS). PEBS is a whole school approach with a focus on shifting away from reacting to negative behaviour towards reinforcing positive behaviour. Restorative approach should be seen as enhancing and giving life to the important work already done by PEBS within Nova Scotia schools.

Similarly, SchoolsPlus is a provincial initiative designed to improve delivery of government and other programs and services for children, youth and families in Nova Scotia. The restorative approach has been adopted in a number of SchoolsPlus sites and has provided facilitators with an important way of understanding and approaching their work.

The International Institute for Restorative Practice (IIRP Canada) has also played a significant role in a number of schools through training sessions that prepare schools to begin to understand and approach their work restoratively. A final important area of support comes from the student support workers through the RCH program (Race Relations, Cross Cultural Understanding and Human Rights) at the Department of Education who have received training in the restorative approach.\(^4\)

Over the past few years, there has been a significant collaboration between the aforementioned parties, and this sharing of information, ideas and resources has played a key role in developing the local, community-based element of this work in Nova Scotia.

Currently in Nova Scotia, a number of schools, from elementary to senior high school, have adopted a restorative approach and are noting extremely positive results. The following sections will highlight the experiences of some of the schools and the lasting impact of a restorative approach. Overall, principals report fewer suspensions, less discipline issues and a more positive school environment.

The following sections are designed to communicate the influence of a restorative approach (RA) in Nova Scotian schools. We asked a number of schools that have adopted this approach to describe and assess their experiences. Upon reviewing the responses, we felt compelled to compile their results in an effort to provide readers with a basic understanding of how RA has been impacting schools in our province to date.

**School Climate and Student Success**

A school's climate is often dependent upon how connected individuals in the school are to one another. The climactic environment of a school can impact a student's ability to learn, trust, and respect others and can dictate whether or not there is a feeling of dread upon walking through school doors, or a feeling of belonging. RA seeks to create a climate where students and staff alike feel comfortable, safe, and appreciated. In Nova Scotia, schools

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1. [http://gov.ns.ca/just/rj/](http://gov.ns.ca/just/rj/)
2. [www.nsrj-cura.ca](http://www.nsrj-cura.ca)
4. [http://rch.avrnsb.ednet.ns.ca/home/9](http://rch.avrnsb.ednet.ns.ca/home/9)
that have chosen to adopt this approach report that they have seen their environment become more positive and community-oriented.

One of the province’s high schools has received letters from parents commenting on the unique climate of their children’s school. One parent noted, “Upon first entering...I was immediately taken with the sense of friendliness, yet tight organization and monitoring.” The parent went on to call the school a place she and her child are able to call “home.” Another parent at the same school indicated that her daughter felt that everyone in the school is “genuinely interested in being there in the moment.”

A principal of a school in a different region shared that, following her experiences with RA, she has found a correlation between the students’ connection to their school and “student success.” Furthermore, she shared that her school has been using circles in the classroom and this tool has impacted students and their ability to “understand the interconnectedness of the school culture, how the choices they make impact those around them and how to understand and express their emotions in a positive way.”

Similarly, staff from an elementary school said their school’s climate is the best it has been in 10 years, noting “across the school our achievement levels have increased in math, reading and writing according to the external assessment data.”

Schools in Nova Scotia are reporting that since the use of RA, there is less insubordination, happier staff, and less aggression amongst the students. A vice-principal noted that RA has “helped transform our school community,” adding that this approach has been the “biggest transformation in our school since I started working here.”

One staff member from a high school shared her thoughts, saying the “...climate of the school has definitely changed. It is much more positive.” Another staff member from the same school said, “Restorative Approaches has brought a calming influence to the school. Now that students have found they have a voice that counts they are more aware of how their actions affect others.”

**Discipline Referrals**

When implementing RA in schools, in the context of discipline, there is a hope that students will gain an understanding of the impact of their behaviour and this enlightened view will affect their actions. Nova Scotian schools have found this to be the case.

An elementary school found that following the use of RA, they had less than 10 office referrals within an entire school year. The school shared that students were taking initiative and using restorative practices on the playground to solve their own disputes.

Upon assessing office referrals in another elementary school, they reported that the first two days of the 2010-11 school year had 18 office referrals, compared to the first four days of the 2011-12 school year, which saw only one referral.

Yet another elementary school shared that eight years ago their office was receiving up to 70 referrals on a weekly basis. This school was proud to say that office referrals have now become an “anomaly”.

One high school reported a 94 per cent drop in insubordination from 2010 to 2011. The same school saw an 81 per cent drop in total suspensions in the same time frame. Similarly, another school witnessed a 76 per cent reduction in suspensions, with yet another school documenting an 82 per cent reduction in suspensions.

A member of a school board within the province said that one of their high schools used to report 18-20+ infractions per month. Shortly after using RA that number decreased to 3-4 per month.

Finally, another high school shared that suspensions had dropped from 144 to 18 in one year. Following reflection as to why this is the case, the principal of the school commented, “When youth are involved through Restorative Approaches they have to look beyond themselves to understand their connection with others and how their behaviour, words and actions affect those they interact with on a daily basis.”
Community and Relationship Building

Understanding our interconnectivity is at the core of RA and the corresponding practices. As opposed to viewing incidents that take place in a classroom setting or on the playground, as isolated infractions, RA attempts to get to the root of the issue and do so in a cohesive, relational manner.

In Nova Scotia, RA has been useful in restoring relationships across the province. One parent, in a letter to her daughter’s high school, expressed her appreciation that the school was serving as part of the village required to raise a child.

Emma Halpern, of the Tri-County Restorative Justice, states that RA has been most successful in addressing “challenging systemic issues of inequality within schools such as racism and homophobia.” Tackling tough issues like these in a restorative manner has led to “healing for individuals, schools and whole communities.”

A school counselor said, “Restorative practices focus on mending and building relationships.” She went on to say that, “Fostering good relationships lead to helping students make connections with their school and community; these connections are vital for success in school.”

One principal said that using restorative practices has helped to “transform our school community.” By empowering students to be involved in resolving conflict, they are given a voice that others want to hear, and as a result they feel a greater connectivity to those around them. In the same vein, a guidance counselor expressed that RA is an “integral part in bringing schools and community to work together.”

One student shared her experiences with restorative approaches, noting that this approach is not only beneficial for the school but also for the community in which the school is located. One manner to deal with conflict is to have a circle where students, teachers, parents and community members can come together to discuss repairing harm that has been caused. The student said that this was “important” because it allowed members of the community to see youth “taking responsibility for their actions.” A student support worker commented that this approach is beneficial to the community “as it has created a more positive, responsible school environment for students to excel.”

One elementary school goes so far as to incorporate information regarding RA into their monthly newsletter for the community’s awareness.

Finally, a police officer commented that RA “cut[s] down on the need for police to be responding [to] calls from the school” and allows for community involvement in resolving issues.

Staff Experiences

Staff involvement in restorative practices is very important to seeing the approach executed successfully. A unified staff with a firm understanding of this approach allows for a more unified student body and Nova Scotian schools reported that a team approach was necessary to see results. One school noted that “principal leadership” is important so that teachers and facilitators have someone to guide them in these new processes.

Another school, when sharing their experiences, said that they had some staff members who were immediately supportive of the approach while others were unsure at first. However, once staff were trained in RA, they were able to see first-hand how effective their new tools were.

Staff members at a Nova Scotian elementary school choose to discuss RA during every staff meeting. Eager to learn more, staff members attend RA professional development on their own.

Staff from a different elementary school said that RA has “allowed them to bring their students to a place they didn’t think possible before.” Staff members have become comfortable using circles in the classroom, a tool that has become the “default approach” to dealing with conflict. Teachers have observed that students who were once in regular conflict with others, are able to articulate themselves and “express their frustrations” in a productive manner.

When discussing the staff’s reactions with one school, we were told that the staff member who was the most concerned about this approach was also the first one to use circles in a classroom situation. The principal at this
school stated: "I feel that the implementation of Restorative Approaches and the buy-in by the school community is directly related to the resulting change in school climate and direct participation in the approach."

**Conclusion**

Several Nova Scotian schools have been reaping the benefits of RA and are eager to witness even greater transformations as this approach permeates their school communities. Many schools have expressed a desire to receive greater support in this area due to the positive effects they have already seen.

We will close this report with a brief account from one of our province’s high schools. An incident occurred between a group of boys involving the use of a racial slur. A fight had been scheduled to take place at noon off school property, but as the time drew closer, tensions were growing inside the school. The school decided to use a circle and talk to all parties involved, as well as the guidance counselor, student support worker, and the principal. The principal began by asking some questions in an effort to relax a very tense group of students. The student support worker talked about the history of this racial slur and the impact on his community. Eventually, one of the boys expressed the reasons why the use of the racial slur was offensive and hurtful. He spoke about the struggles he faces on a daily basis and the history of that word. One of students who had used the slur indicated he had no idea that the word would have this kind of impact and that his intention had been to simply insult the other student. A young woman asked if that was how they saw her, because when she hears that word that is how it makes her feel. Through this dialogue, the students began to connect and understand how their actions were impacting others. Ultimately, the student reached a common understanding from which to move forward. Following this circle, they committed to work on these issues as a school and the guidance counselor spoke with the students individually about how they would communicate the outcome of this session with their friends and peers.

These processes help schools deal with the underlying issues and causes of behaviour and conflict and not just with the presenting behaviour itself. In this case, through addressing the context and causes of the behavior, the school was able to not only avert a fight but also begin to address the complex harms and histories that affect both the school and the wider community.

The principal of this school, when reflecting upon the various manners in which a restorative approach has impacted her school, said, "It is [the] relationship building that happens with Restorative Approaches."

If you are thinking about developing a restorative approach in your school, please consider the following 10 recommendations:

1. Identify a core team of interested staff, administration and potentially students who can lead the school in a restorative approach.
2. Invite restorative approaches practitioners to meet with administration and lead team to support your school in their understanding of a restorative approach and the development of an implementation plan. Develop relationships with practitioners who can continue to provide ongoing support and commitment to the school.
3. Begin thinking explicitly about the activities and programs currently undertaken in your school to build community and strengthen relationships. Create an inventory of those initiatives to establish with staff that your school is already engaging in this work. Begin to use a restorative approach in how you work together as a staff team.
4. Invite guest speakers to upcoming professional development days, SAC parent council meetings, and staff meetings to speak about restorative approaches in schools and answer questions. For a list of potential speakers in your area please see below.
5. Consider available training opportunities for the entire school in a restorative approach and support out of school restorative approaches training opportunities, workshops and conferences for staff and administration both in Nova Scotia and elsewhere. As you take on this approach as a school ensure there are opportunities to reflect on experiences as a whole school – share successes and challenges and look for resources and supports to continue to develop knowledge and skills.
6. Contact the individuals listed below and set up visits with other schools who have adopted a restorative approach within their school.
7. Speak with elders from the Mi'kmaq and African Nova Scotian communities and learn about the traditional use of circle processes in their communities. Introduce this history to students.
8. Introduce parents and family members to a restorative approach through parent teacher nights and events that engage families.
9. Introduce the wider community to the restorative approach by inviting them to become involved in events, information sessions and programs that occur within the school.
10. Seek out background reading on a restorative approach through the contacts and websites highlighted below.

If you want more information about a restorative approach for your school, please feel free to contact the following partners:

Jennifer Llewellyn, Director
NSRJ-CURA
Room 118, 6061 University Ave
Halifax, NS
jennifer.llewellyn@dal.ca
www.nsrj-cura.ca

Jennifer Furlong, Executive Director
Cumberland Community Alternatives
PO Box 843
Amherst, NS B4H 4B9
jenniferfurlong@eastlink.ca
www.communityalternatives.ca

Emma Haipern
Tri County Restorative Justice (Halifax)
emma.haipern@gmail.com
www.tricountyrestorativejustice.com

Tanya Bain, Executive Director
Tri County Restorative Justice
10 Starrs Road
Yarmouth NS B5A 2T1
ritan@ns.aliantzinc.ca
www.tricountyrestorativejustice.com

Tara Moore
Schools Plus Coordinator
Student Services, Department of Education
2021 Brunswick Street
Halifax, NS B3K 2Y5
mooretl@gov.ns.ca
www.schoolsplus.ednet.ns.ca

Or contact the local restorative justice agency in your community: http://www.gov.ns.ca/just/rj/contact.asp
Appendix N -

Timeline for Implementing the Recommendations
## Actions: Timetable

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<td><strong>Scope and Consequences</strong></td>
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<tr>
<td>Establish reliable measures for collecting initial baseline data</td>
<td>Education</td>
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<tr>
<td>Establish scope and prevalence of bullying and cyberbullying</td>
<td>Education</td>
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<td>Establish correlations between bullying and other factors using Power School</td>
<td>Government Departments and Service Providers</td>
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<td>Collect, using data collection system PRO, information on bullying and cyberbullying</td>
<td>Policing Agencies</td>
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<tr>
<td>Collect information on bullying and cyberbullying</td>
<td>Community Organizations working with children</td>
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<td>Gauge effectiveness of reporting and evaluating methods through a student survey</td>
<td>Education</td>
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<td>Identify gaps in information needed in Nova Scotia</td>
<td>Education</td>
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<td><strong>Partnering and Networking</strong></td>
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<td>Create an Anti-Bullying Coordinator (ABC) position * Immediate initiation of creation and filling of this position is recommended</td>
<td>Government Education</td>
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<td>Engage youth in Government decisions and policy development</td>
<td>Priorities and Planning</td>
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<td>through the Nova Scotia Youth Advisory Council</td>
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<td>Develop and maintain an anti-bullying website and social media platform</td>
<td>Education Communications Nova Scotia</td>
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<td>Organize an annual conference on bullying and cyberbullying</td>
<td>Education</td>
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<td>Establish policy to support student requests for school groups supporting safety and inclusion</td>
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<td>Build on existing community partnerships and relationships including policies</td>
<td>Relevant Government Departments and Agencies through the ABC</td>
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<td>Explore and support educational initiatives between schools and police</td>
<td>Justice</td>
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<td>Establish policies and protocols with respect to bullying and cyberbullying for government supported agencies working with children</td>
<td>Sport Recreation and other organizations funded/supported by Government</td>
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<td>Establish policy guidelines for prevention identification and intervention on bullying issues within sport/youth organizations</td>
<td>Health and Wellness , Community Services and Education</td>
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<td>Expand existing partnerships and explore new ones with universities, professional, and service organizations</td>
<td>Government</td>
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<td>Continue and extend channels of communication with parents</td>
<td>Education</td>
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<td>Establish and implement a communications protocol</td>
<td>Communications Nova Scotia (CNS)</td>
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<td>Provide funding to create or expand an existing division or programs related to child and youth bullying, cyberbullying, and digital analysis</td>
<td>Government</td>
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**Definitions**

| Include bullying definitions and commentary in the Education Act                     | Education                         | ●         | ●         | ●         | ●         |
| Develop a protocol for referrals to the Human Rights Commission                      | Education and Human Rights Commission | ●         | ●         | ●         | ●         |

**Law and Policy**

<p>| Introduce Bullying Awareness and Prevention Act to:                                   | Education                         | ●         |           |           |           |
| • amend Education Act preamble                                                       |                                   |           |           |           |           |
| • incorporate definitions to bullying and cyberbullying                               |                                   |           |           |           |           |</p>
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<tr>
<th>• establish consequences for behavior taking into account principles of progressive discipline, restorative approaches, and takes into account the safety and disability of all students</th>
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<td>• insure that definitions and cyberbullying are used consistently in the Education Act, Code of Conduct and regional school policies</td>
<td>Education</td>
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<td>• address incidents of bullying and cyberbullying that occur off school grounds</td>
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<td>• incorporate duties to report to the principal</td>
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<td>• require the principal to investigate incidents</td>
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<td>• provide provisions for parent responsibilities</td>
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<td>• require school boards to develop regional policies</td>
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<td>Revise Provincial School Code of Conduct and School Code of Conduct Guidelines</td>
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<td>Review existing policies to ensure there are no barriers</td>
<td>Relevant Government Departments</td>
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<td>Enhance a progressive discipline policy to include Restorative Approaches</td>
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<td>Develop policy on the use of cell phone/digital devices as part of Code of Conduct</td>
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<td>Pilot a ban of cell phones/digital devices in classrooms</td>
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<td>Develop policies and</td>
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<td>procedures to encourage students/parents to report bullying</td>
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<td>Develop a protocol to facilitate police access to information during investigations of bullying and cyberbullying</td>
<td>Justice and Partners</td>
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<td>Recommend changes be made to regulations governing Internet Service Providers to Ministry responsible for the Canadian Radio and Television Commission (CRTC)</td>
<td>Justice and Partners</td>
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<td>Make representations to the Federal Minister of Justice to evaluate effectiveness of Criminal Code and the possibility of having bullying and cyberbullying as a crime</td>
<td>Justice and Partners</td>
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<td>Explore links between bullying and marginalized groups</td>
<td>Justice</td>
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**Interventions**

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<td>Institute an office of the Anti-Bullying Coordinator * Immediate creation and resourcing of an office of anti-bullying</td>
<td>Government of Nova Scotia</td>
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<td>Establish criteria for assessing intervention programs</td>
<td>Government of Nova Scotia</td>
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<td>Require school boards to adopt ABC approved intervention programs</td>
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<td>Establish measurement tools to measure outcomes of intervention programs and develop annual reporting mechanism</td>
<td>Education</td>
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<td>Establish School-Based Safe and Healthy School Committees</td>
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<td>Develop integrated system of care for students requiring one-on-one intervention</td>
<td>Government Education</td>
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<td>Establish over five years a ratio of one guidance counsellor for every 500 students from P - 12</td>
<td>Education</td>
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<td>Implement comprehensive guidance and counselling program with specific time allotted to personal counselling services</td>
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<td>Build on the successes of restorative approaches and consolidate resources and expertise</td>
<td>Justice Education</td>
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<td>Establish mechanism for referrals to external professionals to assist students requiring one-on-one interventions</td>
<td>Education, Health and Wellness and Community Services</td>
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<tr>
<td>Publicize and promote to teachers, students, parents and the community existing programs and resources</td>
<td>Education and Relevant Government Departments</td>
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<tr>
<td>Provide Mental Health – Identification/Navigation (MH/IN) training to all junior and senior high schools</td>
<td>Education and Health and Wellness</td>
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<tr>
<td>Provide Mental Health Literacy to all grade 9</td>
<td>Education</td>
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<td>students through Healthy Living</td>
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<td>Provide training in suicide risk identification to Mental Health, Justice and Community Services Providers working with youth</td>
<td>Health and Wellness, Community Services and Justice</td>
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<td>Make available training related to issues of Mental Health and suicide to practicing journalists</td>
<td>Health and Wellness</td>
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<td>Create or adopt evidence-based program(s) for delivery in schools</td>
<td>Health and Wellness</td>
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<td><strong>Education</strong></td>
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<tr>
<td>Create or adopt evidence-based digital citizenship and online safety programs for elementary and junior high students</td>
<td>Education</td>
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<td>Standardize student computer usage agreements with clearly defined consequences</td>
<td>Education</td>
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<td>Develop online evidence-based programs to improve technological and digital literacy for parents and community members</td>
<td>Education</td>
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<td>Create a digital and printed Parents Guide to combat bullying and cyberbullying</td>
<td>Education</td>
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<td>Examine current curriculum to identify opportunities to incorporate social and emotional learning</td>
<td>Education</td>
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<td>Incorporate Social-</td>
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<td>Emotional Learning, Inclusive Education, Mental Health Literacy, Anti-bullying Programs in guidance counsellor education and PD</td>
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<td>Incorporate in one annual PD for all school employees issues pertaining to bullying and marginalized populations</td>
<td>Education</td>
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<td>Require telecommunication companies at point of purchase to provide materials about cyber hazards and digital citizenship</td>
<td>Government</td>
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<td>Require as mandatory teacher education inclusion of Social-Emotional Learning, Mental Health Literacy, Restorative Approaches and Anti-bullying Strategies</td>
<td>Labour and Advanced Education</td>
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<td>Identify and analyse factors promoting positive and respectful relationships among all members of the school community (integrate funding of the Achievement Gap Initiative)</td>
<td>Education</td>
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<td>Provide training in Mental Health Literacy to employees working with youth in Health and Wellness, Justice, Education and Community Services</td>
<td>Health and Wellness, Justice, Education and Community Services</td>
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<td>Require that post-graduate medical training in Family</td>
<td>Labour and Advanced</td>
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<td>Medicine includes training in Child and Youth Mental Health</td>
<td>Education</td>
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<td>Identify support and deliver continuing education to Primary Care Physicians in the</td>
<td>Health and Wellness</td>
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<td>identification, diagnosis, treatment and management of the most common mental disorders</td>
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<td>in children and youth</td>
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<td>Adopt an Anti-Bullying and Anti-Cyberbullying Day or Week</td>
<td>Government</td>
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<td>Implement a broad-based public awareness campaign about the problems of bullying and</td>
<td>Education and Communications Nova Scotia</td>
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<td>cyberbullying</td>
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<td>Include social and emotional learning, inclusive education and strategies for coping</td>
<td>Government of Nova Scotia</td>
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<td>with bullying behaviour in Early Childhood Personnel training</td>
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**Accountability**

<p>| Establish a Tracking and Monitoring Committee to develop indicators of success for    | Relevant Government Departments |   |           |           |           |
| recommendations                                                                         |                           |   |           |           |           |
| Revise teacher performance appraisals to include performance categories on discipline,| Education                  |   |           |           |           |
| school climate and issues of marginalization                                           |                           |   |           |           |           |</p>
<table>
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<tr>
<th>Require all school boards</th>
<th>Education</th>
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<td>to report annually on incidents of bullying and cyberbullying indicating ways in</td>
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<td>which policies are being executed</td>
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<td>Include in annual business plans of all Department targets and strategies to address</td>
<td>Government</td>
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<td>bullying and cyberbullying</td>
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<td>Submit annual report to Cabinet with indicators progress on interdepartmental</td>
<td>Better Health Care Deputy</td>
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<td>cooperation in delivering services to youth</td>
<td>Ministers</td>
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<td>Evaluate goals, benchmarks, and successes in achieving better servicing of youth</td>
<td>Health and Wellness</td>
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<td>mental health needs</td>
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