

Healthy Relationships: Navigating Cyberviolence and Cyberbullying

Toolkit: Reactive Placemat

(The information contained in these modules is meant to offer guidance regarding best practices to Principals and Vice-Principals in Ontario. Principals and Vice-Principals should always seek to consult with their board personnel and respect board directives and policy in regards to the management of incidents of cyberviolence and/or cyberbullying).



This PowerPoint is to be used with school staff and is written through the lens of the Proactive Side of the Healthy Relationships Cyberbullying and Cyberviolence Placemat Tool.

Throughout the review of this PPT staff will:

- Develop and understanding of the impact and growth of cyberviolence and cyberbullying in schools
- This PowerPoint can be used as a school self-reflection tool to review: what is known, what is being done, what needs to be known and what need to be done in the future.
- Identify the needs of staff, students and parents in learning about cyberviolence and cyberbullying.

This PPT is a guide for conversation with School Staff that allows users to identify the slides that best fit with the school and staff needs. Slides may be adapted for the school context

NOTE: This PPT is used after an incident has occurred. Review MFIPPA and everyone's responsibility to protect the privacy of individuals, ALL employees of Ontario school boards who work with information have a responsibility to

safeguard information in their care. Ensure Staff are aware of and adhere to MFIPPA, school board privacy policies and the Education Act and do not identify staff or student name(s), school or OEN within the discussion of any incidents or school planning or staff meetings.

(The information contained in these modules is meant to offer guidance regarding best practices to Principals and Vice-Principals in Ontario. Principals and Vice-Principals should always seek to consult with their board personnel and respect board directives and policy in regards to the management of incidents of cyberviolence and/or cyberbullying).

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Reactive Placemat Tool

HEALTHY RELATIONSHIPS: Navigating Cyberviolence and Cyberbullying
REACTIVE PLANNING (DRAFT) (Revised March 2021)

THIS TOOL	DEFINITIONS (Common language across roles)	KEY PRACTICES
<p>Background: This tool is designed to be used in a meeting with school administrators and practitioners.</p> <ul style="list-style-type: none"> Current understandings and definitions Thought processes for identifying, investigating and (DRAFT) responding to incidents Considerations for students, staff, parents and community members A central space within their practices <p>Intended Inquiry Questions:</p> <ul style="list-style-type: none"> What has happened? (Context of evidence that applies to this incident) School and/or external investigations? What is being heard? (School Board policies, procedures and practices) Who needs to be notified? (School Board policies, procedures and practices) What is the potential for escalation? <p>REMARKS</p> <p>QUESTIONS</p> <ul style="list-style-type: none"> Are the students in need of immediate support and/or protection? Consent: Is it a legal or a best practice to be responsible to be notified? If not, where evidence and notified personnel (see Best Practices) Consent was obtained and included? Who was involved in this incident? Age, identify age of all involved? What happened? (Timeline, time, date, location) Was the incident captured, recorded, if so how? Does it involve self or others? Was the communication (texted, posted, etc.) relevant? How widely was the image shared? Content? Are there safety concerns? <p>KEY TERMS</p> <ul style="list-style-type: none"> Who needs to be notified? (Superintendent, Board/Board Members, Board/Practitioner) Who needs to be notified? (Superintendent, Board/Board Members, Board/Practitioner) Who needs to be notified? (Superintendent, Board/Board Members, Board/Practitioner) Who needs to be notified? (Superintendent, Board/Board Members, Board/Practitioner) Who needs to be notified? (Superintendent, Board/Board Members, Board/Practitioner) <p>LONG TERM</p> <ul style="list-style-type: none"> Staff training Review content of staff and student agency High professional development for staff and school council Investigate other practice resources (review current practice and process) Community and parent outreach 	<p>Child: Minors under the age of 18 years old</p> <p>Youth: Individuals aged 12 - 17 years old</p> <p>Adult: Individuals aged 18 years and older</p> <p>Cyberbullying: Intends to describe a wide range of online behaviours which are intentionally done to harm others, including but not limited to Cyberbullying, Cyberstalking, Cyber harassment, Cybersex, sexting, and non-consensual distribution of intimate images. Cyberbullying is a photograph, video, audio, or other visual representation, whether or not it was made for emotional or psychological harm, which is written and audio recording, live, text-based, still, and through digital communication.</p> <p>Cyberstalking: Is that done a person who is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in such activities, in (1) the domestic characteristics of which is the reputation, for a sexual purpose, of a sexual nature or the act of a person under the age of eighteen years.</p> <p>Cyberbullying: Behaviour directed towards another individual or group with the intent to cause emotional harm through the use of technology tools as the medium and electronic devices, including but not limited to text messaging, social media, email, and public message online, non-consensual recording of an individual's sexual orientation, gender identity or gender expression, making false accounts on social networking sites to ridicule others, sending harassing/insulting messages about other people online.</p> <p>Cybersex: Repeated unwanted communication with another individual through the use of technology other than text messaging but not limited to text messages, e-mails, private and public posts. This can include sexual name calling, sexual pictures, identifying sexual acts, non-consensual recording of an individual's sexual orientation, gender identity or gender expression, sending, receiving or requesting unwanted sexual images, phone, text, social media, or other electronic devices, including but not limited to text messages, e-mails, private and public posts. This can include sexual name calling, sexual pictures, identifying sexual acts, non-consensual recording of an individual's sexual orientation, gender identity or gender expression, sending, receiving or requesting unwanted sexual images, phone, text, social media, or other electronic devices, including but not limited to text messages, e-mails, private and public posts.</p> <p>Cybersex: Repeated unwanted communication with another individual through the use of technology other than text messaging but not limited to text messages, e-mails, private and public posts. 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Part 2 Reactive Tool – thought matrix for administrators to respond to an incident

This Reactive Placemat Tool is designed for school administrators when responding to an incident of cyberviolence or cyberbullying. It is shared with staff as a reference point for thinking.

What is Personal Information?

PRIVACY and CAUTION!!!

Personal Information (PI) is any information that identifies an individual and may include information from which an individual can be identified.

MFIPPA provides that any identifier (such as a student number) that is assigned to the individual, is personal information.

Privacy Breach: a breach is unauthorized disclosure of personal information contrary to section 23 of MFIPPA.

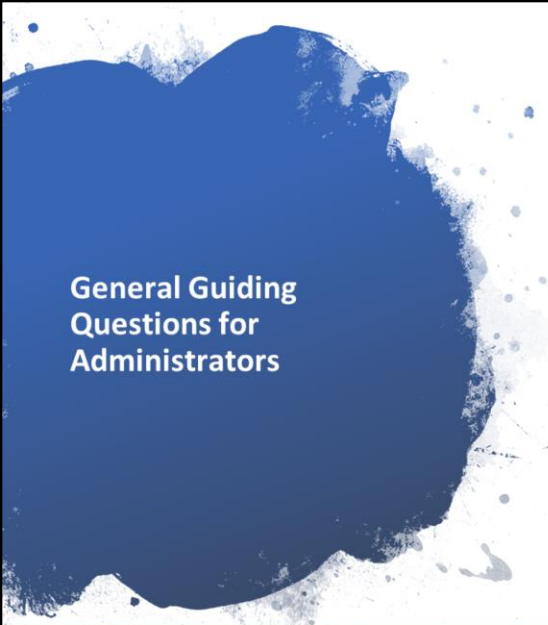
LEADERSHIP IN ACTION

NOTE: This PPT is used after an incident of cyberviolence or cyberbullying has occurred. Review your board’s policies/protocols/procedures regarding privacy and Information Management.

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56

(MFIPPA) Privacy: it is everyone’s responsibility to protect the privacy of individuals, ALL employees of Ontario school boards who work with information have a responsibility to safeguard information in their care. Ensure Staff are aware of and adhere to board policies/protocols/procedures and MFIPPA, and the Education Act.

Do NOT identify staff or student name(s), school or OEN within the discussion of any incidents or school planning or staff meetings.



General Guiding Questions for Administrators

Administrative Process:

- Identify what has happened.
- Determine if this is a school and/or criminal investigation.
- What needs to be done (immediate, short-term, long-term)?
- Who needs to be notified?
- What is the potential for escalation?

- What is the role of the school staff?

The next few slides speak to the administrative process for dealing with an incident. They are shared with staff for the purpose of understanding the processes involved and for individual staff members to see themselves in this process...to think of what they need to become aware of...what they may need to do or how they may need to respond.

An incident of cyberviolence and/or cyberbullying **has occurred**.

Share with staff the administrative steps/process involved in dealing with the incident from the administrative perspective

What does a staff member need to know to deal with an incident? (immediate, short-term, long-term)?

Administrator RESPONSE: Immediate



Administrator Considerations:

- Are student(s) in need of immediate support and/or protection?
- Criminality?
- Consent?
- Who was involved?
- What transpired?
- Was the incident captured/recorded, if so how? Does it involve self or others?
- Was the recorded incident distributed, if so how? To whom?
- How widely was the image shared? Containment? Are there more schools involved?
- Securing evidence (see Best Practices)

Continued



SEXTING

What is it?

How do you define it?

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ACCOMPLISHMENT
EFFECTIVE

An example that could be used to deepen understanding.

Popcorn out: these two questions...gather examples from staff...build a definition together, compare this to the definitions on the Placemat Tool. Support staff for whom this is new or disturbing information.

Administrator RESPONSE: Short Term

Administrator Considerations:

- Who needs to be notified?
- Supports available (PSW, Child Youth Worker, Catholic Children's Aid Society, Guidance/Student Success, Victim Services, Chaplain, Community Agencies, Public Health, School-Based Mental Health Team)
- Complete documentation
- Consequences (discipline, support and re-entry if necessary)

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Continued

Administrator RESPONSE: Long Term

Administrator Considerations:

- Staff meeting
- Review content of staff and student agenda and current board practice and process
- Plan professional development for staff, students and school council
- Investigate other proactive measures
- Community and Parent outreach

Continued

Administrative BEST PRACTICES

- Contact police if you believe a criminal offence has occurred
- Follow board/school policies/procedures and respective police school board protocols
- Turn off/secure/confiscate the personal electronic device from the student and have someone witness when you do so
- Document details of the incident
- Inform relevant board personnel

It is **NOT** recommended:

- that you search the device unless you believe there is an immediate threat to the safety of a student/child
- that you send, save, share or print any images from the device

****Potential legal repercussions for viewing, possessing and/or sharing child pornography can occur ****

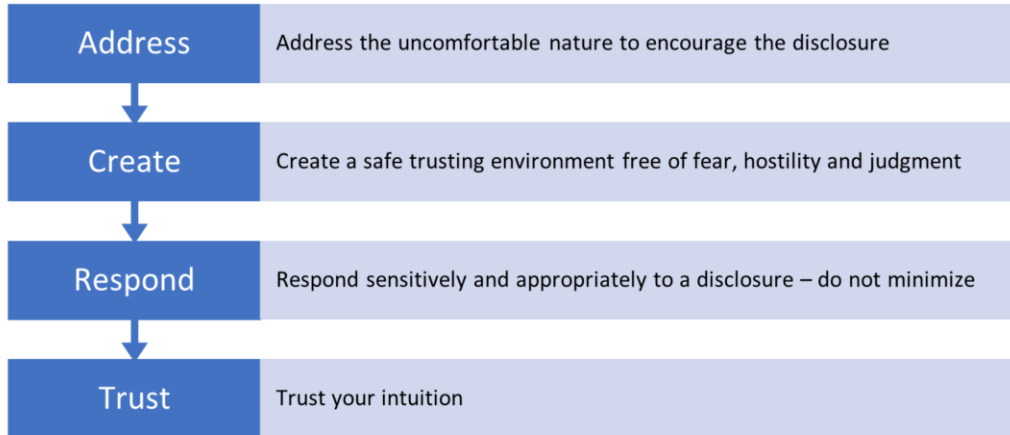
CATALYTIC
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These suggested best practices apply to administration and staff members. Please note the highlighted comments and discuss the critical nature of understanding personal and professional vulnerability when dealing with the cyber world and your role in it.

HOW TO RESPOND?



In discussing with other administrators and staff who have had to deal with incidents in their schools, the comments are suggestions for all to keep in mind when responding to incidents.

WHAT TO DO?



REMEMBER THE INVESTIGATION WILL BE UNCOMFORTABLE GIVEN THE NATURE.



ALTHOUGH THE PRODUCTION OF SUCH IMAGERY WILL LIKELY TAKE PLACE OUTSIDE OF SCHOOL, THESE ISSUES OFTEN MANIFEST IN OUR BUILDINGS.



SCHOOL STAFF NEED TO BE ABLE TO RESPOND SWIFTLY AND CONFIDENTLY TO ENSURE THAT STUDENTS ARE SUPPORTED AND EDUCATED.

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Invite staff to add to this...

School Staff Considerations

- Child Youth Family Services Act: Section 125 (duty to report neglect or abuse)
- Recognizes the pressures of relationships
- Discuss issues of consent and trust at age appropriate levels
- Appropriate and acceptable boundaries
- Privacy component of digital citizenship
- Know there will be fallout (could last a long time)
- Reassurance



What is the role/responsibility for each and every staff member?

Suggestion to review the **duty to report** and **board policies, procedures and protocols** when responding to an incident.

Additional Thoughts...

Reach out to
Community
Agencies

Look for
Curriculum
Connections

Establish Social
Justice-Like Clubs

Recognize
Months/Days
(November Bully
Awareness Month and
Prevention Week)

Invite Guest
Speakers

Nurture Digital
Citizenship

Foster Trusting
School Climate

Consider adding
questions to
school climate
student surveys

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This slide could be used as a proactive brainstorming session with staff for designing next steps.

What can WE do?

CONTACT US

- ADFO www.adfo.org
- CPCO www.cpco.on.ca
- OPC www.principals.ca



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