

Most students never report episode of bullying

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are action oriented. They prefer physical fighting, such as hitting and kicking, and become more aggressive as they grow older.

Verbal bullies use words to hurt or humiliate such as teasing and name-calling. This is often the most deadly form of bullying, and hardest for teachers to detect, since it's easy to inflict, is quick and leaves no visible scars.

Relationship bullies convince peers to exclude and cut off an individual from social activities or ties, and are connected to verbal bullying. Often referred to as "shunning," girls are notorious for relationship bullying.

Reactive bullying involves someone who switches from bully to victim, and is often the most difficult bully to identify. They often begin as a victim and become a bully.

Bullies can usually be identified in preschool and the behavior can carry into adulthood. They do not learn self-control and usually have a group of friends they regularly bully. Characteristics include; above average aggressive behavior, a desire to dominate

peers and need to feel in control, no sense of remorse and refusal to accept responsibility. A bully's parents often support their child's bullying and bully their child themselves.

Bullies often grow up to be abusive adults, involved in violent crime, or dead-end jobs. As adults, bullies experience social, legal and professional problems.

Ms Hartery explained that 69 per cent of students report never being involved in a bullying incident as either a bully or victim.

But for those who are involved, bullying usually begins early in school or when a child changes schools. Children who are bullied often display vulnerable behavior, such as shyness or passiveness, and are singled out for this reason. Students with physical or learning disabilities, low self-esteem, or who dress, act or speak differently are at risk.

Ms Hartery suggested many ways both schools and parents can get involved and help stop bullying. Teachers, parents and students need to be involved. There needs to be change for the bullies and support for victims.

Schools serious about addressing bullying should look at the problem from a school wide perspective involving:

- Staff training and education about bullying;
- An anonymous questionnaire for students to fill out;
- Student instruction involving clear and safe classroom and school rules;
- Support for victims by designating a safe place or person to report bullying incidents;
- Parental involvement through a parent's night or parent council.

Parents who suspect or know their child is being bullied should:

- Watch for signs, including a sudden drop in grades, unexplained physical marks or torn clothing, increased absences or fear of school, out-of-character behavior, more time spent alone and frequently 'lost' possessions.

- Keep a record of bullying incidents, including time and date;
- Contact the school immediately and voice your concerns;
- Not tell kids to fight back.

Gang members can't just quit

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cent of youth are "at risk" due to personal factors in their lives and will be in contact with the police. Only 5 per cent of youth are considered "high risk" and are responsible for a significant amount of crime and disorder.

Hamilton-Wentworth Police have adopted a strategic approach to youth crime. Under this model different methods are being used to address youth crime and prevention, including:

- Education about crime prevention and personal safety;
- Expanded intervention options for officers to use when they deal with young offenders;
- Targeted enforcement for repeat offenders.

Det. Mayea suggests several do's and don'ts for schools in dealing with gang members:

- Treat the gang-involved students with the same respect and value shown to others, don't dismiss and antagonize them;
- Do not humiliate or embarrass the gang-involved students, especially in front of peers;
- Give them high expectations for academic achievement;
- Do not allow the students to write gang symbols or turn in assignments with gang style writing. Gothic writing with a gang name is a good indicator;
- Do not allow people who are "at risk" or "high risk" to work together on assignments;
- Do not allow your class to be used as a gang forum;
- Try and learn their gang nicknames, but don't allow the use of gang nicknames in class;
- Set definite rules and consequences — suspend and file charges if necessary — gangs respect discipline and expect discipline and structure;
- Don't expect gang member to just quit, they can't.

Boards plan to purchase together for cost savings

The six Catholic School Boards in the Greater Toronto Area — Halton, Durham, Dufferin-Peel, Simcoe Muskoka, Toronto, and York — have established a business services consortium in an effort to reduce costs, improve efficiencies and generate revenue for providing goods and services to students.

The president of the consortium, known as the Catholic School Boards Services Association (CSBSA), will be Peter Derochie, associate director of education with the Simcoe Muskoka Catholic District School Board. Peter Howarth, former associate director of education with the Dufferin-Peel Catholic District School Board, will be the CSBSA's executive director.

"We are actively and aggressively seeking public and/or private sector partnership initiatives, which will ultimately benefit students in the six member boards," said Mr. Howarth. "While we will be looking at a broad range of potential initiatives, our immediate interests are co-operative opportunities related to capital debt financing, school design/construction and the purchasing of school board supplies and materials."

The member boards collectively educate more than 294,600 students, employ approximately 24,100, and maintain operating budgets in excess of \$1.76 billion.

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