



2024-2025

Anti-Bullying and Anti-Violence Plan
Lester B. Pearson School Board

June 11th, 2024

DATE OF GOVERNING BOARD APPROVAL

GOALS OF THE ANTI-BULLYING AND ANTI-VIOLENCE (ABAV) PLAN

- In compliance with the [Quebec Education Act](#) (QEA), the main purpose of the ABAV plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member, **in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic.** This plan specifies the duties and responsibilities of the relevant parties of the school **community** and the school **partners** in achieving this.

- Outline the responsibilities of all parties towards the elimination of bullying and violence in the school community, including the responsibility of parents to promote a positive and respectful school climate inside and outside school.

- School boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop their full potential, free from any form of bullying or violence.

- School boards must also ensure a healthy and secure working environment for their staff, and the staff must participate in ensuring a safe and respectful working climate.

- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.

School Community Parties:

Students, Staff, School Administration, School Board, Governing Boards, & Parents.

School Partners:

Outside organizations including but not limited to bus companies, coaches, & volunteers.

"The Lester B. Pearson School Board believes that everyone in its community is entitled to a safe, healthy, secure, respectful and caring environment. The School Board believes that education should prepare our students for a responsible life in a free society, in a spirit of understanding, peace, tolerance, and equality of sexes based on the principles of respect, diversity and inclusion."

-LBPSB Policy on Safe and Caring Schools

DEFINITIONS as applied in ABAV

Bullying

- “the word “bullying” means any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a **power imbalance** between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes” ([art. 13, par. 1.1, QEA](#)).

Violence

- “The word “violence” means any **intentional** demonstration of force of a verbal, written, physical, psychological or sexual nature which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property” ([art. 13, par. 3, QEA](#)).

Sexual Violence

- “The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by technological means.”
<https://www.legisquebec.gouv.qc.ca/en/document/cs/p-22.1>

Racism

- “Corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” ([MIDI, 2015](#))

Discrimination

- “Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.” ([Charter of Human Rights and Freedoms, section 10](#))

Parent

- “the word “parent” means the person having parental authority or, unless that person objects, the person having custody de facto of the student” ([art. 13, QEA](#))

Elements of the ABAV Plan *(art. 75.1, QEA)*

Element 1	<u>an analysis of the situation</u> prevailing at the school with respect to bullying and violence;	pg.
Element 2	<u>prevention measures</u> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;	pg.
Element 3	<u>measures to encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	pg.
Element 4	<u>procedures for reporting, or registering a complaint</u> concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;	pg.
Element 5	<u>the actions to be taken</u> when a student, teacher or other school staff member or any other person observes an act of bullying or violence; or when a report or complaint is sent to the institution by the regional student ombudsman.	pg.
Element 6	measures to <u>protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;	pg.
Element 7	<u>supervisory or support measures</u> for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;	pg.
Element 8	specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature; and	pg.
Element 9	the required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	pg.
Additional Element (75.1 QEA)	<u>sexual violence</u> ; compulsory training activities for management and other personnel; and safety measures to stop sexual violence.	pg.
Annual Evaluation	the results achieved by the school with respect to preventing and dealing with bullying and violence must be <u>evaluated</u> .	

Bullying:
the word "bullying" means any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a **power imbalance** between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes

Violence:
the word "violence" means any **intentional** demonstration of force of a verbal, written, physical, psychological or sexual nature which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property

1. ANALYSIS OF THE SITUATION

Description of the findings that emerge from the situation analysis with respect to bullying and violence

The students have identified, in general, positive relationships with staff members. The majority of students surveyed in Grades 4-6 express being interested and motivated by school. The students have a global sense of invested effort and a fair number of students express having a sense of advocacy at school. Students find that there are positive student-teacher relationships and that school staff have high expectations towards student achievement. Concerning areas in regards to student reflections are bullying and exclusion; feelings of safety at school, and a considerable number of students express feeling moderate to high levels of anxiety. Student engagement is another priority.

Priorities identified with respect to bullying and violence

The study finds that a sense of belonging, school related anxiety, and the social and emotional well-being of the students are the primary areas of concern for Riverview Elementary.

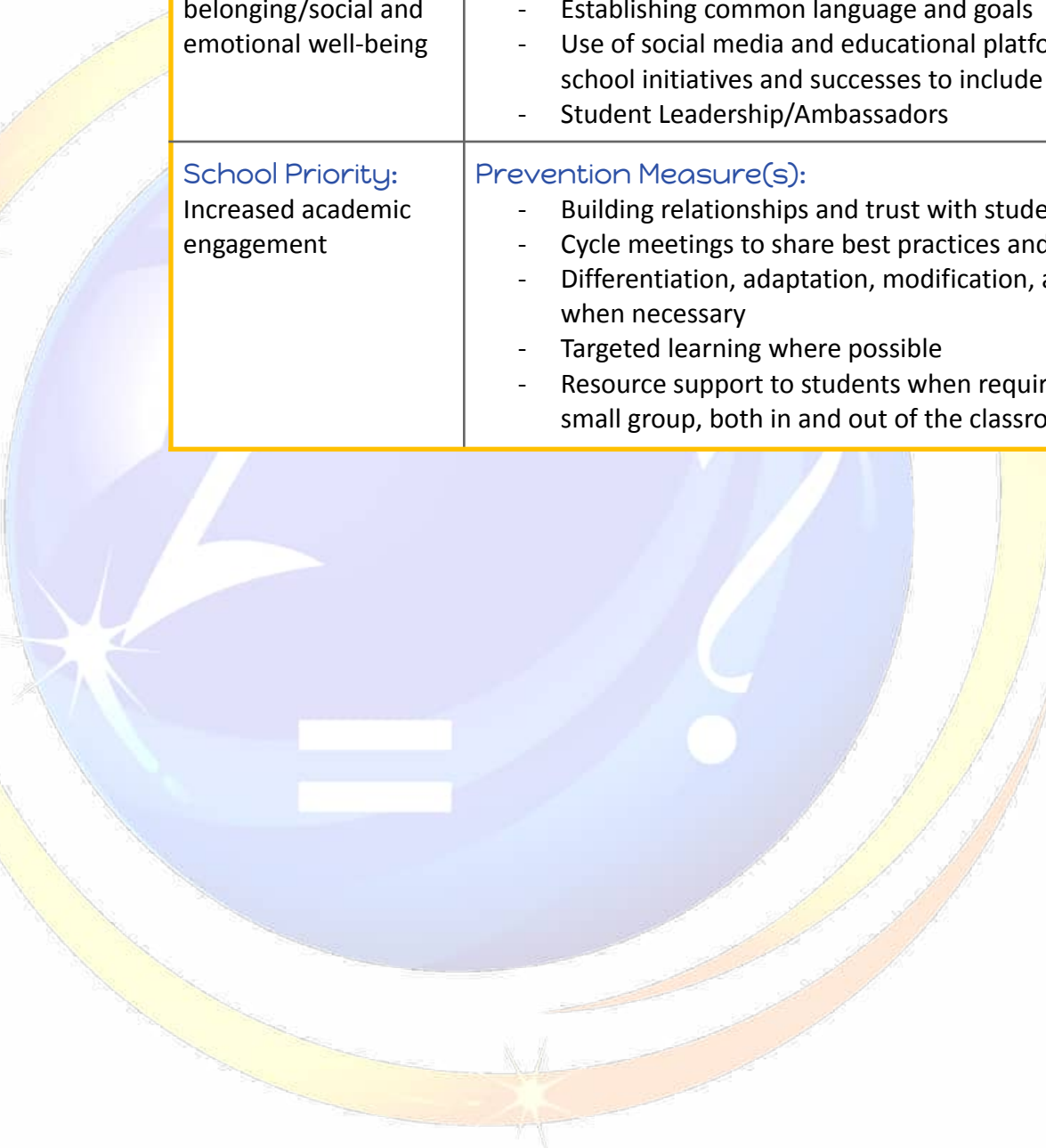
2. PREVENTION MEASURES

The ABAV plan must include prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic. Additionally, LBPSB sanctions its schools and centres to carry out measures to promote Equity, Diversity, Dignity, and Inclusion (E.D.D.I.) for all the parties of the school community and their partners.

Obligations of the QEA	
Ensuring a Safe and Caring School Climate	The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff, and must be sent to the parents at the beginning of each school year. (art.76, QEA)
	The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed. (art. 96.21, QEA)
	During the month of September each year, the principal of a school providing education to students in the second cycle of the secondary level shall see to the formation of a student committee. (art.96.5, QEA)

Priorities and Prevention Measures	
LBPSB Priority: To promote the values of the EDDI statement	Prevention Measure(s): <ul style="list-style-type: none"> - EDDI committee to promote cultural identity and education - schoolwide initiatives to increase students' sense of identity, voice, and belonging - building community connections as a Community Learning Center - working with community artists and partner organizations - Indigenous Awareness through workshops, performances, speakers, and artists - Celebration of Lunar New Year, Black History, and instruction on a variety of multicultural customs and observances throughout the school year

	<ul style="list-style-type: none"> - Lunch & Learn Workshops and professional development opportunities for staff to enhance their awareness and knowledge on topics such as gender identity, neurodiversity, and more
<p>School Priority: Fostering a sense of belonging/social and emotional well-being</p>	<p>Prevention Measure(s):</p> <ul style="list-style-type: none"> - Assemblies - Establishing common language and goals - Use of social media and educational platforms to celebrate school initiatives and successes to include families - Student Leadership/Ambassadors
<p>School Priority: Increased academic engagement</p>	<p>Prevention Measure(s):</p> <ul style="list-style-type: none"> - Building relationships and trust with students - Cycle meetings to share best practices and plan effectively - Differentiation, adaptation, modification, and acceleration when necessary - Targeted learning where possible - Resource support to students when required (individual or small group, both in and out of the classroom)



3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

Parents are valuable partners and it is important to work together when it comes to taking action to prevent and stop bullying and violence. It is together that we can find the solutions. This collaboration will enable us to continue to flourish and succeed in an atmosphere of mutual respect ([LBPSB Policy on Safe and Caring Schools](#)).

Measures encouraging parent(s)/guardian(s) collaboration in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

- The Code of Conduct and the ABAV Plan will be made available to parent(s)/guardian(s); it will be posted on the school website.

Other school-based measures, if necessary:

- Regular communication (via phone, social media, email, and weekly newsletters) with parents about expectations to strengthen the home/school connection and promote preventative practices
- Provide a variety of opportunities for parents to be involved in the school during outings, special events, consultations, and class activities
- Encourage participation in Governing Board, PPO, and Grad Committee to build relationships and sense of community.

"The Lester B. Pearson School Board believes that the school board's administrators, staff, parents, students and all those present in the school's environment have a responsibility to ensure that the right to be safe and secure is upheld."

-LBPSB Policy on Safe and Caring Schools

Resources

Community Resources	Information on Violence and Bullying
<p>For Students:</p> <ul style="list-style-type: none"> ● Kids Help Phone: 1-800-668-6868 <ul style="list-style-type: none"> ○ kidshelpphone.ca ○ Text HELLO to 686868 ● cybertip.ca <p>For Parent(s)/Guardian(s) :</p> <ul style="list-style-type: none"> ● CLSC <ul style="list-style-type: none"> ○ Name : ○ Address: ○ Phone No. : xxx-xxx-xxxx ● Service de police de la ville de Montréal (SPVM) <ul style="list-style-type: none"> ○ PDQ No. : ○ Address: ○ Phone No. : xxx-xxx-xxxx ● Sûreté du Québec (SQ) <ul style="list-style-type: none"> ○ Post No. : ○ Address: ○ Phone No. : xxx-xxx-xxxx 	<ul style="list-style-type: none"> ● Benado - Mon pouvoir sur l'intimidation ● Canadian Centre for Child Protection ● Canadian Red Cross- Violence and Abuse Prevention ● Government of Quebec: Violence and bullying ● Media Smarts ● Ministère de la famille - Québec ● Promoting Relationships and Eliminating Violence Network (PREVNet) ● Renfort Support Line - Telephone support line for Montreal families affected by gun violence

4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The LBPSB complaint procedure can be followed to make a report or register a complaint: [Link to LBPSB Complaint Procedure](#)

The procedures for reporting or registering a complaint of acts of bullying, violence, cyberbullying, and sexual violence are:

For students	
bullying, violence, cyberbullying, or sexual violence	You can ask for help for yourself or for someone else. To report a situation, you can contact any adult you trust (teacher, integration aide, daycare, principal, parent, etc.). They will be able to guide you.
For parent(s)/guardian(s)	
bullying, violence, cyberbullying, or sexual violence	Inform the principal via email, phone call, or in-person meeting.
For staff members	
bullying, violence, cyberbullying, or sexual violence	Inform the principal via email, phone call, or in-person meeting.
For partners, (bus drivers, volunteers, others)	
bullying, violence, cyberbullying, or sexual violence	Inform the principal via email, phone call, or in-person meeting.
Any person or enterprise providing extracurricular services to students of a school or carrying out a special school project for the provision of services other than educational services	
bullying, violence, cyberbullying, or sexual violence	<u>Must inform</u> the principal of the school attended by the students directly involved of any act of bullying or violence that they observe. They must also follow the prescribed training.

The procedures for registering a complaint are:

- In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the [Commission des services juridiques](#). **If the student is under 14 years of age**, the principal also informs their parent(s)/guardian(s) of that option, and **if the student is 14 years of age or over**, the principal may also inform his or her parent(s)/guardian(s) of that option, with the student's consent. ([Art.96.12, QEA](#))
- It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the [complaint processing procedure](#) provided for in the Act respecting the National Student Ombudsman.
- **Regional Student Ombudsman Coordinates:**
1035, rue De La Chevrotière, 25e étage
Québec (Québec) G1R 5A5
Phone number: 1 833 420-5233
Email: info@pne.gouv.qc.ca

To find out more about the treatment of complaints procedure,
please visit the LBPSB website:

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

5. ACTIONS TO BE TAKEN

RESPONSE PROTOCOL	
STUDENT(S), PARENT(S)/GUARDIAN(S), ANY OTHER PERSON, OR PARTNER(S)	
<ul style="list-style-type: none">• We encourage any student(s), parent(s)/guardian(s), or any other person who observes an act of bullying or violence, as a responsible member of the school community, to report the incident (refer to Element 4).• We require partner(s) to report the incident (refer to Element 4).	
STAFF	
Any staff member who observes an act of bullying or violence must (items 1-4): <ol style="list-style-type: none">1. <u>Respond</u>- Intervene immediately2. <u>Reassure</u>- Ensure safety of all school community parties and partners3. <u>Report</u>- To the Principal or their designate4. <u>Review</u>- Establish frequent check-ins, maintain communication and ongoing support as needed	
PRINCIPAL	
After considering the best interest of students and/or staff directly involved, the principal shall: <ul style="list-style-type: none">• Meet with parties involved, as needed.• Communicate relevant information to relevant staff members regarding the safety of the student(s) and/or staff concerned.• Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required. (Art 96.12, QEA)• Refer parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction with the course of action from the school administration, and inform them of their right to request assistance. (Art 96.12, QEA)• Document the incident.	

School Community Parties:
Students, Staff, School Administration, School Board, Governing Boards, & Parents.

School Partners:
Outside organizations including but not limited to bus companies, coaches, & volunteers.

6. CONFIDENTIALITY

Reporting incidents of bullying or violence is the right thing to do. It allows everyone to obtain help and put an end to the situation. Reporting may cause discomfort in the person doing it, however, the school will take the necessary precautions to preserve confidentiality.

The measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence are:

- Staff are reminded annually that every incident and the ensuing follow-up must be kept confidential.
- Communication with all parties will be discreet.
- All parties will be treated with respect, discretion and empathy.
- Details of applied disciplinary sanctions will be kept confidential as the law forbids that this information be communicated to other students or parents.

Other school-based measures, if necessary:

- Weekly resource meetings to pair students with professionals and support staff as necessary, with child's dignity, academic and social emotional success as priorities at all times
- FSSTT and Special Ed Tech in regular communication with administration regarding changing family dynamics and needs in order to supply quick, discreet support to families, as required

7. SUPERVISORY OR SUPPORT MEASURES

It is the responsibility of every staff member to use difficult/challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices.

Supervisory or Support Measures for Victims, Witnesses, and Perpetrators (may include, but are not limited to)

- Ensure a safe, caring, and trusting climate during interventions.
- Put in place necessary measures for the safety of all school community parties and their partners.
- Facilitate a meeting with a designated staff member.
- Offer individual or group support.
- Refer to the professional resources of the school or school board.
- Establish an intervention plan.
- Refer to external partners such as:
 - Batshaw/Department of Youth Protection (DYP);
 - Integrated University Health and Social Services Centre/Integrated Health and Social Services Centres (fr. CIUSSS/CISSMO);
 - Service de Police de la Ville de Montréal (SPVM);
 - La Sûreté du Québec (SQ).
- Monitor and follow up after resolution.

Other school-based measures, if necessary:

- Ensure punctual, intermittent, or ongoing support to students as required
- Provide safe spaces for dysregulated students post-event to process with a trusted adult
- Referral to partner services for mediation or therapeutic support where possible
- Partnership with BGC, Heart and Hands Clinic, and other local organizations

8. DISCIPLINARY SANCTIONS

The application of disciplinary sanctions will be made following an analysis of the incident(s). The severity of bullying and violent acts are measured by their intensity, frequency, consistency, persistence, context, and impact on students.

Considerations When Determining Disciplinary Sanctions

- Age and developmental maturity of the students involved.
- Nature, frequency and severity of the behaviours.
- Relationships of the parties involved.
- Context in which the alleged incident(s) occurred.
- Patterns of past or continuing behaviours.
- Family context.
- Other circumstances that may play a role such as cultural context, trauma history and mental health.

Disciplinary Sanctions (may include, but are not limited to)

- Conversation with student
- Parent notification
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Behaviour contract
- Removal of privilege(s)
- School Detention
- Referral to Planning Room and/or Alternative to Suspension Program
- In-school suspension
- Out-of-school suspension
- Enrolment in another school

Other school-based sanctions, if necessary:

- Community service within school
- Coordination with SEED/Daycare staff to provide appropriate support to students where necessary.

9. FOLLOW-UP

Follow-up measures may include:

- Ongoing documentation of the event(s).
- Ongoing communication with all parties involved, as needed.
- Ongoing monitoring of all students involved to assess their well-being.
- Verifying the completion of disciplinary sanctions for all parties concerned.
- Referring parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction.

Other school-based measures, if necessary:

- Mitigating the effects of secondary trauma on bystanders, staff, and classmates, as necessary
- Coordination of communication between home, school, and SEED staff to ensure thorough follow-up

To find out more about the treatment of complaints procedure,
please visit the LBPSB website:

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

SEXUAL VIOLENCE

Compulsory training activities for management and other personnel:

- Training will be provided, when made available.

Safety measures to stop sexual violence:

- Sexuality Education Curriculum
- Internal expertise of school board professionals (sexologist, psychologists, guidance counsellors, etc.)
- Prevention programs
- Consultation with partners (SPVM/SQ, CIUSSS/CISSMO, Batshaw/DYP, Marie-Vincent Foundation, etc.)

Other school-based measures, if necessary:

- workshops to promote awareness regarding interpersonal boundaries and healthy relationships
- using gender neutral language
- securing the safety and dignity of the student(s) involved
- providing reassurance and avoiding re-victimization

Complaint Procedure

In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the [Commission des services juridiques](#). **If the student is under 14 years of age**, the principal also informs their parent(s)/guardian(s) of that option, and **if the student is 14 years of age or over**, the principal may also inform his or her parent(s)/guardian(s) of that option, with the student's consent. ([Art.96.12. QEA](#))

It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the [complaint processing procedure](#) provided for in the Act respecting the National Student Ombudsman.

Other options to report situations of sexual misconduct and violence in schools include:

- a call or text to the National Student's Ombudsman at 1-833-420-5233

- an email to plaintes-pne@pne.gouv.qc.ca



ABAV Evaluation





Riverview Elementary School

ANNUAL EVALUATION GRID

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To replace	Our actions or measures are no longer applicable or available.

Evaluation: To promote the values of the EDDI statement				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	EDDI committee to promote cultural identity and education (Indigenous Awareness through workshops, performances, speakers, and artists, Celebration of Lunar New Year, Black History, and instruction on a variety of multicultural customs and observances throughout the school year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	schoolwide initiatives to increase students' sense of identity, voice, and belonging	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	building community connections as a Community Learning Center /working with community artists and partner organizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Lunch & Learn Workshops and professional development opportunities for staff to enhance their	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

awareness and knowledge on topics such as gender identity, neurodiversity, and more			
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Findings

Given the recent implementation of the revised ABAV, we feel that our goals are appropriate and will be maintained. In the new year, we will renew our efforts to plan regular Lunch and Learn sessions, which have proven to be quite popular. With topics suggested by colleagues to ensure pertinence, our goal would be to host two per term.

Evaluation: Fostering a sense of belonging/social and emotional well-being

		Legend:		
		Check		
		1: No adjustment	2: Some adjustments	3: To replace
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Assemblies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Establishing common language and goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Use of social media and educational platforms to celebrate school initiatives and successes to include families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Student Leadership/Ambassadors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Our communication with families seems to be effective and appreciated, both through social media and newsletters. The current system will be maintained into next year, along with our student ambassador (Leadership Crew) meetings. Student involvement is strong and will continue to be encouraged next year. Areas that we will strive to improve are the diversity of speakers and presenters at assemblies as well as establishing/renewing our common language as educators. This will be done through work with our EDDI committee, the establishment of homework expectations by grade level, horizontal and vertical planning, and renewed focus on TIPPS initiatives.

Evaluation: Reduction of school related anxiety

		Check		
		1	2	3
Legend: 1: No adjustment 2: Some adjustments 3: To replace				
Actions and/or Prevention Measures carried out in 2023-2024				
1	Guided meditation (by students and staff)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Classroom meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Trauma informed pedagogy and practices (including the Zones of Regulation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Adapted schedules when/if necessary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Ongoing communication with families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Social and life skills groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Encouraging emotional awareness and self-regulation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Safe spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Access to differentiated seating, movement breaks, and calming areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Teaching digital citizenship and appropriate online conduct	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Findings

It has been suggested to make the guided meditation period more universal by implementing a school wide reflection time (such as after recess or lunch) next year. More work can be done in the area of classroom meetings by modeling the practice or involving consultants. An effort will also be made to standardize the method of communication (Google Classroom, SeeSaw, Dojo, etc.) by level to avoid confusion for parents. Given the students' access to unmonitored screen time, we hope to renew the focus on the importance of digital citizenship by hosting another webinar, inviting police to visit for more workshops, and/or having other guests come in.

Evaluation: Increased academic engagement

		Legend:		
		Check		
		1: No adjustment	2: Some adjustments	3: To replace
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Building relationships and trust with students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Cycle meetings to share best practices and plan effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Differentiation, adaptation, modification, and acceleration when necessary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Targeted learning where possible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Resource support to students when required (individual or small group, both in and out of the classroom)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

We have an excellent school team, but agreed that more formal check-ins by cycle at monthly staff meetings could be productive. Relationships with students are strong and the resource team does an excellent job of coordinating student support, communicating with parents, teachers, and outside services. The area that requires some attention is that of accelerated learning. It is felt that this can be addressed, at least in part, by expanding our Literacy Block pilot from this year to provide more opportunities for targeted learning.