



Ste-Adele Elementary School
60 Henri Dunant Ste-Adele, QC J8B 2X5
Phone: 450-229-3226 Fax: 450-229-5187
Website: <http://steadele.schoolqc.ca/>
Cheryl Kowch, School Secretary: ckowch@swlauriersb.qc.ca
Carolynn Roberts, Principal: caroberts@swlauriersb.qc.ca

Anti-Bullying and Anti-Violence Plan (ABAV)

Ste-Adele Elementary School

Drafted 2012-2013
Revised August 2017

Originally Adopted by Ste-Adele Elementary School Governing Board February 25, 2013
Modified August 2017; Revision Adopted by Ste-Adele Governing Board September 26, 2017

GOAL: To prevent and stop all forms of bullying and violence on behalf of SWLSB employees, students and parents which target a student, a teacher or any other school staff member.

Definitions:

BULLYING: Refers to any repeated direct or indirect behavior, 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: Refers to any intentional demonstration of verbal, written, physical, psychological or sexual force 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.

Coordinator of the Anti-Bullying and Anti-Violence Team:

Carolynn Roberts, Principal

Members of the Anti-Bullying and Anti-Violence Team:

The Staff of Ste-Adele Elementary School

Originally Approved by Governing Board: *February 25, 2013*

Revision Adopted by Governing Board: *December 12, 2016*

Revision Adopted by Governing Board: *September 26, 2017*

Extract of Original Resolution:

G.B. 25-02-2013-31: Motion to approve the A.B.A.V. Plan for Ste-Adele Elementary School as presented, and with changes/modification made directly to the A.B.A.V. plan during meeting, motioned by N. Rocheleau; seconded by C. Cornish, (UNANIMOUSLY APPROVED).

Extract of Resolutions to Adopt Revisions:

G.B. 12-12-2016-17 Motioned by A. Reynolds and Seconded by J. Sallie to adopt the 2016-2017 ABAV plan as presented.

G.B. 09-26-2017-12 Motioned by N. Losier, Seconded by C. Alary to adopt the ABAV 2017-2018 revision.

Bullying and violence are extremely serious offences that are addressed accordingly by our school. In response to *Bill 19 – An Act to prevent and stop bullying and violence in schools*, which has now been adopted into the Quebec Education Act, this document will outline the procedures necessary to respond to the elements prescribed by the law.

This plan primarily follows the template provided by the S.W.L.S.B., and includes all obligatory sections required. The Ste-Adèle Elementary School staff and Governing Board have collaborated to ensure this plan meets the needs of our unique school community while still respecting all elements required by Bill19. Parental input has been included by way of answers provided in a Bullying Questionnaire sent home in the fall of 2012. The plan was revised in July 2014, following additional consultation with S.W.L.S.B. and is updated yearly.

The Elements of this Plan are:

- 1.) An analysis of the situation prevailing at the school with respect to bullying and violence.
- 2.) 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;
- 3.) Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- 4.) Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and more particularly, procedures for reporting the use of social media or communication technologies for cyber-bullying purposes;
- 5.) The actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;
- 6.) Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- 7.) Supervisory or support measures for any student or staff member who is a victim of bullying or violence, for witnesses and for the perpetrator;
- 8.) Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature;
- 9.) The required follow-up on any report or complaint concerning an act of bullying or violence;
- 10.) Form and nature of undertakings to be given by the Principal to a student who is victim of bullying or violence and to his or her parents;
- 11.) Form and nature of undertakings to be given by the Principal, the perpetrator and his or her parents in order to prevent any further act of bullying or violence.

1. Analysis of the Situation Prevailing at Ste-Adele Elementary School with Respect to Bullying and Violence

1. School Portrait

Located in the town of Ste-Adèle in the Laurentian Mountains approximately sixty-seven kilometres north of Montreal, Ste-Adèle Elementary School serves a community of less than 100 students from Kindergarten to Grade 6 who come from several towns in the Laurentians: Ste-Adèle, Ste-Marguerite, St-Hippolyte, Piedmont.

This little country school was built in 1950 and has undergone extensive renovations in 2017. The building consists of 2 floors with seven classrooms, a Kindergarten, 1 resource room, a small gymnasium and a new library created in 2006 and an outdoor area which accommodates brand new playground equipment and designated sports area. Each room has a permanently installed SmartBoard, and a mobile computer lab consisting of over 30 computers is available to all students. Students share 30 LearnPad tablets. There is new stage lighting, new curtains are to be installed September 2017 and a new sound system in the gymnasium plays music in all modern formats (iPod, mp3, etc.)

The community is made up of primarily Francophone families. We have an effective Governing Board and parents who regularly volunteer their help during school activities. We actively encourage more participation at the PPO level.

OUR PHILOSOPHY

At Ste-Adèle Elementary, our goal is to actively involve our students in their learning and personal growth. We encourage them to strive for success within a stimulating environment that meets their diverse interests and needs. We are a learning community that emphasizes respect, responsibility and safety for all. Our motto: Small School Making a Big Difference.

OUR VALUES: RESPECT, RESPONSIBILITY, SAFETY

The school prides itself in its desire to promote in each child a **Respect** for himself and for others around him/her as well as respect for the environment. The sense of respect that the school encourages in children and the examples we give as adults result in the development of character and a sense of strong values that last a life time. It is these values that guide pupils and help them to deal with each other, through their words and actions, and in making important choices as they grow into adulthood.

To encourage this development in a concrete manner and to instil a sense of **Responsibility** in the students, various activities and initiatives (Bucket Filling, Small School Making a Big Difference) are undertaken throughout the year to sensitize students to each other's feelings, the environment, and the less fortunate in the world. Activities include the Christmas basket collection, Terry Fox Run, Pink Shirt Day, Social Skills Lunches, Monthly Goal assemblies, Student Council, Green Team, etc.

Our positive behaviour system and our commitment to eliminating bullying and violence promote a **Safe** environment where students can develop their responsibility in providing a sense of safety for their schoolmates.

OUR VISION AND MISSION STATEMENTS

At Ste-Adèle Elementary School we believe in the basic right of each student to learn and grow in an environment that is respectful of student needs and differences, peaceful, secure and where students can learn to the best of their ability.

2. School Success Plan and Management and Educational Success Agreement

Bullying and violence in school has always been taken very seriously. Hence, our School Success plan and/or MESA provide for:

Creating a safer school environment (School Objective 4.1) which includes a variety of initiatives geared boost students' self-esteem, their sense of belonging in the school community and provision of tools in order to prevent and handle instances of bullying.

In order to achieve these goals, our school seeks to help students develop positive social behaviors which reflect responsible, respectful, and cooperative attitudes. We handle behavioral incidents under a philosophy of protection, restitution and prevention.

3. Bullying and Violence Indicators

Given our small school population, we have most often opted not to use the Tell Them From Me survey as an accurate assessment tool about bullying in our school, however this survey was done in 2017 with our Grades 4-6 students. In addition, in the fall of 2012 parents were surveyed regarding:

- 1.) Their definition of bullying.
- 2.) Their perception of bullying at Ste-Adele Elementary.
- 3.) Their philosophy about the seriousness and severity of certain behaviors.
- 4.) Their concerns regarding bullying.

4. Areas of Concern:

At the current time, we do not feel we have, by working definition, a serious bullying problem, however there are a few students who are monitored and supported in their interactions with each other. Given the small population and high adult-to-student ratio, we are able to handle many situations immediately and before they become a more serious and repetitive "bullying" situation. That said, our portrait at this point in time continues to lead us to concentrate on the following area(s) for improvement of the situation at our school:

- Educating our parents and students on what bullying is and what are age-appropriate and developmentally beneficial ways of handling bullying incidents.
- Paying close attention to the self-esteem of our students; both of students who might be bullied and the students who are doing the bullying.
- Educating our parents and students on the proper use of technology and its' possible use and consequences in bullying situations.

5. Zones of Vulnerability:

As a staff, we are conscious that our primary Zones of Vulnerability are:

- School yard
- On the Internet
- On the bus
- At home

2. 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.

In order to attain our goal, this school has put in place the following measures:

Administratively:

- Staff and Governing Board review the Rules of Conduct yearly and Governing Board approve the Rules of Conduct;
- Discussions, prevention, reminders, sensitization during staff/parent meetings.
- Tracking of reported incidents through the School Board recommended system.

Pedagogically:

- The establishment of specific prevention programs on an as-needs basis to address particular and identified concerns, (i.e. Social Skills Lunches, Dynamix training for Cycle 3 students, Media Smarts, MindUp etc.);
- The establishment of specific anti-bullying and anti-violence activities throughout the school year (i.e. We Day, Pink Shirt Day, Anti-homophobia Day, etc.).

For Parents:

- An open-door policy for parents to collaborate with the school in an open, trusting and respectful manner;
- Clearly defined expectations of polite collaborative behavior;
- The development of a fact sheet intended to inform parents of the collectively accepted definition of bullying;
- The development of parental workshops and special presentations at the school level, including sharing information about workshops offered through external community organizations;
- The participation in surveys regarding perceptions of behavior and bullying incidents at school;
- Internet Awareness

For Students:

- The participation in surveys regarding perceptions of behavior and bullying incidents at school;
- Internet awareness and drug awareness (Tangage);
- Other school-based activities such as Good Behavior Coupons, Small School Making a Big Difference, Dream Job Village to foster self-esteem and empowerment;
- Social Skills Lunches that cover a variety of topics for students at risk of being bullied as well as for students at risk of bullying such as:
 - Anger Management, Group Integration, Gossip, etc.;

- Lunch Hour Activities to promote self-esteem and develop personal interests of the students and which foster positive interpersonal relationships (i.e. jewelry making, book club, hockey, basketball, social games, etc.);
- P.P.O.-supported initiatives to promote self-esteem and develop personal interests of the students and which foster positive interpersonal relationships (i.e. themed craft lunches);
- In class activities and initiatives that connect to the ERC program (i.e. MindUp).
- Other in class activities such as Kelso's Choices, the Kindness Project, etc.;
- Continued education and discussion about the meanings of actions/intentions (i.e. "joking", "accident", "bullying").

For Staff:

- A collaborative and respectful atmosphere;
- Professional development opportunities;
- Support in any anti-bullying initiatives brought forward;
- Support in their handling of behavioral situations of students;
- Support in their handling of conflict situations between colleagues and with students/parents.

The prevention measures listed above are school-based initiatives to support parents, students and staff. You are invited to contact the school to receive any additional information on the above measures.

3. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

The success of this plan depends on the understanding and support of all our stakeholders. Certainly school administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviors. Parents are also important and necessary partners in this initiative. Parents need to be active advocates for their children and are encouraged to be aware of changes in their child(ren)'s behaviors and to contact the school in a timely and collaborative manner when behaviors at home become a concern.

In supporting this, the school:

- Distributes a variety of reading material explaining the difference between bullying and normal conflict;
- Educates parents on the impact of the exposure to violent play, technology, movies, etc. on student behavior;
- Distributes a comprehensive synopsis document of the Ste-Adèle Elementary School Anti-Bullying and Anti-Violence Plan (email, website and hardcopy is available);
- Distributes the Rules of Conduct to students, parents and staff;
- Organizes parent information sessions;
- Explains the communication process between the Principal and parents of victims, witnesses or perpetrators;
- Provides relevant information links to resources on the school's website, Facebook page, etc.

Parents are expected to conduct their communications (in person, email, notes, etc.) with staff members and students (when appropriate) with respect and courtesy. We consider parents to be role models for their children and should model collaborative and respectful communication. This carries forward to the use of social media where we would expect parents to not publish comments that are profane, libelous, racist, nor considered as personal attacks.

4. Procedures for reporting or registering a complaint concerning an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber bullying purposes.

As a student, should you be the witness or the victim of an act of bullying or violence, know that you should always seek help and support from a staff member or an adult whom you trust.

If you don't want to make yourself known, don't let that stop you from reporting and doing the right thing. You may report an incident and keep your anonymity. The providing for "anonymity" can be challenging for very small children, however it must be once again stressed that confidentiality will always be respected.

Incidents of bullying and violence can be reported verbally or in writing and must have sufficient first-hand information for it to be handled appropriately and effectively.

Bullying or violence can be reported by anyone through:

- Contacting any staff member (lunch supervisor, teacher, attendant, caretaker, attendant, etc.);
- Writing a note and leaving it in the plastic wall file on the door of the principal's office or in a sealed envelope through our mail slot beside main door;
- Contacting the school principal in any manner;

In any case, should documentary evidence be available, ensure that a copy is remitted as soon as possible to the Principal.

In the event of cyber-bullying, it is always advisable to do a "screen-capture" to provide a hard-copy of evidence. On a laptop, this can usually be done by pressing the computer's "Function" key + the numbered Function key for "Screen Capture". Then open a word document, click to "paste" and what was on the Internet screen will paste into the word document. For a PC, this can usually be done by pressing the computer's "Alt" key + the "Prt Scn" key. Then open a word document, click to "paste" and what was on the Internet screen will paste into the word document.

Reporting to the school does not absolve parental responsibility in also reporting offensive material to any particular social networking sites or directly to police should the evidence be considered illegal in nature.

By law, confidentiality of all parties concerned is guaranteed.

5. Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.

If I am a student:

- Intervene to stop the situation if you feel safe or go look for an adult immediately;
- Report incidents to an adult that you trust;
- Use proper language to address the inappropriate situation;
- Tell an adult if you hear about imminent attacks/bullying;
- Gather evidence if possible (i.e. screen capture for computers, written notes, etc.).

If I am a staff member:

- Put an end to the incident if it is safe and/or seek appropriate additional help;
- Define the behavior and declare the expected behavior;
- Gather relevant information about the situation and those involved (i.e. screen capture for computers, witness interviews, written notes, etc.);
- Document the incident and/or file a report;
- Report to the administration.

For others:

- Intervene to stop the situation if you feel safe;
- Report incidents to the Principal and/or nearest staff member;
- Gather information and documentation where possible (i.e. screen capture for computers, notes, witness interviews, etc.);
- Report using the School Board recommended system.
- Encourage children to stand up/speak up/seek help at school.

6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

We realize that, for a parent, having a child involved in a bullying situation, either as the victim, the perpetrator or the bystander can be difficult. It is our commitment to all stakeholders that we understand the need for and law regarding confidentiality and that we will do our utmost to respect the rules of confidentiality throughout any investigative process.

In order to ensure the confidentiality of reports or complaints, the school:

- Has created a filing system and provide limited access to respect confidentiality;
- Reminds the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student;
- Reminds parents of the legal obligation to maintain confidentiality pertaining to personal information regarding any student;
- Informs all parties involved of this obligation when handling a report or a complaint;
- Implements measures such as registration with Stop A Bully (link on school website) which allow for the anonymous reporting of bullying and violent incidents.

7. Supervisory or support measures for any staff member or student who is a victim of bullying or violence, for witnesses and for the perpetrator.

Student:

If I am a victim:

Can be any combination of:

- Interactions within an environment of respect and trust;
- Discussions;
- Follow-up meetings with staff, parents, support personnel (Behavior Tech, CSD consultants, etc.);
- Action plan for victim;
- Re-integration plan;
- Strategies for future empowerment

If I am the perpetrator:

Can be any combination of:

- Interactions within an environment of respect and trust;
- Expectation of identification and labeling of the *behavior* and not judgment upon the *student*;
- Discussions;
- Follow up meetings with staff, parents, support personnel (Behavior Tech, CSD consultants, etc.);
- Action plan for perpetrator;
- Re-integration plan
- Strategies to prevent future incidents
- Empathy counseling.

If I am a witness:

Can be any combination of:

- Discussion;
- Follow-up meetings if necessary;
- Positive reinforcement for "coming forward"

In all circumstances when bullying and violence are confirmed, the principal and/or Staff Assistant must be informed of each incident.

Staff Member:

If I am a victim:

Can be any combination of:

- Interactions within an environment of respect and trust;
- Discussions;
- Restructuring of methods of communication between parties;
- Follow-up meetings with staff, parents, support personnel;
- Action plan for victim;
- Strategies for future empowerment;
- Support to pursue legal action if warranted.

If I am the perpetrator:

Can be any combination of:

- Discussions;
- Follow up meetings with staff, parents, support personnel;
- Strategies to prevent future incidents;
- Empathy counseling;
- Disciplinary action subject to the policy and laws in place governing harassment and working conditions for SWLSB staff members.

If I am a witness:

Can be any combination of:

- Discussion;
- Follow-up meetings if necessary;
- Positive reinforcement for "coming forward"

In all circumstances when bullying and violence are confirmed, the principal and/or Staff Assistant must be informed of each incident.

8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature.

In order to achieve our bully prevention goals, our school seeks to help students develop positive social behaviors which reflect responsible, respectful, and cooperative attitudes. We handle behavioral incidents under a philosophy of protection, restitution and prevention. We recognize the importance of gathering enough information before a judgment of "bullying" can be made. The particular context of each situation with regard to the intent, age of the students or students with special needs will determine the appropriate cause of action.

Regarding Students:

Consequences for actions/incidents determined to be "Minor" might include:

- Discussion with the adult who witnesses or is told of the incident;
- Reflection time (discussion with supervising staff about the incident and how better to deal with similar situations should they occur, reflection sheets, etc.);
- Parent's involvement;
- Age and situation appropriate restitution.

Consequences for actions/incidents determined to be "Moderate" might include:

- Any item from the "Minor" list above;
- Student sent to office or other designated place;
- Principal intervention;
- Loss of privileges (E.C.A.s, social school activities, etc.);
- Community work (lunch hour/recess);
- Identification for and inclusion in social skills groups.

Consequences or actions/incidents determined to be "Severe" might include:

- Any items from the "Minor" and/or "Major" lists above;
- In-school suspension;
- Out of school suspension (up to 5 days);
- Out of school extended suspension (subject to School Board approval);
- Move to another school (subject to School Board approval);
- Expulsion (subject to School Board Council of Commissioner approval complying with Article 96.27 of the L.I.P.);
- Police involvement;
- Filing of a report with the Department of Youth Projection, (signalement with DPJ).

Regarding Staff Members:

Subject to the policy and laws in place governing harassment and working conditions for SWLSB staff members.

Regarding Parents:

If staff members are victims of bullying behavior including harassment on behalf of parents, they reserve the right to:

- Gather documentation regarding incident(s)
- Request Principal to be included in any meetings and communications.
- Refuse face-to-face meetings with parents. Communication can be by phone and/or writing.
- Explore their rights and responsibilities according to the law.

The following actions can be addressed as bullying if they meet the defined criteria for the identification of bullying. The list below is not a definitive and complete list of all potential actions.

Physical:

- Hitting, kicking, punching, pushing, shoving
- Spitting, pinching
- Forcing others to hand over food, money or something that belongs to them ("taxing")
- Making someone do something they do not want to do

Verbal:

- Name calling, teasing, insults, putdowns, bossing
- Threatening of any kind
- Making fun of someone because of their appearance, physical characteristics, intellectual ability, or cultural background
- Making fun of someone's actions

Indirect (Social and psychological):

- Excluding others from the activity or the group
- Spreading untrue stories about others
- Making inappropriate gestures
- Taking, hiding or damaging something which belongs to someone else

Cyber bullying:

- Sending nasty emails, text messages, or posts
- Inappropriate use of websites, social sites or camera phones
- Identity/password stealing
- Harassment, discrimination, denigration, defamation

9. Required follow-up on any report or complaint concerning an act of bullying or violence.

Upon receiving a report or complaint concerning an act of bullying and violence

The school shall:

- Investigate;
- Document the situation using specific template (i.e. Complaint Report Form, Dashboard model, etc.) and gather evidence;
- Assess the proper intervention to take place;
- Ensure documented follow-up with the involved individuals.

If I am a victim:

Can be any combination of:

- Participate in individual meeting to determine validity and severity of incident reported with notes taken;
- Receive offer to meet with adult (behavior tech, social worker, consultant, etc.) for support;
- Receive any other specific assistance offered based on needs;
- Participate in follow-up meeting to ensure that the situation is resolved and victim is protected.

If I am the perpetrator:

Can be any combination of:

- Participate in meeting to be informed of incident reported and to share the perpetrators side;
- Abide by appropriate and documented consequences including restitution where appropriate and possible;
- Participate in any activity determined to increase self-esteem, handle emotions, decrease anger, etc.

If I am a witness:

Can be any combination of:

- Meet to gain further information about the situation witnessed;
- Receive offer to meet with adult for support;
- Receive counseling on additional ways to be empowered to assist victims of bullying and help prevent bullying;
- Receive offer to meet at a later term for follow up.

If I am the parent of victim or perpetrator:

- Contact by the school to provide information on report/complaint;
- Receive information from the school about the handling of the report/complaint as it pertains to their child;
- Receive offer of additional services/support where possible/applicable;
- Receive follow up information regarding the situation/complaint where necessary.

10. Form and nature of undertakings to be given by the principal to a victim of bullying or violence and to his or her parents (for students)

Principal:

- Conduct a respectful, confidential and appropriate investigation of the complaint and apply of appropriate measures.

Undertakings For Students:

Can be any combination of the following:

- Provide strategies to student to prevent/handle future incidents;
- Arrange conditions of return (for both perpetrator and victim) with clear expectations;
- Provide a place for that student to express their worries, concerns, fears;
- Determine of assistance/services that may be needed;
- Provide victim with support resources (staff, behavior technician, CSSS contact, etc.);
- Make specific staff members aware so they can monitor and provide support;
- Provide academic support if necessary;
- Share the step-by-step process that was followed (while respecting anonymity/confidentiality);
- Follow-up with the parent and students (details of intervention are not given);
- Communication with parents and appropriate authorities including DYP and the police if necessary;
- Provide guidance toward additional community resources;
- Conduct an information meeting and offer resources for parents;
- Monitor situation after it has been dealt with to ensure long-term response;
- Follow up with victim later to make sure everything is still going well;
- Follow-up with witnesses;
- Consult with student services, School Board departments, Directorate, etc.;
- Inform parents of their right to request assistance from person designated by the School Board.

Undertakings For Staff Members:

Can be any combination of the following:

- Provide strategies to prevent/handle future incidents;
- Arrange conditions of return/re-integration (for both perpetrator and victim) with clear expectations;
- Provide a safe space for staff member to express their worries, concerns, fears;
- Determine of assistance/services that may be needed;
- Provide victim with support resources (staff, CSSS contact, employee assistance program etc.);
- Share the step-by-step process that was followed (while respecting anonymity/confidentiality);
- Follow-up with relevant parties concerned;
- Communication with appropriate authorities including the police if necessary;
- Monitor situation after it has been dealt with to ensure long-term response;
- Follow up with victim later to make sure everything is still going well;
- Follow-up with witnesses;

11. Form and nature of undertaking to be given by the Principal to the perpetrator and his or her parents (for students) in order to prevent any further act of bullying or violence

- Conduct a respectful, confidential and appropriate investigation of the complaint and apply of appropriate measures;
- A reasonable expectation of a proactive and positive collaboration and cooperation relevant parties.
- Respect the confidentiality and rights of the perpetrator in not discussing with others the consequences that have been given.

Can be any combination of the following:

- Provide strategies to perpetrator to prevent/handle future incidents (anger management, counseling, etc.);
- Arrange conditions of return (for both perpetrator and victim) with clear expectations for both the perpetrator (and parents if student);
- Provide a place for perpetrator to express their worries, concerns, fears, frustration, etc.;
- Determine of assistance/services that may be needed;
- Provide perpetrator with support resources (staff, behavior technician, CSSS contact, etc.);
- For students, make specific staff members aware so they can monitor and provide support and provide academic support if necessary
- Share the step-by-step process that was followed (while respecting anonymity/confidentiality);
- Follow-up with relevant parties concerned;
- Communication with parents and appropriate authorities, including DYP and the police if necessary;
- Provide guidance toward additional community resources;
- Conduct an information meeting and offer resources;
- Monitor situation after it has been dealt with to ensure long-term response;
- Follow up with perpetrator later to make sure everything is still going well;
- Follow-up with witnesses;
- Consult with student services, School Board departments, Directorate, etc.;
- Inform parents of their right to request assistance from person designated by the School Board

