



Quebec High School

CENTRAL QUEBEC SCHOOL BOARD

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

For information

Quebec High School

Phone NUMBER: 418-683-1953

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1 PREAMBLE

Original text in French

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the Education Act (EA), the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act

Furthermore, 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. They must also be sent to the parents at the beginning of each school year (EA, s. 76). Often outlined in the educational institution's Code of Conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author", particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

2 INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Education Act (hereinafter, “EA” [CQLR, c. I-13.3]) requires every educational institution¹ to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, “ANSO”) has led to further amendments to the EA.

In particular, the EA therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). 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 (EA, s. 96.21).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is the victim of bullying or violence (EA, s. 75.3).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (EA, s. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The governing board shall see to it that the wording of the document is clear and accessible. The document must indicate that 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 (EA, s. 75.1).
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The principal of the school sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (EA, s. 75.1).
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (EA, s. 83.1).
- A document reporting on the evaluation must be distributed to the parents, the school staff and the regional student ombudsman (EA, s. 83.1).

2.1 Conflict, violence or bullying?

Conflict	Violence	Bullying
<p>Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.</p>	<p>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 (EA, s. 13).</p>	<p>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 individuals concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes (EA, s. 13).</p>

Sexual violence

The *Education Act* does not provide a definition of sexual violence. However, reference to the following definition is suggested:

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 a technological means (*Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

Racism

"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 " (*Ministère de l'Éducation du Québec: Violence and Intercultural Relationships*).

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, color, 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 Freedom: Section 10*).

3 GENERAL INFORMATION

3.1 CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Quebec High School
Name of the school Principal	Paula Breton
Type of instruction	Public high school for regular instruction for secondary 1 to 5 students. Specific programs and pathways for various student populations: <ul style="list-style-type: none"> • Competency Approach to Social Participation (CASP) and Challenges for students with moderate to severe intellectual delays up to 21 years old. – • Work Oriented Training Path – 3-year program for the Pre-Work Certification. • Academic Consolidation in Cycle one, for students who are not at academic level.
Number of students	Between 410 and 420
Other characteristics	Regional school in downtown Quebec City
Values identified in the educational project	The five core values are: <ul style="list-style-type: none"> • Respect: Treating yourself and others with dignity and consideration • Integrity: Being honest and ethical in our actions • Self-Control: Managing our emotions and behaviours appropriately • Open-Mindedness: Embracing diversity and different perspectives • Kindness: Showing compassion and care for others
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	Develop a holistic approach to better coordinate our efforts to support our students emotionally, psychologically, physically and socially. The development of this approach would allow us to monitor our actions more closely to help support the students in all spheres of student life, whether it be through academics, athletics, arts and active citizenship.

3.2 INFORMATION ABOUT THE COMMITTEE

Name of the committee	The QHS Wellness Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Jessica Lemelin, Behaviour Technician Geneviève Provost, Readaptation Officer
Members of the committee (name and role) (EA, s. 96.12)	Jessica Lemelin, Behaviour Technician Geneviève Provost, Readaptation Officer Gina Gauvin, Cycle 1 teacher, CCQ Joey McGuire, Physical Education teacher Rodolfo Condal, special education technician, Cycle 2 JoAnne Arsenault, Vice Principal

Mandates of the committee	<p>The Wellness Committee promotes and supports the physical, mental, emotional, and social well-being of all members of the school community—students and staff. Its mandate includes:</p> <ol style="list-style-type: none"> 1. Fostering a Culture of Well-Being Encourage practices and policies that prioritize wellness in daily school life. 2. Identifying Needs and Priorities through "Our School Survey" and COMPASS data Gather input from stakeholders to understand wellness challenges and opportunities. 3. Developing the Anti-Bullying and Anti-Violence Plan Determine prevention initiatives such as workshops or campaigns. Shares resources that support healthy lifestyles, mental health, and positive relationships. 4. Collaborating Across the School Community Work with staff, student groups, and external partners to ensure inclusive and accessible wellness efforts. Example with the CIUSSCN 5. Monitoring and Evaluating Impact Assess the effectiveness of the ABAV Plan adjust strategies based on feedback and outcomes. 6. Promoting Equity and Inclusion Ensure wellness efforts reflect the diverse needs of the school community, including marginalized and vulnerable groups.
Frequency of committee meetings	The committee meets 4 to 5 times in the school year.

3.3 UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	<p>I, Paula Breton, principal of Quebec High School, am committed to ensuring that the following undertakings will be carried out:</p> <p>Establish the Behaviour Evaluation Team (BET) comprised of behaviour technicians, at least one Admin, and other staff members aware of the situation. Ensure the ABAV protocol is applied in all situations reported as potential bullying, violence, intimidation or racism. Ensure the BET does the follow-ups with the victim(s) and their parents.</p>
Toward the instigator and their parents	<p>I, Paula Breton, principal of Quebec High School, am committed to ensuring that the following undertakings will be carried out:</p> <p>Establish the Behaviour Evaluation Team (BET) comprised of behaviour technicians, at least one Admin, and other staff members aware of the situation. Ensure the ABAV protocol is applied in all situations reported as potential bullying, violence, intimidation or racism. Ensure the BET does the follow-ups with the perpetrators(s) and their parents. Ensure an Admin representative is present at the reintegration meeting when warranted.</p>

4 ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, s. 75.1)

4.1 ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)

Time of data collection, tool(s) used to produce the overview and information gathered	COMPASS data from 2025, meeting with students from the school council (May 2025), Bullying Denunciation Form reports and data reporting from the 2024-2025 school year.
Findings from the analysis of the current situation	<ol style="list-style-type: none"> 1. We observe that students who exhibit intimidating and bullying behaviours do not seem to realize that their behaviour is and can be harmful to others. 2. We observe that students are using the reporting tools, sometimes with the help of an adult (victims and witnesses). 3. We observe an increase in the % of students who are reporting that adults are acting to stop and prevent bullying and violence at school (COMPASS).
Priorities in relation to the overview and the analysis of the situation	<ol style="list-style-type: none"> 1. We feel we need to work on social awareness and empathy with our students. 2. We will continue putting emphasis on the importance of reporting situations of bullying and violence. 3. Actions taken by the school seem to be seen positively by students; actions should continue.

Sexual violence

Findings with respect to sexual violence, if applicable	<ol style="list-style-type: none"> 1. We notice that we do not have much information with respect to sexual violence in the last year. 2. We observe that secondary 1 and 2 students are immature with regards to sexuality.
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	<ol style="list-style-type: none"> 1. We will ensure that the sexuality module is part of the next COMPASS survey. 2. Actions to open the conversation between students and staff members will be put in place i.e.: have an anonymous mailbox in which students can ask questions to the nurse.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	<ol style="list-style-type: none"> 1. Considering that we have noticed that students have difficulties understanding that their behaviours can have a negative impact on others, we feel that it is pertinent to continue to apply our protocols such as the Antiracism Guideline. 2. The situation is ever evolving; it is difficult to keep track of the latest racial and other slurs.
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Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable	<ol style="list-style-type: none"> 1. We feel we need to work on social awareness, the development of empathy, and inclusion with our students. 2. Continue putting emphasis and support on the importance of reporting situations of racism, bullying and violence. 3. Actions taken by the school seem to be seen positively by students; actions should continue.
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4.2 PREVENTION MEASURES

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 (EA, s. 75.1, para. 3, subpara. 2)

Prevention measures to prevent and put an end to all forms of bullying or violence at school	<ol style="list-style-type: none"> 1. The school team (SETs and the Wellness Committee) will identify three awareness causes to highlight throughout the year via the main entrance television and informational displays in the school. (ex.: LGBTQIA+, neurodivergence, cultural diversity, etc.). 2. Promote peer connection through the Gold Rush initiative. 3. Promote student involvement through volunteering or leading various initiatives. These empower students into becoming positive role models for everyone. 4. Increase in a large variety Lunchtime clubs.
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Sexual violence

Prevention measures put in place with regard to sexual violence	<ol style="list-style-type: none"> 1. A mailbox will be set up to allow students to ask questions to the nurse regarding sexual health concerns. 2. VIRAJ for all sec 4 students. 3. Partners for Life for all sec 3 and sec 4 students. 4. Staff members trained in using the Sexto kit. 5. "Pivot" Person in prevention of sexual exploitation. 6. Sex Education content through CCQ and visits from the School Nurse. 7. School Police Officer conference on explicit images online "Techno-avisée".
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	<ol style="list-style-type: none"> 1. Promotion of ways to report situations through posters, staff encouragement. 2. Staff training with regards to antiracism best practices.
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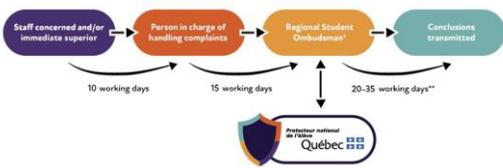
Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution	Many external organizations are invited into the school to provide universal prevention workshops.
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4.3 COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)

Measures planned to involve parents and encourage them to collaborate

- During an active situation of bullying or violence:
1. We value the involvement of parents in the reflection around support measures and actions to take with their child.
 2. Ongoing communication between the principal or their designate and parent(s) or guardian(s) of children who are being bullied or of those who are engaging in bullying behaviors until the resolution of the situation.
 3. Periodic communication with students who are bullied and their parent(s) or guardian(s) to ensure that measures taken have been successful and the bullying has ceased.
 4. Refer to external services when warranted.
- Other general measures in prevention of bullying and violence situation:
5. Inform parents of prevention measures periodically through email, the school website, and social media.

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	A brochure will be created and distributed to parents/guardians through email and will be available on the school website.	December 2025
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	Will be presented to the Governing Board and then be sent to all parents. Will be added to the school website.	End of June
The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	The Code of Conduct is sent by email to all parents/guardians with an agreement of acknowledgement signed by the parents/guardians through an online form. The Code of Conduct is also updated on the school website every year.	October 2025
A school board must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	The information regarding the complaint process is included in the student agenda, on the school website and in the brochure. Complaints concerning Student Services (National Student Ombudsman) - CQSB  <p><small>*Note that Regional Student Ombudsmen can examine complaints even though the first two steps did not occur. ** They feel that these two steps are not likely to correct the situation adequately or the timeframe for processing the complaint during the preceding two steps makes their intervention pointless. † The complaint concerns an act of sexual violence. ** Regional Student Ombudsmen have 20 working days to examine the complaint and draft the conclusions. The National Student Ombudsman has the working days to refer the Regional Student Ombudsman of whether he/she intends to examine the complaint. If the decision is made to examine the complaint, the National Student Ombudsman has 10 working days to finish reporting to staff. After the decision is made to examine the complaint, the Regional Student Ombudsman's conclusions and recommendations are relayed by his/hers.</small></p>	September 30 th 2025.
Other:	N/A	

Sexual violence

<p>Measures planned to involve parents and encourage them to collaborate</p>	<p>Informing the parents of the prevention workshops the school is putting into place this year.</p>
<p>Information to be shared</p> <p>A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)</p>	<p>Strategies for sharing this information</p> <p>The information regarding the complaint process is included in the student agenda, on the school website and in the brochure.</p> <p>Complaints concerning Student Services (National Student Ombudsman) - CQSB</p>  <p><small>*Note that Regional Student Ombudsmen can examine complaints even though the first two steps did not occur. # 1. They feel that these two steps are not likely to correct the situation adequately or the timeframe for processing the complaint during the preceding two steps makes their intervention pointless. 2. The complaint concerns an act of sexual violence. ** Regional Student Ombudsmen have 20 working days to examine the complaint and draft the conclusions. The National Student Ombudsman has five working days to inform the Regional Student Ombudsman of whether he/she intends to examine the complaint. If the decision is made to examine the complaint, the National Student Ombudsman has 10 working days to finish examining it and, if he/she deems it appropriate, the Regional Student Ombudsman's conclusions and recommendations are relayed to teachers.</small></p>
<p>A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).</p>	<p>The information regarding the complaint process is included in the student agenda, on the school website and in the brochure.</p> <p>Complaints concerning Student Services (National Student Ombudsman) - CQSB</p>  <p><small>*Note that Regional Student Ombudsmen can examine complaints even though the first two steps did not occur. # 1. They feel that these two steps are not likely to correct the situation adequately or the timeframe for processing the complaint during the preceding two steps makes their intervention pointless. 2. The complaint concerns an act of sexual violence. ** Regional Student Ombudsmen have 20 working days to examine the complaint and draft the conclusions. The National Student Ombudsman has five working days to inform the Regional Student Ombudsman of whether he/she intends to examine the complaint. If the decision is made to examine the complaint, the National Student Ombudsman has 10 working days to finish examining it and, if he/she deems it appropriate, the Regional Student Ombudsman's conclusions and recommendations are relayed to teachers.</small></p>
<p>Other:</p>	<p>Here are other external resources available: Accueil Ensemble Québec - Luttes contre l'exploitation sexuelle des mineurs Tel-jeunes Aide pour les jeunes et adolescent.e.s Québec</p>

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

<p>Measures planned to involve parents and encourage them to collaborate</p>	<p>Informing parents of the revision of the Code of Conduct every year. All parents must acknowledge that they have received and understood the Code of Conduct.</p> <p>In any event involving victims and perpetrators, parents are contacted directly to inform them of the protocol and the steps taken to deal with the situation.</p>
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Information to be shared	Strategies for sharing this information	Date
The QHS Antiracism Guideline.	The school sends the document to all parents by email. Documents are made available on the school website.	November 2025

Other information concerning collaboration with parents

Here is a special project in which QHS will participate:
 The cultural caravan project will see 6 high school students from 6 different cultural backgrounds prepare a presentation on their country of origin/roots. We will then take these presentations on the road to 6 elementary schools in our school board. At the host school, students will be set up in different classrooms, and the elementary students will rotate through each presentation.

Our plan is to have a Cultural Caravan Passport/booklet printed for each student and on each page will be the country they are entering along with questions that will be answered during the presentations. Within the passport will be pages addressing topic about cultural awareness and acceptance and also antiracism messages. presentations will happen in the winter/spring of 2026.(b) Elementary students from 6 different schools in our school board targeting grade 5-6. Approx. number of elementary students would be 700 in total.(c) {Project scope and reach} - 6 high school presenters with 6 distinct cultural backgrounds. Approx. 600-700 elementary schools and 30+ educators from within our school board. Events: 6 Caravan visits with rotating presentations in different classrooms. {Presentation & Learning} will include Cultural heritage and background, key traditions, celebrations, stories and reflections about the country they are presenting, weaved in each presentation will be diversity and antiracism information.

We also want to create a 12-page magazine that will summarize the presentations, provide antiracism info. We would leave two class sets of 25 of these Cultural Caravan magazines with each school to be used in the future.(d) Although we will use the base of culture awareness our goal is to Within the presentations and documentations we will address 1. diverse cultural awareness, 2. recognizing and addressing racism, 3. cultural inclusive communication.(e) There would be an increase in cultural awareness and antiracism understanding.

A promotion of antiracism thinking by addressing stereotypes and encouraging empathy. Enhancing the sense of belonging to our schools and school board and opening up dialogue for the elementary teachers to build on after the events.

4.4 PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

- A system using a Bullying Denunciation Form has been put in place to support students, parents and staff members to report any situation of bullying and violence that they are a part of (victim, instigator or witness) or that they are made aware of. This form will be on all school devices. The form is anonymous.
Note the form will be made available on all school devices to make it accessible to students while they are at school.
- In person reporting is also available through the designated staff member(s): with the behaviour technicians.

Strategies for sharing these procedures

1. Posters are available throughout the school.
2. The system is presented to students, parents and staff at the beginning of the school year.
3. The link is available on the school website.

Procedures implemented for registering a complaint

A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:

Procedures implemented for reporting incidents

The staff member who receives the verbal or written complaint transfers the message to the Administration and for direct follow-up contact the following:

Principal: Paula Breton

Vice Principal: JoAnne Arsenault

The person can complete the form below.

[Form to file a complaint for QHS.](#)

Strategies for sharing these procedures

The staff member makes sure the person has the Administration's contact information. If, after discussion with the Administration, the person is still dissatisfied, the Administration refers the person to the complaint process at the School Board level.

A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).

Sexual violence

Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence

- The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
- Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31):
 - Using the online form: [File a complaint if you are dissatisfied with a school service](#)
 - By telephone or text message: 1-833-420-5233
 - By email: plaintes-pne@pne.gouv.qc.ca.

Other procedures

N/A

- A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection:

Contact information for the DYP

DPJ – Capitale Nationale: (418) 661-3700
 DPJ – Chaudière Appalaches : 1 (800) 461-9331

Contact information for the police department

(418) 691-6911

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution

School website, Main entrance of the school.

Website of the educational institution, if applicable

<https://quebechighschool.ca/>

Other

N/A

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives

- A system using a Bullying Denunciation Form has been put in place to support students, parents and staff members to report any situation of bullying and violence that they are a part of (victim, instigator or witness) or that they are made aware of.
- In person reporting is also available through the designated staff member(s): The behaviour technicians.

Strategies for sharing these procedures

Strategies for sharing these procedures

1. Posters are available throughout the school.
2. The system is presented to students, parents and staff at the beginning of the school year.
3. Documents are available on the school website.

Other information concerning the procedures for reporting or registering a complaint	N/A
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4.5 CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 6)
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Measures implemented to protect confidentiality
<ol style="list-style-type: none"> 1. Staff are reminded that every incident and the ensuing follow-up must be kept confidential. <ol style="list-style-type: none"> a. This reminder is done at least once each year; 2. Reports of bullying and/or violence are recorded on a digital database that has restricted access; 3. Use of intervention strategies that protect the anonymity of individual(s) who report or provide information.
Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parents of the student who is the victim.

Sexual violence

Confidentiality measures* to be put in place in the event of an act of sexual violence	<ul style="list-style-type: none"> • If a situation involves a student under 14 years of age, parents should be informed, as soon as possible, this should be done in collaboration with DYP (when applicable). • If a situation involves a student of 14 years of age and older, parents should be informed of the situation with the consent of the student, this action does not replace the obligation to report the situation to DYP (when applicable). • If a situation involves an adult instigator, the principal of the school needs to inform the Human resources department, as soon as possible. This action does not replace the obligation to report the situation to DYP.
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<p>* In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter YPA), a breach of professional secrecy is justified when a person contacts the DYP to make a report. It should be noted that the obligation of reporting to the DYP all situations of sexual abuse toward children and adolescents also applies to individuals bound by professional secrecy, unless excluded (YPA, s. 41).</p> <p>** It is the responsibility of the first stakeholder to report the situation to the DYP; see section actions to be taken when an act of sexual violence is observed for more details.</p>
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives	<ul style="list-style-type: none"> • The situation is dealt with swiftly and discretely. The student who is the victim is met by the interveners. The interveners validate who is aware of the situation. • When a sanction is applied there is no mention of the victim in any of the communications whether written or oral.
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Other information concerning confidentiality	<ul style="list-style-type: none"> • Staff members are not informed of the explicit nature of the act that was done by the perpetrator, but they are informed that the student committed a racist act.
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4.6 ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken 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 (EA, s. 75.1, para. 3, subpara. 5)

Actions to be taken by a student who is a witness or a confidant	Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1)	Actions to be taken by the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <p>Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, and/or to report the incident to school authorities.</p> <p>The following are the means through which a student may do so:</p> <ul style="list-style-type: none"> ▪ Complete a Bullying Denunciation Form. ▪ Inform a staff member on duty. ▪ Inform administration. ▪ Mention it to a teacher or staff member they trust. ▪ Tell parent/guardian. 	<p>The actions to be taken must be adapted to the situation.</p> <p>Any staff member who is a direct witness must intervene by:</p> <ul style="list-style-type: none"> ▪ Ending the violence. ▪ Naming the behaviour observed. ▪ Redirecting to the expected behaviour. ▪ Making a quick verification with the targeted student. <p>Any Staff member who is a direct witness completes the report using the Bullying Denunciation Form.</p> <ul style="list-style-type: none"> ▪ Complete the Form ▪ All incidents of bullying or violence will be reported to the behaviour technician (BT) responsible for this file. 	<p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).</p> <p>Collaborate with the Behaviour Evaluation Team to determine appropriate course of action.</p>

School principal

- On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose (EA, s. 96.12).

Name and contact information:

Melanie Simard: rtp_prc@cqsbc.qc.ca

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any

disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution’s health and safety committee.

Sexual violence

Actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <p>Any student who witnesses an act of sexual violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, and/or to report the incident to school authorities.</p> <p>The following are the means through which a student may do so:</p> <ul style="list-style-type: none"> ▪ Complete a Bullying Denunciation Form. ▪ Inform a staff member on duty. ▪ Inform administration. ▪ Mention it to a teacher or staff member they trust. ▪ Tell parent/guardian. 	<p>If the situation permits before taking any actions mentioned here: Refer to the designated ABAV staff member of your school that is trained to intervene in situations of sexual violence (see person responsible for follow-up). If this is not possible please follow the next steps:</p> <p>Any adult in the educational institution who receives information concerning a situation of sexual violence must:</p> <ol style="list-style-type: none"> 1. In private and staying calm, ask open-ended questions: “Tell me everything about...” and “Tell me more about...” and repeat the exact sentence the child said (e.g. “Tell me more about the person who touched you,” “Tell me everything about the secret games”) and let them speak freely. 2. Tell the child you believe what they’re saying, they did the right thing by talking to you, that you’re taking charge of the situation and that they can talk to you or with a professional at the school about it anytime they need to. 3. Avoid promising to keep what they told you secret. 4. As soon as possible, write down the child’s exact words of the student. 5. Make a report to the DYP. *It is the first stakeholder’s responsibility to report the situation to DYP. Support can be requested and offered to this person by the stakeholder 2. <p>*At any time, refrain from attempting to steer the conversation or question the student *Inform the principal of the school (see intervention protocol)</p>	<p>Refer to the Intervention Protocol in a situation of sexual violence and follow the steps.</p> <p>Other:</p> <ul style="list-style-type: none"> • Avoid having the student repeat their disclosure multiple times. • Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).
<p>Other:</p>		

	See document: intervention protocol in a situation of Sexual Violence in a school context. See document: Receiving a disclosure of sexual assault.
<ul style="list-style-type: none"> • In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any school staff member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the individual who report a situation to the DYP is guaranteed (YPA, s. 44). • 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 parents of that option, and if the student is 14 years of age or over, the principal may also inform [their] parents of that option, with the student’s consent (EA, s. 96.12). 	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.
<p>Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.</p> <p>The following are the means through which a student may do so:</p> <ul style="list-style-type: none"> ▪ Complete a Bullying Denunciation Form. ▪ Inform a staff member on duty. ▪ Inform administration. ▪ Mention it to a teacher or staff member they trust. ▪ Tell parent/guardian. 	<p>Any staff member who is a direct witness must intervene by:</p> <ul style="list-style-type: none"> ▪ Ending the violence. ▪ Naming the behaviour observed. ▪ Redirecting to the expected behaviour. ▪ Making a quick verification with the targeted student. <p>Complete a Report Form using the Bullying Denunciation Form.</p> <p>All incidents of bullying or violence will be reported to the behaviour technician (BT) responsible for this file. The BT is responsible for following the procedures to evaluate, act and follow up on the incident.</p>	<p>Steps to follow:</p> <p>Apply the Antiracism Guideline (available on the school website).</p> <p>All reported events are to be investigated as soon as possible. It is possible that staff chooses to put a student in time-out in the reflection room for the time of the investigation, if need be.</p> <p>There is an investigation every time a situation is brought up and the Antiracism guideline is applied.</p>

Other information concerning the actions to be taken when an act of bullying or violence is observed	N/A
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4.7 SUPERVISORY AND SUPPORT MEASURES

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

For the student who is the victim	For the student who is an instigator	For witnesses
<p>Meet with counsellor / mentor / special education technician / administrator / staff member to:</p> <ul style="list-style-type: none"> ○ Create a safe environment to allow victims to explore feelings about incident. Maintain open lines of communication. ○ Develop a plan to ensure student's emotional and physical safety and well-being at school. ○ Ensure student does not feel responsible for the behaviour. ○ Ask student to log and report any and all future related incidents. ○ Offer counseling to help develop skills for overcoming the negative impact on self-esteem. <p>A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.</p> <p>In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.</p> <p>Parents will be informed immediately following the incident and regularly updated until the situation is resolved.</p>	<ul style="list-style-type: none"> ▪ Develop a crisis intervention protocol with the student to help prevent recurring situations. ▪ Meet with parent(s)/ guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues. ▪ Meet with special education technician, school counsellor, social worker or psychologist to: <ul style="list-style-type: none"> ○ Explore mental health issues or emotional disturbances – what is happening and why? ○ Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving. ○ Arrange for apology – written is recommended. ○ Arrange for restitution – particularly if any personal items were damaged or stolen. ○ Determine restorative practices (age appropriate). 	<ul style="list-style-type: none"> ▪ Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. ▪ The school reserves the right to contact the parents/ guardians of bystanders. ▪ As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety, security and wellbeing in the school.

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal

frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution’s health and safety committee.

Sexual violence

Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence

For the student who is the victim	For the student who is an instigator	For witnesses
<p>Under the guidance of DYP and collaboration with other external partners when applicable, the school staff may do the following:</p> <ul style="list-style-type: none"> • Evaluate individual needs. • Offer individual support. • Offer alternative work setting if applicable. <p>In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.</p> <p>Parents will be informed by the appropriate authorities following the incident.</p>	<p>Under the guidance of DYP and collaboration with other external partners when applicable, the school staff may do the following:</p> <ul style="list-style-type: none"> ▪ Offer individual or subgroup support to develop specific skills (consent, egalitarian relationships, emotion regulation, etc.) ▪ Meet with parent(s)/ guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues. ▪ Offer alternative work setting if applicable. ▪ Refer to external services for specialized intervention if applicable. 	<p>Under the guidance of DYP and collaboration with other external partners when applicable, the school staff may do the following:</p> <ul style="list-style-type: none"> ▪ Evaluate individual needs. ▪ Provide workshops or activities on consent, sexual education, egalitarian relationships, etc. ▪ Provide psychological and emotional support to the student who would feel the need after witnessing or hearing a disclosure. ▪ The school reserves the right to contact the parents/ guardians of bystanders. ▪ As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety, security and wellbeing in the school.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives

For the student who is the victim	For the student who is an instigator	For witnesses
<p>Meet with counsellor / mentor / special education technician / administrator / staff member to:</p> <ul style="list-style-type: none"> ○ Create a safe environment to allow victims to explore feelings about incident. Maintain open lines of communication. ○ Develop a plan to ensure student's emotional and physical safety and well-being at school. ○ Ensure student does not feel responsible for the behaviour. ○ Ask student to log and report any and all future related incidents. ○ Offer counseling to help develop skills for overcoming the negative impact on self-esteem. <p>A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.</p> <p>In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.</p> <p>Parents will be informed immediately following the incident and regularly updated until the situation is resolved.</p>	<ul style="list-style-type: none"> ▪ Develop a crisis intervention protocol with the student to help prevent recurring situations. ▪ Meet with parent(s)/ guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues. ▪ Meet with special education technician, school counsellor, social worker or psychologist to: <ul style="list-style-type: none"> ○ Explore mental health issues or emotional disturbances – what is happening and why? ○ Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving. ○ Arrange for apology – written is recommended. ○ Arrange for restitution – particularly if any personal items were damaged or stolen. ○ Determine restorative practices (age appropriate). 	<ul style="list-style-type: none"> ▪ Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. ▪ The school reserves the right to contact the parents/ guardians of bystanders. ▪ As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety, security and wellbeing in the school.

<p>Other information concerning the supervisory and support measures</p>	<p>Student Considerations:</p> <ul style="list-style-type: none"> • 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 incidents occurred; • Patterns of past or continuing behaviours; • Other circumstances that may play a role. <p>School Considerations</p> <ul style="list-style-type: none"> • School culture, climate and general staff management of the learning environment; • Social, emotional and behavioural supports; • Student-staff relationships and staff behaviour toward the student; • Family, community and neighborhood situation; • Alignment with policies and procedures
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4.8 DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

Based on the severity or the frequency of incidents – and at the discretion of the administration – as well as in collaboration with the School Board, when applicable. The following actions may include, but are not limited to:

1. Parent or guardian notification
2. Admonishment or conference with student (verbal warning)
3. Reflection activity or action
4. Restorative measures or practices
5. Written warning
6. Restitution
7. Mediation or conflict resolution (when deemed appropriate)
8. Probation (student contract) and letter of expectation
9. Detention
10. In-school preventative retreat
11. Out of school preventative retreat (with reintegration plan)
12. In-school suspension
13. Out-of-school suspension (with reintegration plan)
14. For schools offering a suspension program: Referral to alternative to suspension program.
15. Homebound tutoring
16. Convocation to a disciplinary hearing at the school board
17. School transfer
18. Expulsion

*** These actions DO NOT replace the legal obligation to Signal to Youth Protection or to contact the law enforcement when applicable.

- Collaboration with Youth Protection (support measures)
- Legal action / reporting to law enforcement and collaboration with these instances.

Sexual violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the *nature, severity and frequency* of the acts committed.

Same as above may apply accordingly to the different trajectory of services (see decisional tree document)

1. Collaboration with Youth Protection (support measures)
2. Legal action / reporting to law enforcement and collaboration with these instances.

Elementary School:

- Children under 12 years old who are engaged in problematic or worrisome sexual behaviours are not recognized as “perpetrators of sexual assault”, neither legally nor in the psychological, emotional, or sexual sense of the term. Educational interventions and preventive measures are the preferred method for dealing with children who have been subject to or witnessed behaviours. Collaboration with specialized resources and complementary services should be used to determine the best approach to take with the student.

High School:

- The preferred approach for students who are instigators of sexual violence is one based on increased accountability and education. An educational approach is used by specialized organizations that offer therapies to these young students and by the justice system. Collaboration with specialized resources and complementary services should be used to determine the best approach to take with the student.

- If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

Based on the severity or the frequency of incidents – and at the discretion of the administration – as well as in collaboration with the School Board, when applicable. The following actions may include, but are not limited to:

1. Parent or guardian notification
2. Admonishment or conference with student (verbal warning)
3. Reflection activity or action
4. Restorative measures or practices
5. Written warning
6. Restitution
7. Mediation or conflict resolution (when deemed appropriate)
8. Probation (student contract) and letter of expectation
9. Detention
10. In-school preventative retreat
11. Out of school preventative retreat (with reintegration plan)
12. In-school suspension
13. Out-of-school suspension (with reintegration plan)
14. For schools offering a suspension program: Referral to alternative to suspension program.
15. Homebound tutoring
16. Convocation to a disciplinary hearing at the school board
17. School transfer
18. Expulsion

*** These actions DO NOT replace the legal obligation to Signal to Youth Protection or to contact the law enforcement when applicable.

- Collaboration with Youth Protection (support measures)

Legal action / reporting to law enforcement and collaboration with these instances.

Other information concerning disciplinary measures

The Antiracism Guideline will be applied (available on the school website).

4.9 FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9)

Measures taken to follow up on any report or complaint concerning an act of bullying or violence

- Record information on the incident.
- Ensure that the situation has ended.
- Follow up with parents about how the situation was addressed.
- Inform the individuals involved about developments in the management of the incident, while maintaining confidentiality.
- Verify that the individuals involved are satisfied with the interventions that have taken place.

- Ensure that the student instigator and their parents have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the individuals involved and make any necessary adjustments.
- Inform parents of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction

For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).

Sexual violence

Measures taken to follow up on any report or complaint concerning an act of bullying or violence

For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (EA, s. 96.12).

Same as above.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives

Same as above

Other information concerning the follow-up on any report or complaint

N/A

4.10 OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).

Compulsory training activities for management and other personnel

Special educational technicians and school Professionals will receive specific training offered by the school board with Marie-Vincent.

Safety measures to stop sexual violence

N/A

5 RESOURCES

RESOURCES	<p>List of acronyms:</p> <ul style="list-style-type: none"> • ABAV : Anti-Bullying and Anti-Violent Plan • EA : Education Act • ANSO : Act Respecting the National Student Ombudsman • CQLR : Compilation of Quebec Laws and Regulations • CASP : Competency Approach to Social Participation • WOTP : Work Oriented Training Path • CCQ : Culture and Citizenship in Quebec • CIUSSSCN : Centre Intégré Universitaire de Santé et Services Sociaux de la Capitale-Nationale • SET : Special Education Technician • BT : Behaviour Technician • BET : Behaviour Evaluation Team • LGBTQIA+ : Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, (+) plus • DYP : Director of Youth Protection • DPJ : Directeur de la Protection de la Jeunesse • YPA : Youth Protection Act
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6 OTHER IMPORTANT INFORMATION

* Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1)	November 25, 2025
Resolution number	
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	May 2026
*Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)	September 2026
Principal's signature	Paula Breton
Date	November 25, 2025
Signature of the person who chairs the governing board	Annie Massicotte
Date	November 25, 2025



Quebec