



# Anti-Bullying and Anti-Violence Plan 2022-2023



N/A	Tuesday, May 17 2022
REVISION DATE OF PLAN	DATE OF GOVERNING BOARD APPROVAL

\_\_\_\_\_  
Signature Governing Board Chair

*Peggy Grant*  
\_\_\_\_\_  
Signature center director



*A healthy and safe environment is conducive to learning and promotes stakeholder engagement. The implementation of an integrated, concerted, and motivating approach will facilitate the achievement of the objectives of the school's Educational Project.*

## **GOALS OF THE ABAV PLAN**

- In compliance with article 75.1 and 110.4 of the Education Act (EA), this plan specifies the duties and responsibilities of the relevant school stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every stakeholder to develop his or her full potential, free from any form of bullying or violence.
- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.
  - Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry. \*
  - Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry. \*
  - Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry. \*

(\*Extracted from Portland (Oregon) Public Schools *Anti-Racist & Anti-Oppression Learning Communities*, Board Policy 2.10.015-P. p.1.)

This ABAV plan specifically applies to the provision of support to stakeholders in this area. Issues related to staff conflict, harassment, discrimination, etc. are addressed in the [Lester B. Pearson School Board Policy on Safe and Caring Schools](#). Addendum I in [that policy](#) articulates the Code of Conduct for Stakeholders/Guardians/Visitors.



## DEFINITIONS



ABAV Plan

### ***Bullying or Harassment***

- Bullying refers to any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes. (*Article 13, EA*)
- Harassment refers to any behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, and actions or gestures that affect a person's dignity or psychological or physical integrity and that result in a harmful environment for that person. Generally, harassment consists of repeated acts. However, a single action may also be considered to be harassment." (*Safe and Caring Schools, 2016, p. 9*)

### ***Stakeholder***

- Stakeholders are "individuals or groups that are impacted by any activity or decision which occurs within an affiliated organization". The term stakeholder is intended to include learners, school board employees, legal caregivers, visitors, and/or community member who have ties to the Place Cartier.

### ***Violence***

- Refers to any intentional demonstration of force of a verbal, written, physical, psychological or sexual nature which causes distress and injures, hurts, or oppresses a person by attacking their psychological

### ***Requirements of The Quebec Educational Act (QEA)***

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 75.1, 110.4).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the centerdirector (EA. art. 75.1, 110.4)
- The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a stakeholder, a teacher or any other school staff member (EA. art. 75.1, 110.4)
- A document explaining the anti-bullying and anti-violence plan must be distributed to the stakeholders. The governing board shall see to it that the wording of the document is clear and accessible (EA. art. 75.1, 110.4)
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no stakeholder in the school is a victim of bullying or violence (art.75.3)
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary(EA. art. 75.1, 110.4)
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (art.83.1, 110.4).



**ABAV Plan**

**MEMBERS OF THE SCHOOL/CENTRE'S ABAV COMMITTEE**

*We encourage the participation of multiple stakeholders in the school that represents various functions within the school team (teachers, support staff, daycare, SSD professionals, etc.)*

<b><u>Name</u></b>	<b><u>Function</u></b>
<b>Margaret Grant</b>	<i>Center director</i>
<b>Allan Fink</b>	<i>Assistant director</i>
<b>Lisa Davis-Mancini</b>	<i>* Coordinator of the elaboration of the Anti- Bullying and Anti-Violence plan Special Education technician</i>
<b>Michael Grumberg</b>	<i>Teacher</i>
<b>Emily Sweer</b>	<i>Teacher</i>
<b>Samantha Brenhouse</b>	<i>Academic and Vocational counselor</i>
<b>William Gray</b>	<i>Teacher</i>
<b>Melanie Sisley</b>	<i>Teacher</i>
<b><u>Hélène Leung</u></b>	<i>Teacher</i>

\* According to art.96.12, EA



## Elements of the ABAV Plan (art. 75.1, EA)

<b>Element 1</b>	<b><i>An analysis of the situation</i></b> prevailing at the school with respect to bullying and violence;	<b>Page 6</b>
<b>Element 2</b>	<b><i>Prevention measures</i></b> to put an end to all forms of bullying, harassment and violence, in particular those motivated by racism or targeting sexual orientation, sexual identity, a disability, religious affiliation or physical characteristic. Additionally, LBPSB sanctions its schools and centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.	<b>Page 7</b>
<b>Element 3</b>	<b><i>Measures to encourage stakeholders</i></b> to collaborate in preventing and stopping bullying, harassment, and violence and in creating a healthy and secure learning environment.	<b>Page 8</b>
<b>Element 4</b>	<b><i>Procedures of reporting, or registering a complaint</i></b> concerning, an act of bullying, harassment, or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.	<b>Page 9</b>
<b>Element 5</b>	<b><i>The actions to be taken</i></b> when a member of the school community or any other person observes an act of bullying, harassment, or violence.	<b>Page 10 &amp; 11</b>
<b>Element 6</b>	Measures to protect the <b><i>confidentiality</i></b> of any report or complaint concerning an act of bullying, harassment or violence.	<b>Page 12</b>
<b>Element 7</b>	<b><i>Supervisory or support measures</i></b> for any stakeholder who is a victim or bullying, harassment, or violence, for witnesses and for perpetrator, (and bystander).	<b>Page 13 &amp; 14</b>
<b>Element 8</b>	Specific <b><i>disciplinary sanctions</i></b> for acts of bullying, harassment or violence, according to their severity or repetitive nature.	<b>Page 15</b>
<b>Element 9</b>	The required <b><i>follow-up</i></b> on any report or complaint concerning an act of bullying or violence.	<b>Page 16</b>



# 1. ANALYSIS OF THE SITUATION

The ABAV plan must include an analysis of the situation prevailing at the school with respect to bullying and violence (art. 75.1, par. 1, QEA).

## Objectives identified in the school’s Educational Project

### Improving achievement:

- To encourage students to take ownership of their own learning
- To increase access to academic support for struggling students
- to increase support for students transitions to the center

### Ensuring wellness:

- to encourage learners to adopt a healthy and active lifestyle
- to provide students with an environment and services that make them feel a sense of safety and belonging.

### Strengthening engagement:

- to increase student engagement and interest in the world community and the world.
- to increase student connections with resources in the broader community

## Tools used to create an analysis of the situation:

	School’s Educational Project
	Analysis of last year’s ABAV plan
	School Climate Survey for Staff
	In-house surveys for stakeholders, staff, community partners
	Other sources of information (specify):

## Brief description of the findings that emerge from the situation analysis

- 92% of students report never experiencing bullying or harassment at the center
- 7 out of 10 students reported feeling safe at Place Cartier
- The most common cause reported by students is linked to race and ability.
- Student survey identified prevention measures as an important addition to ensure student safety on school grounds
- Students reported a lack of knowledge and accessibility of existing policies.
- Student report conflicts arise most often during unstructured times.



<b>Priorities Identified</b>
<ul style="list-style-type: none"> <li>• Students would like installation of cameras on the exterior of the building</li> <li>• Students would like increased visibility of supervising staff during unstructured times</li> <li>• Students would like better distribution of information related to policies using various methods</li> <li>• Students would like to see: an increase in diversity for schoolwide activities</li> </ul>

## 2. PREVENTION MEASURES

*The ABAV plan must include prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (art. 75.1, par. 2, EA).*

*Additionally, LBPSB sanctions its schools to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.*

<b>OBJECTIVES</b> (In line with the school's Educational Project)	<b>MEANS</b>
<b><i>Ensuring a Safe and Caring School Climate</i></b>	The rules of conduct and the safety measures must be presented to the stakeholders during a civics session held each year by the center director in collaboration with the school staff and must be sent to the stakeholders at the beginning of each school year. (art.76, QEA)
	The center director shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed. (art. 96.21, QEA)
	During the month of September each year, the center director of a school providing education to stakeholders in the second cycle of the secondary level shall see to the formation of a stakeholder committee. (art.96.5, QEA)
<b><i>Promoting equity, diversity, dignity, and inclusion</i></b>	Begin a LGBTQ2+ straight alliance club, begin an intercultural club follow the outline of EDDI and connect with SOS to assure accessibility and accommodations.
<b><i>Improving achievement</i></b>	Individual and group tutoring with student services ( S.O.S.), professional development for all staff, maintaining and improving EDDI and UDL



<b>Ensuring wellness</b>	Access to The Sanctuary, Student Services ( S.O.S) support, Weekly support from Carrefour Jeunesse for wellness related activities. Access to a counselor on site, Access to indoor and outdoor student spaces (ex: cafeteria, picnic area, gym, etc.) in school activities such as knitting, ping pong, foosball and other sports.
<b>Strengthening Engagement</b>	opportunities to be involved in school life, governing board, breakfast club, activities and volunteer opportunities etc.

### 3. MEASURES TO ENCOURAGE STAKEHOLDERAL COLLABORATION

*The ABAV plan must include measures to encourage stakeholders to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (art. 75.1, par. 3, EA).*

#### LBPSB Policy on Safe and Caring Schools

*Stakeholder collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. The school’s community includes stakeholders; it is therefore necessary that stakeholders be committed to the goals and objectives of this plan. It is critical that stakeholders work with the school and engage in constructive dialogue.*

*“ The Lester B. Pearson School Board believes that the school board’s administrators, staff, stakeholders, stakeholders and all those present in the school’s environment have a responsibility to ensure that the right to be safe and secure is upheld.” - Introduction, LBPSB Policy on Safe and Caring Schools, November 2016, p3.*

**The following measures are aimed at encouraging stakeholders/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment:**

- The School’s Code of Conduct will be communicated with the stakeholders (agenda, curriculum night, bulletins/memos, and/or on school website).
- Ongoing communication between the center director and stakeholders impacted by harassment until the situation is resolved.
- Periodic communication with stakeholders to ensure that measures taken have been successful and the harassment has ceased.
- Provide an opportunity for learners to be involved in the ABAV plan and process.

❖ For more information and additional resources, please refer to Appendix 1





# 4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The ABAV plan must include procedures of 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 cyberbullying purposes (art. 75.1, par. 4, EA).

**To report is to denounce bullying or violence in order to stop the situation and ask for help for yourself or for someone else. A report may be made by a stakeholder, stakeholder/guardian, school staff member or other person.**

- An incident of harassment and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter), addressed to the school or centre’s administration.
- Stakeholders who wish to submit a written report are encouraged to include identifying information for follow up.
- Stakeholders are encouraged to communicate with any staff member.
- Staff members who receive a report must notify administration as soon as possible for follow up.
- The report will be documented by the administration.
- Following the investigation the stakeholder(s) will be contacted and advised that the situation has been investigated and appropriate action has been taken.
- The center will take the necessary measures to ensure confidentiality for all parties (see Element 6).

**The school will take the necessary measures to ensure confidentiality for all parties. The procedures for reporting are:**

<b>For stakeholders</b>	<ul style="list-style-type: none"> <li>• online reporting form with optional section for identifying information will be available on center’s website</li> <li>• in person reporting will be done with attention to anonymity (ex. closed doors, only designated person present etc)</li> <li>• written reports will leave identifying information out on copies provided to anyone other than the victim or the designated individuals taking action (if requested)</li> </ul>
<b>For community members (bus drivers, volunteers, neighbors, etc.)</b>	<ul style="list-style-type: none"> <li>• online reporting form with optional section for identifying information will be available on center’s website</li> <li>• in person reporting will be done with attention to anonymity (ex. closed doors, only designated person present etc)</li> <li>• written reports will leave identifying information out on copies provided to anyone other than the victim or the designated individuals taking action (if requested)</li> </ul>



## 5. ACTIONS TO BE TAKEN

*The ABAV must include actions to be taken when a stakeholder, teacher or other school staff member or any other person observes an act of bullying or violence (art. 75.1, par. 5, EA).*

***Our school is committed to providing a safe, caring, and positive climate. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.***

Our *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence. For purposes of this Protocol, “Conduct” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language, videos, images, audio recordings, or symbols of hate that would constitute bullying or violence, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another with the intent to cause harm, loss, or punishment, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.
- Blocking access to school property of facilities;
- Stealing, hiding, or defacing personal possessions (ex: books, backpacks, etc.)
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a person’s race, color, gender, sexual orientation, ancestry, language, religion, ability, or other personal characteristics, whether or not the stakeholder actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the stakeholder.



**STAFF RESPONSE PROTOCOL**

Any staff member(s) who witness an act of bullying or violence must address the issue as quickly as possible. It is recommended they:

**Respond** immediately, ensuring the security of all stakeholders

**Reassure** all parties involved

**Refer** the stakeholders to staff member(s) responsible for investigating the report who will:

- Interview stakeholder(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target
- Engage the target / victim first and focus on his/her safety
- Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
- Offer the victim support (if needed)
- Inform stakeholder(s)/guardian(s) of the incident and subsequent intervention. *(Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality)*

**Review** with all stakeholders to ensure the situation has ceased

**Report** and document all incidents of bullying / violence to the centerdirector, in a timely fashion and respect confidentiality regardless of the reporting format.

**People responsible for taking action**

<u>Name of Staff Member(s)</u>	<u>Function</u>
Margaret Grant	Center Director
Allan Fink	Assistant Center Director
Karen Nesbitt	Guidance Counselor

**STAKEHOLDER RESPONSE PROTOCOL**

Any stakeholder 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 to report the incident to school authorities, confidentiality will be respected.

The following are the means through which a stakeholder may do so:

- ✓ Inform a staff member on duty.
- ✓ Inform administration.
- ✓ Mention it to a teacher or staff member they trust.
- ✓ Fill out the online reporting tool
- ✓ Tell stakeholder(s)/guardian(s).

**STAKEHOLDER / GUARDIAN RESPONSE PROTOCOL**

Report the incident to a school administrator, classroom teacher, or designated staff member and respect confidentiality of all involved.



## 6. CONFIDENTIALITY

The ABAV plan must include *measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (art. 75.1, par. 6, QEA, 110.4).*

*School personnel shall ensure that the procedures for making a report (complaint) regarding intimidation or violence (section 75.1, par. 4) respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses, and perpetrators.*

*Each complaint will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.*

***\*At the discretion of the center director or his/her designate, police intervention may be requested***

**The confidential means at the school made available to victims, witnesses, and stakeholders to report any violent or intimidating conduct are:**

*(Examples: mailbox, Facebook page, voicemail, email address)*

Director / assistant director or guidance counselor email, online form, voicemail or in person.

It will be made very clear in all methods that confidentiality is paramount and that all involved will do the utmost to protect the identity, however follow up without identifying information is not possible.

The various methods of reporting acts of harassment or violence will be outlined and available on the center website, posted in the online classrooms at the start of each semester, included as a standard piece of information on the class syllabus and outlined in any ABAV communications.

All individuals involved will respect and honor the confidentiality of those involved regardless of the reporting method or actions taken, including but not limited to : verbal communication, written communication, electronic and social media platforms,



## 7. SUPERVISORY OR SUPPORT MEASURES

*The ABAV plan must include supervisory or support measures for any stakeholder who is a victim or bullying or violence, for witnesses and for perpetrator, and bystander (art. 75.1, par. 7, QEA 110.4).*

*The application of supervisory and support measures will be made following the analysis of the stakeholder's profile, as well as the nature, severity, and frequency of the stakeholder's behaviour. It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help stakeholders improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.*

### Stakeholder Considerations

- Age and developmental maturity of the stakeholders 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

### School Considerations

- School culture, climate and general staff management of the learning environment
- Social, emotional and behavioural supports
- Stakeholder-staff relationships and staff behaviour toward the stakeholder
- Family, community and neighborhood situation
- Alignment with policies and procedures



## POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES

### Measures for **VICTIMS** of Bullying or Violence

- ❖ Ensure a safe, caring, and trusting climate during interventions.
- ❖ Put in place the necessary measures for the safety of the stakeholder victim if necessary.
- ❖ Facilitate a meeting with a designated staff member.
- ❖ Refer as needed for individual or group support (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills, etc.).
- ❖ Refer to the professional resources of the school.
- ❖ Establish an intervention plan.
- ❖ Refer to an external partner (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ Schedule follow up meetings to make sure the situation is not repeated.

### Measures for **WITNESSES** of Bullying or Violence

- ❖ Ensure a safe, caring, and trusting climate during interventions.
- ❖ Facilitate a meeting with a designated staff member.
- ❖ Provide strategies for coping or avoiding situations.
- ❖ If applicable, establish an intervention plan.
- ❖ If relevant, conduct a group sensitization session.
- ❖ If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills).
- ❖ Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- ❖ Schedule follow up meetings to make sure the situation is not repeated.

### Measures for **STAKEHOLDERS EXHIBITING** Bullying, Harassing or Violent Behaviour

- ❖ Facilitate a meeting with a designated staff member.
- ❖ Define strategies to put an end to the situation.
- ❖ Determine with the stakeholder and his / her stakeholders the commitments to be made to prevent the repetition of any act of bullying or violence.
- ❖ Suggest ways to resolve conflicts as needed.
- ❖ Refer to professional resources of the school or centre if necessary, for individual or group counseling (ex: develop self-esteem, conflict resolution, and SEL skills, etc.).
- ❖ Establish an intervention plan.
- ❖ Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ Meet with the local socio-community police officer, as needed.
- ❖ Apply appropriate disciplinary sanctions depending on the situation, while taking into consideration the context (see section 8).
- ❖ Schedule follow up meetings to make sure the situation is not repeated.
- ❖ Written contract with administration
- ❖ Restorative justice



## 8. DISCIPLINARY SANCTIONS

*The ABAV plan must include specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature (art. 75.1, par. 8, QEA). Disciplinary sanctions are at the discretion of the administration (refer to art. 96.27).*

*The severity of bullying and violence acts is measured by their intensity, frequency, consistency, persistence, context, and impact on stakeholders who are victims.*

### POSSIBLES EXAMPLES OF DISCIPLINARY SANCTIONS

The following disciplinary and / or corrective actions may include, but are not limited to:

- ❖ Conference with stakeholder
- ❖ Stakeholder notification
- ❖ Reflection activity or action
- ❖ Restorative measures or practices
- ❖ Restitution
- ❖ Mediation or conflict resolution (when deemed appropriate)
- ❖ Written warning and deprivation of privilege(s) / service(s)
- ❖ Detention
- ❖ In-school suspension
- ❖ Referral to alternative to suspension program for schools offering such a program
- ❖ Out-of-school suspension
- ❖ Referral to the professional resources of the school
- ❖ Referral to external social / medical agencies, for support
- ❖ Consultation with the Department of Youth Protection (DYP)
- ❖ Meeting with the local socio-community police officer
- ❖ Involvement of law enforcement, if required
- ❖ School transfer or expulsion
- ❖ Other actions specific to the school milieu:



## 9. FOLLOW-UP

*The ABAV plan must include the required follow-up on any report or complaint concerning an act of bullying or violence (art. 75.1, par. 9, QEA, 110.4).*

***The center director or their designate will ensure that each incident was properly followed up on and documented.***

Follow-up measures will include the following:

- ❖ Verification that the incident has been properly documented in accordance with the terms and conditions agreed upon in the school, while respecting confidentiality.
- ❖ Verification that all parties involved have been met with and that intervention protocols have been followed.
- ❖ Inform the stakeholders concerned (victim, witnesses, bystanders, perpetrators) of the steps taken to stop the situation.
- ❖ Communicate relevant information to staff members regarding the safety of the stakeholder concerned, while respecting confidentiality.
- ❖ Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- ❖ Verification that stakeholders of the victims and perpetrators have been contacted.
- ❖ Verification of the completion of all remedial measures for all parties concerned.
- ❖ Referral of stakeholders to complaints procedure, should the stakeholders express dissatisfaction with the course of action from the school administration.

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

<https://www.lbpsb.qc.ca/complaints-procedure/#stakeholder-ombudsman>





# APPENDIX 1 - RESOURCES

## RESOURCES OUTSIDE OF SCHOOL

### For Sexual Harassment:

- S.O.S. Violence ( 24/7) 1-800-363-9010
- La Passerelle 450-424-6010

### Food Bank:

- On Rock : 514-696-1905 L'actuel : 450-455-3331

### Sexuality :

- LGBTQ2+: 514-594-2055
- Interligne : 1-888-505-1010
- <http://www.lgbtq2centre.com/about-us.html>

### Human rights:

- Commission des droits de la personne : 1800-361-6477

### Police:

- [Service de police de la ville de Montréal \(SPVM\)](#)
- [Sûreté du Québec : \\*4141 \(cell\)](#)

<https://www.ajoi.info/nous-joindre>

### Health:

- Lakeshore: 514-630-2225
- CLSC de Pierrefonds: (514) 626-2572, ext: 3956
- CLSC Lac-Saint-Louis: (514) 697-4110, ext: 1559

Youth Protection: 1-800-361-5310

### Mental health hotlines:

- Tel-Aide (514) 935-1101
- Tel-Jeunes 24/7 (514) 263-2266
- West Island Crisis Center 24/7 (514) 684-6160

### Legal Aid:

- CCJM: 514-864-2111
- <https://www.cyberaide.ca/en/>
- <https://needhelpnow.ca/app/en/index>
- <https://interligne.co/en/help-and-information/>

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## INFORMATION ON VIOLENCE AND BULLYING

- [Ministère de la famille - Quebec](#)
- [Ministère de l'éducation et enseignement supérieur \(MEES\) Québec](#)
- [PREVNet](#)
- [Media Smarts](#)
- [Canadian Centre for Child Protection](#)
- [Canadian Red Cross](#)