

Pierrefonds Community High School



2024-2025

Anti-Bullying and Anti-Violence Plan

Lester B. Pearson School Board

June 11, 2024

DATE OF GOVERNING BOARD APPROVAL

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

- In compliance with the [Quebec Education Act](#) (QEA), the main purpose of the ABAV plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member, **in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic.** This plan specifies the duties and responsibilities of the relevant parties of the school **community** and the school **partners** in achieving this.
- Outline the responsibilities of all parties towards the elimination of bullying and violence in the school community, including the responsibility of parents to promote a positive and respectful school climate inside and outside school.
- School boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop their full potential, free from any form of bullying or violence.
- School boards must also ensure a healthy and secure working environment for their staff, and the staff must participate in ensuring a safe and respectful working climate.
- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.

School Community Parties:

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

School Partners:

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

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

-LBPSB Policy on Safe and Caring Schools

DEFINITIONS as applied in ABAV

Bullying

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

Violence

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

Sexual Violence

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

Racism

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

Discrimination

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

Parent

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

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

Element 1	<u>an analysis of the situation</u> prevailing at the school with respect to bullying and violence;	pg. 4
Element 2	<u>prevention measures</u> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;	pg. 5-6
Element 3	<u>measures to encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	pg. 7-8
Element 4	<u>procedures for reporting, or registering a complaint</u> concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;	pg. 9-10
Element 5	<u>the actions to be taken</u> when a student, teacher or other school staff member or any other person observes an act of bullying or violence; or when a report or complaint is sent to the institution by the regional student ombudsman.	pg.11
Element 6	measures to <u>protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;	pg.12
Element 7	<u>supervisory or support measures</u> for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;	pg.13
Element 8	specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature; and	pg. 14-15
Element 9	the required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	pg.16
Additional Element (75.1 QEA)	<u>sexual violence</u> ; compulsory training activities for management and other personnel; and safety measures to stop sexual violence.	pg.17
Annual Evaluation	the results achieved by the school with respect to preventing and dealing with bullying and violence must be <u>evaluated</u> .	

Bullying:

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

Violence:

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

1. ANALYSIS OF THE SITUATION

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

Using OSS data from 2022 and a focus group of students as sources of data:

- Approximately half of students are telling us that they want to develop a greater **sense of belonging** and **engagement** at school;
- A majority of students are reporting that they have **positive relationships** at school;
- Students are reporting that their **feelings of safety** at school need to be addressed, especially for students who identify as female;
- Students are reporting that **bullying** happens mostly outside of classroom time.

Priorities identified with respect to bullying and violence

Continue to:

- Increase **sense of belonging** and **engagement** for all stakeholders
- Fostering **positive relationships** for all stakeholders
- Increase **feelings of safety**

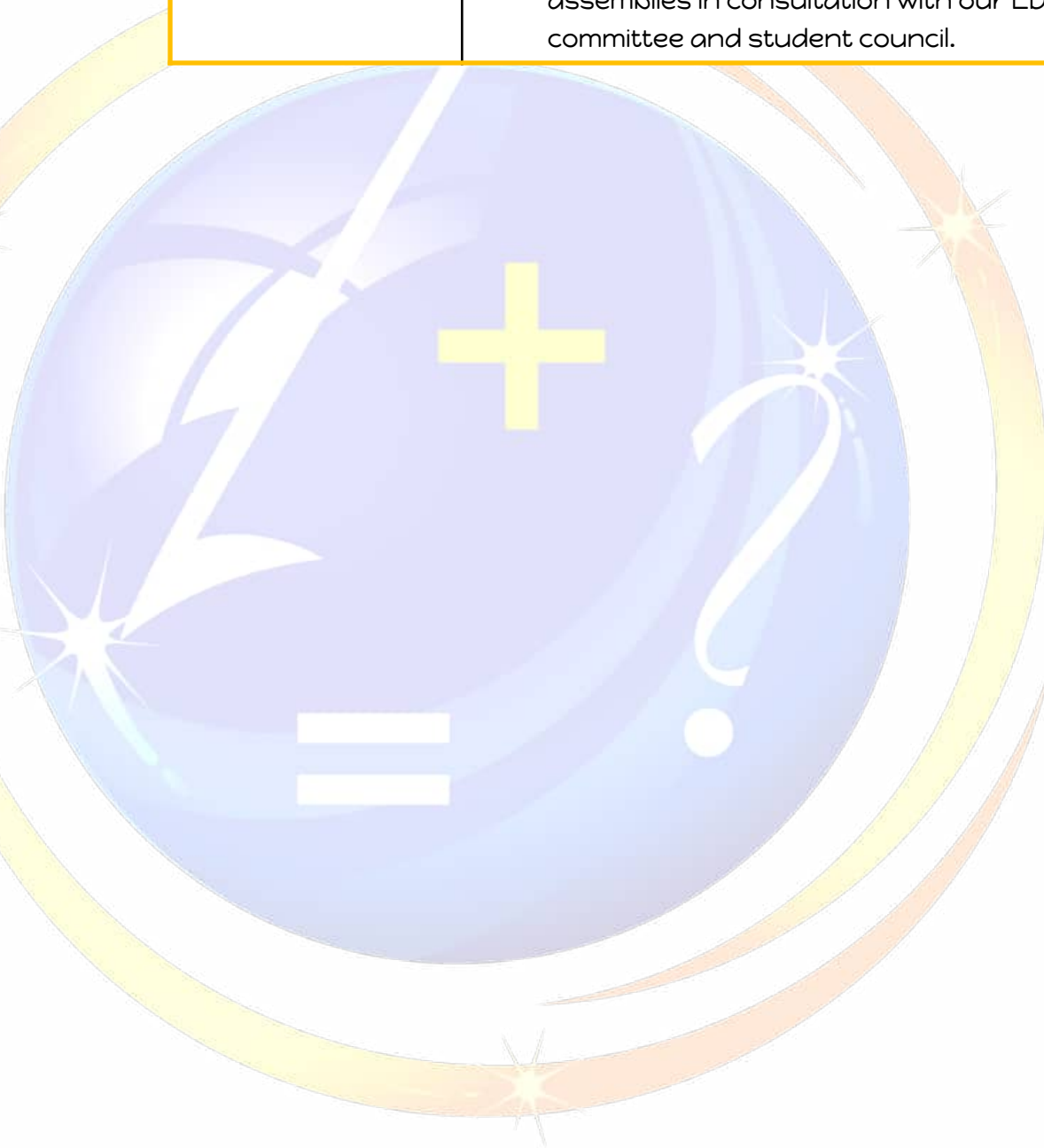
2. PREVENTION MEASURES

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

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

Priorities and Prevention Measures	
LBPSB Priority: To promote the values of the EDDI statement	Prevention Measure(s): Establishment of a consultative group of students to measure the impact of our EDDI initiatives running throughout the year.
School Priority: Continue to Increase sense of belonging and engagement for all stakeholders	Prevention Measure(s): In response to our priorities PCHS plans to: <ul style="list-style-type: none"> • Implementing Teacher Advocacy Group (TAG) • Running of an elected student council with representatives from each grade level • Continuation of the Leadership elective and club • Maintaining of Trojan Talks news broadcast
School Priority: Fostering positive	Prevention Measure(s): <ul style="list-style-type: none"> • Continuation of various Extracurricular activities/clubs.

relationships for all stakeholders	<ul style="list-style-type: none"> • Aim is to have a minimum of 25 clubs with one quarter of students participating. • Student and community involvement in TAG activities.
School Priority: Increase feelings of safety.	<p>Prevention Measure(s):</p> <ul style="list-style-type: none"> • Increase awareness around bullying and violence outside of classroom time by maintaining extra supervision times and locations. • Continue to provide awareness campaigns and assemblies in consultation with our EDDI student committee and student council.



3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

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

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

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

Other school-based measures:

- Regular communication to parents such as newsletters & emails from administration
- Encourage parent communication with teachers
- Daily announcements are posted on the school's social media
- Notifications via Google Classroom and Mozaik Portal
- Sharing of community resources
- Ongoing partnerships with community organizations
- Parent info sessions/workshops

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

-LBPSB Policy on Safe and Caring Schools

Resources

Community Resources	Information on Violence and Bullying
<p>For Students:</p> <ul style="list-style-type: none"> • Kids Help Phone: 1-800-668-6868 <ul style="list-style-type: none"> ◦ kidshelpphone.ca ◦ Text HELLO to 686868 • cybertip.ca <p>For Parent(s)/Guardian(s) :</p> <ul style="list-style-type: none"> • CLSC <ul style="list-style-type: none"> ◦ Name: CLSC Pierrefonds ◦ Address: 14 680, boul. de Pierrefonds ◦ Phone: 514-626-2572 • Service de police de la ville de Montréal (SPVM) <ul style="list-style-type: none"> ◦ PDQ No: 3 ◦ Address: 14 680, boul. de Pierrefonds ◦ Phone: 514-280-0103 	<ul style="list-style-type: none"> • Benado - Mon pouvoir sur l'intimidation • Canadian Centre for Child Protection • Canadian Red Cross- Violence and Abuse Prevention • Government of Quebec: Violence and bullying • Media Smarts • Ministère de la famille - Québec • Promoting Relationships and Eliminating Violence Network (PREVNet) • Renfort Support Line - Telephone support line for Montreal families affected by gun violence

4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

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

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

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

The procedures for registering a complaint are:

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

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

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

5. ACTIONS TO BE TAKEN

RESPONSE PROTOCOL

STUDENT(S), PARENT(S)/GUARDIAN(S), ANY OTHER PERSON, OR PARTNER(S)

- We **encourage** any student(s), parent(s)/guardian(s), or any other person who observes an act of bullying or violence, as a responsible member of the school community, to report the incident (refer to Element 4).
- We **require** partner(s) to report the incident (refer to Element 4).

STAFF

Any staff member who observes an act of bullying or violence must (items 1-4):

1. Respond- Intervene immediately
2. Reassure- Ensure safety of all school community parties and partners
3. Report- To the Principal or their designate
4. Review- Establish frequent check-ins, maintain communication and ongoing support as needed

PRINCIPAL

After considering the best interest of students and/or staff directly involved, the principal shall:

- Meet with parties involved, as needed.
- Communicate relevant information to relevant staff members regarding the safety of the student(s) and/or staff concerned.
- Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required. ([Art 96.12, QEA](#))
- Refer parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction with the course of action from the school administration, and inform them of their right to request assistance. ([Art 96.12, QEA](#))
- Document the incident.

School Community Parties:

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

School Partners:

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

6. CONFIDENTIALITY

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

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

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

7. SUPERVISORY OR SUPPORT MEASURES

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

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

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

8. DISCIPLINARY SANCTIONS

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

Considerations When Determining Disciplinary Sanctions

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

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

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



9. FOLLOW-UP

Follow-up measures may include:

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

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

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

SEXUAL VIOLENCE

Compulsory training activities for management and other personnel:

- Training will be provided, when made available.

Safety measures to stop sexual violence:

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

Complaint Procedure

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

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

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

- a call or text to the National Student's Ombudsman at 1-833-420-5233
- an email to plaintes-pne@pne.gouv.qc.ca



ANNUAL EVALUATION GRID - PCHS 2024

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

Evaluation: To promote the values of the EDDI statement				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Establishment of a consultative group of students to measure the impact of our EDDI initiatives running throughout the year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
We launched our student School Council in early 2024. It is still in its infancy but is off to a strong start, highlighting student voice, interests and concerns. The students involved have many amazing ideas and run their own meetings. They report to GB. They have expressed gratitude for having the chance to express their voice. It is an inclusive group with reps from the ALPS program as well.				

Evaluation: Increase sense of belonging and engagement for all stakeholders

Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Review reinstating Homeroom/Teacher Advocacy Group.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Create a student council with representatives from each grade level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Creation of a Leadership elective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	"The Voice" student newspaper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Daily Student Announcement Slideshow in classrooms and common areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Findings

1. A thorough review process to re-establish TAG took place, as of September 2024-2025, TAG will be put into place.
2. A student council was established in early 2024
 - a. Student participation is an early indicator of student engagement
 - b. We have noticed that more students are getting involved with ECA's, especially with the senior boys.
3. Leadership elective will be running for the 2024-2025 school year at the Senior level. At the junior levels, Leadership is offered as a club.
4. Student newspaper has started at school as an ECA. It is slowly being replaced with a digital news broadcast to make it more accessible to all students. This will showcase all activities that occur at school.
5. Student announcements, the slide show will be status quo, and is shared during period 1. Bulletin boards were established for regular and ongoing activities to reduce the number of slides.

Evaluation: Fostering positive relationships for all stakeholders

Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Continuation of various Extracurricular Activities/clubs such as Gender and Sexuality Alliance (GSA), Black Student Union (BSU), Boys to Men, & Peer Mediation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Various clubs and ECA's have been created and very well attended by students. We have noticed that many students who attend these activities weren't active participants in the past. These clubs are varied and they cater to all learners and interests of our students. Many positive relationships have been created because of these activities. These activities have been the means to communicate a common message to all students.

Evaluation: Increase feelings of safety. Increase awareness around bullying and violence outside of classroom time

Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Increase supervision times and locations and reduce the amount of unstructured time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Awareness campaigns and assemblies such as Multicultural Day, Pink Shirt Day, National Day for Truth and Reconciliation, Student Assembly Against Gender-Based Violence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

1. New supervision times or areas have been created to increase adult visibility in the

school and to manage the flow of students in the school to foster a sense of security.

2. Many varied assemblies have been organized and a FLASH committee will be created next year to organize these assemblies.



2024-2025 ABAV ANNUAL EVALUATION GRID

(To be completed in spring of 2025)

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

Evaluation of EDDI Priority				
To promote the values of the EDDI statement				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Establishment of consultative group of students to measure the impact of our EDDI initiatives running throughout the year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
We need to work towards creating a consultative student group to measure the impact of our EDDI initiatives. This year we offered the following: Truth and Reconciliation, Remembrance Day, Kwanzaa celebration, Chinese New Year, Tracking Black Canada/ Hidden Gems (OWTA), Pink Shirt Day with the Montreal Alouettes, Blanket Exercises, Montreal Steppers, P for				

Privilege (virtual presentations), The Power of Words (in-class presentations), Unpacking the N-Word Assemblies.

Evaluation of Priority #1				
Continue to increase the sense of belonging and engagement of all stakeholders.				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Implementing teacher advocacy group (TAG).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Running an elected student council with representatives from each grade level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Continuation of the leadership elective and club.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Maintaining of "Trojan Talks" news broadcast.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>TAG will not be offered to students during the 2025-2026 school year. Student council is thriving this year, and they have had a positive impact on school culture and school spirit. The leadership elective and clubs have continued to contribute positively to improve a sense of belonging and have provided many team building activities. Trojan Talks has provided students with a voice, and will hopefully continue to do so under new student leadership. Our School Survey indicates that 55% (compared to 51% in 2023) of our students have a high sense of belonging. Boys have a greater sense of belonging than girls in our school. The highest rates of belonging are found in grade 7 and 11.</p>				

Evaluation of Priority #2				
Fostering positive relationships for all stakeholders				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Continuation of various extra-curricular activities or clubs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The aim is to have a minimum of 25 clubs with one quarter of students participating.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Student and community involvement in TAG activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>PCHS organized a sock drive, a food drive, as well as a can collection during TAG classes. Our student population continues to partake in a wide variety of ECA's and clubs. In the spirit of giving back to the community, there has been an increase in common activities involving senior citizens from our community such as serving lunch to our seniors at the community center, inviting our seniors to attend our school musical, organizing a Secret Santa from PCHS to them, etc. In addition, our BBQ club has been present in a few of our elementary schools to promote cooking and the pleasure of having meals together. Finally, PCHS was very proud to host the Montreal Regional Science Fair, the Math Olympics, and a Futsal tournament for elementary schools.</p> <p>Our School Survey reports that 57% of PCHS students pursue personally expressive goals and have a sense of purpose to their life. In addition, 89% of our students pursue activities that are fun and interesting to them, in and out of school.</p>				

Evaluation of Priority #3	
Increase feelings of safety	
Legend:	

1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Increase awareness around bullying and violence outside of classroom time by maintaining extra supervision times and location.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Continue to provide awareness campaigns and assemblies in consultation with our EDDI student committee and student council.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>PCHS will change to have one lunch period in order to increase supervision. We will continue to consider ways of maintaining extra supervision times and location. The following workshops, presentations and assemblies all aim to reduce the use of discriminatory language and to promote kindness amongst our students and staff: P for Privilege (virtual presentations), The Power of Words (in-class presentations), Unpacking the N-Word Assemblies.</p> <p>According to Our School Survey, 30% (compared to 25% in 2023) of PCHS students report that they were victims of bullying in the month prior to the survey (October-November 2024). 39% (37% in 2023) of our students feel safe attending school. 36% of students will turn to their friends for help and support with a problem, while only 8% will turn to an adult in the school.</p>				