

Mount Pleasant



2024-2025

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

June 18, 2024

DATE OF GOVERNING BOARD APPROVAL

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

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

School Community Parties:

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

School Partners:

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

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

-LBPSB Policy on Safe and Caring Schools

DEFINITIONS as applied in ABAV

Bullying

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

Violence

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

Sexual Violence

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

Racism

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

Discrimination

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

Parent

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

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

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

Bullying:

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

Violence:

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

1. ANALYSIS OF THE SITUATION

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

As a school we are happy to report that we have observed a decrease in bullying and in violent behaviour from 2021-2022 to 2022-2023. We believe that is due to a number of initiatives that were introduced in 2022-2023.

The initiatives below stem from our intention of addressing behaviour as an opportunity for growth and reflection vs. a simply punitive approach. We want our students to understand that when you make poor choice it is not seen as failure or as a way to define yourself but as a springboard for growth:

- *clear and consistent behaviour expectations modeled by teachers and displayed throughout the school on posters, and worn on teachers lanyards.*
- *Our code of conduct form has been improved by including a reflective section completed at home. This allows parents , students and the school to engage as an active partnership towards growth.*

Priorities identified with respect to bullying and violence

Our priorities for the 2024-2025 school year are:

- *To increase our student's sense of belonging.*
- *To have a better understanding of what bullying is and to educate students and parents about their power over bullying, and cyberbullying,*

2. PREVENTION MEASURES

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

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

Priorities and Prevention Measures	
LBPSB Priority: To promote the values of the EDDI statement	Prevention Measure(s): <ul style="list-style-type: none"> • Truth and Reconciliation assembly • Black History month
School Priority: Increase sense of belonging	Prevention Measure(s): <ul style="list-style-type: none"> • Bee Leaders • Student-lead extracurricular activities
School Priority: Educate about (cyber) bullying and develop student advocacy	Prevention Measure(s): <ul style="list-style-type: none"> • Partnership with our local SQ to educate students about cyberbullying • OurSchool Survey assembly • Creation of anti-bullying awareness posters

3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

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

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

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

Other school-based measures, if necessary:

- Parents are actively involved in the reflection process of the code of conduct.
- Parents will be made aware of school activities via email newsletter.
- Teachers or School Administrator communicate (seesaw, google classroom, email, phone call) when bullying related events occur.

"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 :CISSSMO ◦ Address:3031, boul. de la Gare Vaudreuil-Dorion ◦ Phone No. : 450-455-6171 • Sûreté du Québec (SQ) <ul style="list-style-type: none"> ◦ Post No. :40221 ◦ Address: 599, Harwood, Vaudreuil-Dorion ◦ Phone No. : 450-422-1212 	<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.

Other school-based measures, if necessary:

7. SUPERVISORY OR SUPPORT MEASURES

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

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

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

Other school-based measures, if necessary:

- Parents of the children involved will be informed of the events using the Code of Conduct form, phone call, email, or other appropriate means of communication.
- Consider the global development of each individual child

8. DISCIPLINARY SANCTIONS

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

Considerations When Determining Disciplinary Sanctions

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

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

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

Other school-based sanctions, if necessary:

- Use of Mount Pleasant Code of Conduct to specifically document and identify to parents an event of bullying and/or violence.

9. FOLLOW-UP

Follow-up measures may include:

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

Other school-based measures, if necessary:

- The reflection sheet that is returned with the code of conduct facilitates conversation between home, school and the student, focusing on growth.

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

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

SEXUAL VIOLENCE

Compulsory training activities for management and other personnel:

- Training will be provided, when made available.

Safety measures to stop sexual violence:

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

Other school-based measures, if necessary:

Complaint Procedure

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

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

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

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



ABAV Evaluation

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				
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	Truth and Reconciliation assembly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Black History month	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Bee Leaders	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Student-lead extracurricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Partnership with our local SQ to educate students about cyberbullying	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	OurSchool Survey assembly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Creation of anti-bullying awareness posters	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Findings

LBPSB Priority: Promoting the Values of the EDDI Statement

In accordance with the Lester B. Pearson School Board's (LBPSB) mandate to promote the values of Equity, Diversity, Dignity, and Inclusion (EDDI), Mount Pleasant Elementary implemented several meaningful initiatives throughout the 2024–2025 academic year.

On September 24, 2024, Mount Pleasant welcomed Sam Ojeda, a Pow Wow drummer and traditional dancer, to lead two culturally appropriate ceremonies tailored to different age groups. Mr. Ojeda engaged students in discussions on Indigenous issues, emphasizing respect for Native traditions and the importance of nurturing and protecting Mother Earth.

In recognition of Truth and Reconciliation Day on September 30, 2024, classrooms engaged in educational activities including literature exploration, film analysis, and student-led discussions centered on Indigenous experiences and history. These efforts culminated in a reflective silent walk around the school grounds, during which students were invited to express gratitude for nature and reflect on their relationship with the environment.

Each class also participated in an orange ribbon ceremony. Students were provided with orange ribbons and invited to make a wish for reconciliation with First Nations communities. These ribbons were tied into the shape of a heart on the school fence, serving as a long-term symbol of our collective commitment to reconciliation.

In February 2025, the school celebrated Black History Month with a variety of learning opportunities. Blues singer and songwriter Rob Lutes visited to work with Cycle 3 students, providing instruction on the historical and cultural significance of blues music and its connections to the struggles and resilience of African Americans. Under Mr. Lutes' guidance, students composed and performed their own original blues songs.

On March 18, 2025, the school held a Black History Month assembly, during which students presented their compositions. In addition, each class contributed a quilt as part of a school-wide art project. These vibrant quilts celebrated the importance of quilting in African American culture—a storytelling medium representing histories of pain, oppression, freedom, and strength.

On April 29, 2025, Grade 6 students participated in a full-morning anti-racism workshop facilitated by LBPSB consultants Patricia Blackett and Angela Lionetti. This workshop significantly deepened students' understanding of racial prejudice and systemic discrimination.

Anti-Bullying Day was observed on February 26, 2025. Students and staff wore pink shirts and engaged in classroom-based learning activities focused on defining bullying, identifying its impacts, and exploring effective prevention strategies.

The impact of these targeted initiatives has been reflected in our most recent data. According to the Our School Survey:


- Reported incidents of bullying and exclusion decreased by **10%** since March 2023
- Students' sense of belonging increased by **20%** since March 2023
- Perceptions of safety at school rose by **14%** since March 2023

We are encouraged by these positive trends and remain firmly committed to sustaining and expanding initiatives that promote diversity, dignity, and inclusion within our school community.

School Priority: Increasing the Sense of Belonging

In addition to the above activities, Mount Pleasant continues to foster a strong sense of belonging among students, staff, and families through a wide range of inclusive school-based programs and initiatives, including:

- Hive education and honey extraction projects
- Participation in eight inter-school sports competitions
- Grade 6 overnight team-building trip to Camp Jouvence
- Staff workout sessions to promote wellness
- Outdoor learning experiences through the "Take Me Outside" program
- Entrepreneurship initiatives (including sales at local markets and the school craft fair)
- Super Lecture program for Cycle 1 students
- School-wide Advent calendar activities
- Community spirit events in December and March

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- Gardening projects
 - Chess and drawing clubs
 - Student-led initiatives such as flag football, a talent show, and daily care for classroom animals
 - Deep learning projects, including in-class TED Talks
 - Whole-school volunteer and staff appreciation events
 - “Frandedi” (French Friday) initiatives
 - Staff community-building activities, such as potlucks and collaborative work on the school’s mission, vision, and values
 - Parental engagement through the Home and School Association, K4 family events, in-class volunteering, and field trip support

Our ongoing efforts have led to measurable improvements in student well-being. According to data collected between March 2023 and December 2024:

- Students’ **school-related anxiety** decreased by **5%**
- **Eudaimonia** (students’ pursuit of meaningful goals and sense of purpose) increased by **20%** since March 2023
- **Hedonia** (students’ overall sense of enjoyment and comfort at school) also increased by **20%** since March 2023

These outcomes affirm the positive effects of our efforts to foster a supportive and inclusive school environment. Promoting belonging will remain a key priority in our 2025–2026 school year planning.

School Priority: Education on (Cyber)Bullying and Student Advocacy

Mount Pleasant continues its commitment to educating students about bullying and empowering them to advocate for themselves and others. Each year, socio-community

agents from the Sûreté du Québec visit Grade 6 students to discuss bullying and cyberbullying. The 2025 session is scheduled for the end of May.

Our data indicate that cyberbullying constitutes **4%** of the bullying reported at Mount Pleasant. While relatively low, this data highlights the need for continued focus on prevention and education related to online safety and respectful digital citizenship.

We remain dedicated to building a school community where every individual feels safe, valued, and connected. Our continued efforts in the areas of equity, inclusion, and student well-being will guide our actions into the 2025–2026 school year.

Conclusion

Mount Pleasant Elementary School is proud of the progress made in promoting equity, inclusion, and student well-being. We are encouraged by the positive data trends and remain steadfast in our commitment to creating a nurturing and inclusive educational environment. Our school priorities will continue to guide our strategic actions in the 2025–2026 academic year and beyond.