



Anti-Bullying and Anti-Violence Plan Including Sexual Violence

2024-2025

School: Cedar Street School



Coordinator :

Roxanne Mc Neil – Principal

AVAB Committee Members :

Karina Maiorano – teacher and union rep

Kailtin Clipsham – teacher (preschool)

Amy Darrell – teacher (cycle 1);

Marissa Chiarelli- teacher (Cycle 1);

Jennifer Miller – teacher (cycle 1&2)

Elaina Buccitelli- teacher (Cycle 1),

Louise Durno- teacher (Cycle 3)

Anne-Marie Chagnon (attendant)

Jenny Gavilano (attendant)

Isabelle Matte – daycare coordinator

Tyler Carrigan – caretaker

Melissa Girouard – Governing Board Chairperson

Approved by Governing Board:

December 10, 2024

Resolution :

2024-12-10-06



Statement

Riverside School Board recognizes its role as an educational organization, with the power and responsibility to impact citizenship through education. We recognize diversity as a fact. We must value and honour all faces, voices, realities, and experiences, and ensure that ours is an organization where children, youth and adults are acknowledged, respected, welcomed and empowered. We commit to the ongoing work required to keep equity and inclusion at the forefront of our reflection and decision-making, in dedication to social emotional well-being, educational excellence and success for all.





Anti-Bullying and Anti-Violence Plan

TABLE OF CONTENTS

Definitions

Bullying
Violence
Sexual Violence
Racism
Discrimination

THE ELEMENTS OF THE ABAV PLAN:

Element 1	Analysis of the Situation Prevailing at the School
Element 2	Prevention Measures
Element 3	Measures for Parent/Guardian Collaboration
Element 4	Procedures for Reporting
Element 5	Intervention Protocol <ul style="list-style-type: none">○ Staff Response Protocol○ Student Response Protocol○ Parent/Guardian Response Protocol
Element 6	Measures to Ensure and Protect Confidentiality
Element 7	Supervisory and Support Measures (For the victim, bully, witness & bystander)
Element 8	Specific Disciplinary Sanctions
Elements 9	Follow-up Protocol

SEXUAL VIOLENCE

EXTRACURRICULAR

END OF YEAR EVALUATION



DEFINITIONS

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. (Education Act Section 13(1.1))

<http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/bill-56/>

Violence

The word “violence” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. (Education Act Section 13(3))

<http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/bill-56/>

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 a technological means."

<https://www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/droits-eleve/report-an-act-of-sexual-violence-against-a-student>

Racism

Racism means: “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.” https://www.mifi.gouv.qc.ca/publications/fr/recherchesstatistiques/Pub_Immigration_et_demo_2015.pdf

Discrimination

Discrimination means:” 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). <https://www.legisquebec.gouv.qc.ca/en/document/cs/c-12>



ELEMENTS OF THE AV/AB PLAN

Element 1	An analysis of the situation prevailing at the school with respect to bullying and violence;
Element 2	Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;
Element 3	Measures to encourage parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
Element 4	Procedures of reporting, or registering a complaint 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
Element 5	The actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence; or when a report or complaint is sent to the institution by the regional student Ombudsman
Element 6	Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
Element 7	Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
Element 8	Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
Element 9	The required follow-up on any report or complaint concerning an act of bullying or violence;



Element 1 ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VOILENCE

School Portrait

Student population :

164 students

Other pertinent information::

Cedar Street School is an English school situated in Beloeil, Quebec which serves the population of 10 municipalities.

Analysis

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

Feel safe at school as well as to and from school

Results from OurSCHOOL survey 2024 indicates that overall 46% of the girls and 48% of the boys felt safe attending school. The survey demonstrates that overall 60% of grade 4 students feel safe whereas by grade 6 only 43% feel safe.

There was a definite decline in the feelings of safety at school for the 2023-2024 school year and we are planning to produce more than one opportunity to respond to these types of questions to allow for a better understanding of this lack of safety.

Students who perceived moderate to severe anxiety

36% of students at Cedar Street School had moderate to high levels of anxiety.
39% of the girls and 32% of the boys perceived moderate to high levels of anxiety in comparison to the Canadian norm for girls of 36% and for boys is 21%.

In comparison with the results obtained the year prior,
2022-2023: 50% of the girls and 14% of the boys
2023-2024: 39% of the girls and 32% of the boys

There is an 11% improvement for girls, however a significant decrease for boys of 18%



Bullying and Exclusion

41% of students in this school were subjected to physical, social or verbal bullying, or are bullied over the internet in the previous month (April 2024) to the survey. The Canadian norm is 30% overall.

Other

The school population who participated in the survey was composed of 23 grade 4 students; 15 grade 5 students and 23 grade 6 students. We choose to include the grade 4 students this year to allow for a larger sample size.

Next year upon administration of this survey we will work more closely with students to ensure their understanding of the questions, as we have noticed from the results a high level of answers which reflected a 'neither agree nor disagree'. Our goal is to have a better understanding of why students feel unsafe at school and how we can best address this issue at school.

Priorities

Working with students on their understanding of friendships, disagreements, conflict, bullying and exclusion.

Developing a common vocabulary to address conflict, express emotions and to help students autoregulate using a variety of strategies reinforced by all school personnel.

Continue to prioritize students who benefit from structured recesses to allow for peaceful conflict resolution and a better understanding of student friendships and social norms.



Element 2 PREVENTATIVE MEASURES

To address the area(s) of concern, the following preventative measures aimed at putting 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 include:

1 -	The Riverside School board and Cedar Street School Code of Conduct is shared with all school members and parents.
2 -	Parents and students are both to sign that they have read and understood the school code. A paper copy is available to students/parents in the agenda. Students who do not have an agenda, will have numerical access. It will be made available at the beginning of the year. Reminders of the Code will be made during monthly school assemblies
3 -	Create awareness for staff and parents of specific resources to support AB/AV plan
4 -	Outside organization presentations to increase community awareness and sensitization to differences
5 -	Coordinate information sessions for our school community with the support of our RVCLC
6 -	Encourage open discussions during GB and staff meetings. Make the AB/AV a standing item on staff meeting agenda. Teachers will report monthly to the Governing Board.
7 -	Our Bloomroom (nurturing support center) offers a variety of services to our students: sheltered recess and lunch, morning breakfast program, student social support groups, etc...) On-going support staff training (CEBM sessions, online workshops, in-school support and PD)
8 -	Monthly Kindness recognition assemblies to promote positive behavior. Every month we will be targeting a SEL (social emotional learning) goal
9 -	Coordinate sessions for our students with the local community police officer (safety in parks, neighborhood, bus as well as cyberbullying).
10 -	Special school activities to promote school spirit/belonging, awareness and acceptance throughout the year.



Element 3

MEASURES FOR PARENT/ GUARDIAN COLLABORATION

The success of this plan depends on the understanding and support of all of our stakeholders. School administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents/ Guardians are equally important and necessary partners in this initiative. Parents/ Guardians are encouraged to be active advocates for their children and to be aware of changes in their behaviours and to contact the school when behaviours at home become a concern.

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

1. The School's Code of Conduct will be communicated with the parents/guardians (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.

Ongoing communication between principal and / or their designate and parents/ guardians of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. Periodic communication with students who are bullied and their parent(s)/ guardian(s) to ensure that measures taken have been successful and the bullying has ceased.

<p>The AB/AV document is reviewed each year and is distributed to parents. It is addressed at the Governing Board meetings. Information or links will be communicated to parents with relevant parent information. E.g., symptoms that a child is being bullied, how to talk with their child about the situation, how to help your child if they have witnessed bullying, Internet safety, cyber-bullying, etc....</p> <ul style="list-style-type: none">- Parent meetings with classroom teachers to discuss what is currently happening in the classroom and to inform of our efforts to reward students who demonstrate positive behaviors such as: school assemblies, etc.- Ongoing communication between Principal and the parents of children who are being bullied and those who engage in bullying behaviors.- Possible interventions to establish partnerships with parents: identify students with behavioral difficulties – school principal/teacher makes initial contact at the beginning of the year to discuss how we want the year to be successful for the student. For students with behavioral challenges, call home when positive behaviors are seen.- Ongoing communication between Principal and the parents of students with behavioral difficulties to ensure collaboration- Provide online information sessions for parents (cyber safety, dealing with anxiety)
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Élément 5 INTERVENTION PROTOCOL

Cedar Street School is committed to providing a safe, caring and positive climate. Adult indifference is not-tolerated. 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.

This *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 or depictions that would constitute bullying, 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, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, 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.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property or facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humour relating to a student’s race, colour, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student 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 student.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- “Talking trash”
- Trading of insults

The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.



STAFF RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/violence incident must be documented.
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.
5. The staff person responsible for investigating the report about the behaviour should:
 - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
 - b) Engage the target / victim first and focus on their safety.
 - c) Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
 - d) Offer the victim counselling (if needed).
 - e) Inform parents/guardians of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

PROTOCOLE D'INTERVENTION DES ÉLÈVES

STUDENT RESPONSE PROTOCOL
<p>Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.</p> <p>The following are the means through which a student may do so:</p> <ul style="list-style-type: none"> ▪ Inform a staff member on duty. ▪ Inform administration. ▪ Mention it to a teacher or staff member they trust. ▪ Tell parent/guardian.
PARENT / GUARDIAN RESPONSE PROTOCOL
<ul style="list-style-type: none"> ▪ Report the incident to a school administrator or classroom teacher. <p>*At the discretion of the principal or their delegate, police intervention may be requested.</p>



Element 6

MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence shall include:

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.



Element 7

SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

It is the responsibility of every adult 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 and behaviours.

A clear distinction exists between *remediation* and *consequences*.

- a) **Remediation**, intended to counter or “remedy” a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances that may play a role.

School Considerations:

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



Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

Remediation Measures for Victims

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
 - Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.
 - Develop a plan to ensure student's emotional and physical safety at school.
 - Ensure student does not feel responsible for the behaviour.
 - Ask student to log and report any and all future related incidents.
 - Offer counseling to help develop skills for overcoming the negative impact on self-esteem.
- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.
- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.
- Parents/Guardians will be informed immediately following the incident and regularly updated until the situation is resolved.
- Other :

Remediation Measures for Witnesses

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents/ guardians of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.
- Other :



Remediation Measures for Student Exhibiting Bullying Behaviour

- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.
- Meet with special education technician, school counsellor, social worker or psychologist to:
 - Explore mental health issues or emotional disturbances – what is happening and why?
 - Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
 - Arrange for apology – written is recommended.
 - Arrange for restitution – particularly if any personal items were damaged or stolen.
 - Determine restorative practices (age appropriate).
- Other :

The technician (SET) can meet with the students and help put in practice socialization strategies.
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Remediation Measures for Student Bystanders

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.
- Other :

Student spectators who encourage inappropriate behavior among their peers will be attributed a consequence: Call home to parents. The school technician (SET) could meet with students to put in practice socialization strategies. The completion of a reflection sheet may also be required to encourage the student(s) to reflect on their behaviors and learn how to become part of the solution



Element 8 SPECIFIC DISCIPLINARY ACTIONS

Based on the severity and / or frequency of incidents and at the discretion of the administration, the following disciplinary and / or supportive/ corrective actions may include, but are not limited to:

- Parent/ Guardian notification
- Admonishment / conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Probation and letter of expectations
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion
- Other :



Element 9

FOLLOW-UP PROTOCOL

The principal 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.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parents/ guardians of the victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents/guardians to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration. In fact, it is possible to make a report or file a complaint concerning an act of bullying, violence or 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 (2022, chapter 17).
- For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.



SEXUAL VIOLENCE

Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.

PREVENTATIVE / SAFETY MEASURES TO STOP ACTS OF SEXUAL VIOLENCE

In addition to the prevention measures mentioned in Element 2, the following training activities for management and other personnel specific to acts of sexual violence include the following:

Training activities for management and other personnel include the following:

Training to be provided by the MEQ

SAFETY MEASURES TO STOP SEXUAL VIOLENCE

To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include:

1 -	General school climate and Social Emotional Learning practices
2 -	Sexuality Health Education Curriculum and support from Consultant holding the dossier
3 -	
4 -	
5 -	

INTERVENTION PROTOCOL

For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the pertinent department of the Riverside School Board prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.

FOLLOW-UP PROTOCOL

In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, in the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.



EXTRACURRICULAR SERVICES OR IMPLEMENTATION OF THE SPECIAL SCHOOL PROJECT

In addition to the measures mentioned above, the following measures will be included in all agreements between the school and a body or person providing extracurricular services or carrying out a special school project for the provision of services other than educational services:

PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE PROVISION OF AND, WHERE APPLICABLE (Art 215 Bill 9)

Preventative measures could include:

1 -	Anti-bullying and anti-violence training by persons who would be required to work with minor students and persons regularly in contact with minor students
2 -	Guidelines on reporting any incidents of bullying, violence and or sexual violence will be reviewed by the administration of the school.
3 -	Service agreement



END OF YEAR EVALUATION

“83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed to the parents/guardians, the school staff and the Regional Student Ombudsman in charge of accountability assigned to the region in which the school is located.”

To ensure the integrity of its Plan, the administration of our school will conduct a yearly evaluation that reviews:

- The *Our School Survey* results.
 - Revision and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
 - The initiatives put in place for the year and assessment of effectiveness of the actions.
-