

such as friendship skills, emotions, empathy, self-control, anxiety, social awareness, bullying, conflict-resolution, peer pressure, etc. One-on-one workshops and check-ins will continue to be offered in 2026-2027.

Groups in the Oasis room (girl's/ boy's/sibling's group) is to prevent bullying and to work on inter-social relationships.

Other preventative measures to continue include enhancing activities such as the house system and extracurricular programs to foster connections between staff and students beyond their homeroom classes to help strengthen a sense of community and belonging. Also, we intend to continue having a technician present at recess to support staff and students. The mentoring program offered by the Technicians and cycle 3 students during afternoon recess to teach organized games to cycle 1 and cycle 2 students will continue in 2026-2027.

Continue to expand extracurricular offerings by involving parents (e.g., in sports teams, art projects, and clubs) and by increasing coordination and collaboration with community groups, external organizations, and the CISSMC.

The 'Our School' survey administered twice this year by the Special Education Technicians is to help ensure more accurate and consistent results. The data collected is being used to inform our Educational project, our ABAV plan and to help target schoolwide interventions, lunchtime groups and extracurricular activities to address specific issues. These programs and initiatives should be implemented yearlong to help reduce anxiety, increase school and peer connections, build on positive teacher-student relations and reduce incidents of bullying during recess time.

Actions / Initiatives to Maintain or Let Go (Sexual Violence)

The school team will continue to utilize resources from school board professionals, including the sexologists, guidance counsellor, rehabilitation officer, and occupational therapist (OT) who supported students during the past school year to develop self-esteem, labeling and identifying feelings, assertiveness, technological safety and boundaries.

The community police officer delivered workshops to all grade levels. For Cycle 3 students specifically, the focus was on internet safety, covering topics such as consent, personal boundaries, and privacy.

Maintain the use of the Oasis room as a space where students can learn through social stories, role-playing, or have discussions with school staff about consent and physical boundaries.

Use the data collected from the "Our School" survey to inform and guide the ABAV plan.

Continue to offer the Transition to HS workshops.

CCQ program/Sexuality of Education program – letters sent home to parents to inform them about the topics being covered.

Oasis Room Utilization: Continue to use the Oasis room for targeted group/individual interventions, role-playing, sheltered recesses, social stories, and open discussions with school technicians to support students with specific needs.

Quiet Lunchroom: Maintain access to the quiet lunchroom for students who benefit from a peaceful environment during mealtime.

Actions / Initiatives to Maintain or Let Go (Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background)

Increased adult supervision during recess.

Activities promoting students to learn about expected behaviours.

The use of programs or approaches that support social and emotional learning – Hors-Piste.

Media Smarts - Activities to raise awareness about the responsible use of social media and technology.

Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate through workshops and the mentoring program.

Working with community organizations and RSB professionals to work on specific topics relating to bullying and violence (RSB sexologists, guidance counsellor(s), Community police officer, Epique, Inspiration Republic, etc).

Creating a safe space -Oasis Room- Chill Zone. Involving multiple stakeholders in applying prevention measures: daycare, school transportation, extracurricular activities, etc

Actions / Initiatives to Develop

Enhancing Supportive Student Spaces

To support student mental health, emotional regulation, and social development, we will expand and refine the use of calm and inclusive environments throughout the school:

Chill Zones for Older Students: A space was created for older cycle students to unwind and self-regulate during unstructured times, promoting positive mental health.

Outdoor Quiet Zones: Designate the front yard as a calm space during afternoon recess, providing students with an alternative to more active play areas.

Increasing Parental and Community Involvement

To strengthen the connection between families, the community, and the school, we aim to foster more meaningful and impactful engagement. This includes:

Leveraging Community Expertise: Actively involving families and community members in school activities, tapping into the diverse experiences and skill sets of our stakeholders to enrich student learning and support.

Parental Education: Providing educational sessions for families on the definition of bullying and the school's intervention philosophy regarding bullying and violence. This ensures transparency and builds trust in our proactive approach to student well-being. **To develop for the next school year:** At the start of the school year, a Padlet was sent to all parents as a resource to offer strategies and tools for supporting their child's emotional well-being. A pamphlet will be sent home to the parents of the students who participate in the social-emotional workshops.

Fostering Empathy and Understanding: Creating opportunities for parents to interact with a broader range of students, which can help humanize those who may be perceived as challenging. Examples include hosting family game nights and inviting parents to participate in classroom or school-wide projects.

To ensure that our efforts are effective and continuously improving:

Monitoring and Evaluation: Systematically collect data on the impact of all interventions: Logs are kept of all the reflection sheets and the Oasis team have a binder to track interventions. The goals of these tracking tools are used to guide planning, monitor progress, and ensure accountability across initiatives.