École Yaldei School

ANTI-BULLYING AND ANTI-VIOLENCE PLAN FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2026-2027

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ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Act respecting private education (hereinafter, "APE" [CQLR, c. E-9.1]) requires every educational institution to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, "ANSO") has led to further amendments to the APE.

In particular, the APE therefore stipulates the following:

- The plan, rules and measures provided for in sections 63.1 and 63.3 are prepared with the participation of the members of the institution's personnel (APE, s. 63.4).
- The institution shall see to it that all the members of its personnel are informed of the institution'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 (APE, s. 63.5).
- Every personnel member shall collaborate in implementing the anti-bullying and antiviolence plan and shall see to it that no student in the institution is a victim of bullying or violence (APE, s. 63.5).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The institution shall see to it that the wording of the document is clear and accessible. The document must indicate that 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 (APE, s. 63.1).
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The institution sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (APE, s. 63.1).

DEFINITIONS

Conflict	A serious disagreement, clash of interests, misunderstanding or tensions between individuals or groups, arising from incompatible values, miscommunication, or a lack of shared views or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.

Violence	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 (APE, s. 9).
Bullying	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 (APE, s. 9).
Sexual violence	The *Act respecting private education* does not provide a definition of sexual violence. However, reference to the following definition is suggested: 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 *(Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Ecole Yaldei
Name of the principal	Sima Shalev
Type of instruction	Preschool, Elementary, Secondary, Special education
Number of students	293
Other characteristics	All students have a diagnosis of an intellectual disability ranging from moderate to profound. All students have Individualized Education Plans and follow the curriculum based on age and ability (CASP I and II, IP (profound), and QEP modified).
Values identified in the educational project	Yaldei School's values include helping every child reach their full potential. We meet each student where they are and create individualized learning plans to improve their communication, independence, self-regulation and academic skills.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	In order for our students to be able to make progress on their educational goals, they need to be able to feel safe and secure at school. The anti-bullying and anti-violence plan is put in place to ensure the physical and psychological safety and protection of all students and staff at Yaldei School.

INFORMATION ABOUT THE COMMITTEE

Name of the committee	Anti-Bullying and Anti-Violence Committee
Name and role of the person responsible for coordinating the work of the committee (APE s. 63.5)	Wendy Comba, Vice-Principal
Members of the committee (name and role)	Sima Shalev (Principal) Sydney Sheahan-Lee (Pedagogical Coordinator) Chana Dvora Treisser (Staff and Student Coordinator)
Mandates of the committee	- To coordinate the development of a Prevention and Intervention Plan - To assess training needs for staff - To act as the coordinator of all interventions, inquiries, debriefs, and parent interviews as well as sanctions as needed - To keep an updated registry of all incidents, intervention measures, and their follow-up - To keep a historical record of incidents for a minimum of 7 years
Frequency of committee meetings	3 times per school year (more if needed)

UNDERTAKING OF THE INSTITUTION (APE, s. 63.2)

Toward the student who is the victim and their parents	Rapid communication with parents Implementation of support measures Appropriate follow-up with the student and their parents to ensure the situation has ended
Toward the instigator and their parents	Rapid communication with parents When appropriate, ensuring that the student and the parents make a commitment to the principal to take action to prevent a recurrence of the bullying or violence Applying supervisory, disciplinary, and/or educational measures based on the act committed Implementation of support measures Appropriate follow-up with the student and their parents to ensure that the commitments have been respected

ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (APE, s. 63.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (APE, s. 63.1, paragraph 3, subparagraph 1)

Time of data collection, tool(s) used to produce the overview and information gathered	Data gathered as soon as possible after the incident (maximum 24 hours) with the following tools: - Incident reports - Data collection from behavioural tracking sheets (including antecedent-behaviour-consequence, and/or frequency/duration sheets) - Debrief sessions if needed
Findings from the analysis of the current situation	As the majority of our student population is diagnosed with a moderate to profound intellectual disability, most of the incidents are the result of an inability to communicate their needs or regulate their emotions in a contextually appropriate way. Some students who have the social and cognitive pre-requisites engage in the occasional bullying incidents that include verbal aggression, rude gestures, or throwing items.
Priorities in relation to the overview and the analysis of the situation	- Reduced student to staff ratio (3:1 minimum throughout the day including breaks) - Interdisciplinary staff including a behaviour analyst, behaviour technicians, consulting occupational therapists, and consulting speech-language pathologists - Frequent communication with families - Nonviolent Crisis Intervention (NCI) training program provided to staff every 18 months (more often if needed) - Behaviour technicians on call for emergency, transition, and/or ratio support throughout the day - Behaviour support plans for any student displaying recurring behaviours of concern with in-class training provided by the behaviour team

Sexual violence

Findings with respect to sexual violence, if applicable	As the majority of our student population is diagnosed with a moderate to profound intellectual disability, incidents of sexual violence are very rare. When they do occur, they take the form of touching others' private areas, taking off one's own clothes, and/or (rarely)

	taking off the clothes of others.
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	Providing sexuality education and explicitly teaching boundaries are essential in supporting our students. We focus on teaching personal space, understanding consent, and appropriate touch. We have a touch policy for our staff to ensure that boundaries are set with our students at appropriate ages and so students learn that they should expect adults to respect their signs of assent/consent. This is to help prevent abuse towards them in the future.

PREVENTION MEASURES

Prevention measures aimed at countering any form of bullying or violence motivated, in particular, by racism, sexual orientation, gender identity, homophobia, a disability, or a physical characteristic (APE, s. 63.1, para. 3, subpara. 2)	Again, due to the nature of the intellectual disabilities of our students, we experience very few incidents of bullying or violence related to students' skin colour, sexual orientation, gender identity, disability, or other physical characteristic. Prevention measures in all classes include teaching social skills, promoting prosocial behaviours like sharing, taking turns, and communicating with peers, and reviewing classroom rules. Support from the behaviour team (behaviour analyst and behaviour technicians) is available.
Prevention measures specifically put in place with regard to sexual violence	Touch policy for all staff in order to put personal space boundaries in place for our students from a young age as well as to teach them that their adult attendants should respect their signs and communication of consent and assent.

COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (APE, s.63.1, para. 3, subpara. 3)

- Daily communication sheets for teachers and parents to share information
- 3 in-person or virtual meetings per year with the parents/guardians (parents decide the modality)
- Annual activities for which the parents/guardians are invited to attend
- Parent Participation Organization for parents to get involved in the school

During situations of bullying or violence:

- Inform the parents of all students involved immediately and involve them in finding solutions.
- Support parents and refer them to resources and tools as necessary.
- Guide parents through the process including the creation of a behaviour support plan for

school as needed, and/or referring them to external organizations that can help support them if needed. - Encourage them to speak with their CLSC social worker as needed.

Information to be shared

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (APE, s. 63.1)	Anti-bullying and anti-violence plan is accessible on our website. A summary is provided in the Parent & Student Handbook and directs parents to find the full copy on the website or by request from the administration	August 13, 2026
A document that sets out the rules of conduct and the safety measures applicable in the institution must be sent to the parents at the beginning of each school year (APE, s. 63.3)	Provided in the Parent & Student Handbook	August 13, 2026
A private educational institution must, not later than September 30 each year, inform the students, children, and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by the ANSO (ANSO, s. 21)	The information is posted on our website.	September 28, 2026
The contract or registration form must contain the procedure for processing complaints provided (APE, s. 21.1, r. 1)	This information will be added to next year's educational contract	March 1, 2027

Specific measures planned to involve parents and encourage them to collaborate with respect to sexual violence

- Updates to parents when sexual education will be taught to students - Same-day notification of any behaviour of a sexual nature - Involving parents in finding solutions and providing them with resources if any incidents of sexual violence are observed

Information to be shared	Strategies for sharing this information	Date
A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	Information is accessible on our school website.	September 28, 2026
A document provided by the National	Information is accessible on our school	September 28,

Student Ombudsman explaining who may file a complaint and specifying the procedures for exercising this right. This document must provide the contact details of the Regional Student Ombudsman to whom complaints are to be submitted. It serves to inform students and their parents of the option to report or file a complaint regarding an act of sexual violence with the Regional Student Ombudsman (LPNE, s. 21)	website.	2026

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (APE, s. 63.1, para. 3, subpara. 4)

Procedures implemented for making a report	An incident can be reported to any staff member in-person, by email, or by telephone. Incident reports are available in all staff rooms as well as on the common staff server and file sharing cloud for easy access to print and submit to the administration. Note that it is extremely rare for any of our students to use social media or other communication technologies.
Strategies for sharing these procedures	Information is shared with staff in the staff handbook and orientation. Contact information for the administrative member in charge of this policy can be found in the Parent and Student Handbook Parents are encouraged to contact any member of the administrative team should they have any concerns

Procedures for registering a complaint

If a person is dissatisfied with the follow-up to a report or complaint regarding an act of intimidation or violence, they may use the following procedures (in order) to file a complaint:
- Contact Wendy Comba, BCBA and Vice-Principal (wendyc@yaldei.org; 514-279-3666 ext. 301) - Contact Sima Shalev, Principal (simas@yaldei.org; 514-279-3666, ext. 312) - Contact the regional ombudsman
N.B.: Furthermore, a person dissatisfied with the follow-up to a report or complaint regarding an act of intimidation or violence submitted to the principal of an educational institution may file a complaint with the person responsible for handling complaints (ANSO, s. 24, para. 2).

Specific procedures for reporting or registering a complaint concerning an act of sexual violence

The procedures outlined in the previous section also apply to making a report or filing a complaint regarding an act of sexual violence.

Reporting or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31): - Using the online form: https://www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/droits-eleve/report-an-act-of-sexual-violence-against-a-student - By telephone or text message: 1-833-420-5233 - By email: plaintes-pne@pne.gouv.qc.ca
The victim or their loved ones may, at any time, report the situation to the police or the Director of Youth Protection (DYP), regardless of whether they have reported it to the educational institution or the regional student ombudsman. Reports and complaints made to the educational institution do not replace the work carried out by the police department and youth protection services. - DYP: o Batshaw - 514-935-6196 - Police Department: o Service de la Police de la Ville de Montreal Poste de quartier 26 7405 av. Mountain Sights Montreal, H4P 0B5 514-280-0126 pdq26@spvm.qc.ca

ACTIONS TO TAKE FOLLOWING AN ACT OF INTIMIDATION OR VIOLENCE

Actions to be taken when an act of intimidation or violence is observed by a student, a teacher, another member of the educational institution's staff, or any other person, or when a report or complaint is transmitted to the institution by the regional student ombudsman (APE, s. 63.1, para. 3, subpara. 5)

By a student who is a witness or a confidante	- Seek help from a trusted staff member - If possible to communicate what was witnessed, the student should communicate what they saw to a trusted staff member
By a staff member who is a direct witness or confidante (Stakeholder 1)	- Put an end to the inappropriate behaviour - Redirect or guide the student towards the expected behaviour - Verify how the victim is doing and assure them that the situation is being dealt with (as appropriate) - Complete an incident report and submit it to the office - Ensure that the teacher informs the victim's parents and give details of the situation to the teacher and/or be present when parents are being informed
By a person responsible for follow-up (Stakeholder 2)	- Ensure the safety of the student who was a victim - Support the people who were affected by the situation - If appropriate, meet with the student who was a victim, the student who was the instigator, and the witnesses - Observe the student who was the instigator to determine the reasons why - Inform the parents of the situation and encourage

	collaboration in finding solutions if teachers have not already done so - Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved
By the person designated by the institution from among the members of the administration	On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the person designated by the institution from among the members of its administration shall promptly communicate with the parents to inform them of the measures in the anti-bullying and anti-violence plan (APE, s. 63.5). Name: Wendy Comba Contact Information: wendyc@yaldei.org; 514-279-3666 ext. 301

Specific actions to be taken when an act of sexual violence is identified

By a student who is a witness or a confidante	- Seek help from a trusted staff member or adult - If possible to communicate what was witnessed, the student should communicate what they saw to a trusted staff member
By a staff member who is a direct witness or a confidante (Stakeholder 1)	- Listen to the student and allow them to speak freely at their own pace, while respecting their silences (as appropriate) - Refrain from attempting to steer the conversation or question the student - Take note of what the student says - If the student is not able to communicate verbally, take note of the behaviours or physical marks leading to the suspicion of sexual violence - Inform the principal of the educational institution - Immediately report the situation to the DYP by calling the following number: 514-935-6196
By the person responsible for follow-up (Stakeholder 2)	- Avoid having the student repeat their disclosure multiple times - Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the regional student ombudsman, if applicable (APE, s. 63.5).
- In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any personnel member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (YPA, s. 44). - In the case of a complaint concerning an act of sexual violence, the designated person 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 designated person also informs their parents of that option, and if the student is 14 years of age or over, the	

designated person may also inform the student's parents of that option, with the student's consent (APE, s. 63.5).

Note: The person designated by the institution must be informed when a situation involves a personnel member, whether as the victim, instigator or witness of an act of bullying or violence. The designated person shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the private educational institution. If the personnel member is a victim or a witness, the person designated by the institution must also send the information to the institution's health and safety committee, if applicable.

CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 6)

- Each report of abuse, aggression, bullying, harassment, or violence will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances. - All Ecole Yaldei employees receive a confidentiality agreement in their Employee Handbooks outlining the general expectations of confidentiality within the school - Any employees who belong to professional orders also respect their corresponding codes of ethics such as Speech-Language Pathologists, Occupational Therapists, and Behaviour Analysts
Note: Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parents of the student who is the victim.

Specific confidentiality measures to be put in place following an act of sexual violence

- Each report of sexual violence will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances. - See above for additional confidentiality measures applicable in all situations
Note: A breach of professional confidentiality is justified when a person contacts the DYP to make a report. It should be noted that the obligation to report all situations of sexual abuse committed against children and adolescents to the DYP applies even to persons bound by professional confidentiality, subject to exceptions (Youth Protection Act, s. 41).

SUPPORT OR GUIDANCE MEASURES

Supervisory and support measures for any student who is a victim of bullying and violence, for witnesses and for the perpetrator (APE, s. 63.1, para. 3, subpara. 7)

For the student who is the victim	- Inspection of any injuries, first aid provided by teaching staff, or call emergency medical services if necessary. - If the student is a targeted victim (as opposed to a victim by circumstance of being closest), possibility of physical

	separation from the offender. - If appropriate, individual sessions with the behaviour team or school administration to debrief and work on strategies to assist the victim.
For the student who is an instigator	- Possibility of physical separation from the victim if they are routinely targeting the same person. - Possible implementation of individualized behaviour program incorporating strategies from the behaviour team (technicians and analyst). - Referral to outside partners if necessary.
For witnesses	- If appropriate, individual sessions with the behaviour team or school administration to debrief and work on strategies.

Supervisory and support measures in relation to an act of sexual violence

For the student who is the victim	- Inspection of any injuries, first aid provided by teaching staff, or call emergency medical services if necessary. - If appropriate, individual sessions with the behaviour team or school administration to debrief. - Possibility of physical separation from the offender if the student is a targeted victim. - Referral and reporting to outside partners if necessary.
For the student who is an instigator	- Possibility of physical separation from the victim if they are routinely targeting the same person. - Possible implementation of individualized behaviour program incorporating strategies from the behaviour team (technicians and analyst). - Referral to outside partners if necessary.
For witnesses	- If appropriate, individual sessions with the behaviour team or school administration to debrief and work on stratgies.

DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (APE, s. 63.1, para. 3, subpara. 8)

Possible measure may include:
- Reflection
- Loss of privilege
- Increased supervision
- Home suspension
- Expulsion
- Police intervention

Specific disciplinary measures in relation to acts of sexual violence

Possible measure may include (depending on the nature, severity, and frequency of the acts committed):

- Reflection
- Loss of privilege
- Increased supervision
- Home suspension
- Expulsion
- Police intervention

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 9)

Depending on the severity of the incident, follow-up will vary and may include:

- Meeting with parties involved to ensure that planned interventions are not in place
- Verification by the administration that the incident has been properly documented
- Verification that outside resources have been contacted if necessary
- Continued check-ins with the classroom to ensure proposed strategies are working; if they are not, proposal of new strategies that are communicated to all involved parties
- Weekly submission of behaviour data by the teacher to the behaviour team to ensure regular follow-up
- Administration keeps copies of all school incident reports in order to refer back as needed

Specific measures taken to follow-up on any report or complaint concerning an act of sexual violence

Depending on the severity of the incident, follow-up will vary and may include:

- Meeting with parties involved to ensure that planned interventions are not in place
- Verification by the administration that the incident has been properly documented
- Verification that outside resources have been contacted
- Continued check-ins with the classroom to ensure proposed strategies are working; if they are not, proposal of new strategies that are communicated to all involved parties
- Weekly submission of behaviour data by the teacher to the behaviour team to ensure regular follow-up
- Administration keeps copies of all school incident reports in order to refer back as needed

Note: For each report and complaint received with regard to an act of sexual violence, the person designated by the institution from among the members of its management personnel shall, as soon as possible, send the regional student ombudsman a summary report on the nature of the incident and the follow-up measures taken (APE, s. 63.5).

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

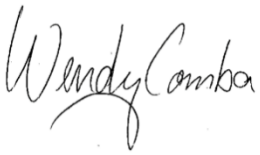
In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the elements below (APE, s. 63.1).

Compulsory training activities for management and other personnel	- Training webinars produced by the Ministère de l'Éducation for administration
Safety measures to stop sexual violence	- Sexuality education for all students - Informing staff of the Sexual Violence Intervention Protocol

RESOURCES

Ministère de l'Éducation. (2026). *Plan de lutte contre l'intimidation et la violence (forme prescrite) : À l'intention des établissements d'enseignement privés*. Bibliothèque et Archives nationales du Québec. https://cdn-contenu.quebec.ca/cdn-contenu/education/soutien-eleves/Modele-plan-lutte-PPVI-LEP.pdf

OTHER IMPORTANT INFORMATION

Date of adoption of the anti-bullying and anti-violence plan by the institution:	2026-10-20
Date of the annual review of the anti-bullying and anti-violence plan (APE, s. 63.1):	2027-08-16
Signature of the person designated by the institution:	
Date:	October 20, 2026