



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Plan Anti bullying and Anti violence

End of year evaluation

2024-2025

School: Hillcrest Academy Shared with the school board June 11, 2025
 Principal Director of the Center: Tania Marchitello and Christine Gosselin Shared with the teachers' council May 27, 2025
 Shared with parents _____
 Submitted to the Director of Educational Services and the Director-General _____

Priorities

- Increase the percentage of students feeling safe at school
- Increase the self-regulation capacity of students
- A focus on prevention, including capacity building, restorative practices, increasing coherence, community strengthening practices and socio-emotional learning

Actions/ Initiatives to Maintain

Safe and positive school environment:

- Use of restorative practices to manage conflicts, strengthen ties by focusing on repairing wrongs and restoring the relationship
- Explicitly teaching the expectations of our school climate matrix - Explicitly teaching the values of our school
- Use of circle practice to foster community, develop relationships and facilitate open communication (with the principal)
- Morning announcements reinforcing our 4 core values and behavioral expectations announced by student peers
- Assemblies reinforcing our self-confidence goal for the year. Circles of extension with the class community
- Our school-wide behavioral intervention practices are based on our school matrix following our flowchart.
- Our school voice level graphs reinforce a calm, caring and safe learning environment

Sense of belonging, commitment and attachment to school culture:

- Relationship building practices are used to proactively develop positive connections and build community -Hillcrest Academy Community Events: Parents, Students, staff and community members come together to participate in events throughout the school promoting
- Various events throughout the school, including team building activities, winter carnival, a fun day, etc.
- Committee to establish various monthly activities promoting school spirit and the feeling of belonging
- Using school to offer parents opportunities to develop their parenting skills: courses for CISSS parents and workshops

Education on the prevention of bullying:

- Exploring equity, diversity and inclusion through classroom presentations and activities across our curriculum
- Workshops on bullying, diversity, inclusion and social media
- Assemblies focused on character education

Positive Behavior Reinforcement System

- Gotcha Tickets are awarded to students who demonstrate positive behavior reflecting our core values
- Gotcha Ticket monthly prize draw

Restorative practices

- Restorative practices are used as a primary means of managing conflict by promoting empathy, construction relationships and reparation of evil.

Behavior technician support

Prevention programs aimed at working with students to develop strategies around social skills, self-regulation, conflict resolution and small group anger management strategies

Leadership

- Park Pals (Leadership Students on the Field of Play) lead cooperative games and facilitate conflict resolution strategies in the field of play of cycle K.
- Creation of a student working group to provide a student voice in our efforts to increase the sense of security at school
- Leadership Students offering game support for cycle 1 students, using their voice to develop initiatives to support the improvement of the school and develop initiatives to support the wider community

Capacity building

- Training and ongoing support for support staff around restorative practices, relationship building and conflict resolution
- Training and continuous support for teaching staff around explicit teaching of the expectations of the school climate matrix, use of a flowchart, restorative practices and early emotional social learning start

Actions/ Initiatives to develop

- Targeted circles in each class to address bullying, the use of physical aggression and feeling safe at school
- Implement a system of champions for the students who would benefit - is a behavioural intervention that provides students with a mentor who facilitates daily checks and gives feedback on the student's behaviour and goals. Check-in/check-out helps provide students with clear expectations and incentives to work towards these behavioural goals