

# 2024 ACTIVITY REPORT



# TABLE OF CONTENTS

|                                         |           |
|-----------------------------------------|-----------|
| Introductory remarks .....              | 4         |
| <b>OUR STRATEGIC DIRECTIONS .....</b>   | <b>6</b>  |
| Strategic planning 2024-2027 .....      | 8         |
| Our four guiding principles .....       | 10        |
| <b>OUR SERVICES .....</b>               | <b>12</b> |
| Message from the program director ..... | 14        |
| Our three levels of intervention .....  | 16        |
| <b>RESEARCH AND DEVELOPMENT .....</b>   | <b>18</b> |
| The R&D driving our innovation .....    | 20        |
| Digital health 0-5 years old .....      | 21        |
| SCP .....                               | 22        |
| Baladrateur .....                       | 23        |
| Héllys 12-17 years old .....            | 24        |
| Blues digital pedagogy .....            | 26        |
| Versant .....                           | 28        |
| Pingouin-Polaris digital pedagogy ..... | 30        |

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| <b>OUR PROGRAMS IN DEPLOYMENT .....</b>                                        | <b>32</b> |
| Programs in deployment .....                                                   | 34        |
| Planning and post-intervention analysis of psycho-educational activities ..... | 35        |
| Héllys 6-11 years old .....                                                    | 36        |
| SCP .....                                                                      | 38        |
| Pastel .....                                                                   | 40        |
| Blues .....                                                                    | 42        |
| Grd .....                                                                      | 44        |
| Pingouin-Polaris .....                                                         | 46        |
| Lotus .....                                                                    | 48        |
| Our programs at a glance .....                                                 | 50        |
| <b>KNOWLEDGE HUBS .....</b>                                                    | <b>52</b> |
| Communities of practice .....                                                  | 54        |
| Ongoing training .....                                                         | 55        |
| Our participation at events .....                                              | 56        |
| Boscoville's evolution.....                                                    | 58        |
| Our reach.....                                                                 | 60        |
| <b>THE YEAR'S HIGHLIGHTS .....</b>                                             | <b>62</b> |
| <b>BOSCOVILLE'S CONTRIBUTORS .....</b>                                         | <b>64</b> |
| Our team .....                                                                 | 65        |
| Our board of directors .....                                                   | 66        |
| Our university collaborators .....                                             | 67        |
| <b>OUR FINANCIAL PARTNERS .....</b>                                            | <b>68</b> |
| <b>ORGANIZATIONS TRAINED AND SUPPORTED .....</b>                               | <b>69</b> |

# INTRODUCTORY REMARKS

**Annie Fournier, M.A., MBA**  
Executive Director



**Louise Geoffrion**  
Chairwoman of the Board



The year 2024-2025 marked the beginning of a new chapter for Boscoville with the launch of our strategic plan for 2024-2027. In line with our four guiding principles, we've been working to strengthen our organizational foundations to better meet the needs of young people and the communities that support them, today and in the years to come—an effort driven by precision, creativity and commitment.

We've made significant achievements this year, most notably in our transition to a digital pedagogy approach. We launched our first-ever self-supporting training program, which is an important milestone highlighting our commitment to innovate and broaden access to our knowledge.

With this in mind, we're actively developing the digital pedagogy aspect of our Blues and Pinguin-Polaris programs to maximize their reach and ensure their sustainability. Technology allows us to reach more stakeholders while reducing barriers of time, distance and cost. We also implemented an integrated digital system and trained our team in artificial intelligence, exploring the possibilities of technology in a strategic and responsible way to support our greater mission.

At the same time, universal prevention programs are playing a growing role in our service offering, a direction we will continue to pursue in the coming years. The launch of Hélys in Montreal is a concrete example of this. The program, focused on strengthening parenting skills, is set to expand across the province and reflects our desire to provide families with concrete tools to promote the well-being of children from as early as possible.



Behind these achievements is a committed team that has demonstrated remarkable agility in a context of ongoing transformation. Despite the challenges and the need to adapt, everyone responded with professionalism, openness, and solidarity. We'd like to highlight the incredible work of our deployment team, the valuable expertise of those who design our programs, and the essential and ongoing commitment of all those working behind the scenes. Together, they form the foundation of our success at Boscoville and contribute everyday to our broader mission to support and empower Quebec youth.

Step by step, we're establishing ourselves as a centre of expertise in the psychosocial field, recognized for our ability to bridge the gap between research and practice. This growing recognition is owed as much to the strength of our vision as to the steadfast support of our partners. Moreover, the trust of our partners actively contributes to advancing our mission. We wholeheartedly acknowledge the remarkable work and dedication of all the professionals and researchers with whom we have the privilege of collaborating.

The contribution of our board of directors also deserves special mention. Their vision, engagement and support have helped guide our organization through various transformations over the years.

We would like to thank the *Ministère de la Santé et des Services sociaux* for its financial support, which allows us to ambitiously and responsibly pursue our mission.

In the past year, we've undergone several transformations, some challenging but all rewarding. These changes are part of a deliberate move towards greater agility, cohesion and impact. Since evolution is at the heart of our mission, there will be more changes to come. And we are ready and willing to take them on, constantly moving forward and looking to the future for the greater good of the young people we serve. Ultimately, they're the ones who will benefit from our actions, and we look forward to the future with optimism and unwavering determination.



**OUR STRATEGIC  
DIRECTIONS**



# STRATEGIC PLANNING 2024-2027

## A clear path to maximize our impact with youth

In 2024, Boscoville has embarked on a new strategic planning process that will inform our actions until 2027. This structured approach is based on a shared desire to better support the well-being of young people, leveraging our expertise, solid partnerships and ability to innovate.

## A renewed mission at the heart of our commitment

We've reimagined our mission to better reflect the heart of our commitment, which is to contribute to the well-being of young people by supporting communities through the development, deployment and promotion of best practices in psychosocial prevention and intervention.

## A vision for the future

Our vision is ambitious and unifying: to be the centre of expertise in the psychosocial field, recognized for our ability to combine research with practice to benefit young people.

## The founding values that guide our actions

Four fundamental values guide our new strategic planning and permeate our organization's culture: collaboration, rigour, innovation and balance. These values are the driving force behind our actions, our decisions and our relationships, both internally and with our partners.

This strategic plan helps strengthen our ability to meet today's challenges while remaining true to our core identity. It was made possible by the concerted efforts of our team, partners and board of directors, all of whom we would like to thank for their continued commitment.



## OUR VALUES

### COLLABORATION

Collaboration is a central pillar at Boscoville that reflects our commitment to achieving shared goals. It is at the heart of our culture, procedures and operations, both internally and with all our partners, and relies on authentic communication, listening, trust and mutual respect to achieve positive results.

### RIGOUR

For us, rigour means establishing standards and strictly applying them to ensure the quality, reliability, consistency and sustainability of our programs and their outcomes. Rigour fosters a culture of trust, excellence and autonomy.

### INNOVATION

We encourage the ongoing commitment to new ideas, creative solutions and innovative methods to meet the ever-evolving and changing needs of society. Whether via new technologies, research, development, investments in professional development or collaboration with our partners, the Boscoville team is committed to sharing and developing psychosocial practices.

### BALANCE

Boscoville is committed to a harmonious management style that prioritizes balance. We promote a balance between work and personal life, research and practice, and between realities in the field and evidence-based practices.

## Our strategic directions

In our first year implementing this new plan, four key principles have guided all of our actions: **increase our leadership role in the psychosocial field, improve the services we offer and the impact of our programs; make a digital transformation; and strengthen our organization.**

We've implemented a number of strategic initiatives to lay the foundations for the sustainable development and increased visibility of our mission. Notably, we:

- Formed a digital products, communications and marketing team, supported by dedicated management to ensure seamless project coordination;
- Embraced the technological transformation of our Pinguin-Polaris and Blues programs, with the aim of enriching the experience for caregivers and making content more accessible;
- Consolidated our relationships with the *Ministère de l'Éducation du Québec* and the *Ministère de la Santé et des Services sociaux* to streamline our interventions and amplify our collective reach;
- Optimized our working methods and operational processes, which included implementing a CRM-ERP to boost efficiency and support program deployment;
- Launched a structured reflection on the sustainability of our programs and developed several communities of practice to better share knowledge and enhance our best practices.

By leveraging a combination of expertise, innovation and collaboration, we are laying the foundations for a lasting impact to benefit young people and the communities that support them.

# STRATEGIC DIRECTIONS

## The four strategic directions guiding our actions:

### **1 Increase our leadership role in the psychosocial field**

We aim to strengthen our visibility to make our knowledge and best practices accessible to as many people as possible. Our goal is to establish Boscoville as a center of expertise in psychosocial practices, dedicated to supporting the well-being of youth in Quebec.

#### Goals:

- Enhance Boscoville's visibility and reputation
- Evolve into an inclusive knowledge hub for psychosocial practices

### **2 Improve our services and the impact of our programs**

We are committed to offering services that align with the concrete needs of the communities we serve. Aware of the challenges our partners face in terms of staff mobility and limited resources, we simplify training processes and facilitate the integration of new staff to support program sustainability.

#### Goals:

- Offer more efficient and effective training and support programs.
- Increase our reach and adapt our offer to meet the diverse needs of the environments we operate in.
- Strengthen our performance measurement tools to better evaluate our impact and adjust where needed.



## 3 Make a digital transformation

---

We are actively integrating technology into our services and programs, leveraging its transformative potential to reach more people and increase our capacity to innovate.

### Goals:

- Integrate technology into our service offering.
- Maximize the potential of technology in our practices.
- Develop hybrid training programs for greater flexibility.



## 4 Strengthen our organization

---

We're working to develop more cohesive, efficient and diversified practices to build a solid, responsive and sustainable organizational structure.

### Goals:

- Strengthen synergy within our organization.
- Optimize our governance mechanisms.
- Refine our internal operating procedures.
- Increase other sources of revenue.



## OUR SERVICES



# MESSAGE FROM THE DIRECTOR OF PROGRAMS

**Simina Stan, M. Sc., ps. éd.**  
Director of programs



This year, the programs department team continued with determination the work we started as part of our new strategic planning, aimed at maximizing our impact and strengthening our collaboration, organization and innovation. One notable development is that we consolidated our practices within the Project office, allowing all stakeholders to take full ownership of their roles and contributions. This has enriched the complementary nature of our team and helped foster more fluid collaboration when it comes to developing and deploying our programs. This optimized way of working has helped us create a dynamic where the exchange of practices and shared learning help strengthen the scope of our actions. Our project managers have played a key role in this evolution thanks to their hard work, commitment and in-depth understanding of projects.

When it comes to technology, the digital tools we've adopted for project management, operations tracking and dashboards are starting to show real added value. They've allowed us to document our projects more closely, track their progress more accurately and make better-informed decisions. This not only helps improve our efficiency but also enhances how well we can respond to needs in the field. We also continued our shift toward digital pedagogy in the implementation of our programs. This new approach opens the door to more flexible, accessible and sustainable knowledge sharing. As a complement to this, we welcomed a master's intern in educational technologies to rethink learning methods and knowledge transfer among our target audiences. The resulting recommendations will help us better adapt our content to their needs.

In addition to our long standing collaboration with the *Ministère de la Santé et des Services sociaux* and its network, we've strengthened our ties with the *Ministère de l'Éducation*, as shown by our participation in the first-ever School Violence and Bullying Prevention Week. This highlights our expertise and our contribution to the school network's ongoing needs. These collaborations, spanning the various networks in which young people and their families are involved, underline the importance and relevance of our role in the different types of settings that support young people.

Always driven by our social mission, we act in accordance with needs in the field as well as ministerial operations, especially those resulting from the *Commission Laurent*. To support the recommendation to invest in prevention and to make services more accessible to English-speaking youth and families, we've started the deployment of the Hély's program in Montreal in French and soon in English, with the valued support of the *Réseau réussite Montréal* (RRM) and the *Direction régionale de santé publique (DRSP) de Montréal*, to whom we extend our heartfelt gratitude. In addition, we have begun developing a new program for children aged 0 to 5 focused on digital health. And finally, we've translated some of our programs into English, which is another major step forward in responding to the requests of several regions.

These projects wouldn't have been possible without the ongoing collaboration of our various teams. The communications, finance, general management and program management teams pooled their expertise in pursuit of our shared goals. This collaborative way of working is essential and we will continue to nurture and develop it. I have personally witnessed meaningful exchanges, structured sharing, and a deep desire to learn and grow together.

In closing, I feel proud and confident at how far we've come. Thanks to our commitment to our mission and the support of our partners, we've consolidated our efforts while significantly expanding our reach. Looking forward, we will build on this momentum, driven by our goal to make our programs accessible to more young people and families, always rooted in their needs and those of the communities that support them.



## KEY FIGURES FROM THE PROJECT OFFICE

**57** new agreements, an increase of **33%**

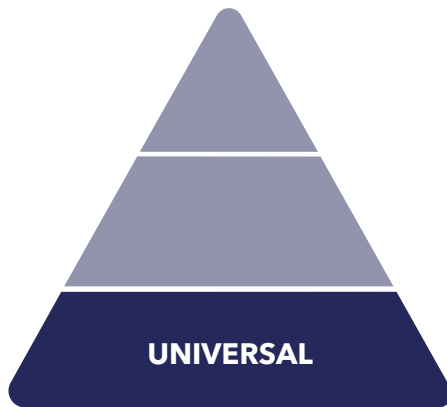
**92** ongoing agreements

**76** communities trained or supported

**1,500** people trained or supported,  
up **114%** from last year

# THREE LEVELS OF INTERVENTION

This three-level structure is categorized as follows:



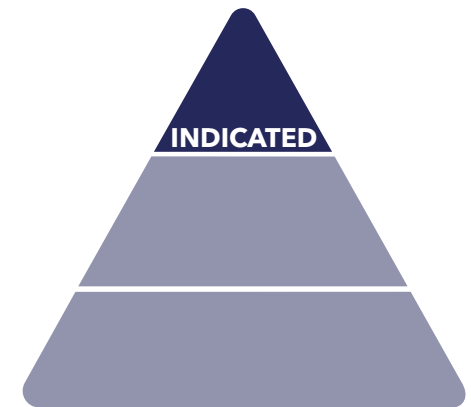
1<sup>st</sup> LEVEL

**First-level interventions**, known as universal interventions, are aimed at all young people and their families. They focus on promoting well-being, developing personal and social skills, and preventing psychosocial difficulties.



2<sup>nd</sup> LEVEL

**Second-level interventions**, known as targeted or interventions, are aimed at young people and families still showing signs of difficulty or those more at risk after our universal interventions. They're designed to offer additional support to prevent issues from getting worse while meeting people's unique and specific needs.



3<sup>rd</sup> LEVEL

**Third-level interventions**, called indicated interventions, provide more intensive, personalized support for young people and families for whom first- and second-level interventions weren't sufficient, and who present complex or persistent difficulties that require a concerted response from various professionals.





# **RESEARCH AND DEVELOPMENT**



# RESEARCH AND DEVELOPMENT

## The research and development that drives our innovation

At Boscoville, research and development are central to our mission. We design evidence-based prevention and intervention programs while staying closely in touch with the realities on the ground.

Our approach aims to transform scientific knowledge into concrete, actionable tools, in collaboration with a network of partners in both research and practice. Each program is piloted with partner settings, allowing us to adjust content, validate approaches, and ensure relevance before broader implementation.

This balance of scientific know-how and real-world experience allows us to integrate recognized best practices so we can better respond to the diverse range of psychosocial difficulties facing young people, families and communities today. We rely on a thorough, innovative and adaptable approach informed by the environments we support.



**4** programs developed

**7** new projects launched



## DIGITAL HEALTH 0-5 YEARS OLD

**Digital Health 0-5 years old** is a turnkey program designed to help families with young children achieve better digital balance.



0 - 5 years old



1<sup>st</sup> level (universal)



Status: In development



Based on the ecological approach and an adaptation of the Icelandic Prevention Model (IPM)

### Need

The program was developed by Boscoville in response to growing concerns about the impact of increased screen exposure on early childhood development. In response to this pressing issue, we're developing an awareness program designed to prevent hyperconnectivity among children aged 0 to 5. This initiative aligns with our mission to support the optimal development of young people aged 0 to 25 by focusing on prevention interventions from early childhood onwards.

### Who is it for?

Professionals working with parents of children aged 0 to 5.

### Objective

The program aims to reduce screen time among children aged 0 to 5 while reducing technoference, i.e. the interruption of parent-child interactions caused by technology use, to the detriment of the relationship and the child's development.

### Target audience

Parents of children aged 0 to 5.

### Available for the following settings

- Community;
- Health and social services network;
- Early childhood services and schools.

### Associate researcher and student

**Caroline Fitzpatrick, Ph. D.**, Associate Professor, Department of Preschool and Elementary Education, *Université de Sherbrooke*

**Emma Cristini, M. Ed.**, Graduate Student, Faculty of Education, Department of Preschool and Elementary Education, *Université de Sherbrooke*



The **Soutien au comportement positif (SCP)** program, based on the Positive Behavioral Interventions and Supports (PBIS) approach, is a universal, entry-level program that aims to establish a predictable and consistent environment for elementary school children to learn and thrive in.



6 - 12 years old



1<sup>st</sup> level (universal)



Status: Updated



SCP is an intervention framework developed from Bandura's response-to-intervention model, applied behaviour analysis and social learning theory. The program is a French-language version of the Positive Behavioral Interventions and Supports (PBIS) approach developed in the United States by Georges Sugai and Robert H. Horner (2002; 2009).

## Need

After 8+ years of fine-tuning our knowledge and helping different environments implement positive behaviour support in schools, we decided to update SCP, reviewing the tools and creating a support manual for implementation.

## Who is it for?

All elementary school team members.

## Objectives

The SCP program is based on a school-wide, systemic approach aimed at structuring the school environment to make it more predictable, positive and coherent. By implementing core strategies, the program aims to:

- Foster a healthy school climate conducive to learning;
- Prevent and reduce problem behaviours;
- Support students' academic success;
- Reinforce teachers' sense of competence and professional impact.

## Target audience

Young people and elementary school teams.

## Available for the following settings

Early childhood services and schools.

## Associate researcher

**Mélissa Goulet, Ph. D., Ps., Ed.**, Professor, Department of Specialized Education and Training, *Université du Québec à Montréal*



Designed for primary school students and inspired by the *Programme de formation de l'école québécoise*, **BaladOrateur** is a playful educational experience that aims to promote the development of basic oral communication skills.



— 9 - 12 years old —>



1<sup>st</sup> level (universal)



Status: In development



Based on the *Programme de formation de l'école québécoise* and the research work of the late Lizanne Lafontaine, Full Professor and specialist in oral didactics, *Université du Québec en Outaouais*, Saint-Jérôme campus.

## Need

Between 2012 and 2019, the Citécoute.ca project empowered hundreds of young people to develop their oral communication skills and discover the world of radio, notably through initiatives like Escouade radioactive and Visite éducative. Although Station 7 and its tours are no longer offered, Boscoville continues to honour the legacy of the project by making its educational materials available. These materials have been updated and adapted for classroom use, giving rise to the BaladOrateur program, a playful initiative, also inspired by the Programme de formation de l'école québécoise, aimed at primary school children. The content will be available on our website for free download soon.

## Who is it for?

Grades 4, 5 and 6 teachers.

## Objectives

BaladOrateur encourages students to develop their oral communication skills, helping them to socialize and integrate into a group or community, to develop their own identity, to make themselves understood and to assert their rights.

## Target audience

Students in grades 4, 5 and 6.

## Available for the following settings

Early childhood services and schools.

## Access and support

A turnkey program available on the Boscoville website:  
<https://www.boscoville.ca/baladorateur/>

## Associate researcher

The late **Lizanne Lafontaine**, Full Professor and specialist in oral didactics, *Université du Québec en Outaouais*, Saint-Jérôme campus.



# hélylys

ages 12-17

**Hélylys 12-17 years old** aims to enhance fathers' and mothers' knowledge and reinforce their sense of parental competence in supporting their adolescents



— **12 - 17 years old** —>



1<sup>st</sup> level (universal)



Status: In development



Based on an ecosystemic approach to the concept of parenthood, this program draws on: the ecosystemic conceptual framework of parenting; self-determination theory to offer a better understanding of adolescence as a pivotal transition period; change and exploration; other evidence (on adolescence, parenting and the challenges of parenting adolescents) from literature and a citizen consultation process.

## Need

The Hélylys program was developed at the initiative of the *Direction régionale de santé publique (DRSP) de Montréal*, which wanted to set up a Quebec parenting skills program to meet the needs of local families. It is an evidence-based parenting support program specifically designed for Quebec parents.

## Who is it for?

Psychosocial practitioners who work with parents of teenagers aged 12 to 17. Our service offering also includes training for partner trainers so they can familiarize themselves with the program content. The training includes workshops on the program's various components and implementation tools. This standalone component of the program is designed to promote autonomy and sustainability.

## Objectives

The aim of the Hélylys 12-17 years old program is to promote the well-being of teenagers by supporting parenting practices. The program equips parents with key knowledge about adolescence and effective educational strategies while strengthening the feeling of parental competency.

---

## Target audience

Parents of teenagers aged 12 to 17 years old.

---

## Available for the following settings

- Community settings;
  - Health and social services network;
  - Early childhood services and schools.
- 

## Associate researcher

**Marie-Ève Clément, Ph. D.**, Full Professor, Department of Psychoeducation and Psychology, *Université du Québec en Outaouais*

---

## Partners

*Direction régionale de santé publique (DRSP) de Montréal*  
*Réseau réussite Montréal (RRM)*



---

## Testimonials

*"I feel like I came away with more tools in my kit to help my teens with the topics we discussed."*

– Parent who attended the workshops

*"It allowed us to change our approach, to let some things go and be more strict with others. It was positive in that sense."*

– Parent who attended the workshops



Blues is a brief group intervention aimed at reducing symptoms of depression. The program has been running at Boscoville for 8 years, and we're currently in the process of a digital pedagogy transformation to improve the program.



— 12 - 25 years old —→



2<sup>nd</sup> level (targeted)



Status: Updated



Based on the cognitive-behavioural approach, the Blues program is a Quebec adaptation of the Blues program developed in the United States at the Oregon Research Institute by Stice and Rhode (2008).



Training hours: **10.5**



Support hours: **6**

## Need

Our goal with converting this program into a hybrid format is to address growing demand for flexibility. This format makes it easier for staff to provide training and makes content more accessible for people who need to catch up.

We're in the process of developing the third Blues program turnkey toolkit, a new version that includes updated content reflecting our new practices as well as diverse examples and implementation strategies to reach a broader range of settings. We're making these improvements to respond to the fast-changing realities of intervention organizations, and to strengthen the relevance and effectiveness of the program in the field.

## Who is it for?

Professionals working with youth in high schools, CEGEPs, adult general education centres, vocational institutes, CISSS and CIUSSS.

## Objectives

The Blues program aims to normalize non-supportive thoughts in teens, teach them strategies to transform them into more supportive thoughts, and equip them to gradually re-engage in social and in pleasurable activities to improve their emotional well-being.

---

## Target audience

Young people aged 12 to 25 with symptoms of depression.

---

## Available for the following settings

- Health and social services network;
  - - Early childhood services and schools.
- 

## Associate researchers

The late **Frédéric Nault-Brière**, Professor,  
School of Psychoeducation, *Université de Montréal* (2020)

**Kim Archambault, Ph. D., Ps. Ed.**, Assistant Professor,  
School of Psychoeducation, *Université de Montréal*

**Gabrielle Yale-Soulière, M. Sc., Ps. Ed.**,  
lecturer and Ph.D. candidate at the School of Psychoeducation,  
*Université de Sherbrooke* and Blues program researcher

---

## Partner

HybFormation



---

## Testimonials

*"The program's screening process allows us to reach the young people who need it most, even those who are hard to find."*

*"Bringing together young people experiencing similar issues helps break the silence and normalize their experience."*

*"The strategies taught in the program are easy to understand but effective. Young people find them intuitive to use, and the home exercises are equally useful."*

– Anonymous testimonials



Through a family-based intervention, the **Versant** program aims to reduce the risk of placement and help end situations of endangerment for youth aged 6 to 17 who are the subject of a substantiated report.



— 6 - 17 years old —→



3<sup>rd</sup> level (indicated)



Status: In development



Based on the bioecological approach to human development and family systems theory as theoretical foundations; family functioning as a central concept; the integrative model of family functioning as a concrete tool; the collaborative approach as an intervention method.

---

## Need

The Versant program was born from the desire of several CISSS and CIUSSS to structure rehabilitation services in the community and prevent the placement of young people by ensuring a more structured and coherent offer of interventions.

---

## Who is it for?

Community rehabilitation workers who work with young people aged 6 to 17 and their families in situations of neglect or serious behavioural problems.

---

## Objectives

The program has a dual objective: to strengthen family functioning and to structure the clinical practices of teams working with families. Versant aims to improve youth behavior, parenting practices, and parents' sense of competence by focusing on key components of family functioning—namely family organization, cohesion, problem-solving, and communication. Based on a central conceptual map, Versant provides rehabilitation teams with concrete tools to structure their interventions and support families in a coherent way. This plays an important role in improving both family dynamics and the effectiveness of professional interventions, with the goal of preventing placements and helping to resolve situations of endangerment.

---

## Target audience

Young people aged 6 to 17 and their families.

---

## Available for the following settings

Health and social services network.

---

## Partner

Centre de recherche universitaire sur les jeunes et les familles (CRUJeF).

---

## Associate researchers

**Ève Pouliot**, Ph. D., LL. B., Full Professor,  
Department of Human and Social Sciences, *Université du Québec à Chicoutimi*

**Marie-Claude Simard**, Ph. D., T.S., Associate Professor,  
Department of Human and Social Sciences, *Université du Québec à Chicoutimi*

**Catherine Lacelle**, research assistant and master's student in social work,  
*Université du Québec*

**Mélissa Baril-Desrochers**, B.Sc., master's student in social work,  
*Université du Québec à Chicoutimi*



---

## Excerpts from the Versant research report:

*"It's an intensive program that's really about... partly parental coaching, but also what I like, what's fun about it, is that it's family involvement. It's not, 'Mom, you do this, you do that.' It's 'Ok, mom, you've got work to do. But child 1, child 2, you've got it. Step-dad, you've got it.' Everyone participates, and that's the fun part because it's not all on my shoulders. Because they're grown-ups, and the responsibility is shared. And the roles are something we worked on a lot in the beginning, so it's really a great program."*

– Parent who benefited from the Versant program, Saguenay

*"I'd say it's a really helpful program because before, I wasn't on the best terms with my mother. But thanks to the program, I'd say we've become... we communicate more, it's really helped in terms of communication, and it's really strengthened our bond."*

– Young person who benefited from the program, Outaouais

**Pinguin-Polaris** allows rehabilitation centres to implement trauma-informed practices for young people aged 6 to 17.



6 - 17 years old



3<sup>rd</sup> level (indicated)



Status: In development



Based on trauma-informed approach; Attachment, Regulation and Competency (ARC) Framework; and Positive Behavioural Interventions and Supports (PBIS)

## Need

Our goal with converting this program into a hybrid format is to address growing demand for flexibility. This format makes it easier for staff to provide training and makes content more accessible for people who need to catch up.

## Who is it for?

Educational teams as well as staff working with youth living in rehabilitation centres under the Youth Protection Act.

## Objectives

The aim of the Pinguin-Polaris program is to support educational teams working with youth facing adaptation challenges. Our goal is to promote and support trauma-informed intervention practices among educators while reducing the use of more punitive practices such as withdrawal, restraint or isolation.

In addition, the program aims to help young people develop resilience, giving them opportunities to interact positively in a safe environment focused on emotional regulation and the acquisition of key skills.

## Target audience

Young people living in rehabilitation centres under the Youth Protection Act.

## Available for the following settings

Health and social services network.

## Associate researchers

**Delphine Collin-Vézina**, Ph.D, Full Professor, School of Social Work, McGill University

**Denise Michelle Brend**, Ph.D., Assistant Professor, School of Social Work and Criminology, *Université Laval*

## Partner

HybFormation





# **OUR PROGRAMS IN DEPLOYMENT**



# PROGRAMS IN DEPLOYMENT

Our deployment team specializes in implementing programs in practice settings, with a focus on coaching, change management and effective knowledge transfer methods. Understanding that simple one-off training courses aren't enough to make lasting change, we support our partners to make sure the content is truly actionable. We help them build and reinforce professional knowledge and skills within their teams to support the sustainable evolution of intervention practices.

To make sure programs are implemented accurately and coherently, our deployment team works in close collaboration with practitioners in various settings across Quebec. We implement our programs in the following settings:

- Health and social services network;
- Early childhood services and schools;
- Community organizations.

Our provincial roots and presence in the field allows us to adapt our programs to the specific needs of each environment, supporting their integration into daily practices.



## POST-INTERVENTION PLANNING AND EVALUATION OF PSYCHO-EDUCATIONAL ACTIVITIES

This self-supporting training program is designed to develop skills in learning about, understanding and applying the principles of the psycho-educational model when it comes to planning and evaluating psycho-educational activities.



1<sup>st</sup> level (universal)



Status : In deployment



Based on the psycho-educational model



Training hours : **10,5**



**135** people trained this year



### Need

We designed this program to answer a call from communities looking to strengthen their professional skills in post-intervention planning and evaluation while supporting the development of a thoughtful and cohesive psycho-educational approach.

### Who is it for?

Members of CISSS and CIUSSS, students and youth workers, as well as university and CEGEP teaching staff, who can use it as part of their planning courses or the conceptual foundations of the psycho-educational model.

### Objective

This program is designed to provide participants with a better understanding of the foundations and principles of the psycho-educational model as applied to post-intervention planning and evaluation. It aims to develop their understanding of the importance of a structured and reflective approach to maximize the effectiveness of psychoeducational interventions. Participants will learn practical tools and methods for designing activities based on the specific needs of participants, while reinforcing their ability to carry out thorough post-intervention evaluations to measure their impact and adjust their practices as needed.

### Target audience

This program is aimed primarily at young people but can also be adapted to different audiences.

### Available for the following settings

- CISSS and CIUSSS,
- Colleges and universities.

### New

Translation of the training program into English.



# héllys

ages 6-11

**Héllys 6-11 years old** is a universal prevention and parenting support program for all parents of children aged 6 to 11.



6 - 11 years old



1<sup>st</sup> level (universal)



Status: In deployment



Based on the collaborative approach, which involves developing and maintaining an egalitarian, non-hierarchical relationship between the intervention staff and the parents benefiting from the intervention.



Training hours: **14**



Support hours: **15**

## Need

With the support of the *Direction régionale de santé publique* (DRSP) of Montreal, we developed the Héllys program in response to the worrying findings of the 2019 *CommissionLaurent*, to address the lack of universal and accessible parental support programs in Quebec. This universal prevention initiative aims to strengthen the parenting skills of parents of children aged 6 to 11 using an evidence-based approach rooted in the realities of Quebec families.

## Who is it for?

All those working in environments with access to parents, such as schools, community organizations and CLSCs.

Our service offering also includes training for partner trainers so they can familiarize themselves with the program content. The training includes workshops on the program's various components and implementation tools. We also offer coaching to support partners in deploying the program locally, based on their community's unique needs. This standalone component of the program is designed to promote autonomy and sustainability.

## Objective

Equip parents with the tools and strategies they need to better understand and meet their childrens' needs.

## Target audience

Parents of children aged 6 to 11

## Available for the following settings

- Communities;
- Health and social services network;
- Early childhood services and school.



**18** practitioners trained !

---

## Communities served this year

- Répit Providence,
  - CooPÈRE,
  - Je Passe Partout,
  - YMCA,
  - Centre de services scolaire de la Pointe-de-l'Île,
  - CLSC de Verdun.
- 

## Success

Collaboration with the *Direction régionale de santé publique* (DRSP) of Montreal to promote the program and support the recruitment of local partners, with a view to cross-sector collaboration. This approach supports the sustainability of the program by promoting collaboration between local partners. It helps ensure program continuity despite staff turnover and prevents duplication of services within neighborhoods, instead promoting partnerships for coordinated implementation. This is a Quebec program we're very proud of.

---

## New

Héllys 6-11 completed its revision following the pilot phase and evaluation report, and began its deployment phase in Montreal in the fall 2024.

---

## Associate researchers and students

**Sarah Dufour, Ph. D.**, Full Professor, School of Psychoeducation,  
*Université de Montréal*

**Mélanie Jodoin**, master's student, School of Psychoeducation,  
*Université de Montréal*

**Maude Campeau**, B.A., psychology student and research assistant,  
School of Psychoeducation, *Université de Montréal*

---

## Partners

*Réseau réussite Montréal,*

*Direction régionale de santé publique de Montréal*



■ Where the program is offered



## Testimonial

"The training and content kit set us up really well to lead the workshops. The collaborative approach allows for deep and authentic exchanges between the parents participating in the workshops"

– Katia Gagné, Coordinator at Je Passe Partout



The **Soutien au Comportement Positif (SCP)** program, based on the Positive Behavioral Interventions and Supports (PBIS) approach, is a universal, entry-level program that aims to establish a predictable and consistent environment for elementary school children to learn and thrive in.



6 - 17 years old



1<sup>st</sup> level (universal)



Status: In deployment



SCP is an intervention framework developed from Bandura's response-to-intervention model, applied behaviour analysis and social learning theory.

The program is a French-language version of the Positive Behavioral Interventions and Supports (PBIS) approach developed in the United States by Georges Sugai and Robert H. Horner (2002; 2009).



Training hours: **6**  
for the entire school team



Support hours: **76**

## Need

We chose to adapt the SCP program to help schools establish a positive culture and prevent problematic behaviours using a structured framework based on conclusive data. This approach reflects our desire to broaden our impact in schools, aligned with our mission to support young people aged 0 to 25.

## Who is it for?

All elementary and secondary school team members.

## Objectives

The SCP program is based on a school-wide, systemic approach aimed at structuring the school environment to make it more predictable, positive and coherent. By implementing core strategies, the program aims to:

- Foster a healthy school climate conducive to learning;
- Prevent and reduce problematic behaviours;
- Support students' academic success;
- Reinforce teachers' sense of competence and professional impact.

## Target audience

Young people and elementary and secondary school teams.

## Available for the following settings

Early childhood services and schools.



**763** school team members trained!

---

## Communities served this year

- École Sainte-Thérèse
- École primaire du P'tit-Bonheur
- L'École des Premières Lettres
- École secondaire Joseph-Hermas-Leclerc
- École secondaire le Tremplin
- École secondaire Mont-Bruno
- École primaire Léopold-Carrière
- École primaire du Parchemin
- École secondaire le Carrefour
- École orientante L'Impact

---

## New

This year, for the first time, Boscoville hosted communities of practice open to all schools running the SCP program to encourage the sharing, collaboration and development of practices.

---

## Outreach

Santé publique du Bas-St-Laurent.

Presentation at Université du Québec à Montréal.

---

## Associate researcher

**Mélissa Goulet, Ph.D., P.s. Ed,** Department of Specialized Education and Training, Université du Québec à Montréal

---

## Anonymous testimonial

*"The SCP system forces us to sit down together as adults and think. It's a bit like an adult regulation system."*

– Anonymous testimonial given during the community of practice session



## Testimonial

*"I like the reward system. If you received a certain number of green bracelets at the end of the month, you got a reward. But, for example, if I helped my teacher do something, she gave me a green bracelet. If I was nice to someone, I'd maybe get a green bracelet, but not all the time. There was also a student in my class who had a bit of a hard time, and she encouraged him a bit more. I think it's good because it really helped the students to behave better because they could see they appreciated what they were doing. So it was calmer in the classroom."*

– Sofia Doucet,  
a student who attended an SCP school



# pastel

**Pastel** is a program designed to reduce academic performance anxiety among high school students.



12 - 17 years old



2<sup>nd</sup> level (targeted)



Status: In deployment



Based on cognitive behavioural approach



Training hours: **10,5**



Support hours: **6**

## Need

The Pastel program was created in response to a growing need in schools to support young people experiencing performance anxiety. Research shows the importance of intervening early to prevent the negative impact of this type of anxiety on students' well-being and academic success.

Designed to be simple, brief and effective, Pastel combines strategies from the cognitive-behavioral approach with study and organizational techniques. These workshops aim to help young people better understand their anxiety and develop concrete tools to deal with it independently.

## Who is it for?

High school workers looking to help reduce academic performance anxiety among their students.

## Objective

The Pastel program aims to reduce academic performance anxiety in high school students by supporting the environment with a group intervention model.

## Target audience

Young people aged 12 to 17

## Available for the following settings

Early childhood services and schools.

## Communities served this year

- École secondaire du Grand-Coteau
- École secondaire des Chutes
- École secondaire Marcelle-Mallet
- Polyvalente Marcel-Landry
- Collège d'Anjou
- École secondaire d'Oka
- École secondaire Antoine-de-Saint-Exupéry
- École Internationale de Laval

## New

The first year of the program's official implementation has been a success. Participating communities have expressed great appreciation for the relevance of the content, the clarity of the approach and the ready-to-use tools.

## Associate researchers and students

**Mélissa Goulet, Ph. D., Ps. Ed.**, Professor, Department of Specialized Education and Training, *Université du Québec à Montréal*

The late **Frédéric Nault-Brière**, Associate Professor, *Université du Québec à Montréal*

**Lyse Turgeon, Ph. D.**, co-researcher, *Université de Montréal*

**Gabrielle Yale-Soulière**, M. Sc., Ps. Ed., Assistant Professor, Faculty of Education, *Université de Sherbrooke*

**Floriane Binette-Laporte, M. Sc.**, research assistant, *Université du Québec à Montréal*

**Gabriela Campeau, B. Sc.**, research assistant, *Université de Montréal*

## Outreach

Program presentation at *Université du Québec à Montréal*

## Partners

*Université de Montréal*

*Université du Québec à Montréal*

 **39** practitioners trained!



● Where the program is offered



## Testimonial

"This year, we implemented the Pastel program with our Secondary 4 (Grade 10) students. The teachers who delivered the program told us that the young people really appreciated the tools they shared.

I led the parents' workshops, and they were really happy to get the same tools in terms of how to speak to their children. So we had very good feedback and we think it will have positive repercussions."

— Anny Brochu, Teacher,  
École Marcelle-Mallet, Lévis



The **Blues** program is a brief group intervention that provides psychological support to prevent and reduce symptoms of depression.



12 - 25 years old



2<sup>nd</sup> level (targeted)



Status: In deployment



Based on the cognitive-behavioural approach, the **Blues** program is a Quebec adaptation of the *Blues program* developed in the United States at the Oregon Research Institute by Stice and Rhode (2008).



Training hours: **10,5**



Support hours: **6**

## Need

The Blues program was adapted for Quebec from the *Blues program* developed in the United States, aiming to prevent depression among teenagers. The Quebec version was made possible thanks to the late Frédéric Nault-Brière, in collaboration with Boscoville, to offer a brief, structured and evidence-based group intervention. The program is designed to meet the needs of those working in youth mental health, offering an accessible and thorough approach adapted to Quebec realities.

## Who is it for?

Professionals working with youth in high schools, CEGEPs, adult or vocational schools, CISSS and CIUSSS, and community organizations.

## Objective

The Blues program aims to normalize non-supportive thoughts in teens, teach them strategies to transform them into more supportive thoughts, and equip them to gradually re-engage in social and pleasurable activities to improve their emotional well-being.

## Target audience

Young people aged 12 to 25 with symptoms of depression.

## Available for the following settings

- Health and social services network;
- Communities;
- Early childhood services and schools.

## Associate researchers

**The late Frédéric Nault-Brière**, Professor,  
School of Psychoeducation *Université de Montréal* (2020)

**Kim Archambault, Ph. D., Ps. Ed.**, Assistant Professor,  
School of Psychoeducation, *Université de Montréal*

**Gabrielle Yale-Soulière, M. Sc., Ps. Ed.**, Assistant Professor,  
Education Faculty, *Université de Sherbrooke*  
and Blue program researcher



**131** practitioners trained!

## Communities served this year

### High schools

- École secondaire Joséphine-Dandurand
- École secondaire Édouard-Montpetit
- École secondaire de la Haute-Ville
- Polyvalente Robert-Ouimet
- École secondaire de la Ruche
- Polyvalente Chanoine-Armand-Racicot
- École secondaire Paul-Guérin-Lajoie-D'Outremont
- École secondaire de Rivière-du-Loup
- Polyvalente de l'Érablière
- École secondaire Mikisiw

### CEGEPs

- Cégep de Matane
- Cégep de Lévis
- Cégep de Jonquière
- Cégep de Chicoutimi
- Cégep Beauce-Appalaches

### CISSS et CIUSSS

- CIUSSS de la Capitale-Nationale
- CISSS de Laval
- CISSS des Laurentides
- CISSS de Lanaudière
- CIUSSS du Centre Ouest-de-l'Île-de-Montréal
- CISSS de la Montérégie-Centre
- CISSS de l'Outaouais

### School board

- Commission scolaire Central Québec

### Adult school

- Centre d'éducation des adultes Champlain

### Community organizations

- CAFGRAF - ALPABEM
- Maison des Jeunes Niwitcewakan-Wapi

## New

Setting up Blues communities of practice.

## Outreach

- Grand Forum de la prévention du suicide
- Blues presentation at Université du Québec à Montréal
- Blues presentation at Université de Montréal
- Annual Public Health Day

## Partner

Université de Montréal



● Where the program is offered

## Testimonials

"The program's screening process allows us to reach the young people who need it most, even if they're hard to find."

"Bringing together young people experiencing similar issues helps break the silence and normalize their experience."

"The strategies taught in the program are easy to understand and effective. Young people find them intuitive to use, and the home exercises are equally useful."

- Anonymous testimonials



The **Groupe de Réflexion sur les Drogues (GRD)** is a targeted prevention program for young people aged 14 to 17 who have problematic substance use or are at risk of developing it.



← **14 - 17 years old** →



2<sup>nd</sup> level (targeted)



Status: In deployment



Based on the approaches or theoretical models underlying the GRD program: harm reduction, law of effect, motivational approach, psychoeducational approach, cognitive-behavioural approach.



Training hours: **14**



Support hours: **7**

## Need

Designed by the Centre jeunesse de Montréal- Institut universitaire (CJM-IU) and Boscoville, the GRD program aims to fill a gap in the substance abuse services available to young people. Originally, it targeted adolescents engaged in at-risk substance use—where the use of psychoactive substances was concerning, but not severe enough to qualify for specialized addiction services. This program is designed to intervene upstream to help young people with emerging issues, with the aim of preventing and reducing risk.

Now in its third phase, we've decided to offer the program to all those working with young people who have, or who are at risk of developing, substance abuse issues.

## Who is it for?

Youth workers in rehabilitation centres for youth with adaptation difficulties, in school, in the community or in addiction rehabilitation centres.

## Objectives

The GRD program aims to encourage young people to acknowledge and reflect on their substance use to reduce risks and consequences, to encourage them to adopt more responsible behaviours by developing better social skills, and to motivate them to leverage specialized addiction services.

## Target audience

Young people aged 14 to 17.

## Available for the following settings

- Community settings;
- Health and social services network;
- Early childhood services and schools.

## Outreach

GRD presentation at *Université de Montréal*



**110** practitioners trained!

## Communities served this year

### High schools

- École Havre-Jeunesse
- École Mitchell-Montcalm
- Collège du Mont-Saint-Anne
- École secondaire de la Montée

### CISSS and CIUSSS

- CISSS de la Gaspésie
- CISSS de l'Outaouais

### Community organizations

- Le Mashado
- L'Inter Section MRC D'Acton
- Prévention César Petite-Nation

- Trapèze Projet Action  
Dépendance Jeunesse
- Centre La Montée
- Maison des jeunes L'Évasion  
l'Ornière
- Carrefour Jeunesse-Emploi  
Memphrémagog
- Maison des jeunes de Coaticook
- Maison de la Famille  
Les Arbrisseaux
- Maison des jeunes Les jeunes  
du coin d'Ascot-Flash

## Successes

- Mixed agreements: Deployment agreements in which two environments collaborate in program facilitation. For example, a CISSS team collaborates with a community organization, a school collaborates with a community organization, or two CISSS teams collaborate together (e.g. a youth rehabilitation center and an addiction rehabilitation centre).
- Collaboration with public health teams in several regions to facilitate GRD deployment across the region.

## New

We set up a GRD community of practice bringing together different types of environments (CISSS, CIUSSS, community and schools), and we created a new visual for the program guide and tools.

## Chercheuses et chercheurs associés

**Myriam Laventure, Ph. D.**, Full Professor,  
Psycho-education Department, *Université de Sherbrooke*

**Jean-Sébastien Fallu, Ph. D. in psychology**, Associate Professor  
at the School of Psycho-education, *Université de Montréal*

## Partner

Co-owner with *CIUSSS du Centre-Sud-de-l'Île-de-Montréal*



● Where the program is offered



### Testimonial

«The young people who take part in the GRD program are happy to have the chance to talk about their substance use with people their own age and realize they're going through the same thing. This has led to a great deal of awareness and to lifestyle changes for many of them. Some of them were even disappointed the program ended after nine sessions and would have liked to continue.»

- Véronique Caron, drug prevention educator at Polyvalente Robert-Ouimet.



**Pinguin-Polaris** allows rehabilitation centres to implement trauma-informed practices for young people aged 6 to 17.



6 - 17 years old



3<sup>rd</sup> level (indicated)



Status: In deployment



Based on: Trauma-informed approach; Attachment, Regulation and Competency (ARC) Framework; and Positive Behavioral Interventions and Supports (PBIS)



Training hours: **42**



Support hours: **111**

## Need

The Pinguin-Polaris program was designed in response to the troubling findings of high trauma exposure among young people under the care of youth protection services or in rehabilitation centers. Studies reveal that these young people have often experienced several forms of trauma, such as neglect, domestic violence, and physical, sexual or psychological abuse, without these experiences always being recognized in their course of intervention. Despite the frequency of these experiences, interventions are still too often focused on behavioural difficulties rather than the underlying causes.

The Pinguin-Polaris program offers a trauma-informed approach focused on creating secure, caring environments for children who've gone through traumatic experiences. This is part of a larger mission to transform rehabilitation practices to better support these young people in their development and recovery.

## Who is it for?

Educational teams as well as staff working with youth living in rehabilitation centres under the Youth Protection Act. Our service offering also includes training for partner trainers so they can familiarize themselves with the program content. The training includes workshops on the program's various components and implementation tools.

In addition, we offer coaching to support partners with deploying the program according to local realities and needs. This standalone component of the program is designed to promote autonomy and sustainability.

## Objectives

The aim of the Pinguin-Polaris program is to support educational teams working with youth having adaptation difficulties. More specifically, it aims to promote and support trauma-informed intervention practices among educators while reducing the use of more punitive practices such as withdrawal, restraint or isolation.

In addition, the program aims to help young people develop resilience, giving them opportunities to interact positively in a safe environment focused on emotional regulation and the acquisition of key skills.



**416** practitioners trained!

---

## Target audience

Young people placed in rehabilitation centres under the Youth Protection Act.

---

## Available for the following setting

Health and social services network.

---

## Communities served this year

- CISSS de Chaudière-Appalaches
  - CISSS de la Côte-Nord
  - CIUSSS de la Capitale-Nationale
  - CIUSSS de l'Ouest-de-l'île-de-Montréal
  - CISSS de Laval
- 

## Successes

Recent successes include translating the program into English, making it accessible to a broader audience and forging a link with the Lotus program, to complement the program and to create consistency in the interventions offered.

---

## Outreach

Boscoville is a member of the Canadian Consortium on Child & Youth Trauma.

---

## Associate researchers

**Delphine Collin-Vézina, Ph. D.**, Full Professor,  
School of Social Work, McGill University

**Denise Michelle Brend, Ph. D.**, Assistant Professor,  
School of Social Work and Criminology, Université Laval

---

## Trainer partners

- CIUSSS de l'Estrie - CHUS
- CISSS de l'Outaouais
- CISSS des Laurentides
- CISSS de l'Abitibi-Témiscamingue



## Testimonial

*"At Galion, we've been working with the Penguin program for two years now. The structure and trauma awareness offered by this approach has helped us optimize our practices and offer quality support to the children we take in. Caring, attunement and coherence are now part of our daily routine. The program has really allowed us to take a step back and put the child's needs first."*

– Sarah-Élie Fortin,  
Life Unit Manager, RRC Galion



# lotus

**Lotus** is a targeted psychosocial intervention to reduce the risk of reoffending among youth under the Youth Criminal Justice Act (YCJA).



12 - 21 years old



3<sup>rd</sup> level (indicated)



Status: In deployment



Based on the Risk-Need-Responsivity model and the principles of trauma-informed interventions.



Training hours: **14**



Support hours: **45**

## Need

The program emerged from a request by several CISSS and CIUSSS to improve the quality of clinical services offered to young people in the criminal justice system. The aim is to reduce the risk of youth reoffending while promoting their well-being by implementing best practices to meet their specific needs.

## Who is it for?

To youth delegates working within services for young people under the Youth Criminal Justice Act (YCJA).

## Objectives

The main objectives of the Lotus program are to develop and consolidate the knowledge and skills of youth delegates in connection with the Risk-Need-Responsivity model and the principles of trauma-informed interventions.

## Target audience

Young people under the YCJA aged 12 to 21.

## Available for the following settings

Health and social services network.

## Communities served this year

- CIUSSS de l'Estrie-CHUS
- CISSS de Laval
- CISSS de la Côte-Nord
- CISSS de Lanaudière
- CISSS de Chaudière-Appalaches



**58** practitioners trained!

---

## Successes

Launched in the fall of 2023, the Lotus program continues to roll out across Quebec. After a busy second year, 9 out of 16 regions have now been trained in the approach, and demand continues to grow (the upcoming year is already at full capacity). The next opportunity for a new region to join the program is scheduled for spring 2026.

---

## New

Program tools available in English so delegates can deliver the program to English-speaking youth.

---

## Publication

Publication collaboration with the YCJA

Blog: <https://lsjpa.wordpress.com/2024/09/12/interventions-sensibles-au-trauma-dans-les-services-lsjpa-du-quebec/#trackbacks>

---

## Awards, nominations and distinctions

- Finalist for the *Prix Hippocrate* in the Emerging Project category
- Innovation award for the provision of adapted, inclusive and cross-disciplinary services to populations, especially the most vulnerable.

---

## Outreach

- Presentation at *Université Laval*
- *Ordre des criminologues* conference
- Presentation at *CEGEP Ahuntsic*
- Presentation at *Université de Montréal*

---

## Associate researchers

**Geneviève Parent, Ph. D.**, Professor, Department of Psychoeducation and Psychology, *Université de Québec en Outaouais*

**Catherine Laurier, Ph. D.**, Associate Professor, Department of Psychoeducation, *Université de Sherbrooke*

**Denis Lafortune, Ph. D.**, Full Professor, School of Criminology, *Université de Montréal*



● Where the program is offered

---

## Testimonial

*“The elements of the training I appreciated most were the trauma-informed approach and the clinical tools. It helps structure meetings with young people, especially with the integrative reflection sheet for building the intervention plan and prioritizing needs.”*

– Testimony of a participant interviewed after the training

# OUR PROGRAMS IN DEPLOYMENT

| Programs                                                                                                                       | Hours of training | Hours of support | Term of agreements | Communities served | Deployment setting                                                                                                                                                                                                                                                | Administrative regions served                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|--------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>grd</b>                                   | 14                | 7                | 1 year             | 16                 |          | Estrie, Lanaudière, Capitale-Nationale, Bas-St-Laurent, Outaouais, Montérégie, Gaspésie.                                                                           |
|  <b>lotus</b>                                 | 7                 | 45               | 1 year             | 5                  |                                                                                                                                                                                | Côte-Nord, Lanaudière, Chaudière-Appalaches, Estrie, Laval.                                                                                                        |
|  <b>scp</b>                                   | 6                 | 76               | 2 years            | 10                 |                                                                                                                                                                                | Estrie, Montréal, Gaspésie.                                                                                                                                        |
|  <b>blues</b>                                 | 10,5              | 6                | 1 year             | 27                 |          | Outaouais, Mauricie, Laval, Bas-St-Laurent, Montérégie, Chaudière-Appalaches, Montréal, Estrie, Lanaudière, Laurentides, Capitale-Nationale, Saguenay-Lac-St-Jean. |
|  <b>pastel</b>                               | 10,5              | 6                | 1 year             | 8                  |                                                                                                                                                                               | Montréal, Laurentides, Montérégie, Lanaudière, Chaudière-Appalaches                                                                                                |
|  <b>hélys</b><br>ages 6-11                  | 14                | 15               | 1 year             | 4                  |    | Montréal                                                                                                                                                           |
|  <b>pingouin-polaris</b>                    | 42                | 111              | Classic<br>3 years | 7                  |                                                                                                                                                                              | Chaudière-Appalaches, Côte-Nord, Laval, Capitale-Nationale, Montréal.                                                                                              |
|  <b>pingouin-polaris</b><br>partner-trainer | 56                | 90,5             | FP 2 year          | 4                  |                                                                                                                                                                              | Abitibi-Témiscamingue, Outaouais, Laurentides, Estrie.                                                                                                             |

## Deployment setting legends:



Health and social  
services network

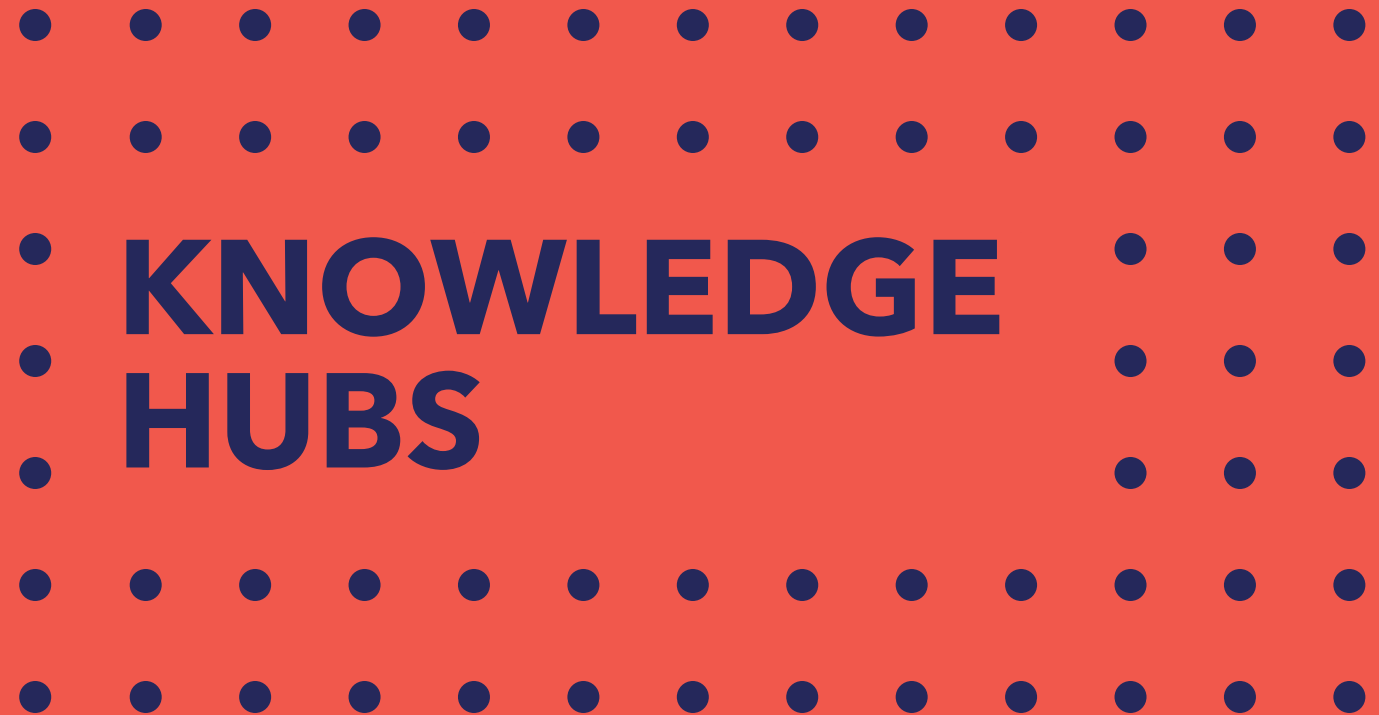


Early childhood  
and school services



Communities





# KNOWLEDGE HUBS



# KNOWLEDGE HUBS



**8** communities of practice

**170+** people present in communities of practice

## Communities of practice

Communities of practice bring together communities that have implemented the same program, allowing them to exchange insights, share experiences and collectively reflect on the challenges they face.

Our teams regularly survey the different communities to identify their specific needs and propose relevant themes rooted in their day-to-day realities. By fostering mutual learning, ongoing development and the co-construction of solutions, these communities contribute to improving practices, adapting programs to local contexts and ensuring the sustainability of actions in the field.

As part of our activities, we hosted 8 communities of practice this year covering various programs: SCP, Lotus, Versant, Blues, GRD and Pingouin-Polaris. These meetings brought together more than 170 practitioners and guest experts, promoting the exchange of best practices and the strengthening of skills within intervention environments.

**April 11, 2024**  
LOTUS  
Guest expert: Vincent Bégin

**May 29, 2024**  
VERSANT

**June 18, 2024**  
VERSANT

**October 31, 2024**  
LOTUS  
Guest expert: Patrick Lussier

**November 20, 2024**  
SCP

**December 6, 2024**  
PINGOUIN-POLARIS  
Guest expert: Denise  
Michelle Brend

**February 18, 2025**  
GRD  
Guest expert:  
Jean-Sébastien Fallu

**March 20, 2025**  
BLUES  
Guest expert: Paul Rohde

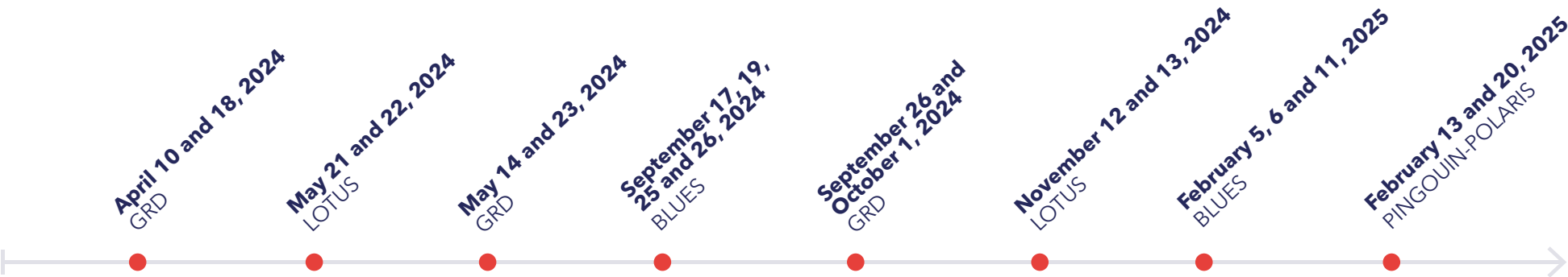


**Ongoing training**

Ongoing training plays a central role in ensuring the sustainability of the programs we offer at Boscoville. The training sessions are primarily aimed at new practitioners from partner organizations who are already applying our programs in order to meet the challenges of staff turnover and to ensure ongoing practice in the field.

These sessions are designed to educate people on the programs and support them in adopting them, making sure they're closely and consistently applied.

By consolidating the skills of teams in the field, ongoing training helps ensure the quality, stability and sustainability of our programs.



# OUR PARTICIPATION AT EVENTS

## Participation in the Symposium on Child and Youth Trauma

On May 1 and 2, 2024, Boscoville took part in the Symposium on Child and Youth Trauma held at the *Palais des congrès de Montréal*. This major event brought together various players in the psychosocial and mental health fields. We had the honour of co-hosting the ARC approach trainers' space, promoting the sharing of expertise between trainers in Quebec. The Lotus and Pinguin-Polaris program teams also took advantage of this opportunity to strengthen their knowledge and build connections within the professional community.

## Participation in the 2024 ACFAS conference

As part of the 2024 ACFAS conference, Boscoville presented its program development and deployment model at a seminar on the evaluation and implementation of practices. Entitled '*Faciliter la mise en oeuvre d'interventions innovantes dans les milieux québécois: le modèle de développement et de déploiement de Boscoville*', this presentation highlighted our integrated approach to training and coaching, based on community needs and recognized best practices.

## Participation in the Grand Forum de la prévention du suicide

Boscoville took part in the Grand Forum de la prévention du suicide organized by the *Association québécoise de prévention du suicide* (AQPS), where the team presented the Blues program.

## Participation in ministerial conference on well-being and violence prevention

On May 23 and 24, 2024, Boscoville was invited to take part in two thematic days on the promotion of positive mental health and well-being, and the prevention of violence and bullying in the school environment, organized by Canada's Ministry of Education. We set up a booth to promote our mission, and our youth prevention and intervention programs, while sharing knowledge and insights with our partners in the education network.

## Participation in the Congrès de l'Ordre des criminologues du Québec

Boscoville took part in the *Congrès de l'Ordre professionnel des criminologues du Québec*, a major event bringing together key players in the criminology field. The event was an invaluable opportunity to showcase our expertise and present our organization along with the Lotus program.

## Presentation of the Lotus program at Université Laval

On April 18, 2024, Boscoville presented the Lotus program as part of the Évaluation et intervention criminologiques course in the Bachelor of Criminology program at Université Laval. Aligned with the course's training objectives, Lotus aims to support clinical practice and reduce the risk of recidivism among youth under the YCJA. The presentation was an opportunity to introduce the program, which has already been implemented across six regions in Quebec, to future practitioners who will be working in these settings.

### **Presenting Lotus at the *Table sociojudiciaire de l'Estrie*: A rewarding collaboration**

On October 28, 2024, the Lotus deployment team took part in the *Table sociojudiciaire de l'Estrie*, an initiative of the YCJA Service of the CIUSSS de l'Estrie. After similar initiatives in Abitibi and Mauricie, this collaboration highlights the region's commitment to creating a common language between the various players in the *Youth Criminal Justice Act* (YCJA) system.

### **Participation in the *Journées annuelles de Santé publique***

At the theme day meeting on December 3, 2024, a Boscoville team member took part in a roundtable discussion on the conditions for success in supporting educational settings with implementing programs to promote mental health. Along with people from the public health and healthcare network, our representative shared concrete issues experienced in the field, including those related to implementation fidelity and sustainability, and the importance of personalized support, knowledge transfer and inter-sectoral collaboration.

### **Summer school in partnership with the School of Psychoeducation, Université de Montréal**

From June 10 to 14, 2024, Boscoville offered a summer course for master's students in psychoeducation at the Université de Montréal. Co-directed by Frédérick Martin and Paul Gendreau, the course focused on the professional identity of psycho-educators and the methodology of program development and deployment. The course brought together over 40 students and offered a unique opportunity to reflect on the contribution of psychoeducation in promoting innovative prevention and intervention practices in Quebec.

### **Other outreach activities**

With a view to sharing knowledge and showcasing our expertise, we took part in several outreach activities throughout the year. These presentations helped raise awareness of our programs among the university community, colleges and public health authorities while strengthening our connections with intervention settings:

- Presentation of the SCP, GRD and Blues programs at the *Université du Québec à Montréal*
- Presentation of the Blues program at the *Université de Montréal*
- Presentation of the Lotus program at *Cégep Ahuntsic*
- Presentation of the (SCP) program at the *Direction de santé publique du Bas-Saint-Laurent*.



# BOSCOVILLE'S EVOLUTION

## Leveraging technology to transfer knowledge

### Digital pedagogical transformation of training programs

We've embarked on a major shift with the digital pedagogy transformation of several of our programs. In collaboration with HybFormation, this approach allows us to offer shorter training programs without compromising quality. The aim is to make the programs more accessible, to make it easier for staff to take part and to strengthen program sustainability.

### Boscoville at Microsoft with HybFormation: Sharing the shift toward digital pedagogy

Together with HybFormation, we had the opportunity to present our digital pedagogy shift to the business community at a Microsoft event that brought together companies from various sectors.

### Accessible, practical and up-to-date online training

We recently launched the Psychoeducational Activity Planning and Post-Intervention Evaluation course, a self-supporting module designed to develop the skills needed to apply the psychoeducational model when it comes to planning and evaluating activities.

In addition, the Pinguin-Polaris and Blues courses will soon be offered in a hybrid format, combining in-person and virtual training to better meet the needs of practitioners.

### Testimonial

*"Boscoville's vision of the digital age is a beautiful one! The boldness to think differently allows us to take full advantage of technology to benefit humans. With a pedagogical approach focused on sharing knowledge in the workplace, along with a specially designed platform, Boscoville now offers the best of all worlds:*

- *E-learning: Distance, travel, staff shortages and staff shortages are no longer an obstacle to quality learning.*
- *Capitalizing on knowledge: Staff at the start of their careers can fully benefit from others' past experience.*
- *Implementation: Targeted activities and information gathered by artificial intelligence allow us to adapt the human support offered in each environment.*



*This change of direction reduces the time it takes to implement the program without compromising quality of learning, shining a light on human support. Congratulations to the entire Boscoville team on this wonderful project and its great success!"*

– Simon Nadeau, President, HybFormation



## Evolving the practice with new programs in the field

### Pastel program launch

In the fall of 2024, Boscoville officially launched the Pastel program in Quebec high schools. After conclusive experimental phases, we can confirm that this program aims to reduce academic performance anxiety through a series of workshops designed for young people and their parents. We will be accompanying schools for a full year to support the program's implementation and sustainability.

### Official launch of the Hélyls 6-11 years old program

January 24 and 27, 2025 marked an important milestone for our organization with the official launch of the Hélyls 6-11 years old program, when we welcomed the first cohort of program animators.

# OUR REACH

## Recognition for the CISSS de l'Outaouais Versant team

The CISSS de l'Outaouais Versant team was a finalist in the Excellence category at the CISSS's first Gala Distinction, in recognition of their commitment and creativity in implementing the Versant program to support families and prevent youth placement.

## Contribution to YCJA blog on trauma-informed interventions

Boscoville published an article on trauma-informed interventions in *Youth Criminal Justice Act (YCJA)* services on the blog run by CIUSSS du Centre-Sud-de-l'Île-de-Montréal, a key partner in testing the Lotus program in the field. This contribution is part of our effort to strengthen clinical practices and support practitioners working with youth under the Youth Criminal Justice Act (YCJA) across Quebec.

## Collaboration with (En)Quête de Criminologie podcast

Boscoville took part in an episode of the podcast (En)Quête de Criminologie, produced in partnership with the Centre international de criminologie comparée (CICC).

The episode looked at trauma-informed approaches and associated perceptions as they relate to working with young people under the Youth Criminal Justice Act (YCJA).



[Episode 21: A trauma-sensitive approach \(French only\)](#)

### A new approach to guide our program development

We've started developing a universal prevention program for children aged 0 to 5 focused on digital balance. With an ecosystemic approach that includes the child, the family, the living environment and the community, this project is based on innovative data collection. A social network survey gathered the perspectives of 517 parents with diverse profiles from all regions of Quebec. The results helped inform the program and led to us forming three focus groups to deepen the needs analysis.

### A communications strategy to enhance our impact

We deployed our digital communications in a targeted way throughout the year to educate, mobilize and retain our audiences. Through our newsletters and LinkedIn, we relied on relevant content, well-crafted visuals and a carefully considered posting frequency strategy. The following results show the sustained growth of our online visibility and the growing interest of our community.

**+401** new LinkedIn  
followers

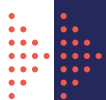
**66,174** page  
impressions

**+9,4%** engagement  
rate

**61** newsletters  
sent



# THE YEAR'S HIGHLIGHTS



**84%** personal satisfaction rate

**+ 1,040**  
training and advanced training hours

**75%** participation rate in in-house activities

**+ 1,130**  
ongoing training hours

**18** events by our social committees

**5** new hires

## Human capital at the heart of our performance

Throughout the year, we continued to invest in our biggest drivers of success: our teams. Knowing that well-being, commitment and professional development are the pillars of sustainable performance, we implemented concrete actions in training, strategic recruitment and internal mobilization. Key human resources indicators show we've been successful in fostering an engaging, inclusive and meaningful work culture.

## New expertise to boost our impact

We have taken a major step forward with the creation of an executive position dedicated to digital products, communications and marketing, now held by Antoine Théorêt-Poupart. This strategic role reflects our desire to increase our reach and maximize the impact of our initiatives in a fast-changing digital context.

We also hired two new project managers, Sylvain Barbedore and Marie-Kristine Fournier, to support project implementation and on-the-ground coaching. Célia Le Normand has also joined the ranks as Development Agent, a role that involves overseeing the ongoing evolution of our programs.

### A fresh perspective to enhance our leadership

Émilie Desgroseilliers joined our board of directors in 2024-2025. As Interim Coordinator of Labour Relations, Development



and Employee Experience at *CIUSSS de l'Est-de-l'Île-de-Montréal*, she brings to the table solid expertise in human resources and organizational development. Her presence on the board strengthens our commitment to innovation and to creating a work culture that fosters the professional and personal development of every team member.

### Annual general assembly, 2023-2024

For the first time, our annual general assembly was open to all employees, making the event a true high point of the year. We presented our financial results and impact reports to highlight the year's achievements. The occasion also marked the departure of Jeanine Vincent and Pierre Santamaria from the board of directors, with a cocktail reception in their honour.

### Défi Entreprises: Running for a good cause

As part of the *Défi Entreprises*, several team members put on their running shoes to run or walk to raise funds and awareness for the *Fondation Jeunes en Tête*, a key partner in supporting youth mental health. This initiative reflects our commitment to promoting well-being, the community and team spirit. We're proud to have taken part in an event that reflects our mission and values.

### Bonding over laughter

As part of its global health initiatives, the *Comité Santé et mieux-être* offered our team a laughter yoga session. This fun activity helped our colleagues relax, relieve stress and bond. It was an energizing activity that highlights our mission to cultivate a healthy, humane and positive work environment.

### Collecting donations for La Maisonnée

In the spirit of solidarity, the Boscoville team organized a collection drive of clothing, toys and hygiene products for La Maisonnée, a Montreal organization dedicated to welcoming and supporting immigrant families. Donations were given to families benefiting from their services, highlighting our commitment to equity, inclusion and well-being.

# BOSCOVILLE'S CONTRIBUTORS



---

## Executive management

**Annie Fournier, M.A., MBA**

Executive Director

**Véronique Fafard**

Executive Assistant

**Francine Nantel**

Human Resources and Payroll Manager

---

## Digital Products, Communications and Marketing management

**Antoine Théorêt-Poupart**

Director of Digital Products,  
Communications and Marketing

**Sophia Bougadra**

Communications and Marketing Officer

**Monia Carrier**

Communications Assistant

**Alia Seffar**

Marketing Strategy and Brand Manager

---

## Finance and Information Technology management

**Sandra Hébert, CPA, CA**

Director of Finance and IT

**Valérie Forget**

Financial Management and Informatics Officer

---

## Program direction

**Simina Stan, M. Sc., Ps. Ed.**

Director of Programs

**Timothy Harbinson, M. Sc., M.A.**

Program Deployment Coordinator

**Frédéric Martin, M. Sc. Ps. Ed.**

Program Deployment Coordinator

**Caroline Apotheloz, Ph. D. candidate  
in Criminology, B.A. Psychology**

Development Officer

**Amélie Aubé, MGP**

Project Manager

**Sylvain Barbedor, B.A.A.**

Project Manager

**Claudie Bourget, M. Sc. Social Work**

Deployment Agent

**Camille Desjardins St-Laurent,  
M. Sc. Public Health, B. Sc. Social Work**

Development Agent

**Diariata Dieng**

Project Manager

**Agate Donner,  
M. Sc. Criminology, M. Sc. Sociology**

Development Agent

**Sarah Ferrer, M. Sc., Ps. Ed.**

Development Agent

**Nicolas Fréchette, M. Sc.**

Development Agent

**Dany Gaudet, Ps. Ed., B. Sc.**  
Deployment Agent

**Anne Habermeyer, M. Sc.**  
Deployment Agent

**Constant Kouassi**  
Project Manager

**Marie-Kristine Fournier, MGP**  
Project Manager

**Patrick Lajeunesse**  
Deployment Agent

**Marie-Claude Lapierre**  
Administrative Assistant

**Valérie Lefrançois, B. Sc. Criminology**  
Deployment Agent

**Célia Le Normand, Ph.D., Educational Sciences, Educational Psychology**  
Doctoral student in Educational Sciences  
Development Agent

**Arnaud Milord-Nadon, M. Sc., Ps. Ed**  
Development Agent

**Julie Murray, Ph.D., Ps. Ed.**  
Development Agent

**Éméra Paquette**  
Executive Assistant

**Michelle Pinsonneault,  
Ph. D. candidate, Ps. Ed.**  
Project Office Advisor

**Edson Polynice**  
Project Manager

**Agape Rand,  
DESS Dispute Resolution, B. Sc. Psychology**  
Deployment Agent

**Tanya Ryan, M. Sc., B. Sc. Criminology**  
Development Agent

**Véronique St-Pierre,  
M. Sc. Management, B.A. Social Services**  
Deployment Agent

**Cynthia Tanguay, M. Sc., Ps. Ed.**  
Development Agent

**Audrey Veilleux, M. Sc., Ps. Ed.**  
Deployment Agent

**Chanel Zadra, B. Sc. Criminology**  
Deployment Agent

## OUR BOARD OF DIRECTORS:

**Louise Geoffrion,**  
President

**Édouard D. Vo-Quang,**  
Vice-president

**Mathieu Brunet,**  
Treasurer

**Anthony Bellini,**  
Secretary

**Janine Vincent,**  
Secretary | *Departure*

**Pierre Santamaria,**  
Director | *Departure*

**Yasha Sekhvat,**  
Director

**Émilie Desgroseilliers,**  
Director



---

## OUR UNIVERSITY COLLABORATORS:

**Caroline Fitzpatrick, Ph.D.**, Associate Professor, Department of Preschool and Elementary Education, *Université de Sherbrooke*

**Catherine Cimon-Paquet, Ph. D.**, post-doctoral psychology researcher and science communicator, *Université de Laval*

**Catherine Lacelle**, research assistant and master's student in social work, *Université du Québec à Chicoutimi*

**Catherine Laurier, Ph. D.**, Associate Professor, Department of Psychoeducation, *Université de Sherbrooke*

**Delphine Collin Vézina, Ph. D.**, Assistant Professor, School of Social Work and Criminology, McGill University

**Denis Lafortune, Ph.D.**, School of Criminology, *Université de Montréal*

**Denise Michelle Brend, Ph. D.**, Assistant Professor, School of Social Work and Criminology, *Université Laval*

**Élorie Venne, Ph. D.**, doctoral student in psychology, research program, *Université du Québec en Outaouais*

**Emma Cristini, M. Ed.**, graduate student, Faculty of Education, Department of Preschool and Elementary Education, *Université de Sherbrooke*

**Ève Pouliot, Ph. D., LL. B.**, Associate Professor, Department of Humanities and Social Sciences, *Université du Québec à Chicoutimi*

The late **Lizanne Lafontaine**, Full Professor and specialist in oral didactics, *Université du Québec en Outaouais*, Saint-Jérôme campus

**Floriane Binette-Laporte, M.Sc.**, doctoral candidate in education, *Université du Québec à Montréal*

The late **Frédéric Nault-Brière**, Professor, School of Psychoeducation, *Université de Montréal*

**Gabriela Campeau, B. Sc.**, master's candidate in Psychoeducation, *Université de Montréal*

**Gabrielle Yale-Soulière, M. Sc., Ps. Ed.**, Assistant Professor, Faculty of Education, *Université de Sherbrooke*

**Geneviève Parent, Ph. D.**, Professor, Department of Psychoeducation and Psychology, *Université du Québec en Outaouais*

**Jean-Sébastien Fallu, Ph. D.** in Psychology, Associate Professor, School of Psychoeducation, *Université de Montréal*

**Kim Archambault, Ph. D., Ps. Ed.**, Associate Professor, School of Psychoeducation, *Université de Montréal*

**Lyse Turgeon, Ph. D.**, Associate Professor, School of Psychoeducation, *Université de Montréal*

**Marie-Claude Simard, Ph. D., T.S.**, Associate Professor, Department of Humanities and Social Sciences, *Université du Québec à Chicoutimi*

**Marie-Ève Clément, Ph. D.**, Full Professor, Department of Psychoeducation and Psychology, *Université du Québec en Outaouais*

**Marie-Hélène Gagné, M. A. in Psychology**, School of Psychology, *Université Laval*

**Marie-Hélène Véronneau, Ph. D.**, Full Professor, Department of Psychology, *Université du Québec à Montréal*

**Maude Campeau**, bachelor's student in psychology and research assistant, *Université de Montréal*

**Mélanie Jodoin**, master's student in psychoeducation, *Université de Montréal*

**Mélissa Goulet, Ph. D., Ps. Ed.**, Professor, Department of Specialized Education and Training, *Université du Québec à Montréal*

**Mélissa Baril-Desrochers, B. Sc.**, master's student in social work, *Université du Québec à Chicoutimi*

**Myriam Laventure, Ph. D.**, Full Professor, Department of Psychoeducation, *Université de Sherbrooke*

**Sarah Dufour, Ph. D.**, Full Professor, School of Psychoeducation, *Université de Montréal*

**Suzanne De Blois, MD, FRCPC**, Specialist in Public Health and Preventative Medicine (retired)

**Véronique Gauthier, Ph. D. c.**, Professor in Social Work, Department of Psychology and Social Work, *Université du Québec à Rimouski*

# OUR FINANCIAL PARTNERS

We would like to sincerely thank the organizations helping to fund and subsidize our organization for their ongoing trust and unwavering support, which makes what we do in the service of youth and the community possible:

- *Ministère de la Santé et des Services sociaux*
- *Service Québec*
- *Réseau réussite Montréal (RRM)*



En partenariat avec :



Réseau réussite  
Montréal

## ORGANIZATIONS TRAINED AND SUPPORTED

- Carrefour Jeunesse-Emploi Memphrémagog
- Cégep Beauce-Appalaches
- Cégep de Chicoutimi
- Cégep de Jonquière
- Cégep de Lévis
- Cégep de Matane
- Cellule Jeunes et Familles de Brome-Missisquoi
- Centre de santé Tulattavik de l'Ungava
- Centre d'éducation des adultes Champlain
- Centre d'éducation pour adultes La Relance
- Centre La Montée
- CISSS de Chaudière-Appalaches
- CISSS de la Côte-Nord
- CISSS de la Gaspésie
- CISSS de l'Abitibi-Témiscamingue
- CISSS de Lanaudière
- CISSS de Laval
- CISSS de l'Outaouais
- CISSS des Laurentides
- CISSS du Bas-Saint-Laurent
- CISSS de la Montérégie-Centre
- CIUSSS de la Capitale-Nationale
- CIUSSS de l'Est-de-l'Île-de-Montréal
- CIUSSS de l'Estrie-CHUS
- CIUSSS de l'Ouest-de-l'Île-de-Montréal
- CIUSSS du Saguenay-Lac-St-Jean
- Collège D'Anjou
- Collège du Mont Saint-Anne
- CooPÈRE
- Commission scolaire Central Québec
- École d'éducation internationale de Laval
- École Havre-Jeunesse
- École Joséphine-Dandurand
- École Le Tremplin
- École Léopold-Carrière
- École Mitchell-Montcalm
- École orientante l'Impact
- École primaire Du P'tit-Bonheur
- École primaire du Parchemin
- École Sainte-Thérèse
- École secondaire Antoine-de-Saint-Exupéry
- École secondaire de la Haute-Ville
- École secondaire de la Montée
- École secondaire de la Ruche
- École secondaire de Rivière-du-Loup
- École secondaire des Chutes
- École secondaire d'Oka
- École secondaire du Grand-Coteau
- École secondaire Joseph-Hermas-Leclerc
- École secondaire Le Carrefour
- École secondaire Marcelle Malle
- École secondaire Mikisiw
- École secondaire Mont-Bruno
- École secondaire Paul-Gérin-Lajoie-d'Outremont
- École secondaire Pointes-aux-Trembles
- École secondaire Édouard Montpetit
- Je Passe Partout
- L'Inter Section MRC d'Acton
- Le CAFGRAF (groupe d'entraide en santé mentale de Laval)
- L'École des Premières Lettres
- Les YMCA du Québec
- Maison de jeunes Le Mashado
- Maison de la Famille Les Arbrisseaux
- Maison Des Jeunes De Coaticook
- Maison des jeunes Les jeunes du coin d'Ascot-Flash
- Maison des jeunes L'Évasion
- Maison des Jeunes Niwitcewakan-Wapi
- Polyvalente Chanoine-Armand-Racicot
- Polyvalente de l'Érablière
- Polyvalente Marcel-Landry
- Polyvalente Robert-Quimet
- Prévention CÉSAR Petite-Nation
- Répit Providence
- Toujours ensemble
- Trapèze Projet Action Dépendance Jeunesse
- Université Laval





10950, boulevard Perras

Montréal, Québec

H1C 1B3

514 648 6006

[info@boscoville.ca](mailto:info@boscoville.ca)

[!\[\]\(1c136c27c91cf4178cb0e1a7610b1de1\_img.jpg\) boscoville.ca](https://www.boscoville.ca)