



2024-2025 ABAV ANNUAL EVALUATION GRID

(To be completed in spring of 2025)

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path.
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To replace	Our actions or measures are no longer applicable or available.

Evaluation of EDDI Priority							
		Legend: 1: No adjustment 2: Some adjustments 3: To replace			Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3			
1	Orange Shirt Day (Truth and Reconciliation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2	Black History Month School-wide and classroom activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Findings	
<p>Our Truth and Reconciliation Day assembly was a school-wide event attended by all students and staff. Each class contributed to its success, and the preparation leading up to the assembly fostered meaningful engagement. Looking ahead, we aim to extend this awareness beyond a single day by encouraging teachers to incorporate learning about First Nations perspectives and contributions throughout the year. To support this, we will create a shared resource document featuring recommended books, videos, and classroom activities. This</p>	

document will be accessible to all staff and open for contributions.

For Black History Month, we offered school-wide opportunities for engagement, and most classes participated in our “Daily Heroes” contest. The borrowing of books from our curated collection by a wide range of teachers indicates that these conversations are taking place across classrooms. In addition, we hosted a guest who led small group assemblies focused on Afro-dance, allowing students to connect with cultural roots through movement and ^{in to face teaching} storytelling. To ensure all teachers continue integrating these important discussions, we will develop a similar resource document to support year-round classroom activities related to Black history and cultural diversity.

Evaluation of Priority #1				
		Legend: 1: No adjustment 2: Some adjustments 3: To replace		
		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Workshops for all classes surrounding anti-racism pedagogy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
The three-year rollout of our anti-racism workshops is progressing as planned. We believe we are successfully building awareness not only among students but also within our staff. Teachers who have hosted the workshops in their classrooms report that they were				

well-received and highly relevant for all students. By the end of the 2025–2026 school year, all students in the school will have participated in these sessions, which are delivered by two of our EDDI consultants from the LBPSB.

To ensure that this awareness continues to grow beyond the workshops, we are exploring opportunities to bring community members, such as parents or other guests, into classrooms to share their stories, backgrounds, or cultural experiences with students. One parent has already expressed interest in contributing to this initiative, and we are hopeful this marks the beginning of more active community involvement in supporting equity and inclusion at our school.

Evaluation of Priority #2				
		Legend: 1: No adjustment 2: Some adjustments 3: To replace		
		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Staff Professional Development on BMS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Continued use of the Zones of Regulation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>According to the results of the 2024–2025 <i>Our School</i> survey, fewer students reported being bullied compared to the previous year. While this suggests some progress, bullying remains a concern, and ongoing efforts are essential to ensure that all students feel safe, supported, and included. Although the survey did not specify the types of bullying, based on our observations, there appears to have been a decrease in incidents involving physical aggression.</p> <p>One of our planned measures, professional development on Behaviour Management Systems, was unfortunately not implemented this year due to a lack of available expertise and time. We recognize that initiatives of this nature require advance planning and will reflect on how to better integrate this type of training into our professional development</p>				

calendar for the coming year.

With respect to the continued use of the Zones of Regulation framework, we observed an increased use of visual tools and check-in models across classrooms. To build on this, we plan to introduce regular debriefing sessions during staff meetings next year. These sessions will give staff an opportunity to share strategies, reflect on challenges, and support each other in the consistent use of the Zones approach across grade levels.

