



ABAV Evaluation

## 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3	To replace	Our actions or measures are no longer applicable or available.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	Conduct activities that support EDDI such as Orange Shirt Day, Black History Month, Pink Shirt Day, Assemblies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Invite guests to educate our students with EDDI related activities (cultural, art, music, dance, stories)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Educate our young students to recognize and respect everyone’s uniqueness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				

Generally, the children have been receptive and respectful of their peers. Following assemblies and learning activities, they use the common language that we teach.

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	We will continue to teach social skills and social-emotional skills in order to develop their self-regulation competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We implemented the Second Step Program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Many staff members continue to teach and implement the Zones of Regulation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To support the safety of all students, we actively used our Code of Conduct. When more support was needed, we created a personalized Code of Conduct for those students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				

Evaluation of Priority #2	
Legend: 1: No adjustment 2: Some adjustments	Check

3: To replace				
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	We will support parents, staff and students to recognize the difference between conflict and bullying by creating common language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Parents review our school's Code of Conduct with their child, both sign it and return it to school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	For some of our students with exceptionalities, an individualized de-escalation plan will be followed to ensure safety and security for all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	We will provide documentation on our school web page.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>We were successful at bringing the parents in the building/having them present for parent-teacher interviews, so it helped in sharing information in regards to the difference between conflict and bullying and reviewing the code of conduct. However, we will commit to including a simple document on our Website page, differentiating between conflict and bullying.</p>				