



## 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3	To replace	Our actions or measures are no longer applicable or available.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	<b>Inspiration Republic</b> - Bullying and Resiliency Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<b>Inspiration Republic</b> - Anti-Black Racism Presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<b>Community Involvement &amp; Personal Development Animator:</b> Indigenous Cultural Programming (Bee Keeping as Medicine also the Kanienkaha:ka Way of life, Presentation on Inuit Culture by Nunavik Sivunitsavut, Hoop Dancing and Storytelling)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Autism Awareness Walk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
In support of our EDDI Priority, we focused on our cycle 3 students specifically with the Anti-Black Racism presentation from invited guests, Inspiration Republic. Our cycle 2 students joined the session on Bullying and Resiliency. Across all grade levels, from K through grade 6,				

with introduced programs during the 2024-25 school year that supported learning through the lens of different Indigenous cultures. Again in 2024-25, we chose to participate in a fundraiser which supported the community of differentiated learners.

Evaluation of Priority #1 Ensuring a Safe and Caring School Climate				
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	<b>Active supervision:</b> Staff members on duty during morning recess, lunch recess and afternoon recess will continue to actively walk around their designated area of supervision. They look out for body language or listen for inappropriate language and intervene before it becomes physical or aggressive. They take the opportunity to model how to resolve an argument or physical altercation during a game or sports activity. This is our third year implementing active supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<b>SNAP Pilot Program:</b> All students in grade 3 will be participating.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<b>Recess Champions:</b> Students (grade 5) have been trained to play games with younger students at recess so that the game is played fairly and to minimize conflict, modeling good sportsmanship.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	<b>Monthly Values Assemblies:</b> Various personal and social characteristics are taught, emphasized and practiced throughout each month. Then certificates are presented to students who exemplified the value of that month.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<b>Peer Mediation:</b> “The Encouragers (grade 6 students)” are trained and supervised by teachers to help mediate student conflict or review school rules with other students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

Active Supervision has continued to benefit our school with adults actively monitoring and interacting before situations escalate when students are engaging in unstructured play. We have seen an increase of students reporting issues as they begin to escalate which suggests a growing positive relationship between students and staff, as well as a positive response in student responsibility in supporting a caring environment at school. The SNAP Program returned in 2024-25 and the team decided that the grade 4 students would benefit most from the program as past experience suggested that their age level would be best suited for the activities. The Encouragers continued to work in a positive light strengthening student-to-student interactions and teaching opportunities. The Monthly Values (Virtues) Assemblies allowed each grade level to take the lead in teaching the virtue of the month and was an opportunity to come together as a school and reinforce community, respect and collaboration for our students and staff. The Recess Champions initiative may require additional staff support in order to find adequate time to implement appropriate levels of peer-student supervision during unstructured play.