



ABAV END-OF-YEAR EVALUATION



"83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed to the parents, the school staff and the Student Ombudsman.

2025-2026

School:	Royal Charles	Shared with Governing Board	June 10, 2026
Principal /			
Centre Director:	Elizabeth Ford	Shared with Teacher Council	June 8, 2026
		Shared with Parents	June 12, 2026
		Submitted to Director of Complementary Services and Director General	June 12, 2026

ABAV Priorities

- To help students understand the differences between conflicts, bullying and reactionary aggression
- To focus on prevention of bullying and violence
- To emphasize the importance of kindness and respect and continue to make these integral parts of our school identity

Actions / Initiatives to Maintain or Let Go (Prevention Measures)

- Maintaining social clubs and lunchtime activities that foster a sense of belonging and community
- Continuing to provide scheduled, preventive breaks for students who may need help with self-regulation
- Encouraging students to use the Oasis room as a safe space
- Providing toys, tools and games for students during unstructured playtimes that allow them to use outdoor spaces collaboratively
- Planning activities for the whole school to build a sense of togetherness
- Collaborating with the Longueuil Police to organize workshops for students about safety and security

Actions / Initiatives to Maintain or Let Go (Sexual Violence)

Maintain:

- Educating about personal boundaries and consent
- Purchasing library books for the school and classroom libraries that talk about the body, identity and sexuality

Actions / Initiatives to Maintain or Let Go (Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background)

Maintain:

- Continuing conversations about the importance of inclusion and acceptance
- Educating students about the negative effects of racial slurs or insults
- Curating collections of library books that celebrate diversity and that allow all students to see themselves in books

Actions / Initiatives to Develop

- Develop a common vocabulary related to social/emotional learning, centered around the Zones of Regulation.
- Develop our internal protocol with respect to follow-up regarding incidents
- Implement social emotional learning activities for struggling students
- Implement purposeful activities about growth mindsets to help students build stamina and resilience when faced with challenging learning tasks that may become frustrating
- Plan purposeful celebrations of diversity for students and staff
- Invite community groups or other outside resources to come to the school to talk about important issues such as discrimination and bullying
- Systematically communicate with parents to inform them of initiatives at school and ways they can help at home (proactive, preventive communication)