



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:	Boucherville Elementary	Shared with Governing Board	June 10, 2026
Principal / Centre Director:	Jenny Brousseau	Shared with Teacher Council	June 8, 2026
		Shared with Parents	September 2026
	Submitted to Director of Complementary Services and Director General		June 11, 2026

ABAV Priorities

- Reduce overall anxiety among all our students
- Reduce bullying, particularly among girls
- Increase students’ sense of belonging, especially among girls
- Review and improve the BES Code of Conduct for 2026-2027

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

- Continue implementing SEL in elementary school for the 2026-2027 academic year.
- Continue implementing SEL for adults developed in collaboration with the Centre of Excellence for School Climate.
- Continue to have increased adult supervision during recess, with noticeable straps for easy identification.
- Activities to raise awareness about the responsible use of social media and technology.
- Activities that bring people together and reinforce a sense of belonging and a positive school climate.
- Working with community organizations to work on specific topics relating to bullying/ violence (EPIQUE and SPAL)
- Availability of 2 safe spaces for self-regulation (Oasis and Zen Room).
- Involving multiple stakeholders in applying prevention measures: daycare, extracurricular activities, etc.
- Monthly assemblies are held to promote positive behavior with certificates to encourage character traits.
- BES House System composed of students of all levels to increase the sense of belonging and community. Monthly themed challenges; point system for demonstrating good behavior and celebrations for winning teams as well as the whole school. STAR STUDENT acknowledgement.
- Zones of Regulation: bullet journals as well as a variety of tools and resources available to our students. Workshops on feelings and strategies offered to classes.

- The Special Education Technicians to focus on stress management and conflict resolution strategies (through check-in system for specific students, discussions, activities as well as the use of any initiatives taken by the school).
- Workshops, whole school initiatives, and educational videos to promote diversity.

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

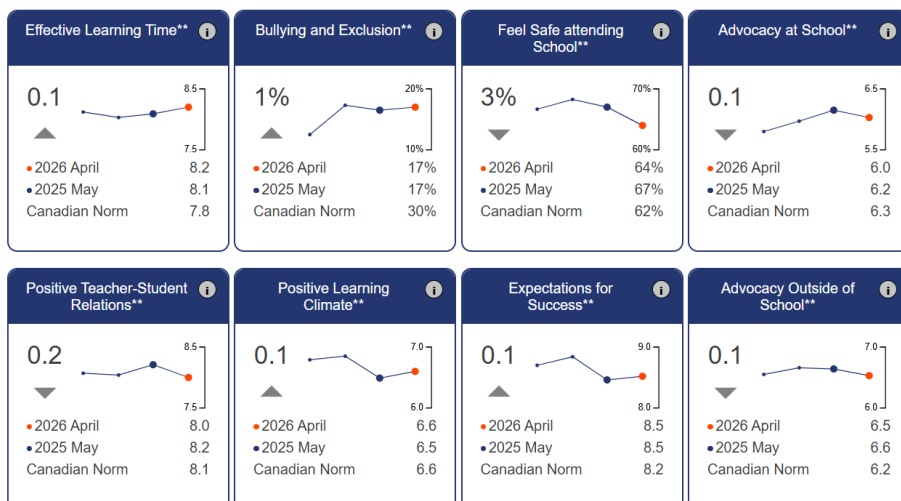
- CCQ / Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier.
- Entente with Marie-Vincent Foundation to offer training for support staff.
- Sexto Project Training to Principal and SET - With the help of a specialized organization, raise student awareness about sharing intimate images (sexting).
- Training and awareness on social media content for students in Grades 4 to 6
- Relevant documentation shared with parents
- Collaboration with Professional Team in Complementary Services at RSB

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

- Workshops for students on positive self-affirmation and appropriate responses when faced with discriminatory statements or actions.
- Sensitization and appreciation through school ongoing activities and events, i.e. Orange Shirt Day, Pink Shirt Day, Black History Month, etc.
- Clear directives in the Code of Conduct with regards to our values that include respect and kindness towards everyone. Relevant restitution and reflections with the staff when such values are not followed.

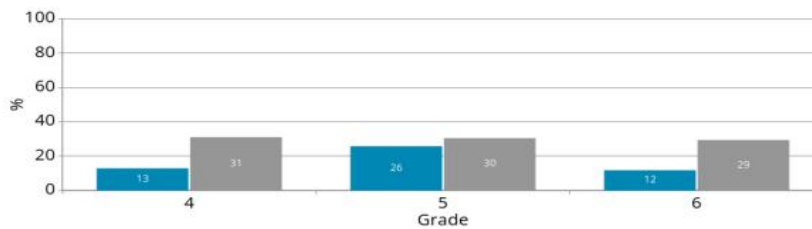
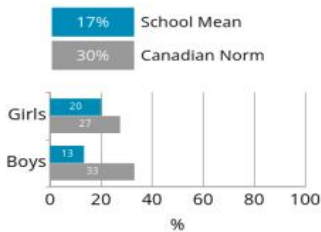
Actions / Initiatives to Develop

- For next school year, the aim will be to put an emphasis on early prevention and intervention with initiatives that will be introduced in the fall.
- Students will be presented with tools to help them deal with conflict and more guidance will be provided to ensure that students feel more supported and equipped to deal with negative behaviours from their peers.
- Regular reminders will be given during assemblies and in class.
- Special Education Technicians will be assigned outside during recess to help with social interactions. Staff on supervision will be assigned in specific zones, with noticeable straps, to offer more visibility on the playground.



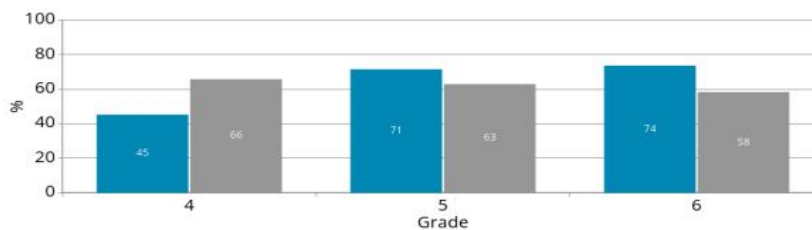
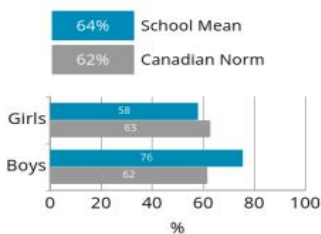
Bullying and exclusion

Students who reported experiencing physical, social, or verbal bullying, or are bullied over the internet.



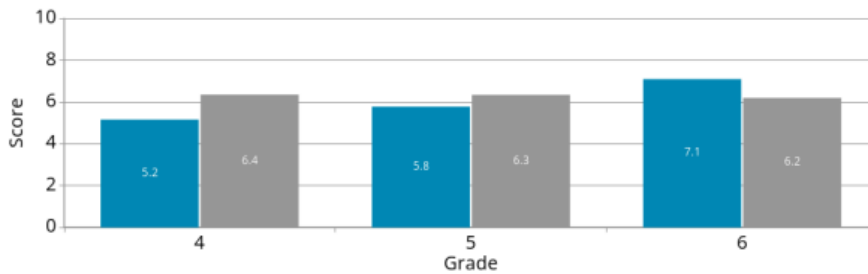
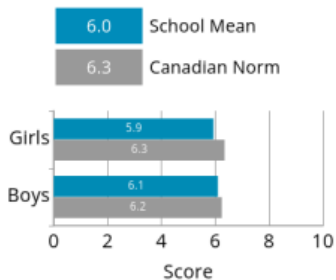
Feel safe at school

Students feel safe at school, as well as going to and from school.



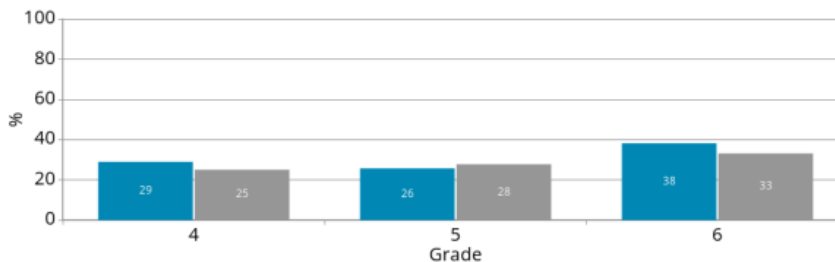
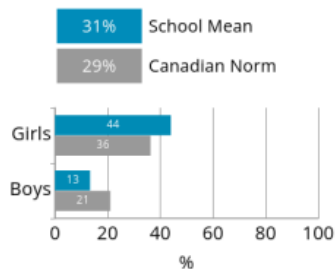
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



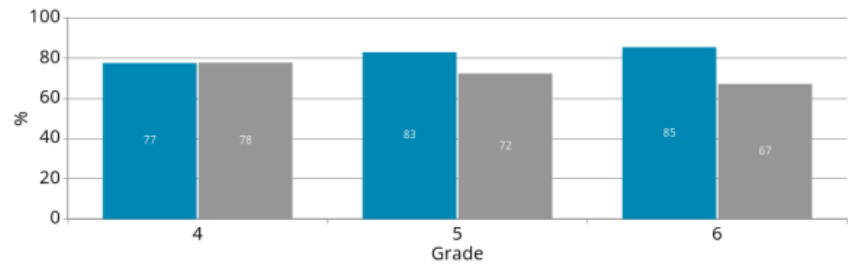
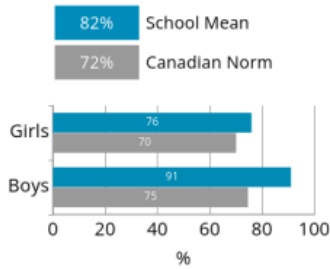
Anxiety - feeling anxious

Students who reported experiencing feelings of fear, anxiousness or worry about particular events or social situations.



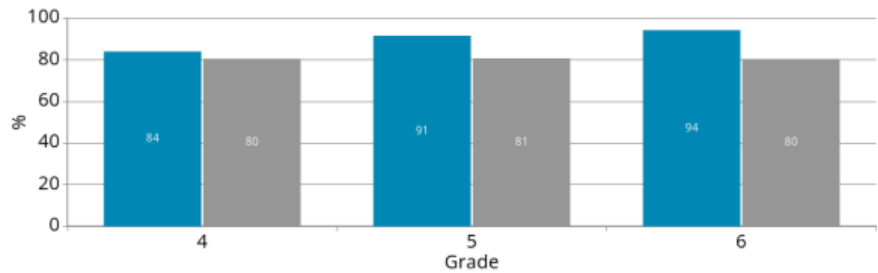
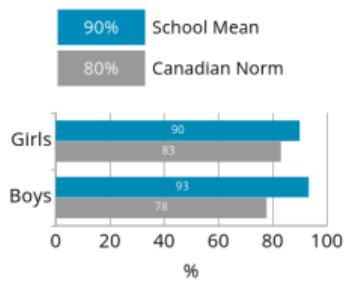
Sense of belonging

Students feel accepted and valued by their peers and by others at their school.



Positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



Value of Diversity

My school values my diversity or uniqueness (e.g., different races, religions, genders, sexual orientations etc.)

