



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:	William Latter School	Shared with Governing Board	June 17 2026
Principal /			
Centre Director:	Natalie Gruenefeld	Shared with Teacher Council	June 15 2026
		Shared with Parents	June 2026
	Submitted to Director of Complementary Services and Director General		June 19 2026

ABAV Priorities

- Increase the number of cycle 3 students who report learning in a positive climate
 - According to the Our School Survey conducted with the Grade 5 and 6 students; the results show 6.0/10 students understand there are clear rules and expectations for classroom behaviour. This is in improvement from the 2024/2025 school year where the results were 5.8/10.
- Decrease the number of cycle 3 students who report moderate to high levels of anxiety.
 - According to the Our School Survey conducted with the Grade 5 and 6 students; the results show 3% increase in the levels of anxiety from 28% in 2024/2025 to 31% in the 2024/2025 school year.
- Decrease the number of incidents of sexual violence.
 - One incident was reported in 2024/2025 school year. Similarly, one incident was reported in the 2025/2026 school year.
- Decrease the number of discriminatory events pertaining to ethnic background from three reported in the 2024-2025 school year. Continue school wide initiatives pertaining to sensitization on cultural diversity.
 - According to the Our School Survey conducted with the Grade 5 and 6 students; the results show 89% of students report possessing awareness and understanding of other cultures. This is an increase from the 2024/2025 school year where 82% of students reported cultural awareness.
 - There has been a decline in the reports of discriminatory events pertaining to ethnic background from 3 incidents in 2024/2025 to 2 occurrences in 2025/2026.

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

To maintain:

- Implementing social and emotional mandatory content. As outlined by the government to be in place in the 2025-2026 academic year.
- Increased adult support during recess.
- Activities promoting students to learn about expected behaviours.
- Continued use of programs or approaches that support social and emotional learning : Zones of Regulation and Schoolbeat (formerly Moozoom).
- Media Smarts - Activities to raise awareness about the responsible use of social media and technology.
- Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate: Spirit squad, Kindness certificates, teacher-students mentoring, colour teams.
- Working with community organizations to work on specific topics relating to bullying and violence (police liaison, diversity presentations, Missing Children's network).
- Continue to support best practices for the effective support provided by the Connections Room.
- Involving multiple stakeholders in applying prevention measures: daycare, school transportation, extracurricular activities, etc.
- Recess play zones by cycle limit conflicts with age imbalance.
- Accountability Agreement reporting tool in place for consistent communication and predictable follow-up.
- Bus issue reporting system in place between bus drivers and the school. Reports are followed up in a timely manner.
- Three full-time special education technicians available for student support as needed.
- Staff on supervision wear safety vests to improve visibility of adults for students in need.
- Ongoing sensitization regarding diversity through discussions, presentations, guest visits, learning activities, literature and the like.
- Social clubs and group activities supported by staff. members.
- Varied extra-curricular activities (i.e. basketball, knitting, yoga, SSIAA sports teams) provide structured activities and support a sense to belonging.

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

To maintain:

- CCQ (including the Sexuality Health Education Curriculum) and support from the Pedagogical Consultant holding the dossier.
- Collaboration with the police liaison for presentations in Cycle 3.
- Collaboration with Missing Children's network to provide SHINE presentation.
- Collaboration with the sexologist at Riverside school board, where needed

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

To maintain:

- Involvement of local organizations specialized in intercultural climate.
- Where needed, workshops provided for students on positive self-affirmation and appropriate responses when faced with discriminatory statements or actions.
- Use of the SchoolBeat (formerly Moozoom) tools.
- Presentations and special guest to support and develop culturally inclusive perspectives

Actions / Initiatives to Develop

- Further strengthen the development of pro-social social-emotional skills across all grade levels through the continued implementation and enhancement of *Zones of Regulation*, *Moozoom*, and other evidence-based strategies.
- Expand and refine structured outdoor play opportunities during recess and lunch periods including revising school yard organization to take into consideration the school extension project.
- Enhance school-wide initiatives and learning opportunities that promote equity, diversity, inclusion, and a sense of belonging for all members of the school community.
- Build upon existing school-wide initiatives and activities to further foster a positive, safe, and inclusive learning environment that supports student well-being and engagement.