



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

## 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:	<u>Saint-Vincent Elementary School</u>	Shared with Governing Board	<u>April 28<sup>th</sup>, 2026</u>
Principal / Centre Director:	<u>Chris Kavallos</u>	Shared with Teacher Council / Staff	<u>April 22<sup>nd</sup>, 2026</u>
		Shared with Parents	<u>April 28<sup>th</sup>, 2026</u>
		Submitted to Director of Pedagogical Services and Director General	<u>May 3<sup>rd</sup>, 2026</u>

#### ABAV Priorities

- To administer to students from grade 4 to grade 6 an in-school survey to identify how safe students feel at school.
- To resolve any incident reported promptly and efficiently.
- To increase student’s perceived value in their education to be within the Canadian norm.
- To decrease the number of students victim of moderate to severe bullying to be within the Canadian norm.
- To increase the number of students who feel safe attending this school to be higher than the Canadian norm.
- To increase staff and student awareness of violence and bullying.

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

**PreK - Brindami:** Centre de Psycho-Éducation du Québec. The Brindami program is a social behaviour promotion program for children aged 0 to 5 years. It aims to develop basic social skills, communication and emotional expression, self-control and problem solving. It offers teachers sixteen workshops that will allow the children to learn and practice new skills. Following the workshops and over the course of the school year, educators and parents will help the children gradually integrate these new skills into their daily practices.

**Kindergarten - Fluppy:** Centre de Psycho-Éducation du Québec. The goal of this program is to promote social skills, problem solving, emotional management and self-control. The animation of this program is with the classroom teacher and the engagement by students in an interactive process through puppetry and

storytelling with the main character of Fluppy and his 11 friends. The stories presented to the children solicit their active participation in order to find solutions to the problems that the puppets are experiencing. Following the workshops and over the course of the school year, educators and parents will help the children gradually integrate these new skills into their daily practices.

**Cycle 1: We Thinkers! Social Problem Solvers.** With the Social Thinking Methodology, students participate in explicit lessons that teach social and emotional learning skills through the use of story books and activities. The main focus of the SEL initiative will focus on: Self-regulation and body awareness (e.g. tense means stressed, butterflies means nervous), Social-emotional learning, Executive functioning, Perspective taking, Social problem solving. The result of participating in the SEL lessons is to have children achieve: Increased ability to cope with stress & fear, anxiety, anger & conflicts, enhanced social-emotional skills, improved ability to communicate better and appropriately with adults and peers. Boosted self-esteem and happiness. Increased confidence & engagement in school success. Kelso's Choice is used to demonstrate desired behaviours.

**Cycle 2 and 3: MOOD METER/BEHAVIOUR MATRIX/FLOWCHART:** cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and the states of alertness we experience into four concrete-colored zones. The Zones framework (Mood Meter) provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

**Cycle 3: Digital Citizenship:** initiative, workshop, awareness – Cyberbullying is an important concern. Teachers will offer Cyber safety workshops to cycle 3 students. We also need to inform parents of the impact and repercussion of digital footprint and how it may affect their child. The Laval Police visit the students and speak about these topics. ·

**Entire staff professional development on Social Emotional Learning** in order to build a common understanding. Staff professional development; developed a school wide behavior matrix and flow chart and implementation of restorative practices. Professional development for Cycle 2 & 3 on mood meter as an extension to our behavioural matrix. ·

Building and implementing Social Emotional Learning assembly content.

**Grade 6 Safety Monitor Program** – supporting younger students with fair play with the younger students. · Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate (Welcome Back event, School wide events: guest presentations/shows) · Involving multiple stakeholders in applying prevention measures: daycare, school transportation, extracurricular activities, etc.

**CCQ / Sexuality of Education Curriculum** and support from the Pedagogical Consultant holding the dossier.

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

- Teacher daily checks in with students.
- Special Education Technician support (in and out of class)
- CCQ / Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier.
- Entente with Marie-Vincent Foundation.
- Sexto Project - With the help of a specialized organization, raise student awareness about sharing intimate images (sexting).

- Provide school staff members with training on sexualized behaviors.

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

Provide students with opportunities to understand the diverse cultures that make up Quebec society. Inviting guest speakers who can authentically share these perspectives helps foster inclusion and supports students' development as informed, responsible citizens.

### **Actions / Initiatives to Develop**

- In valorizing the need to report, and showing that it is helpful for the victim.
- Staff will continue to work with Karl Mercuri on social emotional development, more specifically restorative practices.
- Continued implementation of the school behavior matrix.
- Assemblies linked to values embedded in SEL
- Continued implementation of Playground Leaders (Grade 6 Initiative)