



From Policy to Practice:

IMPLEMENTING AND SUPPORTING POLICY 322 – INCLUSIVE EDUCATION

POSITIVE BEHAVIOUR INTERVENTION SUPPORT (PBIS)
JULY 2024-2025



Moving Forward

From Policy to Practice: Implementing and Supporting Policy 322 – Inclusive Education

POSITIVE BEHAVIOUR INTERVENTION SUPPORT INCUBATOR SCHOOLS 2024-2025

1 ANDOVER ELEMENTARY SCHOOL

2 UPPER MIRAMICHI ELEMENTARY SCHOOL

3 PERTH-ANDOVER MIDDLE SCHOOL

4 BATH COMMUNITY SCHOOL

5 HARVEY ELEMENTARY SCHOOL

6 ASSINIBOINE AVENUE ELEMENTARY SCHOOL

7 CENTRAL NEW BRUNSWICK ACADEMY

8 LINCOLN ELEMENTARY

9 HAMPTON MIDDLE SCHOOL

10 LAKEFIELD ELEMENTARY SCHOOL

11 LOCH LOMOND ELEMENTARY

12 ST MALACHY'S MEMORIAL HIGH SCHOOL

13 BEACONSFIELD MIDDLE SCHOOL

14 ST STEPHEN MIDDLE SCHOOL

15 SUPERIOR MIDDLE SCHOOL

16 TERRY FOX ELEMENTARY SCHOOL

17 NORTH AND SOUTH ESK ELEMENTARY SCHOOL

18 DR. LOSIER MIDDLE SCHOOL

19 BIRCHMOUNT SCHOOL

20 CALEDONIA REGIONAL SCHOOL

21 DORCHESTER CONSOLIDATED SCHOOL

22 PETITCODIAC REGIONAL SCHOOL

23 LOU MACNARIN SCHOOL

24 SALISBURY REGIONAL SCHOOL

25 RIVERVIEW MIDDLE SCHOOL

● WAVE 1 (YEAR 2022)

● WAVE 2 (YEAR 2023)

Key Internal Messages

Positive Behaviour Intervention Supports (PBIS)

PBIS INCUBATOR SCHOOLS
2024-2025

OVERVIEW

- Starting in 2022-2023, 10 New Brunswick schools, representing the four districts of the anglophone sector, began piloting Positive Behaviour Intervention Supports (PBIS).
- Implementation of PBIS is intended to help reduce the number of complex behaviours and increase student engagement in NB schools.
- The **first 10 participating schools**, for which data is available, are:
 - › **ANGLOPHONE EAST:** Birchmount; Salisbury Regional; Riverview Middle School
 - › **ANGLOPHONE SOUTH:** Lakefield Elementary
 - › **ANGLOPHONE WEST:** Andover Elementary; Bath Community School; Harvey Elementary; Perth-Andover Middle School
 - › **ANGLOPHONE NORTH:** Dr. Losier Middle; Superior Middle School
- In the current 2023-2024 year, 15 new schools signed on for PBIS implementation.
 - › **ANGLOPHONE EAST:** Caledonia Regional School; Petitcodiac Regional School; Lou MacNarin School; Dorchester Consolidated School
 - › **ANGLOPHONE SOUTH:** Hampton Middle School; Loch Lomond Elementary School; St Malachys Memorial High School; Beaconsfield Middle School; St Stephen Middle School
 - › **ANGLOPHONE WEST:** Upper Miramichi Elementary School; Assiniboine Elementary; Central New Brunswick Academy; Lincoln Elementary School
 - › **ANGLOPHONE NORTH:** Terry Fox Elementary School; North and South Esk .

WHAT IS POSITIVE BEHAVIOUR INTERVENTION SUPPORTS (PBIS)?

- Positive Behaviour Intervention Supports (PBIS) is a proactive, evidence-based approach for establishing a positive, safe, and inclusive whole-school culture.
- It involves systematic and individualized behaviour support strategies for achieving social and learning outcomes, while preventing problem behaviour for all students.
- PBIS is a framework which has key features for success but can be individualized to match the individual schools and communities.
- PBIS involves all stakeholders in student education to be active participants and supporters: school staff, students, parents, student council, and key community members.

WHAT DOES IT LOOK LIKE IN A SCHOOL SETTING?

- Teachers, support staff, administrators, counsellors, and community members work together to teach and support behaviour expectations at school.
- There is teaching of values that support a student's social decision-making in and outside of school (e.g., Responsibility, Accountability, Safety, Respect).
- All staff are responsible for knowing and promoting the value-based expectations.
- All staff continuously work to develop and strengthen positive relationships with students through frequent positive interactions (e.g., check-ins, acknowledgement of students' demonstration of school values/expectations, offering support when needed).

Key Internal Messages

Positive Behaviour Intervention Supports (PBIS)

PBIS INCUBATOR SCHOOLS
2024-2025

PBIS INVOLVES

- Setting up the learning environment to be positive, predictable, and consistent to support students being successful socially and academically within a Response to Intervention Framework.
- Strengthening relationships/connections between all members of the school community.
- Acknowledging, encouraging, supporting each other, and teaching the value of being a positive, contributing community member.
- All school personnel working together to effectively identify students in need of additional supports to be successful and utilizing practices and approaches proven to be effective by research.

DESIRED OUTCOMES

- Schools implementing the PBIS framework are looking to achieve the following outcomes.
 - › Implementation of a comprehensive behaviour strategy
 - › Defining and increasing positive behaviours in classrooms across New Brunswick
 - › Increasing student and teacher wellness
 - › Increasing the percentage of goals being met for students with Personalized Learning Plans

PBIS IN THE NEW BRUNSWICK CONTEXT

- The PBIS project works towards establishing a positive, safe and inclusive school environment based off the PBIS framework that has been in New Brunswick schools for over a decade.
- The proactive, evidence-based approach incorporates behavioural support strategies to help students with social and learning opportunities while preventing problematic behaviours.
- Ten anglophone schools were selected in year one to participate in the project that works to improve and update the framework.
- The selection criteria focused on current school-wide PBIS implementation, leadership and staffs' current knowledge level of PBIS and configuration of school grade levels.
- This project is looking at building on its existing framework to better accommodate the children's current behavioural needs and areas of improvement.

Key Internal Messages

Positive Behaviour Intervention Supports (PBIS)

PBIS INCUBATOR SCHOOLS
2024-2025

ALIGNMENT WITH CURRENT NB EECD POLICIES

- The PBIS framework aligns with several [policies](#) of the Department of Education and Early Childhood Development.
 - › **POLICY 322** – *Inclusive Education*
 - › **POLICY 701** – *Policy for the Protection of Pupil*
 - › **POLICY 703** – *Positive Learning and Working Environment*
 - › **POLICY 705** – *School and School District Crisis Planning*
 - › **POLICY 713** – *Sexual Orientation and Gender Identity*

ADDITIONAL RESOURCES

Additional information can be found on the EECD New Brunswick PBIS website.



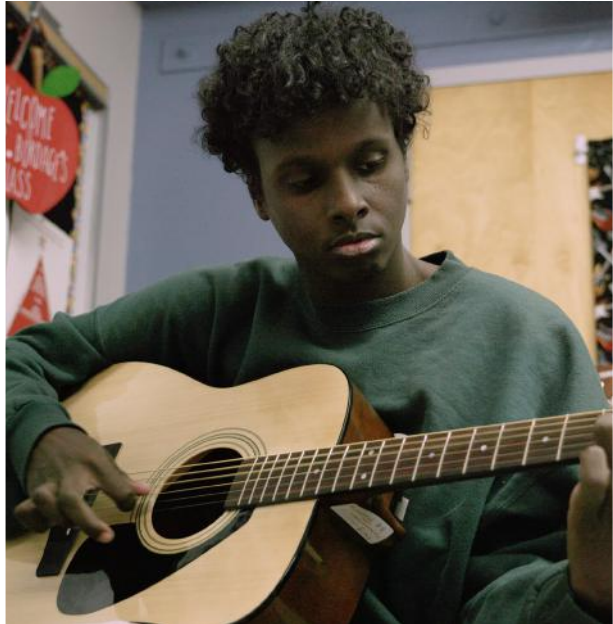
[PBIS WEBSITE!](#)

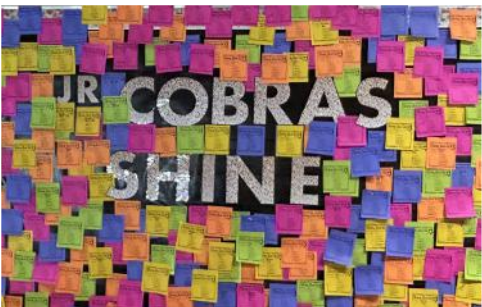
[PBIS Flipbook](#) that documents the initial schools' journey on PBIS culture and climate. Prepared by Derek Carlisle, EECD internal communications, May 1, 2024

If you have any further inquiries regarding PBIS K-12 Anglophone Sector/
Education and Early Childhood Development, Please contact this email:

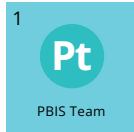


PBIS.NB@GNB.CA





12 Elements of PBIS



PBIS TEAM

This team includes administration as well as classroom/paraprofessional staff and will promote PBIS schoolwide. This team meets regularly to focus on implementation, consider feedback, and examine data. Succession planning needs to be built into the team.



DATA COLLECTION

Understanding how well the PBIS initiative is performing is practically impossible without reliable data. Data is fundamental in the decision-making process for Tier 1, Tier 2, and Tier 3. The PBIS team is required to have a data collection process that aligns with provincial (EECD) standards and guidelines.



BUY-IN FROM STAFF

If staff doesn't believe PBIS can work, the initiative will struggle to get off the ground. Buy-in begins with the administration and flows to the entire staff, students, and community. Listen to staff's concerns and provide timely information to help all staff see how PBIS can radically change the teaching experience and improve school culture.



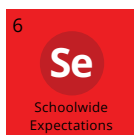
STUDENT/FAMILY/COMMUNITY INVOLVEMENT

Gather from existing data points or conduct surveys of staff, students, families, and community members regularly. Seek this feedback every six months at a minimum. Stakeholders' input regarding PBIS allows you and your team to see where adjustments are needed to see where community involvement strengthens or detracts from the focus of strengthening supports at each tier.



EVALUATION AND REPORTING

Are staff and community recognizing positives or only negatives in the classroom, hallways, community, etc.? Are students positively contributing to the school culture? Has there been a reduction in discipline/SEL referrals? What's working? What do you and the PBIS team need to change? Where can you improve and motivate the team/students? Monitor the school's progress throughout the year by utilizing existing data points, such as the Mental Health Pulse survey and Our School survey.



SCHOOLWIDE EXPECTATIONS

Establishing schoolwide expectations is no small task! These schoolwide expectations should be specific, observable, and attainable for specific grade levels. Students and staff should be able to articulate what these expectations are and be able to apply them in the wider school community context. Staff can adopt these expectations within their individual classrooms. Plan for the intentional involvement of student voice to increase buy-in and adoption.

12 Elements of PBIS



BEHAVIOURAL INSTRUCTION

As a complement to the schoolwide expectations, all staff should be intentional when it comes to teaching and modelling appropriate behavioural practices. Behaviours that reflect schoolwide expectations will look different in different situations (on the bus, classroom, sporting event, etc.) Do not assume adults and children are comfortable with behavioural instruction. Intentional professional learning for all staff is essential for consistent implementation across grade levels and the wider school community.



SYSTEM FOR RECOGNITION

Recognizing students for positive behaviours should be effortless. Establish a system that is consistent for specific behaviours and supports the school's code of conduct. The system for recognition needs to have student input and be revisited on a cyclical basis. Quarterly data is required to effectively review the system for recognition to ensure it is inclusive.



CONSISTENT IMPLEMENTATION

A PBIS initiative is a commitment. You and your staff will be applying the goals and principles of PBIS throughout the school over the course of the entire school year and beyond. This will require succession planning, coaching for staff members who struggle with implementation, community awareness programming, and district support. A cornerstone to support fidelity with regards to consistent implementation is student voice.



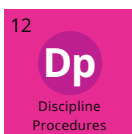
PROFESSIONAL DEVELOPMENT

Teaching staff about all aspects of Tier 1, Tier 2, and Tier 3 should include instruction on: how to support schoolwide expectations, acknowledging positive behaviour, correcting negative behaviours, data collection and interpretation, and other evidence-based practices that support all staff (paraprofessionals, etc.). Making this a part of your school-based professional development calendar will assure every staff member is on the same page.



CLASSROOM SYSTEMS AND ROUTINES

Any teacher can tell you that routines are the lifeblood of successful classroom management. Establish routines and procedures related to your PBIS initiative so that students, families, community, supply teachers and school partners will know what to expect.



DISCIPLINE PROCEDURES

One of the long-term goals of any PBIS initiative is the significant reduction of discipline and SEL referrals. Proper management of PBIS will eventually get your school community there, but in the meantime, you and the school community must deal with negative behaviour in a positive way. Communication to all partners is key when revisiting discipline procedures that reflect culture that does not align with PBIS and RTI. Create specific processes that support diverse and exceptional students towards a mutually agreed upon behavioural expectation(s). ESS Connect documentation is required for those who transition within the tiers (i.e. from Tier 1 to Tier 2).

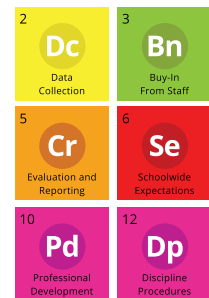
(ASD-N)
Dr. Losier
Middle School

CONTACT	Judson Waye
STUDENT ENROLMENT	250
FTE	20
BIM	1
EAs	12
AA	1
LIBRARY ASSISTANT	0.4
ACADEMIC SUPPORT ENHANCEMENT	1 (not in FTE count)
JORDAN'S PRINCIPLE	1
COMPLEX CASE TEACHER	1



(ASD-N)
Superior Middle School

CONTACT	Eleanor Brown
STUDENT ENROLMENT	284
FTE	21.5
BIM	3 (2 designated to complex cases)
EAs	12
AAs	1
LIBRARY ASSISTANT	.5
JORDAN'S PRINCIPLE	.5 teacher and 2 EA
SIW	1



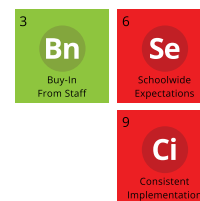
(ASD-S)
Lakefield Elementary

CONTACT	Ashley Dobbin
STUDENT ENROLMENT	372
FTE	28.4
EAs	14
AAs	1
ACADEMIC SUPPORT ENHANCEMENT	1



(ASD-E)
**Birchmount
 School**

CONTACT	Sandra Savard
STUDENT ENROLMENT	557
FTE	44
BIM	1
EAs	23
AAs	1.5
ACADEMIC SUPPORT ENHANCEMENT	1



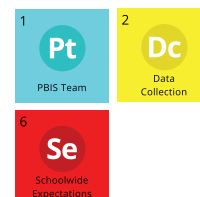
(ASD-E)
**Riverview
 Middle School**

CONTACT	Jonathan Godbout (Acting)
STUDENT ENROLLMENT	486
FTE	42
BIM	1
EAs	17
AAs	2
LIBRARY ASSISTANT	1
JORDAN'S PRINCIPLE	1



(ASD-E)
**Salisbury
 Regional School**

CONTACT	Danny Steeves (Acting)
STUDENT ENROLMENT	611
FTE	45
BIM	1
EAs	9 (+1 casual)
AA	2
LIBRARY ASSISTANT	1



(ASD-W)
**Andover
 Elementary**

CONTACT	Daniel McCarthy
STUDENT ENROLMENT	262
FTE	21
BIM	
EAs	10
LIBRARY ASSISTANT	.6
ACADEMIC SUPPORT ENHANCEMENT	2
JORDAN'S PRINCIPLE	2



(ASD-W)
Bath
Community
School

CONTACT	Katie Saunders (Acting)
STUDENT ENROLLMENT	123
FTE	13.5
BIM	1
EAs	7
AAs	1
LIBRARY ASSISTANT	.2
ACADEMIC SUPPORT ENHANCEMENT	1



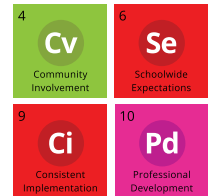
(ASD-W)
Harvey
Elementary
School

CONTACT	Julie Holt
STUDENT ENROLLMENT	213
FTE	15.6
BIM	1
EAs	6
AAs	1
LIBRARY ASSISTANT	8.5 hours/week



(ASD-W)
Perth-Andover
Middle School

CONTACT	Claudine Dionne
STUDENT ENROLMENT	191
FTE	14 (First Nations Enhancement Wolastoqey Language teacher - 1 FTE)
BIM	1
EAs	5
AAs	1
ACADEMIC SUPPORT ENHANCEMENT	3



TOTAL	
STUDENTS	3,356
FTE	365
BIMS	11
EAs	115
OTHER SUPPORT STAFF	30.9

(ASD-N)
North & South Esk
Elementary

CONTACT	Shayla Mutch
STUDENT ENROLLMENT	152
FTE	14
BIM	9
EAs	1
AAs	1
LIBRARY ASSISTANT	1
JORDAN'S PRINCIPLE	2



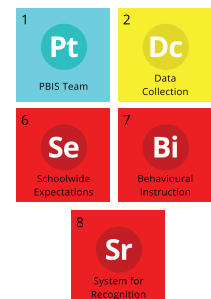
(ASD-N)
Terry Fox
Elementary
School

CONTACT	Patrick McLaughlin
STUDENT ENROLMENT	287
FTE	25.5 (ASE and EL included)
BIM	1
EAs	36
LIBRARY ASSISTANT	.5
ACADEMIC SUPPORT ENHANCEMENT	1
JORDAN'S PRINCIPLE	8 EA's
FIRST NATIONS SUPPORT TEACHER	1



(ASD-S)
Beaconsfield
Middle School

CONTACT	Jeff Matheson
STUDENT ENROLLMENT	270
FTE	36
BIM	1
EAs	14
AAs	2



(ASD-S)
Hampton
Middle School

CONTACT	Theresa Ketchum-Boudreau
STUDENT ENROLLMENT	372
FTE	23.7
BIM	1
EAs	12
AAs	1
LIBRARY ASSISTANT	1



(ASD-S)
Loch Lomond
Elementary

CONTACT	Gail Fillmore-Crilley
STUDENT ENROLLMENT	284
FTE	22
EAs	13
ACADEMIC SUPPORT ENHANCEMENT	1



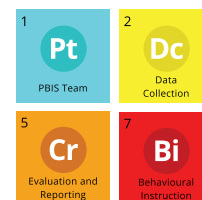
(ASD-S)
St. Malachy's
Memorial High
School

CONTACT	Brad Stevens
STUDENT ENROLLMENT	1065
FTE	70.75
EAs	25
AAs	2.5
LIBRARY ASSISTANT	1



(ASD-S)
St. Stephen
Middle School

CONTACT	Bronwyn Tanner
STUDENT ENROLLMENT	398
FTE	25.2
BIM	1
EAs	16
AAs	1
LIBRARY ASSISTANT	.4
ACADEMIC SUPPORT ENHANCEMENT	.3



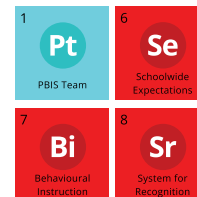
(ASD-E)
Caledonia
Regional School

CONTACT	Emily Ostler-Colpitts
STUDENT ENROLLMENT	276
FTE	23.5
BIM	1
EAs	6
AAs	1
LIBRARY ASSISTANT	1 (shared with elementary)



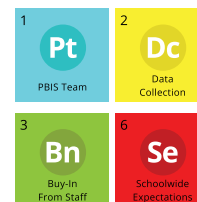
(ASD-W)
Assiniboine
Avenue
Elementary
School

CONTACT	Lori Clark-Jones
STUDENT ENROLMENT	242
FTE	19
BIM	1
EAs	12
AAs	1
JORDAN'S PRINCIPLE	2
FIRST NATION STUDENT SUPPORT	1
FIRST NATION ENHANCEMENT TEACHER	1



(ASD-E)
Dorchester
Consolidated
School

CONTACT	June Leger
STUDENT ENROLLMENT	106
FTE	11.4
BIM	2
EAs	6
AAs	1
JORDAN'S PRINCIPLE	11
COMPLEX CASE TEACHER	1

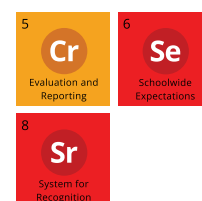


(ASD-E)
Lou MacNarin

CONTACT	Gordie Kline
STUDENT ENROLMENT	803
FTE	48
BIM	1
EAs	29
AAs	2
LIBRARY ASSISTANT	1
JORDAN'S PRINCIPLE	1
ACADEMIC SUPPORT ENHANCEMENT	1

**(ASD-E)**
**Petitcodiac
Regional
School**

CONTACT	Yvan Pelletier
STUDENT ENROLMENT	717
FTE	54.5
BIM	1
EAs	17
AAs	2
ACADEMIC SUPPORT ENHANCEMENT	1
JORDAN'S PRINCIPLE	2
SIW	1

**(ASD-W)**
**Central New
Brunswick
Academy**

CONTACT	Barb Long
STUDENT ENROLLMENT	208
FTE	18.3
EAs	6
AAs	1
LIBRARY ASSISTANT	Public Library at CNBA; 2 employees



(ASD-W)
Lincoln
Elementary
Community
School

CONTACT	Fern Touchie
STUDENT ENROLLMENT	159
FTE	12.3
BIM	1
EAs	7
AAs	1
LIBRARY ASSISTANT	.3
JORDAN'S PRINCIPLE	2
ACADEMIC SUPPORT TEACHER	1



(ASD-W)
Upper
Miramichi
Elementary
School

CONTACT	Grant Ross
STUDENT ENROLLMENT	98
FTE	8.9
EAs	3
AAs	1
LIBRARY ASSISTANT	1 EA (end of day)



TOTAL	
STUDENTS	5,318
FTE	413.05
BIMS	11
EAs	211
OTHER SUPPORT STAFF	59

Andover Elementary School

ASD-WEST



EVALUATION AND REPORTING

This year at AES, we have continued to support our students by modeling, teaching, and reinforcing how to be accountable, engaged, and safe within our school environment.

Our Student Council members have been very engaged within our monthly PBIS assemblies. They recognize a teacher of the month as well as hand out recognition awards for children who have been “caught doing good.” By the end of June our goal is to have this capable group of children take over or monthly assemblies.

In addition, our Student Council and class reps also attended the Children’s Parliament which took place in April. Attending this event allowed the children to expand upon their learning as well as their leadership skills.

The PBIS Team has created a flow chart for all staff to emphasize what is Teir 1 interventions that should take place in the classroom and what is referred to the office or ESS-T. We believe that this form of intervention should decrease the number of referrals that are sent to the office as well as ESS. However, we always remind staff that assistance is available to support them when a situation has escalated, or they have exhausted their resources.

As a PBIS School, we also had our First “Math Day.” this year! Children were placed in multi-level age groups and circulated around the school completing various math activities throughout the day. This proved to be a very successful event and we hope to incorporate it into our schedule next year.



SYSTEMS OF RECOGNITION

STUDENT VOICE

This year during our PBIS monthly assemblies, our Student Council members have taken an active role in helping to facilitate. They have enhanced this experience, by creating a "Teacher of the Month," Award.



Teacher of the Month!

Each month, Student Council recognizes a teacher for their dedication and hard work. The teacher is presented with a special Andover Elementary Cubs certificate.

CUB OF THE MONTH

Each month the teachers choose a student in their class who displayed accountability, engagement and being kind to others. During our PBIS assemblies, the chosen students receive a certificate and an AES cub to take home.

CAUGHT DOING GOOD

Throughout the month, students can display acts of kindness and receive a ticket that will then be placed in a draw for a prize at our monthly assemblies.

STUDENT SHOUT OUTS

Each week a wing is chosen, and teachers provide a name of student as well as a brief description of something they have done that is kind. These children are recognized on the morning announcements each Friday. They love hearing their names announced to the whole school. This is another way of incorporating all the good things that are happening, outside of our monthly assemblies.



Cub of the Month!



We have also changed our signage to represent all three languages at AES.

DISCIPLINE PROCEDURES

As a PBIS School, implementing fair and consistent consequences for inappropriate behavior, while also providing opportunities for students to learn from their mistakes; is very important. We re-created our "Think Sheet," which is a tool that is used to help students reflect on their behavior and how they can improve. With the assistance of an adult, the student answers the questions and signs their name at the bottom of the sheet. It is then sent home for the student to share with their parents. The parent signs the sheet, and it is returned to school.

Andover Elementary School
Teacher-Managed vs. ESS-Managed Behaviour Flowchart

Teacher-Managed	ESS-Managed
<ul style="list-style-type: none"> Disrespect Defiance/non-compliance Physical contact/aggression Work refusal Disruption 	<ul style="list-style-type: none"> Defiance Physical aggression Disruption Abusive/inappropriate language Harassment Bullying Fighting Inappropriate location/leaving school property Forgery/theft Technology Violation Property damage/vandalism Lying/cheating Drugs/alcohol/tobacco

Minor Incident (Teacher-Managed): Reroute appropriate behaviour, Request change in behaviour, Invitation to self-correct, Modify assignment, Teacher proximity, Visual prompt, Student reflection, Mini-conference with student, Reset, Call home.

Major Incident (ESS-Managed): Refer to ESS.

Flowchart: Minor Incident → Did the behaviour change? → No → Minor Incident → Fill out Behaviour Tracking Form, Teacher consequence. Yes → Reinforce appropriate behaviour.

Think Sheet

Name: _____ Date: _____

What was I supposed to be doing?

What did I choose to do instead?

What led me to making this choice?

Who did I disrespect, hurt, or distract from their learning?

What will I do to make this situation right?

What am I going to work on to make a better choice next time?

What could I do differently if this situation were to happen again?

By signing this sheet, I acknowledge that I am a bright and awesome kid. I am going to try hard to keep improving and growing to be the best me that I can be. I can do this!

My signature: _____ My Parent's Signature: _____



Assiniboine Avenue Elementary School

ASD-WEST



We are kind.

We are safe.

We are respectful.



SCHOOL-WIDE EXPECTATIONS

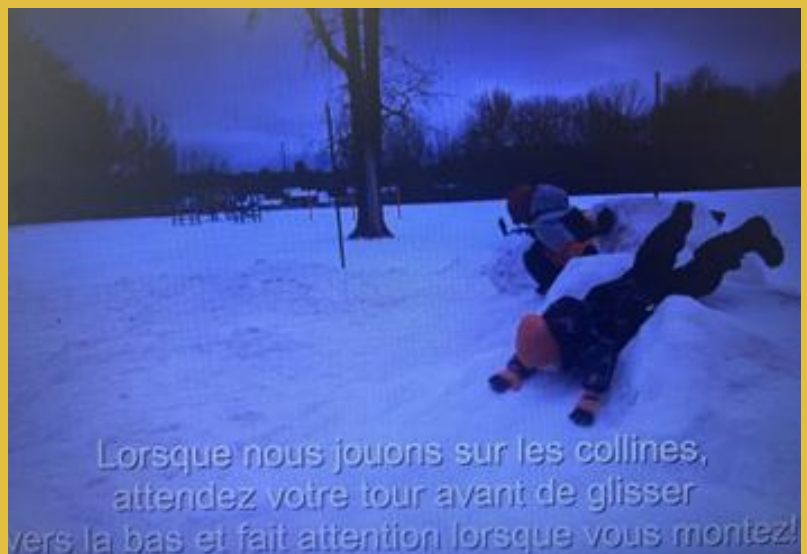
Assiniboine Allstars are kind, safe, and respectful. This represents our school code of conduct in various locations in the school and on the playground. A banner was created and displayed in the front lobby. A behavioural matrix was created through conversations, observations, and collaboration between all staff members. We decided on kind, safe, and respectful as the language appropriate for K-2. The language included in the behavioural matrix is intentionally simple and specific to create successful school-wide adoption and implementation.

We felt it was important to re-establish a school logo that was consistent with our school-wide expectations. The committee consulted with a graphic designer and the Assiniboine Allstar logo was created. Three stars dot the i's in our school name as a way to highlight our three expectations of being kind, safe, and respectful.



BEHAVIOUR INSTRUCTION

To ensure a unified and clear approach was established, multiple conversations took place with whole staff to gain consensus on expectations across various school contexts. This facilitated teachable moments and expected behaviours reinforced. This was an especially important task for our playground expectations domain. Seasonal videos were created and included students modelling expected behaviours as well as voice-overs in both French and English. Our Grade 2 leaders were provided lessons from our School Counsellor outlining playground expectations and were provided the opportunity to teach, model and reinforce as WITS Pals.

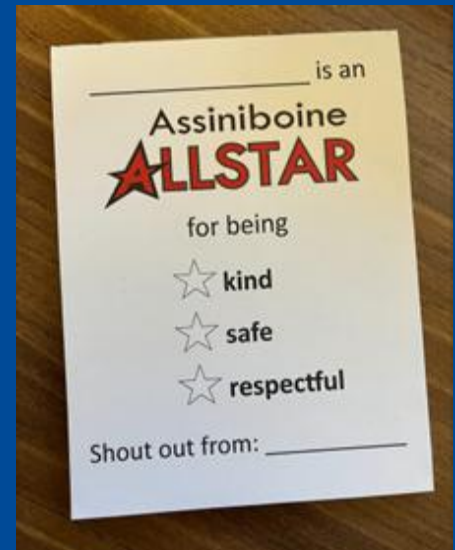


SYSTEM FOR RECOGNITION

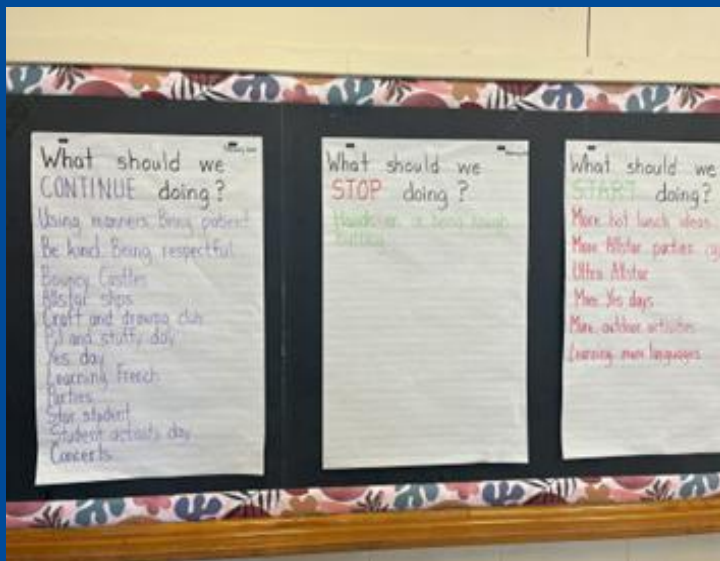
Once our code of conduct was established, praise slips were created. These were created in a simple, clear, and user-friendly manner. Staff use these praise slips in all learning environments to provide praise and reinforcement to students demonstrating kindness, safety, and respect. Students take their praise slips home on the day of receiving them to share with families. To recognize these Allstars, students' names are read out on the announcements every Friday with the song "All-Star" by Smash Mouth playing in the background. The number of praise slips given each week is tallied and whole school reward was offered when certain benchmarks are met. Our first goal of 500 praise slips was rewarded with a glow stick party in the gym.



Our second incentive was be a bubble and chalk party when we reached 1000! To track our school's progress a 4-foot tall meter is on display in front of the office.



All-Star!



A Student Voice committee identified the Allstar slips and school-wide rewards as "something we should continue at Assiniboine".



Bath Community School

ASD-WEST



SYSTEMS OF RECOGNITION

Our systems of recognition remind us to regard each student as an individual on their own trajectory of success. This year all staff have made a concerted effort to recognize students who make the effort to adhere to our code of conduct. These students are given the Monquarter Memo (MM Award) for being Kind, Involved, Dependable or Safe. We have made our monthly assemblies engaging and interactive by highlighting the quality of the month, shout outs, and a slide shows that celebrate students and allow them to see and hear what K.I.D.S looks like in action. We continue to be purposeful in building on our strengths of being a K-8 school with many opportunities for older and younger students to learn side by side. This included activity afternoons, whole school field trips, reading buddies, and celebration breakfasts.



K I N D
I N V O L V E D
D E P E N D A B L E
S A F E

SCHOOL WIDE EXPECTATIONS

We are purposeful in providing many opportunities for older and younger students to interact in a positive way with each other thus allowing our older students to take on leadership roles in teaching the expected behaviors. We also recognized the importance of not only ensuring our learners understood the expectations but that our families and community were also included. In each newsletter we highlighted one of our *Kind, Involved, Dependable, Safe* expectations and what that looks like and sounds like at BCS. We created a student friendly matrix that we have displayed in all classrooms, in the hallway and on the playground. Staff regularly use the matrix as a teaching tool to highlight positive behaviors as well as a reminder of expected behaviors when addressing incidents.

BCS RESPECTFUL KIDS				
K I N D	Use kind and appropriate words	Cooperate	Listen and follow directions	Be patient
I N V O L V E D	Include others	Participate	Be willing to try	Communicate
D E P E N D A B L E	Complete tasks	Use equipment and materials appropriately	Be prepared	Be honest
S A F E	Report inappropriate behavior to an adult	Be aware of surroundings	Report unsafe conditions	Use hands and feet for helping, not hurting



INVOLVED
KIND K.I.D.S. SAFE
DEPENDABLE

BUILDING A K.I.D.S COMMUNITY AT BCS

- Reading Buddies
- Cross-curricular, mixed age activity afternoons
- Whole school field trips to Winter tubing
- Staff attendance at sporting events
- Family Game Night
- Christmas and Easter breakfast prepared and served by staff
- St Patrick's Day frog hunt and Easter egg hunts
- Theme days organized by Student Council
- Postcard Project

DISCIPLINE PROCEDURES

The whole staff works collectively to deeper their understanding of the antecedents to student behavior and implement procedures to be proactive in building relationships with students. An area of great success has been a dedicated outdoor learning class as part of every student's weekly schedule. Data shows that not only is this named as a favorite class of many, the number of discipline referrals during this class are one of the lowest across all subject areas and grades. We implemented a consistent system of data collection for behavior that was used by teaching teams and ESS to look for trends. This resulted in staff being able to take action to address issues such as morning routines or hot spots on the playground. We also implemented a system in which our ESS team would respond to needs by going to the classroom and supporting learners by modelling and coaching, rather than students being sent to the office.



Beaconsfield Middle School

ASD-SOUTH

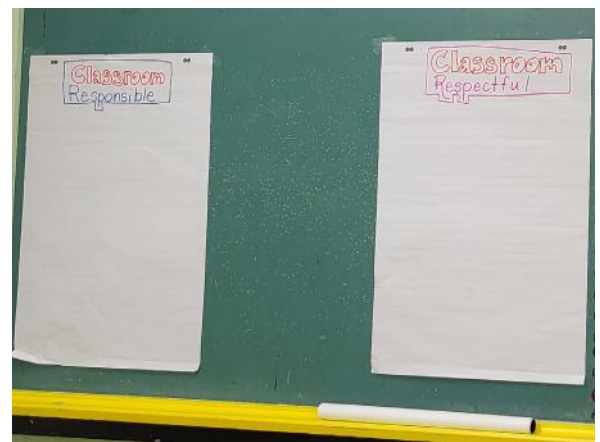


WELCOME TO BEACONSFIELD!

To welcome our new Bulldogs, every grade 6 student was given a Beaconsfield T-Shirt. Every Monday is Spirit Day at Beaconsfield, with students wearing their Beaconsfield swag to show their Bulldog Pride. The t-shirts allow our new students a chance to participate from day 1!

SCHOOLWIDE EXPECTATIONS:

Going into the 2023-24 school year, we knew that we wanted Bulldogs to be Responsible, Respectful and Safe. We also recognized that we needed an updated Expectations Matrix to guide our PBIS work. To ensure our students took ownership of schoolwide expectations, we had classes meet with the vice-principal in November to explore what these qualities look like and sound like in different areas of the school. They had LOTS of ideas, showing they know what they need to feel safe and to be able to learn at school. The PBIS team took all of their ideas and build our Expectations Matrix.



SUPPORTING SCHOOLWIDE EXPECTATIONS WITH ANDY THIBIDEAU: "SHARE YOUR CARE"

Motivational Speaker, Andy Thibideau visited Beaconsfield for a full-school assembly and a student leadership presentation all about Sharing Your Care, by showing up, participating, and listening. He taught us to have pride in our school spirit and being a leader within our school.



WAY TO GO! (STUDENT RECOGNITION)

Each day, students are recognized for demonstrating positive behaviours by being rewarded Way to Go tickets. Working hard in class? You get a ticket! Putting in effort? Here's a ticket! Showing kindness and being helpful? Another ticket for you! Bulldogs love earning tickets. They proudly march themselves to the office to deposit their tickets in the grade level buckets and are usually celebrated by staff who see them with a high five and a "Way to go!!" Each week, during our Wednesday Homeroom Huddle, Mr. Matheson pulls tickets from the buckets and celebrates them and calls them to the office to get a prize.





PBIS CELEBRATION ASSEMBLY

Every season, there is Way to Go celebration assembly. All students attend these community building assemblies, as Mr. Daver (aka DJ Daver, our PBIS teacher champion) hosts games and recognizes students for their efforts. The gym is electric during these assemblies! Bulldogs of the Season are awarded, based on the students with the most Way to Go tickets and fun is had by all.



MISSION & VISION

Just like our matrix, everyone has had a hand in the creation of our Mission and Vision. Staff, Families, and Students worked to write statements on who are and where we are headed. They are now on display in our entryway as a reminder when we start each day.

WINTER CARNIVAL & SILENT AUCTION WITH BEAC BUCKS!

Before March Break, we celebrated the hard work of students by holding a Winter Carnival. All students participated in a variety of activities throughout the week, with the Carnival and Silent Auction as a grand finale. Students earned Beac Bucks for each Way to Go Ticket they had earned and were able to bid on over 50 items, like robotics kits, dolls, snacks, crafting kits, and much more!



ACTIVITIES

There are many ways students can participate in the school community outside the classroom. We are building an athletic program with informal open gym time, lunch intramurals, and competitive sports, like ultimate frisbee, soccer, flag football, basketball, volleyball, cross country, badminton and cheerleading. We also have a growing number of clubs to choose from, including Art Club, Guitar Club, Black Talk, D&D, Student Leadership, GSA, Tech Deck, and Minecraft. This is on top of volunteer programs like our snack cart and Green Team (recycling). We hope that all students find something to do outside the classroom to feel more connected to their school community.



PYRAMID OF INTERVENTIONS

Our Education School Support Team updated our Pyramid of Interventions for behaviour to help guide a consistent approach to negative behaviour. It is designed as a checklist, with many suggestions, to respond to the behavioural needs of students with a lot of focus on tier 1, in hopes that we can catch behaviours early before they escalate to tier 2 or 3.

DATA COLLECTION

We have become a data-rich school! Our main source of data had been PowerSchool, which captures tier 2 and 3 incidents, attendance, etc. While this data is important, we recognized there is a lot of work being done on behaviour at the tier 1 level, which was not being collected. In September, we started a Tier 1 Tracking System that staff can use to document tier 1 incidents that have been addressed. This is checked on regularly and compiled and shared at the end of each month, which helps us target specific behaviours and provide additional support to students who are having difficulty meeting expectations.



Birchmount School

ASD-EAST



SCHOOL WIDE EXPECTATIONS, CONSISTENT IMPLEMENTATION AND STAFF-BUY IN

The second year of our PBIS journey involved the Birchmount Staff examining our current practices for school-wide expectations and our vision moving forward. We spent time during our August Professional Learning Days and during the September Positive Learning and Working Environment Day to develop expectations and what we wanted to see, feel, and hear in all areas of the school (i.e. playground, hallways, classrooms...). From that work, we developed our behaviour matrix, which we call our "Bear Necessities." We rolled out our Behaviour Matrix to our students, parents, and PSSC in November of this year alongside our system of recognition, "Bears of the Month."



THE BEAR NECESSITIES

Our Bear Necessities (i.e. behaviour matrix) has provided shared and common expectations and language for the entire school community. We have used the matrix to provide areas of specific skill teaching and reinforcing. We have daily Bear Necessities reminders on the morning announcements and are intentional about revisiting and reteaching, when necessary, the expectations following extended breaks in the school year (i.e. Holiday breaks, March Break).

We have "PBIS minutes" at every staff meeting where we review student behaviour incidents data, discuss trends, and any action required moving forward. We have seen a decrease in incidents of serious misconduct since the rollout of our behaviour matrix.


Involving the entire staff in developing the Bear Necessities, the regular updates and reminders, and sharing of data has supported our staff buy-in. We are extremely proud of our growth in our Teacher Perception data regarding high expectations for behaviour, academics and the feeling of safety for students and staff.



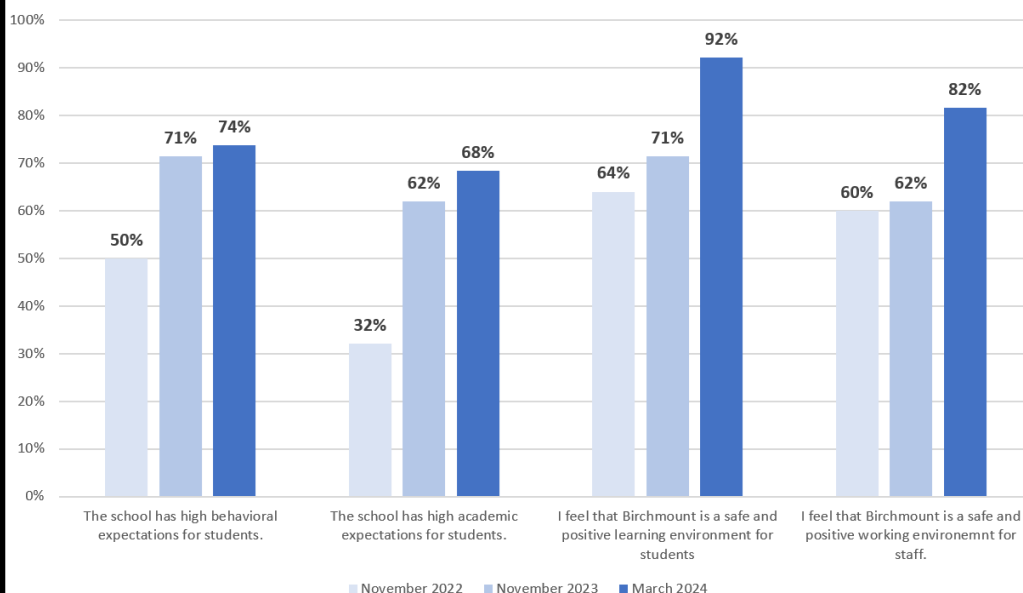
Bears are Safe

Bears are Respectful

Bears are Responsible

	BEARS ARE SAFE	BEARS ARE RESPECTFUL	BEARS ARE RESPONSIBLE
CLASSROOM	Keep hands, feet and objects to self Follow adult directions Walk	Listen to the speaker Raise my hand Be kind to and include all students Respect yourself, others, and things	Take care of class materials Bring my own materials Clean up after myself Try my best and be resilient
HALLWAYS	Keep hands, feet and objects to self Walk on the right side Stay with your class line	Walk quietly Administer displayed work with eyes only Use school-friendly language	Get to my destination on time
PLAYGROUND	Keep hands, feet, and objects to self Follow your grade-level playground rules Stay in your grade level area	Listen to the adults and helpers Share and take turns Be kind to others Keep our playground clean	Take care of school equipment At the warning bell, line up at grade level door Report anything that is unsafe to an adult
WASHROOMS	Body and eyes in your own stall Lights stay on Main doors stay open Wener stays in the sink Wash your hands with soap and water	Respect everyone's privacy Quiet voices Use the closest washroom	Always flush and wash Only use as much toilet paper and soap as I need Leave your belongings in your classroom/locker Report anything that is unsafe to an adult
LUNCH	Stay in your classroom Keep hands, feet and objects to self Don't share food Sit while eating	Listen and follow directions of the adults and lunch monitors Quiet voices Ask permission to leave the classroom	Clean up after yourself Thanking is off limits
BREAKFAST CLUB	Enter through safe arrival or 1/2 Hallway door Exit through 1/2 door Sit quietly to eat Keep hands, feet, and objects to self	Take only what you need Quiet voices	Clean up after yourself Eat your food inside the school
ASSEMBLIES	Keep hands, feet, and objects to self Sit on your bottom Leave all your belongings in your class/locker	Listen to the speaker Follow directions Double-clap to show our appreciation	Use the washroom before or after an assembly

Staff Perception Surveys



Caledonia Regional High School

ASD-EAST



DATA COLLECTION AND COMMUNITY INVOLVEMENT:

Caledonia Regional High School is a grades 6-12 school. We are committed to creating a safer and more productive learning environment. We have been determined to make our school and community welcoming with active engagement from students and staff members alike.

One of our ways of gathering valuable insights is through engaging our students in community service activities, such as the blood drive captured in this picture. Students proudly stand together after participating in the school-organized blood donation activity, demonstrating their commitment to social responsibility. Annual events like these provide us with valuable data on student engagement and character development.



At CRHS we gather feedback from various sources including staff, students, families, and community members. Surveys and direct interactions allow us to understand their perspectives and what is required of us as a school. We have diversified our attempts at making our students, staff members and community members feel included. In these pictures you can see Dungeons and Dragons (and lunch) as an alternative space to the regular lunch hour for our middle-school students and our wall of flags of countries represented at our school. We also proudly organized, prepared, and served a community Christmas dinner, bringing together students, families, and community members to celebrate the holiday season!



By tracking student participation in such events and seeking regular feedback we have been able to shift our focus on improvement. This data informs our decisions and strengthens our PBIS initiatives as we strive for a safe and welcoming school culture.



SCHOOLWIDE EXPECTATIONS:

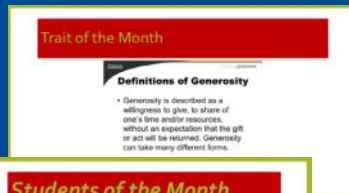
For PBIS at Caledonia Regional High School, we're all about simplicity and inclusivity. That's why we're currently working with both staff and students to create our school-wide expectations. Our goal? Making sure everyone feels respected and safe whilst maintaining ownership over their actions. Part of this process is to have everyone embrace and understand Indigenous culture and traditions at our school. By exposing our student body and staff to these cultures and traditions, we are seeking to enhance our commitment to Truth and Reconciliation. You'll see it in our new medicine wheel seats that are part of our cultural learning space and in our teachings about tobacco offerings, for example. These remind us to honor and respect all members of our community.

SYSTEM OF RECOGNITION:

Although we have not yet rolled-out our behaviour expectations to the school, we have been fostering an environment which promotes these behaviours. Each month, we shine a spotlight on a different character trait through our **Trait of the Month** program. Our middle and high school students are encouraged to embody these traits in their daily actions and interactions. Through slides displayed in the school, we showcase the selected character trait and highlight students who have been nominated as Students of the Month for demonstrating that trait. The same applies to **Teacher of the Month**. By doing this, we want to reinforce positive character development throughout the school.

In addition to recognizing individual efforts, we also celebrate collective achievements and school spirit through events like our pep rallies. Over the past years, we've worked hard to enhance access to extracurriculars for our students, including the addition of volleyball and track and field teams. These efforts have resulted in a stronger sense of community and pride in our school.

Pep rallies are where the energy really kicks in! It's a chance for everyone to get hyped, cheer on their friends, and celebrate achievement from our Tigers. The pep rallies, organized by our student council, bring us together and make us feel like one.



Central New Brunswick Academy

ASD-WEST



Becoming a PBIS school seemed like a natural step for Central New Brunswick Academy since the PBIS philosophy has been the foundation for the way we manage behaviours, create positive learning environments and provide intervention strategies. As with many initiatives, the inception of PBIS left schools on their own with limited resources to develop a program. With the focus back on PBIS, it was evident from the first meeting with John, that this was not the case this time around. The PBIS philosophy has developed into a framework where resources are available through the support of Learning Specialists, Leads, SharePoint, websites, literature, funding, release time and fellow educators/PBIS Teams. Along with the support, comes accountability, which was rough at times as we learned to juggle the role of the committee, actions required to move PBIS along and tracking our journey. However, the pathway forward moves the team to a more concrete implementation of the PBIS framework. An exciting and motivating journey has begun as our team strives to create a school environment that is built from a positive mindset that encompasses how we want students, staff and community members to engage and interact.

#1 PBIS TEAM

The CNBA PBIS Team consists of Barbara Long, Principal, Darren Ferdinand, Vice-Principal, Andrea Carson, Guidance, Lisa O'Donnell, Resource, Tyler Furlotte, Middle School teacher and Ron Belczewski, High School and Middle School Teacher. In November 2023, the PBIS Team from Upper Miramichi Elementary joined us for a supper meeting where we were introduced to the 12 Critical Elements of PBIS. After some productive conversation, the CNBA team chose two elements, #6 School Wide Expectations and #9 Consistent Implementation, to complement #1 PBIS Team and #2 Data Collection.



#2 DATA COLLECTION

One of the first responsibilities of our team was to examine the data available. We began reviewing data from Youth Check-In surveys, Behaviour Tracking forms, Our School surveys, Health & Wellness surveys, incidents of serious misconduct, attendance, and Teacher Perception data. As we reflected on the data, it became evident that our team required more information directly from the students. As a result, we embarked on a quest to gather information from students through focus groups. Mr. Furlotte and Mr. Belczewski met with students in grades 6 to 8 with the size of the group ranging from 8 to 13.

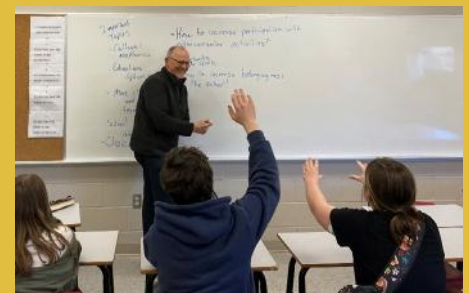


The following questions were explored:

- What are important topics to discuss at CNBA?
- How do we increase participation in extra-curricular activities at CNBA?
- How do we create a sense of belonging among all students at CNBA?
- How do we create a positive learning environment for all students?
- Key results of responses to above questions would be:
- What are we doing well?
- What are the areas for improvement?

The plan going forward is to meet with focus groups for grades 9 to 12.

In addition to this opportunity to gain some student voice, the School Counsellor, Resource Teacher and Principal reviewed the Youth Check-in survey and added questions that would allow us to go a bit deeper into the data. This survey was implemented by the School Counsellor in grades 6 through 12 at the same time the Youth Check-in was completed.



THE JOURNEY CONTINUES....

#9 CONSISTENT IMPLEMENTATION

This element will be the focus when our school wide expectations are finalized. In the fall of 2024, the behavioural matrix will be displayed, reviewed and taught to all students and school staff. Presently, the school PBIS Team acknowledge teachers who utilize PBIS principles in their interactions with students. These observances are highlighted at staff meetings and professional learning to model and provide examples of positive interactions that promote PBIS beliefs. This is a way to draw attention to behaviour management strategies that align with PBIS standards. The goal is to create a staff recognition program, much similar to the NightHAWKS Slips, to support and encourage PBIS strategies among school staff. We will strive to build a culture of commitment as staff move away from an individual approach to one where all are invested in student learning and well-being.



THE JOURNEY CONTINUES....

#6 SCHOOL WIDE EXPECTATIONS

The PBIS Team began educating staff on the framework of the Positive Behaviour Intervention & Supports System in the fall of 2023. All teaching staff through professional learning engaged in activities that allowed members to review the tiers of the Response to Intervention of Behaviour model, discuss classroom management skills & expectations, examine the various pieces of data and consider the school guidelines presently in place. Through engagement in these activities, the PBIS Team was able to begin the development of a school wide behaviour matrix. Rather than dive into specific behavioural expectations for various areas within the school, the team wanted to begin its focus on the preferred culture of the school. From this matrix, a more specific behaviour matrix will be created that addresses behavioural expectations in locations throughout the school; thus, leading to classroom guidelines. The next step for the PBIS Team will be to become more specific in the positive behaviours expected for a positive learning environment where students, staff and all members of the broader school community take responsibility for their actions and choices in the school community. School staff will support the PBIS Team in the development of the behaviour matrix for school spaces. It is very important that a school establishes school wide expectations that are consistently exhibited in the entire school community.

Central New Brunswick Academy



	Responsible	Respectful	Safe
C Creating	... a positive learning environment where students, staff and all members of the broader school community take responsibility for their actions and choices.	... a school community that values the individuality and dignity of all.	... a school culture where members are expected to show care and concern for themselves and others.
N Nurturing	... actions and choices that build up and strengthen the school community.	... respectful attitudes and dispositions that demonstrates care toward others.	... actions and choices that create and sustain a safe school community.
B Belonging	... to a school community whose members actively contribute to and care for their fellow members	... to a school community whose members interact academically and socially with mannerliness and kindness.	... to a school culture that actively includes all members and appreciates diversity.
A Achieving	... to the expectations outlined by established school standards and guidelines.	... to the aspirations and challenges of the academic and social aspects of the school community.	... to a space where personal wellness of self and others, as well as towards established school standards, are followed in the school community.

Dorchester Consolidated School

ASD-EAST



DORCHESTER CONSOLIDATED SCHOOL,

Here at Dorchester Consolidated School, we started our journey in PBIS this school year as cohort 2. Our team chose elements one- PBIS team, two- Data Collection, three - buy in from staff and six - school wide expectations. The team that stepped up to journey along the PBIS path is absolutely dedicated to student success making the first element selffulfilling. When the team sat down together, they felt that clarifying school wide expectations would lead to staff buy in. First, we developed our main goals: Kindness, Safety and Respect. Using these key words, we came up with a skeleton version of expectations for every area of the school. We sent them to classrooms for the students to better define the expectations. Once the students were on board each classroom received a set of expectations that they were to review with their students daily. On the announcements we reviewed a section each day with the entire school.

We painted areas of the school to act as reminders of our main goals of kindness, safety, and respect. We also focused our recognition program of shout-outs to reflect the three key words. We are sure to read at assemblies what students are receiving shout-outs for, so the children connect the two. Now we review the expectations for any hot spots that the data is showing needs addressing.



The students are seeing the rewards for being kind, safe and respectful and it has allowed the students able to work consistently from teacher to teacher in their groups, or multi-age groups because of the consistency of expectations.





The team also brought back the school song which was written in the sixties, but supports all the values we have here now and use it to send off the kids at the end of assemblies with some school spirit.

Data was pushed this year to ensure people are reporting behaviours that need to be address by the office. We also developed a flowchart that defines when a child should have interventions in the classroom, by the teacher, or reach the office. This also allows for interventions to be put into place before the situation becomes an office referral. The team is seeing a change with the data of behaviour and attendance which is allowing for staff buy in to occur naturally.

The team is looking towards element 7 which is Behaviour Instruction. Everyday the students are encouraged to discover, create and succeed while being kind safe and respectful.



Hey, all you students, join along!
For Dorchester School, we're singing our song.
Raise your voices in chorus bold!
Raise the colours of black and gold!
Lets show our school that we are true,
in everything we say and do.
Come celebrate our victory, yes!
Give three cheers for DCS!
RAH RAH RAH!
Dorchester School, march on on on!
We won't give up 'till we've won won won!
We are behind you all the way,
lets show'em that this our day!
HEY HEY HEY!



Dr Losier Middle School

ASD-NORTH



CHALLENGE CUP

DLMS has had a Challenge Cup event at the school since 1983. There have been different ideations of the event, but it has not been part of the school since COVID.

This year, an emphasis was put on building a sense of belonging to the school, and the Challenge Cup has been revitalized as an input to build connectedness amongst our students and staff.

The Challenge Cup consists of a “Big Challenge” held every six weeks. We have hosted a catapult building challenge, a pumpkin design challenge, a variety show, a snow sculpture challenge, a spelling bee, and it all wraps up with an Amazing Race.

In addition to the “Big Challenges,” bonus points are awarded for participation in Sprit Week activities and Bonus Point opportunities like food drives, Jersey Day, and monthly attendance.



KNIGHT CULTURE

Last school year, being part of the PBIS Cohort brought the staff to the point where we needed to understand all the “initiatives” we had at the school and how they fit within the umbrella of PBIS. Our primary focus was building buy-in for all staff. We began last year with the awareness that PBIS would be a focus, but simply providing staff with information did not create the conditions necessary to get started. We needed to prioritize investing in our staff and thoroughly understand that PBIS isn’t just a program to implement, but rather a framework that accommodates various social, emotional, and behavioural programs.

As a staff we embarked on redesigning our school core values. Through consultation with all staff, students, and the school community, Personalization, Positive Relationships, and Equity were deemed our values that would be universal and non-negotiable.

Our next steps were to go through the same process with our Behaviour Matrix. Staff, students, and the community gave their input and our new Behaviour Matrix was launched over 3 days in April. Feedback has been that expectations meet the current needs.



MONTHLY RECOGNITION CEREMONIES

Our major step forward was implementing our monthly student recognition ceremonies. Our major implementation, which encompasses all three of our element foci, was bringing our school together regularly to celebrate students and share these experiences with the community.



TIER 1 - SHOUT OUT!

Staff members are encouraged to issue Shout Out! cards for students who follow our code of conduct, with the goal of recognizing each student per term. The PBIS Core Team oversees monthly tracking of recipients and presents them at monthly assemblies, featuring a video compilation of all Shout Outs! The video is shared with parents through the school website and the actual cards are included with report cards. Additionally, teachers are welcome to establish their own classroom-based recognition systems, ensuring they align with school-wide expectations and are publicly celebrated during monthly



TIER 2 - NOBLE KNIGHTS

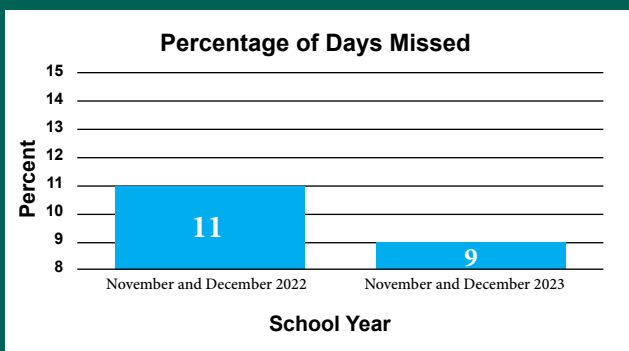
Recognition at Tier 2 is tailored to reinforce positive behaviours through individualized acknowledgment. The Noble Knights initiative targets the student population with personalized video presentations highlighting academic excellence, vocational skills, perseverance, athletic achievements, and humanitarian contributions. These recognitions extend beyond academic achievements to celebrate personal growth, talents, and community impact, fostering a supportive and inclusive school environment.



DATA COLLECTION

Data collection is crucial for evaluating PBIS initiatives, providing insights into their effectiveness and guiding improvements to enhance student behaviour and academic outcomes.

The graph below illustrates a 2% reduction in student absenteeism from November/December 2022 to November/December 2023. The improvement is attributed to our school's maturity in Positive Behavioral Interventions and Supports (PBIS), which showcases its effectiveness in enhancing student attendance through structured behavioural support strategies.



Positive celebrations acknowledge student achievements, reinforce positive behaviours and foster a supportive, encouraging school environment. At DLMS, our Tier 1 System of Recognition is Shout Outs! The table below represents the Shout Outs! given by homeroom and the average number of times a student was recognized this year. Our goal is to celebrate each student once per term. As a celebration, we surpassed our goal and recognized each student almost four times this year.

	6C	6F	6T	6S	7B	7K	7Mo	7Ma	8H	8R	8S	Total
# SO	91	86	60	58	93	73	128	98	92	117	89	985
# St	23	26	18	16	25	23	27	24	27	28	26	263
AVG SO/St	3.96	3.31	3.33	3.63	3.72	3.17	4.74	4.08	3.41	4.18	3.42	3.75



Hampton Middle School

ASD-SOUTH



SCHOOL-WIDE EXPECTATIONS

Through a comprehensive school-wide activity, we gathered criteria from both staff and students to inform the development of our schoolwide behavioral expectations and matrix. Upon returning from March Break 2024, we shared the first draft of these expectations and matrix with the entire school population. With the feedback received, our PBIS team refined the criteria into a concise, user-friendly format.

The intentional involvement of both staff and students in co-constructing the schoolwide matrix and behavioral expectations has fostered a sense of ownership, greatly supporting the implementation of these essential PBIS tools. These tools have contributed significantly to creating a sense of order and safety within our school.

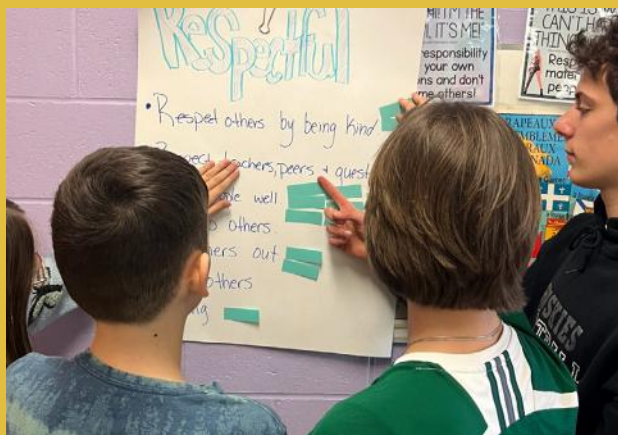
In partnership with the EECD, we review monthly updates on misconduct data from PowerSchool. By analyzing the peaks and valleys of this data, we can respond with timely interventions, ensuring a proactive approach to maintaining a positive school environment.

The final versions of these documents have been shared digitally with the school population. We look forward to displaying posters of the co-constructed expectations and matrix in the Fall of 2024, serving as a reference and reminder of the values of Hampton Middle School. As students and staff enter the building daily, they will see the PURR matrix painted on the wall in the lobby of HMS. This visual serves as a constant reminder of our core values: to be Proud, Understanding, Respectful, and Responsible.

Behaviour Expectations				
Safe: demonstrate care for the physical & emotional safety of yourself & others.				
All Areas	Hallways & Common Areas	Classrooms & Instructional Areas	Restrooms	Outside
<ul style="list-style-type: none"> Keep hands, feet & objects to self Be an upstander Ask for help when needed Report incidents to adults Act in orderly lines 	<ul style="list-style-type: none"> Much right to the right Allow others to pass by Walk on stairs 	<ul style="list-style-type: none"> Enter/exit calmly in single file Take your seat, remain seated & avoid distractions Keep chairs on the floor Tip up after sitting 	<ul style="list-style-type: none"> Dispose of all paper products properly Remember hygiene & wash hands Use facilities as intended & with care 	<ul style="list-style-type: none"> Only games & activities without physical contact Be aware of traffic Dress appropriately for the weather
Respectful: Treat others kindly, considering their feelings & rights				
All Areas	Hallways & Common Areas	Classrooms & Instructional Areas	Restrooms	Outside
<ul style="list-style-type: none"> Consider others' personal space Report/seek out missing equipment to staff Use voices Speak politely to leaders 	<ul style="list-style-type: none"> Go directly to class or designated location Push in for each other Be mindful of when to appropriate to the officers' presence Have garbage in bins Respect 	<ul style="list-style-type: none"> Listen when others are speaking Bring of necessary supplies Participate in learning & complete tasks to the best of your ability Use your supplies, trash, homework & important items 	<ul style="list-style-type: none"> Use the right to avoid lines in restrooms One person out of class at a time Use paper towel & toilet paper appropriately 	<ul style="list-style-type: none"> Stay attentive Use crosswalks, stop, look and listen Take care of & return school equipment Help maintain the cleanliness of schoolyard
Responsible: Take full ownership of your words, actions, and choices				
All Areas	Hallways & Common Areas	Classrooms & Instructional Areas	Restrooms	Outside
<ul style="list-style-type: none"> Be kind Keep others Coordinate with staff Use appropriate language Share care for school property (no graffiti, no food, no trash, no littering & grounds) 	<ul style="list-style-type: none"> Use voices during instructional time Be respectful when classes are in session Use appropriate areas at appropriate times Keep areas tidy & clean Follow area specific directions 	<ul style="list-style-type: none"> Stay engaged & on task Stay on task, remain seated during instruction Speak one at a time Take your hand & wait patiently for ask questions Stay engaged & on task 	<ul style="list-style-type: none"> Follow ask to use the restroom before leaving Respect others' priority Keep restrooms clean Flush the toilet 	<ul style="list-style-type: none"> Share with others Use name Offer to include others in your play Leave trash alone

DATA COLLECTION

At HMS, students and staff participate in Wildcat Interest Surveys to create flexible groupings for intervention and enrichment sessions. These sessions are held four days a week, each lasting thirty minutes, and run for 4-6 weeks. The data from these surveys helps us place students in groups based on their interests or learning needs. Every staff member leads a Wildcat 30 group, sharing their skills or interests for enrichment or providing targeted interventions for smaller groups. Teachers identify students needing intervention through classroom assessment data. Examples of learning opportunities offered in Wildcat 30 include targeted reading interventions, math skills improvement, and enrichment activities like fashion design, creative writing, outdoor survival skills, and STEM projects.



Our school has developed an online behavior tracking platform accessible to all staff. This platform allows staff to submit incident reports, which automatically populate into an Excel spreadsheet for monitoring school-wide expectations. Teachers can access data on minor behavioral incidents to track individual or class behaviors. During weekly team meetings, we analyze this data to identify trends and make intervention decisions. Monthly, the PBIS team and staff review collected data to address behaviors with increased incidents. Serious misconduct data is entered into PowerSchool by administrators and reviewed monthly by the EECD to implement proactive interventions.

In March, data indicated a higher frequency of behavioral incidents during the first period. The PBIS team introduced the “Collect & Calm” intervention to staff and students in late April. This initiative includes playing calming music over the intercom as students enter the building and prepare for the day, with staff present in hallways to greet and support them. Students then gather in their homerooms for morning announcements. Mid-May data will be reviewed to assess the intervention’s effectiveness. Initial feedback from staff suggests students are organizing themselves more quickly and appear calmer as they start their day.

Other data sources informing our PBIS practices include Teacher Perception Surveys, Youth Check-in Surveys, and Attendance data. In fact, attendance data shows an overall increase in student attendance at our school, which we attribute partly to the implementation of PBIS elements and practices.

CONSISTENT IMPLEMENTATION

When deciding which PBIS elements to prioritize, our team reflected on past practices and identified a need for refocusing and updating. This was due to a shift in school expectations caused by an influx of new staff members and changing demands during the pandemic.

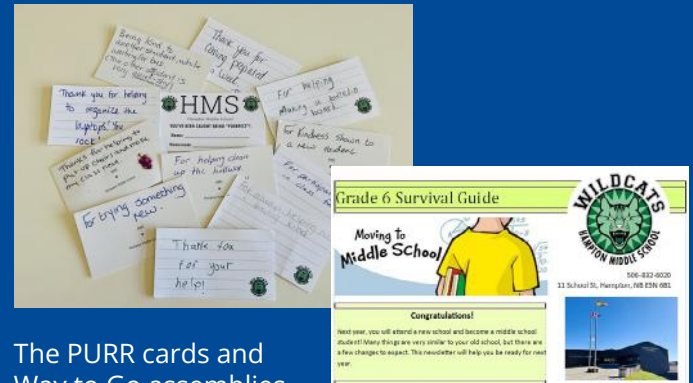
To provide consistent structure, we hold tri-annual Wildcat Training sessions in September, January, and March. During these sessions, all staff and students participate in a formal review of behavioral expectations, the PURR matrix, and school procedures. These sessions involve a week of interactive training which staff update annually.

These Tier 1 interventions benefit both students and staff by reinforcing the transition from school breaks back into the structured routines of school life. Additionally, behavior data is reviewed by teachers at weekly grade-level team meetings, and some students may participate in small group re-training sessions if needed.

Throughout the school year, behaviors and procedures are modeled and recognized using our PURR cards. Staff issue PURR cards to students who exemplify positive behaviors aligned with the school matrix and behavior guidelines. Students submit the cards into a draw at the office. At our Way to Go assemblies, students are acknowledged for their positive participation in school activities and for modeling behaviors that are Proud, Understanding, Respectful, and Responsible. Additionally, prize draws are held from the submitted PURR cards.



PURR cards have been tallied, and we have observed an increase in the number of cards received by students at each Way to Go assembly. Our goal for the upcoming year is to use these cards to gather additional data, such as grade level, homeroom numbers, and the specific types of behaviors being recognized. The cards will then be returned to students so they can share them with their families.



The PURR cards and Way to Go assemblies reinforce positive behaviors and support the consistent implementation of our behavior expectations and school matrix.

To assist with smooth transition and implementation of expectations incoming students are given opportunities to familiarize themselves with HMS. In the spring, future grade 6 students visit for a brief assembly and participate in a mini schedule/tour to help them get acquainted with the building and its routines. Staff and PSSC members collaboratively host a Grade 5 Family Orientation Evening in May, where incoming families can meet staff and PSSC members, learn about life at HMS at information stations, take a tour, try a school lock, and ask any questions they may have. Feedback from students and their families about these transition events has been positive.



Harvey Elementary School

ASD-WEST



SCHOOL-WIDE EXPECTATIONS

This year we began planning an overhaul on how we teach school-wide expectations. A new set of lessons are being prepared, along with a professional learning session for all staff in the fall. The new system includes a brand-new PBIS mascot who will be named in a student naming contest. The mascot is a bee that reflects the motto "Be Safe, Be Respectful, Be Responsible and Be Kind". It will be used to provide visuals to students on signage both inside and outside of the building and will appear throughout the lessons.

The lessons will focus on **our 4 key values** and will be sorted into different learning spaces such as playgrounds, hallways, bathrooms and classrooms. A teacher companion document will also be created to help guide professional learning and the addition of new staff.

Although we now feel confident about our students' understanding of our expectations, new lessons will help reinforce this understanding and provide learning for new students and staff. Our hope is that these updated lessons will be more relevant to our current expectations and provide more consistency across all grade levels.



[WATCH THIS VIDEO!](#)

CLASSROOM SYSTEMS AND ROUTINES

Each morning our students are greeted at their classroom doors by their teachers. From 8:00-8:25am, students are able to eat a healthy breakfast that is provided in their classrooms. They are also given the time to take part in whatever morning activities helps them best prepare for their day. For some students, this looks like reading, drawing, working on puzzles, building lego, playing with sensory items like play-doh and kinetic sand, or just quietly chatting with their friends. Both students and staff have expressed how these "soft starts" to the day have had a positive impact on their life here at Harvey Elementary School.



COMMUNITY INVOLVEMENT

One of our PBIS goals this year was to find opportunities to involve our families and community members whenever possible. We feel that we accomplished this goal in the following ways:

In September, HES participated in our annual Terry Fox Walk. Many parents, grandparents, and 4-legged family members joined us for this event.

In October, HES hosted our Annual Fall Frolic. Families were invited to attend and enjoyed participating in a variety of games.

In December, we celebrated our 1st Annual "Holidays Around the World" which proved to be a huge success! Upon entry to the school, children were given a passport and received a stamp as they entered each classroom with their families. Here, they would participate in a holiday craft/game/activity characterized by the country they were visiting in each classroom. While this was going on, our gym was transformed into a holiday craft sale in which community members were invited to sell their goods.

In January, to coincide with Family Literacy Day, we invited several special guests known as "Mystery Readers" into our classrooms. These were family members, or members of the community, who brought in their favourite books to read to our students.

Throughout the year, our students participated in the HELLO program. Please see our video link for further information.

From February through April, several community members have been volunteering to come into our school to practice with students who will be participating in the 52nd Annual Harvey Music Festival.

In May, we will be hosting a volunteer luncheon to thank our community members for their help throughout this school year.

In June, we will be celebrating our Harvey Heroes with a family carnival (family picnic, carnival games, carnival food, face painting, touch a truck event, and much more!) This is our culminating event to celebrate all the positivity that PBIS has brought to our school throughout the year!

PSSC are always informed of our ideas and their input is always valued. We strive to communicate with our families regularly through emails and our new HES Facebook page, and with community members monthly, through the Harvey Lions news publication.

SYSTEM FOR RECOGNITION

Harvey Heroes are recognized for positive behaviours that encompass our core values such as being safe, respectful, responsible, and kind. We have done this by embedding Hero points to recognize students who have shown these values. As an addition to receiving hero points and being recognized for them during morning announcements and month end assemblies, we have decided to add a year-end celebration for our students.

Harvey Elementary will have a year-end carnival for Harvey Heroes and family members to attend. Teachers will keep track of Hero points given to each child in their class during the year and be given tokens in exchange for their hero points to partake in the carnival. Students will use these tokens to play carnival games, purchase food and beverages and even put their teacher in jail time!

This day will focus on celebrating and appreciating our Harvey Hero students.



The poster is a vibrant, colorful illustration for a school carnival. At the top, a banner reads "HARVEY ELEMENTARY SCHOOL" in blue and red. Below it, a sun with sunglasses and a hot air balloon are visible. The main text in the center says "COME & JOIN US FOR OUR HARVEY HERO CELEBRATION" in large, bold, red and blue letters. The date and time are listed as "JUNE 24 ON THE FRONT PLAYGROUND 11:00AM-2:00PM". A red banner below that says "FREE ENTRY". At the bottom, there are illustrations of two red and white striped tents, a girl with a flower in her hair, a hot air balloon, and various food items like an ice cream cone, a pineapple, and a smoothie. The word "Events" is written in a cursive font, followed by "FAMILY PICNIC, CARNIVAL GAMES, CARNIVAL FOODS AND SO MUCH MORE!". At the very bottom, a green box contains the text: "This carnival is to celebrate all our hard work with PBIS this school year. More information will be provided in June!". In the bottom right corner, there is a white diamond-shaped logo with a stylized 'H' and 'E' inside.

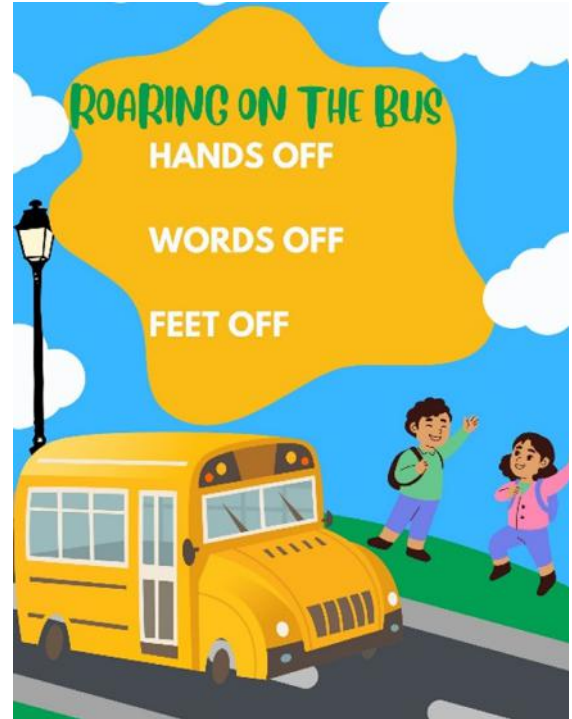
Lakefield Elementary School

ASD-SOUTH



ROARING ON THE BUS!

An area of concern as reported on the 2023-2024 Student Wellness Survey was bullying on the bus. 52% of students who reported being bullied indicated that they were bullied on the bus. When compared to the District and Provincial Student Wellness Survey data, this area was the only one that was worse comparatively. In response to this data, and anecdotal feedback from students, our team concluded that we need to include our bus drivers when considering supports and interventions. We visited all classrooms to teach our students that the school-wide expectations also extend on the bus. We taught a lesson reviewing expected behaviours and provided the drivers with signage. We are engaging the drivers in also being part of our ROAR Referral student recognition program. We are optimistic that this will result in an improved experience for all our students on the bus.



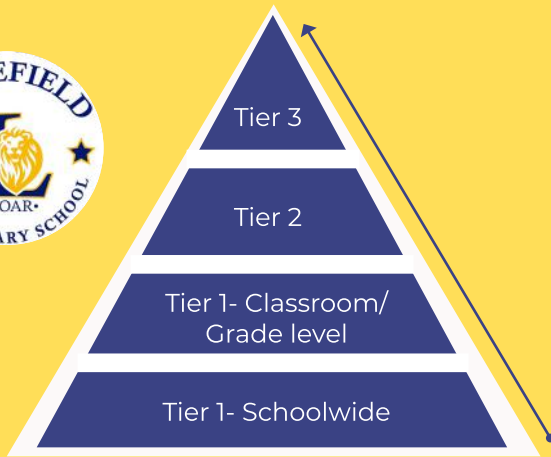
INCLUSIVE SCHOOLS ENVIRONMENTS

One of our School Improvement Goals is “Students and Staff are actively involved in establishing and maintaining school-wide expectations in an inclusive school environment.” This year our students and staff had the opportunity to participate in several culturally significant learning experiences including an African drumming workshop and a drum making class with a First Nation’s Knowledge Keeper. We celebrated World Autism Day by wearing blue; several of our neurodivergent students were featured in a video and spoke at a school-wide assembly.

Lakefield students worked with an instructional fine arts coach to create a mural in our Library that represents our diversity. We hosted an Art Around the World Curriculum evening that showcased student-created art that reflects the diverse cultural backgrounds of our families. During this community event we had the grand unveiling of the co-created mural. We received a provincial grant from “Great Minds Think Outside” and learned about ways to leverage engagement and improve regulation through learning outside.



BEHAVIOUR PYRAMID OF INTERVENTION



Tier 1 Schoolwide	Tier 1 Classroom & Grade Level	Tier 2	Tier 3
<ul style="list-style-type: none"> Monthly Assemblies School-Wide Expectations Positive and Proactive Communication with Families Buddy classes Student Leadership Clubs & Intramurals Monthly celebrations Family/Community involvement Educator and Family handbook 	<ul style="list-style-type: none"> Monthly Guidance lessons Explicit teaching of: <ul style="list-style-type: none"> Classroom processes and procedures Classroom expectations Systems of reinforcement Use of RTI Behaviour checklist Consultation and collaboration with PLC UDL 	<ul style="list-style-type: none"> Consult with ESS Team- determine referral pathway Consult with support professionals Short Term Intervention Plan SEL group with Guidance Behaviour Tracking Duotang Restorative Interventions Regular home communication system Monitored sensory breaks Case Conference 	<ul style="list-style-type: none"> IBSP Alternate work environment within the building Individualized Schedule Common Planning process CY Involvement District ESS Involvement Partnership with outside agencies

PYRAMID OF INTERVENTIONS REVISITED

To support our classroom environments, our PBIS and ESS Team reviewed and revised our Pyramid of Interventions to reflect our updated values and best practices. With many new teachers entering the profession, revisiting this document provided our team with the opportunity to orient new staff to the various processes and procedures that support student growth and development. Updating this document also provides an opportunity for our entire team to build our collective understanding of the various proactive interventions that are at our disposal.

REFINING DATA COLLECTION PROCEDURES

This year our priority was to better reflect Tier 2 level behavioural data in our Power School and ESS Connect. Prior to the implementation of PBIS, and during year 1, our school was primarily recording incidents that were under the umbrella of serious misconduct, and this was not capturing the day-to-day response to chronic Tier 2 behaviours not tolerated. Although we've begun to establish systems for responding to behaviours not tolerated, the process for documenting that was incomplete. At the onset of the year our staff revisited the procedures for communicating this information. We have 3 primary ways of documenting behavioural data:

- Collecting data using individual student folders and documenting via a Short-Term Intervention in ESS Connect
- Restorative Room Referrals are subsequently logged as incidents in Power School
- Staff who bring students to the office or call for support in their classroom complete an EECD Incident Management Form which is subsequently documented in Power School

Although the trend this year compared to last year projects that we have more behavioural incidents in year 2 of implementation, the reality is that as we further develop our understanding of the critical elements of PBIS, our systems, processes and procedures are beginning to align.


Restorative Room

Student: _____ Student's Teacher: _____ Date: _____

What Happened?

How can you make things right?

Parent/Guardian signature: _____ (please sign and return to teacher)





Lincoln Elementary Community School

ASD-WEST



During our first year of implementing the PBIS Framework at Lincoln Elementary Community School, our focus was on refining and tailoring the approach to suit the unique needs and dynamics of our school community. With the initial twelve elements as our foundation, we embarked on a journey of exploration and adaptation, seeking to refine the core principles of PBIS into a streamlined framework that would resonate most effectively with our students, staff, and stakeholders. Through collaborative efforts and thoughtful deliberation, we identified and prioritized four key elements that we believed would have the greatest impact on promoting positive behaviour, fostering a supportive climate, and enhancing academic success. These elements include: PBIS Team, Evaluation and Reporting, Schoolwide Expectations, Consistent Implementation, and Behavioural Instruction.

PBIS TEAM

It was very easy to gather a group of educators who were interested in being involved in the PBIS journey here at Lincoln Elementary Community School. Our team is comprised of educators varying in their teaching experience as well as their area of specialty. Every member of our PBIS team were focused on creating a positive and supportive school culture focusing on inclusivity that benefits all students, regardless of their background, abilities, or needs. We wanted to implement a consistent framework for teaching school-wide expectations, while also acknowledging expected behaviours in our school community.

Our PBIS team identified that additional professional learning was needed in the area of trauma invested practices to ensure that our staff were equipped with the knowledge and skills necessary to implement the framework effectively. Among several training sessions on PBIS principles, strategies, and practices the PBIS team participated in a book study focusing on student relationships, responsibility, and regulation which we then shared with our teaching and support staff. The ongoing coaching and support from the PBIS team and external facilitators is helping our educators address challenges and sustain positive changes in student behaviour.



BEHAVIOURAL INSTRUCTION

PBIS utilizes a tiered system of supports where universal interventions are implemented for all students to promote positive behaviour. Tier 1 strategies are designed to promote positive behaviour and prevent the frequency that challenging behavior occur. As we continue our journey, we are looking at ensuring our school culture is a collaboration between school, families and the community with our PBIS school framework within the next couple years. We can meet students where they are as well as recognize their strengths and areas that require development. Our school focuses a great deal on teaching our students strategies that include social-emotional skills such as self-regulation, emotional awareness, problem solving, and conflict resolution through restorative practices. Our students have been taught how to identify their emotions and they are using strategies such as using our classroom calming bins or going to our Zen Den before they "flip their lid." By explicitly teaching and modeling these skills within the PBIS framework, our students are learning how to regulate their emotions and behaviour effectively, contributing to a positive school climate.





EVALUATION AND REPORTING

Evaluation and reporting are crucial components of PBIS implementation, ensuring that schools can effectively assess the impact of their efforts and make informed decisions to improve outcomes for students. We gather a great deal of data at Lincoln Elementary Community School all of which focuses on academics, behaviour, and student wellbeing. The collection and analysis of our behaviour data allowed us to monitor student progress in meeting behavioural expectations and identify areas for improvement.

Through our discussions as a team reviewing our behaviour data, we identified trends and were able to create small intervention groups facilitated by our Behaviour Intervention Mentor, develop student interest clubs and intramurals, and create a calming Zen Den for our students to utilize when they are having difficulty with self-regulation in their classroom. We also created data collection sheets for all of our staff members to keep track of the distribution of our ROARS student recognition slips to ensure that they are intentional with celebrating expected behaviours. By identifying areas of strength and areas in need of enhancement, we were able to develop targeted action plans and allocate resources effectively to address specific challenges or gaps in implementation. Regular ongoing monitoring allows us to make adjustments as needed to ensure sustained success and ensuring we have a positive, safe, and supportive learning environment where all students can thrive.

CONSISTENT IMPLEMENTATION

Consistent PBIS implementation fosters a sense of community within a school. When all staff members are on board and consistently reinforce positive behaviours, students feel supported and valued. By consistently implementing PBIS strategies, we can establish clear expectations for behaviour, which helps students understand what is expected of them in various settings, such as classrooms, hallways, and playgrounds. This clarity promotes a sense of safety and predictability, allowing students to focus on learning and social interaction.

As a PBIS team we are in the process of developing classroom lessons that have the common language and share the behavioural expectations from our matrix so that they can be taught consistently throughout the school. We invited students from the Essential Skills Achievement Pathway at Oromocto High School to come

and film our students for our ROARS Behavioural Expectations Video that will accompany our lessons and will be a resource that can be used not only at the beginning of each year but as a review as necessary throughout the year. Consistency in these practices helps students internalize appropriate behaviours and reduces the need for disciplinary actions.



SCHOOLWIDE EXPECTATIONS

Establishing schoolwide expectations ensures consistency in behaviour management practices, which is essential for creating a positive and cohesive learning environment. When all staff members, students, and guardians are aware of and adhere to these expectations, it promotes a sense of unity and shared responsibility for maintaining a positive school climate. The creation of schoolwide expectations is universal and applicable to all students, which in turn, promotes a sense of belonging and acceptance to all.

As a PBIS team, along with the support of the ASD-W Positive Behaviour Lead, we started the development of our ROARS matrix focusing on the behavioural expectations here at Lincoln Elementary Community School. Once we started the process, we opened the discussion up to our staff and students.

Through these discussions we co-constructed our matrix that is used as a reference point when teaching our expected behaviours. The matrix was then sent home along with a PBIS pamphlet and magnet to share with our families.



Loch Lomond School

ASD-SOUTH



SYSTEMS OF RECOGNITION

ROAR Certificates

Loch Lomond School has weekly draws for Lions who have ROARed (respected others and accepted responsibility). Teachers hand out small ballots explaining a student's positive behaviour and the original copy goes home to parents. The carbon copy is put into a draw for weekly prizes. One prize is drawn for each of our 15 classrooms and announced on video announcements to the entire school community.



Lion of the Month

Loch Lomond also has Monthly themes. Each month we teach to positive behaviours like leadership, citizenship, being organized, generosity and friendship etc. At the end of the month teachers select a student who most represents this theme. The student then receives a certificate, and their picture is placed on our recognition wall in the breezeway.



General Recognition

Students may have their schoolwork displayed on frames in the entranceway, birthdays are announced on video announcements, and we promote student leaders in grades 4 and 5 who do a multitude of jobs in our school community as well as mentor our littlest lions.

Teachers are given rewards / prizes for participating in assemblies, creating artifacts for PBIS and displaying LION pride.





COMMON BEHAVIOUR EXPECTATIONS

Behaviour Matrix and Playground Rules

Staff, Students, and Parents of Loch Lomond School created a Behaviour matrix that outlines expected behaviour in specified areas throughout the school (example classroom, hallway, gym, library). These common expectations are reviewed and physically practiced after every extended holiday and whenever student behaviour is not optimal. These expectations are in line with our Mission and Vision statements:

Mission

Our mission is to foster scholarship, leadership and responsible citizenship / Notre mission est de favoriser l'érudition, le leadership et la citoyenneté responsable.

Vision

Loch Lomond School endeavors to know each child's strengths and challenges, and to adjust the learning to this end / Loch Lomond School s'efforce de connaître les forces et les défis de chaque enfant, et d'ajuster l'apprentissage à sur mesure.

Roar!

The Behaviour Matrix also reflects our Code of Conduct:

ROAR

(Respect Others and Accept Responsibility)

LIONS

(Leadership, Interpersonal Skills, Organization, Numeracy Literacy and Science, Social Responsibility).



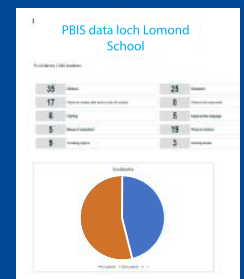
The Staff and Parents also created positively worded playground expectations. They are displayed and practiced similarly to the Behaviour Matrix.

The Behaviour Matrix and Playground Rules provide consistency for students and staff alike.

DATA COLLECTION

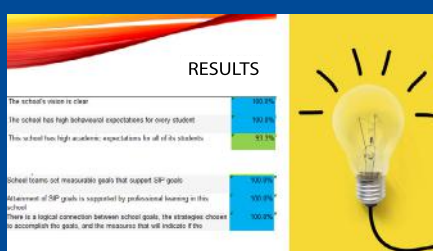
Surveys

The administration uses district and internal surveys to collect data on student and staff opinions, and perceptions of activities as well as their wants and needs. Teacher and student perception surveys are used to determine next steps in PBIS, School Improvement Planning and interventions for classrooms / teachers or students.



Behaviour Tracking

When a situation takes place with a student or a group of students teachers have access to a blue tracking form that is then given to the principal. The administration reads each of these forms and inputs them into PowerSchool. The staff, ESS team, and PBIS team are given reports on behaviour at meetings to discuss trends and possible next steps. The ESS Team focuses on individual students and uses this data to input tier two and tier three interventions. The staff and PBIS team focus on school wide trends and tier one interventions. This data keeps everyone accountable to our SIP, PBIS goals and student behaviour improvement.



Lou MacNarin School

ASD-EAST

3 Bn Buy-In From Staff	7 Bi Behavioural Instruction	6 Se Schoolwide Expectations	9 Ci Consistent Implementation
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KIND TO SELF, KIND TO OTHERS, KIND TO SCHOOL AND PLUS ONE LEARNING

While still in the beginning phases of implementing PBIS in our school, we as a team decided to focus on 4 of the 12 elements.

(Staff Buy In, Schoolwide expectations, Behavioral Instruction, Consistent Implementation)



BUY-IN FROM STAFF, BEHAVIORAL INSTRUCTION, AND SCHOOLWIDE EXPECTATIONS

Our PBIS team presented our vision for building a matrix to the staff. To have each staff member feel invested in our schoolwide shared vision we showed them a presentation with an overview of our goal to create a matrix. We explained that the goal is to have them introduce the matrix to each student and use it as our guide to how we do things at Lou MacNarin School. We built our matrix by keeping in mind that we are "Kind to Self, Kind to Others, Kind to School". Staff wrote in student friendly language what this may look like, or sound like throughout our school. (Hallways, Recess, Eating times, Washrooms)



Because of the growing numbers in our school, we have also implemented a peer helper program. Our older students help our younger students be kind to others and their school during recess and lunch. They in turn show kindness to our school by being kind and helping the younger students achieve our goal to Be Kind!

We continued to work on our CHAMPS program. It is a proactive and positive approach to our schoolwide behavioral expectations. It is a prompt for students to demonstrate responsible student behavior. The acronym CHAMPS stands for Conversation, Help, Activity, Movement and Participation. A Teacher made presentation was made based off the book "CHAMPS - A Proactive and Positive Approach to Classroom Management" by Mickey Garrison, Lisa M. Howard, and Randall Sprick, to remind students what it looks like, sounds like at Lou MacNarin School.

We have a diverse clientele in our school and to show inclusiveness we have placed a banner in our cafeteria to encourage everyone to learn how to say welcome in several different languages. Our school population represents 55 different countries and in turn has several different languages. We have also taken the initiative to learn fun facts and interesting information about various countries around the world every day during our morning announcements.



CONSISTENT IMPLEMENTATION

We feel as though we have a strong system for data collection. We decided to gather our data in order to clearly see exactly where our areas for improvement are in our school when it comes to behaviors. We have a weekly behavior meeting to review interfering behaviors and behavioral trends. While analyzing our data to find the best way to support our students.

Lou MacNarin School Behaviour Expectations

In order to provide a Positive Learning Environment, a place where staff and students learn and grow together, all Lou Musketeers:

- Must be respectful
- Must be responsible
- Must be safe and orderly



We have a few school initiatives, one of them is we are a bucket filling school, based on the book "Have You Filled a Bucket Today?" by Carol McCloud. We have made it a point to reward positive behavior when our students are caught being Kind. Staff write on a raindrop when they catch a student doing something kind during the day. These drops are placed in a bucket and during morning announcements a medal is given to two selected students who filled a bucket. The student gets to wear the medal all day.

During our morning announcements we give daily reminders for our Mouseketeers, who represent our school community, to be a plus one learner. We want each person to be reminded that you have the ability to learn at least one new thing each day.



+1=∞

We have a few televisions throughout the school that have a running slideshow each week with upcoming events, things to celebrate and our school news. We've also decided to have the slideshow run in both English and French.

We want our students to have a cleaner world to live in. Our school has selected a group of students to be our recycling heroes. Students gather recycled paper and beverage containers and show initiative to be Kind to School and keep our school clean.



Looking ahead to next year we are hoping to fully implement our matrix as our guide for schoolwide expectations. We also are looking at using what we've learned from our data and transfer it to incident management in PowerSchool. Merging both systems would be ideal. We also need to consider strongly encouraging teachers and staff to continue tracking the behavior data. We are hoping to be able to implement some kind of system to help coach teachers on how to respond to behaviors in a consistent manner from K-5. We would also like to continue to build our school community by hosting assemblies each month despite our growing numbers. We are excited to see how our school community can come together to feel like school is their place to learn and grow while always being KIND.



North and South Esk Elementary

ASD-NORTH



SCHOOLWIDE EXPECTATIONS

The first big task for our PBIS Team, was to develop a school-wide behavior plan. This plan was to create a list of clearly defined expectations for students to follow in the different areas of the school.

STAFF BUY IN

Our staff (teachers, EAs, custodians and office staff) first came together at a staff meeting to brainstorm ideas. We wanted to involve all staff to help create a blueprint for a behavior matrix to support positive behavior and supports, to improve our student’s social, emotional, behavioral, and academic outcomes.

Everyone had a voice in this process and there was collaboration among the whole staff. After lots of discussion and editing, we developed our school behavior matrix that we named **SHINE**.

BEHAVIOR MATRIX

SHINE stands for:

- S**afe
- H**elpful
- I**ntegrity
- N**eighborly
- E**ngaged



CELEBRATING OUR STUDENTS

NSEE is very fortunate to have a First Nation support teacher to teach weekly Culture class to our students to encourage diversity, inclusion and respect of another culture. We are located between two First Nations of Metepenagiag and Natoaganeg. At our school, culture lessons are taught through music, dance, stories, art, outdoor learning and hands-on activities. Some learning activities include Mi’kmaq word of the week, Seven Sacred teachings, history of Residential schools, Chanie Wenjack Foundation, the History of Orange Shirt Day, connection with nature and more.

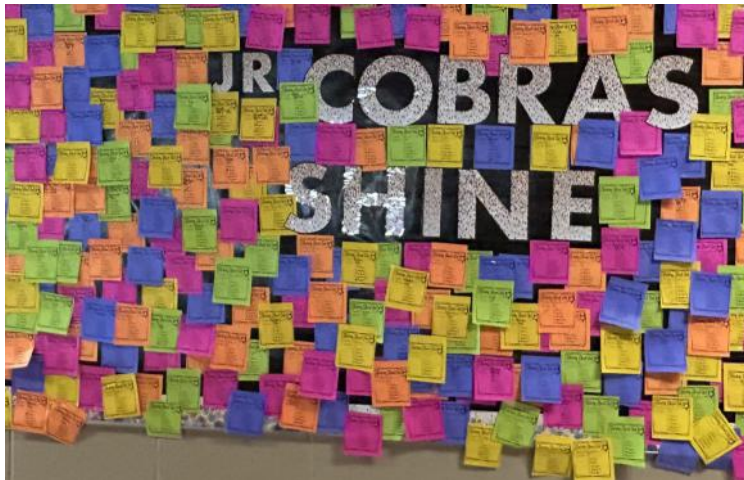
Throughout the year, students can also show their Jr. Cobra Spirit in our Friday morning Walk and Talk, community Fall Fair, Terry Fox Walk, sport teams, our skating program, Buddy groups and learning in our outdoor classroom. Our students are involved in lots of activities to help them feel a sense of belonging at NSEE such as art club, games club, Kinderhelpers, Peacemakers. Some students also have leadership jobs that include delivering snacks, creating our morning announcements, collecting recycling and looking after our sports equipment. We work hard to make our school a positive learning environment for our students.



SHOUT OUT BOARD

When we see our students shining, staff give out **Shout Out** tickets as part of our system for recognition. These **Shout Outs** are used to promote positive behavior within our school community.

Our "Shining" students are put into a weekly draw and have the chance to win prizes! We have noticed a positive impact and an increase in consistent language around our school community. Our Shout Outs are displayed in the cafeteria and are celebrated on the announcements each week.



At our school, we hear a lot of
"Are you shining today?" and
"Great job shining".



SYSTEM OF RECOGNITION

Our PBIS team also felt it was important to celebrate student achievements at a school wide assembly.

Our first kick off assembly was held in May where we recognized attendance, sport accomplishments, birthdays and Shout Outs. Our students will be "shining" with new sunglasses and water bottles.

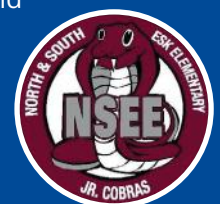


CLASSROOM TEACHING

To kick-off PBIS to our students, our school counsellors introduced our SHINE matrix and schoolwide expectations to each class. We played the Game Without Rules, in which students quickly realized that without common expectations, anxiety and confrontation can be increased.

Students quickly bought into SHINE and were excited to review our expectations through KAHOOT! (an online trivia game). Teachers were asked to stay in the classroom during these lessons so they too could learn and promote the common language.

It has been very rewarding to see the engagement and participation from both staff and students!



Perth-Andover Middle School

ASD-WEST



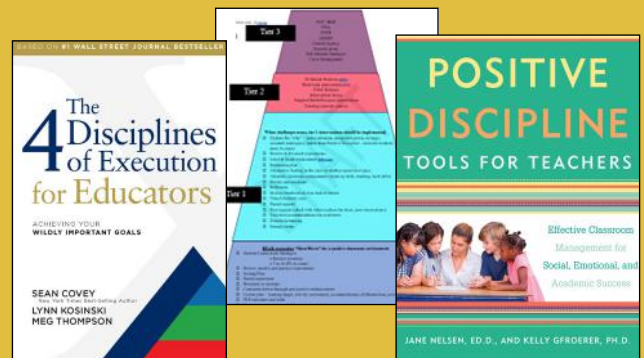
STUDENT/FAMILY/COMMUNITY INVOLVEMENT

School trips, indigenous artwork, family picnics/fall festivals, Bingo nights for families, and school wide student assemblies support student/family/community involvement. We have found these activities provide valuable opportunities for gathering feedback, promoting community involvement, strengthening relationships, and identifying areas for improvement in the implementation of PBIS strategies. By involving the community in school activities, staff can foster a sense of ownership and investment in the school's culture and values. This increased community involvement can strengthen the overall support for PBIS initiatives. By integrating PBIS principles into various aspects of school life, staff can create a more inclusive and supportive environment that benefits all stakeholders.



PROFESSIONAL DEVELOPMENT

Educating staff about Tier I, Tier II, and Tier III interventions and incorporating these topics into our school's ongoing professional development ensures alignment among all staff members. Our book study, *Positive Discipline Tools for Teachers*, is one tool that can guide discussions and reflections, based on selected readings, gaining insights into effective strategies and best practices. Additionally, peer observation allows staff members to observe each other's implementation of Tiered interventions, including the co-constructed pyramid of interventions, in action. Through this collaborative process, educators can exchange ideas, provide feedback, and refine their approaches to better support student needs. It promotes continuous learning and growth among staff members, ultimately enhancing the effectiveness of support systems for all students.



Hallway Expectations

- H- Hands Off
- A- Always use inside voice
- L- Listen with your eyes and ears
- L- Leave your phone in your locker
- W- Walking slowly on the right
- A- Always use kind words
- Y- You are safe, and you belong



SCHOOL-WIDE EXPECTATIONS

Students and staff must have a solid understanding of school wide expectations and be capable of applying them across various contexts within the school community. It is essential to actively involve student input to enhance engagement and acceptance of behavioral expectations. One way to reinforce these expectations is through tangible classroom rewards like the "Golden Dustpan" award, which recognizes students who consistently maintain cleanliness in shared spaces. By acknowledging and rewarding this behavior, students are encouraged to take ownership and responsibility for their environment. Another strategy is the "Bear" reward, given to individual students who consistently demonstrate adherence to schoolwide expectations. Through these incentives, students are motivated to uphold positive behaviors, contributing to a more cohesive school environment which cultivates a positive and supportive learning community.

CONSISTENT IMPLEMENTATION

Co-constructing expectations with our looks like, feels like and sound like chart, providing parents with a school newsletter, and gaining student voice all play pivotal roles in supporting the consistent implementation of behavioral expectations. Involving stakeholders, including students, staff, and parents, in the process of developing behavioral expectations fosters ownership and understanding. When expectations are collaboratively created, everyone has a clear understanding of what is expected and why. Regular communication with parents through a school newsletter helps keep them informed about the PBIS initiative and its goals. This alignment between school and home environments supports consistency in behavior management strategies and reinforces positive behaviors across settings. Forums and survey that are used to gain student voice can also provide valuable insights into the effectiveness of current strategies and areas for improvement, guiding ongoing efforts to maintain fidelity in implementation.

Kindness

Think before you say or do!

Am I...

- Using kind words and manners?
- Greeting or acknowledging others?
- Making others feel like they are valued and belong?
- Making others feel happy?
- Making others feel safe and content?
- Helping others?



Kindness Expectations Worksheet

It's time to create expectations for treating people with kindness in our school. To do this, we need the voices of students, and staff. When we work together, we are **CO-CONSTRUCTING** what you think Kindness:

- Looks Like
- Sounds Like
- Feel Like.

What does KINDNESS look like?	What does KINDNESS sound like?	What does KINDNESS feel like?

Petitcodiac Regional School

ASD-EAST



PANTHERS are:

- *Productive**
- *Respectful**
- *Safe**

THE PBIS TEAM

The very first step in our PBIS journey was to establish a PBIS Team. As a K to 12 school, we needed representation from all levels and realities in our building. The role and functioning of this Team is pivotal. You will be having tough conversations, so transparency and vulnerability should be valued above anything else. At the very beginning, our Team decided to meet every two weeks throughout the school year.

EVALUATION AND REPORTING

Before PBIS, our three levels each had a different way of evaluating and reporting student behaviour. We felt it was necessary for staff to report student behaviour consistently within our entire building. This now allows us to use common language when reporting, but more importantly, it allows our student behaviour team to be more consistent when intervening and responding to behaviours. We use a Microsoft Form to collect that information.

Behaviour Tracking (2023-2024)

* Required

1. Date *

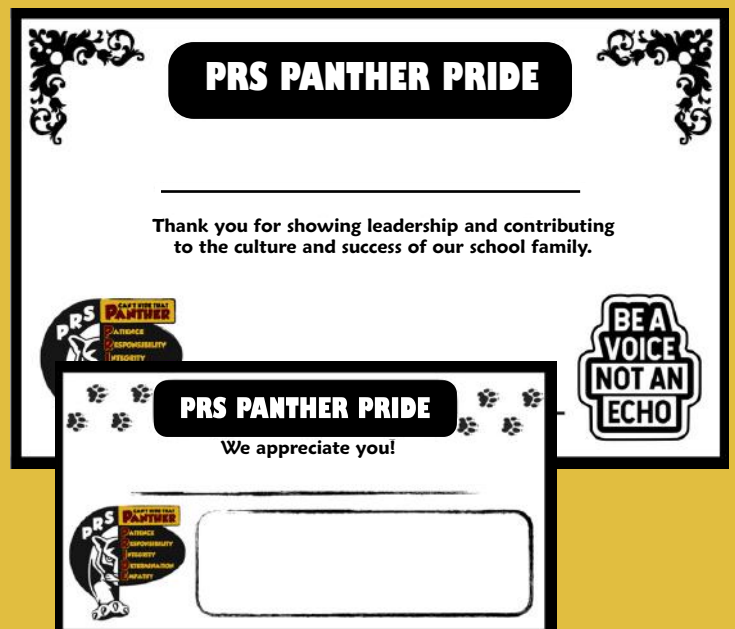
2. Student *

3. Homeroom *

SYSTEM FOR RECOGNITION

Each month, all three levels recognize students during a "Panther of the Month" assembly. Staff focus on one habit, like empathy, and select a student who has demonstrated empathy during that month.

We also want to catch students throughout the year demonstrating our habits and values. Therefore, as a staff, we are always mindful of finding opportunities to write a Panther PRIDE card that students can turn into the office for a monthly draw.



SCHOOLWIDE EXPECTATIONS

Being a K to 12 school presents a few challenges when developing a schoolwide matrix of desired student behaviour. But we soon realized having expectations for all students and staff was a necessity for the productive, respectful, and safe functioning of our building.

The first step was to decide on the situations and locations in our building where we needed to have clear and consistent expectations. We then assembled a team of teachers from all three levels who, through a carousel activity, brainstormed what the desired behaviour looked like using positive statements. This step provided not only great ideas, but also helped with staff buy-in; it gave them a voice.

We also realized the importance of student buy-in. Once we had teachers brainstorm expectations for our matrix, we then had each teacher lead their homeroom in a carousel activity to gather ideas. Teachers expressed the importance of the conversations they had with their students during this process. So when we finally had the chance to present our final schoolwide matrix of expectations to the student body, they were able to see their impact and took pride in it.

A way to remind students and staff of the expected behaviours in our school is through visuals: signs, posters, and bookmarks. All staff have a copy of the schoolwide expectations posted in their classes/workspaces. Also, expectations for each location are posted in those locations, visible and easy to refer to when redirecting a student or having a restorative conversation.



PRC Expectations	
CLASSROOMS	
PRODUCTIVE	
<ul style="list-style-type: none"> • Come prepared • Arrive on time • Put forth your best effort • Keep phones away for the day • Actively listen • Stay on task • Complete tasks 	
RESPECTFUL	
<ul style="list-style-type: none"> • Be respectful of others • Contribute positively • Use kind words, tone, volume, and body language • Respect property and materials 	
SAFE	
<ul style="list-style-type: none"> • Follow classroom routines and procedures • Keep hands and feet to yourself 	

Petitcodiac Regional School School-wide Expectations					
	Community	Hallways	Outside	Technology	Washrooms
P Panthers are PRODUCTIVE.	<ul style="list-style-type: none"> • Clean up after yourself 	<ul style="list-style-type: none"> • Get to your destination • Keep to the right 	<ul style="list-style-type: none"> • Use the washroom before/after going outside • Dress for the weather 	<ul style="list-style-type: none"> • Stay on task • Return equipment to appropriate locations • Be responsible for your own property • Keep phones away for the day 	<ul style="list-style-type: none"> • Flush toilet • Clean up after yourself • Wash hands • No loitering
R Panthers are RESPECTFUL.	<ul style="list-style-type: none"> • Use kind words and appropriate language • Respect direction from all adults in charge 	<ul style="list-style-type: none"> • Keep language and interactions positive and appropriate • Use indoor voices • Respect direction from all staff • Respect property (lockers, bulletin boards, posters, equipment) 	<ul style="list-style-type: none"> • Use kind words and treat others with respect • Engage in safe play and activities • Share 	<ul style="list-style-type: none"> • Take care of equipment • Respect others' privacy 	<ul style="list-style-type: none"> • Respect privacy • Respect property
S Panthers are SAFE.	<ul style="list-style-type: none"> • Be safe • Respect social norms 	<ul style="list-style-type: none"> • See something - Say something • Walk • Be mindful of personal space 	<ul style="list-style-type: none"> • Stay in designated area • Keep hands and feet to yourself • See something - Say something • Use equipment safely 	<ul style="list-style-type: none"> • Stay on school-appropriate websites/activities • Follow provincial guidelines for technology use (Policy 311) 	<ul style="list-style-type: none"> • Smoke/vape/drug-free space • See something - Say something

PRC Expectations

PRODUCTIVE	
<ul style="list-style-type: none"> • Get to your destination • Keep to the right 	
RESPECTFUL	
<ul style="list-style-type: none"> • Keep language and interactions positive and appropriate • Use indoor voices • Respect direction from all staff • Respect property (lockers, bulletin boards, posters, equipment) 	
SAFE	
<ul style="list-style-type: none"> • See something - Say something • Walk • Be mindful of personal space 	

Petitcodiac Regional School School-wide Expectations				
	Arrival/Dismissal	Assemblies	Cafeteria	Classrooms
P Panthers are PRODUCTIVE.	<ul style="list-style-type: none"> • Go to designated location • Prepare for class/home • Store personal belongings in appropriate locations 	<ul style="list-style-type: none"> • Actively listen • Respond appropriately to the situation 	<ul style="list-style-type: none"> • Remain seated • Arrive prepared • Keep clean (tables, floors, microwaves) • Use my lunch time to eat 	<ul style="list-style-type: none"> • Come prepared • Arrive on time • Put forth your best effort • Keep phones away for the day • Actively listen • Stay on task • Complete tasks
R Panthers are RESPECTFUL.	<ul style="list-style-type: none"> • Use indoor voices • Use appropriate language • Respect direction from all staff 	<ul style="list-style-type: none"> • Be respectful of others' personal space 	<ul style="list-style-type: none"> • Use indoor voices • Be patient • Keep interactions positive and appropriate 	<ul style="list-style-type: none"> • Be respectful of others • Contribute positively • Use kind words, tone, volume, and body language • Respect property and materials
S Panthers are SAFE.	<ul style="list-style-type: none"> • Calmly enter/exit the building • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Sit in designated area • Enter/exit in an orderly fashion • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Eat your own food • Walk • See something, say something 	<ul style="list-style-type: none"> • Follow classroom routines and procedures • Keep hands and feet to yourself



Riverview Middle School

ASD-EAST



During our PBIS journey at Riverview Middle School we continue to build on the following initiatives that help make up the general positive and productive school culture and climate that is fostered at our school.

RECOGNITION ASSEMBLIES:

Monthly assemblies are held to recognize students and staff in the areas of Pride, Success, and Respect. The three core values identified by the stakeholders that make up the school community at RMS. Certificates are awarded to those RMS Lions that have excelled above and beyond the general standard of achievement. Through conversation and collaboration, we are able to honour a variety of students that experience success in their own way within our school. We stray from a traditional award system and strive to honour students that experience success at their own level. Growth is measured from an individual starting point and gauged by the distanced travelled by each and every student in the building.



WEDNESDAYS!

Wednesday is the day here at Riverview Middle School. We have Welcome Wednesdays in conjunction with Wellness Wednesdays. Students new to our Country, Community, or Culture are welcomed to our school on Wednesdays. It allows for us to structure new commers to our building in a way that offers tours, orientations, and meet and greets. Like so many other schools in our province, we are inundated with growth. Having Welcome Wednesdays allows us to shine a positive lens on this growth and celebrate together the increasing diversity of our student population.

Wellness Wednesdays allows us to focus on our staff and the work life balance that is so essential to success towards establishing a positive and productive school culture. Staff are encouraged to take part in various activities after instructional hours such as Wellness Wednesday Yoga, nature walks, or the pursuit of whatever it is that fills their buckets and inspires them to continue the wonderful work they put in to our learning environment each and every day.

BUY IN FROM STAFF - POSTCARD:

There has been a lot of affirmation involved in the implementation of PBIS at Riverview Middle School. Our staff embody the philosophy that a positive and restorative approach to behaviour management betters the climate and culture of a building overall. The intentional embedding of the systems and values that encompass the PBIS mindset has brought us back to best practices when it comes to dealing with behaviours and taking a restorative proactive approach to responding to undesired student choices. We amalgamated two schools at the start of 2023-2024. With the addition of three hundred students and the staff to support them, our coming together could not have gone better. Common values and beliefs towards restorative practices make up the foundation of success that resounds within our halls each and every day.





THE HUB:

We have been working in conjunction with our local Boys and Girls Club to establish a drop-in center here at our school. We now have an active and interactive space available to all students outside of instructional hours. The Hub offers nutrition for those in a food insecurity situation and creates the opportunity to build relationships between staff and students. Attendance has increased by 47% since the Hub has entered our building. This is a huge addition to our efforts and creating connectiveness between our student population and our building.

STAFF RECOGNITION:

Each year, our parent volunteers along with school administration, organize numerous ways to celebrate and acknowledge the staff at RMS for all they do. Signs are posted outside of the school as a way of recognizing our staff. This initiative has spread from RMS and has been adopted by our four feeder schools and the high school within the community. This allows us to publicly acknowledge school staff and showcase the wonderful work they do to the RMS stakeholders within the community. We receive many comments on how much they appreciate our school staff. Staff have indicated this a great boost to school moral. Our staff PBIS committee were very intentional in celebrating and acknowledging staff frequently throughout this school year.

CULTURAL SPACE:

At RMS a space has been dedicated as our cultural space, led by our Indigenous Support Worker. In this space all students have the opportunity to work in groups, have discussions in circles, create, learn of our many diverse cultures and welcome guests. With the goal of understanding, and celebrating everyone's differences, we are committed to cultural acceptance, ideally building a positive culture amongst the students and staff of Riverview Middle School. Our priority is to provide everyone in our community with a safe and welcoming space. Finally, we have found that throughout this journey of the continual building of relationships with staff, students and our community it has proven to be the most positive, effective, and significant factor in creating a positive and culturally responsive school and community.

SYSTEMS OF RECOGNITION & COMMUNITY:

Riverview Middle has been working very hard at highlighting all the positive things happening at RMS and in our community. Fostering and modelling the importance of **Community & Citizenship** is very valuable to us at RMS. We love our Riverview Community and want to celebrate and recognize the many great things happening. One way we hope to acknowledge our community is through visiting local resources such as care home for seniors, Ronald MacDonald House, or local businesses to support and embellish the already wonderful work being done within the community surrounding our school.



Salisbury Regional School

ASD-EAST



WORK COMPLETION PROTOCOL

After reviewing the data, we acknowledged the high rate of unfinished assignments among our students. In response, we took proactive steps to address this issue. Working collaboratively, we developed a comprehensive protocol aimed at identifying and overcoming obstacles that affect assignment completion.

Recognizing that individual students face unique barriers such as organizational challenges and classroom distractions, we made a commitment to provide targeted support tailored to their needs. This included referring students to our Educational Support Services (ESS) team for problem-solving sessions and personalized interventions.

Looking ahead to the next school year, we are exploring proactive school-wide systems to further support our students. Currently, we are in the process of considering and developing these systems. One key area of focus is the optimization of the PowerSchool and Microsoft teams Apps to improve organization and communication between teachers and students. This entails ensuring that all teachers utilize the app's features effectively, such as sending due dates directly to student calendars, and providing clear instructions on how students can maximize the benefits of these tools.

COMMUNITY RELATIONSHIPS:

The Lions Breakfast: Twice a year, our community joins in celebration to recognize the remarkable attendance of our students at a breakfast hosted by the generous members of our local Lions Club. It's a moment filled with genuine appreciation, a heartfelt gesture from our community to our hardworking students. Amidst the warmth environment, Lions Club members joyfully prepare and serve a delicious breakfast, while applauding the achievements of our students.



Helping Hands: Helping Hands has been a steadfast support for students facing insecurities and basic needs. This partnership has impacted both our students and our community, rooted in the profound values of compassion and support.

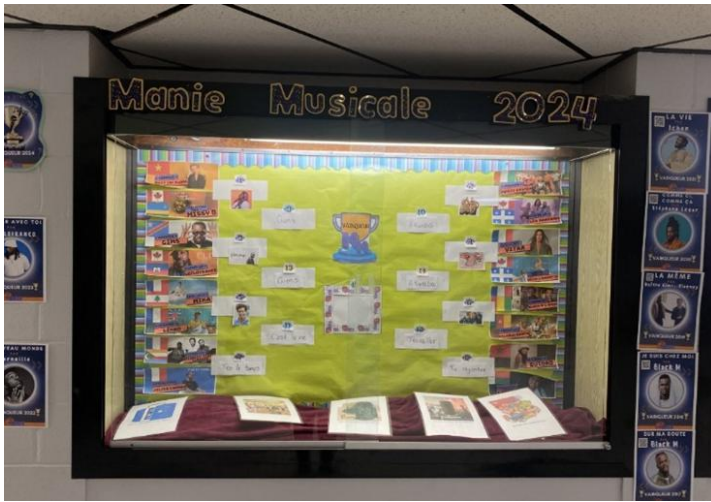


Future Pathways Expo: Our recent Future Pathways Expo, organized by SRS staff leads, the Anglophone East Transition Coach, and the Anglophone East Community School Coordinator, offered a captivating glimpse into various career opportunities and post-secondary options for students in grades 8 through 12. It was a morning of enlightening sessions and insights, guiding students as they explore the pathways to their future success.



MANIE MUSICAL:

Our students have immersed themselves in the Manie Musical, with the highlight being 2 live performances by LeFLOFRANCO, enriching our school community with vibrant displays of language and culture.



STUDENT-LED BRANDING:

Building upon the success of our co-constructed expectations from the previous year, students have taken the lead in finalizing posters for various school spaces. This student-driven initiative not only amplifies student voices but also enhances buy-in and ownership within the school community.



THE KINDNESS CAMPAIGN:

In February, we introduced our Kindness Campaign to recognize students embodying the core values of SRS: Care, Honesty, Responsibility, and Respect. When a student exemplifies any of these values, they contribute a tile to our vibrant rainbow mosaic. As each color of the rainbow fills up, it signifies progress toward our collective goal, resulting in rewards for both students and staff. Additionally, we integrate insights from PowerSchool data to tailor lessons for our middle school students, focusing on empathy, anti-racism, and healthy relationships. Occasionally, we set specific behavioral targets to address areas needing improvement. Our aim is to complete the rainbow mosaic by the year's end, fostering a culture of unity and collaboration among our school community.



(Bingo as a reward)



St. Malachy's Memorial High School

ASD-SOUTH



BUY-IN FROM STAFF: FINDING A COMMON INTEREST OR NEED

St. Malachy's high school is a large school with over 1000 students and over 100 staff members. Creating buy-in is a process that requires many levels of communication and time to allow ideas school with over 1000 students and over 100 staff members. Creating buy-in is a process that requires many levels of communication and time to allow ideas to be expressed. Creating buy-in is not so much about gathering information as it is about creating a culture of trust and sharing. Staff buy-in is a belief that as a collective unit, we are moving toward a common goal, a shared vision, or an ideal. As we move along this journey, circumstances change, and the culture needs to allow for open dialogue. Through open dialogue, the buy-in from staff is reinforced and validated.



SCHOOL-WIDE EXPECTATIONS: UNDERSTANDING OUR COLLECTIVE BASELINE

School-wide expectations were first generated at the staff level to create an agreed upon list of items within specific categories. Categories included student expectations, teacher expectations, instructional focus, behaviour supports and interventions.

The Saint Malachy's Memorial High School students are known as the "SAINTS." This word means more than its standard definition, and turning it into an acronym allows it to reach a more dynamic meaning that reaches back to the traditions of our school, as well as forward to the future students we are working to realize.

PBIS - Expectations and Instruction			
Student Expectations	Teacher Expectations	Instructional Focus	Behaviour Supports
<p>Use the washrooms:</p> <ul style="list-style-type: none"> With request as intended with consideration for others with appropriate frequency at appropriate times <p>Students are also expected to:</p> <ul style="list-style-type: none"> Wash hands Keep the washroom tidy Keep cell phones out of the washroom Only one person in each stall Find another place to hang coat and sweater Let staff know all problems in the washroom 	<p>Establish washroom procedures for discussion:</p> <ul style="list-style-type: none"> Manage student washroom breaks appropriately Discuss washroom procedures with students as needed One student at a time Be structured at beginning of period 3 and 4 Monitor time out of class Teachers communicate with facilities about washroom concerns of individuals Minimize phones use in the washroom QR codes can be used to build a tracking system 	<p>Teachers will provide direct instruction to cover the following points:</p> <ul style="list-style-type: none"> How to ask to use the washroom in a respectful manner Where to store cell phones when going to the washroom What to do if the garbage is full, or if the supplies are low What to do if there is a line-up required in the washroom What to do if there are students congregating in the washroom How healthy to share a stall Bathroom breaks do not involve vending machines, fountains, phones, etc. Teach designated washrooms close to classes Staff washrooms for staff only Leave phones in class when going to the washroom Teach students how to communicate if they just need a break Sign out process (if available for your class) Where to use if stalls are full Search time opportunities Waking - see highlighted Considering efforts Practice for communicating lower issues/medical needs Teach social impact of behavior in washrooms; students not responsible for it. 	<ul style="list-style-type: none"> Acknowledge improvements in classroom engagement Visuals/posters around the school Reward system Sticker rewards Practical reinforcement Call home/textual with positive message Assembly recognition
<p>Behavioural Interventions (in no particular order) - Teachers use professional judgment to develop an appropriate response based on classroom/student needs:</p> <p>Star 1:</p> <ul style="list-style-type: none"> Whole class conversation about expectations Student-Teacher meeting: Individual Meeting with student who is taking long or frequent breaks Focus on student success Find out why the bathroom is an issue Discuss impact frequent breaks have on culture Track bathroom usage of chronic offenders Referral to guidance/resources/ESST Parent contact Identify administrators Can teachers work with student absent in going to the washroom for too long? <p>Star 2:</p> <ul style="list-style-type: none"> ESST referral Find root cause of frequent bathroom breaks Create short term intervention to address the issue Monitor plan, and re-evaluate 			



Positive Behaviour Intervention Supports (PBIS)

STM!



BEHAVIOURAL INSTRUCTION: CAPITALIZING ON TEACHABLE MOMENTS

A behaviour matrix with the headers that correspond to "SAINTS" is used to guide the classroom conversations. By focusing on positive behaviour, students generate a priority list of expected behaviours that are safe, accountable, inclusive, neighbourly, tradition, spirited. This conversation is recorded in a matrix and used as a reference when speaking about expected behaviours in the school and various situations.

NEXT STEPS: COMMUNITY INPUT

Ongoing conversation is required for a collective understanding of behaviour expectations. Culturally responsive approaches are necessary for our school as we continue to welcome student from diverse backgrounds and cultures. This is seen as an opportunity for community enrichment and an opportunity for students new to St. Malachy's to become invested and engaged.



CONSISTENT IMPLEMENTATION: PERPETUAL MOTION TOWARD A COMMON GOAL

Staff worked together to update the pyramid of intervention in order to understand supports available for students with academic or behaviour needs. Our focus in year one of PBIS was to refine school-wide and classroom responses in tier one of the pyramid. After developing the acronym for SAINTS, all students co-created a behaviour matrix in their homeroom classrooms with a focus on positive behaviour expectations.

S	A	I	N	T	S
Safe STM strives to be an inviting and respectful environment where people are self-aware and use self-control.	Accountable By being responsible, honest, and teachable, we build integrity as we pursue success in a timely manner.	Inclusive Sincere acceptance of diversity built by supporting respectful, kind, and non-judgmental interactions.	Neighbourly Community involves every player who engage in thoughtful acts of citizenship inside and outside of our school.	Tradition Acknowledging our connection to history, we strive for academic excellence and innovation with support from our STM family.	Spirited We approach the day with inspiration and ambition.

St. Malachy's PYRAMID OF INTERVENTION

- Tier 1: Universal, School-Wide Classroom Interventions**
 - Classroom Management
 - Positive Reinforcement
 - Classroom Procedures
 - Classroom Expectations
 - Classroom Routines
 - Classroom Structure
 - Classroom Environment
 - Classroom Culture
 - Classroom Climate
 - Classroom Community
 - Classroom Connections
 - Classroom Communication
 - Classroom Collaboration
 - Classroom Cooperation
 - Classroom Consistency
 - Classroom Clarity
 - Classroom Calm
 - Classroom Care
 - Classroom Compassion
 - Classroom Confidence
 - Classroom Connection
 - Classroom Commitment
 - Classroom Connection
 - Classroom Connection
- Tier 2: Targeted Short-Term Interventions**
 - Individualized Behavior Support Plan (IBSP)
 - Behavioral Intervention Plan (BIP)
 - Classroom Management Plan (CMP)
 - Classroom Expectations Plan (CEP)
 - Classroom Procedures Plan (CPL)
 - Classroom Routines Plan (CRL)
 - Classroom Structure Plan (CSL)
 - Classroom Environment Plan (CEL)
 - Classroom Culture Plan (CCL)
 - Classroom Climate Plan (CCLM)
 - Classroom Community Plan (CCP)
 - Classroom Communication Plan (CCM)
 - Classroom Collaboration Plan (CCO)
 - Classroom Cooperation Plan (CCO)
 - Classroom Consistency Plan (CCS)
 - Classroom Clarity Plan (CCl)
 - Classroom Calm Plan (CCM)
 - Classroom Care Plan (CCP)
 - Classroom Compassion Plan (CCM)
 - Classroom Confidence Plan (CCF)
 - Classroom Connection Plan (CCN)
 - Classroom Commitment Plan (CCM)
 - Classroom Connection Plan (CCN)
 - Classroom Connection Plan (CCN)
- Tier 3: Individualized Intensive Interventions**
 - Academic Specific Interventions
 - Behavior Specific Interventions
 - Classroom Management Plan (CMP)
 - Classroom Expectations Plan (CEP)
 - Classroom Procedures Plan (CPL)
 - Classroom Routines Plan (CRL)
 - Classroom Structure Plan (CSL)
 - Classroom Environment Plan (CEL)
 - Classroom Culture Plan (CCL)
 - Classroom Climate Plan (CCLM)
 - Classroom Community Plan (CCP)
 - Classroom Communication Plan (CCM)
 - Classroom Collaboration Plan (CCO)
 - Classroom Cooperation Plan (CCO)
 - Classroom Consistency Plan (CCS)
 - Classroom Clarity Plan (CCl)
 - Classroom Calm Plan (CCM)
 - Classroom Care Plan (CCP)
 - Classroom Compassion Plan (CCM)
 - Classroom Confidence Plan (CCF)
 - Classroom Connection Plan (CCN)
 - Classroom Commitment Plan (CCM)
 - Classroom Connection Plan (CCN)
 - Classroom Connection Plan (CCN)

YOU ARE A SUPER SAINT

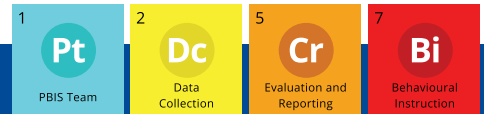
Attendance
Academics
Citizenship
Engagement

Student: _____
Staff: _____
Admin: _____
Grade Level: _____



St. Stephen Middle School

ASD-SOUTH



The implementation of Positive Behavioral Interventions and Supports (PBIS) at St. Stephen Middle School has contributed to enhancing clarity regarding behavioral expectations among both students and staff. Through the utilization of PROWL tickets, emphasis has been placed on promoting desired behaviors, thereby fostering a shift away from a purely consequence-oriented approach.

At St. Stephen Middle School, the existing behavior matrix served as a foundation upon which the PBIS framework further reinforced the alignment of expectations. This addition not only validated the school's existing approach but also provided further support in affirming its efficacy. A noteworthy instance demonstrates this awareness, wherein a student proudly shared his accomplishment with the vice principal, revealing that his mother had displayed the PROWL ticket on their refrigerator at home. Another example arises from the experience of a seasoned teacher, who remarked on how PBIS has prompted her to approach situations from a fresh perspective.

BEHAVIOURAL INSTRUCTION

PROWL TICKETS

“PROWL tickets” provide a method for educators to quickly recognize specific positive student behaviours with a written note that the student can take home.

POSITIVE OFFICE REFERRALS

Educators can write an in-depth description of a student's positive improvement/exemplary behaviour. This is submitted to the administration who meets with the student, and they call home together—to a very appreciative parent.

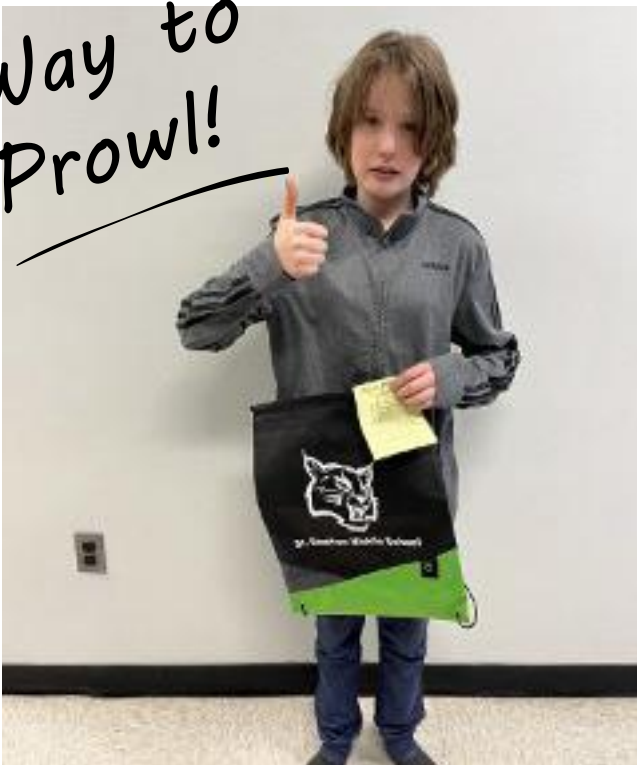
WHAT WOULD A BOBCAT DO?

VIDEO SERIES

To introduce and reinforce desired behaviors, current and future Bobcats are invited to view our engaging video series, *'What Would a Bobcat Do?'* Students will dive into everyday scenarios where our main character embarks on a choose-your-own-adventure journey: follow the norms outlined in our school matrix or veer off the path. These short, dynamic videos serve as a compass for incoming and current students, reinforcing the core principles of our behavior matrix which serve as a guiding beacon in every corner of our campus. Through collaborative efforts, we landed on the idea, filmed our first episode and plan to grow the collection next year.



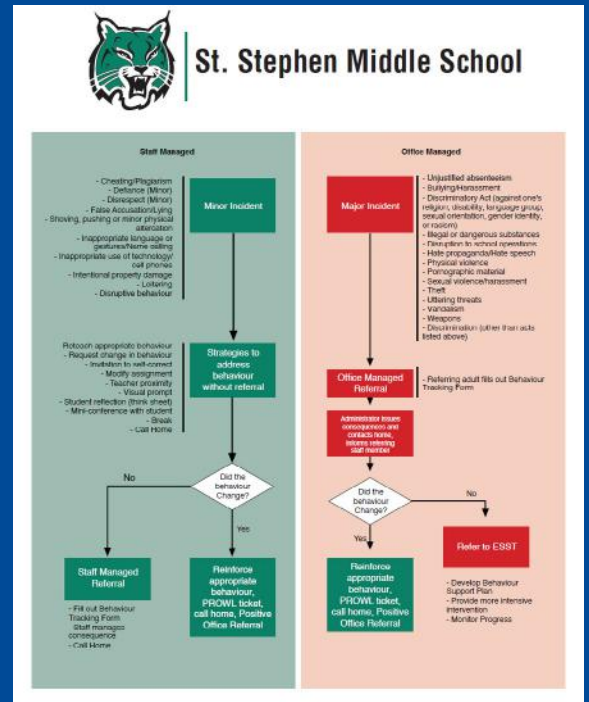
Way to Prowl!



DISCIPLINE PROCEDURES

FLOW CHART

As our team acknowledged the importance of reinforcing positive behaviors and ensuring clarity regarding consequences for undesirable conduct, we revised a flowchart outlining the management of unwelcome behavior to align with the specific needs of our school. This flowchart provides a clear distinction between behaviors managed by teachers and those handled by administrators.



Staff Managed

Office Managed



Way to Prowl!

Staff Managed Behaviors	Office Managed Behaviors
<p>Skipping Classes</p> <ul style="list-style-type: none"> - Any unexcused absence in the act of staying away from school without permission or explanation. It typically involves students who skip school or are consistently absent without a valid reason. - This would constitute when a student signs your class over if they are in the building. 	<p>Unjustified absenteeism</p> <ul style="list-style-type: none"> - Unjustified absenteeism - Bullying/Harassment - Discriminatory Act (against one's religion, disability, language group, sexual orientation, gender identity, or nation) - Illegal or dangerous substances - Disruption to school operations - Hate propaganda/speech - Physical violence - Pornographic material - Sexual violence/harassment - Theft - Uttering threats - Vandalism - Weapons - Discrimination (other than acts listed above)
<p>Cheating/Plagiarism/ Forgery</p> <ul style="list-style-type: none"> - Cheating generally refers to dishonest or fraudulent behavior with the intent to gain an unfair advantage or deceive others. - Plagiarism is the act of using someone else's words, ideas, or work without giving them proper credit or permission and presenting it as your own. - Forgery is falsifying another's signature on an official document/ communication. 	<p>Major Incident</p> <ul style="list-style-type: none"> - Unjustified absenteeism - Bullying/Harassment - Discriminatory Act (against one's religion, disability, language group, sexual orientation, gender identity, or nation) - Illegal or dangerous substances - Disruption to school operations - Hate propaganda/speech - Physical violence - Pornographic material - Sexual violence/harassment - Theft - Uttering threats - Vandalism - Weapons - Discrimination (other than acts listed above)
<p>Defiance (Minor)</p> <ul style="list-style-type: none"> - Disobedience or insubordination of authority refers to the willful act of resisting or openly challenging the authority, rules, or orders of those in positions of authority or those in charge. Example: Refused out without permission - Cheats or gives false info may result in Office Managed Behaviour 	<p>Office Managed Referral</p> <ul style="list-style-type: none"> - Referring adult file to Behaviour Tracking Form
<p>Disciplinary (Minor)</p> <ul style="list-style-type: none"> - Disciplinary or another person within the school community, teachers, operators, dignity, well-being, authority or worth - Cheats or gives false info may result in Office Managed Behaviour 	<p>Admission from nonaggression and attack team, unless safety interference</p>
<p>Failure to comply with school expectations</p> <ul style="list-style-type: none"> - Any behaviour that contravenes school established rules, directions, or expectations that is not already categorised in staff managed behaviours. 	<p>Did the behaviour change?</p> <p>No</p> <p>Refer to ESST</p> <ul style="list-style-type: none"> - Develop Behaviour Support Plan - Provide more intensive intervention - Monitor Progress
<p>Shoving, pushing, or minor physical altercation</p> <ul style="list-style-type: none"> - Minor physical altercations that include behaviour such as shoving, pushing, harassing, or rough housing - Fights or incidents involving the use of force or holding others to use force to cause physical injury shall be recorded as "Physical Violence" - an office managed behaviour 	<p>Yes</p> <p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>
<p>Inappropriate language or gestures/home calling</p> <ul style="list-style-type: none"> - Language or gestures unsuitable to the positive learning and working environment including vulgar, swearing, and obscenity. The use of words and phrases considered inappropriate within a school context. - Acts that are sexually vulgar (language and gestures) in nature would fall under office managed behaviour as sexual violence/harassment. - Please note that any acts of racism, homophobia, etc., should be categorised as an office managed behaviour for that act. 	<p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>
<p>Inappropriate use of technology</p> <ul style="list-style-type: none"> - Inappropriate use of, or sharing of resources using technology within school networks. This may include sending or forwarding inappropriate/sexual information/violent electronically, or viewing images or all electronic devices - Violating the standards for appropriate use of information and communication technologies in the public sector system as defined in Policy 211. - For Area Code Bullying/Harassment, Pornography, Hate Propaganda, Threats please code as office managed behaviour for that act 	<p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>
<p>Intentional property damage</p> <ul style="list-style-type: none"> - Minor damage to an object or item that is the property of another person, a school, or organization, but not goods that can be replaced - An office managed violation must be given a warning first. - Intentional damage to school property like a desk or long dispenser - Being present in a particular area without a specific purpose or authorization - Not being where you are supposed to be 	<p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>
<p>Littering</p> <ul style="list-style-type: none"> - Disruptive behaviour that disrupts the peace and the positive learning and working environment. - Examples: throwing objects, yelling, screaming, shouting, leaving items, verbal altercations 	<p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>
<p>Disruptive behaviour</p> <ul style="list-style-type: none"> - Disruptive behaviour that disrupts the peace and the positive learning and working environment. - Examples: throwing objects, yelling, screaming, shouting, leaving items, verbal altercations 	<p>Reinforce appropriate behaviour, PROWL ticket, call home, Positive Office Referral</p>

At SSMS we are committed to diverse learning opportunities, that allow the inclusion of all learners.

ASAP

The After School Activity Program, known to our students as ASAP, provides diverse opportunities for students to experience various activities that otherwise may not be experienced. Each month a student selects a choice activity and participates in this daily for the last 50 minutes of their school day. Some examples of activities include dog walking, STEM challenges, guitars, skating, mural painting, ultimate frisbee, kindness club and SPCA outreach. When our Bobcats are asked about their favourite part of middle school, the response is always ASAP!

PROFESSIONAL LEARNING

As part of our PBIS journey, staff completed professional learning related to best practices of PBIS as well as a seminar titled ***“Connecting with Agitated Youth through Trauma-Informed Approaches”***.

Overview of key points included:

- defining trauma
- discussing what a trauma informed classroom looks like
- learning about the brain and how trauma affects brain development
- discussing best practices and strategies to support students who have experienced trauma
- applying that knowledge to connect to our learners

SCHOOL WIDE INCLUSION PRESENTATIONS

Due to findings from office referral data indicating behavioral issues related to peer disrespect, we enlisted assistance from our district’s anti-racism and inclusion leads. Together with our school counselor, they conducted a series of classroom presentations focused on empathy and anti-racism.

GSA

At SSMS, our student-led gender and sexuality alliance group provides a safe space for 2SLGBTQ+ students and allies to gather, share experiences, and advocate for equality and acceptance. Our GSA offers a range of activities, including discussions, educational events and social gatherings all aimed at fostering understanding and combatting discrimination.

PROJECT BASED LEARNING

At SSMS, we strive to provide authentic learning opportunities for all students, including the learning of functional life skills. In a previous school year, the Bobcat lunch program was developed to ensure everyone had a lunch to eat. This academic school year we expanded this lunch program to include a staff lunch on Fridays – staff can preorder a meal and have lunch prepared for them. What a difference this has made in the lives of some of our students and has allowed for connectedness of youth, and resiliency.





COMMUNITY CIRCLES

The introduction of Community Circles to our school community emphasized inclusion and fostered a safe, welcoming, and heard environment. All teaching staff introduced circles to their homeroom classes, honoring their cultural significance and indigenous roots. Staff actively participated in developing norms and practices, fostering peer-to-peer, student-teacher, and staff-staff relationships. This facilitated open dialogue, empowering students and staff to voice their thoughts. Community circles promoted openness, honesty, and trust, enabling the community to address concerns and foster classroom unity. The impact of community circles on our SSMS community has been profound, promoting a positive and healthy environment that will persist within our Bobcat Community.

NEWCOMER'S LUNCH

Here at St. Stephen Middle School, we developed our Multicultural Luncheon to help newcomer students and our Canadian students get better acquainted with one another. During our special luncheon we explore our languages, customs, and food. We try to integrate different foods native to the countries of which our students come from. We celebrate trying different cuisines from around the world and at the same time enjoy one another's company. Our Multicultural Luncheons help promote celebrating our differences and at the same time recognizing how similar we all are.

BOBCAT BOUTIQUE

After a call went out on social media for a student in need of a pair of shoes, and the community showing overwhelming support, the Bobcat Boutique initiative was born. The Bobcat Boutique is open to all students each day and open to the public on Tuesdays from 4 to 6. The boutique has used clothing, coats, footwear for all ages and even some household items. And the best part, all items are free!

SSMS PBIS NEXT STEPS:

Our next endeavors in our PBIS journey involve implementation of the adapted flowchart, alongside wrapping up our video series for behavioral instruction. Come fall, we aim to implement these initiatives across all homerooms. Additionally, we aim to offer staff members opportunities to observe and model effective classroom management strategies.



Superior Middle School

ASD-NORTH



BUILDING RELATIONSHIPS

At Superior Middle School, we provide many opportunities for students to build connections with adults and peers. We give students opportunities at the end of the day to engage in non-academic activities that cater to a variety of interests. In addition, each day at this time, there is a classroom for students to receive any extra help or support from their teachers. A variety of 3 – 5 extra - curricular activities are also offered, including sports teams, senior home visits, Makerspace, and drama. These activities are highlighted on our #BlazerPride wall.

In order to foster relationships in all facets of the building, we have implemented friendly student versus teacher competitions at our monthly assembly celebrations. To continue to be a safe and inclusive environment, we offer alternate supervised areas for students to eat lunch. For example, a space for students who may find the cafeteria overstimulating and a space where students can spend lunch during Ramadan.



COMMUNITY INVOLVEMENT

Superior Middle School has fostered many relationships within our community to engage our students. McDonald's and Tim Horton's generously donate to student celebrations. We have community members come into our school to share their expertise and encourage students to develop skills outside of the classroom. These members include a local artist, a woodworker, an activity/rehabilitation coordinator for a senior's home and a community development coordinator. Through this involvement students have the opportunity to make cutting boards, volunteer with seniors, prepare food bags for local residents and participate in guided art lessons. At the end of each term, students showcase their accomplishments to family, friends and the public during SMS Exhibition Day.



DATA COLLECTION

One of our focuses for our PBIS Team this year was data collection. Learning from last year, we decided to be more specific and realistic about what we could track. We concentrated on daily attendance, 2-3 activities participation and major incidents. We announced the previous day's attendance on the announcements each morning and celebrated when we maintained high percentages. We track the number of students attending each 2-3 activity and reward 80% attendance. Major incidents are tracked through PowerSchool. We are also piloting a tracking system to collect data on minor/major behavioral incidents in the building using Microsoft Forms.



CULTURAL AWARENESS

In our school, we love celebrating our growing diversity with collaborative and inclusive activities and projects. These projects are visible within our school and on our website to maximize exposure to all staff, students, parents/guardians, and community members. This year's projects showcased:

1. Every Child Matters Truth and Reconciliation wall - students made pledges and wrote them on feathers and printed words on orange puzzle pieces that represent the day.
2. An all-inclusive world map with flag pins to represent each culture/heritage of our students.
3. Manie musical tournament bracket to celebrate French culture and diversity around the world.
4. Basket weaving and blanket exercises to celebrate and educate students on indigenous activities and history.
5. Cultural presentations such as the multicultural association as well as African drumming and storytelling.
6. A Culture Club is offered as part of our 2-3 activities where students learn about new holidays within our school, make signage to include newcomers' languages, and play games that teach about new places in a fun interactive way.
7. Black history choice block for students to make interactive black history installations.



Terry Fox Elementary School

ASD-NORTH



DEVELOPING THE HERO IN US ALL

SCHOOL-WIDE EXPECTATIONS

At TFES we are committed to developing the hero in all our students. To help achieve this we have set clear expectations through the development of a behavior matrix. This matrix has been co-created by staff and students and is reviewed frequently in classrooms and at school assemblies. In addition, one of our grade 5 classes are currently creating videos which will be used to help teach the components of the behavior matrix to their peers.



Proactive recognition systems are also in place to promote and teach school-wide expectations. Our PBIS team have created HERO Ballots which are linked directly to components of our behavior matrix. These ballots are used in draws throughout the school week to recognize and reward students who are following school-wide expectations. The PBIS team has also created a Caught Being a Hero bulletin board to further recognize students who are doing their best. Every adult who works at TFES is tasked with recognizing one student each month, filling out a certificate which is sent home after our month-end assembly.

DATA-COLLECTION

Academic data-collection has always been a priority at TFES and is used to offer educational support for students, but we did not have a functional data collection system for behavior. To resolve this, TFES is developing a data-collection system focused on student behavior that will allow staff to report incidents of behavior, which will automatically be shared with administration and with our School Intervention Worker. Having this system in place will allow staff to analyze behavioral data, providing targeted support to areas of need. This system, in conjunction with our proactive positive behavior recognition systems, will help set expectations for the climate and culture at TFES.





STAFF BUY-IN

It takes a village to raise a child, and at TFES all staff are committed to supporting our students, and each other, as we embark on our PBIS journey. This started by including stakeholders from all areas on our PBIS team, where we have representatives from lower and upper elementary, French Immersion and English Prime, guidance, education assistants, resource, and administration. This team decided upon our year-one elements and helped lay out the path that staff will follow to implement a successful PBIS model. Staff have been instrumental helping students adhere to our school-wide expectations, taking the time to teach when needed, and to reward and praise when earned.



Upper Miramichi Elementary School

ASD-WEST



Our journey began near the end of the 2022/23 school year. Staff were introduced to PBIS with a power point and what PBIS was about. Staff were in favor of pursuing this further. An expression of interest application was completed, and UMES were accepted into the program.

UMES have CHOMPER (Community Minded, Hardworking, Organized, Mindful, Positive, Empathy and Respect). Our mascot CHOMPER is a beaver an iconic symbol in Canada. UMES have an adult sized beaver (Chomper) costume which one of our Grade 5 students wear at events and assemblies. Each class also have a mini-Chomper soft stuffed animal and we have a larger one on the display cabinet at the office.



#1 TEAM

UMES staff volunteered to join the PBIS Team, and Mrs. Neal, Ms. Christie, Mrs. Sullivan and Mr. Ross are all part of this team.

Our Team selected the tiles UMES would focus on and presented to staff. UMES tiles included #1, 2, 3 and 8.

1 - Team, 2 - Data Collection, 3 - Buy In, 8 - Systems for Recognition.

#2 DATA COLLECTION

included the "Tell Them from Me Survey" from Gr. 4 & 5. Provincial assessment Data to help with our school plan goals. Behavior Tracking Forms and EECD data for serious misconduct and attendance. UMES Chomper scoreboards were created in each hallway and are now used to track our weekly Chomper Checks. When the school achieves two consecutive weeks with twenty or more Chomper Checks; the student leadership group selects a school wide reward.

A very important piece of data collection comes from a K - 5 UMES survey we conduct in late fall. This year we plan to complete the survey again in May with the goal being at least a 5% improvement.

#3 BUY-IN FROM STAFF

Staff members buy-in has come in various forms. Some have bought in by joining the team and contributing to a positive culture. Other staff have helped by creating scoreboards and bulletin boards. Individual classes have created positive boards in the hallway such as "What Brings You Joy" Grade 3. Grade 5 "Poems" contributing positive points about each student and pumping up their personalities. Grades 4 & 5 have completed class therapy talking about what upsets them and what they enjoy about each other.

Staff members including teachers, EA's, custodians, and bus drivers have submitted Chomper Checks for students. All staff participate as a supervisor or leader in the student/staff led clubs on Friday afternoons.

Staff at our school are supportive of students taking a leadership role and helping.

8 SYSTEMS FOR RECOGNITION

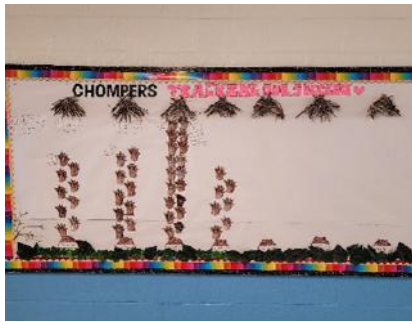
We have our CHOMPER Behavior Matrix promoting expected behaviors in various areas. Students going above and beyond are recognized with a CHOMPER CHECK which we announce and hand out during morning announcements.

Students receiving a Chomper Check will also have their names entered into a draw for prizes at our assemblies held every month or so.

Students are also recognized at each grade level for students of the month.

All students and staff are recognized on their birthday.

Students are also recognized for achieving bronze, silver, gold and platinum in Athletics with a certificate.



Student Leadership Team was formed early in 2024. The students have led the way on a couple of assemblies. They organized and conducted an Easter Egg Hunt at our school. They held a sock hop. They promoted and helped to organize the student/staff led clubs which we started in April.



Currently UMES students are participating in the annual Reading Challenge. Students receive a ballot when reading a book, pages or chapter depending on the grade level. Prizes are drawn and a grand prize draw for each wing.



New Brunswick Positive Behaviour Incubator Schools Video Series

YEAR TWO 2024

AS A RURAL NEW BRUNSWICK SCHOOL WHAT HAS **PBIS OFFERED YOU?**



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HOW HAS PBIS **IMPACTED** YOUR SCHOOL?



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HOW DOES PBIS **SUPPORT** MIDDLE SCHOOL?



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New Brunswick Positive Behaviour Incubator Schools Video Series

YEAR TWO 2024

AS A HIGH SCHOOL WHAT DOES PBIS **OFFER** YOU? *(Part 1)*



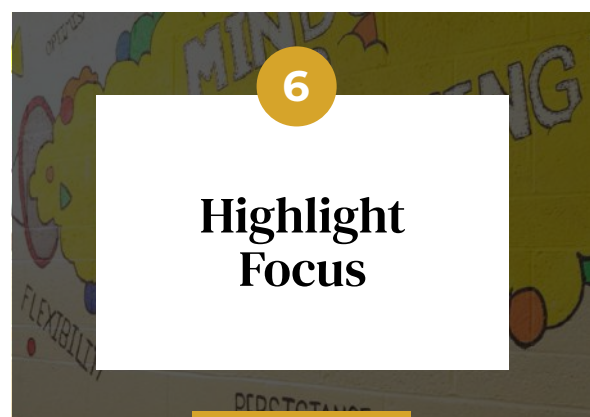
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WHAT WERE YOUR KEY CONSIDERATIONS WHEN **IMPLEMENTING** PBIS IN A HIGH SCHOOL? *(Part 2)*



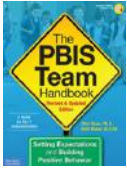
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HOW DOES PBIS **SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT?**



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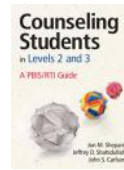
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RTI SUCCESS
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THE PBIS TIER ONE HANDBOOK
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COUNSELING STUDENTS IN LEVELS 2 AND 3
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THE PBIS TIER TWO HANDBOOK
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INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT: BLENDING RTI AND PBIS
(eBook)



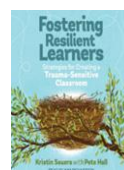
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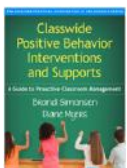
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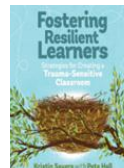
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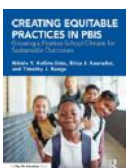
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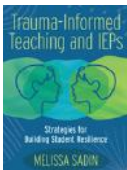
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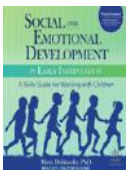
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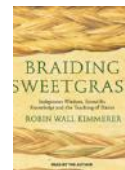
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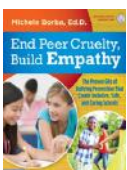
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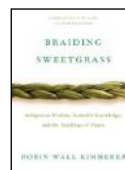
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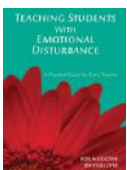
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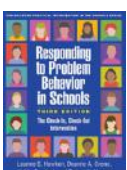
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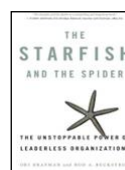
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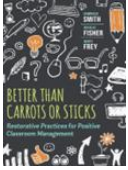


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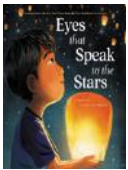


THE STARFISH AND THE SPIDER
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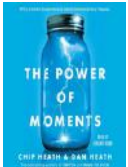
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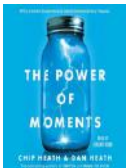
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