



# From Policy to Practice:

## IMPLEMENTING AND SUPPORTING POLICY 322 – INCLUSIVE EDUCATION

POSITIVE BEHAVIOUR INTERVENTION SUPPORT (PBIS)  
JULY 2023



# Moving Forward

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

## POSITIVE BEHAVIOUR INTERVENTION SUPPORT INCUBATOR SCHOOLS FOR SEPTEMBER 2022 PILOT

1 ANDOVER ELEMENTARY  
SCHOOL

6 SUPERIOR  
MIDDLE SCHOOL

7 DR. LOSIER  
MIDDLE SCHOOL

2 PERTH-ANDOVER MIDDLE  
SCHOOL

3 BATH COMMUNITY  
SCHOOL

4 HARVEY ELEMENTARY  
SCHOOL

8 BIRCHMOUNT SCHOOL

9 SALISBURY REGIONAL  
SCHOOL

10 RIVERVIEW  
MIDDLE SCHOOL

5 LAKEFIELD ELEMENTARY  
SCHOOL

● WAVE 1 (YEAR 2022)



# Positive Behaviour Intervention Supports (PBIS)

PBIS INCUBATOR SCHOOLS  
2022-2023

## OVERVIEW

- The PBIS framework has been part of New Brunswick schools for over a decade. This initiative is looking to enhance and build on the existing structures to create exemplars that fully realize the intent of PBIS.
- Ten New Brunswick schools, representing all four Anglophone districts, have PBIS Incubator schools. These schools are using the PBIS framework based on 12 structural elements that support implementation.
- Implementation of PBIS is intended to help reduce the number of behaviours occurring in NB schools.
- The **2022-23 TEN SCHOOLS** are:
  - › **ANGLOPHONE EAST:** Birchmount School; Salisbury Regional School; Riverview Middle School
  - › **ANGLOPHONE SOUTH:** Lakefield Elementary School
  - › **ANGLOPHONE WEST:** Andover Elementary School; Bath Community School; Harvey Elementary School; Perth-Andover Middle School
  - › **ANGLOPHONE NORTH:** Dr. Losier Middle School; Superior Middle School

## WHAT IS POSITIVE BEHAVIOUR INTERVENTIONS & SUPPORTS (PBIS)?

- Positive Behaviour Interventions & 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.
- The PBIS framework and support elements involves all stakeholders to be active participants and supporters in student education. Participants and supporters should include all levels: EECD, districts, school staff, students, parents, student council, and key community members.

## WHAT DOES IT LOOK LIKE IN A NEW BRUNSWICK 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 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).

# Positive Behaviour Intervention Supports (PBIS)

PBIS INCUBATOR SCHOOLS  
2022-2023

## 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 work together to effectively identify students in need of additional supports to be successful. They also utilize practices and approaches proven to be effective by research.
- An intentional focus on data to support the programming elements of tiered supports.

## 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.

## ALIGNMENT WITH CURRENT POLICIES OF THE NEW BRUNSWICK DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

- 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*

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



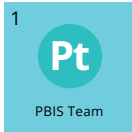
**PBIS.NB@GNB.CA**



Belonging  
Empathy  
Achievement,  
Respect

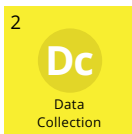


# 12 Elements of PBIS



## **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.



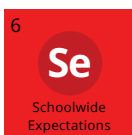
## **STUDENT/FAMILY/COMMUNITY INVOLVEMENT**

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



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## 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.

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## 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.

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## 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.

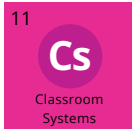
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## PROFESSIONAL DEVELOPMENT

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.

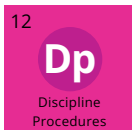
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## CLASSROOM SYSTEMS AND ROUTINES

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.

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## DISCIPLINE PROCEDURES

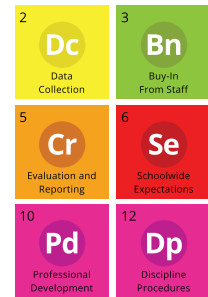
One of the long-term goals of any PBIS initiative is the significant reduction of discipline and SEL referrals. Proper management of PBIS will eventually get your school community there, but in the meantime, you and the school community must deal with negative behaviour in a positive way. Communication 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).

# Summary



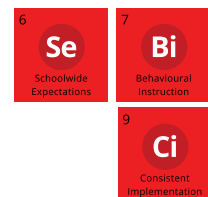
**(ASD-N)**  
**Superior Middle School**

<b>CONTACT</b>	Eleanor Brown
<b>STUDENT ENROLMENT</b>	284
<b>FTE</b>	20.1
<b>BIM</b>	1
<b>EAs</b>	10
<b>JORDAN'S PRINCIPLE</b>	1
<b>COMPLEX CASE TEACHER</b>	1
<b>SIW</b>	1



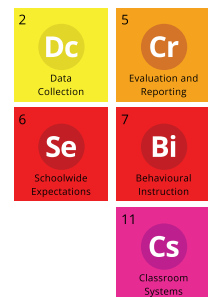
**(ASD-N)**  
**Dr. Losier Middle School**

<b>CONTACT</b>	Judson Wayne
<b>STUDENT ENROLMENT</b>	250
<b>FTE</b>	21.5
<b>BIM</b>	1
<b>EAs</b>	15
<b>AA</b>	1
<b>LIBRARY ASSISTANT</b>	0.4



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

<b>CONTACT</b>	Tammy Constantine
<b>STUDENT ENROLMENT</b>	284
<b>FTE</b>	45.5
<b>BIM</b>	1
<b>EAs</b>	11
<b>AA</b>	2



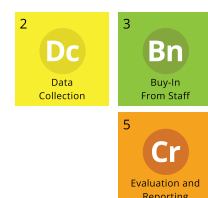
**(ASD-E)**  
**Riverview Middle School**

<b>CONTACT</b>	Kim Marr
<b>STUDENT ENROLMENT</b>	486
<b>FTE</b>	31.9
<b>BIM (1 school wide, 1 Circle of Care-Jordan's Principal, 1 for a Complex Case)</b>	3
<b>EAs</b>	15
<b>AA</b>	2

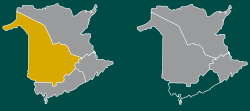


**(ASD-E)**  
**Birchmount School**

<b>CONTACT</b>	Krista Martin (2022), Sandra Savard (2023)
<b>STUDENT ENROLMENT</b>	557
<b>FTE (includes our embedded 1.0 EST-EAL teacher)</b>	41.4
<b>BIM</b>	1
<b>EAs</b>	23
<b>EAL TUTOR</b>	1







**(ASD-W)**  
**Perth-Andover  
Middle School**

<b>CONTACT</b>	Claudine Dionne
<b>STUDENT ENROLMENT</b>	191
<b>FTE (including 1 enhancement language teacher)</b>	15
<b>BIM</b>	1
<b>EAs (district)</b>	5
<b>JORDAN'S PRINCIPLE</b>	2
<b>ACADEMIC SUPPORT ENHANCEMENT</b>	3



**(ASD-W)**  
**Andover  
Elementary**

<b>CONTACT</b>	Daniel McCarthy
<b>STUDENT ENROLMENT</b>	264
<b>FTE</b>	20
<b>EAs</b>	10



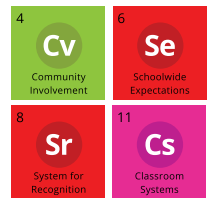
**(ASD-W)**  
**Bath  
Community  
School**

<b>CONTACT</b>	Mitchell Hemphill
<b>STUDENT ENROLMENT</b>	130
<b>FTE</b>	10.8
<b>BIM</b>	1
<b>EAs</b>	5



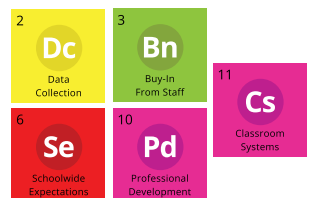
**(ASD-W)**  
**Harvey  
Elementary  
School**

<b>CONTACT</b>	Julie Holt
<b>STUDENT ENROLMENT</b>	213
<b>FTE</b>	16.7
<b>EAs</b>	6



**(ASD-S)**  
**Lakefield  
Elementary**

<b>CONTACT</b>	Ashley Dobbin
<b>STUDENT ENROLMENT</b>	372
<b>FTE</b>	27
<b>EAs</b>	14



TOTAL	
<b>STUDENTS</b>	3,031
<b>FTE</b>	249.9
<b>BIMS</b>	9
<b>EAs</b>	114
<b>OTHER SUPPORT STAFF</b>	12.4

# Dr Losier Middle School

ASD-NORTH



## WELCOME WEDNESDAY!

As a school, we offer all Grade 6 students a WEBS of Support day to welcome them to DLMS, but if you start any day other than the first day – you basically walked in and hoped for the best.

**Welcome Wednesday** is a moment of pride that staff and students create to welcome new students to our school. In the last year, the school has taken on many new students from all walks of life. We know that change is tough and for students coming into a new place, it can be overwhelming.

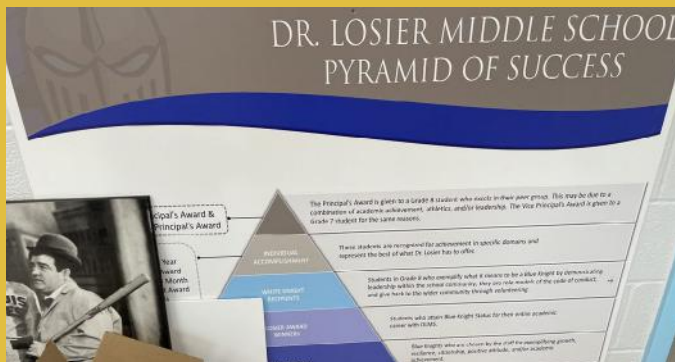
In advance of their welcome day, the new student comes to the school to meet with staff for some academic testing so we can best meet their needs. From there they are placed in classes so they will have support and be assigned to RTI and Design Block based on their choice.

When they arrive at the school on Wednesday, a team of students from their homeroom and others who could likely pair well with them meet them at the door. They show them around the school, help them with their locker, overview the routines and try their best to make their first day at DLMS a memorable one.



## PYRAMID OF SUCCESS!

The image below used to hang in the wall of our lobby and now sits on the floor in the administration office as a reminder of the lessons we have learned this year.



Each school has a unique journey to embark on. At DLMS the heaviest lift we did this year was to reflect on past practices and to make our school more inclusive and equitable.

The crux of the reflection was to identify who we are. We had to look at our current reality. Part of that was staff were not living our core values and could not even list what they were.

Part of our journey was to define **three elements** that met the criteria of being:

- Non-negotiable
- Accessible to all students and all stakeholders
- And equitable

We have identified that Knight Culture is:

- Personalization
- Positive Relationships
- Equity

Another part of our voyage was to examine past practices that may not have met these criteria. The image attached was a huge part of who we were, but by learning more about the continuum of motivation, we could no longer build extrinsic motivation reward programs that in the end marginalized our most vulnerable students. Our next steps are to establish systems of recognition that meet our new Knight Culture.



**AT THE CORE OF OUR SCHOOL CULTURE IS PERSONALIZATION.**

**THIS CAN MEAN MANY DIFFERENT THINGS TO MANY PEOPLE.**

**FOR US PERSONALIZATION IS:**

**DESIGN BLOCK**

Every day from 2:35 to 3:10 p.m. Teachers offer a project that meets one or more of the following criteria:

- Fosters Creativity
- Teaches a technical skill so students can apply it to innovate
- Uses Design-Thinking Process

Students then sign up for a project of their choice. Each project round ends with the celebration of learning that is a public event.

**RESPONSE TO INTERVENTION (RTI)**

Every day from 12:07 to 12:37 or 12:37 to 1:07 p.m. All students are assigned to an RTI as a flexible group based on their needs – decisions are driven by data collection at the PLC level and leveraged through the school improvement plan.

**CROSS-CURRICULAR PROJECTS – HUMANITIES CLASS**

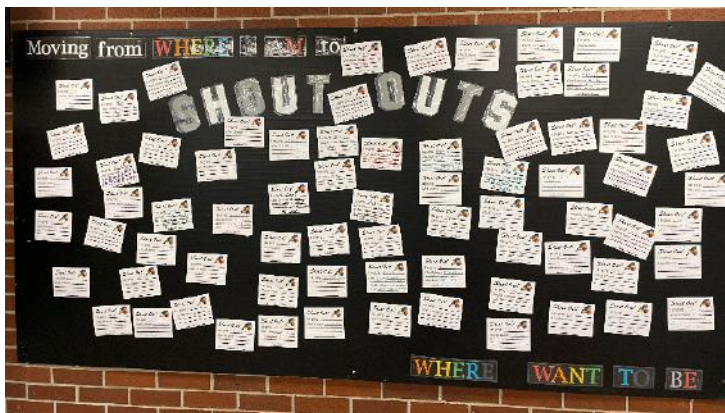
The language learning of enrolment is combined with social students along with fine arts to provide a longer block of time. Language learning is traditional in skill acquisition, but it is merged with the additional content to provide an opportunity for teachers to develop project-based learning.

**KNIGHTS DEN – PERSONALIZED LEARNING ENVIRONMENT CLASSROOM**

This PBIS Tier 3 intervention is a personalized way to support students who do not fit the mould of a regular classroom. As of late, we have been servicing more students with mental health issues who were not attending school. We're re-integrating them back into the school and, eventually, the regular classroom through this support mechanism.

**SHOUT OUT! BOARD**

As part of our PBIS Positive Relationships pillar of our Knight Culture, a huge piece of data we collect is on student connectedness to the school.



**Our Shout Out! Board** is primarily made up of stuff to highlight something positive that a student has done. We feel that part of our next steps is to be more intentional with this initiative as a Tier 1 system of recognition. Our intention is for staff to take ownership and build a culture of equity and inclusivity. Something that is easy to see but hard to capture in a photo is our breakfast program. It runs every day for all students. The cool part is that there is no stigma attached to attending. Although it is to supplement those who are food insecure, it's open to all students. It creates a much more inclusive environment where students start their day on the right foot.



# Harvey Elementary School

ASD-WEST



## SCHOOLWIDE EXPECTATIONS

### Be Safe, Be Respectful, Be Responsible.

This sign is painted above the entrance that all students and staff walk through many times a day. Every day our Grade 5 students present the announcements on Teams and they remind everyone to be safe, respectful, responsible, and kind. At the beginning of each school year, teachers review expectations for the hallways, classrooms, bathrooms, and the playground with their students. We have been using videos that were sourced elsewhere, with our goal for the 2023-24 school year being to create our own Expectations videos. A handbook was created through the collaboration of staff and the PBIS committee and will be shared with families at the start of each school year.



## COMMUNITY INVOLVEMENT

Veterans, retired and active, were invited to attend our Remembrance Day Ceremony for the first time since 2019.

H.E.L.L.O. (Harvey Elementary Lifetime Learning Opportunities) is an SEL program that is run in four-week blocks, once a week for an hour, throughout the course of the school year. Teachers are asked to sign up for an activity or topic of their choice, then the HELLO Committee compiles the information to send home with students. After the students choose their top three preferred activities, the committee members sort and organize the students into groups with the goal of each student being able to participate in one of their three choices. Some activities that involve the community include: having access to the curling club and a curling instructor to provide lessons to a group of students; having a lacrosse coach work with a group of students at the community centre; volunteers coming to the school to help with sewing projects. Students look forward to participating in a variety of activities throughout the year.



In December, members of the Home & School Committee, as well as parent volunteers, prepared a pancake lunch for all the students. Tables were set up in the gymnasium and the volunteers served the students. It was a very welcome event as it had been a few years since all the students were together to share a meal.

## SYSTEM FOR RECOGNITION

Hero Points are given to students at the discretion of every staff member. Students receive them for being kind to others, helping without being asked, demonstrating the expectations outlined in the school handbook or for any other reason that an adult may choose. Our Heroes Wall is located outside the gymnasium and is added to each day after the Hero Points are read on the announcements. Hero Points designs change each month to keep the wall noticeable. During our monthly assemblies all students who have received a Hero Point are asked to stand up and be acknowledged in front of the school community.

Positive Impact Moments – during our monthly assembly different adults and students are asked to speak about something that has impacted them in a positive way. This could range from appreciating being greeted at the front door when they arrive in the morning to being given a snack when they were hungry. The goal is to highlight the “big impact” the “little things” make in our daily school lives.

Many teachers have also incorporated Happy Mail into their classroom practice. They write a positive note to students in the form of a postcard and give it to the student during the day.



## CLASSROOM SYSTEMS

HES has purchased, through the support of our Home & School Committee, items for mindfulness, calming corners and self- and co-regulation for every classroom and Resource room.

Every morning teachers are expected to provide a “soft landing” for their students. This means providing a calm and welcoming space by playing soft music and having some of the lights off, providing a time to read or draw to settle into the day, or simply enjoy one of the breakfast foods available in classrooms every morning. Some students like to chat quietly with a friend as they ease into their day. As a staff we recognized that some student’s day may have started off in a chaotic manner and that our priority as adults is to help set a positive tone for their day, every day.



# Riverview Middle School

ASD-EAST



## CULTURAL SPACE

At RMS a classroom has been dedicated as our cultural space, led by our Indigenous Support Worker, Daniel. 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. One activity that was open to the entire RMS Community was basket making. Understanding, and celebrating, everyone's differences is the key to cultural acceptance and builds a positive culture itself. Our purpose is to provide everyone in our community a safe and welcoming space.

Finally, we have found that throughout this journey the continual building of relationships with staff, students and our community has proven to be the most positive, effective, and significant factor in creating a positive and culturally responsive school and community.



*Basket making!*



## SYSTEMS OF RECOGNITION AND 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** are 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 the positive accomplishments of our former Riverview Middle and Riverview Junior High alumni. Each week, we welcome a guest speaker to join us to share their RMS alumni stories.

We want to highlight how our former RMS & RJH (Riverview Junior High) students are giving back to their communities through their professions, volunteer work or in their personal lives. We have had numerous guests over the past four months, with a variety of experiences, careers, memories, and words of encouragement for our students. We have found the initiative to be very enriching for our entire RMS Community. We appreciate the time our community members take to share memories, perspective, struggles, growth, success, and all that they have and are still learning along this journey. What a great way to help our youth know they are not alone in their challenges and encourage them to envision what their lives will look like in the future and ways they, too, can give back.

**Our first guest to launch our *Where are they now?* series was our current mayor, Andrew LeBlanc.**



**Mayor LeBlanc and Kayley Drake**



## 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. These signs are posted on the outside of the school as a way of recognizing our staff. This initiative began at RMS but has taken off within the community, with most of our schools now participating. This allows us to publicly acknowledge school staff. Many community members comment how much they appreciate school staff, especially after seeing the signs outside of the school as a reminder. Staff have indicated this is a great boost to school morale each morning, when they arrive to see a large sign on the lawn thanking them. Our staff PBIS committee were intentional in celebrating and acknowledging staff frequently.



## PBIS POSTCARD

Every summer near the end of August the Admin Team sends a postcard to all new students coming to RMS. Over the past four years the postcards have been a huge success and talked about within the community. This was especially impactful during COVID. Students and families enjoy receiving mail from RMS, just to let them know we are thinking of them. Each year the local community post office expects a large delivery of postcards from the staff at Riverview Middle.



# Bath Community School

ASD-WEST



## ANTLER FIND ON TRAIL:

**System for Recognition:** Body breaks are essential for our Grade 6 students. On this particular body break, our Behaviour Intervention Mentor took the students on a quick snowshoe hike. PBIS environments develop and implement motivational systems that encourage and reinforce students to exhibit behavioural expectations. Our goal this year was to be proactive rather than reactive. Looking at the data, we know when these students had been struggling during the day. We built in body breaks to be proactive. We rewarded good behaviour by doing what they love. These staff initiatives provide immediate, intermittent, and long-term reinforcements to any student displaying desired schoolwide expectations, behaviours, or associated rules. On these walks we unpack lots. Students open up to our staff and we can do a lot of informal counselling, reinforcing, and modelling something as simple as having a conversation. From this particular walk with students, we planned a future activity day using their ideas.



## KIDS T-SHIRT DAY:

**System for Recognition:** We used our first \$1,000 from PBIS to purchase a K.I.D.S T-shirt for the entire school. We are always stressing the importance of being Kind, Involved, Dependable and Safe.





## KIDS OFFICE!

**Data Collection/Evaluating and Reporting:** Using Excel, we track the students who receive MM awards and display their awards. This student was in to look at the wall to see if he could find his award.



## APPRECIATED:

**System for Recognition:** We try to provide a free meal to the full student body every two weeks. This day we spoiled the staff for all the work they do for our students on a daily basis to make this school a positive learning environment!



## MO WELCOMING OUR NEW STUDENT:

Our mascot was going around to remind students of our K.I.D.S matrix and he stopped in to welcome our newest student to BCS. Mo has been a great addition to our school. His giant KIDS t-shirt is a reminder of our behaviour MATRIX. Mo can be seen throughout the school walking on the right side of the hallways, entering a classroom calmly, washing his hands in the bathroom after use and being hands off during transition time. He is great at rewarding students with thumbs up and high fives when he sees our students modelling the behaviour set out in our MATRIX. We were very fortunate to have an increase in student population this past school year and we were thrilled to have Mo welcome them to our school as well. Mo is a great role model!



# Andover Elementary School

ASD-WEST



## EVALUATION AND REPORTING

The students at AES are positively contributing to the school culture through forming a student council and implementing different activities. One of their first ideas was a games afternoon that takes place twice a week at lunchtime. During these sessions, the children can socialize and build relationships with different age groups. The student council also organized a clean-up day where the whole school participated in cleaning up our playground and front area.

Now that the PBIS team has created their own interventions for tiers 1, 2, and 3 we will present this to the rest of the staff. We believe this form of intervention should decrease the number of referrals that are being sent to the office. However, we always remind staff that assistance is available to support them when a situation has escalated.

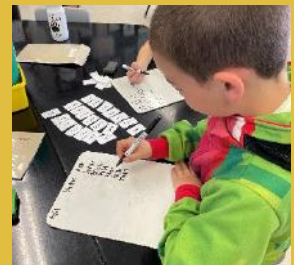
As a PBIS team we discussed ways of better supporting our staff. We will plan events in advance to allow teachers and students to prepare with more time. The school calendar, located on Teams, allows all staff to input special dates.



## DATA COLLECTION | ACADEMIC

### WORDS THEIR WAY

These sessions take place daily throughout all grades in our school. Each term, the teachers will complete a spelling inventory with their students. This inventory indicates what words the students will need to focus on. The information is placed in the provided spelling inventory data sheet to keep as a record.



### MATH FACT FLUENCY

This session takes place daily in our grade 2 to 5 classes. A typical fluency routine will consist of students practising their strategy through games provided by the teacher. The teachers assess the children each term to see what they need to work on next by recording the data in an Excel sheet.



### BEHAVIOUR

**Behaviour Tracking Form** – When a situation takes place with a student or a group of students, teachers have access to the online behaviour tracking form. Once they submit the form, administration is notified and they decide if the incident needs to then be recorded in PowerSchool. The teachers have access to the behaviour tracking form on our Teams site.

## DISCIPLINE PROCEDURES

**TIER 1, 2, AND 3 INTERVENTIONS** – As a committee, we created schoolwide criteria and expectations for supporting students.

AES



Cubs

**PBIS Tier 1 Andover Elementary**  
**April 2023**

1. Speak softly in non-threatening manner if student is nervous
2. Supervising during transition time
3. Simplifying complex directions
4. Providing frequent, immediate, positive feedback
5. Focus on student's talents, strengths, and accomplishments
6. Meet and greet students at classroom door to form connections
7. Circle up (30 minutes to start each morning)
8. Give students choices
9. Use positive, consistent consequences
10. Integrate cooperative experiences into instruction (Movement)
11. Refer to Matrix of PBIS of all areas of the school (Classroom, Hallway, Playground, etc.)
12. Restorative Practices-Teachable moments



**DISPLAYS** – Child-friendly posters were created to outline these expectations. These posters are displayed in the classrooms, washrooms, hallways, cafeteria, and near the playground for the children to use as a visual reminder.



## SYSTEM OF RECOGNITION

### CUB OF THE MONTH

Each month the teachers choose a student in their class who displayed accountability, engagement in their learning, 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 APPRECIATION WEEK

As a staff, we planned different activities for the students to participate throughout the week. We started our week with a welcome cheer as the children arrived at school and ended our week with a fantastic afternoon disco.

### BIRTHDAY ANNOUNCEMENTS

During our morning announcements, the children's birthdays are announced. These birthdays are also displayed in the main entrance on our school monitor. The students look forward to hearing the birthday announcements each day.

### HEART HEALTHY SCHOOL

As a school, we participated by focusing on a category each week (veggies and fruit, water, rest and recharge, joyful movement). We recognized the importance and discussed how the children can partake at school and at home.



Friendly Passionate  
Caring Work Supportive  
Accountable Motivating  
Fun Engaged  
Family Community  
Respectful  
Safe  
Resilience Learning Helpful  
Spirit

# Lakefield Elementary School

ASD-SOUTH



## CO-CONSTRUCTED SCHOOLWIDE EXPECTATION

**Buy-in from Staff** - Each month after our PBIS team met, we had a staff meeting. We collectively determined what the schoolwide expectations would be and intentionally planned to teach, review and reinforce these expectations with our students. Working through this together with our teaching staff and EAs was positive and helped to create consensus and **buy-in** for our **schoolwide and classroom expectations**. Students were **recognized** for demonstrating mastery of our expectations and given a chance to practise and reflect when they needed more work in achieving our collective expectations.

Staff use our ROAR referral postcards to write a positive message about students. Students received a prize from the office, had their photo added to the ROAR wall, and had their photo included in our monthly slideshow. Families loved seeing their kids come home with their postcard and hearing about the positive ways our staff were recognizing and celebrating their child. Our team collected data throughout the year on ROAR referrals and this will guide next steps in our planning for the fall.



## GRADE 5 LEADERS WITH OUR COMMUNITY POLICE PARTNERS HOLDING OUR SIGNED WITS PLEDGE.

**Classroom Systems** - In the fall our guidance counsellor visited all classrooms, and students learned about what it means to use your WITS. For Community Involvement we had the community officer and mascot come to the school for an assembly. They visited each class so kids could sign the WITS board. We did the WITS pledge as an entire school. Our student leaders recognized kids who were using their WITS by volunteering their recess time on the playground to help students use their WITS to resolve conflict and by handing out WITS stickers when students were demonstrating positive ways of resolving conflict.

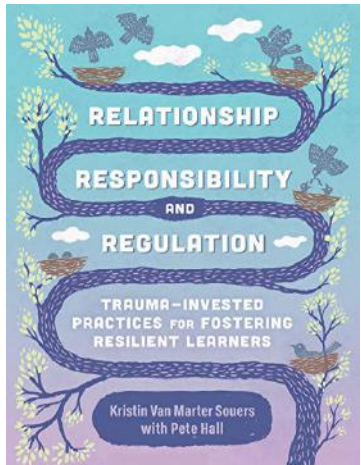
- W** WALK AWAY
- I** IGNORE
- T** TALK IT OUT
- S** SEEK HELP





## RELATIONSHIP, RESPONSIBILITY AND REGULATION BOOK

**Professional Development** - The PBIS team at LES read the **Relationship, Responsibility and Regulation** book early in the year. We planned out the professional learning days for the year for our 16 Educational Assistants. Each time there was a PL day the EAs had the opportunity to read a section of the book. They then worked in groups answering guiding questions that were framed by the PBIS team. We culminated this learning by having a presentation in the spring for all staff, which was led by John Tingley with EECD. He discussed trauma-informed practices and the major themes from the book.



This was a very worthwhile time for our EAs on professional learning days. Next year we are looking for an additional trauma-informed book, which we plan to do with the entire staff.

## GRADE 5 LEADERS WITH LEO THE LION HOLDING UP OUR UNESCO FLAG

- **Buy-in From Staff** - When the staff see students excited and engaged at school it promotes buy-in for our PBIS initiatives. We wanted to generate some excitement, so this year we added a new mascot. Our students voted on which costume should represent our lion and then voted on the name.
- **Systems of Recognition** - Leo the Lion was a part of our schoolwide celebrations and community events throughout the year. Our mascot celebrates the positive actions and achievements of our students and staff!
- LES was recognized as an official UNESCO school this year. We have worked hard as a school to teach our students about the Good Life Goals as described by UNESCO. We are one of the first schools at the K-5 level in NB to earn this recognition. Our PBIS team planned a schoolwide and community celebration of this evening, which further contributed to developing in the areas of **Buy-In** and **Systems for Recognition**.



# Perth-Andover Middle School

ASD-WEST



## COMMUNITY CONNECTIONS

Our **community connection** continues with the Grade 5 transition and mini social activity.

Students from our two feeder schools, Andover Elementary and Mah-Sos school, joined the Neqotkuk drummers, students, and community members for an afternoon of food, culture, dance, and music.



MINI SOCIAL - MAH-SOS, AES AND PAMS.  
MARCH 17, 2023



## SCHOOLWIDE EXPECTATIONS

**Achievement** is part of our schoolwide expectations and BEARS code.

At PAMS, we celebrate the academic achievement by awarding and acknowledging high academic performance. Personal invitations are mailed to students inviting them to the Principal's List Luncheon where they receive an award and gift certificate from a local vendor.

Next year, parents will be included in the celebration.

## SCHOOLWIDE EXPECTATIONS

Students are recognized at end-of-month assemblies for following **classroom expectations** and respecting their personal space and their classroom. The golden dustpan is awarded to one class in each wing that demonstrates excellence in following our BEARS code and keeping our school clean.



*Bingo fun at Mah-Sos*



## COMMUNITY CONNECTIONS

PAMS held five free family BINGO nights this year to encourage **community connectiveness**.

Our BINGO caller is a former teacher and well-known community member who dressed in costume for Christmas and St. Patrick's Day, and shared her humor with families. Our prizes were family-oriented baskets including game boards, smores kits, Skip-Bo cards, ingredients to make nachos and cupcakes, and summer outdoor games.

Our goal was to create a school event where families and school staff could gather together for positive conversations, fun, and laughter.



# Salisbury Regional School

ASD-EAST



## CO-CONSTRUCTING CRITERIA

Understanding the implications of co-constructing criteria to increase student voice and ownership was and is a powerful experience. As a staff, we sought ways to have intentional involvement of our student and staff body to increase consistent implementation of our schoolwide PBIS Framework. One activity, in the fall, involved all students in grades 5-11 to examine shared expectations around common facilities like washrooms, the cafeteria, hallways, and outdoor spaces by using a "dot matrix" process. Students gathered with staff in one central location, the gym at SRS, to start the process. The students did an amazing job! We are looking forward to having results displayed and referenced in poster format in the fall of 2024.



## PAWS - PROMOTING AWARENESS AND WELLNESS SUMMIT

This is an annual event created by an error. Our school missed the District Mental Health Event that we were required to send a few students to. As a result, staff decided to create our own event that would give voice and choice to all students and allow all staff and students to attend. Students self-select events or sessions for the day that appeal to them. Buy-in from staff and community involvement based on data has been very positive. This event has led to positive impacts beyond our school walls.





# Superior Middle School

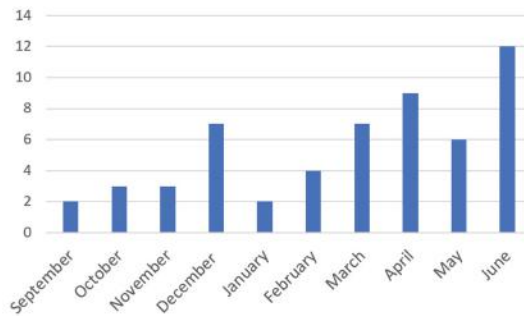
ASD-NORTH



## SYSTEMS OF RECOGNITION:

As a PBIS school, it is imperative that we celebrate our students, their accomplishments, and their differences. We began to track the number of schoolwide celebrations within our building and tried to increase the amount we had every month of the school year. Our data shows progress in our systems for recognition. Pictured here is a whole school assembly to celebrate various activities and students. All students were also provided a Blazer Pride T-shirt to keep and wear to all future schoolwide assemblies.

## NUMBER OF SCHOOLWIDE CELEBRATIONS







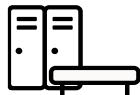


## AFRICAN DANCE

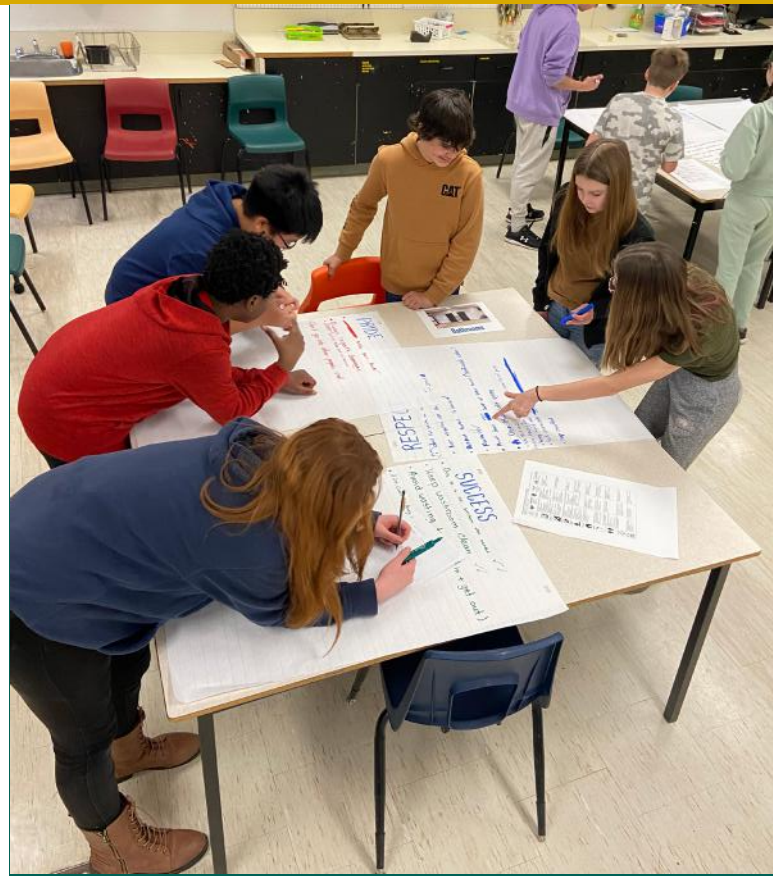
At Superior Middle School we emphasized the importance of learning about other cultures in year one of our journey. As one part of this initiative, we invited the Maritime Centre for African Dance to visit our school and teach our entire student body some African dances as well as provide information about African culture.



Picture of our new student-created Code of Conduct as part of the Schoolwide Expectations.

## SMS Blazers' Code of Conduct

	We are <b>Respectful</b>	We are <b>Proud</b>	We are <b>Successful</b>
<b>Hallways &amp; Transitions</b> 	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>No touching others</li> <li>Respect school property</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others</li> <li>Value student work and displays</li> <li>Pick up dropped items</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Be kind</li> <li>Return found items to the office</li> </ul>
<b>Classrooms</b> 	<ul style="list-style-type: none"> <li>Follow instructions from all staff</li> <li>Support others' ideas and opinions</li> <li>Speak kindly and appropriately</li> <li>Ask permission before leaving class and wait to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for the day</li> <li>Participate in activities</li> <li>Proper use of school property</li> <li>Try your best</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Follow guidelines and use learning models</li> <li>Get your best work done on time</li> </ul>
<b>Cafeteria</b> 	<ul style="list-style-type: none"> <li>Keep your hands to yourself and your own lunch</li> <li>Use indoor voices</li> </ul>	<ul style="list-style-type: none"> <li>Use your manners</li> <li>Keep area clean</li> </ul>	<ul style="list-style-type: none"> <li>Put trash in the garbage</li> <li>Leave a clean table</li> </ul>
<b>Gymnasium</b> 	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Use and care for equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared with appropriate footwear and clothing</li> <li>Try your best</li> </ul>	<ul style="list-style-type: none"> <li>Be ready on time</li> <li>Participate in activities</li> <li>Remain in designated area</li> <li>Be positive</li> </ul>
<b>Changing Rooms</b> 	<ul style="list-style-type: none"> <li>No horseplay</li> <li>Everyone is different—respect each other's privacy</li> </ul>	<ul style="list-style-type: none"> <li>Practise self-care and cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>Be ready on time</li> <li>Keep area clean</li> </ul>
<b>Bathrooms</b> 	<ul style="list-style-type: none"> <li>Flush, then wash your hands</li> <li>Clean up after yourself</li> <li>Respect people's privacy</li> </ul>	<ul style="list-style-type: none"> <li>Always report damages</li> </ul>	<ul style="list-style-type: none"> <li>Only go when needed</li> <li>Avoid wasting time</li> <li>Keep area clean</li> </ul>
<b>Assemblies</b> 	<ul style="list-style-type: none"> <li>Enter quietly and sit where assigned</li> <li>Respect the speaker</li> <li>Keep your hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Participate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Choose seating wisely</li> <li>Leave area tidy and clean</li> </ul>



### SCHOOLWIDE EXPECTATIONS:

Based upon data from the beginning of this school year 2022/23 it was evident that students were not always clear on schoolwide expectations. As a team we discussed that the COVID years did have an impact and students required supports to achieve desired behavioral expectations. The SMS team decided to have students create a student Code of Conduct that reflected SMS core values and where our students are in 2022-23 post-COVID.

A group of students were invited from each grade level to participate in the student code of conduct creation. This process included drafting the document, helping edit the document, approving the final document and co-presenting the Code of Conduct to the student body. They worked extremely hard to ensure that all language was student-friendly and reflective of what it means to be a Blazer at SMS.



# Birchmount School

ASD-EAST



## BEAR PAWS & BEAR PAW TREE

Students and staff are recognized with a "Bear Paw" for demonstrating qualities of a great Birchmount Bear:

**B**E RESPONSIBLE

BE **E**MPATHETIC

**A**LWAYS BE COOPERATIVE

**R**ESPECTFUL

**S**HOW KINDNESS

Staff and students who are nominated with a Bear Paw get recognized during our monthly assemblies.



## BEAR PAWS





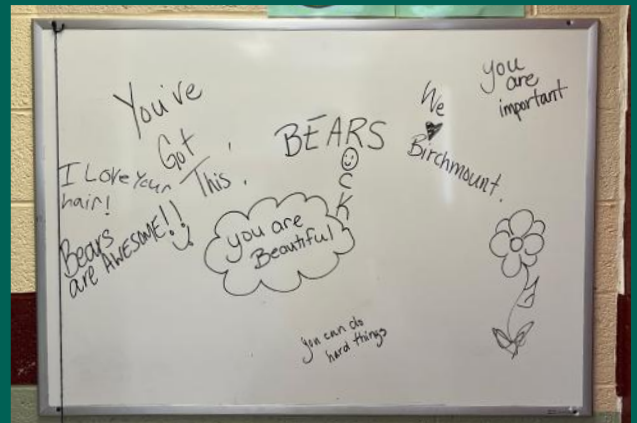
## PEARL

Birchmount is home to Pearl, The Therapy Dog. Pearl is an amazing Tier 1 practice that supports kindness, empathy, and self-regulation.

PEARL!

## PRIDE WALL

These virtues are taught and reinforced inside and outside the classroom.



## KINDNESS BOARDS

Kindness Boards are installed in key locations throughout the school so that staff, students, and visitors can write notes of encouragement and positivity to our school community.



# New Brunswick Positive Behaviour Incubator Schools Video Series

YEAR ONE 2022-2023

WHAT ADVICE WOULD YOU  
OFFER OTHER SCHOOLS ABOUT  
BECOMING A **PBIS INCUBATOR  
SCHOOL?**

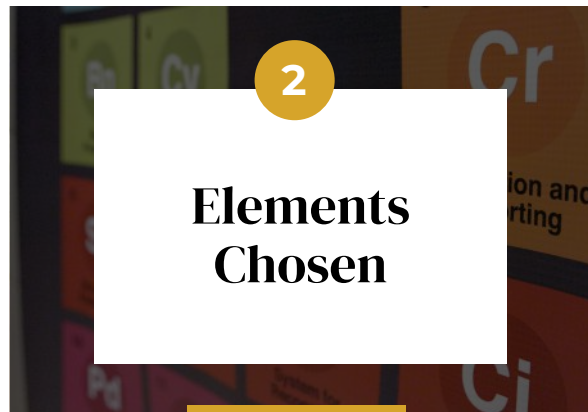
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[CLICK HERE](#)

HOW WERE THE PBIS ELEMENTS  
CHOSEN AND HOW DO THEY  
**SUPPORT THE SCHOOL  
IMPROVEMENT PLAN?**

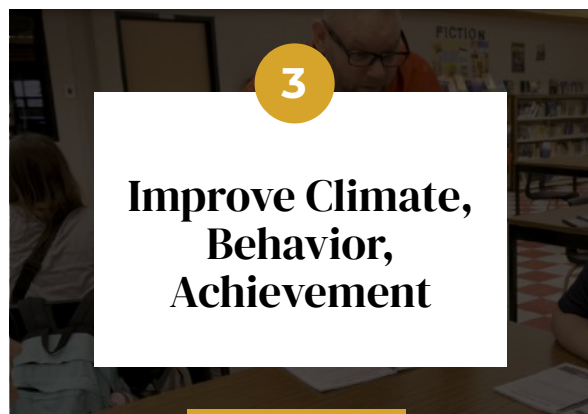
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[CLICK HERE](#)

**HOW DOES PBIS IMPROVE  
SCHOOL CLIMATE, STUDENT  
BEHAVIOUR, AND STUDENT  
ACHIEVEMENT?**

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[CLICK HERE](#)

# New Brunswick Positive Behaviour Incubator Schools Video Series

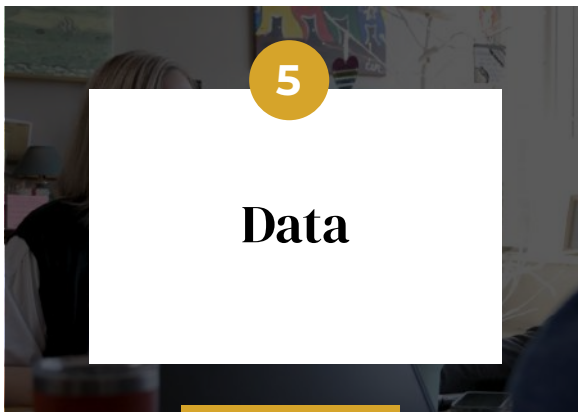
YEAR ONE 2022-2023



[CLICK HERE](#)

HOW HAS THE COMMUNITY AT  
LARGE **RESPONDED TO THE  
STRENGTHENING OF PBIS?**

---



[CLICK HERE](#)

WHAT DATA CAN YOU SPEAK TO  
**THAT SUPPORTS PBIS?**

---



[CLICK HERE](#)

WHAT IS ONE DATA-INFORMED  
PBIS GUIDING PRACTICE THAT  
YOUR PBIS SCHOOL TEAM HAS  
IMPLEMENTED THIS YEAR THAT  
**IS MAKING A POSITIVE  
DIFFERENCE?**

---

# Moving Forward

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

## POSITIVE BEHAVIOUR INTERVENTION SUPPORT INCUBATOR SCHOOLS FOR SEPTEMBER 2023 PILOT

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

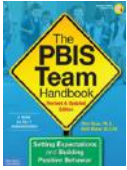
25 RIVERVIEW  
MIDDLE SCHOOL

● WAVE 1 (YEAR 2022)

● WAVE 2 (YEAR 2023)



# Professional Learning Titles in SORA



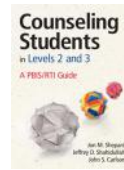
**THE PBIS TEAM HANDBOOK**  
(eBook)



**RTI SUCCESS**  
(eBook)



**THE PBIS TIER ONE HANDBOOK**  
(eBook)



**COUNSELING STUDENTS IN LEVELS 2 AND 3**  
(eBook)



**THE PBIS TIER TWO HANDBOOK**  
(eBook)



**INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT: BLENDING RTI AND PBIS**  
(eBook)



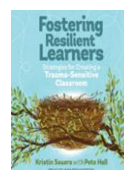
**THE PBIS TIER THREE HANDBOOK**  
(eBook)



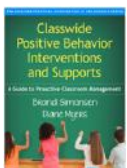
**RELATIONSHIP, RESPONSIBILITY, AND REGULATION**  
(eBook)



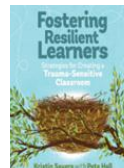
**IMPLEMENTING CLASSWIDE PBIS**  
(eBook)



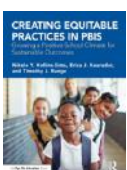
**FOSTERING RESILIENT LEARNERS**  
(eBook)



**CLASSWIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**  
(eBook)



**FOSTERING RESILIENT LEARNERS**  
(AudioBook)



**CREATING EQUITABLE PRACTICES IN PBIS**  
(eBook)



**BUILDING TRAUMA SENSITIVE SCHOOLS**  
(eBook)

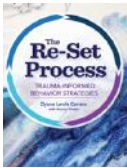
# Professional Learning Titles in SORA



**BEYOND BEHAVIOURS**  
(AudioBook)



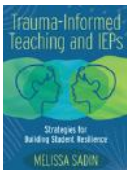
**PREVENT TEACH REINFORCE  
FOR YOUNG CHILDREN**  
(eBook)



**THE RE-SET PROCESS**  
(eBook)



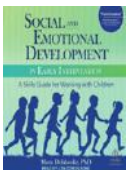
**SUPPORTING UNDERSERVED  
STUDENTS**



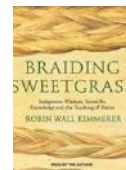
**TRAUMA INFORMED  
TEACHING AND IEPs**  
(eBook)



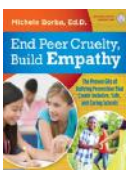
**DEVELOPING EFFECTIVE  
LEARNERS**  
(eBook)



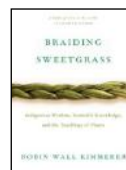
**SOCIAL AND EMOTIONAL  
DEVELOPMENT IN EARLY  
INTERVENTION**  
(eBook)



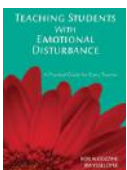
**BRAIDING SWEETGRASS**  
(AudioBook)



**END PEER CRUELTY, BUILD  
EMPATHY**  
(eBook)



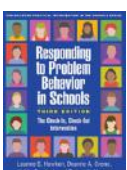
**BRAIDING SWEETGRASS**  
(eBook)



**TEACHING STUDENTS WITH  
EMOTIONAL DISTURBANCE**  
(eBook)



**THE STARFISH AND THE SPIDER**  
(AudioBook)

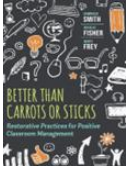


**RESPONDING TO PROBLEM  
BEHAVIOR IN SCHOOLS**  
(eBook)

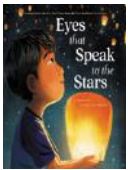


**THE STARFISH AND THE SPIDER**  
(eBook)

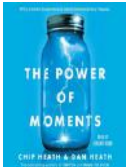
# Professional Learning Titles in SORA



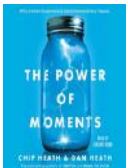
**BETTER THAN CARROTS OR STICKS**  
(eBook)



**EYES THAT SPEAK TO THE STARS**  
(AudioBook)



**THE POWER OF MOMENTS**  
(eBook)



**THE POWER OF MOMENTS**  
(AudioBook)



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