



From Policy to Practice:

Implementing and Supporting Policy 322 –
Inclusive Education

Positive Behaviour Intervention Support (PBIS)
JULY 2025



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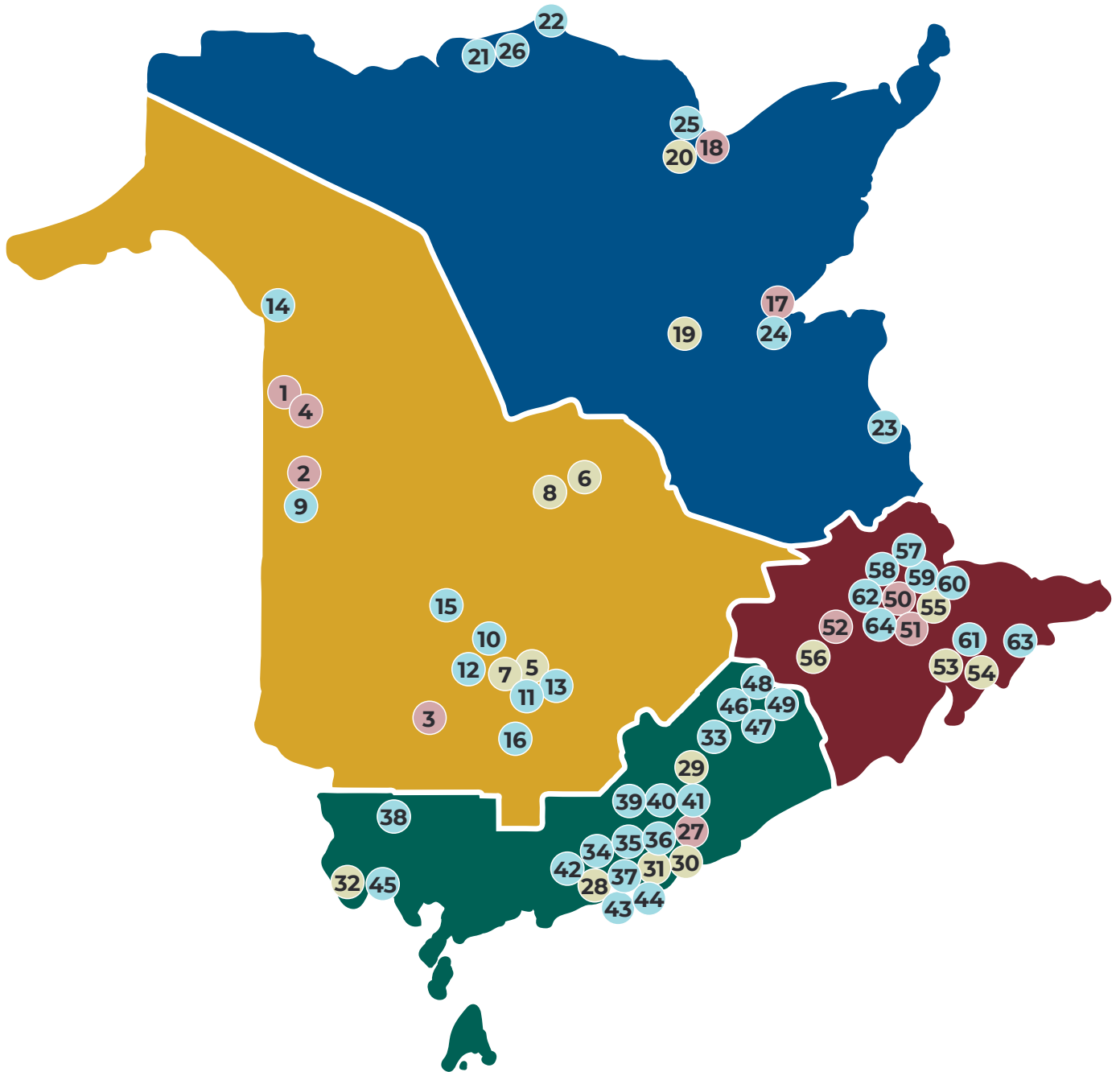
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Moving Forward

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

Positive Behaviour Intervention Support Incubator
Schools 2024-2025



ASD-W

- | | |
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| 1 Andover Elementary School | 11 Gesner Street Elementary School |
| 2 Bath Community School | 12 Hanwell Park Academy |
| 3 Harvey Elementary School | 13 Harold Peterson Middle School |
| 4 Perth-Andover Middle School | 14 John Caldwell School |
| 5 Assiniboine Avenue Elementary School | 15 Keswick Valley Memorial School |
| 6 Central New Brunswick Academy | 16 Sunbury West School |
| 7 Lincoln Elementary Community School | |
| 8 Upper Miramichi Elementary School | |
| 9 Florenceville Elementary School | |
| 10 Garden Creek Elementary School | |

ASD-S

- | | |
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| 27 Lakefield Elementary School | 38 Lawrence Station Elementary School |
| 28 Beaconsfield Middle School | 39 Rothesay Elementary School |
| 29 Hampton Middle School | 40 Rothesay High School |
| 30 Loch Lomond Elementary School | 41 Rothesay Park Middle School |
| 31 St. Malachy's Memorial High School | 42 Saint Rose School |
| 32 St. Stephen Middle School | 43 Seaside Park Elementary School |
| 33 Aphohaqui Elementary School | 44 St. John the Baptist/King Edward School |
| 34 Barnhill Memorial School | 45 St. Stephen Elementary School |
| 35 Fairvale Elementary School | 46 Sussex Corner Elementary School |
| 36 Forest Hill School | 47 Sussex Elementary School |
| 37 Harbour View High School | 48 Sussex High School |
| | 49 Sussex Middle School |

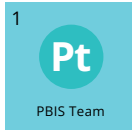
ASD-N

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|--|
| 17 Dr. Lossier Middle School |
| 18 Superior Middle School |
| 19 North & South Esk Elementary School |
| 20 Terry Fox Elementary School |
| 21 Campbellton Middle School |
| 22 Dalhousie Regional High School |
| 23 Eleanor W. Graham Middle School |
| 24 King Street Elementary |
| 25 Parkwood Heights Elementary School |
| 26 Sugarloaf Senior High School |

ASD-E

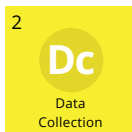
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|-----------------------------------|-----------------------------|
| 50 Birchmount School | 62 Sunny Brae Middle School |
| 51 Riverview Middle School | 63 Tantramar High School |
| 52 Salisbury Regional School | 64 Wabanaki School |
| 53 Caledonia Regional School | |
| 54 Dorchester Consolidated School | |
| 55 Lou MacNarin School | |
| 56 Petitcodiac Regional School | |
| 57 Beaverbrook School | |
| 58 Edith Cavell School | |
| 59 Evergreen Park School | |
| 60 Forest Glen School | |
| 61 Hillsborough Elementary School | |

12 Elements of PBIS



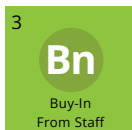
PBIS TEAM

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.



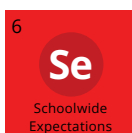
STUDENT/FAMILY/COMMUNITY INVOLVEMENT

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



7



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.

8



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.

9



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.

10



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.

11



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.

12



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).

Andover Elementary School

ASD-W

Contact	Tara Dixon
Student Enrolment	250
FTE	22
BIM	1
SIW	0
EAs	8
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1



Bath Community School

ASD-W

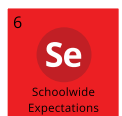
Contact	Katie Saunders
Student Enrolment	114
FTE	12.9
BIM	1
SIW	0
EAs	8
Library Assistant	0.2
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Birchmount School

ASD-E

Contact	Sandra Savard
Student Enrolment	580
FTE	44
BIM	1
SIW	0
EAs	20
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



Dr. Lossier Middle School

ASD-N

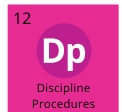
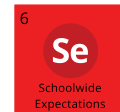
Contact	Judson Wayne
Student Enrolment	250
FTE	24
BIM	1
SIW	0
EAs	15
Library Assistant	0.4
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1



Harvey Elementary School

ASD-W

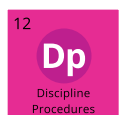
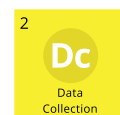
Contact	Julie Holt
Student Enrolment	205
FTE	18.2
BIM	1
SIW	0
EAs	12
Library Assistant	1 (8.5 hours/week)
Academic Support Teachers	0
Jordan's Principle	1
Administrative Assistants	1



Lakefield Elementary School

ASD-S

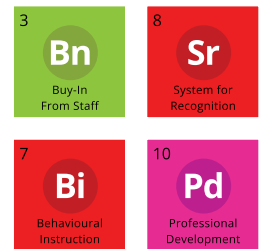
Contact	Ashley Dobbin
Student Enrolment	350
FTE	29
BIM	1
SIW	0
EAs	15
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Perth Andover Middle School

ASD-W

Contact	Claudine Dionne
Student Enrolment	197
FTE	15.5
BIM	1
SIW	0
EAs	11 district EA plus 3 FN academic supports
Library Assistant	0.3
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Riverview Middle School

ASD-E

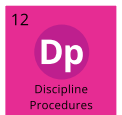
Contact	Jonathan Godbout
Student Enrolment	762
FTE	31
BIM	1
SIW	0
EAs	21
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2



Salisbury Regional School

ASD-E

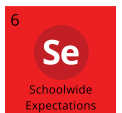
Contact	Tammy Constantine
Student Enrolment	620
FTE	46
BIM	1
SIW	0
EAs	13
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



Superior Middle School

ASD-W

Contact	David Chaisson
Student Enrolment	305
FTE	20
BIM	1
SIW	1
EAs	14
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Assiniboine Avenue Elementary School

ASD-W

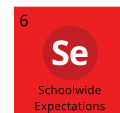
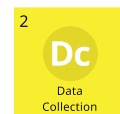
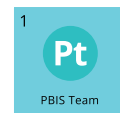
Contact	Lori Jones Clark
Student Enrolment	233
FTE	20
BIM	1
SIW	0
EAs	17
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1



Beaconsfield Middle School

ASD-S

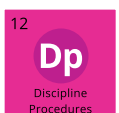
Contact	Jeff Matheson and Tiffany Sabin
Student Enrolment	270
FTE	15.4 teachers + 2 Admin
BIM	1
SIW	0
EAs	15
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Caledonia Regional School

ASD-E

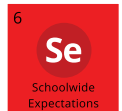
Contact	Emily Ostler Colpitts
Student Enrolment	266
FTE	23
BIM	1
SIW	0
EAs	7
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Central New Brunswick Academy

ASD-W

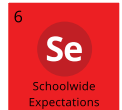
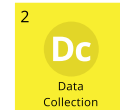
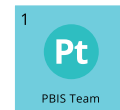
Contact	Barbara Long
Student Enrolment	207
FTE	19
BIM	1
SIW	0
EAs	4
Library Assistant	0
Academic Support Teachers	0
Jordan's Principle	2
Administrative Assistants	1



Dorchester Consolidated School

ASD-E

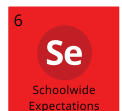
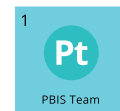
Contact	June Leger
Student Enrolment	96
FTE	12
BIM	3
SIW	0
EAs	6
Library Assistant	0.5
Academic Support Teachers	1
Jordan's Principle	18
Administrative Assistants	0.5



Hampton Middle School

ASD-S

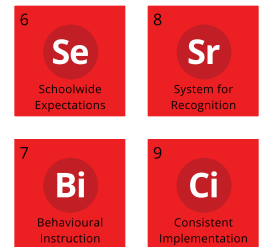
Contact	Theresa Ketchum-Boudreau
Student Enrolment	388
FTE	24
BIM	1
SIW	0
EAs	12
Library Assistant	0.25
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Lincoln Elementary Community School

ASD-W

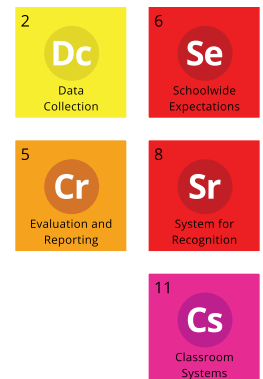
Contact	Fern Touchie
Student Enrolment	156
FTE	12.4
BIM	1
SIW	0
EAs	8
Library Assistant	0.2
Academic Support Teachers	1
Jordan's Principle	2
Administrative Assistants	1



Loch Lomond Elementary School

ASD-S

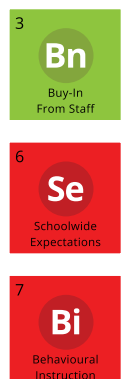
Contact	Sarah Richards
Student Enrolment	290
FTE	21
BIM	0.5
SIW	0
EAs	12
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Lou MacNarin School

ASD-E

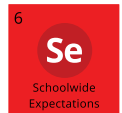
Contact	Gordie Kline
Student Enrolment	811
FTE	57
BIM	1
SIW	0
EAs	28
Library Assistant	1
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	2



North & South Esk Elementary School

ASD-N

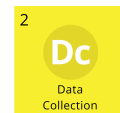
Contact	Shayla Mutch
Student Enrolment	146
FTE	13
BIM	1
SIW	0
EAs	9
Library Assistant	0.5
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1



Petitcodiac Regional School

ASD-E

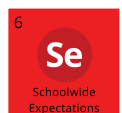
Contact	Kandice Carter
Student Enrolment	715
FTE	54
BIM	1
SIW	1
EAs	21
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



St. Malachys Memorial High School

ASD-S

Contact	Travis Carr
Student Enrolment	1018
FTE	68
BIM	1
SIW	0
EAs	25
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2.5



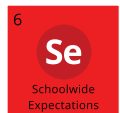
Summary

Cohort 2

St. Stephen Middle School

ASD-S

Contact	Wes French
Student Enrolment	383
FTE	23
BIM	0
SIW	0
EAs	11
Library Assistant	0.5
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Terry Fox Elementary School

ASD-N

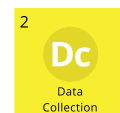
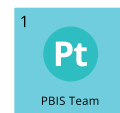
Contact	Patrick McLaughlin
Student Enrolment	325
FTE	25.6
BIM	1
SIW	1
EAs	34
Library Assistant	.5
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	1

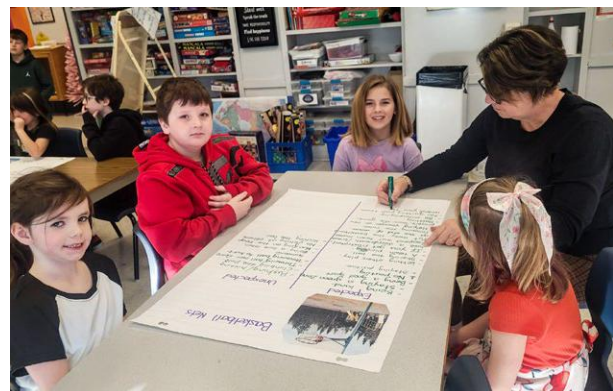


Upper Miramichi Elementary School

ASD-W

Contact	Grant Ross
Student Enrolment	97
FTE	7.7
BIM	1 (three days a week)
SIW	0
EAs	5
Library Assistant	1 (one hour per day)
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1

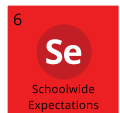




Aphohaqui Elementary School

ASD-S

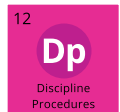
Contact	Jillian Jamieson
Student Enrolment	107
FTE	7.9
BIM	0
SIW	0
EAs	6
Library Assistant	0
Academic Support Teachers	0.5
Jordan's Principle	0
Administrative Assistants	1



Barnhill Memorial School

ASD-S

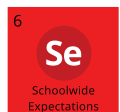
Contact	Jill Ferguson
Student Enrolment	357
FTE	21
BIM	2
SIW	0
EAs	12
Library Assistant	0.2
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Beaverbrook School

ASD-E

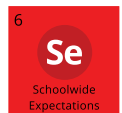
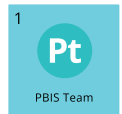
Contact	Todd Smith
Student Enrolment	330
FTE	23.3
BIM	2
SIW	0
EAs	18
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Campbellton Middle School

ASD-N

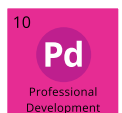
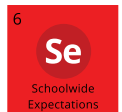
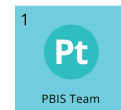
Contact	Michael Graham
Student Enrolment	193
FTE	17.5
BIM	1
SIW	1
EAs	14
Library Assistant	0.5
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Dalhousie Regional High School

ASD-N

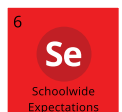
Contact	Lori Johnson
Student Enrolment	315
FTE	26
BIM	1
SIW	0
EAs	22
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	9
Administrative Assistants	1



Edith Cavell School

ASD-E

Contact	Sean Ring
Student Enrolment	402
FTE	30
BIM	2
SIW	0
EAs	18
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Eleanor W. Graham Middle School ASD-N

Contact	Shaun Fletcher
Student Enrolment	220
FTE	20
BIM	1
SIW	0
EAs	13
Library Assistant	0
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Evergreen Park School ASD-E

Contact	Chantal Frenette
Student Enrolment	690
FTE	46
BIM	1.5
SIW	0
EAs	25
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2



Fairvale Elementary School ASD-S

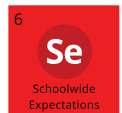
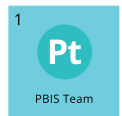
Contact	Bonnie Hierlihy
Student Enrolment	317
FTE	25.2
BIM	1
SIW	0
EAs	21
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Florenceville Elementary School

ASD-W

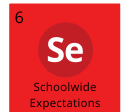
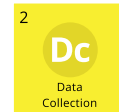
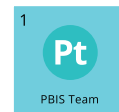
Contact	Dan McCarthy
Student Enrolment	200
FTE	20
BIM	1
SIW	0
EAs	7
Library Assistant	0.5
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Forest Glen School

ASD-E

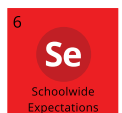
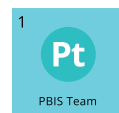
Contact	Heather Davis
Student Enrolment	440
FTE	24
BIM	2
SIW	0
EAs	23
Library Assistant	0.5
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Forest Hills School

ASD-S

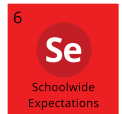
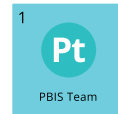
Contact	Erika Brown
Student Enrolment	699
FTE	52
BIM	2
SIW	0
EAs	25
Library Assistant	1
Academic Support Teachers	3
Jordan's Principle	0
Administrative Assistants	2



Garden Creek Elementary School

ASD-W

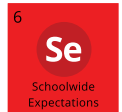
Contact	Alex Yaychuk
Student Enrolment	318
FTE	25
BIM	1
SIW	0
EAs	12
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



Gesner Street Elementary

ASD-W

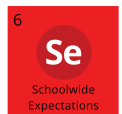
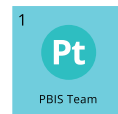
Contact	Sheila Baker
Student Enrolment	233
FTE	22
BIM	1
SIW	0
EAs	21
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Hanwell Park Academy

ASD-W

Contact	Shawna Allen-VanderToorn
Student Enrolment	543
FTE	42
BIM	1
SIW	0
EAs	19
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	2



Harbour View High School

ASD-S

Contact	Patrick McDade
Student Enrolment	1060
FTE	62.8
BIM	1
SIW	0
EAs	32
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2.5



Harold Peterson Middle School

ASD-W

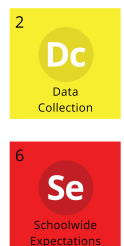
Contact	Shannon Atherton
Student Enrolment	370
FTE	24
BIM	1
SIW	0
EAs	17
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1.5



Hillsborough Elementary School

ASD-E

Contact	Christa Martin
Student Enrolment	150
FTE	14
BIM	1
SIW	0
EAs	8
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



John Caldwell School

ASD-W

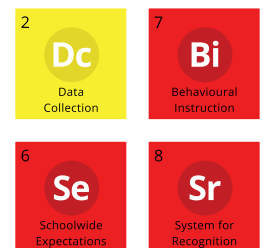
Contact	Kevin Harding
Student Enrolment	547
FTE	37
BIM	1
SIW	0
EAs	20
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



Keswick Valley Memorial School

ASD-W

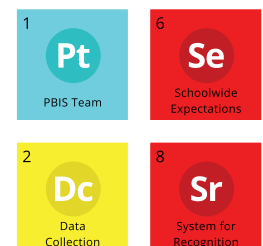
Contact	Kim Hawkes
Student Enrolment	200
FTE	15
BIM	1
SIW	0
EAs	11
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



King Street Elementary

ASD-N

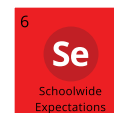
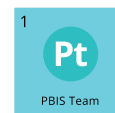
Contact	Jacqueline Petrie
Student Enrolment	487
FTE	36.5
BIM	2
SIW	0
EAs	34
Library Assistant	1 (Part Time)
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	1



Lawrence Station Elementary School

ASD-S

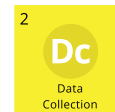
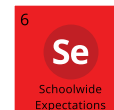
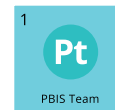
Contact	Renee Caldwell
Student Enrolment	38
FTE	5
BIM	0
SIW	0
EAs	2
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Parkwood Heights Elementary School

ASD-N

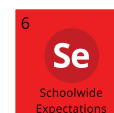
Contact	Daniel Doucet
Student Enrolment	306
FTE	23
BIM	1
SIW	1
EAs	25
Library Assistant	1
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	1



Rothesay Elementary School

ASD-S

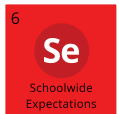
Contact	Sarah Blanchard
Student Enrolment	460
FTE	36.7
BIM	0.5
SIW	0
EAs	17
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Rothsay High School

ASD-S

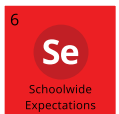
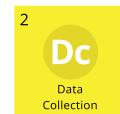
Contact	Brad MacDonald
Student Enrolment	540
FTE	37.6
BIM	0.4
SIW	0
EAs	16
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2



Rothsay Park School

ASD-S

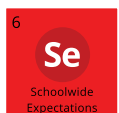
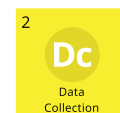
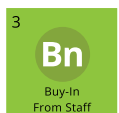
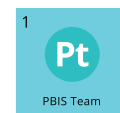
Contact	Tammy Derrah
Student Enrolment	173
FTE	13.2
BIM	1 (Two days a week, 3 every other)
SIW	0
EAs	2
Library Assistant	1 (Works Monday and every other Friday)
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Saint Rose School

ASD-S

Contact	Gail Fillmore-Crilley
Student Enrolment	280
FTE	21
BIM	1
SIW	0
EAs	19
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Seaside Park Elementary School

ASD-S

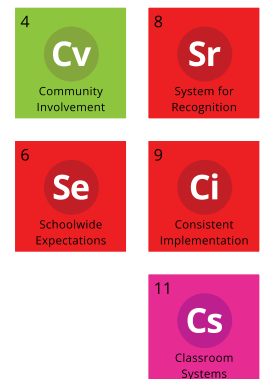
Contact	Sarah McMullin
Student Enrolment	530
FTE	45
BIM	0
SIW	0
EAs	26
Library Assistant	0
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	1



St. John the Baptist School

ASD-S

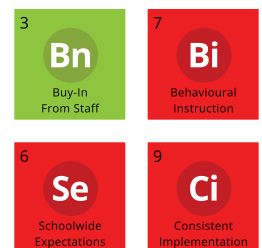
Contact	Chrsitine Roy
Student Enrolment	285
FTE	25
BIM	1
SIW	0
EAs	26
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



St. Stephen Elementary School

ASD-S

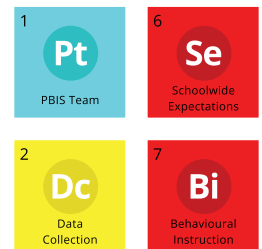
Contact	Melissa Brown
Student Enrolment	451
FTE	33.8
BIM	1
SIW	0
EAs	22
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Sugarloaf Senior High School

ASD-N

Contact	Manon Vibert
Student Enrolment	348
FTE	28
BIM	1
SIW	1
EAs	12
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	1



Sunbury West School

ASD-W

Contact	Heather Lyons
Student Enrolment	252
FTE	19.9
BIM	1
SIW	0
EAs	8
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	1
Administrative Assistants	1



Sunny Brae Middle School

ASD-W

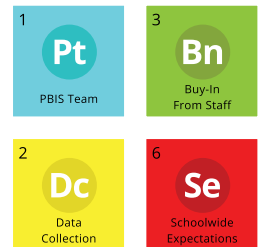
Contact	Nick Earle
Student Enrolment	389
FTE	27
BIM	2
SIW	0
EAs	20
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Sussex Corner Elementary School

ASD-S

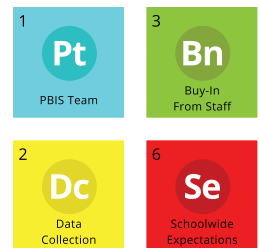
Contact	Nicole Hachey
Student Enrolment	271
FTE	24.5
BIM	1
SIW	0
EAs	13
Library Assistant	0
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	1



Sussex Elementary School

ASD-S

Contact	Nicole St-Cyr
Student Enrolment	470
FTE	34.6
BIM	0
SIW	0
EAs	25
Library Assistant	0
Academic Support Teachers	2
Jordan's Principle	0
Administrative Assistants	1



Sussex High School

ASD-S

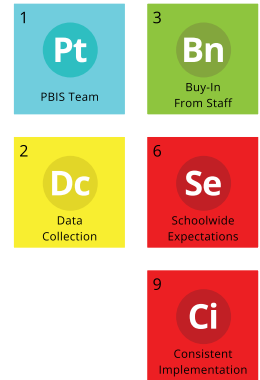
Contact	Robin Baird
Student Enrolment	520
FTE	35.7
BIM	1
SIW	0
EAs	21
Library Assistant	1
Academic Support Teachers	4
Jordan's Principle	0
Administrative Assistants	1



Sussex Middle School

ASD-S

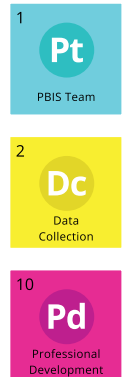
Contact	Lindsey Folkins
Student Enrolment	745
FTE	52
BIM	1
SIW	0
EAs	24
Library Assistant	1
Academic Support Teachers	1
Jordan's Principle	0
Administrative Assistants	2



Tantramar High School

ASD-E

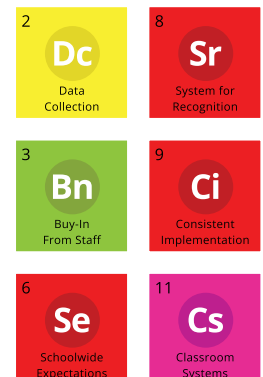
Contact	Susan Lafford
Student Enrolment	550
FTE	41
BIM	2
SIW	1
EAs	14
Library Assistant	1
Academic Support Teachers	0
Jordan's Principle	0
Administrative Assistants	2



Wabanaki School

ASD-E

Contact	Laura Hebert
Student Enrolment	750
FTE	43
BIM	1
SIW	0
EAs	15
Library Assistant	1
Academic Support Teachers	6.6
Jordan's Principle	1
Administrative Assistants	2

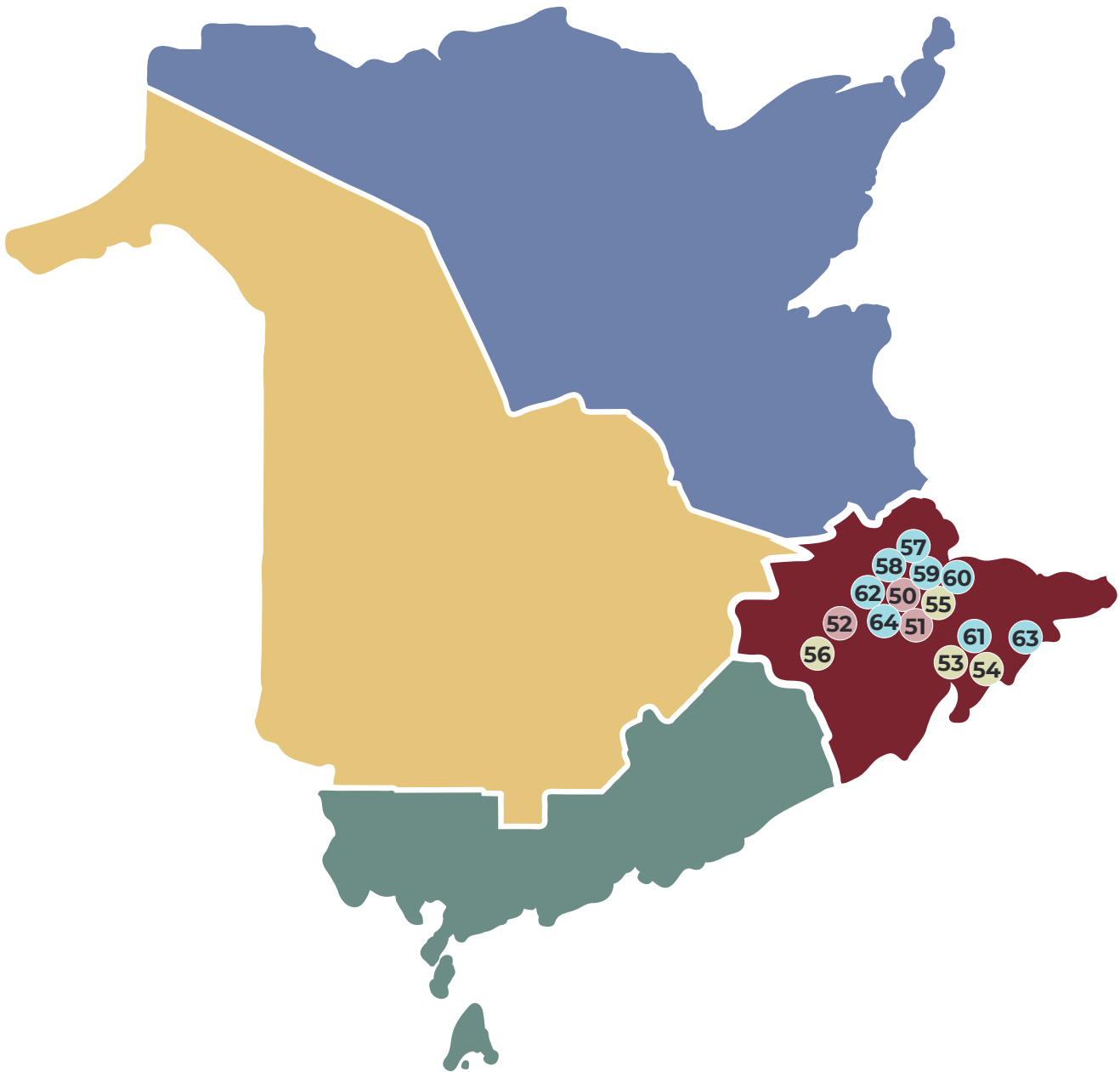






Hopewell Rocks Provincial Park
Photo by: New Brunswick Tourism

ANGLOPHONE EAST SCHOOL DISTRICT



Beaverbrook School

ASD-EAST



Systems of Recognition

As we roll out our Behaviour Matrix, we are focusing on one category at a time to teach and reinforce the expected behaviour. Currently, we are doing a Behaviour Blitz for the Hallways and Stairs. All students can earn Lodge Logs for following the expectations in the Halls and on the Stairs. Adults are present in the hallways during transitions and look for students who are making positive choices and following the expectations. Staff can earn logs too!

On Friday mornings we draw names for prizes. Anyone who earned a log that week has an opportunity to win a prize. We then add all the logs from the week to our Beaver Lodge. Every time we fill a tier on the Lodge the WHOLE school earns a reward to celebrate our collective achievement.

We also hold monthly student recognition assemblies in which we celebrate 3 categories from each grade: Most Improved, Highest Achievement and Student of the Month.

PBIS Team

Our PBIS committee has shown tremendous dedication and initiative in fostering a safe, respectful, and inclusive school environment. This dedicated group of educators has worked tirelessly to build and promote a consistent, school-wide approach to behavior expectations. From developing clear expectations to organizing meaningful recognition programs, the committee has been the driving force behind many of the positive changes seen throughout the school. Their efforts go far beyond planning—they regularly analyze data, seek feedback, and adjust strategies to meet the evolving needs of our students and staff.

A key strength of the PBIS committee has been its commitment to collaboration. The team works closely with classroom teachers, educational assistants, support staff, and administration to ensure that all voices are heard and that strategies are both practical and effective. Regular staff input sessions, shared resources, and co-led initiatives have allowed the PBIS approach to be truly embedded into the daily culture of our school. This collaborative spirit has not only strengthened the program but also helped build a strong sense of shared responsibility for student success across our entire school community.



School wide expectations

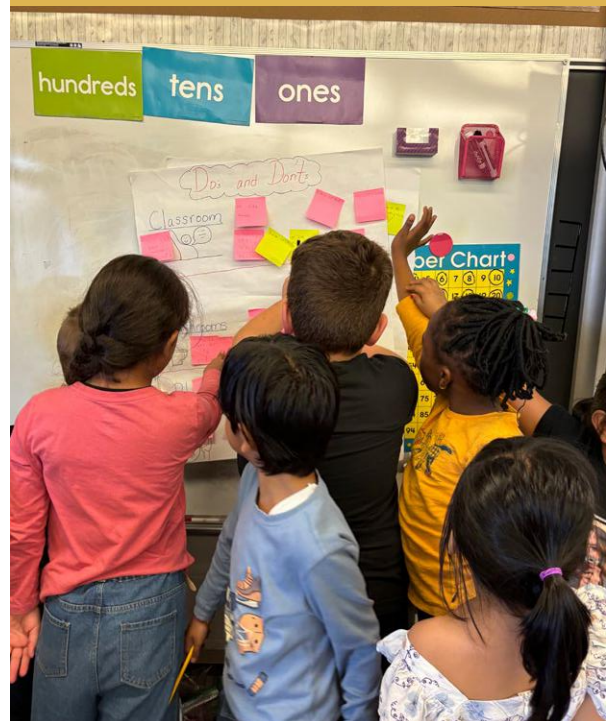
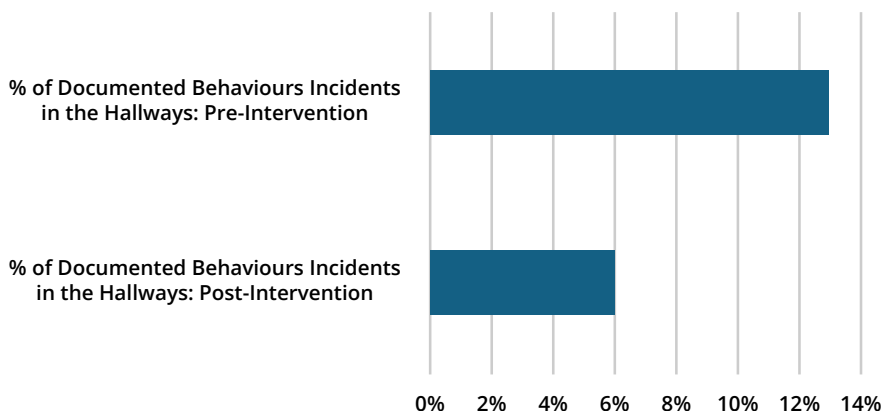
At Beaverbrook School, we are proud to follow a school-wide PBIS framework that promotes clear, consistent expectations for both students and staff. These expectations, centered around being responsible, safe, and kind, are visible throughout our building and are modeled daily by every member of our school community. By aligning our language, behavior goals, and recognition systems, we ensure that students know what is expected of them in all areas of the school, while staff are supported in maintaining a positive, proactive approach to behavior. The consistency of these expectations helps foster a safe and predictable learning environment where everyone can thrive.

A cornerstone of our PBIS journey is the belief that everyone in our school community deserves to have a voice. From the youngest students to veteran staff members, input is regularly sought and valued when developing and revising our expectations and practices. Through surveys, classroom discussions, staff meetings, and collaborative planning sessions, we ensure that our approach reflects the diverse perspectives and needs within our school. This shared ownership not only strengthens our PBIS practices but also builds a culture of respect, unity, and mutual accountability—a place where everyone feels heard, supported, and part of the same team.

Data Collection

Collecting and analyzing data is essential for understanding the effectiveness of school-wide behavior initiatives and ensuring continuous improvement. At Beaverbrook School, recent results show that students are making significant gains in reducing the number of overall behavioral incidents, particularly in high-traffic areas such as hallways and stairwells. This positive trend highlights the impact of targeted strategies and consistent expectations, and it reinforces the value of using data to guide decision-making. By regularly monitoring these patterns, staff can celebrate successes, identify areas needing further attention, and maintain a safe and respectful learning environment for all students.

Hallway Behaviour Incidents Pre vs Post Intervention



Birchmount School

ASD-EAST

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Se
Schoolwide
Expectations

9
Ci
Consistent
Implementation

New Brunswick
Brunswick



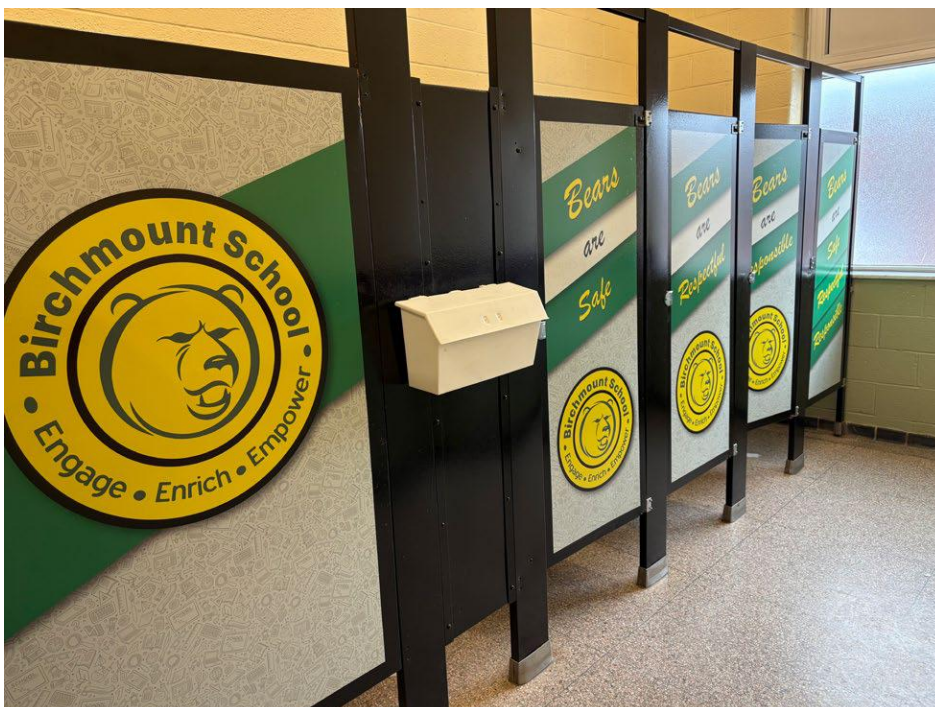
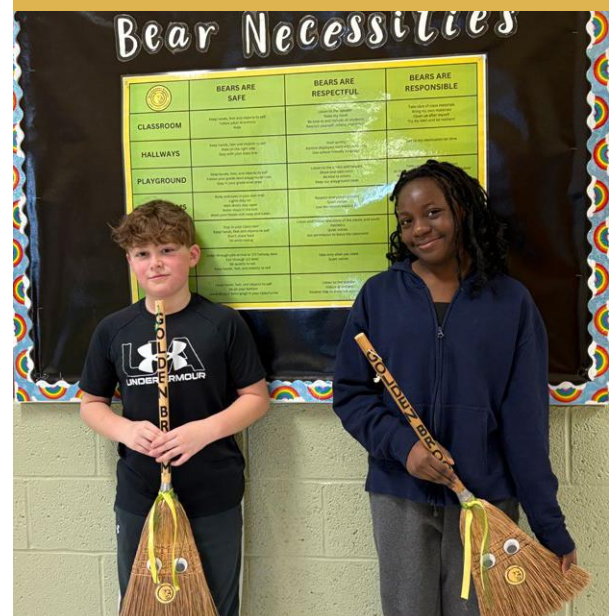
At Birchmount School, our commitment to Positive Behavioral Interventions and Supports (PBIS) continues to grow through intentional student recognition, clear expectations, and meaningful staff engagement. Central to our approach is our “Bear Necessities” matrix, which outlines expectations across all school settings. This year, we deepened our focus on teaching and reinforcing respectful and responsible behavior in the classroom—specifically caring for personal and school belongings.

To recognize and celebrate classes consistently meeting these expectations, we introduced the Golden Broom Award. Each week, our dedicated custodial team selects a winning class that demonstrates exceptional care for their learning environment. This initiative not only promotes responsibility but strengthens relationships between students and staff.

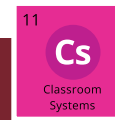
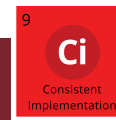
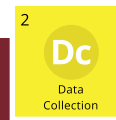
Staff involvement remains a cornerstone of our school-wide PBIS culture. One notable example was Pink Shirt Day, where all staff proudly wore our new Birchmount shirts in solidarity against bullying and in support of safe and caring spaces. This visible show of unity reinforced our collective responsibility in modeling and celebrating positive behavior.

In response to data showing an increase in washroom-related incidents, we took proactive steps to address the issue. We installed custom-designed decals on bathroom stall doors, reminding students of the Bear Necessities and reinforcing our expectations for safety, respect, and responsibility in shared spaces.

Our PBIS efforts continue to be a team endeavor, driven by data, strengthened by staff collaboration, and rooted in a shared belief in the potential of every student.



Golden Broom Award



Caledonia Regional High School

ASD-EAST



Over the past year, we have made tremendous strides in fostering a positive and supportive school environment. One of the clearest indicators of our success has been the significant increase in attendance for both students and staff. A welcoming and engaging school culture plays a key role in ensuring that everyone feels motivated to show up each day and we are proud that our efforts with PBIS have contributed to this improvement. By reinforcing expectations, celebrating student achievements, and fostering a culture of collaboration, we continue to build a school community where both students and staff thrive.

Consistent Implementation

To reinforce behavioural expectations daily, staff members have been provided with PBIS-branded sweaters and T-shirts featuring the school matrix on the back. Like walking billboards, we staff members have turned quite a few heads. This ensures that students have a constant visual reminder of the expectations. Additionally, staff consistently refer back to the matrix when addressing behaviours, reinforcing a shared understanding among students and maintaining a unified approach to behaviour management.

In addition to visual reminders, staff consistently model appropriate behaviours, ensuring that students witness PBIS principles in action throughout the school day. This reinforcement extends beyond teachers to all support staff, creating a cohesive effort where expectations remain clear and consistent. This predictability has contributed to a noticeable improvement in student behaviour, as they better understand what is expected of them across different settings.



Data Collection

Data Collection has been central to our proactive approach to PBIS as it allows us to track behaviour trends and guide our interventions. At CRHS we use a form (the “Pink Sheet”) as our primary behaviour tracking tool. It enables staff to document incidents efficiently. The system is also quite easy to use, which was an essential factor in ensuring consistency across the school. By analyzing these records, we identify recurring behavioural patterns and use this data to inform reteaching strategies. This proactive approach has led to an overall decline in misbehaviours, especially during class time, ensuring that our interventions directly address problem areas and help foster a more positive learning environment.

Behaviour Tracking Form				
Student: _____		Grade: _____		Date: _____
Staff reporting: _____				
Location				
Classroom	Cafeteria	Hallways	Outside	Gym Bathrooms
Major infractions Arson Bomb threat Cyber bullying Illegal/dangerous substances/objects Endangering the health/safety of others Hate propaganda Hazing Personal harassment Physical bullying Physical violence Pornographic material	Sexual harassment Sexual violence Social bullying Theft Tobacco use Uttering death threats Uttering threats Vandalism Verbal bullying Weapons Fighting	Minor infractions Absenteeism Cheating/plagiarism Disrespect Lying Failure to comply with school CDC Failure to do classwork Failure to report False accusations Inappropriate language	Inappropriate use of tech. Unprepared for class Intentional property damage Walked out without permission Inappropriate sexual act Misuse of equipment Name calling Tardy Throwing objects Forge Signature	
Brief description of incident: _____				
What actions did you take?				
Contact home	office referral	meet with student	DSR	
Keep in at lunch	PLC meeting referral	ESS-G referral	Other: _____	
Alternate placement	BIM support	restitution		

Classroom Systems & Routines

Strong Classroom Systems & Routines ensure that PBIS expectations are integrated into daily learning. Each classroom has its own tailored PBIS matrix, providing students with clear guidelines specific to their learning environment. Teachers integrate structured routines that support positive behaviour, helping students feel secure and engaged. One outstanding example of PBIS in action is the leadership and clear understanding of the concept of “respect” by a group of French Immersion students from Grades 9 through 12. Their work on gender equality earned our school the School of the Year award in a provincial contest for celebrating International Women’s Day. This achievement highlights how a classroom’s clear expectations can guide our students to success.

Discipline Procedures

Our approach to Discipline Procedures focuses on both accountability and reteaching. This year, students played an active role in reinforcing expectations by creating a PBIS video that demonstrates appropriate behaviour in various school areas. This video, linked below, was used as a tool for re-teaching purposes and was well received by students and staff alike. Coupled with our data collection efforts, our discipline process is seldom about consequences but mostly about reinforcing learning opportunities and encouraging students to reflect on their actions. This lighthearted video did the trick! On top of all this, we are currently in the process of making another student-led video for a similar purpose.



[The Tiger Way Video](#)

The week following the viewing, we installed region-specific PBIS matrices around the school. These have served as a valuable tool for staff when redirecting students. These matrices provide a clear and immediate reference to expectations in different school settings, making it easier to recall students back into alignment with school-wide behavior standards. This small but effective addition has helped keep students accountable while reinforcing consistency across different areas of the school.

Making School Fun & Welcoming

PBIS is about more than just discipline—it’s about creating a school culture where students feel a sense of belonging. This year, our Student Council organized engaging events such as the ‘Anything but a Water Bottle’ challenge and the “Christmas Wrapping Game” during assemblies. These activities not only brought students together in a fun and lighthearted way but also reinforced a sense of community and collective responsibility for maintaining a positive school climate. Events like these reinforce values like leadership, teamwork, and cooperation.



Dorchester Consolidated School

ASD-EAST



In Dorchester we focused on four elements.

PBIS Team

Our team grew this year from 6-8. We dug into our team structure and created strong norms and a mission statement, which helps guide our work. This path made our work more focused.

Data Collection

We have used our data to identify hot spots in the school. I have also brought the data to staff meetings to show the behavioural who, what, when, and how within our school. The data informs what is mentioned on announcements and where we focus behavioural teachings and expectations.



Buy-in From Staff

Staff buy in can be tricky. We used some funding for swag to create a Staff Prize Box and implemented staff "Shout-Outs" where anyone in the school can give a written shout out to any staff member.

During assemblies, we draw one of the shout outs and celebrate. Even if you are not picked, all of your shout outs are placed in your mailbox for you to read.

Schoolwide Expectations

Staff handbooks were created to help everyone get and stay on the same page. It contains a wealth of information including behaviour flow charts and expectations.

This year we added the behaviour matrix to the agendas and also sent a paper copy home which we reference in newsletters, talk mails, and meet the teacher. The expectations are on the announcements everyday with a focus on any hot spots according to data. We have also develop posters for expectations.

The coach from the Wildcats came to speak of expectations.

We have been able to more confidently have activities where the middle school runs the show.



Edith Cavell School

ASD-EAST



Our First Year

This is our first year as a PBIS incubator school. Our PBIS journey has coincided with a school reconfiguration, moving from a Kindergarten to grade eight school to a kindergarten to grade five school. Since becoming a PBIS incubator school, we have focused on developing our PBIS team, data collection, and schoolwide expectations. These are some of our celebrations:

- We have developed a strong PBIS team that is collaborative and cohesive.
- We have been gathering data on many types of behavior.
- We have re-configured the bathroom section of our school matrix and are preparing to implement it.
- All staff members received a school sweater with our rebranding.
- Staff have been educated on PBIS and we are focusing on “buy in”.
- We have created lesson plans to assist teachers in implementing the bathroom section of our matrix.
- We have created scripts for recognizing desirable behavior and undesirable behavior.
- We have a communication plan outlining PBIS at ECS.
- We have an assembly planned to introduce PBIS to our students.
- We also have a blitz planned to follow the assembly to help get everything underway.

PBIS Team

After a few weeks of building team cohesiveness and discussing the changes we wanted to see at the school, the PBIS team began updating our matrix and implementing the updates. We quickly learned that we needed to slow things down if we wanted to make long-lasting changes at ECS. We needed to take the time to plan and implement things properly. Being in a school, we are used to having to get things done quickly, so it was difficult to let the “take it slow” idea sink in. However, as we moved forward this became easier to do. We learned to set goals that are realistic and manageable.



Data Collection

We are very data driven here at ECS. We have a behavior tracking form that helps us monitor the main issues regarding behavior. This data is compiled and categorized in Excel. When we were deciding on what section of our matrix we wanted to rework first, we referred to our data and daily reports from staff/students. Based on this we chose to address the bathroom section of the matrix first.

Schoolwide expectations

Edith Cavell School had a behavior matrix before we were officially designated a PBIS incubator school, so we had a head start when it came to developing school wide expectations. Our issue was that the matrix was not implemented evenly across staff members. Essentially, we did not have a PBIS system set up to foster implementation. On top of this, due to our reconfiguration, our matrix required some updating to focus on grades kindergarten to 5. Our first big task was to reconfigure the bathroom section of our behavior matrix. We received input from staff and students, which led us to change some of the wording, images, and formatting. We believe that our updated version fits well with our school. We have created lesson plans to go along with this section. There are two lessons, one for grades k – 2 and one for grades 3 – 5. These lessons are straightforward, and teachers will be able to deliver them without having to spend time on preparation. The lessons are designed to be fun and engaging for the students. Another recent PBIS initiative was to send home a letter to families outlining PBIS at ECS. We hope this communication will lead to families supporting our efforts at home as well.

We feel we have a solid plan for other important PBIS initiatives. We will create a stencil of a large shield on the wall close to the entrance of our school. This is where we will be posting the student recognition stickers (this system of recognition has not been fully developed yet). We will be having a school wide assembly in a few weeks to introduce PBIS to the students and will be doing a “blitz”. At the end of April, this blitz will involve us implementing our updated bathroom section of the matrix. This is when the teachers will deliver the lessons, and we will make an effort to have more staff present in the halls in close proximity to the bathrooms throughout the day. After the blitz we will evaluate our progress, and if things are going well, we will move on to working on the hallway section of our matrix. If things are not going as well as we planned, we will problem solve and make the necessary adjustments.



BEFORE

In Edith Cavell's Bathrooms....	
WE ARE SAFE	<p>We walk in the bathroom and keep our feet on the floor.</p>  <p>We wash our hands with soap and water.</p>  <p>We leave the lights on.</p> 
WE ARE RESPECTFUL	<p>We use the materials like soap and toilet paper like we are supposed to and keep it clean.</p>  <p>We are respectful of privacy.</p> 
WE ARE READY TO LEARN	<p>We get back to class quickly so that we can keep learning!</p> 

AFTER

In Edith Cavell's Bathrooms	
WE ARE SAFE	
 <p>We leave the lights on</p>	 <p>We walk in the bathroom and keep our feet on the floor</p>
 <p>We tell an adult about unsafe behaviours</p>	 <p>We wash our hands with soap and water</p>
WE ARE RESPECTFUL	
 <p>We keep the bathroom clean</p>	 <p>We are kind, give others space, and respect privacy</p>
 <p>We are quiet</p>	 <p>We wait our turn</p>
WE ARE READY TO LEARN	
 <p>We walk back to class as soon as we are finished</p>	

Evergreen Park School

ASD-EAST



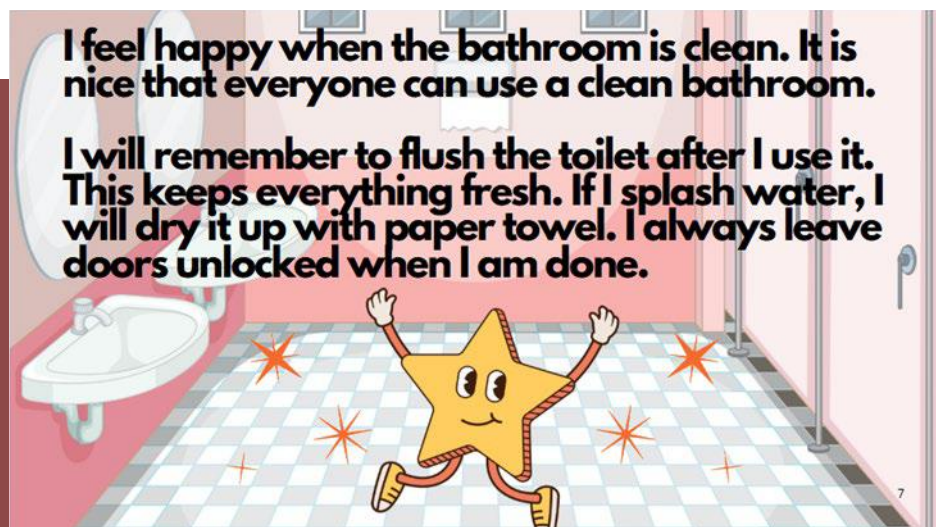
Behavioral Instruction

We introduced the Bathroom Blitz BINGO to encourage and reward appropriate bathroom behavior. The BINGO chart, displayed prominently, served as a constant reminder of expectations and the exciting rewards for meeting them. Lessons on expected bathroom behaviors were conducted to ensure students understood the expectations. Our PBIS Bathroom Blitz PowerPoint uses a social story format to teach and reinforce proper bathroom behavior. It follows a student(star) navigating the bathroom, emphasizing cleanliness and hygiene. Key behaviors include using the toilet or urinal appropriately, washing hands with soap and water, keeping the bathroom tidy, and reporting spills or messes to an adult.

System of Recognition

Students can earn daily tokens to complete their class BINGO chart and earn rewards. The kids voted on the reward, increasing their investment in the process. PBIS-aligned responses were used to reinforce appropriate behavior, maintaining clear expectations. Twice daily, a schoolwide announcement would call out 2-3 BINGO boxes. Teachers and students checked their classroom chart and marked off the box if they met the expectations that day. Once a BINGO was achieved, the class checked in with the office to confirm and receive the prize. If incidents were reported in the bathroom wing, that hallway would be disqualified from that BINGO round, emphasizing collective responsibility and cleanliness.

We expressed gratitude for the participation and valuable input from staff and students. This was crucial for refining the approach. We emphasized the importance of a unified approach to managing student behavior and highlighted the impact that teacher's attitudes had on students. We reassured staff that the plan was straightforward and required minimal preparation, acknowledging their existing workload. By integrating the Bathroom BINGO Blitz into our PBIS framework, we created a fun and effective way to promote positive behavior, enhance student engagement, and build a supportive school community.



Schoolwide Expectations

At Evergreen Park School, our PBIS journey began with a comprehensive self-assessment survey and valuable feedback from teacher perception surveys. These insights underscored the need for greater consistency in our approach. Engaging our staff was crucial, and their input led to the co-creation of our behavior expectations matrix.

We built on our strong foundation of Evergreen Park School values: sharing, caring, using hands and words for helping, doing the right thing, and always striving to make "A" choices. This collaborative effort resulted in the creation of our STARS acronym, which forms the basis of our behavior matrix.

While the full bilingual behavior matrix will be rolled out in the fall, we have already successfully implemented the bathroom expectations as part of our March Bathroom Blitz. This focused initiative has led to a significant improvement in student bathroom behaviors.

PBIS Team

Our school-based PBIS team, comprising of support staff and educators from all grade levels and specialties, has made significant strides. In our initial meeting, we explored PBIS foundations and conducted self-awareness surveys to identify our individual strengths and contributions.

By reflecting on our strengths, we have maximized our team's effectiveness. During the planning of our "Bathroom Blitz" month, small subgroups utilized release days to develop resources tailored to their expertise. This included enhancing our behavior matrix's visual elements and creating social stories and plays for students to act out and record.

We are proud of our progress and look forward to continuing our growth and learning together in year two of our implementation.



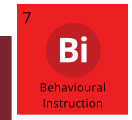
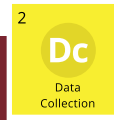
BATHROOM BLITZ BINGO

FLUSH when done	Pee goes in the urinal	Keep it clean	Pee and poop go in the toilet	Leave door unlocked when finished
Pee and poop go in the toilet	Leave door unlocked when finished	Keep your eyes to yourself	FLUSH when done	Pee and poop go in the toilet
Wash hands	Be quick, be quiet, return to class		Pee goes in the urinal	Keep your eyes to yourself
Keep it clean	Keep your eyes to yourself	Wash hands	Wait your turn	Be quick, be quiet, return to class
FLUSH when done	Wait your turn	Be quick, be quiet, return to class	Leave door unlocked when finished	Pee goes in the urinal



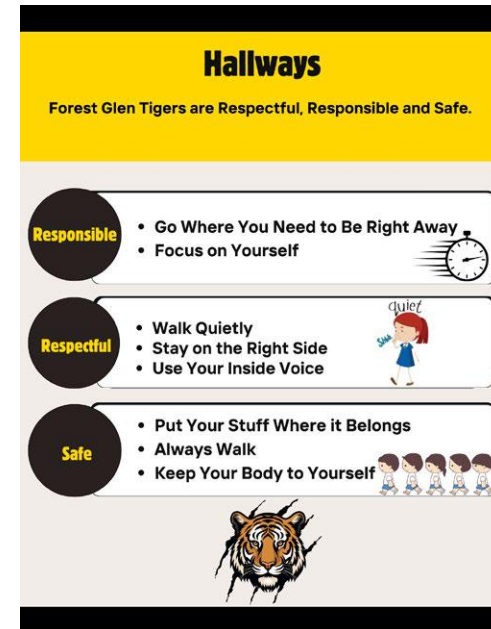
Forest Glen School

ASD-EAST



School-Wide Behaviour Expectations:

Our focus for this year is for Forest Glen Tigers to be responsible, respectful, and safe. We established a behaviour matrix based on how to demonstrate these three characteristics in the learning environment, washrooms, hallways, and schoolyard. Our PBIS Team then met and decided that school hallways would be the first area of concentration for rolling out expectations. We learned through teacher feedback and observational data that key areas of struggle in our hallways are running, loud voices, loitering, flow of traffic, and students' belongings left on the floor. Our team met in small groups and drafted positive ways to state behaviour expectations that could support our areas of struggle. As a team, we narrowed down to 8 expectations and created the Forest Glen Tigers' hallways expectations. The posters outlining hallway expectations are displayed in various areas throughout the school that are highly visible to students and staff. We chose to use brief and clearly expressed phrases to state the hallway expectations in hopes that our K-4 students will be able to remember and quote them. We also chose to include pictures to represent three key expectations (quick, quiet, walk) in an effort to support all our students, but with our multilanguage learners specifically in mind.



Staff Buy-in

In this first year of implementing PBIS at our school, we have chosen to engage staff and gain staff buy-in through seeking feedback from staff using Microsoft Forms surveys and emails. Staff can remain anonymous and can give us both positive and constructive feedback. We've received strong and helpful feedback from many staff members! This feedback has shaped how we edited out Behaviour Matrix. Their feedback has also helped us come up with a script for all staff to use when teaching about and supporting students with our hallway expectations. Staff feedback was also used to begin to build a collection of ideas for student recognition and reinforcement.

What are some things you like about the Behavior Matrix?

To the point and in kid friendly language

The simplicity of 3 components of being respectful, responsible and safe

The design is visually engaging; it highlights and reinforces FG values; points are simple and straight to the point

It's simple and clear

It's not an information overload

I like it a lot ! Important to use same language ♥

Short and targeted

I like that it's clear and concise. I like the layout, that it's divided up into 4 areas and the visual layout.

I like that it teaches and models respectfulness and order.

Categorized, clear and to the point

Having this Behavior Matrix in place then everyone will be on the same page.

The outlined expectations are clear and succinct

clear expectations

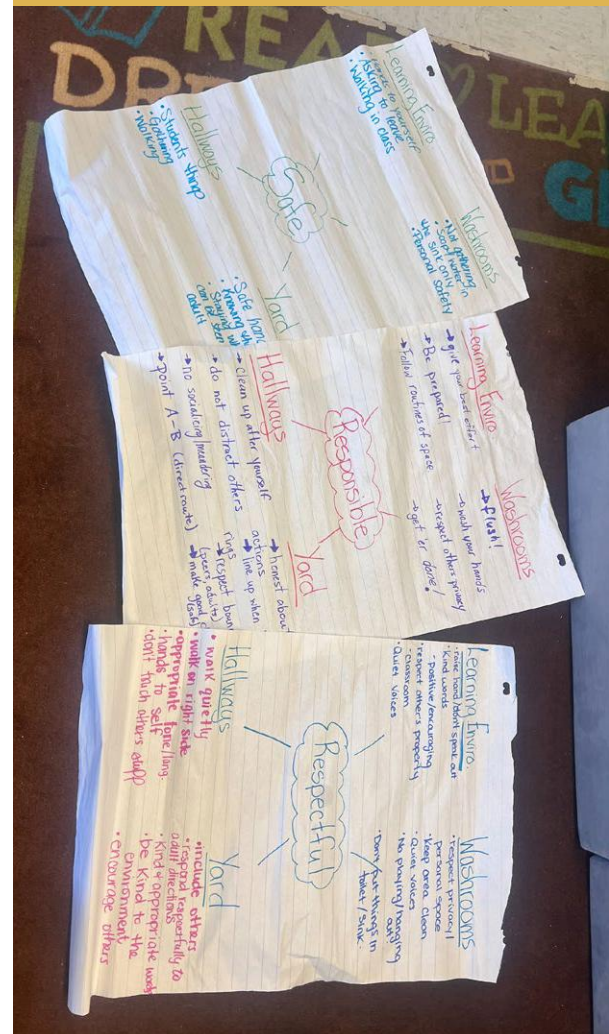
Behavioural Instructions

This showcases our core behavioral instructions, which are fundamental to fostering a positive and productive learning environment. Our team selected specific areas such as hallways, outside, bathrooms, and the learning environment to tailor these behavioral instructions. This brainstorming process allowed us to address the unique challenges and needs of each area, ensuring our guidelines are comprehensive and effective. By examining the different contexts in which students interact, we were able to develop clear and practical instructions that promote safety, respect, and responsibility throughout the school. This collaborative effort has helped us create a cohesive set of behavioral expectations that support a positive school culture and enhance the overall learning experience.

PBIS Team

Our PBIS team is a dynamic and diverse group of staff members from various areas within our school. The team includes our administrators, a Resource teacher, a Behavior Intervention Mentor, Educational Assistants, and teachers from different grade levels and with varying years of experience. This diversity allows us to examine school behavioral challenges from multiple perspectives, providing a comprehensive understanding of the issues faced by different groups of staff and students.

Having a diverse PBIS team is crucial because it brings together a wide range of knowledge, skills, and fresh perspectives. Each member contributes unique insights based on their specific roles and experiences, which enhances our ability to develop effective and inclusive strategies for promoting positive behavior. By valuing and leveraging our diverse backgrounds, we can better address the needs of our entire school community, fostering an environment where every student can thrive.



Hillsborough Elementary School

ASD-EAST



Happy humans who are Empowered to learn in a Safe and supportive environment!

This year in our PBIS Journey, we have chosen to focus on two elements: Data collection and School-wide expectations. Creating and maintaining a positive atmosphere is so important to all of us here at HES! One of the many things we do is recreate our bulletin boards each month with positive quotes and inspirational messages that make every person in this building feel a sense of belonging. Feeling safe and supportive are the first steps to ensure that we have the best space to learn in!

Data Collection

At HES we started our data collection journey over the past two years, using a school-wide Behaviour form that aligns with serious misconduct and behaviours not tolerated in Power School. We have found using a QR Code for all staff to track behaviours to be more convenient, so we transformed our paper form into a digital one. Tracking data allows our staff to look at targeted behaviours and address any chronic behaviours not tolerated, monitor areas of concern, and have opportunities to meet with students in reflection time to dive deeper into the root causes, and address lagging skills through teaching opportunities.

Our HES Behaviour Flow Chart is another visual tool in our PBIS journey that supports our data collection process and helps determine next steps to address behaviours not tolerated and serious misconduct. When there is a clear understanding by each staff member and alignment in how to manage student behaviours, as well as clear outcomes for the students, we are supporting positive behaviour and interventions.

Purpose of the HES Behaviour Flow Chart:

Visual Aid for Data Collection:

- The flow chart helps in systematically collecting data on student behaviours. This visual representation makes it easier to identify patterns and trends over time.

At HES, we have focused on teaching school-wide expectations in our newly vamped HES Behaviour Matrix. During daily announcements, classroom discussions and school-wide monthly assemblies, we focus on expected vs. unexpected behaviours. We have created visuals to break down each area to explicitly teach and practice the expected behaviours via social stories, videos and/or visuals that align with the behaviour matrix.

During our journey, we noted things to consider including anxiety in students when consequences are unclear and recognizing that some students may be missing pro-social skills and may need explicit teaching in these areas.

	RESPECT	RESPONSIBILITY	SAFETY
HALLWAYS	<ul style="list-style-type: none"> Queue Classroom move in a line Stay to the right 	<ul style="list-style-type: none"> Keep halls clean Belongings tidy at your back 	<ul style="list-style-type: none"> Walking fast Stay to the right Follow expectations
CLASSROOM	<ul style="list-style-type: none"> Follow Teacher instruction Polite language Volume control 	<ul style="list-style-type: none"> Complete assignments Clean up after yourself Belongings tidy at your back 	<ul style="list-style-type: none"> Walking fast Stay to the right Follow expectations
GYM	<ul style="list-style-type: none"> Practice good sportsmanship Polite language 	<ul style="list-style-type: none"> Return Equipment 	<ul style="list-style-type: none"> Follow game rules Look out for teammates
OUTSIDE	<ul style="list-style-type: none"> Remember before going inside Polite language 	<ul style="list-style-type: none"> Dress for weather Belongings before recess Line up when bell rings Return Equipment 	<ul style="list-style-type: none"> Hands to self Stay on playground
BATHROOMS	<ul style="list-style-type: none"> Line and move on Privacy 	<ul style="list-style-type: none"> Flush 	<ul style="list-style-type: none"> Wash hands

Guidance for Staff:

- It provides clear guidelines for staff on how to manage different types of student behaviour. This ensures consistency in responses and interventions across the school.

Support for Positive Behavior:

- By having a structured approach, the flow chart supports positive behaviour reinforcement. It helps in identifying and rewarding appropriate behaviour, which can encourage other students to follow suit.

Handling Serious Misconduct:

- The flow chart outlines the steps to be taken in cases of serious misconduct. This ensures these incidents are handled promptly and appropriately, maintaining a safe and conducive learning environment.

Next Steps for Supporting Behaviors:

Clear Understanding and Alignment:

- Ensure that all staff members understand the flow chart. Regular training sessions and discussions can help in aligning everyone's approach to managing student behaviour.

Consistent Implementation:

- Consistency is key. Make sure that the flow chart is used consistently by all staff members. This helps in creating a predictable environment for students.

Monitoring and Evaluation:

- Regularly monitor the effectiveness of the flow chart. Collect feedback from staff and students to identify areas for improvement.

Adjustments and Updates:

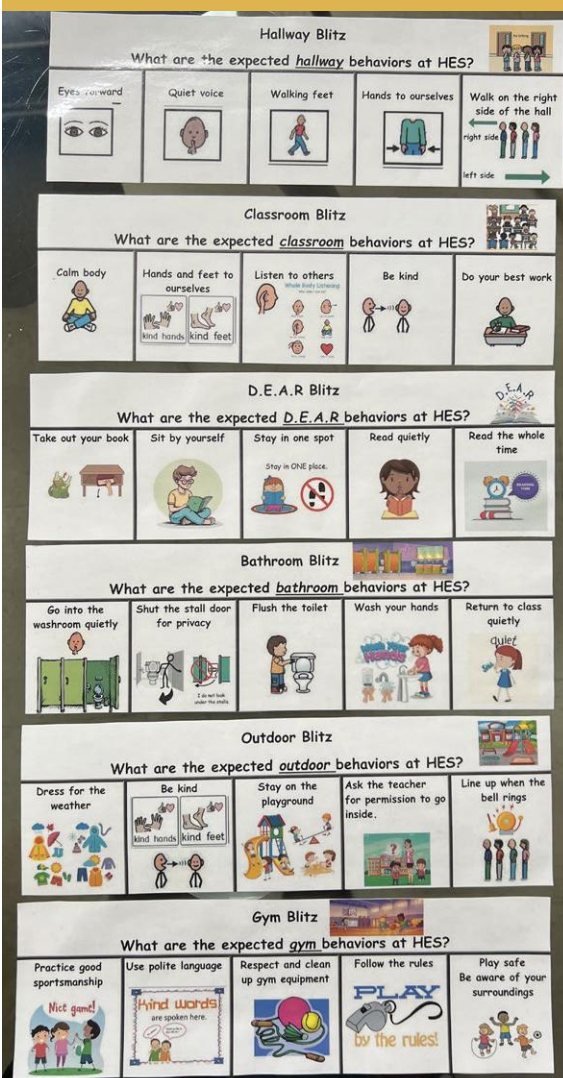
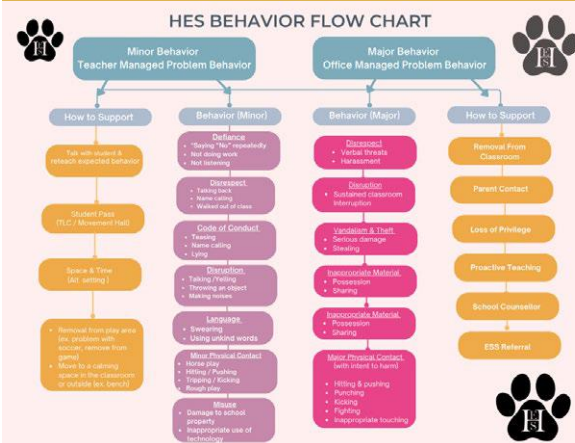
- Based on the data collected and feedback received, make necessary adjustments to the flow chart. This ensures that it remains relevant and effective in addressing current behavioural issues.

Clear Outcomes for Students:

- Communicate and teach the expected outcomes to students. By ensuring students understand the consequences of negative actions and the rewards for positive behaviour, they will be more likely to adhere to the expected behaviours.

Schoolwide expectations

Every educator has been given the following visuals (image right) that break down each of the school spaces where we want to explicitly teach behaviours. These smaller steps help support the Schoolwide expectations in our Behaviour Matrix.



Lou MacNarin School

ASD-EAST



Team-Building, Matrix-Teaching, Skill-Building, and Staff-Communicating have all been a focus for the Lou MacNarin PBIS team this school year. Our team has been diligently meeting together this year to focus on the PBIS elements of Schoolwide Implementation, Teacher Buy-in, and Behavioural Expectations.

We began the year by expanding our PBIS team following some staff changeover. We incorporated members, representing different departments, into our meetings to ensure a wide array of voice in our decision making. We focused on areas that are troublesome in a dense school such as ours, and a dedicated team of teachers enacted a “rules of the road” system using tape as lanes in our hallways. This has led to fewer “traffic jams” in the hallways and allowed us to review hallway behaviours with our classes. As the year progressed, we were able to use funding to order a more permanent sticker solution to cement this system in place.

Our team has also been giving updates to staff at staff meetings and has piloted a “PBIS Newsflash” mailout to help be more transparent with our goals and meeting agendas. We gave updates during PLC days to the EAs to keep everyone up to date. Continuing this habit of regular communication will be a focus for the remainder of this year and as we move into next year.

Aligning with our goal of communication, we have put much effort into creating resources to help support our PBIS matrix. Both slideshows and videos have been created this year to help teach aspects of our matrix.

Our team recognized there was still much to learn about PBIS and growth to be made in this area and so, on the advice of our provincial Learning Specialist, we sent a team to visit a third year PBIS school. This trip was both to gather insight and inspiration, as the reality of the slow-moving process of implementing a wide-ranging set of systems settled upon us. A group including teachers, members from the resource team, an EA and an Administrator were able to travel to Lakefield Elementary School for a day of observations, discussions, and training.



This day proved invaluable to our team members, who were impressed by the school's unified vision around their matrix "ROAR". They were inspired by how ROARing was talked about everywhere: from school assemblies to handbook policies, from staff swag to classroom expectations. Everyone knew and practiced how to ROAR and you could see the evidence of this on walls, bulletin boards, and school documents. Our team also considered how data collection was organized at the school, how they used the WITS program to support their outside behaviours, and how the family, student, and staff handbooks clearly laid out expectations at all levels of school engagement. One team member commented on how the flexibility of PBIS was apparent at this school. While everyone used ROAR to frame expectations, a variety of teacher presentations showed how creatively each teacher personalized the expectations into their own classroom community and atmosphere. This trip re-energized our team to do the slow and steady work of implementing PBIS in our own context.

As we have dipped our toes into data collection, through both hallway pulse checks and a staff wide survey, we continue to be reminded of how PBIS is not a destination, but a journey. The valuable information garnered from these surveys is being shared with staff and is inspiring us to showcase our behaviour expectations through student made posters, as well as create a simplified and visually friendly version of our matrix for our younger audiences.

A major focus this year has been on the creation of a staff handbook organized around our behaviour matrix. We are looking to lay out procedures and values in this handbook to be ready to present to our entire staff in August, so that we can begin the year on steady footing. This handbook is in progress and is shaping many of our team discussions.

We are continuing to recognize positive behaviour by handing out medals to students who earn bucket-filling "drops". This year we have also connected our matrix language "Kind to others, Kind to Self, and Kind to School" to our drop rewards to align our messaging. Students and staff love the recognition when Mr. D announces the winners for the day, and there are many suggestions to build upon this system in the coming year.


This leads us to our upcoming focal points for the team. As we continue to teach and reteach the matrix and create resources to support it, the team is also hoping to begin to look at streamlining our behaviour responses by outlining a clear system that includes classroom level actions, that then lead to office level actions. We also hope to look at more school-wide celebrations and reward opportunities to help build school spirit in the coming year.

Those helping to lead this team are thankful for the diligent commitment of all our team members and hope that we can, as a school, do the hard, but good, work of continuing to implement PBIS in our school as we strive to help all our students be Mouseketeers who learn to become citizens that are Kind to Self, Kind to Others, and Kind to their Community.




PBIS NEWSFLASH


DATA HEAD
 Looking at QR code reports in hallway from last year to this year, a decrease has been noted. [Click for Chart.](#)

PRO TIPS
 [CLICK HERE:](#) The Power of Positive Greetings at, or near, the door.

STUFFY STUFF
 Need a lesson to teach/review KIND in hallway?
[Click Hallway Carva](#)
[Click Hallway PPT](#)

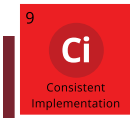
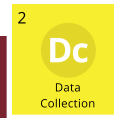
UP NEXT


- Poster Club is making KIND in hallway charts for reference.
- PBIS team members will be recording exemplar footage of students walking hallways for teaching videos.

HELP WANTED
 Clipboard Surveys: We are trying to collect data about Be KIND hallway behaviour. Some one minute clipboard surveys are circulating to get a hallway pulse. Fill one out if you can.

Petitcodiac Regional School

ASD-EAST



This is Petitcodiac Regional's second year on our PBIS journey. During the first year, our main focus was to create our PRS matrix of expectations. This was not an easy task, given that we are a K to 12 school. But the conversations that took place during the development of our matrix were priceless – we included everyone in our building in the process.

As we entered our second year, we began the school year off by teaching students the expectations and posting the visuals in each of the locations addressed in our matrix. We created an interactive newsletter for staff with useful resources like PBIS World, PL on ways to offer support, and a link to our behaviour tracking form.

Systems for Recognition:

Our next task was to develop systems for recognition. We have monthly "Panther of the Month" assemblies where each homeroom teacher recognizes a student who displays a value from our PRS matrix (P = productive, R = respectful, and S = safe).

We also developed our "You Got Caught" program where students can be caught and given a ticket for following our PRS expectations. Students turn these tickets in for a draw that happens at the end of each day. This is a student-led and student-run initiative. Names of daily winners are recorded on a panther paw and placed on our "You Got Caught" board for all



PETITCODIAC REGIONAL SCHOOL

ISSUE 1 - SEPTEMBER 2024

PRS & PBIS

An interactive resource - Just click the images

PBIS World
A great source of Tier 1 strategies

DUTY TO INTERVENE

3 Ways to Intervene
When addressing student behaviour

Year #2 - Launching Positive Behaviour Interventions and Supports at PRS

Last year, we did a lot of work to prepare the foundation. Now it's time to put it all in place. This year, we will be focusing on teaching the school-wide expectations and implementing systems for addressing student behaviour. Because we will be constantly evaluating and analyzing these systems, your feedback is very important. Please share in your Team meetings or speak to a member of your PBIS Team if you have any questions, concerns, or suggestions.

Teaching our values:
Patience - Sept, Oct
Responsibility - Nov, Dec
Integrity - Jan, Feb
Determination - Mar, Apr
Empathy - May, June

to see. All of the tickets are kept in a bin at the main office where we can all see the accumulation and celebrate our success. We also created "You are appreciated" postcards for staff to show one another that they are valued and seen.

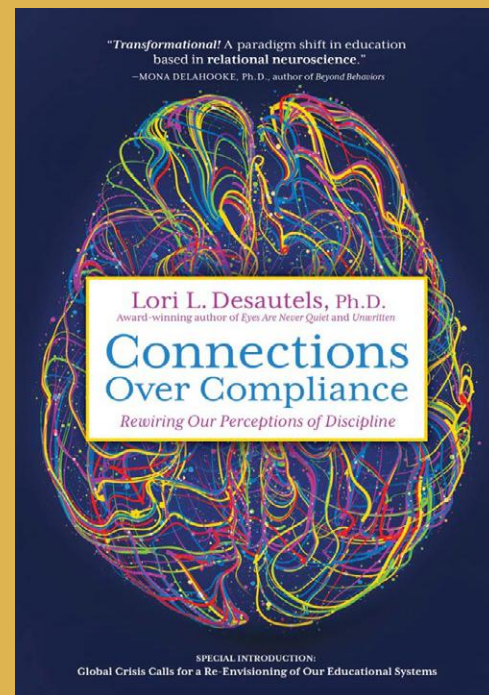
Data Collection & Analysis:

We began the year using a behaviour tracking form to record all minor and major behaviours that we address throughout our day, along with the Tier 1 strategies we used. In November, our Team looked for trends in the types of behaviours we were seeing: disruptions and defiance were most common. Currently, we are using that data to develop staff PL on how to intervene and support when addressing those two behaviours.

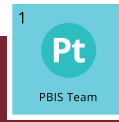
Moving Forward:

Our PBIS Team, who meets biweekly, is in the process of starting a book study on *Connections Over Compliance* by Lori Desautels as we prepare ourselves to look at how we support those students whose behaviour has become chronic - the major/office-managed side of our behaviour management process map.

Moving forward, we have taken on our next element - Consistent Implementation - because our systems will only work if those within them are working together, coaching and supporting one another, ensuring fidelity.



They
Got
Caught!



Riverview Middle School

ASD-EAST



The Journey Continues

At Riverview Middle School, PBIS isn't just a framework—it's the heartbeat of our school culture. It's how we foster a sense of community, respect, and belonging within our building. Together, we are committed to building upon the strong foundations that have become staples of our daily practices.

Our Foundation

- **Positive Relationships:** Encouraging respectful and supportive interactions among students, staff, and the broader community.
- **Consistent Expectations:** Upholding clear, school-wide behavior expectations to create a safe and nurturing environment.
- **Celebrating Success:** Recognizing and celebrating positive behaviors to reinforce our shared values.

The Rebrand: "I Love RMS"

PBIS funds have always been used with maximum impact at Riverview, but this year we wanted something that would stick—something bold, something iconic. We tossed around ideas: banners featuring the code of conduct, flags, posters that shouted out our school values. But none of it felt quite right.

Then, in a stroke of inspiration, Mr. Bouma threw out a game-changing thought: "What's the most famous T-shirt of all time?" The answer was instant. "I ♥ NYC."

And just like that, it clicked. "I ♥ RMS."



It wasn't just a slogan; it was a statement of pride, respect, and success. We added a twist to the back of the shirt: "Respect. Pride. Success." with checkmarks to emphasize the positive behaviors we champion every day. When we showed the concept to Mr. Godbout, it was an instant win. The rebrand was born, and momentum picked up fast.

Making It Happen

Over March Break, the energy was electric. We knew the "I Love RMS" logo deserved more than a T-shirt—it needed a home in our school. The perfect location came to light, and with Mr. Hocking leading the charge, we gathered an incredible team of helpers, including his daughter Piper Hocking and Moncton High student Ava Doiron.

Together, we completed **four murals** that now bring life and pride to our hallways:

- An inspiring "Every Child Matters" mural.
- The Heroes logo in the library.
- A massive, fierce lion representing our school spirit.
- And, of course, the bold and iconic "I ❤️ RMS."

The Big Reveal

The shirts arrived the next week—over **500** of them. It was time to distribute them in a way that honored every student. We decided to backtrack to the beginning of the year, distributing shirts grade by grade. Each student had their individual photograph taken in front of the "I ❤️ RMS" mural, capturing their unique moment of pride. Then came the group shots, marking the collective strength of each grade.

But we didn't stop there. The swag kept coming. Each student also received an "I ❤️ RMS" pencil, a small but powerful reminder that they are part of something bigger, something meaningful.

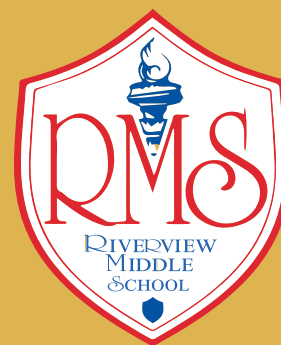
Continuing the Journey

As we move forward, we aim to deepen our commitment to PBIS by:

- **Expanding Community Connections:** Strengthening relationships within the school and beyond to foster greater support and inclusivity.
- **Enhancing Recognition Systems:** Introducing new ways to acknowledge and celebrate positive behaviors.
- **Ongoing Reflection and Growth:** Continuously evaluating and refining our practices to meet the evolving needs of our school community.

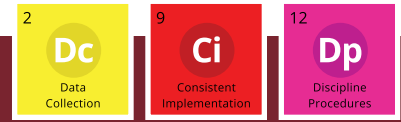
PBIS at Riverview is more than a framework; it's a way of life. The "I ❤️ RMS" rebrand is more than a logo; it's a symbol of our collective pride and commitment. Together, we will continue to nurture a positive, inclusive environment where every student can thrive.

Because at Riverview, we don't just say it. We live it. ❤️



Salisbury Regional School

ASD-EAST



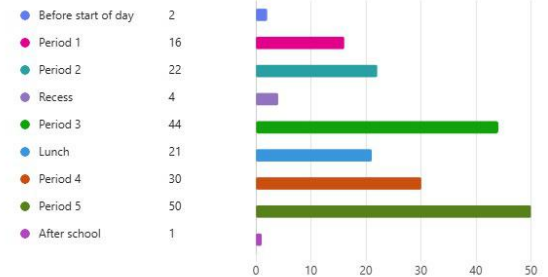
Dan's Damages

This year, SRS partnered with Dan's Damages for two community-wide clothing fundraisers, raising \$12,000 to support theatre renovations and the Grad Class of 2025. The success of the initiative reflects the SRS core values of caring, honesty, responsibility, and respect. Students and staff worked together to support meaningful causes and strengthen community connections. At SRS, we believe in living our values through action. This fundraiser is a powerful example of how shared purpose and positive character can create lasting impact.

Incident Management

In September 2024, Salisbury Regional School created an Incident Management Tracking System. This system collected and analyzed data from Power School's incident data system and a specialized Salisbury Regional School QR code for educators to track behaviour incidents. When we looked at the data from the Incident Management Tracking data, a clear trend stood out: most incidents happened before lunch and during the last period of the day. Next year, our school will think about how to be proactive during these times—whether that's additional support, structured transitions, or engaging activities.

9. Time of incident



After our data analysis, we also discovered that our collected data was too broad in scope. This made it difficult for educators to report incidents consistently and accurately. Next year, we will prioritize target behaviours and locations to give educators a clearer picture of where our school needs attention. Moving forward, Salisbury Regional School will work to simplify our system so that we're capturing the most relevant and useful data which will guide our next steps and interventions.



Mawiomi 2025

As part of our commitment to the 94 Calls to Action for Truth and Reconciliation, Salisbury Regional School organized and hosted a traditional Mawiomi, or powwow, on September 24, 2024. This sacred Mi'kmaq ceremony—featuring song, dance, and prayer—brought together hundreds of students, teachers, and parents from 11 schools across southeastern New Brunswick during Truth and Reconciliation Week. Attendees had the opportunity to experience the rich cultural traditions of the Mi'kmaq people and explore a variety of Indigenous wares available for purchase.

Cougar Pride

This year, Cougar Pride shirts were introduced for staff as a part of our ongoing commitment to fostering an inclusive and welcoming school environment. Students also had the opportunity to order the shirts, allowing our school community to visibly demonstrate support for diversity and inclusion.

We proudly wore our Cougar Pride shirts during the week of the International Day Against Homophobia, Transphobia, and Biphobia, as well as on other occasions throughout the year. These moments served as powerful reminders of our SRS values and our commitment to creating a safe, supportive space for everyone—regardless of sexual orientation, gender identity, or expression.



*Cougar
Pride!*



Sunny Brae Middle School

ASD-EAST



Student Expectations

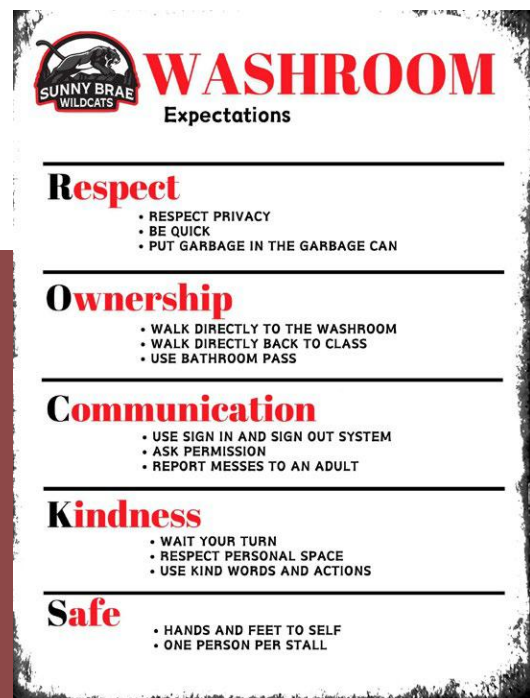
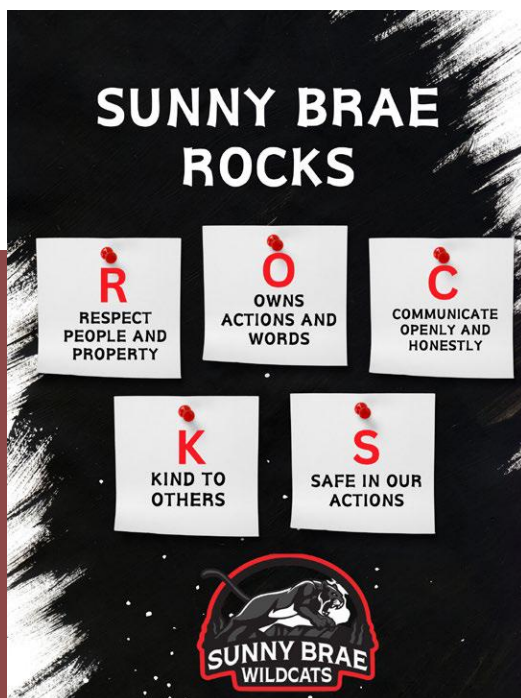
After co-creating an expectations matrix in June, we launched our school-wide expectations with a bang! A new printer allowed us to rebrand and create engaging visuals for classrooms and hallways. We dedicated significant classroom time to reinforcing expectations through games, exercises, and activities.

To ensure ongoing success, we meet regularly to review what's working and identify areas for improvement. Hallway behaviour emerged as our biggest challenge. In response, we implemented problem-solving strategies such as adding floor tape and paw prints for directional guidance and escorting students to and from classes to reinforce expectations.

Learning Lab

The Learning Lab was created in response to data showing the need for an intermediate support space between the classroom and the office. It is run by our behaviour mentors, who work with students to reflect on their choices during first recess.

Beyond individual student support, we analyze behaviour data to inform Tier 1 practices across the school. Based on our findings, we have implemented attention-getters and intentional seating arrangements to promote a more structured learning environment. We also identified Tier 1 practices as an area for growth and introduced Tier 1 Thursdays, where PLC teams meet with our SPR, Resource, and AST to problem-solve classroom challenges collaboratively.



For students with recurring behavioural challenges, we created targeted groupings to provide additional programming and support. Additionally, our Power Automate system has been highly effective in streamlining communication with families, ensuring they are informed and engaged.

School Wide Rewards

In November, we introduced a school-wide mosaic to recognize students who embody Sunny Brae's core values. When a student demonstrates these values, they contribute a tile to our vibrant rainbow mosaic. As each color fills up, it marks progress toward a collective goal, leading to school-wide rewards.

Occasionally, we set specific behavioural targets to address areas needing improvement. Our goal is to complete the mosaic by year's end, fostering a culture of unity and collaboration. So far, students have earned rewards such as extra recess, a hot chocolate party, a "Bring Your Own Device" day, and an activity block.

Tier 1 Thursdays

Once a month, our PLC teams meet with the AST, EST-R, and both SPRs for "Tier 1 Thursdays"—a dedicated time to collaboratively problem-solve Tier 1 challenges. A report is created during the session and reviewed with Admin in a one-hour follow-up meeting the next day. We focus on practical solutions that can be implemented right away, and flag items for the PBIS team or Learning Lab Committee, Admin, etc. We avoid trying to fix everything at once, instead aiming for thoughtful, sustainable steps. To keep the space positive and welcoming, we provide snacks and encourage open, collaborative dialogue. A report is also provided to the staff.

What our staff member are saying...

"PBIS gives the school permission to set boundaries and expectations. It has united our staff and is something sturdy to stand by."

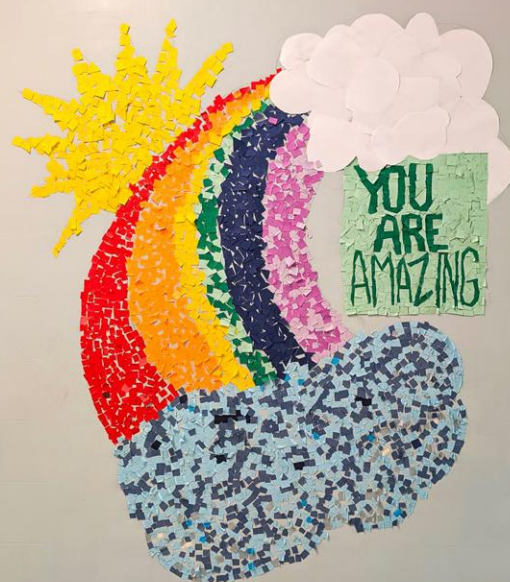
"I watched the culture change before my eyes"

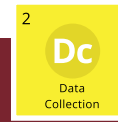
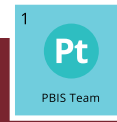
"A complete organization of our adults"

"PBIS has provided a sense of community and clarity amongst the staff and students."

"It gives the students and staff permission to have conversations in a safe environment."

"This has been a game changer for Sunny Brae. The change in culture, dynamic and atmosphere has been drastic."





Tantramar Regional High School

ASD-EAST



PBIS Team

The Tantramar Regional High School PBIS Team was initiated in the Fall of 2024. During the previous spring, we applied to be a NB PBIS Incubator school, and in anticipation, encouraged staff to attend the Provincial PBIS Conference at Salisbury Regional School in July of 2024. We had 8 staff attend!

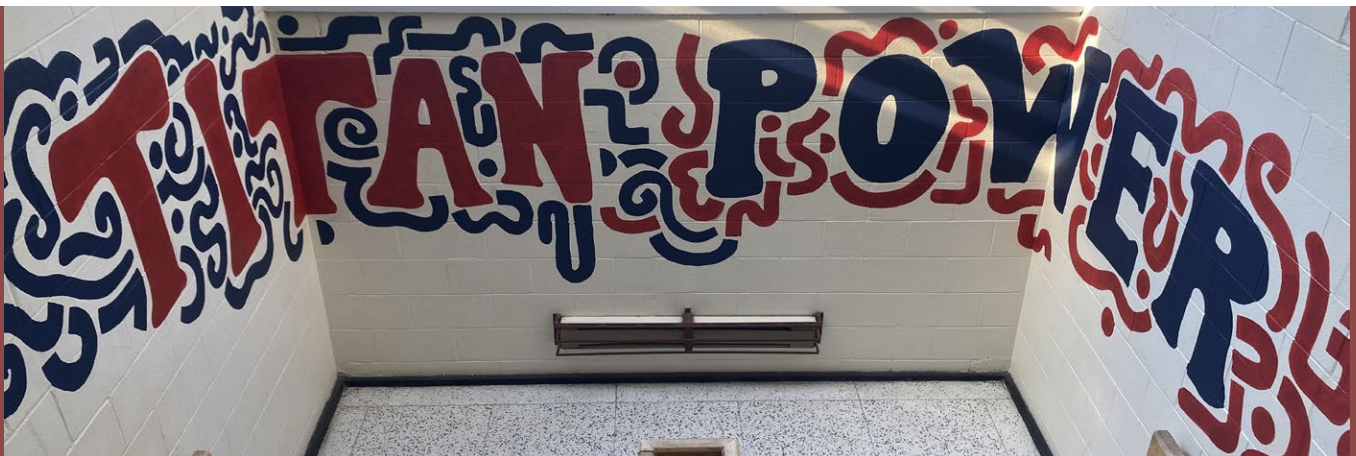
When the school year commenced, we were excited to have 11 staff join the TRHS PBIS Team, including the principal, vice principal, 2 guidance counsellors, 2 resource teachers, 3 classroom teachers, an educational assistant and behavior intervention mentor. Our team meets bi-weekly with a focus on professional development, networking and learning more about positive behavioural intervention systems as we determine what will work best for our school.

We created a binder for each member which contains articles we've read, a list of NB PBIS schools and context on PBIS implementation, key internal messages, information on the 12 elements of PBIS, pertinent pages from the flipbooks and data we have examined. As part of our professional learning, each member has completed the Tier 1 PBIS online modules from the Center for Instructional & Behavioral Research in Schools. We also had team members visit Salisbury Regional School and Dorchester Consolidated School to learn about how they were implementing a PBIS framework.

Professional Development

Our first full staff professional learning day of the year was on November 8th, 2024. We saw this as an opportunity to introduce/re-introduce PBIS to the staff and incorporate it into our school improvement plan. We reviewed our collective school improvement plan goals:

1. All students shall read, write, and communicate at grade level in both languages of instruction.
2. All students shall be at grade level in numeracy.
3. All students & staff shall feel safe, cared for, and engaged in learning.
4. All students shall graduate from high school.



We joined the provincial PBIS Framework as we believe this can help us strengthen our practices to help us achieve these outcomes. PBIS is an evidence-based, prevention and intervention framework for establishing a safe and supportive learning environment. The school staff have been asking for support with student behaviour and we've decided PBIS practices can help us achieve this and many of our school improvement goals.

School staff examined data from the previous year's school perception survey, teacher perception survey, and PowerSchool behaviour, attendance, and academic data. We identified areas to focus on: non-compliance in the classroom and late work resulting in low grades or incompletes.

We looked at behaviours not tolerated in the provincial Code of Conduct as requiring Tier 1 intervention (classroom), started a conversation on classroom vs. office managed behaviors, and reviewed/updated our office referral form.

We used the article Ten Common Misses in PBIS Implementation by Tyre & Feuerborn (2021). Staff broke into groups with our PBIS Team members to discuss misconceptions and what PBIS is and isn't. This feedback was collected and brought back to the school team to consider as we develop continued learning for staff around PBIS.

We will continue to focus on our PBIS practices with reminders in weekly staff communications, at staff meetings, school improvement team meetings and professional learning days. We want PBIS to be a way of doing things, not an additional thing we're doing.

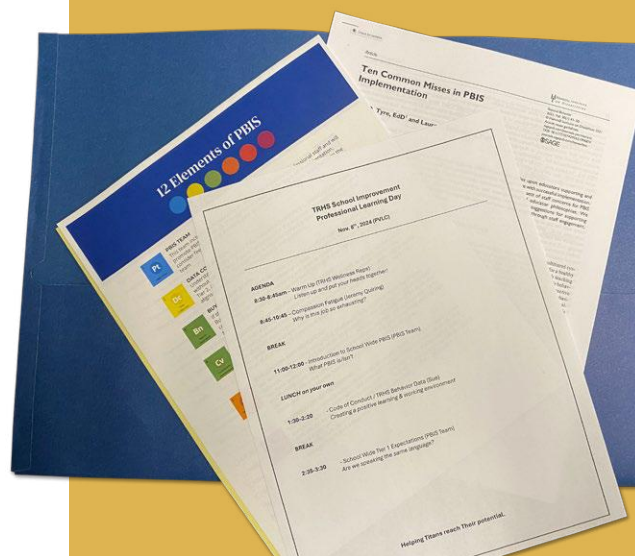
School-Wide Behaviour Matrix

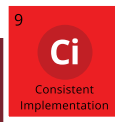
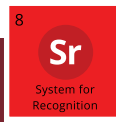
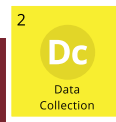
One of our goals for year 1 was to co-construct a school-wide behaviour matrix. This involved presenting the PBIS framework to stakeholders and getting their feedback. We met with our Parent School Support Committee and asked for their input on what the behaviour expectations should be in various areas throughout the school. We did this with staff as well, using our school values to group expectations for various areas of the school environment.

In pairs, PBIS Team members visited each grade 9 & 10 class to introduce PBIS, share school data and have students generate the expectations they felt would help all Titans achieve their potential. Within the classes, students were divided into 5 groups. Each focused on one area and then presented to the larger group. Following each presentation, the rest of the class had the opportunity to add expectations for that area. This activity gave students voice and generated ideas to improve the school experience!

Two of our PBIS team members reviewed all the feedback and compiled it into one matrix. Once we are finished polishing it, we will use this as our staff curriculum for school-wide expectations. Our next steps will be:

1. Having students create posters to communicate expectations in each of these areas
2. Having classroom teachers co-construct expectations with their classes this Fall





Wabanaki School

ASD-EAST



As one of New Brunswick's newest schools, Wabanaki School opened its doors in September 2024 to 750+ students from the downtown, West end and North end of Moncton. Despite being a brand-new building, staff were committed from the first day: PBIS isn't something new, PBIS is how we do business.

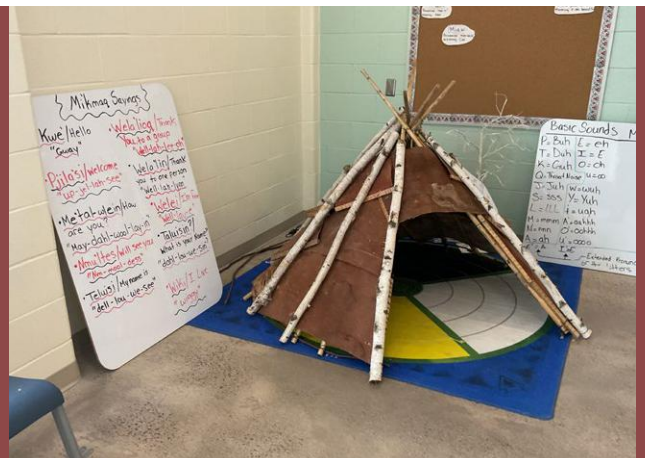
Recognition Assemblies

Monthly assemblies are held to recognize students and staff in the areas of Respect, Wisdom and Truth. These areas come from the Seven Sacred Teachings in First Nations culture, and we strive to have the Wabanaki framework embedded into everything we do. Certificates are awarded to those Wabanaki Suns that have excelled above and beyond the general standard of achievement, not just academically, but also socially and in our school community. Students are celebrated for showing RESPECT to themselves, to others, and to our building. Students are celebrated for showing WISDOM when they make good choices and take responsibility for their actions. Students are celebrated for showing TRUTH when they demonstrate that they are well-rounded as humble, honest, loving, courageous, respectful, and wise individuals. Staff are celebrated for their contributions to the lives of students and to the school. We are building a culture where everyone is encouraged to do their personal best and to celebrate what that looks like for everyone!

Celebrating Diversity

At Wabanaki School, we are fortunate to have a space dedicated as an Indigenous Cultural Support Room. Led by our Indigenous Support Worker, our Indigenous students can make deeper connections to their culture. Additionally, 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 over 350 students registered through the International Welcome Center, our staff prioritizes understanding and celebrating everyone's differences. Monthly activities are translated into multiple languages. We proudly display the cultural diversity that enriches our school and celebrate our diversity by highlighting a country of the week.



Additionally, as proposed by students, we offer a R.E.D Club for students who want to celebrate Respect, Diversity, and Equity. This club meets weekly to plan and organize cultural events.

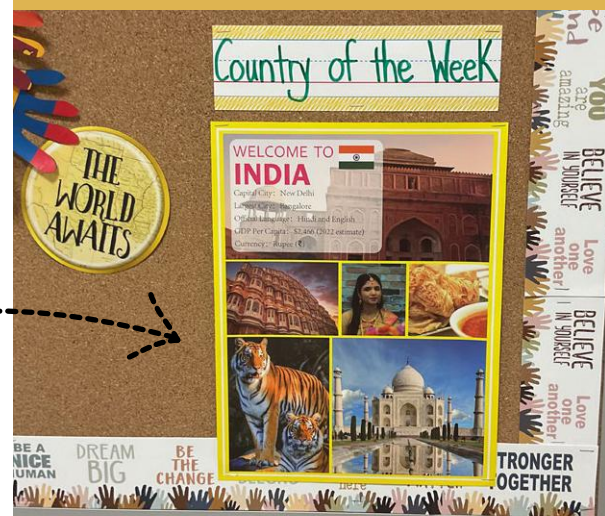
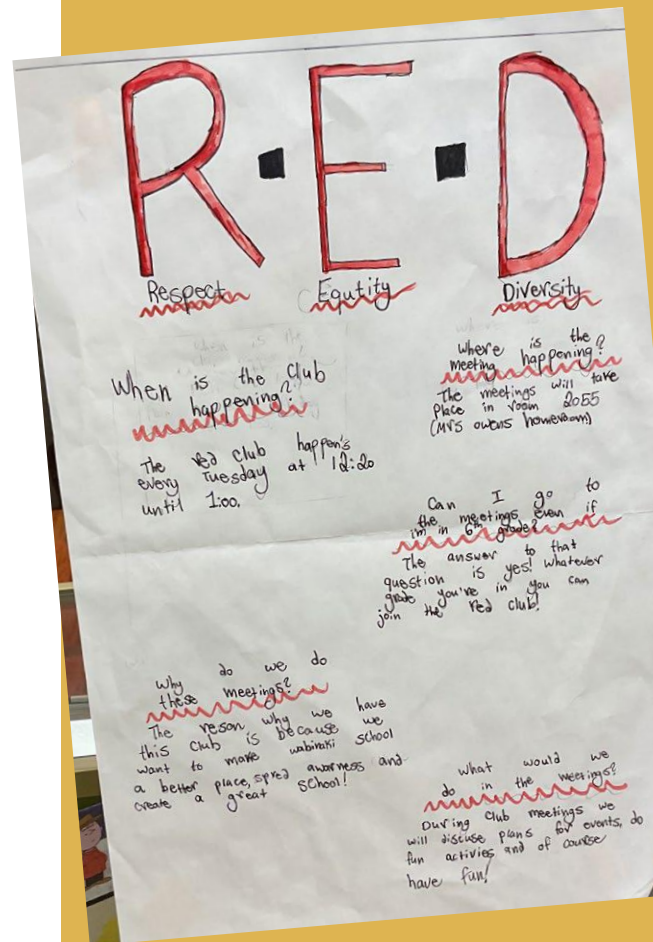
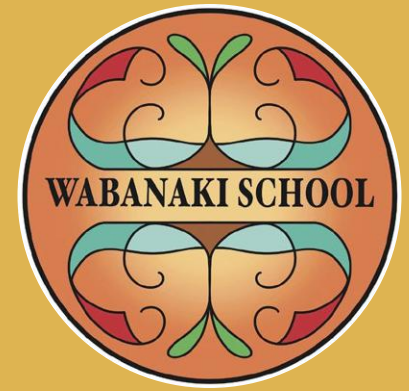
Daily Shout Outs

Wabanaki School has been working very hard at highlighting all the positive things happening daily. The Sunshine Shout Outs are a quick and easy way for staff and students to recognize each other for acts of kindness. The cards are readily available in all areas of the schools. Cards are read daily on the morning announcements by students and are proudly displayed in our cafeteria for everyone to see the multitude of kind acts happening in our building.

Wednesdays!

Wednesdays are dual-purpose at Wabanaki: they are for Welcoming and Wellness! There is some transiency within our building, as students leave and arrive almost weekly. Welcome Wednesday is always a student's first day at Wabanaki. This structure allows us to offer tours, orientations, and meet and greets to families. Having Welcome Wednesdays allows us to shine a positive lens on this growth and celebrate together the increasing diversity of our student population.

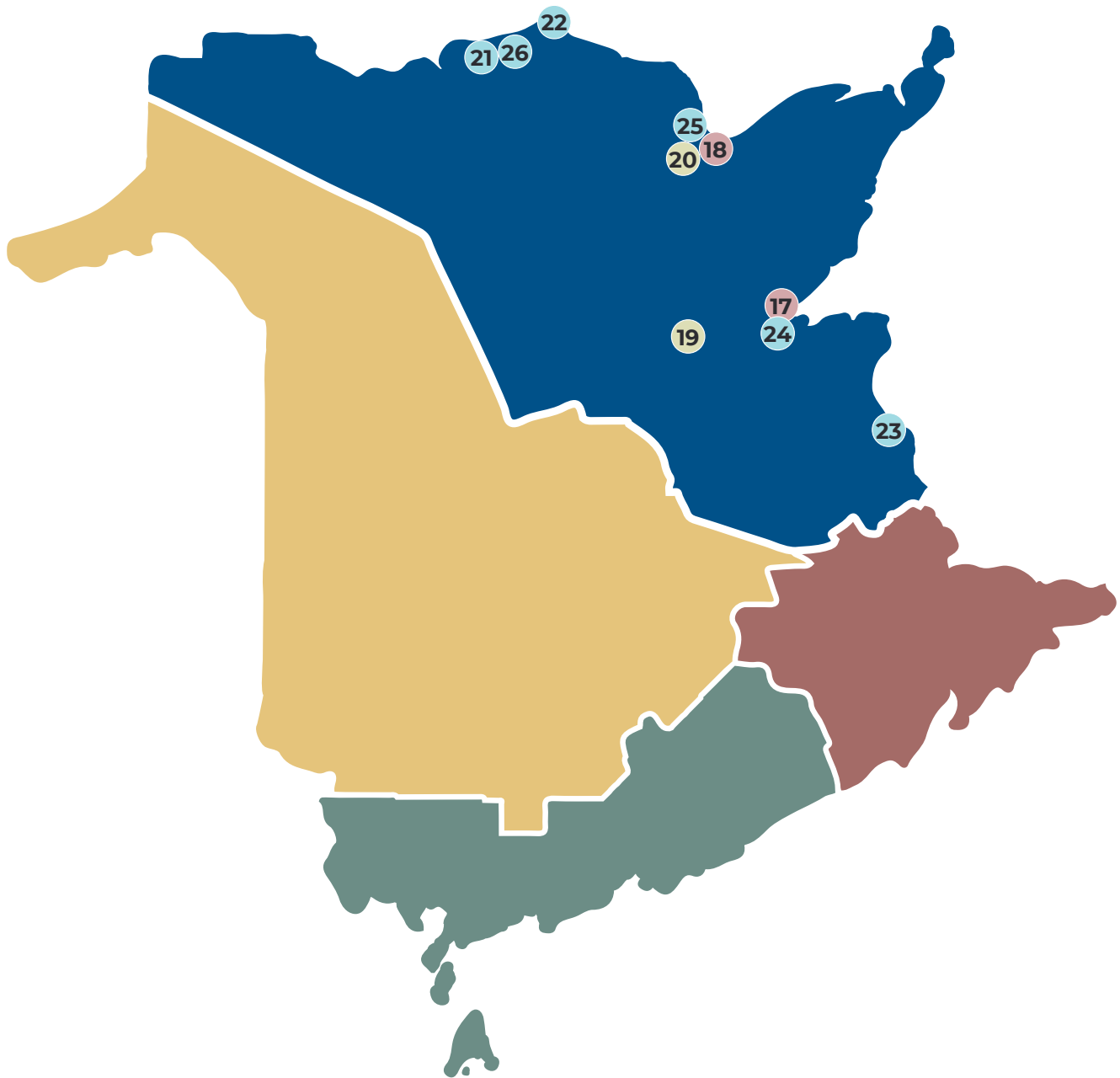
Wellness Wednesdays allow us to focus on our staff and the work life balance that is so essential to success towards establishing a positive and productive school culture. Staff are encouraged to take part in various activities after instructional hours, including Wellness Wednesday Yoga, nature walks,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





Miscou Island
Photo by: New Brunswick Tourism

ANGLOPHONE NORTH SCHOOL DISTRICT



Campbellton Middle School

ASD-NORTH

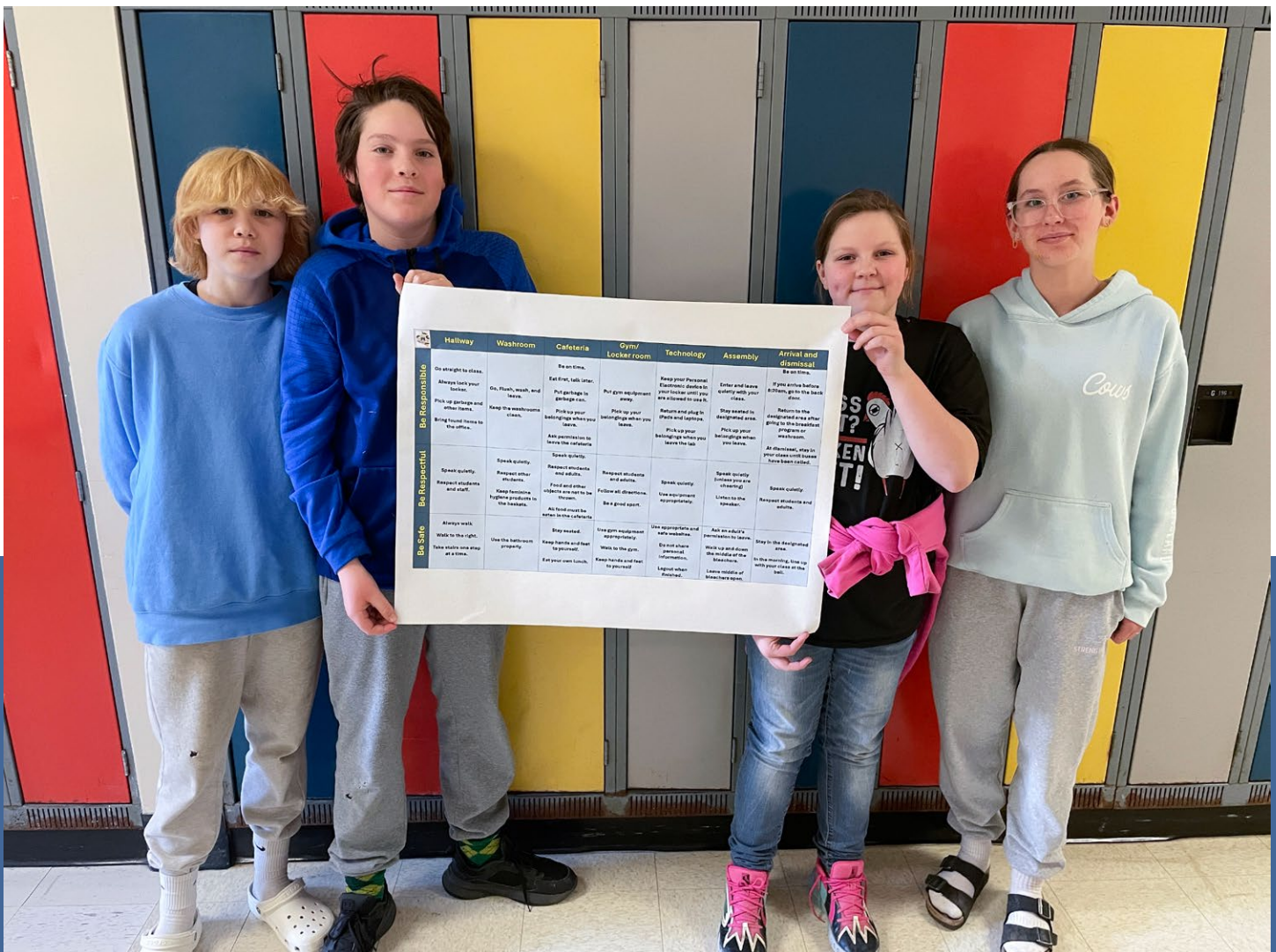


Core Values: Be Respectful, Be Responsible, Be Safe.

The first three elements that we decided to implement are PBIS Team, Data Collection and Schoolwide Expectations.

PBIS Team

A PBIS team was developed and consists of five school personnel including the principal, vice-principal/guidance, two classroom teachers and our Behaviour Intervention Mentor. As a dedicated team we recognized the need to review schoolwide expectations to ensure our core values were being met.



Data Collection

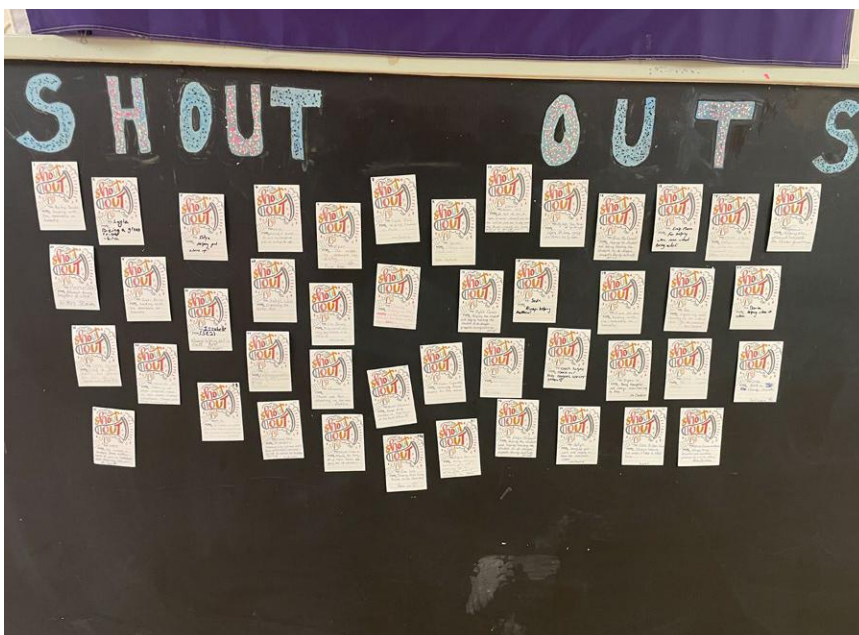
In previous years we had a high number of students who were sent to the office for various reasons. In August, we met with the staff to discuss various student behaviours and mutually agreed on what would now be considered staff managed behaviour and office managed behaviours. A digital program was created so that admin could track classroom managed behaviours as well as office referrals. This data determines next steps such as a student meeting with admin, admin meeting with student and parents, etc. We also discussed and modeled classroom management as well as the importance of connecting with students. Teachers were encouraged to focus on activities that would promote connectedness for the first two weeks in September.

CMS Matrix (Schoolwide Expectations)

Our PBIS team selected students from each class to help create our matrix. The students created a draft and had an opportunity to edit and revise it. The edited version was then shared with staff and a final matrix was created. Our next step is to hold a schoolwide assembly to reveal the matrix. We will then focus on each area of our matrix weekly (or bi-weekly) and ensure that students who are following the expectations of the matrix are praised and recognized through some kind of school-wide program. We will spend time re-teaching the expectations to students who need reminders. We will continue to focus on each area of the matrix until all areas have been taught.

Celebrations

We currently have a shout-out board, and we will continue to work as a team to implement a system to recognize and celebrate the successes of individual students, of classes and of the whole school.



Dalhousie Regional High School

ASD-NORTH



Welcome to our Condor Family

Dalhousie Regional High School is located on unceded and unsundered Mi'kmaq territory, nestled along the Restigouche River and the Bay of Chaleur, and surrounded by the Appalachian Mountain range. Our school serves students from grades 6 through 12, drawing from communities stretching from Jacquet River to Dalhousie Junction, including the First Nations community of Uqpi'ganjig.

At DRHS, our goal is to empower students to think critically, collaborate, and adapt in a changing world. We are committed to providing meaningful, relevant learning opportunities that prepare our students for a successful future.

We celebrate our rural roots and the resilience, pride, and close-knit spirit that define our school community. We are a Condor family—proudly welcoming families, alumni and all students whether joining us from our partner schools, arriving from abroad or transferring from another area.

Celebrating our Condors

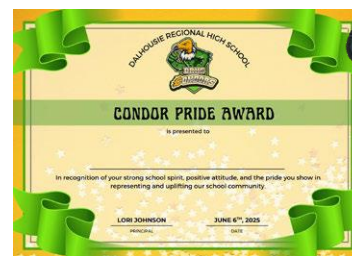
At Dalhousie Regional High School, we take pride in recognizing the many ways our students contribute to school life – through learning, leadership and community spirit.

Recognition & Celebration:

Condor Tickets are awarded to students (and staff!) who demonstrate our Value of the Month—such as kindness, respect, or responsibility. Tickets go into grade-level and staff boxes and monthly draws reward one student and one staff winner with a prize and public recognition.

Celebration Assemblies highlight:

- Value of the Month recipients
- Condor team shout-outs
- Academic excellence
- Staff milestones
- Perfect attendance



Diversity & Inclusion:

Events like Orange Shirt Day, International ICU Day, Black History Month, and our annual Mawiomi help us to learn about diverse cultures and histories, grow together in respect and understanding, and foster empathy and reflection as a school community.

We also recognize the importance of mental health and wellness. Throughout the year, we invite guest speakers and host awareness events to support open conversations and promote a healthy, supportive environment for all.

Condor Pride:

Whether in the classroom, on the field, or on stage, DRHS celebrates:

- Teamwork and effort
- Personal growth
- Community connection

Professional Development at DRHS

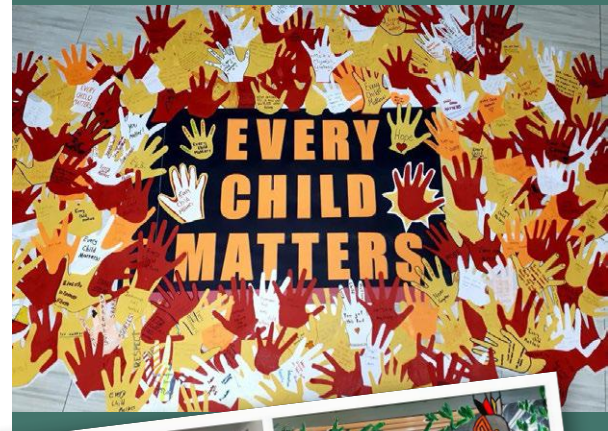
At Dalhousie Regional High School, we are building a trauma-informed, inclusive school where every student feels safe, supported, and connected. We ensure that each learner has at least one trusted adult in the building and that staff are equipped to respond with empathy, consistency, and care.

Areas of Focus:

- **Trauma-Informed Practices:** Prioritize relationships and emotional safety, and support student well-being through strong staff-student connections.
- **PBIS Tier 1 Book Study:** *PBIS Tier 1 Handbook: A Practical Approach to Implementing the Champion Model* which emphasizes positive behavior, consistency, and a respectful school-wide culture.
- **Brain-Based Learning:** Helps staff understand how students learn, especially those impacted by trauma.
- **Positive Language:** Encourages student motivation and confidence through supportive communication.
- **Unconscious Bias Awareness:** Promotes reflection on personal assumptions and builds a more equitable, inclusive environment for all learners.

Next steps

As we continue to grow in our PBIS journey, our next steps include diving into the PBIS Tier 2 Handbook to build on our shared understanding and strengthen our school-wide approach. We'll be introducing SOAR Awards to celebrate students who consistently demonstrate Safety, Ownership, Achievement, and Respect. A key focus moving forward will be refining our behavior tracking and data collection systems to ensure consistency, support early intervention, and make informed decisions that benefit all learners. We're also committed to increasing community involvement.



Dr. Losier Middle School

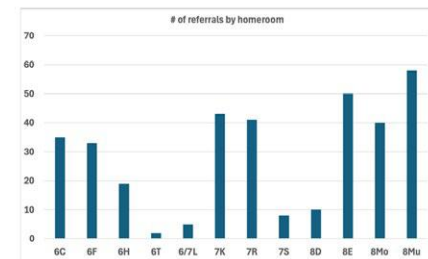
ASD-NORTH



Using Data to Drive Change

This year, one of the most significant shifts in our PBIS journey has been the intentional and consistent use of behaviour data. We've operationalized our data collection process to become part of our weekly rhythm. Every Tuesday, the ESS team reviews the prior week's data, which is pulled directly from our Behaviour Tracking Form. We look for trends, recurring concerns, and students who may benefit from additional support or intervention. When we identify patterns that impact more than just a few students, we bring those insights forward at our monthly staff meetings. This has allowed us to engage the full staff in identifying root causes and brainstorming real, meaningful solutions. Over time, this transparency has built trust in the data, and it's become clear to everyone that we collect this information not for compliance but for action. As a result, we're seeing increased staff engagement, more decisive interventions, and better outcomes for our students—especially those needing the most behaviour support.

HR	# of referrals
6C	35
6F	33
6H	19
6T	2
6/7L	5
7K	43
7R	41
7S	8
8D	10
8E	50
8Mo	40
8Mu	58



Recognition Ceremonies & Knight Factor

Our monthly recognition ceremonies were key to celebrating student success and reinforcing positive behaviour last year. However, this year, we faced a new challenge: with our school population growing, we outgrew the theatre we've traditionally used for assemblies. Transitioning to the gym meant rethinking the entire experience. We developed and taught new behaviour expectations for this space, communicated them clearly to students, and reinforced them through our PBIS matrix. We also reimagined how to keep the energy high and the events engaging. That's where Knight Factor came in—a lively, grade-level-based competition where students and staff face off in creative, minute-to-win-it-style games. These activities have become a highlight of the ceremonies, bringing laughter, teamwork, and school spirit to the forefront. At the same time,



we've remained sensitive to the fact that high-energy events can be overwhelming for some. In response, we began live-streaming the ceremonies to our school YouTube channel and offered a quiet viewing space in the Learning Commons. This ensured that all students could access and enjoy the celebrations in a way that worked for them.

Lifting Each Other Up: Staff Recognition

This year, we made it a priority to celebrate not only our students but also our incredible staff. During Staff Appreciation Week, there is a physical board where students can leave kind messages for teachers and staff. We've also embedded shout-outs as a standing agenda item at our staff meetings. At first, there was hesitation—people weren't used to speaking up in that way. But as the months went on, staff grew more comfortable, and the practice took root. Our most recent meeting featured over 12 shout-outs, ranging from gratitude for incorporating culture into lessons to appreciation for staff support with school initiatives and recognition of accomplishments by staff. In a profession that can be exhausting, especially as the year winds down, this practice has helped foster a culture of appreciation and encouragement. It's a small shift with a big impact.

PREP Day: Living Our Core Values

To bring our PBIS core values of Positive Relationships, Equity, and Personalization to life, we launched a new school-wide event this year: PREP Day. The goal was to create a space where students could build community, connect with staff and peers, and engage in activities aligned with their interests and passions. Students were able to choose from a diverse menu of experiences—ranging from hands-on, creative workshops to sports tournaments, volunteer opportunities, and community-based learning. The day was built around student voice and choice, with a strong emphasis on inclusion and accessibility. Staff supported activities based on their own strengths and passions, which added authenticity and energy to the experience. The result was a powerful day of connection and joy. It wasn't just about stepping away from the usual routine—it was about reinforcing what matters most in our school: relationships, belonging, and the belief that every student should be seen, valued, and celebrated.



*PREP Day
2025*



*Knights
Have
Heart*



Eleanor W. Graham Middle School

ASD-NORTH



School-Wide Expectations

In August, our staff developed a comprehensive school-wide behavior matrix centered on the principles of Respect, Responsibility, and Safety. In October, we engaged student representatives to provide feedback, enabling further refinement of the matrix.

The matrix is prominently displayed in each classroom, and area-specific behavior expectations are being posted throughout the school. Teachers introduced the matrix at the first of the school year and revisit it whenever expected behaviors are not being met and during scheduled intervals throughout the year.

The matrix will be used in future communications with parents and handbooks for substitute teachers and other professionals working with our students. Our next steps include creating large visual displays in common areas of the school, integrating elements of the behavior matrix into video announcements, and providing positive reinforcements for students who demonstrate expected behaviors.

In supporting school-wide expectations, several initiatives have been implemented:

In supporting school-wide expectations, several initiatives have been implemented:

- Pink Shirt Day brought alive by student-created displays with anti-bullying themes posted throughout the school;
- Norman Hector visited each class with his message of Diversity, Respect and Inclusion during the week of Pink Shirt Day. All students created displays of "What Diversity Means to Me" ;
- The Heroes Program was delivered to all Grade 8 students with support from our Behaviour Intervention Mentor. This program enhances interactions between students and teachers while improving self-regulation skills among students, strengthening awareness of personal strengths, and fostering a sense of belonging. It also cultivates positive peer relationships and boosts long term mental health and well-being.



Connecting: Building a Sense of Belonging

Building a strong sense of belonging and school pride is an all-year initiative.

Our school Mascot, GITPO, regularly attends school events and greets students. Each Christmas, with community support, our cafeteria provides a FREE Christmas Turkey Dinner to all staff and students. About four times a year, student leaders plan a Spirit Week with events and Theme Days to provide opportunities for students and staff to show their school spirit. We have hosted a school play and a variety show, where student projects and artifacts are shared with parents and community members. With our large EAL community and the need to build connections with these new students, field trips and local community tours have been an impactful way to expose our newcomers to their new surroundings. Also, school spirit T-Shirts have been purchased for each student.

In recognizing the importance of building connections with our Indigenous students, many initiatives have taken place. Twenty Grade 8 students travelled to Mount Carleton to camp overnight and participate in Indigenous learning. Knowledge keepers from the community have facilitated numerous teachings, and we have recently had our Spirit Bear, Storm, join our school community. Truth and Reconciliation Week included smudging, creation of artwork displays, a Downie-Wenjack Legacy walk and a birthday cake to honour the students from Residential Schools who were unable to celebrate their birthdays. Investments were made to create spaces for the creation of Indigenous artifacts, such as ribbon skirts, beadwork, quill bracelets and dream catchers.

Student Recognition

At EWG students are recognized in multiple ways for participation and personal achievements:

- Annual recognition for participation in clubs and sports teams;
- Bi-monthly recognition of reading goals with draws for all that meet personalized goals and prizes for top readers in each class;
- Top fundraisers for Terry Fox Run shared a meal cooked with reflector ovens and dutch ovens;
- Certificates are posted for students "Positively Busted" for being good citizens as related to Responsibility, Respect and Safety with a prize draw for those recognized;
- Rap-offs for music students and Pi-Day competitions;
- uCan Create Challenges with iPads with school prizes;
- Staff are encouraged to use verbal reinforcement as a Tier 1 strategy; daily incentives/recognition plans are currently being developed.



Track and Field

King Street Elementary

ASD-NORTH



PBIS Team and Data

Connecting, belonging, learning – every child, every day. This is the value statement the staff at King Street Elementary school created when the school opened. It seems like a perfect match to use the PBIS framework to embody and strengthen these ideas, and after the PBIS summer institute, we were certain that this was a journey we wanted to take!

We have a team of seven staff who have worked hard to develop our school wide expectations matrix, lesson plans for teaching behaviour, and signage around the school. We meet monthly after school to review data from Power School and from our school-based behaviour forms. We are also beginning a book study. With funding from EECD, we were able to have three classroom teachers visit a school who were part of the PBIS Cohort Two schools. This was a great opportunity to build teacher buy-in. Thanks, NSEE!

The advice and suggestions we have been offered from our EECD Learning Specialist, Eleanor, has absolutely contributed to the success of our team, and the provincial meetings and monthly calls have made our school team understand we are part of a large network of support.



School Wide Expectations

King Street Lions are safe, responsible and respectful. We say this daily on our morning announcements, and this is the cornerstone of our schoolwide expectations. As this is our first year as a PBIS school, we are still modifying our behaviour matrix. The matrix is a living document, created with input from all staff during schoolwide professional learning. Because the document is based on those three core values, it is both flexible and consistent. If a student finds themselves in a situation not yet covered in the matrix, they can still ask themselves – am I being safe? Responsible? Respectful?

Our PBIS
team working
on a book
study



These PBIS expectations are the same as the ones our students will follow at DLMS – the middle school we feed into, easing some of the transition for the students.

Systems of Recognition

Any person in the building can nominate someone for a “Lion’s Roar”, if their behaviour demonstrates one of our values (safe, responsible, respectful). We read the nominations each day on the morning announcements and post them on our PBIS boards in the cafeteria. Our goal is to have each of our 480+ students recognized at least once during the school year.

Monthly assemblies recognize students in each class for a wide variety of achievements. Teachers can give Hard Hat Awards, Independence Awards, Phys. Ed Awards, Neato Awards, Value of the Month Awards, or special recognition if they have been working toward an academic or behaviour goal set with their teacher or ESS team.

Our Grade 5 students have a special opportunity to demonstrate their leadership skills. Any student who completes an application to be a “Leader of the Pride” can indicate where they would like to share their skills. They can be Peer Helpers, assist with coaching and refereeing intramurals, be part of our tech team or be a “mover and shaker” – the students who help set up for assemblies. This gives our students a chance to build independence and self-confidence before they move on to middle school.

Staff members can also be nominated for a Lion’s Roar or an award at monthly assemblies. This year, we recognized the contributions of a staff member by hiding 100 photos of him in the school and challenging the students to find them all.

We All Belong

Between six and seven percent of our student population have been in Canada for less than five years. We work hard to make students and families feel welcome and recognize that this is an incredible opportunity to learn about our global community.

With the help of our EAL teachers, we have started a Culture Club. We make sure to have the home flag of our students displayed in the cafeteria and are currently up to 18 flags on display! This year will mark our second multi-cultural week, culminating in an assembly and talent show.



HALLWAY

KING STREET SCHOOL LIONS

Be Responsible

- Stay with your group
- Follow the person in front of you
- Keep your belongings on your hook

Be Respectful

- Quiet hands and feet
- Keep belongings tidy

Be Safe

- Walk on the right
- Face forward
- Keep hands and feet to yourself



North & South Esk Elementary School

ASD-NORTH



Data

Our elementary school has implemented an easy and efficient system for collecting and tracking behaviour data. Our teachers can now use online forms and QR codes to easily record and track student behaviour. This streamlined approach not only saves time but also ensures accurate and up-to-date data collection.

By scanning a QR code, teachers can quickly access the necessary forms, making it convenient to document behaviours in real-time. This data is then communicated automatically to the Leadership Team. The data is then sorted, and areas of concern are identified.

This simplified method supports our commitment to fostering a positive school environment and helps us better understand and support our students' needs.



Expectation Videos

As part of an effort to improve our schoolwide expectations, classes were able to create videos highlighting "shining" and "not shining" behaviour in our school. The content was



co-constructed with the students, so they were able to express their opinions and demonstrate their understanding of our behaviour matrix and expectations.

We started to create videos for specific areas of the school. The buy-in was high from the students. Classes asked to star in videos and were very engaged in acting and problem-solving. After filming and editing was complete, the videos were uploaded to our school website. Teachers were asked to show the videos regularly to their classes. The purpose of these videos is to use them as tools to review expectations, as well as to inform supply teachers and new staff and students.

Going forward, the goal is to continue to build our SHINE video library! Our students have shown a strong voice about topics and ideas they would like to see.

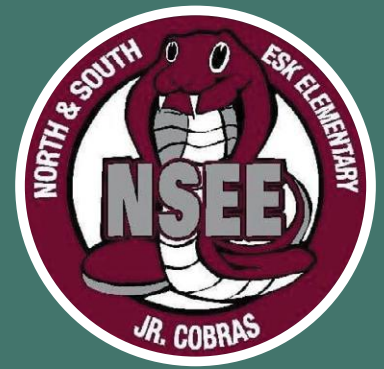
Calming Corners

This year we've added Calming Corners to each of our classrooms, the gym and the library. Calming Corners help students manage their emotions leading to improved focus and reduced disruptions. They also promote self-awareness and mental well-being, creating a more supportive and inclusive learning environment that offers students a place to process their emotions and use various strategies to self-regulate.

Recognition of Students

At NSEE, students are celebrated for their positive behaviour. Students earn "Shout Out" tickets for demonstrating positive behaviour. Each week, a ticket draw is held, offering exciting prizes to the lucky winners! Then a school-wide reward is given to recognize and encourage positive behaviour, fostering a supportive and enthusiastic school community. So far, we have had a Dance Party, a Popcorn & PJ Day, and a Minute to Win It Challenge.

At our SHINE assemblies, we celebrate our students by recognizing the "Super Shiners" from each classroom. Each teacher selects a student who has been consistently "shining" and reads aloud the reasons for their selection. Following the recognition time, the entire school comes together for fun games and activities, and we are delighted by a special visit from Stryker, our beloved school mascot.



Recognition!

Parkwood Heights Elementary School

ASD-NORTH



Our First Year

In our first year of PBIS implementation, Parkwood Heights Elementary took important steps toward creating a consistent and positive school culture rooted in our core values: Proud, Honest, Engaged, and Safe. A diverse PBIS team—including administrators, teachers, and support staff—was formed to guide this work. Together, the team selected core values, developed schoolwide expectations, created a behavior matrix, and began designing lessons to teach expected behaviors in key areas of the school.

These expectations will be formally introduced during our upcoming PBIS kickoff assembly, and lesson development will continue to ensure consistency in behavioral instruction across classrooms. A behavior data system was also put in place, helping the team identify trends and provide timely support for students.





To recognize students who model our values, we launched shout-outs during monthly assemblies. We're also considering renaming "Student of the Month" to "Owls of the Month" to better align with our mascot and foster school pride. We're proud of the foundation we've built and look forward to growing our PBIS practices in Year 2 to ensure all students thrive.

Parkwood Heights Elementary School



Where Individuals Succeed Every Day



Sugarloaf Senior High School

ASD-NORTH



Celebrating School Spirit!

Through exciting new enhancements to our upcoming mascot contest, we're building a stronger sense of pride and belonging—together. We're also in the process of beautifying our school.



Our Behavior Matrix & School Values

Developed by students and staff, our core values—Respect, Organization, Kindness, and Community—guide everything we do, both in and out of school.

We surveyed students and staff to identify these values. The Behavior Matrix was created in collaboration with students and members of the PBIS committee and will be revised in the coming weeks.



SSHS BEHAVIOUR MATRIX

	R	O	C	K
	RESPONSIBILITY	ORGANIZATION	SCHOOL COMMUNITY	KINDNESS
HALLWAYS	<ul style="list-style-type: none"> Keep it moving Keep it clean 	<ul style="list-style-type: none"> Arrive on time Be prepared 	<ul style="list-style-type: none"> Use respectful and positive language Vape-free zone 	<ul style="list-style-type: none"> Use indoor voice Respect personal space
CAFETERIA	<ul style="list-style-type: none"> Help keep area clean 	<ul style="list-style-type: none"> Eat at scheduled time 	<ul style="list-style-type: none"> Respect cafeteria line Vape-free zone 	<ul style="list-style-type: none"> Use indoor voice Be polite
BATHROOM	<ul style="list-style-type: none"> Help keep area clean Use as intended 	<ul style="list-style-type: none"> <u>ONE</u> person per stall 	<ul style="list-style-type: none"> Avoid loitering Vape-free zone 	<ul style="list-style-type: none"> Respect property Be respectful of others
GYM	<ul style="list-style-type: none"> Follow safety rules Maintain personal hygiene Use changing rooms properly 	<ul style="list-style-type: none"> Respect the equipment Be prepared (proper footwear & clothes) 	<ul style="list-style-type: none"> Participate Try your best Vape-free zone 	<ul style="list-style-type: none"> Encourage and include others Be positive
BUS	<ul style="list-style-type: none"> Follow safety rules Respect property 	<ul style="list-style-type: none"> Stay in your seat 	<ul style="list-style-type: none"> Use respectful language School rules apply Vape-free zone 	<ul style="list-style-type: none"> Respect bus driver and peers Be a role model Use indoor voice
SCHOOL TECHNOLOGY	<ul style="list-style-type: none"> Use technology responsibly Avoid plagiarism 	<ul style="list-style-type: none"> Respect equipment Food and drink-free zone 	<ul style="list-style-type: none"> Be respectful of others Use school appropriate sites 	<ul style="list-style-type: none"> Use social media positively Respect privacy

Battle of the Bruins

A friendly showdown of talent, teamwork, and school pride—Bruins bring the energy and the fun! Twice a year, we host the Battle of the Bruins to boost school spirit.

Pep Rallies & Celebrations

Whether it's a tournament or an important activity, we take time to celebrate the amazing students and teachers who make our school shine. From rewards and recognition to loads of school spirit, our pep rallies energize our teams and highlight the dedication of staff and students who make a difference.



Superior Middle School

ASD-NORTH



Blazer's Den

Superior Middle School's Blazer's Den serves as a valuable resource within the broader Positive Behavioral Interventions and Supports (PBIS) framework. The primary goal of the Blazer's Den is to create a positive and supportive environment where students can calm down, regain control of their emotions and behaviors, and find a quiet space to complete their work without distractions. This helps to prevent issues from further escalating and promotes positive interactions for the student. Students are not sent to the Blazer's Den as a form of punishment; rather, it is a tool designed to help them effectively manage their emotions and behaviors.

This flexible room offers calming activities and resources, such as quiet reading, listening to music, or engaging in sensory activities. It is a bright and comfortable space featuring various seating options, natural light, cozy corners, puzzles, snacks, and computers. It is supported by people from our PBIS team: The BIM, SIW, School Counsellor, Resource Teacher, and Administration all visit the Den daily to meet and support any students who are visiting this space.



Discipline Procedures

Our school recognizes the significance of reinforcing positive behaviors and establishing clear consequences for undesirable conduct. To this end, we have revised a flowchart that outlines the management of inappropriate behavior, tailoring it to meet the specific needs of our students and staff. This flowchart differentiates between behaviors addressed by teachers and those managed by administrators. We have found that these explicit guidelines foster staff engagement and provide consistency for educators and students.



Behavior Support Team

Following the implementation of this flowchart and valuable feedback, we acknowledged that “life events happen,” which can influence how staff members respond to student behavior on challenging days. Considering this, the PBIS team decided to establish a Behavior Response Team, allowing staff to quickly contact the office for support. This team will consist of two of the following members: Principal, Vice-Principal, School Intervention Worker (SIW), Behavior Intervention Mentor (BIM), Resource Teacher, and School Counsellor. The two members assigned during that time of day will respond promptly when a teacher calls for support. The support team member will either take control of the class so the teacher can handle a student’s behavior or the teacher will provide a brief overview of the behaviour for the support team to address with the appropriate level of assistance. If the student remains unable to regulate, they will continue learning in the Blazer’s Den.

Systems of Recognition

Superior Middle School is actively working to enhance our Systems of Recognition. We acknowledge student success both publicly and privately to create a positive learning environment and boost student motivation. Our data shows that even the smallest recognitions help build essential connections between staff and students, which contributes to reducing unwanted behavior in our school.

We have reviewed our recognition system to ensure that we celebrate all areas of achievement and reach every student. Our system recognizes the following categories:

Academic Excellence: High grades, strong test scores, successful completion of projects, and participation in academic competitions.

Personal Growth: Improvement in skills, overcoming challenges, demonstrating resilience, and developing positive habits.

Effort and Engagement: Regular attendance, active class participation, seeking help when needed, and taking initiative.

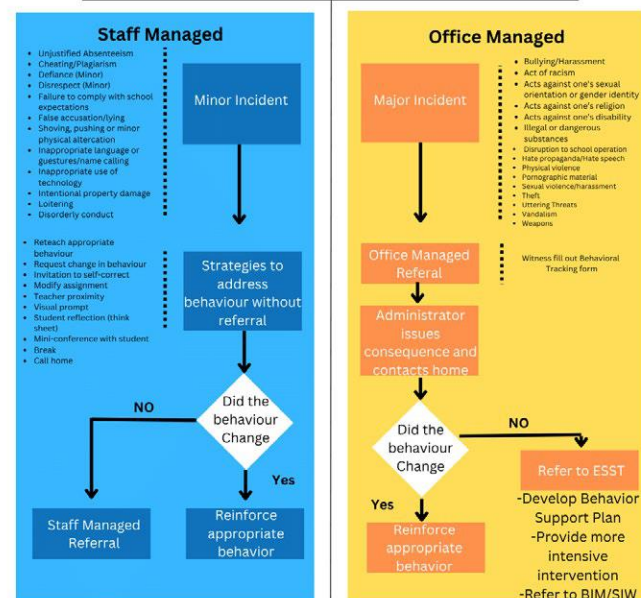
Contribution to the Community: Volunteering, taking on leadership roles, and fostering positive interactions with peers and teachers.

Methods of Recognition

We are also expanding the ways we celebrate our students. Recognized students are announced daily during morning announcements, and their classmates acknowledge them. Teachers invite recognized students to their meeting times to personally congratulate them, discuss their accomplishments, and provide positive feedback. Additionally, we send out a monthly newsletter to parents announcing the students who have been recognized. Students continue to be celebrated at our monthly assemblies, where everyone is encouraged to wear their “Blazer’s Pride” t-shirts.



Discipline Management Superior Middle School



Terry Fox Elementary School

ASD-NORTH



At Terry Fox Elementary School, we are placing a strong emphasis on Behavior Instruction to foster a positive and inclusive school community. This year, we are engaging students through the creation of behavior expectation videos, allowing them to take ownership and model positive actions for their peers. In addition, we are hosting parent information nights to strengthen the school-home connection and provide parents with key areas that may impact student behaviour. To celebrate the diversity within our community, we are organizing a variety of cultural presentations and events, promoting understanding and respect among all students and families.

At our school, the behavior mentor and school counsellor collaborate to support students through small group sessions focused on targeted behavior instruction and emotional regulation. These groups provide a structured, yet supportive environment where students learn essential social-emotional skills, including self-awareness, self-control, and positive peer interactions. Using evidence-based strategies, role-playing, and guided discussions, the behavior mentor helps students develop constructive behavior patterns, while the school counsellor



offers emotional support and coping techniques to manage stress and challenges. Together, they create a safe space for students to grow in confidence and resilience, fostering a positive school experience.

In addition to these initiatives, Terry Fox Elementary is committed to the consistent implementation of behavioral expectations across all settings. We continually reinforce our school's behavior matrix, highlighting a specific behavior focus each week to ensure clear and consistent messaging for students. Staff are also encouraged to actively use our system of positive reinforcements, helping to create a supportive and motivating environment. These efforts are making a noticeable impact as we have seen a steady decline in reported behavior incidents since the start of the school year, demonstrating the effectiveness of our unified approach.

At Terry Fox Elementary, we are proud to have a variety of reward systems in place to recognize and celebrate students who consistently demonstrate positive behavior and follow school expectations. One key program is our HERO ballots, which students earn when they are seen meeting behavior expectations throughout the school day. These ballots are entered into weekly and month-end prize draws, creating excitement and motivation for students to continue making positive choices. Additionally, we have our "Caught Being a Hero" Certificates, where each staff member selects one student each month who has shown heroic behavior in their own unique way. These students are awarded a special certificate, have their photo taken wearing a superhero cape, and are celebrated on our lobby monitor for the entire school community to see. These reward systems help foster a culture of recognition and pride, encouraging students to strive for their personal best.



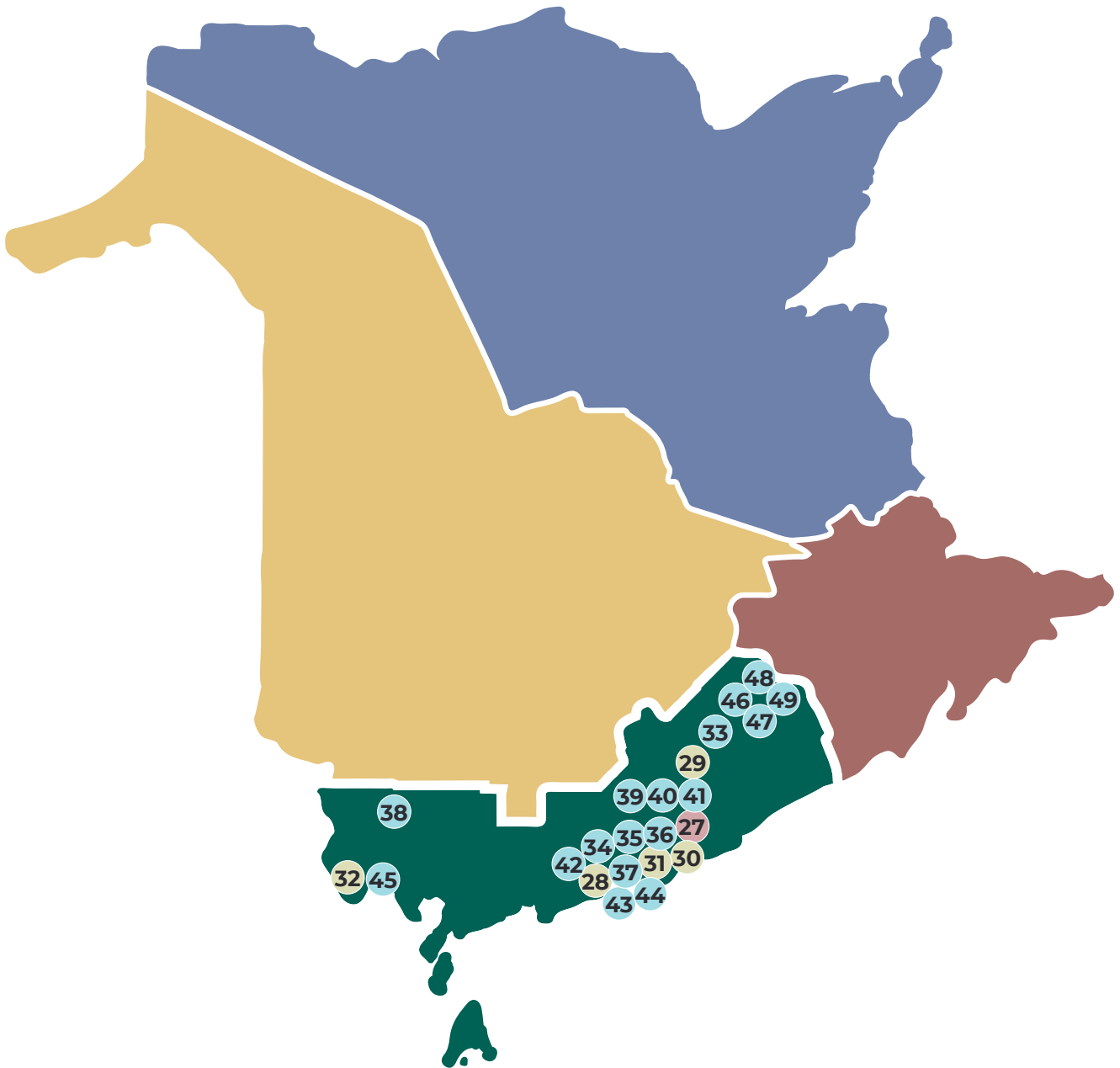
HERO!





Swallowtail Lighthouse, Grand Manan
Photo by: New Brunswick Tourism

ANGLOPHONE SOUTH SCHOOL DISTRICT



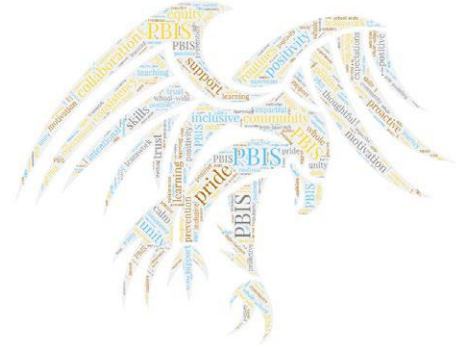
Apohaqui Elementary School

ASD-SOUTH



PBIS Team

This year marks our first step on the PBIS (Positive Behavioral Interventions and Supports) journey at AES. To support this work, we formed both a Core Leadership Team and a PBIS Team. Together, we provided professional learning opportunities for staff and began collecting data to guide our focus areas. The results highlighted two key priorities for our first year: building staff buy-in and establishing clear, consistent school-wide expectations.



Staff Buy-In at Apohaqui Elementary School

At Apohaqui Elementary School, fostering staff buy-in has been a key focus in our implementation of a PBIS framework. In the fall of 2024, we began by educating all staff on the core principles of PBIS and revisiting our Response to Intervention (RTI) model. We shared school-wide data, clarified expectations through a comparison of office referrals versus classroom-managed behaviors, and introduced a more streamlined system for reporting incidents to ensure consistency and efficiency. To further support professional growth, we offered Supper Seminars and a variety of professional learning opportunities throughout the year. Recognizing the importance of staff morale, we created a message board in the staffroom where colleagues could post positive messages and shout-outs. We also made staff wellness and team building a priority, embedding opportunities for connection, celebration, and support into our school culture.



SOAR – Safe, Own it, Act Responsibly, Respectful

Welcome to Apohaqui Elementary! To celebrate and welcome our new Kindergarten students, every child received a special AES t-shirt in our school colors—gray and blue. We love showing our school spirit, and students are encouraged to wear their AES clothing or school colors on the first Friday of each month for our Spirit Days. It's a fun way to build community and show our AES Eagle Pride!

School-Wide Expectations at Apohaqui Elementary School

At Apohaqui Elementary School, our school-wide expectations are rooted in the Seven Sacred Teachings of the Wabanaki people: Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth. These teachings are highlighted each month through PBIS assemblies and spirit days, where students are recognized for demonstrating these values. Teachers used the Seven Sacred Teachings as “look-fors” in the classroom and celebrated students who exemplified them with certificates at our monthly spirit assemblies. These important lessons were introduced by our guidance teacher and revisited by classroom teachers to ensure continued reflection and growth. We also established Wabanaki Wednesdays to deepen our learning about the history, culture, and traditions of the Wabanaki people. After reviewing behavioral data, we prioritized co-creating clear expectations with students for the playground and hallways, and we are now turning our focus to the classroom environment. To support this, all staff received a flipbook of expectations to guide teachable moments, and visual posters featuring images and key words were displayed throughout the school to ensure that expectations were clear and accessible to everyone.



Barnhill Memorial School

ASD-SOUTH



BOLT Matrix

Barnhill Memorial re-vamped the BOLT Matrix in the fall of 2024 with input from the staff, the PSSC committee, and student focus groups. We have aligned the Bolt Matrix with our School Improvement Plan. Posters were created to enhance the BOLT Matrix, and we have also translated these into different languages, including French and Ukrainian. To enhance the understanding of the BOLT Matrix we have created BOLT Ballots (Be Respectful, Own Your Learning, Live Safely, and Take Responsibility) that teachers are able to hand out to students who show any of these expectations. The ballots are collected, and a draw is done every Friday where the students have a chance to win prizes.



Celebration Assemblies

At the beginning of every month, we hold Celebration Assemblies in Foundations with a Twist. This is where we recognize students who have put in the effort to make this a positive school year. One student from each homeroom is chosen during grade level meetings for this honor. We also have a Difference Maker Award through the Saint John Police Force, where we celebrate a student who demonstrates leadership in punctuality, good manners, kindness, and citizenship. The student contributes to making a difference in the lives of peers, staff, and volunteers, and is dedicated to a positive, healthy school environment. We also recently started to recognize a 'Gym Class of the Month', where our physical education teachers choose a class from each grade level to receive an extra gym class during the month.



Buy-In from Staff, Data Collection, Discipline Procedures, and System for Recognition

Throughout this year we have really worked on our discipline procedures and vision moving forward. At every Core Leadership meeting, PBIS Team meeting, and staff meeting we have been discussing our developing expectations and what we wanted to see, feel, and hear in all areas of our school. This has improved our BOLT Matrix and Tiers of Intervention. Our School Improvement Plan is also a working document at our staff meetings which allows our staff to be heard.



PBIS Foundations with a Twist

For the first 25 minutes of every day we have Foundations in the classroom. Some days, our classes come into the gym for different activities, and we call this "Foundations with a Twist". Each week, Grade 6's come on Tuesdays, Grade 7's on Wednesdays, and Grade 8's on Thursdays. Every week we do something different with these students in the gym where they compete for points for their team. The students were divided into different colour teams at the beginning of the year so that they could interact with other students in the school. They also got to choose a friend to be on the team with them so they would feel more comfortable in their team environment. To earn points for PBIS incentives students would play interactive team building games, such as trivia, relay races, brain teasers, and other inclusive games.

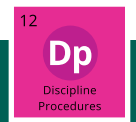
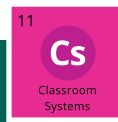
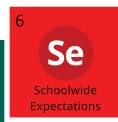
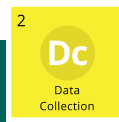
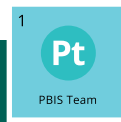
Spirit Weeks

Our SRC, with the help of the Diversity and Culture Club, creates these spirit weeks during different times of the year. They are inclusive so all staff and students can participate. Examples are Halloween Spirit Week, Holiday Spirit Week, Winter Carnival Week, and Spring Fling. These weeks are filled with dress-up days, lunchtime activities, prizes, and fun with food that goes with the theme for Spirit Week.

Resilience

Resilience expert, John Westhaver, visited Barnhill for a full-school assembly to present "Beyond Survival: Transforming Challenges into Opportunities". He talked to students about his own personal story of resilience, overcoming life-threatening burns and the loss of three close friends. He also taught students about building resilience and "filling life's backpack with powerful tools".





Beaconsfield Middle School

ASD-SOUTH



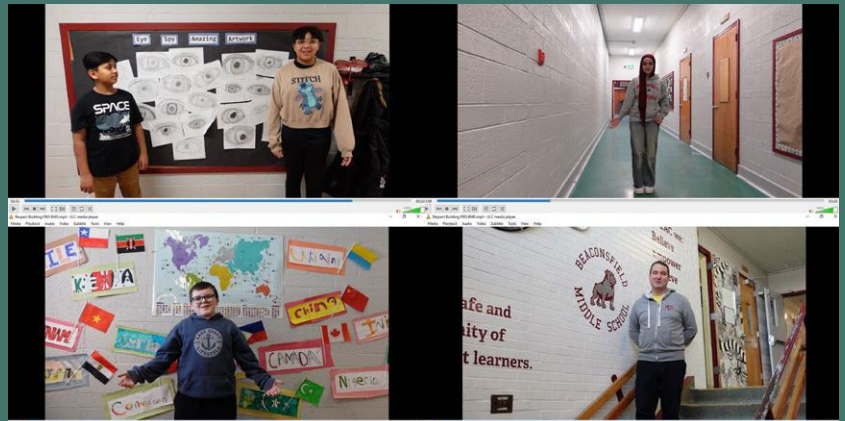
Student Recognition: The Beac Way!

"Way to go!" is what we tell our students when they earn a **Way to Go ticket** for demonstrating positive behaviours. You can see the pride on their faces as they are praised by anyone who sees a ticket in their hand as they head to the office to drop it in their grade level bin. Twice a week, during Homeroom Huddle on Teams, our principal, Mr. Matheson, pulls two tickets out of each grade level bin, announces their name and they rush back to the office to pick a prize from our PBIS prize bin. Way to Go tickets may be the most visible forms of recognition, but it's certainly not the only way we say, "Way to Go." **Verbal praise** that is specific and linked to a behaviour is given as often as possible by all staff. Staff also make **positive phone calls** and send **positive emails or notes** to families to praise their child's hard work, improvement, and positive behaviour.



Behavioural Instruction with Homeroom Huddles:

We doubled our Homeroom Huddle time this year! Our principal, Mr. Matheson, meets with all classes on Microsoft Teams twice a week, at 8:30am on Tuesday and Thursday. We use the time to teach expectations, targeting the areas our school data tells us we should focus on. Using our Behaviour Expectations Matrix as a guide, we review sections of the matrix, provide examples, and use in-school produced videos to help teach the expectations. Mr. Matheson also draws for PBIS prizes from the Way to Go ticket buckets before ending the call.



Discipline Procedures: Call for Support

PBIS has allowed us to be proactive and preventative with our approach to school discipline. We have established a call system between classrooms and the office, so we can continue to take a supportive approach when students are not able to demonstrate positive behaviours in the classroom. If a teacher needs support in addressing behaviour, they use the two-way call button in the classroom to call the office and ask for the "Support Team." The principal or vice-principal (or both) will go to the classroom. This allows the teacher to have a restorative talk with the student to reflect on what is happening, find out what they need to be successful, and make a plan together. In the past, these students would have likely been sent to the office or would have a hallway chat with the teacher while they continued to manage the full class. The call for the Support Team allows the teacher and student to maintain or strengthen their connection because they can have a one-to-one focused discussion, while the administrator supports the classroom. Early in the year, two administrators always responded, one staying with the teacher to support or model the interaction, while the other stayed with the class. It didn't take long for teachers to be comfortable with the system and only one administrator needed to respond to a call. Presently, fewer students are sent to the office, and teachers can have the time and opportunity to work one-on-one with the student to address classroom behaviour.

School Community Celebrations!

In our first year as a PBIS school, we held assemblies each season. This year we decided to commit to holding a celebration assembly each and every month! We learned that consistency is key! We gather our school community together in our gym to celebrate the month. Each one is a little different, but they all include recognition, celebrations of what students and staff are involved in, games, and a few prizes. There may be an exciting game of musical chairs, bottle flipping competitions, or the grand finale of our annual school-wide Rock-Paper-Scissors tournament. The staff vs. student basketball game was a huge hit. We also have "stand and clips" when various sports, clubs, and activities get called out, and students involved in them stand and get some well-deserved recognition for contributing to Beaconsfield's school community. We also announce new activities in hopes of inspiring others to get involved during the next month. **Bulldog of the Month** awards are handed out during the assembly. Each class selects a student who has exemplified the monthly behavioural focus. In the fall, we also introduced **Athlete of the Month** awards for students who made positive contributions to sports, and **Leader of the Month** for a student who has demonstrated leadership within the school community. In the winter, we added the **Golden Bucket Awards**, which are chosen by our custodians. They are given to two classrooms who have kept their learning spaces clean and safe. We have tried to ensure students are recognized in a variety of ways not only for their behaviour, but also their contributions to making our school a positive place to learn and work together.



Fairvale Elementary School

ASD-SOUTH



Fairvale Falcons Year One PBIS Journey

SOARing Together: Our School-Wide Expectations

At Fairvale Elementary, we are committed to fostering a safe, supportive, and positive learning environment. Our school-wide expectations, embodied in the acronym SOAR—Safe, On-Task, Accountable, and Respectful—serve as the foundation of our PBIS framework.

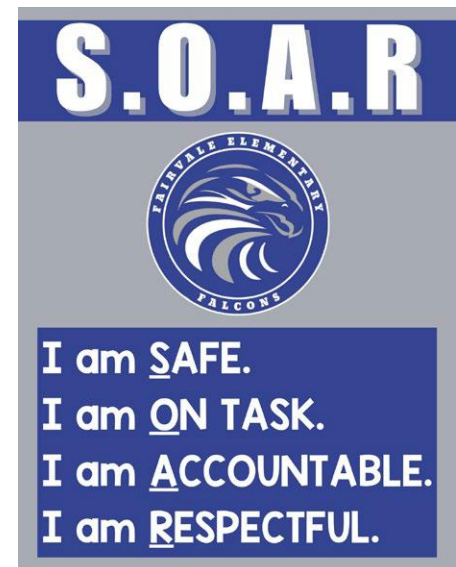
We teach students these expectations using clear, visually supported matrices (in English, French and Braille), and reinforce them school-wide. Each month, we spotlight one behaviour area (e.g., hallway, playground, library) through:

- Videos
- Assemblies
- Role-play activities led by our Grade 5 student leaders

Staff Buy-In: Ensuring Consistent Support for PBIS

The success of our PBIS initiative relies heavily on consistent staff engagement and ownership. We took a multi-pronged approach to building this buy-in:

1. Clear Communication
 - Weekly staff memos with updates and reminders
 - PBIS as a standing agenda item at monthly staff meetings
2. Staff Input and Collaboration
 - Staff helped develop the behaviour matrix
 - Opportunities for shared feedback and suggestions
3. Professional Development and Resources
 - Ongoing PD with our EECD learning specialist for all staff
 - Resources provided: lesson plans, materials, tracking tools



Flash: Our PBIS Mascot

Flash, our enthusiastic falcon mascot, plays a key role in engaging students in PBIS:

- Attends assemblies
- Delivers Best in the Nest awards
- Models expected behaviours in fun and relatable ways



4. Celebrating Staff Efforts

- Weekly “staff shout-outs” for PBIS efforts
- Sharing data to show progress and impact

Behaviour Instruction – A Structured Approach

To make behaviour expectations meaningful, we follow a consistent monthly teaching cycle:

Week	Focus	Details
1	Kick-Off Assembly	School-wide assembly introduces the monthly focus
2	Direct Instruction	Teachers use ready-made lesson plans with objectives, role-play, discussion prompts, and themed read-alouds
3 & 4	Reinforcement & Practice	Reinforcement and practice occurs over the last two weeks of the month

This structure supports students in learning, practicing, and internalizing the behaviours we expect.

System of Recognition: Celebrating Positive Behaviour

Our recognition system ensures that students’ positive behaviours are regularly celebrated in fun, consistent ways:

1. Verbal Praise

Ongoing real-time acknowledgment from staff to reinforce expected behaviours.

2. Kid Kudos

- Any adult can issue a “Kid Kudo” slip
- 8 students celebrated each morning—4 from the monthly focus, 4 from ongoing efforts
- Recognition includes name on announcements and a small token (e.g., sticker or pencil)

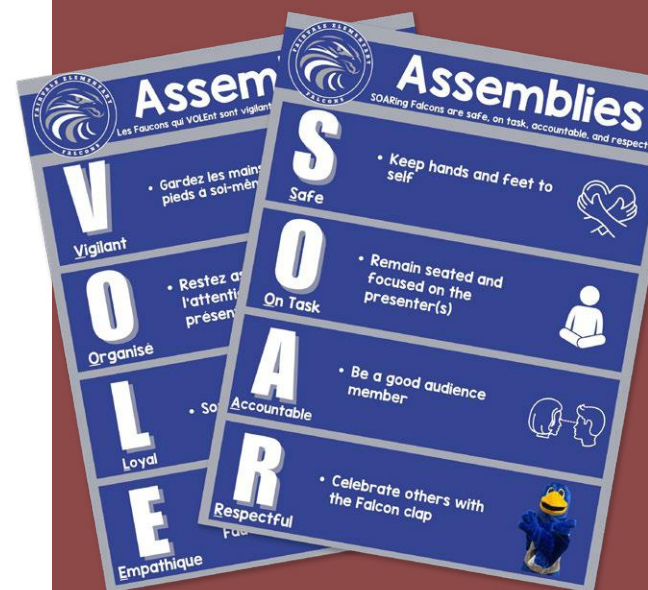
3. Best in the Nest

- Monthly classroom nominees based on the current focus
- celebrated at assemblies with certificates, F.E.S. frisbees, and photos displayed on the Best in the Nest spotlight wall
- Flash the Falcon joins in to high-five recipients!

The SOAR School Song

To build spirit and reinforce our values, our school created a SOAR-themed song based on Katy Perry’s “Roar.”

- Sung at every PBIS assembly
- Taught in music class
- Promotes unity and pride in being a Falcon



Forest Hills School

ASD-SOUTH



Schoolwide Expectations

The consistent implementation and reinforcement of a behavior matrix is essential in fostering a safe, respectful, and organized school environment. At Forest Hills School, staff collaboratively identified specific lunchtime behavior challenges and committed to addressing them with targeted, teacher-generated solutions. The staff increased consistency in enforcing lunchtime expectations to reduce student wandering, canteen overcrowding, inter-class visits, and issues with cleanliness and locker use. Action steps include the use of classroom sign-out sheets to monitor student movement, a light system to control hallway traffic, and universal expectation posters in common areas. These initiatives will be monitored through specific measurable goals: reducing hallway traffic and sign-out requests, decreasing behavioral incidents, and improving the cleanliness of classrooms after lunch. This collaborative, data-driven approach ensures that the behavior matrix is not just a visual tool but a lived, reinforced standard across the school community.



Behavioural Instruction

Skill Streaming is a structured, proactive approach to teaching essential social-emotional and behavioral skills to students in a supportive, inclusive environment. Through this method, Ms. Cushnie models and reinforces positive behaviors using direct instruction, role-playing, and real-life application. Skill Streaming focuses on breaking down complex social skills—such as listening, cooperation, and self-control—into manageable steps that students can



Promoting Positivity – What's Going on in the School Community

At Forest Hills School, promoting positivity is at the heart of our school culture. From student recognition programs to spirit days and community-building events, there's always something happening to bring people together in a fun and uplifting way. These positive experiences help strengthen relationships among students and staff, creating an environment where everyone feels supported and valued. This directly contributes to our Positive Behavioral Interventions and Supports (PBIS) framework by reinforcing respectful, responsible, and safe behaviors. When students feel good about being at school, they are more likely to be engaged in their learning and excited to participate in classroom activities. Positivity becomes contagious—and that energy helps create a thriving school community where success is celebrated and everyone feels like they belong.

practice and master over time. In Ms. Cushnie's classroom, students engage in guided discussions, observe modeled behavior, and receive feedback in a safe, encouraging space, helping them build the confidence and competence needed to navigate both academic and social settings effectively. Other staff then reinforce position behaviour interactions throughout the day.

System for Recognition

Student recognition is an integral part of the Positive Behavioral Interventions and Supports (PBIS) program at Forest Hills School. Each month, we proudly celebrate students who exemplify our Falcon 5 values: Embracing Diversity, Grit, Empathy, Integrity, and Self-Control. These core principles guide our school community and highlight the character we strive to build in every student. Additionally, students who consistently live by the Falcon Code—Be Respectful, Be Responsible, Be Safe, and Be Kind—are given opportunities to participate in meaningful community activities. Through this recognition, we reinforce positive behavior, foster a supportive school culture, and encourage all students to grow as responsible, compassionate citizens.

At Forest Hills, we host monthly celebration assemblies to recognize both individual achievements and collective student success. Throughout the month, students earn "house points" by participating in various activities, including theme days, academic challenges, and multicultural events. At the end of each month, the house with the highest point total enjoys a special activity or reward that encourages collaboration within their multi-age teams.

To date, all four teams have experienced a win, and the data reflects a steady increase in student participation each month. Additionally, during these assemblies, administrators distribute "Gotcha Tickets" to acknowledge students who exemplify our monthly Falcon Five expectations, further reinforcing positive behavior and school values.



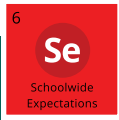
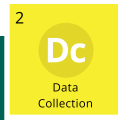
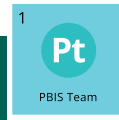
Forest Hills School				
April 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9 Roots Fest @ Simon's Heritage Fair	10	11 ~No School~ Roses / Teachers
14	15 Wabona KKK Drumming	16	17 Home School Bingo 6:30pm	18 ~No School~ Good Friday
21 ~No School~ Easter	22 Earth Day	23	24 DANCE 6-8 6:30pm	25
28	29	30 Musica @ The All Time	31	

FALCON FOCUS

Self Control

UPCOMING EVENTS

Earth Day - Join the garden club - See Mr. Dunn
Ultimate Frisbee - Intramurals or join the team - See Mr. Tobin
Get your tickets for the MUSICAL



Hampton Middle School

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Data Collection

At Hampton Middle School we continue to use a school-wide behavior tracking form to monitor student behavior and classroom disruptions. With a full year of data now available, our PBIS team reviews trends and shares key insights with staff to help guide decision making in a collaborative manner.

To better understand behavior patterns, we have gathered data through staff surveys and student input. This feedback has helped us make adjustments to our tracking forms and to better guide interventions.

This year we also have been piloting the Alt Den, where designated team homerooms support one another by providing structured alternative spaces where students can reset when behavioral challenges arise.

Data-driven insights and a team-based approach have helped HMS continue to strengthen our PBIS efforts and promote a positive learning environment for all Wildcats.



Systems of Recognition

At HMS, we recognize positive student behavior and helpful contributions with PURR Cards, which are entered into prize draws at our Way To Go assemblies and are also used for weekly shout-outs on the announcements. Schoolwide celebrations like Pancake Breakfast, Hot Chocolate Social and Spaghetti Dinner further celebrate student contributions and reinforce our positive culture.

Our house team system builds spirit and belonging through fun challenges and events. Teams earn house points, which are tracked throughout the school year. Periodically, the house team in the lead will have their team Wildcat displayed on the top of the trophy and they get to enjoy a special celebration planned by student representatives. This system fosters connections, school spirit and positive behaviors.



Schoolwide Expectations

We began our school year by reinforcing our PURR values: Proud, Understanding, Responsible and Respectful. Signage outlining expectations was added in key locations, with new ones for specific areas (i.e.. Cafeteria, bathrooms, etc.) added in April. Using staff input has helped improve Tier 1 support and increase the use of recognition cards by teachers to reinforce positive behaviors. Further initiatives include:

- Wildcat Training – Behavior expectation sessions led three times a year by homeroom teachers.
- SEL Videos – Bi-weekly videos and follow up activities created by our Guidance Counsellor to promote SEL skills.
- Morning Announcements – We highlight our PBIS focus for the week and celebrate positive behavior

Community Involvement

This year, we have taken meaningful strides in engaging our community. In October, the New Brunswick Antique Auto Club joined our Fall Fair, where students and community members enjoyed viewing the cars and various fun activities. Students enjoyed Bond Day with our local High School where current and former students build connections. Additionally, our 'Middles to Littles' program was launched, linking HMS students with K-2 students for weekly visits.

In February, local Emergency Service members helped host a spaghetti lunch and joined us for a fun volleyball match. Our Math Morning in March featured guests from various professions demonstrating real-world math use. We also launched our Young Chefs Club in March, which welcomes local volunteers to cook with students, weekly. Feedback on these initiatives will help guide future community partnerships.

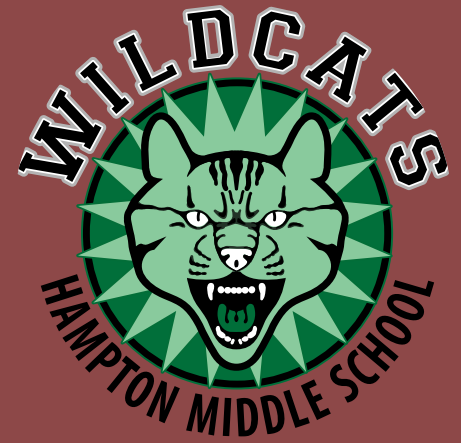
Consistent Implementation of PBIS Initiatives

Our staff remains committed to consistent PBIS Implementation. A visit from the District PBIS Learning Specialist strengthened our Tier 1 strategies. Regular Wildcat Training and reference to schoolwide expectations helps both students and staff stay aligned. We have also launched a staff handbook which streamlines access to resources and supports consistent practices amongst teachers.

At HMS, Homerooms rotate cafeteria clean-up duties, promoting teamwork and shared responsibility for our school.

Looking ahead, we have our Grade 5 Family Night in May. This event is hosted with our PSSC and welcomes new students and families, while fostering a sense of belonging and connection within our school community.

Through these initiatives, we continue to create a structured, supportive and engaging environment for all students. We are committed to continuing to refine and improve our PBIS framework.



Harbour View High School

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Way to Go cards

As we began our PBIS journey here at Harbour View, we knew that we wanted to get a few things off the ground quickly. A sample we had seen in literature and during our visit to Oxford Hills Comprehensive School in Maine were recognition cards. These cards are a great way to show students and staff that their positive actions are noted.

We worked hard to create a recognition card that was the perfect size and aesthetic for what we felt we needed. Our PBIS team wanted the students to receive something nearly post-card sized that they could put inside the door of their locker or on the fridge at home, but also provide a small, perforated section with a ballot so that we could make draws a feature at our recognition assemblies. We settled on calling these “Way to Go” cards and made a point of having them tied to our Viking Family Values. This way, they could be used for a wide variety of purposes and celebrate achievements including positive behaviour, acts of kindness, hard work, and academics.

Teachers immediately bought in and were handing them out consistently at appropriate times. When the first recognition assembly happened, we drew some incentive prizes, and a positive buzz was created. Then the ballot portions started flooding in and students were excited to receive them. We even used them as a recognition token for all students who attained honours at the end of Semester 1.

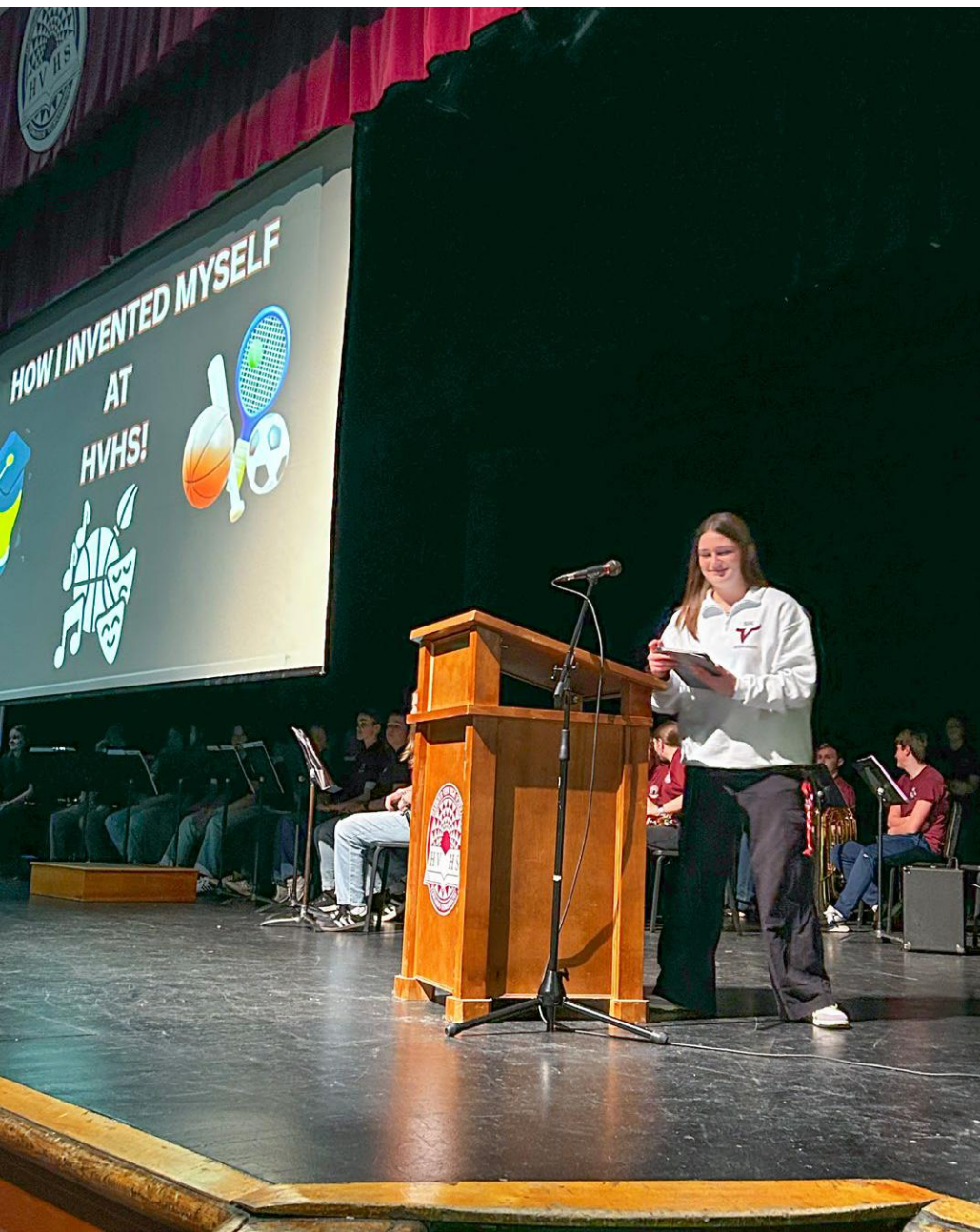


Washroom Signage

To combat the issue of students, and in particular female students, monopolizing the washrooms and using them as spaces to hang out and eat, we thought that a proactive vinyl poster campaign might be a lighthearted way to tackle the issues. Two tongue-in-cheek posters that address the science of bacteria in the washroom areas are an effective way to encourage students not to sit on the floors or settle in to eat in our washroom spaces.

Hat Signage

At Harbour View we are still working to balance some of the traditional school expectations of previous generations with positive approaches to enforcing them. Our team created signage that establishes the expected norms, but in a way that acknowledges the value that each student brings to the building.



The average toilet handle has 83 bacteria per square inch, and public bathroom floors have an average of 500 bacteria per square inch.

Ewwwww.



You still want to hang out?

Victor says thank you for using the bathroom and going back to class.



OUR VIKING FAMILY VALUES
GUIDE OUR BEHAVIOUR

WAY TO GO

WOULD LIKE TO
RECOGNIZE YOUR DEMONSTRATION OF THE
VIKING FAMILY VALUES.

- CREATIVITY
- COMMUNITY
- HARD WORK
- INDEPENDENCE
- KINDNESS
- ORIGINALITY
- RESILIENCE
- RESPECT

DATE: _____

Name: _____

Staff: _____

Bring this portion to the ballot box to enter a draw for prizes.



Lakefield Elementary School

ASD-SOUTH



Celebrating Culture: A Year of Enriching Experiences for Our Students

This year, we were excited to offer new cultural experiences for our students. We welcomed back Mrs. Mercy, who led an engaging African Dance and Drumming presentation that the students thoroughly enjoyed. We also invited families to join us in celebrating Lunar New Year, showcasing the associated culture and traditions. In our French Immersion (FI) program, our staff focused on providing richer cultural experiences. The FI team organized two amazing events. The first was a lively and interactive French concert, followed by our biggest success—Winter Carnival. This all-day event was designed to immerse students in French culture. Students were grouped into diverse teams, mixing grade levels, and participated in 9 different Winter Carnival-themed stations around the school, both indoors and outdoors. The day was a huge success with students and staff bonding over fun, learning, and cultural celebrations. It was a memorable experience for everyone involved!

Introducing Our Impactful Behaviour Intervention Mentor

This year, our school gained an essential asset with the addition of a full-time Behaviour Intervention Mentor (BIM). The BIM has been a great success at LES, helping us to improve and implement new Tier 2 interventions for students who need additional support.

Having a dedicated BIM has allowed us to collect valuable data and identify areas where students need focused attention, making it possible to provide more targeted and effective interventions. This has been vital in addressing the diverse needs of our students.

Our BIM has facilitated social skills groups, organized student clubs, and become an integral part of our ESS Team, supporting students' social, emotional, and behavioural needs. This role has truly enhanced the services we offer, and we're excited for the continued positive impact on our school community.



Celebrating Success with the AROARD's Ceremony

Our end-of-year celebration, the AROARD's, ties directly into our school's code of conduct, R.O.A.R, which stands for Respect Others and Accept Responsibility. These core values are the foundation of our school culture, and the AROARD's ceremony offers a unique chance to celebrate them. Through the integration of PBIS, this event highlights our school-wide expectations while bringing families together to recognize and celebrate the successes of the year.

During the ceremony, teachers highlight students' academic and behavioural achievements in the classroom. Students who will receive awards are invited to bring their families to share in the celebration. As a school, we come together to recognize the accomplishments of each student. Every award recipient is presented with a certificate, a medal, and a photo with our school mascot, adding a personal touch to the celebration.

The AROARD's ceremony is more than just an awards event; it's an opportunity for students, staff, and families to unite and celebrate the hard work, growth, and progress made throughout the year. This event reflects the positive culture we've nurtured at LES and offers a chance to recognize the hard work and dedication of our students, staff, and families alike.

PBIS Team Expands and Thrives

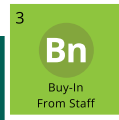
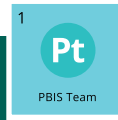
This year at LES, we are excited to share that our PBIS team has experienced significant growth! What started as a small group of just 4 members has now flourished into a vibrant and dedicated team of 12! This expansion is a testament to the commitment and buy-in from our amazing staff, who have truly embraced the PBIS framework, creating a positive and supportive environment for all.

As a team, we had the incredible opportunity to host our very first PBIS Professional Learning session, where we welcomed 4 schools from other cohorts to join us. It was an exciting day for everyone involved! During the session, each member of our team had the chance to showcase how we implement PBIS at LES. We provided an in-depth look at our school-wide procedures, the way PBIS is integrated throughout the building, and how we track and use data to inform our practices.

It's been an amazing year for our PBIS team, and we are looking forward to what the future holds as we continue to foster a positive school culture for both students and staff!



*AROARD's
Ceremony*



Lawrence Station Elementary School

ASD-SOUTH



People who have visited Lawrence Station Elementary School will tell you it is not like any other school. We are a bit of an anomaly in the sense that our school, because of its small size, feels more like a family than a school. Everyone in the building knows everyone's name and is a cheerleader for friends and staff members.

Every person in our building plays a role in our school's Positive Behavior Intervention and Supports system. Teachers, students, educational assistants, our secretary and custodian all play a vital role in the success of our Lawrence Station Family.

Our school identified 'hot spots' in our building where students were more prone to show undesirable behaviors including hallways, bathrooms, cafeteria, all purpose room, playground, library, buses and bus lines. Target areas were considered during a school wide discussion and all staff and students met to discuss desired behaviors versus less positive ones.

Playground expectations were discussed, and because of the amount of equipment and space available to students during recess times, a carousel activity was completed so all students could have input and ownership over what was expected of them during playground times. No one could use the excuse "I didn't know" because everyone's voice was heard during that activity.



Students worked in small groups and moved from station to station during the carousel activity. This was a great way to incorporate kinesthetic learning into and gave students a much-needed break from sitting. It was also a great way to encourage group work and collaboration.

Once expectations were decided upon, posters were made, and children were able to refer to them when needed. To facilitate buy-in from students, data is regularly collected, and rewards are given to those showing positive behavior.

A student-driven discussion was held early in the year, so students could brainstorm a list of preferred rewards for their successes. Every week on Fridays, student data is analyzed. Students who consistently show “thumbs up” behavior are given a positive referral ticket into the monthly draw. Two rewards that were “off the charts” successful were Teacher’s Chair/Desk for the Day and Pie in the Face Day. The next ticket draw will allow students to duct tape one of their teachers to a wall!!!! Talk about fun!!!

Because each classroom is its own domain, classroom rubrics and expectations are approached differently, but the familiar language of ‘expected and not expected’ or ‘thumbs up vs. thumbs down’ behaviors is used everywhere.

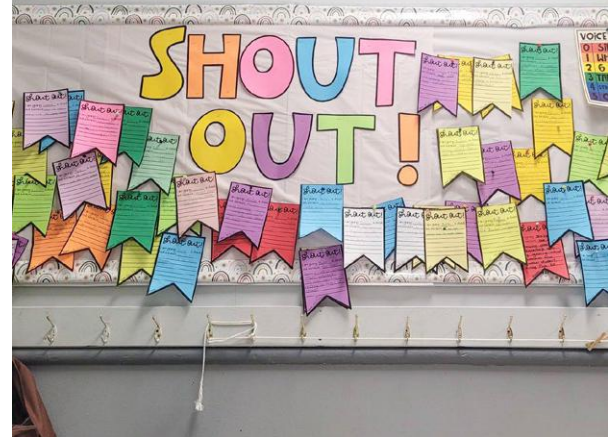
Our Core Values are best described as the 3 A’s: Always be a bucket filler, Always be the best ME you can be, and Always find reasons to celebrate.

How Full is Your Bucket? For Kids by Tom Wrath and Mary Reckmeyer is a staple in our school. Students are introduced to it in Kindergarten and the idea of being a “bucket filler” vs “bucket dipper” stays with students until they leave us.

Students are encouraged to find the positive in all situations. “Being the best ME we can be” teaches children to look at all perspectives, teaches them resilience, and teaches them to make lemonade when life gives you nothing but lemons!

Shout Outs are a great way for teachers to celebrate students. At LSES we celebrate EVERYTHING including classroom behavior, leadership skills, meeting academic goals, showing character traits like respect and kindness, or anything else that has to do with our 3 core values! We celebrate these any chance we get! Our favorite celebration is doing a Conga Line to the song “Celebration” when we have a full house. It’s an attendance initiative to keep kiddos wanting to come to school and it works! Every day, we look at our attendance to determine if we will get to have a Conga Line after O’ Canada.

Monthly assemblies allow Shout Out recipients to be celebrated a second time when their good deed or action is revealed to the entire student body. Students beam when their name is called, and the student audience loves to cheer for their peers. Students then take their Shout Outs home to show families that they are doing great things at LSES!



Loch Lomond School

ASD-SOUTH



Schoolwide Expectations - Our Lions R.O.A.R! Respect Others and Accept Responsibility

Last year, LLS created a behaviour matrix to outline the schoolwide expectations for staff, students and the community. This year, we decided to create posters that were kid-friendly for each area of the school that had been identified in our matrix. Our PBIS team chose three expected behaviours from each area to include on the posters. We now have posters up in our hallways; near our washrooms; on the playground; in the gym, music room, library, innovation lab and at the exit doors prior to heading to the bus.

To engage our staff and students, we created a scavenger hunt where each class was asked to write down one expected behaviour from each of the posters around our school.

To reinforce our schoolwide expectations and engage our community, we updated our playground field sign that was in need of some TLC, and added a letterboard to our school sign at the front of our building. Our posters have also been shared in our weekly message so families are familiar with our schoolwide expectations and can reinforce those at home.



Data Collection/Evaluating & Reporting/Classroom Systems & Routines

One of the goals in our School Improvement Plan is to strengthen our classroom and playground systems and routines. Our staff worked together to identify the Tier 2 behaviours that we were seeing in our classrooms and on the playground. We then worked with the ASD-S IT Subject Coordinator to create a Microsoft Form that is quick and simple for staff to complete when Tier 2 behaviour is observed.

Each week, this data is reviewed and shared with students on our video announcements. We might mention that a specific Tier 2 behaviour is happening more often and offer some reminders and education. We also celebrate our Lions if we notice expected behaviours happening around our school.

This data, along with our school and provincial surveys are shared with staff and PSSC during our monthly meetings. Our PBIS Team and ESST are capturing this information so we can determine next steps in terms of education and support for enhancing our classroom and playground systems and routines.

System for Recognition

Throughout the week, our Lions receive Something to ROAR About awards. They place part of the carbon copy in our ballot box and take the other half home to share with their family. We track the ROAR Awards to ensure all our learners are being celebrated. Every Friday, we draw names from our ballot box and send a shout out to those Lions on video announcements. Our winners are rewarded with swag to take home.



Video
Announcements!



Rothesay Elementary School

ASD-SOUTH



At RES, we believe in fostering a positive school culture through clear expectations, reinforcement, and support. Our PBIS framework ensures students feel safe, respected, and motivated to learn. A great example of this is how we approach challenging behaviors as learning opportunities rather than simply moments. This approach has not only improved individual student behavior but has also fostered a more positive school culture. By focusing on proactive, supportive interventions, we see students taking ownership of their actions and making meaningful progress in their social-emotional development.

Our PAWS Values

- 🐾 **Positive**
- 🐾 **Accountable**
- 🐾 **Work Hard**
- 🐾 **Safe and Supportive**



Our school's raccoon mascot, Rocky, reminds us daily to follow PAWS values! Sometimes that means we need to "PAUSE" to use our "PAWS".



PBIS Success Story

At Rothesay Elementary, a significant success in our PBIS journey has been the effective use of positive reinforcement strategies tailored to individual student needs. Our daily "PAWSitive" Office Referral slips allow for immediate recognition of positive behavior, with students visiting the office to receive praise, fostering a sense of accomplishment and reinforcing desired behaviors. Additionally, our weekly "Rocky Awards" celebrate students who consistently demonstrate our school values, providing a structured and anticipated form of recognition. This tiered approach ensures that all students, regardless of their individual needs, receive appropriate and meaningful acknowledgment, contributing to a positive and inclusive school climate.



End of
Year
Cheer!

Key Highlights of This Year's PBIS Work

- ✓ **Schoolwide Expectations:** Clear behavior guidelines across all school settings.
- ✓ **Recognition & Incentives:** Weekly celebrations, daily office referrals, and shout out boards.
- ✓ **Tiered Supports:** Universal, targeted, and individualized interventions.
- ✓ **Staff Collaboration:** Ongoing professional learning and data-driven refinements.
- ✓ **Family & Community Engagement:** Workshops, newsletters, and partnerships.

Communication with Staff and Families

Effective communication is central to our PBIS implementation:

- **Staff Communication:** Regular updates during staff meetings and professional learning communities (PLCs) focus on PBIS strategies, successes, and areas for growth.
- **Family Engagement:** Newsletters and social media platforms are utilized to inform families about PBIS initiatives and how they can support positive behavior at home.
- **Home-School Connection:** Positive office referrals are shared with families, reinforcing the partnership between school and home in promoting desired behaviors.

This multi-faceted communication approach ensures that all stakeholders are informed and engaged in our PBIS efforts.

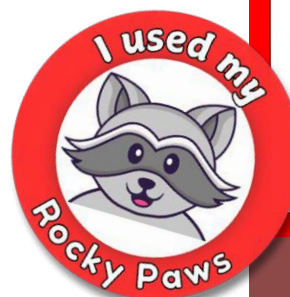
The Impact of PBIS at RES

- 📅 Reduction in time before implementing behavioral support
- 😊 Increased student engagement & motivation
- 🏠 Stronger school-wide sense of belonging

What's Next?

Our PBIS journey is ongoing, but the shift toward proactive, student-centered strategies has created a school environment where all students can thrive.

- **Enhancing social-emotional learning** through interactive lessons.
- **Refining PBIS interventions** based on data and feedback.
- **Expanding family & community involvement** in school initiatives.



Rocky Award

Presented to _____



Using your Rocky "PAWS"

- | | |
|---|--|
| <input type="checkbox"/> Being Positive | <input type="checkbox"/> Being Accountable |
| <input type="checkbox"/> Working Hard | <input type="checkbox"/> Being Safe and Supportive |
| <input type="checkbox"/> Other _____ | |

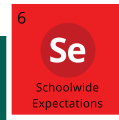
Date _____

Nominator _____

Presenter _____

Rothesay High School

ASD-SOUTH

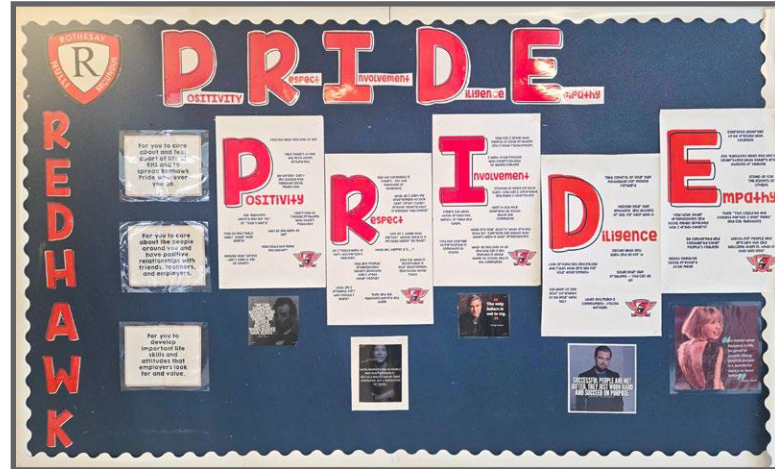


New Brunswick
Nouveau Brunswick

PRIDE

At Rothesay High we try to demonstrate PRIDE in our school community – Positivity, Respect, Involvement, Diligence, and Empathy. These are the characteristics we want all Red Hawks to model and embody at our school.

This is our first year as a PBIS Implementation school – however, Rothesay High has been involved with PBIS before. The PRIDE acronym was developed by a previous RHS PBIS Committee several years ago and we felt it was important to preserve it in this year's implementation to highlight Rothesay High's path on our PBIS journey. It details our work in PBIS is ongoing and we will continue to build on this work.



This bulletin board greets all visitors when they come in the main doors, as we wanted to highlight to our school community that we are a PBIS school, and these are the characteristics we value and teach at Rothesay High.

Celebrating Behaviour

For our first year as a PBIS school we have prioritized celebrating kindness and respect. We want our students to not just model Rothesay High PRIDE but be exemplars for their school community.



We had singer-songwriter Dave Carroll (Sons of Maxwell/"United Breaks Guitars") in for an assembly on celebrating kindness and individuality. Justin Sappier and Darren O'Leary visited our school for a full school assembly to discuss Wabanaki traditions and the importance of telling your own story and culture.

We wanted our whole school assemblies to reflect and embody Rothesay PRIDE as we felt that it was essential to our PBIS journey. At staff meetings, administration has stressed the importance of classroom teachers celebrating their students when they are demonstrating RHS Pride

Staff Buy-In

Our PBIS Committee recognized that Rothesay High has been on the PBIS journey before and the previous attempt ran out of steam. So, while staff was interested and wanted to pursue Rothesay High becoming a PBIS school, we knew we had to focus on the **Consistent Implementation** and **Schoolwide Expectations** elements.

We rolled out a new behaviour policy, that detailed steps and responses to Tier 1 behaviours. We created a new RHS Pyramid of Intervention and focused on educating staff on the different Tiers and our school responses. We established Tier 1 Tuesdays, where our resource teachers would meet with groups of teachers during the preparation period to discuss Tier 1 issues within the school and share their feedback with administration.

We recognized early in our PBIS journey that the Rothesay High Response to Intervention (RTI) model needed to be prioritized to progress with our PBIS elements. Our behavioural data indicates a reduction in both Tier 1 offenses and serious misconducts. We believe this is a result of our work with Behaviour Policies and RTI under the PBIS framework.

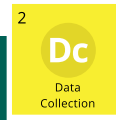
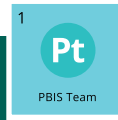
Behaviour Tracking

Early in the school year, the staff discussed the need for a model of behaviour tracking and office referrals. Members of our PBIS Committee travelled to a Cohort 1 school (Dr. Losier Middle School) and returned with their model of Behaviour Tracking, which uses Microsoft Forms and Microsoft Powerautomate.

Our new behaviour tracking form creates real-time communication with teachers and administration, where the teachers will receive a response from an administrator after the behaviour incident has been addressed. As well, the tracking form creates a robust data set, which can be used to track our progress in addressing behaviour as well as identify students who require higher Tiers of Intervention.

Thanks to our PBIS journey, we now have an application within the school that addresses problematic behaviour, increases communication with the office, and creates comprehensive and detailed data.





Rothesay Park School

ASD-SOUTH



Order of the Maple Leaf

Levels of Membership Rothesay Park School's **Order of the Maple Leaf (OML)** recognizes students as outstanding citizens who contribute to the school community. Unlike the Order of Canada, which is awarded to select citizens, every student who meets the criteria earns an OML award.

Eligibility Criteria:

- **Citizenship:** Students should complete assigned homework, work diligently in class, be cooperative, polite, and respectful.
- **Community Service:** Required service hours: Grade 6 (2 hours per term), Grade 7 (3 hours per term), Grade 8 (4 hours per term).
- **Attendance:** Maintain regular attendance and punctuality.
- **Raven Time Participation:** Engage in activities with students across different grades.

Levels of Membership:

1. **Member of the OML:** Receives a medallion and lanyard, recognized by the principal.
2. **Second Award:** Receives an OML pin and participates in a reinforcement activity.
3. **Officer of the OML:** Name displayed on the officer's list banner.
4. **Principal's Lunch:** Annual recognition event in June.
5. **Companion of the OML:** Five-time recipients earn a trip in Grade 8.
6. **Full Member of the OML:** Honored at the final OML ceremony with a Rothesay Park School pin.

Raven Time

Raven Time at Rothesay Park School is a monthly initiative that fosters stronger student-staff relationships and connections by offering students a chance to engage in diverse activities led by staff members. This program brings together students from English Prime and French Immersion, providing an opportunity to learn new skills from teachers and staff they may not have classes with.



Activities range from sports like pickleball and skating to creative projects such as crafts, bold coloring, and bulletin board design. Students can also participate in strategy-based games like chess, crib, and Dungeons & Dragons, creating an inclusive and enriching experience for all.

Monthly Way to Go!

Our Monthly Way to Go! assemblies are student-led celebrations that bring the entire school together to recognize positive choices made throughout the month. During these assemblies:

- Staff reward students with **Way to Go! cards** for demonstrating the PBIS school expectations in different locations and situations at Rothesay Park School.
- Students are acknowledged for their attendance, participation in school sports, and involvement in extracurricular activities outside of school.
- The assemblies also feature school-wide team-building competitions, encouraging collaboration and school spirit.
- **Way to Go! ballots** are displayed in the hallway for a month following each assembly as a reminder of students' achievements.
- Students receive gift cards generously donated by local businesses as additional recognition.
- A positive theme, carefully chosen by the Guidance teacher, sets the tone for each assembly, reinforcing encouragement and community support.

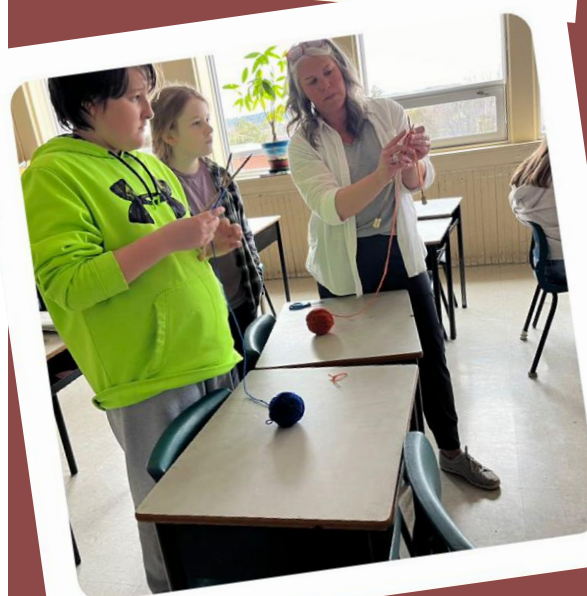
These assemblies create a meaningful opportunity for students to celebrate successes, support one another, and build a strong sense of school pride.

Community Engagement

Community engagement is a core value at Rothesay Park School, and one of our most meaningful traditions is Family Fun Night, held each fall after our Meet the Teacher evening. This special event is student-led, with volunteers dedicating their evening to welcoming families and organizing a variety of activities.

Students organize interactive experiences for younger siblings and former Rothesay Park students, ensuring that everyone feels included and connected. The event offers a relaxed, informal setting for community members to interact with staff and students, fostering relationships beyond the classroom.

Additionally, Rothesay Park is fortunate to have an outdoor classroom, which not only provides unique learning opportunities for students but also serves as a space for community engagement. This outdoor environment strengthens the bond between the school and the wider community, offering a shared space for education, collaboration, and connection."



Saint Rose School

ASD-SOUTH



Systems of Recognition

Star Students and Monthly Assemblies

Saint Rose has weekly draws for students who have been safe and kind. Teachers hand out ballots explaining a student's positive behaviour and it is posted on a dedicated bulletin board. Three prizes are drawn for each floor of our school and announced on video announcements at the beginning of each week.

Student of the Month

Saint Rose also has Monthly themes. Each month we teach to positive behaviours like leadership, citizenship, creativity, honesty etc. At the end of the month, teachers select a student who most represents this theme. The student then receives a certificate and a pencil, and their picture will be placed on our Simply the Best board in the front Hallway.

General Recognition

Students may have their schoolwork displayed on the Simply the Best board in the front hallway, birthdays are announced on video announcements, and we promote student leaders in grade 5 who do a multitude of jobs in our school community as well as mentor our younger students.

Classrooms / Teachers are given rewards for upholding our behaviour matrix and keeping their space tidy (The Golden Bucket).



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 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 as well as PLPs and STIPs 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.

Common Behaviour Expectations

Behaviour Matrix and Playground Rules

Staff, Students, and Parents of Saint Rose School created a Behaviour matrix that outlines expected behaviour in specified areas throughout the school (example classroom, hallway, gym). 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:

Our Mission

At Saint Rose School, we believe in working together while respecting school, self, and others. We will provide a safe, positive, and challenging learning community where students will reach their full potential.

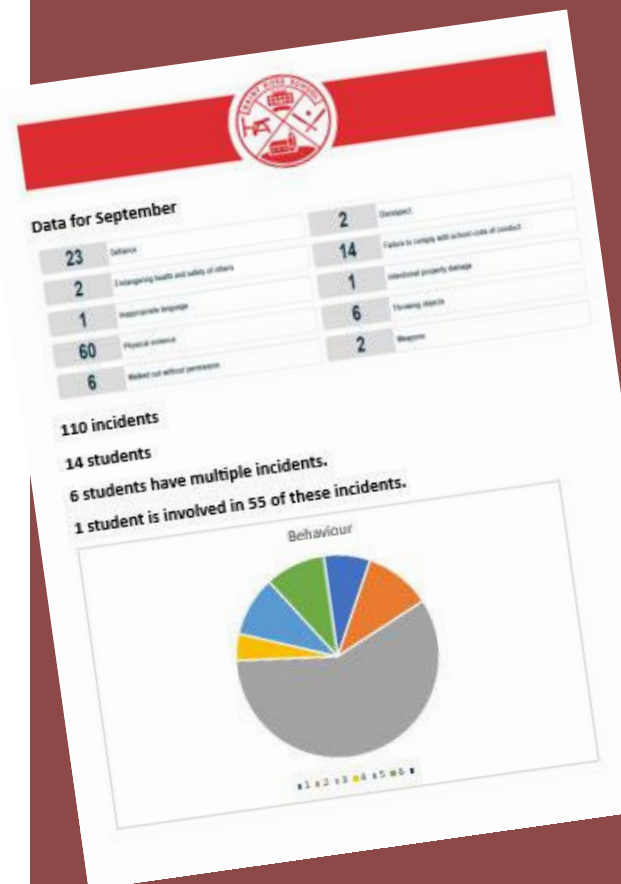
Our Vision

Responsible, independent, life-long learners.

School Pledge

I promise to be a buddy; to treat people the way I like to be treated, to be caring, understanding, and to listen, and to stand up for myself and my friends.

Note: We are in the process of aligning all our recognition processes and our crest with our Mission, and Vision Statements.





Seaside Park Elementary School

ASD-SOUTH



System of recognition

At Seaside Park, we celebrate our Otterly Awesome Students in two ways. Each week, teachers are reinforcing positive behaviours and giving out a ticket that specifically lists the positive behaviours the students are exhibiting. On Friday, over our schoolwide Teams meeting, our Principal, Ms. Myatt collects our school wide reinforcement tickets and draws 12 names (2 from each grade). Students come down to choose a prize from our huge prize bucket.



Each month, we have a Celebrate Assembly. Each teacher selects a student who has shown respectful, responsible, and safe behaviours all month long. The teacher is responsible for writing a description of the student's positive behaviours they have shown on a postcard. The teacher presents their student with a certificate and the postcard to take home. Students come to the front to have their picture taken and this goes up on our Otter of the Month bulletin board!

This year, we began a PBIS Blitz Contest. We targeted three behaviours, outdoor play, hallway behaviour, and respect for others. Each grade level has a specific-coloured ticket. We target one focus for two weeks and the race is on between the grade levels! Students need to be caught exhibiting the targeted behaviours and those tickets are put in the race. At the end of the two weeks, the grade with the most tickets wins a pizza or ice cream party!



Behaviour Support

This year, a PBIS Handbook was created to guide teachers on teaching, modelling, and reinforcing the behaviours as a unified whole. Using the handbook, all students were taught the same targeted behaviours each week with the lesson plans provided. This ensures we are all working together to provide a positive, predictable, consistent and safe environment by proactively establishing and teaching Seaside Park values regarding behaviour.

The handbook outlines our goals, policies, and the behaviours to be targeted. Each lesson plan has the focus and procedures for teaching and a practice activity. The handbook also provides strategies to support positive behaviours with suggestions for behaviour management and possible consequences.

Building a Positive Culture

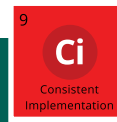
One goal at Seaside Park is to ensure students feel safe and have a sense of belonging at school. To support this goal, many staff have taken time during lunch to host interest groups from walking club to Karaoke, and even sock monkey club! Other staff members have spent time creating positive bulletin boards in the hallway, cozy breakout spaces, and hosting a quiet café social group. These initiatives are instrumental in creating a positive environment where school values and schoolwide expectations are reinforced.



POSITIVE BEHAVIOUR INTERVENTIONS and SUPPORT (PBIS)



STAFF HANDBOOK



St. John the Baptist/King Edward School

ASD-SOUTH



Better Together: Building Connections as a School Family!

At SJB-KE, PBIS extends beyond the classroom—it's a shared commitment to connection, regulation, and wellness. Feelings & Families Night was a joyful evening where families explored the Mood Meter from the RULER framework and engaged in hands-on activities like yoga, sensory jars, and mindful movement. Many shared how much they enjoyed the chance to slow down, reconnect, and build connections and skills together to support emotional wellness at home and at school.

Student Leadership - Clippers Leading the Way!

At SJB-KE, we believe leadership starts early. Through our PBIS framework, students are stepping up—not just in middle school, but throughout the building. From greeters and tour guides to reading buddies, kindness ambassadors, and classroom helpers, students are showing up for one another. We're proud to be developing leaders at every level—because when students see their peers leading with purpose, they're inspired to do the same.

Recognizing Every Clipper: Celebrating Growth, Kindness, & Leadership

At SJB-KE, our PBIS and trauma-informed approach ensures all students feel seen, valued, and celebrated. In classrooms, students co-created goals based on areas they wanted to improve, earning mystery rewards when those goals were met.



School-wide, we've focused on themes like kindness and giving, with our student leadership team helping to lead and promote these efforts. Recognition at SJB-KE isn't just about achievement; it's about growth, effort, and building a community where every Clipper can shine.

Clear Expectations, Connected Community

At SJB-KE, our PBIS framework is grounded in teaching common, school-wide expectations: Be Respectful, Be Responsible, and Be Safe. These expectations are explicitly taught, modeled, and reinforced across all learning environments.

When students know what is expected, they feel safe, supported, and ready to learn. Clear routines and predictable responses create a sense of stability—especially important for students impacted by trauma.

By prioritizing consistency and connection, we help every Clipper thrive within a community built on trust, structure, and shared values.



[Student Recognition Video](#)



St. Malachy's Memorial High School

ASD-SOUTH



The Student Representative Council (SRC) has been running Fun Fridays during the Homeroom period every Friday. These fun activities and competitions often use an online gameshow platform to engage the students and use content that supports our PBIS plan. The SRC creates a contest, gathers in one of the school offices, and then broadcasts the game to the homeroom classrooms on TEAMS. This has been a great way to reinforce behaviour expectations in a fun way. Having the language of our behaviour expectations coming from the students is an excellent way to build the culture of appropriate behaviour.

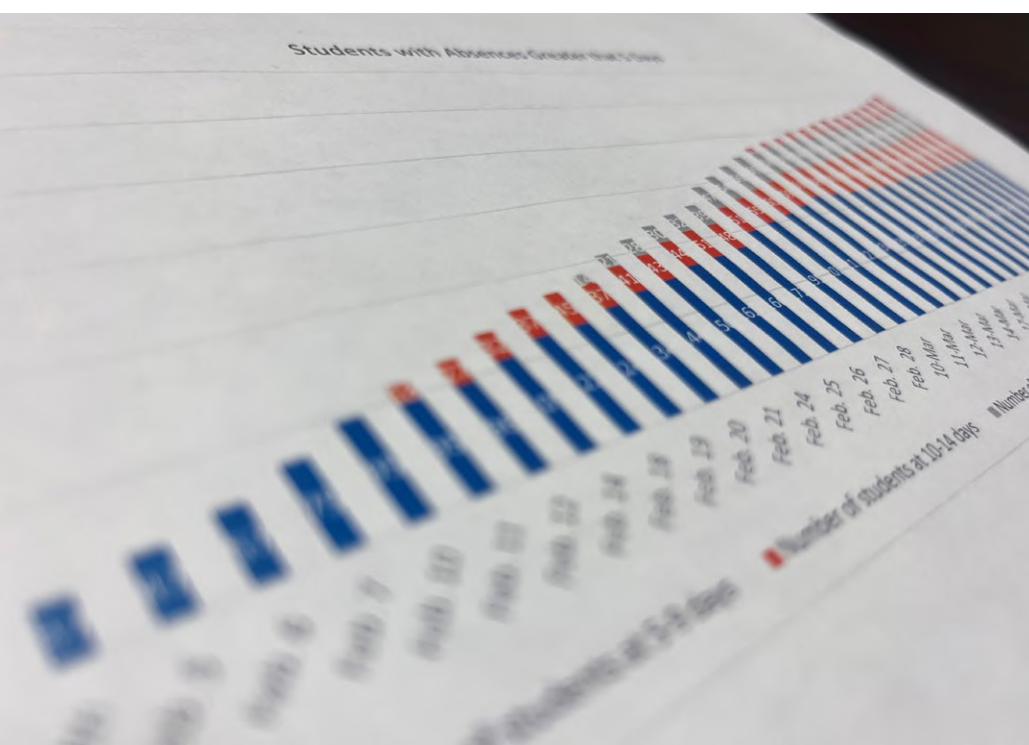
Posted Behaviour Expectations in our washrooms will help to reinforce the language and norms related to washroom use. These have been placed in a visible area of the washroom and are made of a durable material. The language on this poster was co-created with students during their homeroom period and will support our behaviour expectations when students use the washrooms. Although we do not expect the signs to be the sole solution to challenging behaviours present in washrooms, we recognize that promotion of positive behaviour is a necessary component of PBIS. Having behaviour expectations posted is aligned with classroom instruction on expectations, and supervision of hallways and washrooms, and helps to create consistency in the building.

Good attendance in schools supports academic success and our data tracking tool will help us identify students in need of support. The data by itself is not the solution; however, it allows us to connect interventions and supports to the appropriate individuals. We collect the attendance data daily and track the total number of absences on an individual basis and a whole-school basis. When students reach 5, 10, 15, and 25 absences, the



staff work through the pyramid of intervention to support the students and identify possible supports. For the data to inform our decisions, regular meetings of the Core Leadership Team, Educational Support Staff Team, PBIS Team and whole-school staff meetings facilitate the dialogue. The impact of data tracking is not seen in the graphs; rather, it is observed in the interactions between staff, students, and families as we work together to improve attendance.

We are the St. Malachy's SAINTS and our "Super Saint" mascot was launched at the same time as our PBIS matrix. At St. Malachy's, we are Safe, Accountable, Inclusive, Neighbourly, Tradition, and Spirit. The acronym S.A.I.N.T.S. continues to be spread around our school creating a brand that students can identify with. Seeing this word in our classrooms, on our walls, or on our clothing serves as a reminder to students of how we should conduct ourselves in a way that shows respect for both ourselves and our community. It is our community, and together, we have expectations for success. Each component of our PBIS plan contributes to our overall success, and as we continue to add new elements, we strengthen the vision of what it means to be part of the "SAINTS" community.



St. Stephen Elementary School

ASD-SOUTH



System for Recognition

At SSES, positive student behavior is consistently recognized through a variety of initiatives designed to encourage and celebrate good actions. Each week, students who demonstrate exceptional behavior are rewarded with non-tangible incentives, such as extra time for a preferred activity or a special classroom privilege. In addition, during school assemblies, students who have consistently shown respect, safety and preparedness are publicly acknowledged for their efforts, fostering a sense of pride and community. Furthermore, students who exhibit outstanding behavior receive positive reward slips, which serve as a tangible reminder of their good actions. These efforts collectively create an environment where positive behavior is not only appreciated but actively encouraged.

School Wide Expectations

At our school, we have clear expectations for behavior to ensure a respectful, prepared, and safe environment in all areas. To make these expectations meaningful and understandable for all students, we created a school-wide behavior matrix through a collaborative approach with input from school personnel. We focused on using precise, kid-friendly language so that the matrix is



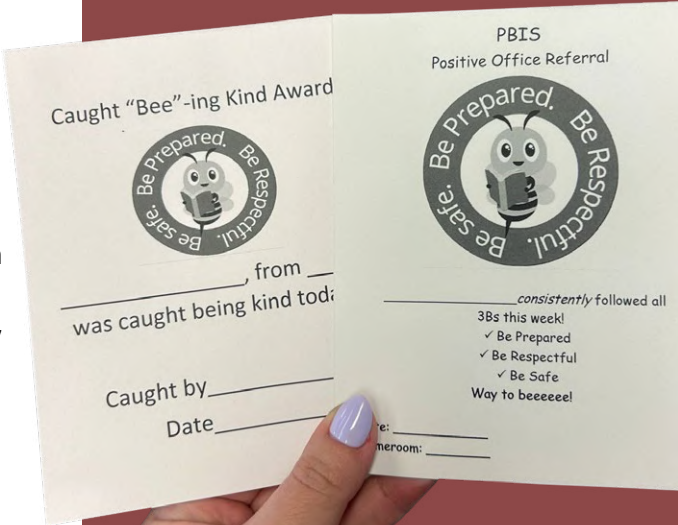
[Hallway Expectations Video](#)



accessible and easily understood by everyone, regardless of their age or grade level. The matrix outlines specific behaviors expected in key areas of the school, such as the classroom, playground, hallways, and during eating times. To reinforce these expectations, the matrices will be prominently posted throughout the school in high-traffic areas, serving as constant reminders for our entire school community. Additionally, teachers will regularly review the expectations with students to ensure they are clear and consistently followed. By providing visual reminders and ongoing discussions, we aim to create a positive, supportive environment where all students know how to demonstrate respect, be prepared, and stay safe in every part of our school.

Behavior Instruction

At St. Stephen Elementary School, behavior instruction is a key component of creating a positive and productive learning environment. Teachers often use videos to demonstrate appropriate behaviors and provide students with visual examples of how to act in different situations, both in and out of the classroom. These videos can showcase skills such as raising a hand to speak, using walking feet in the hallway and staying seated during eating times. In addition to videos, behavior matrices are used to outline and communicate clear expectations for student conduct across various school settings, such as the classroom, playground, and cafeteria. These matrices help students understand what is expected of them in specific situations. Classroom matrices are tailored to each teacher's unique setting and reinforce proactive teaching strategies, focusing on teaching students the desired behaviors before issues arise. By using these tools, schools create a consistent and supportive environment that encourages positive behavior and prevents disruptions.



St. Stephen Elementary School				
	Classroom	Playground (see notes)	Hallways	Eating Times
Be Safe	<ul style="list-style-type: none"> Hands and feet to self Push in chairs Permission to leave room Move calmly 	<ul style="list-style-type: none"> Helping hands Safe Feet Use your WITS Use equipment properly 	<ul style="list-style-type: none"> Walking feet. Personal Space Facing forward Stay in line 	<ul style="list-style-type: none"> Eat own food Stay seated Quiet voices
Be Respectful	<ul style="list-style-type: none"> Use materials properly Quiet voice, listening ears Positive words only. 	<ul style="list-style-type: none"> Share equipment Use kind words only Listen to adults 	<ul style="list-style-type: none"> Quiet voices Hands off walls and others Greet others with smiles and waves 	<ul style="list-style-type: none"> Accept differences Personal Space Clean up messes
Be Prepared	<ul style="list-style-type: none"> Ready to learn Bring agenda daily Keep materials tidy 	<ul style="list-style-type: none"> Dress appropriately for weather Use washroom before recess 	<ul style="list-style-type: none"> Shoes tied Return to class quickly 	<ul style="list-style-type: none"> Bring water bottle Bring utensils

Playground notes:	
STICKS/ROCKS safe imaginary play on the ground (no contact with other students or sticks), rocks (no throwing), they stay outside.	SLIDES slide down on bottoms only, take turns.
BOUNDARIES woods only to the orange painted tree markings. away from fences, windows and doors. baseball diamond and open field off limits.	SNOW no throwing, building only.
	PUDDLES/ MUD / ICE not allowed, kindness towards our school's interior and custodians.



St. Stephen Middle School

ASD-SOUTH



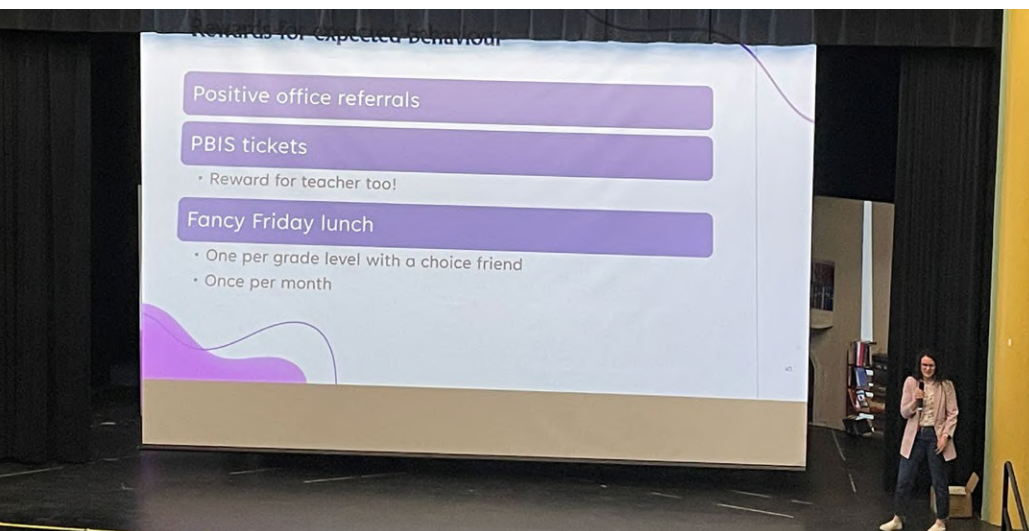
St. Stephen Middle School is proudly entering its second year of implementing PBIS (Positive Behavioral Interventions and Supports), a proactive approach aimed at fostering a safe and positive school climate. Since its introduction, PBIS has made a noticeable impact on both student behavior and overall school culture. By emphasizing the importance of respectful, responsible, and safe conduct, the framework has helped students internalize clear behavioral expectations and take pride in meeting them consistently.

One of the hallmark events that has become a student favorite is the Fun Friday Lunches. Each month, three Bobcats who exemplify positive behavior and consistently follow school expectations are selected to enjoy a special lunch, courtesy of the school. This initiative not only rewards students who model ideal behavior, but it also motivates their peers to strive for the same recognition. The excitement surrounding the possibility of being chosen has created a buzz of encouragement and friendly competition throughout the student body.

In addition to the Fun Friday Lunches, St. Stephen Middle School continues to recognize outstanding students through the Student of the Month awards. These honours are given to individuals who demonstrate exceptional character, effort, and a commitment to the school's core values. Teachers and staff nominate students across all grades, and the chosen students are highlighted through announcements, certificates, and often a feature on the Bobcat bulletin board, giving them the recognition they deserve.



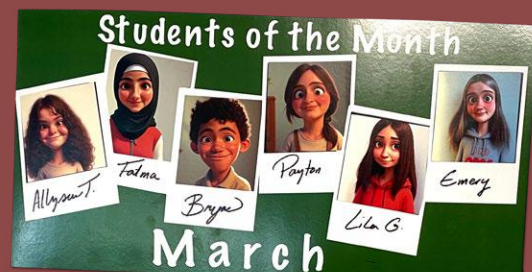
To further celebrate student achievements and reinforce positive behavior, PBIS monthly assemblies have been a regular and anticipated event. These assemblies serve as an opportunity to come together as a school community and spotlight students who have made positive contributions. We are in the beginning stages of these assemblies and are constantly improving them to include team-building activities, games, and brief lessons on character traits or behavioral goals for the month, making them both educational and fun.



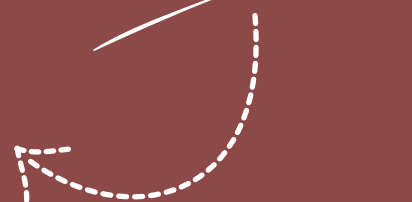
With a full year of experience under their belt, St. Stephen Middle School's staff and students are more committed than ever to making PBIS a lasting and effective part of the school culture. The consistent recognition of positive behavior through events like Fun Friday Lunches, Student of the Month awards, and PBIS assemblies has helped shape a school environment where students feel valued, motivated, and part of a supportive community. As PBIS continues to grow, so does the pride of the Bobcats in their school and in themselves.



TOP CATS



Fun Friday Lunches!



Sussex Corner Elementary School

ASD-SOUTH



PBIS Team

Sussex Corner Elementary School is engaged in its first year of PBIS work. We carefully communicated with staff that we needed a handful of committed players to help with this work and got what we needed to launch forward with a common vision about how to improve. We have an amazing team of teachers and support staff and have been bringing others into specific conversations, hoping that they will catch the bug and be part of our succession plan for future PBIS work. The priority for our team was to grow collective efficacy among all staff, since communication among adults in a building is a critical aspect of the work of PBIS. During our workshops, the focus was on building a school matrix that reflects the school data, a family handbook, refining our pyramids of intervention, branding, and building lessons for direct teaching of skills that emphasize a strong community.

Data

Making the Bus a Safer Place

One concern that came up in the 2023–2024 Student Wellness Survey was bullying on the bus. Of the students who said they were bullied, 52% said it happened while riding the bus. Our 2024–2025 Survey reported 51%. These numbers are both very concerning. Along with what we've heard from students, this told us we needed to do more to support both students and bus drivers.

To help, we included the discussion in an assembly and reminded students that our school-wide behavior expectations also apply on the bus. We taught a short lesson about what respectful and kind behavior looks like during bus rides and will be giving our bus drivers signs to put up that show these expectations clearly.

Another exciting step is including our drivers in the Caught You Being Kind program. This means they'll be able to recognize and celebrate the kind behavior they see on the bus, just like teachers do at school. We believe these changes will help make riding the bus a more positive and safe experience for everyone.



Buy-In From Staff

Relationships, relationships, relationships rest on open communication with respectful speaking and listening among the adults. We hosted breakfasts for our teachers and support staff; EAs, drivers, etc. so that we could build relationships and let everyone have a voice. Great feedback suggests that this should be an embedded practice on a regular basis, since we have had a ton of collaboration and have solved many issues with this approach. We have the buy-in to continue to work on our matrix and expectations together and we are taking our time to get teachers to teach identified behaviour skills with fidelity. This will be another key to success!!

Schoolwide Expectations

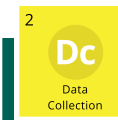
Establishing schoolwide expectations is essential for creating a positive and cohesive learning environment. The SCES Cardinals are known for being Respectful, Responsible, and Safe, and our direct instruction of skills continues to help with that. Thanks to our matrix, which was developed by all voices in our school community, we have consistency. 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.

With the change in school colours and new school mascot this year, our recognition system will have new labels and language in the upcoming school year. We will have CHIRP Awards that will be given for exemplifying Caring, Honesty, Independence, Responsibility, and a Positive Attitude.

Behaviour Tracking

When a situation takes place with a student or a group of students, teachers have access to a yellow tracking form that is then given to the Principal. The administration reads each of these forms and inputs them into PowerSchool. The staff and PBIS team focus on school wide trends and Tier One interventions, which is how our Skill Teaching Modules started. All staff (including support staff-EA's custodians, bus Drivers, admin assistant) came together to work through the issues we were seeing and what we needed to work on. We have addressed playground and bus behaviour first, with the work on school-wide and classroom behaviour overarching the entire school. Communication with staff has been imperative to stay consistent and have buy-in. The behaviour data keeps everyone accountable to our SIP, PBIS goals and student behaviour improvement.





Sussex Elementary School

ASD-SOUTH



We heard about the opportunity to apply to be a PBIS school, and with a new admin team at the helm, we knew this was the path we were seeking. Sussex Elementary has made great strides in its PBIS (Positive Behavioral Interventions and Supports) journey, starting with the development of clear, school-wide expectations focused on being respectful, responsible, and safe. Staff collaboration and buy-in have been key to building a consistent and supportive environment, with data collection helping guide our progress and next steps. As part of our rebranding efforts, we are in the final stages of selecting a new school mascot, with two strong contenders remaining. Our student leadership team played a vital role in narrowing down the top five options, showing leadership and school spirit. In addition to school-wide efforts, each class has worked to establish clear expectations for the classroom, playground, hallways, and bathrooms, creating a unified and positive school culture.

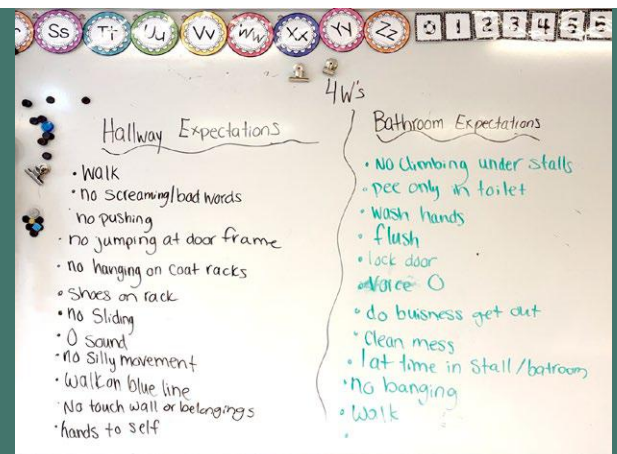
SES Rug

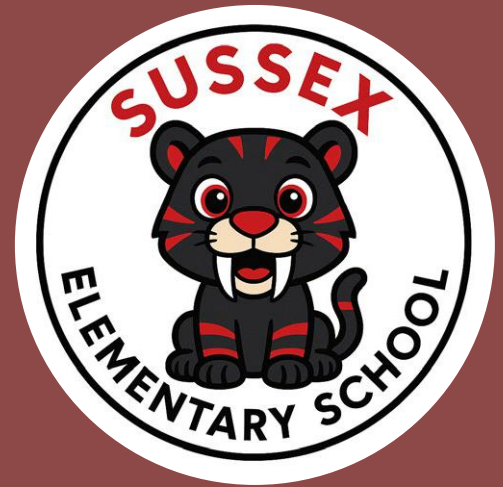
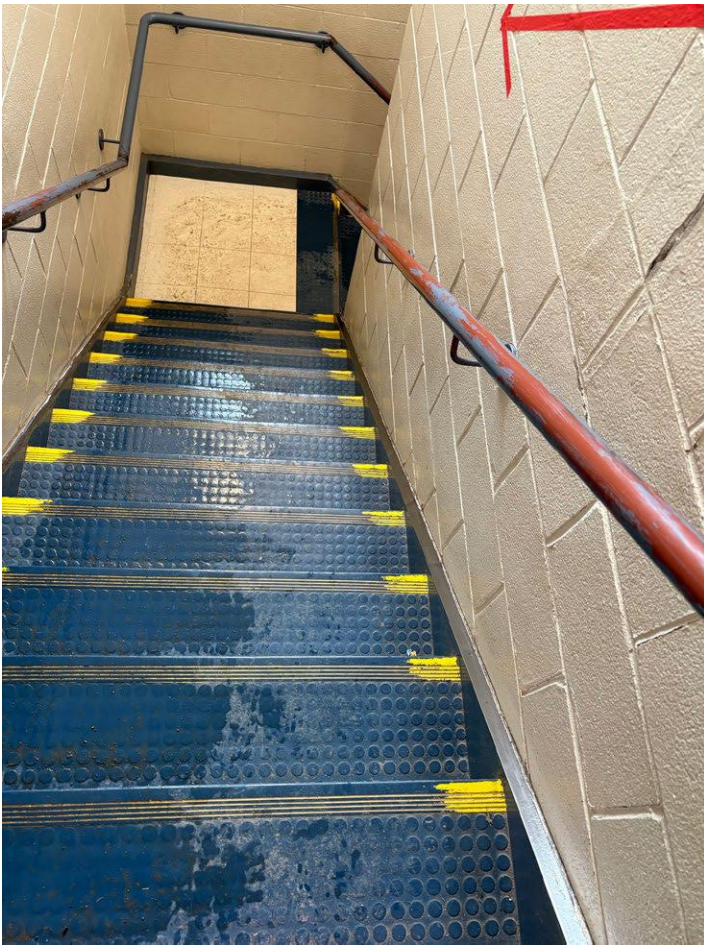
Our school is looking forward to rebranding. The welcoming SES rug in the office is our first step! Voting for our new school mascot will take place on April 28th. Our new mascot will help us develop further PBIS elements.



School Expectations

Each class in our school brainstormed what they felt the most important expectations in the hallway, bathroom, playground and classroom should be. This photo was taken after a brainstorming session in a Grade 4 class. All submissions were sent in and discussed with our student leadership and PBIS teams. The top 4 expectations have been identified and will be on display in the near future.





"Staying to the right!" Stairwell

After our Grade 4 and 5 classrooms identified stairwell traffic as an ongoing issue, staff and students have been working hard at "staying to the right!" This picture is evidence that their efforts are paying off.



Student POR3

This grade 4 student was one of the first out of 470 students to be recognized as someone who emanates positive behaviour on a regular basis. Here he is showing off his SES cinch sack which he received after his third positive office referral. As of now, we have had 128 students recognized with more than 20 reaching the next level.

Sussex High School

ASD-SOUTH



PBIS Team

Our team started to form in the spring of 2024, when a group of our Education Support Staff Team and our Core Leadership Team started looking for ways to increase the positive learning environment in our school. Four of our team members focused their spring council day learning around tier one interventions, universal design for learning, and PBIS. Our core leadership team also connected with other schools that had started the PBIS journey and were able to meet with some of their team members to discuss how they started their implementation. We also discussed successes and challenges they have faced along the way. From this we decided to take part in the PBIS summer learning institute to gain more knowledge and perspective of implementation at a high school level. This wonderful two-day institute gave us additional learning opportunities as well as resources and professional connections to further support the team's development. Our current team consists of 8 members of our staff including administration, core leadership and education support teachers.

Data Collection

Sussex Regional High School has focused on data collection to inform our initial elements, as well as our progress with interventions in our school. Our staff have met multiple times to discuss schoolwide areas of concern and have narrowed down our focus for this year, as reflected in our school improvement plan and our chosen PBIS elements. This is a continuing area of development for our school, as improved data collection enhances our understanding of growth and informs the ongoing support and interventions implemented within our school. Data collection has included incident reporting through power school, school wide classroom sign-out sheets, and school surveys with both staff and students.



Grade 9
Day!



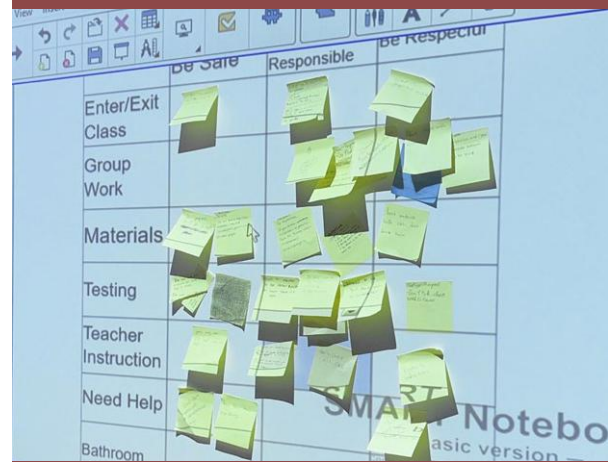
Systems of Recognition

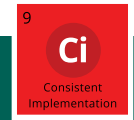
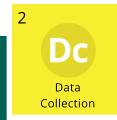
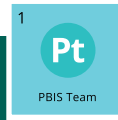
One of the main areas our PBIS team and staff wanted to focus on this year was Systems of Recognition. SRHS has been focusing on increasing student and staff engagement and recognition is a key piece of expanding this school wide. We have focused on school wide activities such:

- Grade 9 Day welcoming our new Sonics to the school, focusing on teaching school wide expectations, learning school cheers, receiving school spirit clothing, and taking their class of 2028 whole class photo.
- Happy Fall Y'all BBQ with games and activities
- Christmas breakfast with spirit assembly/variety show
- Spring Fling BBQ with spirit activities.
- Monthly Spirit Assemblies focused on building recognition of all our sonics.
- Monthly staff meetings with sonic cow awards, staff achievements, hard work, and wonderful treats for the staff prepared by the Culinary Class.
- Lobby Monitor displays students and staff achievement on our large screen weekly.
- Weekly live announcements focus on school wide messaging, celebrations, recognitions, and upcoming events.
- Sonic New Lives bring daily sonic life to the forefront with student created content.

Classroom Systems

SRHS has been growing in both student and staff size over the past two years. With an increased number of new teachers in our building our PBIS team wanted to ensure all our staff were getting Tier 1 classroom supports. To help with this we have implemented teacher check in meetings monthly, so new and existing teachers can chat with administration to voice concerns, clarify information, and address additional supports needed in a safe and encouraging environment. Our Core Leadership team and PBIS team have increased support time in classrooms; checking in, co-teaching, modeling, debriefing and encouraging staff growth in this area. Our PBIS team, with the support of our EECD PBIS learning specialist, has worked with a small group of new teachers wishing to learn and implement additional Tier 1 classroom systems. We have also focused on classroom expectations that align with our schoolwide expectations being co-constructed with students, systems of reinforcement to increase engagement and decrease off-task behaviours and maximizing classroom structure to eliminate grey areas and increase effective flow in the classroom. Our whole staff have been taught, and are implementing, a school wide minor to major behaviour intervention flow chart for dealing with Tier 1 behaviours, and we have implemented a school wide sign-out policy for students leaving class, both of which are also part of our ongoing data collection.





Sussex Middle School

ASD-SOUTH



PBIS Team

At the beginning of the year, we established our PBIS Team, bringing together a diverse group of school staff to guide and support the implementation process. Our team includes classroom teachers, administration, resource teachers, our school counsellor, and educational assistants, ensuring a wide range of perspectives and expertise are represented.

We meet monthly to set new goals, review current practices, and discuss challenges or trends we're seeing within the school. These meetings allow us to reflect, collaborate, and make ongoing adjustments to improve both the quality of education and the overall school experience for students and staff. Our focus is on refining what's already in place to make sure our PBIS framework is as effective and inclusive as possible.

Data Collection

As part of our PBIS implementation, we have placed a strong focus on data collection to inform our decision-making and measure progress. One key area we've monitored is attendance trends for both staff and students, which helps us identify patterns and address potential concerns proactively.

In addition to attendance, we've been collecting data on student preparedness for class. This skill was explicitly taught using teacher-created modelling videos, which demonstrated the expectations for being prepared. Classes were rewarded with their choice of an incentive for being the top class of the week. Daily tracking was conducted to monitor how many students came to class ready to learn, providing us with a clear picture of engagement and routine-building.

Each month, we also reviewed data from our school-wide behavior tracker, analyzing trends in student behavior across grade levels and settings. This ongoing monitoring allows us to adjust our interventions and supports in real-time, ensuring a responsive and data driven PBIS framework.

During Underground Staff Week, teachers brought the fun with daily surprises—students couldn't get enough of the excitement!



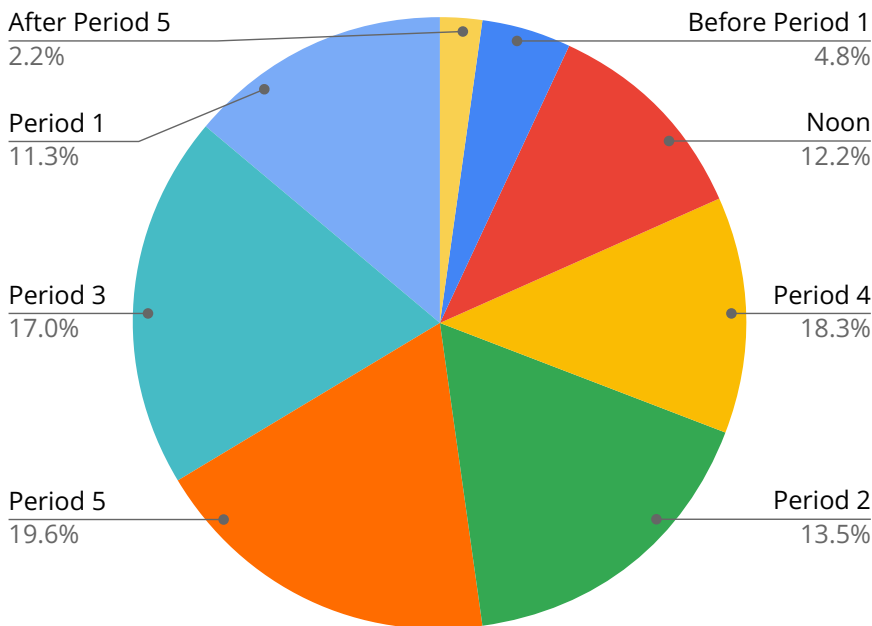
Buy In from Staff

At Sussex Middle School, we've been working hard to cultivate a positive, connected culture as part of our commitment to PBIS. One of our recent initiatives focused on building staff buy-in—and having a little fun along the way!

We launched an Underground Staff Week, where each day had a different surprise theme. Teachers and staff secretly participated, and students were full of smiles, laughter, and curiosity, wondering what their teachers were up to next. It brought joy into the building and reminded us all how powerful fun and connection can be.

In addition to the daily themes, staff went on a mission to nominate and celebrate each other—calling out moments where colleagues went above and beyond or simply sharing something they appreciated about one another. It was a great way to spread positivity and recognize the amazing things happening every day that might otherwise go unnoticed.

Count



At Sussex Middle School, staff members play a key role in promoting positive behavior by actively tracking student behavior through our Behavior Excel Sheet. This tool allows us to gather real-time data on what behaviors are occurring, when they happen, and how they are addressed. By using this consistent, data-driven approach, we can better understand patterns, provide timely interventions, and support every student in making positive choices. It's one more way we're working together to create a safe, supportive learning environment.



**WHAT DOES IT
MEAN TO BE
PREPARED AT SMS?**

SUSSEX MIDDLE SCHOOL SKILLS
"THE ULTIMATE FLEX!"



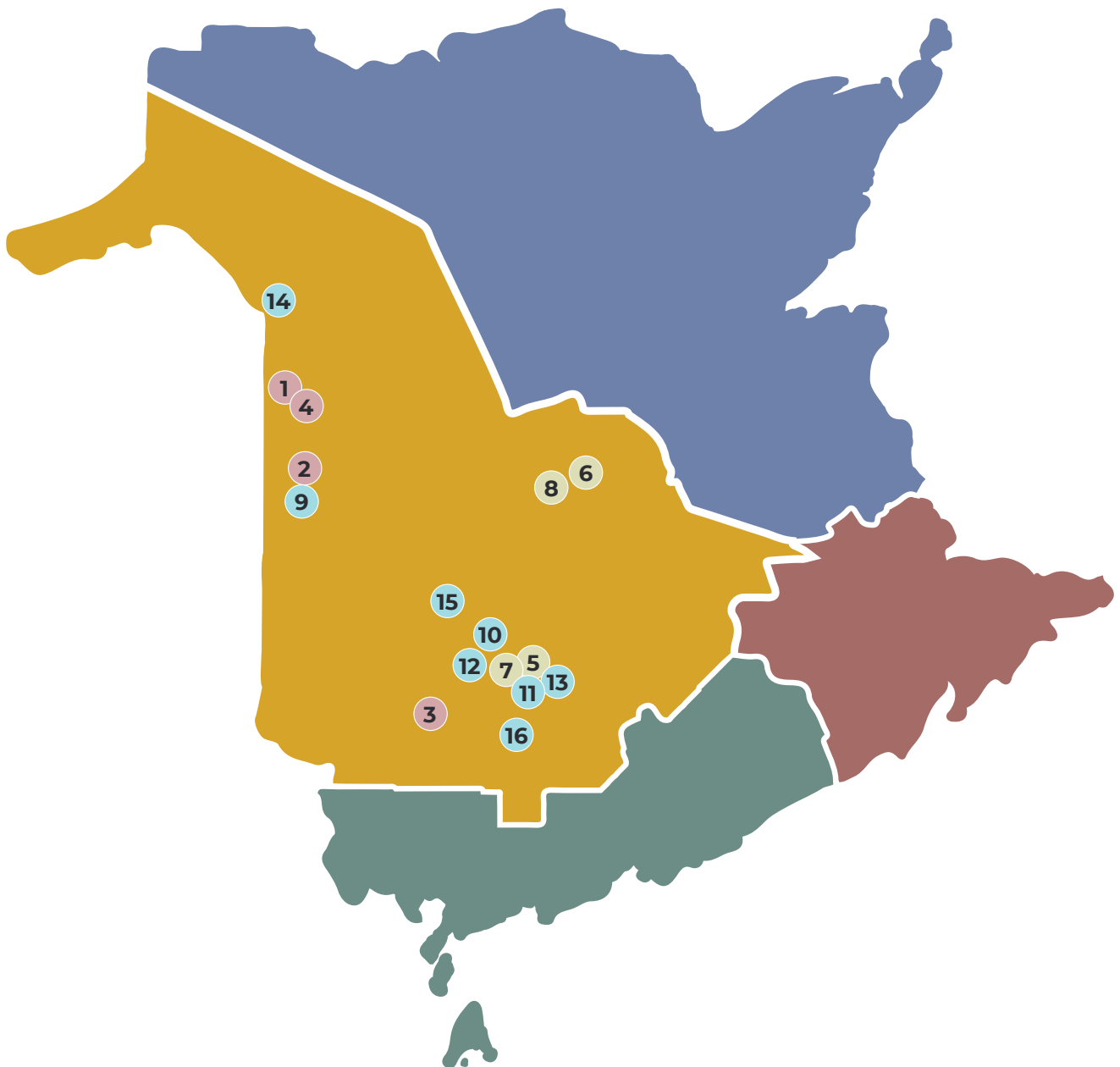
Our students enjoyed popcorn and a movie for being the most prepared class in school that week. Students were very excited about this reward and felt proud of their hard work!





World's Longest Covered Bridge, Hartland
Photo by: Hemmings House

ANGLOPHONE WEST SCHOOL DISTRICT



Andover Elementary School

ASD-WEST



Playground Expectations


Our PBIS team developed clear and specific expectations for students to follow while playing outside at recess. We developed common language and expectations for all students and adults to follow. We focused on areas of concern including respect for adults, respect for peers, playground sports and common expectations. We developed a Canva presentation that teachers shared with their classrooms and reviewed routinely, as needed. A reporting checklist was also created to identify students who may need more intervention and for data collection purposes.

1

Lining Up

Looks Like...

- With your own class.
- Single file.
- Body is calm. Hands at your side.
- All equipment has been returned.



Name: _____

Class: _____

Staff Name: _____

Date: _____

Respect for Adults

- ☐ Talking Back / Arguing
- ☐ Tone of voice
- ☐ Refusal / defiance / ignoring / walking away

Respect for Peers

- ☐ Name calling
- ☐ Intentional physical harm
- ☐ Arguing
- ☐ Instigating conflicts

Playground Sports

- ☐ Poor sportsmanship
- ☐ Aggressive play
- ☐ Inappropriate use of equipment

Common Expectations

- ☐ Not lining up properly
- ☐ Out of bounds
- ☐ Rough play
- ☐ Misuse of playground

Office Referral? Y Yes Y No Y Not Sure



Classroom Incentives

At AES, our students receive Caught Doing Good tickets when they are kind to others or are following expectations. Some of our classroom teachers have implemented a “classroom store” for students to trade in their tickets to get various prizes and coupons. Some of these include choosing your seat for the day, positive note home, extra free time or choosing their classroom job for the day.



PBIS Monthly Assembly

Our school continues to recognize a student from each class who has displayed accountability, engagement and kindness to others each month. Students receive a certificate and a small bear cub to take home. We recognize students' positive behavior with various prizes. We have also included a new 'minute to win it' challenge for students (K-1, 2-3, 4-5). Whether competing or not, the students have really enjoyed this, and it has generated a lot of school spirit at our monthly assemblies. Names are selected at random from Caught Doing Good tickets that students have earned throughout the month.



Assiniboine Avenue Elementary School

ASD-WEST



Staff Buy-in

Assiniboine has enjoyed low staff turnover during our Positive Behavioral Interventions and Supports (PBIS) journey. To strengthen our commitment to PBIS principles, we have added a section to our Staff Handbook to guide new staff members on our school's cultural expectations.

This inclusion serves as an introduction to PBIS and a reminder for all staff about the values and behaviours that shape our educational environment. By ensuring that every team member understands and embraces these principles, we can cultivate a supportive culture for both our students and ourselves.

Data Systems

At Assiniboine, we value student voice as a key part of our school culture and a measure of the success of our Positive Behavioral Interventions and Supports (PBIS) initiatives. By allowing students to express their thoughts, we empower them and gain insights into their experiences.

To engage students, we conduct a Student Wellness Survey twice a year to gather feedback. We analyze this data for trends and compare it with previous results, helping us identify areas for improvement.

Additionally, we hold three meetings a year between student representatives and Administration for open discussions. Students share their thoughts on what makes our school great, what could be better, and what should be prioritized for improvement.

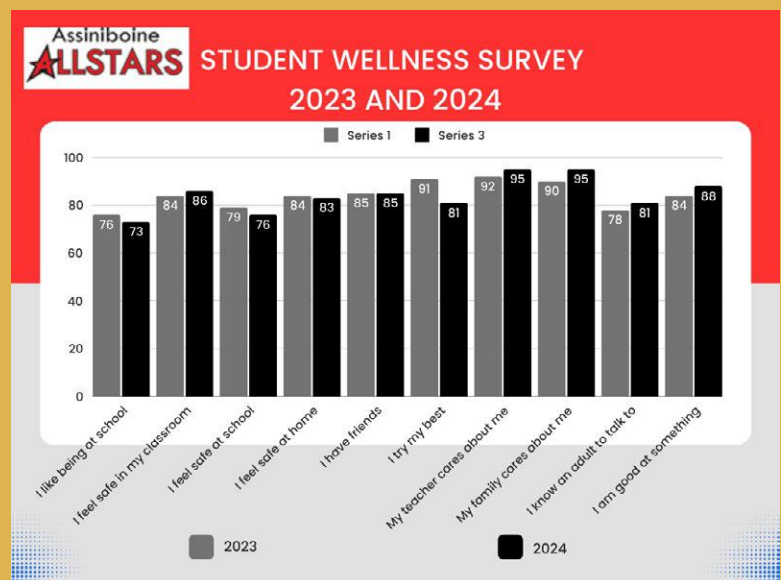
These insights are crucial for shaping our future initiatives. By actively seeking student feedback, we create a supportive environment for all learners.

Assiniboine Ave. Elementary Student Wellness Survey

Name: _____

☐ = Most of the time
 ☐ = Some of the time
 ☐ = Never

1. I like being at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel safe in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel safe at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I try my best when things are hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teachers care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My family cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I know an adult I can talk to about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Data Systems: Multi-Tiered Support System

To enhance our supportive learning environment, we have implemented two key data sources for students requiring more intensive interventions, specifically those in Tier 2 or Tier 3.

The Classroom Behaviour Tracking system allows educators to monitor and document student behaviour over time. This tool helps identify patterns of improvement or concern, providing insights for justifying additional support. By using this system, educators can make informed decisions tailored to each student's needs, ensuring effective interventions.

We have also established the ESST Referral Process Form, which is vital to our multi-tiered support system. This form promotes family engagement and ensures that essential tasks are completed. It provides a structured approach for documenting the rationale behind referrals for specialized services, ensuring all necessary steps are taken before escalating support.

Together, these two data sources create a comprehensive strategy to address the needs of students requiring intensive support, ultimately enhancing their educational experience and outcomes.

Playground Data Collection and Reporting

Daily playground data is collected and submitted to Administration to track student behaviour trends. Staff respond with appropriate teaching strategies when behaviours occur. If trends persist over several days or a month, Administration or the Resource team may conduct a tutorial to reinforce expected behaviors.

Actions based on identified trends may include:

- Contacting families to discuss concerns
- Establishing a small group social skills program
- Implementing individual supervision for a specified duration
- Modifying individual student plans, which may involve:
 - Restricting access to certain playground areas
 - Avoiding specific activities or interactions for a designated period
 - Increasing supervision
 - Providing alternate play settings during recess

The data collection sheet is designed to be brief and user-friendly for staff.



Educational Support Services Pre-Referral Protocol Assiniboine School

Date: _____ Teacher: _____

Student: _____

Please check off the appropriate boxes:

1. Areas(s) of concern:

☐ Academic: ☐ Numeracy ☐ Literacy ☐ Other (please specify): _____

☐ Social: ☐ Peers ☐ Adults ☐ Withdrawn ☐ Angry ☐ Sad ☐ Other (specify): _____

☐ Emotional: ☐ Anxious ☐ Disruptive ☐ Physical ☐ Verbal ☐ Non-Compliant

☐ Behavior: ☐ Inattentive ☐ Disruptive ☐ Physical ☐ Verbal ☐ Non-Compliant

Detailed descriptions of the top 2 areas of concern:

1. _____

2. _____

2. ☐ Data Collection/Review

☐ Review Cum File ☐ Student Portfolio/Work ☐ Observation

☐ Anecdotal Notes ☐ Consult with teachers (i.e. music, gym, prior teacher)

3. ☐ Start communication with parents/guardians Date: _____

☐ Vision Checked Date: _____

☐ Hearing Checked Date: _____

☐ Changes at home Details: _____

☐ Medical Issues Details: _____

4. ☐ Team Meeting: Address student concerns

5. ☐ Team Level 30 min. Problem Solving Meeting (PSM) – Please place a copy in cum file.

• Date: _____

• Start "Request for Service" document in ESS Connects Date: _____

6. ☐ Implemented strategies from 1st PSM for 4-6 weeks.

7. ☐ Update "Request for Service" document in ESS Connects Date: _____

• Email ESS Team requesting review of student document

8. ☐ ESS Involvement (Observations, Data Collections, 2nd 30 min. Problem Solving Meeting with ESS Team member, EST-R, EST-G, FN Advocate and Academic Enhancement Teacher Support)

• Date: _____

9. ☐ ESS Team will notify of action plan



Bath Community School

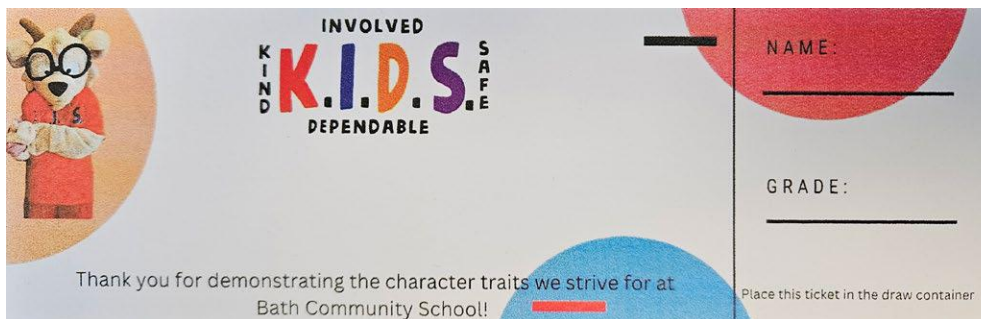
ASD-WEST



K.I.D.S tickets

To reinforce the expectations we strive to attain at Bath Community School, we created tickets which encourage staff to recognize students when they meet these expectations. One part of the ticket goes home and the other is put in our fishbowl. Weekly draws are done for small prizes and a bulletin board in a high traffic area is dedicated to tracking the number of tickets. This initiative encourages collective effort, because when the school reaches a pre-determined level of tickets, everyone celebrates and then a new level is set!

Our mascot is a kid (baby goat) named Mo, who attends our special events. This year we felt the school needed a smaller version of Mo that can be shared among the classes. "Mini Mo" has his own miniature suitcase, some clothing, and a journal that students write in. He watches for classes that are giving attention to an area of focus, such as ready to work behaviors, reduction in playground incidents, respect for classroom materials, involvement in school activities etc. When he finds a class, he travels to that classroom for a few weeks. The students are excited when they discover Mini Mo has been set up in their classroom and his presence encourages a continuation of positive behaviors.



Fun Afternoons – our ticket celebrations

Through a collective effort, the students acquired 100 K.I.D.S. tickets and we had a glowstick dance party in the gym. The students loved the spontaneity of the dance party announcement and the opportunity to spend part of the afternoon having fun with their peers. When the next level of 200 K.I.D.S tickets was achieved, the chosen reward was outdoor activities. This included skating, sliding, snow structure building, painting on the snow, and a bonfire with hot dogs and s'mores. Choosing activities that are easy to coordinate, are enjoyed by students whether in kindergarten or grade 8, and are low cost is our goal. The benefits are felt by both students and staff as everyone has the opportunity to be involved and collaborate and celebrate with each other.

Fun
Afternoons →



Staff Working Together

As a staff, our commitment this year has been to expand our understanding and application of Tier 1 strategies for academics and behavior. We have made this a regular part of our staff meetings and PL days. Time has been dedicated to collaborating by looking at our data and discussing what has worked and collectively brainstorming new ideas. We have invited district ESS leads to present on “Reward versus Regulation” and “Ready to Learn” strategies. This work has led to a significant decrease in office referrals this year.



Central New Brunswick Academy

ASD-WEST



Buy-In From Staff and Consistent Implementation

With our school wide expectations finalized, reviewed with students and posted, the foundation for a positive learning environment is set. As we went through the journey of establishing student behavioural expectations, it provided an opportunity for school staff to discuss the components that form a safe and respectful school environment. It also initiated a discussion on the importance for all staff to know, understand and implement the behavioural standards outlined. The school PBIS Team continues to acknowledge teachers who utilize PBIS principles in their interactions with students. This is noted at staff meetings and professional learning is given on this topic to model and promote PBIS beliefs. PBIS members do walkthroughs to note consistent implementation of positive and consistent classroom management strategies that align with the school wide matrix and classroom participation guidelines. The goal to create a staff recognition program is underway, much like the NightHAWKS Slips recognizing students. The hope is to support and encourage PBIS strategies among school staff and identify appropriate implementation. By continually noticing staff and students who are Helpful, Achieving at their studies, caring for their Wellness, Kind and demonstrating School spirit, these attributes will easily become part of the school culture and contribute to the positive climate at CNBA.

	BE RESPECTFUL	BE SAFE	BE RESPONSIBLE
HALLWAY/ ALCOVES	<ul style="list-style-type: none"> Keep hands and feet to yourself Quiet voices Walk by classrooms without interrupting 	<ul style="list-style-type: none"> Go directly to your destination Keep tables and floor clean in alcove 	<ul style="list-style-type: none"> Go directly to your destination Keep tables and floor clean in alcove
RESTROOMS	<ul style="list-style-type: none"> Respect privacy Use equipment and supplies properly Wait your turn 	<ul style="list-style-type: none"> Wash hands Report problems to an adult Keep water in sink 	<ul style="list-style-type: none"> Throw trash in receptacle Use time wisely Go, flush, wash
GYM/ CHANGING ROOMS	<ul style="list-style-type: none"> Treat equipment with care Always display sportsmanship 	<ul style="list-style-type: none"> Promote safety at all times Participate appropriately/avoid unnecessary aggression 	<ul style="list-style-type: none"> Be prepared for class by having proper clothing and footwear
OUTSIDE	<ul style="list-style-type: none"> Allow classes in session to continue without disruption Keep outside clean Include others 	<ul style="list-style-type: none"> Follow established outside boundaries Use equipment properly Dress weather appropriate 	<ul style="list-style-type: none"> Rocks, sticks and snow remain on the ground
CAFETERIA	<ul style="list-style-type: none"> Respect one another's space Use an indoor voice 	<ul style="list-style-type: none"> Eat only your food/spend only your money Stay seated 	<ul style="list-style-type: none"> Leave a clean table, bench and floor Sit with feet under table
CLASSROOM	<ul style="list-style-type: none"> Support others' ideas and opinions and appreciate differences Respect other's classroom supplies and belongings Contribute positively to the learning environment Raise your hand to speak Pay attention to your teacher/follow directions Wait to be dismissed 	<ul style="list-style-type: none"> Use classroom materials appropriately Nothing to be thrown Chairs are four on the floor Stay seated and off counters 	<ul style="list-style-type: none"> Be ready to learn by being prepared and organized. Ensure you have all the supplies needed for the class. Be on time for class Complete your assigned work Stay on task Ask before leaving class
BUS	<ul style="list-style-type: none"> Keep noise down Listen for your stop Remember your bus number 	<ul style="list-style-type: none"> Stay seated face forward Keep hands and feet to yourself Report problems to adult 	<ul style="list-style-type: none"> Listen to bus driver No eating or drinking Keep track of your belongings
TECHNOLOGY/ CELL PHONES	<ul style="list-style-type: none"> Follow cell phone policy Do not damage school technology 	<ul style="list-style-type: none"> Keep food and liquids away from technology 	<ul style="list-style-type: none"> Follow established expectations for lab and computer cart Use assigned computer
ALL AREAS	<ul style="list-style-type: none"> Use kind words and actions Help others Appropriate language Do not damage school property Appropriate dress and attire for school Hats/hoods in areas where permitted 	<ul style="list-style-type: none"> Vape and smoke free Scent-Free Walk at all times Keep hands and feet to self 	<ul style="list-style-type: none"> Low voices Phones away during instructional time

Schoolwide Expectations

During the opening days of school in the fall of 2024, the PBIS Team delivered a professional learning opportunity to staff revisiting the PBIS model, the positive learning environment schoolwide matrix and Tier 1 strategies. Following the opening PL session, the PBIS Team began the process of developing an “area specific” schoolwide behaviour matrix based on various samples reviewed by the team. The original matrix provided the framework of beliefs for the school environment as developed by the PBIS Team. With a foundation in place, subsequent sessions with teachers focused on providing an opportunity for staff to have input on the matrix. This process was revisited a couple of times allowing teacher reflections, collegial brainstorming and classroom discussions. Once the schoolwide matrix was complete, teachers reviewed it with students and posted it in their learning spaces.

With PBIS grant funding, large classroom sized posters were professionally designed and posted in all learning/teaching areas of the school. During the process, the staff also finalized another document that outlines the expected behaviours for classroom participation. Teachers introduced the content of the posters to their students by explaining the PBIS model and discussing schoolwide classroom expectations. Staff stressed the students’ responsibilities in contributing to a respectful and safe school environment.

System For Recognition

During year one of our PBIS journey, Nighthawk Slips were created to recognize positive student behaviours that enhanced the school environment. Staff members issue the slips to deserving students exhibiting positive behaviours. Duplicate slips were printed that allows a student recipient to keep a copy and place the second copy in a box at the main office for a weekly draw. Any student whose name is drawn will receive a token of appreciation for exemplifying one or more of the attributes of a CNBA NightHAWK. Through acknowledging students who are Helpful, demonstrate Achievement, maintain Wellness, are Kind and display School spirit, the hope is that these attributes will easily become part of the school culture and contribute to the positive climate at CNBA.

This year we expanded the recognition program by enriching our Nighthawk logo and offering school branded items to students in recognition of their efforts to model the behaviours of a CNBA HAWK. Students are also recognized through NightHawk of the Month, Athlete of the Month, Awesome Attendance and Academy Awards. The system of recognition is evolving and growing as the PBIS Team strives to get students excited about their efforts and contributions to creating a positive and safe learning environment. Staff recognition is being introduced in the same manner as student recognition. We are excited to see staff and students showcasing school spirit and a commitment to being a PBIS school.



You are being recognized as a Nighthawk at
CENTRAL NEW BRUNSWICK ACADEMY
for (being):

NIGHT

H ☐ → HELPFUL
A ☐ → ACHIEVING
W ☐ → WELLNESS
K ☐ → KINDNESS
S ☐ → SCHOOL SPIRIT

Student: _____
Teacher: _____
Date: _____
Reason: _____



Florenceville Elementary School

ASD-WEST



In the fall of 2024, staff across FES came together to establish a new PBIS team. Our team members come from varied grade levels, roles and years of experience to create a team with diverse backgrounds and input, which has created a comprehensive group able to consider the diverse needs and interest for all. Our school is dedicated to fostering an inclusive and positive learning atmosphere. We focus on promoting positive behaviour and creating a more supportive school environment for all learners and staff.

Co-Constructed Schoolwide Expectations

Our PBIS team felt that co-constructing criteria would be a great way to build student and staff buy-in to the PBIS initiatives and to build schoolwide collaboration. In January of 2025, the PBIS Team asked classroom teachers to complete a form with their students. The form asked for both teacher and student ideas on expected positive behaviours for different areas in our school. For example, the expected behaviours we should see in the classroom, hallway, bathroom, etc.

Once the forms were completed, our team met and reviewed the data. We combed through the language, finding common words, phrases and overall wording to build a set of cues to then build our matrix for each specific area. As we sorted, we narrowed down and solidified our language to create a common theme for each matrix. For example, the phrase "Quiet Foxes" is on most behaviour matrices, for many areas, creating a common language across the board. We also made sure to consider all language learners as we are a bilingual school. Each rubric is sorted into three

categories to match our **FES** acronym:

Friendly/Formidable

Engaged/**E**ngagé

Safe/**S**ecure.



	Friendly	Engaged	Safe
Hallway	<ul style="list-style-type: none"> • Quiet FOXES 	<ul style="list-style-type: none"> • Facing forward • Tight to the right 	<ul style="list-style-type: none"> • Walking • Hands to yourself
Bathroom	<ul style="list-style-type: none"> • Quiet FOXES • Two and two • Respect privacy • Keep the space clean 	<ul style="list-style-type: none"> • 4 FOXES 	<ul style="list-style-type: none"> • Wash your hands
Classroom	<ul style="list-style-type: none"> • Respect others, materials and classroom • Inside voices • allow other to teach and learn • Respectful language 	<ul style="list-style-type: none"> • Whole body listening • Growth mindset 	<ul style="list-style-type: none"> • Hands to yourself
Gym	<ul style="list-style-type: none"> • Inside voices • Silent cheer • Fairplay 	<ul style="list-style-type: none"> • Whole body listening • Participate 	<ul style="list-style-type: none"> • Safe play • Hands to yourself • Dress appropriately
Assemblies	<ul style="list-style-type: none"> • Quiet FOXES • Sit on your bottom • Silent cheer 	<ul style="list-style-type: none"> • Whole body listening 	<ul style="list-style-type: none"> • Walking to assigned spot
Playground	<ul style="list-style-type: none"> • Snacks at tables/pavement • Keep the space clean • Respect people's creations 	<ul style="list-style-type: none"> • Line up at the bell 	<ul style="list-style-type: none"> • Safe play • Respect playground boundaries • Dress for the weather
Indoor Recess	<ul style="list-style-type: none"> • Inside voices 	<ul style="list-style-type: none"> • Snacks first • Specific classroom expectations 	<ul style="list-style-type: none"> • Walking
Bus	<ul style="list-style-type: none"> • Inside voices • Respect others and space • Positive conversations 	<ul style="list-style-type: none"> • Obey the driver • Whole body listening 	<ul style="list-style-type: none"> • Bottom to bottom and back-to-back • Keep the aisle clear
Library	<ul style="list-style-type: none"> • Inside voices • Respect others, spaces, and books • Leave it how you found it 	<ul style="list-style-type: none"> • Whole body listening 	<ul style="list-style-type: none"> • Walking

When creating our master matrix document, which encompasses all areas and behaviour expectations, we took care to design and organize it for teachers, support staff, supply teachers and new staff to easily familiarize and acclimate themselves to our schoolwide PBIS initiatives.

Student Recognition Through Monthly Mingles

Our school has been following the Character Strong program to teach and reinforce our SEL leaning outcomes. Each month promotes a different trait such as cooperation, respect, courage, and gratitude. To celebrate students and come together as a school community, we gather in the gym for our Monthly Mingles. Mingles are light and fun, always starting with our bilingual school cheer led by students followed by a few jokes and riddles. Mingles are also full of good information for kids to reflect on such as dressing for the weather, and upcoming events to look forward to. We have also begun to incorporate ASL words for celebration, and gratitude, and hope to eventually include Wolastoqey language as well. During these mingles, teachers also have the opportunity to celebrate students in their room who have exhibited the Character Strong trait for that month. Students receive a shout-out and a certificate of recognition. As the Mingle draws to a close, we always finish with slide show of pictures showing students and staff engaging in school activities and celebrations. This is always accompanied with lively music in both English and French.



RESPECT

Responsibility

GRATITUDE

EMPATHY

PERSEVERANCE

HONESTY

COOPERATION

COURAGE

Creativity



Garden Creek Elementary School

ASD-WEST



Diving into Behavior Data

Knowing how important data is to make informed-decisions in the vein of PBIS, our Garden Creek PBIS team developed a school-made staff perception survey as well as a K-5 student perception survey aimed at learning more about disruptions in our learning spaces. These surveys were conducted in the fall and again in the winter. Our initial data results identified 5 volume-related disruption types. Our team then shared Tier 1 practices with teaching staff to consider implementing and asked all teaching staff to create, with their students, a 'learning space goal' to target over the winter months.



Results following this approach indicate that fewer disruptions are occurring, based on the school-based staff perception survey that we conducted the 2nd time. Data was shared with all staff and follow-up conversations continue to occur.

Making new PBIS friends!

This past January, several members of our PBIS team traveled to Lakefield Elementary School to see firsthand what LES have put in place, now being in their 3rd year of PBIS. We learned about their processes in developing behavior expectations, ways they have shared this with students/staff/families, and different systems in the school that address expected and unexpected behaviors in a positive and restorative way. Our team also learned more about how PBIS is now an essential part of LES's identity and onboarding new staff is very important to the sustainability of schoolwide PBIS. Learning from our new friends at LES has been extremely helpful to the Garden Creek PBIS team feeling confident about our early work along the PBIS journey.



Behavior expectations and Family involvement

Our school's monthly 'CREEKERS' assemblies have focused on different values that, together in unison, describe what it means to be a Creeker-student at GC. Values such as empathy, kindness, compassion, effort, safety, responsibility, and respect have supported our PBIS team's mandate of teaching and modeling to students what expected behaviors can look like. The amazing staff here at Garden Creek have collaborated greatly to create meaningful and memorable assemblies that often leave students with a goal to focus on until the next gathering.

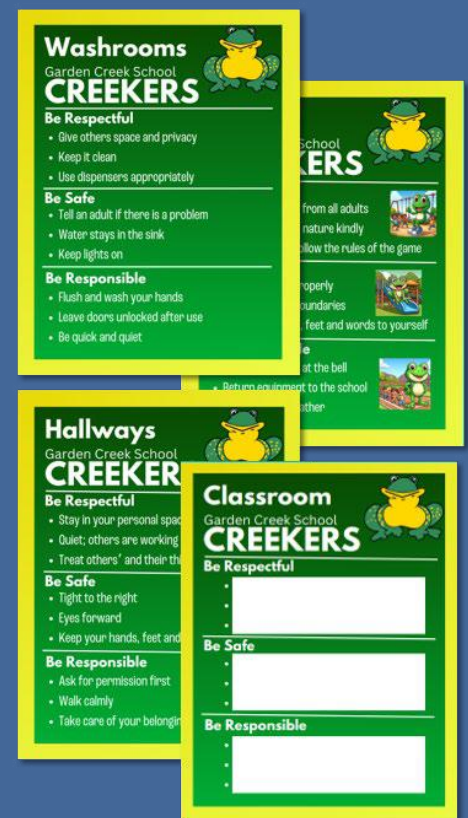
After co-constructing behavior expectations with students and staff, our team have created advertisements (available in both French and English) that are now posted throughout the inside and outside of the school. When students travel the hallways, they are offered praise for demonstrating safe, responsible, and respectful actions. The same can be said in the learning spaces, washrooms, when using technology, and when playing outside. As these expectations are created, a member of our PBIS team also works to create PBIS Family Newsletters that share these updates to assist in supporting behaviors at home as well!

Our PBIS team have also worked to create 'How to' videos that demonstrate examples of criteria built within the 'Safe-Responsible-Respectful' framework of our expectations. These videos are used within our morning announcements and are available to all teachers who wish to use additional interventions to support students who are struggling with these expectations.

Creeker Cards and Celebrations

As part of our 'Creeker Expectations' which have been co-created by all staff throughout the school year, our PBIS team have created Creeker Recognition Cards that provide feedback to students who are demonstrating expected behaviors in all areas of our school. We have already reached the 1,000 cards goal and have celebrated the effort and commitment to school expectations with all staff and students (Healthy Pancake Day!). Our next whole-school goal is to reach 1,500 cards by June, with the possibility of a multi-aged creative learning day as the prize.

Our school staff have collaborated together to develop a recognition system that utilizes daily virtual morning announcements to acknowledge the names of student-recipients of Creeker Cards. Once per week, 12 names (2 from each grade level) are drawn, and these students receive small prizes. Students' names are tallied to ensure that teachers are aware of students who may be deserving of these recognitions but have yet to receive a card. While Creeker Cards are typically brought home with the child to celebrate with families, a smaller 'ticket' is posted on our school walls for all children to see and be proud of.



Gesner Street Elementary School

ASD-WEST



PBIS Team

Our PBIS team is made up of a diverse group of professionals, including our Principal, Behavior Intervention Mentor (BIM), School Counsellor, Academic Support Teacher (AST), and one teacher from each grade level (K-2). With a range of educational experiences, we bring different perspectives to our work, ensuring that we meet the needs of all students and support a positive school environment.

We meet regularly to focus on the implementation of PBIS practices, review feedback from staff and students, and analyze data to guide our decision-making. Our team is essential in ensuring that PBIS is effectively promoted across the school, creating a consistent and supportive environment for all. By working together, we aim to foster a positive, inclusive culture that encourages students to thrive academically, socially, and emotionally.



Gesner's 2024-25 PBIS team. Left to right; Eric Burgess, Amy Bishop, June Pleadwell, Jennifer Campbell, Cindy MacCready, Christina Raymond, Sheila Baker.

Gesner's School Wide Expectations

One of Gesner's murals. An Acronym listing what it means to be a GECKO. Each month we focus on a new trait and celebrate it with a GECKO awards assembly.

Growth
Excellence
Compassion
Kindness
Optimism
Show respect
 & responsibility

Data Collection

At our school, we are committed to being data-driven, using PowerSchool to monitor academic performance, attendance, and incident data.

In collaboration with our district technology lead, we have refined our data collection processes. To strengthen our Tier 1 instruction, all classroom interactions—whether verbal, non-verbal, or physical—are tracked and align with our school-wide improvement plan.

We have also enhanced our methods for tracking, reporting, and analyzing playground incident data. Classroom interaction data is reviewed monthly, while playground data is analyzed on a bi-weekly basis. The results are shared with staff during monthly meetings and used to guide tiered interventions at the student, class, grade, and school levels.

To gain deeper insights into our students' well-being, we administer a student wellness survey twice a year. This survey helps us understand students' perceptions of safety and comfort both at school and at home.

Schoolwide Expectations

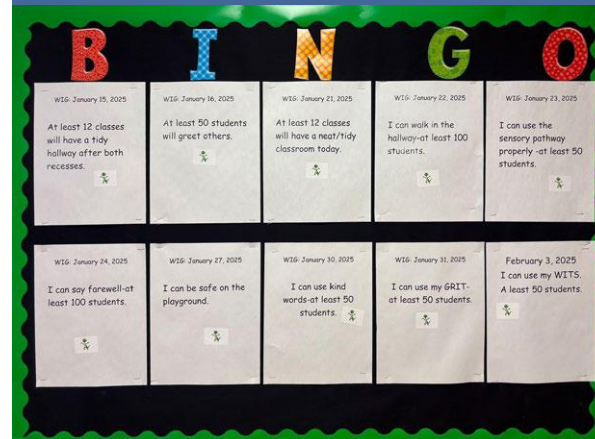
At Gesner Street Elementary, we recently rebranded from The Gesner Gesniks to the Gesner Geckos, symbolizing key character traits:

Growth, Excellence, Compassion, Kindness, Optimism, and Showing Respect/Responsibility. These values are at the heart of our school community and guide our expectations for student behaviour.

As part of our PBIS initiative, the PBIS team collaborated with staff to develop a Behaviour Expectations Matrix. During this process, we realized that our long-standing school rules needed revision, simplification, and clarification to better align with our school's values. To create a clear and consistent framework for students and staff, we established three core rules: **Be Safe, Be Kind, Be Responsible.**

Our core principles serve as a foundation for behaviour expectations in all areas of our school. We've defined what each principle looks like in various settings, from the classroom to the playground, ensuring a shared understanding among both students and staff. This approach helps our staff create a positive and supportive school environment.

To further ensure consistency, we created a staff handbook this year which has been designed to align with our school-wide expectations. The **staff handbook** serves as a common reference for all staff offering clear guidelines and ensuring that everyone is on the same page. This consistency is essential for fostering a unified approach to supporting student behavior and creating a positive school culture.



Gesner's School rules poster. Simplistic and understood by all. These rules are promoted via our GECKO award certificates.

Hanwell Park Academy

ASD-WEST



Student Input

We hosted a series of think tanks with students from every grade level. Each session was guided by members of our PBIS team, who facilitated meaningful discussions about our Behaviour Matrix. These conversations gave us an opportunity to hear directly from the students about how the matrix affects their everyday experiences at school. By involving them in shaping and refining the matrix, we gave them an opportunity to problem solve and advocate for positive change. This collaborative process helped ensure the matrix is not only practical but also reflective of our school culture, easily understood and supports student needs.



Safe, Respectful, Responsible

For the 2024-2025 school year, one of our committee's primary goals has been to build upon the work of the committee who supported the opening of Hanwell Park Academy by creating a comprehensive Behavior Matrix. This matrix is designed for use by both students and staff, with the key terms Safe, Respectful, and Responsible included. These three words embody the core values of our school community. One of our dedicated staff members designed the "Black Bears are Safe, Respectful, Responsible" poster, which has been prominently displayed in our main lobby, alongside the full Behavior Matrix. This display is intended to emphasize the expectations for all students, visitors, and staff at HPA. Additionally, smaller versions have been placed in classrooms to reinforce these values.

The next phase of this initiative involves ensuring the language of Safe, Respectful, and Responsible is consistently used by staff and further emphasized with Praise Slips. These slips will be distributed by all staff members to recognize students who demonstrate these core values.



Behaviour Matrix and Expectations

When Hanwell Park Academy opened in 2022, the Leadership Team developed a set of expectation posters to visually communicate behavioral standards across various areas of the school and around the use of technology. These posters served as a foundation for guiding student behavior.

With the creation of a PBIS team and with a new school Principal, we were excited to get going on this project. Our goal was to refine the original posters to align with our new behavioral matrix: Safe, Respectful, and Responsible. We summarized the expectations for each of these values across designated school areas and around the use of technology. We ensured the posters were relevant to a K-8 school, and created them in English, French, and a Proloquo2go versions.

Student Recognition

Recognition is a key component to fostering a positive learning environment. Hanwell Park Academy staff and students celebrate positive behaviours and acts of kindness.

Celebrating our Students

"Inchy – A Book Vending Machine" - Students who display helpful attributes or have shown growth in favorable behaviours can be nominated for an "Inchy" and can choose a book.

"Student Award Assemblies" – Assemblies are held to acknowledge students who have contributed positively, been role models or demonstrated an improvement in behaviour or academic achievement. Students receive a certificate, and a group photo is taken.

"Renaissance" – Classes set achievable behaviour goals for themselves within a time frame. Once that goal is met, classes receive a visit from our mascot, Trailblazer, and a reward.

"Golden Fork...Golden Spoon" - In our cafeteria, you can find the most coveted Golden Fork and Spoon. Following behaviour expectations allows students to gain points for their classroom. These are tabulated at the end of the week to decide which class gets the golden fork or spoon.

"Bear Houses" - Full school "Bear" competitions are used to bolster student engagement. Each classroom belongs to a specific bear team (Ex: Black Bears, Polar Bears). Competitions, including rock/paper/scissors, school spirit days, and theme days, are held and points are awarded.

Next Steps

Going forward, Hanwell Park Academy will be looking to enhance our PBIS recognition by hosting full school celebrations to honour students who have contributed to our school environment in a positive, safe and responsible manner. Certificates and prizes will be awarded to those who embrace being a Safe, Respectful and Responsible Hanwell Park Academy Black Bear.

HANWELL PARK ACADEMY Black Bears Are			
	SAFE	RESPECTFUL	RESPONSIBLE
BATHROOM	<ul style="list-style-type: none"> Ask permission Use the correct bathroom Use the correct stall Wash your hands Wipe up any mess 	<ul style="list-style-type: none"> Stand quietly Be quiet Keep the area tidy 	<ul style="list-style-type: none"> Wash the toilet Use only the soap and paper towel provided Flush the toilet Report any issues or safety concerns Return to class quietly
HALLWAY STAIRWAY	<ul style="list-style-type: none"> Tight to the right Keep it quiet Keep your hands Keep your voice 	<ul style="list-style-type: none"> Hands and feet to yourself Observe and follow the rules Follow the golden rules Be respectful of others working or resting 	<ul style="list-style-type: none"> Be aware of your surroundings Use school elevators and stairs Keep both hand and feet on the stairs Be ready to your destination
CAFETERIA	<ul style="list-style-type: none"> Stay seated Food is not food Keep up the help Use appropriate language 	<ul style="list-style-type: none"> Stay quietly Follow the instructions Use manners Thank others with kindness 	<ul style="list-style-type: none"> Use the cafeteria before and after school Run your own food Keep the space clean Wait to be dismissed Be quiet
COMMON LEARNING AREAS	<ul style="list-style-type: none"> Stay in assigned area Be respectful to others 	<ul style="list-style-type: none"> Stand quietly Follow the instructions Use manners Thank others with kindness 	<ul style="list-style-type: none"> Keep the space clean Use school elevators and stairs Return materials
TECHNOLOGY	<ul style="list-style-type: none"> Keep in and out of doors Keep personal information to yourself Report any inappropriate use 	<ul style="list-style-type: none"> Use technology safely Use technology for assigned tasks Technology is a tool, not a toy 	<ul style="list-style-type: none"> Use both hands Return and plug in Use school devices only
PLAYGROUND	<ul style="list-style-type: none"> Stay in the boundaries Hands and feet to yourself Be aware of your surroundings Be aware of your surroundings 	<ul style="list-style-type: none"> Stand the queue Take turns Follow the playground rules Be kind and respect others Follow the rules that you work to be treated Keep the area clean 	<ul style="list-style-type: none"> Keep the space clean Follow the rules that you work to be treated Report any issues or safety concerns
ASSEMBLIES	<ul style="list-style-type: none"> Stand quietly Hands and feet to yourself Keep your voice 	<ul style="list-style-type: none"> Stand quietly Follow the instructions Use manners Thank others with kindness 	<ul style="list-style-type: none"> Use the assembly hall Follow the rules that you work to be treated Report any issues or safety concerns



Harold Peterson Middle School

ASD-WEST



SCOREBOARD AND BEHAVIOUR MATRIX

At Harold Peterson Middle School, the behavioral expectations are posted throughout the building. Pride slips are given to students when staff recognizes positive behavior and when students are following the expectations for “Be Safe, Be Responsible and Be Respectful” which are outlined in our Behavioral Matrix.

We have a scoreboard tracking how many Pride Slips have been given out to all students each month. From September to January, 6168 Pride slips had been awarded, and we are working on beating this record from February to June!



We are also trying to decrease the number of visits to our brand-new Reset and Reconnect room. The Reset and Reconnect Room is where students go to reflect on their behaviour, be coached on how to “make it right” and work on restorative skills with others. The teaching in this room has helped students learn skills and improve positive choices.

After we did a survey with our students about a school motto or mascot for PBIS, students overwhelmingly wanted to keep our Panther mascot and they love the saying, “Once a Panther, always a Panther.” This new PBIS logo defines that we are PROUD to be a part of the Harold Peterson Middle School Community. This is posted on banners around the school, and on a poster in each classroom. Each classroom now has their own PBIS corner in their classroom encouraging the “Theme of the Month” or what we are working on as a school.

HAROLD PETERSON STUDENT EXPECTATIONS

Washrooms

- BE RESPONSIBLE**
 - Go directly to the washroom and then return to class
 - Notify an adult of any problem in the washroom area
 - Flush the toilet
 - Use facilities as intended
- BE RESPECTFUL**
 - Be mindful of other students privacy
 - Use quiet voices
 - Take care of washrooms
- BE SAFE**
 - Wash hands with soap and turn off water
 - No electronic devices in washrooms/ change rooms

Hallway

- BE RESPONSIBLE**
 - Go straight to your destination using the appropriate route and stairs
 - No use of phones
 - Help others
 - Remain with your class
- BE RESPECTFUL**
 - Keep the noise level down-Students and adults are working
 - Take pride in your school
 - If it's not yours, leave it alone
- BE SAFE**
 - Walking feet only
 - Keep to the right of hallways and stairs
 - Keep hands, feet and objects to yourself

Outside

- BE RESPONSIBLE**
 - Use equipment appropriately and allow others to join
 - Put equipment away after use
 - Alert an adult on duty if there is a problem
- BE RESPECTFUL**
 - Take turns
 - Play respectfully with others- speak kindly
 - Re-enter the building when free time is over
- BE SAFE**
 - Stay inside the designated play area
 - Dress for the weather
 - Hands and feet to yourself

Safety Drills

- BE RESPONSIBLE**
 - Stay with your class
 - Leave all materials in the classroom
- BE RESPECTFUL**
 - Pay attention and follow adult directions
 - Keep hands/feet to yourself
 - Use Quiet voices only
 - Be supportive of students who may be upset
- BE SAFE**
 - Electronic devices are to be silent
 - Know the exit locations
 - Remain with your group unless otherwise directed
 - If you are in another location, you must join the closest class

Assemblies

- BE RESPONSIBLE**
 - Remain seated in assigned section
 - Participate by raising hand
 - No electronic devices permitted
- BE RESPECTFUL**
 - Enter and exit the gym calmly with your class
 - Be an active listener
 - Appropriate applause only
- BE SAFE**
 - Hands and feet to yourself
 - Ask permission to leave

Cafeteria

- BE RESPONSIBLE**
 - Wait your turn in line
 - Clean up the trash at your table - even if left by someone else
 - No electronic devices permitted
- BE RESPECTFUL**
 - Clean up your area- table and floors
 - Leave the chairs where they are- others need a place to sit too!
 - Listen to the cafeteria supervisors
- BE SAFE**
 - Ask permission to leave the cafeteria
 - Choose your seat and remain there- no moving around
 - Push in your chair after cleaning up and being dismissed

Classroom Expectations

- BE RESPONSIBLE**
 - Bring necessary materials for class
 - Give your best effort
 - Actively participate
- BE RESPECTFUL**
 - Be an active listener
 - Care care of class materials
 - Be mindful of others' needs, ideas, and opinions
- BE SAFE**
 - Enter class calmly
 - Keep hands and feet to yourself
 - Move safely around the classrooms

Lunch in Classrooms

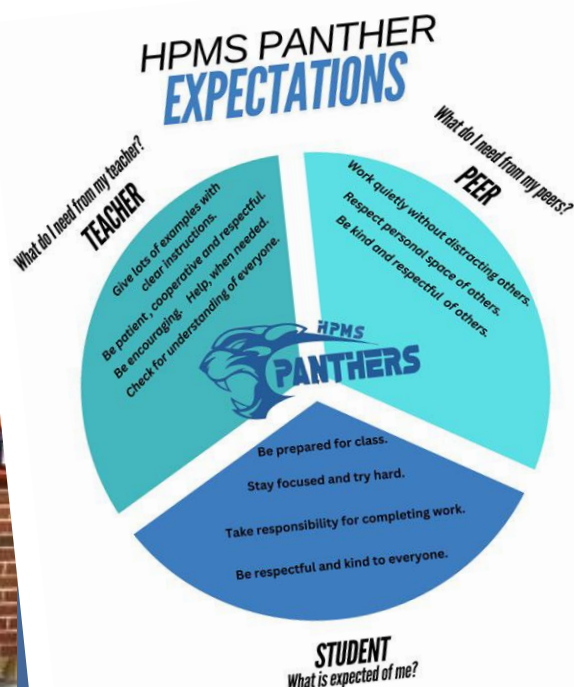
- BE RESPONSIBLE**
 - Remain seated to eat
 - Keep noise level down
- BE RESPECTFUL**
 - Clean up your area- Desk and Floor
 - Listen to the duty teacher(s)
- BE SAFE**
 - Ask permission to leave your classroom
 - Choose your seat and remain there until you are finished eating

Besides working on Positive Behaviour Supports, our school also focused on consistent practices for Academics. Students co-constructed their classroom expectations for academics and set goals as a school to be more consistent in being prepared for class. From there, the focus became “Pride in Your Work” and there is a space in each classroom highlighting students’ best work! Staff have a copy of a handbook highlighting the consistent practices in academic and behavioural practices in our school!

REP Groups, Shoutouts

Students completed a survey and were asked for possible themes that our school could focus on each month. “Contribution” and “Appreciation” were two that we worked on after Christmas. During Staff Appreciation Month, students wrote Shoutouts to staff and these were posted around the school. In turn, on Pink Shirt Day, students found positive messages on their lockers!

We acknowledge the contribution that students make to our school in terms of the many clubs we had to offer this year as well! Whether it is taking part in one of our many clubs or being part of the REP Group, (Representing Every Panther) - students are giving back to the school and showing leadership!



Harvey Elementary School

ASD-WEST



School-Wide Expectations: Vision and Mission Statements

As part of our focus on school-wide procedures, our PBIS Team met with all members of our Educational Staff to create a new vision and mission statement that better reflects the values and goals of our school. Our students have been called “Harvey Heroes”, but without a clear definition of what a Harvey Hero entails. The staff of HES developed an acronym for each letter of Heroes that best describes what it means to be a Harvey Hero.

This acronym is posted in each classroom and in the hallways. It is being introduced and celebrated at our month-end assemblies and will be a part of PBIS instruction each school year.

School-Wide Expectations: Behaviour Matrix

The PBIS Team revamped our Behaviour Matrix. We use our School Mascot, Honey, to help students learn and follow the guidelines under each section of our motto: Be Safe, Be Respectful, Be Responsible, Be Kind.



[Bathroom Behaviour Video](#)



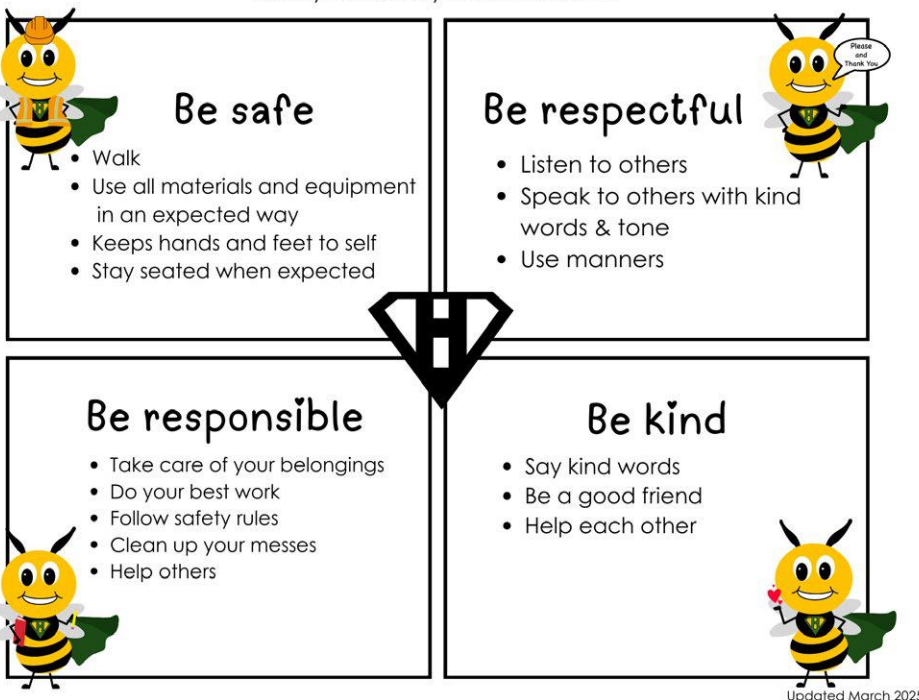
Behavioural Instruction: PBIS Lessons

A focal point of the goals of the PBIS Team this year was to create lessons and videos that classroom teachers can facilitate with their students in the fall and as refreshers throughout the year. Each lesson spotlights different areas in the school where we show that we are safe, respectful, responsible and kind. The PBIS Team created lessons, scripts, and videos featuring our very own Harvey Heroes that remind students of expected behaviors in the hallway, washrooms, classrooms, on buses and on the playground.

System for Recognition: Month-End Assemblies

Earning "Hero Points" for exhibiting the characteristics of a Harvey Hero has been a tradition at HES for quite some time. When a student earns a Hero Point, it is read on the announcements and then posted on the "Hero Points Board" in the main hallway. This year, at our monthly PBIS assemblies, we also recognize students who have received a Hero Point by giving them a cheer. We then draw ten names out of a hat and those ten students get to come and pick a prize. The more Hero Points they have, the higher the chances of being called. These assemblies, led by our grade five Leadership students, are fun and up-beat. The students are reminded of what PBIS stands for and what it means to be a Harvey Hero, and each month, a different staff member participates in a "Positive Power Moment" where they share a specific aspect of PBIS that they see and appreciate in our students.

Harvey Elementary Behaviour Matrix



HARVEY ELEMENTARY SCHOOL

Motto: Be Safe, Be Respectful, Be Responsible and Be Kind.

OUR HEROES ARE:

Hardworking
Empathetic
Resilient
Optimistic
Empowered
Successful



Mission: At Harvey Elementary School, we believe that all students have the potential to be HEROES in their own right, and we are committed to guiding them on their journey.

Our
Heros
Are

John Caldwell School

ASD-WEST



Student Recognition

John Caldwell School is a school where each level holds monthly assemblies to celebrate students who demonstrate positive contributions and uphold the Knight's Code. These gatherings also recognize students with outstanding attendance. While only a few may achieve perfect attendance, many are acknowledged for their strong commitment to being present and engaged.

Middle and high school students take a leading role in organizing and running these assemblies, helping to foster a strong sense of ownership and school spirit.



School Spirit

A strong sense of belonging is a key goal at JCS. We host a variety of theme days for students throughout the year, adding fun and community to the school day. Even staff have joined in with a few surprise “underground” theme days—something students have thoroughly enjoyed!

Our PBIS Journey

As a first-year PBIS school, John Caldwell has been actively working to develop clear processes and procedures that support student success. This includes creating consistent approaches to attendance, clarifying expectations around student work and behavior, and developing guidelines for teacher data collection.

Consistency in expectations has been a cornerstone of our PBIS journey. For example, data gathered through our “playground cards” directly informed the development of clear playground expectations—co-constructed with input from all homerooms.

Staff have also collaborated to clearly define the differences between Tier 1 and Tier 3 behaviors, ensuring a shared understanding of how to respond effectively. To support this process, a behavior flow chart was developed as a practical tool for school-wide decision-making.



Keswick Valley Memorial School

ASD-WEST

New Brunswick
Nouveau Brunswick

School Wide Expectations

Our PBIS Committee developed a student-friendly, school-wide behavior expectations matrix and invited input from the school community. Individual posters outlining behavioral expectations are placed throughout the school in classrooms, hallways, washrooms, locker areas, and the cafeteria, giving students clear visual reminders of appropriate behavior. Staff members use common language to reinforce behavioral expectations, promoting a consistent approach to managing behavior.



Data Collection

At KVMs, we use PowerSchool to track Tier 2 and Tier 3 behavioral data. This information is reviewed and shared with staff monthly, allowing us to identify specific behavioral trends and provide targeted support to students who require further support meeting expectations. We are currently piloting an online Tier 1 Behavior Tracking System. This system enables all staff members to document and review Tier 1 incidents and the corresponding interventions. By regularly analyzing this data, we aim to proactively address minor behavioral issues and reinforce positive behaviors, ensuring a supportive learning environment for all students.



Behavioral Instruction

We began the school year by teaching behavioral expectations in key areas of the school that our data identified as needing attention. To start, we focused on expectations for the playground and classroom. For one week, we dedicated time to teaching the expectations for each targeted location within the school. As the year progressed, we shifted to focusing on one behavioral expectation each month, exploring how that behavior should be demonstrated in different parts of the school. Guided by our behavior expectations matrix, teachers review specific sections of the matrix daily in their classroom morning meetings and share real-life examples to reinforce the expectations. At the end of each day, teachers participate in a quick grade-level huddle to discuss whether the day's expectation was reviewed and to identify any challenges they faced in doing so.

Systems of Recognition

At KVMS, students are recognized for demonstrating positive behaviors aligned with the school's behavior expectation matrix. Students earn Paws Praise Slips for being respectful, responsible, safe, and caring. Whether they're helping a classmate, tidying up, or inviting others to play, these actions can earn them a slip. Students proudly take their Paws Praise Slip to the office, where they're enthusiastically celebrated by staff. The slips are then placed into grade-level baskets, and the students' positive actions are highlighted in the next day's announcements. Each month, names are also featured on the Paws Praise display board. During the monthly Coyotes Celebration, names are drawn from each basket, and selected students are invited to choose a prize from the swag display. It's exciting to see an increase in Paws Praise Slips handed out each month! Teachers and administrators also send home Good News From KVMS postcards to praise student's positive behavior, improvement or learning.

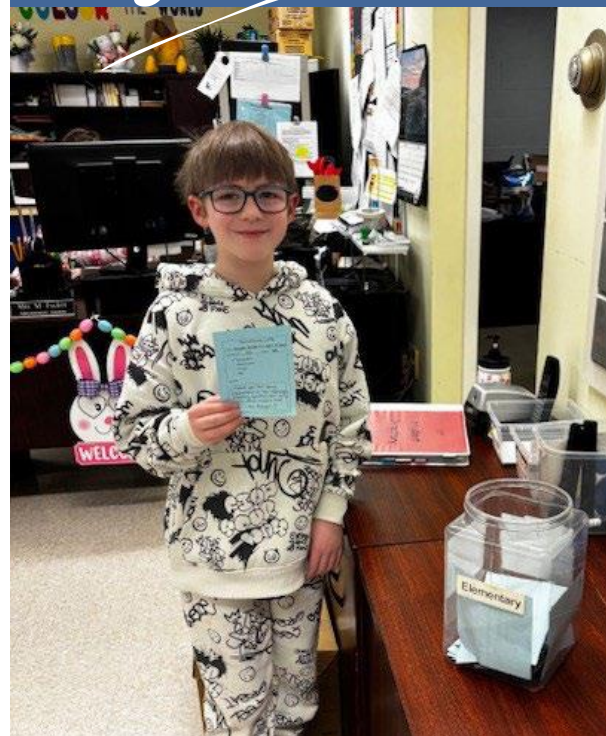
Coyotes Celebration

During our monthly Coyotes Celebration, one student from each class is honored as Student of the Month for showing positive behavior and leadership qualities. Additionally, our PE teacher presents the Golden Sneaker award to a student in each class who displays great behavior and sportsmanship. The Golden Dustpan award is also given each month to the grade-level class that has maintained the cleanest and most organized classroom and hallway. Students who receive the Student of the Month and Golden Sneaker awards are invited to a special recess activity, which may include a dance party, a food celebration, or fun Minute to Win It games.

Golden
Dustpan
Award



PAWS
PRAISE
SLIP



Lincoln Elementary Community School

ASD-WEST

New Brunswick
Nouveau Brunswick

As we complete Year 2 of implementing our PBIS framework, we have seen significant positive changes in school culture and student behaviour. With clear expectations, consistent reinforcement, and data-driven decision-making, students are more engaged and demonstrating improved social and emotional skills. Discipline referrals have decreased, while positive reinforcements and recognition have contributed to a more supportive and inclusive environment. Moving forward, we aim to refine our strategies, enhance interventions, and sustain the momentum of our PBIS success.

School Wide Expectations

Our successful implementation of school-wide expectations has transformed our school culture, fostering consistency and clarity for students and staff. By posting our behaviour matrix in key areas throughout the building—classrooms, hallways, restrooms, and common spaces—students have clear, visual reminders of expected behaviours. The use of consistent language by staff and students has reinforced these expectations, creating a unified approach to behaviour management. This consistency has led to improved student accountability, fewer behavioural disruptions, and a stronger sense of community. As we continue refining our approach, we are committed to reinforcing these expectations and ensuring a positive, supportive learning environment for all.



Our PBIS team designed a new school logo to proudly represent our ROARS expectations, reinforcing respect, ownership, achievement, rising up, and safety. This logo serves as a visual reminder of our shared commitment to a positive school culture. It will be displayed by staff and students on their shirts next year to inspire students and staff to uphold these values every day.

Behavioural Instruction

We have successfully implemented behavioural instruction by creating focused monthly lessons aligned with our ROARS expectations. Each month features a specific theme, with weekly lessons structured to deepen student understanding: explaining the theme, discussing its importance, practicing the behaviour, and applying it in real-life scenarios. To reinforce these lessons, we incorporate affirmations and connect them with the 7 Habits of Happy Kids, promoting both positive behaviour and personal growth. This structured approach has helped students internalize expectations, build social-emotional skills, and create a more respectful and engaged school community.

System for Recognition

Our PBIS recognition system fosters schoolwide engagement and excitement as students work toward a common goal. Through our ROARS slips, students are acknowledged for demonstrating positive behaviours and receive a paw sticker to place on our ROARS wall, visually tracking progress as a community. Each month, we celebrate success at our ROARS assembly, where students dress in their LECS swagger and receive ROARS awards based on the monthly theme. Additionally, we present the Leading Lion award for outstanding leadership and the Lion's Pride award, given by our ESS team to a student making "paw"sitive strides in social-emotional growth and resilience. Winners are honored with a parade into the gym, led by our mascot, Lincoln Lion. To keep motivation high, each class holds a weekly ROARS slip prize draw, and the entire school participates in a major prize draw in December and June. This system reinforces positive behaviour, builds community spirit, and encourages students to strive for excellence together.





Perth-Andover Middle School

ASD-WEST



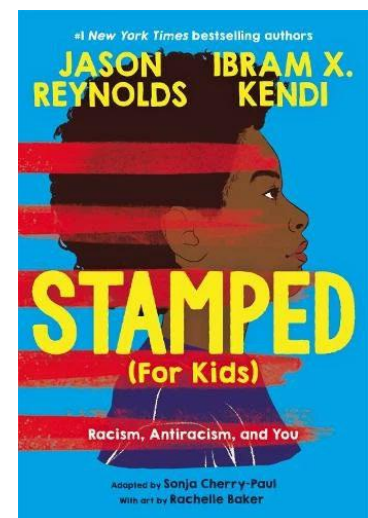
System of Recognition

To foster a culture of kindness, PAMS has introduced an innovative **Leader of the pack #BEARS** bracelet system as a meaningful way to recognize positive student behavior. This program reinforces monthly kindness strategies by highlighting students who embody these values. Each month, bracelet colors are thoughtfully selected to symbolize special events, making them both unique and memorable. Students actively participate by co-constructing the criteria for earning a bracelet and engaging in self-evaluation to reflect on their actions. The program is a collaborative endeavor, with all staff members contributing to the selection process and taking turns presenting the bracelets during school assemblies. This unified approach not only empowers students to take ownership of their behavior but also strengthens the sense of community among peers and staff alike. Students are further encouraged to wear their bracelets daily as a visible reminder of their commitment to kindness. This small yet meaningful gesture not only reinforces positive behaviour but also creates spontaneous moments of celebration, as students are recognized when seen proudly wearing their bracelets. Some dedicated students even collect a bracelet each month, wearing them as badges of honor that symbolize their continuous efforts and accomplishments.



Professional Development

At PAMS, professional development has been a cornerstone for enhancing the Positive Behavioural Interventions and Supports (PBIS) culture, fostering a unified commitment to positive discipline and equity. To begin the year, staff participated in professional learning on classroom meetings equipping teachers to incorporate this activity into their classroom connecting time to foster stronger relationships with students. Comprehensive professional learning sessions on PBIS were also held for all staff to establish a shared understanding of the importance of clear expectations and consistent reinforcement of positive behaviors. Targeted professional learning for teachers and support staff focused on Tier 1 interventions, equipping them with strategies to address the needs of all students effectively. In our efforts to confront and address discrimination and racism, the school facilitated a book study on *Stamped*, enriching both staff and students' understanding of these critical issues. Additionally, the ASD-W district JEDI team (Justice, Equity, Diversity, & Inclusion) delivered a thought-provoking presentation on discrimination, aiming to deepen awareness and provide actionable approaches to addressing such challenges. This multifaceted approach to professional development has been pivotal in creating a more inclusive, understanding, and supportive school culture.



Buy-in from Staff

Staff at PAMS have demonstrated their strong commitment to the PBIS initiative, with their voices playing a critical role in shaping its direction and success. Through a voluntary survey on PBIS areas of focus, 100% of staff contributed their insights, directly influencing the program's priorities for the 2024-25 school year. Staff engagement extends to their active participation in PBIS assemblies, where they are invited to present, further emphasizing their dedication to fostering a positive school culture. Feedback forms on special events allow staff to share their reflections, which are used to inform improvements and ensure future initiatives meet the needs of the community. Recognizing the importance of meaningful connections, administration also seeks input from staff on how they prefer to be acknowledged, ensuring that recognition is personal and impactful. Collaborative development is at the heart of PBIS at PAMS, with staff working together to create an inclusive and supportive environment for all. This collective effort highlights their shared commitment to the program's ongoing success. Another key aspect of PBIS at PAMS is the school-wide celebrations, including inclusive field trips. These events succeed due to clear expectations, engage diverse student interests, and welcome all students and staff, regardless of plans or abilities. Entire school participation—administration, teachers, and support staff—creates a sense of unity and reinforces positive behavior in the community.

Behavioural Instruction

At Perth-Andover Middle School, behaviour expectations are thoughtfully crafted and based on data, ensuring a purposeful approach to fostering a positive and safe school environment. Surveys conducted after each reporting period help evaluate progress and identify areas of concern, allowing the school to adapt and address issues effectively. For the 2024-25 school year, improving safety was established as a key goal following feedback from students who felt unsafe in the halls, cafeteria, and outdoor spaces. To address these concerns, students shared real-life scenarios, which staff analyzed to pinpoint specific issues. Collaborating with students, staff brainstormed solutions and identified safe behaviours tailored to each area, ensuring inclusivity and relevance.

These expectations, which are created for all school activities and events, are taught through direct instruction and reinforced during a dedicated 20-minute period each day where students and staff work together on PBIS goals. Staff play an integral role by modeling expectations and using common language that replaces rules and punishment with re-learning and positive reinforcement. By focusing on intentional teaching and community collaboration, Perth-Andover Middle School ensures that behaviour expectations align with its goal of creating a safe, respectful, and inclusive environment for all. Behavioural instruction, such as specific expectations for the cafeteria and hallways, serves as a practical guide to support students and staff in maintaining these standards.



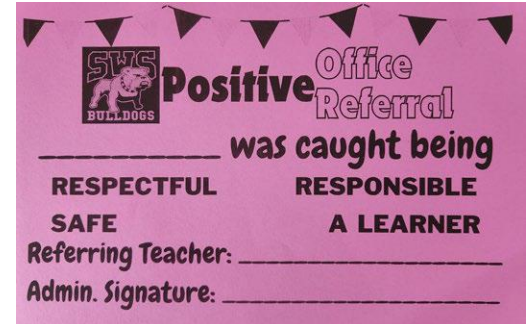
Sunbury West School

ASD-WEST



Schoolwide Expectations

The SWS Behaviour Matrix, originally created in 2020 after a collaborative data walk and book study with our district PBIS Lead, emphasizes respect, responsibility, safety, and learning. Our primary goal is to enhance student behavior through Tier 1 strategies and positive reinforcements. In the fall of 2024, we embarked on a journey to update our matrix, engaging in discussions with our PBIS committee, the entire teaching staff, and our student leadership group. We agreed to retain the four main focus areas while refining their application in different areas of our school.



Our staff and students actively engage in frequent lessons and monthly assemblies, adhering to a comprehensive model of teaching, modelling, reinforcing, and celebrating positive behaviors. Staff members are encouraged to issue positive office referrals to students who exhibit commendable choices. These referrals can be brought to the office to be signed by the Principal or Vice Principal, allowing students to select a fun pencil or sticker as a reward. A monthly updated graph in the cafeteria visually tracks and displays student progress. Additionally, every Friday, a summary email is sent to all staff, comparing the positive office referrals with the weekly behavior tracking data. Our PBIS committee meets monthly to review behaviour data and implement next steps.

Student Celebrations

Whenever possible, we find positive opportunities for students and staff to interact. Every month, our six "houses" sit together at our monthly assembly where we celebrate successes, review expectations, enjoy a visit with our mascot Spike the Bulldog, and end the celebration with a dance party.



Members of our PBIS committee have taken turns planning house events throughout the year including art and STEM activities. To conclude each term, our PBIS committee organizes fun activities for our houses. At the end of Term 1, houses got together to make Christmas murals which were displayed in the gym during our Christmas Concert. Term 2 featured a morning of cross-curricular centers where district leads and subject coordinators dedicated their time to plan and facilitate activities in Music, Math, Technology, Culinary Arts, Art, and Physical Education. The event received an abundance of positive feedback from facilitators, staff, and students. Comments such as, "This school has such a welcoming feeling. Some schools you walk into and right away you know the feeling. Here we feel like there is such a good vibe going," and "This is the best day ever! I enjoyed working with the younger students and teaching them how to build. All the leaders were so helpful and made our day fun," were heard throughout the school, highlighting the success and positive atmosphere of the event.

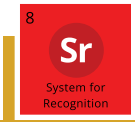
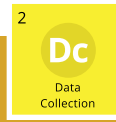
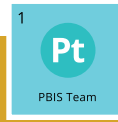
Discipline Procedures

After analyzing PowerSchool data and office tracking of students sent to administration for behavioral issues, it became evident that most behaviors could be managed within the classroom using Tier 1 strategies. Following extensive discussions in PBIS and staff meetings, we identified the need for clearer and more consistent behavior descriptions. Our PBIS committee dedicated significant time to developing a companion document that provides precise definitions for behaviors tracked and entered in PowerSchool. Additionally, we created a flowchart to distinguish between teacher-managed and ESS-managed behaviors. This year, our Middle Level team of teachers has taken on the extra duty of running the Learning Lab during recess. Students who exhibit behaviors that do not align with our schoolwide expectations are sent to the Learning Lab for additional support. To further support teachers in building their self-efficacy with Tier 1 strategies, administration offers to cover classes, allowing teachers time to address behaviors promptly.

Professional Learning

The SWS teaching staff engaged in a year-long book study of "Quick Responses for Reducing Misbehaviors and Suspensions." Recognizing the critical role of Tier 1 strategies in the classroom, teachers participated in ESS-facilitated professional learning sessions focused on academic Tier 1 supports. Additionally, all staff members took part in professional learning sessions on Universal Protocol and Trauma-Informed Practices, enhancing each teacher's ability to manage student behavior and well-being effectively. Administration continues to model the importance of professional learning by dedicating personal time to PBIS sessions during the summer and attending NB Lead-provided sessions throughout the school year.





Upper Miramichi Elementary School

ASD-WEST



The UMES Team has continued to move forward as a PBIS Cohort School in our second year of implementation. The Team has gained some new members this year and has added a new element to our areas of focus. Community Involvement has been added to Systems for Recognition and Buy-In from Staff, which we have been focusing on since year one.

UMES uses the acronym "CHOMPER" (Community Minded, Hardworking, Organized, Mindful, Positive, Empathy and Respect) to guide all we do. Our mascot CHOMPER is a beaver, an iconic symbol in Canada. UMES has an adult sized Chomper the Beaver costume, which one of our Grade 5 students wears during events and assemblies. Each class has their own mini Chomper stuffed animal, and the school has a larger stuffed Chomper in the display cabinet at the entrance to the school.

Several UMES staff volunteered to be part of the original PBIS Team, including Mrs. Neal, Ms. Christie, Mrs. Sullivan and Mr. Ross. This year, we welcomed the additions of Mrs. Mitchell (Teacher), Mr. Sprague (Resource) and Mrs. Kruger (BIM) to the team.

Data Collection

Data Collection has included the "Tell Them from Me Survey" from grades 4 & 5, as well as Provincial Assessment data to help our school to create goals. Behavior Tracking Forms and EECD data on serious misconduct and attendance data were also used. Finally, an important part of our data comes from a K - 5 UMES school-based survey, conducted in late fall and again in May, with the goal of achieving a 5% improvement over the year.

UMES Chomper scoreboards were put up in each hallway and are used to track our weekly "Chomper Checks" for positive behavior. This allows us to collect data on the numbers of positive behaviours we are seeing over a decided upon period of time. When the school achieves two consecutive weeks with twenty or more Chomper Checks, the student leadership group selects a schoolwide reward. This year, some of our rewards included extending a recess or noon, treats, water bottles, and activity stations.

CHOMPER CHECK ✓

To: _____

For: _____

Educator Date



Buy-In from Staff

Staff buy-in has come in various forms. Some staff have contributed by joining the PBIS Team and contributing to a positive school culture. Other staff have helped by creating scoreboards and bulletin boards that track and celebrate our progress. Individual classes have created positive displays in the hallway.

Over the course of the year, all staff members have contributed to recognizing students with Chomper Checks. Other staff have supported and encouraged community involvement initiatives with guest speakers, supporting school outings in the community, inviting parents into the school and volunteering at public school events.

Staff members including teachers, EAs, custodians, and bus drivers have submitted Chomper Checks for students. All staff participate as supervisors or leaders in the student/staff led clubs on Friday afternoons. Staff at UMES are supportive of students taking leadership roles and helping in various ways.

System for Recognition

Our CHOMPER Behavior Matrix, promoting expected behaviors, is visible in various areas throughout the school. Students who go above and beyond are recognized with CHOMPER CHECKS, which are announced and handed out during morning announcements. Students who receive a Chomper Check will have their names entered into a draw for prizes at our monthly assemblies. When the school achieves two consecutive weeks with twenty or more Chomper Checks, the student leadership group selects a schoolwide reward. This year, some of our rewards included extending a morning recess or lunch recess, treats, water bottles, and activity stations. Students are also recognized at UMES at each grade level as “students of the month”.

All student and staff birthdays are recognized through a birthday announcement on their special day.

Students are also recognized with a certificate for achieving bronze, silver, gold and platinum levels in “Mathletics”.

Community Involvement

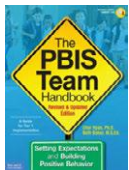
The UMES Student Leadership Committee was formed early in 2024. This year our student team has helped organize several events, assisted with school assemblies and spoke to students and guests at community events. Events they supported included Halloween, Remembrance Day Ceremonies, our Christmas Production, and School Wide Rewards, and they will also be organizing our Easter Egg Hunt and student led clubs.

The UMES students have participated in a variety of activities, outings and events this school year. Though there are only three months remaining in this school year, we have more outings still to come before June 20.

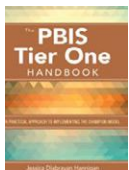


Professional Learning Titles in SORA

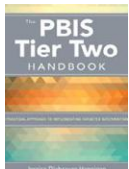
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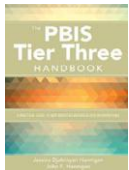
The PBIS Team Handbook
(eBook)



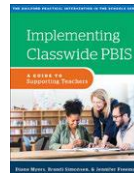
The PBIS Tier One Handbook
(eBook)



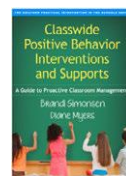
The PBIS Tier Two Handbook
(eBook)



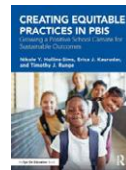
The PBIS Tier Three Handbook
(eBook)



Implementing Classwide PBIS
(eBook)

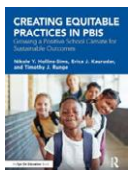


Classwide Positive Behavior Interventions and Supports
(eBook)

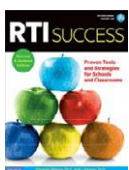


Creating Equitable Practices in PBIS
(eBook)

Equity and MTSS:



Creating Equitable Practices in PBIS
(eBook)



RTI Success
(eBook)



Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS
(eBook)



Supporting Underserved Students

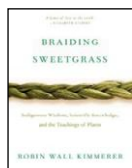


Developing Effective Learners
(eBook)

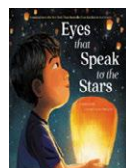



UDL Now!
(eBook)

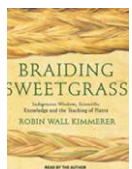
Equity and MTSS (continued):



Braiding Sweetgrass
(eBook)




Eyes that Speak to the Stars
(AudioBook) 



Braiding Sweetgrass
(AudioBook) 

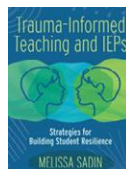


Peut-être
(AudioBook) 

Social Emotional Learning:



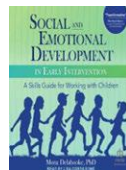
Relationship, Responsibility, and Regulation
(eBook)



Trauma Informed Teaching and IEPs
(eBook)



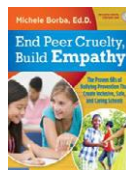
Fostering resilient learners
(eBook)



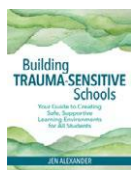
Social and Emotional Development in Early Intervention
(eBook)



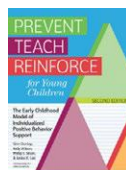
Fostering Resilient Learners
(AudioBook) 



End Peer Cruelty, Build Empathy
(eBook)



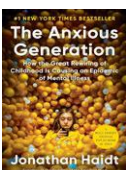
Building Trauma Sensitive Schools
(eBook)



Prevent Teach Reinforce for Young Children
(eBook)



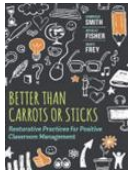
The Re-Set Process
(eBook)



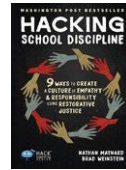
The Anxious Generation
(eBook)

Professional Learning Titles in SORA

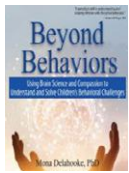
Behaviour:




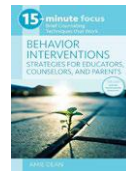
Better than Carrots or Sticks
(eBook)



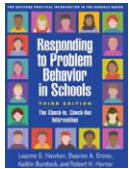
Hacking School Discipline
(eBook)



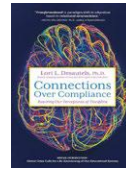
Beyond Behaviours
(AudioBook) 



15 Minute Focus Behaviour Interventions
(eBook)

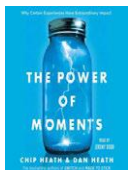


Responding to Problem Behavior in Schools
(eBook)

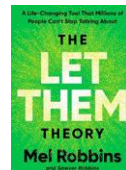


Connections Over Compliance
(eBook)

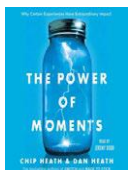
Change Management:




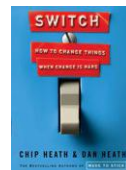
The Power of Moments
(eBook)



The Let Them Theory
(eBook)



The Power of Moments
(AudioBook) 



Switch: How to Change When Change is Hard
(eBook)

