







From Policy to Practice:

Implementing and Supporting Policy 322 – Inclusive Education

Positive Behaviour Intervention Support (PBIS) - JULY 2026

New Nouveau Brunswick

New Brunswick Department of Education and Early Childhood Development

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Humpback Whale - Bay of Fundy
Photo by: Jon Billings

Moving Forward

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

Positive Behaviour Intervention Support Incubator Schools 2025-2026



Anglophone School District - East



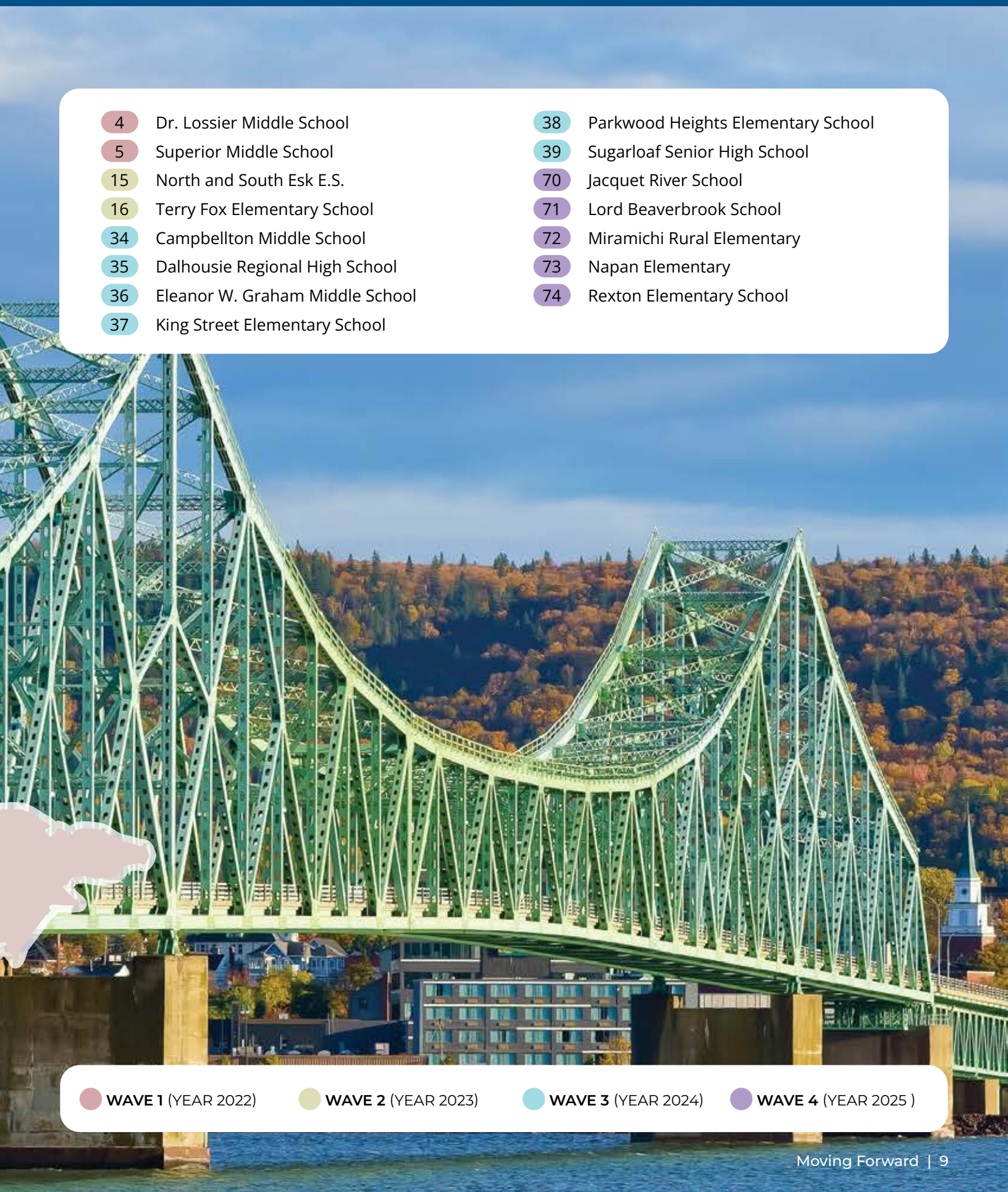


1	Birchmount School
2	Riverview Middle School
3	Salisbury Regional School
11	Caledonia Regional School
12	Dorchester Consolidated School
13	Lou MacNarin School
14	Petitcodiac Regional School
26	Beaverbrook School
27	Edith Cavell
28	Evergreen Park School
29	Forest Glen School
30	Hillsborough Elementary School
31	Sunny Brae Middle School
32	Tantramar High School
33	Wabanaki School
65	Arnold H. McLeod
66	Bessborough School
67	Lewisville Middle School
68	Marshview Middle School
69	Salisbury Elementary School

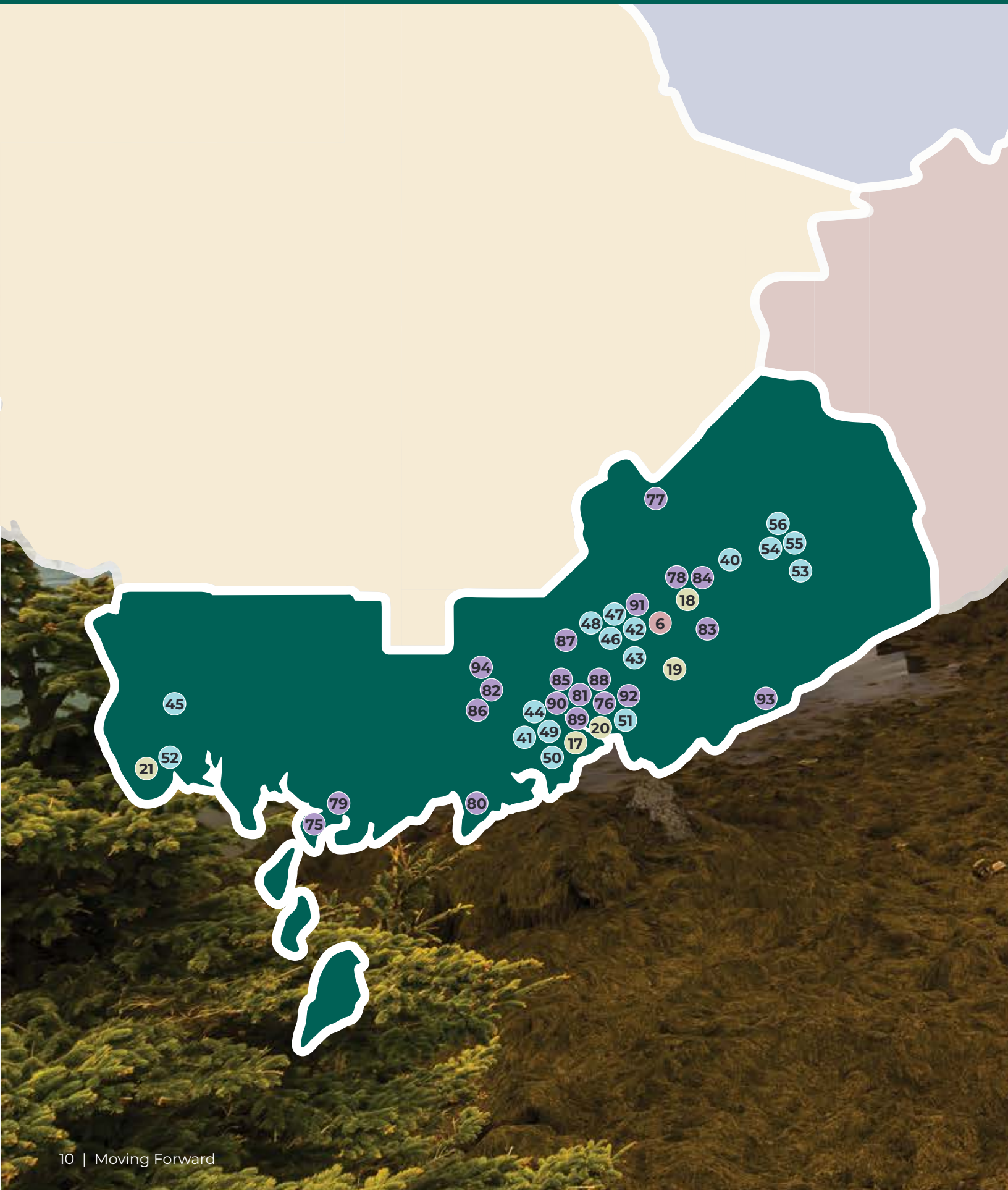
WAVE 1 (YEAR 2022) **WAVE 2** (YEAR 2023) **WAVE 3** (YEAR 2024) **WAVE 4** (YEAR 2025)

Anglophone School District - North




4 Dr. Lossier Middle School
5 Superior Middle School
15 North and South Esk E.S.
16 Terry Fox Elementary School
34 Campbellton Middle School
35 Dalhousie Regional High School
36 Eleanor W. Graham Middle School
37 King Street Elementary School
38 Parkwood Heights Elementary School
39 Sugarloaf Senior High School
70 Jacquet River School
71 Lord Beaverbrook School
72 Miramichi Rural Elementary
73 Napan Elementary
74 Rexton Elementary School
WAVE 1 (YEAR 2022)
WAVE 2 (YEAR 2023)
WAVE 3 (YEAR 2024)
WAVE 4 (YEAR 2025)

Anglophone School District - South



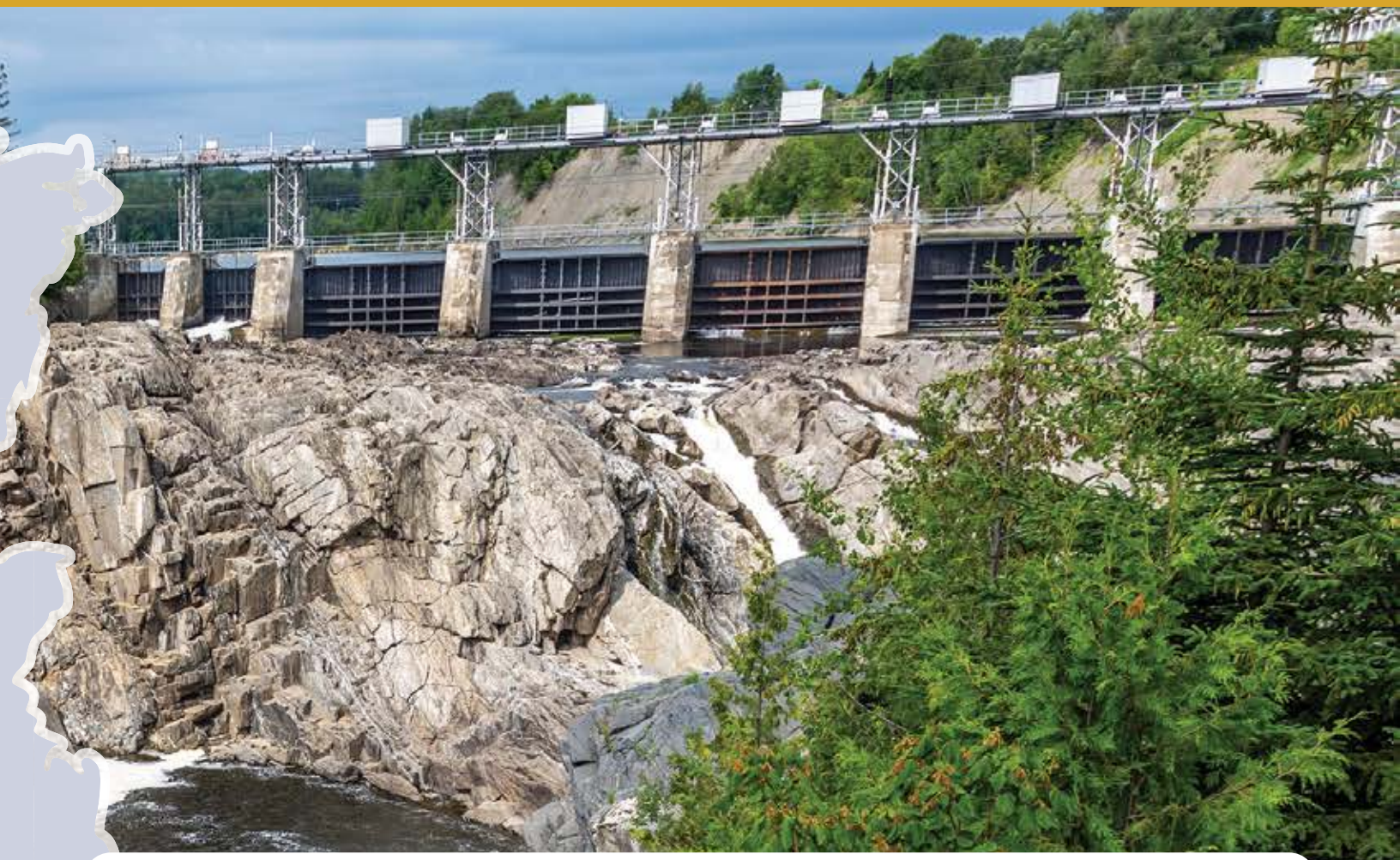


- 6 Lakefield Elementary School
- 17 Beaconsfield Middle School
- 18 Hampton Middle School
- 19 Loch Lomond School
- 20 St. Malachys Memorial High School
- 21 St. Stephen Middle School
- 40 Aphohaqui Elementary School
- 41 Barnhill Memorial School
- 42 Fairvale Elementary School
- 43 Forest Hill School
- 44 Harbour View High School
- 45 Lawrence Station Elementary School
- 46 Rothesay Elementary
- 47 Rothesay High School
- 48 Rothesay Park School
- 49 Saint Rose School
- 50 Seaside Park Elementary School
- 51 St. John the Baptist School
- 52 St. Stephen Elementary School
- 53 Sussex Corner Elementary School
- 54 Sussex Elementary
- 55 Sussex High School
- 56 Sussex Middle
- 75 Back Bay Elementary School
- 76 Bayside Middle School
- 77 Belleisle Regional High School
- 78 Dr. A.T. Leatherbarrow Primary School
- 79 Fundy Middle and High School
- 80 Fundy Shores School
- 81 Glen Falls School
- 82 Grand Bay Primary School
- 83 Hammond River Valley Elementary School
- 84 Hampton Elementary School
- 85 Hazen White St. Francis School
- 86 Inglewood School
- 87 Kennebecasis Park Elementary School
- 88 Lakewood Heights Elementary School
- 89 Prince Charles School
- 90 Princess Elizabeth School
- 91 Quispamsis Middle School
- 92 Simonds High School
- 93 St. Martins School
- 94 Westfield ElementarySchool

WAVE 1 (YEAR 2022) **WAVE 2** (YEAR 2023) **WAVE 3** (YEAR 2024) **WAVE 4** (YEAR 2025)

Anglophone School District - West



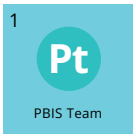


7	Andover Elementary School
8	Bath Community School
9	Harvey Elementary School
10	Perth-Andover Middle School
22	Assiniboine Avenue Elementary School
23	Central New Brunswick Academy
24	Lincoln Elementary Community School
25	Upper Miramichi Elementary School
57	Florenceville Elementary School
58	Garden Creek School
59	Gesner Street Elementary School
60	Hanwell Park Academy
61	Harold Peterson Middle School
62	John Caldwell School
63	Keswick Valley Memorial School
64	Sunbury West School
95	Barker's Point Elementary
96	Devon Middle School
97	Donald Fraser Memorial School
98	Geary Elementary community School
99	Hubbard Elementary School
100	Nackawic Elementary School
101	Saint Mary's Academy
102	Summerhill Elementary School

WAVE 1 (YEAR 2022) **WAVE 2** (YEAR 2023) **WAVE 3** (YEAR 2024) **WAVE 4** (YEAR 2025)

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.



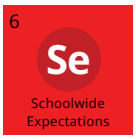
BUY-IN FROM STAFF
If staff doesn't believe PBIS can work, the initiative will struggle to get off the ground. Buy-in begins with the administration and flows to the entire staff, students, and community. Listen to staff's concerns and provide timely information to help all staff see how PBIS can radically 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
Bi
Behavioural Instruction

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
Sr
System for Recognition

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
Ci
Consistent Implementation

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
Pd
Professional Development

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
Cs
Classroom Systems

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
Dp
Discipline Procedures

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

Summary

Andover Elementary School

Bath Community School

Birchmount School

Dr. Losier Middle School

Harvey Elementary School

Lakefield Elementary School

Perth-Andover Middle School

Riverview Middle School

Salisbury Regional School

Superior Middle School

Summary

AS OF JANUARY 2026

Assiniboine Avenue Elementary School

ASD-W

Contact	Lori Jones Clark
Student Enrolment	240
FTE	21
Support Staff	19
Grade Levels	K, 1, 2



Beaconsfield Middle School

ASD-S

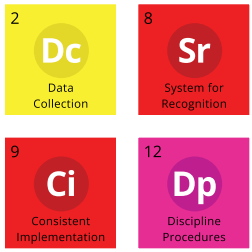
Contact	Tiffany Sabin (VP) and Jeffrey Matheson (P)
Student Enrolment	315
FTE	22.5
Support Staff	20
Grade Levels	6, 7, 8



Caledonia Regional School

ASD-E

Contact	Emily Ostler Colpitts
Student Enrolment	263
FTE	24
Support Staff	8
Grade Levels	6, 7, 8, 9, 10, 11, 12



Central New Brunswick Academy

ASD-W

Contact	Darren Ferdinand
Student Enrolment	212
FTE	19
Support Staff	8
Grade Levels	6, 7, 8, 9, 10, 11, 12



Dorchester Consolidated School

ASD-E

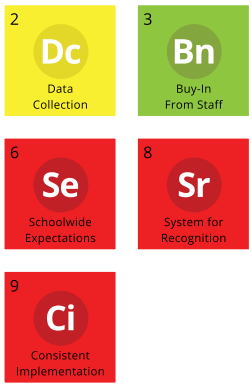
Contact	Marc Merhebi
Student Enrolment	92
FTE	11.5
Support Staff	8
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Hampton Middle School

ASD-S

Contact	Theresa Ketchum-Boudreau
Student Enrolment	377
FTE	27
Support Staff	13
Grade Levels	6, 7, 8



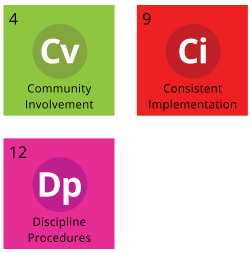
Summary

AS OF JANUARY 2026

Lincoln Elementary Community School

ASD-W

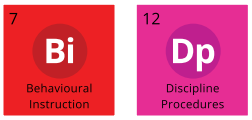
Contact	Fern Touchie
Student Enrolment	153
FTE	14
Support Staff	14
Grade Levels	K, 1, 2, 3, 4, 5



Loch Lomond School

ASD-S

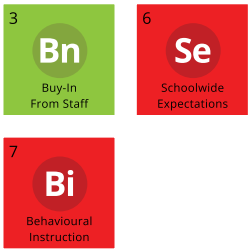
Contact	Sarah Richards
Student Enrolment	285
FTE	24
Support Staff	13
Grade Levels	K, 1, 2, 3, 4, 5



Lou MacNarin School

ASD-E

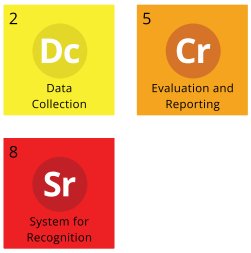
Contact	Leslie Vallee
Student Enrolment	851
FTE	63
Support Staff	35
Grade Levels	K, 1, 2, 3, 4, 5



North & South Esk Elementary School

ASD-N

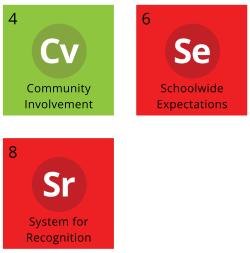
Contact	Shayla Mutch
Student Enrolment	159
FTE	17
Support Staff	10
Grade Levels	K, 1, 2, 3, 4, 5, 6



Petitcodiac Regional School

ASD-E

Contact	Yvan Pelletier
Student Enrolment	708
FTE	54
Support Staff	24
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



St. Malachys Memorial High School

ASD-S

Contact	Brad Stevens
Student Enrolment	920
FTE	60
Support Staff	19
Grade Levels	9, 10, 11, 12



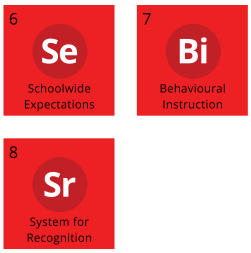
Summary

AS OF JANUARY 2026

St. Stephen Middle School

ASD-S

Contact	Wes French
Student Enrolment	376
FTE	25
Support Staff	20
Grade Levels	6, 7, 8



Terry Fox Elementary School

ASD-N

Contact	Patrick McLaughlin
Student Enrolment	310
FTE	27.5
Support Staff	31
Grade Levels	K, 1, 2, 3, 4, 5



Upper Miramichi Elementary School

ASD-W

Contact	Grant Ross
Student Enrolment	86
FTE	10.7
Support Staff	6
Grade Levels	K, 1, 2, 3, 4, 5






2
3
4
5
BERKSHIRE


SONIC BOOM







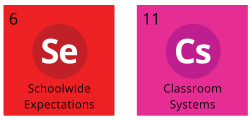
Summary

AS OF JANUARY 2026

Aphohaqui Elementary School

ASD-S

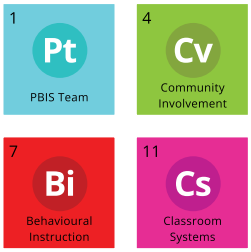
Contact	Jeff Johnston
Student Enrolment	113
FTE	10
Support Staff	7
Grade Levels	K, 1, 2, 3, 4, 5



Barnhill Memorial School

ASD-S

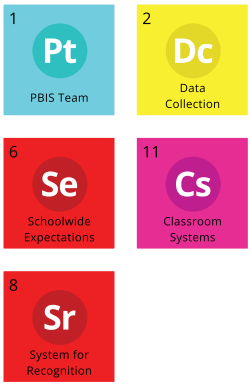
Contact	Terri Vanderbeck & Jill Ferguson
Student Enrolment	339
FTE	22.8
Support Staff	15
Grade Levels	6, 7, 8



Beaverbrook School

ASD-E

Contact	Todd Smith
Student Enrolment	297
FTE	26.5
Support Staff	18.5
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Campbellton Middle School

ASD-N

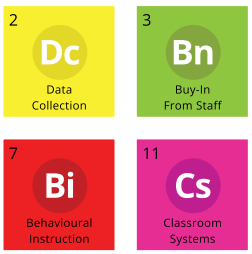
Contact	Michael Graham
Student Enrolment	195
FTE	19
Support Staff	20
Grade Levels	5, 6, 7, 8



Dalhousie Regional High School

ASD-N

Contact	Lori Johnson
Student Enrolment	310
FTE	27
Support Staff	26
Grade Levels	6, 7, 8, 9, 10, 11, 12



Edith Cavell School

ASD-E

Contact	Sean Ring & Tyler Hardy
Student Enrolment	436
FTE	35
Support Staff	21
Grade Levels	K, 1, 2, 3, 4, 5



Summary

AS OF JANUARY 2026

Eleanor W. Graham Middle School

ASD-N

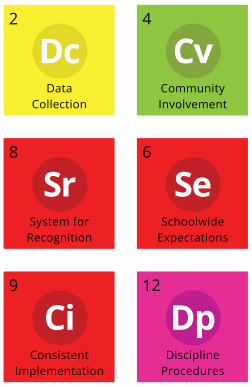
Contact	Shaun Fletcher
Student Enrolment	225
FTE	20.5
Support Staff	16
Grade Levels	6, 7, 8



Evergreen Park School

ASD-E

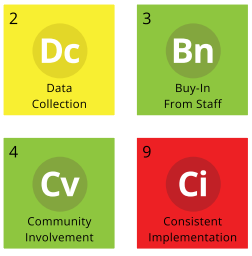
Contact	Chantal Frenette
Student Enrolment	629
FTE	44
Support Staff	23
Grade Levels	K, 1, 2, 3, 4, 5



Fairvale Elementary School

ASD-S

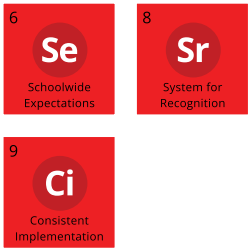
Contact	Bonnie Hierlihy
Student Enrolment	308
FTE	25
Support Staff	19
Grade Levels	K, 1, 2, 3, 4, 5



Florenceville Elementary School

ASD-W

Contact	Daniel McCarthy
Student Enrolment	207
FTE	18
Support Staff	9
Grade Levels	K, 1, 2, 3, 4, 5



Forest Glen School

ASD-E

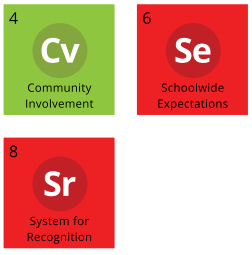
Contact	Katherine Hamilton
Student Enrolment	454
FTE	32
Support Staff	28
Grade Levels	K, 1, 2, 3, 4



Forest Hills School

ASD-S

Contact	Erika Brown
Student Enrolment	700
FTE	51.5
Support Staff	27
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



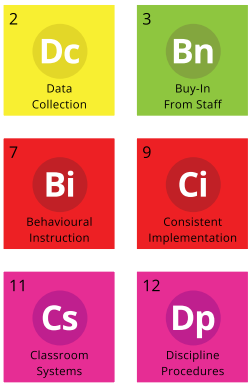
Summary

AS OF JANUARY 2026

Garden Creek School

ASD-W

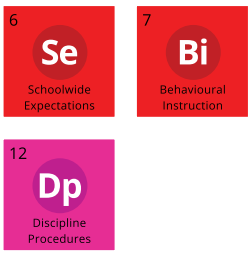
Contact	Alex Yaychuk
Student Enrolment	330
FTE	28
Support Staff	17
Grade Levels	K, 1, 2, 3, 4, 5



Gesner Street Elementary School

ASD-W

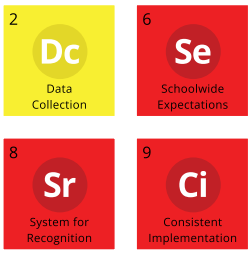
Contact	Sheila Baker
Student Enrolment	235
FTE	20
Support Staff	20
Grade Levels	K, 1, 2



Hanwell Park Academy

ASD-W

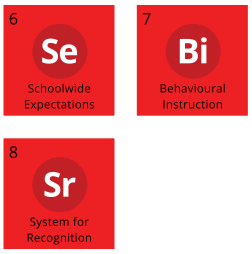
Contact	Shawna Allen-VanderToorn
Student Enrolment	522
FTE	44
Support Staff	35
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Harbour View High School

ASD-S

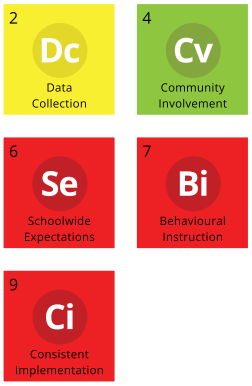
Contact	Christine Dumont & Patrick McDade
Student Enrolment	1069
FTE	73
Support Staff	30
Grade Levels	9, 10, 11, 12



Harold Peterson Middle School

ASD-W

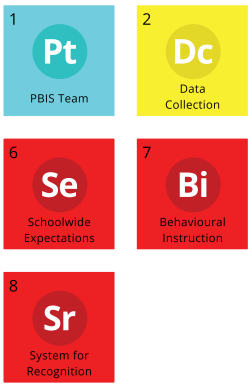
Contact	Shannon Atherton
Student Enrolment	356
FTE	25
Support Staff	17
Grade Levels	6, 7, 8



Hillsborough Elementary School

ASD-E

Contact	Stephanie Prosser
Student Enrolment	143
FTE	13.7
Support Staff	7
Grade Levels	K, 1, 2, 3, 4, 5



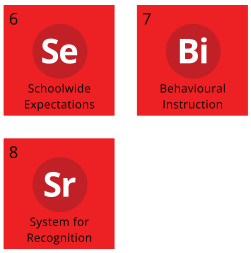
Summary

AS OF JANUARY 2026

John Caldwell School

ASD-W

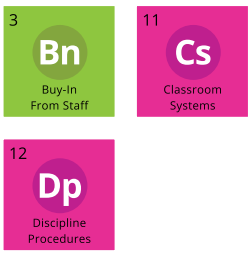
Contact	Kevin Harding
Student Enrolment	520
FTE	40
Support Staff	23
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Keswick Valley Memorial School

ASD-W

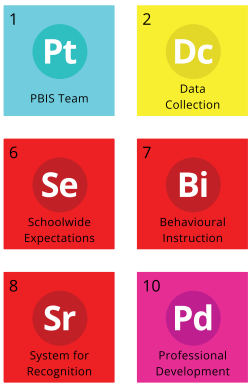
Contact	Kim Hawkes
Student Enrolment	186
FTE	16
Support Staff	15
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



King Street Elementary School

ASD-N

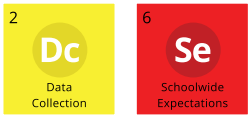
Contact	Jacqueline Petrie
Student Enrolment	453
FTE	36
Support Staff	32
Grade Levels	K, 1, 2, 3, 4, 5



Lawrence Station Elementary School

ASD-S

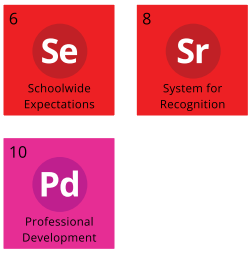
Contact	Kendra French
Student Enrolment	40
FTE	4
Support Staff	1
Grade Levels	K, 1, 2, 3, 4, 5



Parkwood Heights Elementary School

ASD-N

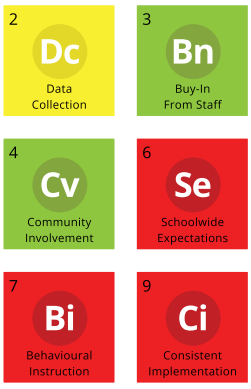
Contact	Daniel Doucet
Student Enrolment	310
FTE	27
Support Staff	33
Grade Levels	K, 1, 2, 3, 4, 5



Rothesay Elementary School

ASD-S

Contact	Sarah Blanchard
Student Enrolment	450
FTE	32.8
Support Staff	19
Grade Levels	K, 1, 2, 3, 4, 5



Summary

AS OF JANUARY 2026

Rothesay High School

ASD-S

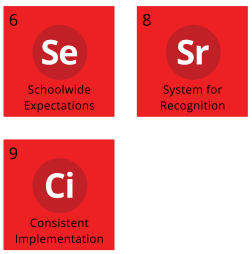
Contact	Brad MacDonald
Student Enrolment	500
FTE	33.6
Support Staff	17
Grade Levels	9, 10, 11, 12



Rothesay Park School

ASD-S

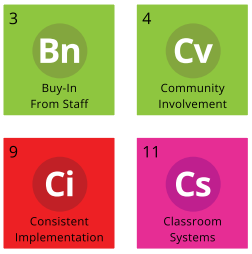
Contact	Tammy Derrah
Student Enrolment	183
FTE	12.1
Support Staff	4
Grade Levels	6, 7, 8



Saint Rose School

ASD-S

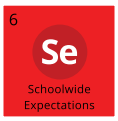
Contact	Gail Fillmore-Crilley
Student Enrolment	271
FTE	20.8
Support Staff	22
Grade Levels	K, 1, 2, 3, 4, 5



Seaside Park Elementary School

ASD-S

Contact	Sarah McMullin
Student Enrolment	530
FTE	48
Support Staff	33
Grade Levels	K, 1, 2, 3, 4, 5



St. John the Baptist - King Edward School

ASD-S

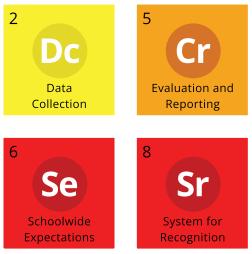
Contact	Christine Roy
Student Enrolment	280
FTE	28
Support Staff	31
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



St. Stephen Elementary School

ASD-S

Contact	Courtney Parsons
Student Enrolment	443
FTE	31
Support Staff	25
Grade Levels	K, 1, 2, 3, 4, 5



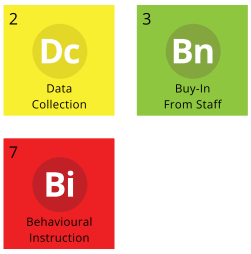
Summary

AS OF JANUARY 2026

Sugarloaf Senior High School

ASD-N

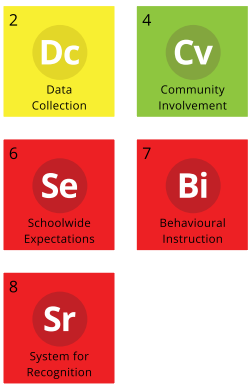
Contact	Manon Vibert
Student Enrolment	359
FTE	28
Support Staff	29
Grade Levels	9, 10, 11, 12



Sunbury West School

ASD-W

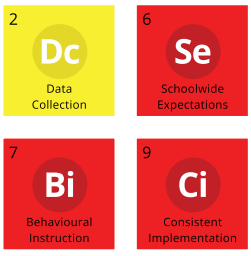
Contact	Stephen Kirkpatrick
Student Enrolment	216
FTE	20.3
Support Staff	12
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Sunny Brae Middle School

ASD-W

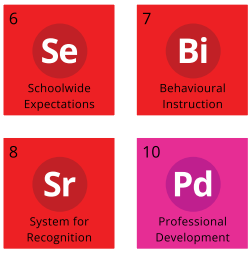
Contact	Erika Traikov
Student Enrolment	414
FTE	32
Support Staff	19
Grade Levels	5, 6, 7, 8



Sussex Corner Elementary School

ASD-S

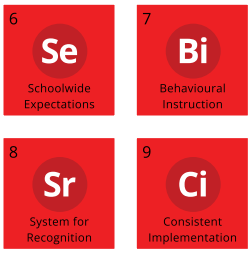
Contact	Nicole Hachey
Student Enrolment	256
FTE	23
Support Staff	16
Grade Levels	K, 1, 2, 3, 4, 5



Sussex Elementary School

ASD-S

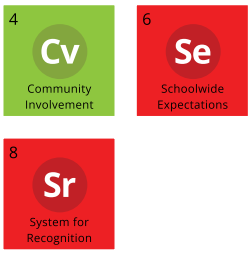
Contact	Nicole St-Cyr
Student Enrolment	456
FTE	36
Support Staff	30
Grade Levels	K, 1, 2, 3, 4, 5



Sussex High School

ASD-S

Contact	Jillian Jamieson
Student Enrolment	758
FTE	54.4
Support Staff	42
Grade Levels	9, 10, 11, 12



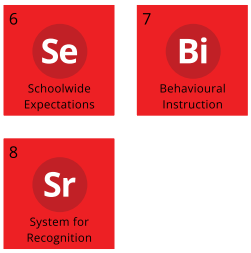
Summary

AS OF JANUARY 2026

Sussex Middle School

ASD-S

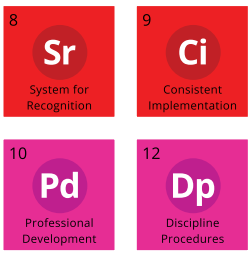
Contact	Robin Baird
Student Enrolment	540
FTE	30
Support Staff	24
Grade Levels	6, 7, 8



Tantramar High School

ASD-E

Contact	Susan Lafford
Student Enrolment	500
FTE	38.5
Support Staff	13
Grade Levels	9, 10, 11, 12



Wabanaki School

ASD-E

Contact	Laura Hebert
Student Enrolment	791
FTE	39
Support Staff	18
Grade Levels	6, 7, 8








SONICS
DOLLAR STORE


CONNECTION


HOME OF THE
SHARK BEST

Summary

AS OF JANUARY 2026

Arnold H. McLeod School

ASD-E

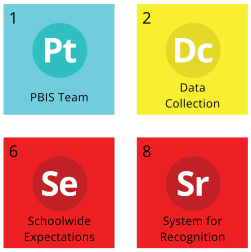
Contact	Debra-Lee Pollard & Susan Warren Vautour
Student Enrolment	438
FTE	31.6
Support Staff	24
Grade Levels	K, 1, 2, 3, 4, 5



Back Bay Elementary School

ASD-S

Contact	Lindsay Russell-Samways
Student Enrolment	48
FTE	5
Support Staff	5
Grade Levels	K, 1, 2, 3, 4, 5



Barker's Point Elementary

ASD-W

Contact	Natasha Spencer
Student Enrolment	268
FTE	24
Support Staff	31
Grade Levels	K, 1, 2, 3, 4, 5



Bayside Middle School

ASD-S

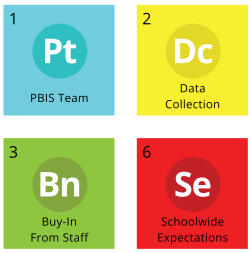
Contact	Jim Palmer
Student Enrolment	631
FTE	42
Support Staff	27
Grade Levels	6, 7, 8



Belleisle Regional High School

ASD-S

Contact	Jennifer McFadden
Student Enrolment	133
FTE	18
Support Staff	7
Grade Levels	6, 7, 8, 9, 10, 11, 12



Bessborough School

ASD-E

Contact	Mathieu Basque
Student Enrolment	415
FTE	30
Support Staff	14.5
Grade Levels	K, 1, 2, 3, 4, 5



Summary

AS OF JANUARY 2026

Devon Middle School

ASD-W

Contact	Nathalie Estey
Student Enrolment	567
FTE	39
Support Staff	34
Grade Levels	6, 7, 8



Donald Fraser Memorial School

ASD-W

Contact	Rebecca Harding
Student Enrolment	116
FTE	12
Support Staff	18
Grade Levels	K, 1, 2, 3, 4, 5, K



Dr. A.T. Leatherbarrow Primary School

ASD-S

Contact	James Geraghty
Student Enrolment	222
FTE	17
Support Staff	19
Grade Levels	K, 1, 2



Fundy Middle and High School

ASD-S

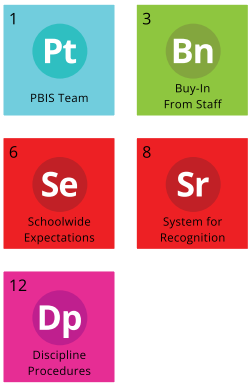
Contact	Rebecca Rudderham
Student Enrolment	618
FTE	42
Support Staff	23
Grade Levels	6, 7, 8, 9, 10, 11, 12



Fundy Shores School

ASD-S

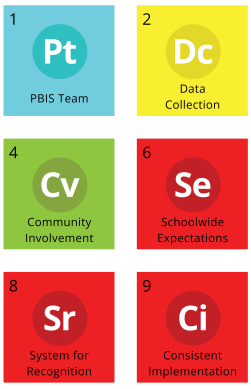
Contact	Sean Gorman
Student Enrolment	76
FTE	7.5
Support Staff	7
Grade Levels	K, 1, 2, 3, 4, 5



Geary Elementary Community School

ASD-W

Contact	Amy Durant
Student Enrolment	160
FTE	14.3
Support Staff	7
Grade Levels	K, 1, 2, 3, 4, 5



Summary

AS OF JANUARY 2026

Glen Falls School

ASD-S

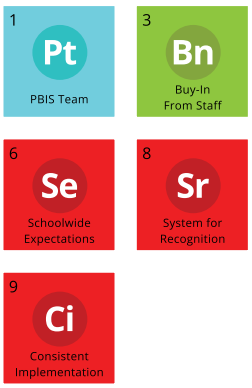
Contact	Colleen Sullivan
Student Enrolment	132
FTE	14.7
Support Staff	12
Grade Levels	K, 1, 2, 3, 4, 5



Grand Bay Primary School

ASD-S

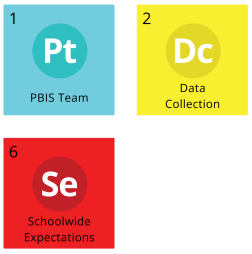
Contact	Jocelyn Myatt
Student Enrolment	124
FTE	11
Support Staff	7
Grade Levels	K, 1, 2



Hammond River Valley Elementary School

ASD-S

Contact	Julie Stewart
Student Enrolment	176
FTE	12
Support Staff	10
Grade Levels	K, 1, 2, 3, 4, 5



Hampton Elementary School

ASD-S

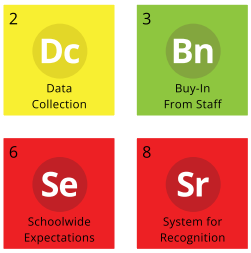
Contact	Megan Donovan
Student Enrolment	249
FTE	17.8
Support Staff	9
Grade Levels	3, 4, 5



Hazen White St. Francis School

ASD-S

Contact	Jeanne Connors
Student Enrolment	127
FTE	16
Support Staff	11
Grade Levels	K, 1, 2, 3, 4, 5



Hubbard Elementary School

ASD-W

Contact	Kurt Stiles
Student Enrolment	315
FTE	22
Support Staff	21
Grade Levels	3, 4, 5



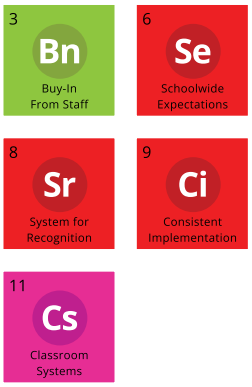
Summary

AS OF JANUARY 2026

Inglewood School

ASD-S

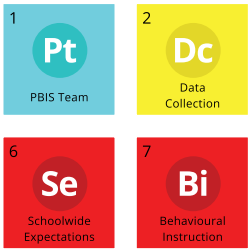
Contact	Pamela Burtt
Student Enrolment	108
FTE	7
Support Staff	1
Grade Levels	3, 4, 5



Jacquet River School

ASD-N

Contact	Shanna Frenette
Student Enrolment	71
FTE	12
Support Staff	18
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Kennebecasis Park Elementary School

ASD-S

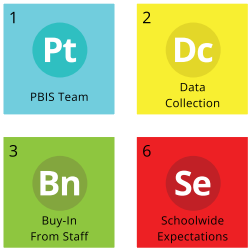
Contact	Melissa Savoie
Student Enrolment	182
FTE	14.4
Support Staff	1
Grade Levels	K, 1, 2, 3, 4, 5



Lakewood Heights Elementary School

ASD-S

Contact	Stephanie Marr
Student Enrolment	264
FTE	21.7
Support Staff	18
Grade Levels	K, 1, 2, 3, 4, 5



Lewisville Middle School

ASD-E

Contact	Abby Furlotte
Student Enrolment	729
FTE	46
Support Staff	19
Grade Levels	6, 7, 8



Lord Beaverbrook School

ASD-N

Contact	Norma Court
Student Enrolment	241
FTE	29
Support Staff	30
Grade Levels	K, 1, 2, 3, 4,



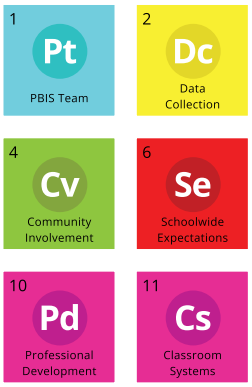
Summary

AS OF JANUARY 2026

Marshview Middle School

ASD-E

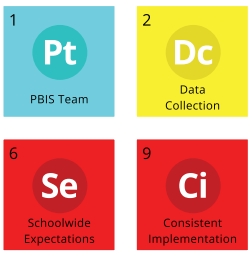
Contact	Heather Dixon
Student Enrolment	336
FTE	22
Support Staff	6
Grade Levels	5, 6, 7, 8



Miramichi Rural Elementary

ASD-N

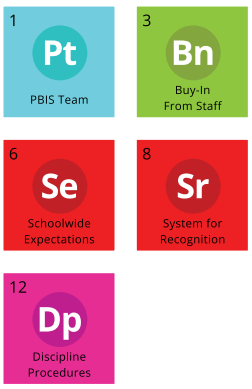
Contact	Zoella Vienneau
Student Enrolment	71
FTE	9
Support Staff	6
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Nackawic Elementary School

ASD-W

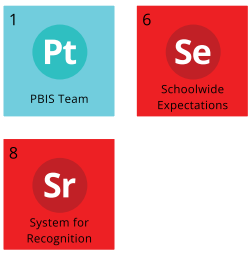
Contact	Larry Graham and Michelle Fox
Student Enrolment	215
FTE	19.6
Support Staff	10
Grade Levels	K, 1, 2, 3, 4, 5



Napan Elementary

ASD-N

Contact	Barbara Brown
Student Enrolment	28
FTE	5
Support Staff	1
Grade Levels	K, 1, 2, 3, 4, 5



Prince Charles School

ASD-S

Contact	Greg Paterson
Student Enrolment	164
FTE	19
Support Staff	10
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Princess Elizabeth School

ASD-S

Contact	Evan MacDonald
Student Enrolment	580
FTE	55
Support Staff	38
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8



Summary

AS OF JANUARY 2026

Quispamsis Middle School

ASD-S

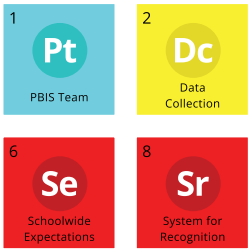
Contact	Jeff Nelson
Student Enrolment	533
FTE	34.5
Support Staff	11
Grade Levels	6, 7, 8



Rexton Elementary School

ASD-N

Contact	Sherry Munn
Student Enrolment	311
FTE	31
Support Staff	22
Grade Levels	K, 1, 2, 3, 4, 5



Saint Mary's Academy

ASD-W

Contact	Heather Dexter
Student Enrolment	404
FTE	34
Support Staff	13
Grade Levels	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Salisbury Elementary School

ASD-E

Contact	Denise Zwicker
Student Enrolment	314
FTE	24
Support Staff	15
Grade Levels	K, 1, 2, 3, 4



Simonds High School

ASD-S

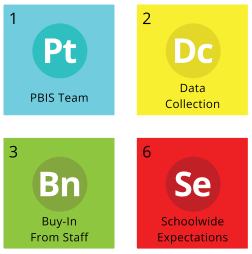
Contact	Jennifer Carhart
Student Enrolment	1150
FTE	78
Support Staff	31
Grade Levels	9, 10, 11, 12



St. Martins School

ASD-S

Contact	Dana MacDougall
Student Enrolment	71
FTE	8
Support Staff	2
Grade Levels	K, 1, 2, 3, 4, 5



Summary

AS OF JANUARY 2026

Summerhill Elementary School

ASD-W

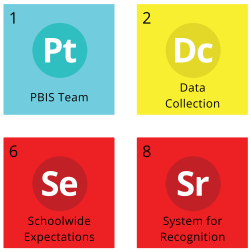
Contact	Melanie Charlton
Student Enrolment	255
FTE	18
Support Staff	14
Grade Levels	3, 4, 5



Westfield Elementary School

ASD-S

Contact	Louise Johnson
Student Enrolment	273
FTE	22.2
Support Staff	11
Grade Levels	K, 1, 2, 3, 4, 5








The
Miramichi River



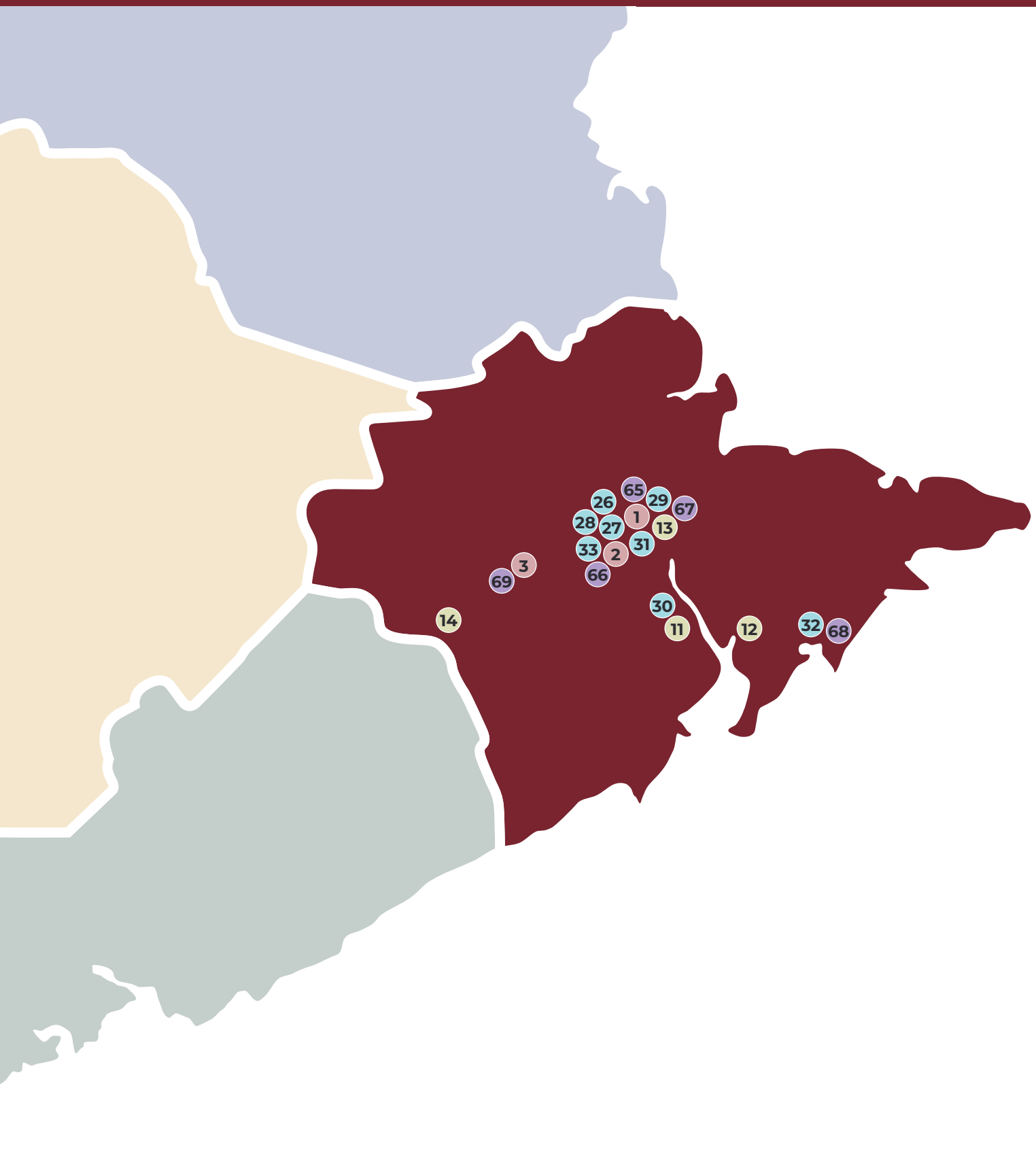



VERYONE
S WELCOME



Shediac
Photo by: New Brunswick Tourism

Anglophone East School District



COHORT 4

1 Pt PBIS Team

2 Dc Data Collection

6 Se Schoolwide Expectations

Arnold H. McLeod School

ASD-EAST

New Nouveau Brunswick

Our First Year as a PBIS School

During our first year as a PBIS Incubator School, we focused on building a strong foundation for positive behaviour, student success, and a supportive school culture. This work included developing our PBIS team, building staff and student understanding of PBIS, collecting and analyzing behaviour data, and creating our CORE Behaviour Matrix to guide behaviour expectations across the following areas: hallway, bathroom, outside, learning spaces, bus, assembly and during eating time.

A major focus throughout the year was ensuring that PBIS practices were consistently understood and implemented by both staff and students. This has helped establish a shared language and approach to behaviour management across our school community.

Implementation and School-Wide Learning

To introduce PBIS to our students, we began with a school-wide kickoff assembly. This introduced the key expectations of becoming a PBIS school in an engaging and meaningful way for our students. Throughout the year, we continued to reinforce these expectations through a targeted Hallway and Outside Blitz, which focused on behaviour expectations in these specific areas.

Teachers were provided with structured lessons to explicitly teach our expectations. These lessons ensured that students had clear instruction and practice opportunities for expected behaviours in hallways and outside.



PBIS Team

Our PBIS team has played a critical role in fostering a safe, inclusive, and supportive environment for all students. The team supports the development and implementation of consistent school-wide expectations while promoting the values of community, ownership, respect, and engagement.

The team is made up of a diverse group of staff members, including an administrator, resource teachers, classroom teachers from various grade levels, and educational assistants. This wide range of perspectives allows the team to make informed decisions that reflect the needs of all students. Having representation from across the school also strengthens collaboration, improves communication, and ensures that PBIS practices are effectively supported in every area of the school.

School-Wide Expectations

At Arnold H. McLeod School, we have clear school-wide expectations that help create a safe, respectful, and positive learning environment for all students. These expectations are intentionally taught, modelled, and reinforced by all staff members across all settings. AHM staff consistently look for and celebrate the positive choices students make every day, helping to reinforce expected behaviours.

When students follow school expectations, they are recognized with tickets as a form of positive reinforcement and encouragement. These tickets help acknowledge students for demonstrating community, ownership, respect, and engagement in their daily actions. All staff members use the same expectations and reinforcement systems so that students experience consistency and clarity throughout the school day.

This consistent approach helps build a positive school culture where students feel safe, supported, and valued. It also strengthens relationships between students and staff and encourages students to take ownership of their behaviour and learning. When we reach our school-wide goal, we celebrate together with a school-wide celebration, which builds excitement, school spirit, and a strong sense of community.







Ticket Recipents

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 11 Cs Classroom Systems

Beaverbrook School

ASD-EAST

New Nouveau Brunswick

Be responsible. Be safe. Be kind.

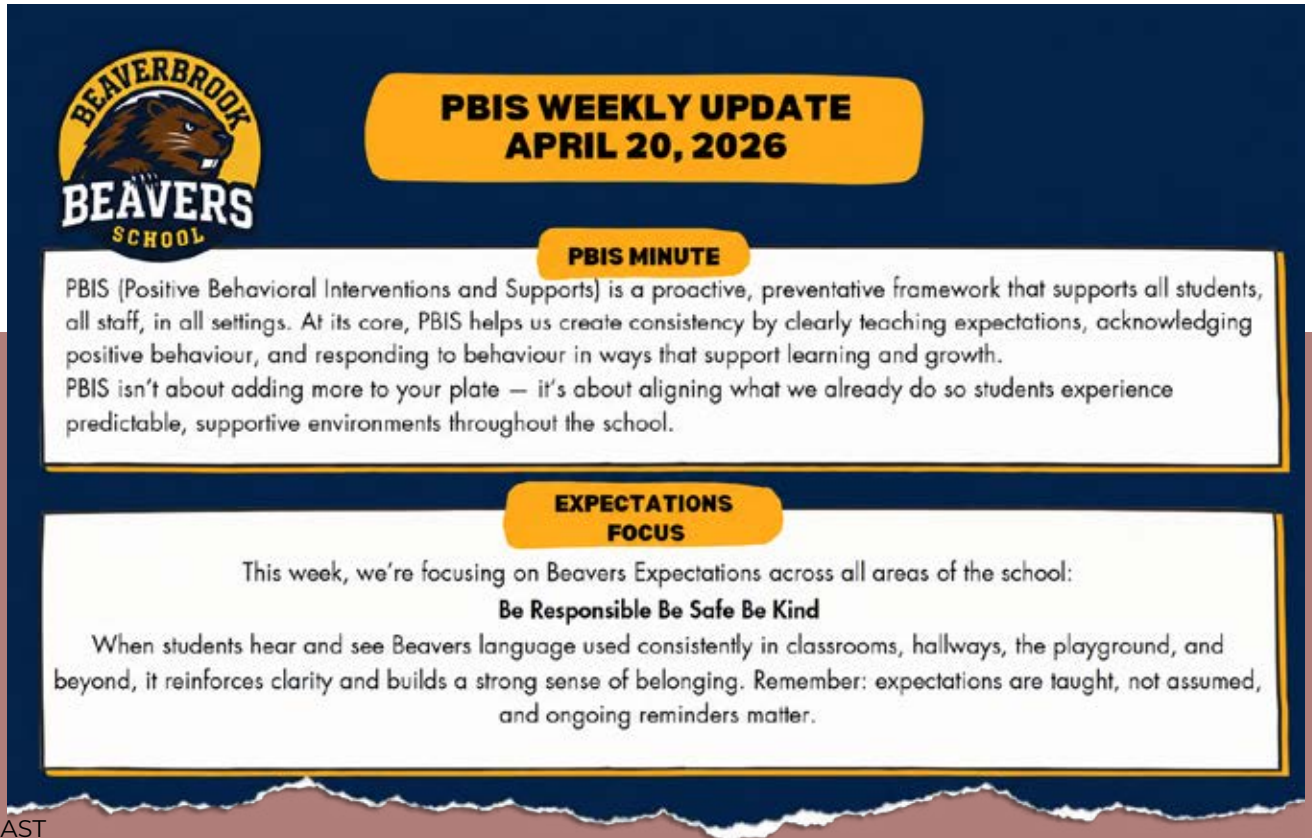
Beaverbrook School is in its second year of its PBIS journey. We have seen a lot of growth in our collective understanding of what a Positive Behaviour Intervention School could and should look and feel like.

Celebrating

Beaverbrook has a lot to celebrate! One of the ways we are celebrating all the respectful, kind interactions is through our Beaver Lodge! Our students and staff have been busy nominating students (and staff!) when they notice them following our Code of Conduct. We celebrate by reading their names during announcements and by adding their name to a colourful lodge which is displayed in one of our 2 front windows. When one of the arcs of the lodge is filled with logs we celebrate with a whole school celebration! This has included coming together as a whole school in the gym to watch a movie with popcorn or a multi-age afternoon.

Visibility

We have been focused on raising the visibility of our PBIS focus by including the behaviour Code of Conduct in each learning space so that all staff can reference it when interacting with students. We have also introduced Shout Out certificates that are presented to students when their log is added to our beaver lodge display.



We also wanted to increase visibility of our school, as our engagement in school sports teams increases. We decided to re-brand our school by updating our school logo to ensure it was one that every student and staff in the school would be proud to wear.

Incident Management

Effective use of an Incident management system continues to be an area of focus and growth at Beaverbrook School. Over the course of this year, we have worked closely with all staff to feel more confident in how to upload an incident that needs tracking or support in Incident Management. This sparked discussions and debates on what, when and why to track and guided our PBIS team to really reflect on our behaviour process map which resulted in it being updated to include more clearly defined steps and explanations. These updates have made the behaviour process map easier for staff to follow and also serves as a better tool for admin to use when responding to support calls.

Keeping PBIS at the forefront of our interactions

This Spring, we introduced a weekly newsletter that is shared school-wide on Mondays. It is broken down into key focus areas:

PBIS Minute: a quick snapshot of an element of PBIS that we want to highlight for all staff.

Expectations Focus: A reminder of what we are focusing on this week. This helps to ensure that no one is feeling overwhelmed by all areas of the behaviour matrix at once.

Staff Capacity Builder: This feature highlights a technique, approach or element of PBIS that supports staff to feel empowered, such as a snapshot of Tier 1 classroom systems that staff may have forgotten.

Celebrations: A chance to recognize the hard work of staff and students as we continue on our PBIS journey.

Lesson Link: Linked to lesson ideas from PBIS World or NB PBIS resources.

From your PBIS Team: An opportunity to convey information or messages directly from the PBIS team to the staff.

Our goal is to send out a quick, easy-to-read newsletter that will help keep us focused on our collective PBIS goals.



New Beaverbrook School Swag!

COHORT 4

Bessborough School

ASD-EAST

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations

New Nouveau Brunswick

September 2025 marked the official PBIS beginning for Bessborough School. The staff received some professional learning on the PBIS framework from Rachel Way which led to the formation of a PBIS Team.

PBIS team

Since our first PBIS Team meeting, consisting of teachers from the K-2 and 3-5 teams as well as administration and ESS members. Our team is dedicated to meeting regularly to maintain collaboration and momentum with the implementation plan.

We began the year with determining which of the 12 PBIS Elements to focus on our first year of implementation. The team decided we would focus on operating a functioning PBIS Team, Data Collection and Analysis, and Schoolwide Expectations. We also spend time reviewing the NB PBIS website, the NB PBIS Implementation Guide, and other resources to build our knowledge and understanding of the PBIS Framework.

Schoolwide expectations

We developed a framework for the behavioural matrix, completed both staff and student activities to get everyone's input on expected behaviours. We value our staff and student voice and knew this process must include their input. We are in the final stages of having Bessborough's first published PBIS behavioural matrix!

Bessborough has also had some rebranding since becoming a K-5 school, including a new age-appropriate logo and a new gym floor. Moving from a K-8 to a K-5 has given us an opportunity to reestablish our school values and our branding.



Data Collection

We are also in the process of developing staff versus office-managed behavioural flow chart. This includes Tier 1 supports and strategies. Additionally, we are ready to soft launch an incident tracking forms to get feedback from staff in hopes of having this system bug-free for September 2026. This tracking form will allow us to collect data to determine the needs of our students and staff regarding expected behaviours that align with the matrix and develop the necessary interventions and supports accordingly.

Bessborough is also tying in elements of the PBIS framework into our school improvement plan – specifically the safe and cared for district goal. Part of that process is looking at student perception data to improve positive environment and implementing internal surveys with the k-2 students to have a whole school student perspective. This will assist in driving additional PBIS initiatives.

Finally, with the assistance of many ESS team members, Bessborough has put in place the **check-in/check-out** protocol for several students, thus promoting positive behavioural expectations and gathering data with fidelity on those students.

CHECK IN CHECK OUT POINT SHEET

BESSBOROUGH SCHOOL BENGALS

Points Possible 54
Points Received ____
%of Points ____
Goal Met YES / NO

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ___/___/___

GOALS:

	Be Respectful – *Follow adult directions within 1 minute after being asked*	Be Responsible – *Complete assigned tasks during work periods (reminders are ok) Choose a coping strategy when needed.*	Be Organized – *Keep papers in order and in duotangs, keep homework written in agenda and keep classroom materials in the proper location*
8:00-8:20	2 1 0	2 1 0	2 1 0
8:20-9:20	2 1 0	2 1 0	2 1 0
9:20-10:20	2 1 0	2 1 0	2 1 0
10.40-11.40	2 1 0	2 1 0	2 1 0
12:20-1:20	2 1 0	2 1 0	2 1 0
1:20-2:20	2 1 0	2 1 0	2 1 0

Parent Signature:_____





2 Dc Data Collection
8 Sr System for Recognition
9 Ci Consistent Implementation
12 Dp Discipline Procedures

Caledonia Regional School

ASD-EAST

New Nouveau Brunswick

As we conclude our third year of PBIS implementation, we do so with a clear sense of accomplishment and intention. Over the past three years, our school community has worked steadily to embed the principles of PBIS into the fabric of daily school life. This year's efforts were focused exactly on that and was defined by a deliberate shift toward student leadership. The idea was to encourage our students to carry these values forward and to model them for others. The desired result is a school culture that no longer requires a program to sustain it. What began as an initiative has become, quietly and meaningfully, the way we do things here.

Data Collection

Data collection has remained central to our decision-making at CRHS. By consistently tracking behavioural trends, our team has been able to move beyond simply identifying areas of concern and toward crafting informed, meaningful responses. The student-led initiatives and collaborative efforts highlighted throughout this write-up are, in no small part, a reflection of what our data has pointed us toward year after year. This year, data collection served not just as a record, but as a roadmap.

Systems for Recognition

Perhaps no achievement this year better captures our belief in student voice than the creation of our new high school student lounge. For years, high school students had no dedicated space to decompress and connect during lunch, with many leaving campus simply to find a place to rest. Recognizing this gap, our Wellness Committee took the lead — advocating for and actively shaping a space that now belongs entirely to them. The lounge stands as more than a room with comfortable furniture. It is a symbol of what happens when students are trusted with real responsibility and recognized for their contributions to school culture. As one of our most visible student-led achievements to date, it speaks directly to the kind of school community PBIS has helped us build.

Student Lounge



Consistent Implementation

Two moments this year captured what consistent implementation looks like when it has genuinely taken hold. The first was the retirement of our former school mascot and the unveiling of a new one. We know that students are more likely to follow expectations if they want to be part of the school's community, therefore our school spirit has been a focal point throughout the implementation of PBIS. The transition from our original mascot (from 1974) to our new one was a symbolic moment that emphasises our focus on school spirit.

Tiger's Retirement



The second moment came from our high school culinary tech students, who stepped into the middle school to support their cooking unit. Watching senior students guide younger peers with patience and generosity was a clear demonstration that PBIS values do not stop at the panel door. These cross-community moments are among the most honest measures of how far our implementation has come.

Discipline Procedures

Our approach to discipline at CRHS has always prioritized reteaching and clarity over consequence alone, and this year our team has taken meaningful steps to strengthen that foundation. We are currently developing behaviour flowcharts to guide staff through both challenging situations and moments of expected behaviour — giving everyone a clear, consistent reference for how to respond and, equally, how to acknowledge students who are doing things right. The second flowchart, focused on positive behaviour, would be a first of its kind in our school and reflects our belief that good choices deserve just as much attention as missteps. We are also in the process of producing a staff-facing video that models best practices in a format we know works — engaging, accessible, and with a touch of humour. Having seen firsthand how well this approach resonates with students, it felt like a natural next step to bring it to our staff as well.





4 Cv Community Involvement

6 Se Schoolwide Expectations

Dorchester Consolidated School

ASD-EAST

New Nouveau Brunswick

Creating Our Identity

This year, we made a clear and intentional shift toward building a strong, shared identity as Sandpipers. Our goal was to create a school where students and staff feel proud, connected, and motivated to do their best in every space.

We leaned into what it means to be a Sandpiper. From updated signage to new jerseys and school swag, we created a consistent look and message that students could see and feel daily.

More importantly, this identity became something we talked about, celebrated, and lived. Students began to see themselves as part of something bigger.

The Soaring Sandpiper Code

We strengthened our behaviour matrix by connecting it directly to our identity through the Soaring Sandpiper Code. This helped make expectations clear, consistent, and meaningful.

Expectations became part of who we are: how we treat each other, how we learn, and how we take care of our space.

This alignment has helped build consistency across classrooms and shared areas, making expectations easier for students to understand and follow.



A School We're Proud Of

We focused on creating an environment that reflects pride in behaviour, academics, and our physical space.

Classrooms, hallways, and common areas were approached with intention to feel welcoming, organized, and student-centered.

As pride has grown, we have seen it reflected in how students take care of the space and how they show up each day.

Reconnecting With Our Community

A major part of our PBIS work this year has been reopening our doors and strengthening community connections.

We welcomed volunteers supporting our breakfast program, community members helping in our greenhouse, families contributing to events, and partners supporting after-school programs.

This has helped students see that their school is part of a larger, caring community.

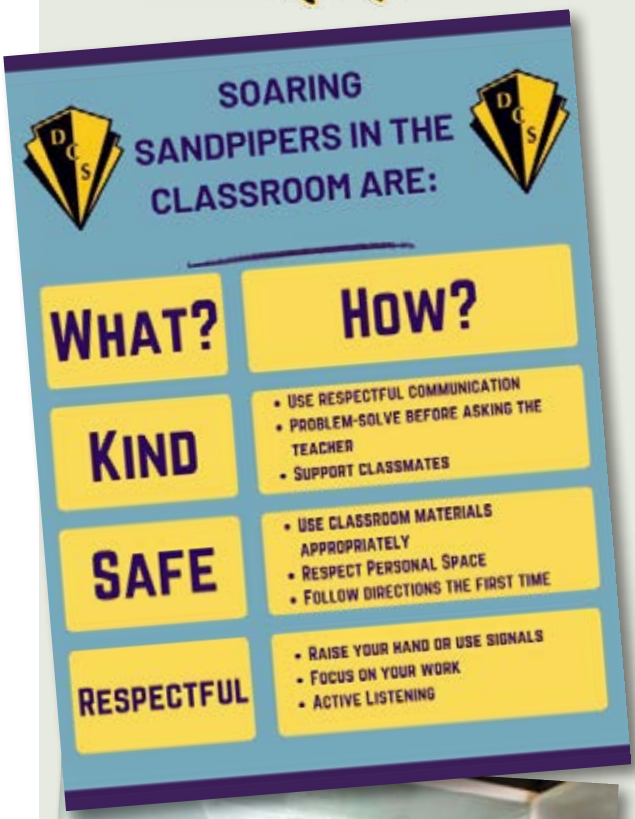
Moving Forward

This year has been about building strong foundations: a shared identity, clear and consistent expectations, a positive environment, and strong community partnerships.

We are proud of the progress we've made and excited to continue growing our Sandpiper culture.

We are Sandpipers. We soar together.







COHORT 3

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction

Edith Cavell School

ASD-EAST

New Nouveau Brunswick

Our Second Year

This is our second year implementing PBIS at Edith Cavell School (ECS). During the last school year, the elements of PBIS we focused on included developing our PBIS team, data collection, and schoolwide expectations. This school year we continued to implement those elements, but we also began to focus on some of the other elements such as behavioral instruction, systems of recognition, and classroom systems. We are now in April 2026, and we have some celebrations to mention.

- We, as a PBIS committee, have developed our cohesiveness and have welcomed a new member to our team! We have also improved our knowledge of the PBIS framework, which has helped us work with staff, students, and families to implement positive changes at ECS.
- We created the playground section of our school matrix and have implemented it. We created a list of specific playground expectations to go along with the matrix as well. We also ordered two large signs featuring our playground matrix. Once they arrive, we will put them up outside so students and staff can refer to them whenever they are on the playground.
- We believe that it is important to keep families informed regarding PBIS at ECS, so we have ensured there has been communication with families periodically throughout the school year.
- We have fine-tuned our system of recognition to make it more efficient and effective.
- We have noticed that student and staff "Buy in" has increased compared to this time last year. E.g., We've noticed teachers going over matrices in their classrooms, and we have seen improvements in behaviors in the areas we have targeted so far (bathroom and playground).

Behavioral Instruction

Staff at ECS have been focusing on reinforcing the expectations through behavior instruction as opposed to negatively framed corrections/punishments. We do this at the beginning of each day during the morning announcements. During the announcements, a few small tips are given that describe how to demonstrate positive behavior at ECS. Each week classroom teachers take time to model and reinforce expectations in their classes. In the hallways / on the playground we sometimes notice behaviors that are not in line with our school expectations. Staff will take the opportunity to make it a teaching moment. We are noticing that by focusing on instruction (modeling, teaching, and reinforcing), we are seeing more adherence to the expectations.

System for Recognition

Last school year we filled out personalized forms for students as a reward for demonstrating positive behavior, and we posted these forms on a large shield in our cafeteria area. This year we moved to handing out general tickets. This way, students contribute to the total ticket amount for their class. It moves from solely a personal achievement to both a personal achievement and as a way to help the rest of their team (their class). With this adjusted system, the class that gets the most tickets by Friday will get to have a model shield displayed in their class for the following week. This has worked out quite well. We collect all the tickets each Monday morning, figure out which class got the most tickets the prior week, and announce the winning class. Then, a member of the PBIS committee goes to the winning class, congratulates them, and leaves the shield with them for the week.



Classroom Systems

We have worked together as a school to create and implement our first two matrices (bathroom and playground). These two matrices outline the expectations for shared spaces of everyone in the school. As we moved into considering what the classroom matrix would look like, we recognized that each classroom is different and there are some differences in the expectations for each classroom. As a result, classes have been given the opportunity to create their own classroom matrices. Teachers and EAs are currently working with their classes to create their own classroom matrices. We provided a template as a guide, but teachers, EAs, and students will have the freedom to create their own classroom matrix. This will allow each class to have some ownership regarding how their classroom operates. It is important to note that certain parameters were outlined to ensure that all the classroom matrices will align with the PBIS program at ECS.

Moving Forward This School Year

By the end of this school year, we want to have all the classroom matrices finished, and we want to get the last matrix finished, which is the hallways. We also plan on giving staff a survey (Staff Perceptions of Behavior and Discipline) before the end of this school year. We are hoping the results of this survey will help us decide how to move forward with our PBIS framework at ECS during the next school year.





2 Dc Data Collection | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 12 Dp Discipline Procedures

Evergreen Park School

ASD-EAST

New Nouveau Brunswick

PBIS Element – Schoolwide Expectations

This year, we proudly unveiled our new 4×8 gym banners that clearly communicate our gym and assembly expectations, rooted in our NorthStar values. These banners serve as visual reminders for students during assemblies and gym classes, reinforcing the following expectations:

Sharing is caring

Try your best

Actions matter

Respect people and property

Safety first

These vibrant visuals have become an integral part of our schoolwide culture, consistently reminding students of what it means to be an Evergreen Park NorthStar.

PBIS Element – System of Recognition

Our recognition system continues to strengthen and evolve as we celebrate students who model positive behavior across all school environments. Every classroom recognizes students daily, and once a week one student from each class receives special acknowledgment on our Recognition Wall along with a “Good Job” pencil or eraser.

Seeing students proudly point out their stars to family members when they visit the school has been incredibly rewarding.



PBIS Element – Student, Family, and Community Involvement

Building strong partnerships remains a core priority. Last year, our student agenda received a complete redesign to include student-friendly, PBIS-aligned language. This year, we focused on developing a Family and Community Handbook, which is currently under review by our PSSC. Our goal is to launch it this fall, and given our large newcomer population, we plan to make it available in multiple languages.

In addition, we are preparing a Staff Handbook to help align expectations and processes across all teams, ensuring consistency and clarity throughout our PBIS framework.

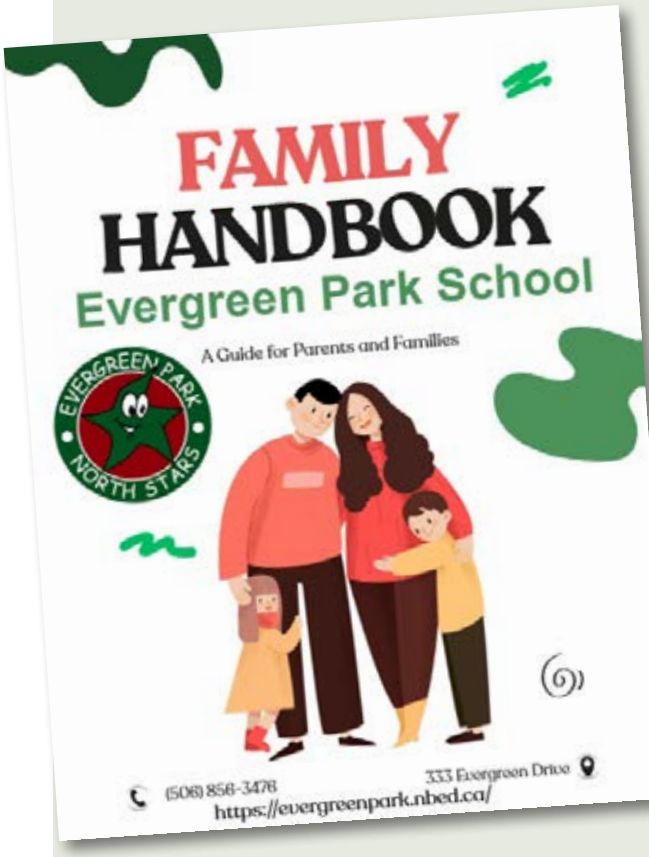
PBIS Element – Data Collection

We continue to grow as a PBIS school by prioritizing data-driven decision-making. This year, we launched a new online behavior-tracking system accessible throughout the building via QR codes located on staff name tags and behavior matrices.

This system allows staff to:

- Notify administration when support is needed
- Track student behavior consistently and efficiently
- Send positive "shout-outs" to homeroom teachers to highlight great choices

The data collected has been invaluable in identifying building hot spots, guiding program decisions, and planning next steps in our PBIS journey.





COHORT 3

Forest Glen School

ASD-EAST

1 Pt PBIS Team

3 Bn Buy-In From Staff

8 Sr System for Recognition

New Nouveau Brunswick

PBIS Team

Year 2 of PBIS at Forest Glen has brought much excitement and a few changes. One change was our PBIS team. We now have a consistent team of amazing staff that have a desire to see our school grow and flourish through PBIS. We continue to have an open door for any staff member to drop in and join a team meeting. Our PBIS team has worked very hard this year to launch domain rollouts, share a “PBIS minute” at every staff meeting, and be a listening ear for staff concerns. We hope to continue to see growth and development within our team and through our team!



Staff Buy-in

This year we rolled out a few new staff rewards/prizes to encourage staff to feel celebrated and a part of PBIS. We have 4 prizes that all school staff have a chance to randomly win at each blitz celebration.

The prizes are:

- "Room Service": a treat delivered to the winner's door by lunch
- "Duty-Free" Golden Ticket: gives teachers a pass to skip a day of recess, lunch, or morning bus duty and a PBIS team member covers their shift
- Meeting "Fast Pass": a coupon to skip one non-mandatory staff meeting
- "Shopping Spree": winner receives an Amazon gift card valued at $15

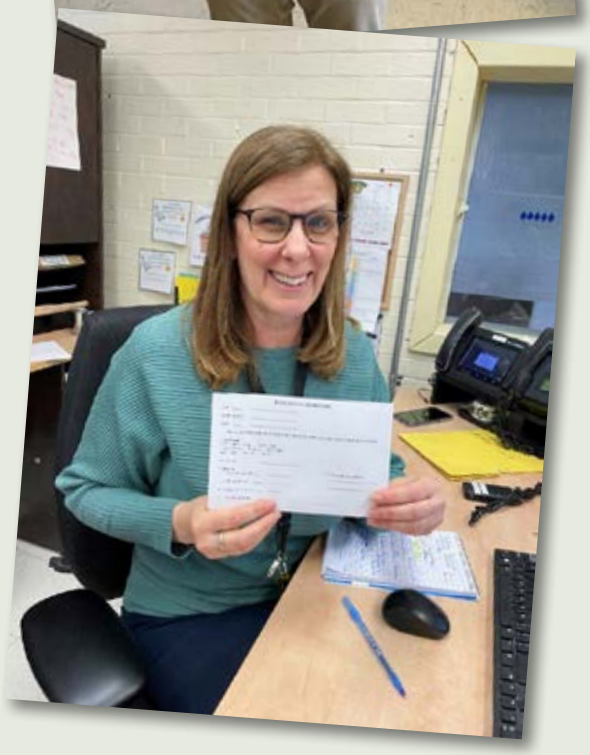


We also introduced "Goose: Get Out Of School Early," and the staff LOVE it! Every week, staff nominate each other to be goosed. The staff can share a name and/or write a comment for the person they are nominating. One staff member is randomly selected each week, but all staff members get a printout of the comment left for them. All staff feel encouraged when they are nominated and thrilled when they are goosed. We rotate staff winning opportunities, so each teacher is guaranteed to win, and the next week educational assistants/support staff are guaranteed to win.

Systems for Recognition

This year we created a schoolwide system of recognition for students: the paw. Our team created a large tiger paw (since our school mascot is a tiger) and placed it on the wall opposite the main office. All students walk by this a few times a week to get to and from specialty classes, so it is highly visible. During rollouts, students who were meeting expectations were given a ticket by a staff member. The ticket said their name and grade/teacher name. The students then took their ticket to the main office where they would place the ticket in a box and take a sparkly and colourful paw sticker from a bin. They then placed the sticker on the paw. The tickets are collected during Blitz weeks and used for a draw at the celebration assembly. Two students from each grade randomly win a prize. Tickets are also given out during non-blitz weeks, so students can continue to earn stickers to work towards a whole school prize. Once a part of the paw is completely covered with stickers, then our whole school will win a special treat. Students and staff have responded very positively to these systems for recognition.





1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition

Hillsborough Elementary School

ASD-EAST

New Nouveau Brunswick

PBIS Team

Hillsborough Elementary School started the year with a "new" principal who was relatively new to PBIS. We began the year by reviewing New Brunswick's PBIS Implementation Guide and reassessing Establishing and Operating an Effective PBIS Team and Schoolwide PBIS Tier 1 Systems. Through this work we decided we needed to take a step back from where we were and review our focus on Data Collection, Schoolwide Expectations, and Systems for Recognition. We also did some rebranding of our logo and had hoodies made for our bus drivers, bus attendants, and the administration of our grade 6-12 partner school Caledonia Regional!



Data Collection

Previously, staff had access through QR Codes to either submit behaviour tracking data or submit a behaviour referral to administration. While staff were using these systems, there were limitations in the information that was being gathered and incidents then needing to be rewritten into PowerSchool. Therefore, we took the opportunity to pilot a new feature in PowerTeacher/PowerSchool for incident referrals to improve our PBIS communication between teachers and administrators. This feature allows teachers to input incidents either for their own tracking purposes or to initiate a referral to administration. While there has been a learning curve and some lessons learned, we believe we are getting improved data collection from staff, and we are optimistic that we will have our processes firmly in place for the coming school year.



Schoolwide Expectations

While staff had previously developed a behaviour matrix, aside from the whole school matrix, there was limited signage throughout the school and expectations were not explicitly taught. We took this opportunity to have teachers go back to square one and brainstorm behaviour expectations with their students. We did this to be sure what was in our matrix was co-constructed with the students so we would have optimal buy in. We found our matrix was basically on point with a few additions being suggested. Given that our hallway was messy, causing tripping hazards and making it difficult to clean, we decided to begin with a focus on that. Scripts were shared with staff, morning announcements were made, and signage focusing solely on hallway expectations was created.

System for Recognition

Previously, students received a Paw for doing something Paw-sitive. A draw was held at our monthly assembly and students could select a small prize. We decided to amp up our acknowledgement of Paw-sitive Behaviour by having weekly, then daily draws. With our focus on hallway expectations, we decided to switch to students working toward a school reward. Again, teachers brainstormed ideas with students. Our first goal achieved may have seen our principal Miss Prosser in a chicken costume for the day!

P.S. - We have learned that stickers get expensive too so our next paw will be filled by bingo daubers!

Next Steps

While we may not get to focusing on expectations for all areas, our goal is to have given teachers experience in explicitly teaching behaviours so we can kick off the next school year with explicit Behaviour Instruction. Our PBIS Team has also begun reviewing our Discipline Procedures in hopes of updating these so we can provide Professional Learning on instruction and procedures in August and work toward Consistent Implementation. We are excited to continue our PBIS journey!





1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 10 Pd Professional Development

Lewisville Middle School

ASD-EAST

New Nouveau Brunswick

School Wide Expectations: strengthening our approach

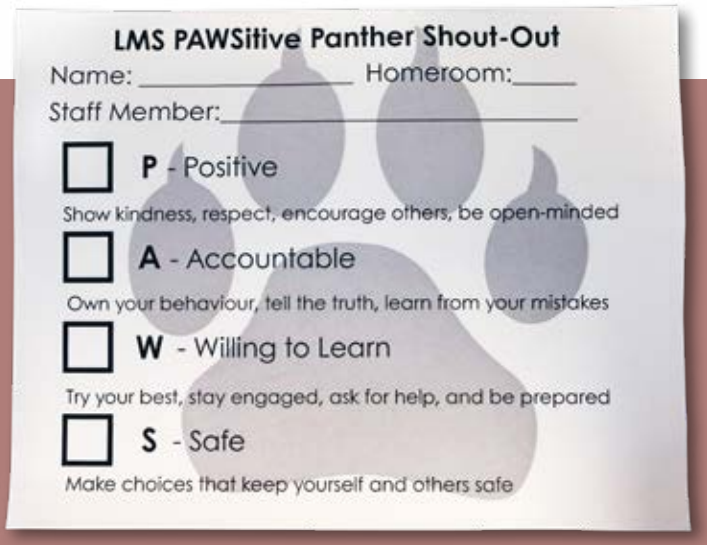
This year, Lewisville Middle School began its journey as a PBIS Incubator School. Throughout the year, we have made meaningful progress in strengthening our approach to positive behavior support. Some key highlights include revamping our behaviour matrix with a new, student-friendly acronym and developing consistent, school-wide systems to recognize and reinforce positive student behavior. One of the most impactful initiatives we introduced was the PAWsitive Panther Shout-Out form, which aligns with our school-wide PAWS expectations: **Positive, Accountable, Willing to Learn, and Safe**.

PAWsitive Panther Shout-Out: students are doing good things.

The PAWsitive Panther Shout-Out form was designed to shift our focus away from simply addressing negative behaviors and toward actively celebrating the many positive choices our students make each day. Staff members across the building have embraced this initiative, using the form to acknowledge students who demonstrate behaviors that reflect our PAWS values. Whether it is a student helping a friend, owning up to their actions, showing perseverance in their learning, or making choices to keep themselves and others safe, these moments are now being formally recognized and celebrated.

When a student receives a PAWsitive Panther Shout-Out, the teacher completes the form with the student's name and homeroom. The forms are printed on carbonless paper, allowing the student to take home the white copy while the yellow copy is entered into a draw in the main office. This process not only celebrates the student's positive behavior at school but also creates an opportunity to share that success with families at home. These referrals help strengthen relationships between students and staff while reinforcing clear expectations in a supportive and encouraging way. Over time, we have observed increased student motivation, along with a growing sense of belonging and school pride. After the draw, the forms are placed in a case in our front entrance so students can see the forms growing over time.

PAWSitive Panther Shout-out

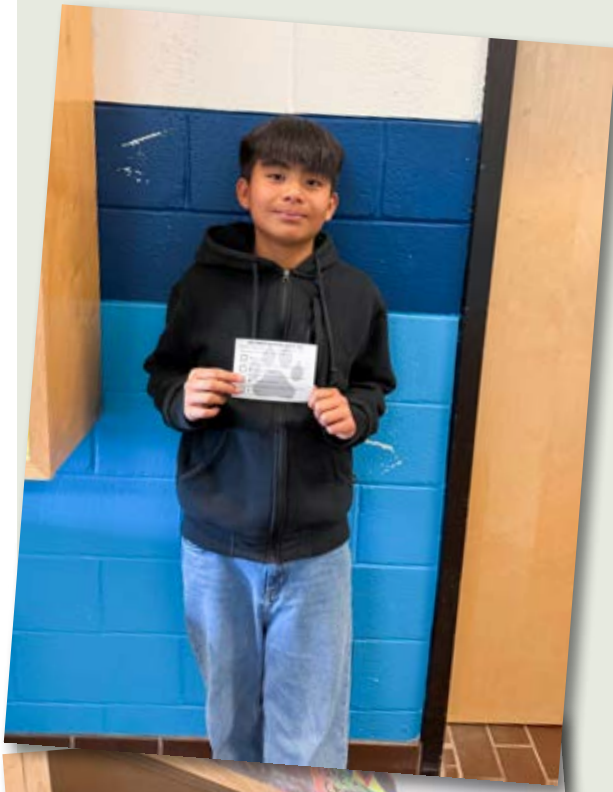


More Than a T-Shirt: Building a Culture of PAWS

To further enhance this initiative, we introduced a weekly celebration component. Each week, five names are drawn from the pool of students who received shout-outs. These students receive an LMS T-shirt to take home. The excitement around these draws has quickly grown, with students eager to be recognized and proudly wear their LMS merch throughout the school. Beyond the tangible reward, the weekly draws help maintain momentum and enthusiasm for our PBIS efforts, making positive behavior both visible and celebrated across the school community.

This system has also fostered a shared understanding among students and staff of what positive behavior looks like at Lewisville Middle School. By consistently using the PAWS language, we are reinforcing clear, universal expectations across all classrooms and common areas. Students are becoming more aware of their actions and how they impact others, and they are increasingly taking ownership of their behavior. This foundation has supported the introduction of our updated Behaviour Matrix, which we have begun sharing with students through targeted initiatives such as our Hallway Blitz.







Proud of Our PAWSitive Path

Overall, our PBIS initiatives this year have helped cultivate a more positive, respectful, and safe school climate. Recognizing individual student achievements through PAWsitive Panther Shout-Outs, combined with the excitement of weekly celebrations, has made a noticeable impact on student engagement and school culture. As we continue this journey, we look forward to building on our successes, refining our practices, and finding even more ways to celebrate our students. Through PBIS and our PAWS framework, we are proud to be fostering a school environment where positive behavior is recognized, valued, and encouraged every day.

COHORT 2

3 Bn Buy-In From Staff

6 Se Schoolwide Expectations

7 Bi Behavioural Instruction

Lou MacNarin School

ASD-EAST

New Nouveau Brunswick

This year at Lou MacNarin, we have made significant progress in our key areas of focus: staff buy-in, explicit teaching of behavioural expectations, and positive behaviour recognition. To support a strong start to the year, our PBIS committee developed a comprehensive staff handbook outlining each area of our behaviour matrix, along with clear teaching tools and lesson plans. Our goal was to ensure that all staff, both new and returning, shared a common understanding and felt confident in teaching behavioural expectations. With the introduction of this handbook, our primary focus in September was on explicitly teaching school-wide expectations and building strong relationships with our students.

Once we felt confident that students understood expectations, the PBIS committee developed a system to support the small percentage of students who continued to experience difficulty meeting them. The Mouseketeer Reset Room was created to provide students with an opportunity to reflect on their behaviour by completing a reflection form, which is then shared with families. We anticipated that this initiative would further strengthen staff buy-in, as it provided a clear and consistent response to the behaviours we encounter on a daily basis.

As the Mouseketeer Reset Room was implemented, new questions emerged, such as how staff would refer students and whether reflection should occur on the same day as the behaviour.



Through ongoing collaboration, we refined our process and, with the support of System Improvement and Data Analysis, developed an electronic referral form to streamline communication and ensure consistency.

Lou MacNarin has experienced significant growth in recent years, and we are excited to see a renewed sense of school spirit within our community. Monthly assemblies recognize students across all grade levels who exemplify the qualities of a Mouseketeer, supporting our goal of fostering a positive, inclusive school culture where every student feels valued. At the end of each assembly, all 850 students and staff join in singing our school song, led by our Vice Principal.

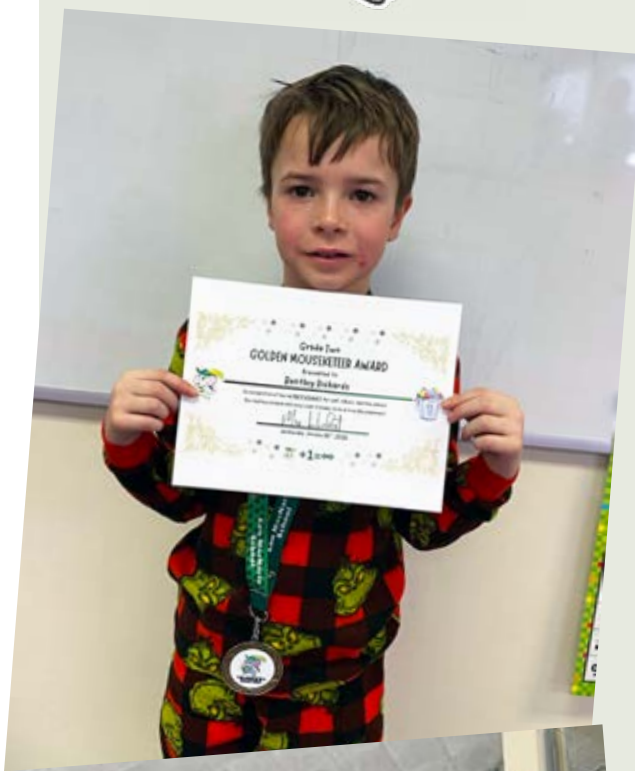
To further support this inclusive school culture, the PBIS committee sought a school-wide approach to teaching conflict resolution. After visiting Lakefield Elementary School for a day of observations last year, we were inspired to explore the WITS Program, which Lakefield, a third-year PBIS school, was successfully implementing. With the support of our administration team, we purchased the program and began preparing for a school-wide rollout. Members of the PBIS team organized the resources and created grade-level binders with ready-to-use lesson plans. Our goal is for all students and staff to develop a shared language for navigating conflict.

We also continue to recognize students who are “filling buckets” through a daily draw, with selected students earning the opportunity to wear a medal for the day. Recipients proudly wear the medal throughout the school and model what it means to be Kind to Self, Kind to Others, and Kind to School.

Overall, the progress at Lou MacNarin reflects the dedication of our staff, students, and community in creating a positive, inclusive, and supportive school environment. Through initiatives like the staff handbook, Mouseketeer Reset Room, WITS Program, and school-wide recognition of positive behaviour, we are building a culture where students are Kind to Self, Kind to Others, and Kind to School. As we continue to strengthen these initiatives and celebrate our successes, we look forward to further fostering school pride, meaningful relationships, and lifelong skills for every student.









1 Pt PBIS Team | 2 Dc Data Collection | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 10 Pd Professional Development | 11 Cs Classroom Systems

Marshview Middle School

ASD-EAST

New Nouveau Brunswick

Schoolwide Expectations

Marshview Middle School is committed to fostering a positive, inclusive learning environment through the implementation of Positive Behavioral Interventions and Supports (PBIS). Central to this work is the development of a clear and consistent behaviour matrix that outlines school-wide expectations for students across all settings. This matrix provides a common language for staff and students, helping to explicitly teach and reinforce appropriate behaviours. By focusing on proactive instruction and consistency, we are building a shared understanding of what it means to be respectful, responsible, and ready to learn at Marshview.

At the heart of our PBIS approach is a strong emphasis on relationship building. We believe that meaningful connections between staff and students are foundational to both engagement and behaviour support. By fostering these relationships, our behaviour interventions become conversations about making better choices rather than simply responding to missteps. Students are more receptive to feedback when they feel known, respected, and supported, which allows us to guide them toward positive behaviours in a way that is both constructive and restorative.



Reinforcing Positive Behaviour

Celebrating student success is also a key component of our PBIS approach. We intentionally recognize and reinforce positive behaviours through regular assemblies and daily positive shoutouts on the school's PA system. These acknowledgements highlight students who demonstrate our core values, helping to create a culture where positive behaviour is noticed and valued. A weekly newsletter is shared with parents to showcase learning and activities happening both inside and outside the classroom. We also celebrate our students' accomplishments beyond the school day, including their involvement in extracurricular activities and community organizations, reinforcing a strong connection between school, home, and community.

Community Involvement

Strong community connections are an essential part of learning at Marshview. By working closely with local organizations, families, and community partners, we are able to extend learning beyond the classroom and provide students with meaningful, real-world experiences. These partnerships enrich our programming, support student well-being, and create opportunities for students to see themselves as active, contributing members of their community. Whether through extracurricular involvement, shared initiatives, or community-based learning opportunities, these connections deepen student engagement and reinforce the relevance of what they are learning at school.



Marshview students volunteering at the Sackville Food Bank

MARSHVIEW
MIDDLE SCHOOL



Positive Shoutouts!

4 Cv Community Involvement
6 Se Schoolwide Expectations
8 Sr System for Recognition

Petitcodiac Regional School

ASD-EAST

Golden Trophies

As part of our ongoing commitment to PBIS, we are excited to introduce a new staff recognition initiative this year. Each week, four staff members are acknowledged for consistently demonstrating and promoting our shared PBIS values, including respect, responsibility, and safe, supportive practices within our school community. To further reinforce a culture of positive acknowledgement, each honouree then selects another colleague to recognize at the end of the week. This initiative supports our PBIS focus on strengthening positive school culture, encouraging collaboration, and modelling the behaviours and expectations we seek to foster throughout our school.

PBIS Activities

A group of middle school students have taken the lead in planning and hosting a variety of activities for our younger students to celebrate positive behaviour and reinforce schoolwide expectations. This student led initiative focuses on recognizing and rewarding younger students for demonstrating respect, responsibility, and positive choices. Activities have included a sock hop dance, movie celebrations, and classroom treats such as class candies. By empowering older students to lead these celebrations, this initiative not only reinforces positive behaviour but also builds leadership skills, strengthens school culture, and fosters meaningful connections across grade levels.





You Got Caught

Each day, students are celebrated for demonstrating positive behaviour and following the expectations outlined in our behaviour matrix. Each grade level hands out five daily tickets to recognize students who make positive choices. At the end of each day, five winners are drawn per level to receive a prize. This ongoing initiative encourages accountability, reinforces positive behaviour, and helps create a respectful and supportive school environment.

A Decade of Eras

This year, we are proudly celebrating our school's 75th anniversary with a series of meaningful and engaging activities throughout the year. We took a journey through each decade of the past 75 years, starting in the 1950s and continuing through to the 2020s. Students and staff participated in school-wide assemblies, themed dress-up days, and special community events that highlighted each era. These celebrations were designed to honour our school's rich history while bringing together students, staff, families, and the broader community to strengthen school spirit, connection, and shared culture.

Panther Pride Assemblies

Each level holds a monthly Panther Pride assembly to recognize and celebrate student growth, effort, and success. Rather than simply acknowledging students for "following expectations," staff intentionally select students from each homeroom to highlight a specific area in which they have shown success over the past month. During the assembly, students are celebrated for their individual strengths and personal achievements, with emphasis placed on how their actions and qualities align with one of our school wide expectations: being productive, respectful, or safe. By publicly recognizing students for meaningful progress and positive character traits, these assemblies reinforce desired behaviours, build confidence, and contribute to a supportive school culture where effort, improvement, and positive contributions are valued and celebrated.



PRS Panther PRIDE!



1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 5 Cr Evaluation and Reporting | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Salisbury Elementary School

ASD-EAST

New Nouveau Brunswick

Celebrating Our Cubs Through the Paw Patch & Cub Den

At Salisbury Elementary School, our PBIS journey is all about creating spaces where every Cub feels safe, supported, and excited to learn. Our vibrant, welcoming learning hubs, the PAW PATCH and the CUB DEN are a perfect example of this in action! Whether building academic skills, strengthening friendships, or developing self-regulation, these hubs offer flexible, responsive environments where every learner can thrive.



The Cub Den is an energetic, engaging space where students can work independently or alongside peers, building confidence and a strong sense of belonging while receiving the support they need.

The Paw Patch offers a calm, supportive environment where students can reset, regulate, and return to learning feeling successful and ready. It's all about helping our Cubs develop the tools they need to navigate their day with confidence and pride.

Together, these spaces are more than just rooms, they are powerful extensions of our PBIS culture. At SES, we are proud to provide environments where every Cub feels connected, supported, and ready to shine.

Building a Strong Cub Community

Creating a strong, connected Cub community continues to be at the heart of our PBIS journey, and our Cub Community Days truly bring that vision to life!

These incredible days bring students together in multi-age groupings, giving every Cub the opportunity to build meaningful connections with peers and staff across the entire school. Designed to be hands-on, engaging, and full of joy, events like our Winter Olympic Celebration, Recycled Art Day (to honour Earth Day), Friendship activities, Pink Shirt Day learning, and our Wabanaki Celebration transform our school into a vibrant hub of connection, culture, and collaboration.

The Paw Patch



With students rotating through activities every 20 minutes, our halls are buzzing with energy as Cubs dive into STEAM challenges, music, cultural learning, and creative experiences. The result? A school-wide atmosphere filled with teamwork, laughter, smooth transitions, and a whole lot of Cub pride.

Rooted in our PBIS framework, we know that when students feel safe, valued, and connected, amazing things happen. These shared experiences do more than just create fun memories. They build confidence, strengthen relationships, and foster a deep sense of belonging.

At SES, we intentionally create moments where every Cub feels seen, supported, and celebrated—while valuing both individual strengths and shared connections.

This is how we grow our Cub community—one connection, one celebration, and one proud Cub at a time.

Strengthening Communication for All

This year, a powerful focus of our PBIS journey at Salisbury Elementary School has been strengthening communication for every Cub—because every student deserves to be heard, understood, and confident in expressing their needs.

Building on our ABCD expectations—Act Safe, Be Kind, Cooperate, and Do Your Best—staff explicitly teach, model, and reinforce positive behaviours across all settings while ensuring every Cub can communicate clearly and confidently. The staff co-created visual supports that reduce verbal prompting and provide consistent cues. Designed, laminated, and shared in educator-friendly formats like lanyards, bracelets, and keychains, these tools are always accessible when students need them most.

Staff also worked together to create real, meaningful scenarios where these visuals could be used naturally throughout classroom and school routines. They were introduced, modelled, explicitly taught, and continuously revisited with students—turning them into powerful tools that reinforce expectations while empowering students to express their needs with independence and confidence.

To extend this work beyond the classroom, visual communication boards are now being installed on the playground and in the gymnasium, ensuring that support for communication continues during less structured times of the day. These boards give students accessible, immediate ways to connect, communicate, and navigate shared spaces successfully.

Together, this work reflects something we deeply believe at SES: when students have a voice, they thrive. Through these intentional, inclusive practices, we are building a PBIS environment where every Cub feels confident, capable, and truly heard.





2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 9 Ci Consistent Implementation

Sunny Brae Middle School

ASD-EAST

New Nouveau Brunswick

Learning Lab

The Learning Lab is a Tier 1 support that provides students with a structured opportunity to reflect, learn, and reset when expectations are not met. It is proactive, instructional, and restorative.

Students are referred by classroom teachers and supported by the Behaviour Mentor and Behaviour SPR. Reflection is guided by the **ROCKS framework** (Respect, Ownership, Communication, Kindness, Safety).

Students complete a targeted reflection using a choice-based menu (e.g., writing, drawing, scenarios, role-play, goal setting), followed by a restorative conversation to build understanding, accountability, and a plan for success.

The Learning Lab is not a consequence, but an opportunity for growth and skill-building.

ROCKS Reset

ROCKS Reset is a Tier 2 intervention for students needing additional support to reflect, rebuild skills, and re-engage positively.

Students attend after three Learning Labs or a suspension. Sessions (minimum two) are led by the Behaviour Intervention Mentor and include targeted learning, guided reflection, restorative conversations, and re-entry planning.

Focus areas are based on student needs (e.g., accountability, conflict, regulation, equity).

Students must engage respectfully. If not, they are sent home and must return with a parent/guardian. Extracurricular privileges are paused until completion.

The goal is to build accountability, repair harm, and develop skills for future success.



Tier 1 Thursday

Tier 1 Thursday is a monthly collaborative meeting focused on strengthening Tier 1 practices across the school.

Teachers bring forward classroom concerns (behaviour, engagement, or academic needs), and staff work together to identify patterns and shared trends across classrooms. They collaborate to determine possible root causes and co-develop consistent, practical strategies to support student success.

We have embarked on a journey with Lorna and Kurtis Hewson to strengthen our collaborative response. While Tier 1 Thursday has been embedded into our systems for a second year, we are now intentionally using a solution-focused approach to connect multiple students to shared areas of need across the school and apply consistent, aligned strategies.

Teachers feel valued and have a voice in this process, which helps us move forward in a more collaborative and cohesive way.

Community Rewards

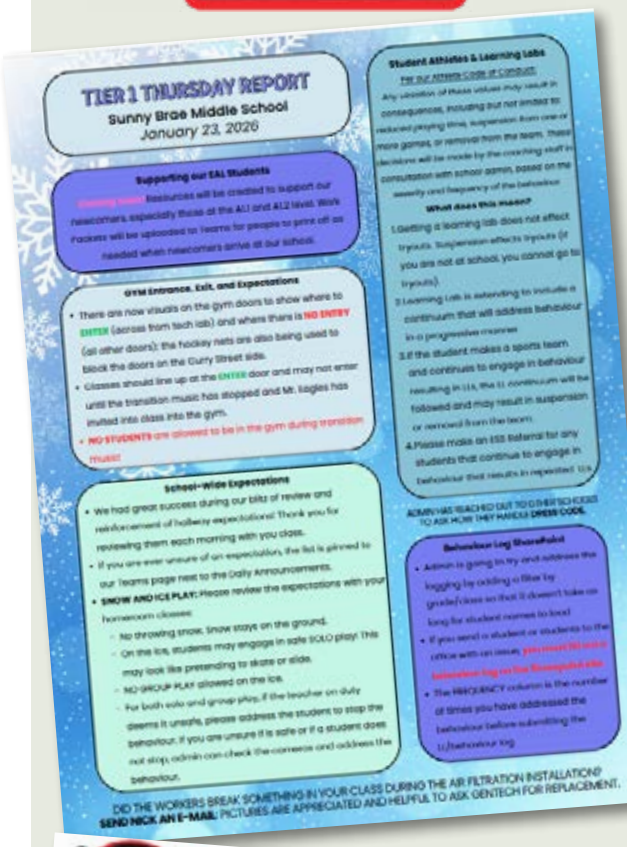
At Sunny Brae, we celebrate our growth as a community using dot sticks and paws. Students work together to fill each paw by connecting their actions to our shared values. As a school, we've earned rewards such as extra recess, a Bring Your Own Device period, an activity block, and an ice cream party. Once all paws are filled, we will celebrate with a trip to the local park.

This system reminds us that success comes from teamwork—we all have a role in supporting one another and working toward common goals.

Behavioural Instruction

We developed school-wide lessons aligned to common themes identified through Learning Lab data, including a focus on sense of belonging, allyship, and our hands-off behaviour initiative. We adapt lesson frequency based on student and school needs. These lessons support consistent messaging across the school while reinforcing positive, respectful interactions.




TIER 1 THURSDAY REPORT
Sunny Brae Middle School
January 23, 2026

Supporting our EAL Students

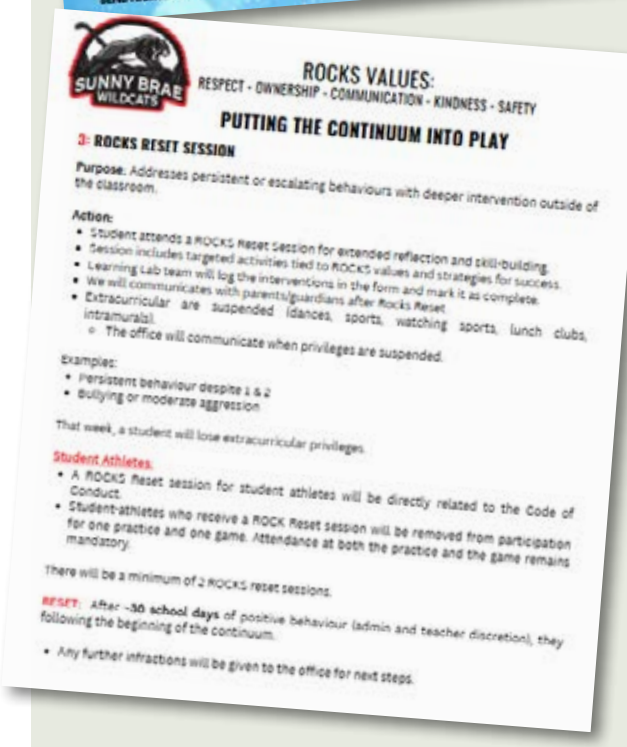
Student Athletes & Learning Labs

Gym Entrance, Exit, and Expectations

School-Wide Expectations

Behaviour Log Shared Point

DID THE WORKERS BREAK SOMETHING IN YOUR CLASS DURING THE AIR FILTRATION INSTALLATION?
SEND NICK AN E-MAIL. PICTURES ARE APPRECIATED AND HELPFUL TO ASK GENTECH FOR REPLACEMENT.


SUNNY BRAE WILDCATS

ROCKS VALUES:
RESPECT - OWNERSHIP - COMMUNICATION - KINDNESS - SAFETY

PUTTING THE CONTINUUM INTO PLAY

3: ROCKS RESET SESSION

Purpose. Addresses persistent or escalating behaviours with deeper intervention outside of the classroom.

Action:
- Student attends a ROCKS Reset Session for extended reflection and skill-building.
- Session includes targeted activities tied to ROCKS values and strategies for success.
- Learning Lab team will log the interventions in the form and mark it as complete.
- We will communicates with parents/guardians after Rocks Reset
- Extracurricular are suspended (dances, sports, watching sports, lunch clubs, intramurals).
  - The office will communicate when privileges are suspended.

Examples:
- Persistent behaviour despite 1 & 2
- Bullying or moderate aggression

That week, a student will lose extracurricular privileges.

Student Athletes:
- A ROCKS Reset session for student athletes will be directly related to the Code of Conduct.
- Student-athletes who receive a ROCK Reset session will be removed from participation for one practice and one game. Attendance at both the practice and the game remains mandatory.

There will be a minimum of 2 ROCKS reset sessions.

RESET: After ~30 school days of positive behaviour (admin and teacher discretion), they following the beginning of the continuum.

- Any further infractions will be given to the office for next steps.

8 Sr System for Recognition | 9 Ci Consistent Implementation | 10 Pd Professional Development | 12 Dp Discipline Procedures

Tantramar Regional High School

ASD-EAST

New Nouveau Brunswick

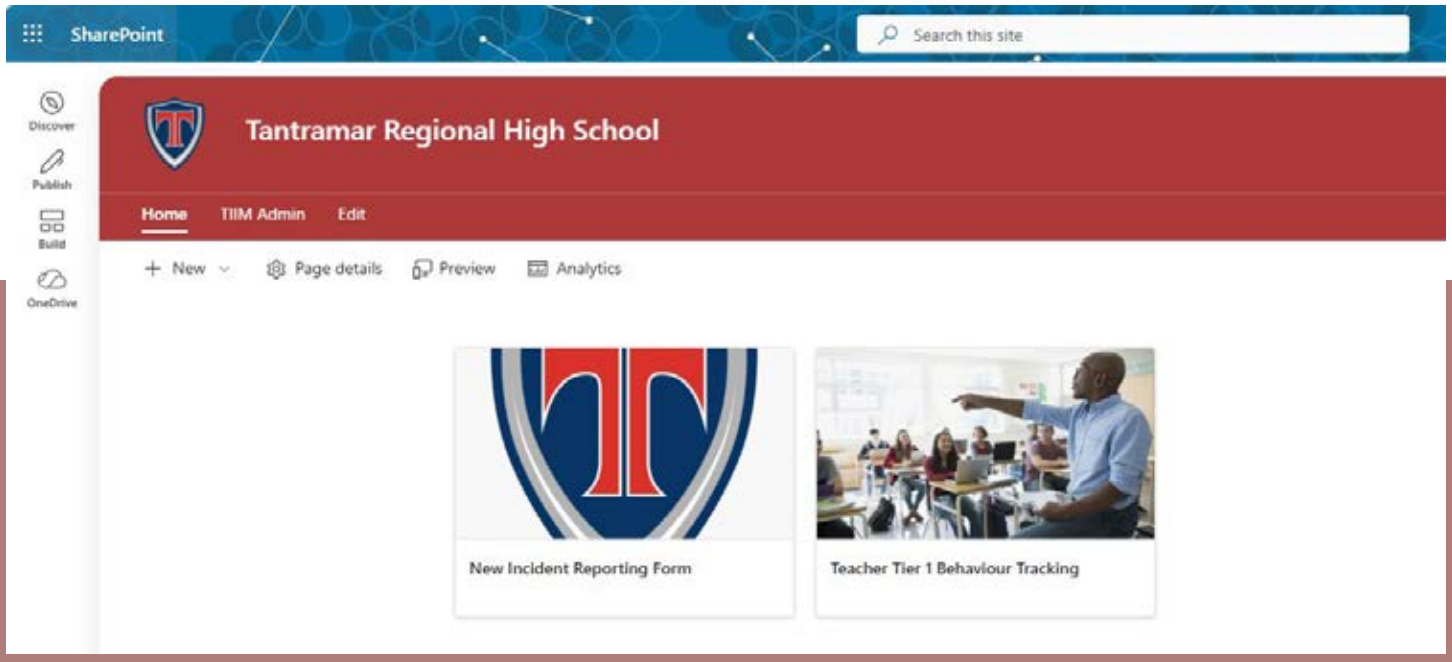
Discipline Procedures and Consistent Implementation

This year, we focused on strengthening Discipline Procedures and Consistent Implementation to ensure a common approach to responding to student behaviour across classrooms. Through staff meetings and professional learning sessions, we reviewed and clarified teacher-managed (Tier 1) and office-managed (Tier 3) behaviours, developed a shared behaviour glossary, and introduced a PBIS Decision Tree to guide responses to minor and major incidents.

Staff collaborated to establish consistent school-wide responses for common concerns such as tardiness, cell phone use (Policy 311), late work, and loitering. We also examined attendance and behaviour data to identify trends, evaluate current practices, and improve tracking of chronic Tier 1 behaviours.

To support this work, the PBIS Team created a Behaviour Tracking SharePoint site, allowing staff to document behaviour incidents and interventions, identify patterns, monitor student needs, and collect school-wide Tier 1 data. The site also includes an office referral process for chronic Tier 1 behaviours and serious misconduct.

Next year, we will continue using the Behaviour Tracking site while revisiting our Decision Tree and school-wide behaviour responses to ensure consistency and support student success. By teaching expectations and responding consistently to behaviour, we help every Titan reach their potential.



Systems of Recognition

One of the elements we chose to focus on this year was Systems of Recognition. We already do many things to recognize students at TRHS but wanted to increase student/staff voice in the process as well as the frequency of recognition. When students/staff feel seen, it strengthens connections, sense of belonging and promotes a positive school culture where students/staff feel valued.

New this year:

Birthday Announcements

All student birthdays for the upcoming week were acknowledged on the PA announcements on Mondays. We acknowledged staff birthdays with a birthday card, and at the end of each term we shared birthday cupcakes to celebrate those who had birthdays during that period.

Terrific Titan Awards

To include student voice on our PBIS Team, we invited students from our Student Representative Council to join us in helping to determine ways to recognize students who demonstrate our Titan values:

- Teamwork
- Respect
- Honesty
- Self-discipline



They developed the Terrific Titan Award and identified the criteria for the award, as well as a method to recognize these students.

Each month, we recognized students through our Terrific Titan Award. Students/staff nominated Terrific Titans through an Office 365 Forms survey, identifying which values the nominee has exhibited. A committee of students/staff reviewed the nominees and selected one student per grade each month. These Terrific Titans receive a congratulatory card from the Principal, a trophy constructed by our Essential Skills class and a $20 gift card (provided by the Student Council) for a nearby eatery. The Principal met with each student to present their award, and recipients were acknowledged during our morning announcements. We believe public acknowledgement reinforces positive behaviors, reminds students of expectations, and can influence others. Now established, we are excited to continue recognizing students in this way next year!





COHORT 3

1 Pt PBIS Team | 2 Dc Data Collection | 9 Ci Consistent Implementation | 10 Pd Professional Development

Wabanaki School

ASD-EAST

New Nouveau Brunswick

Respect-Wisdom-Truth: The Wabanaki Way

When we opened our doors for the first time in September 2024, the term “The Wabanaki Way” started to be naturally expressed by our middle school students. As we began to intentionally review our Behaviour Matrix and explicitly teach expectations, the children naturally began praising or correcting each other with the expression “That’s (not) the Wabanaki Way”. During the 2025-2026 school year, we began encouraging and cultivating “The Wabanaki Way”.

Respect

Respect is the foundation of The Wabanaki Way. It begins with recognizing the inherent worth of every individual and extends to how we treat one another, the land, and the learning environment. At Wabanaki, we encourage that respect can be demonstrated through kindness. Teachers and staff play a vital role in modeling respectful interactions, showing students how to communicate thoughtfully and handle disagreements with empathy and care. Students, in turn, learn to appreciate diverse perspectives and build positive relationships. To create a visual of acts of kindness, in February, we hosted a Kindness Blitz - Each staff member received a set of “kindness stickers” to give to students whenever they were seen engaging in acts of kindness—big or small. Students then placed their stickers into their grade’s kindness jar. At the end of the Blitz, the jars were displayed in the cafeteria as a visual celebration of just how many acts of kindness our students contributed.



Wisdom

Wisdom is another central pillar of The Wabanaki Way. It goes beyond academic knowledge and includes the ability to make thoughtful decisions, reflect on experiences, and learn from others. We encourage students to “shout out” others who are making wise decisions, and we have a visual representation with our Sunshine Shout Out Wall in the cafeteria. Any member of our school community can write a message to celebrate someone in the building; it is read on the morning announcements and posted for everyone to see.

Truth

Truth is equally important in building a positive school culture. Encouraging truth means creating an environment where students feel safe to express themselves openly. We also want students to take pride in the Wabanaki Way. You can often see school spirit in our hallways with students and staff wearing swag designed by one of our teachers.



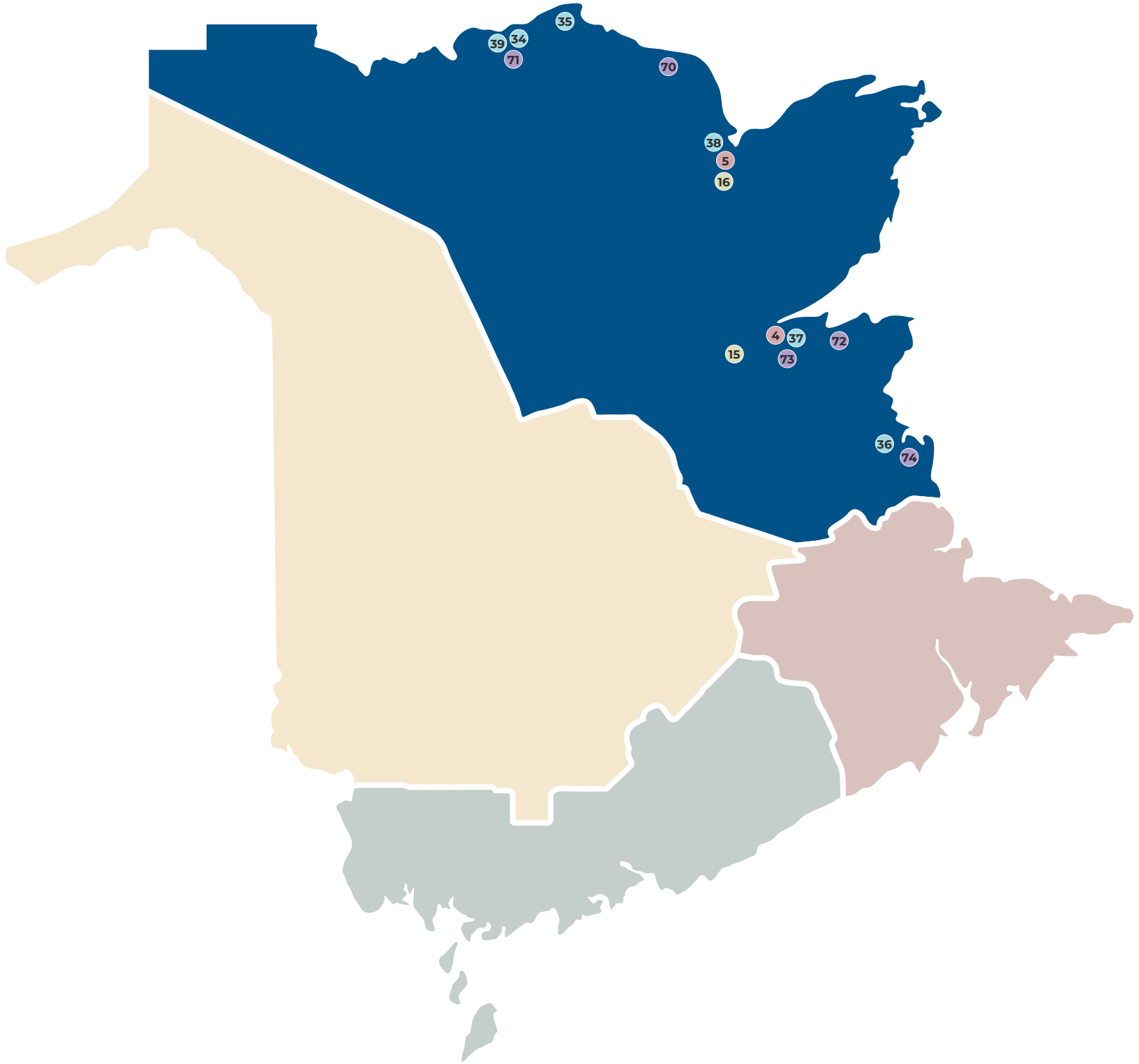






Mount Carleton Provincial Park
Photo by: New Brunswick Tourism

Anglophone North School District



COHORT 3

7 Bi Behavioural Instruction

8 Sr System for Recognition

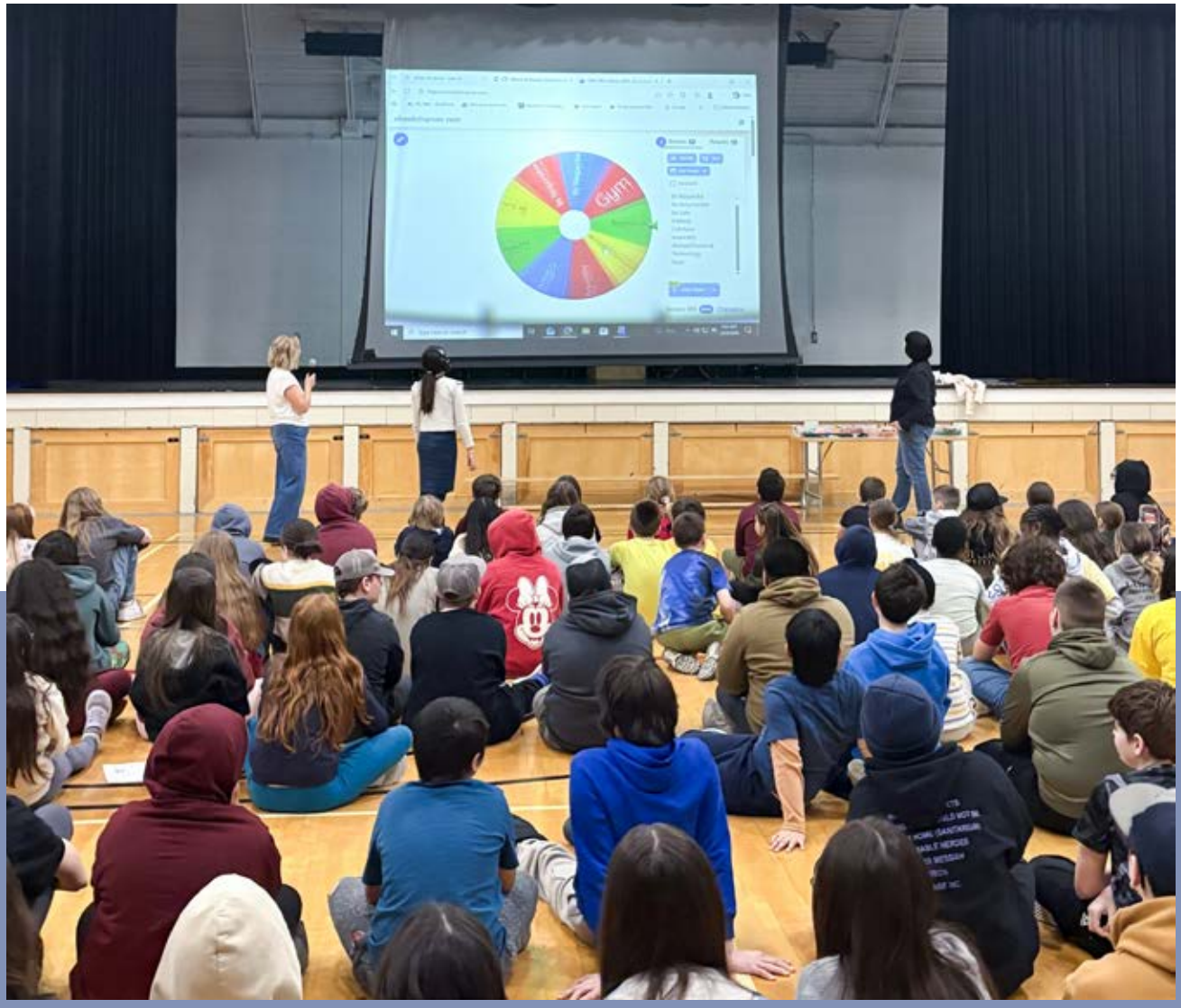
Campbellton Middle School

ASD-NORTH

New Nouveau Brunswick

During the current school year at CMS, the PBIS team continued its work reviewing and refining the school-wide PBIS matrix. Minor edits were made to improve clarity and consistency across expectations. As part of this process, the team expanded the matrix to include classroom-specific expectations, allowing teachers greater autonomy to develop matrices tailored to their individual classroom environments while remaining aligned with school-wide expectations.

All classroom matrices were printed and displayed prominently in each homeroom. In addition, teachers collaborated to create specialized matrices for specific learning spaces throughout the school, including the science lab and technology lab. To further reinforce expectations, area-specific posters were installed in key locations, such as hallway expectation posters in hallways and cafeteria expectation posters in the cafeteria.



PBIS expectations continue to be reviewed regularly and reinforced in high-traffic areas of the school, particularly in hallways, the cafeteria, and the gym during assemblies. Multiple assemblies were held throughout the year to explicitly teach PBIS expectations, reinforce positive behaviours, and promote student engagement with the PBIS framework.

This school year, our school introduced the Cougar Paws initiative to reinforce PBIS expectations. Staff members distribute paw-shaped Cougar Paws to recognize and encourage positive student behaviour. A large cougar paw mural displayed near the main office is gradually filled with the smaller Cougar Paws earned by students, symbolizing collective progress toward a school-wide goal. Once the mural is fully completed, the entire school community will participate in a celebratory event. In support of this initiative, incentives were purchased for a prize bin, and multiple school assemblies have been held throughout the year to acknowledge and reward student participation and achievement.

In the area of behavioural instruction, school personnel collaboratively developed lesson plans focused on key PBIS areas during the School Improvement Planning Day. These lesson plans were aligned with specific sections of the PBIS matrix, such as expectations for behaviour in hallways and other common areas. Once completed, the lessons were uploaded to the CMS SharePoint site, ensuring access for all teaching staff. Teachers then delivered these lessons in their classrooms, providing consistent and explicit instruction on PBIS expectations. As a result, all CMS students have received direct teaching and reinforcement of expected behaviours across school settings.



Caught You Cougar Paws









2 Dc Data Collection
3 Bn Buy-In From Staff
7 Bi Behavioural Instruction
11 Cs Classroom Systems

Dalhousie Regional High School

ASD-NORTH

New Nouveau Brunswick

Dalhousie Regional High School is located on unceded and unsurrendered 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 Ugpi'ganjig.

At DRHS, our goal is to empower students to think critically, collaborate, and adapt in a changing world, all while encouraging both personal growth and academic achievement. We are committed to providing meaningful, relevant learning opportunities that prepare our students for a successful future—whether in post-secondary education or skilled trades.

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. To help build a sense of belonging, all students received a Condor t-shirt to welcome them to our Condor family, which can also be worn on spirit days to show school pride.

Celebrating our Condors

At Dalhousie Regional High School, we believe in celebrating our Condors in many ways—through academics, creativity, culture, sports, and positive connections. We take pride in recognizing the many contributions students and staff make to life at DRHS.

Each month, we focus on a value of the month such as kindness, responsibility, or respect. When students or staff show these values, they can receive a Condor "Flight Ticket" from a staff member. Tickets are placed in grade-level boxes, and one student and one staff winner are



drawn at the end of the month to receive a special prize and recognition.

We also gather for celebration assemblies to highlight students and staff who demonstrate our values, recognize academic success, celebrate attendance, support our teams, and acknowledge staff milestones. These celebrations help build Condor pride and a strong sense of community across our school.

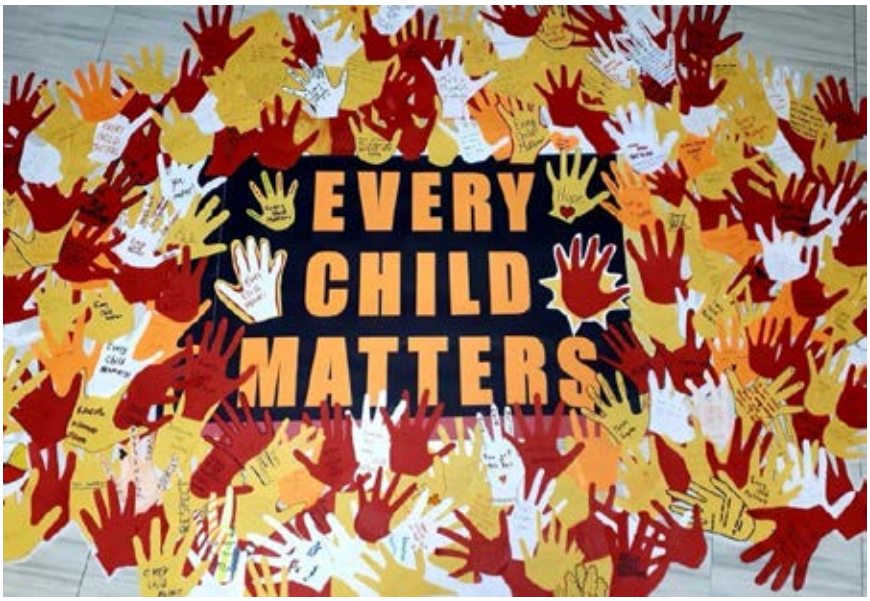
Our Condor Handbook

Our Condor Handbook uses our SOAR values—Safety, Ownership, Achievement, and Respect—to guide everything we do at school. These values are shared throughout the handbook as simple, daily reminders to help students understand how to make positive choices and support one another. The handbook explains what SOAR looks like in different categories and information sections, so everyone knows what is expected. Having a handbook is important because it helps keep things clear and consistent for students, staff, and families. When we all understand and follow the same expectations, it creates a safe, organized, and respectful environment where everyone can take responsibility for their actions and succeed together.



Data Collection

We use thoughtful and purposeful data collection to help our students and community truly SOAR. By gathering and analyzing meaningful information, we are able to better understand individual needs, celebrate progress, and identify opportunities for growth. This allows us to tailor our support, strengthen our programs, and make informed decisions that benefit everyone. Data is not just numbers—it is a powerful tool that helps us stay responsive, inclusive, and focused on continuous improvement. Through this approach, we empower our students and community to reach new heights with confidence and clarity.





COHORT 3

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition

Eleanor W. Graham Middle School

ASD-NORTH

New Nouveau Brunswick

Eleanor W. Graham Middle School is now in its second year of PBIS implementation. This year, the PBIS team has focused on expanding incentives and initiatives to reinforce and enhance existing practices, while also increasing opportunities for community involvement throughout the school.

During the first days of the 2025-2026 school year, we invited all bus drivers from our area to a presentation on PBIS created for bus drivers. Discussions with bus drivers, about our way of doing things here at school was productive and created a deeper understanding of PBIS practices. We have seen a significant reduction in office referrals for our students that travel on the bus.

Family, staff, and substitute teacher handbooks were created and distributed at the beginning of the school year. They include clear, concise explanations of PBIS, student recognition systems, our commitment to restorative discipline, behavior-management flowcharts, a behavior matrix, and other school policies at Eleanor W. Graham Middle School.



As part of students' art class, they created poster boards to illustrate area-specific expectations throughout the building. Students made posters for the hallway, washrooms, cafeteria, gym, bus and other common areas. Each poster that was selected was laminated and displayed in the appropriate area within the school. Each selected poster was recognized for their effort with a pizza party.



Community businesses have supported our Student of the Month recognition by providing funds to purchase lunch for students or by directly providing the meals. Our Community School Coordinator and Behaviour Intervention Mentor have been key to the positive impact this has had on our students and community.

Student Recognition Systems

At EWG students are recognized in multiple ways for participation and personal achievements. The systems of recognition are well established and consistently implemented throughout the school. They have become part of the culture at Eleanor W. Graham Middle School. We recognize:

- Daily tickets given by staff with a verbal recognition to students who are seen following the expected behaviors in the school. The tickets go into a draw that is held on a bi-weekly basis.
- Bi-monthly recognition of reading goals with draws for all that meet personalized goals and prizes for top readers in each class.
- Students of the Month are recognized each month with a certificate and a special lunch. The criteria for these students are excellence, improvement, positive attitudes and being a good citizen.
- "Senior Spotlight" for Grade 8 students are posted 5 times per week, with student quotes, favourite memories, etc. Students and the community love these recognitions for our "seniors".
- 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.
- Annual recognition for participation in clubs and sports teams.
- Students recently have been given the opportunity to SHOUT OUT staff members each month. Ballots are simply names and what they are thankful for. Staff receives ballots at the end of each month in their mailbox, after a draw where the student and the staff member win a prize!







COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction

Jacquet River School

ASD-NORTH

New Nouveau Brunswick

Creating a PBIS Team

The first foundational element of our PBIS work has been the establishment of a dedicated and representative PBIS Team. Staff were invited to participate, and an introductory session was held to outline the purpose and structure of PBIS. To build familiarity with available resources, team members engaged in a knowledge hunt using the PBIS SharePoint site. Interest among staff was strong, resulting in a well balanced team that includes a resource teacher, guidance teacher, educational assistant, primary, elementary, and middle school teachers, as well as the principal. Consistent meeting times have been scheduled, and all meeting minutes are uploaded to the SharePoint site to ensure transparency and ongoing communication.

Data Collection

Data collection has been a central focus in guiding our decision making and monitoring progress. We have implemented monthly tracking of ROAR ballots and share these results with staff and students to reinforce positive behaviour and celebrate success. The PBIS Team also reviews perception surveys, Youth Check In data, and report card trends to inform our school improvement planning. Weekly PLC meetings provide teachers with opportunities to engage in a book study of 15 Minute Focus: Behaviour Interventions by Amie Dean, with the Behaviour Intervention Mentor joining discussions to address emerging concerns. Additionally, a QR based Microsoft Forms system was created to replace the traditional green sheets. This new digital process has streamlined data collection and improved the efficiency of behaviour tracking.



Schoolwide Behaviour Systems

The development of Schoolwide Behaviour Systems has focused on establishing clear, consistent expectations across all school environments. Expectations were co constructed with students to promote ownership and shared understanding. Our school values are represented by the acronym ROAR—Respectful, Open minded, Accountable, and Responsible—which serves as the foundation for all behavioural expectations. The next step involves reviewing these expectations with staff and the PSSC to gather additional feedback and ensure alignment. Posters outlining expectations for specific school settings are currently being created and will be displayed throughout the building to support consistency and visibility.

Behavioural Instruction

Behavioural Instruction, the final PBIS element, is essential to ensuring that students understand how to demonstrate expected behaviours in various school settings. A schoolwide behaviour matrix has been developed and will be displayed in the cafeteria to support ongoing reference. Lesson plans have been created and shared with staff to guide explicit instruction, particularly following extended breaks, long weekends, and at the start of new terms. Looking ahead, older students will be invited to create instructional videos demonstrating what ROAR looks like in classrooms, hallways, the playground, cafeteria, gym, library, and bathrooms. These videos, paired with the lesson plans, will serve as valuable teaching tools at the beginning of each school year. This work reflects our commitment to the PBIS model: Teach, Model, Reinforce.





1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 10 Pd Professional Development

King Street Elementary School

ASD-NORTH

New Nouveau Brunswick

Building Consistency, Connection, and Belonging Through PBIS

At King Street Elementary School, our PBIS work continues to centre on three school-wide expectations: Be Safe, Be Respectful, and Be Responsible. While these expectations remain the same, we have refined what they look like in specific areas of the school. This year, we reviewed expectations across settings and placed particular focus on behaviour in the hallways. As a large school with many classes moving at the same time, transitions can quickly become busy and disruptive. By narrowing hallway expectations to the behaviours students demonstrate while travelling, we created clearer and more consistent guidance for students and staff.

School-Wide Expectations

Our team reviewed expectations by area and removed items that were better addressed through classroom routines. For example, “keep your hooks tidy” was identified as a classroom management expectation rather than a hallway expectation. This helped us create a more focused approach and ensured that hallway expectations reflect safe, respectful, and responsible movement throughout the building. Clarifying expectations has made them easier to teach, easier to reinforce, and more meaningful for students. These expectations are also revisited throughout the year so that students and staff continue to share a common understanding.

Behavioural Instruction

To support implementation and staff buy-in, the PBIS team developed simple lessons connected to expected behaviours in each area, beginning with the hallway. These lessons give staff a common starting point and make it easier to explicitly teach, model, practise, and revisit expectations over time. A Grade 5 French Immersion class also designed signage and posters on Canva for use throughout the school. These visuals outline expectations for students and staff and serve as daily reminders in common spaces.



Staff members frequently acknowledge classes for meeting expectations in the hall, and all adults are encouraged to redirect behaviour when needed. Because expectations are shared across the school, staff are not left wondering whether a behaviour is a classroom-specific rule or a school-wide expectation. Students also helped create hallway videos showing the "wrong way" and the "right way" to travel through the school. This work is still being refined, but student involvement has made the learning engaging and memorable.

Data Collection

With a large student and staff population, it can be difficult to recognize patterns when different adults are addressing the same behaviours. King Street already uses Learning Lunch as a support for students who need time to complete work or reflect on their choices. To strengthen our response system, we also created a process for documenting lower-level behaviours that may not require Learning Lunch but still need to be tracked.

If a student is redirected and continues the behaviour, staff can enter the concern into a form that records the student, location, and reason. This helps us identify trends, monitor repeated concerns, and make more informed decisions about supports and next steps. Most importantly, the data helps us respond with consistency, re-teach expectations when needed, and support students before behaviours become larger concerns.

Connecting and Belonging

A key priority at King Street Elementary School is ensuring that every student feels connected and experiences a sense of belonging to the King Street Pack. This is supported through school-wide and staff-led initiatives that create opportunities for participation, voice, and celebration. Some examples include the return of our Fall Fair, assemblies where students showcase talents such as dance, singing, or playing a musical instrument, Lion Tech Club, Lion Video Crew, Crocheting Club, Language of the Week, Family and Friends Trivia Night, and our Holiday Outfit Drive.

These opportunities help students see themselves reflected in the school community while strengthening the connection between students, staff, and families. We have also invited students with strengths to share their expertise with staff and peers. For example, students have led lunchtime professional learning sessions such as a Canva crash course for interested staff. These experiences not only empower students and build confidence, but also show the wider school community that everyone has something valuable to contribute.





Lion Pride!

COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 10 Pd Professional Development

Lord Beaverbrook School

ASD-NORTH

New Nouveau Brunswick

At Lord Beaverbrook School, we are committed to fostering an inclusive, respectful, and engaging learning environment for all students. As we prepare for the opening of a new school next year that will bring together two PBIS schools, we have dedicated significant time to building staff understanding and consistency around PBIS practices. This intentional preparation supports a strong foundation of belonging, well-being, and shared expectations across our school community.

Appreciating Language and Culture

Our school community takes pride in celebrating cultural diversity and fostering language appreciation through a wide range of meaningful activities. Students have had the opportunity to participate in African dance workshops and attend engaging information sessions led by invited guests such as Dee Hernandez for Black History Month- helping to deepen their understanding of global cultures. We've honored Indigenous heritage by encouraging Mi'gmaq students to proudly wear their regalia and by recognizing the important and difficult history of residential schools with a promise of moving forward in reconcili-action. French language and culture were brought to life during La Semaine de la Francophonie, where students enjoyed mock bistros and explored the work of French artists and musicians. Our monthly assemblies and morning announcements also highlight linguistic diversity, with students singing "Happy Birthday" in Arabic and teaching others new words on LBS News. Educators further promote cultural awareness through rich literacy and learning experiences within the classroom. Together, these initiatives create an inclusive environment where all cultures and languages are respected and celebrated.

Celebrating Diversity & Inclusion

We are proud to celebrate diversity and inclusion by recognizing and honoring the unique qualities that make each member of our community special. Throughout the year, we take part in meaningful events such as Orange Shirt Day for Every Child Matters, Pink Shirt Day, Rock Your Socks for Down Syndrome Awareness, and Blue Shirt Day during Autism Awareness Month.

Sports & Clubs



These initiatives, along with our everyday practices, help create a welcoming and supportive environment where everyone is encouraged to be themselves and to reach their full potential.

Sports & Clubs

Initiatives like LBS News give Grade 3 and 4 students the opportunity to take on creative roles as producers and reporters, filming and sharing school updates with their peers. For students who enjoy strategic thinking, the noon-hour chess club provides a fun space to play casually while also participating in friendly mini tournaments. Creative expression is celebrated through LBS Idol, where students interested in singing and dancing prepare and rehearse two-minute performances before showcasing their talents in front of the school. In addition, basketball opportunities are available for students looking to develop their skills, learn teamwork, and prepare for future participation in the Minis basketball program. Through these diverse opportunities, Lord Beaverbrook School supports student voice, creativity, and personal growth.

Experiential Learning

Through enriching experiences like a visit from Alexis Savoie from Science East, students explored an inflatable planetarium that immersed them in a vibrant, interactive journey through the galaxy, planets, and constellations. In addition, Meaghan Wilbur led Grade 3 and 4 students and staff through an engaging outdoor learning experience, demonstrating how education can extend far beyond the classroom. Students discovered how outdoor learning naturally integrates subjects such as science, literacy, and math, creating memorable and meaningful connections. These experiences highlight our commitment to fostering curiosity, engagement, and a deeper understanding of the world around us.

These initiatives highlight our commitment to inclusion, student engagement, and positive school culture. Through ongoing staff learning in PBIS and a wide range of cultural, extracurricular, and experiential learning opportunities, we are preparing for a smooth and thoughtful transition into our new, combined school. Our focus remains on creating a welcoming, consistent environment where every student can thrive.









1 Pt PBIS Team
2 Dc Data Collection
6 Se Schoolwide Expectations
9 Ci Consistent Implementation

Miramichi Rural School

ASD-NORTH

New Nouveau Brunswick

PBIS Core Team and Collaborative Process

The implementation of Positive Behaviour Interventions and Supports (PBIS) at our school has been guided by a dedicated PBIS Core Team composed of four staff members: the Principal, a Classroom Teacher, the EST R, and an Educational Assistant. This diverse team brings a range of perspectives and experiences, ensuring that decisions reflect both instructional and student-support needs.

The PBIS Core Team meets monthly to discuss ongoing initiatives, review progress, and plan next steps related to PBIS elements. These regular meetings have allowed us to work intentionally through the framework, ensuring that implementation is thoughtful, collaborative, and responsive to the needs of our school community.

Developing Behavioural Expectations Through Student Voice

Our first major PBIS focus was the development of clear, consistent behavioural expectations. As a Core Team, we began by identifying the key environments within our school where expectations needed to be clearly defined. Recognizing the importance of student voice and ownership, we then established a student PBIS team made up of representatives from Grades 1 through 8.

This student team played a central role in the process by generating behavioural expectations for each identified environment. Their input reflected real-life experiences and helped ensure that expectations were realistic, meaningful, and age-appropriate. Once the student team completed their work, the Core Team brought the proposed expectations back to staff for feedback and refinement. After reaching consensus, the finalized expectations were shared with the entire school community.

Student input was critical to the success of this initiative. Involving students from the beginning helped foster buy-in, increased understanding, and reinforced the idea that PBIS is something we do with students rather than to them.



Student Recognition and Positive Reinforcement

An essential component of our PBIS framework is the recognition and celebration of positive behaviour. To support this, we introduced the Shark Shoutout system. Shark Shoutout ballots can be completed by both staff and students to recognize any member of the school community who demonstrates our behavioural expectations.

Shoutouts are read aloud over the daily announcements, and students are invited to the office to receive a small prize such as a pencil, sticker, or squishmellows. This daily recognition helps maintain momentum and reinforces positive behaviour in a timely and visible way.

At the end of each month, we hold a school-wide assembly where students who received Shark Shoutouts are formally recognized. During the assembly, students receive a certificate with all their shoutout ballots attached. Each shoutout earned also results in the student's name being entered into a draw for additional prizes, such as school swag or other special items. This layered approach to recognition has been well received and has helped promote a positive and inclusive school culture.

Using Data to Guide Practice and Intervention

Data collection and analysis are key components of our PBIS implementation. We collect and review data related to minor behavioural infractions and share this information with all staff. This transparency allows us to identify trends and collaboratively plan interventions that address school-wide needs.

For example, data analysis revealed that many incidents were occurring at the classroom level and were related to disrespectful behaviour. This insight provided a clear starting point for intervention. As a result, staff worked together to more clearly define what respect looks like in the classroom and to ensure that expectations around respectful behaviour were being explicitly taught and reinforced.

Using data in this way has allowed us to move beyond assumptions and instead make informed decisions that directly support students and staff.







COHORT 4

1 Pt PBIS Team

6 Se Schoolwide Expectations

8 Sr System for Recognition

Napan Elementary School

ASD-NORTH

New Nouveau Brunswick

Napan Elementary School continues to grow and strengthen its positive school culture through our ongoing work with Positive Behaviour Interventions and Supports (PBIS). Our focus remains on creating a safe, respectful, and caring environment where students are recognized, supported, and encouraged to do their best each day.

As a small school community, we benefit from strong relationships among students, staff, families, and community partners. These connections are central to our PBIS work and help foster a strong sense of belonging for every child.

A key part of our PBIS work is student recognition, which helps us celebrate student success and build a strong sense of belonging within the school. Students are acknowledged in a variety of ways throughout the year, including cub of the month, virtue of the month winner(s), cub of the year, birthday announcements and our monthly school video.

The monthly video has been especially well received by our school community. Families look forward to each release, as it highlights classroom learning, school events, and the positive moments happening throughout the school. It has become a meaningful way to strengthen the home–school connection and celebrate student success together.

Napan December 2025 Recap

The Virtue of the Month initiative has been especially meaningful, helping students connect behaviour expectations with character development and shared values using the 7 sacred teachings. Each month concludes with a whole-school activity following our assembly, further strengthening community connections.

Midway through the year, as we continued our PBIS journey, we learned that Napan Elementary will transition from a K–5 school to a Kindergarten-only school beginning in September 2026. With this significant change ahead, and as new staff will be joining our school community, we made the decision to focus our PBIS efforts more intentionally on key areas within the school.



This will ensure consistency and clarity as we prepare for the upcoming transition and continue to build strong foundations for our youngest learners.

Our common behaviour expectations continue to be centered around: Be Safe, Be Responsible, Be Respectful to work with our feeder schools, King Street Elementary and Dr. Losier Middle School.

This year, we placed a particular focus on reinforcing expectations in key areas of the school, including washrooms, breakfast program and the playground.

These areas have helped us teach, model, and reinforce positive behaviours in meaningful and consistent ways across the school.

Community connections are also an important part of our PBIS approach. We are fortunate to have a wonderful Home and School Committee that organizes several events, dinners, and supports our breakfast program throughout the year, helping to bring families and staff together in a positive and welcoming way. In addition, we continue to benefit from partnerships such as reading tutors from James M. Hill High School and a variety of community-based experiences including pumpkin carving, Thanksgiving and Christmas dinners, food drive for Miramichi Food Bank, concerts, a maple syrup field trip, skating at the Napan outdoor rink, at the local arena with lots of parents skating with us, fishing at middle island, releasing salmon eggs into the Miramichi River, Roots of Empathy with our K/1 class and support of our breakfast program.

Napan Elementary is a small school with close-knit teaching staff, allowing for strong communication, flexibility, and collaboration. Staff work closely together to support one another, maintain consistent expectations, and ensure student success. This strong teamwork, along with staff buy-in, a consistent recognition system, and supportive community partnerships, has been essential to our PBIS success and helps create a positive and supportive environment for all students.











COHORT 2

2 Dc Data Collection

5 Cr Evaluation and Reporting

8 Sr System for Recognition

North & South Esk Elementary School

ASD-NORTH

New Nouveau Brunswick

Data Collection:

Our school has an easy, accessible, and consistent behaviour data collection system in place that has significantly strengthened our decision-making processes. Staff can access an online form via a QR code to report minor or major incidents. This data goes directly to the administration, so prompt action can be taken if needed. This data gives staff a clear picture of when, where, and why problem behaviours are occurring, allowing us to better understand patterns across the school day. By identifying trends, such as specific locations, times, or behavior types, we can make more targeted, effective decisions about supports and interventions.

Evaluation and Reporting:

Sharing monthly PBIS data with all our staff members helps to see behaviour patterns clearly and celebrate what is working. It also allows us to make decisions that support students. Reviewing this data helps our team recognize what's working, adjust strategies that are not, and provide more consistent, proactive support to students. Using behaviour data has enhanced our ability to build and maintain a positive, predictable learning environment for everyone.



System of Recognition:

Our PBIS Celebration Assemblies continue to shine a spotlight on the positive contributions of our school community. Each month, we highlight one of the values in our SHINE matrix (Safety, Helpful, Integrity, Neighbourly, Engagement) helping students understand and celebrate what these expectations look like in action. This year, we've added two exciting recognitions: the Staff Super Shiner, celebrating staff members who go above and beyond, and the Golden Dustpan Award, presented to the class with the tidiest/cleanest classroom or hallway. These celebrations help build a supportive, encouraging school environment where both students and staff feel valued and motivated to do their best.

Celebrating PBIS at NSEE:

This year has been an exciting one for our school as PBIS has helped shape who we are as a community. Our school feels more welcoming than ever. Staff and students use the same language and follow the same routines. Having clear systems in place has made our days run smoothly and created a calm, positive atmosphere.

We are also proud of how connected we are to our community and culture. Elders visit our school to lead special projects and share teachings. We also created our own Land Acknowledgment, and we use it at every event as a thoughtful reminder of our respect for the land and its history. Local businesses support our school and community members volunteer their time to make breakfast, teach sewing, help with special days and water our plants in the summer.

Our students have truly embraced PBIS. They understand the expectations, they use the language, and they are proud to show what they know. Most of all, we love our students! PBIS has helped us build the kind of school where students feel safe, supported, and celebrated.







COHORT 3

6 Se Schoolwide Expectations

8 Sr System for Recognition

10 Pd Professional Development

Parkwood Heights Elementary School

ASD-NORTH

New Nouveau Brunswick

PBIS Year 2 Summary

During our second year of implementation, our school made significant and meaningful progress with Positive Behavioural Interventions and Supports (PBIS). This year marked an important shift from planning to full schoolwide practice, as we successfully rolled out clearly defined schoolwide expectations supported by our comprehensive behaviour matrix.

A major focus this year was building consistency and shared understanding across our school. All students participated in PBIS assemblies that explicitly taught and reinforced the different expectations outlined in our behaviour matrix. These assemblies provided a common language and vision for positive behaviour and helped ensure that expectations were clear, age appropriate, and accessible to all learners.

Following these assemblies, classroom teachers reinforced expectations through follow up lessons developed by our PBIS team. These lessons allowed staff to explicitly teach, model, and revisit expectations in both classroom and school contexts, strengthening the connection between instruction and behaviour. At the same time, we continued to refine our systems of recognition to celebrate positive behaviour and encourage ongoing student engagement with PBIS practices.



Family Engagement and Student Recognition

A key area of growth during Year 2 was increased family involvement in our PBIS framework. To strengthen the home–school connection, weekly PBIS challenges were sent home to families. These challenges encouraged students and caregivers to work together while focusing on our four core values: **Proud, Honest, Engaged, and Safe**. Families who completed the challenges together were eligible for prizes, helping to reinforce positive behaviours beyond the school environment and promoting shared responsibility for student success.

At school, students worked toward earning bracelets that represented each of the core values. These bracelets served as a visible and meaningful form of recognition, celebrating students' efforts and reinforcing their understanding of PBIS expectations. Students who demonstrated all four core values and earned all four bracelets were further recognized with a large sticker, adding an extra layer of motivation and celebration for sustained positive behaviour.

In addition to implementation efforts, we continued to collect and analyze valuable data points to guide decision making and assess the impact of our initiatives. This data has helped us better understand student behaviour trends, monitor progress, and identify areas for growth as we move forward.

Overall, we are very proud of the accomplishments achieved in Year 2. The collective commitment of staff, students, and families has laid a strong foundation for continued growth. We are excited to build on this momentum next year, particularly as we prepare to share our PBIS framework more broadly with families through the development of a new family handbook and increased community outreach.









1 Pt PBIS Team
2 Dc Data Collection
6 Se Schoolwide Expectations
8 Sr System for Recognition

Rexton Elementary School

ASD-NORTH

New Nouveau Brunswick

The PBIS Team was incredibly important for several reasons. We wanted this launch to be something that was led by staff and not just administration. It was and is our belief that to sustain the momentum of PBIS it needs to be something the staff are committed to and that they have created and evolved. We had an amazing team that involved staff from upper and lower elementary, English Prime and French Immersion, and our specialists such Guidance, Resource, and Behaviour Intervention Mentors. We also took every opportunity to gather our full staff to consult and explore the concepts of PBIS in the context of our school community. We also met with groups of students to gather their ideas and thoughts.

Data Collection

Data collection remains a central component of measuring the needs and therefore the successes of PBIS. We are continuing to work on collection systems for behaviours. We will move forward with a QR code type of system. In our larger cohort meetings, we have heard numerous examples of schools who have been able to implement this type of system effectively. It is the one remaining area of this year's PBIS journey that needs additional focus.



Schoolwide expectations

Schoolwide expectations are the foundation of a PBIS school. They help us to understand what we all expect and how we support learners and each other in the work we do each day. The creation of the matrix is really a summation of many conversations with the various members of our school community: PSSC, students, and staff. It reflects the data from our previous behaviour tracking systems, our perceptions surveys, and our daily lived experiences at the school. The matrix process is where the document becomes more than a list of "rules" and begins to become a culture that we share as members of Rexton Elementary School.





Food Drive





COHORT 3

2 Dc Data Collection

3 Bn Buy-In From Staff

7 Bi Behavioural Instruction

Sugarloaf Senior High School

ASD-NORTH

New Nouveau Brunswick

Updated Mission and Vision

Students and Staff at SSHS recently engaged in a collaborative process to review and revise the school's mission and vision statements to ensure they accurately reflect our current values, priorities, and commitment to student success. Through thoughtful discussion and shared input, staff contributed ideas and feedback aimed at strengthening the clarity, relevance, and impact of these guiding statements.

Behaviour Matrix Videos

Students in the drama program have been actively engaged in the creation of a series of short, scripted video segments designed to illustrate the school's behaviour matrix at SSHS. Through collaborative planning, performance, and production, students have developed realistic and relatable scenarios that model both expected and unexpected behaviours within a variety of school settings.

By presenting these expectations in a visual and engaging format, these videos aim to support consistency, improve understanding, and reinforce positive behaviours across the school community. This initiative provides drama students with an authentic learning experience that integrates creativity, communication, and teamwork. The completed videos will be used as instructional tools in classrooms, assemblies, and other school contexts to support respectful, responsible, and safe behaviour.

Student Celebration Ceremony

Our Academic Awards and Student Celebration Ceremony is a meaningful event dedicated to recognizing the outstanding achievements and positive contributions of our students. We honour those who have demonstrated excellence in their studies by achieving top marks, as well as students who have outstanding attendance.





In addition to academic success, the ceremony proudly highlights the importance of character and community. Students are recognized for their kindness, perseverance, and willingness to support others. It serves as a reminder that success takes many forms and that every contribution, whether in the classroom or within the school community, deserves to be celebrated.

We also incorporated a pep rally to celebrate the achievements of our sports teams and club members. During the event, our local MLA, Honourable Gilles Lepage, presented a Grade 9 student, Jeremi Caplin-Lavoie, with a certificate recognizing his achievement as one of the top finalists in the International Women's Day Student Contest. He also had the pleasure of presenting Jeremi's teacher, Donna Webb with the School of the Year Award for the same contest.



Pyramid of Intervention

The PBIS team has been actively engaged in a comprehensive review and revision of our school's Pyramid of Intervention to better support both behavioural and academic needs at SSHS. This work has focused on strengthening Tier 1 practices to ensure that all students benefit from consistent, proactive, and evidence-informed strategies within the classroom setting.

Through collaboration and ongoing reflection, the team has worked to clarify expectations, streamline supports and provide staff with practical tools and guidance for addressing common behavioural and academic challenges. Emphasis has been placed on building strong universal practices that promote positive behaviour, increase student engagement, and reduce the need for more intensive interventions.

The revised Pyramid of Intervention is intended to serve as a clear and accessible framework for teachers and support staff, helping to guide decision-making and ensure a consistent approach across classrooms.



Employee Handbook

The team has developed a comprehensive Employee Handbook designed to provide staff with essential information about SSHS and support a consistent understanding of school practices and expectations. This resource outlines key procedures, policies, and day-to-day operations, serving as a central reference for all employees.

Particular attention has been given to ensuring the handbook is clear, practical, and accessible, making it especially valuable for new staff members as they transition into the school community. It offers guidance on roles and responsibilities, communication protocols, behavioural expectations, and available supports, helping staff feel informed and confident in their work. The Employee Handbook promotes consistency, strengthens communication, and supports a positive and professional working environment.

COHORT 2

9 Ci Consistent Implementation
10 Pd Professional Development
11 Cs Classroom Systems
12 Dp Discipline Procedures

Terry Fox Elementary School

ASD-NORTH

New Nouveau Brunswick

PBIS Implementation at Terry Fox Elementary

Terry Fox Elementary is in its third year of PBIS implementation. This year, the school focused on the following PBIS elements: Consistent Implementation, Classroom Systems, Discipline Procedures, and a renewed emphasis on Schoolwide Expectations.

Consistent Implementation & Schoolwide Expectations

To strengthen consistent implementation, the PBIS team at Terry Fox Elementary redesigned the school's behavior flow chart. The updated flow chart clearly distinguishes between minor and major behaviors, defines what constitutes each, outlines reporting procedures, and provides clear guidance for staff responses. This has improved consistency and clarity in how behavior is addressed across the school.

Supporting staff's understanding and implementation of PBIS has also been a key focus. During the opening week of school, PBIS systems and expectations were reviewed with all staff. In addition, early in the year, part of a Pilot PL day was used to introduce the revised behavior flow charts and revisit the behavior matrix. To maintain ongoing visibility, PBIS expectations are reinforced weekly through a dedicated PBIS focus on the TFES morning news broadcasts.

To further ensure consistency, the PBIS team developed a Guest Teacher Handbook, which includes the behavior matrix and behavior flow charts. This resource supports substitute teachers in understanding and responding to student behavior in alignment with schoolwide expectations.



Classroom Systems

Strong classroom routines and procedures have been a schoolwide priority this year, recognizing their essential role in effective classroom management. Teachers are expected to explicitly teach, practice, and reinforce routines and procedures during the first weeks of school and to revisit them regularly, particularly following extended breaks.

Administrators, resource teachers, and behavior specialists have supported classroom implementation through coaching and follow-up. New teachers participated in professional learning and were paired with mentors to support the development and consistent use of classroom routines and procedures.

In addition, we have implemented a school connectedness survey that students complete three times per year. The data from this survey is used to provide targeted supports, with a focus on helping students feel happy and safe at school. Staff work collaboratively to build relationships with students identified through the survey. Results from our initial survey showed that 58% of students reported liking school and feeling happy to attend. This number increased to 82% on the mid-year survey.

Discipline Procedures

Discipline procedures at Terry Fox Elementary are directly connected to PBIS principles and informed by behavior data. Ongoing data collection and analysis allow the PBIS team to identify students who require additional support. Relevant team members meet weekly to review data and when necessary, develop proactive and individualized support plans.

Supports may include behavior programming, counselling, friendship groups, parent meetings, and increased supervision. These targeted interventions have led to improved student behavior, contributing to positive outcomes for individual students and strengthening the overall school culture.

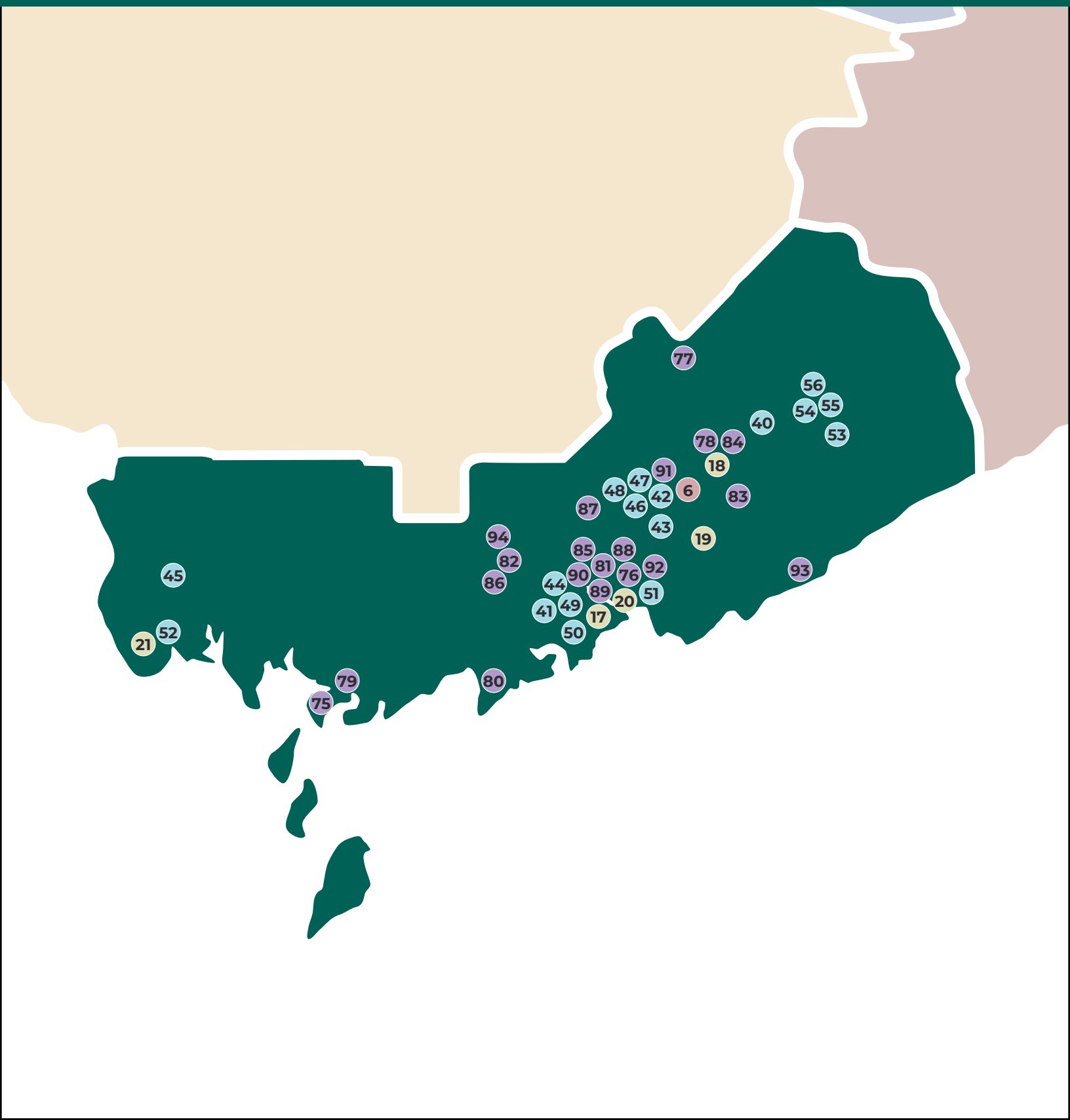






Gagetown Ferry
Photo by: Pascal Chiasson

Anglophone South School District



COHORT 3

6 Se Schoolwide Expectations

11 Cs Classroom Systems

Apohaqui Elementary School

ASD-SOUTH

New Nouveau Brunswick

Schoolwide Expectations

In our second year as a PBIS school, we continued to refine our systems to promote consistent, school-wide expectations for student behaviour. A major focus this year was updating our PBIS school-wide behaviour matrix to better reflect the realities of our building and the diverse contexts in which students learn and interact. We worked together to review each area of the school—classrooms, hallways, playgrounds, washrooms, and the school bus—and identify the most essential expectations that align with our core values. This work resulted in a clearer, more accessible matrix that emphasizes student-friendly language and practical, teachable behaviours.

Behaviour Instruction

Alongside the updated matrix, we are continuing to build a comprehensive set of promotional and instructional materials to support ongoing teaching and reinforcement of expectations. These will include posters for every area of the school, short instructional videos, and classroom-ready mini-lessons designed to help both staff and students understand what appropriate behaviours look like in each setting. By presenting these materials in multiple formats and revisiting them regularly, we expect to enhance consistency, increase clarity, and ensure that all students and staff can access and internalize the lessons associated with PBIS.



Positive School Community

An essential companion to our behavioural expectations work has been our emphasis on school-wide community building. Throughout the year, we plan opportunities for students from all grade levels to connect through shared experiences and team-building activities. Whole-school field trips, themed spirit days, and friendly competitions—such as our highly popular “colour wars”—encourage student engagement and foster a sense of belonging. Participation in these events has been exceptionally high, demonstrating students’ enthusiasm and illustrating the positive impact these experiences have on our overall school culture. We believe that by nurturing camaraderie, celebrating school spirit, and building positive relationships across grade levels, we create an environment where expectations are not only taught, but lived.

Together, these efforts reflect our continued commitment to PBIS as a framework that supports not just behaviour, but the broader social culture of our school. Our work this year demonstrates meaningful progress toward creating a learning environment where all students feel safe, supported, and connected.



Community



COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Back Bay Elementary School

ASD-SOUTH

New Nouveau Brunswick

Our PBIS Journey at Back Bay Elementary School

This year, our PBIS work has focused on building strong foundations that are sustainable, inclusive, and responsive to our school community. Our four key areas of focus have been:

- Creating a PBIS Team
- Data Collection and Use
- Schoolwide Behaviour Expectations
- Systems of Recognition

Creating a PBIS Team

We began by establishing a PBIS team and inviting all staff to participate to build a team that truly represents our school community. This has resulted in a strong cross-section of staff, including administration, EST R, two classroom teachers, and two Educational Assistants. The team meets monthly.

Having a diverse PBIS team is intentional and important. A cross-section of staff brings multiple perspectives to the table, ensuring decisions reflect the realities of classrooms, support services, and student needs across the school. It increases staff buy in, improves communication, and helps PBIS become something we do together.

In addition to staff involvement, we also established a Student Council that meets monthly to ensure student voice is embedded in our PBIS work. The Student Council provides feedback, shares ideas, and meaningfully contributes to decisions that impact school culture and behaviour expectations.

As part of reinforcing student voice and leadership, we held a schoolwide vote to name our Harbour Seal mascot using a proper election process. Students submitted name suggestions, which were then shortlisted and presented to classes. Ballots were cast, votes were counted, and results were announced—mirroring a real democratic process. This experience gave students a meaningful role in shaping school culture. The winning name, Skipper, was met with great excitement and has since become a familiar and well loved symbol of our PBIS system.





Data Collection

We took time to examine what data we currently collect and how we use it to inform decisions. In response, we established a monthly data meeting, in addition to our regular PBIS team meetings.

During these meetings, we review both academic and social emotional learning (SEL) data to identify trends, strengths, and areas requiring support. We also created a staff tracking spreadsheet for Harbour Seals and other recognition systems. This allows us to analyze student engagement and ensure recognition systems are being used consistently and equitably across the school.

At the classroom level, staff use PBIS behaviour tracking sheets to support early intervention, monitor patterns, and guide conversations around behaviour support.

Schoolwide Behaviour Expectations

We dedicated our November PD Day to reviewing our existing behaviour matrix. As a staff, we worked collaboratively to update language so that expectations are clear, positive, and accessible for students.

As part of strengthening our school identity, we introduced the SEAL acronym: Safe. Engaged. Accountable. Leaders.

This shared language supports consistency and helps students understand what positive behaviour looks like across all settings.

To further ensure clarity and consistency, we created a staff handbook outlining expectations, procedures, and common practices.

Student voice is a valued part of this work. Our Student Council played an active role in reviewing the behaviour matrix. Students edited language, added their ideas, and shared what they felt was important. Their feedback directly shaped the final version.

The behaviour matrix is included in electronic newsletters, displayed throughout the school, and regularly referenced during announcements. This keeps expectations visible, relevant, and part of everyday school life.

Systems of Recognition

Recognizing and reinforcing positive behaviour is central to our PBIS framework. Teachers use tracking sheets to acknowledge behaviours aligned with schoolwide expectations, while students use PBIS lanyards as a visible way to celebrate success.

Students who meet expectations for a full week earn a stamp on their PBIS card; after five stamps, they receive a coloured bead for their lanyard. This system promotes consistency, encourages sustained positive behaviour, and helps students take pride in being Safe, Engaged, Accountable Leaders while strengthening school identity and creating opportunities for celebration.





1 Pt PBIS Team | 4 Cv Community Involvement | 7 Bi Behavioural Instruction | 11 Cs Classroom Systems

Barnhill Memorial School

ASD-SOUTH

New Nouveau Brunswick

PBIS Champions

Barnhill Memorial School is proud to offer students a meaningful leadership opportunity through its PBIS Student Champions. As part of the school's Positive Behaviour Interventions and Supports (PBIS) initiative, this team is composed of students who make positive contributions to the school community and empowers them to take an active role in shaping a supportive and inclusive environment.

PBIS Student Champions work collaboratively to promote positive behaviour, foster a strong sense of belonging, and build school spirit. By encouraging respectful and responsible choices, these students help create a welcoming atmosphere where everyone can thrive. Central to the team's work is amplifying student voice by sharing ideas and feedback that reflect the experiences and perspectives of their peers.

Throughout the year, PBIS Student Champions take on a variety of leadership roles. They help plan school-wide celebrations and incentives, provide insight into school climate, and actively promote kindness, inclusion, and respect. As positive role models, they lead by example and inspire others to contribute to a caring and connected school community.

PBIS Tardy Initiative

Throughout the month of February, we implemented a school-wide tardy initiative to track and improve student punctuality. Student tardiness was recorded daily and collected weekly every Friday during the last class. This data was then analyzed by the PBIS Team.



As an incentive, students had the opportunity to be rewarded for being on time. At the end of February, tardy data was reviewed and tallied by homeroom. Two classes tied for the fewest tardies and were rewarded with a pizza party. Also, all students with zero tardies for the month were entered into a draw for prizes.

The data also allowed us to identify students who were consistently tardy. From this, targeted interventions were developed. Our Behaviour Intervention Mentor (BIM) and Behaviour Support Teacher (BST) teams collaborated on a Tardy Action Plan, dividing the list of students and scheduling meetings to discuss attendance patterns and introduce a structured incentive plan. A visual tool was created to support these conversations. Moving forward, tardy data was continuously monitored. Staff meet weekly with identified students to review progress, and a tiered incentive structure has been established to encourage and support improved punctuality. This helped create a more focused, respectful, and successful learning environment for all students.

Barnhill Awards Program

The Barnhill Awards Program was designed to encourage students to get involved, recognize their efforts, and celebrate the many ways they contribute to our school community. We wanted to create a system that values not only academic success, but also participation in extracurricular activities, leadership, and school spirit.

Every activity is assigned a point value based on the amount of time and commitment it requires. Coaches and advisors award students a percentage of those points depending on their participation. All points are tracked in our system and continue to build from year to year; they do not reset.

At Barnhill, we have four levels of recognition, each showing an impressive level of involvement and commitment. They include White Lightning Bolt, Silver B, Gold B, and Barnhill Achievement Plaque.

Students may begin applying for their points at the end of Grade 6 and continue each year in Grades 7 and 8. By tracking points over time, the program motivates students to stay engaged throughout their middle school years while building confidence, responsibility, and a sense of belonging. It also allows us to recognize and celebrate students who consistently demonstrate commitment and pride in being part of Barnhill.







COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Bayside Middle School

ASD-SOUTH

New Nouveau Brunswick

Re-birth of PBIS at Bayside

At Bayside, a renewed focus on Positive Behaviour Interventions and Supports (PBIS) has led to the revitalization of key practices to strengthen consistency and school culture. Previously established components—including the behaviour matrix, classroom versus office-managed behaviour flowchart, and STOMP assemblies and recognition tickets—have been reintroduced, updated, and aligned with current best practices. This work has emphasized consistent implementation across all learning environments, ensuring a shared understanding among staff and students. Recognizing that variability in practice was a key area for growth, the school committed to a more unified and sustainable approach by becoming a PBIS cohort school. This commitment supports ongoing professional learning, collaborative implementation, and the use of data to inform decision-making. Overall, these efforts reflect Bayside's dedication to fostering a positive, predictable, and equitable school environment that supports student success and well-being.

Where we started

The initial phase of our work focused on a comprehensive review of the existing Matrix framework. Feedback was gathered from both staff and students to inform revisions and updates, ensuring the Matrix reflects current needs and expectations. Importantly, all students were provided with opportunities to share their perspectives, reinforcing an inclusive and collaborative approach to improvement. In addition, the previously developed office versus classroom flowchart was revisited. This included reintroducing the process to staff, making necessary updates based on current practices, and reapplying it across the school setting to promote consistency. These steps helped strengthen clarity around expectations and procedures, while reinforcing a shared understanding among staff and students. Overall, this foundational work established a more responsive and relevant framework to support positive behavior and effective school operations.



Systems of recognition

The school utilizes multiple recognition systems, including STOMP assemblies, STOMP tickets, and positive office referrals, to reinforce student success. In the coming year, STOMP tickets will be aligned with specific target behaviours identified through the ESS Team. This intentional alignment will strengthen and reinforce the desired behaviours outlined in the school's Behaviour Matrix, ensuring consistency and a more focused approach to promoting positive student actions.

Focus for Next Year

For the coming year, key priorities will focus on strengthening school-wide positive behaviour practices and enhancing our collective identity. This includes the intentional integration of PBIS strategies into ESS meetings, ensuring these discussions are aligned with data-informed decision-making and student support. Additionally, we will develop a series of student-led videos that model desired behaviours connected to the school's Behaviour Matrix, promoting clarity and consistency across all settings. A more systematic and consistent use of Stomp Tickets will be implemented to reinforce PBIS initiatives and recognize positive student actions. In parallel, we will undertake a comprehensive rebranding of the school's mission and vision statements. This process will culminate in the creation of a new school slogan that authentically reflects what makes Bayside unique, while clearly communicating how we aspire to be perceived by our broader community and how we support the success of all students.

Success

Teamwork

Own It

Motivated

Prepared



COHORT 2

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 5 Cr Evaluation and Reporting | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 11 Cs Classroom Systems | 12 Dp Discipline Procedures

Beaconsfield Middle School

ASD-SOUTH

New Nouveau Brunswick

Beaconsfield is a grade 6-8 middle school overlooking the Bay of Fundy in West Saint John. With a population of 315, we are in our 3rd year of being a PBIS school. Over the past 3 years, we have embraced PBIS, and it has become the foundation of everything we do.

Our Journey Toward Consistent PBIS Implementation



In our first year of PBIS, the only consistent element was our lack of consistency. By year two, we recognized that **consistency is essential to PBIS success**, and by year three, we established it. Our **core team now meets monthly, often twice a month**, using data to guide our focus and monitor progress. PBIS is **reinforced daily** through the announcements and during twice weekly, full-school Home Room Huddles on Teams, led by our Principal, Mr. Matheson. For the past two years, we have held **monthly PBIS Celebration Assemblies**, each with consistent elements such as Bulldog of the Month, Leader of the Month, Athletes of the Month and Principal's Recognition Awards, along with "Stand and Claps" for participation in sports, clubs, activities, and volunteer opportunities. It's a fun way to end the month! In addition to celebrating positive behaviour, we have **clearly defined classroom versus office-managed behaviours**. When updating our behaviour pyramid of interventions this year, we realized that we now offer a wide range of supports and interventions at every level, reducing reliance on consequences. When consequences are necessary, responses are clearly defined and communicated to students and families through a supportive lens. Central to our consistent approach is ensuring **situations are addressed in ways that are clear, supportive, and understood by all** once resolved.

Responding to Student Needs Through Tier 2 Instruction

During year three, we focused on developing Tier 2 strategies to support students who require interventions beyond Tier 1. While homeroom huddles provided principal-led, school-wide Tier 1

Positive Impact!



instruction and teachers delivered Tier 1 classroom instruction, we identified a gap in targeted Tier 2 teaching. Using our data, we selected key areas of need and developed small-group instructional units to address them.

These units focused on topics like hands-off academy, work completion, meeting physical education expectations, reducing blurting, taking ownership and accountability, and replacing inappropriate comments with appropriate alternatives. While this work is ongoing, we are proud to be building a strong toolkit of interventions and supports. This allows us to intervene intentionally and teach needed skills when their behaviour tells us they need more support, recognizing that behaviour reflects unmet needs or a skill that has not yet been developed.

Recognition, the Beac Way!

When a Bulldog demonstrates positive behaviour, we believe it should be recognized. What began with Way to Go tickets has evolved into a comprehensive system of recognition that emphasizes acknowledgement over rewards or prizes. Our focus is on building relationships and reinforcing positive behaviour through meaningful interactions—offering a smile or "good morning," noticing and engaging with students, giving full attention and eye contact, connecting over student interests, and making positive phone calls or sending emails home.

Daily Recognition: Verbal praise, positive notes home, Way to Go tickets, and Shout Outs during morning announcements, accompanied by a card sent home.

Weekly – Way to Go Draws: Held every Tuesday and Thursday during Mr. Matheson's Homeroom Huddle on Teams.

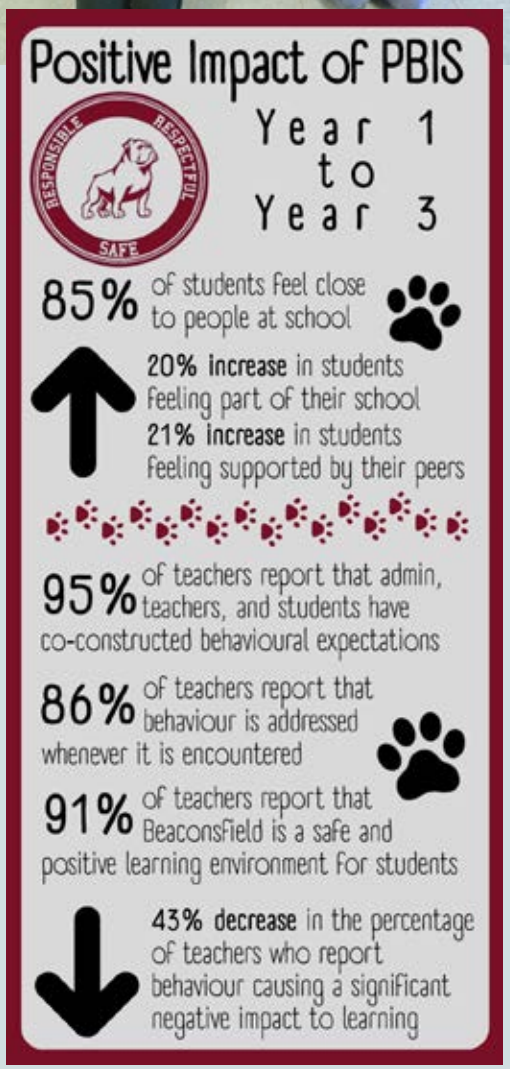
Monthly: PBIS Celebration Assemblies at the end of each month highlight Bulldogs of the Month, Leader of the Month, Athletes of the Month, the Principal's Recognition Award, attendance recognition, and participation in sports, clubs, and volunteering.

During Parent Teacher: The Celebration Station provides families with an opportunity to leave positive notes for their children, which are delivered the following school day.

Yearly: During end-of-year awards, a student from each class receives a PSSC PBIS Award. Spirit Awards are also presented, with every student receiving a certificate recognizing their participation in school activities throughout the year.

Don't Forget About the Adults: Recognizing staff is an essential part of sustaining a positive PBIS culture. Staff are acknowledged for their commitment to students, PBIS implementation, and creating a welcoming school environment. Recognition includes personalized notes, shout-outs in the weekly staff newsletter, appreciation notes posted in the staff room, and sincere expressions of gratitude such as "thank you," "I appreciate you," and "good job."





COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations

Belleisle Regional High School

ASD-SOUTH

New Nouveau Brunswick

We are excited to share the fantastic progress our school has made during our inaugural year of implementing PBIS at Belleisle Regional High School. This program is truly transforming our school environment, fostering a positive and supportive atmosphere for all students and staff.

Our journey began with a shared vision to promote respectful, responsible, and safe behavior across our school. From the outset, we focused on establishing clear, school-wide expectations that guide student behavior and create a consistent framework for success. These expectations have been developed together with input from students and staff.



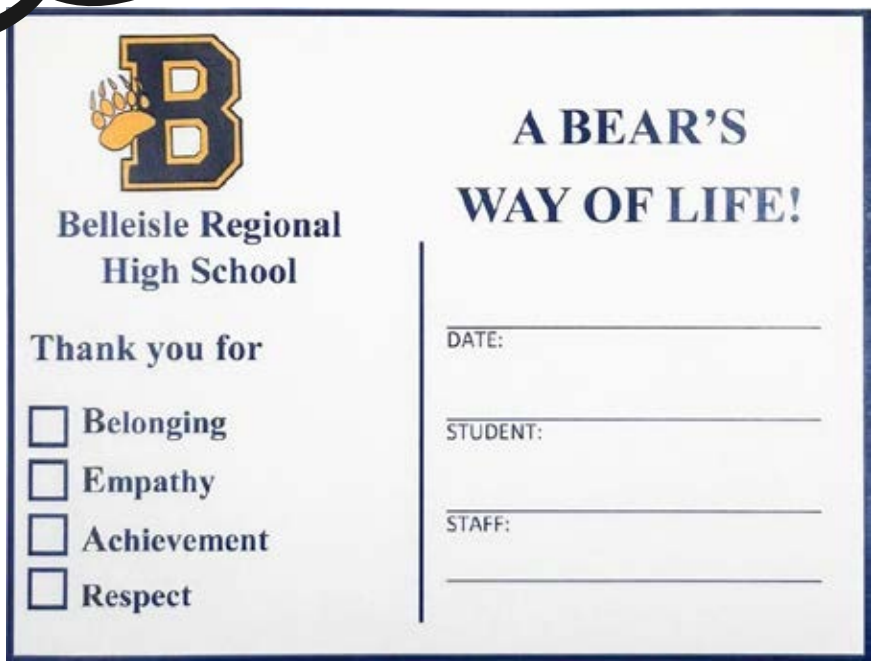
Consistency has been key to our success. Staff and students work together to uphold our behavioral expectations, ensuring that everyone knows what is expected and feels supported in meeting those standards. This unified approach has contributed to a more predictable and welcoming environment for all.

Data collection has played a role in our PBIS journey. By tracking positive behaviors, and analyzing trends, we have gained valuable insights that inform our ongoing efforts. This data-driven approach allows us to celebrate successes and ensures all students are recognized for their efforts.

Student involvement has been evident this year at BRHS. The Student Engagement Team created a survey, and we are working towards acting on their concerns. One of the results from our student survey was having a more comfortable, cafeteria, lobby, and learning commons and this has been a work in progress. Their active engagement promotes ownership and pride in our Bear community.

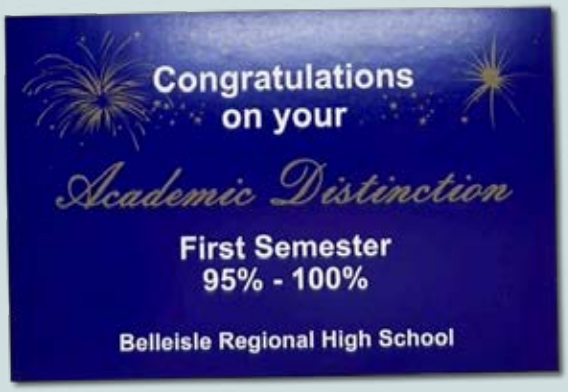
As we reflect on our first year, we are proud of the positive changes we've seen and are excited to continue building on this foundation. PBIS has helped us create a safer, more inclusive, and more engaging learning environment where every Bear can thrive.

Our PBIS Team









1 Pt PBIS Team | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Dr. A.T. Leatherbarrow Primary School

ASD-SOUTH

New Nouveau Brunswick

Our First Year

We proudly began our PBIS journey this year at Dr. A. T. Leatherbarrow Primary School. As a K–2 learning community, we recognized early on the importance of establishing a strong foundation rooted in clear expectations, consistency, and positive relationships. With many of our students at the very beginning of their school experience, we understood that investing time in building common understandings and routines would have a lasting impact on both behaviour and learning.

Our initial PBIS focus centered on two key priorities: developing clear schoolwide expectations and strengthening systems of recognition. Throughout the year, our PBIS team played a critical leadership role in guiding this work, ensuring that decisions were thoughtful, intentional, and aligned with best practices. Central to our approach was a commitment to co-constructed decision-making. We actively sought input from staff and worked collaboratively to build shared understanding and collective ownership across the school.

As a staff we engaged in ongoing conversations to identify a small number of positively stated expectations that could be applied consistently across all school environments. These expectations needed to be developmentally appropriate for our K–2 learners while aligning with our vision of supporting every child to be their best. Staff discussions focused on identifying observable behaviours, strategies for instruction and reinforcement, and the conditions students need to feel safe and successful. This collaborative work strengthened consistency across learning spaces and increased clarity for students.

This process also allowed us to rebrand our school identity. Without an official mascot, we engaged staff and students to create a shared symbol reflecting our values and vision. Through brainstorming, discussion, and schoolwide voting, our community selected the bumble bee, representing cooperation, effort, kindness, and collective responsibility: qualities that align closely with our PBIS core expectations. This new mascot has increased engagement and ownership, giving students a meaningful symbol they can connect with and take pride in. To celebrate this new identity, we are excited to introduce school-branded t shirts featuring our bumble bee logo for both staff and students, further strengthening our sense of belonging.





Our Schoolwide Expectations: Be Your Best You

At Dr. A. T. Leatherbarrow Primary School, our expectations are grounded in the student-friendly message **Be Your Best You**. This guiding idea helps our youngest learners understand that their actions matter and that they play an important role in fostering a positive community.

Our four core expectations (**Be Kind**, **Be Safe**, **Be Responsibl**e, and **Be Respectful**) were already part of our school culture. Through a co-constructed process led by the PBIS team, staff worked collaboratively to define what each expectation looks like across all environments. This resulted in a detailed behavioural matrix outlining specific, observable behaviours in classrooms, hallways, playgrounds, washrooms, buses, and wooded areas.

A key enhancement was the introduction of clear voice-level expectations and whole-body listening strategies. Students are explicitly taught when to use zero, whisper, or outdoor voices depending on the setting, as well as what it looks like to listen with their whole body. These expectations are intentionally taught, modeled, and reinforced throughout the year. Together, these practices support independence, self-regulation, and a strong sense of belonging.

Our Systems of Recognition

We recognized early that celebrating positive behaviour is critical to building and sustaining a strong school culture. While some practices already existed, such as Lunch with the Principal, we expanded our systems to ensure recognition was more intentional, consistent, and visible.

Through PBIS team leadership and staff collaboration, we developed processes to recognize both individual students and classes. Weekly recognitions include Cleanest Classroom trophies announced during morning announcements, along with Physical Education and Music Classrooms of the Week. Grade-level recognition systems culminate in celebrations such as our Sock Hop, reinforcing teamwork and shared responsibility.

One of our most impactful initiatives has been the **Fill the Bucket** kindness challenge. Students are recognized daily for acts of kindness, with each act contributing to a collective goal. As students are “caught” showing kindness, pompoms are added to a bucket displayed in the main lobby. When the bucket is filled, the entire school celebrates together with a pancake breakfast.

By balancing individual, classroom, and schoolwide recognition, we have created frequent, meaningful opportunities to celebrate positive behaviour. These systems have increased motivation, strengthened relationships, and fostered a school environment where positive actions are consistently noticed, valued, and celebrated.





COHORT 3

2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 9 Ci Consistent Implementation

Fairvale Elementary School

ASD-SOUTH

New Nouveau Brunswick

Data Collection and Data-Driven Decision Making

A primary focus of our PBIS journey this year has been strengthening our use of data to inform decision-making. We worked to make data collection and analysis a consistent, meaningful part of how we respond to student behaviour.

At each meeting, we reviewed both “behaviours not tolerated” and “serious misconduct” to identify patterns and guide next steps, along with positive behavioural data such as Best in the Nest and High Flyer recipients.

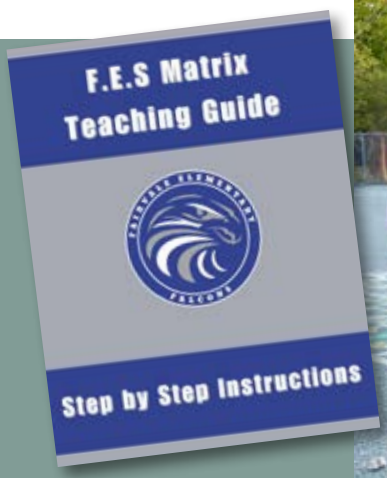
We implemented a new MS Teams form to track “behaviours not tolerated” on the playground, reviewed weekly by administrators and monthly during PBIS meetings. This system allowed us to analyze data by grade level, individual student, incident type, incident type by student, and trends over time, directly informing decisions (e.g., supervision zones, recess instruction, or introducing student referees).

We continued to focus on consistent use of the system by all staff to improve data accuracy and reliability. Serious misconduct was tracked through PowerSchool, with specific protocols for Tier 2 students. This data also helped identify skill deficits and guide targeted instruction and support through collaboration among our school counsellor, EST-Rs, BIM, administrators, and staff.

Consistent Implementation and Onboarding of New Staff

A key focus this year was ensuring consistent PBIS implementation across all staff, including supporting new team members in understanding and embracing our school culture.

The staff handbook is updated annually and includes a dedicated section on PBIS expectations and practices. New staff participate in a structured onboarding process prior to their first day, which includes a partial day with the principal to review the handbook, school expectations, and receive school attire.





To support the consistent teaching of expectations, we created a step-by-step instructional manual for each area of our PBIS matrix with the following sections:

- Setting the purpose for each expectation
- Explicitly teaching the expectation
- Modeling the correct behaviour, supported by teacher tips, narration, and videos
- Providing opportunities for class practice
- Reinforcing and reviewing expectations daily
- Displaying visuals and using consistent, school-wide language

Ongoing support, modelling, and coaching ensure that all staff consistently apply PBIS practices, fostering a predictable and positive school environment for every student.

Family and Community Involvement

Engaging families and the broader school community was a key focus of our PBIS journey this year. PBIS was a regular agenda item at PSSC meetings, ensuring parents and community representatives were informed and involved.

Updates and initiatives were shared through our weekly F.E.S. Family Connections newsletter and school social media. We also created a Family Guide to PBIS brochure outlining the program and strategies for supporting PBIS at home.

To celebrate student success and strengthen home-school connections, Best in the Nest Certificates and High Flyer Awards were sent home. PBIS displays were also featured during Parent-Teacher Meetings and school events.

Moving forward, we will continue to explore opportunities to involve families and community members through workshops, volunteer opportunities, and celebrations of positive behaviour, helping build a consistent, collaborative culture at school and at home.

Strengthening Systems of Recognition

Building on last year's work, a key focus this year was strengthening our systems for recognizing positive student behaviour by adding a data collection and tracking process to ensure recognition was equitable and meaningful.

Our "Kudo Awards" were rebranded as High Flyer Awards through a collaborative process, with students and staff voting on the new name, fostering a sense of ownership and pride.

The tracking system allowed staff to analyze patterns of recognition, ensuring more students were acknowledged for demonstrating PBIS expectations and helping identify areas needing support or reinforcement.

These refinements reinforced desired behaviours, strengthened school culture, motivated students, and promoted a positive, inclusive environment where achievements are noticed and celebrated.





4 Cv Community Involvement

6 Se Schoolwide Expectations

8 Sr System for Recognition

Forest Hills School

ASD-SOUTH

New Nouveau Brunswick

Student Leadership

Student leadership is visible across Forest Hills School and has been a catalyst for meaningful and positive shifts in school culture. At the elementary level, students take an active role in facilitating monthly celebration assemblies and supporting positive behaviour during recess through the Playground Buddies program. These leadership opportunities foster responsibility, inclusion, and peer connection at an early age.

At the middle school level, students demonstrate increasing ownership and initiative by organizing the school activity calendar, facilitating the hot lunch program, delivering school wide daily announcements, creating content for assemblies, and creating opportunities for both social and academic engagement. These experiences support leadership development while strengthening student voice and engagement across the school community.

Student, Family, and Community Engagement

Forest Hills School has a longstanding commitment to meaningful engagement with families and the broader community. Events such as Family Literacy Night, Family Night of the Arts, and the annual Family Physical Education Night continue to be cornerstones of this work. In February 2026, the school proudly celebrated the 15th anniversary of Family Physical Education Night, welcoming over 200 students and their family members.

Community partnerships played a key role in the success of the event. Local sports organizations facilitated activity stations including judo, football, ultimate frisbee, and lacrosse, while community partners such as Be Me Kidz supported inclusive participation.

Families rotated through activity stations together. This event has become a highlight of the school year, drawing multi-generational families, community members, visiting educators, and former students back into the school. It reflects Forest Hills School's role as a welcoming and vibrant hub of community life.





Beyond special events, the school continues to strengthen its role as a community hub through facility rentals and partnerships with organizations such as Girl Guides, a model flying club, sports groups, senior organizations, and music programs. Students and families regularly participate in activities hosted at the school during evenings and weekends. Community connections also extend to service-based initiatives, including partnerships with the local food bank, animal therapy programs, and initiatives that support anti-racism and inclusion.

Systems for Recognition

Forest Hills School has established strong and sustainable systems for recognizing positive behaviour. “Celebrate” ballots are an embedded school-wide practice and are used consistently by all staff members. Students receive ballots when they are observed demonstrating the core values of being Respectful, Responsible, Safe, and Kind.

Each ballot includes student reflection on the positive behaviour demonstrated and is shared publicly during monthly assemblies. In addition, one student from each class who exemplifies the monthly focus trait is highlighted on a dedicated recognition board in the main hallway.

While students enjoy the small prizes associated with ballot draws, the most valued aspect of the system remains the personal recognition from staff. Ballots awarded by Custodian Jeff—are among the most celebrated by students, reinforcing the message that positive behaviour is noticed and valued by all members of the school community. Our school mascots are an active part of our systems of recognition and school engagement initiatives.

School-Wide Expectations

Forest Hills School’s behaviour matrix has been a foundational document for many years. During the 2025–2026 school year, the matrix was intentionally refined to strengthen clarity, consistency, and visibility. Expectations were broken down into specific school settings and enhanced through increased visual representation throughout the building.

These visuals support consistent language and expectations for both students and staff, ensuring that behaviour expectations are clearly communicated and reinforced across all areas of the school. This work has strengthened alignment between teaching, recognition, and behaviour support, contributing to a predictable and supportive learning environment for all students.

Respectful, Responsible, Safe, and Kind





COHORT 4

1 Pt PBIS Team

2 Dc Data Collection

6 Se Schoolwide Expectations

Fundy Middle and High School

ASD-SOUTH

New Nouveau Brunswick

FMHS has made meaningful progress this year in strengthening the talent and growth of both students and educators. During our first year of PBIS, we have worked intentionally to create a positive, welcoming, and engaging school culture where everyone feels motivated to be present and succeed. By clearly reinforcing expectations, celebrating achievements, and prioritizing collaboration, we are building an environment where both students and staff can thrive. At the same time, our team has focused on improving consistency in data collection and strengthening collaborative practices. We recognize that our greatest impact comes from collective efficacy - a shared belief that, together, we can make a difference in student learning and lives. By refining our systems and aligning our efforts, we are amplifying that impact. We are excited and inspired by the results!

Data collection has been central to our proactive PBIS approach, allowing us to monitor behaviour trends and guide targeted interventions. At Fundy, we recognized gaps in our systems and committed to developing more streamlined and effective data tracking tools. As a result, our team created the “Pink Sheet” document for Tier 1 behaviours, enabling staff to quickly and consistently identify concerns. Its simplicity and ease of use have been key to ensuring school-wide consistency.

By analyzing this data, we can identify recurring behavioural patterns and use these insights to inform reteaching strategies. Through proactive, data-driven approaches we can ensure our interventions are responsive, focused, and supportive of a more positive learning environment.

At FMHS, our work with PBIS Element #6 – School-Wide Expectations has centered around creating a positive, welcoming school culture where students and staff share a common understanding of what Mariner Pride looks like every day. One of our biggest accomplishments



this year was the creation of our Mariner Pride Behaviour Matrix. What made this process especially meaningful was the involvement of our middle school students, who helped co-construct the expectations by identifying what positive behaviours should look like in different areas of the school. Their voice and perspective were essential in shaping a matrix that reflects our school community. The matrix has now been drafted, and we are excited for its upcoming publication and formal launch.

Another important part of this work has been our weekly Monday morning meetings between the Vice Principal and our middle school homerooms. These gatherings provide a consistent opportunity to revisit Mariner Pride expectations, discuss targeted behaviours, and strengthen connections with students. Just as importantly, these meetings allow us to celebrate the many positive things happening within our school community. Through recognitions such as Student of the Month and Catch of the Day, we are able to acknowledge students who demonstrate strong academic effort and who consistently model the values and behaviours that make our school community strong.

We also recognized the importance of supporting all staff members, both new and experienced, in feeling informed, connected, and confident in their roles at FMHS. To help with this, a staff handbook was developed outlining the processes, procedures, and day-to-day practices followed within our school. This resource was shared with all teaching staff and has already become a valuable support tool. Moving forward, we hope to create a similar handbook specifically designed for our support staff as well.

Our first year has been a slow and steady journey. Our team is looking ahead with enthusiasm at what is to come in our future PBIS travels.





Student Lead Initiatives

COHORT 4

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 12 Dp Discipline Procedures

Fundy Shores School

ASD-SOUTH

New Nouveau Brunswick

During the 2025-2026 school year, our school began its journey as a Positive Behaviour Interventions and Supports (PBIS) school. The decision to move toward a PBIS framework came from a shared desire to strengthen our school culture, create consistent expectations for students, and promote a positive, respectful learning environment for everyone. Staff recognized the importance of building a proactive approach to behaviour that focuses on teaching, encouraging, and recognizing positive choices rather than simply reacting to challenges when they arise.

We started the year with a full-day staff introduction and professional learning session focused on PBIS. This gave staff an opportunity to learn about the framework, discuss what positive school culture looks like in our setting, and begin working collaboratively toward common goals. Early in the process, a PBIS leadership team was selected to help guide the work throughout the year. The team met weekly to discuss progress, plan initiatives, review priorities, and ensure the PBIS framework remained a focus within the school community.

One of the most important first steps was creating our schoolwide expectations and behaviour matrix. Staff worked together to identify the behaviours and values we wanted students to demonstrate throughout the school in areas such as classrooms, hallways, playgrounds, buses, and common spaces. The matrix provided clear and consistent expectations for students and staff while helping everyone develop a shared understanding of what positive behaviour looks like across all settings. This work has already helped improve consistency in language and expectations throughout the building.



To help build excitement and a sense of belonging, we also invested in schoolwide PBIS t-shirts for all students and staff. The shirts helped promote our positive behaviour message while creating a visible sense of school pride and unity. Throughout the year, staff have continued finding ways to recognize and celebrate students who demonstrate the expected behaviours. Positive reinforcement, encouragement, and consistent acknowledgement have become important parts of building momentum for the initiative.

Another major focus this year was beginning the development of an online behaviour reporting and tracking system. Staff started working toward a system that will allow behaviour data to be collected more efficiently and consistently. This work is still ongoing, but it has laid an important foundation for future decision-making and student support. Having accurate and accessible data will allow staff to identify trends, celebrate successes, and respond proactively to areas of need.

As we move into the second year of PBIS implementation, our next steps include fully implementing the behaviour tracking app and using the collected data to support meaningful staff discussions and decision-making. We hope to continue strengthening consistency across the school, expanding recognition systems for students, and providing ongoing support and professional learning for staff. While this first year focused heavily on building the foundation for PBIS, we are excited about the progress that has already been made and look forward to continuing this work to support a safe, positive, and inclusive learning environment for all students.





Rememberance Day Poster Contest Winners

COHORT 4

Glen Falls School

ASD-SOUTH

1 Pt PBIS Team | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

New Nouveau Brunswick

Glen Falls School – PBIS Progress Report (Year 1)

This school year marks Glen Falls School's first year implementing Positive Behaviour Interventions and Supports (PBIS). Our staff began this initiative by carefully reviewing school behaviour data to identify the areas most in need of targeted support. Through this process, we selected three primary behavioural goals that would have the greatest positive impact on student learning and overall school climate: improving hallway behaviour, reducing blurting during instructional time, and strengthening washroom expectations.

One of our first focus areas was establishing calmer, more respectful hallway transitions. Staff observed that movement through the building was often noisy and disruptive to nearby classrooms. To address this, we explicitly taught and modelled what it means to walk in a mannerly, quiet fashion through the hallways. All classes participated in practice routines, and common language and visual reminders were used across the school. These efforts have contributed to smoother transitions and fewer classroom interruptions.

In classrooms, we identified excessive blurting as a significant challenge interfering with instruction. Teachers implemented a variety of PBIS aligned strategies such as structured turn taking routines, pre corrections, visual prompts, and positive reinforcement for hand raising and waiting respectfully to speak. This proactive and consistent approach has helped foster learning environments that are calmer, more focused, and more conducive to meaningful participation from all students.



Our third targeted area centered on improving washroom behaviours. Staff and data indicated a need for greater efficiency, responsibility, and cleanliness in these shared spaces. To support this, we taught clear expectations for using the washroom quickly, maintaining cleanliness, and respecting both the space and others who need to use it. Visual signage and positive reinforcement have helped support these routines, resulting in noticeable improvements in student responsibility and washroom upkeep.

As part of enhancing our school environment and building school pride during our PBIS launch, Glen Falls School was fortunate to receive funding for a beautiful new mural in the lobby. The mural, featuring our Glen Falls logo, has become a vibrant focal point for students, families, and visitors. Beyond its aesthetic value, it serves as a symbol of our shared identity and our commitment to creating a welcoming, positive atmosphere aligned with PBIS values.

A central component of our PBIS work has also been strengthening positive recognition for both students and staff. To celebrate students who demonstrate our school-wide expectations, we have continued our Positive Office Referrals. When a student earns one, they receive a pink form, have their photo taken in front of our Kindness Butterfly display, and have their photo emailed home to share the celebration with their family. Staff members are similarly recognized through Golden Forms, which are submitted to the office, followed by a photo and a message sent to a loved one. These systems have helped nurture a school culture that values appreciation, connection, and positive reinforcement.

Overall, Glen Falls School has made strong and meaningful progress in its first year as a PBIS school. By grounding our work in data, teaching expectations explicitly, and celebrating positive behaviours, we are building a more predictable, supportive, and respectful school environment. Our team looks forward to refining and expanding our PBIS practices in the years ahead.





1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Grand Bay Primary School

ASD-SOUTH

New Nouveau Brunswick

Grand Bay Primary – PBIS in Action!

During our first year implementing PBIS (Positive Behaviour Interventions and Supports), Grand Bay Primary has made meaningful progress in establishing a positive, predictable, and inclusive school environment. Our PBIS team worked collaboratively to build a shared understanding among staff and students that behaviour, like academics, must be explicitly taught, modeled, and reinforced. A key focus this year was developing consistent Tier 1 universal supports that promote positive behaviour for all students.

As part of this work, we introduced our monthly *Eaglets of the Month* recognition. Our monthly themes were: Kindness, Empathy, Achievement, Growth, Leadership, Excellence, Teamwork, and Safety. These themes were taught and reinforced throughout the school, with one student per class recognized monthly for consistently demonstrating these behaviours. This initiative strengthened our focus on positive reinforcement and was regularly communicated with families.

We also prioritized student, family, and community engagement as part of building a positive school culture. Community partners, including RCMP, firefighters, paramedics, and veterans, were welcomed into the school, helping students make real-world connections to safety, leadership, and citizenship. A highlight of the year was our student-led Remembrance Day ceremony, where Grade 2 students demonstrated ownership of their learning. Our students have had a wonderful opportunity to work with our French Learning Specialist- Louna- from France, bringing French language learning to life in an authentic and meaningful way. Through Microsoft Teams calls and letter writing, students have been able to connect directly with peers



in France, practicing their French while learning about another culture. These experiences have sparked excitement, built confidence, and created real-world connections that make language learning both engaging and memorable. Additionally, cultural presentations throughout the year supported PBIS indicators of inclusion and belonging, helping students develop respect for diversity and a stronger sense of community.

Our PBIS team developed and implemented a school-wide behaviour matrix focused on three key areas: playground behaviour, safe transitions throughout the school, and respectful interactions. Expectations were explicitly taught and reinforced using common language across classrooms and common spaces. A recognition system was established, including daily *Eaglet Extra* tickets for students demonstrating expected behaviours and playground-specific acknowledgements such as stickers. This allowed our school to align with PBIS indicators of consistent expectations, active supervision, and positive reinforcement.

As a result of these efforts, staff have reported increased consistency in behavioural expectations and a noticeable improvement in positive student interactions, particularly during unstructured times such as recess. Student engagement in recognition systems has been high, with increased motivation to demonstrate expected behaviours. Our April Playground Blitz will further support these expectations through a grade-level approach, promoting teamwork and shared responsibility.

Overall, the implementation of PBIS has contributed to a more positive and supportive school climate. As we move forward, we will continue to strengthen our Tier 1 practices, build staff capacity, and explore opportunities to incorporate Tier 2 supports to meet the needs of all learners.





Grand Bay Primary – PBIS Behaviour Matrix

	Be Safe	Be Kind	Be Responsible	Staff Look-Fors
Playground	• Hands and feet to self • Using equipment the right way • Freeze and listen to the whistle	• Kind words and actions • Taking turns and sharing • Helping others	• Lining up when called • Returning equipment • Following adult directions	• Safe play choices • Positive peer interactions • Students responding quickly to signals
Walking Around the School (hallways, stairs, transitions)	• Walking feet • Staying to the right • Hands to self	• Quiet voices • Respect for learning spaces • Polite greetings	• Moving directly to destination • Following transition routines • Ready to learn on arrival	• Calm, quiet transitions • Students following routines • Respectful use of shared spaces
Kind Interactions (classroom, playground, shared spaces)	• Calm bodies • Using words to solve problems • Asking for help	• Listening when others speak • Including others • Kind words	• Following classroom rules • Trying your best • Caring for materials	• Positive language • Turn-taking • Students asking for help appropriately

COHORT 4

1 Pt PBIS Team

2 Dc Data Collection

6 Se Schoolwide Expectations

Hammond River Valley Elementary School

ASD-SOUTH

New Nouveau Brunswick

The PBIS Journey at HRVES

Our Positive Behaviour Intervention and Supports journey at HRVES began with conversations. Staff were introduced to the PBIS framework and what it could look like in our school. Early on, we focused on building understanding and buy in. A small PBIS team was created to guide the work, gather ideas, and support implementation across the school. This team includes staff from different grade levels and roles so that many voices are represented. Over time, PBIS has become a shared approach that helps us create a positive and supportive school environment for all students.

Expectations and Routines

One of the first major steps was developing clear behaviour expectations for our school. Staff worked together to identify the key expectations we wanted students to demonstrate in all areas of the school. These expectations were then co created with students, so they felt a sense of ownership and understanding. The result was a common set of behaviour expectations that guide how students act in classrooms, hallways, playground, cafeteria and in the washroom.

Teaching and reinforcing these expectations happen in many ways throughout the year. Monthly student assemblies provide opportunities to revisit expectations, celebrate positive behaviour, and build a sense of community. Each week we also recognize students during announcements for demonstrating our school values. These moments help reinforce the behaviours we want to see and allow us to celebrate students who are making positive choices.

Engagement is another important part of our approach. When students feel connected to their school, positive behaviour often follows. Staff have supported a variety of clubs and activities that give students opportunities to explore interests and build relationships. These include choir, intramurals, Earth Club, a recycling team, Lego club, and garden club.



One unique opportunity for students has been the trail club. Students helped design, build, and now maintain a nature trail located behind the school. This project has allowed students to take pride in their environment while learning about nature and working together as a team. Opportunities like this help students feel that they belong and that their contributions matter.

Data Collection

A key part of PBIS is using data to understand what is happening in the school and where support may be needed. Our PBIS team regularly reviews several types of data including attendance, academic data, and behaviour incident data. Looking at this information helps us identify patterns and determine where we may need to reteach expectations or provide additional supports for students.

This information is not only reviewed by the PBIS team, but data is shared with staff so that everyone has a clear understanding of what is happening across the school. We also share updates with our Parent School Support Committee and the wider school community. Highlights and trends are often included in our weekly school newsletter, so families are informed about our progress and priorities.

Using data helps ensure that our decisions are thoughtful and focused on student needs. It also helps us celebrate successes when we see positive trends.

Our PBIS journey continues to grow and evolve. By working together, teaching clear expectations, and using data to guide our decisions, we are building a school environment where students feel supported, engaged, and ready to learn.







COHORT 4

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Hampton Elementary School

ASD-SOUTH

New Nouveau Brunswick

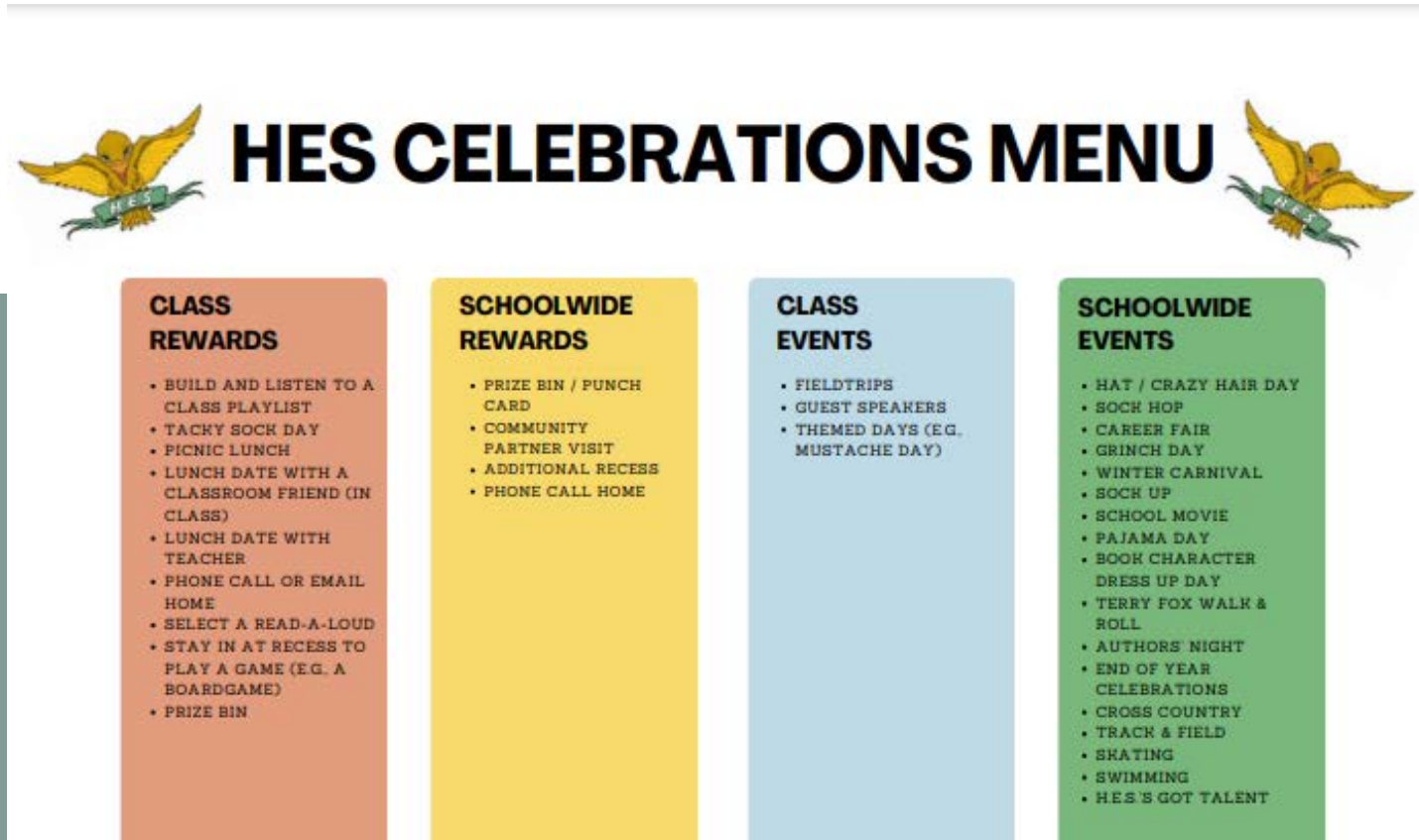
Positive Behaviour Interventions and Supports (PBIS) Framework Implementation

Hampton Elementary School continues to demonstrate strong implementation of key elements within the PBIS Framework through a collaborative, school-wide approach focused on positive relationships, consistency, and student success.

Staff Buy-In

Staff members across the school actively support and implement PBIS practices within their classrooms as well as throughout shared school environments, recognizing that consistency across settings is essential for student success. There is a strong, shared commitment among staff to promoting positive behaviour, fostering respectful and meaningful relationships, and creating a safe, inclusive, and welcoming learning environment for all students. This collective effort helps ensure that expectations are clearly understood and consistently reinforced, supporting students in developing social, emotional, and behavioural skills.

Ongoing staff collaboration and open communication play a key role in strengthening this work, allowing educators to share strategies, discuss student needs, and problem-solve together. Regular team discussions and the use of data-informed decision-making have contributed to a more proactive and responsive approach to behaviour support. As a result, staff maintain a



consistent and aligned approach to expectations and interventions, which enhances predictability for students and contributes to a positive and supportive school culture.

The school principal has been working with the principals of the neighbouring primary and middle school to create common messaging among the three schools to further promote consistency for students and their families.

School-Wide Expectations

Hampton Elementary School has clearly defined and visible school-wide expectations through our **S.O.A.R**. framework—promoting **S**elf-Control, staying **O**n-Task, showing **A**chievement, and demonstrating **R**espect—and the **Hawk's** Honor Code, which encourages students to be **H**onest, **A**ccepting, **W**ell-balanced, and **K**ind (H.A.W.K.). Together, these frameworks provide students with consistent language and clear guidance for positive behaviour across all school settings. Expectations are explicitly taught, regularly reinforced, and intentionally embedded into daily routines to foster a positive, predictable, and supportive school culture where all students can thrive.

Systems of Recognition

Hampton Elementary School has established meaningful systems of recognition that celebrate positive behaviour and student success at both the classroom and school-wide levels. Our **Celebrations Menu** provides opportunities for whole classes and individual students to be acknowledged for demonstrating schoolwide expectations and contributing positively to the school community. These recognition systems help reinforce positive behaviours while promoting student engagement, motivation, and belonging.

PBIS Teaming Structures

PBIS leadership and implementation are intentionally embedded within our existing school teaming structures, ensuring that this work is not seen as an add-on but as an integral part of how we support students and staff. This integrated approach fosters ongoing collaboration among team members, allowing for shared ownership, regular communication, and collective problem-solving. It also supports consistent monitoring of data and practices, enabling teams to be responsive to emerging needs and to adjust strategies in a timely and effective manner. By aligning PBIS with our broader school improvement efforts, we can maintain coherence across initiatives, strengthen staff capacity, and ensure sustainability over time. This alignment helps create a unified, proactive approach to supporting positive behaviour and promoting a safe, inclusive, and respectful learning environment for all students.





COHORT 2

2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Hampton Middle School

ASD-SOUTH

New Nouveau Brunswick

Data

Hampton Middle School has prioritized strengthening how we collect, organize, and use data to better support student behaviour and inform decision-making. Staff participated in targeted professional learning to enhance their Excel skills, allowing for more efficient tracking and analysis of behavioural data. To improve consistency and accuracy, staff use clipboards while on duty to record observed behaviours, helping identify patterns and areas where additional support is needed. We also implemented “data blitzes” to track specific behaviours and identify trends and concerns.

Grade-level team meetings were restructured to include a “For Analysis” agenda item, ensuring data is regularly reviewed to guide decision-making and support targeted, evidence-based interventions. These discussions promote proactive and consistent responses to student needs.

Buy-In from Staff

Over the past three years, staff buy-in for PBIS at Hampton Middle School has grown through intentional, incremental progress. The PBIS team has focused on starting small, learning together, and refining efforts based on ongoing staff and student feedback.

Each initiative has supported a shared understanding and alignment with our vision of a positive, inclusive, student-centered community where all learners achieve and thrive. Opportunities to review behaviour data, share strategies, and adjust approaches have reinforced that staff voice is central to this work.

Buy-in has strengthened as staff have seen the impact in practice. Small successes have built confidence and demonstrated the value of PBIS in improving classroom practice and school culture. Through collaboration, reflection, and visible progress, engagement has grown naturally over time.





Consistent Implementation

Hampton Middle School is building momentum by consistently applying PBIS practices schoolwide. Now in its third year, all students have prior experience with PBIS, creating greater consistency in expectations and language. Key supports include the development of an online staff handbook as a comprehensive resource for current and future staff, and the annual Grade 5 transition evening introducing students and families to HMS and PBIS.

Our approach emphasizes systems over individual effort. Common expectations (PURR), explicit teaching of behavioural skills, strengthened data collection, and dedicated team meeting time for behavioural analysis have created a more unified staff approach.

While progress has been significant, ongoing consistency through coaching, modelling, and reinforcement remains essential. Increasing student voice through homeroom representatives and an open office policy where students can share ideas are priorities to support and sustain PBIS culture.

Overall, PBIS is becoming embedded in daily practice. With strong systems and continued focus on consistency, HMS is well-positioned to deepen fidelity and sustain positive student behaviour in the years ahead.







COHORT 3

6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition

Harbour View High School

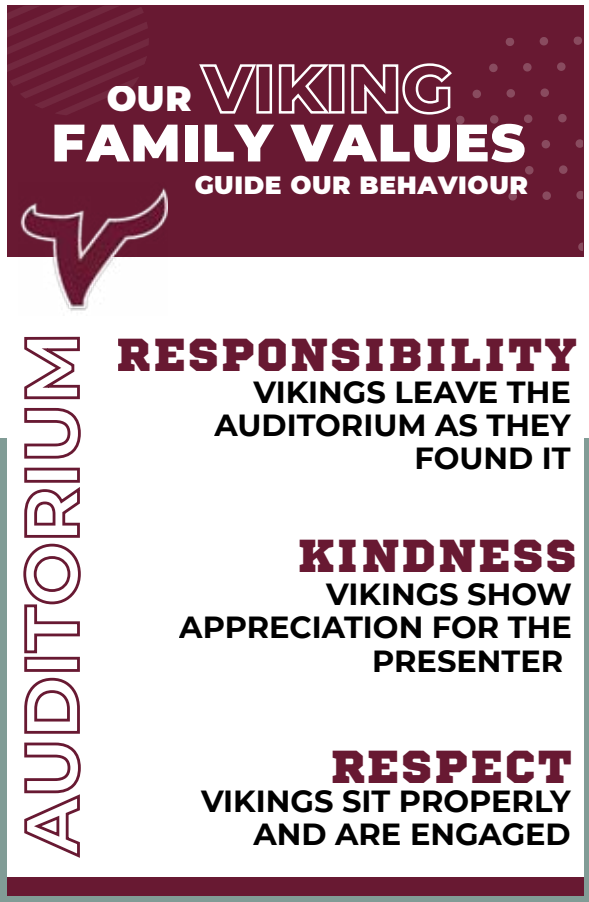
ASD-SOUTH

New Nouveau Brunswick

This year Harbour View High School put energy into a focus on our Tier 1 classroom strategies, working to engage students through positive interactions. These efforts emphasized consistent, proactive practices that support all learners, helping to build inclusive, supportive classroom environments where students feel valued and ready to learn. In addition, we dedicated focused time to revisiting and updating our behaviour matrix of expectations, with particular attention to key areas throughout the building. Following instruction on the school values of kindness, respect, and responsibility, students were asked to provide input on how these values are reflected throughout different areas of the building. As the year progressed, clear signage was introduced in these spaces, helping to reinforce expectations and promote consistency. Over time, these expectations became increasingly embedded in our school culture, contributing to a more predictable, supportive, and positive learning environment for all students.

Way to Go

HVHS continued to build on the success of the "Way to Go" recognition program, providing meaningful opportunities for staff to acknowledge students for the positive contributions they make to our school community each day. Through this initiative, students are recognized for





demonstrating respect, responsibility, kindness and a commitment to creating a positive school environment. On a quarterly basis, these recognition slips are entered into draws, generating excitement and a sense of celebration throughout the school. This approach not only rewards individual students, but also reinforces a culture of encouragement, motivation, and shared pride in making HVHS a welcoming and supportive place for all.

You're the Reason

Our "You're the Reason" celebration has now become a valued tradition at HVHS. Once again, we hosted this special event, providing staff with the opportunity to recognize students through handwritten letters that acknowledge their quiet but meaningful impact. These letters are often dedicated to students who may fly under the radar yet consistently contribute to making HVHS a positive and supportive place to learn and grow. The event continues to be a powerful and personal way to celebrate the character, kindness, and everyday efforts of our students, reinforcing a strong sense of connection and belonging within our school community.







2 Dc Data Collection
3 Bn Buy-In From Staff
6 Se Schoolwide Expectations
8 Sr System for Recognition

Hazen White St. Francis School

ASD-SOUTH

New Nouveau Brunswick

PBIS Team

The PBIS team at Hazen White St. Francis School is a dedicated group of teachers who regularly review school-based data and engage in meaningful discussions focused on strengthening shared expectations across classrooms, hallways, bathrooms, and outdoor spaces. Through ongoing review of data from behavior reports, attendance patterns, and positive office referrals, the team identifies trends and uses these insights to refine clear, consistent expectations that are explicitly taught and reinforced in all learning environments. The team took on the task of building our school-wide matrix and creating posters used in these high need areas based on the data review. There has been a significant increase in positive behaviour since implementing new ideas identified by the team.

Systems of Recognition

In alignment with the PBIS framework and our system of recognition, Hazen White St. Francis School places strong emphasis on acknowledging positive behaviour through our schoolwide ballot system. Students and staff who are "caught doing something positive" receive a Husky Howl with the goal of reinforcing our shared expectations and values. Each morning, Husky Howls are read during announcements, and recognized students are invited to the office to select a special prize, reinforcing their contribution to a positive school climate. This daily recognition is complemented by monthly celebration assemblies centered on a positive theme, where both students and staff are acknowledged for their efforts in creating and maintaining a safe, caring, and inclusive place to work and learn. As an additional layer of recognition, our team has developed a Zen Den. This is an inviting space designed by students where they can relax with friends—it serves as a meaningful acknowledgment of their positive choices.

Husky Howls



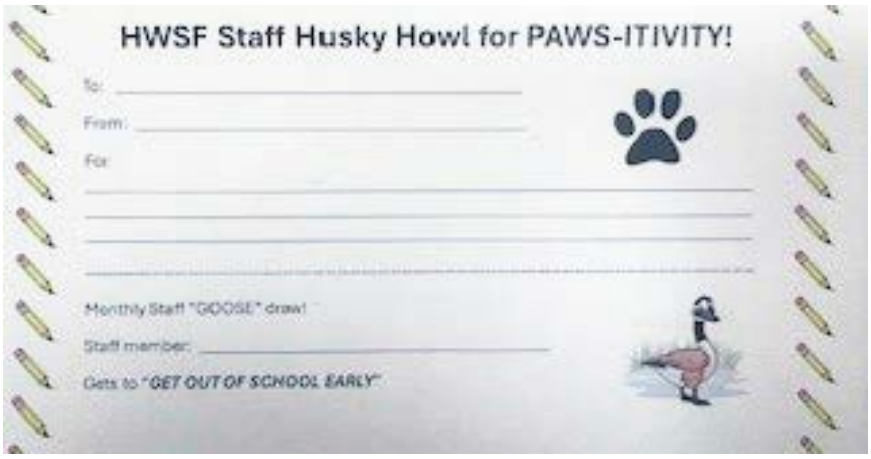


Data Collection

At HWSF, data collection practices are intentionally utilized to guide decision-making and support student success. Attendance data is regularly reviewed to identify trends, patterns, and potential areas of concern related to student engagement and well-being. Behaviour incident reports are analyzed to monitor behavioural expectations, inform targeted interventions, and assess the effectiveness of school-wide supports, while positive office referrals are reviewed to celebrate successes and reinforce desired behaviours. Teacher input is gathered through professional discussions and collaborative reviews, providing valuable classroom-based insights into student needs and school climate. Student voice is also prioritized through feedback and informal input, ensuring that student perspectives are considered for PBIS planning.

Staff Buy-In

At Hazen White St. Francis School, there is strong staff buy-in around our shared goal of implementing and sustaining the PBIS framework in meaningful, data-informed ways. Staff are actively engaged in the PBIS team and collaborate in data review practices to guide decisions, refine practices, and to develop ways in which we celebrate positive outcomes. A team approach has created an environment in which staff feel heard, know their perspectives are valued, and see their ideas reflected in school-wide practices. The upward trend in positive data has been reinforced with special incentives and prizes celebrating both staff and students. As a result, PBIS is now viewed as a shared responsibility that supports positive behaviour, consistency, and student success.







3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 11 Cs Classroom Systems

Inglewood School

ASD-SOUTH

New Nouveau Brunswick

Inglewood School's PBIS Journey 2025–2026

Inglewood School's PBIS journey during the 2025–2026 school year has focused on building a positive, inclusive, and engaging school culture where every student feels recognized, valued, and motivated to succeed. Two key initiatives—the Bucket Program and the Home Run Jacket—have been central to this work, helping to shape student behaviour, increase engagement, and foster a strong sense of community and pride.

The Bucket Program has become a signature component of Inglewood's positive behaviour framework. Early in the school year, excitement builds as students receive their bucket hats at the first month-end assembly. This simple yet meaningful item quickly becomes a symbol of pride, belonging, and achievement. From that moment forward, students are encouraged to "fill buckets" through acts of kindness, responsibility, and leadership.

Throughout the year, positive behaviour is recognized through bucket ballots. These are awarded by both staff and students, creating shared responsibility for celebrating positive choices. Each ballot includes the student's name and a description of the action, reinforcing that every act of kindness and responsibility matters. Ballots are placed in a golden bucket in each classroom, serving as a visible reminder of the positive contributions happening daily.

Month-end assemblies are a highlight for the school community. Students proudly wear their bucket hats as golden buckets are brought forward. A selection of ballots is drawn and read aloud, celebrating both the action and the student behind it. This public recognition reinforces positive behaviour and inspires others to follow suit. Students whose names are drawn select a pin from the pin board, adding a lasting symbol of their efforts and accomplishments.

In addition to pins, medallions are awarded to students who go above and beyond. This includes leading clubs, participating in special events, or demonstrating exceptional initiative. These medallions are displayed on a band around the hat, allowing students to showcase their leadership and involvement. Over time, each hat becomes a unique reflection of a student's journey, representing their growth, effort, and engagement.





The impact of the Bucket Program has been significant. Students are motivated to demonstrate positive behaviour not only for recognition, but because it has become part of the school culture. They actively look for ways to contribute, support one another, and "shine" in both big and small ways. By Grade 5, each student's hat tells a story of their time at Inglewood. At the Grade 5 celebration, students proudly wear their decorated hats, complete with a graduation tassel, symbolizing their achievements and the positive legacy they leave behind.

Complementing the Bucket Program is the Home Run Jacket, inspired by the Toronto Blue Jays iconic home run celebration. Just as the Blue Jays recognize big moments on the field, Inglewood celebrates student success within the school community. The Home Run Jacket serves as a symbol of achievement, pride, and positive character.

This initiative is built around four key pillars—Growth, Adaptability, Leadership, and Collaboration—representing the four bases. Students are nominated by staff when they demonstrate excellence across all areas. Growth reflects effort, perseverance, and commitment to learning. Adaptability highlights embracing change and overcoming challenges with a positive attitude. Leadership is demonstrated through setting a positive example and supporting others, while Collaboration emphasizes working respectfully and effectively as part of a team.

Each time a student is nominated, their name is added to a baseball display for the opportunity to wear the Home Run Jacket. Every Friday morning, one name is drawn and celebrated school wide. This weekly recognition builds excitement and encourages students to consistently demonstrate positive behaviour across all areas of school life.

The purpose of the Home Run Jacket is to recognize and encourage the development of the whole learner. It motivates students to strive for success both inside and outside the classroom while reinforcing the importance of character, effort, and perseverance. More than just a reward, it represents the values that define the Inglewood school community.

Together, the Bucket Program and the Home Run Jacket have strengthened Inglewood's PBIS journey. They create a layered system of recognition that values both everyday positive actions and long-term growth. Most importantly, they empower students to take ownership of their behaviour, celebrate one another, and strive to be their best selves.

As the year progresses, these initiatives have become part of Inglewood's identity. They have strengthened school spirit, increased student engagement, and built a culture where positivity, growth, and belonging are at the forefront. Inglewood's PBIS journey is a testament to the power of intentional recognition and its lasting impact on a school community.





COHORT 4

1 Pt PBIS Team | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 11 Cs Classroom Systems

Kennebecasis Park Elementary School

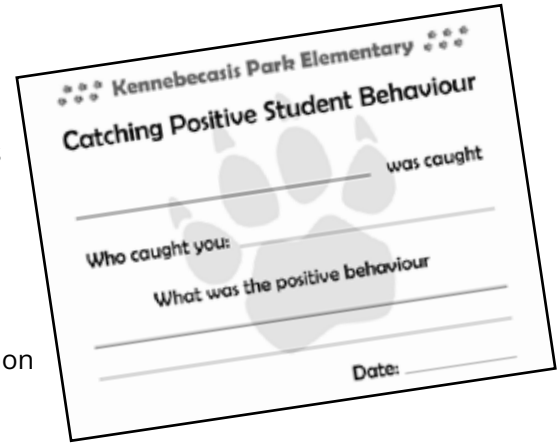
ASD-SOUTH

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PBIS Implementation Overview (2025-2026 – Year 1)

This year, Kennebecasis Park Elementary School strengthened PBIS by establishing a dedicated PBIS Team as part of the school's core leadership structures. The team meets regularly to review behaviour data, identify trends, and plan next steps. Between August and October, the team was formed, baseline data was reviewed, and KPES began participating in monthly provincial PBIS calls. These foundational actions strengthened shared understanding, predictability, and communication across the school.

School Wide PBIS Actions & Tier 1 Teaching



Guided by our School Improvement Plan, the PBIS Team focused on strengthening Tier 1 systems and consistency across the building.

Key actions included:

Monthly School Wide Assemblies (September–June):
Assemblies highlighted PBIS themes and character traits, celebrated a "student of the month" per class, reinforcing common language and shared expectations school wide.

Values, Mission, and Vision Development (December):
Staff collaboratively finalised refreshed guiding statements, aligning them with PBIS principles and preparing them for explicit teaching. We also incorporated feedback from students and the PSSC.

PBIS Blitz Planning (for 2026–2027):

- September 2026: School wide PBIS Blitz
- January 2027: Mid year PBIS Blitz
- Post March Break 2027: PBIS refresh to restore consistency following routine disruptions

While recognition strategies were explored throughout the year, a formal recognition system has not yet been finalised. This has been identified as a priority area for future development.

Class developed nations based on our values



Revitalising KPES Values, Mission, & Vision

A significant PBIS accomplishment this year was the revitalisation of the KPES Values, Mission, and Vision during Phase 4 of the SIP cycle. Staff collaboration ensured these guiding statements clearly reflect:

- Kindness through action and celebration of individuality
- Purposeful learning grounded in curiosity, care, and community
- A vision focused on equity, belonging, and heart led leadership

To support visibility and shared ownership, signage displaying the Values, Mission, and Vision were purchased to be installed above three main hall doorways (heavy traffic). These statements now intentionally guide PBIS teaching, assemblies, and broader school culture work.

Strengthening Belonging & Behaviour Across the School

Aligned with our SIP goal to reduce exclusionary behaviours by 10%, PBIS work this year prioritised:

- explicit teaching of school wide expectations,
- consistent and predictable Tier 1 routines,
- strategic reteaching following key transition points, and
- increased visibility of shared language throughout the building.

While full school wide teaching of expectations has not yet been launched, the year focused on identifying key priority areas to ensure teaching is purposeful and aligned with need. Staff were surveyed twice to identify common behaviour concerns across settings. The collaboratively identified focus areas are:

- Safe movement
- Respectful communication
- Personal space
- Self regulation
- Kindness and inclusion

These areas will guide future teaching in the school yard, hallways, washrooms, and other common spaces.

In addition, the PBIS Team is developing a Microsoft Teams Form incident reporting system to support consistent documentation of behaviours and reteaching strategies. This system will strengthen data informed decision making and Tier 1 and Tier 2 supports moving forward.

A Panther Community Rooted in Equity & Heart

Kennebecasis Park Elementary is proudly a Small School with a Big Heart. This year's PBIS work strengthened a shared commitment to belonging, equity, and proactive support. Through intentional leadership structures, collaborative planning, and a focus on consistent expectations, KPES continues to build a school community where students feel safe, valued, and ready to learn.

Our PBIS journey is ongoing, and we remain committed to a proactive, equitable, and heart led approach to behaviour and belonging.

Panthers of the Month





National Literacy Day Character Parade

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations

Lakewood Heights Elementary School

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Developing the Team

The Lakewood Heights PBIS Team is a collaborative, diverse group of staff members representing a wide range of roles within our school community. The team includes Administrators, Resource Teachers, Educational Assistants, and Classroom Teachers from various grade levels, each with different areas of expertise. This diversity enables our PBIS Team to examine behaviour and school climate from multiple perspectives, deepening our understanding of how expectations and supports influence students across classrooms, hallways, and shared spaces.

Each member contributes unique knowledge and insight based on their role, strengthening our ability to develop proactive, inclusive, and effective PBIS practices. The PBIS Team meets regularly to review our progress, analyze staff feedback and observational data, refine school-wide expectations, and plan recognition and reinforcement strategies for students and staff. Through collaboration, our team supports a positive, consistent, and inclusive environment for all Lakewood Heights Hornets.

Staff Buy-In

Working toward staff buy-in was a key priority during our first year of PBIS implementation at Lakewood Heights. Staff input was actively sought by involving school staff at every step, encouraging team members to share both positive and constructive feedback. This input directly informed changes to the Behaviour Matrix, the development of common language for all, and the development of recognition and reinforcement strategies. Throughout this period, engagement among staff members was deliberately fostered through opportunities for feedback, collaborative planning, and several targeted professional learning sessions focusing on PBIS such as Positive Discipline, Tier 1 strategies, and De-escalation strategies. We invited several guest speakers to facilitate PL for our staff including John Tingley, Ethel McGrath, Heather Avery, Heather Whittaker, Holly Lint, and Karrie Harris.



We implemented recognition initiatives such as Goose on the Loose (a Friday afternoon off for a selected staff member), and daily shout outs on the announcements celebrating Happy Hornet Ballots for students and Attitude of Gratitude ballots for staff. Additionally, names of staff members and students are drawn at monthly assemblies, fostering a positive, morale-boosting atmosphere.

School-Wide Expectations

School staff met to identify what we consider most important in our school, including behaviour expectations and common language. At Lakewood Heights, we support all Hornets in being responsible, respectful, and safe throughout the school. We reviewed our vision and mission statements, working with staff to collaboratively discuss our vision and our next steps as a school. Together we came up with Hornets **STING**: **S**tay focused, **T**ry their best, **I**nclude others, **N**ever give up, and **G**row together. In classrooms and during indoor eating times, students are expected to follow directions, use indoor voices, show respect, and ask permission to leave the area. During outdoor play, LHS Hornets demonstrate responsibility and safety by keeping their ***hands, words, and feet off***, staying in designated areas, and using playground equipment appropriately. In hallways and on stairs, students line up quickly at the bell, move safely, and follow our "Quick, Quiet, Walk" and "Tight to the Right" expectations. These expectations are taught explicitly, reinforced consistently, and supported through positive recognition to create a safe, inclusive, and supportive environment for all Lakewood Heights Hornets.







2 Dc Data Collection

6 Se Schoolwide Expectations

Lawrence Station Elementary School

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New Nouveau Brunswick

Lawrence Station Elementary School is a small K–5 learning community where children are known, valued, and supported every day. More than just a place to learn academic skills, we are a school that proudly focuses on helping students grow into kind, respectful, and responsible humans. In our close-knit environment, relationships matter, voices are heard, and learning is rooted in care for one another.

We believe that children thrive when they feel safe, connected, and included. Staff work together with students to create a welcoming school culture where everyone belongs. Expectations for behaviour are not simply handed down; they are co constructed with students and reviewed weekly, so children understand *why* expectations exist and how they help everyone learn and feel respected. This shared responsibility empowers students to take ownership of their choices and builds a strong sense of community.

Teaching children to be “good humans” is central to everything we do. Students are encouraged to show empathy, practice kindness, solve problems peacefully, and take responsibility for their actions. Social and emotional learning is woven into daily classroom routines, hallway interactions, and playground experiences. Whether it’s helping a classmate, working through a disagreement, or celebrating someone else’s success, students learn that character matters just as much as academics.





Lawrence Station Elementary is also a place where learning is joyful. Our school embraces fun whole school activities that bring students together and make school exciting. From shared celebrations and school wide events to creative classroom projects and outdoor learning opportunities, we believe that fun and engagement are essential parts of a meaningful education. These moments build lasting memories, strengthen relationships, and help students see school as a place where they want to be.

Our monthly assemblies celebrate all the good that is happening here at school. We read out positive “shout outs” of students going above and beyond the normal positive behaviour. We also do a monthly draw from all the names submitted who have been following the weekly focused expectation. The rewards from our PBIS draw range from extra recess, STEM activities, baking, the opportunity to pie an adult in the face and other creative ways to make memories together.

Lawrence Station Elementary School is more than a building—it is a community where children learn how to care for themselves, for others, and for the world around them. By focusing on strong relationships, positive expectations, and joyful experiences, we are helping students build the skills they need not only for school success, but for life.



Pie in the face!



7 Bi Behavioural Instruction

12 Dp Discipline Procedures

Loch Lomond School

ASD-SOUTH

New Nouveau Brunswick

Behavioural Instruction- Our Lions R.O.A.R!

Respect **O**thers and **A**ccept **R**esponsibility

This year, our staff has worked diligently to create a multi-tiered framework for behavioural instruction. This approach begins with universal learning opportunities delivered through our monthly guidance themes, guidance lessons and Celebrate assemblies. We chose to align our guidance themes with the Seven Sacred Teachings of the Indigenous Peoples: wisdom, love, respect, bravery, honesty, humility and truth. Each month, our school counsellor facilitates a lesson on one of the teachings.

Behavioural instruction is reinforced through daily morning announcements, weekly video announcements, school videos modelling expected behaviour, as well as direct instruction in the classroom. At the end of the month, a Lion from each class is celebrated for exemplifying the characteristics of our guidance theme. We are consistent in the language we use- Respect Others and Accept Responsibility.



Discipline Procedures - At Loch Lomond School, we recognize that the foundation of positive discipline is rooted in the belief that children do better when they feel better. We strive to foster a welcoming climate where every learner feels a strong sense of belonging and can see themselves—their culture, identity, and language—reflected throughout our school.

We provide a safe and supportive environment for learning by establishing consistent expectations, predictable routines and reinforcing prosocial behaviour. We offer students rich opportunities to develop and practice appropriate behaviours through guided, instructional strategies.

For those students who require additional support, our ESST has created a process map for teachers to follow. When mild-moderate behaviours emerge, teachers record the incidents using our school-based incident management form. Each week, this data is reviewed by our ESST. If a pattern of behaviour emerges, teachers use the school-wide systems and strategies found in our pyramid of intervention to support their learner. A member of our ESST also meets with the teacher to offer support. If tier 1 strategies are not effective, a STIP is created and monitored weekly. If the STIP is not successful, an ESST referral is submitted, and a plan for ongoing support is created. This process ensures that those who require individual or small group intervention receive it.

Ultimately, our goal at Loch Lomond School is to develop skills that last a lifetime, such as responsibility, cooperation, problem-solving and kindness.







COHORT 4

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 11 Cs Classroom Systems

Prince Charles School

ASD-SOUTH

New Nouveau Brunswick

While this is officially our first year adopting Positive Behavioral Interventions and Supports (PBIS), Prince Charles School has long been dedicated to building a safe, inclusive, and consistent learning environment. Our foundational commitment to fostering school connectedness, meaningful relationships, and cultural belonging aligns naturally with PBIS principles. Through intentional, school-wide initiatives, we ensure every student feels valued, supported, and seen.

Last fall, the entire school staff collaborated and developed a behavior matrix of school-wide behavior and learning expectations for K-8 students. The matrix helps students and staff align with behaviors that are expected of them throughout the school. Students modeling exemplary behavior are celebrated on a weekly and monthly basis. Frequent collection of data for behavior, attendance, and participation in class is part of the daily system at Prince Charles School.

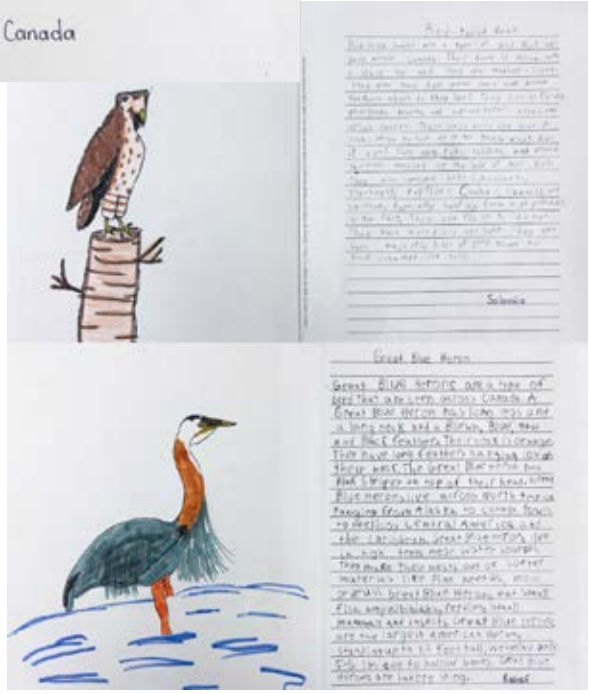
We celebrate positive choices and community-minded behavior through initiatives like PAWsitive Shoutouts (weekly), Monarch of the Month, and G.O.O.S.E. draws (weekly). These acknowledgements offer meaningful opportunities for both students and staff to recognize outstanding acts of kindness, leadership, and perseverance. Beyond the classroom, we actively deepen the partnership between home and school by inviting families into our building for shared experiences. Events such as our Fall Pumpkin Carving event, Read With Me Day, Family Craft Walk, and Monarch Assemblies build family pride and strengthen our community connection.



This supportive culture directly enhances our academic environment from Kindergarten through Grade 8. By organizing dynamic theme weeks—ranging from Olympic explorations to literacy celebrations featuring authors like Robert Munsch—we channel curiosity and creativity into collaborative, real-world learning. These shared experiences generate school spirit and enthusiasm, making our school community feel like a second family.

Furthermore, we champion purposeful learning opportunities that empower students to take ownership of their education. For example, our Grade 3/4 classes recently collaborated to research, write, illustrate, and publish a book about animals. This project integrated literacy, inquiry, and teamwork into a published book they could celebrate with pride. As we move forward, Prince Charles School is excited to expand our PBIS journey, discovering new ways to help every student thrive academically, socially, and emotionally.









1 Pt PBIS Team | 3 Bn Buy-In From Staff | 8 Sr System for Recognition | 10 Pd Professional Development

Princess Elizabeth School

ASD-SOUTH

New Nouveau Brunswick

Princess Elizabeth – First Year as an Incubator School

In our first year as an incubator school, Princess Elizabeth intentionally focused on four key areas: staff buy-in, data collection, professional development, and the formation of a PBIS team. Building on a solid foundation that had already been established, we worked to strengthen consistency, collaboration, and shared understanding across the school community. Targeted professional learning sessions were offered at the beginning of the school year to support staff learning and engagement, helping to align practices and build collective commitment. A core PBIS team was established and met regularly every 3–4 weeks to guide implementation, monitor progress, and plan initiatives.

A major focus throughout the year was improving data collection and use. We revamped how school behaviour data is recorded and intentionally harnessed new features within PowerSchool to better represent, track, and interpret behaviour trends. This improved approach allowed for more accurate data analysis and supported data-informed decision-making at both the classroom and school-wide levels.

Celebrating positive behaviour became an exciting and meaningful part of school culture. Monthly celebration assemblies were introduced, where one student from each homeroom had their Pawsome Ballot drawn. Selected students were invited to spin a prize wheel with incentives ranging from school swag to VIP seating and extra technology time. Staff engagement was also encouraged and recognized; staff members who submitted ballots were entered into weekly draws for incentives such as VIP parking, Tim Hortons runs, or sweet and salty treats.

The VIP Treatment!



Several school-wide initiatives helped build momentum and increase student engagement. The Morning Movement Challenge was a successful initiative that encouraged students to participate in a variety of movement opportunities before school, with participants having a chance to win a pair of new sneakers. The 'Be Where You Need to Be' campaign became a student favourite, rewarding students who demonstrated responsibility by arriving to class on time and staying for the entire period.

Another highlight was the creation of the Panther Pride Wall in the school lobby. Students from various grade levels were nominated by staff to be featured monthly, recognizing positive behaviour, leadership, and school pride. This initiative helped foster a sense of belonging and pride across the school community while showcasing positive role models.

Overall, Princess Elizabeth's first year as an incubator school was marked by intentional planning, strong staff buy-in, improved data practices, and a growing culture of recognition and celebration. These efforts have laid a strong foundation for continued PBIS growth and sustained positive school climate moving forward.







1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations

Quispamsis Middle School

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PBIS Team

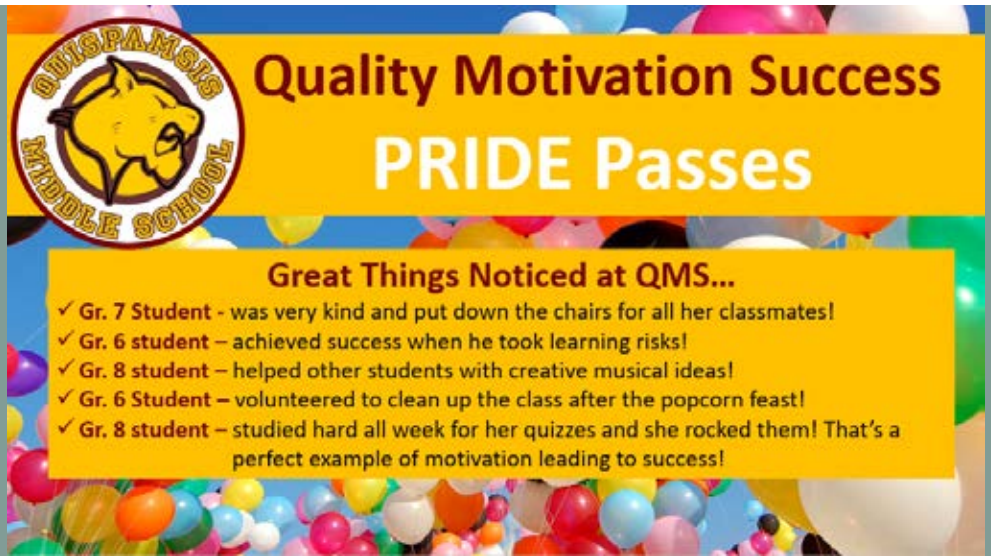
Our PBIS team is a collaborative group made up of our Admin team, BIM, BST, and staff representing all grade levels across both English Prime and French Immersion programs. We meet regularly with a focus on promoting PBIS initiatives that celebrate positive student behaviour and create actionable plans to address areas of concern. The team is committed to improving student behaviour in classrooms, common areas, and the wider community through consistent, proactive, and supportive practices that promote our Cougar PRIDE.

Staff Buy-in

When considering how to implement PBIS we first asked ourselves these questions: What do we want our school to feel like? What systems are already in place? Do we explicitly teach behaviour with the same vigor as academics? Are the school-wide expectations known and enforced by all? For PBIS to be successful, there needs to be consistent language and expectations across all grade levels and in every classroom. QMS staff were already demonstrating elements of PBIS before officially becoming a PBIS school this year; however, we still have work to do to ensure that the elements of PBIS become part of the school culture.

School Wide Expectations

In September, all students participate in Cougar Camp. The first week is spent on establishing / re-establishing connections, practicing routines and building a strong sense of school belonging. When our grade 6 students finish Cougar Camp, they are presented with a t-shirt in recognition of their work and commitment to becoming the best version of themselves at QMS. To ensure our students understand what is being asked of them as Cougars, school-wide expectations are shared, demonstrated, practiced and revisited throughout the year. Our posted and visible PRIDE matrix serves as a reminder of these expectations in the classrooms, common areas, and community. Students and staff hold themselves, and others, accountable in the areas of Prepared, Respect, Involved, Determined and Effort. Each month a student from each homeroom is publicly acknowledged and celebrated for their demonstration of one of the attributes in the PRIDE matrix and are presented with QMS swag.



System of Recognition

QMS is committed to celebrating positive behaviour. We encourage our students and staff to exhibit Quality, Motivation and Success each day. Quality may be displayed in classwork, quality of character, or quality choices. Motivation may be reflected in how we engage in class or how we work hard to practice a skill. Success may be reflected in how we show up for a struggling classmate or how we navigate something new. PRIDE Passes are randomly given by staff. During morning announcements, a selection of PRIDE Passes are read. This allows other students to hear what great choices our students are making. Students are eligible for a prize draw at the end of the week, and a larger draw at the end of each month. Some examples include VIP seating at assemblies, skip the lunch line, grab and stay breakfast, and private open gym session. Positive behaviours are also displayed on the TV monitor for everyone to see. This reinforces Quality, Motivation, Success in our school and reminds our students that they are an important part of our school community.



Data Collection

We have recently implemented a more user-friendly data collection form that allows teachers to identify behaviour concerns and record Tier 1 and 2 interventions. This information is reviewed by ESST, grade level teams, and our PBIS team. The data is essential for identifying patterns of behaviour that require intentional support to ensure consistency and allow us to evaluate the effectiveness of interventions. Going forward, this data will continue to guide our decision-making.

Radical Empathy

As a means of continuing to support our students as they build mental resilience and confidence, we invited youth inspirational speaker Brian Saint-Louis to QMS. His interactive presentation titled 'Radical Empathy' had a powerful message: "because it's happening to you, it matters to me and I am going to do something about it." When our students respond to each other with empathy, our school is a place where everyone feels valued, understood, and supported. Mr. Saint-Louis challenged all in attendance to create a safe and inclusive school community where kindness guides interactions and all learners can thrive. The presentation was preceded and followed by student-led videos during our weekly Take 5 for SEL.







COHORT 3

2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 9 Ci Consistent Implementation

Rothesay Elementary School

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New Nouveau Brunswick

During the 2025–2026 school year, Rothesay Elementary School strengthened its Tier 1 PBIS framework through intentional planning, explicit instruction, and consistent schoolwide practices. The focus on clarity, consistency, and proactive skill development contributed to measurable improvements in student behaviour and overall school culture.

Tier 1 Instruction and Universal Expectations

A significant achievement this year was the finalization and implementation of a schoolwide behaviour matrix aligned with the school's PAWS values: **Be Positive, Accountable, Work Hard, and Stay Safe & Supportive**. To increase accessibility and inclusivity, the matrix was translated into French.

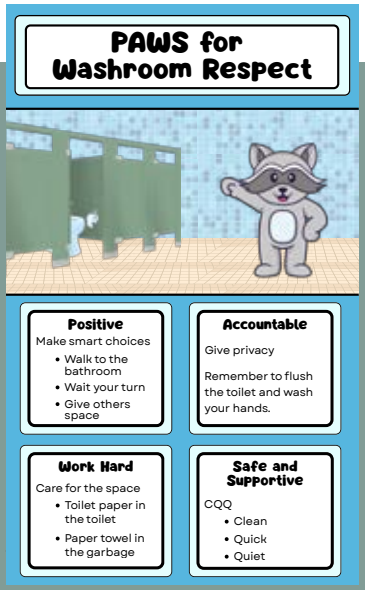
September was dedicated to the explicit teaching of Tier 1 behavioural expectations to ensure all students shared a common understanding of expected behaviours across classrooms and common spaces. This early investment supported consistency among staff and established a strong foundation for ongoing instruction.

Data Informed Monthly PBIS Focus

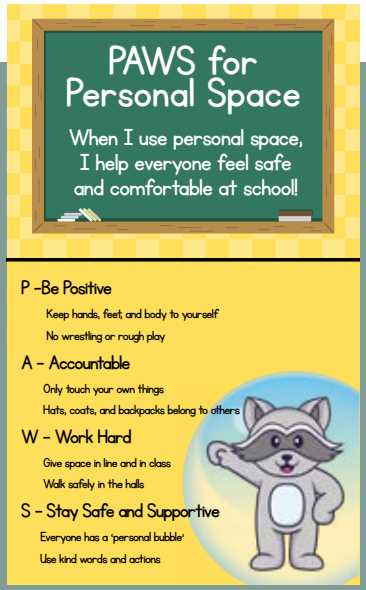
The school implemented monthly PBIS focus areas to deepen behavioural skill development beyond initial instruction. Focus areas were selected using a combination of staff observations, office referral data, and student voice, allowing the school to respond proactively to emerging needs.

Each monthly focus followed a consistent, schoolwide structure:

- Explicit instruction delivered during a schoolwide assembly at the start of the month
- Visual reinforcement through common presentations and posters displayed in every classroom
- Student recognition at the subsequent assembly, with one student from each class acknowledged for demonstrating the targeted behaviour









Focus areas addressed key behavioural skills, including personal space, positive language, self-regulation strategies, kindness, and respect for shared spaces. Themes were adjusted throughout the year based on data trends and school based observations.

Impact on Student Behaviour and School Culture

This structured and consistent approach contributed to improved student self-regulation, particularly during transitions and whole school gatherings. A notable increase was observed in students' ability to attend respectfully during assemblies, demonstrating improved stamina, engagement, and adherence to expectations.

Overall, behaviour incidents decreased as routines and regulation supports were established, reinforcing the effectiveness of clear expectations, consistent language, and regular opportunities for practice at the universal level.

Here are other key highlights of implementation this year:

1. **Clear, shared foundation**
   - Finalized school-wide behaviour matrix
   - Explicit alignment with PAWS values
   - Translated into French to ensure accessibility

2. **Strong upfront instruction**
   - September dedicated to explicit teaching of Tier 1 expectations
   - Emphasis on consistency across all settings

3. **Data- and voice-driven monthly focus**
   - Monthly PBIS themes selected using staff observations, referral data, and student voice

4. **Structured monthly cycle**
   - Assembly to teach the skill
   - Follow-up assembly to recognize students
   - Consistent materials (school-wide PowerPoint + posters in every classroom)

5. **Targeted skill-building**
   - Focus on self-regulation (CALM bodies) and specific behaviours (washroom respect, personal space)

6. **Measurable cultural impact**
   - Notable improvement in assembly behaviour, stamina, self-regulation
   - Clear link between structure and behaviour



COHORT 3

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Rothesay High School

ASD-SOUTH

New Nouveau Brunswick

Rothesay High School's PBIS Journey 2025-2026

This year at Rothesay High School, our PBIS work continued. Instead of rolling out one big new initiative, we spent the year tightening up our practices, having important staff conversations, and keeping our focus on the PBIS elements we were working on: clear schoolwide expectations, consistent implementation, and systems of recognition.

One of the first areas we tackled was making sure our schoolwide expectations were clear and visible for everyone. We revisited and refined our Behaviour Matrix as a staff, making sure it clearly outlined what respect, responsibility, and readiness look like in different spaces around the school. Having that common language made a real difference. Staff were more confident referencing expectations, and students had fewer "gray areas" when it came to understanding what was expected of them.

Our Tardy Policy became one of the most noticeable examples of PBIS in action. We wanted to send a clear message that being on time matters, while keeping motivation and positivity at the centre of the policy. Students who were were issued consequences, which provided accountability and consistency. At the same time, we introduced a monthly zero tardy draw for students who weren't late at all. Each month, eligible students had a chance to win a set of AirPods. That mix of clear consequences and meaningful recognition worked better than we could have hoped, leading to an overall 60% reduction in tardies. Just as important, the policy was applied consistently, which helped build trust and fairness across the school.



We also continued to refine our Behaviour Policy using PBIS principles. Staff focused on responding in a more predictable and progressive way and understanding the Tiers of Intervention. As an admin team, we emphasized to staff to teach expectations and help students repair mistakes rather than focus on punitive responses. Consistency is still something we're working on, especially during busy or high stress times, but having clearer guidelines has made behaviour responses feel more unified and less reactive.

Recognizing positive behaviour remains a key area of growth. Staff made a conscious effort to notice the little things—students being prepared, helping others, or making better choices than they may have in the past. Whether through verbal recognition, classroom rewards, or schoolwide acknowledgments, students responded well to being noticed.

A big support for this work came through the intentional use of Pilot PL days. These days gave us valuable time to focus specifically on PBIS initiatives, align practices, and problem solve together as a staff. That collaboration helped strengthen consistency and shared ownership.

Overall, this year reinforced that PBIS is ongoing work. We've made strong progress, learned from challenges, and built a solid foundation to continue moving forward together.





COHORT 3

Rothesay Park School

ASD-SOUTH

6 Se Schoolwide Expectations

8 Sr System for Recognition

9 Ci Consistent Implementation

New Nouveau Brunswick

Miss Maddy, our behavior intervention mentor recently created and posted “compliment sheets” around the school – each filled with positive messages students can tear off and share with someone else. This simple initiative encourages kindness, connection, and culture lifting one another up. It’s been wonderful watching students brighten someone’s day with a message that’s meaningful to them.



Our Wellness Day was a wonderful celebration of connection, creativity, and outdoor and indoor fun. Students were able to choose their preferred activity – whether it was skiing, skating, snow shoeing, baking crafts, yoga, or even spirited karaoke. It was a fantastic opportunity for everyone to recharge, explore their interests, and strengthen our RPS community spirit.



At RPS, we love celebrating students who make positive choices. When a student receives a Positive Office Referral, they bring it to the office and share their achievement with the principal. Each week, all submitted referrals are entered into a draw where three students are selected for a larger reward. This initiative helps highlight the great decisions our students make every day and reinforces a culture of kindness, responsibility, and leadership.

Voices of RPS is a PBIS student leadership opportunity designed to actively involve students in building a positive school culture. Students who apply to join Voices of RPS contribute their ideas and voices to promote respectful, safe, and responsible behavior at Rothesay Park. Earlier this year, one of our PBIS goals was to increase student involvement by having students design posters that demonstrate choices outside. Through initiatives like Voices of RPS, students play an important role in creating and sharing positive behavior expectations with their peers.



COHORT 3

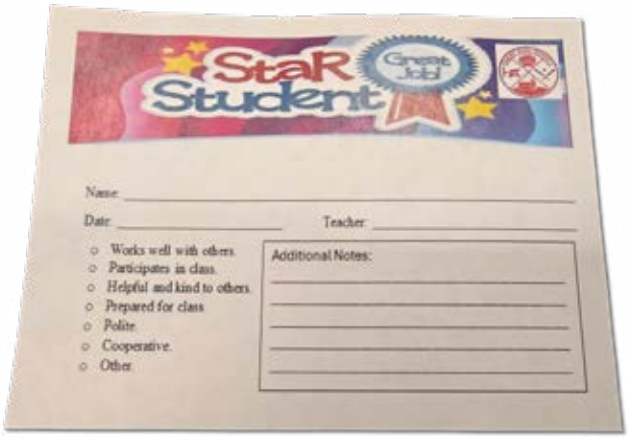
3 Bn Buy-In From Staff | 4 Cv Community Involvement | 9 Ci Consistent Implementation | 11 Cs Classroom Systems

Saint Rose School

ASD-SOUTH

New Nouveau Brunswick

Systems of Recognition



Star Students and Monthly Assemblies

In the second year of our PBIS implementation, Saint Rose School has enhanced the weekly STAR ballots. Each ballot now includes a carbon copy—one copy is sent home to families, while the other is retained for the weekly draw. Students receive STAR ballots for demonstrating behaviours aligned with our expectations of being **Safe, Thoughtful, And Ready to learn**.

To further strengthen recognition across the school, weekly prizes are now awarded within every classroom, each of which has its own designated ballot box.

Student of the Month

Saint Rose celebrates monthly themes that highlight key positive behaviours such as leadership, citizenship, creativity, and honesty. At the end of each month, teachers select one student who best exemplifies the featured trait.





This year, these monthly themes were updated to align with our STAR acronym. In addition, a dedicated Microsoft Teams channel was developed to provide teachers with ready made lessons—many sourced from partner PBIS schools—to support direct instruction and reinforcement of positive behaviours.

Common Behaviour Expectations

Behaviour Matrix, Playground Rules, and the STAR Acronym

In collaboration with staff, students, and families, Saint Rose School developed a comprehensive Behaviour Matrix outlining expected behaviours in key school environments such as classrooms, hallways, and the gymnasium. These expectations are revisited and practiced after each extended school break, as well as during periods when behavioural patterns indicate a need for review.

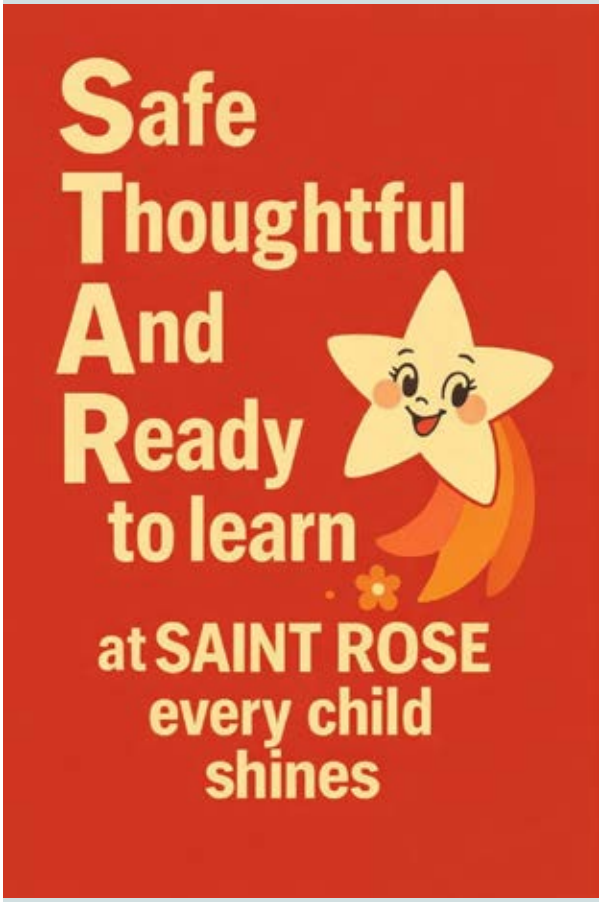
Our Behaviour Matrix aligns with our Mission, Vision, and School Pledge:

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.

This year, the PBIS team refined these broader expectations to make them more accessible to students. We introduced **Rosey the Star** as our school mascot, summarized our code of conduct using the STAR acronym, and designed posters highlighting the top three expected behaviours for various locations. Hallway, gym, and classroom posters are now prominently displayed throughout the school.



Data

Behavioural and wellness data continues to be collected and analyzed through PowerSchool, student wellness surveys, teacher perception surveys, and additional tracking tools. Findings are shared with school staff, the PSSC, and district personnel, including ESS teams.

The systematic collection, analysis, and consistent use of data—including STIPs and behaviour tracking—has strengthened the school's ability to advocate effectively for student needs. This has led to more intentional allocation, prioritization, and coordinated use of existing supports within the school.

Seaside Park Elementary School

ASD-SOUTH

New Nouveau Brunswick

Schoolwide Expectations

Teaching Skills Through Visual Reminders

To support consistent reinforcement of our schoolwide expectations, staff use mini visual reminders attached to lanyards while on duty. These visuals serve as quick teaching tools, allowing staff to reinforce expectations proactively as they circulate throughout the school. By intervening early, staff can address concerns before behaviors become unsafe or escalated.

Teachers explicitly teach and regularly review schoolwide expectations in classrooms and during intervention blocks. Every two weeks, the school focuses on one specific setting or skill area to strengthen understanding and consistency. After reviewing expectations for the playground, hallways, bathrooms, buses, and kindness toward others, the cycle begins again to ensure ongoing reinforcement.





Visual Displays That Promote Kindness and Respect

Our school proudly displays visual reminders that celebrate kindness, respect, and inclusion. Two new wall displays highlight our commitment to valuing diversity and fostering a welcoming school community.

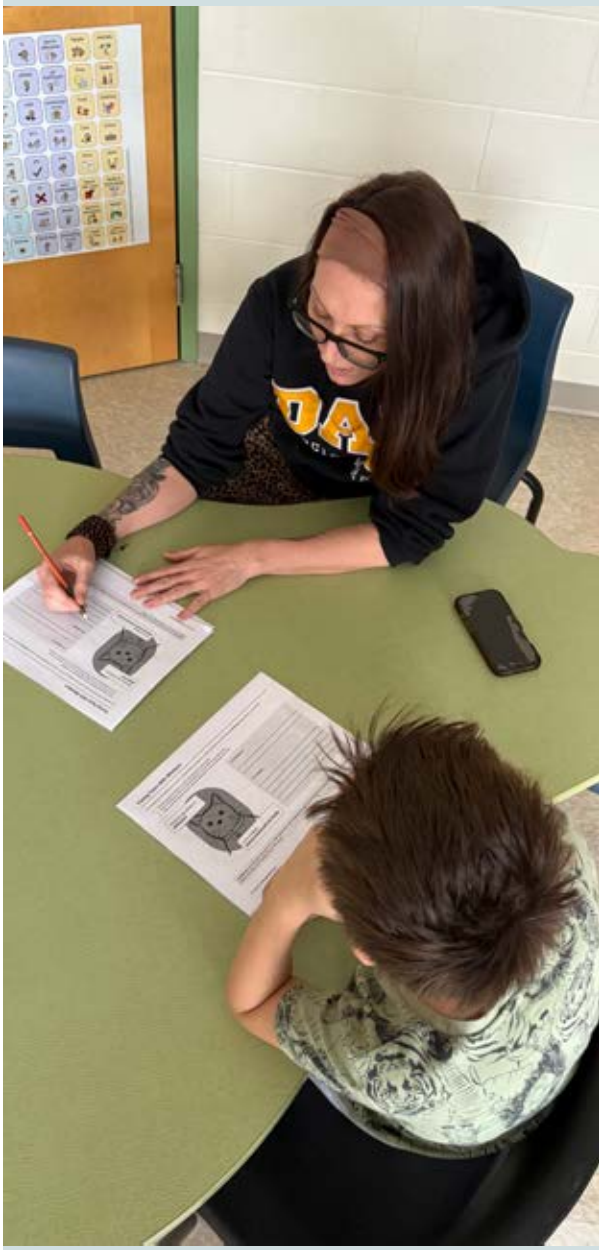
One display represents our diverse population through a collection of flags from around the world, with pinpoints marking the countries many of our students call home. Alongside this display are our school vision statements: “We Are Stronger Together” and “Our Strength Is in Our Diversity.”

Together, the mural, world map, and a dedicated bulletin board reinforce our shared values of belonging, respect, and empathy. The mural itself is a true community project, painted collaboratively by staff, students, and community volunteers.

Skillstreaming Intervention Groups

When students need additional support building specific social or behavioral skills, they participate in targeted Skillstreaming groups. These groups focus on explicit instruction, guided practice, and regular review of essential skills. Through this structured support, students gain the tools they need to engage positively and successfully within the school community.





1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 9 Ci Consistent Implementation | 11 Cs Classroom Systems

Simonds High School

ASD-SOUTH

New Nouveau Brunswick

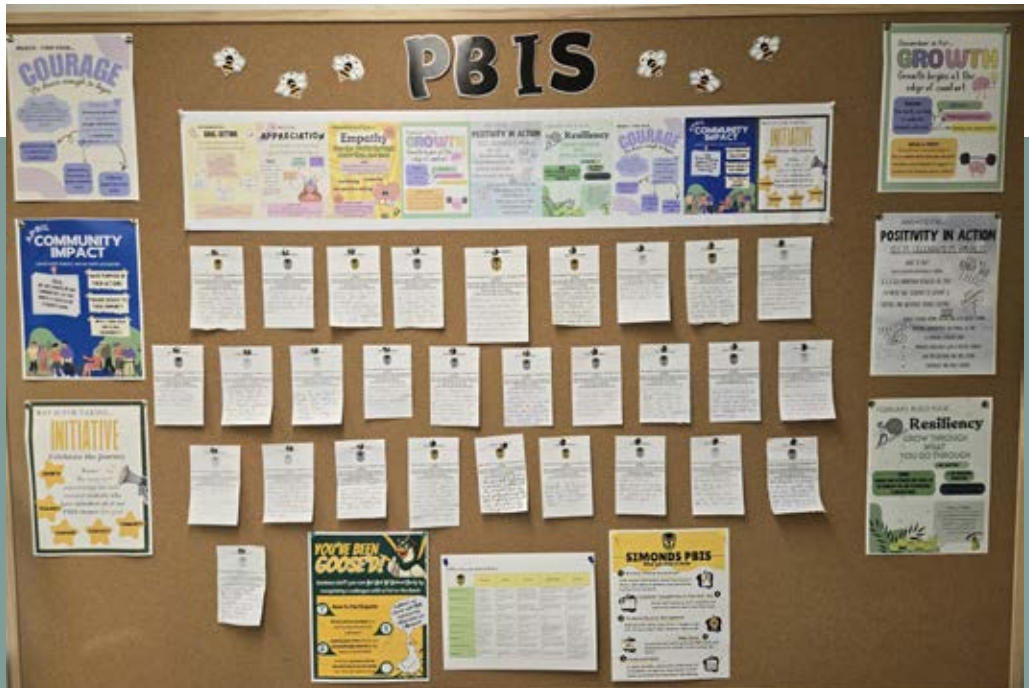
Where We Started

For our inaugural PBIS year at Simonds, we chose to focus on celebrating a variety of characteristics that strengthen community. We started by recognizing that we all have strengths and struggles in our day-to-day lives and can both stumble and shine at the same time. This allowed us to highlight those simple acts, often overlooked, that make our community a better place to be in.



The pinpointing of a specific strength each month enables administrators, teachers, support staff, and custodians to look for and recognize students exhibiting qualities like empathy, courage, growth and positivity. We encouraged everyone to fill out a *Caught in the Act* form for actions big and small as we believe that noticing the 'little things' can make a big difference in a student's day. *Caught in the Act* forms were provided school-wide and made available in the mailroom so all staff could let individuals know that they were being recognized for exhibiting the qualities we were highlighting that particular month.

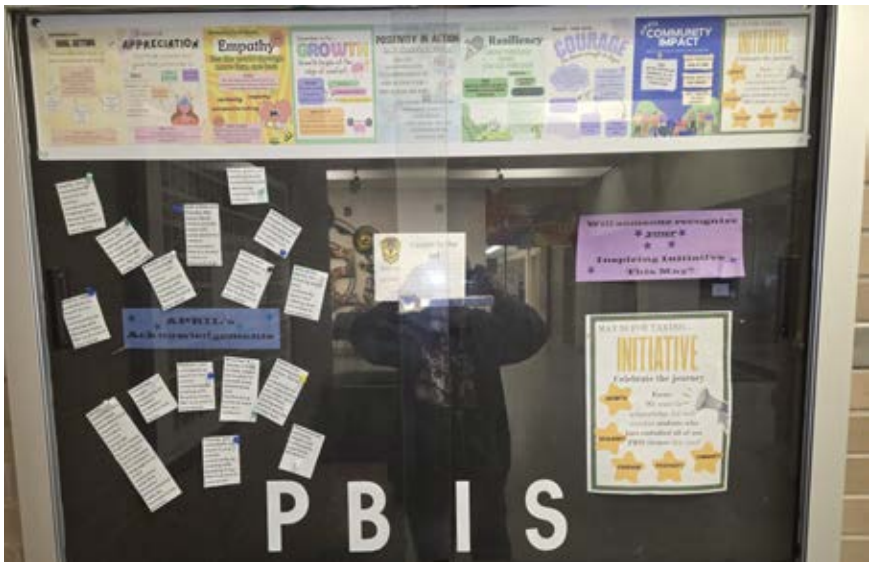
Caught in the Act recipients have their names posted for a month on the Main Lobby bulletin board and they also are invited to attend a cake party and prize draw to celebrate each other's contributions to a positive learning environment. This will culminate with a gathering of all the *Caught in the Act* recipients coming together for an end-of-year celebration.



Staff board and GOOSE

In tandem with *Caught in the Act*, we launched Pat on the Back for staff members. This bulletin board is located in the Staff mailroom, offering folks the opportunity to give a shout out to another staff member for all the amazing things they do every day. Those filling out the Pat on the Back sheets have their name (optional) entered into a draw for ½ day off. The winner is announced on PL/PD days with the handing over of a goose with the phrase "you've been goosed!"

This bulletin board is a central location that acts as a hub where staff can pick up *Caught in the Act* forms, view the monthly PBIS posters, our matrix, and pertinent updates and announcements.





Challenges and Where We're Going from here

We started our PBIS initiatives in December 2025. One of the struggles with a school campus the size of Simonds is effectively communicating our objectives to staff and students alike. Posters can get lost in a sea of colourful announcements about exciting grad events, sports competitions, dances, BBQs and other wonders available to the student population. In the busy schedules we all have, we often find that we spent almost all of the week in building 'A' and missed out on something posted in the mailroom in building 'C'. Email poses its own challenges. Much of our effort was trying out which modes of communication works best for each group (social media, school announcements screens, presentations during PL days, Teams, etc.). With such a large and diverse staff and student population it has been challenging to get the word out.

Looking forward to the next school year are plans are to gather student data through surveys and possibly focus groups to get feedback on how they experienced the launch of PBIS and offer their input to make our efforts more student-driven and centered. Key to our future success will be to reach out to our incoming grade nine students in meaningful ways to encourage participation and engagement in *their* PBIS school, creating a generational change.

COHORT 3

1 Pt PBIS Team | 2 Dc Data Collection | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 10 Pd Professional Development | 11 Cs Classroom Systems | 12 Dp Discipline Procedures

St. John the Baptist/King Edward School

ASD-SOUTH

New Nouveau Brunswick

PBIS Focus and Implementation Summary

This year, our school focused on key elements of PBIS, including strengthening schoolwide expectations, enhancing data collection practices, increasing community involvement, and developing systems for recognition.

Our schoolwide expectations—being safe, respectful, and responsible—were reinforced consistently across classrooms. Teachers were provided with clear guidance and supports to explicitly teach and model these expectations in various contexts, such as walking in the halls and appropriate behaviour during presentations. Messaging aligned with PBIS expectations was also integrated into our weekly family newsletter, *Clipper Connections*, as well as our weekly staff communication, *Week at a Glance*, ensuring consistency between home and school.

Through our work, we identified an important area for growth, particularly with newer staff: strengthening understanding and implementation of Tier 1 practices, as well as building knowledge around trauma and attachment. To support this, Dr. Anne Graham delivered a whole-staff presentation on April 2, focusing on trauma, attachment, and practical strategies for educators. Additionally, our EA staff participated in targeted professional learning with Patti Darling, centered on co-regulation and proactive approaches to student support.

A significant development this year was the creation of an EA Leadership Team. This group not only supported professional learning for Educational Assistants on days when teaching staff were engaged in report card writing or instructional planning, but it also addressed a gap in our



existing school leadership structure by ensuring EA representation at the leadership level. The team has been instrumental in identifying areas of need and helping guide ongoing learning, providing a meaningful and engaging way to build leadership capacity among EAs and strengthen inclusion in decision-making processes.

Data collection has been a central component of ensuring consistency within Tier 1 practices. Behavioural data is submitted electronically, and our BIM, Emily, analyzes trends and patterns. These insights are then shared with the PBIS team and ESST-R to guide decision-making, identify areas for support, and inform professional learning priorities.

A key priority this year has also been student recognition. We know that acknowledging positive behaviour is essential in reinforcing PBIS expectations, and we have found a meaningful and engaging way to do this through our daily morning announcements. Each morning, our school social worker, along with student helpers, shares "shoutouts" highlighting the positive things happening throughout the school. Students and staff are recognized for demonstrating our school values, and celebrations extend beyond major accomplishments to include everyday moments—such as birthdays, activities, and games. This practice has been very well received, helping to build a positive school culture where students and staff feel seen, valued, and celebrated.

Through both data analysis and qualitative information gathered during meetings and check-ins, we recognized a cohort of families who are navigating significant challenges. In many cases, caregivers themselves are experiencing trauma and adversity, impacting their ability to support their children. In response, and in collaboration with our Social Pediatrics team, we organized a family engagement evening focused on attachment and connection. This event, led by Patti Darling along with members of our school team and Candace Aulenback from NB Social Pediatrics, provided an opportunity for families to share a meal together and participate in meaningful learning and discussion. While staff engaged with students, caregivers (primarily mothers) were able to connect and build their understanding of attachment. The first session was held in April, with a follow-up session planned for June. We are committed to continuing to grow and expand this important work.

Finally, in our efforts to foster a safe, respectful, responsible, kind, and inclusive school community, we recognized the importance of celebrating and learning about one another. In December, we hosted a *Holidays Around the World* event, organized by our PSSC with support from the school team. Middle school students played an active role in facilitating stations, helping to highlight the diverse cultures represented in our school community. This event was a powerful opportunity to celebrate identity, build connections, and witness the pride our students have in sharing their backgrounds.

While this provides a highlight of our work, it only scratches the surface—there is so much more happening within our school community that reflects our commitment to PBIS and supporting every student.



COHORT 2

2 Dc Data Collection | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 10 Pd Professional Development | 11 Cs Classroom Systems

St. Malachys Memorial High School

ASD-SOUTH

New Nouveau Brunswick

Saints in Action (SIA) is a student-centered activity block once a week where students engage in student-led or interest-based groups. SIA is an opportunity for students to engage in activities that strengthen our school community or allow students an opportunity to engage in the larger community. For high school students, this a practical application of behaviour expectations and helps prepare students for successful transition to life after high school.

Black History Month provided an opportunity for students to take a leadership role in shaping a meaningful experience for our school community. Through the development of engaging, school-wide activities, this student-led group offered interactive cultural experiences. These opportunities not only educated participants about Black history but also promoted greater respect and understanding. Shared experiences like this help foster a collective sense of responsibility and ownership for upholding our school's expectations around diversity and inclusion.

Professional development plays an important role in supporting all aspects of PBIS. The impact of Artificial intelligence (AI) on education is profound and becoming more apparent each day. By identifying AI as a priority area for professional development and looking at this through a PBIS lens, we can begin to implement the use of AI in classrooms using clear and consistent expectations as part of our classroom systems.



Transitioning new students into high school is an important step for a healthy school community. It presents an opportunity to establish common expectations and clearly explain social norms for our space. We offer an opportunity for the incoming grade 8 students to participate in a series of stations led by our Student Representative Council (SRC). This is an authentic leadership experience for our SRC, and helps our incoming students prepare for life in high school.

After three years of commitment to the PBIS framework, many lessons have been learned about the impact we can have on the positive culture of our school. One main takeaway is that a positive learning environment requires care and attention from all stakeholders every day. PBIS is not necessarily something you do for a little while and expect lasting effects; rather, it becomes a template or a lens for how to "do business" each and every day in a positive way. This in turn creates a consistent, collaborative environment where ideas and understanding are shared as we collectively work toward a common vision. As we encounter new challenges and obstacles, we learn to stay true to our core values and build our sense of community as we grow together.







COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations

St. Martins School

ASD-SOUTH

New Nouveau Brunswick

PBIS Team



This was our first year becoming a PBIS school. As a staff, we met and learned what PBIS was, how our current school practices already aligned with the PBIS framework and what we wanted to prioritize as a school. Many of our school practices were already PBIS in nature and after looking at the school data and PBIS framework, we saw that we needed a school-wide behaviour matrix that enhanced our school's code of conduct and showed the students what was expected of them in each area of the school. Our goal is to have our behaviour matrix developed this year and fully implemented by September of 2026.

Schoolwide Expectations

Our school-wide expectations needed to be clear and easy enough to practice, remember and know in each situation. We have developed our basic matrix and will continue to evaluate it as the year moves along. The main tenants are to be safe, respectful, and responsible. In addition, for the past three years, one focus of the entire school has been to improve the manners we use with each other every day. Saying please, thank you and excuse me needs to be practiced, shown and reinforced. Students who demonstrate great manners are recognized as "Mannerly Mariners" and each few months we emphasize a new manner to think about. In our matrix, we emphasize safety and respect.



Rebranding

This year also saw a rebranding of the school logo, while preserving the Mariners identity. The previous logo was a lighthouse, which didn't seem to reflect current school mascots. After some discussions with staff and students, we maintained the Mariners title but with a shark wearing a sailor hat as our mascot. This new mascot represents our community by the water with its maritime history. It also looks great! Along with the new mascot came new school clothing and swag like pencils, stickers and temporary tattoos. We wear our school clothing on school spirit days. Each week during Mariner Time, when the entire school comes together, we celebrate together and learn more about how we can be our best in school.

Overall

This has been a year of change for St. Martins School as we started our PBIS journey, developed a new mascot and celebrated the staff and students each day. Next year, we plan to fully implement our behaviour matrix and continue to improve school achievement and positive behaviours.



Mannerly Mariners



2 Dc Data Collection
5 Cr Evaluation and Reporting
6 Se Schoolwide Expectations
8 Sr System for Recognition

St. Stephen Elementary School

ASD-SOUTH

New Nouveau Brunswick

We are proud of our PBIS Team for the 2025–2026 school year! PBIS focuses on explicitly teaching and consistently reinforcing positive behaviours to create a supportive, inclusive, and respectful school culture.

Our team works behind the scenes and alongside staff and students to plan initiatives, organize school-wide activities, and build systems that support positive behaviour, from developing clear expectations to creating engaging incentives like our ticket and store system to ensure PBIS is visible, consistent, and meaningful. They also celebrate successes by recognizing student achievements, acknowledging staff efforts, and using data to guide decisions, and through their dedication and collaboration, the PBIS Team helps keep our school a safe, welcoming, and positive place where all students can thrive.

French PBIS Matrix

We have translated our PBIS matrix into French to better support French Immersion classes and ensure clarity and accessibility for all learners. Providing expectations in both English and French creates a more inclusive environment, helping students strengthen understanding, build vocabulary, and make meaningful connections between languages.

PBIS Ticket Reward System

When students demonstrate positive behaviour aligned with our PBIS expectations—such as respect, responsibility, or kindness—they are recognized by a staff member with a PBIS slip. This immediate acknowledgement reinforces positive actions and encourages others to model similar behaviours.

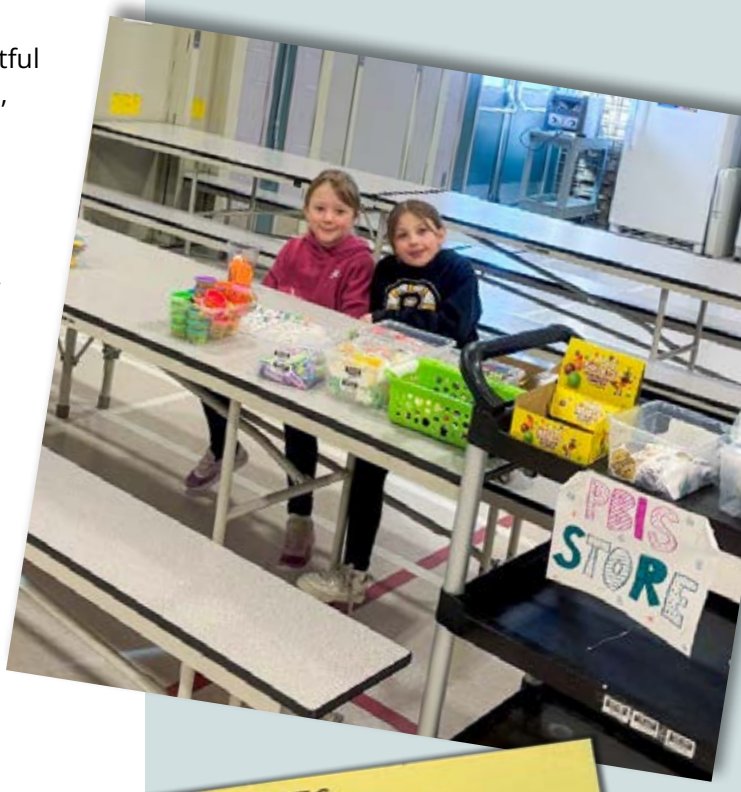


Students bring their completed PBIS slip to the office, where it is exchanged for an official PBIS Ticket. This step adds structure and consistency, ensures slips are accounted for, and provides an opportunity for positive interactions with office staff.

Students can choose to save their PBIS Tickets or use them at the PBIS Store, promoting choice, responsibility, and goal setting.

Building a Positive School Culture

Overall, the PBIS Ticket Reward System creates a consistent, school-wide approach to recognizing positive behaviour. It not only motivates students but also helps build a supportive and respectful learning environment where positive actions are noticed, valued, and celebrated.

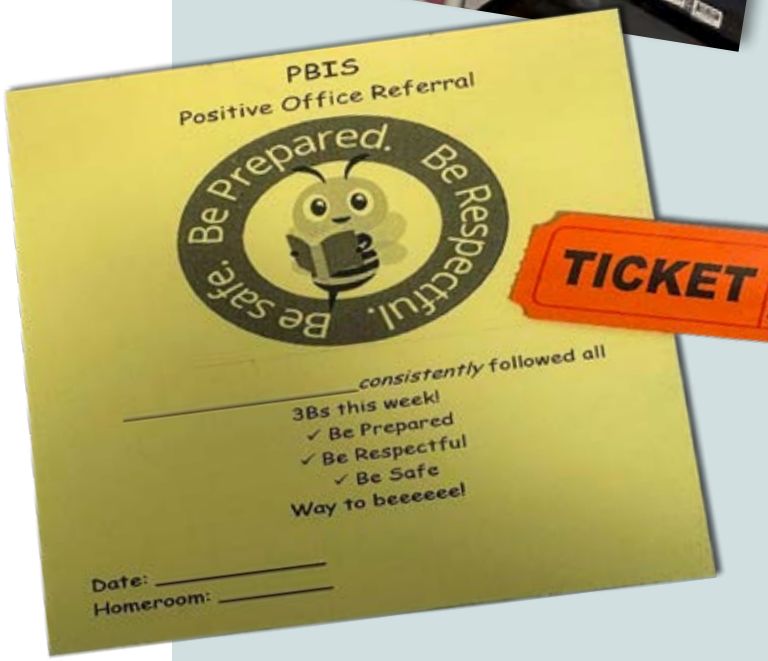


PBIS Store

Our PBIS Store provides students with a meaningful and motivating way to be recognized for positive behaviours, as they earn tickets and exchange them for rewards of varying value, reinforcing school-wide expectations in an engaging way. It also creates leadership opportunities, with some students helping organize and run the store during recess while developing communication, organization, problem-solving, and teamwork skills and building a sense of ownership and pride. The tiered reward system, with items costing from 1 ticket to 10 or more, encourages students to choose whether to spend or save, supporting goal setting, delayed gratification, and responsible decision-making. Open to all students, the PBIS Store promotes fairness and inclusivity and is more than a reward system—it supports student leadership and reinforces positive behaviours that contribute to a safe and supportive learning environment.

Data Collection

In previous years, we did not have a consistent or structured tracking system, making it difficult to fully understand patterns in student behaviour and the effectiveness of our PBIS initiatives. Moving forward, data tracking will be a key part of our PBIS framework, allowing us to collect, organize, and analyze information to inform classroom and school-wide decision-making. By regularly reviewing data, we can identify behaviour trends, locations of incidents, and students needing additional support, helping us be proactive rather than reactive while also celebrating student growth and acknowledging staff efforts. Consistency and accuracy are essential, with staff playing a critical role by submitting timely, reliable data that is meaningful and aligned with our PBIS approach.



6 Se Schoolwide Expectations
7 Bi Behavioural Instruction
8 Sr System for Recognition

St. Stephen Middle School

ASD-SOUTH

New Nouveau Brunswick

St. Stephen Middle School is now in its third year of implementing Positive Behavioral Interventions and Supports (PBIS), and the school community continues to see the meaningful and lasting impact of the framework. What began as a structured approach to encouraging positive behavior has grown into a culture that celebrates student success in many forms, helping to create an environment where students feel recognized, supported, and motivated to contribute positively to school life.

A key part of this success can be seen in the school's monthly PBIS assemblies. These gatherings have become an important tradition, offering an opportunity to recognize students for their achievements across academics, citizenship, and athletics. The assemblies are complemented by the ever-popular "Fun Fancy Friday" meals award, which reward students who consistently demonstrate leadership in PBIS. These events not only celebrate individual accomplishments but also help reinforce a shared sense of pride and community within the school.

In addition to in-school celebrations, St. Stephen Middle School has expanded its recognition efforts into the digital space. Through ongoing Facebook campaigns, the school highlights the many ways students contribute positively to the community. This initiative ensures that recognition is accessible to a broader group of students, including those who may not be involved in sports teams or traditional academic distinctions. By showcasing a wider range of student strengths and stories, the school is helping to build a more inclusive and encouraging atmosphere.

What makes the PBIS framework at St. Stephen Middle School particularly impactful is its evolving approach to recognizing positive behavior in less traditional ways. Staff are intentionally looking for moments where students demonstrate creativity, problem-solving, and growth. For example, students who once engaged in typical winter snowball throwing have instead developed harmless alternatives, such as creating "snow cubes," which then





sparked peer-led exploration into building geometric shapes from snow. Similarly, students with strong computer skills who may have previously misused those abilities are now being encouraged to channel their talents into designing positive PBIS posters and materials that benefit the school community. These examples highlight a shift from simply correcting behavior to nurturing and redirecting student strengths.

Staff members also play a vital role in the continued growth of PBIS at the school. While they actively participate in celebrations, there is a growing focus on increasing their visibility within the framework. Plans are underway to further involve staff in recognition efforts, including participation in the school's Facebook campaigns. These features will showcase the many clubs and activities staff help facilitate, most of which are driven by student interest and leadership. By highlighting staff contributions and their commitment to supporting students, the school aims to strengthen connections and demonstrate the collaborative spirit that underpins PBIS.

As St. Stephen Middle School moves forward, its PBIS framework continues to evolve, guided by a commitment to recognizing the diverse ways students succeed and contribute. Through a balance of structure, creativity, and community engagement, the school is building a positive culture where every student has the opportunity to be seen, valued, and celebrated.



Student of the Month



COHORT 3

6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 10 Pd Professional Development

Sussex Corner Elementary School

ASD-SOUTH

New Nouveau Brunswick

This year, our school continued to strengthen implementation of our PBIS framework, with significant growth in the areas of **School-Wide Expectations**, **Behavioral Instruction**, **Systems for Recognition**, and **Professional Development**. Our work remains focused on creating a positive, consistent school culture where expectations are clear, students feel supported, and staff remain committed to continuous growth.

School-Wide Expectations

A major focus this year was formalizing our school-wide expectations in a visible and accessible format for our school community. Using our behavioral expectations matrix as the foundation, we developed a polished version of our expectations that was displayed throughout the school.

As part of this process, we first introduced these expectations in paper format as a pilot project, allowing us to gather feedback from both students and families before moving toward a more permanent display solution. The expectations themselves are directly connected to our school matrix, which remains a living document that we continue to refine as our school community grows and evolves.

Behavioral Instruction

Another focus for this year was on behavioral instruction.

We began using our monthly school assemblies as the primary platform for behavioral instruction. Through assemblies, we explicitly taught school expectations, reinforced behavioral skills, and created opportunities for students to see consistent messaging delivered schoolwide.



Systems for Recognition

For students, we expanded our CHIRP Awards system, using positive office referrals to recognize students who consistently demonstrate our school values. Students receiving CHIRP recognition were celebrated publicly and rewarded with Kip the Cardinal swag, helping strengthen student connection to our school identity and reinforcing positive behavior.

We also introduced a recognition system for adults within our building, ensuring that staff contributions to our positive school culture were acknowledged as well. Staff members who were recognized received small rewards, often including a special lunch from a local café. This initiative helped foster a sense of appreciation and encouraged adults to model the same positive culture we work to build for students.

Professional Development

Staff meetings consistently included PBIS-focused discussions centered around strengthening school culture, understanding the importance of proactive behavioral systems, and ensuring staff remained aligned in our collective approach to student support.

In addition to implementation work, staff engaged in meaningful conversations and learning opportunities related to personal bias and how individual perspectives can impact student interactions, decision-making, and school culture. These discussions were valuable in helping staff reflect on their practice and better understand the importance of equitable, relationship-based approaches when supporting students.

Moving Forward

All of our efforts this year have helped create greater consistency across the school while reinforcing the understanding that PBIS is a foundational element of a positive, inclusive, and supportive learning environment.

The progress made this year reflects our ongoing commitment to strengthening PBIS at Sussex Corner Elementary School. Through clear expectations, meaningful recognition, consistent behavioral instruction, and continuous professional learning, we are fostering a school culture where every student and staff member feels valued, supported, and connected.







6 Se Schoolwide Expectations
7 Bi Behavioural Instruction
8 Sr System for Recognition
9 Ci Consistent Implementation

Sussex Elementary School

ASD-SOUTH

New Nouveau Brunswick

During the 2025–2026 school year, Sussex Elementary School proudly launched a full rebranding of its school identity as The SES SABERS, strengthening our ongoing commitment to a positive school culture through PBIS. This newly defined Saber identity brought a refreshed energy, clearer expectations, and a stronger sense of community spirit throughout the building.

Teaching School-Wide Expectations

One of our central PBIS goals this year was to establish and teach clear, consistent expectations across all school settings. To support this, SES developed three comprehensive Saber Lessons, each focused on a key area of student behaviour:

- General School Expectations
- Hallway Expectations
- Bathroom Expectations

Every class completed all three lessons. Each lesson package included:

- a structured PowerPoint presentation,
- a detailed teacher script, and
- an engaging follow-up activity designed to reinforce the skill or behaviour being taught.

These lessons ensured that all students, from Kindergarten to Grade Five, received the same messaging and skills instruction in a fun, interactive format.

Monthly Assemblies & Behaviour Modeling

To keep expectations fresh and consistent, the entire school meets monthly for a PBIS assembly. During these assemblies, students and staff view short student created videos demonstrating both expected and unexpected behaviour in real school environments. These videos and discussions help students bett er understand what positive behaviour looks like and what choices support a safe, respectful learning community.

These monthly assemblies set a positive tone, celebrate success, and foster shared ownership of our school-wide expectations.



Recognizing Positive Behaviour

A cornerstone of PBIS at SES is celebrating students who model SABER expectations. Throughout the school day, staff award SABER PAWS to students demonstrating positive behaviour.

At each monthly assembly, the class with the highest number of SABER PAWS is recognized with a class reward. This simple but powerful incentive has quickly become a student favourite, helping maintain motivation and reinforcing the value of positive choices.

Visual Supports & Daily Reinforcement

To support students in remembering expectations throughout their day, SES installed new expectation posters in hallways, classrooms, washrooms, and common areas. These visuals serve as constant, friendly reminders of what behaviours are expected in each space.

In addition, expectations are reviewed daily during morning announcements, giving students a consistent reminder of what it means to be a Saber and helping everyone start the day with clarity and shared goals.

Building School Spirit

A major part of this year's PBIS work was strengthening school spirit and building excitement around our new SABER identity. SES introduced updated branding across the school, including:

- bold new SABER signage,
- refreshed building colours,
- redesigned front desk branding, and
- updated door decals to reflect our new identity.

To bring our new mascot to life, the school also purchased a SABER Mascot costume, which quickly became a highlight of assemblies. The mascot's presence adds excitement and helps create memorable experiences for students.

To further support a unified SABER identity, all staff received red and black SES sweaters. These not only build team spirit but also create a visible sense of pride and community that students see.

Strengthening the SES Community

Together, the new branding, enhanced PBIS practices, clear expectations, and strong staff engagement have helped create a more positive, consistent, and connected school environment. Students understand what is expected of them, staff share common language and goals, and families are seeing the growing pride students feel as SABERS.

The 2025–2026 school year has been a transformative chapter for Sussex Elementary School—one marked by collaboration, enthusiasm, and a renewed commitment to fostering a school community where every student can shine.





COHORT 3

6 Se Schoolwide Expectations

7 Bi Behavioural Instruction

8 Sr System for Recognition

Sussex Middle School

ASD-SOUTH

New Nouveau Brunswick

PBIS Focus Areas

At Sussex Middle School, our PBIS focus for the 2025–2026 school year centered on promoting respectful language and encouraging students to move with purpose throughout the building. Staff consistently taught, modeled, and reinforced these expectations to help create a positive, respectful, and safe learning environment.

To support these efforts, visual signage was placed throughout the school outlining expectations for common areas such as hallways, the cafeteria, the main office, and guidance spaces. Staff also used positive interventions, redirection, and reinforcement to reduce inappropriate language and encourage respectful communication among students. Together, these strategies have strengthened our school culture and promoted responsibility and respect.

Recognizing and Celebrating Student Success

A significant focus this year has been recognizing and celebrating student growth, achievement, and positive contributions. Our Buzzworthy recognition program highlights a different character trait each month, including resilience, honesty, organization, and thoughtfulness. Staff intentionally recognize students who demonstrate these qualities, reinforcing positive character development.

The Rising Stinger Award celebrates students who consistently demonstrate positive behaviour or who have shown meaningful behavioural growth, emphasizing perseverance, progress, and personal development.

Students and staff also participate in Hive Fives, recognizing acts of kindness and positivity. These acknowledgements are celebrated through Queen B, a live Microsoft Teams segment led by administrators that reinforces expectations, celebrates achievements, and builds school spirit.





Student accomplishments are further recognized during Celebrate Assemblies, highlighting success in academics, athletics, leadership, clubs, and extracurricular activities.

Building School Identity and Belonging

This year, Sussex Middle School partnered with local artist Jesse-Lynn Jenkins and several students to create a vibrant mural featuring our new school logo. The project provided students with a meaningful opportunity to contribute creatively to the school environment while showcasing collaboration and school pride.

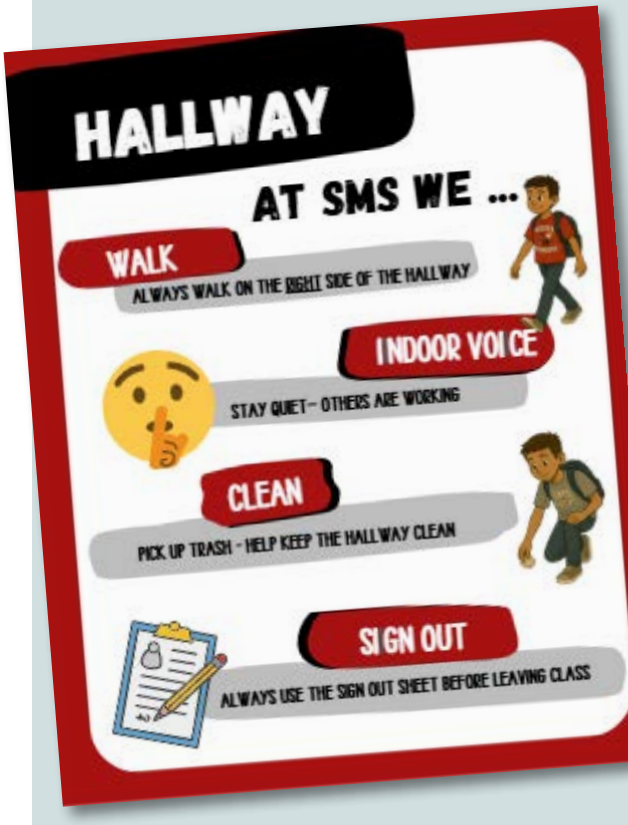
Another school-wide initiative involved students creating and displaying individual honeycombs above the lockers. Each honeycomb highlights the unique qualities, interests, and strengths of a student, reinforcing the message that every Stinger plays an important role in our community and fostering a strong sense of belonging.

Student-Led Entrepreneurship and School Spirit

Through grant funding, Sussex Middle School purchased screen-printing equipment that allows students to design and produce custom shirts, bags, mugs, and other spirit items. This student-led initiative provides authentic learning opportunities while encouraging creativity, teamwork, and entrepreneurship. Merchandise sales have been highly successful and have strengthened school pride and unity.

Supporting Evidence and Visual Displays

The accompanying photos showcase our mural project, honeycomb display, student-created merchandise, Celebrate Assemblies, respectful language posters, and behaviour expectation signage. These initiatives and visual supports help create a positive, inclusive, and welcoming environment while reinforcing consistent expectations throughout the school and at home.





COHORT 3

4 Cv Community Involvement

6 Se Schoolwide Expectations

8 Sr System for Recognition

Sussex Regional High School

ASD-SOUTH

New Nouveau Brunswick

Building a Culture of Connection, Recognition, and Community

At Sussex Regional High School, we are committed to creating a culture where students and staff feel valued, supported, and connected.

Celebrating Success

Recognition remains a key part of our school culture. Through monthly Spirit Assemblies, Athlete of the Week, classroom celebrations, and school-wide acknowledgements, students are recognized for their achievements and for demonstrating our core values of being respectful, responsible, and safe.

Our weekly school newsletter provides regular opportunities to celebrate student accomplishments and share positive stories with families and the wider community.

Staff recognition has also been a priority. We recognize the contributions of all members of our school community, including bus drivers, educational assistants, custodians, administrative assistants, cafeteria staff, and teachers, whose efforts help create a positive learning environment every day.

Clear Expectations, Strong Foundations

This year, SRHS strengthened school culture through the implementation of a school-wide behaviour policy and shared expectations. These expectations are displayed throughout the building, taught through assemblies, reinforced in announcements, and supported through consistent language used by staff and students.

A Reset Room was introduced to provide students with a supportive space to reflect, regroup, and reconnect with expectations before returning to class.

Community partnerships supporting the School Race Team



Collaboration with feeder schools has also helped align behaviour expectations and create a more consistent experience for students transitioning to high school. These expectations were developed and shared with staff, students, families, and the Parent School Support Committee.

In addition, we have an SPR assigned to support new teachers in developing classroom routines and management strategies that align with school-wide practices.

A School Rooted in Community

Strong community partnerships continue to enrich learning and strengthen student belonging.

Students actively give back through service initiatives. The hockey team supported a holiday dinner for a feeder elementary school, while art classes collaborated with Indigenous artists and community members to create murals that promote truth and reconciliation.

Community events help bring people together. The Home and School Association hosted the Happy Fall Y'all barbecue, the Dairy Town Classic basketball tournament connected feeder schools through sport and school spirit, and our winter play welcomed elementary and middle school students to campus.

Local businesses and organizations continue to support student well-being through breakfast and lunch programs, the school's free store, and experiential learning opportunities. The school race team, for example, benefits from community partnerships that provide mentorship, technical expertise, and hands-on learning experiences.

The ICU program supports newcomers and international students while enriching the school community through events such as Christmas Around the World and cultural food celebrations that promote understanding and appreciation of diverse cultures.

Opportunities for All Students

SRHS offers a wide range of opportunities for students to connect and become involved. Athletic teams, clubs, leadership groups, music programs, and community service initiatives allow students to develop skills, pursue interests, build relationships, and contribute to the community. Whether students choose to compete, create, lead, or volunteer, there is a place for everyone at SRHS.

Looking Ahead

Through a focus on recognition, clear expectations, and meaningful community partnerships, SRHS continues to build an environment where students and staff can thrive. Together, these efforts foster a strong sense of belonging and purpose while supporting student success. In all that we do, Sonics strive to be respectful, responsible, and safe.





COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Westfield Elementary School

ASD-SOUTH

New Nouveau Brunswick

Westfield Elementary School's journey with Positive Behaviour Interventions and Supports (PBIS) this year has been one of growth, reflection, and strong community building. From the outset, our goal has been to create a safe, respectful, and inclusive environment where all students and staff feel valued. This vision has come to life through consistent messaging, creative initiatives, and a shared commitment across the school.

At the heart of our culture is WES, our Blue Fox mascot, who represents what it means to belong at Westfield School. Whether featured on posters, clothing, or in lessons and assemblies, WES helps make our PBIS message engaging and meaningful for students.

A key part of our success has been our system of recognition. VIP tickets are given to students who consistently demonstrate positive behaviour and act as role models—even when no one is watching. These tickets are highly valued and help reinforce positive choices. Each Friday, students can win prizes such as staff trading cards, time at the VIP desk, or a principal's lunch. VIP tickets also contribute points to our House System, encouraging teamwork and a shared sense of responsibility.

House Meetings have further supported our efforts by reinforcing expectations through consistent messaging from different staff members. These meetings help connect classroom learning to school-wide expectations while celebrating student success and encouraging positive choices.

Another highlight has been the introduction of WES' friend, the Kindness Koala, which reinforces the importance of empathy, respect, and caring for others. Through assemblies, kindness is not only encouraged but celebrated, reminding students that small actions can make a big difference.

In January, we introduced a Microsoft Form to streamline behaviour data collection. This tool allows staff to quickly record incidents



Westfield VIP!

and provides our PBIS team with real-time data. As a result, we can identify trends, determine where additional support or supervision is needed, and proactively address areas of concern.

Our PBIS team has been instrumental in guiding this work. They meet regularly to review data, reflect, and plan next steps. This year, they created a behaviour matrix with supporting posters and lessons, revamped our school behaviour motto, and developed engaging resources such as trading cards, videos, and lessons. Students have received explicit instruction in areas such as WITS (Walk away, Ignore, Talk it out, Seek help), Zones of Regulation, appropriate language, keeping hands to themselves, and showing kindness.

Celebrating success continues to be a priority. Each morning, shout-out postcards are read during announcements and shared with families, strengthening the home-school connection. This year, we also introduced a positive staff referral system. Staff can nominate colleagues who go above and beyond, and these recognitions are shared on Fridays. Recipients receive a small prize, and a family member is contacted to celebrate their contributions, helping build a positive and appreciative staff culture.

As we reflect on this year, it is clear that the collective efforts of our students, staff, and PBIS team have made a meaningful impact. While we are proud of our progress, we know this work is ongoing. We remain committed to continuing to grow and strengthen a positive school environment where everyone can thrive.



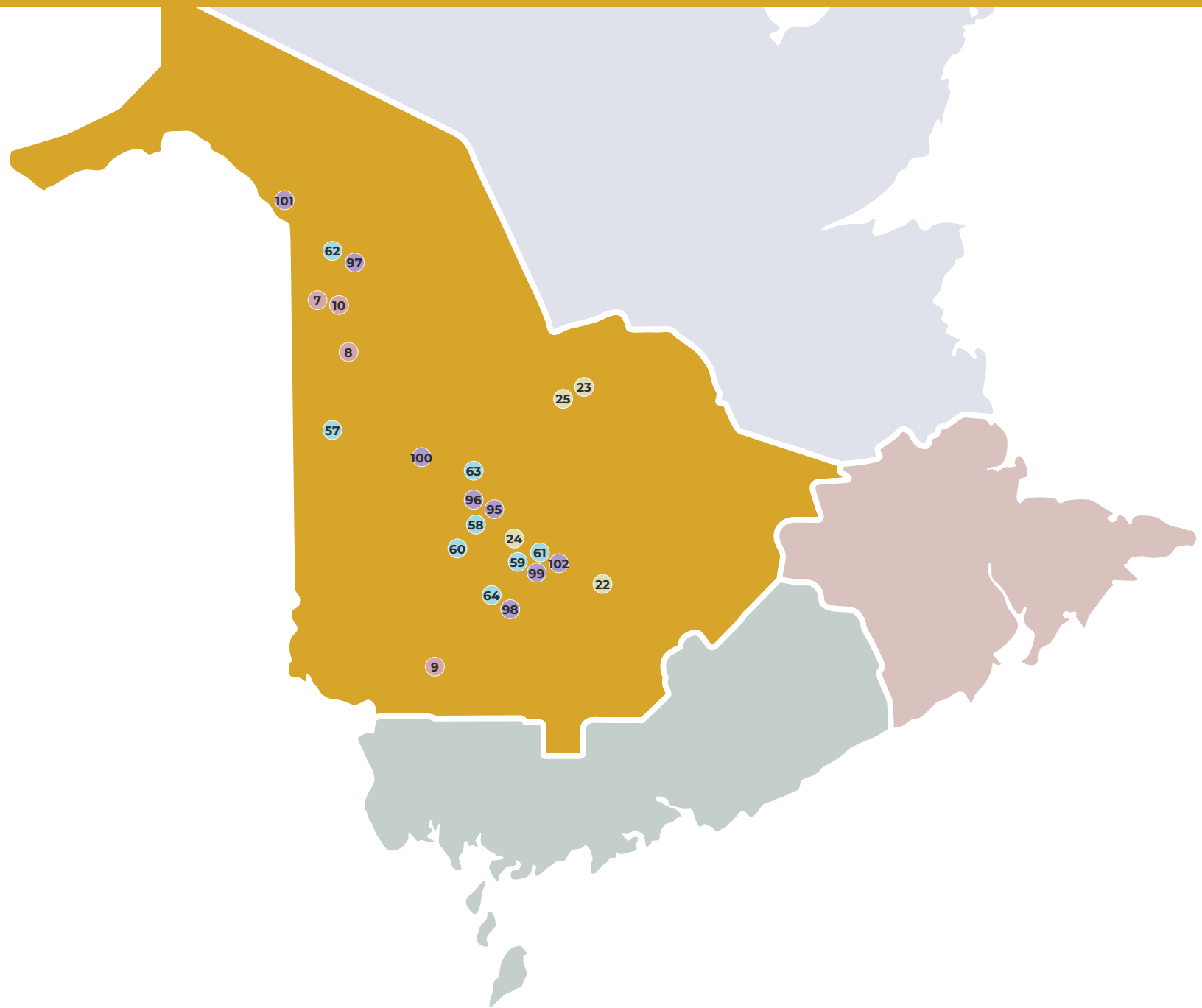






World’s Longest Covered Bridge, Hartland
Photo by: Hemmings House

Anglophone West School District



4 Cv Community Involvement

12 Dp Discipline Procedures

Assiniboine Avenue Elementary School

ASD-WEST

New Nouveau Brunswick

Our Approach to Discipline

At Assiniboine Avenue Elementary, we understand that discipline is not predominantly about consequences; it's about teaching. Our goal is to help students develop the skills they need to become respectful, responsible, and caring members of our school community.

Our discipline approach is guided by the principles of **Positive Behaviour Interventions and Supports (PBIS)** and **Responsive Classrooms** frameworks. These frameworks support a proactive, positive, and developmentally appropriate approach to behaviour for our youngest learners. At Assiniboine, we think a collaborative and consistent approach to discipline is more beneficial and instructive than a behaviour management flow chart.

In a K-2 school, "serious misconducts" are exceptionally rare, but teachable moments are abundant. Staff recognize that teachable moments are best addressed in real time. Many behaviours are a result of children's developmental level. At Assiniboine Avenue Elementary we have monthly school-wide, consistent themes that are taught by classroom teachers to support all students' socio-emotional growth.

All students are positively reinforced with Allstar slips for being kind, safe and respectful. Expectations are simple, clear and consistent throughout the school. Data is collected, and various plans are in place for students who require Tier 2 and 3 supports. Additional instruction, monitoring, supervision and/or reinforcers may be utilized. When conflict or misbehaviour arises, students are supported to reflect, take responsibility, restore trust, and practice explicitly taught skills. Through daily routines, classroom meetings, and guided reflection, we help students understand their feelings, make thoughtful choices, and repair relationships when needed.

A foundation for all discipline is strong, positive relationships. Strong relationships between students, staff, and families form the foundation of our

Family Picnic



school culture. Trust and connection are essential for meaningful learning and behavioural growth. Staff regularly revisit professional learning in de-escalation strategies and being mindful of their co-regulation skills.

We believe that creating a positive school climate is a shared responsibility between students, staff, and families. Together, we help our students to become kind, resilient, and responsible individuals.

Community Connections

The connection between school and family is a core part of making Positive Behavioural Interventions and Supports (PBIS) truly effective. PBIS isn't just about what happens in the classroom; it works best when expectations, support, and communication extend into the home.

1. Consistency of expectations
When families understand and use the same behavioural expectations as the school (such as respect, responsibility, and safety), students receive clear, consistent messages. This reduces confusion and helps positive behaviours grow.

2. Reinforcement beyond school
PBIS relies on reinforcing good behaviour. When parents or caregivers recognize and reward those same behaviours at home, it strengthens the impact and makes change more lasting.

3. Stronger relationships
Open communication builds trust between educators and families. Students benefit when they see the important adults in their lives working together and supporting them as a team.

5. Improved student outcomes
Research shows that when families are actively involved, students tend to have: better behaviour, higher academic performance, improved attendance, and stronger social skills.

6. Cultural understanding and inclusion
Family involvement ensures that school practices respect students' cultural backgrounds, making PBIS more equitable and effective for everyone.

Strong school–family PBIS connections

Examples of strong school–family PBIS connections include sending home clear behaviour expectations and reward systems so families can reinforce them, maintaining regular communication through emails, apps, or meetings, and inviting families to participate in multiple school events. Schools can also strengthen this partnership by sharing positive feedback about students—not just concerns—and by providing practical strategies that families can use at home to support positive behaviour.





COHORT 4

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Barkers Point Elementary School

ASD-WEST

New Nouveau Brunswick

Building a Positive School Culture

At Barkers Point Elementary School (BPS), our Positive Behaviour Interventions and Supports (PBIS) framework helps create a safe, respectful, and inclusive learning environment where all students can thrive. Central to this work is our Behaviour Matrix, which was developed to establish clear, consistent expectations across all school settings. By creating a shared understanding among students and staff, the matrix provides a common language for behaviour and ensures greater consistency in responses and expectations. Through explicit teaching, visual reminders, school-wide lessons, and regular announcements, students are continually supported in making positive choices and contributing to a respectful school community.

Recognizing and celebrating positive behaviour is an important part of our PBIS approach. Through our PAWS program, staff acknowledge students who consistently demonstrate our school expectations. Monthly themes are highlighted in classrooms, through announcements, and during Colour Team activities.

Students who receive PAWS slips are recognized publicly, displayed on our school bulletin board, and given the opportunity to walk down the red carpet while being cheered on by their classmates. At BPS, when someone has done something well or we want to say thank you, we celebrate with our BPS chant: "You Rock!" which helps build connections around belonging and engagement.

Community involvement is also a defining feature of life at BPS. We value strong partnerships with families, volunteers, local businesses, community organizations, and educational partners.



These relationships support initiatives such as our breakfast program, community garden, school-wide events, fundraising activities, environmental projects, and student leadership opportunities. Families play an active role in supporting school events and student learning, while community volunteers contribute their time, expertise, and resources to enrich student experiences. Through these partnerships, students develop a stronger sense of citizenship, responsibility, and connection to their community.

Student engagement and leadership are further strengthened through our Colour Teams program. All students from Kindergarten to Grade 5 are placed in mixed-age teams that promote belonging, teamwork, and positive relationships across grade levels. Colour Teams participate in school spirit events, PBIS activities, community initiatives, and collaborative learning experiences that reinforce values such as kindness, responsibility, inclusion, and respect. Older students are provided with meaningful leadership opportunities to mentor younger peers and model positive behaviours.

In addition, student voice is encouraged through initiatives such as our Student Leadership Club, where students create and lead clubs based on their interests. These opportunities help students develop confidence, leadership skills, empathy, and a sense of ownership within the school community.

PBIS Colour Team Kitchen

Together, the Behaviour Matrix, PAWS recognition program, community partnerships, Colour Teams, and student leadership opportunities create a positive and supportive culture at BPS. These initiatives align with our PBIS goals by promoting positive relationships, encouraging student engagement, celebrating success, and fostering a strong sense of belonging for all students.







3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 8 Sr System for Recognition | 9 Ci Consistent Implementation | 12 Dp Discipline Procedures

Central New Brunswick Academy

ASD-WEST

Buy in from Staff

Staff buy-in has been a key factor in strengthening our PBIS initiatives this year. By consistently recognizing positive behaviours through **Hawk Slips (helpful, achieving, wellness, kind and school spirit)**, staff are reinforcing a culture where students feel seen, valued, and motivated to make positive choices. This shared commitment goes beyond recognition. Staff are also working together to apply clear, consistent expectations across all areas of the school. By aligning around common rules and responses, we are creating a stable, predictable environment where students understand what is expected and can thrive both socially and academically.

Consistent Implementation

Consistently implementing PBIS expectations has been essential in creating a positive and supportive school environment. By reinforcing the same clear expectations across classrooms, hallways, and school events, staff are helping students build confidence in understanding what respectful, responsible, and safe behaviour looks like. This consistency reduces uncertainty, strengthens routines, and allows students to focus on learning and growth. When expectations are applied in a unified way, it fosters fairness, accountability, and a strong sense of community throughout the school.

School-Wide Expectations

School-wide expectations play a vital role in the success of PBIS, providing a clear and consistent foundation for student behaviour. Using the behaviour matrix as a guide, staff and students share a common understanding of what respectful, responsible, and safe actions look like in every area of the school. This structured approach helps break down expectations into specific, teachable behaviours, making them easy to model, reinforce, and recognize. By consistently referring to the matrix, the school creates a predictable environment where students feel supported, know what is expected, and are set up for success each day.



System of Recognition

The Recognition Board is a key part of our PBIS initiative, celebrating both students and staff who consistently represent CNBA in a positive way. This year, we elevated our system of recognition by placing the board at the main entrance of the school, creating a space where everyone who enters can share in celebrating those who deserve to be noticed. Each month, Nighthawk of the Month recipients are recognized for demonstrating kindness, responsibility, wellness, and school spirit across all settings. In addition, Staff of the Month has become a popular and meaningful way to acknowledge the adults who model these expectations every day.

These efforts are further highlighted through our monthly Nighthawk Assemblies, where students and staff are celebrated in front of their peers. Awards include Middle and High School Athlete of the Month, Nighthawk of the Month, and Staff of the Month, creating a well-rounded approach to recognizing achievement, character, and contribution. This visible and inclusive approach strengthens community pride and continues to build the staff buy-in that is essential to the success of PBIS. Winners choose from a variety of great prizes like school merch and gift cards. At the same time, we draw from all the submissions given to the HAWKS slip buckets and other lucky Nighthawks win prizes. It's a real Price is Right moment! The high school is becoming more invested in getting their name in there for the chance to be called upon!

Behavioural Instruction

Behavioural instruction remains a central focus of our PBIS approach, with the behaviour matrix posted throughout the school to provide clear, consistent guidance in every setting. These visuals support ongoing teaching and reinforcement of expectations, helping students understand what appropriate behaviour looks like in real time. Staff are also committed to responding to behaviours with consistency, using common consequences and shared lessons so that students experience fairness and clarity across all environments. In addition, communication with families has increased, with more phone calls home for both positive recognition and constructive support. This balanced approach strengthens the connection between school and home while reinforcing expectations and celebrating student growth.

Discipline Procedures

Our discipline procedures are grounded in the idea of a "reset," providing students with an opportunity to reflect and return to learning without unnecessary removal from the classroom. When a student is not meeting the behaviour expectations set by the classroom teacher, they are briefly sent to administration for a check-in before connecting with the behaviour mentor. This process allows for a focused conversation about the behaviour, its impact, and strategies for making better choices moving forward. The goal is to support students in understanding and correcting their actions, while keeping them connected to the classroom and maintaining a positive, consistent approach to discipline.





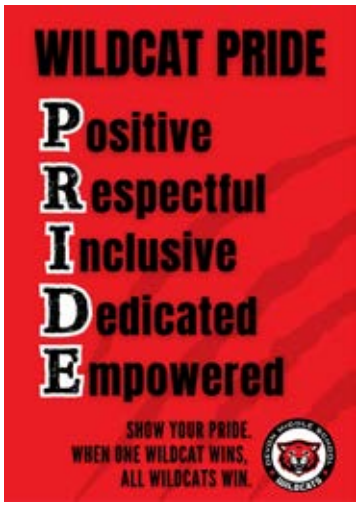
4 Cv Community Involvement | 5 Cr Evaluation and Reporting | 7 Bi Behavioural Instruction | 11 Cs Classroom Systems

Devon Middle School

ASD-WEST

New Nouveau Brunswick

Systems of Recognition



Our PBIS Team identified the need for all Wildcats, both staff and students, to have meaningful opportunities to connect with our P.R.I.D.E. Values. Wildcat Wins are more than just small red slips of paper; they represent a student's choice to positively contribute to our community. When a student earns a Win, they place it in their grade-level bin outside the office. If their name is drawn during one of our monthly P.R.I.D.E. assemblies, they get to select their own Wildcat merchandise!

Staff Spotlights, small yellow slips with a big impact, allow both students and staff to recognize team members who demonstrate our P.R.I.D.E. Values. Each month, the staff member with the most recognitions are featured in the "Spotlight." This initiative not only celebrates staff contributions but also creates opportunities to teach, model, and reinforce our shared values.

Finally, our Wildcat Impact Awards celebrate students who consistently demonstrate P.R.I.D.E. Values and exceed expectations as safe, productive, and engaged members of our community. Each grade-level team selects one recipient per month. These students get to customize their own Wildcat merchandise, receive a certificate and a letter mailed home highlighting the reasons for their recognition. They are also invited to our monthly "Chat & Chew", where we enjoy lunch together and host a forum to provide an opportunity for student voices to be heard about our school community.

Student / Family / Community Involvement

We have worked intentionally to create multiple channels of communication that keep students, families, and the broader community informed and engaged. This year, we introduced a monthly update called the *P.R.I.D.E. Pulse*, designed to "keep families on beat with what's new and what's next" in our learning community.



The Pulse serves as a hub of information that celebrates student achievement while also highlighting key learning initiatives. It has featured write-ups on events such as our school's Eid celebration, our annual Staff vs. Students' hockey game, House Cup Week, and other school-wide initiatives. It also helps families engage in meaningful conversations about our Tier 1 strategies, recognition systems, and P.R.I.D.E. Value challenges.

One of our most impactful communication tools is our daily video announcement broadcast, *The Wildcat News*. After Nutrition Break, all classes tune in to hear updates on clubs, athletics, daily recognitions (Wildcat Wins and Staff Spotlights), and more. In addition, four TVs placed throughout the building display rotating information and reinforce school-wide expectations. We have also prioritized improving communication through our website to ensure clarity and accessibility. When home and school share a common language and understanding, all Wildcats win!

School-Wide Expectations

Our staff has worked collaboratively to co-construct the DMS Behaviour Matrix. With input from Core Leadership, PSSC, Home & School, and PBIS teams finalized a clear and consistent framework for expectations.

Establishing a common language has strengthened our collective efficacy to foster a safe, healthy, and engaged school culture. To support this, we have delivered three school-wide lessons that explicitly teach expectations and connect them to our P.R.I.D.E. Values.

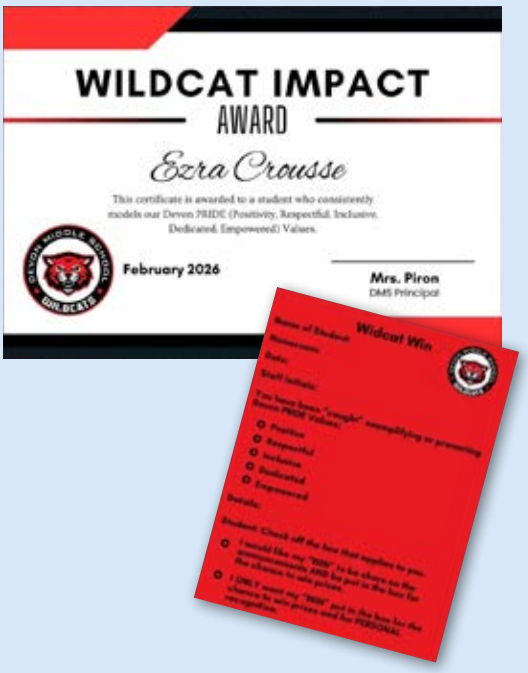
All classrooms have consistent signage that serve as reminders for entering and exiting classrooms as well as hallway expectations. Teachers use hall passes that are personalized with their last name and sign out/in sheets that students holistically use when leaving a learning space. This has allowed staff to hold students accountable while travelling throughout the building and reinforces the expectations outlined in our DMS Behaviour Matrix.

Staff Reflections...

"I am able to connect more with individual students because everyone is following the same expectations in a timely manner. Everyone begins classes regulated, including myself and other adults in the room."

"I see and feel a positive shift in school climate because expectations are clear as our pride values which many are trying to embrace and emulate."

"Our school climate has never been better. Students are responding positively to the expectations and rising to meet challenges. They are also learning to recognize positive attributes in themselves, each other, and our staff. Our school loves celebrating our achievements through our Wildcat Wins program, Staff Spotlight nominations, and the monthly Wildcat Impact Award."





COHORT 4

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 10 Pd Professional Development

Donald Fraser Memorial School

ASD-WEST

New Nouveau Brunswick

At Donald Fraser Memorial School, our first year as a PBIS school has been an exciting and rewarding journey. From the very beginning, our goal has been simple: to create a positive school environment where students and staff feel valued, supported, and excited to come to school each day. First and foremost, we strive to make school FUN for everyone. By building a culture centered on encouragement, clear expectations, and celebration, we have already seen the positive impact PBIS is having on our school community. Students are developing stronger relationships, staff are collaborating in meaningful ways, and there is a growing sense of pride in being part of our DFMS family.

School Wide Expectations

This year, we revisited our existing behaviour matrix after engaging in further professional learning about PBIS. We worked collaboratively to refine expectations and ensure they were clear, consistent, and meaningful for students. Teachers developed lesson plans focused specifically on expected playground behaviour, helping students better understand how to act responsibly and safely during unstructured times. Playground supervisors used behaviour tracking sheets, and this data was regularly reviewed to identify areas for improvement and guide our next steps.

To support students across all settings, we created smaller, location-specific versions of our behaviour matrix for areas such as the cafeteria, washrooms, classrooms, and playground. These visual reminders help reinforce expectations in a clear and accessible way. We consistently refer to our DFMS CUB Motto of ROARS—Responsible, Organized, Accepting, Respectful, and Safe—as the foundation of our school culture. In addition, every classroom established a calming corner, where students are explicitly taught how and when to use the space to regulate emotions and refocus. These practices have helped create a more supportive and predictable learning environment for all.

Recognition

Celebrating student success is a key part of our PBIS approach. Each month, we host a celebration assembly where students are recognized in a variety of ways. Our “Cub of the Month” award rotates through the ROARS attributes, and students are made aware of which characteristic they should



focus on each month. Staff review expectations regularly, helping students understand how their actions connect to these important values.

Attendance is also celebrated in meaningful ways. Students earn one DFMS dollar for each day they attend school, which they can spend at the DFMS Travelling School Cart each reporting period. In addition, students use monthly punch cards to track attendance, and those who miss less than 10% of school days are entered into a draw for a chance to spend 10 seconds in the CASH CUBE, grabbing as many floating DFMS dollars as they can. At the end of the year, students who have saved their dollars can earn exciting prizes, with the top savers selecting from grand rewards such as hoverboards, giant stuffed animals, and even a week at summer camp.

Daily recognition also plays an important role. Students can receive a "CUB ROAR" ticket when they are caught demonstrating kindness, helpfulness, or following school expectations. At each assembly, five tickets are drawn, and those students select a prize from the treasure chest. Tickets with student photos are proudly displayed on a bulletin board near the main office. We also award the Golden Dustpan to the classroom chosen by our custodial team for keeping their space clean and tidy, reinforcing pride in our shared environment.

Making School FUN!

Making school **FUN** is at the heart of everything at DFMS. Each month, families receive a calendar of upcoming events that builds excitement and strengthens home–school connection. This year, students enjoyed a wide range of theme days and special activities designed to spark joy and create lasting memories.

Highlights included **Chocolate Bar Bingo**, a **nighttime candy cane hunt**, and several free school wide meals that brought our community together. Our **Olympics Day** let each class explore a different country, blending learning with celebration. Students also took part in a **Halloween STEAM Day**, our monthly **toss for teddy bear challenge**, and winter fun on our **outdoor skating rink**.

We also introduced new initiatives, such as the Panther Postal Service, where students write letters to one another that are delivered daily—encouraging kindness and connection across the school. A Christmas Tree and Family Photo event welcomed families into the school, strengthening community ties. Currently, students are participating in a contest to name our Panther Cub, alongside fundraising efforts to purchase a school mascot costume.

Through these experiences, we are building a school culture where students feel joy, belonging, and excitement each day. Our first year of PBIS has laid a strong foundation, and we look forward to continuing to grow, celebrate, and make school a place where everyone truly wants to be.





6 Se Schoolwide Expectations
8 Sr System for Recognition
9 Ci Consistent Implementation

Florenceville Elementary School

ASD-WEST

New Nouveau Brunswick

Systems of Recognition



This year, our PBIS team has dedicated significant time to strengthening our systems of recognition. As part of this effort, we introduced an initiative called *"Catch 'Em Bee-ing Kind"*.

To support this initiative, we utilized VistaPrint to create custom notepads that read, "S/N was caught bee-ing kind," with space for staff to include a brief description of the student's actions. Staff members record the student's name, class, and date, then place the completed slip into a central collection bin.

At our monthly school gathering, four names are drawn from the bin, and selected students are invited to choose from a variety of prizes. This process provides meaningful recognition at both the individual and school-wide levels. Students are acknowledged by the staff member who observed their act of kindness, while also being celebrated in front of their peers.

This initiative has proven to be highly effective. Staff have demonstrated strong buy-in, and students have responded positively. Additionally, recognizing acts of kindness publicly has contributed to an increase in prosocial behaviour, as students are more likely to model and replicate these actions when they see their peers being acknowledged.





Expectations for the Forts-

- When we play in the fort, we use kind words and include others who want to join.
- We keep our hands and feet to ourselves and play gently so everyone feels safe.
- We take turns, share space, and solve problems calmly.
- We respect the forts by not damaging it.
- We must not take sticks from other peoples forts.
- When we follow these expectations, the fort is a fun and safe place for everyone!



Consistent Implementation

Building on our goal of establishing clear schoolwide expectations, our focus this year has been on consistent implementation. While we experienced strong success with indoor expectations, we identified a need to revisit our approach to outdoor expectations, as staff held varying interpretations. These inconsistencies contributed to an increase in student behaviour concerns during recess.

To address this, we prioritized the PBIS principle of consistency. Our PBIS team collaborated to develop a clear and unified set of playground expectations, which were compiled into a presentation. We then facilitated a full staff meeting to review each expectation in detail, providing opportunities for discussion, clarification, and refinement. This process ensured that all staff shared a common understanding and approach to reinforcing expectations.

Following the meeting, we incorporated staff feedback to further refine the expectations. This collaborative and intentional approach has proven effective, as we have observed a decrease in behavioural incidents on the playground.

This goal remains essential, as consistent language and expectations across staff members provide students with clarity and predictability. As a next step, we plan to develop outdoor signage to visually reinforce these expectations and further support consistency across settings.

2 Dc Data Collection | 3 Bn Buy-In From Staff | 7 Bi Behavioural Instruction | 9 Ci Consistent Implementation | 11 Cs Classroom Systems | 12 Dp Discipline Procedures

Garden Creek School

ASD-WEST

New Nouveau Brunswick

Reinforcing Tier 1 Interventions

Following the completion of a successful co-constructed school-wide behaviour matrix last year, our staff spent much of the fall and early winter months teaching, reviewing, and reminding our 'Creekers' of these essential values. Members of our PBIS team also created PBIS newsletters to go home to families, so they too can better understand the many efforts happening at the Creek.

In collaboration between our Core Leadership Team and our PBIS team, we created a whole school improvement goal that targeted minimizing classroom disruptions. As our school year progressed, our teams developed a K-5 student self-reflection questionnaire which provided us with results indicating a specific need to 'reducing talking during listening time' in the classrooms.

All 17 classrooms and 2 specialty subjects are currently 'hopping towards a goal of 300 flies' which are earned at the end of every week. Flies are earned based on how well students limit disruptive talking. As more flies are earned, our school moves closer to celebrating another whole-school surprise!

Implementing Tier 2 Strategies with the Help of the 'Reset Pond'

Knowing how much of our unexpected behaviours have historically occurred on the playground during recess times, our PBIS team created a tracking system whereby duty teachers carry 'behaviour slips' on their lanyards with a pen so they can quickly and easily fill out and drop off the slip(s) at the office for weekly entries. Information from these slips is then inputted within our online tracking system (on TEAMS). The results of this data help our student services team identify small pockets of our student population, demonstrating continued challenges following tier 1 efforts to remain safe, respectful, and responsible when on the playground.

From here, our ESS team developed what has been dubbed 'The Reset Pond'! On a weekly basis, selected students meet with our admin team, school counselor, and behaviour intervention mentor to discuss recent playground challenges with safety, hands-on, respecting boundaries,



and peer-to-peer conflict. Through these discussions, this particular group of students has been taught replacement behaviours, generated personalized goals, and shared common challenges with one another.

Celebrating Successes in Classrooms and as a School!

Throughout the year, we have gathered in assemblies to highlight different initiatives that target various expected behaviours with the help of our behaviour matrix. These bi-monthly assemblies have served as ideal launchpads for new whole school goals that are designed to be celebrated upon completion. In addition to the previously mentioned goal of reducing 'talking during listening time', our entire student body has also accomplished: attaining over 360 Creeker cards in 35 days and reducing playground behaviour incidents by 50% over a 7-week period! These accomplishments have resulted in us hosting a world-renowned magician and taking the whole school on outdoor learning field trip days to Yoho Lake, in collaboration with subject coordinators of ASD-W and various community partners.

Many teachers in the building have implemented incentive programs within their learning spaces to motivate students and praise their efforts. Class goals have ranged from improving transition times, to noise levels, to increasing time on task with work habits.

Communication Efforts Yielding Improved Fidelity

One of the goals of our PBIS team has been to increase awareness of how the PBIS framework should guide the decision making for our school's processes and procedures. As such, we have increased the amount of communication with students, staff, and families to highlight the many ways that 'Creekers' behave.

PBIS updates have become a monthly talking point with staff meetings, PLC meetings, and even occasional weekly team meetings. The administrative team at Garden Creek include PBIS look-fors in their class visits and have been creative with scheduling to allow opportunities for teachers to discuss updates that are occurring with their classes, as well as share different interventions to support behavioural needs.

Students are reminded of Creeker expectations on an almost daily basis through the use of virtual morning announcements. Both students and staff are also recognized for their efforts within the core values of safety, respect, and responsibility via student/staff recognition cards. While students are greeted daily in the office with noisemakers and cheers of celebration when bringing forth their recently awarded 'recognition card', everyone from our teachers, to custodians, to administrative assistants can be recognized for their efforts by students and colleagues as well. PBIS at Garden Creek continues to truly positively impact the working and learning environment!





1 Pt PBIS Team | 2 Dc Data Collection | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 9 Ci Consistent Implementation

Geary Elementary Community School

ASD-WEST

New Nouveau Brunswick

As this is our first year implementing PBIS in our school, the PBIS Committee devoted significant time and care to developing clear, consistent, and meaningful language that helps students understand what positive behaviours look like, feel like, and sound like across our school. The committee—comprised of an Educational Assistant, Behaviour Intervention Mentor, classroom teachers from K–2 and 3–5, Educational Support Services staff, and school administration—met monthly to intentionally and thoughtfully build a shared understanding of how to implement PBIS effectively within our school community. Having experienced staffing changes over the past few years, we also recognized the importance of dedicating time to this work so that all staff could respond to students in a consistent and predictable manner.

Through collaborative discussions, we created the GATOR slip to intentionally recognize, document, and reinforce positive student actions. Our initial vision was to align the GATOR attributes with the Learning Habits reflected on the report card. This alignment was purposeful: it provided families with a clear and direct connection between PBIS expectations and classroom assessment practices, while also supporting teachers in explicitly linking PBIS to the evaluative work they already do.

As our collective understanding deepened, the GATOR slips evolved. We recognized that precise and accessible language was essential, as clear expectations directly support student success. While our initial focus was on strengthening adult practice, we came to realize that this work also required intentional and explicit communication with students about expected behaviours. To strengthen this process, we engaged staff in reflection and held multiple feedback sessions with students, meeting with small groups from each classroom. During these sessions, students were encouraged to reflect on what each GATOR attribute meant to them, ask questions, and help clarify the descriptive language used on the slips. Their feedback was thoughtful and honest, and as these consultations continued, the GATOR slips were revised twice. The final version reflects strong collaboration among committee members and meaningful input from both staff and students.



All educators now look for and acknowledge students who demonstrate the following GATOR qualities:

- **Grit** – doing your best, even when it's hard
- **Achievement** – working toward personal goals
- **Team Member** – working well with others and showing respect
- **Organization** – managing time, materials, and belongings
- **Responsibility** – keeping yourself and others safe

To further reinforce positive behaviour, we intentionally expanded participation beyond classroom staff to include bus drivers and hot lunch volunteers. These adults are consistently present in our school and welcomed the opportunity to recognize and encourage positive student actions. This broader involvement has supported students in applying GATOR expectations across different settings and with a wider range of adults, strengthening consistency and school-wide ownership of PBIS.

This year, staff also placed a strong emphasis on purposeful data collection and transparent sharing of that data with both educators and students. In addition to tracking positive actions, we began documenting areas of student need across various school environments, including the cafeteria, hallways, playground, and during interactions with supply staff. While the behaviours recorded did not necessarily warrant formal consequences, the data revealed patterns indicating that some students experienced challenges in specific settings. This insight allowed our team to identify students who required additional support and to respond proactively, ensuring greater consistency and success for all learners across all areas of the school environment.

Our PBIS Committee has begun developing our school-wide behaviour matrix and planning hallway posters that will clearly communicate and reinforce school expectations. This work on the matrix will continue throughout the spring, ensuring that we begin the upcoming school year with a shared and consistent understanding of what it means to be a GATOR. Establishing this foundation will support clear communication for students, staff, and families from the very start of the year.

This year, we also commissioned a large GATOR mascot mural in our school lobby. This colourful and well-loved addition serves as a welcoming visual reminder of our PBIS values and reinforces what GATOR actions look like, feel like, and sound like throughout our school day.







COHORT 3

6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 12 Dp Discipline Procedures

Gesner Street Elementary School

ASD-WEST

New Nouveau Brunswick

Schoolwide Expectations

Establishing clear schoolwide expectations at Gesner Street Elementary School has been a collaborative, ongoing effort. Through staff dialogue and reflection on student needs, we created a School Rules Matrix that defines what positive behaviour looks like across all areas of the school. Grounded in our three rules, Be Safe, Be Kind, Be Responsible, the matrix outlines expectations for classrooms, hallways, washrooms, playgrounds, the music room, gym, and the bus to ensure consistency throughout the day.

In the Classroom	
Be Safe	
Be Kind	
Be Responsible	

Dans la Salle de Classe	
Sois Prudent(e)	
Sois Gentil(le)	
Sois Responsable	

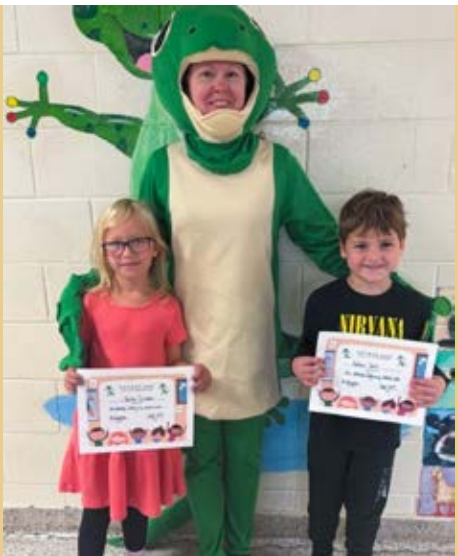
Behaviour posters aligned with the matrix are displayed in each location, using student friendly, specific and observable language. This shared language helps students and staff communicate expectations clearly and apply them consistently.

Staff intentionally teach, model, and revisit expectations throughout the year. Ongoing reinforcement during announcements, assemblies, and classroom instruction strengthens clarity, shapes behaviour, and supports a positive school climate.

Recognizing Positive Behavior

At Gesner Street Elementary School, intentional recognition strengthens our schoolwide expectations. Students who demonstrate positive behaviour receive GECKO Awards, with names entered into a monthly prize draw. Staff across the school participate consistently, ensuring recognition is visible, equitable, and directly connected to our expectations.

Progress toward schoolwide WIGs is celebrated during morning announcements, and when goals are met, students vote on a whole school reward which builds collective responsibility and motivation. Classrooms also set their own WIGs, track progress, and celebrate class based achievements, reinforcing positive behaviour at the classroom level.





Monthly character recognition happens at Gecko Assemblies, where selected students receive certificates and parade with our mascot while peers cheer them on. Award recipients and student leaders are highlighted on our lobby monitor, and monthly certificate earners join the principal for “Lunch Bunch,” creating space to reflect on their accomplishments and contribute their voice to school culture.

Behavioural Instruction

Behavioural instruction at Gesner Street Elementary School is intentional, explicit, and aligned with PBIS. Staff use a comprehensive PBIS binder with ready to use lessons, expectations, procedures, flowcharts, reflection sheets, and data tools, ensuring consistent instruction across all learning environments and alignment with our School Rules Matrix.

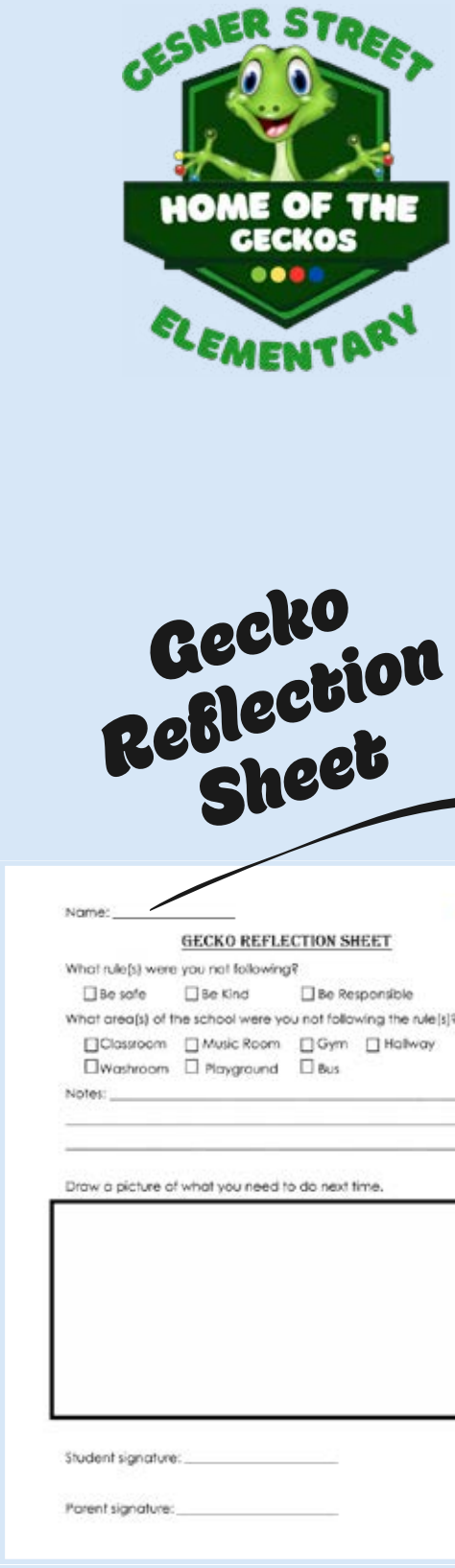
Student voice is central to this work. Students create videos modeling school rules in each of the seven key areas, shared in classrooms and during morning announcements to provide authentic, peer led examples of expected behaviour.

Schoolwide expectations are revisited through classroom lessons, announcements, and monthly GECKO Assemblies. Ongoing PBIS professional learning and communication with families through newsletters help reinforce consistency beyond the classroom and strengthen our shared understanding of expectations.

Discipline Procedures

Our school uses clear, consistent discipline procedures to support positive behaviour and student success. A school-wide Behaviour Flowchart guides staff in responding to behaviours across Tier 1, Tier 2, and Tier 3, ensuring fair and supportive responses for all students. Minor and Major Incident Report forms help us track behaviour patterns, reflect on our practices, and make data-informed decisions. Revised classroom and playground tracking tools strengthen consistency across learning spaces, while school-wide rules provide clear expectations for students and staff. Together, these processes support communication, promote positive behaviour, and help meet the diverse needs of our school community. When reteaching occurs, the Gesner Student Reflection Sheet can be used by students to reflect on their learning and next steps, reinforcing growth and positive behaviour across settings.





COHORT 3

2 Dc Data Collection
6 Se Schoolwide Expectations
8 Sr System for Recognition
9 Ci Consistent Implementation

Hanwell Park Academy

ASD-WEST

New Nouveau Brunswick

Systems of Recognition

Staff and students at Hanwell Park Academy gather monthly for the "Gathering of the Bears", a PBIS assembly. We focus on positive behavioral expectations with a different focus area monthly. The areas we have focused on this year include cafeteria, hallway, and washrooms. Our "Gathering of the Bears" assemblies include praise slip draws for student and staff prizes and games/ challenges that include all grade levels.

During our gatherings, we have the pleasure of viewing student created videos. A group of grade 8 students have created videos to demonstrate positive behavioral expectations for the monthly areas of focus. These demonstration videos help support our students in practicing Hanwell Park Academy's *Black Bears are Safe, Respectful and Responsible* expectations outlined in our PBIS Matrix.

In collaboration with students and staff, Hanwell Park Academy has embraced its own PBIS inspired school chant. This was co-developed with some students and staff. This chant is included in each of our "Gathering of the Bears" assemblies.

Consistent Implementation

At our school, we prioritize consistent and clear communication to support the successful implementation of our PBIS framework. We ensure that expectations and updates are shared regularly with both students and staff to maintain a positive and predictable environment.

A key part of our messaging is that *Black Bears are Safe, Respectful, and Responsible*. This common language is embedded in everything we do and is essential in helping students understand and internalize our expectations. By using consistent, school-wide language, we create a shared understanding of what positive behaviour looks like in all settings.

We send out regular PBIS updates to keep staff informed about current initiatives, celebrations, and areas of focus. In addition, our PBIS committee shares a staff newsletter that provides targeted communication, including updates, reminders, and strategies to support consistent implementation across classrooms and common areas.

Gathering of the Bears Assembly



For students, we consistently reinforce our matrix expectations through daily announcements. These reminders help keep expectations visible, relevant, and easy to follow.

Student Involvement

This year, Hanwell Park Academy started a Junior PBIS committee made up of 12 students from Grades 4 and 5 who take on leadership roles in promoting positive behaviour and acting as a voice for students.

We hosted a meeting with interested students and had them complete an application process to ensure that we were getting students who were going to be good ambassadors for this work. Once the students were selected, a member of the PBIS team took on the task of modeling what to look for and how best to acknowledge appropriate behaviour with students.

Members of the Junior PBIS Committee are responsible for promoting and encouraging safe, respectful, and responsible behaviour among their peers while also reinforcing the Behaviour Matrix. They are also responsible for acknowledging and celebrating positive choices by handing out Praise Slips to students in Kindergarten, Grade 1, and Grade 2.

Committee members contribute by sharing student feedback and motivating the student body to engage in positive behaviour initiatives, participate in school-wide PBIS activities, and attend team meetings to share new ideas.







Collaborating with Others to Enhance PBIS

We used some of the funds available to us from NBEECD to provide release time for members of our PBIS team to visit Sussex Elementary and Sussex Middle School to learn more about how they implement PBIS and support their students. We had an excellent visit and came away with many ideas that we would like to implement in our own school.

We were particularly impressed by their data collection process and the significant role it plays in guiding their PBIS practices. Establishing a similar system is something we would like to explore further.

2 Dc Data Collection | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 7 Bi Behavioural Instruction | 9 Ci Consistent Implementation

Harold Peterson Middle School

ASD-WEST

New Nouveau Brunswick

Enhancing our Outdoor Space



In the fall, we added a circular rock seating area beneath one of our trees as an enhancement to our outdoor space. These rocks serve as flexible seating for an outdoor classroom, while also providing a shaded area where students can relax—chatting with friends, reading, drawing, or simply taking a break during morning arrival or lunch.

When the space quickly became a popular gathering area during these unstructured times, we then added two picnic tables to another tree-shaded location nearby to provide additional seating options for students.

One of our goals this year was not only to beautify our outdoor spaces, but also to create welcoming and engaging indoor environments—starting with our lobby. Our Culture Club conducted a survey to learn about students' passions and interests. Using this information, students collaborated with a local artist to design and create a mural that reflects the diverse passions within our school community. This mural proudly highlights student voice and celebrates the individuality and talents of all learners.

Additionally, the REP (Representing Every Panther) Leadership Group surveyed all students to gather ideas on how they are feeling in our school. The survey included questions on what makes students proud to be a HP Panther along with ideas on how we can improve. The REP group also



did a school survey gathering new ideas for Panther Paw enrichment activities. This student feedback is guiding us as we work to develop enrichment opportunities that are inclusive and engaging, ensuring there is something meaningful for everyone.

Focus on Health – How to be Proactive and Feel Good About Ourselves!

We are participating in a new Heart & Stroke NB Middle School pilot project. As part of this initiative, our REP (Representing Every Panther) group has planned four themed, health-focused weeks throughout the year, centered on vegetables and fruit, water, movement, and clean air. These themes are designed to build awareness, encourage healthy habits, and support students in making positive lifestyle choices in a fun and engaging way.

Additionally, we have been participating in several Centre of Excellence events, including hands-on activities like making parfaits and veggie wraps, giving students practical opportunities to explore and enjoy healthy foods.

We are also working toward the development of an outdoor volleyball court, based on feedback gathered through a student interest survey, to further promote active living and student engagement outside. When students feel good about themselves, it impacts the learning environment and culture of the school in positive ways!

Our ESS team continued to engage students through “roadshows” which targeted classroom sessions covering a wide range of topics. Beginning in January, we introduced *Principles of Empowerment*, an initiative focused on developing skills that help students learn how to help themselves. Students are learning how to reflect on their own learning, build effective strategies, and take greater ownership of their growth as learners.







COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Hubbard Elementary School

ASD-WEST

New Nouveau Brunswick

How our team was formed

Our PBIS team was formed at the beginning of the school year after staff members were invited to join. We are lucky to have a collaborative group that includes members of the ESS team, an EA, administration, and teachers from every grade level from Grades 3–5. Together, we meet to share ideas, plan school-wide initiatives, celebrate successes, and support positive behaviour throughout the school.

Our team works hard to create a welcoming, inclusive, and positive environment for all students and staff in our school community in Oromocto.

Revamping our Behaviour Matrix

This year, our PBIS team worked together to revamp our school behaviour matrix to make it more positive, student-friendly, and meaningful for our learners. We updated the language to focus on clear expectations and encouraging positive choices rather than simply outlining rules. We also customized the matrix to reflect our Hubbard colours and school community values, helping students make stronger connections to the expectations throughout the building. The updated matrix has created more consistency across classrooms and common spaces while making expectations easier for students to understand, remember, and apply in their daily interactions at school.

Systems of recognition for students

Our school uses several systems of recognition to celebrate positive behaviour and student success throughout the year. Students can earn daily RISE Up slips for demonstrating the 7 Grandfather Teachings: truth, honesty, humility, respect, wisdom, courage, and love. These slips are also used for our monthly RISE Up nominations and awards, which recognize students who



consistently model each monthly theme. In addition, classes and students are celebrated with fun incentives such as popcorn and ice cream parties for following expectations and showing positive behaviour. Beginning in September 2026 staff will be using our revamped student recognition slips that include our core values along with the 7 Grandfather Teachings. These recognition systems help build a supportive school culture where kindness, leadership, and positive choices are encouraged and celebrated regularly.

Systems of recognition for staff

Our school values recognizing and celebrating staff members for their hard work and positive contributions to the school community. During our RISE Up assemblies, staff members can participate in the "Cash Cube," a fun recognition activity with a variety of prizes and rewards. We also encourage staff shout outs, where students can recognize staff for teamwork, support, creativity, and the positive impact they have on people within our school community. These recognition systems help build morale, strengthen relationships, and create a positive and supportive environment for everyone in our school community.

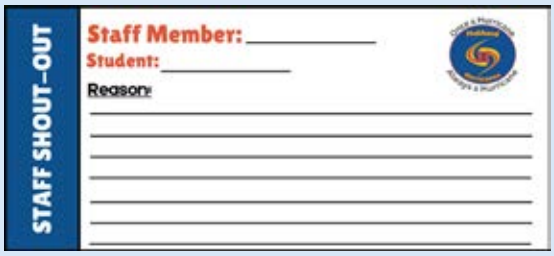
How we collect data and use the data to make informed choices

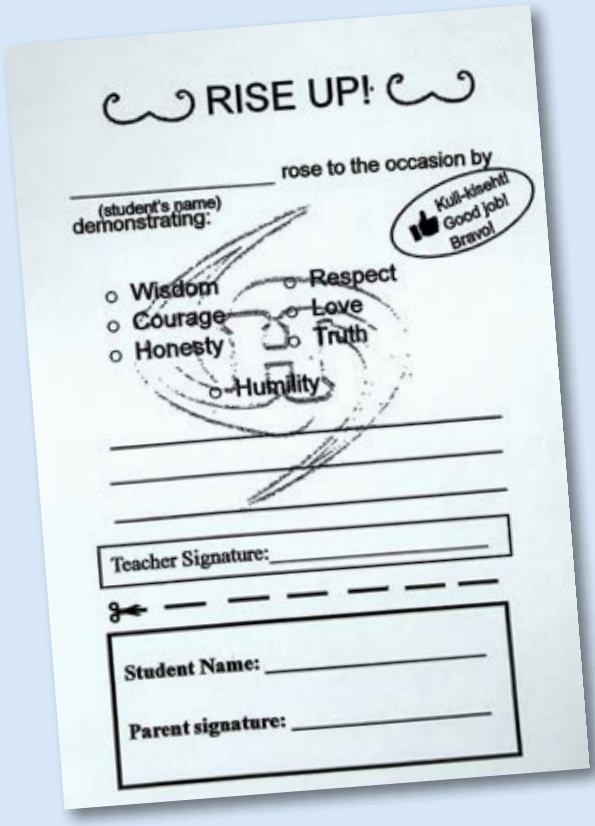
Our school collects behaviour data in a variety of ways, including classroom behaviour tracking, Variation to Learning Room, and student behaviour reflection forms. This information helps our PBIS team identify trends, monitor areas of need, and make informed decisions to better support students and staff. For example, after reviewing behaviour data, we adjusted our lunch recess schedule to increase visible staff supervision and provide more support during unstructured times. We also use data to identify school-wide trends and create targeted goals and strategies to address specific areas of concern, helping us build a safer, more positive learning environment for everyone.











COHORT 3

6 Se Schoolwide Expectations

7 Bi Behavioural Instruction

8 Sr System for Recognition

John Caldwell School

ASD-WEST

New Nouveau Brunswick

Schoolwide Expectations

Staff at John Caldwell School continued to work diligently throughout the 2025–2026 school year to strengthen and maintain common expectations across the entire school community. As a Kindergarten to Grade 12 school, this work required thoughtful consideration of developmental differences while ensuring consistency in language and approach. Now in its second year as a PBIS school, JCS has made significant progress in creating a shared understanding of positive behaviour expectations. Clear, visually engaging posters were developed and displayed in key areas such as the cafeteria, playground, and washrooms, classroom etc., all aligned with the school's behavior matrix. These posters serve as daily reminders for students and staff, reinforcing expected behaviours in context specific ways.

A major highlight this year was the transition of the school's Knight's motto to "Safe, Kind, and Respectful." This updated motto reflects the core values the school community strives to embody and has become a central part of daily conversations and practices. Each area of the school now has clearly defined expectations based on these three attributes, helping students understand what positive behaviour looks like in different settings. Staff have worked collaboratively to model, teach, and reinforce these expectations, ensuring that all students—from the youngest learners to graduating seniors—feel supported and guided in their behavior. This unified approach has contributed to a more positive, predictable, and inclusive school environment.

Student Rewards and Recognition

To further reinforce positive behaviour, JCS successfully implemented a schoolwide reward system centered around "Knight Bucks". These tokens are given to students by staff when they are "caught" demonstrating behaviours aligned with being Safe, Kind, and Respectful. The Knight Bucks have proven to be a powerful motivator, encouraging students to consistently meet expectations while fostering a sense of pride in their actions.

One of the most exciting aspects of this system is the traveling school store. The Knight mascot plays a key role by accompanying the store as it rotates through different grade levels, creating





excitement and anticipation among students. This mobile store allows students to exchange their earned Knight Bucks for a variety of rewards, making the experience both tangible and meaningful. The presence of the mascot adds an element of fun and school spirit, strengthening student engagement across all age groups.

In addition to the store, monthly assemblies provide another opportunity to celebrate student success. These assemblies recognize individuals and groups who exemplify the Knight values, highlighting positive contributions to the school community. Staff members are also acknowledged, reinforcing the idea that everyone plays a role in maintaining a positive school climate. Attendance is another area of celebration, with students receiving certificates for excellent attendance and special recognition for perfect attendance. Those who achieve perfect attendance are awarded a unique colored jelly bracelet each month, creating a collection that students proudly wear and work toward completing. These consistent and meaningful recognition practices have helped build a culture where positive behaviour is noticed, valued, and celebrated.

School Spirit and Belonging

A strong sense of school spirit and belonging has been a priority at JCS this year, with a focus on ensuring that every student feels connected and excited to be part of the school community. Theme weeks have been a highlight for students and staff alike, bringing creativity, fun, and a shared sense of participation into the school environment. These events encourage students to express themselves while fostering unity across grade levels.

One of the most memorable events this year was the school's first family picnic held in the fall. This event provided a wonderful opportunity for families to join their children at school, enjoy lunch together, and experience the welcoming atmosphere that JCS strives to create. The picnic was a great success, strengthening the connection between home and school while reinforcing the importance of community involvement.

Monthly assemblies have also played a key role in building school spirit. These gatherings are highly anticipated by students, offering a platform for classes to showcase performances and talents. Whether it's a musical presentation, a skit, or a collaborative project, these performances highlight student creativity and effort. Staff participation adds another layer of excitement, with friendly competitions and activities that bring laughter and energy to the events. The inclusive nature of these assemblies ensures that everyone—students and staff alike—feels valued and engaged.

Overall, the 2025–2026 school year has been a period of growth and continued success for PBIS at John Caldwell School. Through consistent expectations, meaningful rewards, and a strong emphasis on community and belonging, JCS has fostered a positive and supportive environment where all students can thrive.





COHORT 3

3 Bn Buy-In From Staff

11 Cs Classroom Systems

12 Dp Discipline Procedures

Keswick Valley Memorial School

ASD-WEST

New Nouveau Brunswick

Staff Buy In

The success of the PBIS initiative depends on consistent staff engagement and commitment. Our PBIS Team has supported this effort by providing clear weekly communication through emails that include PBIS updates and reminders. PBIS reports continue to be a standing agenda item at monthly staff meetings.

The PBIS committee has focused on strengthening staff engagement by gathering anonymous input from teachers using Microsoft Forms surveys. These surveys provide teachers with an opportunity to share positive feedback and offer constructive suggestions regarding the various elements of PBIS that are being implemented throughout the school.

Classroom Systems and Routines

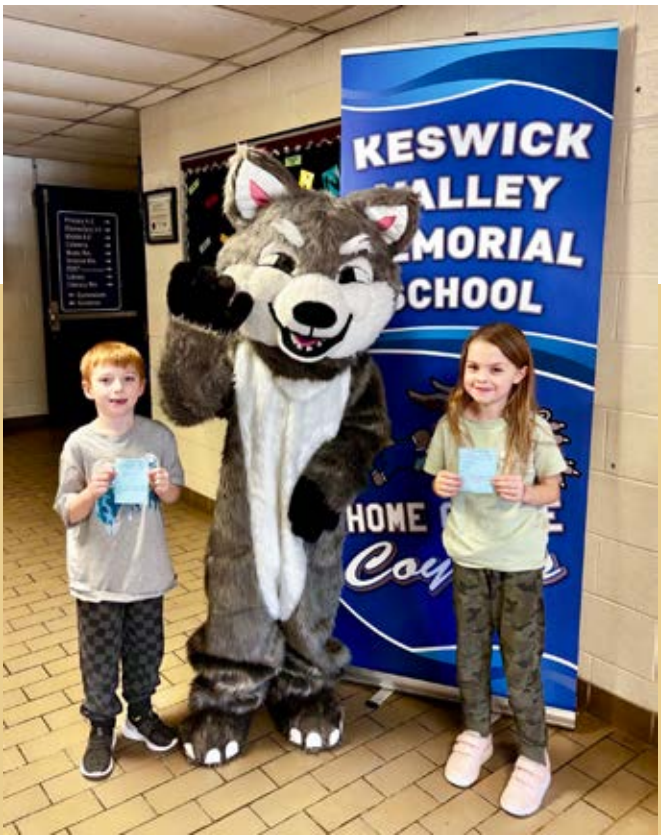
Teachers collaborated in grade-level teams (K–2, 3–5, and 6–8) to develop classroom behaviour expectation matrices aligned with the school-wide behaviour expectation matrix. They explicitly teach, model, and regularly review routines and procedures during classroom meetings so all students understand expectations for positive behaviour and experience consistent language across classrooms.

Teachers acknowledge and celebrate students who demonstrate expected behaviors and address concerns in a supportive and constructive way. Consistent use of these shared expectations helps create a safe, respectful, and inclusive learning environment where all students can learn and succeed.

Discipline Procedures

The PBIS committee revised the school-wide behaviour policy to include clear definitions of “behaviours not tolerated” and “serious misconduct,” along with updates to the KVMS

Paw Praise



Behaviour Flowchart. The behaviour flowchart clearly outlines specific behaviours within each category and distinguishes between those managed by classroom teachers and those requiring support from ESS or School Administration.

Teachers track tier 1 behaviours using an online Microsoft Forms survey and the Behaviour Pyramid of Interventions document, which records the interventions and consequences implemented. Incidents involving serious misconduct are documented through PowerSchool's Incident Management system.

The PBIS team regularly reviews this data to guide next steps for supporting students and to inform decisions around effective programs and interventions.

Community Circles and Restorative Practices

At KVMS, consequences are developmentally appropriate, directly aligned with the behaviour, and include a restorative component. Using restorative practices, students learn to resolve conflicts, take ownership of their actions, and develop empathy through meaningful reflection and repair.

As part of this year's school goal, teachers are incorporating community circles into their classrooms. Community-building circles are helping to foster a sense of belonging and strengthen relationships among students.

When conflicts occur, teachers use restorative approaches to address harm and repair relationships. By intentionally providing opportunities for students to build healthy connections within a supportive environment, we reduce the likelihood of students engaging in and experiencing negative behavior.









4 Cv Community Involvement
9 Ci Consistent Implementation
12 Dp Discipline Procedures

Lincoln Elementary Community School

ASD-WEST

New Nouveau Brunswick

Deepening Practice, Strengthening Impact

As we entered Year 3 of implementing our PBIS framework, our focus shifted from establishing foundations to deepening, refining, and sustaining effective practice. Over the previous two years, our school community developed shared language, clear expectations, and a culture grounded in **Respect, Ownership, Achievement, Rise Up, and Safety (ROARS)**. These collective efforts have strengthened relationships, supported student self-regulation, and increased consistency in proactive behaviour support across our school.

Year 3 was about strengthening systems and increasing coherence across classrooms, teams, and the wider school community. Rather than introducing new initiatives, we have intentionally refined and aligned the structures already in place to ensure they remain meaningful, responsive, and sustainable.

Student, Family, and Community Involvement

A key focus this year has been strengthening Student, Family, and Community Involvement. Clear and consistent communication through ROARS emails, pamphlets, and social media has helped build shared understanding of behavioural expectations beyond the classroom. Family-friendly tools such as the Frayer model, support common language and clarity, while opportunities for student leadership, celebration of positive behaviour, and community partnerships have reinforced that PBIS is a collective responsibility rooted in connection and belonging.



Consistent Implementation

Consistent Implementation remains essential to the success of PBIS. This year, we have focused on strengthening shared practices through onboarding materials, aligning classroom systems, and clearly defining procedures. Consistency across settings ensures that students experience predictable expectations and supports, regardless of classroom or context, while empowering staff with clarity and confidence in implementation.

Discipline Procedures

Our Discipline Procedures continue to reflect a PBIS-aligned approach that prioritizes teaching, reteaching, and supporting behaviour. A clearly defined behaviour flowchart has been developed to support consistent decision-making and to distinguish between classroom-managed and office-managed behaviours. As we moved through Year 3, we intentionally reviewed and refined our behaviour forms to ensure they align with our PBIS values, support accurate data collection, and promote fair, transparent, and consistent responses. These procedures strengthen supports across tiers while maintaining a school culture rooted in accountability, learning, and dignity.





Halloween Fun!

1 Pt PBIS Team | 3 Bn Buy-In From Staff | 6 Se Schoolwide Expectations | 8 Sr System for Recognition | 12 Dp Discipline Procedures

Nackawic Elementary School

ASD-WEST

New Nouveau Brunswick

This year involved a slow but steady start to our PBIS work at Nackawic Elementary School. We first ensured whole staff understanding of the PBIS model by inviting Heather Lyons, Learning Specialist for PBIS, to a PL session to help us see the WHY. We found this very helpful in aligning thinking and promoting collaboration as we embarked on this needed journey. With this understanding in place, we have created our PBIS team, developed our Behaviour Matrix and established our System of Recognition. NES will complete the 2025-26 school year ready to fully implement our Positive Behavioural Interventions and Supports model in 2026-27.

PBIS Teamwork Makes for Dreamwork

At Nackawic Elementary School we initially established a PBIS Team using our Core Leadership Team with an invitation for other staff members to join right in! Our PBIS team encompasses a variety of perspectives and expertise that ensures a widespread sample of our students' needs. Our team consists of Principal, Vice-Principal, Resource, School Counsellor, Behaviour Intervention Mentor (BIM), Academic Support Teacher (AST), and one K-2 and 3-5 Teacher Representative. At our monthly meeting we review our PBIS initiative through revision of tasks completed to date, sharing feedback from stakeholders, and consideration of the next steps in our journey. We are very fortunate to have a longstanding, dedicated staff presence at NES and our team is well versed in where we have been and where we need to go as a PBIS school.

Co-Construction of Schoolwide Expectations

Our seasoned staff at NES are no strangers to co-constructing criteria for student buy-in and voice, so it was a logical choice to have our staff collaborate and co-construct our PBIS behaviour expectations. We were fortunate to already use the language of expected and unexpected behaviors for different areas in the school, so the groundwork was previously laid. Staff were divided into working groups to co-construct expected behaviours for different areas in our school based on **N**urture, **E**ffort and **S**afe. From the initial draft, our PBIS committee further honed the





language, and our behaviour matrix was shared with both our PSSC and our SRC for parent and student input. Collaboration with several stakeholders has resulted in a Behaviour Matrix we are ready to send to the printer!

Recognizing Our Learners

At NES we recognize students for positive behaviours in several different ways. Recognition for our 'Wildly Important Goal' of showing increased expected behaviors in the classrooms is displayed on a bulletin board in the front entry. Our teachers recognize achievement of this goal individually or whole-class, and students and classes are working together to collect snowballs (cotton balls) in a class bin. Each bin is then brought to our monthly assembly, Friday Frolic, to be poured into a larger bin, If the school bin is filled, students are rewarded with extra recess time that month. Teaching staff also receive that time as well to recognize their efforts with ESS covering the recess duty. Students are very excited to watch the bin fill up to overflowing and have been successful each month this school year!

Our students are also recognized individually each day as a different staff member recognizes a Leader of the Day from our student body. A write up is shared on the announcements, their picture is taken, it is posted on our leader wall, and a letter reflecting the writeup is sent home to families. At our monthly *Friday Frolic* assembly all leaders are invited to participate in a friendly minute to win it style competition where one student leader is awarded a stuffed Nessie Polar Bear while all others receive a bracelet. Each month we also award a K-2 and 3-5 student with a Kindness Award certificate who have been nominated by our staff. At NES, we do our very best to celebrate our kind, respectful, responsible learners!





COHORT 4

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff

Saint Mary's Academy

ASD-WEST

New Nouveau Brunswick

Our PBIS Journey

Like many schools, we began our PBIS journey many years ago with the initial creation of a behaviour matrix. Upon reflection, and with the previous belief that this was "just one more thing", this year's PBIS committee recognized that, in order to ensure buy-in from all stakeholders, it was important to hit reset.

The team committed to taking the time to focus on key PBIS elements and to intentionally build schoolwide systems with the goal of consistency and fidelity across the entire school. The elements the PBIS team prioritized include creation of our PBIS Team, Data Collection, Schoolwide expectations and student and staff buy-in. By investing in these foundational components, SMA will be ready to move systems forward in a purposeful and sustainable way beginning in September.

At the heart of this work is the development of **The Eagle Way**, which reflects our school identity and brings our core values-Respectful, Responsible, and Safe-to life in a clear and meaningful way for students and staff. The Eagle Way will serve as a common language across the school, guiding expectations, teaching behaviours, and celebrating positive choices.

Data Collection

After a few attempts over the years to find an effective and efficient system for tracking behaviour, the PBIS team plans to mplement a binder-based system to monitor teacher-managed behaviours at the Tier 1 classroom level. To support this process, a behaviour flowchart has been developed to clearly distinguish between teacher-managed and office-managed behaviours. This ensures consistency in responses and helps staff feel confident in decision-making.



In addition to tracking behavioural concerns, the PBIS team will also collect positive behaviour data by monitoring the number of praise slips distributed and then entered into draws. This balanced approach allows the team to celebrate success while also identifying trends and areas for support.

Schoolwide Matrix

At Saint Mary's Academy, our core values are be RESPONSIBLE, RESPECTFUL and SAFE.

These values will be applied across all key areas of the school, including the classroom, cafeteria, hallways, outdoors, bathrooms, gym and bus. A draft of the schoolwide behaviour matrix has been developed by the PBIS team. The next step is to gather feedback from both staff and students to ensure understanding, ownership, and buy-in.

In addition to the full matrix, location-specific signage aligned with The Eagle Way is currently being created and will be displayed throughout the school to support consistent teaching and reinforcement of expectations.



Systems of Recognition

Beginning in September, all staff will use Eagle Way Praise Slips to recognize students who are demonstrating our schoolwide expectations and making positive choices. When students receive a praise slip, they will take home a certificate to share their success with families. They will also get to enter a ballot into a draw for prizes.

Students will be celebrated through weekly prize draws and monthly assemblies. We will continue to build a culture of recognition through student of the month certificates aligned with the Eagle Way values, as well as provide opportunities for student voice and leadership recognition. Staff will also be recognized through staff appreciation/recognition slips, reinforcing a positive adult culture that models the same values we expect from students. By celebrating both students and staff, SMA is creating an environment where positive behaviour is acknowledged, reinforced, and sustained.



Through putting the necessary work into the schoolwide matrix, behaviour flowchart, data tracking system, and a comprehensive plan for student recognition, our PBIS team will be ready to support all staff as we continue to move forward on our PBIS journey. This intentional groundwork will lay a strong foundation for consistency, clarity, and success as we continue building momentum and pushing our work forward in September.

COHORT 4

1 Pt PBIS Team

3 Bn Buy-In From Staff

6 Se Schoolwide Expectations

Summerhill Elementary School

ASD-WEST

New Nouveau Brunswick

Introducing PBIS at Summerhill Elementary: A Collaborative and Reflective Journey

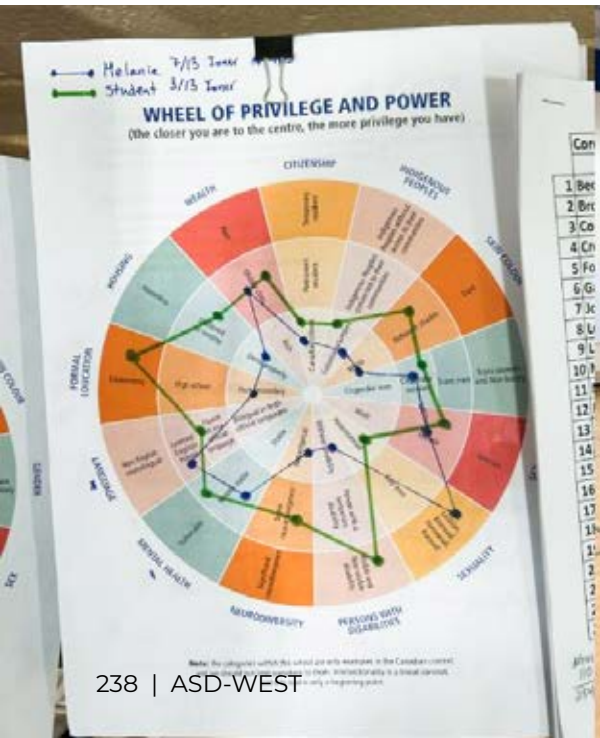
When Summerhill Elementary began its journey toward implementing Positive Behavioural Interventions and Supports (PBIS), we were intentional about starting with people rather than programs. Our goal was not to "roll out" an initiative, but to build a shared framework for supporting student learning and well-being—together with staff through collaboration, reflection, and shared leadership.

We began by introducing PBIS to staff through a series of collaborative learning sessions. Instead of presenting PBIS as a fixed model, we framed it as a platform that would reflect our school's values and context.

Co-Constructing Expectations

One of the first collective tasks was developing our school-wide expectations. During staff meetings and professional learning communities, educators worked in mixed-role groups—teachers, educational assistants, administrators, support staff students, and parents—to identify the behaviours they believed best supported learning, safety, and belonging. These conversations were grounded in real scenarios from classrooms, hallways, and playgrounds.

Through dialogue and consensus-building, staff helped refine expectations that were positively stated, culturally responsive, and developmentally appropriate. This process built ownership and clarity while reinforcing that PBIS was fundamentally about adult practice and shared responsibility.





From Reactive to Proactive Strategies

A critical component of introducing PBIS was shifting our collective mindset from reactive to proactive approaches. Staff examined common reactive practices—such as repeated office referrals or exclusionary consequences—and reflected on their effectiveness and unintended outcomes. Through guided professional learning, we explored proactive strategies including relationship-building, explicit teaching of expectations, predictable routines, and frequent positive acknowledgment.

Staff also practiced using behaviour and learning data to identify patterns and plan prevention. For example, rather than responding repeatedly to challenges during transitions, teams analyzed when and where concerns occurred, clarified expectations, adjusted supervision, and taught routines more explicitly. This proactive lens reduced stress for both students and staff while increasing instructional time and consistency.

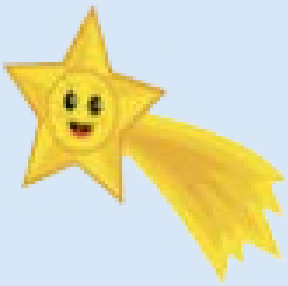
Examining Privilege and Bias

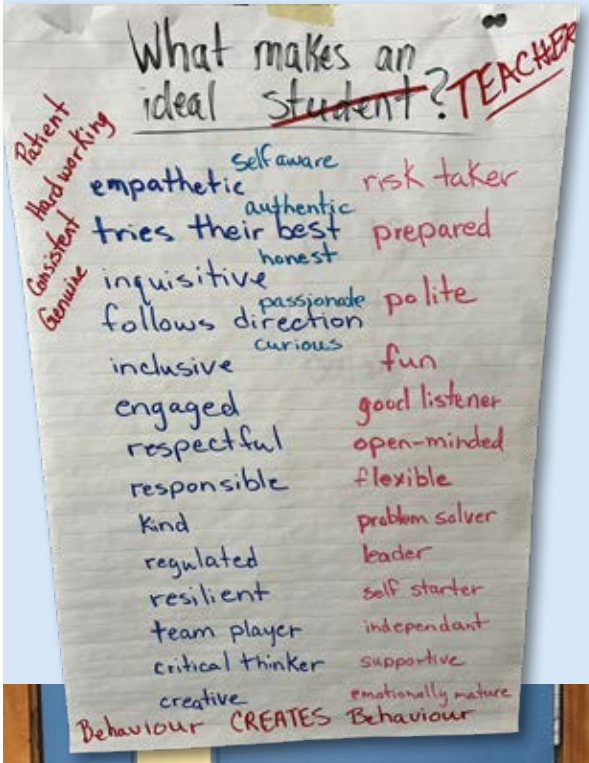
Throughout the PBIS introduction, we intentionally explored how privilege and bias influence behavioral expectations and responses. Staff engaged in reflective conversations about how unconscious bias can shape perceptions of behavior and how systemic inequities can result in disproportional outcomes for some students.

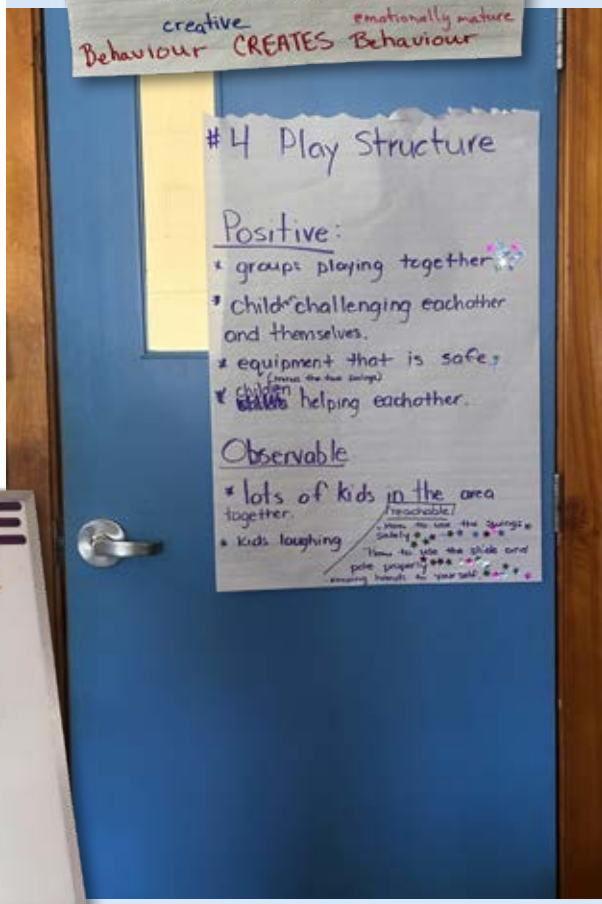
These conversations emphasized that PBIS is not neutral by default; it must be implemented consciously and reflectively. Staff were encouraged to ask questions such as *Whose norms are centered in our expectations?* and *how do our responses either interrupt or perpetuate inequity*? This reflection helped align PBIS with our broader commitment to inclusion, dignity, and fairness.

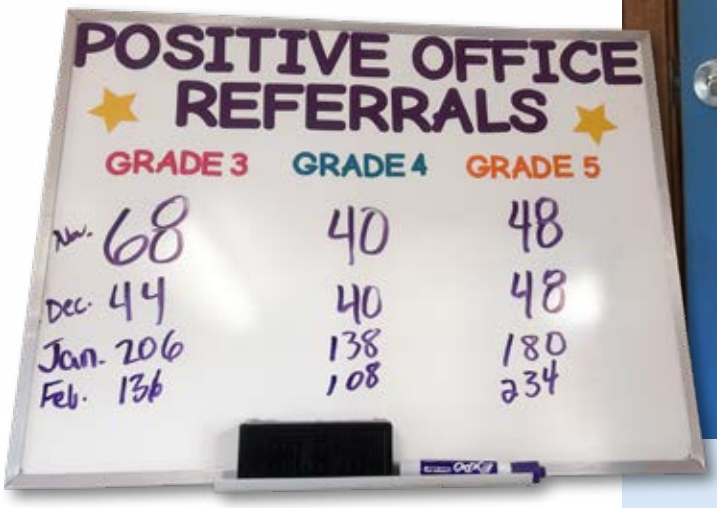
A Shared Commitment

Introducing PBIS at Summerhill Elementary was a deliberate process rooted in collaboration, learning, and reflection. By co-constructing expectations with staff, prioritizing proactive strategies, and critically examining the influence of privilege and bias, we established a strong foundation for a positive and equitable school culture.









1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 5 Cr Evaluation and Reporting | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Sunbury West School

ASD-WEST

New Nouveau Brunswick

Data Collection

At Sunbury West School, data guides our PBIS work. By tracking Positive Office Referrals and behaviour forms, we can see both challenges and the positive behaviours we want to reinforce. Our PBIS team reviews trends in time of day, location, and behaviour type to guide staff discussions and determine where extra support or reteaching is needed. Sharing this information helps everyone understand what's happening across the school and how we can work together to support students. Positive Office Referrals also help us highlight success at assemblies and on social media, strengthening connections with families and reinforcing the behaviours we want to see.

Community Involvement

Community involvement is an essential part of the culture at Sunbury West School. Our PBIS work recognizes that a positive school environment grows stronger when families and community members feel connected to what's happening inside the building. We regularly share student successes through newsletters, social media, and school events. These updates highlight learning, celebrate accomplishments, and showcase the positive behaviours that reflect our values of being respectful, responsible, safe, and a learner.



School assemblies also help build this connection. They bring our community together to celebrate students and recognize positive achievements, many of which are shared online so families can see the culture being built at Sunbury West.

These efforts strengthen relationships with families and the wider community, creating a shared sense of pride and belonging in our school.

Systems of Recognition

Sunbury West School places a strong focus on celebrating positive behaviour. Through our PBIS system, students are recognized for demonstrating our expectations of being respectful, responsible, safe, and a learner. Positive Office Referrals are a key way we highlight these successes.

These recognitions reinforce positive choices, encourage others, and help shift our school culture toward noticing what students are doing well. Celebrations continue at school assemblies and are often shared on social media so families and community members can see students' achievements.

By consistently acknowledging positive behaviour, we strengthen our school culture and help students feel proud, motivated, and connected to their community.

Behavioural Instruction

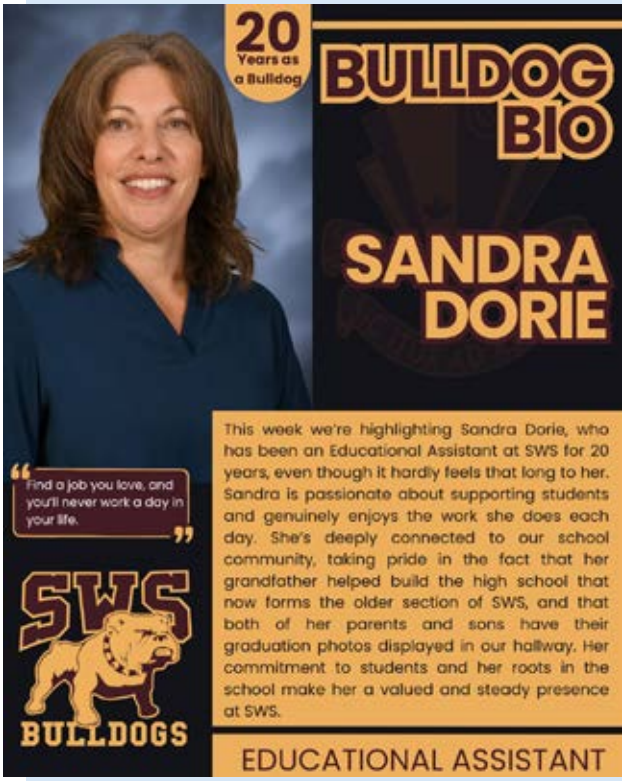
At Sunbury West School, behavioural instruction is approached in the same way as academic learning. Students are explicitly taught the expectations that guide behaviour throughout the school. These expectations focus on being respectful, responsible, safe, and a learner.

Staff regularly review expectations with students and provide practice in classrooms, hallways, playgrounds, and common areas. By teaching and revisiting expectations throughout the year, students develop a clear understanding of positive behaviour across settings.

Behaviour instruction happens through discussions, modeling, and school-wide reminders. Assemblies reinforce expectations for all students at once and allow staff to highlight and celebrate positive behaviour.

These messages are further supported through communication with families, including sharing positive examples and reminders through the school's social media platforms. When students see expectations reinforced at school and shared with the wider community, it helps strengthen understanding and accountability.

Teaching behaviour in this way helps create a safe, respectful, and supportive learning environment for all students.





COHORT 2

1 Pt PBIS Team | 2 Dc Data Collection | 3 Bn Buy-In From Staff | 4 Cv Community Involvement | 6 Se Schoolwide Expectations | 8 Sr System for Recognition

Upper Miramichi Elementary School

ASD-WEST

New Nouveau Brunswick

Upper Miramichi Elementary School (UMES) is nearing the completion of its third and final year in the PBIS Cohort II program for the 2025–2026 school year. While elements of PBIS had already been part of our school culture prior to joining the cohort, our PBIS team has significantly enhanced and expanded these practices. Through a focused approach to critical elements, we have strengthened systems that support positive behavior and a caring school environment. UMES remains committed to growing PBIS practices and sustaining them within our school and greater community, with the continued involvement of staff, students, and families. We appreciate the support of EECD and the opportunity to collaborate with PBIS schools across the province.

The UMES PBIS Team has continued to evolve throughout our three-year commitment. This year, the team identified Critical Element #6: Schoolwide Expectations as our primary focus area. With several new classroom teachers and changes in staff assignments, revisiting expectations provided a valuable opportunity for consistency, clarity, and shared understanding. In addition, critical elements prioritized in previous years remain in ongoing areas of focus, including Buy-In from Staff, Data Collection, Systems for Recognition, Team Processes, and Community Involvement.

Our PBIS identity is centered around CHOMPER, which represents being Community-Minded, Hardworking, Organized, Mindful, Positive, Empathetic, and Respectful. Our mascot, a beaver named Chomper, symbolizes these values and reflects the hardworking and community-oriented spirit of Canada. An adult-sized beaver costume is worn by members of our Grade 5 Student Leadership team at assemblies and special events. Each classroom also has a mini plush Chomper, and a larger version is displayed prominently at the school entrance. Chomper murals decorate the hallways, with a gym floor logo planned for the future.



Buy-In From Staff (#3)

Staff buy-in at UMES continues to be strong. Our PBIS Team is composed entirely of volunteers and has grown from four to seven members. All staff contribute to our PBIS initiatives, including teachers, educational assistants, custodians, bus drivers, and volunteers. This shared commitment strengthens consistency and reinforces positive behaviour across all school settings.

Central to this effort is the Chomper Check, which can be completed by any staff member. Chomper Checks recognize students for demonstrating expected behaviours. These acknowledgements are announced daily, sharing the student's name, the staff member who recognized them, and the reason for the recognition. Students proudly receive their Chomper Check from the principal and are entered into a monthly prize draw. Staff participation is also tracked, with opportunities for recognition and prizes.

Data Collection (#2)

UMES uses multiple data forms to guide PBIS decision-making. Students in Grades 4 and 5 participate in the Tell Them From Me survey, while UMES administers school-developed surveys for all Kindergarten to Grade 5 students in the fall and spring. A target of a 5% increase in positive responses helps guide school goals. Additional data sources include provincial assessment results, EECD behaviour data, attendance information, and UMES Behavior Tracking Forms.

Systems for Recognition (#8)

Recognition is embedded throughout school life at UMES. Our CHOMPER Behaviour Matrix outlines expected behaviours for various settings and serves as a teaching and reinforcement tool. Beyond Chomper Checks, each grade level recognizes a Student of the Month, who receives a certificate and celebrates with an ice cream sundae alongside school staff.

Community Involvement (#11)

The UMES Student Leadership Committee plays an active role in school and community engagement. Students assist with organizing events, supporting assemblies, and addressing peers and guests. Their involvement strengthens partnerships and fosters school pride.

Schoolwide Expectations (#6)

Schoolwide expectations are reinforced daily through announcements, staff meetings, assemblies, and virtual meetings following school breaks. UMES staff continue to promote positive behaviour through consistent expectations, recognition, and collaborative professional support, ensuring a safe, respectful, and inclusive learning environment for all.





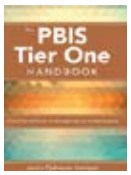


Professional Learning Titles in SORA

PBIS Implementation:



[The PBIS Team Handbook]
(eBook)



[The PBIS Tier One Handbook]
(eBook)



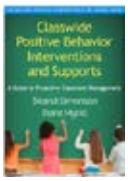
[The PBIS Tier Two Handbook]
(eBook)



[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)



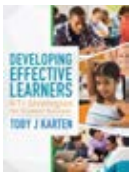
[RTI Success]
(eBook)



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



[Supporting Underserved Students]

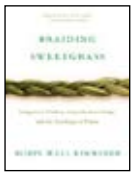


[Developing Effective Learners]
(eBook)



[UDL Now!]
(eBook)

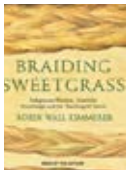
Equity and MTSS (continued):



Braiding Sweetgrass
(eBook)



Eyes that Speak to the Stars
(AudioBook)



Braiding Sweetgrass
(AudioBook)

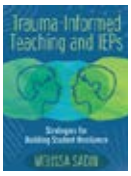


Peut-être
(AudioBook)

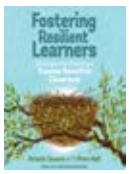
Social Emotional Learning:



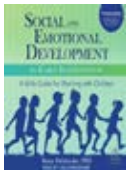
Relationship, Responsibility, and Regulation
(eBook)



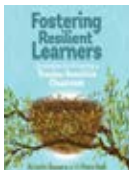
Trauma Informed Teaching and IEPS
(eBook)



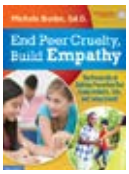
Fostering Resilient Learners
(eBook)



Social and Emotional Development in Early Intervention
(eBook)



Fostering Resilient Learners
(AudioBook)



End Peer Cruelty, Build Empathy
(eBook)



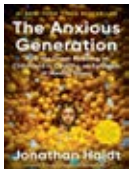
Building Trauma Sensitive Schools
(eBook)



Prevent Teach Reinforce for Young Children
(eBook)



The Re-Set Process
(eBook)



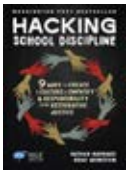
The Anxious Generation
(eBook)

Professional Learning Titles in SORA

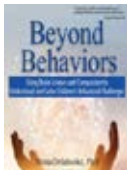
Behaviour:



Better than Carrots or Sticks
(eBook)



Hacking School Discipline
(eBook)



Beyond Behaviours
(AudioBook)



15 Minute Focus Behaviour Interventions
(eBook)

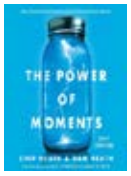


Responding to Problem Behavior in Schools
(eBook)

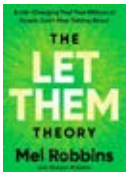


Connections Over Compliance
(eBook)

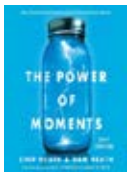
Change Management:



The Power of Moments
(eBook)



The Let Them Theory
(eBook)



The Power of Moments
(AudioBook)



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












LET'S GO!
BLUE JAYS
CARE OMES
CHOMPERS
HUSTLE!
PLAY BALL!