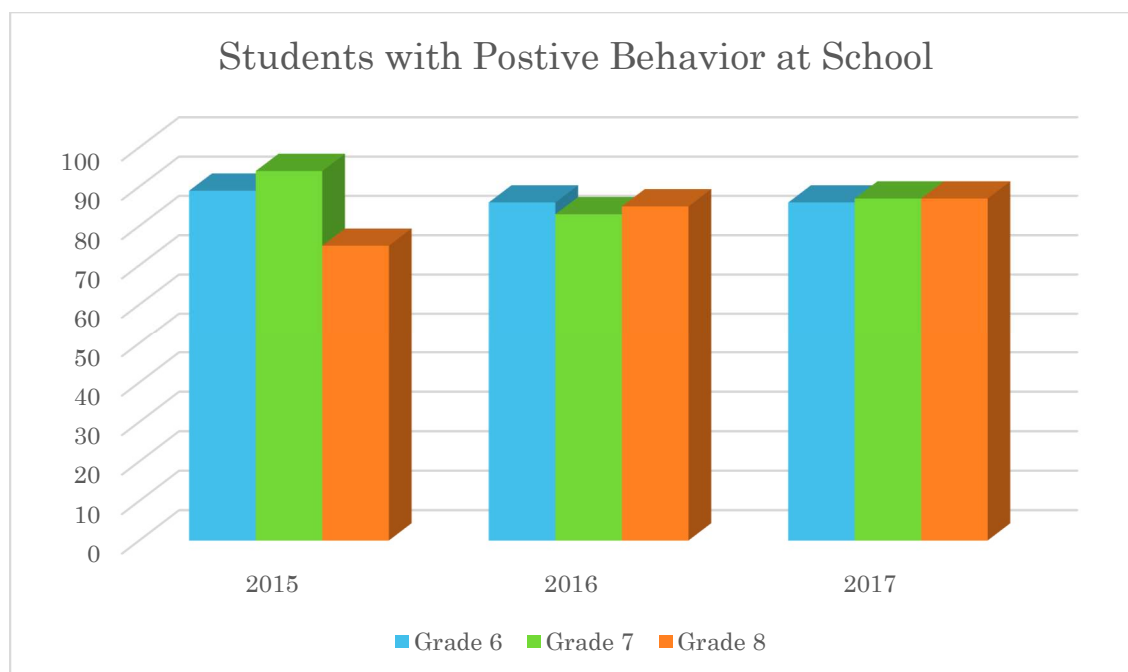


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## SOCIAL-EMOTIONAL IMPROVEMENT

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**Figure 1: *Tell Them From Me* Student Perception Survey Data**

### This is how we did it...

#### *Skills*

- Strengthened Individual Behavior Support Plans (IBSPs): Functional Behavior Assessment (FBA) use, specific target and replacement behaviors, high-yield reinforcement and reduction strategies, on-going targeted data collection and monitoring
- Targeted Non-Violent Crisis Intervention (NVC) Training
- Whole-School Trauma-Informed Approaches Professional Learning

#### *Structures*

- Introduction of Restorative Circles
- Creation of a Positive Behavior Interventions Supports (PBIS) Focus Group: *Expanded Tier 1 Behavioral Interventions Profile*, PBIS Class Profile Binder
- Frequent opportunities for team sharing of high-yield tier 1 in-class behavior interventions
- Launch of “Forest Bills” Recognition Program
- Creation of Contemplation & Re-set Rooms

#### *Processes*

- School-wide implementation of *Student Behavior and Reporting and Response*
- On-going examination of New Brunswick Education Support Services (ESS) Looks Fors: strengthened Teacher-to-ESS Request for Services, greater balance of individual student and school-wide areas of focus, regular review of behavior trends for systemic support

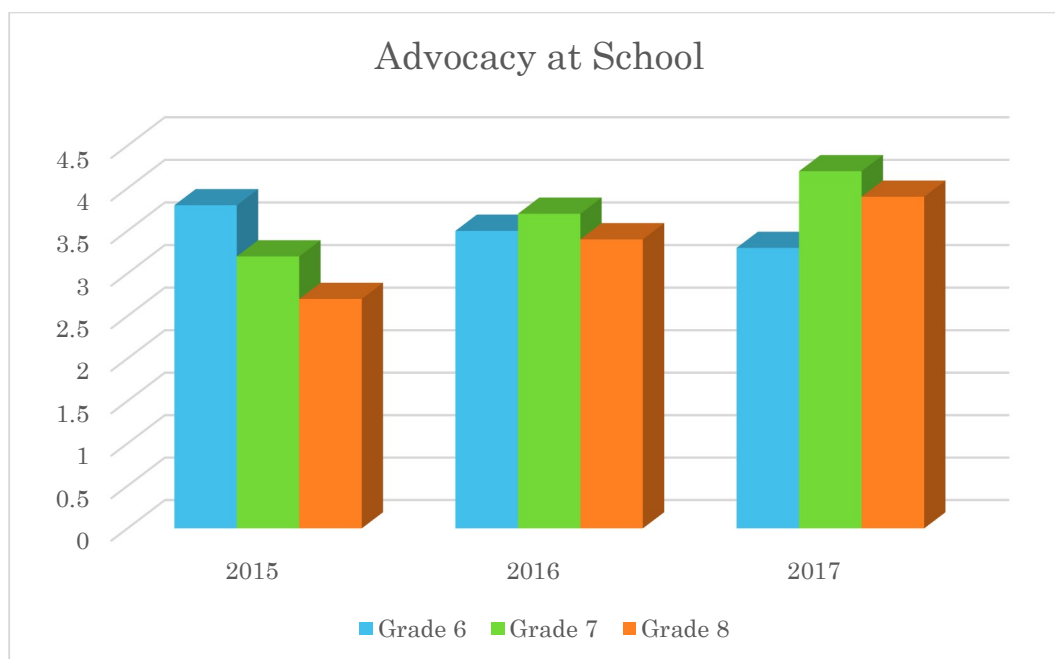
#### *Resources*

- EST-Resource and Guidance-provided direct support
- Diversity and Respect Lead-provided whole-class instructional support
- SIW-provided small group self-regulation programming

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## DRIVERS OF STUDENT OUTCOMES IMPROVEMENT

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**Figure 2: *Tell Them From Me* Student Perception Survey Data**

### This is how we did it...

#### *Skills*

- Strengthened teacher capacity to support Personalized Learning Plans (PLPs): coached teacher ownership of their: development, implementation, and monitoring
- Supported three EA Performance Appraisals per year to support on-going opportunities for formative feedback and growth

#### *Structures*

- EST-Literacy- & Numeracy-provided in-class instructional coaching
- Strengthened Partial Day Programming (PDP): considered appropriate criteria, defined goal, and supported targeted data collection and monitoring
- Introduced Breakfast Program
- Hosted varied Lunch Recess activities

#### *Processes*

- Developed, administered and used in-house “Student-Adult Connections” and “Reasons for Social Exclusion” surveys to develop high-yield strategies
- On-going examination of the New Brunswick Education Support Services (ESS) Looks Fors: strengthened Teacher-to-ESS Request for Services, greater balance of individual student and school-wide areas of focus, regular review of behavior trends for systemic support

#### *Resources*

- Strengthened Child & Youth (CY) partnership: proactive/preventative approaches, on-going consult and collaboration
- Acquisition of supports through the District Assistive Technology and Adaptive Equipment Program
- Supported on-going consult and collaboration with: S/L-P, OT, PT, psychologists, APSEA, NBACL