



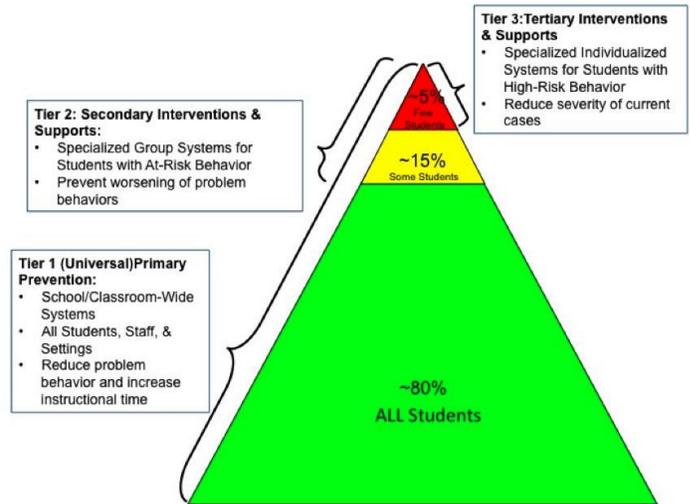
# Welcome to PBIS!

The Nevada Department of Education, in collaboration with Nevada PBIS Technical Assistance Center, was awarded a five-year federal grant in October 2014, with the School Climate Transformation Project officially beginning on January 1, 2015. Throughout the five years of the grant cycle, School-Wide PBIS will be implemented in 93 schools in seven districts across the state of Nevada, while the Nevada PBIS Technical Assistance Center assists districts in building their own capacity to continue the project once the grant cycle ends. The seven districts, as selected by the Nevada Department of Education, are Douglas, Humboldt, Pershing, Lander, Elko, Clark, and Washoe. For more information visit: [www.nevadapbis.org](http://www.nevadapbis.org).

## What is PBIS?

PBIS, Positive Behavioral Interventions and Supports, is a comprehensive, 3- tiered approach emphasizing the development of prosocial behaviors and implementing positive and consistent student discipline systems in schools. PBIS is a proactive and preventative systems approach focusing on teaching and acknowledging expected behaviors using school wide data for decision making and action planning.

- **Tier 1:** School-wide PBIS, encourages a positive and predictable climate schoolwide, in all locations and for all students.
- **Tier 2:** Targeted PBIS, provides more support for students at risk by providing more function based and targeted interventions for learning positive/prosocial behaviors.
- **Tier 3:** Intensive/Individual data and function based behavioral interventions.



## PBIS Newsletter

Douglas County School District began working with the School Climate Transformation Project Staff, Ashley Greenwold, Jodie Soracco, and Kaci Fleetwood, in January of 2015 to explore the installation and implementation of PBIS district wide. Schools viewed presentations about PBIS, and staff members voted regarding their readiness and support to engage in implementing Schoolwide PBIS. Many schools were ready to participate, and five schools were selected to begin implementation for the 2015-16 school year. Cohort 1 includes CVMS, CCMES, GES, SES and ZCES. Each school selected core team members bringing together a variety of backgrounds and expertise; including school counselors, teachers, administrators, staff members with experience in behavioral interventions and family members. Cohort 1 attended a Tier 1, two day training to develop a site specific positive behavioral system designed to meet the unique needs of students and staff. The Cohort 1 team members then took this system to their school site and trained all staff and students beginning 2015-16. Each school rolled out their system in their own way using staff meetings, school-wide assemblies and home grown videos.

## CCMES Expectation Matrix

	Bus	Playground	Classroom	Cafeteria	Halls
Respectful	1. Listen & follow directions first time. 2. Silent time/Inside voice 3. Resolve conflicts peacefully.	9. Listen & follow directions first time. 10. Share & take turns. 11. Be mindful of others, include everyone. 12. Resolve conflicts peacefully.	18. Listen & follow directions first time. 19. Follow class rules. 20. Respectfully disagree.	26. Eat and touch only your food.	32. Silent
Responsible	4. Pick up belongings when you leave. 5. Report injuries & unsafe behavior.	13. Clean up after yourself. 14. Line up promptly when bell rings. 15. Report injuries & unsafe behavior.	21. Be prepared, turn work in on time, participate. 22. Use materials wisely.	27. Clean up after yourself/report spills. 28. Help others. 29. Eat what you take.	33. With staff permission (go straight to destination).
Safe	6. Sit facing forward. 7. Follow loading and unloading rules 8. Body & objects to self.	16. Hands/body to self. 17. Use equipment appropriately.	23. Chair on the floor. 24. Use materials safely. 25. Body & objects to self.	30. Silent/quiet. 31. Hands/body to self, in seat, facing forward.	34. Walk single file, hands to self (pretzel arms), and eyes forward.

### C. C. Meneley Elementary School Mission Statement

C. C. Meneley challenges and supports students to be the best they can be in a caring and respectful environment.