

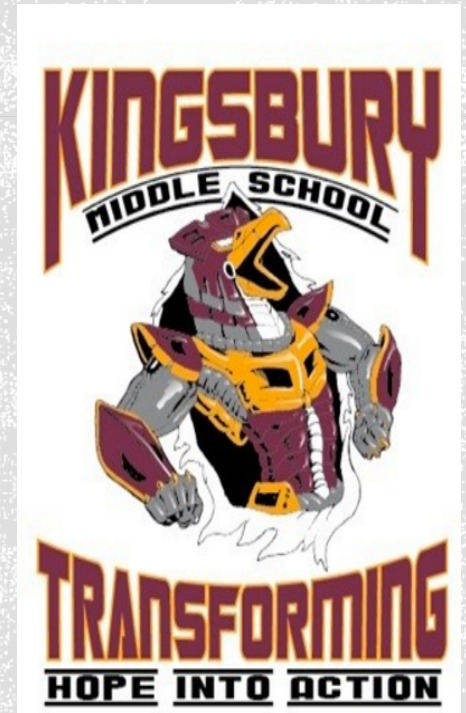
Kingsbury Middle School

PBIS/RTI2-B SCHOOL- WIDE DISCIPLINE PLAN 2018-19



1270 N Graham St,
Memphis, TN 38122

P.R.I.D.E.



RECEIVING STUDENT,
RELEASING SCHOLARS

SCS SCHOOL-WIDE PBIS/RTI²-B (BEHAVIOR AND ATTENDANCE) 2018-2019 TEAM

PBIS/RTI²-B Team is representative of the school faculty and **includes an administrator.**

*Indicates members required; others may be invited as needed

-**The Team** shares responsibility for school-wide buy-in and implementation of PBIS/RTI²-B.

-**The Team** should assign the following roles
And team members are responsible for their role in the team meetings.

-**The Team** should meet *monthly* to review 20 day data.

-Team meeting minutes, data and action plans should be kept in PBIS/RTI²-B notebook.

The following are team members are REQUIRED :

- ***Assistant Principal: T. Nelson**
- *Professional School Counselor: A. Anderson
- *General Education Teachers: T. Lang, A. Ventura-Wooten, R. Wheatley, S. Lampkin, E. Mask, , L. Jackson and Z. Clark
- *Special Education Teachers: V. Vaughn
- *Specialists (Art, Music, P.E. Librarian): M. Henry
- *Parent(s): Roberts

The following team members are *strongly recommended*:

Assistant Principal, Behavior Specialists, ISS/Campus Monitors, Non-Certified Staff, School Social Worker, School Psychologist, Cafeteria/Custodial Staff, Bus Driver, Community Member, Reporter/Communicator, Student Representative, External PBIS/RTI²-B Coach,

The following are REQUIRED ROLES that should be assigned to different team members:

- Internal PBIS/RTI²-B Coach
- Recorder
- Timekeeper
- Data Person
- Communicator

PBIS/RTI²-B ROLE TASK DESCRIPTION/CHECKLIST

<p>Coach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Send agenda items to recorder <input type="checkbox"/> Start the meetings on time <input type="checkbox"/> Use agenda to manage the flow of meeting <input type="checkbox"/> Ask questions, prompt participation <input type="checkbox"/> Implement group norms <input type="checkbox"/> Determine date/time/location for next meeting 	<p>Coach: Anderson</p> <p>Recorder: Lang & Henry</p> <p>Communicator: Ventura-Wooten & Anderson</p> <p>Data Analyst: Nelson & Anderson</p> <p>Time Keeper: Wheatley, Jackson & Lampkin</p> <p>Task Person: Mask & , Vaughn, Clark</p>
<p>Recorder</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get agenda items from facilitator <input type="checkbox"/> Prepare agenda/make copies for team members <input type="checkbox"/> Write meeting minutes <input type="checkbox"/> Ask for clarification about items to include in minutes <input type="checkbox"/> Provide copy of completed meeting minutes to all team members within 24 hours of meeting 	<p>Communicator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather feedback/questions from school staff <input type="checkbox"/> Ask facilitator to add staff feedback/questions to agenda <input type="checkbox"/> Share feedback and questions with team <input type="checkbox"/> Guide discussion to develop plan to address feedback/questions <input type="checkbox"/> Disseminate information from meeting to school staff
<p>Data Analyst</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop data report (include descriptions of potential problems, new problems, previously discussed problems) <input type="checkbox"/> Distribute data report to all team members <input type="checkbox"/> Ask facilitator for data report to be added to agenda <input type="checkbox"/> Lead discussion about data 	<p>Time Keeper</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure the meeting begins on time and ends on time <input type="checkbox"/> Keep track of how long each agenda items takes to discuss <input type="checkbox"/> Prompt the facilitator on when to move to different agenda items <p>Task Person(s):</p> <ul style="list-style-type: none"> • Complete any task needed (I.e. make posters, run incentive store)



KINGSBURY MIDDLE SCHOOL 2018-2019

PBIS/RTI²-B TEAM

PBIS/RTI²-B Team Members:

- Assistant Principal (recommended): **T. Nelson**
- Professional School Counselor*: **A. Anderson**
- General Education Teacher(s)*: **T. Lang, A. Ventura-Wooten, R. Wheatley, S. Lampkin, E. Mask, , L. Jackson and Z. Clark**
- Special Education Teacher(s): **V. Vaughn**
- Parents (s): **D. Roberts**
- Specialist(s): **M. Henry**
- Students Members:
- Community Member: **Streets Ministry & Sycamore View Church**
- ISS Assistant: **K. McBride**
- Campus Monitor: **R. Green**
- External PBIS Coach: **C. Daniels**

PBIS/RTI²-B Team Member Role Assignments:

(It is recommended that *different* team members be assigned these roles)

- **Internal PBIS/RTI²-B Coach:** Anderson
- **Administrator:** Nelson
- **Recorder:** Lang & Henry
- **Communicator:** Ventura-Wooten & Anderson
- **Data Person:** Nelson & Anderson
- **Timekeeper:** Wheatley, Jackson & Lampkin
- **Task Person:** Mask & , Vaughn, Clark



2018-19 PBIS/RTI²-B AND ATTENDANCE TEAM MEETING SCHEDULE

20 Day Reporting Period	(A) SW PBIS/RTI2-B & Attendance Team meeting dates. Enter dates and initial when each meeting is Complete.	(B) Faculty meeting dates to report interpretation of 20 day data at least once per month
Aug 31	Every 1 st Wednesday	September 10 th
Oct 1	Every 1 st Wednesday	October 1 st
Nov 5	Every 1 st Wednesday	November 5 th
Dec 7	Every 1 st Wednesday	December 3 rd
Jan 23	Every 1 st Wednesday	January 7 th
Feb 20	Every 1 st Wednesday	February 4 th
Mar 27	Every 1 st Wednesday	March 4 th
Apr 25	Every 1 st Wednesday	April 1 st
May 23	Every 1 st Wednesday	May 6 th



MISSION STATEMENT

- KMS students experience high levels of success with challenging content in ALL classrooms and show consistent academic growth and achievement each year.

VISION STATEMENT

- At Kingsbury Middle School, we are committed to preparing well-rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.

PBIS/RTI²-B PURPOSE STATEMENT

- The KMS PBIS teams' purpose is to provide a positive, safe, healthy, nurturing and respectful environment because our mission is for all students to experience high levels of success, showing consistent academic growth and achievement each year.



OSS DATA TRENDS (SEE GRAPH)

- Based on data received from Tableau, the suspension rate at Kingsbury Middle School has decreased significantly within the last school year. In 2015-2016 school year there was a suspension rate of 34.1 percent, 37.5 percent in 2016-2017, and 20.9 percent during the 2017-2018 school year. Making a 16.6 percent decrease of suspensions from 2016-2017 to 2017-2018 school year.
- The number of students receiving suspensions or expulsions increased from 209 suspensions/expulsion in 2015-2016 school year to 229 in 2016-2017. During the 2017-2018 school year the number of students receiving suspension or expulsions decreased from 229 in 2016-2017 to 127 in 2017-2018 school year. Making a significant decrease in suspensions/expulsions of 102.

ISS DATA TRENDS (SEE GRAPH)

- Based on data received from Tableau, the In-School Suspension rate from 2015-2016 school year (19.1 percent) and 2016-2017 school year (16.9 percent), there was a 2.2 decrease. Between the 2016-2017 and 2017-2018 school year there was a 6.9 increase in the number of In-School Suspensions.

EXPULSION DATA TRENDS (SEE GRAPH)

- The expulsion rate has remained consistent during the 3-year span of 2015-2018. During 2015-2016 and 2016-2017 school years there were several 4 expulsions at a percentage of 0.6 percent of all incidents. This number decreased in 2017-2018, bringing the number of expulsion to 3, at a rate of 1.1 of all incidents.

PREVIOUS RESULTS & SCHOOL DATA (OSS, ISS, & EXPULSION)



Year-to-Date Attendance and Suspension Rates

From Period 1 through 9 as of 08/03/2018

ILDZone: 07 School: [Kingsbury Middle](#)

2015-16	95.8	34.1	612	209	33.0	54.7	12.3	4,489	209
2016-17	92.9	37.5	610	229	42.6	50.0	7.3	7,632	229
2017-18	95.3	20.9	607	127	71.2	21.6	7.2	4,970	127
	Attendance Rate	Suspension Rate	YTD Enrollments	Number of OSS & Expulsions	% of Absences Unexcused	% of Absences Excused	% of Absences due to OSS	Loss Instructional Days	# of OSS & Expulsions

Twenty-Day Attendance and Suspension Rates

Zone: 07 School: [Kingsbury Middle](#)

as of 08/03/2018

	01			02			03			04			05			06			07			08			09		
20-Day Attendance Rate	98.9	98.2	99.7	97.2	93.8	96.7	95.9	92.8	94.3	94.0	92.9	94.9	93.3	90.5	94.2	95.3	92.3	95.8	95.1	93.8	95.7	96.1	94.5	94.9	96.9	87.0	90.6
20-Day Suspension Rate	1.5	0.2	0.5	2.8	6.1	3.2	2.8	2.9	2.9	3.6	4.4	3.9	3.2	5.2	1.0	4.9	6.6	2.5	7.3	3.7	1.3	4.7	4.9	1.8	3.3	3.7	3.7
20-Day Net Enrollment	608	616	623	612	628	625	611	626	618	612	615	614	620	610	606	616	608	601	613	599	596	614	596	595	606	593	589
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18



PREVIOUS RESULTS & SCHOOL DATA (OSS, ISS, & EXPULSION)

School: <i>Kingsbury Middle</i> Reporter *			
Number and Percentage of Incident by Action			
Selected Action	2015-16		
Progressive Discipline	371	197	51.2
ISS	138	96	19.1
OSS	205	113	28.3
Remand	6	6	0.8
Expulsion	4	4	0.6
	Number of Incidents	Number of Students	% of All Incidents

School: <i>Kingsbury Middle</i> Reporter *			
Number and Percentage of Incident by Action			
Selected Action	2016-17		
Progressive Discipline	546	251	58.1
ISS	159	119	16.9
OSS	225	126	23.9
Remand	6	6	0.6
Expulsion	4	4	0.4
	Number of Incidents	Number of Students	% of All Incidents













School: <i>Kingsbury Middle</i> Reporter *			
Number and Percentage of Incident by Action			
Selected Action	2017-18		
Progressive Discipline	85	62	30.2
ISS	67	47	23.8
OSS	124	87	44.1
Remand	2	2	0.7
Expulsion	3	3	1.1
	Number of Incidents	Number of Students	% of All Incidents

















ATTENDANCE DATA TRENDS (SEE GRAPH)

- Based on data pulled from Tableau, Kingsbury Middle School's attendance rate has decreased since the 2015-2016 school year where the rate was 95.8 percent. In 2016-2017, the attendance rate dropped 2.9 percent bringing the rate from 95.8 to 92.9. During the 2017-2018 school year the attendance rate increased by 2.4 percent, bring the rate to 95.3 percent.
- The percentage of unexcused absences has had a continuous increase from 33.0 percent in 2015-2016, 42.6 percent in 2016-2017, and 71.2 percent in 2017-2018. That is a 38.2 percent increase over three years. While the number of

PREVIOUS RESULTS & SCHOOL DATA (ATTENDANCE)

School-Level Attendance and Chronic Absenteeism Year-to-Date

School: Kingsbury Middle Attendance and Chronic Absenteeism Rates as of Mon, 06/18/2018			
<i>Chronically Out-of-School</i>	<u>2017-18</u>		
School Total	 581	 95.4	 100.0
Satisfactory	 380	 98.1	 65.4
At-Risk	 109	 93.7	 18.8
Chronically Absent	 92	 86.1	 15.8
	Number of Students	Attendance Rate	Percentage of Students

School: Kingsbury Middle Percentage of Students by Grade Level				
Grade	Chronically Absent	At-Risk	Satisfactory	Grand Total
06	 16.5	 23.8	 59.7	 100.0
07	 16.1	 14.5	 69.4	 100.0
08	 14.8	 17.6	 67.6	 100.0
Grand Total	 15.8	 18.8	 65.4	 100.0

[None](#) Student Details and [All](#) Grade Level

Data Driven Goals and Objectives

- Reduce the out of school suspension (OSS) rate by 2% by the end of the 2018-2019 school year.
- Reduce In-school suspension (ISS) rate by 2% by the end of the 2018-2019 school year.
- Reduce the number of expulsions by 0.2 % by the end of the 2018-2019 school year.
- Increase attendance from 95.3% to 96% By May 2019 .
- Reduce the number of students tardy and early dismissals by 10% by the end of the 2018-2019 school year.
- Reduce absences of chronically absent students by 10% by May 2019 school year.

MONITORING PROCESS

- How is data used by the School-wide PBIS/RTI²-B Team to determine progress toward goals and Action Plan?

Data will be used by the School-wide PBIS/RTI²-B Team to progress monitor in order to meet PBIS goals and objectives.

- What actions are needed to address data?

Actions that are needed to address data includes implementation second step, character education, school wide/grade level incentives, student of month, and teacher of the month.

- Who is responsible for actions recommended?

Teachers and school counselors will be responsible for recommended actions.

- How is the initial plan and subsequent Action Plan communicated to staff?
To students and families?

The initial plan and subsequent action plans will be communicated during faculty meetings and grade level meetings specific to grade level or school needs. The initial plan and subsequent action plans also be discussed with parents during Title One Meetings/Open house.



SCHOOL EXPECTATION

FALCON P.R.I.D.E.

P- Positive Attitudes

R- Respect for All

I- Integrity

D- Doing the Right Thing

E- Effort Towards Learning

KINGSBURY MIDDLE SCHOOL
Falcons

- P. POSITIVE ATTITUDE**
Keep Words & Actions Kind
Greet Driver
- R. RESPECT FOR ALL**
Keep Hands and Feet to Yourself
- I. INDIVIDUALITY**
Remain Seated
Voice Level 1
- D. DOING THE RIGHT THING**
Report Unsafe Behaviors

E. EFFORT TOWARDS LEARNING
S- Share with Partner
A-Attention to Driver
F-face Forward
E-Exit Quickly

KINGSBURY MIDDLE SCHOOL

Falcons

ASSEMBLY

P.
POSITIVE
ATTITUDE



R.
RESPECT
FOR ALL

I.
INTEGRITY

D.
DOING THE
RIGHT THING

E.
EFFORT
TOWARDS
LEARNING

Keep Words & Actions Kind	
Keep Hands and Feet to Yourself	Track Speaker with Eyes
Voice Level 0	Remain Seated
Seat in Assigned Area	Exit on 0
Follow Directions of Presenters & Teachers	

SCHOOL-WIDE EXPECTATIONS POSTERS

KINGSBURY MIDDLE SCHOOL
HALLWAY

P.
POSITIVE ATTITUDE

R.
RESPECT FOR ALL

I.
INTEGRITY

D.
DOING THE RIGHT THING

E.
EFFORT TOWARDS LEARNING

Falcons



Keep Words & Actions Kind

Keep Hands and Feet to Yourself
Rock the Block
Walk on the Right

Voice Level 0
Keep hallways Clean

Walk
Report Unsafe Behavior

Follow Directions of Teachers

KINGSBURY MIDDLE SCHOOL
RESTROOM

P.
POSITIVE ATTITUDE

R.
RESPECT FOR ALL

I.
INTEGRITY

D.
DOING THE RIGHT THING

E.
EFFORT TOWARDS LEARNING

Falcons



Keep Words & Actions Kind

Keep Hands and Feet to Yourself
Wait Your Turn
Go, Flush, Wash

Voice Level 0
Knock and Listen

Report Unsafe Behaviors
Return to class promptly

Keep surfaces free of graffiti

SCHOOL-WIDE EXPECTATIONS POSTERS

21

Behavioral Expectation Matrix **KMS P.R.I.D.E.**

Expectations	Locations					
	Classroom	Cafeteria	Restroom	Hallway	Bus	Assembly
be. Positive	Keep Words and Actions Kind	Keep Words and Actions Kind	Keep Words and Actions Kind	Keep Words and Actions Kind	Keep Words and Actions Kind Greet Driver	Keep Words and Actions Kind
Respect for All	Keep Hands and Feet to Yourself Track Speaker with Eyes Arm's Length Space	Keep Hands and Feet to Yourself Eat your food only Sit in assigned seating area Chew with your mouth closed	Keep Hands and Feet to Yourself Wait your turn Go, Flush, Wash	Keep Hands and Feet to Yourself Rock Your block Walk on the right	Keep Hands and Feet to Yourself	Keep Hands and Feet to Yourself Track Speaker with Eyes
Integrity	Voice Level 0 Remain Seated	Voice Level 0 Place your tray in garbage	Voice Level 0 Knock and Listen	Voice Level 0 Keep hallways clean	Remain Seated Voice Level 1	Voice Level 0 Remain Seated
Doing the Right Thing	Hand Signals Report unsafe behaviors	Pick up any trash Report unsafe behaviors	Report unsafe behaviors Return to classroom promptly	Walk Report unsafe behaviors	Report unsafe behaviors	Seat in Assigned Area Enter & Exit on 0
Effort Towards Learning	Be on Time Have all Materials Follow Directions of Teachers	Follow Directions of Teachers/Staff	Keep surfaces free of graffiti	Follow Directions of Teachers	S- Share with Partner A-Attention to Driver F- Face Forward E- Exit Quickly	Follow Directions of Presenters & Teachers

CLASSROOM ROUTINES/PROCEDURES

- Asking for help

Students will raise hand to get assistance from classroom teacher or other school staff.

- Cooperative groups

Cooperative groups work quietly and raise their hands if a question arises or to ask permission to leave the room

- Turning in homework.

Students will turn in homework at the beginning of class in their teachers designated areas.

CLASSROOM ROUTINES/PROCEDURES

- Writing assignment protocol

Student will write their name, date, and homeroom on the right side of paper.

- Make-up work including policy for grade recovery

Make up work will be turned in and placed in teachers designated make up work area. Students will schedule date and time to make up test or any other assignments.

- Communication with parents (School messenger, phone calls, e-mail, notes, website, etc.)

The school will communicate with parents through classroom dojo, school messenger, individualized phone calls, newsletters, bulletin boards and monthly calendars.

SCHOOL-WIDE PROCEDURES

Arrival/Departure –

- Breakfast will be available at 6:45 in the cafeteria. Students must enter and exit cafeteria doors.
- Student can arrive at 7:05 AM in the morning when supervision begins, entering through front doors.
- Upon arrival, students should go to their homeroom and not loiter inside the school unless accompanied by a staff member.
- Students must exit the building after school by going outside and not walking through the school hallways.
- Once the morning announcements begins, everyone stops and participates.
- Teachers are expected be at assigned morning duty posts or at classroom doors, ready to receive students at 7:05 am.

SCHOOL-WIDE PROCEDURES

Hallway –

- Students must be silent when in hallways.
- Students should walk on the right side of the hallway, unless instructed otherwise.
- All students must have a hall pass when in hallways.
- Students must sign hall pass log before exiting classroom.

SCHOOL-WIDE PROCEDURES

Buses-

- Students will be dismissed following afternoon announcements at 2:10.
- Bus riders will exit from door, where buses will be located in the front of school building.
- All bus riders have a bus card which includes pickup and drop off location.

SCHOOL-WIDE PROCEDURES

Passing Classes & Lockers–

- Students will pass classes with their assigned classes.
- Students will rock the block in a single file line while in the hallway.
- Teachers will instruct student when to enter class.
- Students will visit lockers during after academic enrichment and after 7th period.

SCHOOL-WIDE PROCEDURES

Hall Pass –

- Students must receive a hall pass before exiting classroom.
- Students must receive a hall pass when returning to class from school counselor, office, or etc.

SCHOOL-WIDE PROCEDURES

Restroom –

- Students are allowed two restroom breaks each day
- Students must sign and log restroom breaks.
- Students must receive a hall pass from teacher before leaving classroom.

SCHOOL-WIDE PROCEDURES

Cafeteria –

- Students are to enter and exit cafeteria silently.
- When entering cafeteria students who choose to eat school lunch must enter line immediately.
- Students should not wait for their friends before sitting in their assigned areas.
- Students must clean up after themselves.
- When students need assistance they must raise hand.
- Students must remain seated until dismissal.

SCHOOL-WIDE PROCEDURES

Assemblies-

- **Student will enter auditorium on level zero.**
- **All students must be escorted by teacher 15 prior to start of any assembly.**
- **Student should participate during appropriate time.**

Lesson plans should be taught in the area and take 10-15 minutes

Objective:

The students will demonstrate being P.R.I.D.E by showing Positive Attitudes, Respectful, Integrity, Doing the Right Thing, and Efforts Towards Learning while in the hallway.

Setting:

Cafeteria

Expectations Taught:

- Keep words & actions kind (See Bank)
- Chew with mouth close
- One to a seat
- Eat your food only
- Pick up trash
- Clean up after yourself
- Raise hand when needed
- Stay in seat until dismissed.
- Exit on 0
- Follow directions of teachers

Examples:

1. Students will say thank you to cafeteria staff.
2. Students will chew with mouth close.
3. Students will seat in assigned areas, one to a seat.
4. Students will only eat their food
5. Students will enter and exit on level 0.
6. Students will pick up after themselves and trash in the cafeteria.

Teach using "I do, we do, you do"

**Non-examples:
(Adults model only)**

1. Talking in line.
2. Not picking up trash or throwing away tray.
3. Sharing food.

Follow Through and Practice:

1. Modeling and practicing expectations.
2. Review and reinforce through boosters (after each break and quarter).
3. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).

Acknowledgement:

Students who exhibit positive behavior will receive Dojo points. Students dojo points will determine their qualification to attend and participate in school wide and grade level incentives.

Lesson plans should be taught in the area and take 10-15 minutes

Objective:

The students will demonstrate being P.R.I.D.E by showing Positive Attitudes, Respectful, Integrity, Doing the Right Thing, and Efforts Towards Learning while in the classroom.

Setting:

Classroom

Expectations Taught:
(see behavior expectation matrix)

- Keep words & actions kind (See Bank)
- Complete work with best effort
- Come on Level 0
- Track speaker with eyes
- Arm length space
- Remain seated
- Keep hands, feet, and objects to yourself
- High 5
- Listen and follow directions.
- Be on time
- Enter HR by 7:10
- Have all material
- Follow directions of teachers

Examples:

Teach using “I do, we do, you do”

1. Students will enter building at 7:05
2. Students will encourage others with kind words.
3. Students will use high 5 technique when needing teachers' attention.
4. Students will respect others space, keeping arm's length apart.
5. Students will remain silent in class, except when instructed to talk.

Non-examples:
(Adults model only)

1. Walking in classroom talking.
2. Putting feet on neighbors' desks.
3. Calling a classmate dumb.
4. Entering the building after 7:30
- 5/ Keeping head down, not following teacher or speaker.

Follow Through and Practice:

1. Modeling and practicing expectations.
2. Review and reinforce through boosters (after each break and quarter).
3. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).

Acknowledgement:

Students who exhibit positive behavior will receive Dojo points. Students dojo points will determine their qualification to attend and participate in school-wide and grade-level incentives.

Lesson plans should be taught in the area and take 10-15 minutes

Objective:	The students will demonstrate being P.R.I.D.E by showing Positive Attitudes, Respectful, Integrity, Doing the Right Thing, and Efforts Towards Learning while in the hallway.
Setting:	Hallway
Expectations Taught:	<ul style="list-style-type: none">• Smile• Rock the block• Walk on right side.• Voice level 0• Keep hands, feet, and objects to yourself• Keep hallways clean• Report unsafe behavior• Walk slowly, face forward and stay in line• Remain quiet• Follow directions of teachers
Examples:	<ol style="list-style-type: none">1. Students will walk on the right side of hall way.2. Students will be in a block behind other classmates when in the hallway.3. Students will remain on level 0 in hallway.4. Student will tell teacher or any other adult when unsafe behavior occurs.
Teach using “I do, we do, you do”	
Non-examples: (Adults model only)	<ul style="list-style-type: none">• Talking in hallway• Tripping another student.• In the same block as classmate• Running in the hallway
Follow Through and Practice:	<ol style="list-style-type: none">1. Modeling and practicing expectations.2. Review and reinforce through boosters (after each break and quarter).3. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement:	Students who exhibit positive behavior will receive Dojo points. Students dojo points will determine their qualification to attend and participate in school wide and grade level incentives.

Lesson plans should be taught in the area and take 10-15 minutes

Objective:	The students will demonstrate being P.R.I.D.E by showing Positive Attitudes, Respectful, Integrity, Doing the Right Thing, and Efforts Towards Learning while using the restroom.
Setting:	Restroom
Expectations Taught: (see behavior expectation matrix)	Keep words & actions kind Respect privacy Go, flush, wash Wait your turn Keep hands, feet, and objects to yourself Encourage others to show P.R.I.D.E. Keep surfaces free of graffiti Keep hands, feet, and objects to yourself Report problems to an adult. Return to classroom promptly and quietly
Examples:	<ol style="list-style-type: none"> Students will get permission from teacher to use restroom by raising hand, showing sign 2. Students will sign in restroom log and receive hall pass from teacher. After using the restroom, student will wash hands. Student will use restroom and return to class promptly and quietly.
Teach using "I do, we do, you do"	
Non-examples: (Adults model only)	<ul style="list-style-type: none"> Walking out of classroom. Not asking for permission. Talking in hallway. Looking or disrupting classrooms while in the hallway.
Follow Through and Practice:	<ol style="list-style-type: none"> Modeling and practicing expectations. Review and reinforce. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement:	Students who exhibit positive behavior will receive Dojo points. Students dojo points will determine their qualification to attend and participate in school wide and grade level incentives.

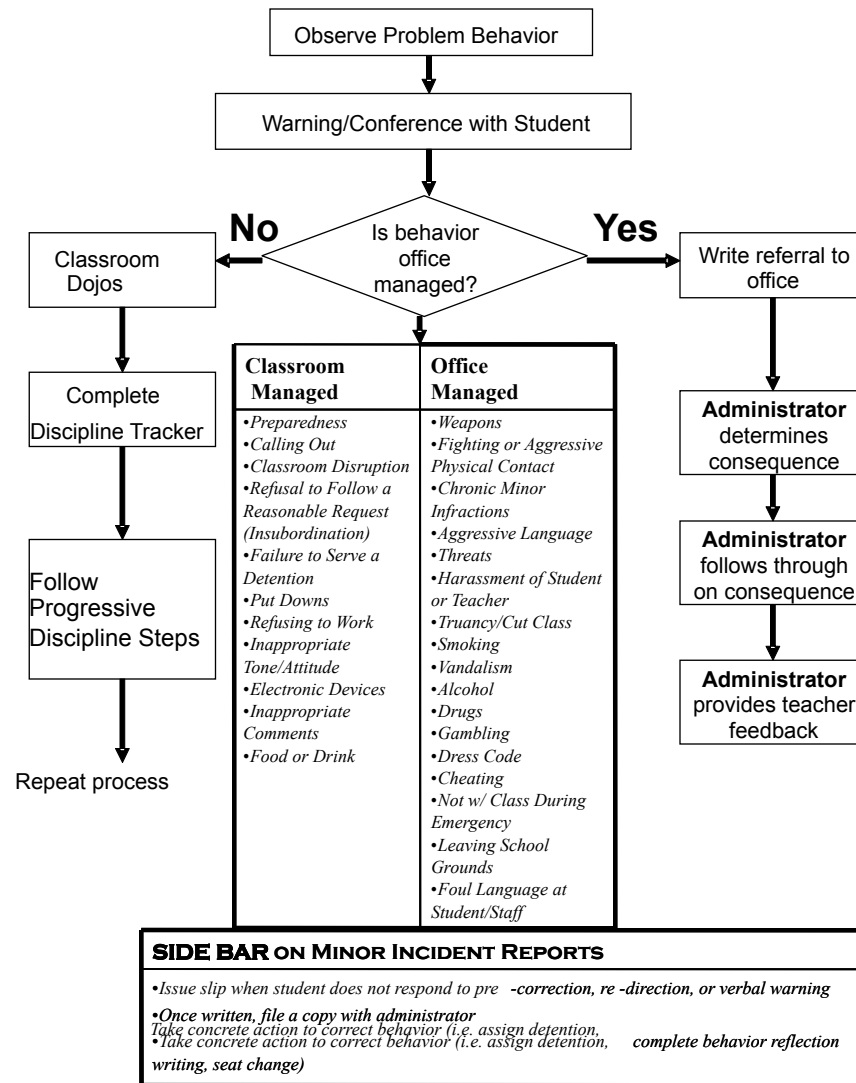
OFFICE MANAGED BEHAVIORS

Major Problem Behavior (Office)	Definitions	Major Examples
Abusive Language/ Inappropriate Language/ Profanity	Verbal messages that include profanity, name calling or use of words in an inappropriate way.	Profanity directed at an individual, hostile threats either written, spoken, or non-verbal
Fighting/ Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Hitting, punching, kicking, hair pulling, scratching, choking, biting
Defiance/ Disrespect/ Insubordination/ Non-Compliance	Refusal to follow directions, talking back and/or socially rude interactions.	Refusal to comply with established rules, leaving class without permission, overtly verbally defiant/argumentative
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Getting on inappropriate websites during computer class or when computers are in use in the classroom.
Dress Code Violation(Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Wearing something other than what dress code dictates

CLASSROOM MANAGED BEHAVIORS

Minor Problem Behavior (Staff)	Definition	Minor Examples
Inappropriate Language	Any spoken, written ,or non-verbal communication that insults, mocks, belittles, or slanders another person.	Comments (profanity)and gestures that are not directed at an individual, harmless rumors. “All your family is dumb,” “This sucks,” “Crap,” “Butthead”, “Stupid”, “What the!”
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	Silly horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving, in advertent physical contact, stepping on feet
Defiance/Disrespect/Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to respond to adult requests.	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Progressive Discipline Flow Chart



ATTENDANCE PREVENTION & INTERVENTION STRATEGIES- TIER 1

- Principal will present and train teachers and staff on 2018-2019 school year procedures, vision, mission, and core values (P.R.I.D.E.).
- School counselor will train teachers and school staff on the PBIS behavioral expectations matrix- Positive Attitudes, Respect for All, Integrity, Do the Right Thing and Efforts toward Learning. (P.R.I.D.E.) and school wide referral processes.
- Assistant Principal and school counselor will present and train teachers and staff on implementation of SEL program- Second Step.
- Teachers/School staff will present, discuss and demonstrate/model school wide rules/ expectations, mission statement, vision statement, and core values during first week of school.
- School counselor will deliver Bully Training and Prevention to teachers and school staff.
- Teachers will provide bullying prevention during HR/SEL.

ATTENDANCE PREVENTION & INTERVENTION STRATEGIES- TIER 2

- Principal, school counselor, and PBIS Team members will discuss attendance and behavior data to determine school-wide incentives, student and grade level individualized strategies such as small group interventions and S.H.A.P.E. after school program.
- School counselor will track data and assess patterns from student referrals tracker during step 6 of disciplinary tracker.
- School counselor will provide ongoing check-ins with students who attended summer school the previous school year.
- School Counselor and School Social Worker will meet once a week to provide small group sessions with tier 2 students.
- School Counselor and School Social Worker/Sped will meet to discuss the development or review of BIPs
- School Counselor and School Social Worker will provide small group interventions to at-risk students focusing on target behaviors.
- S.H.A.P.E Coordinator will provide character Ed. training through the S.H.A.P.E programs curriculum.
- School Staff will be paired with at-risk or chronically absent students providing support and encourage the importance of attendance.

ATTENDANCE PREVENTION & INTERVENTION STRATEGIES- TIER 3

- School Support Team: Principal, Assistant Principal, School Counselor, Teachers, ISS Coordinator, School Psychologist, School Social Worker, Truant Officer, School Resource Officer, and/or other outside agencies who may be needed to participate with the student.
- Review and Revise students Functional Behavior Assessments (FBA) or Behavior Intervention Plans (BIP).
- Behavioral Specialist restorative justice
- School Social Worker • In School Suspension Coordinator
- Gang Prevention Unit (Grassy)
- SART meeting conducted by guidance counselor with parent.
- Truant officer (makes juvenile court referral for summons) when conditions warrant.

SCHOOL-WIDE INCENTIVES

School-Wide Incentives

- Honor's Programs
- Out of Uniform Day Passes
 - Dances
- Student of the Month
 - Monthly Perfect Attendance celebrations
- Team Incentives
 - Snack Bags
 - Field Days
 - Field Trips

Teacher Incentives

- Staff Member of the Month
- Recognition during Morning/Afternoon Announcements
- Quarterly Attendance recognition
 - Gift Cards

COMMUNICATION

- School-wide Morning and Afternoon Announcements
- PBIS Bulletin Board
- Parent Meetings
- Faculty Meetings
- Monthly Newsletters
- Class Dojo
- Teacher – Class room announcements

STUDENT ENGAGEMENT LOG

Club Name	Club Sponsor	Club Sponsor	Meeting Time	Grade Level
4-H Club	Ms. Martin	Mrs. Ventura-Wooten	4 th Mon. @ 2:30	6,7,8
Best Buddies	Ms. Vaughn	Ms. Bell		6,7,8
Book Club	Ms. Robinson	Ms. Dowty		6,7,8
Cake Decorating Club	Ms. Bell	Ms. Vaughn		6,7,8
Chess Club	Mr. Haynes			6,7,8
Cooking Club	Mrs. Henry			6,7,8
Decorating Club	Mrs. Hayes			6,7,8



STUDENT ENGAGEMENT LOG

(CONT)

Club Name	Club Sponsor	Club Sponsor	Meeting Time	Grade Level
Falcon fan Club	Mrs. Montano	Ms. Koontz	4 th Mon. @ 2:30	6,7,8
Fashion (Culture) Club	Ms. Clark		4 th Mon. @ 2:30	6,7,8
Film Club	Ms. Mosley	Mr. Wheatley	4 th Mon. @ 2:30	6,7,8
Integrity Club	Ms. Weiss	Ms. Donnelly	4 th Mon. @ 2:30	6,7,8
Karake Club	Ms. Wos	Ms. Lang	4 th Mon. @ 2:30	6,7,8
Ladies of Honor	Ms. Nelson	Dr. Harris	4 th Mon. @ 2:30	6,7,8
Word Up/Interactive Online Games Club	Ms. Holloway		4 th Mon. @ 2:30	6,7,8

VOLUNTEER AND COMMUNITY SERVICE OPPORTUNITIES

- Best Buddies
- Can Food Drive
- Community Garden
- Mentoring Programs

RESOURCES

- PBIS/RTI2-B World: <http://www.PBIS/RTI2-Bworld.com/>
- TN PBIS/RTI2-B links: <http://www.edprodevelopment.com> & <http://riseprojectmemphis.org>
- Maryland PBIS/RTI2-B: <http://www.PBIS/RTI2-Bmaryland.org>
- PBIS/RTI2-B: <http://www.PBIS/RTI2-B.org>
- Michigan: <http://miblsi.cenmi.org/>
- Attendance Works: <http://www.attendanceworks.org/>
- TN Dept. of Ed.: <https://www.tn.gov/education/topic/graduation-requirements>
- SCS PBIS/RTI2-B Notebook

PBIS/RTI²-B TEAM

Randy McPherson, EdD, LPC, NCSC, NBCT
416-6344, fax:416-1148

District PBIS/RTI²-B Counselors:

Office Phone:

■ Charity Daniel	416-6344
■ Caressa Liggins-Green	416-5876
■ LaToya Rogers	416-6344
■ Gina True	461-4345
■ Constance Weymouth	416-6299

Office of Student Behavior and Leadership
205 N. Claybrook, Memphis, TN 38104