A. B. Hill Elementary School
School-Wide Discipline Plan
Memphis City Schools

2008 -- 2009

“Success . . It brings good things to life.”

345 East Olive Avenue
Memphis, Tennessee  38106
Guiding Principles
Beliefs & Values

The school’s shared values and expectations for students’ future success:

• Every student will learn, achieve, and succeed with effective teachers.
• The school will maintain an environment that promotes respect among students, staff, and community.
• Student differences are opportunities for growth and development which promote lifelong relationship skills.
Vision

The vision of A. B. Hill Elementary School –

The vision of A. B. Hill Elementary is to be a high performing school that continually encourages, challenges, and supports the needs of students.
Guiding Principles

Mission

The mission of A. B. Hill Elementary is to empower students for future learning by providing a high quality learning environment that challenges students to master grade level curriculum and state mandated standards.
Guiding Principles

Philosophy Statement

High expectations and a positive school climate will support academic and social growth for all students.

We have the obligation to guide and empower our children to make appropriate behavioral choices.

All behavior issues will be met with positive intervention and respect in order to build strong relationships.
Previous Results

- What progress has been made towards our 2007 –2008 school wide discipline goals?
- We had improved student attendance and less disciplinary referrals based on SMS data.
Goals and Objectives

Goal
• To increase positive student behavioral choices and reduce negative behavior.
• To provide a positive academic environment which is safe, orderly, and conducive to learning.

Objectives
• Increase the number of students with perfect attendance by 10%.
• Maintain state standard for overall school attendance.
• Increase the number of students receiving ‘Good Citizenship’ awards by 25%.
• Decrease the number of office referrals for negative behavior by 10%.
• Decrease the number of suspensions by 10%.
• Increase observable time on task by 10%.
A.B. Hill Elementary

Discipline Committee is representative of the school faculty and includes an administrator.

*Indicates members mandated by MEA contract

<table>
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<th>Principal* Mr. Tyrone Hobson</th>
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<td>Assistant Principal: Mrs. Alice Arnold</td>
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<td>Professional School Counselor* Mr. Horner</td>
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<td>School Psychologist Ms. Rhinehouse</td>
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<td>General Education Teacher(s): Mr. K. Ohsfeldt (Team Leader)</td>
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<td>MEA Representative* Ms. Ruby Franklin</td>
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<td>Elected Teacher(s) (2)* Mr. Robert Davis, Ms. M. Moore</td>
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<td>Special Education Teacher(s)* Ms. Priscilla Bushart</td>
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<td>Related Arts Teacher(s): Ms. Paula Freeman</td>
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<td>Student: Taurus Patton</td>
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<td>Educational Assistant(s):</td>
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<td>Community Member: Mrs. Lillie Ragsdale</td>
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<td>Parent(s)* Ms. Cassandra Vaughn</td>
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<td>Central Office or Board of Education Member</td>
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<td>Cafeteria Staff Diane Hudson</td>
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<td>Bus Driver</td>
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<tr>
<td>Other Ms. Cheryl Richmond, Sam Murphy</td>
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Blue Ribbon Discipline Committee

• What needs to happen for this team to meet once every 2-4 weeks?
  ✓ Once a month, team members will be provided class coverage and initiate a planned meeting
  ✓ Once a month or as needed team members will meet afterschool after receiving an email to attend

• Someone on team designated to be responsible for data from Blue Ribbon Website:
  ✓ Ms. Cheryl Richmond and Mrs. Alice Arnold

• Meeting Schedule
Most data will be shared at grade level meetings to address teachers’ needs and students’ needs more specifically and promptly.

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Approximate Dates of Reporting Periods</th>
<th>All data for period entered into system (A)</th>
<th>Blue Ribbon Discipline Committee meeting dates (B)</th>
<th>Faculty meeting dates to report interpretation of 20 day data (C)</th>
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<tbody>
<tr>
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<td>8/11/08-9/5/08</td>
<td>9/12/08</td>
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<td>10/6/08 -10/31/08</td>
<td>11/7/08</td>
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<td>12/8/08 -1/23/09</td>
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<td>3/2/09 -3/31/09</td>
<td>4/6/09</td>
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<td>4/1/09 - 4/30/09</td>
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Data should be entered promptly to enable review of accurate data. Deadline for data entry is the Friday following the end of the reporting period. Principal should identify person responsible for entering behavior data. 

**Name and title of data entry designee:** Cheryl Richmond, Attendance and Alice Arnold, Assistant Principal

Committee should meet within one week of final data entry for reporting period. Enter projected meeting dates in this column. Identify team member responsible for data summary to report to Discipline Committee. 

**Name and title:** Cheryl Richmond, Attendance and Alice Arnold, Assistant Principal

Determine how you wish to examine your data: by location, by student, by infraction, by time of day, number of referrals per day per month. Also consider office referral procedures and data integrity.

**By student**

Faculty meeting to discuss behavior should be held within a week of the Discipline Committee meeting. Enter projected dates in this column. Identify persons responsible for sharing data trends for previous reporting period with the faculty.

**Name and title:** Alice Arnold or Betsy Calvert during PLTs

*Team may wish to lead faculty in brainstorming intervention strategies based on data. Share successes and areas of continued efforts.*
Monitoring Process

- S-Team meetings will be convened when significant social, academic, or development deterring issues occur.
- Intervention plans are designed for students with at-risk behaviors.
- The Student Behavior Committee meets regularly to monitor and adjust school action plans.
Action Steps

• Professional development activities will present information on de-escalation skills prevention, positive intervention, assertion and problem solving.

• Professional development activities will also include high quality instructional strategies to be used.

• Classroom management, organization, and instructional strategies will be addressed by the exemplary educators, facilitator, district and administrative staff.
**Expectations**

**School Rules**

- Treat others as you would like to be treated.
- Respect yourself and others.
- Keep your hands, feet, and objects to yourself.
- Use appropriate language. Keep hurtful comments to yourself.
- Always try to do your best.
- Do not keep yourself, or others, from learning.
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<tr>
<th>Rules</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Bus</th>
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<tr>
<td>Treat others as you would like to be treated.</td>
<td>Listen and follow directions so you can learn and others can learn.</td>
<td>Eating your own food and keeping hands and objects off others trays while using kind words.</td>
<td>Walk quietly whether alone or in a line as to not disturb classes.</td>
<td>Look under doors for feet instead of opening them. Wait patiently in line. Place trash in the can.</td>
<td>Hands, feet and objects are kept to yourself. Using kind words to talk.</td>
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<tr>
<td>Respect yourself and others.</td>
<td>Use kind words, take care of your things, and do your best to learn and help others learn.</td>
<td>Eating your own food and keeping hands and objects off others trays while using kind words.</td>
<td>Walk quietly whether alone or in a line as to not disturb classes keeping hands, feet, and objects to yourself.</td>
<td>Look under doors for feet instead of opening them. Wait patiently in line. Place trash in the can.</td>
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Celebration

- Honors Awards – Academic and Citizenship
- PAC – Perfect Attendance Club membership, rallies, trophies, trips
- Rewards/Incentives for parents of students with perfect attendance
- Principal Privilege Award
- Announcements of A. B. Hill students w/ positive behavior school-wide acknowledgement – schoolwide incentive
- Boys/Girls Club
Develop Pre-referral Flow Chart

- Classroom managed behaviors: not turning in assignments, excessive talking in class, minor disruptive behaviors, etc.
- Office managed behaviors: insubordination, fighting, etc.
General Procedure for Dealing with Problem Behaviors

Observe problem behavior

Is behavior major?

Yes

Ensure safety

Write referral & Escort student to office

Problem solve

Determine consequence

Follow documented procedure

Follow through with consequences

File necessary documentation

No

Find a place to talk with student(s)

Problem solve

Determine consequence

Follow procedure documented

Does student have 3?

Yes

Send referral to office

File necessary documentation

Follow up with student within a week

No

File necessary documentation
Teaching Expectations

How we teach the rules and procedures

School-wide
- Distribution of student handbook, parent/student/teacher compacts, and code of conduct.
- Orientation assemblies at the beginning of the year.
- Rules and procedures are posted throughout the school.
- Daily announcements and newsletters serve as reminders.
- All personnel model desired behavior.

Classroom
- Teachers directly instruct and model behavior expectations and rules.
- Classroom rules and expectations are posted in the classroom.
- Teachers establish routines and procedures.
- Teachers use ‘Morning Meetings’ to establish a climate of trust, safety, and respect.
- Active monitoring of rule following behavior.
Teaching Behavioral Expectations
Sample Lesson Plan

• Define the expectation: Students are to raise their hands and close their mouths.

• Provide a Rationale: Students need to be quiet once seated at assemblies and remain quiet.

• Teach the Critical Discrimination:
  – Demonstrate Appropriate Behavior -- Modeling
  – Demonstrate Unacceptable Behavior -- Modeling
  – Practice telling the difference with multiple examples – Check for Understanding with Thumbs Up / Thumbs Down Signals
• If there is a “signal” teach the “signal” (when should the appropriate behavior occur?) When adult raises his or her hand and states hands up mouths closed, students raise their hands and close their mouths until the adult puts his or her hand down.

• Teach for fluency? N/A

• How will this skill be maintained?

• Repetition
Expectations

School Procedures

• **Arrival** – Students report to the cafeteria and are dismissed by grade levels to their classrooms at 8:15 a.m.

• **Dismissal** - MCS and daycare bus riders assemble in the cafeteria at 3:10 and are then escorted from the building. Walkers/car riders are escorted to the exit at the southwest end of the building at 3:15 p.m.

• **Quiet Zones** - Common areas of the school outside of the classroom

• **Restroom** - All students are monitored by staff during restroom breaks.

• **Hallway** – Students in the hallway during instructional time must have a hall pass.

• **Cafeteria** – Students are to be escorted and picked up by the classroom teacher. Cafeteria monitors and assistants provide supervision during the lunch break.

• **Assemblies** – Students will be instructed, by grade level, to assemble in the cafeteria. The leadership team and faculty maintain high expectations for being part of a ‘good audience’.

• **Referrals** – Behavior referrals will be made in writing, listing all preventative actions taken by the teacher and student.

• **Recess** - All students will be accompanied and supervised by the assigned classroom teacher, within the allotted time (30 min including transition).
Classroom Procedures

- Classroom rules and school wide procedures will be posted, instructed, and reviewed.
- Morning announcements and daily preparation routines will be followed. (homework folders, pencil sharpening, bookstore, morning skill review, etc. . .)
- Clear expectations for cooperative groups.
- Classroom management will include plans for transitioning from one activity to another.
- Classroom management will include the organization and cleanliness of the learning environment.
School Wide Incentives

• All adults in the building actively monitor students behavior rewarding with verbal praise or redirecting student behavior as needed.

• All adults can identify students exhibiting positive behavior and complete a ticket to be turned into the office to be selected to read on the announcements describing the positive behavior exhibited.

• Students exhibiting positive behavior will attend positive behavior sock hops.

• Students exhibiting positive behavior attend field trips.

• Students exhibiting positive behavior receive citizenship awards.
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Teacher Incentives

- Teachers with perfect attendance are recognized on announcements and in faculty meetings and their names are drawn from to receive a monetary incentive provided by Mr. Hobson.
  - Drawing for prizes (tickets given to students may also have teacher name, so when student gets prize, so does teacher who gave the reinforcement)
  - Teachers and staff will randomly be selected for recognition on the announcements from the brag box.
Brag Box

I would like to share that Mr./Mrs. Miss ___________,

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Identify Your Resources for Incentives

- New Life Missionary Baptist Church
- Cargill
- King Solomon Missionary Baptist Church
- Union Baptist Church
- PTO
- Staff
Character Education

• Character Education curriculum is taught at each grade level.
• The guidance counselor provides whole group and small group instruction on the development of a positive character.
• The staff models appropriate character traits.
• The administration and staff hold high expectations for all interactions.
• Adopters provide incentives for students who exhibit positive character traits.
• Morning meetings are used to facilitate this effort in the classrooms.
ATOD Prevention

• A. B. Hill Elementary teaches Alcohol, Tobacco and Other Drug prevention education through Health & P.E. lessons.

• Mrs. Freeman presents these lessons monthly as part of her instructional program.
Sexual Harassment Prevention

- October 13, 2008 annual harassment training will be done with faculty.
- Students received sexual harassment training as part of an assembly addressing school wide rules on September 22, 2008.
- MCS Video Library is source for student materials: 416-5890
Bullying Prevention

• Training with faculty: professional development provided by Mrs. Arnold, Assistant Principal and Mr. Horner, Guidance Counselor using the Powerpoint Presentation Provided by MCS
  – must include defining bullying/intimidation, recognizing early stages, and providing strategies for addressing. A sign in sheet verified attendance.
  – April 28, 2008

• Training of students. Please give implementation details
  – Students received bullying training as part of their orientation assembly addressing the school wide rules on September 22, 2008.
Violence Prevention Programs

• A. B. Hill Elementary uses the Responsive Classroom, and conflict resolution strategies to prevent violence.

• The Responsive Classroom strategies are used daily by all teachers.
Multihazard Emergency School Plan

- A manual for Crisis Response, including evacuation sites. (updated annually to insure care for exceptional student population needs).
- Drills for tornado, fire and earthquake are conducted and rated on a monthly basis.
- Administration is visible throughout the day in hallways and classrooms.
- Visitors sign-in at the office and are issued visitor passes.
- Electronic entry and video cameras.
- “Watchdogs” program.
- Board of Education security available if needed.
Management

Intervention Plan

• Visibility staff and administration
• Greeting students
• Conflict resolution
• Quality instruction and student tasks
• Praise desired positive behavior
• Proximity
• Signals, reminders
• Motivational messages in morning announcements
• Selected character trait for emphasis on a monthly basis
• Organization
• Maintain high expectations
• Trained staff members will provide intervention for “Bullying” occurrences
• Teachers will define and model incidents of bullying for students in an effort to prevent occurrences.
Intervention Plan Continued

- Describe secondary interventions for students who have been referred to the office 2 - 5 times, such as:
  - group counseling with Mr. Horner or Mrs. Hardy
  - targeted incentive programs for select students with Mr. Horner and Mr. Murphy
  - behavior plans for repeated minor infractions will be established with the assistance of Mrs. Hardy
In-School Suspension Plan

• ISS may be issued for misconduct, hurting self and/or others, property destruction.
• Students complete all assignments provided by the teacher.
• Students reflect upon their poor choice and make plans for positive behavior choices.
• Only principal and assistant principal may assign in-school suspension.
Memphis City Schools
IN-SCHOOL SUSPENSION PROGRAM
Student Intervention and Behavior
416-4240
Location 146SS

Goal: To create an educational environment where students are held accountable for their actions, learn the skills and attitudes necessary to prevent misbehavior and act appropriately when they return to the regular classroom.

Objectives
10% reduction in the amount of suspensions as compared to the previous school year. Each six weeks there will be a 2% decrease in the number of repeat offenders, resulting in a 10% decrease by the final six weeks period.

Components
Academics – Students will complete academic assignments while assigned to ISS to ensure continued academic progress.
Social Skills – Students will receive social skills/character education training by ISS teacher, professional counselor and/or other mental health professionals. All ISS teachers will receive training in the MCS Character Education Model.
Service Learning – Students will participate as resources are available in their school community.
Alternative Student Transition – Student will spend a specified period in the ISS program upon their return from the Alternative Program. This period will allow students to receive orientation regarding policies/procedures, strengthen pro-social skills, and form a positive relationship with school staff. This will afford administrators, teachers and counselors the opportunity to plan appropriate interventions for students and integrate them back into the school community.
Reconnection – Students will have an opportunity to reconcile with the adult and/or student with whom they had conflict. This can be facilitated through written communication and/or a mediation session.
Evaluation – The following areas will be formally evaluated: recidivism rate, ISS teacher/administration satisfaction, individual teacher referral rate, and suspension rate. MCS Research and Evaluation will assist with the design of this component.
Selection of Students
Students will be assigned to an In-School Suspension for an infraction that warrants an out of school suspension. Only administrators can refer students to the ISS program. ISS should be utilized as one of the interventions available in the disciplinary continuum. Students should be assigned for a period of 1-3 days.

Conditions
Administrators have the discretion to increase the length of stay or utilize other disciplinary actions if a student does not adhere to ISS rules and regulations. ISS capacity should not exceed 15-20 students per day.

Conclusions
The Memphis City Schools ISS Program is an extension of the classroom/school discipline plan which seeks to help students improve behavior while remaining in an educational setting. This strategy provides a specific disciplinary action a school can utilize to assist with students displaying inappropriate behavior. ISS is a positive approach that prioritizes the needs and long-term goals of students.
Procedure for Use

• Administration determines ISS referrals.
• Teachers will send daily assignments.
• ISS Assistant monitors and evaluates student progress.
• ISS Assistant will spend their day performing duties related to the operation of the ISS program. All other extended assignments (i.e. substitute teaching, cafeteria duty, and hall monitoring) should be paid using school budget.
• Administrators should make provisions (internet access) to support daily or weekly data entry by ISS Assistants.
• ISS Assistants should received the 30 minute duty-free lunch as outlined by Human Resources.
• ISS staff will assist student with re-entering regular classroom setting.
• Special Education students will receive services mandated in their IEP during the suspension period.
• ISS Assistants should be evaluated at mid-year and end-of-year intervals.
• Administrators should communicate with ISS Coordinator regarding program implementation as necessary.
Secondary Intervention Evaluation

• What are you using to evaluate and what are your indicators of progress for your secondary interventions?

• We are using the number of disciplinary referrals to identify whether we are making progress with specific students. From this measure, some progress is being made.
Tertiary Interventions

• How does your School Support Team (S-Team) identify and plan for these students? Shortly after a number of referrals are made or incidents occur, students are referred to Mr. Horner and Mrs. Hardy.

• Number of Functional Behavior Assessments and comprehensive Behavior Intervention Plans – approximately 20 plans

• How do you monitor success of interventions? By a decrease in the severity or frequency of disciplinary referrals
Green zone 0 – 1, yellow zone 2 – 5, red zone 6+ office referrals
Discipline Referrals 2007 - 2008

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

91% of Students

8%

1%
Computation for Triangle

1. Number of students with 6+ office referrals (red zone)=
   Divide this number by total enrollment for % in red zone

2. Number of students with 2 – 5 office referrals (yellow zone)=
   Divide this number by total enrollment for % in yellow zone

3. Number of students with 1 office referral=

4. Add together totals from 1, 2, & 3 and subtract from total enrollment to get students with 0 office referrals

5. 0–1 office referral (green zone)=add totals from 3 & 4. Divide by total enrollment for % in green zone

6. Total students referred (total of first 3 lines)=
   Divide by total enrollment body for % students referred

Computation template on MCS website
Plan for Support & Monitoring

• Middle of September submit Discipline Plan electronically to District Coach and Academic Superintendent for your area. Includes:
  – Team Members and Team Leader
  – Meeting Schedule for year
  – EBS Summary
  – Action Plan (based on EBS results)
  – TIC (also submitted to Coach Oct., Jan., Apr.)
  – Ratification-acceptance form faxed 416-4221

Ongoing training for Team Leaders and others will be provided throughout the school year
District PBIS Coaches

- Elementary Area 1, Academic Supt. Kevin McCarthy
  - Charlotte Baucom, baucomc@mcsk12.net
- Elementary Area 2, Academic Supt. Virginia McNeil
  - Ashley Faulk, faulka@mcsk12.net
- Elementary Area 3, Academic Supt. Judy Jackson
  - Brady Henderson, hendersonb@mcsk12.net
- Middle School, Academic Supt. William Rhodes
  - Ann Sharp, sharpa@mcsk12.net
- High School, Academic Supt. Elsie Lewis Bailey
  - Carolyn Matthews, matthewscarolynt@mcsk12.net

Center for Safe & Drug Free Schools
416-4240, fax:416-4221

Striving Schools send to Area Coach and Academic Superintendent Dr. Roderick Richmond
Additional CSDFS Staff

- Kenneth Pinkney, Director, Student Intervention & Behavior
- Linda Delaney, Emergency Management
- Janice Johnson, Student Leadership, Peer Mediation
- Leticia Sanders, ISS Assistants & Behavior Specialists
- Adrian Stitt, Special Project Assistant for ISS
- Robert Williams, Technology Project Administrator
- Ruth Watson, Program Project Specialist
- Brenda Harper, Brenda Harper, Program Project Specialist
- Shanddeikka Beecham, Clerical
- Dorinita Clark, Clerical
- District Behavior Specialists: Morrice Apprey, Willa Broom, Ptorey Crutchfield, Dana Gaston, Angeletta Giles

  Center for Safe & Drug Free Schools, Loc. SS146, Rt. 2
  220 N. Montgomery, Memphis, TN 38104
Resources

• MCS Data Website
  – mcsprodweb.mcsk12.net/blueribbon
  – User name:
    • Principal is prinloca (no space, insert your location number),
    • Assistant Principal is aprloca (no space, insert your location number and a, b or c depending on the number of AP’s),
    • Team Leader is tlloc (no space, insert your location number)
    • Password can be set by calling 416-2700 (Enter Password with capital P first and see if it will let you set your own)

• MCS Website
  – Forms will be under PBIS site (Go to Student Support, then Student Behavior and Intervention, then PBIS)

• TN PBIS links http://web.utk.edu/~swpbs
• Maryland PBIS http://www.pbismaryland.org
• PBIS http://www.pbis.org
Conclusion

Relationships, Responsibility, and Results

The School-Wide Behavior Plan of A. B. Hill Elementary School directly supports the MCS system wide goal to “. . .achieve safe, orderly environments where students, staff members, and families share high expectations for academic achievement and personal behavior.”

Dr. Carol Johnson