MELROSE HIGH SCHOOL
SCHOOL-WIDE DISCIPLINE PLAN
2010-2011

Mr. Leroy McClain, Principal
Partricka Cole & Michael Caviness, Coordinators
2870 Deadrick Avenue
Memphis, Tennessee 38114
Guiding Principles

- Students, with quality of work provided to the students, the needs and best interest of students will be central in all decisions made at Melrose High School.
- All Melrose students have been charged with taking full responsibility for their actions.
- Respect, honesty, responsibility, and values are core values in Melrose High School.

Revised 9/01/2010
Melrose High School will provide the best possible educational community, facilitated by teachers committed to instructional excellence, and the continued support and involvement of all stakeholders. The school will maintain a safe and secure educational environment that is as challenging and supportive as it is advanced. Melrose High School will prepare students intellectually, socially, and physically, so that they may become self-sustaining lifelong learners and valuable citizens in a rapidly changing global society.
Melrose High School’s mission is to provide a high quality education in a safe technologically advanced environment while instilling a sense of citizenship and preparing students, their families, and surrounding communities, endeavors to create a learning environment that engages students in critical thinking, clear communication, and positive decision-making skills. Melrose strives to maintain a high performing learning culture filled with diversity, which includes all students and stakeholders. The school works to promote the use of shared decision-making, by using data to make decisions about student interventions and achievement. By differentiating instruction in the classroom, cooperative learning, project-based learning, rigorous learning and teachers strive to meet the individual needs of students in an effort to achieve mastery and provide a quality education for all.
Melrose High School, with parents and the community as partners, believes that each student can learn and be challenged to become lifelong learners, productive and successful citizens. By creating an environment that offers safety and security, the school ensures that students are able to make academic progress each year. Security and safety are achieved through a cooperative relationship with the school community and through student discipline that is fairly and consistently administered.
### Previous Results

#### 2009-2010

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Suspensions</td>
<td>5</td>
</tr>
<tr>
<td>Number of Level 5 Offenses</td>
<td>1</td>
</tr>
<tr>
<td>Number of Male Offenses</td>
<td>3</td>
</tr>
<tr>
<td>Number of Female Offenses</td>
<td>2</td>
</tr>
</tbody>
</table>

Revised 9/01/2010
## Name of School:

### Melrose High School

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

*Indicates members mandated by MEA contract

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<table>
<thead>
<tr>
<th>Role</th>
<th>Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal*</td>
<td>Leroy McClain, Jr.</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>Earmond Booth, Ethel Stams</td>
</tr>
<tr>
<td>Professional School Counselor*</td>
<td>Partricka Cole, Linda Putt</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Dawn Kuehl</td>
</tr>
<tr>
<td>General Education Teacher:</td>
<td>Kendra Martin</td>
</tr>
<tr>
<td>MEA Representative*</td>
<td>Gloria Morrison</td>
</tr>
<tr>
<td>Elected Teacher’s) (2)*</td>
<td>Eric Jordan, John Estes</td>
</tr>
<tr>
<td>Special Education Teacher:</td>
<td>* Talia Childress</td>
</tr>
<tr>
<td>Related Arts Teachers*</td>
<td>Larry Franklin</td>
</tr>
<tr>
<td>Student*</td>
<td>Daphne Turnage, Tyandreas Butler</td>
</tr>
<tr>
<td>Educational Assistant's)/ Non-Certified Staff</td>
<td>* Michael House , Reginald Matthews</td>
</tr>
<tr>
<td>Community Member*</td>
<td>Karen Jackson</td>
</tr>
<tr>
<td>Parents *</td>
<td>Ms. Tonya Elliott , Triska Lynch</td>
</tr>
<tr>
<td>Central Office or Board of Education Member</td>
<td>Martavious Jones</td>
</tr>
<tr>
<td>Cafeteria Staff</td>
<td>Vanessa Shipp</td>
</tr>
<tr>
<td>District PBIS Coach</td>
<td>Ms. LaTonia Blankenship</td>
</tr>
</tbody>
</table>
The Discipline Committee will meet after each 20-day reporting period to ensure that the rules and regulations are being carried out.

Mrs. Stams (Assistant Principal) will be responsible for the data from the DATA Website. (mcsprodweb.mcsk12.net/blueribbon) and SMS

The Discipline Committee will schedule and report data to members of the school community.
# Meeting Schedule

<table>
<thead>
<tr>
<th>20 Day Reporting Period</th>
<th>Approximate Dates of Reporting Periods</th>
<th>All data for period entered into system (A)</th>
<th>Discipline Committee meeting dates (B)</th>
<th>Faculty meeting dates to report interpretation of 20 day data (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/09/10-9/3/10</td>
<td>9/10/10</td>
<td>9/13/10</td>
<td>09/15/10</td>
</tr>
<tr>
<td>2</td>
<td>09/07/10-10/04/10</td>
<td>10/08/10</td>
<td>10/12/10</td>
<td>10/13/10</td>
</tr>
<tr>
<td>3</td>
<td>10/05/10-11/03/10</td>
<td>11/05/10</td>
<td>11/11/10</td>
<td>11/17/10</td>
</tr>
<tr>
<td>4</td>
<td>11/04/10-12/06/10</td>
<td>12/10/10</td>
<td>12/14/10</td>
<td>12/15/10</td>
</tr>
<tr>
<td>5</td>
<td>12/07/10-01/19/11</td>
<td>1/21/11</td>
<td>1/27/11</td>
<td>2/2/11</td>
</tr>
<tr>
<td>6</td>
<td>1/20/11-2/16/11</td>
<td>2/18/11</td>
<td>2/18/11</td>
<td>3/2/11</td>
</tr>
</tbody>
</table>

*Revised 9/01/2010*
(A) 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: Mrs. Harris, Secretary**

(B) **Mrs. Stams, Assistant Principal**
Committee should meet within one week of final data entry for reporting period. Enter projected meeting dates in this column. 7/31/08-8/25/08, 9/25/08, 10/09/08 & 10/29/08, 12/9/08, 1/13/09, 2/17/09, 3/24/09, 4/14/09, 5/12/09
Identify team member responsible for data summary to report to Discipline Committee. **Name and title: Mrs. Stams, Assistant Principal**

\textit{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.}

(C) **(By student, infraction, and number of referrals per month ?)**
Faculty meeting to discuss behavior should be held within a week of the Discipline Committee meeting. Every 20 days projected dates in this column.
Identify persons responsible for sharing data trends for previous reporting period with the faculty. **Name and title: Mrs. Stams, Assistant Principal**

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

Revised 9/01/2010
Monitoring Process

- **20 Day Attendance Report**
  - This is used to monitor and see how the student behavior was during the 20 day reporting period.

- **Behavior Success Team**
  - This team will devise information that will in turn help the process defuse immediately.
Monitoring Process cont.

- Parent Link
  - Incorporation of technology
  - Increased parental involvement

- Implementation of Star Reports
  - Improved parent/teacher communication
Action Steps

- List steps you have chosen to prioritize for the 2010-11 school year based on the Effective Behavior Survey (EBS) and the Team Implementation Checklist (Locate)

- 1. 2010-11 data
- 2. Feedback from school personnel
- 3. Action Plan

- Next two slides are Action Plans

Revised 9/01/2010
## Melrose High School 2010-2011 Action Plan

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Action (Who Does What?)</th>
<th>By When? (Date)</th>
<th>How will we know it is done? Data Source</th>
</tr>
</thead>
</table>
| Establish & Confirm Commitment | 1. In general meeting, discuss commitment for those interested in joining committee  
2. Principal appoints Team Leader  
3. Establish guidelines for attendance | 8/30/10 | Agenda & Minutes |
| Establish SWPBS Team | 1. Team is established by administrative suggestions and volunteers from all stakeholders  
2. Establish a mission and purpose  
| Conduct Self-Assessment | 1. WHS faculty, staff and PBIS members will complete a survey  
2. Share results with stakeholders  
3. Meet in TLC’s for suggestions and improvements | 10/05/10 | Survey returned to PBIS Team Leader |

Revised 9/01/2010
<table>
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<tr>
<th>Action Number</th>
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<th>By When? (Date)</th>
<th>How will we know it is done? Data Source</th>
</tr>
</thead>
</table>
| Teach Behavioral Expectations Associated with School Rules | 1. Behavioral expectations are posted throughout the school  
2. Teachers/Administrators discuss and review expectations  
3. Morning and afternoon announcements review the expectations, mission & vision of the school  
4. Student Code of Conduct | 8/15/2010 | Expectations and Guiding Principles posted throughout the building |
| Develop & Implement School-wide System for Rewarding Rule Following | 1. Honors program each semester  
2. Most Inspirational Teacher each six weeks  
3. See The Vision Positive Re-Enforcement  
4. Student sponsored activities  
5. Most Improved Student each six weeks | End of every nine weeks grading period | Program |
| Develop and Implement Array of Procedures for Addressing Rule violations | 1. Staff training on violations  
2. Classroom procedures reviewed  
3. Parental Contact Logs  
4. Office Referrals | On-going process | Faculty sign offs |

Revised 9/01/2010
# Melrose High School
## 2010-2011
### Action Plan

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<tr>
<th>Action Number</th>
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<th>By When? (Date)</th>
<th>How will we know it is done? Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discipline data are gathered, summarized and reported to staff to make decisions</td>
<td>End of every 20 Day reporting period</td>
<td>Agenda &amp; Minutes</td>
</tr>
<tr>
<td></td>
<td>1. Grade level administrator will gather information and present it to the PBIS Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Financial Secretary will be responsible for reporting faculty attendance</td>
<td></td>
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<tr>
<td></td>
<td>3. Information will be discussed at Principals Meeting and in Faculty Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build Capacity for function based support</td>
<td>On-going process</td>
<td>Agenda</td>
</tr>
<tr>
<td></td>
<td>1. Grade level administrators will provide training for staff on handling infractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. On-going Professional Development will be provided</td>
<td></td>
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<tr>
<td></td>
<td>Other Tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Revised 9/01/2010*
School Wide Incentives
(Celebrations)

- Honors program
  - Principal’s list
  - 1st and 2nd Honor Roll
  - Perfect Attendance
  - Citizenship
  - Most improved Student Awards
  - Teacher Recognitions
Student Expectations

- Be Prepared
- Be Productive
- Be Punctual
- Be Polite
- Be Positive
# Melrose High School
## Behavioral Expectation Matrix
2010-2011

<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Prepared</strong></td>
<td>Come to class with all necessary materials</td>
<td>Enter orderly and quietly</td>
<td>Organize lockers</td>
<td>Use restroom closest to class</td>
</tr>
<tr>
<td><strong>Be Productive</strong></td>
<td>Stay on task, submit assignments, take notes</td>
<td>Be seated and manage time wisely</td>
<td>Utilize the six minutes between classes wisely</td>
<td>Take care of business</td>
</tr>
<tr>
<td><strong>Be Positive</strong></td>
<td>Do your best at all times</td>
<td>Be a positive role model for others</td>
<td>Be a positive role model for others</td>
<td>Model proper behavior</td>
</tr>
<tr>
<td><strong>Be Polite</strong></td>
<td>Practice good manners</td>
<td>Dispose of trash during breakfast and lunch</td>
<td>Walk &amp; minimize the noise level</td>
<td>Dispose of trash properly</td>
</tr>
</tbody>
</table>

Revised 9/01/2010
MANDATED OFFICE REPORTED OFFENSES

Student:

- Repeated/Severe Offenses
- Demonstration of any act or behavior constituting an attack of a teacher
- Cursing a teacher, including threats and abusive language toward a teacher
- Fights between or among themselves
- Destruction or vandalism of school property
- Display of behavior or act that endangers the safety of others
- Violation of any act that is a violation by law
- Engagement in any situation that poses a health or safety hazard
- Possession of a weapon, drug paraphernalia or similar materials
- Possession, use or suspected use of drugs or alcohol
- Gang Representation

Revised 9/01/2010
Offenses that should be handled by the teacher before the student is referred to an administrator

- Classroom misbehavior (Classroom Management)
- Violation of classroom rules
- Use of electronic devices
  - cellular phones will be confiscated and delivered to a grade level administrator.
- Disregard for teacher instructions
General Procedure for Dealing with Problem Behaviors

Classroom Disturbance

1st Offense: Warning and Teacher Interventions.

2nd Offense: Parental Contact by Teacher

3rd Offense: Behavior Specialist

Office Referral if Steps 1-3 aren't followed.

Is behavior major?

NO

Does student have 3?

NO

File necessary documentation

YES

Send referral to office

Complete Office Referral

Write referral & Escort student to office

Call for Assistance from Security/Administration

Determine consequence

Follow documented procedure

Follow through with consequences

File necessary documentation

Follow up with student within a week

Revised 9/01/2010
Classroom Management Interventions

- Have good lesson plans & instructional procedures
- Establish and inform students of class rules and standards
- Have conference(s) with offending student.
- Call parent. Schedule a parent-conference
- Document offenses
- Prevent the number of offenses by being fair, consistent, and showing concern for their progress

**In minor offenses, efforts should be made by the classroom teacher toward correcting the students behavior before referring the students to the office for handling. These efforts should be listed on the disciplinary form in the place provided.

Revised 9/01/2010
How Do We Teach the Rules and Procedures

- **Communication:** School procedures, rules and consequences are included in the student handbook and issued to all students. Administration holds an assembly for each grade level for clarification and understanding of the rules and regulations. Morning announcements will also be utilized for informative information to be dispersed. Guiding Principles are posted throughout the building. The Code of Conduct is discussed and students will score 80% on the Code of Conduct Post-Test or retake the test.

- **Demonstrate:** Under the philosophy of being responsible for your actions all staff, members are responsible for demonstrating appropriate behavior. Efforts are made to call attention to positive social skills exemplified by students.

- **Intervene:** Staff and peers intervene when poor behavior is exhibited. Alternative to the behavior in question are discussed.

- **Discipline:** Student discipline problems are discussed and consequences are put into plan according to school policy and previously communicated procedures.

- **Reinforce:** Administration will revisit and reinforce discipline procedures with special consideration paid alternative consequences if a student fails to adjust.

- **Evaluate:** Rules, procedures, and consequences will be reevaluated and adjusted if the behavior in question has not changed. Behavior modification can be personalized at this juncture.
Lesson Plan

• Define the expectation: Student will learn that the bell does not dismiss them, the teacher does.

• Provide a rationale: Students learn respect and self discipline.

• Teach the Critical Discrimination:
  ▶ Demonstrate the appropriate behavior
  ▶ Demonstrate unacceptable behavior
  ▶ PRACTICE, PRACTICE, PRACTICE

• The skill will be maintained by dismissing the students in the same manner everyday.

Revised 9/01/2010
School Procedures

- **Teacher duties:**
  - Teachers must be present in assigned area at assigned time.
  - Teachers must be present in the hallways during class changes.
  - Teacher must find replacement if the teacher cannot perform his/her duty for any reason.
  - Teachers must communicate with the building principal or assistant principal in his absence.
  - If a teacher is not performing his/her assigned duty, the teacher will receive written notification directly from Mr. McClain or one of the assistant principals.
Entering the School Building:

- Students are asked to remain in the cafeteria until 7:15 a.m. in the morning for after completing metal detections check-in.
- All doors are monitored until 7:40 a.m.
- In inclement weather ONLY, doors will open at 7:00 a.m.
- Students who eat breakfast will be allowed in the building at 7:00 a.m.
  Administrative Breakfast Monitor- Mr. Newman, Mr. Allen, and Mr. Johnson.
Students are required to arrive in homeroom or class by 7:20.
Students will be marked tardy after 7:30. (Maintain Tardy Log)
Students arriving to class between 7:30-7:45 will be admitted but will be subjected to the following:

- 1st occurrence-student/teacher conference
- 2nd occurrences-phone call to parent
- 3rd and additional occurrences-referred to office

- Students arriving after 7:45 must report to Attendance Office.
School Procedures (con’t)

Closing of school

- All doors will be locked at 3:00 p.m.
- Students will not be allowed to remain in the building after 3:00 p.m., regardless of weather.
- Students must arrive to tutoring or sponsored meetings by 2:30 p.m. and remain with the tutoring teacher or sponsor at all times - *exceptions approved after notifying administrator*.
- Students reporting for After School Detention will report to the cafeteria by 2:30 p.m.
Closing of school

- All doors will be locked at 3:00 p.m.
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School Procedures (con’t)

Passing Classes

- Five minutes to change classes
- Designated hall areas (teacher monitored)

Lunchroom

- Designated seating areas (grade levels)
- Cleanliness measures instituted

Assemblies

- Students will sit and remain with assigned teacher
- Teachers will carry class roles to assemblies and monitor student behavior
- Student accountability measures instituted

Revised 9/01/2010
Referrals

- Set parameters for administrative intervention in handout form.

  - Referrals sent to an administrator must include proper documentation:
    - Detailed parent contact log
    - Teacher interventions
    - Violation explained in detail
Classroom Procedures

- ACT-Writing Assignment Protocol
  - School wide process
  - Occurs monthly
  - Students write for 25 minutes
  - Classroom Expectations, Rules and Regulations are posted and discussed in all rooms and are reviewed frequently by all teachers.
  - Hall Passes
    - School-Wide uniform passes
    - Substitute designated

Revised 9/01/2010
School Wide Incentives

- Honors and Awards Programs
- Most Improved Student
- Special Student Activities
- Class Recognitions
- Honors/Most Improved Student Field Trips
Golden Wildcat Incentive Ticket

Golden Wildcat Traits in the School Community

Student Name __________________________________________

Displayed the Golden Wildcat Cardinal of:

Be Prepared
Be Respectful
Be Punctual
Be Polite
Be Positive

(Circle the trait you observed)

Signature __________________________________________

If you would like to write on the back the details of what you observed feel free!
Thank you for supporting our youth.

Revised 9/01/2010
Melrose High School
Most Improved Student - Quarterly

Nominating Teacher: _________________________

Class: _______________    Grade: _________

Student’s Name: __________________________

Teachers please complete and return to
the office before 2pm on Fridays before the end of
the quarter..

Revised 9/01/2010
Teacher Incentives

- Attendance prizes
- Gift Certificates
- Drawing for prizes
- Picture on Bulletin Board
- Field Trip  Excellent Behavior
Melrose High Teacher Recognition

Brag Box

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Melrose High School High Resources for Incentives

- School Adopters
- Community agencies & businesses
- Local Restaurants
- Fundraisers
- Local and Neighborhood Churches
- Parent organizations
- Support Groups for Students
Teachers, staff and administrators use the exhibited behaviors, whether positive or negative, demonstrated by a student to reinforce proper social constructs and relationships.

**3rd Nine Weeks**
The Physical Educational department will be hosting a healthy week that will exhibit healthy eating and the important of exercising for an entire month. Health Pedometers will be given to all staff and children. Announcements will be random throughout the entire month through Channel One.

**Year Round/Annually**
- Special guest are invited to attend and speak at school-wide assemblies throughout the entire year, for special events as well as community involvement projects.
- Good Behavior is rewarded throughout the year, through a variety of resources proved by the support staff here at Melrose High School.
- Motivation Programs:
Alcohol, Tobacco and other Drug Prevention Programs

Prevention education is addressed in:

- **Lifetime Wellness**
  - 2nd Nine Weeks
- **Drivers Education**
  - All semester
- **Classroom Guidance**
- Individualized drug and alcohol interventions (PRN)
Sexual Harassment Prevention

- Annual harassment training is done with faculty in August during teacher in-service.
  - Training done with students
    - Covered in Lifetime Wellness Classes
    - Classroom Guidance
Bullying Prevention

Training with faculty:
- Professional development provided by MCS and administered by the Guidance and ISS Coordinator, to faculty, staff and stakeholders.

Training for Students:
- Taught by Lifetime Wellness teachers and administration
- Cyber-Bullying will also be implemented by administration and staff.

Revised 9/01/2010
Violence and Drug Prevention will be implemented in lesson plans, school-wide assemblies and administrative announcements

- DEA Gang Task Force presentation

- Peer Mediation

- Peaceable Schools

Revised 9/01/2010
Multihazard Emergency Plan

- Submitted
- Dates for all drills (following two slides)
- Dates for Training In-service
- Dates for plan review

Revised 9/01/2010
## Fire Drills

<table>
<thead>
<tr>
<th>Monthly Schedule</th>
<th>Date Conducted</th>
<th>Weather Conditions</th>
<th>Number of Occupants</th>
<th>Evacuation Time</th>
<th>Comments Notes Projected Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: August</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2nd: August</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3rd: September</td>
<td></td>
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<tr>
<td>4th: October</td>
<td></td>
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<tr>
<td>5th: November</td>
<td></td>
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<tr>
<td>6th: December</td>
<td></td>
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<tr>
<td>7th: January</td>
<td></td>
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<tr>
<td>8th: February</td>
<td></td>
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<tr>
<td>9th: March</td>
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<td>10th: April</td>
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<tr>
<td>11th: May</td>
<td></td>
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</tbody>
</table>

Revised 9/01/2010
# Earthquake Drills

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st November</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd January</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Revised 9/01/2010
Severe Weather Safe Area:
(Twice a Year, including one in March)

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1, 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 10, 2011</td>
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</tbody>
</table>

Revised 9/01/2010
### Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder or Bomb Threat

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Event Scheduled</th>
<th>Comments/Notes</th>
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<td>Bomb Threat</td>
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<td>Lockdown</td>
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Revised 9/01/2010
Intervention Plan

- SHAPE Program
- Patrol hallways
- Metal Detectors
- Random Room Checks
- Behavior Modification
- Parent, Teacher/ Administration conferences
- Referrals
- In-School Suspension

Revised 9/01/2010
Additional Intervention-Parent Community Involvement

- Marquee
- School Adopters
- Open house
- School’s web site
- Parent Link
- Leadership Council
- Parent Teacher Student Association - PTSA
S-Teams

- All members will meet to determine overall discipline for students.
  - Members will include: teachers, administrators and parents.

- Students to students mentoring
  - Student mentors will be selected from various organizations to promote general well being and stronger academic interest.

- New teacher mentoring
  - Mentors assigned by subject area.
  - Have three years of teaching experience.
  - Have three years consecutive positive evaluations
Monitoring Process

- S-Teams
- M-Teams
- Parent Contact Logs
- Progress Reports
- Parent/Teacher Conferences

Revised 9/01/2010
In-School Suspension Program

In-School Suspension, is to create an educational environment where students are held accountable for their actions to learn he/she skills and attitudes necessary to prevent misbehavior and act appropriately when they return to the regular classroom.

- Principal/Assistant Principal decides to refer to the student to ISS, he/she will complete the In-School Suspension referral form. The parent should also be notified regarding the In-School Suspension Period.
- Upon entry, the ISS Coordinator will review the referral, interview the students, explain the rules, procedures, and ask the student to complete the Personal Information Form.
- The Center provides Consultation, which enables the student to identify the underlying problem and eventually correct or improve the misbehavior. The Center also provides remedial instruction, transition from regular classroom setting to the isolation process which has been given to the student.
- Student support will involve group interaction with the ISS Coordinator. At a designated time of each day, the ISS Coordinator will teach the class conflict resolution, anger management, improving teacher/peer relationships, goal setting etc.
In-School Suspension Plan

- Student are referred to ISS for:
  - Being out of uniform
  - Tardy to Class
  - Failure of parent to clear parent conference if student attends school while on suspension

Revised 9/01/2010
In-School Suspension Plan

- **During ISS:**
  - Students work on classroom assignments, Gateway and ACT preparation
  - Students are counseled on:
    - Gang Prevention
    - Bullying
    - Harassment
    - Organizational Skills
    - Better Attendance
    - Improving Grades

Revised 9/01/2010
Memphis City Schools
IN-SCHOOL SUSPENSION PROGRAM
Student Intervention and Behavior
416-5974
Location 134

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 nine weeks there will be a 2% decrease in the number of repeat offenders, resulting in a 10% decrease by the final nine 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.
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

90% of Students

10% of students (only 2 students)

Green zone 0 – 1, yellow zone 2 – 5, red zone 6+ office referrals
MELROSE HIGH SCHOOL, 2009-2010

Revised 9/01/2010
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.

*Revised 9/01/2010*
District PBIS Coaches

- Elementary Area 1, Academic Supt. Kevin McCarthy
  - Charlotte Baucom, baucomc@mcsk12.net
- Elementary Area 2, Academic Supt. Virginia McNeil
  - Ashley Faulk, faulk@mcsk12.net
- Elementary Area 3, Academic Supt. Judy Jackson
  - Brady Henderson, hendersonb@mcsk12.net
- Middle School, Academic Supt. William Rhodes
- 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

Revised 9/01/2010
Additional CSDFS Staff

- Kenneth Pinkney, Director, Student Intervention & Behavior
- Linda Delaney, Emergency Management
- Student Leadership, Peer Mediation
- ISS Assistants & Behavior Specialists
- Special Project Assistant for ISS
- Technology Project Administrator
- Program Project Specialist
- Brenda Harper, Program Project Specialist
- Clerical
- Clerical

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

Revised 9/01/2010