



Office of Student Support Services

RESOURCES FOR SCHOOLS & FAMILIES

Dr. Roderick F. Richmond
Superintendent

Dr. Shunta A. Broadway
Chief of Student Support Services

GREATNESS GROWS HERE!

TABLE OF CONTENTS

Message from the Superintendent	3
Office of Student Support Services.....	4
High Level Initiatives.....	5
RTI ² -B Graphic Ecosystem	6
Understanding the Ecosystem	8
Student Support Ecosystem at Work.....	9
Enrollment and Attendance	10
Truancy.....	13
SART	15
School Counseling Services.....	16
SST (School Support Team)	17
504 Compliance	20
Mental Health and Family Wellness	23
Trauma Informed Tiered Supports	25
Discipline Services	26
Social and Emotional Learning (SEL)	36
Coordinated School Health.....	41
Nursing Services	42
Health Promotions	43
Student Experience	44
Project STAND	49
Athletics.....	52
JROTC.....	53
RTI ² -B Ecosystem of Roles and Responsibility.....	54
Glossary	67

SUPERINTENDENT'S MESSAGE



Dear MSCS Family,

At Memphis-Shelby County Schools, we believe that every student deserves more than an excellent education. Every child deserves to be seen, supported, encouraged, and equipped with the resources necessary to thrive academically, socially, emotionally, and physically. When we invest in the whole child, we create the conditions for lifelong success. That is why Greatness Grows Here.

This Resources for Schools & Families guide reflects our district's unwavering commitment to supporting the whole child. While academic excellence remains our goal, we recognize that the pathway to greatness is built by ensuring every student's academic, social, emotional, behavioral, and physical needs are

supported. When students feel safe, connected, healthy, and valued, they are empowered to learn, lead, and succeed.

Within these pages, you will find the people, programs, and services that help create the pathway to greatness for every student. From attendance and student wellness to counseling, mental health, social-emotional learning, discipline, athletics, and family engagement, each resource represents our shared commitment to ensuring every child has access to the support they need to thrive.

I want every member of our Student Support Services team and every educator, administrator, family, and community partner to know this: your work matters. Every conversation, every intervention, every act of encouragement, and every decision made in the best interest of a child has the power to shape a future. Whether your role is visible to many or known only to the students and families you serve each day, your impact reaches far beyond a single classroom, school, or moment. You are helping build stronger schools, stronger communities, and brighter futures for the children of Memphis-Shelby County.

The work of supporting students is a shared responsibility. It requires collaboration, compassion, innovation, and an unwavering belief in the potential of every child. This guide serves not only as a resource, but as a reflection of our collective commitment to ensuring that every student is equipped with the opportunities, supports, and experiences needed to achieve their fullest potential.

As you use this guide throughout the school year, I encourage you to view it as more than a reference manual. Let it serve as a reminder that each of us has a role in creating learning environments where students are safe, connected, challenged, and inspired to succeed. Together, we have the privilege and responsibility of shaping lives, strengthening our communities, and preparing the next generation of leaders.

Thank you for your leadership, your service, and your unwavering dedication to the children and families of Memphis-Shelby County Schools. Because of your commitment, our students have greater opportunities to grow, overcome challenges, and realize their dreams.

Together, we will continue creating the pathway to greatness, because at Memphis-Shelby County Schools, Greatness Grows Here.

Sincerely,

A handwritten signature in black ink that reads "Roderick F. Richmond, Sr." The signature is written in a cursive, flowing style.

Dr. Roderick F. Richmond
Superintendent
Memphis-Shelby County Schools

OFFICE OF STUDENT SUPPORT SERVICES

Every school deserves timely support, clear communication, and access to the resources needed to help students succeed. This manual was created to serve as a practical guide for schools, offering a single place to understand the services, teams, and support available throughout the Office of Student Support Services.

Vision:

To empower every student to thrive emotionally, socially, physically, and academically, fostering a positive educational experience that inspires lifelong learning and equips them to make meaningful contributions to their community.

Mission:

The Office of Student Support Services is dedicated to advancing student success by addressing the needs of the whole child. Through comprehensive support that promote academic, social, emotional, and physical well-being, we strive to remove barriers to learning and ensure every student has access to high-quality educational opportunities.

Roles and Responsibilities:

Ensuring that every student in our district is seen, supported, and set up for success—academically, socially, and emotionally. In collaboration with school leaders, educators, families, and community partners, Student Support Services will lead the development of equitable, inclusive, and responsive support systems that remove barriers to learning and promote the well-being of all students in alignment with the 5A's.

- **Academics:** We will ensure that every student has access to high-quality instruction, targeted interventions, and the academic support needed to achieve excellence and reach their fullest potential.
- **Attendance:** We will lead proactive strategies to remove barriers to daily attendance, recognizing that consistent engagement is foundational to student success.
- **Attitude:** We will nurture positive mindsets, emotional well-being, and strong character by fostering environments rooted in respect, resilience, and social-emotional learning.
- **Athletics:** We will support the development of student-athletes by promoting teamwork, health, and leadership through equitable access to sports and physical education.
- **Arts:** We will champion creativity, self-expression, and cultural exploration by expanding access to the visual and performing arts across all grade levels.

Student Support will directly engage in Attendance, Attitude, and Athletics in collaboration with Academics and Arts to give students and families the most effective support and education.

HIGH LEVEL INITIATIVES & SUPPORTS

Student-Driven Support Framework:

- Implement a tiered system of support (MTSS and RTI²-B) integrating academic, behavioral, and social-emotional supports
- Adopt an audit process to identify systemic gaps in services and prioritize underserved student groups

Mental Health & Wellness Systems:

- Establish comprehensive mental health and wellness supports across schools
- Partner with community mental health providers
- Train staff in trauma-informed and restorative practices
- Implement school-wide SEL programs (e.g., CASEL-aligned)
- Create a districtwide Mental Health & Wellness Task Force to align resources, policies, and crisis response protocols

Behavioral Supports & School Climate:

- Implement Positive Behavioral Interventions and Supports (PBIS) across all sites
- Promote restorative justice practices
- Reduce exclusionary discipline practices (e.g., suspensions)
- Monitor discipline data for disproportionality
- Create a response plan for schools with disproportionality

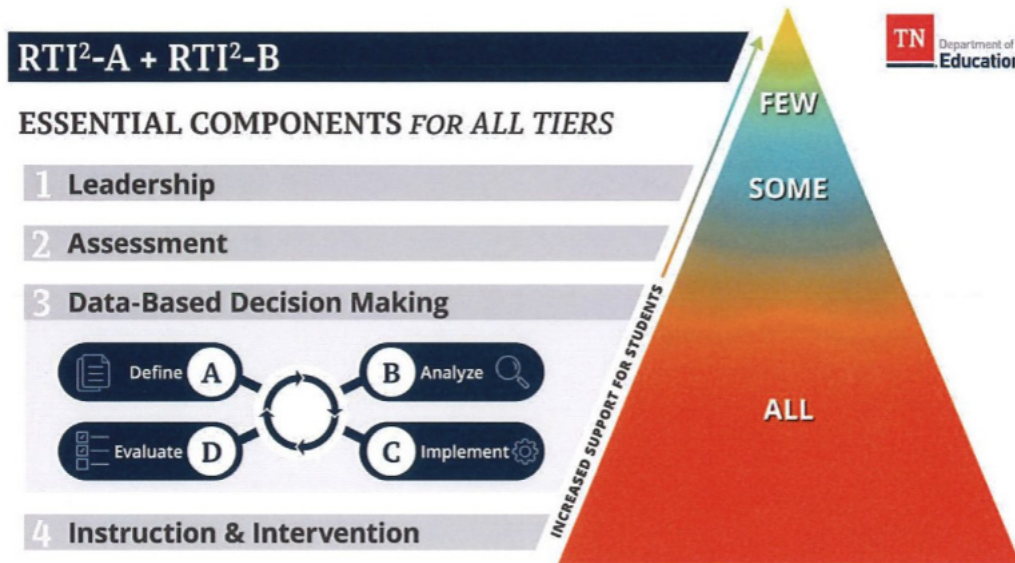


RTI GRAPHIC ECOSYSTEM

The RTI² model shows the *ideal* framework of the continuum of support of the three tiers in an RTI² system:

Figure 7

Illustrative model of the ideal RTI² framework



RTI²-A (Response to Instruction and Intervention for Academics):

A multi-tiered system designed to support students' academic learning by providing high-quality instruction, regular progress monitoring, and increasing levels of intervention based on student need.

RTI²-B (Response to Instruction and Intervention for Behavior):

A multi-tiered framework used to support students' behavioral and social-emotional needs through proactive strategies, interventions, and support. It includes universal expectations for all students and targeted/intensive interventions for those needing additional help.

In short:

- RTI²-A = academics (learning support)
- RTI²-B = behavior (social-emotional and conduct support)



Tennessee MTSS Model

Guiding Principles

Leadership • Culture of Collaboration • Prevention & Early Intervention

TIER I All 80-85%

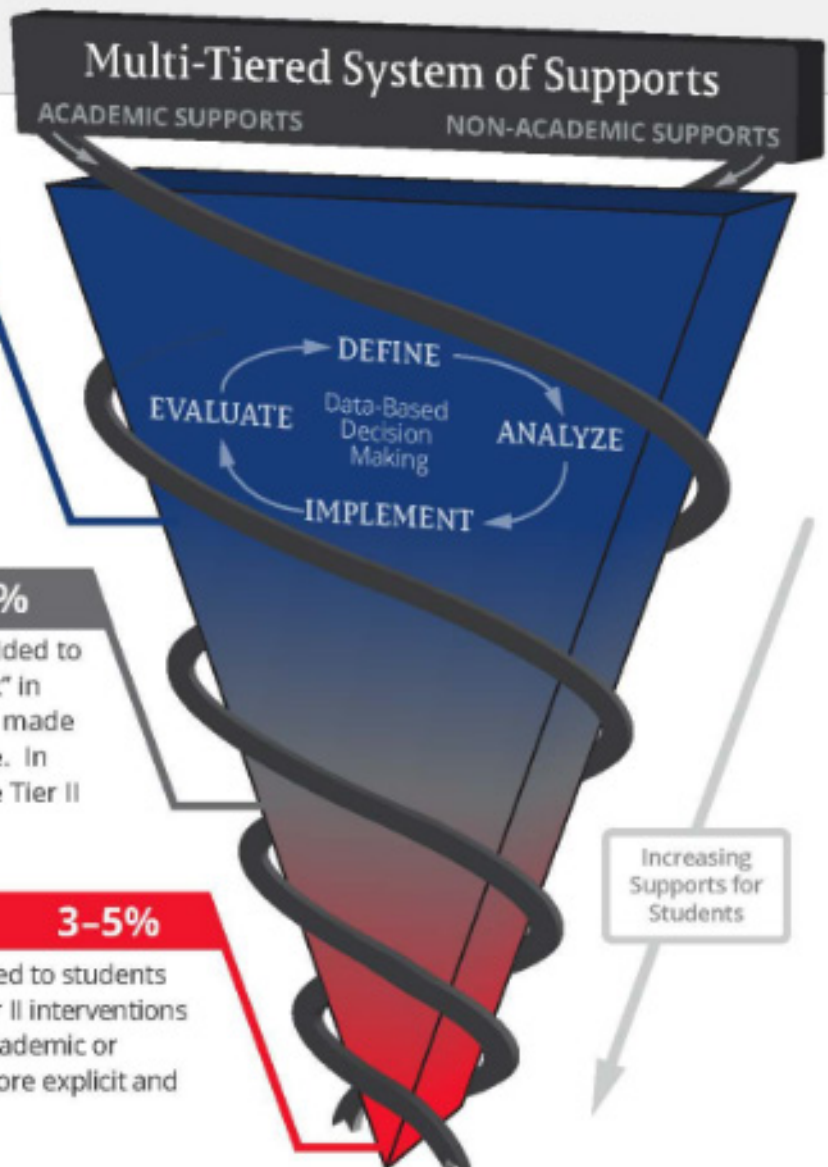
ALL students receive research-based, high-quality, instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. In general, 80-85 percent of students will have their needs met by Tier I supports.

TIER II Some 10-15%

In **ADDITION to Tier I**, extra support is provided to students who have been identified as "at risk" in academic or non-academic skills or have not made adequate progress with Tier I supports alone. In general, 10-15 percent of student will receive Tier II interventions.

TIER III Few 3-5%

In **ADDITION to Tier I**, extra support is provided to students who have not made significant progress in Tier II interventions or who are significantly below grade level in academic or nonacademic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.



UNDERSTANDING THE ECOSYSTEM

At the heart of MSCS's support system is a student-centered approach, driven by interconnected components that work together to ensure academic, social-emotional, and behavioral success.

Students (Center)

The MSCS lens reflects the District's commitment to equity, voice, and opportunity for all children—especially those historically underserved. Everything begins and ends with students. This model emphasizes their needs, identities, and growth as central to all systems.

Core Practices

Our research-based practices including RTI²-B tiered behavior supports, SEL curriculum integration, restorative practices, and trauma-informed response protocols define how schools operate daily.

Staff & Team Roles

School Staff and District Team roles are clearly defined, from leadership to support staff for Multi-tiered Support System implementation (MTSS)

Professional Development

Ongoing, job-embedded training to build staff capacity and confidence. Our Professional Development includes, but is not limited to: Districtwide behavior training, SEL onboarding modules, and coaching from behavior specialists.

Data-System

Behavior dashboards, attendance trackers, school discipline data reviews, MTSS progress monitoring platforms, and CompStat sessions are tools and protocols used to gather, analyze and develop research-based interventions.

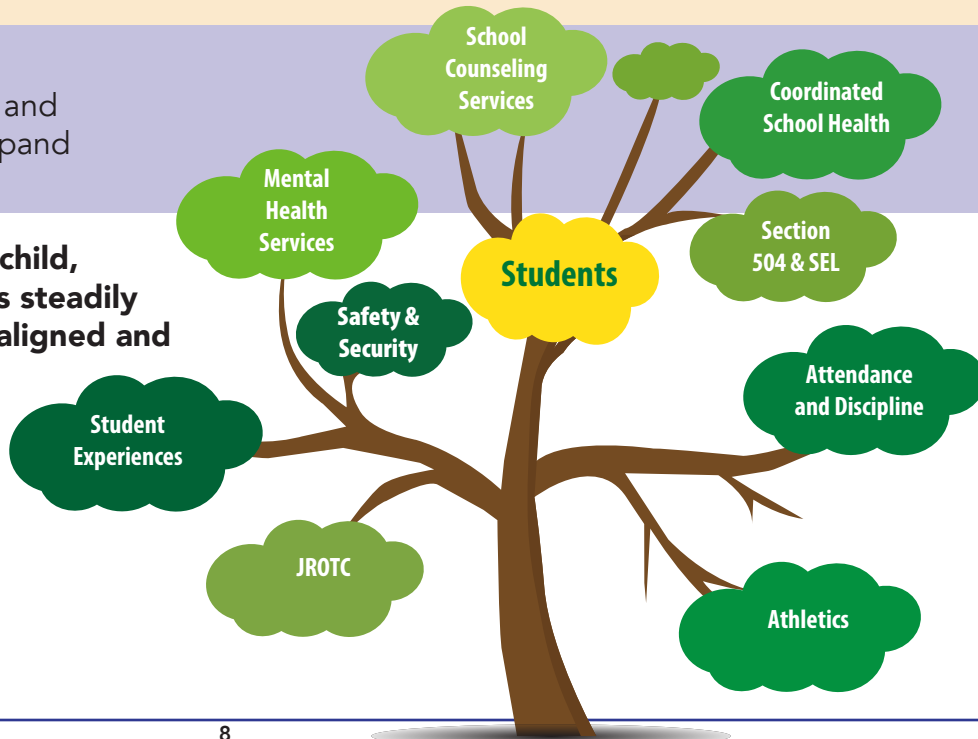
Culture & Climate

Student advisory councils, school-wide expectations, principal-led climate walkthroughs, and peer-to-peer support initiatives support the emotional and relational tone of the school environment.

Families & Community

Strategic partnerships with caregivers and community-based organizations to expand support.

This ecosystem represents a whole-child, whole-school approach that MSCS is steadily building. When all components are aligned and working in harmony, we move from reacting to student behavior toward proactively supporting student success—academically, behaviorally, emotionally, and socially.



STUDENT SUPPORT ECOSYSTEM AT WORK

The Student Support Services Ecosystem, also known as the Multi-Tiered Support System (MTSS), is comprised of a network of specialized departments that work collaboratively to support the whole child and promote overall student wellness. These departments include Counseling Services, Mental Health, Nursing Services, Health Promotions, Social and Emotional Learning, Student Experience, Student Leadership, Discipline Services, Enrollment, Attendance and Truancy, Accelerated Education, Project STAND, Special Populations, Exceptional Education, Section 504, Athletics, and Extended Education.

Each department plays an essential role in ensuring student success, with a clearly defined purpose and role that aligns with the shared vision and mission of the Department of Student Support Services. Together, they form the foundation of a comprehensive support system where every child is given the opportunity to thrive—the foundation of where Greatness Grows.



ENROLLMENT AND ATTENDANCE

PURPOSE

Enrollment and attendance are the foundation of both student success and district sustainability. District funding is directly tied to student enrollment and Average Daily Attendance (ADA); therefore, every enrolled student and every day of attendance has a measurable impact on the resources available to support instruction, staffing, and student services.

Strong enrollment practices ensure that all eligible students are properly registered, verified, and assigned in alignment with district policies. Accurate enrollment data allows the district to plan effectively, allocate resources equitably, and maintain compliance with state requirements. Schools play a critical role in actively recruiting, retaining, and reclaiming students, ensuring families experience a smooth and supportive enrollment process.

Attendance is equally critical. Consistent daily attendance not only drives academic outcomes but also protects district funding. Schools are expected to maintain accurate, timely attendance records and implement proactive strategies to reduce chronic absenteeism. This includes early intervention, ongoing communication with families, and structured supports such as Parent Student Support Plans (PSSPs), attendance monitoring, and escalation processes when needed.

Through centralized resources such as Attendance Liaisons, data monitoring systems, family engagement initiatives, and community partnerships, the district provides a coordinated approach to addressing barriers to attendance and enrollment. Schools are not expected to do this work in isolation; rather, they are supported through a network of district teams focused on improving outcomes for all students.

Ultimately, enrollment and attendance are shared responsibilities. By ensuring every student is enrolled, present, and engaged each day, schools help maximize funding, strengthen academic achievement, and advance the district's mission of student success.

SCHOOL ADMISSIONS POLICY

Policy 6002 has been updated to further strengthen and clarify districtwide procedures related to student admissions, assignment, enrollment, and transfer management. The purpose of this policy remains to establish clear guidelines for student assignment, first-time enrollment, proof of residency, entrance age and cut-off requirements, homeless student protections, and student transfer procedures in accordance with district expectations and Tennessee law.

The revisions to Policy 6002 are designed not only to preserve the integrity of student enrollment procedures, but also to ensure that transfer placements are monitored, supported, and, when necessary, revoked through a fair and clearly defined district process.

ROLE AND RESPONSIBILITIES

Policy Implementation: Ensures enrollment and attendance policies are followed consistently across schools to include accurate data entry and reporting that meet local, state, and federal requirements which directly impact funding.

Attendance Monitoring: Provides data-driven support to schools to reduce chronic absenteeism and improve student daily attendance.

Enrollment Management: Provide families and schools with a seamless and supportive experience for students from the initial point of contact through graduation. This includes supporting recruitment and retention.

School Engagement: Provides parental support to include the areas of bilingual assistance, custody guidance, and homeschool coordination. Equips school staff with suggested best practices, tools, and training to manage enrollment and attendance effectively, aligning with the MSCS district vision to empower principals and support students every day.

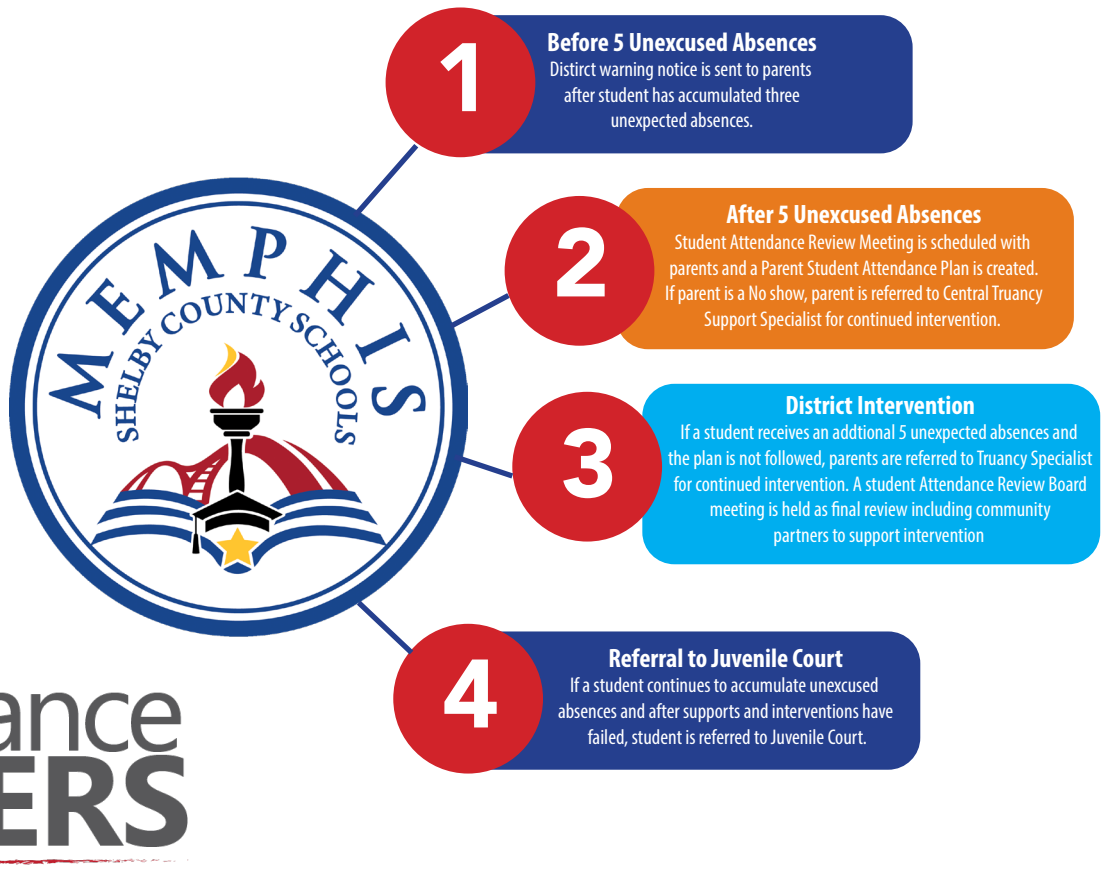


ENROLLMENT AND ATTENDANCE: TRUANCY

INTERVENTION MODEL

TN state law requires school districts to provide a tiered intervention model to work collaboratively with parents to remove barriers for attendance.

First time of intervention begins at the school level at the SART Meeting.



TRUANCY SERVICES

PURPOSE

The Truancy Services Department works to reduce truancy by offering support and services to truant youth and their families. Our goals are to:

- Offer early intervention to parents and truant children
- Work with schools to help improve attendance of truant students
- Collaborate with community partners to promote regular attendance

TRUANCY SERVICES SUPPORT

Truancy Services Department supports through Progressive Truancy Intervention. Memphis-Shelby County Schools employs a progressive truancy intervention plan that aims to enforce the compulsory attendance law, provide support to families of truant students, and minimize the need for legal action. (Ref. Policy 6014)

The first tier of intervention requires, at minimum, a conference with the student, parent/guardian and administrator, or designee that results in a student attendance plan. Subsequent tiers should include individualized assessment of the reasons a student has been absent, and if necessary, referrals to school/district-based services or community agencies aimed at addressing the attendance issue.

Referral to Juvenile Court will be the final option.

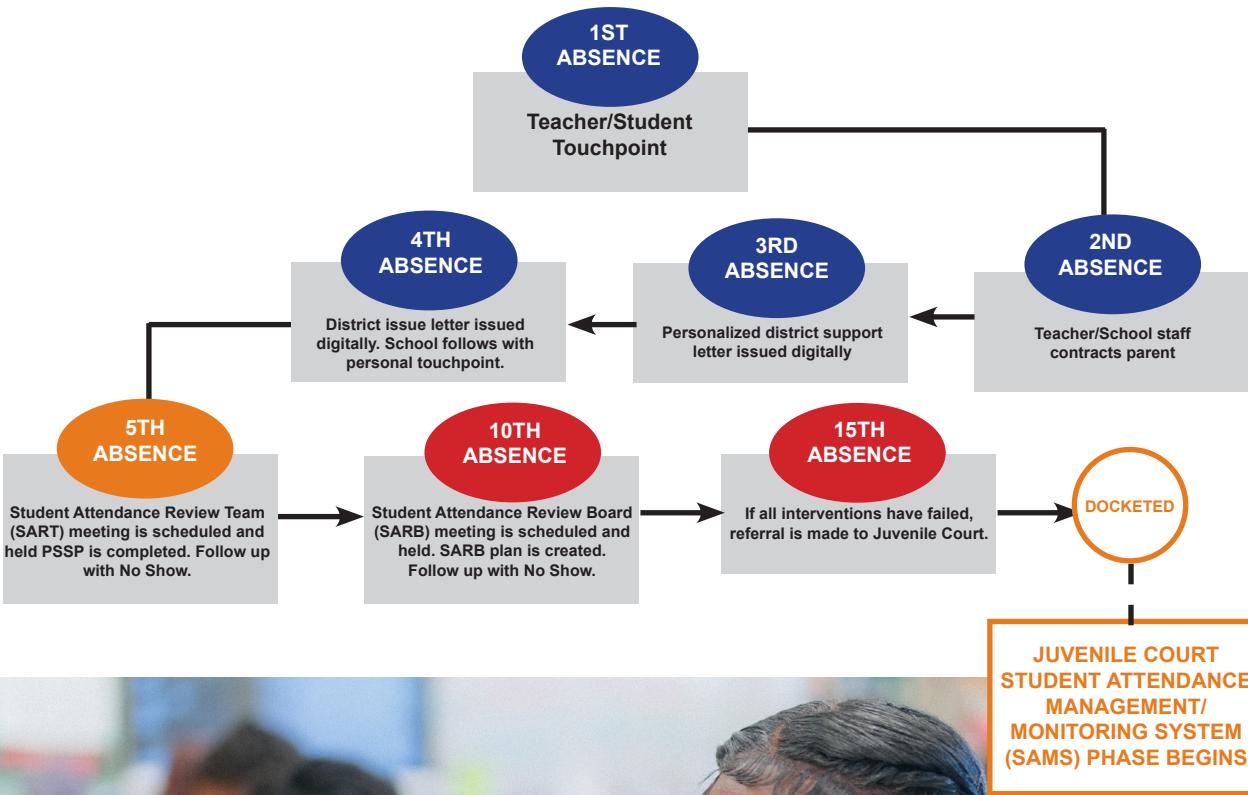




A Tennessee student is considered truant **at five (5) unexcused absences**. Under the “compulsory education” law in Tennessee, children must regularly attend school from the time they are **6 years old until they turn 18**.

Except as otherwise provided by law, a child may be truant under the law who is less than six (6) years of age, provided that a child may be withdrawn six (6) weeks of initial enrollment without penalty.

INTERVENTION PROCESS FLOWCHART



TN state law requires school districts to provide a tiered intervention model to work collaboratively with parents to remove barriers for attendance.

The SARB Process is facilitated by the Truancy Liaisons after the 10th absence.

attendance
MATTERS



01

SARB meeting occurs at 10th unexcused absences

The Student Attendance Review Board (SARB) meeting is scheduled after the student accumulates 10 unexcused absences.

02

Official SARB letter is sent to schedule meetings

An official letter is sent to the parent/guardian to notify them of the 10th unexcused absence and to schedule the SARB meeting.

03

SARB meetings are held in-person at least bimonthly and by phone

SARB meetings are conducted in-person at least every two months. Phone meetings may be used when in-person is not possible.

04

SARB plans are completed during the hearing

The student's attendance intervention plan and required actions are developed and finalized during the SARB hearing.

05

SARB actions are entered in Log Entries

All actions, communications, and updates related to SARB interventions are recorded in Log Entries.

06

Follow up conducted for No Shows

If the parent/guardian or student does not attend a scheduled SARB meeting, follow up is conducted to reschedule and ensure engagement.



SCHOOL COUNSELING SERVICES

PURPOSE

The purpose of School Counseling Services is to cultivate a district where every student is inspired, supported, and engaged through transformative experiences that strengthen both academic and non-academic skills preparing them to grow, lead, and succeed in a diverse and dynamic world.

The department works to enhance student experiences throughout the district by ensuring that students access the breadth of the district's learning experiences through enrichment, remediation, and meaningful engagements to strengthen both academic and non-academic skills, ensuring a supportive and inclusive environment for all students.

THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR

School counselors are licensed educators with a master's degree or higher in PreK-12 school counseling. They align their efforts with stakeholders to help promote academic, social-emotional development, and career and college readiness of all students, as well as to ensure students' equitable access to opportunities and a meaningful educational experience.

School counselors provide education, prevention, intervention, and responsive services through a multi-tiered system of support in areas such as:

- Provide academic support, learning style assessment, and student planning to support academic achievement and post-secondary goals.
- Deliver school-wide and whole group Social-Emotional Learning (SEL) lessons and activities (e.g., SEL curriculum, character education).
- Offer individual and small group counseling for students during times of transition, separation, heightened stress, and critical change.
- Facilitate schoolwide prevention programs and training for students, staff, and parents in areas such as conflict resolution, peer bullying, and student safety.
- Deliver schoolwide programming and activities to support students' college and career readiness (e.g., Career Day, TN College Application & Exploration Month, College Fair, Career Assessment, College Tours, etc.).
- Employ school-based strategies or mental health services for individual, group, and school community crisis intervention and response.
- Consults with school staff, support staff, and community agencies to respond to severe intervention needs.
- Coordinates targeted support for at-risk students to assist them with goal setting, progress monitoring, and identifying and developing postsecondary plans (e.g., ASVAB test administration, FASFA completion assistance, and college search or career counseling with parents and students).



STUDENT SUPPORT TEAM

The Student Support Team (SST) is a collaborative, school-based team that addresses the immediate needs of students, including academic, behavioral, social-emotional, and health-related concerns. The SST consists of school counselors, teachers, parents/guardians, and other appropriate professionals.

The purpose of the SST is to identify effective strategies and positive solutions that support students within the general education environment. The team also determines whether further assessment is advisable for services such as a 504 Plan, Special Education, Health Services, or Speech and Language support.

The school counselor serves as the primary point of contact for the SST referral process, managing referrals, and coordinating SST meetings. When concerns arise regarding a student's academic or behavioral progress, a parent/guardian or school staff member may submit a referral to the SST.

Please contact your School Counselor or School Administrator with questions.

STUDENT SUPPORT TEAM (SST) REFERRAL PROCESS

The following steps outline the process for referring a student to the Student Support Team (SST) and developing appropriate supports:

Step		Description
Step 1	Referral Review	The referral is reviewed to determine appropriate next steps. A meeting may be scheduled based on the students' individual needs.
Step 2	Meeting Notification	The meeting date and time are shared with the parent/guardian and team members. The referring staff member is required to attend.
Step 3	Meeting & Action Plan Development	The team discusses the students' needs and develops an action plan. This may include interventions, progress monitoring, a follow-up meeting, or referrals for specialized services.



Student Support Team (SST) Meeting Checklist

A student can be referred to the SST by a school staff member or by the parent-guardian when a concern arises.

Pre-Referral Expectations for Teachers

- ☐ Tier 1 interventions or other supports have been considered before completing a referral
- ☐ Record of interventions attempted and the students' progress
- ☐ Communicate the concern with the parent/guardian
- ☐ Complete the SST Referral or contact the School Counselor

Responsible: Teacher, Referring Staff

1. SST Referral & Referral Review

The School Counselor reviews the referral and determines the next steps.

- ☐ Consult with appropriate staff to decide the following:
- ☐ Schedule SST meeting
- ☐ Provide interventions or other support services
- ☐ Share the status of the referral with the referring teacher and parent/guardian
- ☐ Invite parent/guardian, teachers, and appropriate staff to the meeting
- ☐ Gather student records, data, and required forms before the initial meeting

Responsible: School Counselor

2. Initial SST Meeting

The SST convenes to discuss concerns and identify appropriate interventions. Team members include both school-based and central office staff (see the chart on page 18).

- ☐ State the purpose of the meeting clearly
- ☐ Review all relevant data and interventions (e.g., academic, behavior, social-emotional, attendance/engagement, health/psychological, family communication, and other contributing factors identified)
- ☐ Review current accommodation and services
- ☐ Identify the primary concern and specific goal (e.g., parent and teacher concerns, school staff, etc.)
- ☐ Recommend next steps and develop an action plan
- ☐ Assign responsibilities based on the action plan
- ☐ Determine progress monitoring methods and timeline, when applicable
- ☐ Schedule follow-up meeting, when applicable
- ☐ Summarize major points of the meeting minutes and define next steps (mtg. minutes can be requested)

Responsible: School Counselor, Team Members

3. Documentation & Monitoring

The School Counselor and team members will maintain student records and document the students' progress.

- ☐ All documentation should be filed in accordance with district and school policies
- ☐ Follow-up on additional referrals or requests
- ☐ Monitor the intervention plan and the students' progress
- ☐ Share action plan with relevant staff

Responsible: Teacher, School Counselor, RTI Lead

4. Follow-Up SST Meeting

The team reconvenes to evaluate the students' progress, as planned or recommended. Outcomes may include:

- ☐ Continue, modify, or intensify interventions
- ☐ Discontinue interventions if goals are met
- ☐ Consider referral for additional services
- ☐ Schedule a follow-up meeting when recommended

The meeting checklist serves as a guiding document for schools. If a student continues to demonstrate inadequate progress after interventions are implemented with fidelity, the SST can consider a referral for evaluation under Section 504 or IDEA.

Student Support Team Members

School Staff

Administrator
School Counselor
Teacher
RTI Data Representative
SPED Chair

District Staff

Special Education Teacher
Occupational & Physical Therapist
Speech & Language Pathologist
School Social Worker
School Nurse
District 504 Advisor

This list is not all-inclusive, and other individuals may participate in SST meetings as needed to support the students' individual needs.



SECTION 504 COMPLIANCE

PURPOSE

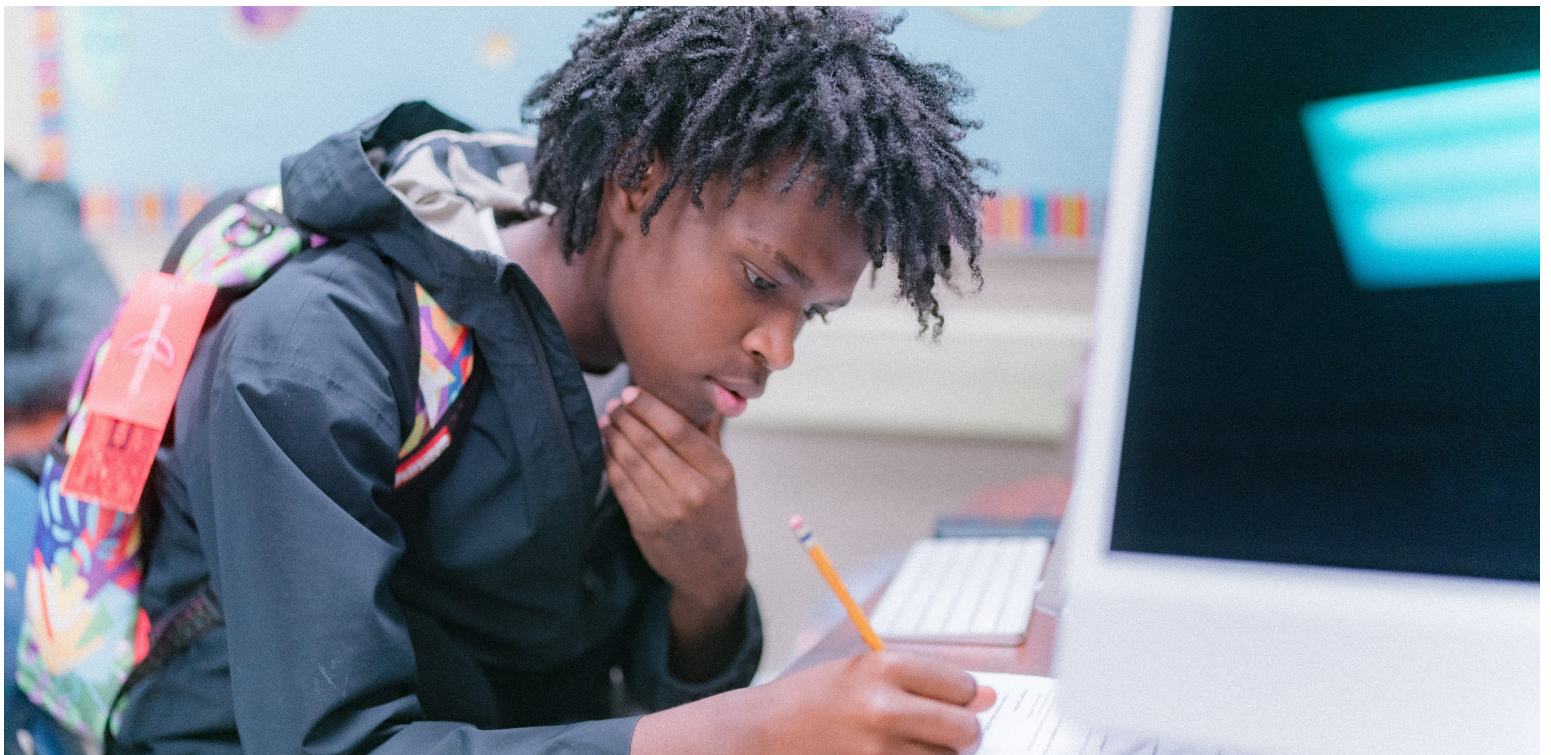
The purpose of the 504 team is to ensure that every eligible student with a disability has equal access to learning by providing the services, accommodations, and support guaranteed under Section 504. We guide schools to meet compliance standards while putting students' needs at the center of the work.

504 TEAM SUPPORTS

The 504 team is here to ensure that Memphis-Shelby County Schools meet all state and federal Section 504/ADA requirements by protecting the rights of students with disabilities and guaranteeing access to free and appropriate education. Collectively, the team oversees student identification, eligibility, accommodations, and FAPE implementation, while monitoring compliance through TN Pulse and supporting school teams to ensure consistency across schools.

The team provides oversight, training, grievance coordination, and act as liaisons with the Office of Civil Rights, while Associates support schools by monitoring compliance trends, escalating issues, and helping staff develop individualized plans to meet student needs. Assistants provide hands-on support by implementing accommodations, addressing medical, behavioral, and instructional needs, reinforcing classroom instruction, and assisting students with daily living skills, adaptive equipment, and school activities.

Together, the 504 team collaborates with administrators, teachers, families, and district partners to ensure accommodations are applied with fidelity, policies are implemented consistently, and schools remain compliant. They also provide training, communication, clerical support, and data management to ensure accurate records, timely reporting, and ongoing accountability. By working as one unit, the 504 team safeguards equity, ensures student needs are met, and strengthens overall district compliance and support systems.



Section 504 Eligibility Meeting Checklist

(if a student is suspected to have a disability)

Student Information

Student Name: _____
Student ID: _____
School: _____
Grade: _____
Date Initiated: ____/____/____

The Student Support Team will review the request for a 504 Section Plan to determine whether a 504 referral is appropriate for the student. The 504 Advisor may serve as a team member when needed.

1. SST Follow-Up Meeting: Consideration for 504 Referral

- ☐ Intervention data reviewed
Responsible: SST Team / Administrator
- ☐ Suspected disability discussed
Responsible: SST Team
- ☐ Parent rights provided
Responsible: 504 Coordinator / Administrator
- ☐ Consent obtained (if applicable)
Responsible: 504 Coordinator

2. 504 Evaluation Process

- () Parent, Teacher, or School Staff makes referral relating to physical or mental impairment
- () Parent consent before evaluation begins
- ☐ Multiple data sources collected (academic, medical, teacher, parent input)-schools cannot require parents to get a medical diagnosis before evaluating- Responsible: school-based team
- ☐ Impact on major life activity analyzed and team reviews all collected data
- () Plan developed –if eligible Responsible: 504 Team

3. 504 Eligibility Meeting

- ☐ Meeting scheduled and conducted
Responsible: 504 Coordinator
- ☐ Eligibility determined
Responsible: 504 Team
- ☐ Decision documented
Responsible: 504 Coordinator

4. 504 Plan Development (if eligible)

- ☐ Accommodations and services developed
Responsible: 504 Team
- ☐ Plan aligned to student needs
Responsible: 504 Coordinator

- ☐ Plan distributed to staff
Responsible: 504 Coordinator / Administrator
- ☐ Parent/guardian provided copy
Responsible: 504 Coordinator Shape

5. Implementation & Compliance

- ☐ Staff have access to plan
Responsible: Administrator / 504 Coordinator
- ☐ Accommodations implemented consistently
Responsible: Teachers and Staff
- ☐ Effectiveness monitored
Responsible: Teacher / 504 Coordinator
- ☐ Adjustments documented
Responsible: Teacher / 504 Coordinator
- ☐ Confidentiality maintained
Responsible: All Staff
Shape

6. Annual Review & Reevaluation

- ☐ Annual review scheduled
Responsible: 504 Coordinator
- ☐ Plan reviewed and updated
Responsible: 504 Team
- ☐ Reevaluation conducted (as needed)
Responsible: 504 Coordinator & Team
Shape

7. Administrator Compliance Look-Fors

- ☐ Interventions documented prior to referral
- ☐ Parent communication documented
- ☐ Decisions based on data
- ☐ 504 plans actively implemented
- ☐ Staff aware of accommodations



Signatures

504 Coordinator: _____

Date: _____

Administrator: _____

Date: _____

Teacher: _____

Date: _____

Parent/Guardian: _____

Date: _____

MENTAL HEALTH & FAMILY WELLNESS CENTERS

PURPOSE

Established in 1969 the Memphis-Shelby County Schools Mental Health and Family Wellness Centers offer a range of services to students of all ages and abilities, designed to nurture emotional well-being, support academic achievement, eliminate barriers to success, and promote safe, supportive school environments. The Centers are committed to deepening the understanding of youth mental health in all its dimensions - psychological, emotional, social, and cultural. Through a multi-tiered approach to intervention, the Centers emphasize comprehensive assessment, progress monitoring, and the use of ethical, evidence-based practices to meet the diverse needs of students and families.

THE ROLE OF THE MENTAL HEALTH PROFESSIONAL

The Memphis- Shelby County Schools Mental Health and Family Wellness Centers (SCSMHC) are licensed by the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS) to provide comprehensive behavioral health services to students experiencing emotional, behavioral, and trauma-related concerns. The Centers serve as a bridge between school, home, and community, helping to eliminate psychosocial barriers that interfere with learning, safety, and student well-being.

The licensed clinical professionals of the SCS Mental Health and Family Wellness Centers hold a master's degree or higher in social work or psychology. Our multidisciplinary team delivers trauma-informed, developmentally appropriate, and evidence-based interventions tailored to the unique needs of children and adolescents.

Clinical services include, but are not limited to:

Prevention

- Classroom-based activities and presentations (e.g., suicide prevention education)
- Parent training and education sessions
- Guidance for teachers on effective classroom management strategies
- Consultation with administrators on urgent concerns such as cyberbullying and non-suicidal self-injury (NSSI)
- School-wide awareness and prevention campaigns
- Consultative services for school staff and teams
- School-wide support to help students cope with events impacting the entire school community

Early Intervention

- Social-Emotional Learning and Skill Building Groups
- Consultation and student observations
- Group counseling (anxiety, depression, adjustment, conflict resolution, grief, self-esteem, anger management, life skills, emotional regulation, social skills, trauma, and managing difficult emotions)
- Targeted services for identified at-risk groups, including prevention of substance use and early intervention

Intensive Intervention and Treatment:

- Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP)
- Individual, group, family psychotherapy and trauma-informed treatment
- Substance abuse treatment
- Crisis and Emergency Response
- Diagnostic and psychological assessments
- Threat assessment for students who have committed a weapons-related offense or made substantive threats of violence

FAMILY WELLNESS CENTERS

The Mental Health Center operates Family Wellness Centers to expand access to mental health services throughout MSCS. These centers provide extended hours and support for students, families, and staff.

SERVICES PROVIDED

- Individual, family, and group therapy
- A&D counseling and supportive groups
- Yoga, mindfulness, and wellness sessions for students, families, and staff
- Mental health services for students on modified suspensions
- Workshops for staff and families

FAMILY WELLNESS CENTER LOCATIONS



Manassas High School

1111 N. Manassas St.
Memphis, TN 38107

Hours: Monday - Friday 3 - 6 pm | 901-416-1631



Booker T. Washington High School

715 S. Lauderdale St.
Memphis, TN 38126

Hours: Monday - Friday 3 - 6 pm | 901-416-1631



Cordova Middle School

900 N. Sanga Rd.
Memphis, TN 38018

Hours: Monday - Friday 3 - 6 pm | 901-416-1631



KEY TRAUMA INFORMED TIERED SUPPORTS

Our tiered support model delivers trauma-informed prevention, targeted intervention, and intensive clinical services to meet the diverse mental health needs of students, families, and schools.

TIER I

Tier I – Prevention & Schoolwide Supports

Signs of Suicide (SOS): Grades 5, 7, & 9
 Youth Mental Health First Aid Training
 Schoolwide Awareness and Prevention Campaigns
 Parent & Stakeholder Education
 Consultation with Staff & Families
 Community Events: Trauma Conference, SLAM the Stigma, Suicide Prevention

TIER II

Tier II – Targeted Intervention Supports

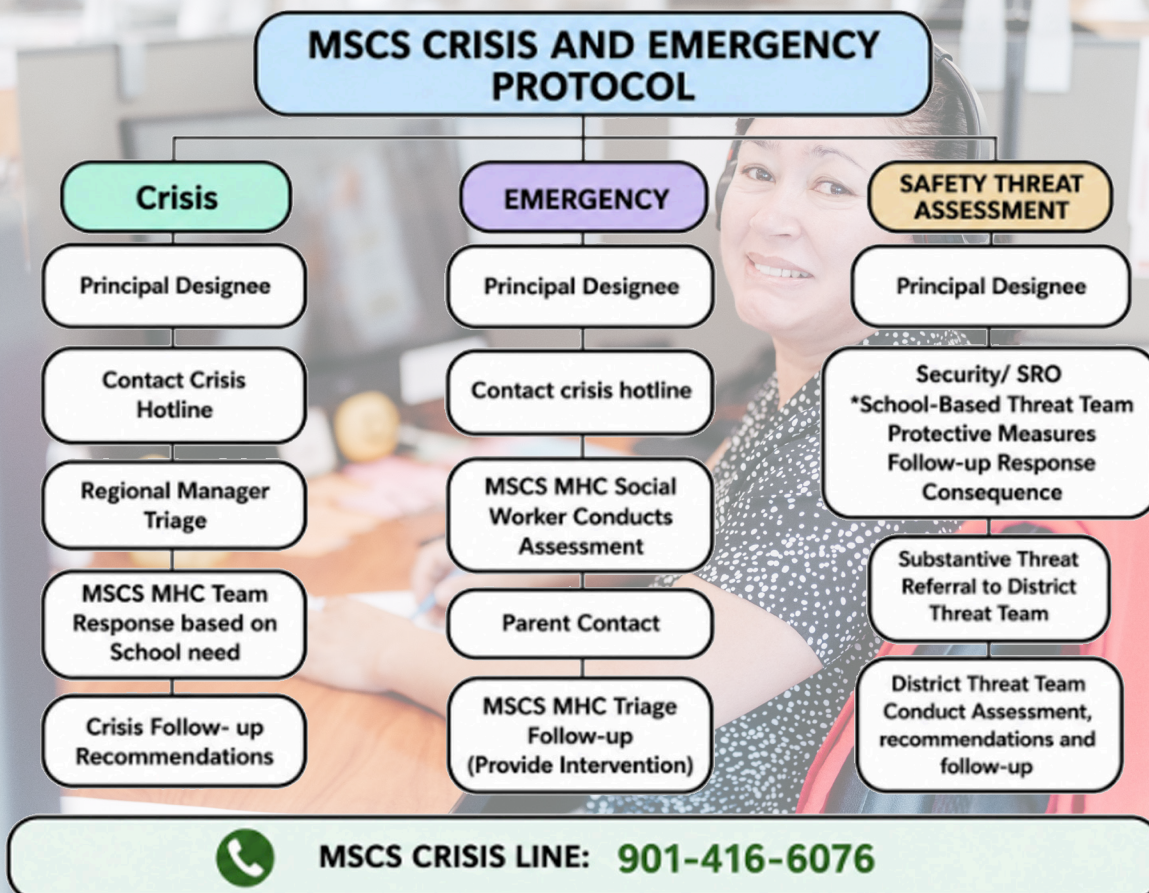
Group Therapy for Indicated Students
 Alcohol & Drug Support Groups
 Positive Action Intervention Groups
 Early Intervention Skill-Building Groups
 Social-Emotional Learning Groups
 Short-Term Targeted Counseling
 Diagnostic & Psychosocial Screenings

TIER III

Tier III – Intensive Clinical & Crisis Supports

Group Therapy for Indicated Students
 Alcohol & Drug Support Groups
 Positive Action Intervention Groups
 Early Intervention Skill-Building Groups
 Social-Emotional Learning Groups
 Short-Term Targeted Counseling
 Diagnostic & Psychosocial Screenings

CRISIS AND EMERGENCY RESPONSE PROTOCOL



DISCIPLINE SERVICES

PURPOSE

The Office of Discipline Services exists to ensure safe, supportive, and orderly learning environments across all Memphis-Shelby County Schools. In collaboration with schools, families, and community partners, we work to uphold a restorative and equitable approach to student discipline, while reducing exclusionary practices such as out-of-school suspensions.

Our purpose is to promote positive behavior, address underlying student needs, and ensure due process for all students, while providing timely interventions that support student growth, accountability, and re-engagement in learning.

DISCIPLINE SUPPORTS

- **Student Hearings and Due Process**
Discipline Services coordinates all student hearings in accordance with state law and MSCS Board Policy. Hearing Officials conduct impartial reviews and determine the most appropriate corrective action or placement when zero-tolerance, repeated infractions, or major offenses occur.
- **SHAPE Program (School, Home, Adjustment, Program, Enterprise)**
SHAPE is a district-wide alternative-to-suspension initiative focused on redirecting student behavior through restorative learning, community engagement, and family partnership. The program serves as a short-term placement that emphasizes behavioral reflection, academic support, and planning for successful reintegration into school.
- **Alcohol & Drug Prevention Program (ADPP)**
The ADPP offers a targeted intervention for students who have violated MSCS's substance abuse policies. The program incorporates prevention education, counseling, and behavioral agreements that promote responsible decision-making and reduce recidivism.
- **Restorative and Tiered Behavioral Support**
In alignment with RTI²-B frameworks, Discipline Services collaborates with school teams to develop Tier 2 and Tier 3 behavioral support plans. This includes individualized discipline plans, mentoring, behavior intervention meetings, and re-entry conferences.
- **Behavioral Data Review and Monitoring**
The office tracks and reviews school-level discipline trends to guide proactive supports, staff development, and equitable practices. Our goal is to identify patterns early and respond with effective, student-centered strategies.
- **Over Five Days Suspension Protocol**
District Hearing Officials provide advisement and counsel for the Over Five Days Suspension Protocol. This process is designed to ensure consistency of exclusionary practices and document intentional steps in progressive discipline.

CODE OF CONDUCT CATEGORIES

Category A – State Zero Tolerance Offenses

Offenses

- Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee.
- Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity.
- Unauthorized possession of a firearm or explosive device on school property or at a school-sponsored activity.
- Threats of mass school violence.

Consequences

180-day suspension. Law enforcement notification. Modification only by Superintendent.

Category B

Possession of a knife or any potentially lethal weapon, Taser, or explosive. Evidence of drinking or possession of alcohol. Off-campus felony behavior impacting school safety. Gang activities including threats, symbols, graffiti, or violent acts. Drug paraphernalia or substances. Counterfeit money. Assault on school personnel. Continuous and/or severe Category C offenses.

Consequences

Out-of-School Suspension (7–10 days). Expulsion (11–180 days).

Category C

Threatening bodily harm to school personnel. False accusations. Bomb or explosive threats. Tobacco use. Gang activity not in Category B. Student attacks. Property damage. Theft. Immoral conduct. Continuous/severe Category D offenses.

Consequences

In-School Suspension. Out-of-School Suspension (5–7 days). Law enforcement notification when appropriate.

Category D

Defiance or disobedience. Vulgar or inappropriate behavior. Intimidation or threats. Threats to students. Fighting. Possession of mace or sprays. Inappropriate electronic use. Harassment or discrimination. Bullying/cyberbullying. Refusal to comply. Inciting others. Continuous/severe Category E.

Consequences

Parent conference. Detention/Saturday School. In-School Suspension. Out-of-School Suspension (1–4 days).

Category E

Tardiness. Class cutting. Disruption. Leaving campus. Unauthorized areas. Tampering with records. Lighters/matches. Unauthorized electronics. Inciting Category D. Dress code violation.

Consequences

Parent conference. Detention/Saturday School. In-School Suspension. NO OSS.

CONDUCT CATEGORIES

CATEGORY A — STATE ZERO TOLERANCE OFFENSES (T.C.A. § 49-6-4216)

- Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee.
- Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity.
- Unauthorized possession of a firearm or explosive device on school property or at a school-sponsored activity.
- Threats of mass school violence.

PENALTY: Students found guilty of a Category A offense shall be suspended for 180 days. Notification will be made to law enforcement. Modification of this penalty can only be made by the Superintendent.

CATEGORY B

1. Possession of a knife or any potentially lethal weapons, Taser, or explosive on school property or at a school-sponsored activity.
2. Evidence of drinking or possession of alcoholic beverages in school or at a school-sponsored activity.
3. Off-campus criminal behavior resulting in a felony charge when the behavior poses a danger to persons or property or disrupts the educational process.
4. Gang activities — Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property; (bathrooms, lockers, and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and/or intimidating.
5. Evidence of use or possession of drug paraphernalia, substances for huffing, any substance under the guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization.
6. Possession, use or distribution of counterfeit money on school property or at any school-sponsored activity.
7. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee.
8. Continuous and/or severe Category C offenses.

PENALTY FOR CATEGORY B OFFENSES:

- Out-of-School Suspension (7-10 days)
- Expulsion (11-180 days)

CATEGORY C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.
2. False accusations against school personnel.
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive, or destructive device, including chemical weapons, on school property or at a school-sponsored event.
4. Smoking and/or the possession of tobacco products by students while in or on school properties, or under school's jurisdiction during school hours or while participating in a school-sponsored event.
5. Gang activities — any gang related activity not specified in Category B.
6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity.
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school.
8. Stealing or misappropriation of school or personal property (regardless of intent to return).
9. Immoral or disreputable conduct.
10. Continuous and/or severe Category D offenses.

PENALTY FOR CATEGORY C OFFENSES:

- In-School Suspension
- Out-of-School Suspension (5-7 days)

When appropriate, notification will be made to law enforcement authorities.

Category D

1. Open or continued defiant attitude or willful disobedience toward a member of school staff.
2. Vulgar, profane, immoral/disreputable, or rude remarks or non-verbal action to staff member or fellow student.
3. Physical or verbal intimidation or threats to other students, including hazing.
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another.
6. Possession of mace or disabling sprays.
7. Inappropriate use of electronic media, including but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, video/audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones.
8. Sexual, racial, ethnic, or religious harassment/discrimination.
9. Bullying/cyberbullying, intimidation, and harassment.
10. Refusal to produce an object identified by metal detectors.

11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C using any means to send or receive spoken or written messages, including but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication.
12. Continuous and/or severe Category E offenses.

Penalty for Category D Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension (1-4 days)

CATEGORY E

1. Habitual and/or excessive tardiness
2. Class cutting
3. Intentional disturbance of class
4. Leaving school grounds without permission
5. Being in an unauthorized area without permission
6. Tampering with grades or report cards
7. Possession of lighters or matches
8. Possession of and access to beepers, cellular phones, or other electronic communication devices during school hours without permission of the principal
9. Inciting, advising or counseling others to engage in any acts in Category D using any means to send or receive spoken or written messages, including but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication.
10. Dress code violation

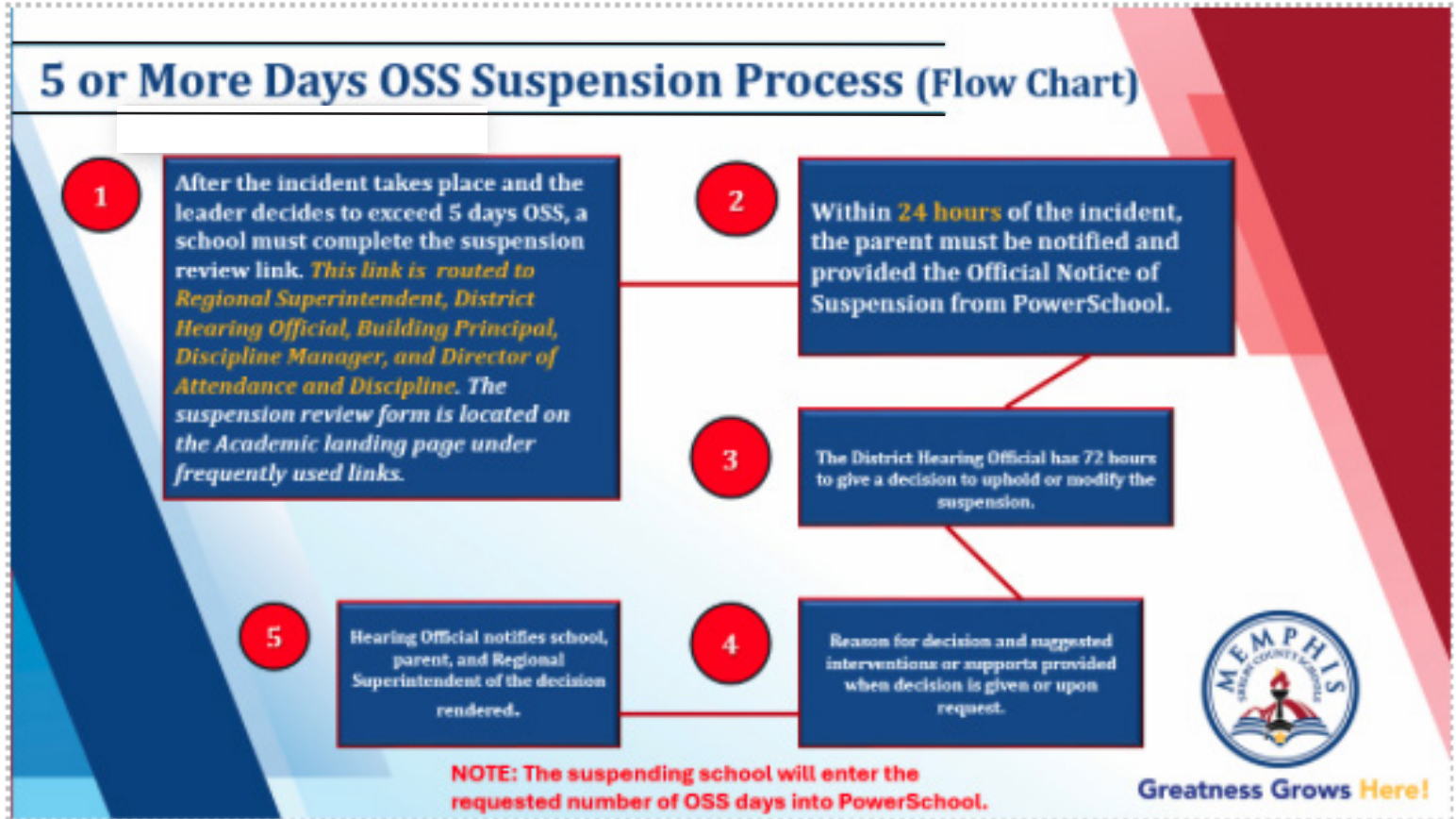
Penalty for Category E Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension
- NO OSS

Note: Any Student Suspended over 5 days is required to have a Behavior Intervention Plan (BIP).



OVER 5-DAY SUSPENSION PROTOCOL



5 or More Days OSS Suspension Process flow chart:

- Step 1** - After the incident takes place and the leader decides to exceed 5 days of OSS, a school must complete the suspension review link. This link is routed to the Regional Superintendent, District Hearing Official, Building Principal, Discipline Manager, and Director of Attendance and Discipline. The suspension review form is located on the Academic landing page under frequently used links.
- Step 2** - Within 24 hours of the incident, the parent must be notified and provided the Official Notice of Suspension from PowerSchool.
- Step 3** - The District Hearing Official has 72 hours to give a decision to uphold or modify the suspension.
- Step 4** - Reason for decision and suggested interventions or supports provided when decision is given or upon request.
- Step 5** - Hearing Official notifies school, parent, and Regional Superintendent of the decision rendered.

NOTE: The suspending school will enter the requested number of OSS days into PowerSchool.

ROLES & RESPONSIBILITIES OF HEARING OFFICIALS

PURPOSE

The Memphis-Shelby County Schools District Hearing Authority (DHA) is responsible for overseeing and making decisions in formal school-related hearings involving student discipline or disputes. The DHA serves as a neutral decision-maker who helps ensure disciplinary actions are handled fairly and in line with state, federal and local laws, and district policies and regulations. For questions related to DHA Hearing schedules, or to request modifications to a previously scheduled hearing, please contact Ms. June Nickols, Advisor, Hearing Office, at nickolsjl@scsk12.org.

THE ROLE OF THE DISTRICT HEARING OFFICIAL

The Memphis-Shelby County Schools Hearing Officials are licensed administrators who provide a high degree of ingenuity, creativity, resourcefulness and competency in developing and implementing appropriate behavioral support to meet the identified needs of schools.

The MSCS Hearing Officials hold a master's degree or higher in education. Our team of leaders are trusted to make fair, thoughtful, and responsible decisions.

Decision-making includes, but is not limited to:

Compliance & Adjudication

- Ensures the hearing process is fair, consistent, and follows district policies and legal requirements
- Works collaboratively with other professionals and management in the development and implementation of School-wide Positive Behavior Support Plans (RTI2B)
- Collaborates with teams in efforts to meet attendance requirements and in advising school administrators on discipline issues including suspensions and expulsions
- Serves as liaison between Memphis-Shelby County Schools and agencies designated to assist in the implementation of RTI2B

Student Discipline & Due Process

- Conduct hearings related to serious disciplinary actions, i.e. suspensions, expulsions
- Review evidence and documentation presented by the school, students, and families
- Ensure due process by making sure all parties have an opportunity to be heard
- Interpret district policies and regulations to guide decision-making
- Make decisions based on the facts of the case and applicable rules
- Document outcomes and maintain official records of the hearing
- Communicate decisions clearly to all involved parties, including next steps and appeal rights

HEARINGS AND APPEALS

HOW TO APPEAL A SUSPENSION

Long-Term Suspensions/Expulsions (over 10 days)



Who: Principal/VicePrincipal/Assistant Prinicipal

What:

- Provide official notice of suspension to student & parent/guardian
- Inform of right to appeal



Who: Parent/Guardian

What:

- Begins once notice is received
- 5-day window to submit appeal (5 school days)

Parent will complete the QR Code (at the bottom of the suspension)



Who: Discipline Hearing Authority (DHA)

What:

- Parent/Guardain & School Administrator who issued the suspension/expulsion

According to MSCS Policy 6026, if the principal, vice principal or assistant principal determines that an offense has been committed that would justify a long-term suspension/expulsion for more than ten (10) days, he/she shall immediately provide written or actual notice to the parent/guardian and the student of their right to appeal the decision. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent/guardian, the student, or any person holding a teaching license who is employed by the school system, if requested by the student.

DISTRICT HEARING AUTHORITY (DHA) PROCESS

Long-Term Suspensions/Expulsions (over 10 days)

Discipline Hearing Preparation

- Parent should request DHA Appeal via the QR code on the Official Notice of Suspension from the school.
- Parent/Guardian will receive notice from the DHA office informing them of the hearing and rights during the hearing.
- School administrator(s) will be notified of the hearing date.
- Student must be present at the hearing with Parent/Guardian.

Discipline Hearing Protocol

- Discipline Hearing Authority (DHA) will call the hearing to order pursuant to T.C.A. 49-6-3401 and the Memphis-Shelby County School Policy #6026.
- Both parties will exchange any written documentation to consider as evidence and DHA will establish timeline by asking questions relative to discipline action.
- Rules will be adopted to establish clear behavior expectations.
- Swearing in of witnesses, testimony and deliberation will follow.

Discipline Hearing Decision

- The DHA may affirm, reverse, or modify the decision of the Administrator. Parent/Guardian and administrator will receive a written record of DHA decision.
- Parent/Guardian may appeal DHA decision to the Superintendent's office within 5 working days of the decision (rights will be read to parent/guardians).
- Students are required to attend an Alternative School placement, if decision is affirmed or modified.



Bullying and Harassment

To support a safe and respectful learning environment that is in alignment with federal, state, and local requirements, the following procedures provide clear expectations and must be followed when responding to and documenting suspected bullying and harassment cases.

Ensure **full compliance** with all federal, state, and local mandates related to **responding** to and **documenting** bullying and harassment incidents

Follow the **outlines protocol** when addressing suspected cases of bullying (see Policy 6046)

Use the **link** on the **Academic Landing** page to thoroughly document all investigation efforts

Maintain **clear documentation** to support transparency, accountability, and alignment with district expectations

Record all bullying allegations in **PowerSchool**, regardless of whether they are founded or unfounded

Contact **Cory Dickerson** at dickersoncl@scsk12.org with any questions or for clarification

Include RTI2-B specials assist with creating Behavior Intervention Plans and PSSP (Parent-Student Support Plans)



SOCIAL AND EMOTIONAL LEARNING (SEL)

RTI²-B

PURPOSE

The Memphis-Shelby County Schools RTI²-B Team is committed to fostering positive school climates that promote academic success, social-emotional growth (7 Mindsets Curriculum), and equitable outcomes for all students. Through proactive supports, data-driven decision making (Power BI), and collaborative partnerships, the RTI²-B team serves as the district level ecosystem and empowers schools to implement consistent behavioral expectations, reinforce positive behaviors, and provide targeted interventions that meet the diverse needs of every learner- while understanding the extra layer of support. Our purpose is to build safe, supportive, and inclusive learning environments where every student can thrive—academically, behaviorally, and socially.

ROLE OF THE RTI²-B SPECIALIST

Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should we have to teach children to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing behavior modeling and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive and effective approach than waiting for misbehavior to occur before responding. The purpose of school-wide RTI²-Behavior is to establish a climate in which appropriate behavior is the norm.

- The District RTI²-B Specialist supports schools through regions and provide district training, whole school, classroom-based and individual on-site advisory support to administrators, teachers and support staff to develop data-driven best practices crafted to meet the needs of the student population and community they serve.
- The District RTI²-B Specialist will teach strategies and provide site-based consultation throughout the school year to reinforce skills and provide support for continuous improvement addressing school and district goals.
- The District RTI²-B Specialist will teach behavioral expectations and reward system methodologies leading to positive student responses rather than simply reacting to misbehavior.



PURPOSE

Our purpose is to ensure that every school in Memphis-Shelby County provides an intentional and inclusive environment that nurtures students' social and emotional growth. We are committed to equipping all students with the skills to manage themselves, understand others, build meaningful relationships, and make responsible decisions that will lead to improvement and increase in daily attendance and academic achievement. We work alongside teachers, staff, families, and communities to meet students' social and emotional needs and to affirm each day that greatness grows here.

ROLE OF THE SEL TEAM

The SEL team ensures that Social Emotional Learning is implemented with fidelity across all MSCS schools and serves as a foundational element of the district's Multi-Tiered System of Supports (MTSS) framework. Team members provide direct support to school-based MTSS teams while also informing and collaborating with district-level teams to align strategies, monitor effectiveness, and promote student well-being at scale.

- The SEL Team leads the district's work to build strong, systemwide social and emotional learning that promotes adult wellness, universal student support, and targeted interventions. This includes the districtwide rollout of the 7 Mindsets curriculum in every school and direct support to SEL Ambassadors and MTSS teams to ensure consistency and fidelity across sites. The SEL Advisors align SEL with the Multitiered System of Support (MTSS) that includes multiple district departments to monitor data that guides continuous improvement.
- SEL Advisors bring the work directly into schools by modeling SEL instruction and relationship building strategies, coaching staff in trauma informed practices, analyzing behavior, climate, delivering professional learning, and embedding SEL in daily practice. They also support student leadership, peer monitoring, and family engagement initiatives that extend SEL beyond the classroom. Together, the SEL team equips schools and staff with the tools, practices, and training needed to improve student outcomes, build adult capacity, and foster safe, supportive school cultures across the district.



CASEL) COLLABORATIVE AND ACADEMIC SOCIAL EMOTIONAL



1. Self-Awareness

The ability to recognize one's emotions, thoughts, and values and understand how they influence behavior.
Example: Students can identify their feelings and recognize their strengths.

2. Self-Management

The ability to regulate emotions, thoughts, and behaviors in different situations.
Example: Students manage stress, control impulses, and stay motivated.

3. Social Awareness

The ability to understand and empathize with others from diverse backgrounds and cultures.
Example: Students demonstrate empathy and respect for others.

4. Relationship Skills

The ability to establish and maintain healthy and rewarding relationships.
Example: Students communicate clearly, work collaboratively, and resolve conflicts.

5. Responsible Decision-Making

The ability to make caring and constructive choices about personal and social behavior.
Example: Students consider consequences and make ethical decisions.



SEL Curriculum: 7 Mindsets

The 7 Mindsets is a comprehensive PreK-12 social-emotional learning (SEL) curriculum designed to foster positive school culture, improve student engagement, and build life skills. It provides a digital, research-based framework centered on seven core mindsets.

The seven core mindsets are: Everything is Possible, Passion First, We are Connected, 100% Accountable, Attitude is Gratitude, Live to Give, The Time is Now, and Live Your Dreams. The 7 Mindsets curriculum includes weekly lessons, videos, and activities aimed at encouraging student well-being and achievement. This curriculum is aligned, foundationally, through the 5 CASEL competencies, self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.



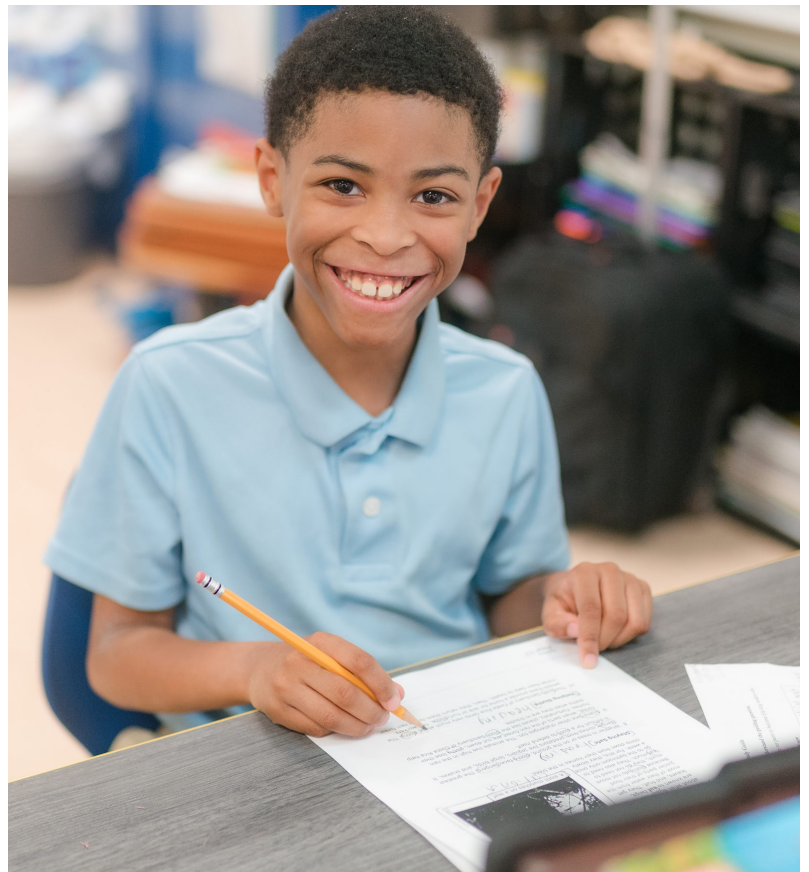
7 MINDSETS

The RTI-B Specialist supports the implementation of a proactive, data-driven Multi-Tiered System of Supports (MTSS) for behavior across assigned schools.

This role emphasizes early intervention and direct support to teachers and students before behaviors escalate to office discipline referrals (ODRs).

The RTI-B Specialist works in alignment with the vision and expectations of the assigned Regional Superintendent to strengthen school climate, reduce exclusionary practices, and ensure equitable behavioral support for all students.

This position is designed to support individuals from a variety of professional backgrounds. Ongoing training, coaching, and professional development are required and embedded within the role.



COORDINATED SCHOOL HEALTH

PURPOSE

The purpose of Coordinated School Health (CSH) is to improve students' academic achievement and lifelong well-being by integrating eight essential components — health education, physical education and activity, nutrition services, health services, counseling and psychological services, healthy school environment, health promotion for staff, and family and community involvement. Together, these components create a unified system that supports the whole child, ensuring every student is healthy, safe, engaged, supported, and ready to learn.

WHAT WE DO

Coordinated School Health Programs uses the whole child model comprehensive framework for promoting wellness, safety, and achievement for all students and staff.

Nursing Services provide direct healthcare services, manage chronic conditions, and promote overall wellness for students and staff within the school setting.

Health Promotions manage school-based health clinics and employee family care centers, coordinates immunization events, conducts recommended health screenings, and provides CPR, AED, First Aid, and Narcan training for staff.



NURSING SERVICES

PURPOSE

School nurses address challenges by ensuring students are healthy, safe, and ready to learn. They provide direct care, manage chronic conditions, promote mental health, and coordinate with families and community resources to break down barriers to healthcare access.

Nursing Services provide direct healthcare, manages chronic illnesses, and promotes overall student and staff wellness within a school setting. Responsibilities include assessing health needs, developing health plans, educating on health practices, managing medication, and acting as a crucial link between students, families, school staff, and community healthcare providers to ensure student's ability to attend school. Serves as a liaison to school administrators, parents, nurses and medical providers regarding health care plan developments, compliance, and ongoing monitoring for effective health service delivery in the school setting.

NURSING SERVICES SUPPORTS

- Administer first aid or other emergency care to students, school staff and/or visitors according to School Health and School System guidelines and protocols.
- Assist school personnel with monitoring and maintaining immunization compliance for state requirements.
- Utilizes the TN Pulse database for documentation to generate Medicaid revenue for the district.



HEALTH PROMOTIONS

PURPOSE

The purpose of the Health Promotions Department is to address the health needs of students and staff in ways that support improved attendance and overall well-being. Health Promotions initiates strategic communication with District staff, parents/guardians, and medical providers to distribute analyzed data and plan and implement necessary precautions and medical services according to MSCS Policies, Tennessee State Laws, mandates, and guidelines.

ROLE OF CLINICS AND HEALTH PROMOTIONS

Clinics and Health Promotions envision a healthier school community where every student and staff member has equitable access to quality health information, services, and resources that foster academic success, reduce health barriers, and promote lifelong wellness.

The Clinics and Health Promotions Department support the district by managing school-based health clinics and employee family care centers, coordinating immunization events, and providing essential training such as CPR, AED, First Aid, and Narcan. The department facilitates state-mandated health screenings, maintains BMI data summaries, and uses survey analysis to guide improvements in patient care, program implementation, and service delivery.



STUDENT EXPERIENCE

PURPOSE

To cultivate a district where every student is inspired, supported, and engaged through transformative experiences that strengthen both academic and non-academic skills preparing them to grow, lead, and succeed in a diverse and dynamic world.

The department works to enhance student experiences throughout the district by ensuring that students access the breadth of the District's learning experiences through enrichment, remediation, and meaningful engagements to strengthen both academic and non-academic skills, ensuring a supportive and inclusive environment for all students.

STUDENT EXPERIENCE SUPPORTS

- **Academics:** Tutorial Programs, Fall/Spring/Summer Learning Academies, Promotional Summer School
- **Attendance:** Direct Supports for Students Experiencing Homelessness, Foster Care, and Migrant Families and Student Engagement Programs
- **Athletics:** Club Sports and Partner-Driven Athletic Engagements beyond School (in collaboration with the Athletics Department, as appropriate)
- **Attitude:** Student Leadership Development, Recognition, and Mentoring Initiatives
- **Arts:** Student Clubs and Organizations, Student Exposure and Enrichment ((in collaboration with the Fine Arts Department, as appropriate)



STUDENT LEADERSHIP

PURPOSE

The Student Leadership Department empowers students across the district by amplifying their voices and creating opportunities for meaningful engagement. Through initiatives that build confidence, character, and collaboration, the department prepares students to excel in learning, leadership, and life. By fostering inclusive and supportive experiences, Student Leadership ensures every student is equipped to lead with purpose in school and beyond.

STUDENT LEADERSHIP SUPPORTS

- Leads the development and implementation of Student Congress, ensuring student voice is represented in District decision-making.
- Supports the growth and sustainability of Student Councils/Government at the school level.
- Oversees and strengthens student clubs and organizations to foster leadership, collaboration, and inclusive engagement.
- Provides leadership development and recognition opportunities that prepare students for success beyond the classroom.
- Creates platforms for students to influence, engage, and contribute to a positive school culture across the district.



STUDENT LEADERSHIP ROLES

Clarified Roles & Responsibilities Student Leadership Roles to Support the 5 A's

ACADEMICS

Role	Description	Sample Activities
Academic Ambassadors	Peer leaders who promote academic achievement, tutoring, and study culture.	- Organize peer tutoring circles - Host academic incentive rallies - Support students during exam prep weeks
Grade-Level Achievement Reps	Track and share class progress; communicate incentives or academic celebrations.	- Share weekly shoutouts - Celebrate GPA gains on social media/bulletin boards

ATHLETICS

Role	Description	Sample Activities
Athletic Spirit Leaders	Student reps who promote sportsmanship, school spirit, and athletic events.	- Coordinate pep rallies - Organize student fan zones and spirit weeks
Wellness & Fitness Advocates	Promote physical activity and wellness within non-athletic populations.	- Plan walk-a-thons or wellness breaks - Lead healthy living campaigns

ARTS

Role	Description	Sample Activities
Arts & Expression Ambassadors	Student leaders from music, visual arts, dance, or theater who promote creative expression.	- Curate student showcases - Host open mic nights or gallery walks
Cultural Events Coordinators	Lead inclusive events that highlight student identity and art.	- Coordinate Black History Month performances or cultural fairs

ATTENDANCE

Role	Description	Sample Activities
Attendance Champions	Promote daily attendance and punctuality through peer-led campaigns.	- Design daily/weekly incentives - Celebrate perfect attendance classes
Attendance Buddies	Peer check-in system for students with chronic absenteeism.	- "Check-in" partners or morning greeters - Support morning call-ins or SMS reminders

ATTITUDE (STUDENT VOICE)

Role	Description	Sample Activities
Student Voice Panelists	Represent student opinions in school-wide decisions and policy conversations.	- Sit on principal advisory groups - Facilitate student forums or surveys
Equity & Culture Leaders	Identify and advocate for inclusive practices and community support.	- Lead equity walks - Assist with student policy reviews and feedback loops

LEADERSHIP SUPPORT ROLES

Role	Student Leadership Manager	Student Leadership Advisor
Primary Responsibility	Oversee strategic planning, implementation, and evaluation of student leadership programs districtwide.	Supports school-level execution of leadership programs and provides direct coaching to student groups and advisors.
Key Duties	- Design leadership curriculum - Coordinate districtwide student events and campaigns - Supervise Student Leadership Advisors - Collaborate with other departments (e.g., Discipline, Curriculum, SEL)	- Mentor student leaders and advisors - Implement leadership activities at schools - Collect feedback and data on student engagement - Serve as liaison between schools and Student Leadership Manager
Reporting Structure	Reports to Executive Director	Reports to Student Leadership Manager
Collaboration	Discipline Department, School Leaders, Community Partners, Parent Engagement	School-based staff, Student Councils, Grade-Level Leads

SPECIAL POPULATIONS

PURPOSE

To create a district where every student is fully supported, engaged, and empowered to thrive academically, socially, and emotionally regardless of their families' housing stability.

The Special Populations Department provides comprehensive support for students and families experiencing homelessness, foster care, and in migrant transitions. By connecting students to critical resources, services, and educational opportunities, the department helps remove barriers that may disrupt learning. Its work ensures that students are supported, engaged, and prepared to succeed in school and life, regardless of their circumstances.

SPECIAL POPULATION SUPPORTS

- Implements the McKinney-Vento Homeless Assistance Act by identifying and supporting students experiencing homelessness and ensuring they have immediate access to school enrollment, transportation, and services.
- Manages the Title I Homeless Set-Aside to provide supplemental resources that address the academic and basic needs of students without stable housing.
- Coordinates Best Interest Determinations for students in foster care to ensure educational stability and continuity of services.
- Oversees the Tennessee Migrant Education Program, connecting migratory children and youth to educational support, enrichment opportunities, and wraparound services.
- Students experiencing homelessness are eligible for immediate enrollment even if they lack documents (e.g., proof of residency, utility, immunizations, birth certificate) normally used for enrollment
- Unaccompanied youth are not in the custody of a parent or guardian and can enroll immediately without proof of guardianship
- Students in foster care shall be immediately, even if the student is unable to produce records normally required for enrollment.
- Tennessee's MEP aims at identifying and servicing children between the ages of 3 and 21 who, in the preceding 36 months, traveled across division/state lines in order to obtain, temporary or seasonal employment in agricultural or fishing activity.



THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

- Are you currently living in a hotel or motel?
- Are you living in a car or van?
- Is your entire family or part of your family living with someone else due to hardship?
- Have you been evicted?
- Have you been forced to move from your home due to domestic violence?
- Has your home been condemned or deemed unsafe to live in due to needed repairs, electrical issues, natural disasters, mold, or other hazards?

 If you are currently experiencing any of the above circumstances and you need assistance with enrolling your child in school, transportation to and from school, school uniforms or supplies, please contact the Office of Student Enrollment, Equity and Discipline at 901-416-6007.

Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

PROJECT STAND

PURPOSE

Project STAND, housed within the Office of Student Experience, is a comprehensive, school-based mentoring and workforce development model designed to prepare justice-involved, at-risk, and opportunity youth for college, career, and community readiness. The program delivers an intensive, structured continuum of support that integrates relationship-based mentoring, academic guidance, tier II support, and direct workforce engagement. Project STAND is grounded in three core pillars, relationship-based mentoring, structured transition planning, and college, career and community readiness.

Students are provided with transformative exposure and experiences extending learning beyond the classroom, including college tours, career exploration, job shadowing, internships, and community-based engagements aligned to workforce pathways.

These opportunities, combined with individualized success planning, equip at-risk students with essential employability skills such as communication, professionalism, teamwork, and problem-solving. By aligning mentorship, workforce development, and real-world experiences, Project STAND is advancing a student-centered intervention and prevention program that reduces recidivism while promoting long-term stability for youth and their families and empowered futures for youth in Memphis-Shelby County.

DEPARTMENT SERVICES

Project STAND pairs each participant with six supportive adult mentors who work alongside families, teachers, and the community to meet needs, provide guidance, and stand in the gaps for students. Paired with Federal Grants, experiences are provided beyond the classroom encouraging students to grow academically, socially, and personally by building a strong foundation for future success. Project STAND provide the tools and connections students need to thrive in school and beyond by connecting the district's

5 A's to:

- **Daily Mentorship:** Consistent support from dedicated Project STAND Advisors to guide personal growth, reduce recidivism, and improve family and school relationships through case management.
- **Academic & Post-Secondary Support:** Personalized mentorship with college enrollment, academic achievement, and transition services.
- **Career Readiness & Job Training:** Exploration of high-growth industries, job shadowing, direct employment opportunities and support to enroll in post-secondary education matching the career path.
- **Holistic Resources:** Access to on-campus food pantries, community resources, and connection to additional support services.
- **Field Experiences:** Real-world learning through 100+ annual experiences, including college tours, industry visits, an internship-based summer program and community engagement events.
- **Questions may be directed via:** mail: ProjectSTANDinfo@scsk12.org
Website: <https://www.scsk12.org/projectstand/> Phone: 901-416-6937

EXTENDED LEARNING

PURPOSE

Memphis-Shelby County School's Extended Learning Programs (ELP) Department is dedicated to supporting and enhancing students' academic journeys by reinforcing and complementing their regular school day.

THE ROLE OF THE EXTENDED LEARNING PROGRAMS (ELP)

The Extended Learning Programs (ELP) Department at Memphis-Shelby County Schools (MSCS) is designed to support and enhance students' academic experiences beyond the traditional school day. ELP offerings include literacy development, math and science enrichment, academic mentoring, tutorial assistance, and a variety of exploratory learning opportunities.

The ELP department is focused on strengthening current programming and curricula through robust realignment. This effort includes growing into greatness with extended learning services to create a more engaging and effective learning environment aligned with the Tennessee Department of Education (TDOE) directives. Ongoing professional development equips all staff with the tools and training necessary to implement best practices in extended learning and to utilize new curriculum models supporting a more parent-led family engagement approach.

EXTENDED LEARNING PROGRAMS AND SUPPORT INCLUDE:

- **Before and After School Tutoring:** The MSCS Before and After School Tutoring Program is designed to help strengthen subject comprehension, boost confidence, and build important learning skills. Our tutoring program gives students individualized attention in smaller classroom settings.
- **District-Managed Before and After School Care:** MSCS provides access to before-care and after-care services through funding from the 21st Century Community Learning Centers (CCLC) and the Lottery for Education Afterschool Program (LEAPS) grants and community partners like the YMCA. Admission is on a first-come, first-served basis for all qualified students. In addition, before-care and after-care services provided by our community partners, such as the YMCA, are fee-based. However, financial assistance may be available through these partners.
- **Fall & Spring Break Learning Academies:** The MSCS Fall and Spring Break Learning Academies provide critical academic support for students during the extended breaks in the school year that may cause them to experience learning loss. These programs are designed to help ensure that students maintain their academic momentum. Students in grades K-8 receive full-day enrichment and remediation in Reading, Math, Science, Social Studies, Art and Physical Education.
- **Homework Hotline:** Homework Hotline is a free academic support service for students who need assistance with homework. Certified teachers are available Monday through Thursday to provide guidance, answer questions, and help students build confidence in their learning. For support, call 901-416-1234 to speak to a live certified K-12 MSCS teacher.
- **Metro Memphis Urban Debate League (MMUDL):** The Metro Memphis Urban Debate League extends the school day through after-school practices and Friday/Saturday tournaments. School teams are coached by teachers and supported by volunteers to prepare for tournaments while debaters engage with various complex critical core files.

- **Promotional Summer School:** Promotional Summer School bridges the academic learning gap and helps students to get back on track for the students' grade level and graduation requirements.

The following are the programs offered for Promotional Summer School:

- Elementary Summer School - Promotional/Intervention
 - Middle Summer School - Promotional/Intervention
 - Over-Age-For-Grade (OAG)
 - Over-Age-For-Grade (OAG) (Failed Coursework/New Coursework)
-
- **State-Mandated Tutoring (During School):** In Tennessee, all school districts and public charter schools are required to provide tutoring for identified K-5 students in accordance with the Tennessee Learning Loss and Remediation Act . This support is delivered through Tennessee's high-dosage, low-ratio tutoring model, which is grounded in research-based best practices proven to accelerate student learning. This tutoring program approach delivers timely instruction, builds and pre-load essential background knowledge, and helps students successfully engage with grade-level (Tier I) content.

Summer Learning Academy:

The MSCS Summer Learning Academy (SLA) provides MSCS students in rising grades K-9 with a 4-week, robust learning experience that includes full and engaging days of reading and math instruction as well as intervention and physical activity. Students also participate in hands-on enrichment activities and fun-filled educational field trips. Embedded within its design is the intensive focus on Reading/Language Arts in support of the MSCS Literacy Commitment effort, "to ensure the success and reading readiness of our students."



ATHLETICS

PURPOSE

The Athletics Departments serves approximately 100 schools by managing a range of general affairs, including but not limited to, coordination of sports and game day operations, digital media communications, professional development, athletic health services, compliance with District, State and National regulations and stadium preparation for contest- all aimed at promoting excellence across the district for student-athletes, coaches and administrators across over 1000 athletic programs for MSCS, Charter and ASD high and middle schools.

Students have the opportunities to participate in 23 high school and 12 middle school sports including:

- basketball
- baseball
- football
- soccer
- softball
- track & field
- golf
- swimming
- tennis
- wrestling
- volleyball
- cross country
- bowling

The department is beginning to broaden impact by fostering relationships with community organization(s) to offer athletic opportunities at the elementary level.

ATHLETIC DEPARTMENT SERVICES

- Enhance awareness and support for education-based athletics within schools
- Focus on improving the quality of education based athletic experiences
- Establish consistent standards and rules for competition to bridge the gap between state regulations and local practices
- Offer professional and career development opportunities
- Mitigate potential risks and liabilities
- Collaborate with an Athletic Policy Advisory Committee comprising School Administrators
- Ensure competitive equity among schools
- Provide resources, reimbursements and revenue sharing opportunities



PURPOSE

The Junior Reserve Officers' Training Corps program, or JROTC, is designed to teach high-school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "to motivate young people to be better citizens." It prepares high-school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. Led by retired military personnel, or active National Guard or Reserves with at least 10 years of Service plus the rank of E-6, or O-3. JROTC courses in the Army, Navy, and Air Force branches of service are offered to students at 23 SCS high schools, with entry into the program being preferred during students' freshman year. The National Defense Act of 2020 authorizes 8th graders to participate in JROTC. The 8th grade classes cannot be used for a graduation credit. The 8th grade path is not offered in every program in MSCS. Students enrolled in JROTC courses may earn substitute credit for lifetime wellness, physical-education, government, and personal finance credit while taking the classes.

The JROTC program is designed to teach cadets to:

- Appreciate the ethical values and principles that underlie good citizenship
- Develop leadership potential, while living and working cooperatively with others
- Be able to think logically and communicate effectively with others, both in speech and writing
- Appreciate the importance of physical fitness in maintaining good health
- Understand the importance of high-school graduation for a successful future, and learn about college and other advanced education and employment
- Developmental management abilities
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services
- Develop the skills necessary to work effectively as a member of a team.

To qualify for participation in a JROTC program, cadets must be enrolled in and attending a regular full-time course of instruction at the school, in the eighth grade or above, of good moral character and conduct, to undergo all prescribed training as outlined in the program of instruction. JROTC is not a recruitment program for the military services; there is no military obligation for participating in the JROTC program. Students successfully completing two or more years in the program may receive advanced promotions upon enlistment into a branch of the armed services.

Questions may also be directed to MSCS 's JROTC Department, which is located at 220 North Montgomery Street, Memphis, TN 38104. The phone number there is (901) 416-7465.

RTI2-B MTSS Ecosystem Roles and Responsibilities

The purpose of the Memphis Shelby County Schools RTI² -B Ecosystem is to decrease OSS suspension, reduce disproportionality of students receiving disciplinary infractions, improve overall student attendance, reduce chronic absenteeism, and enhance school climate. This approach addresses a MTSS Regional Support System for the District and is in compliance with Policy 6022 and Tennessee Code Annotated §49-6-3401. This document serves as a reference for District roles who are available to support schools.

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier I		
Tier I Universal Prevention	RTI²-B Support Specialist Point of Contact: Dr. Lori Phillips 901-416-0905	• Leads and supports schoolwide prevention efforts to improve attendance, engagement, and overall school culture. • Participates in RTI²-B/MTSS team meetings every 20-day period to ensure alignment with school behavior goals. • Provides preventive behavior support to promote positive student interactions and reduce disciplinary referrals. • Assists teachers with classroom management and proactive behavior strategies to minimize disruptions. • Communicates professional development and coaching opportunities for staff on classroom management, de-escalation, and positive behavioral supports. • Maintains consistent documentation of preventive work, interventions, and student outcomes. • Collaborate with families and community partners to strengthen positive relationships and increase student success. • Serves as a consultant to school staff and assists with strategic planning for establishing an RTI2-B culture among all school staff. • Support planning for the diagnostic, educational, and therapeutic service needs of students with emotional/behavior deficits. • Identifies and maintains cooperative working relationships with agencies and identifies resources providing services and treatment for children with behavioral/mental health issues. • Observes and supports the classroom management style of teachers and appropriateness of activities provided to ensure provision of a safe and emotionally supportive environment. • Observes behavior within the parameters of the classroom/school environment that have been referred because of disruptive or unusual behavior; suggests environmental changes for teachers to institute and implements interventions for students as needed. • Responds to crisis situations in a safe and caring manner. • Gathers information/data to support periodic and special reports documenting strategies and impact. • Attends or conducts staff or other professional meetings to exchange information; attends professional classes /workshops or conferences to improve professional skills and maintain certifications as required.

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier I		
Tier I Universal Prevention	Professional School Counselors Point of Contact: Elementary/Middle School Dr. Rhonda Hill (NE & NW Region) 416-6348 Dr. Sherenda Moss (SE & SW Region) 416-4376 High School Dr. Constance Certion 416-8329	- Implement school counseling lessons and Social-Emotional Learning (7 Mindsets SEL) Curriculum - Delivers prevention and intervention activities and lessons (Bullying Prevention, - Uses data for Tier I support. - Serves as Student Support Team (SST) Lead, facilitating data-driven meetings to identify and support students demonstrating emerging academic, attendance, or behavioral concerns. - Supports the student after a discipline referral has been reviewed by the School Administrator, providing short-term interventions and restorative conversations. - Implements whole and large group and/or grade-level sessions on school counseling services (orientation, Character Ed) - Supports School-wide initiatives for Positive Behavior and Attendance
	Family Engagement Specialist Point of Contact: Rosalind Stevenson 901-416-7380	- Builds family-school-community partnerships. - Identifies barriers. - Promotes parent recognition. - Assigned 250 students identified as chronically absent in the prior year; tracks, calls, and provides direct family support to prevent those students from becoming chronically absent again. - Conduct daily check-ins with students on their caseload to ensure consistent monitoring and encouragement. - Assists Attendance Liaisons with outreach calls and partners with school leaders to implement school wide attendance incentives. - Support Student Attendance Review Team (SART) Meetings
Tier I Universal Prevention	Attendance Liaison Point of Contact: Stacey Davis 901-416-2989	- Promote Daily Attendance Campaigns — Implement districtwide messaging such as “Show Up for Greatness” to encourage consistent attendance. - Monitor Daily Attendance Data — Review PowerSchool dashboards for trends, ensuring teachers take attendance accurately. Ensure attendance data is entered correctly and reconciled regularly. - Facilitate Early Warning Notifications — Monitor “Growth Watch” or “Greatness Check-In” to alert families about emerging risk patterns. - Support School-Level Attendance Incentives — Coordinate recognition events (certificates, shout-outs, assemblies) for improved or perfect attendance. - Collaborate with School Teams — Attend regional attendance meetings with District staff to discuss Tier I attendance data and engagement strategies. - Provide Parent Education — Distribute attendance FAQs, and other communication to reduce avoidable absences.

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier I		
Tier I Universal Prevention	Truancy Liaison (23 schools each) Point of Contact: Kelly Henderson 901-416-2216	- Educate Staff on Truancy Policy #6014 — Ensure all schools understand state law requirements and district truancy definitions. - Conduct Universal Awareness Sessions — Host parent workshops on attendance laws and consequences of chronic absenteeism. - Collaborate with School Counselors and Attendance Team Reinforce proactive relationships with families before truancy thresholds are met. - Track Early Warning Signs — Use PowerBI and early indicator reports to flag attendance dips before five unexcused absences. - Promote Positive Behavior Supports — Connect attendance messages with RTI²-B expectations to encourage responsible choices. - Support Consistency in Documentation — Ensure each school follows standardized protocols for recording and verifying absences.
Tier I Universal Prevention	Behavior Technician (20) Point of Contact: Dr. Lori Meeks Dr. Jlahna Chatman 901-416-5600	- Provides classroom management and behavioral support for assigned students. - Reinforces PBIS. - Models de-escalation strategies - Supports proactive management. - Observes behavior, collects data and reports findings in SIP to inform interventions and support strategies. - Participates in mandatory training and professional development to enhance behavioral skillset. - Works collaboratively with teachers, counselors, and other staff members.
Tier I Universal Prevention	School Social Worker/School Psychologist 2–4 days a week at assigned schools Point of Contact: Donna Goings 901-416-6395	- Universal Tier 1 Presentations - Signs of Suicide - Assist with completing Safety Plans - Attend parent meetings, SST, IEP, 504 meetings. - Facilitate and plan district and school-wide mental health initiatives. - Facilitate parent/guardian training and support groups. - Maintains collaboration with teachers, families, and administrators to monitor student progress and ensure appropriate support. - Threat Assessment Training - Crisis Response Training - Youth Mental Health First Aid Training

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier I		
Tier I Universal Prevention	Mobile Security Officer 901-416-5773	- Promotes safe environments; builds relationships. - Monitors implementation of District procedures - Supports PBIS safety initiatives.
Tier I Universal Prevention	504 Advisors Point of Contact: Dr. Lori Phillips 901-416-0905	- Ensures schoolwide compliance with Section 504 of the Rehabilitation Act of 1973. - Provides Annual Staff professional development training to the Professional School Counselors (PSCs) on implementing 504 accommodations within general education settings.
Tier I Universal Prevention	Health Services Main Numner: 901-416-6432	- Improve academic outcomes by promoting healthy behaviors, supporting health, wellness policies, and health education. - School health and wellness prevention initiatives, i.e. immunization compliance and events, school health events, promotion of school clinics, school health screenings, dental screenings - Compliance training (i.e. medication trainings, SchoolCare trainings, cardiopulmonary resuscitation (CPR) trainings, automated external defibrillator (AED) trainings) - School health data monitoring, i.e. immunizations, clinic utilization, community events, Youth Risk Behavior Survey (YRBS) - Formation of healthy school teams in all schools and completion of school health assessment. - Assessing and identifying the health and wellness needs of students, families, and staff. - Develop and maintain comprehensive pre-K-12 health and physical education programs. - Identify and secure additional financial and technical assistance through collaborations and partnerships with community agencies and organizations. - Professional development training for implementation of school health efforts. - Contributes to the district's overall health strategies to approach chronic health conditions for the identified groups of students. - Assists with the development of appropriate standards-based curriculum for health education and students with special needs and chronic health conditions. - Promotes an understanding of students with chronic health conditions to include collaborating with school personnel, facilitating appropriate health services training for principals, teachers and staff members. - Provides support and training for parents to ensure they are knowledgeable of school health principles and state guidelines.

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier II		
Tier II Targeted Intervention	RTI²-B Support Specialist Point of Contact: Dr. Lori Phillips 901-416-0905	• Provides targeted, small-group behavioral interventions for students on provided caseload exhibiting at-risk behaviors that interfere with learning. • Collaborates with the school support team to identify students in need of Tier II support using discipline, attendance, and engagement data. • Implements evidence-based interventions such as Check-In/Check-Out (CICO), social-skills groups led by 7 Mindsets, and behavior contracts to promote positive replacement behaviors. • Monitors student progress through weekly data review and upload with RTI universal discipline log to include intervention tracking and communication logs with teachers and families. • Adjusts and intensifies interventions as needed based on progress-monitoring data and team input. • Communicates regularly with parents/guardians to reinforce positive behavior. • Provides coaching and modeling for staff on effective implementation of Tier II strategies. • Maintains documentation of all interventions, student outcomes, and follow-up actions for data-driven decision-making and alignment to school improvement goals (weekly reporting expected). • Collaborates with the school's RTI²-B/MTSS teams to ensure fidelity of Tier II implementation and seamless transition to Tier III supports when necessary.
Tier II Targeted Intervention	Professional School Counselors Point of Contact: Elementary/Middle School Dr. Rhonda Hill (NE & NW Region) 416-6348 Dr. Sherenda Moss (SE & SW Region) 416-4376 High School Dr. Constance Certion 416-8329	• School Counselors: • Provide Individual and Small Group Counseling • Check-in and Check-out • Facilitates the Student Support Team (SST) • Develop and Implement Behavior Support Plans • Collaboration and Consultation with Staff

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier II		
Tier II Targeted Intervention	School Social Worker/ School Psychologist 2–4 days a week at assigned schools Point of Contact: Donna Goings 901-416-6395	• Provide individual, family, and group counseling. • Develop functional behavioral assessments behavioral intervention plans (FBA/BIP) • Develop intake and treatment plans. • Collaborates on progress monitoring. • conduct diagnostic assessments (e.g., BASC-3), • Complete Alcohol and Drug individual and group counseling • Provides targeted behavioral and emotional support to students referred to Wellness Centers. • Conduct school-based threat assessments! • Provide group and individual evidence-based interventions focused on social–emotional skill development and coping strategies. • Conduct district threat assessment evaluations. • Conduct risk assessments, crisis interventions, and safety planning for students who present with suicidal ideation, self-harm, or other mental health crisis. • Provides targeted support to students exhibiting at-risk emotional or behavioral indicators.



Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier II		
Tier II Targeted Intervention	Family Wellness Centers Point of Contact: Donna Goings 901-416-1631	- Targeted A&D education, early intervention groups, and counseling for students at risk of substance use. - After-hours support and structured interventions for students receiving reduced suspensions. - Individual, Family & Group Therapy - Alcohol & Drug Counseling
Tier II Targeted Intervention	Mental Health Regional Managers Point of Contact: (SE) Dayla Hill 901-416- 8391 (SW) Jennifer Geter 901-416-7113 (NE) M. Robinson Jones 901-416-7101 (NW) Gloria Webster 901-416-6574	- Referral & Resource Coordination - Guide clinicians and school staff in implementing targeted interventions (e.g., small group counseling, brief therapy models, early intervention supports). - Monitor fidelity and timeliness of documentation in SIP and EHR. - Provide consultation on threat assessment cases at the Tier 2 level and ensure proper escalation pathways are followed. - Coordinate opportunities for staff wellness through FWCs (e.g., therapeutic yoga, movement sessions, support groups)
Tier II Targeted Intervention	ReSET Room Assistant (65) Point of Contact: Lori Meeks, Jlahna Chatman 901-416-5600	- Provides SEL interventions and immediate redirection. - Observes behavior, collects data and reports findings in SIP to inform interventions and support strategies. - Participates in training and professional development to enhance behavioral skillset. - Works collaboratively with teachers, counselors, and other staff members to support students in crisis.
Tier II Targeted Intervention	Behavior Technician (20) Support 3 Schools Point of Contact: Lori Meeks, Jlahna Chatman 901-416-5600	- Supports Tier II behavior plans Monitors data Models strategies Reports progress. - Monday & Tuesday: Assigned to School A (primary or "base" school) - Wednesday & Thursday: Assigned to School B - Friday: Assigned to School C, (school with lightest load)

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier II		
Tier II Targeted Intervention	Family Engagement Specialist Myrtle Winfield, Rosalind Stevenson 901-416-6088, 901-416-7380	- Partners with families of at-risk Students; coordinates referrals - Tracks ongoing engagement
Tier II Targeted Intervention	Attendance Liaison Point of Contact: Stacey Davis 901-416-2989	- Serve on Student Attendance Review Team (SART) — Conduct weekly meetings with school staff to discuss students reaching 5 unexcused absences. - Conduct Attendance Sessions — Meet with families to identify barriers (transportation, health, family responsibilities). - Coordinate with Counselors and Social Workers — Refer students for wrap-around support and monitor follow-through. - Track Intervention Effectiveness — Update PowerSchool documenting interventions and outcomes. - Document Communication — ensure daily phone calls to parents and document responses. - Provide Weekly Attendance Summaries — Share data with principals, RTI²-B teams and District office for progress monitoring. - Create Incentives for Improvement — Partner with community sponsors for short-term rewards when attendance improves.
Tier II Targeted Intervention	Truancy Liaison Point of Contact: Kelly Henderson 901-416-2216	- Implement Parent–Student Support Plans (PSSPs) for students at risk of chronic absenteeism (5–9 absences). - Develop Truancy Improvement Plan (TIP) with Parents — Outline expectations and support to reduce chronic absenteeism. - Facilitate Home Visits with School Teams to verify residency and re-engage disconnected students. - Refer to Community Agencies (e.g., Juvenile Court, mentoring programs) for Tier II support. - Monitor Compliance with Attendance Contracts — Document in PowerSchool and follow up weekly. - Collaborate with Truancy Manager to review repeat cases and adjust interventions.
Tier II Targeted Intervention	504 Advisors Point of Contact: Dr. Lori Phillips 901-416-0905	- After an SST meeting is held and decides that 504 Eligibility Process is the next step for a student, 504 advisors are available for supporting PSCs during meeting. - Communicates with families to ensure collaboration and understanding of 504 Procedural Safeguards (parental rights), as needed. - Ensure PSCs share the AAAG (Accommodations-at-a-Glance) with teachers and that it is signed - Ensures updates are uploaded into TN PULSE - Notifies schools of nearing expiration/or expired 504 plans

Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
Tier II		
Tier II Targeted Intervention	Health Services Main Number 416-6432	- Failed vision screenings follow-up, i.e., identify and track students who did not pass vision screenings. Communicate results to families, assist with referrals to eye care providers, Well Child, Inc., and monitor for follow-up completion of glasses - Immunization compliance follow-up with non-compliant students, i.e., conduct ongoing communication with families of non-compliant students to ensure vaccinations are updated. Provide resources, education, and connect families with local health providers or clinics (ShotRx, Christ Community) - Early identification of chronic health conditions, i.e., Use screening data, attendance trends, and health office visit logs to identify emerging or unmanaged chronic health conditions such as asthma, diabetes, or severe allergies - Conduct periodic check-ins and data tracking for students with known or potential chronic health needs. Implement targeted support using asthma action plans, diabetic management plans, communicable disease toolkits, and related monitoring systems
Tier III		
Intensive Individualized Supports	Professional School Counselors Point of Contact: Elementary/Middle School Dr. Rhonda Hill (NE & NW Region) 416-6348 Dr. Sherenda Moss (SE & SW Region) 416-4376 High School Dr. Constance Certion 416-8329	- Facilitates SST Process for referrals to Specialized Services - Crisis Intervention and Response - Implements Student Attendance Review Team (SART) Process and Parent Student Support Plan (PSSP) - Consultation with School Support Staff and External Agencies to respond to serve needs





Tier	Role	Responsibilities Aligned to the MSCS RTI ² -B Framework
------	------	--

Tier III

Tier III Intensive Individualized Supports	School Social Worker/ School Psychologist 2–4 days a week at assigned schools Donna Goings 901-416-6395 Crisis and Emergencies: 901-416-6076	• Provides individual therapy for students experiencing acute or chronic emotional/behavioral challenges. • Provides crisis response and emergency support for students exhibiting self-injurious or other harmful behavior. • Conducts threat assessments and coordinates safety planning with administrators and crisis teams. • Offers individual and group therapeutic interventions using evidence-based clinical approaches for students with significant mental health or behavioral challenges. • Collaborates with external mental health providers and families to align care and monitor student stability and safety. • Develop and implement individualized treatment plans based on assessments and presenting needs. • Utilize evidence-based therapeutic modalities such as CBT, TF-CBT, DBT-informed strategies, and solution-focused therapy. • Conduct risk and safety assessments and develop crisis/safety plans in collaboration with families and school staff. • Serve as part of the district’s crisis response team to provide immediate emotional support and stabilization.
---	---	---



Tier III

Tier III Intensive Individualized Supports	Mental Health Regional Manager (MHC) (SE) Dalya Hill 901-416- 8391 (SW) Jennifer Geter 901-416-7113 (NE) Michelle Robinson Jones- 901-416-7101 (NW) Gloria Webster 901-416-6574	• Coordinate opportunities for staff wellness through FWCs (e.g., therapeutic yoga, movement sessions, support groups) • Coordinate and deploy crisis response teams for critical incidents (e.g., suicide, death of a student or staff member, violent events, or major behavioral crises). • Lead collaboration between school leadership, security, and external agencies during incidents. • Provide guidance and oversight for threat assessment processes at the intensive level. • Work closely with school teams on re-entry plans for students returning from hospitalization, alternative placements, or disciplinary suspensions. • Consult with legal, security, and clinical leadership to ensure alignment with district policy. • Serve as liaison between the district, schools, and external providers (e.g., hospitals, law enforcement, mobile crisis). • Monitor documentation, service delivery, and follow-up for high-risk cases in SIP and EHR. • Ensure that Tier 3 interventions are compliant with legal, clinical, and grant requirements.
Tier III Intensive Individualized Supports	RTI²-B Support Specialist Point of Contact: Dr. Lori Phillips 901-416-0905	• Provides intensive, individualized behavioral support for students with chronic or severe behavior challenges. • Leads crisis intervention and offers short-term counseling or de-escalation support when needed. • Collaborates with external agencies and multidisciplinary teams to align services and interventions. • Monitors and adjusts Behavior Intervention Plans (BIPs) based on data and student progress. • Works directly with chronically absent or frequently suspended students, providing intensive case management and monitoring. • Documents all interventions, outcomes, and follow-up actions to demonstrate return on investment and impact on school improvement goals in SIP. • Models professionalism, confidentiality, and compassion in all interactions while maintaining focus on measurable student outcomes.
Tier III Intensive Individualized Supports	District Hearing Official Point of Contact: Michael Bates 901-416-9240	• Ensures due process through DHA Appeal hearings. • Promotes alternatives to suspension and restoration. • Advise School Leaders on discipline consequences and progressive discipline approaches.

Tier III

Tier III Intensive Individualized Supports	Attendance Liaison Point of Contact: Stacey Davis 901-416-2989	• Monitor Daily Attendance Data — Review PowerSchool dashboards for trends, ensuring teachers take attendance accurately. Ensure attendance data is entered correctly and reconciled regularly. • Engage in “Greatness at Your Door” Canvassing — Participate in targeted outreach for chronically absent students. • Coordinate Cross-Functional Team Meetings with counselors, nurses, and administrators for persistent absences (10+ days). • Assist with monitoring Alternative School Referrals for students whose attendance challenges are linked to academic disengagement. • Maintain Individual Attendance Case Files for students with long-term intervention plans. • Provide Ongoing Family Support — Maintain consistent contact with high-need families until stability is achieved. • Report Chronic Cases to District Attendance Manager for compliance, documentation, and accountability reviews.
Tier III Intensive Individualized Supports	Truancy Liaison Point of Contact: Kelly Henderson 901-416-2216	• Prepare Court Referral Packets for students meeting Tennessee’s truancy thresholds after all interventions fail. • Participate in Student Attendance Advisory Board (SAAB) to review high-risk cases and recommend next steps. • Support Juvenile Court Appearances — Attend hearings and present intervention evidence. • Develop Re-Entry Plans for students returning from court or alternative programs to ensure re-engagement. • Monitor Ongoing Compliance Post-Court — Track attendance weekly and document improvements or regressions. • Provide Professional Development to Staff on attendance updates, documentation, and trauma-informed truancy practices. • Assist with monitoring Alternative School Referrals for students whose attendance challenges are linked to academic disengagement.
Tier III Intensive Individualized Supports	Behavior Technician: Point of Contact: Lori Meeks, Jlahna Chatman 901-416-5600	• Implement Tier III plans. • Collects behavioral data to select research-based intervention(s) • Supports crisis management. • Coaches students daily on positive behavior strategies
Tier III Intensive Individualized Supports	Mobile Security Officer Point of Contact 24-hour dispatch 901-416-5773	• Supports crisis containment. • Creates re-entry safety plans • Documents incidents • Reinforces restorative practices.

Tier III

Tier III Intensive Individualized Supports	Safety Special Project Coordinator Point of Contact: Lakira Elliot 901-416-6295	• Investigates gang-related issues that may impact the school community. • Collaborates with school staff, families, and community partners to identify and deescalate potential threats, ensuring that external violence does not infiltrate the school environment. • Serves as trusted mentors, advocates, and liaisons, working to empower students while promoting safety and positive decision-making. • Student Intervention & Support Individual & Group Sessions Behavior Plans • Violence & Gang Prevention: Early Identification, Recruitment Awareness, Gang Culture Education • Crisis Response & Conflict Resolution: De-escalation Support, Mediation Services, Safety Planning • Community Violence Disruption: Community-School Liaison & Partnership Coordinator • Student Voice & Engagement: Focus Groups and Student Advocacy • Data Collection & Progress Monitoring: Student Case Logs and Incident Tracking Program Outcomes • Staff Collaboration & Training: School Team Consultation and Professional Development
Tier III Intensive Individualized Supports	504 Advisors Point of Contact: Dr. Lori Phillips 901-416-0905	• Collaborate with multidisciplinary teams (SPED, counselors, psychologists, administrators) to align services and ensure fidelity of implementation. • Continue to monitor Section 504 caseloads to ensure that all students who receive 504 Services are complying. • Ensures that accommodations align with the student's disability.
Tier III Intensive Individualized Supports	Health Services Main Number: 901-416-6432	• Collaborate with families, healthcare providers, and student support teams to develop and monitor individualized health care plans (IHPs) for students with complex or chronic medical needs. • Individual student procedure monitoring and implementation, i.e., provide direct support for students requiring daily or specialized medical procedures (e.g., insulin administration, catheterization, seizure management). • Activation of emergency preparedness systems, i.e., respond and assist with coordinating emergency response protocols for health-related crises, such as severe allergic reactions, asthma attacks, or medical emergencies. • Individualized student monitoring for acute or chronic health conditions and communicable diseases, i.e., coordinate with district health providers and public health departments to prevent outbreaks and ensure compliance with exclusion/re-entry policies.

MSCS GLOSSARY OR TERMS

A&D (Alcohol and Drug intervention services)
AAAG (Accommodations-at-a-Glance)
ADA (The Americans with Disabilities Act)
ADPP (Alcohol & Drug Prevention Program)
ASD (Achievement School District)
ASVAB (Armed Services Vocational Aptitude Battery)
BASC-3 (Behavior Assessment System for Children, Third Edition)
BIP (Behavioral Intervention Plan): Plan de Intervención conductual
CASEL (Collaborative for Academic, Social, and Emotional Learning)
CBT (Cognitive Behavioral Therapy)
CICO (Check-In/Check-Out)
DBT (Dialectical Behavior Therapy)
DHA (Disciplinary Hearing Appeals)
EHR (Electronic Health Record)
FAFSA (Free Application for Federal Student Aid)
FAPE (Free Appropriate Public Education)
FERPA (Family Educational Rights and Privacy Act)
FBA (Functional Behavior Assessment)
FWC (Family Welfare Centers)
IDEA (Individuals with Disabilities Education Act)
IEP (Individualized Education Program)
IHPs (Individualized Healthcare Plans)
JROTC (The Junior Reserve Officers' Training Corps program)
MEP (Migrant Education Program)
MH (Mental Health)
MHC (Mental Health Center)
MSCSMHC (Memphis- Shelby County Schools Mental Health Centers)
MTSS (Multi-Tiered Systems of Support)
NSSI (Non-Suicidal Self-Injury)
PBIS (Positive Behavioral Interventions and Supports)
Project STAND (Social-Emotional, Transition, Academic, and Networking Development)
PSC (Professional School Counselors)
PSSP (Parent-Student Support Plans)
RTI²-A (Response to Instruction and Intervention for Academics)
RTI²-B (Response to Instruction and Intervention for Behavior)
SAAB (Student Attendance Advisory Board)
SAMS (Students Attendance Management/Monitoring System)
SARB (Student Attendance Review Board)



SART (Student Attendance Review Team)
SEL (Social and Emotional Learning)
SHAPE (School House Adjustment Program Enterprise)
SIP (School Improvement Plan)
SOS (Signs of Suicide)
SPED (Special Education)
SRO (School Resource Officer)
SST (Student Support Team)
SSW (Social School Worker)
TDMHSAS (The Tennessee Department of Mental Health and Substance Abuse Services)
TF-CBT (Trauma-Focused Cognitive Behavioral Therapy)
TIP (Truancy Improvement Plan)
TN PULSE (Tennessee Plans for Learning Success and Excellence)
YRBS (Youth Risk Behavior Survey)

NOTES

NOTES

NOTES

NOTES

NOTES



Board of Education

Natalie McKinney, Chair

Joyce Dorse Coleman, Vice Chair

Stephanie Love

Amber Huett-García

Michelle Robinson McKissack

Towanna Murphy

Tamarques Porter

Sable Otey

Keith Williams

Roderick F. Richmond, Ed.D., Superintendent

Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

GREATNESS GROWS HERE!