Mt. Pisgah Middle School’s
“Excellence Everyday Without Excuses”

PBIS/RTI²-B
School-Wide Discipline Plan

2018 - 2019

1444 Pisgah Road
Cordova, TN 38016
## PBIS/RTI²-B Team Members

<table>
<thead>
<tr>
<th>Role</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>LaVonda Jones</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Travis McGlothian</td>
</tr>
<tr>
<td>Professional School Counselor</td>
<td>Devonah Bowers and Angela Sanders</td>
</tr>
<tr>
<td>General Education Teacher(s)</td>
<td>William Wilson, Tarvis Mull</td>
</tr>
<tr>
<td>Special Ed. Teacher(s)</td>
<td>Monica Towles</td>
</tr>
<tr>
<td>Parents</td>
<td>Angelia Webster, LaShunda Nance and Rashon Johnson</td>
</tr>
<tr>
<td>Behavioral Specialist</td>
<td>Ms. Kim Carter</td>
</tr>
<tr>
<td>Ed. Assistant(s)/Non-Certified Staff</td>
<td>Ms. Driver</td>
</tr>
</tbody>
</table>

## PBIS/RTI²-B Team Member Role Assignments

<table>
<thead>
<tr>
<th>Role</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal PBIS/RTI2-B Coach</td>
<td>Devonah Bowers and Angela Sanders</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Travis McGlothian</td>
</tr>
<tr>
<td>Coach</td>
<td>Devonah Bowers</td>
</tr>
<tr>
<td>Recorder</td>
<td>Angela Sanders</td>
</tr>
<tr>
<td>Communicator</td>
<td>LeTedrick Wiggins</td>
</tr>
<tr>
<td>Data Person</td>
<td>LaVonda Jones</td>
</tr>
<tr>
<td>Timekeeper</td>
<td>LeTedrick Wiggins</td>
</tr>
<tr>
<td>Task Person</td>
<td>Devonah Bowers</td>
</tr>
</tbody>
</table>
## 2018-19 Discipline Team Meeting Schedule

<table>
<thead>
<tr>
<th>20 Day Reporting Period</th>
<th>SW PBIS/RTI²-B &amp; Attendance Team meeting dates. Enter dated and initial when each meeting is complete</th>
<th>Faculty meeting dates to report interpretation of 20 day data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday August 31</td>
<td>September 3, 2018</td>
</tr>
<tr>
<td>2</td>
<td>Monday October 1</td>
<td>October 15, 2018</td>
</tr>
<tr>
<td>3</td>
<td>Monday November 5</td>
<td>November 12, 2018</td>
</tr>
<tr>
<td>4</td>
<td>Friday December 7</td>
<td>December 10, 2018</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday January 23</td>
<td>February 4, 2019</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday February 20</td>
<td>March 4, 2019</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday March 27</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>8</td>
<td>Thursday April 25</td>
<td>April 29, 2019</td>
</tr>
<tr>
<td>9</td>
<td>Thursday May 23</td>
<td>May 24, 2019</td>
</tr>
</tbody>
</table>
Our vision is for students to embrace academic excellence and diversity through collaboration, critical thinking, creative exploration, and perseverance. Students will take ownership of their learning to positively impact our global society.
The core mission of MPMS is to provide rigorous educational opportunities that foster academic success and problem-solving skills.
The purpose of the plan is to ensure that students understand the behavior expectations of the school as we work to cultivate a positive & nurturing school climate.
• Decrease out-of-school suspensions for each grade by 10%
• Decrease office referrals in each grade by 10%
• Decrease the number of students referred to ISS by 10%
• Increase student attendance to 98% in each grade level
• Decrease chronic absenteeism by 10%
Not all 2017-18 goals were met. Goal percentage will be adjusted to make attainable.

(Results on next slide)
Mt. Pisgah’s 2018/2019 Goals & Objectives

- Decrease out-of-school suspensions for each grade by 5%
- Decrease office referrals in each grade by 5%
- Decrease the number of students referred to ISS by 5%
- Increase student attendance to 98% in each grade level
- Decrease chronic absenteeism by 5%
• Monitoring of the school-wide behavior plan is ongoing.

• The Principal, Assistant Principal, PLC Coach, School Counselors and Classroom Teachers discuss the implementation plan during team and staff development meetings.

• Coaching is provided for teachers and the S-Team process is used to develop intervention plans for students with at-risk behaviors.
School Expectations

(Pisgah Pledge: I will act as a responsible, respectful, safe, honest, and kind Eagle at all times.)

- Be Responsible
- Be Respectful
- Be Safe
- Be Honest
- Be Kind
<table>
<thead>
<tr>
<th>Expectation</th>
<th>Hallways/ School Grounds</th>
<th>Classroom</th>
<th>Bus</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Assemblies</th>
<th>Computer Lab</th>
<th>Library</th>
<th>After School Activities</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>*Get your materials during locker break. *Be on time and go directly to your destination.</td>
<td>*Be on time *Be prepared with supplies and assignments *Begin work immediately *Listen without interrupting *Follow directions *Participate *Raise hand for help *Do your best</td>
<td>*Follow all bus rules *Keep seats and aisles clean</td>
<td>*Clean up after yourself *Flush toilet *Use good hygiene *Report any problems to an adult</td>
<td>*Follow all cafeteria rules *Clean up after yourself *Throw away all trash *Be ready to pay</td>
<td>*Watch the program *Listen to speakers and performers</td>
<td>*Follow the acceptable use policy *Report problems with equipment to teacher</td>
<td>*Know reason for visit *Be prepared *Arrive with a pass *Ask for help if needed *Return books on time *Pay fines promptly</td>
<td>*Return permission slips and fees on time *Arrange transportation *Store items in designated areas</td>
<td>*Wait patiently to be helped *State your purpose politely</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>*Listen to all adults. *Listen to peers. *Keep our school clean and litter free</td>
<td>*Enter and exit quietly *Take turns when talking *No “put downs” or “checking” *Ask before taking any materials *Use good manners with teachers and classmates *Follow the Pisgah Pledge with substitute teachers</td>
<td>*Follow your bus driver’s directions *Be polite *Use good manners</td>
<td>*Give others and yourself privacy *Keep our restrooms clean *Keep our bathrooms graffiti-free</td>
<td>*Use good manners with cafeteria staff and other students *Wait patiently</td>
<td>*Sit quietly *Respond appropriately to the program</td>
<td>*Leave equipment as you found it *Clean up your area</td>
<td>*Use library and materials properly *Allow others to work in library without disruption *Follow book check out procedures</td>
<td>*Use good manners *Limit movement during games *Cooperate with all office staff</td>
<td></td>
</tr>
<tr>
<td>Expectation</td>
<td>Hallways/ School Grounds</td>
<td>Classroom</td>
<td>Bus</td>
<td>Restroom</td>
<td>Cafeteria</td>
<td>Assemblies</td>
<td>Computer Lab</td>
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<td>Office</td>
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<tr>
<td><strong>Be Safe</strong></td>
<td><em>Walk and stay to the right</em></td>
<td><em>Stay seated</em></td>
<td><em>Wash your hands with soap and water</em></td>
<td><em>Keep hands, feet, and objects to yourself</em></td>
<td><em>Enter and exit quietly</em></td>
<td><em>Keep hands, feet, and objects to yourself</em></td>
<td><em>Keep hands, feet, and objects to yourself</em></td>
<td><em>Keep hands, feet, and objects to yourself</em></td>
<td><em>Stay in assigned area</em></td>
<td><em>Stand in line</em></td>
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<tr>
<td></td>
<td><em>Face forward while walking</em></td>
<td><em>Keep your hands and feet in your own space</em></td>
<td><em>Keep water in the sink</em></td>
<td><em>Eat only your food</em></td>
<td><em>Keep food, drinks, and gum out of the computer lab</em></td>
<td><em>Follow the acceptable use policy for computer use</em></td>
<td><em>Purchase tickets for the events you plan to attend</em></td>
<td><em>Help others clean up after yourself</em></td>
<td><em>Attend only to your business</em></td>
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<td></td>
<td><em>Keep hands and feet to yourself</em></td>
<td><em>Report any dangerous behavior to an adult</em></td>
<td><em>Turn off faucets with a paper towel</em></td>
<td><em>Stay seated</em></td>
<td><em>Tell the truth</em></td>
<td><em>Tell the truth</em></td>
<td><em>Tell the truth</em></td>
<td><em>Tell the truth</em></td>
<td><em>Avoid conflict</em></td>
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<tr>
<td></td>
<td><em>Have a hall pass when out of class</em></td>
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<tr>
<td><strong>Be Honest</strong></td>
<td><em>Use assigned locker</em></td>
<td><em>Tell the truth</em></td>
<td><em>Pay for all of your food/drink items</em></td>
<td><em>Keep food, drinks, and gum out of the gym</em></td>
<td><em>Work on only assigned projects</em></td>
<td><em>Follow the acceptable use policy for computer use</em></td>
<td><em>Purchase tickets for the events you plan to attend</em></td>
<td><em>Tell the truth</em></td>
<td><em>Tell the truth</em></td>
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<td></td>
<td><em>Turn in found items to a teacher</em></td>
<td><em>Tell the truth</em></td>
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<td><em>Tell the truth</em></td>
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<tr>
<td><strong>Be Kind</strong></td>
<td><em>Speak in a quiet, friendly voice</em></td>
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<td><em>Speak in a quiet, friendly voice</em></td>
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<tr>
<td></td>
<td><em>Help each other</em></td>
<td><em>Speak in a quiet, friendly voice</em></td>
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<tr>
<td></td>
<td><em>Avoid conflict</em></td>
<td><em>Speak in a quiet, friendly voice</em></td>
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<td></td>
<td><em>Work Cooperatively</em></td>
<td><em>Avoid conflict</em></td>
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</tr>
<tr>
<td></td>
<td><em>Avoid conflict</em></td>
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</tbody>
</table>

**Pisgah Pledge:** I will act as a responsible, respectful, safe, honest, and kind Eagle at all times.
Walkers, car riders, or bus riders will enter through the back entrance or side entrance.

Some students enter side door for breakfast.

Staff members will greet and monitor waiting areas until 8:10 am.

Some students report to their lockers at 7:50 am; then directly to homeroom.
School Procedures Closing of School/Buses

- Students will be dismissed each day at 3:15 p.m.
- Walkers, car riders, or bus riders will exit through the back entrance or side entrance.
- Students should be completely off campus by 3:45 p.m. unless accompanied by a teacher for a specific activity.
- There is no adult supervision of students after this time, unless they are at a specified tutoring or practice session.
During the 2018-19 school year, Mt. Pisgah Middle School will implement a bell schedule during the school day. The bell will ring throughout the day—every 55 minutes.

Class change will occur in the following manner: First all teachers will be on their post; the students loop from right to left going to their next class.

When class ends, the students are dismissed by the teacher(s), not the bell in an orderly manner.
• Students will enter the lunchroom with their 4th period class.
• Students may enter through the side breezeway door if weather permits.
• Students may also enter the lunchroom from the MAPS hallway.
• Students should enter in an orderly manner: straight line, no running, and use the exterior walkway to move throughout the lunchroom.
School Procedures: Assemblies

- Students are to be escorted to the gymnasium by their teachers and sit in assigned homeroom sections.
- Teachers will sit or stand next to their classes and monitor their students’ behavior.
- Talking will not be allowed when entering, during assemblies, or exiting.
School Procedures

Referrals

Majors
- Overt Defiance
- Fighting/Physical/Personal Aggression
- Thefts/Forgery
- Harassment/Threats
- Bullying
- Weapons
- Drugs and Alcohol

Minors
- Dress Code Violation
- Inappropriate Verbal or Nonverbal Language
- Irresponsible Acts
- Disrespect/Tardy
- Property Misuse
- Taunting/Teasing
- Disrupting Class (Excessive talking, Out of Seat without permission)
Responses to Minor Infractions (Progressive Discipline)

1. Verbal Warning
2. Infraction
3. Multiple Infractions = Phone Conference
4. 5 Infractions = Detention (After 1st 3 weeks)
5. Multiple Detentions = Team Conference, ISS, Counselor Referral
6. Multiple ISS = OSS
7. Fast Track Offensive start at step 5
Response to Major Infractions (Office Managed)

- Mandatory Office Referral
- Administrator determines the consequences based on SCS policy
- Administrator informs parents
- Administrator provides feedback to teachers
**School Procedures**

**Restrooms/Hall passes**

- All students have the opportunity to access the restrooms during class transitions.

- Students must receive permission from the teacher and explain the need to exit class in order to receive a hall pass.

- Only one hall pass is allowed per student.
School Procedures
Ongoing New Student Orientation

• School Tour
• Principal & Assistant Principal Introduction
• Teacher & Staff Introduction
• Student pairing
• Check-in & Check-out
CLASSROOM PROCEDURES

• Enter classroom quietly
• Complete “Eagle Warm-Up”
• Hall Passes: one per student
• Asking for help: Raising hand
• Turning in homework: Collected Daily
• Make up work: Students with missing work will be assigned to ZAP to make up missed assignments
• Communication with parents (ClassDojo, school messenger, phone calls, e-mail, notes, website, and text messages).
How Do We Teach The Rules?

Beginning of the year

- Distribution of student handbooks to parents
- Grade level orientation with administrators
- Daily Review of Code of Conduct
- Code of Conduct Quiz Ongoing
- Revisit the procedures and expectations
- Procedures posted in all classrooms
- Daily announcements
<table>
<thead>
<tr>
<th><strong>Behavioral Expectation Lesson Plan for Hallway/School Grounds</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>The students will demonstrate being RESPONSIBLE, being RESPECTFUL, being SAFE, being HONEST, and being KIND in the hallways/school grounds.</td>
</tr>
<tr>
<td><strong>Setting:</strong></td>
<td>Hallways/School Grounds</td>
</tr>
</tbody>
</table>
| **Expectations Taught:** | Responsible: Be on time and go directly to your destination
Respectful: Listen to all adults, help your peers, and keep your school clean and litter free
Safe: Keep hands and feet to yourself
Honest: Use assigned locker, Tell the truth, Turn in found items to a teacher
Kind: Speak in a quiet, friendly voice |
| **Examples:** | 1. Students will walk, stay to the right, and loop.
2. Students will face forward while walking.
3. Students will get materials during locker break
4. Students must have a hall pass when out of class. |
| **Non-examples:** | 1. Walking to the left of the hall
2. Talking loudly
3. Running in the hall |
| **Follow Through and Practice:** | 1. Teachers may utilize powerpoint or handouts to teach expectations. After expectations have been taught, teachers will check for understanding.
2. Students will practice and model the correct expectations.
3. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
<p>| <strong>Acknowledgement:</strong> | Students who exhibit exemplary behavior will receive a $5 game card to Incredible Pizza. The game cards can be used as currency in the Incredible Pizza Fairgrounds to play games. |</p>
<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students will demonstrate being RESPONSIBLE, being RESPECTFUL, being SAFE, being HONEST, and being KIND in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Classroom</td>
</tr>
<tr>
<td>Expectations Taught:</td>
<td>Responsible: Be on time and prepared for class, and do your best  Respectful: No “put downs” or checking. Use good manners with teachers and classmates  Safe: Keep hands and feet to yourself  Honest: Tell the truth  Kind: Help others and work cooperatively</td>
</tr>
<tr>
<td>(see behavior expectation matrix)</td>
<td></td>
</tr>
<tr>
<td>Teach using “I do, we do, you do”</td>
<td></td>
</tr>
<tr>
<td>Non-examples:</td>
<td>1. Get up without permission 2. Talk without permission 3. Wait to complete assignments</td>
</tr>
<tr>
<td>(Adults model only)</td>
<td></td>
</tr>
<tr>
<td>Follow Through and Practice:</td>
<td>1. Teachers may utilize powerpoint or handouts to teach expectations. After expectations have been taught, teachers will check for understanding.  Students will practice and model the correct expectations. 3. Students will be refreshed on each expectation after return from each break (fall, winter, spring break)</td>
</tr>
<tr>
<td>(How will behavior expectations continue to be taught throughout the school year?)</td>
<td></td>
</tr>
<tr>
<td>Acknowledgement:</td>
<td>Students who exhibit exemplary behavior will receive a $5 game card to Incredible Pizza. The game cards can be used as currency in the Incredible Pizza Fairgrounds to play games.</td>
</tr>
<tr>
<td>(How will behaviors be acknowledged in this setting?)</td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Expectation Lesson Plan for Buses
Lesson plans should be taught in the area and take 10-15 minutes

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students will demonstrate being RESPONSIBLE, being RESPECTFUL, being SAFE, being HONEST, and being KIND in the bus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Bus</td>
</tr>
</tbody>
</table>
| Expectations Taught:| Responsible: Follow all bus rules  
Respectful: Be polite, use good manners  
Safe: Report any dangerous behavior to an adult  
Honest: Treat others the way they want to be treated  
Kind: Avoid conflict |
| Examples:           | 1. Keep your hands and feet in your own space  
2. Keep seats and aisles clean  
3. Stay seated  
4. Avoid conflict |
| Teach using “I do, we do, you do” | 1. Keep your hands and feet in your own space  
2. Keep seats and aisles clean  
3. Stay seated  
4. Avoid conflict |
| Non-examples:       | 1. Walk around the bus without permission  
2. Hit/kick the seat in front of you  
3. Yell on the bus |
| Follow Through and Practice: | 1. Teachers may utilize powerpoint or handouts to teach expectations. After expectations have been taught, teachers will check for understanding.  
2. Students will practice and model the correct expectations.  
3. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement:    | Students who exhibit exemplary behavior will receive a $5 game card to Incredible Pizza. The game cards can be used as currency in the Incredible Pizza Fairgrounds to play games. |
### Behavioral Expectation Lesson Plan for Restroom

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

| Objective: | The students will demonstrate being RESPONSIBLE, being RESPECTFUL, being SAFE, being HONEST, and being KIND in the restroom. |
| Setting: | Restroom |
| Expectations Taught: (see behavior expectation matrix) | Responsible: Use good hygiene  
Respectful: Give others and yourself privacy  
Safe: Keep water in the sink and turn off faucets with a paper towel  
Honest: Tell the truth.  
Kind: Avoid conflict |
| Examples: Teach using “I do, we do, you do” | 1. Clean up after yourself  
2. Flush toilet  
3. Wash your hands with soap and water  
4. Take care of your needs and return to class quickly  
5. Do not write on walls or stalls |
| Non-examples: (Adults model only) | 1. Splash water  
2. Play in the restroom  
3. Leave water faucet running |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | 1. Teachers may utilize powerpoint or handouts to teach expectations. After expectations have been taught, teachers will check for understanding.  
2. Students will practice and model the correct expectations.  
3. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement: (How will behaviors be acknowledged in this setting?) | Students who exhibit exemplary behavior will receive a $5 game card to Incredible Pizza. The game cards can be used as currency in the Incredible Pizza Fairgrounds to play games. |
## Behavioral Expectation Lesson Plan for Cafeteria

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students will demonstrate being RESPONSIBLE, being RESPECTFUL, being SAFE, being HONEST, and being KIND in the cafeteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Cafeteria</td>
</tr>
</tbody>
</table>
| Expectations Taught: | Responsible: Stay in a straight line and do not cut in front of others in the line  
Respectful: Use good manners with cafeteria staff and other students. Wait patiently.  
Safe: Stay seated and keep hands, feet, and other objects to yourself  
Honest: Tell the truth  
Kind: Touch only your food and avoid conflict |
| Examples: | 1. Eat only your food  
2. Clean up after yourself  
3. Throw away all trash  
4. Enter the cafeteria with your class, stay in line and walk along the perimeter |
| Teach using “I do, we do, you do” | 1. Run in the cafeteria  
2. Skip in front of students  
3. Take food from other students |
| Non-examples: (Adults model only) | 1. Enter the cafeteria with your class, stay in line and walk along the perimeter |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | 1. Teachers may utilize powerpoint or handouts to teach expectations. After expectations have been taught, teachers will check for understanding.  
2. Students will practice and model the correct expectations.  
3. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement: (How will behaviors be acknowledged in this setting?) | Students who exhibit exemplary behavior will receive a $5 game card to Incredible Pizza. The game cards can be used as currency in the Incredible Pizza Fairgrounds to play games. |
### Behavioral Expectation Lesson Plan for Assemblies

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

| Objective: | The students at Mt. Pisgah Middle School will act as responsible, respectful, safe, honest and kind Eagles at all times. |
| Setting: | **Assemblies** |
| Expectations Taught: | **Responsible:** Listen to speakers and performers  
**Respectful:** Sit quietly. Respond appropriately to the program  
**Safe:** Enter and exit quietly. Stay in designated area  
**Honest:** Keep food, drinks, and gum out of gym  
**Kind:** Applaud appropriately |
| Examples: | 1. Students will listen to speakers attentively.  
2. Students will respond appropriately to program speakers.  
3. Students will enter and exit the gymnasium quietly.  
4. Students will not eat drink or chew gum while in the gymnasium. |
| Non-examples: (Adults model only) | 1. Talking while the speaker is talking.  
2. Eating, drinking or chewing gum in the gymnasium.  
3. Booing, or making other inappropriate comments. |
| Follow Through and Practice: | 1. Students will practice and model the correct expectations.  
2. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement: | (How will behaviors be acknowledged in this setting?) |
# Behavioral Expectation Lesson Plans for Computer Lab

| Objective: | The students at Mt. Pisgah Middle School will act as responsible, respectful, safe, honest and kind Eagles at all times. |
| Setting: | Computer Lab |
| Expectations Taught: (see behavior expectation matrix) | **Responsible**: Follow the acceptable use policy & report problems to teacher  
**Respectful**: Leave equipment as you found it, clean up your area  
**Safe**: Enter and exit quietly, Keep hands, feet and objects to yourself  
**Honest**: Work only on assigned projects, keep food, drinks and gum out of computer lab  
**Kind**: Speak in a quiet, friendly voice |
| Examples: | 1. Students will inform teachers of any problems while using the lab.  
2. Students will respect the equipment utilized in the computer lab.  
3. Students will only work on assigned projects. |
| Non-examples: (Adults model only) | 1. Destroying computer equipment  
2. Visiting unapproved sites |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | 1. Students will practice and model the correct expectations.  
2. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement: (How will behaviors be acknowledged in this setting?) | |
# Behavioral Expectation Lesson Plans for Library

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students at Mt. Pisgah Middle School will act as responsible, respectful, safe, honest and kind Eagles at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Library</td>
</tr>
</tbody>
</table>
| **Expectations Taught:** (see behavior expectation matrix) | **Responsible:** Pay fines promptly, arrive with a pass, return books on time  
**Respectful:** Use library materials properly, follow book check out procedures  
**Safe:** While seated keep 2 feet and 4 legs on the floor  
**Honest:** Follow the acceptable use policy for computer use  
**Kind:** Help others, clean up after yourself |
| **Examples:** | **Teach using “I do, we do, you do”** |
| | 1. Students will have a pass if they are not accompanied by their teacher.  
2. Students will maintain proper voice control while in library.  
3. Students will remain on assigned websites while using the computer. |
| **Non-examples:** (Adults model only) | 1. Excessive noise  
2. Damaging books/materials  
3. Visiting unapproved sites while on computer |
| **Follow Through and Practice:** (How will behavior expectations continue to be taught throughout the school year?) | 1. Students will practice and model the correct expectations.  
2. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| **Acknowledgement:** (How will behaviors be acknowledged in this setting?) | --- |
**Lesson Plan**

### Sample Behavioral Expectation Lesson Plans for After School Activities

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students at Mt. Pisgah Middle School will act as responsible, respectful, safe, honest and kind Eagles at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>After School Activities</td>
</tr>
</tbody>
</table>
| Expectations Taught: (see behavior expectation matrix) | **Responsible:** Return permission slips and fees on time, arrange transportation  
**Respectful:** Use good manners. Limit movement during games  
**Safe:** Stay in designated areas, leave only with prearranged ride  
**Honest:** Purchase tickets for the events you plan to attend  
**Kind:** Show school spirit, exhibit good sportsmanship |
| Examples: | 1. Students will make certain they return monies and permission slips on time.  
2. Students will ensure that they have adequate transportation to get home once activity is completed.  
3. Students will remain in designated areas at all times |
| Non-examples: (Adults model only) | 1. Student not being where they are supposed to be during activity.  
2. Student not being picked up in a timely manner after activity. |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | 1. Students will practice and model the correct expectations.  
2. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
| Acknowledgement: (How will behaviors be acknowledged in this setting?) |
### Sample Behavioral Expectation Lesson Plans for Main Office

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The students at Mt. Pisgah Middle School will act as responsible, respectful, safe, honest and kind Eagles at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Office</td>
</tr>
</tbody>
</table>
| Expectations Taught: (see behavior expectation matrix) | **Responsible:** State your purpose politely, wait patiently to be helped  
**Respectful:** Use good manners and polite language, cooperate with office staff  
**Safe:** Follow sign in/out procedures  
**Honest:** Take care of your needs and return to class immediately  
**Kind:** Attend only to your business |
| Examples: Teach using “I do, we do, you do” | 1. Students will wait their turn to be helped by office staff  
2. Students will be respectful to office staff  
3. Students will return directly to class once they have taken care of their office business |
| Non-examples: (Adults model only) | Skipping the line  
Rude/disrespectful behavior towards office staff  
Visiting other areas of the building before returning to class |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | 1. Students will practice and model the correct expectations.  
2. Students will be refreshed on each expectation after return from each break (fall, winter, spring break) |
<p>| Acknowledgement: (How will behaviors be acknowledged in this setting?) | |</p>
<table>
<thead>
<tr>
<th>Offenses</th>
<th>Infraction (Minor)</th>
<th>Mandatory Detention</th>
<th>Mandatory Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Code</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excessive Talk</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespect</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foul Language</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off Task</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profanity</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Insubordination</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Eating In Class/Hall</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computer Violation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Altercation</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Threats/Profanity to Staff</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Pre-Referral Flow Chart

1. Observe problem behavior
   - Is behavior major?
     - Yes: Ensure safety
       - Write referral & Escort student to office
       - Problem solve
         - Determine consequence
         - Follow documented procedure
       - Follow through with consequences
       - File necessary documentation
     - No: Proceed to next step
   - No: Does student(s) have a referral(s)?
     - Yes: Follow up with student within a week
     - No: Send referral to office

2. Remind the student(s) of rules and procedures
3. Redirect student(s) of inappropriate behavior
4. Enforce classroom Management strategies
5. Conference with the Student(s)
6. Student reflection log
7. Phone call to parents
   - Document phone calls and conferences
   - Conference with the guidance Counselor and/or Behavioral Specialist
   - Sign behavior contract.
INTERVENTION STRATEGIES (TIER 1)

- Self-monitoring programs
- Think sheets
- Peer mediation
- Increased academic/behavioral supports & practices
- Parent training & collaboration
- Self-management training and support
- Social skills instruction
- Behavioral Contract
- Others
We use discipline data provided by the district and from our own compilation to monitor the progress of secondary interventions.

This data is examined to determine the progress of each student. A decrease in student rule violations is the first indicator of progress. If progress is not seen with a student, other strategies and interventions will be used. These will include parent conferences held to develop detailed behavior plans. All faculty and staff are key facilitators in this process and assist in planning strategies for successful Behavior Intervention Plans.
“Red Zone” students are referred to the school S-Team. Referrals can be made by Faculty, Staff, and Administration for students who have not responded successfully to teacher-initiated behavioral interventions. S-Team forms are designed to document those interventions and provide additional data about the child. Using this documentation, the S-Team will develop a Behavior Intervention Plan. The S-Team meets with parents and the student and works with them to develop a BIP to assist in success. Each plan is different and tailored to the specific needs of the individual child and their family.

- There are currently no BIPs completed for this school year.
- We monitor BIP’s through S-Team support. Sessions with the Professional School Counselor, Parent Meetings, and Referral/Infraction Data.
Green zone 0 – 1, yellow zone 2 – 5, red zone 6+ office referrals

Tier 1
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tier 2
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tier 3
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

0%

3%

97% of Students
1. Student accumulates 5 unexcused absences

2. Principal notification by e-mail

3. Parent notification of meeting

4. Administrator and Counselor hold SART meeting, parent signs PSAP*

5. Meeting documented in SMS Discipline Module by administration

6. Student name placed on SART Watch List

7. SART Watch List monitored by support team

8. Re-offenders reported to principal

9. Principal contacts parent of re-offender and Truancy Officer
School Wide Incentives
Peace Days Incentives

• 10 Days: Preferred Seating in the Cafeteria
• 25 Days: 30 Minutes of recreational time outside
• 35 Days: Movie and Popcorn Day
• 50 Days: Soaring Eagles Hour
• 75 Days: Dance
• 100 Days: Free Time (1 Hour) and Cook-out
• 130 Days: Field Trip
Teacher Incentives

- Gift cards for perfect attendance
- Teacher of the year is nominated and voted
- Breakfast & Dinners are provided
- Teacher of the month
- Teacher recognized by administrative team during faculty meeting
COMMUNICATION
STAFF, STUDENTS AND STAKEHOLDERS

• Parent Letter
• Website
• Parent Newsletter
• Parent Meetings
• E-mail
• School Messenger (voice message & text)
Mt. Pisgah Middle School celebrates contributions of faculty, staff and students toward the accomplishments of school goals.

- Announcements: Peace Days, Birthdays, Character Ed
- Bulletin Boards: Student of the Month, Teacher of the Month.
- National Prayer Day with the School and Community.
- Individual classrooms, clubs and team celebrations.
- Pizza parties, field trips, free time, cook-outs, movie & popcorn day and dances.
- Librarian provides a special token to all students who have earned all E’s in conduct and no more than 2 absences.
STUDENT ENGAGEMENT

Academics and Special Activities
Angel Tree Program
Athletic Banquet
AVID
Advisory Committee
Band
Beautification Project
Black History Month
Career Day
Chorus
Dances (6th, 7th, and 8th grade)
Educational Leaders of Tomorrow
Fellowship of Christian Athletes (FCA)
Field Trips
International Club
Inventions and Innovations (STEM)
Kids Kan
Maroon/White Game
Orchestra
Peer Mediation

Peer Tutoring
Red Ribbon Activities
Spirit Week
Student Assistance Program
Student Activity Council (SAC)
Student Council Charity Drive
United Way

Before and After School Activities
Art Club
Band
Chess Club
Chorus
Jazz Band
National Junior Honor Society
Newspaper Staff
Orchestra
Pep Club
Step Team

Student Council
Talent Show
Yearbook Staff
PTA Safety Poster contest
Spelling Bee
Volleyball

Competitive Activities
Basketball Teams
Battle of the Books
Cheerleading
Debate Team
Football
Geography Bee
Math Counts
Contest
Competition

Parent Involvement
Band Boosters
Campus
Beautification
Career Day Speakers
Cheer Boosters
Chorus Boosters
Classroom Speakers
Field Trip Chaperones
Just Say No Leaders
Lab Assistants (Science and Computer)
Tutorial Program
PTA
Character Education

- Character Education is conducted through Mt. Pisgah Middle’s Counseling Department
- The classroom sessions are conducted for 55 minutes and focuses on social, personal, academic or career development. The Professional School Counselors may conduct the session or the classroom teacher may conduct the lesson.
- The School Counselors prepares the lesson plans for these sessions.
ATOD PREVENTION

- **Classroom Guidance Program:** School Counselors
- **Individual Counseling Sessions:** School Counselors, School Social Worker, & Coordinated School Health
- **Red Ribbon Week:** Faculty, Staff & Students
- **Peace Days Program:** Faculty, Staff & Students
- **Girls, Inc.:** Community Stakeholder
BULLYING PREVENTION

• Unity Day/Stop Bullying: School Counselor, Faculty, Staff & Students

• Anti-Bullying Rally: Coordinated School Health

• Bully Prevention Program: Shelby County Sheriff’s Office

• Peace Days Program: Faculty, Staff & Students
# Violence Prevention

<table>
<thead>
<tr>
<th>Program</th>
<th>Taught By</th>
<th>Taught To</th>
<th>How Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Choice Week</td>
<td>School Counseling Department</td>
<td>All Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Red Ribbon</td>
<td>School Counseling Department</td>
<td>All Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Bullying Prevention Programs</td>
<td>School Counselors, Coordinated School Health, Shelby County Sheriff’s Office</td>
<td>All Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Peer Mediation</td>
<td>School Counselors, ISS &amp; Students</td>
<td>Students w/ conflicts</td>
<td>As Needed</td>
</tr>
</tbody>
</table>
Student recognition will be made every quarter:

- Special Announcement with attendance certificate
- Homework Pass
- Student receptions (for students who have earned attendance incentives for the previous quarters)
PBIS COMMITTEE MEMBERS

- LaVonda Jones, Principal
- Travis McGlothian, Assistant Principal
- Angela Knox, Title I PLC Coach
- Devonah Bowers, School Counselor
- Angela Sanders, School Counselor

- Letedrick Wiggins, ISS Assistant
- William Wilson, Teacher
- Tarvis Mull, Teacher
- Kathleen Bryson, Teacher
- Tiffany Anderson, Teacher
- Monica Towles, Teacher
RESOURCES

• PBIS World: http://www.pbisworld.com/
• Maryland PBIS: http://www.pbismaryland.org
• PBIS: http://www.pbis.org
• Michigan: http://miblsi.cenmi.org/
• Attendance Works: http://www.attendanceworks.org/
• TN Dept. of Ed.: https://www.tn.gov/education/topic/graduation-requirements
• SCS PBIS Notebook
PBIS TEAM

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

PBIS Counselor
• Gina True

Office Phone
416-6347

Behavior and Leadership
205 N. Claybrook, Memphis, TN 38104