

UNION LOCAL MIDDLE SCHOOL



PBIS HANDBOOK 2022-2023

Journey **E**very STEP **T**owards **S**uccess

BE EXCELLENT



BE RESPECTFUL



BE KIND

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INTRODUCTION

Dear Parents/Guardians,

We are excited to begin the 2022-2023 school year with a fresh start and an optimistic attitude! At Union Local Middle School, we strive to ensure that every child has a positive experience every day at school. In order to do so, we will implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework that we use to teach and reinforce behaviors we want our students to exhibit at school. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.). We have created a PBIS Handbook for the new school year, in which you can find more information about PBIS, our school-wide behavior plan, acknowledgement system, etc. This handbook can also be found on the Union Local Middle School website.

The school-wide expectations that we will require all students to know, understand, and follow are:

BE EXCELLENT

BE RESPECTFUL

BE KIND

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21 Century Learning skills. Research shows that when the home and school work together, student learning is more successful. With that said, you will get more information on PBIS throughout the school year. Practice the school-wide expectations at home and encourage your child to BE EXCELLENT, BE RESPECTFUL, and BE KIND. We look forward to an exciting school year full of new learning.

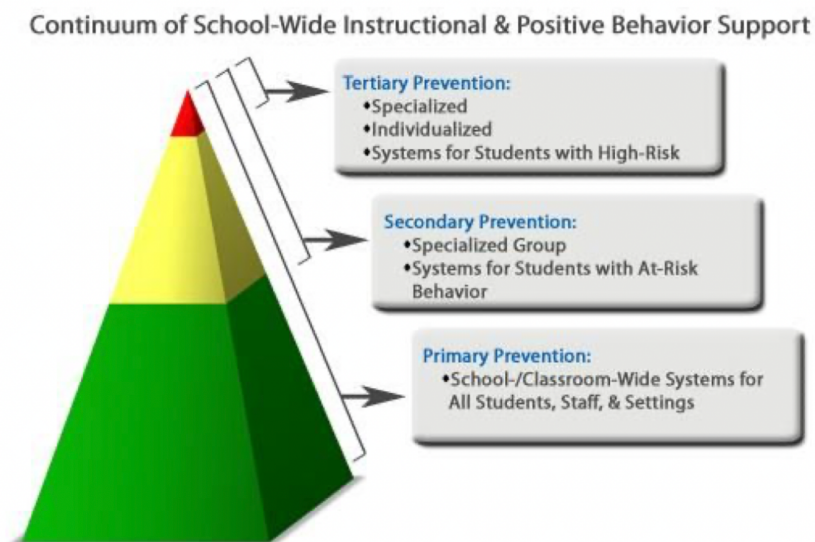
Sincerely,

ULMS PBIS TEAM

WHAT IS PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that sets clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.



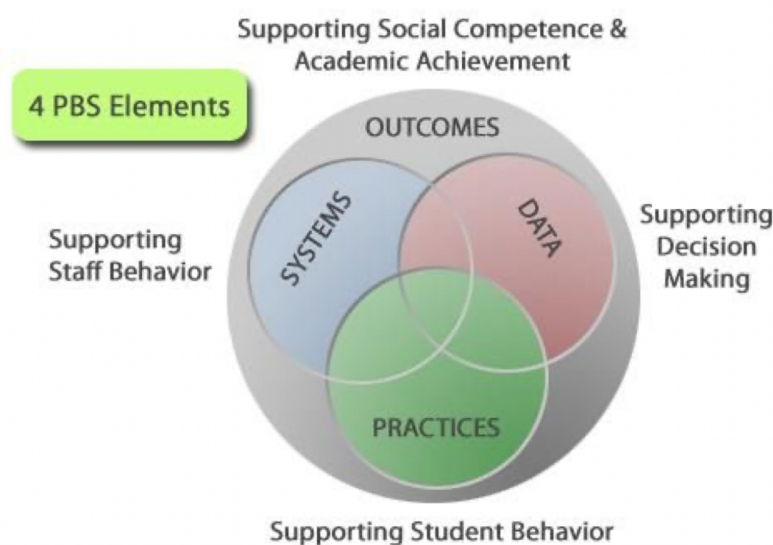
Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and

maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

TEAM INFORMATION

Purpose Statement: The mission of the Union Local Middle School PBIS team is to foster and promote a safe, positive, and respectful school environment while being committed to proactively teaching students appropriate behaviors essential to valuing self, others, and learning.

ULMS PBIS Team

Mr. Joel Davia, ULMS Principal

Mrs. Jennifer Wooding, ULSD Growth Coordinator

Mrs. Tracey Wodarczyk, 8th Grade Science Teacher

Mrs. Mary Ann Kemp, 7th Grade Reading Teacher

Mrs. Jodi Frye, 7th Grade Language Arts Teacher

Mrs. Melissa Steadman, 6th Grade Social Studies Teacher

Mrs. Whitney Allar, Intervention Specialist

Mr. Joey Meholovitch, 6-8 Technology Teacher

Miss Courtney Davidson, Student Services

Mr. Ron Bober, Education Specialist/Support Coach

SCHOOL-WIDE BEHAVIOR PLAN

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

School-wide level

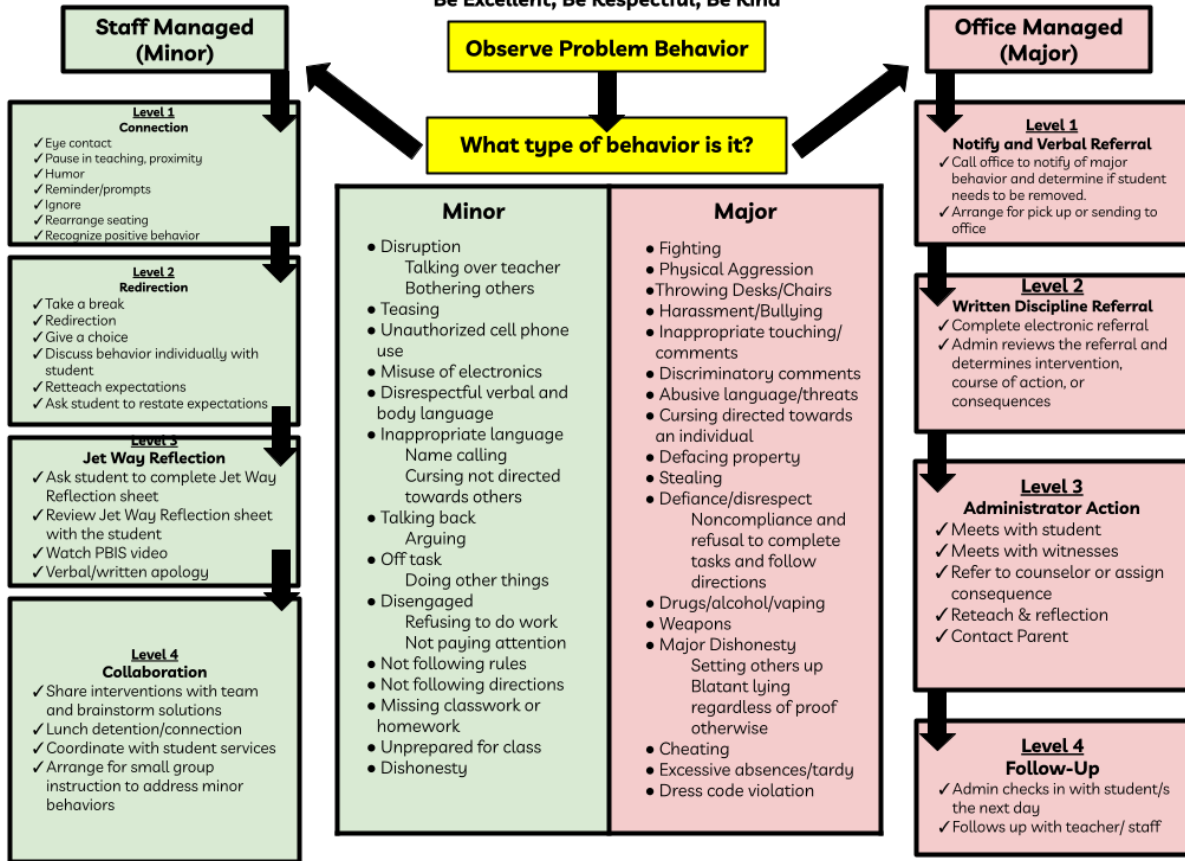
PBIS Rewards is a classroom management tool used school-wide by all staff members. Attached are the feedback symbols for the school year. Teachers will be required to have these symbols and points for consistency and share their classes with ALL other staff members (i.e. counselor, instructional coach, cafeteria staff, special area staff).

Minor Behaviors- misbehaviors that can be corrected by reminding students of school-wide expectations using positive language. The behaviors can adequately be corrected by observing staff member in the setting. A staff member observing a minor behavior should not expect any other staff member to take additional action and should be addressed through the classroom management system.

Major Behaviors- misbehaviors that involve having the reporting staff member to contact the student's parent/guardian. These contacts should be documented and kept in the student's file. Most major behaviors are illegal, impose immediate harm to self or others and/or direct defiance of authority. These behaviors are serious misbehaviors that require immediate administrative involvement and written documentation.

Union Local Middle School

Be Excellent, Be Respectful, Be Kind



Minor Problem Behaviors	Definition
Disruption	Student engages in low-intensity, but inappropriate disruption. This includes excessive talking, talking over the teacher, or bothering others
Teasing	Student's communication is inappropriate through teasing, name-calling or through putdowns, but is not serious in nature and does not continue over time
Unauthorized cell phone use	Student engages in using a cell phone without permission
Misuse of electronics	Student engages in using electronics inappropriately including Chromebooks, classroom computers, cell phones, etc.
Disrespectful verbal and body language	Student delivers low-intensity, socially rude or dismissive messages to adults or students, with negative tone or attitude
Inappropriate Language	Student engages in low-intensity instance of inappropriate language or cursing not directed towards others
Talking back	Student is talking back and/or arguing with adults
Preparedness	Student does not come to class with materials needed to participate in class
Off task	Student is off task and doing other things
Disengaged	Student refuses to do work or is not paying attention
Not following rules	Student is not following classroom/school rules
Not following directions	Student is not following directions from an adult
Missing classwork or homework	Student does not turn in classwork or homework assignments
Unprepared for class	Student does not bring required materials to class including books, assignments, computer, charger, calculator, etc.
Dishonesty/Lying	Student delivers message that is untrue and/or deliberately violates rules.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behaviors	Definition
Fighting	Student is involved in mutual participation in an incident involving physical violence
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Throwing desks/chairs	Student throws, pushes, or shoves desk and/or chair
Harassment/Bullying	Disrespectful messages that involve intimidation, teasing, taunting, threats, or name calling.
Inappropriate touching/comments	Student initiates purposeful and inappropriate physical contact or comments with another adult or student.
Discriminatory comments	Disrespectful messages related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class (<i>such as gender, age, and/or national origin</i>). Direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Abusive language/threats	Student delivers verbal messages that include swearing, name calling, or use of words in an appropriate way.
Cursing directed towards an individual	Cursing or inappropriate language directed at an adult or student.
Defacing property	Student participates in an activity that results in defacing, destruction, or disfigurement of property.
Stealing	Student intentionally takes something from an adult or student that does not belong to him/her.
Defiance/Disrespect	Noncompliance and blatant refusal to complete tasks and follow directions.
Drugs/alcohol/vaping	Student is in possession of, using, or intends to sell illegal drugs/substances, tobacco, alcohol, or vaping.
Weapons	Student is in possession of, using, or intends to sell a weapon including knives, guns (real or look alike), or other objects readily capable of causing bodily harm.
Major Dishonesty/False Reporting	Student deliberately and knowingly gives false information to an adult. Setting others up, blatant lying regardless of proof otherwise
Plagiarism/Cheating	Student claims someone else's work as their own.
Excessive absences/tardy	Student is excessively and chronically absent and/or tardy without excuses
Dress code violation	Student violates school dress code policy.
Other	Student engages in problem behavior not listed.

Union Local Middle School Behavior Matrix

	Be Excellent <i>"Jets AIM high for everyday excellence"</i> "Grit"	Be Respectful <i>"Jets THINK when they communicate"</i> "Communication"	Be Kind <i>"Jets CARE about others"</i> "Make A Difference"
Classroom	<p>Come to class prepared and ready to learn</p> <p>Try hard and stay on task</p> <p>Ask for help when needed</p>	<p>Engage in active listening</p> <p>Listen to directions and follow them</p> <p>Speak and treat others kindly</p>	<p>Use manners</p> <p>Help and encourage others</p>
Hallway/Locker	<p>Keep hands, feet & objects to yourself</p> <p>Noise level 0-1</p>	<p>Keep hallways clean and pick up trash</p> <p>Keep lockers clean and closed</p> <p>Give personal space</p>	<p>Use appropriate language</p> <p>Help and encourage others</p>
Restroom	<p>Keep hands, feet & objects to yourself</p> <p>No cell phone use</p> <p>Timely use of restroom</p>	<p>Keep restrooms clean</p> <p>Give personal space</p>	<p>Report problems to staff/teachers</p>
Cafeteria	<p>Keep area clean</p> <p>Noise level 1-2</p>	<p>Listen to directions and follow them</p> <p>Keep area clean and throw away trash</p>	<p>Use table manners</p> <p>Report problems to staff/teachers</p>
Assemblies/ Field Trips/ExtraCurricular Activities/Safety Drills	<p>Stay calm</p> <p>Walk quietly</p> <p>Noise level 0-1</p>	<p>Engage in active listening</p> <p>Listen to directions and follow them</p> <p>Follow bus rules</p>	<p>Use manners</p> <p>Help and encourage others</p>

TIER 1 SCHOOLWIDE ACKNOWLEDGEMENT SYSTEM

Students at Union Local Middle School will be recognized for exhibiting positive behaviors and following the JET Way as outlined in the ULMS behavior matrix. In addition to points, there will be several school-wide conditional and unconditional programs built into the PBIS program.

Points- Staff members will recognize a student's positive behavior with verbal praise/recognition/acknowledgement and may award points to a student on PBIS Rewards.

Guidelines for Points

- Award one point per student per behavior
- Practice random reinforcement. Do not award points every time you see a behavior but instead when you want to recognize the behavior or increase the behavior.
- Implement a 2 for 1 strategy. When you give a point to a student for improvement with a targeted behavior, give two other students who consistently model that behavior points too.
- Students should not ask for points for themselves, but they can nominate other students
- All staff can give points to reinforce targeted behaviors.
- Each staff member is expected to hand out approximately 60-80 points per week to students across all grade levels and environments.
- Make sure all students have the opportunity to earn points.

In addition to obtaining points for following the JET Way, students are able to earn points for the following accomplishments:

End of Nine Weeks	Points Awarded
Report Card Grades	GPA x 10
Subject grade improvement	1 point each subject
iReady diagnostics Reading & Math- complete with effort	2 points each subject
iReady Reading Lessons Passed (monthly-custom date range)	1 point for each lesson
iReady Math Lessons Passed (monthly-custom date range)	1 point for each lesson
iReady diagnostics Reading- meet goals for mid year and end of year diagnostics	5 points
iReady diagnostics Math- meet goals for mid year and end of year diagnostics	5 points
All assignments for a subject turned in	1 point each subject
Always on time unless excused	1 point per class
1-3 absences (excused)	1 point
Student of the Month	25 points
Character Award	25 points
Perfect Attendance	10 points

Conditional Schoolwide Celebrations

Nine Weeks Celebrations	Points Needed to Attend
End of 1st Nine Weeks Party	50
End of 2nd Nine Weeks Party	TBD
End of 3rd Nine Weeks Party	TBD
End of 4th Nine Weeks Party	TBD
6th Grade Camp	TBD
7th Grade Field Trips	TBD
8th Grade Field Trips	TBD

8th Grade Field Trip

The teachers at Union Local Middle School plan field trips for 8th grade students . The purpose of these trips is to extend the curriculum and provide opportunities for students that cannot happen in a regular school setting. Participation in the trip is a privilege students earn by exhibiting responsible and cooperative behavior throughout the school year. Decisions regarding participation are made by teachers and administrators and will be based on discipline referrals and merit points earned throughout the school year. Students who cannot attend the field trip are expected to attend school.

7th Grade Field Trips

In Grade 7, students will participate in field trips. Participation in field trips is a privilege students earn by exhibiting responsible and cooperative behavior throughout the school year. Decisions regarding participation are made by teachers and administrators and will be based on discipline referrals and merit points earned throughout the school year. Students who cannot attend the field trip are expected to attend school.

6th Grade Field Trip

The teachers at Union Local Middle School plan an extended field trip for 6th grade students to Camp Muskingum for three days. The purpose of this trip is to extend the curriculum and provide opportunities for students that cannot happen in a regular school setting. Participation in the trip is a privilege students earn by exhibiting responsible and cooperative behavior throughout the school year. Decisions regarding participation are made by teachers and administrators and will be based on discipline referrals and merit points earned throughout the school year. Students who cannot attend the field trip are expected to attend school.

Jet Way Reflection

Name _____ Date _____ Time _____

Teacher _____ Grade _____

Be Excellent



Be Respectful



Be Kind

During _____ I made the following choice _____

My choice affected my learning by: _____

My choice affected others by: _____

Two other choices I could make next time _____

