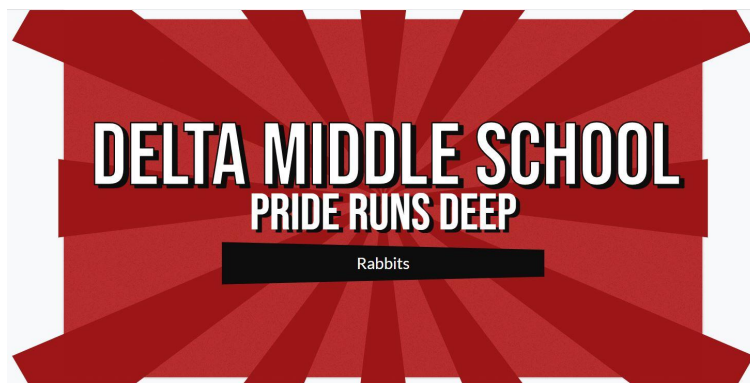


DELTA MIDDLE SCHOOL

PBIS (Positive Behavior Interventions and Supports) Plan/ MTMDSS (Multi-Tiered, Multi-Domain System of Supports)

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DMS Mission -

Our mission at Delta Middle School is to create a safe and engaging learning environment that is responsive to students' needs while challenging them to reach their highest potential and preparing them for an optimal future.



DMS Vision -

We are committed to the students we teach. Our goal is to help students learn and grow to become responsible, contributing, citizens in our school community and productive members of society.

PBIS Goals -

1. We will employ evidence-based methods and practices that are prevention-oriented in the areas of:
 - Physical safety and supports - including nutrition and clothing programs, and substance abuse prevention
 - Social/emotional/mental health safety and supports - including social/emotional/mental health skills development, bullying prevention and suicide prevention
 - Academic success and drop-out prevention
2. Assist students in recognizing their role in creating a positive environment around them at school and in life by teaching them the school motto “P.R.I.D.E. Runs Deep” and the positive values/behavior expectations associated with the word PRIDE:



KEY ELEMENTS of the PBIS PROGRAM at DMS:

Program implementation and tracking -

Began officially in the 2021-2022 school year and has continued to the present time.

Faculty meetings, Community Council, and Counselor Advisory Committee -

Provide school, community and parent input on the P.R.I.D.E. PBIS program.

Teach, reinforce and promote the school-wide PBIS program -

Promote and reinforce the P.R.I.D.E. program by systemically using common language around PBIS. We regularly reference the school motto, and the positive behavior expectations associated with it, in the following ways:

- Classrooms and hallways around the school have signs and banners to remind students, faculty and staff of the school motto and behavior expectations.
- Assemblies, classroom presentations by the counselor, classroom discussions by the teachers, lunch time activities, positive quotes during the morning announcements, the Principal’s P.R.I.D.E. (positive behavior) student recognitions - all advertise, promote and teach the P.R.I.D.E. program in school.

- PBIS language is used when school-wide rules, expectations, and routines are established in the classroom at the beginning of the school year and reinforced throughout the year. Beginning of the school year teacher presentation to students:
https://docs.google.com/presentation/d/1Sr33W4c1TJDCyAh45xP6ApYpUdLwrJs2W42eZZW45eE/edit#slide=id.gd2f231c4a7_1_0
- Powerschool announcements, the school website, and social media posts highlight our P.R.I.D.E. program and activities for parents and other stakeholders.

NOVA curriculum -

- School Resource Officer teaches NOVA courses to all 6th and 8th grade students. Topics include: Internet Safety, Social Media, Drugs, Self-Esteem, Bullying, Anger Management, Mental Health and Suicide Prevention, Heroes and Role Models.

Student Resource Officer (SRO) -

- Assists the school administration in maintaining a safe and secure environment.

P.R.I.D.E. Positive Behavior Rewards Program -

- Principal's P.R.I.D.E. Positive Behavior Recognition - Teachers and staff report to the principal those students caught showing that their Delta Middle School P.R.I.D.E. Runs Deep by living out the values and positive behaviors expectations associated with the word P.R.I.D.E. These students are called to the principal's office where they are given praise and a prize, and positive call home to the parents, and a shout out on social media
- School-wide achievement activities for meeting overall attendance, grades and citizenship expectations.
- Ice cream socials for students with high GPA's and significant GPA improvement
- Perfect attendance reward - certificate and candy bar

Monthly SEL classroom presentations -

Provided by the school counselor and school social worker to all the students rotating topics each year, such as:

- Celebrating Life - Suicide Prevention using the "Lifelines" Curriculum
- Stress Management/Coping Skills - (data suggests a huge on-going need for this topic)
- Feeling Safe at School - anti-bullying message and an overview of the social/emotional/mental health supports available in the school and how to access them

- DMS P.R.I.D.E. Program - continued promotion of our motto and school-wide program of positive expectations (includes sensitivity training under R-Respect)

Restorative Justice practices and incentives -

- Teachers work with parents to collaborate and follow up on academic, behavioral, and other issues the student may be struggling with.
- Administration addresses negative behavior issues schoolwide in classroom presentations on topics such as bullying, racial slurs, inappropriate touching, etc.
- Behavior plans with incentives and rewards - implementation by teachers, counselor, administration
- Check in/Check out form for students with attendance issues
- In school suspension
- Think sheet form (paper or digital) to promote student accountability and behavior change.
- Online modules for students caught vaping, bullying, sexually harassing, etc.
- Online (through Edgenuity), in-school and summer school credit recovery
- Study Skills classes for students who need help with credit recovery and/or passing their current classes
- etc.

Refocus Center for Social/Emotional Support -

- Students struggling to show their P.R.I.D.E. can go to the Refocus center for support. Students are taught strategies for managing excess anxiety and stress. They are taught skills needed for success in school socially, emotionally, mentally and academically. This is where in-school suspension for attendance and behavior issues takes place as well as assistance given to help students in catching up in their classes.

Counseling Center -

- Students who are not able to regulate after a time in the Refocus Center are sent to the school counselor to further address issues.
- The counselor checks on students to provide social/emotional support and guidance, conducts counseling sessions for goal setting and problem solving using BRISC, Motivational Interviewing and Brief Solution Focused Counseling techniques, and refers students to outside resources and agencies to further address deeper issues.
- Screen and work with students who are dealing suicidal ideation. Administration and parents are included in this process. Appropriate safety plans and referrals for an evaluation and outside treatment are made to help the student.

Personal Wellness Class -

- A class taught by the counselor and Refocus Coordinator for students needing extra support for anxiety and stress

P.R.I.D.E. Empower Groups (for SEL learning and practice) -

- Students struggling to show their P.R.I.D.E. in school for any reason may be referred to the counselor for participation in a group setting where topics relating to P.R.I.D.E. are taught and discussed. Topics include:
 - Self Motivation
 - Ownership of Choices and Consequences
 - Positive Attitude
 - Resilience
 - Handling Peer Pressure
 - Healthy Relationships
 - Social Skills
 - Self Esteem

“Lifelines” Suicide Prevention Training for students presented in -

- Health classes
- SEL classroom presentations by the school counselor to all the students on a rotational basis

Rabbit Student Support Team -

- Interventions and mentoring provided for specific struggling students by each member of the Viking team consisting of: Administration, Counselor, School Social Worker, Americorp, online credit recovery coordinator, ESL coordinator, Special Education Teachers, Refocus coordinator, etc.

School-based Social Worker -

- Liaison between the school and home for students not attending for any reason. Seeks for wrap around services in the community to address student and family needs. Provides individual counseling to students and classroom presentations on social/emotional learning.

Multi-agency staffing meeting (MAS) -

- Administration, counselor, social worker meet with outside agencies to coordinate necessary services for students/families.

Food/Clothing Pantry -

- Food and clothing are provided for students who have been identified as in need

Southwest Educational Developmental Center (SEDC) -

- Provide resources and professional assistance with our PBIS program - therapy needs in the school, behavior plans, information, etc..

School-based Mental Health Counseling -

- For more intensive counseling and ongoing therapy, students and parents are informed of the school-based mental health counselors servicing our school: Brett Shumway through SEDC, Bob Lloyd through the Central Utah Counseling Center. Referrals to these services are made as needed by the school counselor.

SafeUT app - suicide prevention, bullying prevention and mental health services -

- Promotion of the app takes place at the beginning of the school year in September as part of suicide awareness month. Students are shown a video, given an info card. Information is also sent out to parents on power announcements and social media explaining and promoting the app.

BARK internet Monitoring Service -

- Scans emails, chats, and files for signs of serious issues that students are dealing with such as self harm, suicide, and violence

Digital Citizenship Lessons -

- 6th grade homeroom, 7th grade CTE class, 8th grade Digital Literacy class.

ELL, IEP's and 504's -

- Classes and accommodations are in place to help students with various learning and functioning limitations so they will be able to succeed in school.

Credit Recovery Options -

- Make up day for students with F's to do work toward a D- (other students attend achievement activities)
- Retaking failed classes
- Taking online credit recovery (Edgenuity)

Study Skills Classes -

- Help students keep up on their school work and/or work on credit recovery

Teacher Aids -

- Hired aids, as well as high school, parent and community volunteers, assist in classrooms and tutor individual students.

Mastery Connect -

- Competency based digital assessment management system for data-driven instruction. Allows for collaboration between teachers and assists them in quickly identifying students in need of tiered interventions to master which instructional areas. Prevents students from falling behind and becoming a risk for drop out at some point in their educational career.

Community First Coalition and Advisory Council -

- The school partners with the Coalition in their work to strengthen individuals and families through community outreach

DYAC (Delta Youth Activities Center) -

- After school program for students to work on homework and build social skills. This program is a community outreach service that directly targets middle grade students.

College and Career Awareness Lessons and Activities -

Aid in dropout prevention as students see the connection between success and involvement in school with the accomplishment of their future goals.

- Teacher and counselor lessons in 7th grade CCA class and counselor lessons in 8th grade Digital Literacy class (including visits from the high school CTSO clubs, businesses, etc.)
- Reality Town for 8th grade - helps students understand and begin to prepare for the financial realities of adult life
- District work-based learning coordinator lunch time activities -
 - career booths
 - High school presentations on the CTE pathways and CTSO clubs

MajorClarity -

- 7th and 8th grade students are taught how to use the MajorClarity platform to conduct an interest inventory, research college and career interests and begin to set future goals

Counselor led PCCR's -

- 7th and 8th grade group PCCR's
- 8th grade individual PCCR meetings with students and parents are used to map out a 4 year high school plan that will help students progress toward their future college and career goals

Parent Involvement -

- Parents receive information about the P.R.I.D.E. program through power announcements to their email/texts and social media. Parents are invited to attend certain related activities or events.
- Parents serve on the Community Council and Counselor Advisory Committee where decisions are discussed regarding the P.R.I.D.E. program.
- PCCR's and other parent/teacher conferences are held with individual students and their parents to review student's progress and to set educational goals.
- Parent volunteers are recruited for activities such as Reality Town

Student involvement -

- School Activities
- Clubs
- Intramural Sports
- Performance based involvement - band, choir, the school play, etc.
- Student Council
- Service Activities (ie: coin drive for the food pantry)

Student Council -

- Peer modeling and promotion of an overall positive school culture
- Planning activities that further the "P.R.I.D.E. Runs Deep" motto and behavior expectations (such as Red Ribbon Week).

Red Ribbon Week -

- Substance abuse prevention - School-wide campaign aimed at helping young people choose to stay drug, alcohol, tobacco, and vape free.

Teacher and Staff Training -

- District required trainings on suicide, bullying, cyberbullying, human trafficking...
- USBE Trauma Informed Schools online training - <https://www.schools.utah.gov/safehealthyschools/resources/eventstrainings?mid=4800&tid=1>
- Faculty meeting training and discussions

Budget -

- \$1.000 materials fund used for prevention activities (such as red ribbon week), school-wide activities and training, rewards for PBIS program, school attendance incentives, assembly speakers, staff training, etc.

Sources used to inform the program -

- Collaboration in Rabbit Student Support Team, faculty meetings, Community Council, Counselor Advisory Committee
- <https://www.pbis.org/topics/school-wide>
- <https://www.understood.org/articles/en/pbis-how-schools-support-positive-behavior>
- <https://www.pbisrewards.com/blog/what-is-pbis/>
- <https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S407.html>

Data used to inform the program -

- SHARP Survey
- Systemic Assessment - Student, Parent, and Faculty surveys
- SOAR Data
- DMS school climate survey 2021-2022
https://docs.google.com/forms/d/1_SQSJGfCzMBuSupArKnQjZndvDyOvTw8ERO5A8tJGus/edit#responses
- Safety at School - Presentation follow-up survey 2022-2023
<https://docs.google.com/forms/d/1CZA0hsHnpOvv-GMbYplahUdy29TZ7gC9IGeTV32hV9g/edit>
- DMS school climate and PBIS survey 2022-2023
 - Students:
https://docs.google.com/forms/d/1gw7jBACyL74rU2FSGKjsdz_KVT_Skj8TGSlszolPQULw/edit
 - Parent:
https://docs.google.com/forms/d/1aHy2US-XB28AcCfU4p_8A8XESoti-qph8PM-0SJ8Mcs/edit#settings
 - Faculty and Staff:
https://docs.google.com/forms/d/1skQHdtXwoINU_ho8Aw1e50cC2rnJYPmqjJi990qDIRE/edit#responses
- DMS Refocus Center use data
<https://docs.google.com/forms/d/1zHsed2npzZX8WXwJ9IXOpNRh7RMSwz-Z6GbdxkdnFc/edit>
- DMS Refocus Center student check in data
<https://docs.google.com/forms/d/1ztYQeDfv-B7vCE4gLF03VNbYg5cqSaTQJQeS8V4rHms/edit>

Overview of tiered interventions (3 diagrams) -

DMS Disciplinary Teacher Guide

Teacher Step 1

Verbal Redirect/Reteach Expectations

- Restate school-wide expectations/rules
- Clarify how behavior did not meet expectations

Intervention Successful? Yes
No Proceed to Step 2

Teacher Step 2

Teacher and Student Conversation

- Reteach expectations/possible seat change
- Additional teacher interventions as needed

Intervention Successful? Yes
No Proceed to Step 3

Teacher Step 3

Reflection Sheet (Send Student to Refocus Center to Complete)

- Engage in processing of reflection sheet with student

Intervention Successful? Yes
No Proceed to Step 4

Teacher Step 4

Parent/Guardian Contact

- Students' teacher will make a phone call to parent
- Follow up with an email if there is no answer

Intervention Successful? Yes
No Proceed to Step 5

Teacher Step 5

Office Referral

- Send student to Administration

Minor Incidents

- Cheating
- Class disruption
- Computer violation
- Dress code (fixable in class)
- Insubordination
- Non-directed profanity
- PDA
- Refusal to do work
- Sleeping in class
- Tone/attitude
- Tardy
- Unprepared

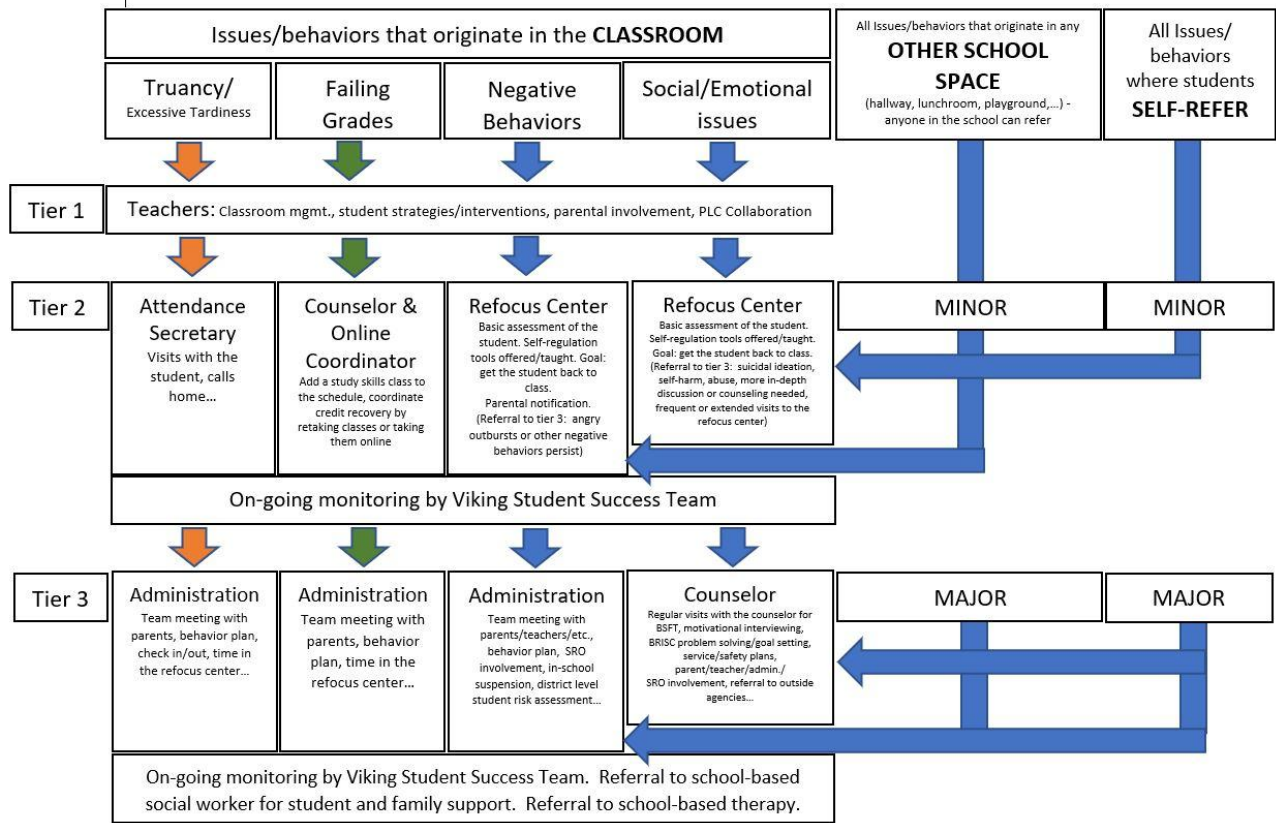
Immediate Office Referrals

- Assault
- Bullying
- Directed profanity
- Drugs, alcohol, tobacco
- Gang activity
- Mutual fighting
- Sexual harassment
- Theft
- Threat/harassment/intimidation
- Truancy/leaving class



DMS Behavioral-Social-Emotional PBIS-MTMDSS FLOW CHART:

Tiered interventions are ADDED UPON each other, as needed, rather than moved through.

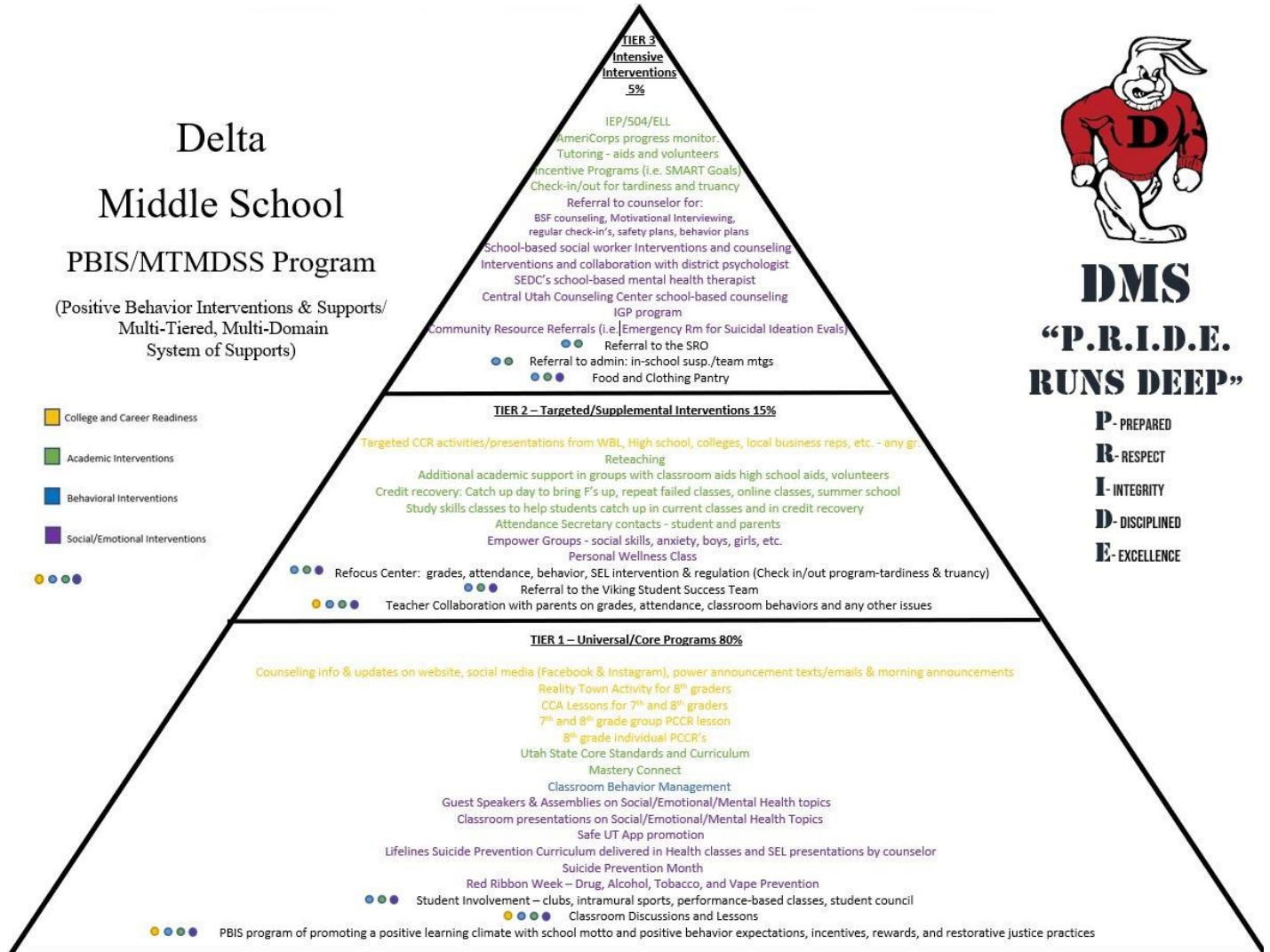


Delta
Middle School
PBIS/MTMDSS Program
(Positive Behavior Interventions & Supports/
Multi-Tiered, Multi-Domain
System of Supports)



DMS
"P.R.I.D.E.
RUNS DEEP"

P - PREPARED
R - RESPECT
I - INTEGRITY
D - DISCIPLINED
E - EXCELLENCE



DMS End of Year PBIS Report - 2022-2023 School Year

Due May 2023

- Community Council and Counselor Advisory Committee review and approval 12/7/2022
- End of the year data collection - google survey regarding aspects of our program
- Chart of implementation of program aspects for the 2022-2023 school year with data informed and faculty discussed goals for next year:

Program Aspect	Implementa- tion Level: Fully, Developing, Planning Stage	What We Did This Year:	What We Still Need to Do:	This Aspect of the program addresses: substance abuse prevention, suicide prevention, mental health, drop-out prevention, social skills development, academic development, behavior issues, college and career awareness
Community council and counselor advisory are consulted on the PBIS plan	Fully	Consulted the community council on PBIS matters	Continue to consult	All
Posters and Banners advertising our P.R.I.D.E. Program around the school	Developing	We created and ordered posters and banners	We need to hang them around the school	All
Counselor classroom lessons that teach and reinforce our PBIS program	Fully	All grades received classroom lessons throughout the year on the PBIS program	Continue	Social skills and development
Teacher classroom discussions that teach and reinforce the PBIS program	Developing	Teachers naturally discuss these things	Connect the natural discussions teachers have with the PBIS program	All
Assemblies related to the PBIS program	Fully	We had a self esteem assembly at the high school at the start of the year, a "Just say No" assembly by the high school GYC club during Red Ribbon Week.	Continue	All
Activities (such as lunch time activities)	Fully	Kindness club activities	Continue	Social Skills development

that reinforce the PBIS program				
Powerschool announcements, school website, and social media posts highlight the PBIS program and activities for parents and other stakeholders.	Fully	All available platforms were used to get the word out.	Continue	All
PBIS rewards program - Principal's student P.R.I.D.E. recognitions	Fully	Recognitions were made and advertised publicly.	Continue	Social skills development and academic development
PBIS rewards program - achievement activities and recognitions	Fully	Many activities and recognitions for grades and improved test scores, attendance, and good citizenship grades, etc were held.	Continue	Social skills development and academic development
Restorative Justice practices - teachers collaborate with parents on academic, behavior and other students issues	Fully	Teachers contact parents as needed	Continue	All
Restorative Justice practices - check in/check out form for students with attendance issues			Continue to find and use Restorative Justice practices and incentives.	All
Restorative Justice practices - negative behavior issues addressed in school-wide classroom presentations (bullying, etc.)	Fully	Several presentations were given school-wide and to classes as needed	Continue	All
Restorative Justice practices - in-school suspension	Developing	Students were given a place to be and things to work on	We will find lessons for students to work on to address their behavior issues	All
Restorative Justice practices - Think sheet to promote	Developing	Digital form created.	Determine when and where to use this tool - teachers in the classroom, refocus,	All

student accountability and behavior change			in-school suspension? All 3?	
Restorative Justicee - Online behavior modules for students to complete while in in-school suspension and before they return to the classroom	Developing	Discussed and done research	Settle on lessons to use and implement them.	All
Behavior plans with incentives and rewards - implemented by teachers, counselor, and or admin	Fully	Behavior plans are created for students as needed.	Continue	All
Refocus Center	Fully	We have a room set up, a coordinator who received the online training, SEL resources online on the school web site	Make full use of the data collection google forms for student and coordinator	All
Counseling center and School Counselor sessions and interventions	Fully	Counselor met with students to support them socially, emotionally, and academically	Continue	All
Personal Wellness Class	Fully	Taught in the refocus room by the refocus coordinator, the school-based social worker and the counselor	Continue if the schedule allows	All
P.R.I.D.E. Empower Groups - social skills, self esteem, friendship, etc.	Fully	A social skills, girl's self esteem, and grief group were run.	Continue	All
SRO	Fully	Supported discipline in the school and taught NOVA lessons	Continue	All
NOVA personal wellness curriculum taught by SRO	Fully	These lessons were taught by the SRO	Continue	All
Lifelines Curriculum for suicide prevention	Fully	Taught in the Health classes	Teach in a classroom presentation to 6th-8thl grades entitled "Celebrating Life" using the Lifelines curriculum	Suicide Prevention
Monthly SEL	Fully	Taught the P.R.I.D.E. motto	Continue - teach to the new	Social skills

classroom presentations to all grades by the counselor and school social worker		and behavior expectations to all gradees	5th graders.	development
Viking Student Support Team	Fully	Met every Monday to discuss student interventions	Expand to add ELL and SPED?	All
School-based Social Worker	Fully	Liaison between the school and students/families/community resources. Counseling individual students and teaching monthly SEL lessons in the classroom, ran a grief group	Continue	All
Multi-agency staffing meeting (MAS)	Fully	Meet monthly to coordinate efforts of agencies working with students and families	Continue	All
Food and Clothing Pantry	Fully	We have a closet and a volunteer.	Expand our outreach.	Mental health and Drop-out prevention
Southwest Educational Development Center (SEDC) for resources and assistance with our PBIS program	Fully	They help with resources.	Continue	All
School-based Mental Health Counselors	Developing	We have not seen them much this year	Find out how to make better use of this resource	All
SafeUT App	Fully	Promotion at the beginning of the year. Students watched a video during 1st period and took literature home to parents. Parents informed through a power announcement and social media post	Continue	Suicide Prevention, Mental Health
Bark internet monitoring service on students	Fully	This has helped us identify students at risk	Continue	Suicide Prevention, Mental Health, Social Skills Development
Digital Citizenship lessons - 5th, 6th & 7th grades	Fully	Students learn how to safely navigate in the electronic world	Continue	All
IEP's, 504's, ESL - classes and	Fully	Classes and Teachers are in place and functioning	Continue to improve efforts	Academic Development, Social

accommodations for students with various learning and functioning limitations				Skills Development
Student Involvement (clubs, intramural sports, performance based classes)	Fully	We have several clubs - game club, kindness club, little janitors club	Continue if we can monitor it.	All
Credit recovery - Make up time in refocus room to bring F's up to D-'s	Fully	Vice-principal headed this up, communicating with teachers and setting it up with students	Continue	Academic Development
Credit recovery - retake required failed classes	Fully	Vice-principal headed this up, communicating with teachers and setting it up with students	Continue	Academic Development
Credit recovery - retake failed classes online through Edgenuity	Fully	Vice-principal and counselor worked on this with students needing credit recovery	Continue	Academic Development
Study skills classes to assist students in keeping their grades up or completing online credit recovery	Fully	A number of Study skills classes were created to accommodate students' schedules	Continue	Academic Development
Teacher Aids - hired and volunteer from the high school and the community	Fully	A number of Aids (hired and volunteer) aided teachers and students in the classrooms	Continue	Academic Development, behavior issues
Mastery connect - for teacher collaboration and competency based teaching	Developing	This was the first year	Some teachers may continue and some may not	Academic Development
Community 1st coalition - school participation in community outreach	Fully	Counselor attended the meetings	Continue	All
DYAC (Delta Youth Activities Center) - homework help, snacks, after school care	Fully	Students participated in the program and the teachers and counselors collaborated with the program leaders	Continue	All
College and career awareness activities and lessons by	Fully	Lessons were taught on how to use majorclarity.com for CCR research, Reality	Continue	College and Career Awareness, Dropout Prevention

teachers and counselor		town for the 8th graders, CTSO clubs from the high school presented to the students, etc.		
Work-based learning coordinator activities	Fully	She assisted with Reality Town for 8th graders	Continue	College and Career Awareness, Dropout Prevention
College and Career Awareness Activity - Reality Town for 8th graders	Fully	Work-based learning coordinator headed it up	Continue	College and Career Awareness, Dropout Prevention
Major Clarity - platform for college and career awareness	Fully	Taught 2 lessons on using the platform to 7th and 8th grade students. Used it to help students choose careers for Reality Town	Continue	College and Career Awareness, Dropout Prevention
Group PCCR's for 7th and 8th going over CCR topics	Fully	Taught a lesson at registration time to help students choose classes that will help prepare them for their future.	Continue	College and Career Awareness, Dropout Prevention
Individual PCCR's for 8th grade - 4 year plan for High school	Fully	Signe students up during group PCCR, communicated with parents, met with them and their 8th grade students	Continue	College and Career Awareness, Dropout Prevention
Parent Involvement	Fully	We have a parent volunteer group and give parents opportunities to help in the schools (such as with Reality Town)	Continue to find ways to get parents involved	All
Student involvement - school activities, clubs, intramural sports, performance based classes, student council, service activities	Fully	All of these opportunities are available to students - intramural sports, school play, choir, band, orchestra, clubs, student council etc.	Continue	mental health, drop-out prevention, social skills development,
Red Ribbon Week - substance abuse prevention	Fully	Activities were planned and carried out for Red Ribbon Week with the student council	Continue	Substance abuse prevention
Teacher and Staff training on SOAR, trauma-informed practices, suicide,	Developing	Information was sent out by the counselor	Continue to train on PBIS	All

bullying, etc.				
Budget	Fully	A budget was provided for materials and a stipend for a coordinator	Continue	All
Next year's goals	Fully	Goals are being discussed	Carry out	All

Data driven goals to further the PBIS Program for the next school year (2023-2024) -

- Top needs from the end of the year school climate/PBIS survey given to faculty/staff, students, and parents
 1. Time management - Tier 1 Classroom presentation
 2. Improving self esteem/self confidence - Tier 2 Group Counseling
 3. Knowing how to manage stress, anxiety and depression - Tier 1 Classroom presentation and Tier 2 Group Counseling
 4. Strengthen students ability to do hard things (resilience) - Tier 1 Classroom presentation, Tier 2 Refocus Room
 5. Ability to make friends - Tier 2 Group Counseling
- DMS school climate and PBIS survey results 2022-2023
 - Students: https://docs.google.com/forms/d/1gw7jBACyL74rU2FSGKjsdz_KVT_Skj8TGSIszolPQULw/edit
 - Parent: https://docs.google.com/forms/d/1aHy2US-XB28AcCfU4p_8A8XESoti-qph8PM-0SJ8Mcs/edit#settings
 - Faculty and Staff: https://docs.google.com/forms/d/1skQHdtXwoINU_ho8Aw1e50cC2rnJYPmqiJi990qDIRE/edit#responses

Other counseling goals to address gaps in our PBIS plan -

- Hire an Americorps person to assist with aspects of the program
- Faculty activity to ascertain which students do not have a relationship with an adult in the school. Discuss a plan for filling that need. Rational for this goal: “Having trusting and supportive relationships with students is a promising strategy to help students develop both academic and nonacademic skills. Research suggests that students who connect with at least one trusted adult in school are more resilient and have a stronger sense of well-being (“How can trusting relationships with adults boost student success?” Regional Educational Laboratory Southwest). <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf#:~:text=Having%20trusting%20and%20supportive%20relationships%20with%20students%20is.resilient%20and%20have%20a%20stronger%20sense%20of%20well-being.1%2C2>)
- Update counseling website. Include PBIS information.
- Find curriculum for students to work through while in in-school suspension

PAST REPORT:
DMS End of Year PBIS Report - 2021-2022 School Year
Due end of April 2022

Delta Middle School Positive Behavior Plan 2021-2022

The mission of Delta Middle School is to create a safe and engaging learning environment that challenges all students to perform at their highest potential. Our goal is to help students learn and grow to become responsible, contributing citizens in our school community and productive members of society. In an effort to assist our students in developing these skills, Delta Middle School has implemented a tiered system of student supports designed to address the social, emotional, and behavioral needs of students.

Tier I - All Students	Tier II- Small Groups	Tier III - Individual Services
<p>Millard School District/Delta Middle School Policies: All faculty/staff/students are required to understand and follow district and school policies. These policies are designed to help students develop and strengthen appropriate behaviors. If there is a violation in any of these policies, restorative justice practices are used to guide discipline measures.</p>	<p>Lunch Bunch Groups: Small group lunch activities are facilitated by the school counselor to develop and strengthen healthy positive peer relationships. Students may be referred to these groups by teachers/parents/administration. Students may also volunteer for participation in these groups.</p>	<p>DMS Direct Service Team: This team consists of trained members of the faculty who focus on the social/emotional/behavioral/ needs of students. Direct Service Team meets twice a month to evaluate, coordinate, and implement individual services that are offered to students and families.</p>
<p>Monthly social skills lessons: These lessons are presented to our faculty during PLC monthly meetings and then present to every homeroom class: The school counselor/social worker develop and present monthly lessons to faculty during the first Monday of the month and then to all students to address the social needs of students as determined by the student/parent/teacher needs assessment and the SHARP survey.</p>	<p>Intervention/Reteach Course for struggling students: The school has identified students who need additional support in Language Arts and Math. Teachers focus on interventions and reteaching to help students acquire the skills necessary to move forward in the Language Arts/Math curriculum.</p>	<p>Individual School Counseling: School Counselor/Social Worker meets with individual students who are in need of additional emotional support in order to be successful in school. Parent permission is required for this service.</p>
<p>NOVA courses: School Resource Officer teaches NOVA courses to all 6th and 8th grade students. Topics include: Internet Safety, Social Media, Drugs, Self-Esteem, Bullying, Anger Management, Mental Health and Suicide Prevention, Heroes and Role Models.</p>	<p>Personal Wellness Course: This semester elective course is designed to help students develop coping skills and strategies including: mindfulness, distress tolerance, emotion regulation skills and emotional regulation.</p>	<p>Individual Suicide Interventions: Administration, counselor, social worker work individually with students who are dealing with issues concerning suicide ideation or other suicidal concerns. Parents are included in this process as plans are created to help the student.</p>
<p>Digital Citizenship Lessons: 6th grade homeroom, 7th grade CTE class, 8th grade Digital Literacy class.</p>	<p>DYAC: After school program for students to work on homework and build social skills. This program is a community outreach service that directly targets middle grade students.</p>	<p>Refocus Services: A trained employee provides a place for students to de-escalate from issues using mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness.</p>

<p>Red Ribbon Week: Students participate in a week of activities and training to prevent drug abuse. Trainings and activities were provided by Millard Sheriff's Department and Delta High School Governor's Youth Council.</p>	<p>Parent/Teacher Conferences: Parents are invited to attend meetings with teachers to review student progress and set educational goals.</p>	<p>Student Resource Officer (SRO): The SRO assists the school administration in maintaining a safe and secure environment.</p>
<p>School Safety Assembly: Direct services team will offer an assembly to teach and reinforce school safety procedures. Focus will be given to school safety procedures and individual safety awareness strategies. Students will also be trained on active shooter protocol.</p>	<p>SEP 7th Grade Student/Counselor SEP Meeting: Counselor meets with 7th grade students in small group settings to create educational goals and discuss college and career readiness.</p>	<p>Wellness Room: A centrally located room in the school, used by students who need a place to regulate their emotions. Students who need to use the wellness room on a continual basis will participate in 5-10 social skills activities, focusing on the various needs of students.</p>
<p>Achievement Activities: Quarterly activities to reward/reinforce positive behaviors and academic success.</p>	<p>SEP 8th Grade Parent/Counselor Conference: Counselor meets with 8th grade parents and students to discuss a four year plan including high school goals and pathways.</p>	<p>Multi-agency staffing: Administration, counselor, social worker meet with outside agencies to coordinate necessary services for students/families.</p>
<p>Healthy Lifestyle Curriculum: 7th grade health class. This curriculum focuses on Healthy lifestyle choices. Topics will include but not limited to: peer pressure, mental health, drug prevention, creating meaningful relationships, mental health and suicide prevention.</p>	<p>ELL Services: ELL Coordinator meets daily with small groups of ELL to provide them with opportunities to develop and build language skills. This individual also provides services in the regular classroom to build cultural awareness and mindfulness.</p>	<p>Blended Learning Opportunities: Based on individual student needs, schedules may be modified to meet unique student needs. These educational plans are determined by a team of school employees, parents and students.</p>
<p>Netsmartz Assemblies:Kindness Matter: Healthy Lifestyle, internet safety, cautions for teens and bullying/cyberbullying.</p>	<p>Before/After school tutoring: Teachers provide additional academic support for any student who needs help.</p>	<p>SafeUT App:This app will assist youth health and safety in schools by providing high-quality, confidential counseling services.</p>
<p>Be the Change/Service Calendar: The month of December focus given to acts of kindness and service. Daily acts of kindness promoted school wide to get all students involved.</p>	<p>Student Leadership Groups: These groups act as mentors and advocates for students in distress. These groups of students help organize activities for our student body.</p>	<p>BARK Monitoring Service: scans emails, chats, and files for signs of serious issues that students are dealing with.</p>
<p>Intramurals Lunch Activities: Students have the opportunity to participate in individual and team competitions during their lunch recess throughout the school year. These activities focus on getting students involved in various activities to build and strengthen social skills and peer relations.</p>	<p>Homework Club: Provide additional academic support during lunch time recess for any student who needs help.</p>	<p>Southwest Educational Developmental Center: Coordinate individual services for students in need of additional therapy or behavioral plans.</p>
<p>School Culture-Sensitivity Training: Class presentation by the school counselor to address school culture, climate and sensitivity training.</p>		

Delta Middle School PBIS Data Collection 2021-2022

Link to the actual survey results: <https://forms.gle/yxpZiGU8FQrDVhcs9>

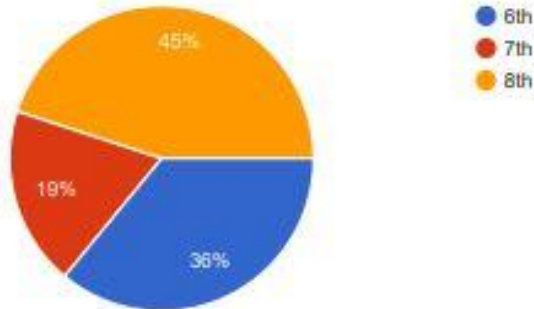
DMS School Climate Survey 2021-2022

300 responses

What grade are you in?

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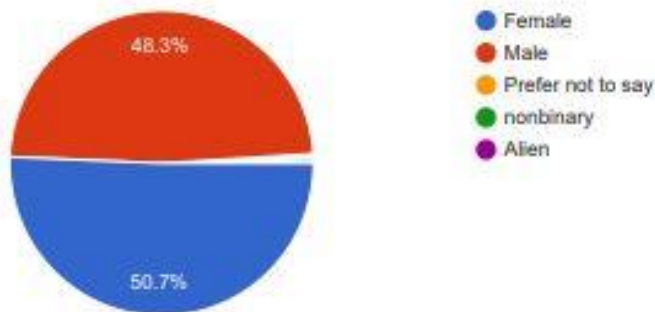
300 responses



What is your gender?

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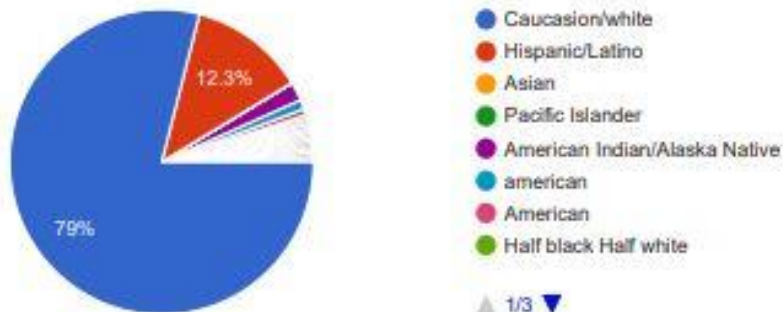
300 responses



What is your race/ethnicity?

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300 responses

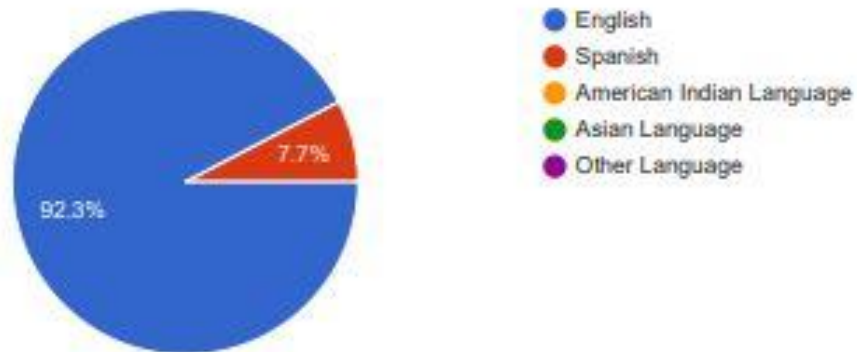


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What is the primary language spoken in your home?

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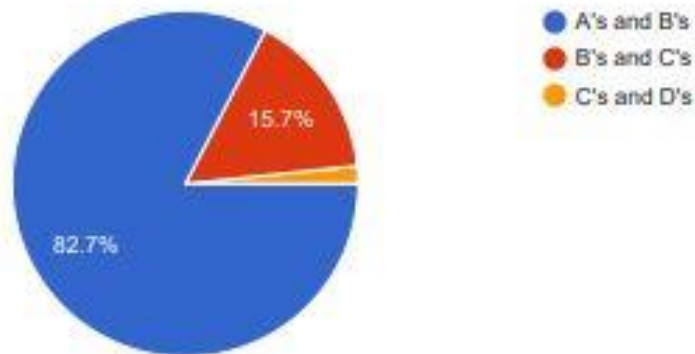
300 responses



What kind of grades do you get?

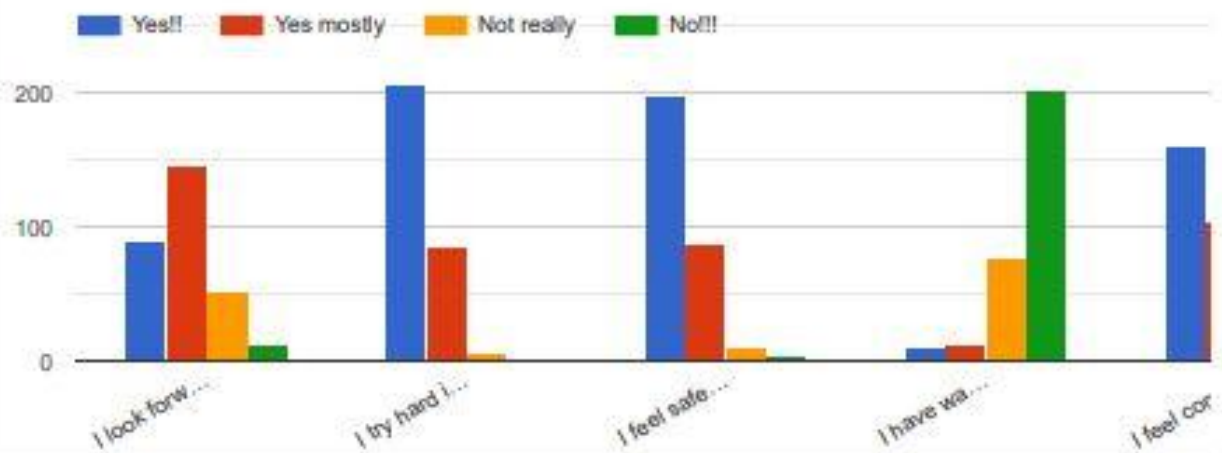
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300 responses



What are your feelings about school?

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What are your feelings about the teachers here at DMS?

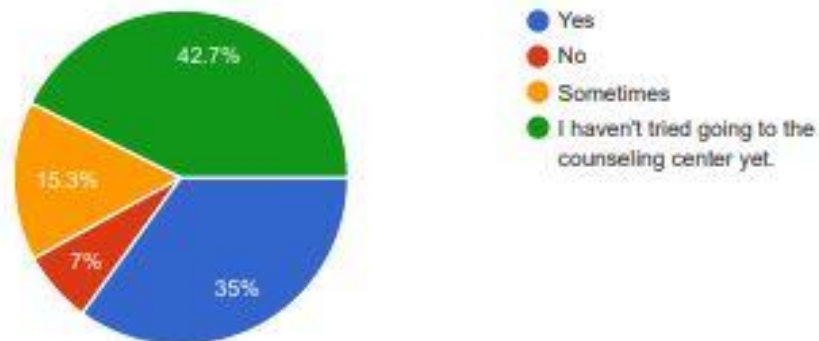
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Do you feel comfortable seeking help from the counseling center?

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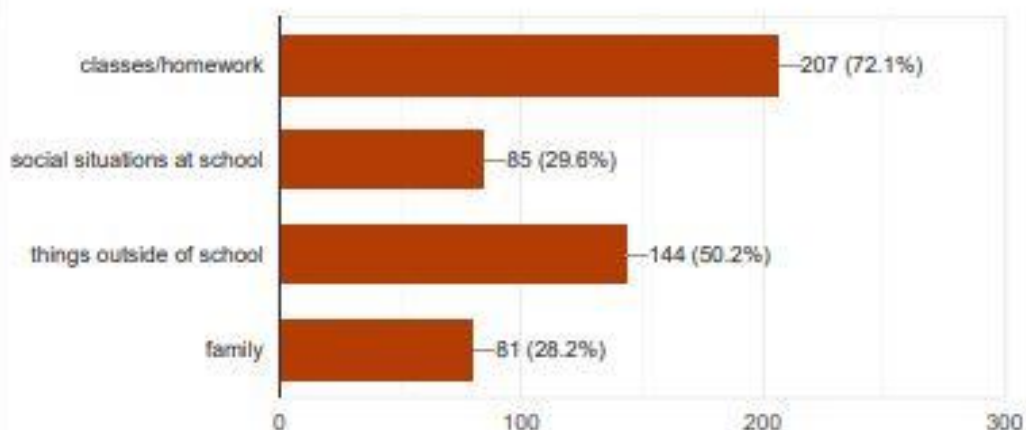
300 responses



Have you experienced stress in the following areas? (mark all that apply)

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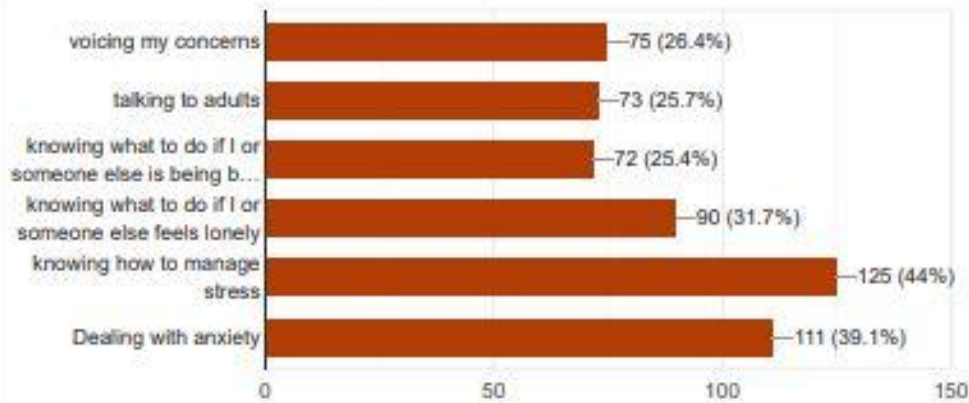
287 responses



What skills do you need support or guidance with? (mark all that apply)

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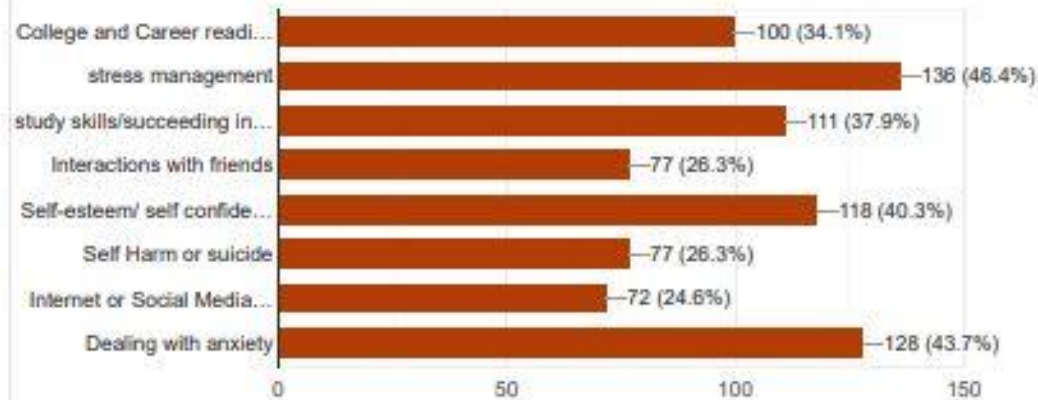
284 responses



What topics do you want counselors to talk about when they make classroom visits? (mark all that apply)

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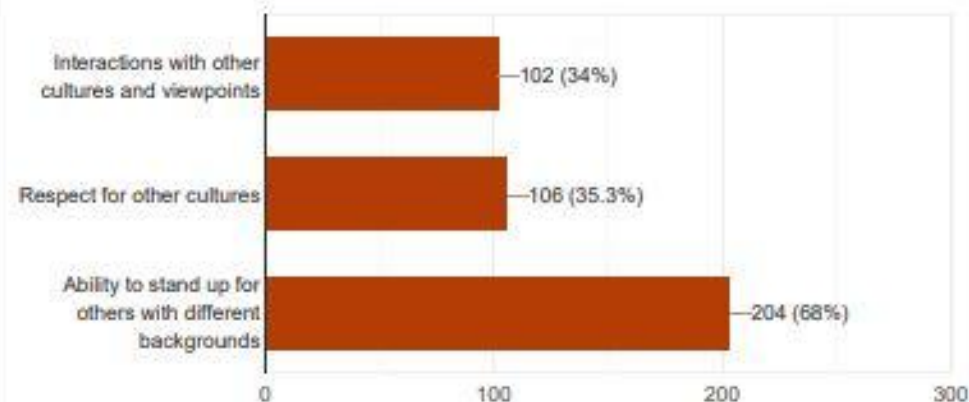
293 responses



Do students at our school need support with any of the following skills?

[Copy](#)

300 responses



Positive Behaviors Plan Guidelines

53G-10-407 (ADA compliant 6/4/2021)

DMS compliance in red (2022-2023).

What is a Positive Behaviors Plan?

As defined in Utah State Statute **53G-10-407**, a Positive Behaviors Plan is “a plan to **address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances** through promoting positive behaviors.”

The statute further explains that a Positive Behaviors Plan shall address the following issues:

- Peer pressure – Empower Group Topic
- Mental health – Monthly SEL classroom presentations to all grades, Empower Group, Refocus Room, School-based mental health counselor, School-based Social Worker, Interventions by the school counselor, School Assemblies, Personal Wellness Class
- Creating meaningful relationships – Empower Group, Personal Wellness class

A Positive Behaviors Plan may include:

- Programs –
- Clubs – chess club, intramural sports,
- Service Opportunities – student council
- Pro-social Activities – Clubs, Sports, Student Leadership, School Activities

Who is responsible for creating the Positive Behaviors Plan?

● The school principal (with help from a coordinator or coalition - Misty Bliss) is responsible for creating the positive behaviors plan which must be based on input from:

- Students –
Student Surveys
Systemic Assessment Data from students helps inform social/emotional needs and interventions
Sharp Survey Data helps inform areas of concern with students so they can be addressed in our Positive Behavior Plan.
 - Parents –
Systemic Assessment Data from parents helps inform social/emotional needs and interventions
 - School staff (The Utah State Board of Education (USBE) Prevention Team encourages the input of school staff specifically trained in mental health such as counselors, social workers, etc. be included in the discussion.) –
Systemic Assessment Data from faculty helps inform social/emotional needs and interventions.
- Examples of how the school principal may gather input include:
- Surveys - used
 - Focus groups
 - From Parent/ Teacher / Student organizations, such as PTAs and PTOs
 - School Community Councils - used
 - Emails
 - Phone calls
- The USBE Prevention Team encourages schools to reach out to their [Local Prevention Coordinator](#) or community coalition for additional community collaboration and input.
Darla Ewart from Public Health (801-808-1122) and the community first advisory council -

The AmeriCorps position has typically been our liaison with this group.

The coordinator or coalition can assist in looking at local data (such as SHARP data, disciplinary data, etc.) to understand the school's most prevalent risk and protective factors. We highly encourage the use of existing data to inform the development of the plan.

We are looking at SHARP data, disciplinary data, the Systemic Assessment from parents, students and teachers, SOAR data, data collection of our own in regard to:

- Our refocus room use:
 - The effectiveness of our social/emotional interventions:
 - Other Survey results
- The process of creating a positive behaviors plan is encouraged to be thought of as an ongoing cycle, as student and community needs change over time. Updates to plans should be submitted to the local school board for approval. Updates are provided to the school board at the end of each school year.

What are some considerations and best practices to include in a Positive Behaviors Plan?

The USBE Prevention Team highly encourages using [Prevention Science Principles](#) and other effective practices in the plan, including:

- [Building skills](#) such as:
 - resistance skills to combat peer pressure – Empower Group, Personal Wellness class
 - mindfulness or breathing techniques to reduce anxiety – Monthly SEL classroom presentations to all grades, Refocus room strategies in person and online on the school website
 - strategies to build and maintain friendships – Empower Group, Personal Wellness class
- Increasing [key protective factors](#) such as:
 - Increasing resilience – Personal Wellness class, Empower group, classroom discussions with teachers
 - Building positive social connections with adults and peers – Monthly SEL classroom presentation, Empower group, Personal Wellness class, classroom discussions with teachers
 - Expanding knowledge of child development and realistic expectations(both in students and staff) – Information provided by Administration and Counselor in emails and/or faculty meetings.
 - Increasing student and family access to resources for concrete supports, such as food, clothing, shelter, and safety - food and clothing pantry, school-based social worker
 - Increasing cognitive and social-emotional learning, skills, and competencies – Counselor meetings with students, monthly SEL classroom presentations, Empower group, Personal Wellness class
- Addressing school climate and culture issues by:
 - Establishing trauma informed and trauma sensitive practices and on-going staff professional development – Counselor discussions in faculty meetings and training/informational emails, USBE Trauma-informed modules (completed by

- administration, counselor, refocus coordinator, Americorps person, and online credit recovery director. Also shared with faculty who were encouraged to complete the training).
- Implementing restorative practices – Refocus Center for in school interventions for behavior, attendance and failing grades, Behavior plans, incentives and rewards
- Creating equitable conditions for student success - ELL, IEP's, 504's, study skills classes, online credit recovery, summer credit recovery, retaking failed classes
- Evidence-based programs
 - Examples of evidence-based programs can be found on the [USBESubstance Use Prevention Website](#)
 We use the following evidence-based practices: Peer Mentoring Program (student council), Clubs and intramural sports, Group Counseling using evidence based curricula, school counseling techniques: Brisc, Motivational Interviewing, BSFCounseling (Brief Solution Focused Counseling), school-based mental health counseling, School-wide positive student expectations and Positive Behavior Intervention System.

The USBE Prevention Team has training available to assist on some of these items (Trauma, Restorative Practices, Protective Factors, Implementing Evidence-Based Programs). For any training requests, please complete this [survey](#).

Who is responsible for implementing the Positive Behaviors Plan?

Each Local Education Agency (LEA) shall designate one or more employees as a Positive Behaviors Specialist for each school to administer the Positive Behaviors Plan.

Misty Bliss – School Counselor

What reporting is required?

Prior to implementation:

- A school principal shall submit the positive behaviors plan to the LEA governing board for approval. **Plan first articulated and submitted 2020-2021**

At the end of each year:

- A Positive Behaviors Specialist (**Misty Bliss – DMS School Counselor**) shall submit a written report to the LEA governing board detailing how the positive behaviors plan was implemented in the prior year.
- An LEA governing board (**Millard School District School Board**) shall submit an annual report to the USBE confirming that each school under their jurisdiction has an approved Positive Behaviors Plan.

USBE Prevention Team contact information: prevention@schools.utah.gov

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Coordinator for Prevention and Student Services

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Positive Behavior Plans Training Meeting Notes

What learning opportunities and/or activities will your school provide to teach students about peer pressure, mental health and creating positive relationships?

- Empower Group
- Personal Wellness class
- Assemblies
- Monthly classroom SEL presentations
- Positive quotes in the morning announcements
- “Lifelines” tight in Health classes and as a counselor SEL classroom presentation

Examples might include but are not limited to:

- Morning Meetings (Community Building Circles) - Monday Viking student support meetings
- Second Step Social Skill Lessons (Elementary & Middle Schools) -
- School Connect Social Skill Lessons (High Schools)
- Supplemental Lessons lead by School SEL staff - Counselor SEL classroom Presentations, empower group lessons, personal wellness class lessons
- Botvin Lifeskills (Substance Abuse Prevention taught in 4th grade 7th/8th & 9th/10 Health Classes) - “Lifelines” curriculum taught in Health classes and Counselor SEL classroom presentation
- Digital Citizenship Lessons - Class taught to 8th graders
- Small Groups lead by SEL staff (Anxiety, Friendship, Social Skills) - Empower Group
- Restorative Practice Implementation - Refocus center for in-school suspension
- Positive Behavior Intervention Supports - “P.R.I.D.E. Runs Deep” PBIS program
- Providing Ongoing Parent resources through newsletters and Parent Teacher Conferences - PCCR’s, parent meetings, power announcements (emails and texts), social media posts

1. **PBP may include programs, clubs, service opportunities, pro-social activities. Please list any of these resources your school will implement this school year:**

- **See the above PBIS (Positive Behavior Interventions and Supports) Program**

Examples might include but are not limited to :

- Hope Squad (Secondary Schools) -
- Parent Nights - Parent meetings and invitations to SEL assemblies and meetings
- NetSmartz assemblies - School Assemblies
- PBIS School - “P.R.I.D.E. Runs Deep” PBIS program
- Red Ribbon Week - yes
- SafeUT - yes

- Suicide Prevention - "Lifelines" Curriculum taught in Health Classes and counselor SEL classroom presentation
- SEL - Monthly SEL classroom presentations, school-wide assemblies
- School Improvement Plans - Prepared in Community Council

2. Please list the name of your Positive Behavior Specialist (typically school social worker) who will be responsible for implementing the plan, submitting annual reports and coordination and training with Responsive Services. This individual will receive a stipend between the amounts of \$1,000 and \$3,000 depending upon actual amounts received by legislative funding. (You can list more than one person if you plan to split responsibilities between more than one staff, the stipend would be divided equally between the individuals listed).

- Positive Behavior Specialist - Misty Bliss (School counselor)