



HILLCLIMBER HEADLINES

URBANA JUNIOR HIGH SCHOOL

January 13, 2022

CONFERENCE DATES AND TIMES

Wednesday, January 19th from 2:45-6:15 pm &

Thursday, January 27th from 2:45-6:00 pm

Group conferences (by appointment only) - Please call the office 653-1439 option 5, if you would like to schedule a group conference

Please plan to attend conferences.

Note: Mrs. Flowers will only be available on 1/19. Mr Myers and Mrs. Sapp will only be available on 1/27.

THURS. JAN 13

Boys BBall vs London 5:30 pm

Girls BBall @ London 5:30 pm

Wrestling vs Super Tri - 5:00 pm

FRI. JAN 14

No School - Teacher Inservice

MON. JAN 17

No School - MLK Jr. Day

THURS. JAN 20

Boys BBall @ Northwestern 5:30 pm

Girls BBall vs Northwestern 5:30 pm

SAT. JAN 22

Wrestling vs Rozmus Invite 10:00 am

MON. JAN 24

Boys BBall vs Tecumseh 5:30 pm

Girls BBall @ Tecumseh 5:30 pm

WEDS. JAN 26

Boys BBall vs Northridge 5:30 pm

Girls BBall @ Northridge 5:30 pm

TUES. FEB 1

Boys BBall @ Graham 5:30 pm

WEDS. FEB 2

Wrestling @ Bellefontaine HS

MON. FEB 7

Two Hour Delay Teacher Inservice

MON. FEB 21

No School - Presidents Day

MON. MARCH 7

No School - Teacher Inservice

FRI. MARCH 11

Third Quarter ends

SUN. MARCH 13

Daylight Savings time - Spring clocks up 1 hour

MON. MARCH 14

Fourth Quarter begins

FRI. MARCH 18

Report Cards mailed

MON. MARCH 28 - FRI. APRIL 1

Spring Break

MON. APRIL 11

Two Hour Delay Teacher Inservice

FRI. APRIL 15

No School - Exchange Day

Final Forms

If you have not yet filled out the required information on Final Forms, please do so as soon as possible. You should have received an email with a link to sign up with Final Forms. If you did not receive this information, please contact the office at your child's school.

COLLEGE CREDIT PLUS

If your student is interested in taking College Credit Plus courses next year, a parent/guardian and the student need to attend the CCP Presentation on January 13th at 7:00 in the High School cafeteria. This is open to students who will be in 7th-12th grades for the 2022/2023 school year. Please be aware that attendance at this is required to be able to participate in College Credit Plus, including CCP courses at Urbana High School.

Completing this information does not commit your student to anything, but per ODE rules, they cannot participate if these steps are not completed. If you have any questions about this, please contact Mrs. Leonard in the Counseling Office at UHS 937-653-1412.

REMIND

If your cell number has changed, Remind needs to be updated. Please contact the main office at your child's school to update the school records. You will also need to change your number by logging into Remind (on the app or the web at www.remind.com) and updating your settings. You can also contact Kelli Marsh kelli.marsh@urbanacityschools.org 937-653-1453 ext 2126 if you have issues updating your Remind account.

Communication

Schools are successful when there is strong parental and community involvement. Communication is essential to foster a positive learning environment.

Students: Talk to Teachers, Counselor and/or Administrator, and PA(Student Access)

Parents: PA(Parent Access), email, telephone, conferences, face to face

Remind App: Enter 81010, Text@urbanj

Download PBIS Rewards App

Twitter: @urbanajh_oh

Kirkmont Information – 6th Grade Trip

May 9-13, 2022. Cost: \$125.00*

4th Payment due March 25 - \$35.00

Cut-off date for a refund is April 8th, 2022. Trip eligibility and other additional information are available in the student handbook and detailed information will be sent home with students during the school year. All school fees must be paid prior to making payments for the Kirkmont Trip.

*This is an estimate until trip details are finalized.

Washington Information – 8th Grade Trip

May 16-20, 2022. Cost: \$650.00*

3rd Payment due January 21 - \$160.00

4th Payment due March 11 - \$170.00

Cut-off date for a refund is April 1st, 2022. Trip eligibility and other additional information are available in the student handbook and detailed information will be sent home with students during the school year. All school fees must be paid prior to making payments for the Washington Trip. Deadlines must be met for all payments and also for any paperwork associated with this trip. Students who fail to meet these deadlines will be moved to the end of the waiting list. *This is an estimate until trip details are finalized.

PARENT ACCESS

As the first semester comes to a close, it is the perfect time to create a Parent Access account if you have not yet done so. Parent Access allows you to check your child's grades in real time. If you have not yet created an account, please contact Kelli Marsh kelli.marsh@urbanacityschools.org 937-653-1453 ext. 2126 to obtain the needed information.

ATTENDANCE

Please call the school by 9:00 am if your child will not be attending 653-1439 option 1. We have voicemail, so you may leave a message 24 hours a day. If you do leave a message, **PLEASE STATE THE REASON** for the absence. A call with no reason given does not necessarily make the absence excused. If you do not have a phone, be sure to send a note with the student the next day explaining the reason for the absence.

For Ticketing and location information on Hillclimber Sports you should check out cbcsportsonline.com

As reported by Coaches:

Girls Basketball

The 7th grade girls lost to Ben Logan 12-6 tonight. Brylee Spriggs led all scorers with 4 points.

The 8th grade team opened their season tonight at Ben Logan and came home with a 32-30 win. Alex Dixon led all scorers with 15 points splashing 3 3 pointers followed by Norra Smith with 9.

The 7th grade girls lost tonight to North Union 16-27. Brylee Spriggs led the team with 8 points and Janaya Scott added 6.

The 8th grade girls beat North Union 25-28. Alex Dixon led all scorers with 15 points. The 8th grade is 2-0

The 7th grade girls basketball team defeated Indian Lake 22-15. Janaya Scott led the team with 9 points followed by Brylee Spriggs with 8.

The 8th grade girls beat Indian Lake 39-23 to stay undefeated. Alex Dixon led all scorers with 19 points including a 3 point buzzer beater at half time, followed by Norra Smith with 12, who also had a buzzer beater at the end of the 3rd. The 8th grade stays undefeated.

The 8th grade girls basketball team defeated Indian Lake, 27-13. Alex Dixon led all scorers with 14 points. The Climbers remain undefeated at 4-0.

The 7th grade lost to Graham 24-26. Brylee Spriggs scored 10 points.

The 7th grade girls beat Bellefontaine 32-12. Brylee Spriggs led all scorers with 10 points and Addi Hegyi added 9. The 8th grade girls fall to Bellefontaine 43-29. Alex Dixon led the team with 18 points

The 7th grade girls lost to Jonathan Alder, 22-17. Janaya Scott led all scorers with 8 points. The 8th grade girls lost to Jonathan Alder, 37-32. Alex Dixon led the team with 16 points.

The 7th grade girls won big over Ridgemont 37-4. Addi Hegyi led all scorers with 12 points followed by Lola Rice with 10 points. Everyone on the team scored in the game. The 8th grade girls won big also over Ridgemont, 44-9. Alex Dixon drained 5 threes and finished with 22 points.

The 7th grade girls beat Shawnee 44-8. Addi Hegyi led all scorers with 14 points followed by Lola Rice with 10. Everyone scored in this game again. The 8th grade girls handled Shawnee winning 52-27. Alex Dixon had a triple double with 18 points, 15 steals, and 10 assists. Norra Smith added 16 points.

Boys Basketball

7th Grade

Ben Logan 16 Urbana 43 Grady Lantz 16 pts Nick Webb 8 pts Kaden Underwood 8 pts Urbana is now 1-0

8th Grade

Ben Logan 20 Urbana 28 JJ Johnson 12 pts Urbana is now 1-0

7th Grade

North Union 16 Urbana 31 Grady Lantz 11 pts Nick Webb 6 pts, Larkin Moore 5 pts. Urbana is 2-0

8th Grade

North Union 24 Urbana 33 JJ Johnson 11 pts, Brody Donahoe 9 pts, Pryce Bass 6 pts Urbana is 2-0

7th Grade

Indian Lake 45 Urbana 48 Grady Lantz 18 pts/Kaden Underwood 14 pts, BJ Potter 9 pts Urbana is 3-0

8th Grade

Indian Lake 48 Urbana 27 Urbana is 2-1

7th Grade

Bellefontaine 27 Urbana 39 Grady Lantz 12 pts/Nick Webb 10 pts Urbana is 5-0

8th Grade

Bellefontaine 51

Urbana 34 Colt Teepe 12 pts/Gavin Dyer 11 pts Urbana is 2-3

7th Grade

Emmanuel Christian 23 Urbana 43 Grady Lantz 11 pts Urbana is now 6-0

8th Grade

Emmanuel Christian 11 Urbana 67 JJ Johnson 18 pts Colton Teepe 17 pts Urbana is 3-3

7th Grade

Jonathan Alder 36 Urbana 39 Grady Lantz 15pts Larkin Moore 8 pts Urbana is 7-0

8th Grade

Jonathan Alder 34 Urbana 23 Urbana is 4-4

7th Grade

Northridge 44 Urbana 43 Grady Lantz 19 pts. Kaden Underwood 18 pts Urbana is now 7-1

8th Grade

Northridge 51 Urbana 34 Gavin Dyer 13 pts Urbana is 4-5

7th Grade

Ridgemont 20 Urbana 47 Ronnie Weimer 13 pts Grady Lantz and Kaden Underwood 10 pts Urbana is 8-1

8th Grade

Ridgemont 38 Urbana 57 Gavin Dyer 14 pts Brody Donahoe 10 pts Urbana is 5-5

7th Grade

Shawnee 7 Urbana 36 Grady Lantz 15 pts Kaden Underwood 10 pts Urbana is now 9-1

8th Grade

Shawnee 32 Urbana 46 Colt Teepe 17 pts JJ Johnson 16 pts Urbana is now 6-5

Wrestling

At the Milton Union Jr. Bulldog Invitational, we finished in 8th place out of the 16 teams that competed today ! They placed the top 4 individual wrestlers.

Individual placers:

Champion - 80 lb weight class - Libertie Nigh

Runner Up - 128 lb weight class - Gavin Stacy

3rd Place - 205 lb weight class - Austin Hill

Also getting wins for the Climbers:

Colton Roberts, Trent Hoffman, Lance Saylor

The UJHS wrestling team competed in the North Union Invitational. As a team they placed 7th. Libertie Nigh and Austin Hill both finished 1st in their weight classes. Colten Roberts finished 3rd. Trent Hoffman finished 4th. Gavin Stacy finished 5th and Damien Mattox finished 6th.

Triad Middle School Invite. We placed 4th as a team and had 6 individual placers!

Champions: Libertie Nigh - 80lbs, Trent Hoffman - 92lbs, Austin Hill - 205lbs

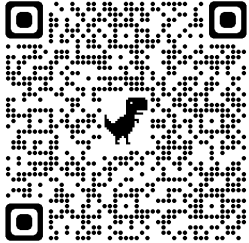
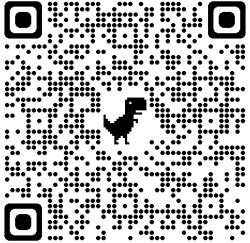

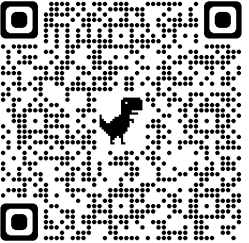
Second Place: Colton Roberts - 86lbs, Gavin Stacy - 122lbs

Third Place: Lance Saylor - 110lbs

#GoClimbers #ClimberPride

8th Grade American History Update

PBL night was a success with some great projects on display for the Professor EWB Curry Tour Around Urbana that students created including a selection of Google Slides, animated maps, booklets, and pamphlets. Here are QR codes that if scanned will take you to some standout projects that were submitted by students:

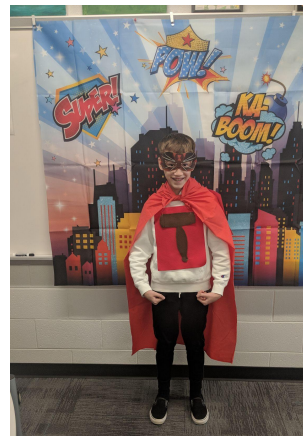
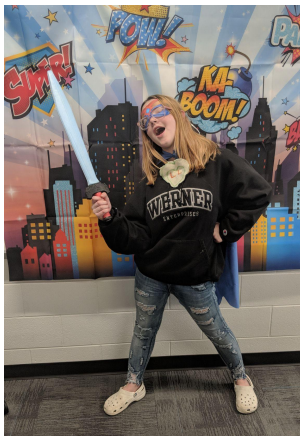
Eyana Browning	Selene Collins	Riley DeMoss	Everett Chapman
			



We had a blast with the first semester 8th graders where we discovered they have a talent for historical painting, parade, and taxation re-enactments. We're now excited to usher in a new set of American History students for the second semester.

Seventh Grade Social Studies

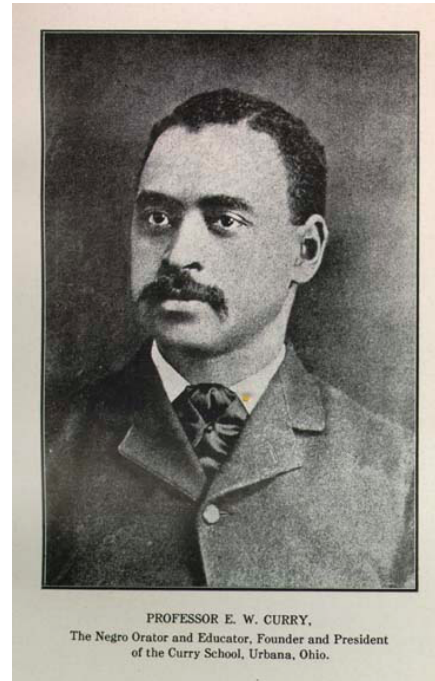
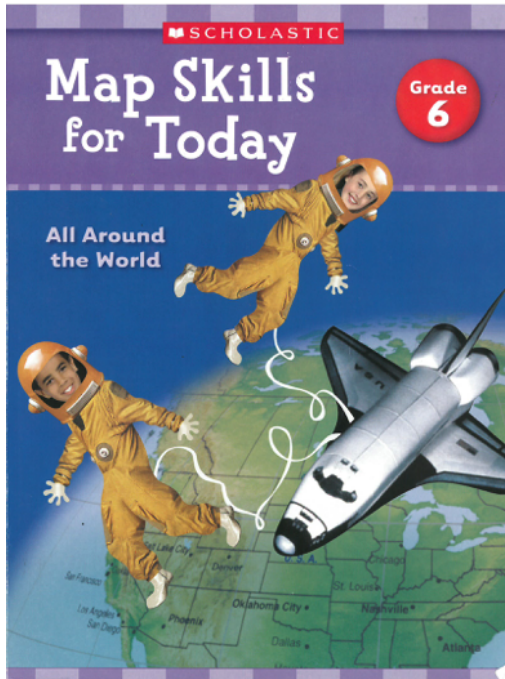
The 7th graders completed a unit about the U.S. Constitution and the Bill of Rights by creating "Congressional Superheroes!" Superheroes representing the 3 branches of government and checks and balances powers were created and then costumes representing these "Super Powers" were constructed! The students really enjoyed bringing their creations to life!



Peyton Wisma-Legislative Branch, Grady Lantz-Executive Branch, and Michael Upchurch-Judicial Branch

Sixth Grade Social Studies

Welcome back UJHS students to my second semester social studies classes! My students are beginning our geography unit and will focus on identifying the world's continents, oceans, and hemispheres. We will also learn how to plot latitude and longitude coordinates in order to find absolute locations on Earth. Students will successfully wrap up the unit by completing a summative assessment on locating key geographical features by utilizing Google Earth. We then will begin our Project Based Learning unit by researching and writing an informative paragraph about the life and academic accomplishments of Dr. EWB Curry.



6th Grade ELA

In Mrs. Eickhoff's class, we just finished the book, Bud, Not Buddy which the students really enjoyed. We also went into lengthy discussions about the Great Depression and how people had to be resilient to survive. We will continue with the Great Depression by reading Out of the Dust. We are starting to work on our PBL, "How can I make UJHS a better place". We have been discussing this in class, and students are realizing that change starts with each one of them being kinder to others, and being brave enough to speak out at injustices.

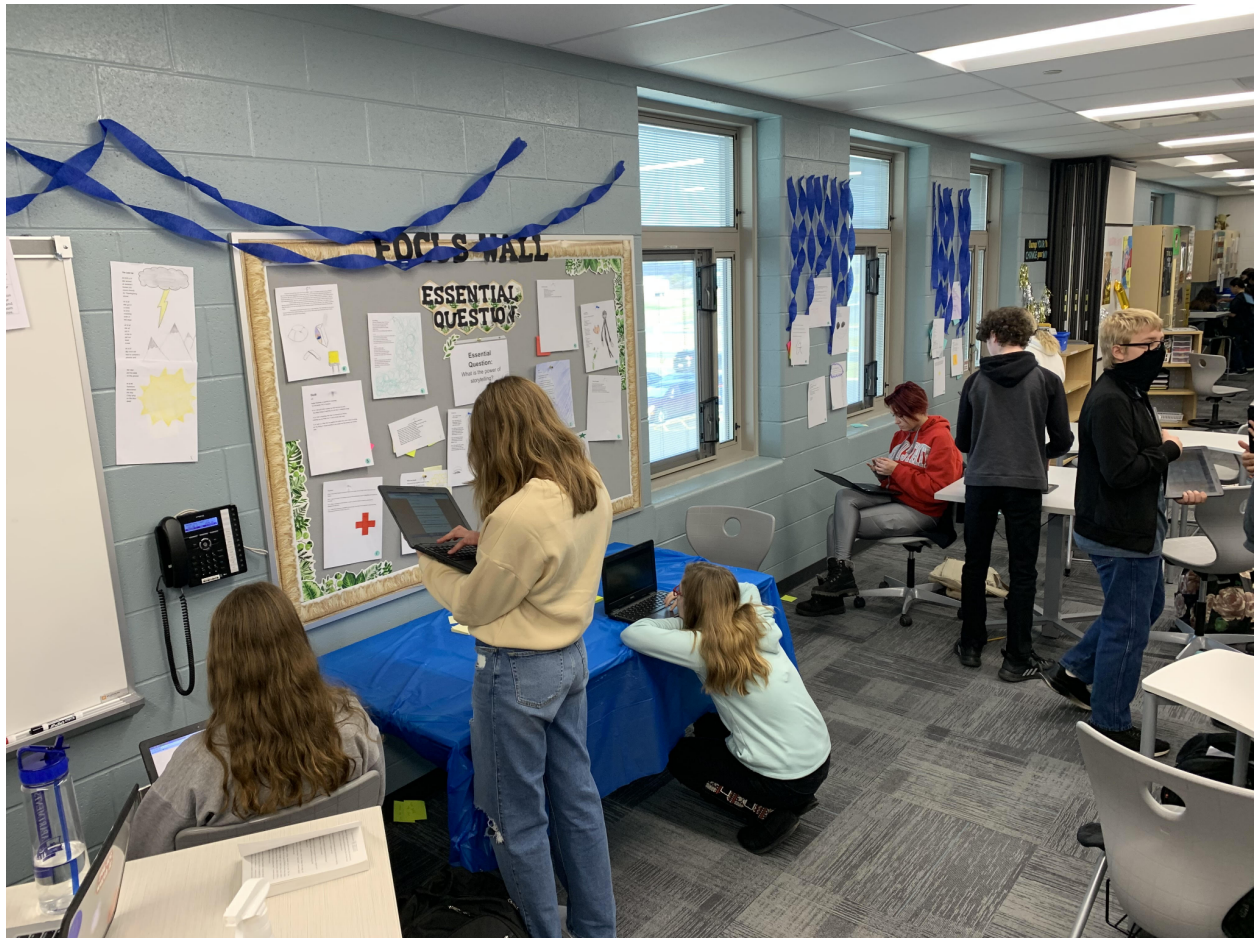
In Mrs. Payne and Miss Sizemore's 6th grade ELA has been working hard learning our new curriculum Wit and Wisdom. This curriculum has been challenging for all students yet everyone is developing their evaluative skills. Currently, we have just finished the novel *Bud, Not Buddy*. We completed a book test as well as a ToSEEC assessment with 3 paragraphs. As we move forward, we will start the novel *Out of the Dust*. We will continue to work on ToSEEC paragraphs and develop their evaluative skills.

7th Grade ELA

In 7th grade ELA, we finished up our first module about Identity in the Middle Ages. In this module, students learned about how identity is supported and limited by their society by focusing on characters in various novels set in the Middle Ages. Within this module, the students also learned about the elements and techniques that make great narrative writing. They used this knowledge of narrative writing and applied it by creating their own narratives set in the Middle Ages. We are now moving into module 2 with a focus on World War II. The students will be reading 2 novels set during this time period, Code Talker by Joseph Bruchac and Farewell To Manzanar by Jeanne Wakatsuki Houston and James D. Houston. Through reading these novels, students will learn about how World War II affected individuals and be able to write an informative essay that answers this question using evidence they gathered throughout the module. Please check in with your child periodically and ask them what effect World War II had on the people they're learning about in class.

8th Grade ELA

8th grade ELA students finalized their first semester reading of Kwame Alexander's novel *The Crossover* and subsequent study of poetic elements with a celebratory Gallery Walk, viewing the displayed, individual poetic works of their class members. The Gallery Walk was part of the semester final project and served as both a project grade and visual representation of the knowledge gained throughout the study. Moving forward into the second semester, students will be conducting a novel study of the work *All Quiet on the Western Front*.



Restraint and Seclusion, Positive Behavior Intervention and Supports (PBIS) in Ohio Schools.

What Parents Need to Know

#EachChildOurFuture



Does This Law Apply to all Students?

This law applies to all K-12 students, both general education students and students with disabilities, and requires using proven practices to reduce and eliminate restraint and seclusion practices.

As of September 2021, Ohio [law](#) requires school districts to provide yearly notice to parents about their procedures related to the requirements of positive behavior intervention and supports (PBIS) and the emergency use of physical restraint and seclusion, including the local complaint process. Part of this law requires that parents in Ohio's public schools must be given the following information at least one time per year.

What is the purpose of this law?

The purpose of this law is for Ohio school districts to provide behavior supports and training to reduce and eliminate the need for emergency physical restraint and seclusion. The law requires that Ohio school districts:

- Implement PBIS in all (K-12) schools across the district.
- Provide student personnel with professional development about PBIS.
- Deliver specific training on ways to prevent the use of restraint and seclusion and safe restraint and seclusion practices when needed for emergencies.



Ohio | Department of Education

This Document was developed by The Ohio Department of Education Office for Exceptional Children in collaboration with the Ohio Coalition for the Education of Children with Disabilities

Positive

Teaching students the behaviors the school wishes to see (school-wide behavior expectations) and the skills needed to demonstrate the behavior expectations

Behavior

Acknowledging and reinforcing expected behaviors

Intervention

Creating a safe and supportive environment that guides positive behavior choices

Supports

Developing organized levels (tiers) of interventions and supports to provide the behavior assistance each child needs to be successful

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What is PBIS and how does it apply to my child?

Positive Behavior Intervention and Supports (PBIS) is a process schools use to create a consistent approach for teaching and supporting positive behavior. PBIS is designed for all students and is applied in all areas of the school including the classroom, hallway, lunchroom, restroom and recreation spaces. PBIS helps to prevent or reduce challenging and unsafe behaviors that can lead to the emergency use of restraint and seclusion. The PBIS framework includes the above practices.

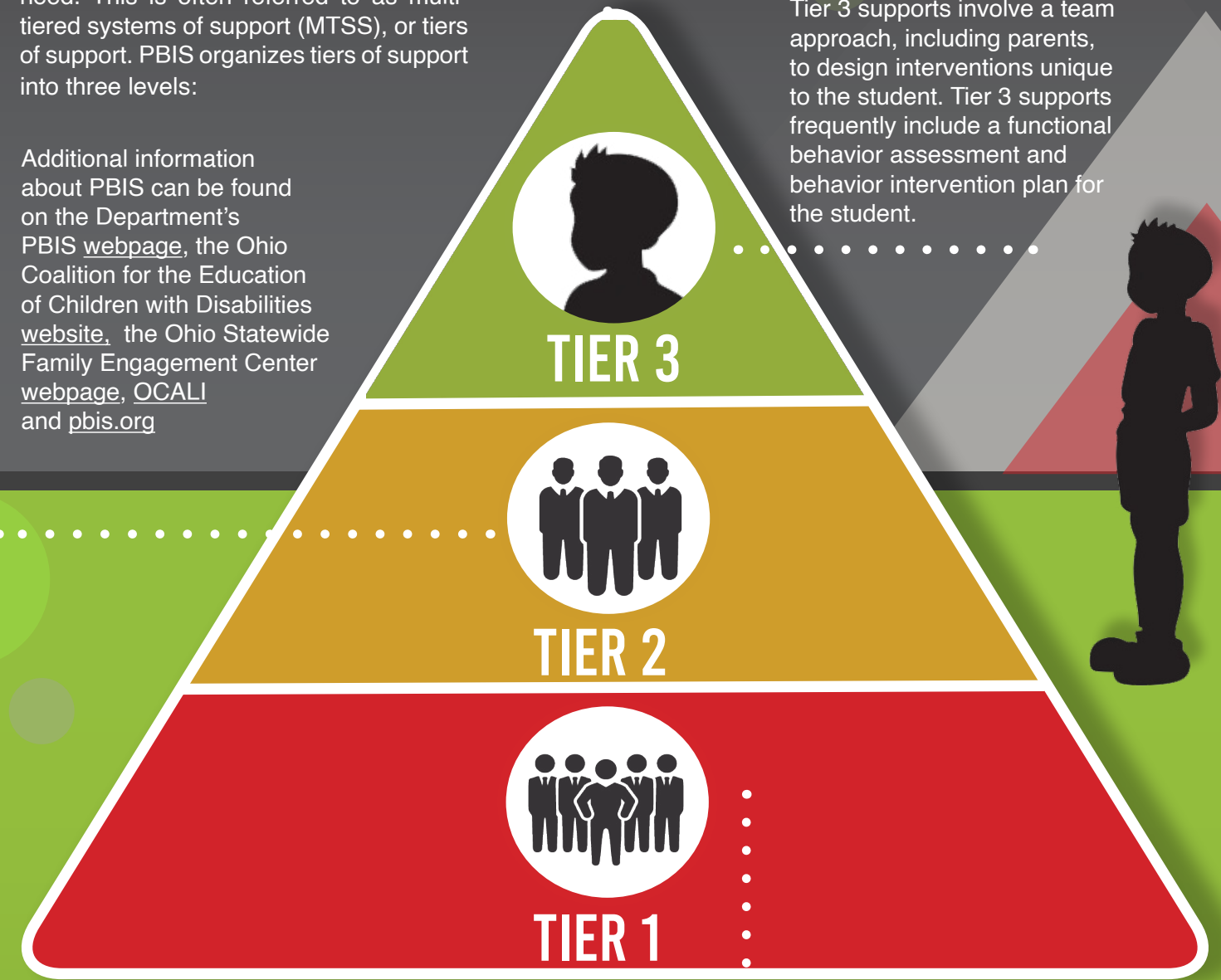
Do you suspect your child has a disability?



Multi-Tiered Systems of Support (MTSS)

A key practice of PBIS is offering tiers of support to match each child's level of need. This is often referred to as multi-tiered systems of support (MTSS), or tiers of support. PBIS organizes tiers of support into three levels:

Additional information about PBIS can be found on the Department's PBIS [webpage](#), the Ohio Coalition for the Education of Children with Disabilities [website](#), the Ohio Statewide Family Engagement Center [webpage](#), [OCALI](#) and [pbis.org](#)



Individualized Supports

A few students are provided individualized supports based on their specific needs, in addition to Tier 1 and Tier 2 supports. Tier 3 supports involve a team approach, including parents, to design interventions unique to the student. Tier 3 supports frequently include a functional behavior assessment and behavior intervention plan for the student.

Targeted Supports

Some students are provided more instruction and opportunities for practicing behavior skills in addition to Tier 1 supports. Schools often provide Tier 2 supports to groups of students with similar needs.

Universal Supports

All students are taught the school-wide behavior expectations and the skills associated with the behavior expectations.

Physical Restraint

Restraint is the use of direct physical contact to prevent or restrict a student’s movements.

- Staff must ensure the student’s breathing is not restricted.
- Staff may not hold the student face down (in the prone position).

Seclusion

Seclusion is confining (or keeping) a student in a room or space to ensure safety of the child and others while being observed by an adult.

- There must be continuous observation by school staff.
- The room or area must not be locked.
- The space must provide adequate space, lighting, ventilation, and protect the safety and dignity of the student.



Physical restraint or seclusion can only be used in emergency situations

when other interventions have failed and there is great risk to the safety and well-being of the student or others. It cannot be used for staff convenience, as a form of discipline or punishment or as a substitute for something less limiting or restrictive. The use of physical restraint or seclusion may never be used for preschool students.



Prohibited Practices

- Mechanical or chemical restraint
- Face down (Prone) restraints
- Corporal Punishment
- Depriving the child of basic needs and anything that is considered child abuse
- Anything that restricts breathing
- Any intentional use of substances, activities, or items that cause physical pain or extreme discomfort



Information about physical restraint and seclusion:

If my child is physically restrained or secluded, how will I be informed?

If your child is physically restrained or secluded, the school will do the following:

- The school will call or electronically notify you immediately following the incident.
- The school will send to you a written report within 24 hours of the incident.



What if my child's behavior does not improve or I have concerns about the use of physical restraint or seclusion with my child?

If you have concerns about your child's behavior or interventions being used to address the behaviors, you should contact the school administrator(s), teacher or school counselor and ask to schedule a meeting. Parents of a child with a disability can call an Individualized Education Program (IEP) meeting.

If you suspect your child may be a student with a disability, you should ask your school to evaluate your child's needs for special education services. [Requesting an initial evaluation letter writing template.](#)

If your child has three or more incidents of restraint or seclusion, your school district is required to meet with you to discuss whether a functional behavioral assessment (FBA) or behavior intervention plan (BIP) is needed, or if an existing FBA or BIP needs revised. The school will be able to share with you what interventions it has tried and how your child has responded to those interventions. Together, you can discuss an intervention plan to help reduce the use of emergency restraint and seclusion.

What should be discussed with the school during the meeting about my child's behaviors?

Some questions you may want to ask the school include:

- When is the behavior occurring?
- What is happening before my child's behavior escalates?
- What positive behavior interventions and supports have been tried with my child?
- How did my child respond to each of these interventions and supports?
- Is there a staff member my child has a positive relationship with? Can this relationship be incorporated into the interventions?
- What can we do at home to help my child be successful at school?
- What training do staff receive for crisis management and de-escalation?
- Were the staff involved in the incidents with my child trained in crisis management and de-escalation?

What if I have a complaint about a restraint or seclusion that occurred with my child?

A Parent may file a written complaint to the District Superintendent to initiate an investigation by the school district. Parents also have the option to report concerns to other public agencies, such as law enforcement, the county department of Child Protective Services (Job and Family Services), or the Office of Professional Conduct within the Ohio Department of Education (Department). Additionally, a parent may file a [complaint](#) with the Department's Office for Exceptional Children. If a parent needs support with this they can reach out to [The Ohio Coalition for the Education of Children with Disabilities](#) or [Disability Rights Ohio](#). The District should provide information regarding how to file a complaint with the superintendent, other agencies or the Department.

[Requesting an IEP Meeting Template](#)

Where can I find a copy of the State Regulation discussed in this notification?

This regulation can be found on the Ohio Department of Education [website](#). The regulation can also be found on the Legislative Service Commission [website](#). The District should be able to help direct parents if they are unable to access it.



#EachChildOurFuture Resources

[Restraint and Seclusion: Resource Document, U.S. Department of Education, May 2012.](#)

[Fact Sheet: Restraint and Seclusion of Students with Disabilities, U.S. Department of Education, December 2016](#)

[Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities, U.S. Department of Education, December 28, 2016](#)

[Positive Behavioral Interventions and Supports, OSEP Technical Assistance Center](#)

www.ocali.org

www.oecd.org

www.disabilityrightsohio.org

Ohio Administrative Code 3301-35-15