

PBIS TEAM – HIGHLAND JUNIOR HIGH & HIGH SCHOOL

Teachers: Mrs. Sund, Mrs. Matson, Mr. Pearce, Mrs. Mack, Mrs. Way, Mrs. Williams, Mrs. Horn, Mr.

Gillespie, Mr. Kramer

Staff: Mrs. Miller

Principals: Mr. Borland, Mr. Jensen, Mr. Strother

Counselor: Mrs. Kok, Mrs. Westfall

The Highland JH and HS Mission Statement:

To create an effective learning community where all students and staff are respectful, responsible, and safe.

A Parent's Guide to PBIS at Highland JH & HS:

You can support HJH & HHS by:

- Make sure your student is ready every day and gets enough sleep.
- Communicate with your student's teacher, counselor and principal.
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Communicate with your student about the following information:
 - Ask your child to tell you about HJH Core Values
 - Ask your child to discuss what the Core Values look like in the Classroom, Hallway, Cafeteria
 - Discuss with your child how these expectations are similar to expectations at home and in the workplace

We look forward to working in partnership with you this school year. If you have any questions please contact the school. A PBIS team member will be glad to discuss the program in more depth with you.



Highland JH & HS ~ Positive Behavioral Interventions & Supports (PBIS)

Highland JH and HS has implemented Positive Behavior Interventions & Supports (PBIS) as a proactive, system-wide approach helping our school effectively and efficiently support students and staff. We believe that respect and safety are an innate human rights and that equality is given to all people. We believe that punishment often increases behavior but may gain temporary compliance. Highland JH and HS use PBIS and Restorative Justice practices that provide students and staff effective conflict resolution strategies, creates a positive school climate and a sense of ownership for students and staff.

A discipline flow chart has been created to guide interactions between staff and student behavior. The flow chart outlines staff interactions with students that are aimed to create a positive learning environment and foster health and respectful relationships between and among all students and staff. If these interactions are not successful, student's will be given the opportunity to complete a reflection about their behavior and future choices. Below is more detailed information about HJH PBIS expectations and values.

Core Values: Be Respectful, Be Responsible, and Be Safe

Behavior Expectations: We have provided posters with a description of expected behavior in each setting of the school. For example, in the hall it is respectful to walk. In the commons it is responsible to clean your space. The expectations will be posted in classrooms and around school.

Teaching Expectations: During the school year, students will be taught how to meet the expectations of Highland JH and HS teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These expectations will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

Positive Recognition: Acknowledging and reinforcing positive behavior is one of the best ways to encourage appropriate behavior. At HJH and HHS, each student will earn points/tickets for meeting behavior expectations. When goals are met, students can enjoy rewards in the form of lunchtime activities, coupons, and periodic school-wide activities and celebrations.

SUCCESS PLANS

Even with clear expectations and positive reinforcement, sometimes students will have difficulty following expectations. To address inappropriate behavior, a discipline flow chart will be implemented.

Discipline issues are divided into major and minor infractions.

- Major infractions are issues that result in office time. Parents/guardians will be notified by the administration or staff about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If the student receives multiple minor infractions, it could become a major infraction and the administration will address the behaviors and parents/guardians will be notified.

When a student repeatedly receives minor or major, parents/guardians, teachers, support staff and the administration will meet to build an effective behavior success plan for that student.