

School-Wide Expectations:

RESPECT

RESPONSIBILITY

SAFETY

RESPECT – A respectful student has respect for themselves, peers, all adults, and the school property.

RESPONSIBILITY- A responsible student comes to school on-time, prepared for learning, and does not make excuses. They also take care of themselves, each other, and our school.

SAFETY – A safe student ensures that they behave in a manner that protects themselves and others from harm.

For a complete list of expectations, please refer to the SWPBS Matrix.

At Barbara Hawkins University, School-wide Positive Behavior Support, comes to life through the power of teamwork - students, staff, and families.



*Barbara Hawkins
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Team Synergy! Stronger Together!

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**School-Wide
Positive
Behavior
Support**

2015-2016

An informational brochure for parents and families

What Is SWPBS?

Today, more than ever, schools are faced with the challenging task of providing the best possible educational experience to a socially, emotionally, and cognitively diverse population of students. In order to accomplish this goal, it is extremely important that we establish and maintain a learning environment that is respectful, responsible, and safe.

School-Wide Positive Behavior Support (SWPBS) creates opportunities to teach and practice safe, respectful and responsible behavior throughout the entire school. PBS is a data-driven and problem-solving process that focuses on teaching and implementing positive expectations throughout the school. This is depicted on the Three-Tiered Model of School-wide PBS which shows the continuum of interventions used based on student behavior.

The main components of an effective school-wide PBS system involve:

- Clearly defining and teaching a set of positive behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress and to problem-solve

The positive behavior expectations are defined in the school-wide matrix and are grounded in the core values of RESPECT, RESPONSIBILITY, and SAFETY. Part of our objective is to teach students that these core values extend beyond the classroom and school environment. Therefore, these core values should be practiced while at home setting and in the community. Students are taught (model, demonstrate, rehearse, or role-play) how to demonstrate the core values through behavior expectation lesson plans. These are taught within the 6 matrix locations within Barbara Hawkins University:

- Classroom
- Hallway
- Bathroom
- Café
- Media Center
- Busing (selected students)

Rewarding Student Success!

In efforts to reward the diligent work of our students, our school utilizes Class Dojo as our token economy. Each day students are given Dojo points for demonstrating excellence and/or improvement in our three behavior expectations. At the end of the week students exchange their points for “Hornet Dollars” to “purchase” items of their choice. In addition, students can use their Dojo Points to participate in several privileged opportunities.

Character education is one of the pillars to successfully implementing the SWPBS program. Each month, our school will emphasize a specific core value. Students will be recognized as Citizen-of-the-Month when they do an exceptional job of displaying the selected core value.

Appropriately acknowledging and rewarding the positive behavior of students is among the most effective ways to increase a positive school climate, decrease problematic behavior and strengthen the repeated display of positive behavior in the school setting.



