

Blacklick Valley School District Mission and Vision Statements

Mission

Build a community of stakeholders who

Value education and graduate

Students who are college/career ready and are

Dedicated to life-long learning.

Empowering all students to make a
meaningful contribution to the world!

Vision

The Blacklick Valley School District will
change the culture of learning by committing
to high expectations for learning, engaging in
rigorous instructional practice and
implementing a aligned and relevant
curriculum.

For more information, please
contact Edward Alexander.

**Blacklick Valley Jr./Sr. High
School**

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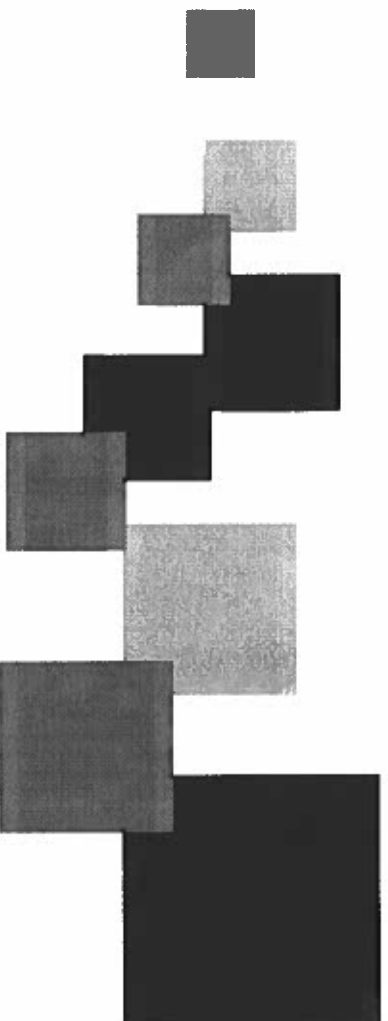
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Blacklick Valley Jr./Sr. High School

Parent Information Brochure

Viking Values School Wide Positive Behavior Interventions and Supports (SWPBIS)



What is SWPBIS?

Positive Behavior Interventions and Supports is an evidence-based, cost-effective, systems approach for establishing the social culture needed for schools to be effective learning environments for all students. It is a proactive approach that includes teaching expected behaviors and social skills, creating student behavioral health and academic support systems, and applying data-based decision-making to discipline, academics, and social/emotional learning. Each school district can apply the elements of PBIS in a way that meets the unique needs of students in the district.

The Viking Values

There are three core behavior principles at Blacklick Valley. All students are expected to

Be Very

Respectful
Responsible
Accountable

HOW IS SWPBIS DIFFERENT?

SWPBIS uses a three-tiered approach. Tier I (universal) is the school-wide approach that provides a system of supports for all learners. This includes teaching expected behaviors and reinforcing those behaviors. Tier II (secondary) is a more intensive level of support for students who are "at-risk" or need more intervention than Tier I students. Tier III (tertiary) is the most intensive level of intervention for students with the most significant behavioral or emotional support needs. It is important to remember that PBIS is intended for all students, not just students who receive special education services.

Characteristics of PBIS include:

Planned interventions that are positive and proactive rather than punitive and reactive.

Conditions and environments that contribute to inappropriate behavior are carefully managed or eliminated.

Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated.

Pro-social behaviors are taught directly, practiced frequently, and routinized so that students develop positive behavioral habits.



Viking Vouchers

When students and staff demonstrate any of the core behavior principles, they may be recognized with Viking Vouchers. These vouchers can be redeemed for positive rewards.