

PBIS

POSITIVE BEHAVIORAL
INTERVENTIONS & SUPPORTS

MANUAL

Building **Positive** Culture. Supporting **Every** Student. Achieving **Together**.



BE **POSITIVE**. | BE **PROUD**. | BE PART OF THE **SOLUTION**.

STRONG STUDENTS.



STRONG SCHOOL.

— **LEGACY TRADITIONAL SCHOOLS - NORTH VALLEY** —

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LEGACY NORTH VALLEY

PBIS STAFF HANDBOOK — YEAR 1

Building Strong Culture, One Action at a Time

1. Welcome to PBIS & Our Why

Welcome to the Legacy North Valley K–8 school community! This handbook establishes our school-wide framework for Positive Behavioral Interventions and Supports (PBIS). Our approach focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a harmonious and high-achieving environment.

Our Why

- **More instructional time:** By keeping students engaged, positive, and remaining inside the classroom environment.
- **Fewer disruptions:** Achieved through proactive, structured teaching of consistent behavioral expectations schoolwide.
- **Stronger school culture:** Building a collective community where every single student feels physically safe, socially included, and deeply valued.
- **Support and consistency:** Eliminating ambiguity across all grade levels, environments, and staff roles with clear unified guidelines.

2. School Mission, Vision, & Core Framework

Mission Statement

“Creating a positive school culture and climate where all K–8 students grow through safe, respectful, accountable, and responsible behavior—the Scorpion way.”

The Three Pillars of L.T.S.

Our community expectations are anchored firmly by three core pillars that drive all behavioral curriculum:

- **L – Lift Others Up:** Encourage your peers, celebrate community success, and proactively help without being asked.
- **T – Treat Others Kindly:** Use positive words and tone, show meaningful empathy, and actively choose kindness daily.
- **S – Show Others Respect:** Follow directions, demonstrate respect for staff and peers, and make responsible choices.

3. PBIS Expectations Matrix

This matrix defines exactly what our three pillars look like across various settings. All staff must explicitly teach and monitor these behaviours:

Setting	Lift Others Up (L)	Treat Others Kindly (T)	Show Others Respect (S)
Classroom	Encourage classmates (clap, positive comments)	Use kind words and tone	Listen carefully when others are speaking
Hallway	Help peers who need assistance	Use kind words and actions	Walk quietly; keep hands/feet to yourself; follow traffic flow
Cafeteria	Make room for others at the table	Use polite words (please, thank you)	Clean up your area; follow lunch procedures cleanly
Playground	Include others; show good sportsmanship and share space	No aggressive play; show fairness; avoid teasing	Use kind words; think before you speak
Restroom	Help keep the community area clean	Give others absolute privacy	Use facilities properly; return to class promptly; follow staggered driveline rules
Assembly	Encourage performers and guest speakers	Listen attentively without interrupting	Sit appropriately; follow staff directions immediately
Driveline	Be ready to help others move safely	Be patient, calm, and courteous	Follow adult directions; enter and exit vehicles safely
Morning Flag	Participate with pride and encouragement	Stay exceptionally quiet and attentive	Stand appropriately; follow ceremony expectations closely

4. Teaching and Onboarding Plan

Explicit Instruction & Lesson Plans

We do not assume students automatically know what our framework expectations look like; we teach them explicitly just like a core academic subject. The instructional expectations are organized as follows:

- **Grade-Specific Curriculum:** Standardized lesson plans are structured explicitly by grade bands (K–4 and 5–8) to ensure age-appropriate delivery.

- **Video Modeling Matrix:** Utilize the committee-created town hall and role-play scenario videos (including Restrooms, Driveline, Cafeteria, Classroom, Playground, Hallway Heroes, and Flag Ceremony) to provide consistent mental models.
- **Homework Linkage:** Provide a daily short instructional video, targeted homework assignment, and a one-page family engagement activity containing reflection prompts and a required parent signature section to bridge campus learning to the household.

Staff Onboarding & Environment

TAP In! (Teachers, Aides, and Paras): A comprehensive, week-long systemic onboarding execution program utilizing specialized training modules ensures every instructional staff member reinforces expectations identically. To maintain this environment, high-traffic zones are outfitted with high-visibility environmental signage printed professionally for pre-service deployment.

5. Recognizing Success & Incentives

Positive reinforcement is a core element of sustainable culture change. We utilize a tiered reward structure:

Daily, Weekly & Monthly Recognition Structures

- **Scorpion Pride Guidance:** Visible student tracking using physical identifiers such as customized system badges, lanyards, or colored wristbands.
- **Character Awards:** Each classroom selects one representative Super Scorpion periodically to receive the coveted institutional Reward of Honor.
- **Cafeteria Reinforcement:** Targeted lunchroom shoutouts tracking outstanding kindness and procedural adherence.

Comprehensive Incentive Menu Options

Staff can award transferable points or physical tickets redeemable for the following distinct privileges:

- **Academic & Space Perks:** Choose Your Seat for the Day, Principal Shadow Day.
- **Passes & Special Materials:** Dress Down Pass, Snack Pass, Canes Certificates.
- **Privileged Spaces:** Supervised area with phone privileges (6-8), Game Room access, Eating Lunch Outside.
- **Group & Event Incentives:** 1-Hour Classroom Party, Glow Party, Lunch Bunch, Admin-hosted lunches.
- **Elite System Events:** Legacy Olympics entry, Principal's Choice rewards (citizenship award), Quarterly Value Day field days, and Student vs. Teacher Staff games.

6. The Behavior Support & Response Process

When behavior veers outside expectations, staff must implement instructional interventions designed specifically to preserve instructional hours and proactively prevent unnecessary traffic to the Dean's office.

Preventative Action Protocols

- **Dress Code & Phone Infractions:** Address immediately within the classroom ecosystem utilizing localized interventions and direct parent contact instead of out-of-class disciplinary routing.
- **Classroom Restructuring Rules:** If removal is necessary to defuse tensions, the initiating teacher is required to circle back, coordinate a localized teacher detention, and facilitate direct resolution.

Restorative Reflection & Documentation

All discipline is instructional. Behavioral deviations must be tracked via the formal Restorative Incident Report format (transitioning to a digital application system). When leading a correction dialogue, utilize the five core reflection questions:

1. *What happened during this incident?*
2. *What were you thinking or feeling at that specific time?*
3. *Who has been impacted or affected by your action?*
4. *What concrete steps can you take right now to make things right?*
5. *What strategy will you execute next time to ensure a positive outcome?*

7. Staff Responsibilities & Implementation Tasks

Consistency is the foundation of our program's success. To guarantee seamless deployment, all staff must review and complete the following implementation benchmarks:

- **Laminated References:** Locate your teacher folders for the new school year. Ensure your physical Consequence One-Pager and high-traffic Behavior Matrix sheet are prominently displayed at your secondary teaching desk structure.
- **Professional Development:** Actively participate in the upcoming virtual Pre-Service Year 1 Execution training day to walk through the complete lesson matrix mapping and video scenario library.
- **Systemic Feedback:** At the conclusion of the upcoming staff development, scan the official QR code to complete the required 5-question PBIS Implementation Feedback Survey.
- **Family Integration:** Actively promote the new PBIS Parent Tab on our web interface. Inform parents regarding upcoming Parent University workshops hosted via our Parent Volunteer Organization (PVO).

APPENDIX

North Valley PBIS Resources	
Resource	Links
First 8 Days PBIS Lesson Plans	5-8 Lesson Plan Link K-4 Lesson Plan Link
Expectations Matrix	 PBIS Expectations Matrix Revised.pdf
Behavior Matrix	 Discipline Matrix
Expectations Videos & Role Plays	Town Hall/Driveline Role Play Videos Restrooms.mp4 Driveline.mp4 Cafeteria.mp4 Classroom .mp4 PLAYGROUND.mp4 Hallway Heros.mp4 Flag Ceremony 6-8.mp4
Flyers	PVO Flyer Behavior Matrix Flyer Assembly Flyer Cafeteria Flyer Classroom Flyer Driveline Flyer Hallway Flyer Morning Flag Ceremony Playground Flyer Restroom Flyer
Parent Volunteer One-Pager	 PVO
Staff Onboarding Slideshow	 PBIS Onboarding
Lesson Plan Rotation Matrix (for 1st 8 days)	PBIS Lesson Plan Implementation Rotation Matrix
Virtual PBIS Store (Minga)	Link to Minga and PBIS Online Store
(scroll to slide 20 for Minga instructions)	PBIS+Minga Training