

## WCPS Elementary Behavior Matrix

Always contact parents. Collaborate with the special education department for students with IEPs.

Leadership Team may adjust consequences based on specific circumstances (developmental level, intent, impact on others, etc.)

All major behaviors should be documented in IC.

Follow predetermined behavior intervention plans if applicable. Consider the mental health needs of the student.

For intermediate students, use the [WCPS Middle and High Behavior Matrix](#) if appropriate.

Regulations on when to contact [law enforcement](#). Guidance on when to contact [law enforcement](#).

INFRACTION	SEVERITY	DEFINITION	ACTION		
			Teacher Handled	Office Referral	IC Coding Options
Inappropriate Language	Minor	Curse words or racial name-calling used as social language or communication within peer group.	X		
	Major	Curse words (in any language) used in a disrespectful context towards peers or adults, racial name calling used in a derogatory manner towards peers or adults, hand or mouth gestures suggestive of derogatory language, sexual gestures made with objects or food.	X	X	N25: Profanity or Vulgarity
Defiance/ Noncompliance/ insubordination	Minor	Intentional ignoring of teacher directives (including classwork), mumbling/backtalk/callouts, body language that is suggestive of noncompliance. Intentionally ignoring teacher directives. (Telling a teacher no, you can't make me, refusal to comply).	X		
	Major	Confrontational talking back, arguing, intentional refusal to cooperate with teacher directives, unassigned location NO. (Ongoing intentional refusal to cooperate with teacher directives). Purposefully avoid supervision (i.e, hiding, skipping, leaving school grounds).		X	N19: Insubordination N08: Disrespectful Behavior N09:Disruptive Behavior

Disrespect	Minor	Student delivers low intensity, socially rude or dismissive messages to adults and students. (mumbling and/or back talk).	X		
	Major	Student message is confrontational, talking back and being very argumentative.		X	N08: Disrespectful Behavior
Disruption	Minor	Disruptive noises (w/mouth, excessive talking, pencil tapping, etc.), refusal to settle down, continual movement/out of seat. Affects the learning of the individual or small group.	X		
	Major	Hindrance to the teaching and learning process, throwing objects, yelling out, ongoing minor disruptions. Affects the learning of the whole class.		X	N09:Disruptive Behavior
Property Misuse	Minor	Damage to school property that can be cleaned/corrected by the student (i.e., writing in a book, locking bathroom stall doors)	X		
	Major	Damage to school property that can't be clean/corrected by the student. (i.e., breaking equipment, permanent marker writing.)		X	N06:Destruction of Property N33:Vandalism
Theft/Forgery	Minor	Theft of classroom supplies (i.e., pencils, paper, crayons). Forgery of guardian signature in general school communications.	X		
	Major	Theft of staff/school belongings (wallet, electronics, etc.), removal of items from a teacher's desk without permission, theft of item(s) from another student's backpack, cubby, or desk. Forgery of guardian signature in cases of student safety (i.e., field trip permissions, medical releases, habitual instances despite parent contact).		X	N30:Theft/ Stealing

Lying/Cheating	Minor	Delivering an untrue statement about shared classroom supplies, cheating on homework, cheating on in-class tests.	X		
	Major	Delivering an untrue statement about a major behavioral infraction (i.e., a fight, property misuse, etc.) in which the student is not directly involved, making false accusations about teachers. Student delivers message that is untrue and/or deliberately violates the rules or cheats on assessments.		X	N01:Academic Cheating/ Plagiarism
Harassment	Major	Any knowing, inappropriate, unwanted touching or any unacceptable written or verbal comments, photos, gestures, or behaviors that are intended to harm, threaten, or intimidate (to include comments/attacks based on race, religion, gender, age, ethnic origin, disability and/or other personal matters).	X	X	H02:Harassing Communications H03: Harassment
Bullying	Major	Bullying refers to any intentional act by a student or groups of students directed against another student to ridicule, humiliate, or intimidate the other student while on school grounds, or at a school sponsored activity, which acts are repeated against the same student over time. (WCPS 09.422)	X	X	
Physical Contact	Minor	Horseplay - pushing, shoving, grabbing, playing around, goofing off, touching, kicking, stabbing with pencil/scissors <b>without intent to harm.</b>	X		
	Major	Physical aggression with peer or adult, <b>which may result in harm</b> to self or others. Includes pinching, biting, punching, kicking, spitting, hair pulling, and throwing furniture.		X	N09:Disruptive Behavior
Inappropriate Use of technology	Minor	Student not using technology in an appropriate manner. Not on correct site, using another students password, changing background/computer settings, having phone/device out at inappropriate times, having device at school that is not	X		

		registered.			
	Major	On inappropriate sites (pornographic, sexual, or violent in nature), any behaviors resulting in damage to technology equipment property, taking pictures of other students or faculty without permission, stealing passwords, any use of technology that documents inappropriate language/behaviors, or using technology to harass and threaten others.		X	
Use/Possession of Tobacco	Major	Student is in possession of or is using tobacco on school grounds. Look alike will be treated as the actual substance.		X	
Use/Possession of Drugs/Alcohol	Major	Student is in possession of or is using drugs or alcohol on school grounds. Drugs may include: prescription drugs, herbal remedies, all illegal drugs, etc. Look alike will be treated as the actual substance. Students possessing drug paraphernalia including, but not limited to vaporizers, rolling papers, smoking devices etc.		X	
Use/Possession of Weapons	Major	Weapons are any objects used or threatened to be used to cause bodily harm or mental distress. Weapons may include, but are not limited to, any of the following: matches/lighters, fireworks, brass knuckles, slingshots, pocket or kitchen knives, plastic knives, or guns of any type. Look alike will be treated as the actual object.		X	District triplicate form needs to be filled out
Threats	Major/Minor	Contact student assistance team.		X	District triplicate form needs to be filled out.

Interventions and Consequences	ISS and OSS Guidance
<ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Apology letter</li> <li>● Parent contact</li> <li>● Preferential seating</li> <li>● Loss of access to items</li> <li>● Parent meeting(s)</li> <li>● 1, 2, 3 Magic</li> <li>● Build, maintain, and restore relationships with students</li> <li>● Logical consequence (i.e., student access inappropriate website - lose access to computer)</li> <li>● Loss of privilege in classroom (choice of activity, choice of seat during class or lunch, going to the restroom with the class, etc.)</li> <li>● Problem solving</li> <li>● Counseling</li> <li>● Teach tools for self-regulation</li> <li>● Mini-courses or skill lessons</li> <li>● Restitution</li> <li>● Restorative practices</li> <li>● Parent Trainings</li> <li>● Time out</li> <li>● <a href="#">Behavioral contract</a></li> <li>● <a href="#">Sensory room</a> for prevention and de-escalation</li> <li>● Community service as restitution</li> <li>● Lunch Suspension</li> </ul>	<p style="text-align: center;"><b>Behaviors that may warrant ISS</b></p> <ul style="list-style-type: none"> <li>● Severe behavior that infringes upon the rights of another student</li> <li>● Fighting</li> <li>● Bullying</li> <li>● Major behaviors</li> <li>● Aggression towards staff</li> <li>● Students who have 3-5 office referrals</li> </ul> <p>**Reflect on effectiveness of interventions and consequences. Refer to PBIS Tier 2/3 Team**</p> <p style="text-align: center;"><b>Behaviors that may warrant OSS</b></p> <ul style="list-style-type: none"> <li>● Severe behaviors in which ISS and other interventions have been ineffective</li> <li>● Behaviors that threaten safety to others - consult District Student Assistance Team</li> </ul> <p>**Reflect on effectiveness of interventions and consequences. Refer to PBIS Tier 2/3 Team**</p> <p>**Contact DPP or Director of Student Services for guidance on when to involve law enforcement**</p>

- In school suspension during special areas
- Refer to guidance counselor
- Refer to student assistance counselor
- Refer to Tier 2/3 PBIS Team
- Request district behavioral consultation
- Simple or Complex FBA
- Behavior Support Plans
- [Primary Project](#) - preventative approach (3 schools have received training)
- [First Steps Next](#) (First Steps to Success)
- Trauma Screener
- Consider mental health evaluation
- Referral to district Social Worker for case management
- [Level System](#) - one example
- [Alternatives to Suspension ideas](#)
- [More Alternatives to Suspension ideas](#)
- In school suspension (ISS)
- Build a transition plan for students after ISS or OSS
- Build a safety plan for the student - incorporate trauma informed practices
- District Disciplinary Meeting - Parent meeting with Central Office staff
- ASP (6th graders)
- PASS (Positive Approach to Student Success)
- After school detention
- Saturday school detention
- Out of school suspension (OSS)
- [Pre-board/Expulsion Hearing](#)
- File Educational Neglect (truancy can often be a first avenue)

