

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Aggression (Other) (AS3)</b> deliberate unfriendly physical behavior/intimidation, such as posturing to fight, pushing, checking or bumping with no initial intent of injury	<ul style="list-style-type: none"> <li>• Verbal provocation</li> <li>• Age differential</li> <li>• Directed toward staff</li> <li>• Repeat offenses</li> <li>• Intensity of Conduct</li> <li>• Intent</li> <li>• Repeat Offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (recess, time away from group – not instructional environment)</li> </ul>	<b>K-4<sup>th</sup>:</b> Verbal warning, detention  <b>5<sup>th</sup> -8<sup>th</sup>:</b> Verbal warning, detention, ISS (1 day)	<b>K-4<sup>th</sup>:</b> Detention, ISS (1 day)  <b>5<sup>th</sup> -8<sup>th</sup>:</b> Detention, ISS (1-2 days)	<b>K-4<sup>th</sup>:</b> ISS (1-3 days) OSS (1-2 Days)  <b>5<sup>th</sup> -8<sup>th</sup>:</b> ISS (1-5 days), OSS (1-2 days)	117 Fights with other students 122 Easily angered, annoyed or upset 123 Agitates and provokes peers to a level of verbal or physical assault **Look for community resources that will educate. Referral to the SELS
<b>Alcohol (ALC)</b> any intoxicating element	<ul style="list-style-type: none"> <li>• Degree of Distribution</li> <li>• Degree of Possession</li> <li>• Degree of Use</li> <li>• Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Visit the Nurse</li> <li>• Student Action Plan (to include health research project)</li> <li>• Delivery of Apology</li> </ul>	<b>K-4<sup>th</sup>:</b> OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days) Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (5-9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Possible police contact	207 Is under the influence of drugs or alcohol while at school **Look for community resources that will educate. Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Arson 1 (AR1)</b> knowingly damaging property by knowing or attempting to cause a fire or explosion</p>	<ul style="list-style-type: none"> <li>• Amount of damage</li> <li>• Imminent Danger</li> <li>• Intent</li> <li>• Age</li> <li>• Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties (if personal property)</li> <li>• Student Action Plan that includes restitution (monetary, replacement, community service, token economy)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days) Possible fire dept. and police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) Required fire dept. and police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required fire dept. and police contact</p>	<p>179 Destroys school or Other students' property **Look for community resources that will educate. Referral to the SELS</p>
---	---	---	--	--	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Arson 2 (AR2)</b> knowingly damaging a structure by knowingly causing a fire or explosion	<ul style="list-style-type: none"> <li>• Age</li> <li>• Amount of Danger</li> <li>• Intent</li> <li>• Imminent Danger</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan that includes restitution (monetary, replacement, community service, token economy)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>			<b>K-4<sup>th</sup>:</b> OSS (9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required fire dept. and police contact	179 Destroys school or other students' property
<b>Assault (Aggravated) (AS4)</b> causes serious physical injury to another using a deadly weapon or dangerous instrument or object inappropriately; an assault knowingly committed against a teacher or employee of a school	<ul style="list-style-type: none"> <li>• Number of offenders involved</li> <li>• Number of victims involved</li> <li>• Extent of injury</li> <li>• Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>			<b>K-4<sup>th</sup>:</b> OSS (9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required police contact	122 Is easily angered, Annoyed, or upset **Look for community resources that will educate. Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Assault (Physical) (AS2)</b> one or more persons intentionally or recklessly causing any physical injury to another person, placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure</p>	<ul style="list-style-type: none"> <li>• Extent of injury</li> <li>• Assault directed towards a staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-4 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required police contact</p>	<p>117 Fights with other students 123 Agitates and provokes peers to a level of verbal or physical assault **Look for community resources that will educate. Referral to the SELS</p>
--	---	---	---	--	---	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Assault (Verbal) (AS1)</b> inappropriate language directed toward anyone with the intent to cause emotional harm	<ul style="list-style-type: none"> <li>Repeat offenses</li> <li>Vulgarity</li> <li>Racial remarks</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges (time away from group in that environment – not instructional environment)</li> </ul>	<b>K-4<sup>th</sup></b> : Warning, detention  <b>5<sup>th</sup>-8<sup>th</sup></b> : Warning, ISS (1 day), OSS (1 day)	<b>K-4<sup>th</sup></b> : Detention, ISS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : Detention, ISS (1-2 days), OSS (1-2 days)	<b>K-4<sup>th</sup></b> : OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days)	117 Fights with other students  123 Agitates and provokes peers to a level of verbal or physical assault  Referral to the SELS
<b>Assault (Verbal toward Staff)</b> inappropriate language directed toward staff members with the intent to cause emotional harm	<ul style="list-style-type: none"> <li>Repeat offenses</li> <li>Vulgarity</li> <li>Racial remarks</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges (time away from group in that environment – not instructional environment)</li> </ul>	<b>K-4<sup>th</sup></b> : ISS (1 day) OSS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 Days ) OSS (3 days)	<b>K-4<sup>th</sup></b> : ISS (1-3 days) OSS (3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (3-5 Days) OSS (5 days)	<b>K-4<sup>th</sup></b> : ISS (3-5 days) OSS (5 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (7 days)	118 Becomes physically aggressive with teachers  120 Makes inappropriate comments to teachers  Referral to the SELS
<b>Biting (BIT) – Other Aggression</b>	<ul style="list-style-type: none"> <li>Extent of injury</li> <li>Staff member as victim • Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan (with restitution if appropriate)</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : Detention, ISS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (1-3 days)	<b>K-4<sup>th</sup></b> : ISS (1-3 days), OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days)	<b>K-4<sup>th</sup></b> : OSS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (5-9 days)	123 Agitates and provokes peers to a level of verbal or physical assault  140 Grabs things away from others

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

		(restrict environment)				
<p><b>Bullying (BUL)</b> repeated acts over time that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful</p>	<ul style="list-style-type: none"> <li>• Special needs victim</li> <li>• Age difference of victim</li> <li>• Extent-intensity of bullying</li> <li>• Repeat offenses                             <ul style="list-style-type: none"> <li>• Consider other infractions (ie. Aggressive Assault, threat)</li> </ul> </li> <li>• Where the bullying occurs (outside school times)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties (if appropriate for both parties)</li> <li>• Student Action Plan (research on impact of bullying; lit study)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment)</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Detention ISS (1 day)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Detention, ISS (1-3 days), OSS (1-3 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-5 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)</p> <p>Possible police contact</p>	<p>123 Agitates and provokes peers to a level of verbal or physical assault</p> <p>124 Has little or no interaction with teachers</p> <p>125 Has little or no interaction with peers Referral to the SELS</p>

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Burglary (1<sup>st</sup> Degree) (BU1)</b> violating 2 <sup>nd</sup> or 3 <sup>rd</sup> degree and knowingly possesses a deadly weapon, a dangerous instrument, or explosives in the course of committing any theft or any felony		<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan (with restitution if appropriate)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>			<b>K-4<sup>th</sup>:</b> OSS (9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required police contact	192 Steals or forcibly takes things from students, teachers, the school building, etc.  **Look for community resources that will educate. Referral to the SELS
<b>Burglary or Breaking and Entering (2<sup>nd</sup> or 3<sup>rd</sup> Degree) (BU2)</b> entering or remaining unlawfully in or on a educational structure with the intent to commit any theft or any felony therein		<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan (with restitution if appropriate)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>			<b>K-4<sup>th</sup>:</b> OSS (9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * Required police contact	192 Steals or forcibly takes things from students, teachers, the school building, etc.

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Combustible-Explosive Device (COM)</b> possession of substance or object that is readily capable causing bodily harm or property damage i.e., matches, lighters, firecrackers, gasoline, lighter fluid and poppers</p>	<ul style="list-style-type: none"> <li>• Intent</li> <li>• Potential Danger</li> <li>• Repeat Offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan which should include a safety contract</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Confiscate item, ISS (1 day)</p> <p><b>5<sup>th</sup> - 8<sup>th</sup>:</b> Confiscate item, ISS (1 day), OSS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Confiscate item, OSS (1-3 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) * <b>Required police contact</b></p>	<p>195 Bring inappropriate or illegal materials to school</p> <p>**Look for community resources that will educate. Referral to the SELS</p>
--	---	---	---	---	---	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**



## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<p><b>Dangerous Items (DDV)</b> an object with the potential to cause bodily injury, threaten or intimidate another person such as air soft gun, BB gun, knife with blade length less than 2.5 inches, laser pointer, letter opener, mace, paintball gun, pellet gun, razor blade or box cutter, simulated knife, Taser or stun gun, tear gas or other dangerous item</p>	<ul style="list-style-type: none"> <li>• Property damage</li> <li>• Intent (if used see assault) • Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan which should include a safety contract</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Confiscate item, Detention</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Confiscate item, ISS (1 day) OSS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-9 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)</p>	<p>195 Bring inappropriate or illegal materials to school</p> <p>**Look for community resources that will educate. Referral to the SELS</p>

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Defiance / Disrespect / Insubordination (DEF)</b> intentionally resisting or disregarding authority; includes failure to respond to a reasonable request, or the refusal to identify self when requested to do so. Treating any adult with contempt or rudeness</p>	<ul style="list-style-type: none"> <li>• Time between offenses</li> <li>• Severity</li> <li>• Location</li> <li>• Audience</li> <li>• Use of vulgarity</li> <li>• Repeat offense</li> <li>• Consideration of other infraction</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges                             <ul style="list-style-type: none"> <li>• Community Service</li> </ul> </li> </ul>	<p><b>K-4<sup>th</sup>:</b> Verbal warning, detention</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Verbal warning, detention, ISS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> Detention, ISS (1 day), OSS (1 day)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days)</p>	<p><b>K-4<sup>th</sup>:</b> ISS (3-5 days), OSS (3-5 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (3-5 days), OSS (3-5 days)</p>	<p>6 Does not stay in assigned areas for specified time</p> <p>114 Does not begin assignment after receiving directions, instructions, etc.</p> <p>194 Does not follow directives from teachers or other school personnel</p> <p>196 Responds inappropriately to redirection in academic and social situations</p> <p>212 Does not come to an activity at the specified time</p> <ul style="list-style-type: none"> <li>• Staff proactively work to build positive relationship with child</li> </ul>
---	--	---	---	---	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Dress code</b>	<ul style="list-style-type: none"> <li>• Frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of Apology</li> <li>• Student Action Plan with morning check-in when chronic</li> <li>• Loss of Related Privileges (wear clothing provided by school)</li> <li>• Parent Contact</li> </ul>	<b>K-8<sup>th</sup></b> : Verbal warning. Clothing Change	<b>K-8<sup>th</sup></b> : Clothing change, Parent contact	<b>K-8<sup>th</sup></b> : Clothing change, parent contact, ISS (1 day)	
<b>Dishonesty/ Cheating (DCH)</b> intentionally using information or property of another, sharing academic information without permission to gain an unfair advantage (includes forgery, plagiarism or altering of a document). Intentionally deceiving or misleading (lying)	<ul style="list-style-type: none"> <li>• State Testing</li> <li>• Extent of cheating</li> <li>• Repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan focused on making up the learning</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (loss of credit on assignment; restricted environment in classroom)</li> </ul>	<b>K-4<sup>th</sup></b> : Verbal warning, detention <b>5<sup>th</sup>-8<sup>th</sup></b> : Verbal warning, detention, Grade adjustment	<b>K-4<sup>th</sup></b> : Detention, ISS (1 day) <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-2 days)	<b>K-4<sup>th</sup></b> : ISS (1-3 days), OSS (1 day) <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days)	156 Cheats

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Disorderly or Unsafe Conduct/Disrupting Ed. Process (DI1)</b> any act that substantially disrupts the orderly function of the school/educational environment or poses a threat to the safety or welfare of others</p>	<ul style="list-style-type: none"> <li>• Potential of danger</li> <li>• Consider other infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment)</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Detention , Verbal Warning <b>5<sup>th</sup>-8<sup>th</sup>:</b> Verbal warning, ISS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (3-5 days), OSS (3-5 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) <b>Possible police contact</b></p>	<p>130 Bothers other students who are trying to work, listen, etc. 210 Talks to others during quiet activity periods Referral to the SELS</p>
---	---	---	--	---	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Drugs (DRU)</b> use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled narcotic substance or equipment or devices used for preparing or taking narcotics	<ul style="list-style-type: none"> <li>• Brought to school</li> <li>• Use</li> <li>• Distribution (Moderate)</li> <li>• Sell (Severe)</li> <li>• Repeat Offenses</li> <li>• Quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan (to include research on health or legal implications)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment, can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (3-5 days) OSS (3-5 days), confiscate  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days), confiscate Possible police contact	<b>K-4<sup>th</sup>:</b> ISS (5-9 days) OSS (9 days), confiscate  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days), confiscate Required police contact	<b>K-4<sup>th</sup>:</b> OSS (9 days), confiscate  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) * confiscate Required police contact	207 Is under the influence of drugs or alcohol while at school  **Look for community resources that will educate. Referral to the SELS
<b>Drugs (over-the counter)-Drug Violation (DR1)</b> possession of OTC drugs only, including sale or intent to harm or get high	<ul style="list-style-type: none"> <li>• Distribution (Moderate)</li> <li>• Sell (Severe)</li> <li>• Ignorance of policy</li> <li>• Type of medication</li> <li>• Intent of use</li> <li>• Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan (to include research on health or legal implications)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment, can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1-3 days) Verbal warning, OSS (1-3 days), confiscate  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days), confiscate Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (1-3 days), confiscate  <b>5<sup>th</sup> – 8<sup>th</sup>:</b> OSS (3-5 days), confiscate Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (5-9 days), confiscate  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days), confiscate Possible police contact	207 Is under the influence of drugs or alcohol while at school  **Look for community resources that will educate. Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Electronic Device (ELD)</b> any electronic item that comes out during the school day such as, but not limited to, cell phones, pagers, cameras, media players, camera phones, games</p> <p><b>See also Technology Misuse</b></p>	<ul style="list-style-type: none"> <li>• Parental response</li> <li>• Repeated offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Confiscate item, keep to end of day</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Confiscate item, keep to end of day 1<sup>st</sup> Offense</p>	<p><b>K-4<sup>th</sup>:</b> Confiscate item, parent must pick up</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Confiscate item, parent must pick up 2<sup>nd</sup> Offense</p>	<p><b>K – 8<sup>th</sup>:</b> Treat incident as Defiance or Insubordination, parent must pick up</p>	<p>195 Brings inappropriate or illegal materials to school</p>
--	--	---	---	---	--	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Endangerment (END)</b> recklessly endangering another person with a substantial risk of imminent death or physical injury		<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : ISS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days)	<b>K-4<sup>th</sup></b> : ISS (3-4 days), OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days)	<b>K-4<sup>th</sup></b> : OSS (4-9 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (5-9 days)	119 Makes unnecessary physical contact with others  123 Agitates and provokes peers to a level of verbal or physical assault
<b>Extortion (EXT)</b> taking, or attempting to take, any property of another from a person, against his will – using force against any person with intent to coerce, surrender of property, or to prevent such a person from resisting someone taking or retaining property	<ul style="list-style-type: none"> <li>• Value of objects</li> <li>• Type of force or threat used</li> <li>• Length of extortion</li> <li>• Repetition of extortion</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment)</li> </ul>	<b>K-4<sup>th</sup></b> : ISS (1-3 days), OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (1-3 days)  Possible police contact	<b>K-4<sup>th</sup></b> : OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days)  Required police contact	<b>K-4<sup>th</sup></b> : OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (7-9 days)  Required police contact	192 Steals or forcibly takes things from students, teachers, the school building, etc.  Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Fighting (FGH)</b> two or more students engaged in violence towards each other, such as hitting, slapping, kicking that has the potential to cause physical harm.	<ul style="list-style-type: none"> <li>Number of students involved</li> <li>Intensity of altercation</li> <li>Injuries</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology                             <ul style="list-style-type: none"> <li>Loss of Related Privileges (restrict environment; schedule change)</li> </ul> </li> </ul>	<b>K-4<sup>th</sup>:</b> Mediation, ISS (1-3 days) OSS (1-2 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)	<b>K-4<sup>th</sup>:</b> ISS (3-5 days) OSS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)	<b>K-4<sup>th</sup>:</b> OSS (5-9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days)	117 Fights with other students
<b>Fighting (play)-Recklessness (FGP)</b> rough-housing or horseplay that often leads to serious fighting		<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology                             <ul style="list-style-type: none"> <li>Loss of Related Privileges (restrict environment; schedule change)</li> </ul> </li> </ul>	<b>K-4<sup>th</sup>:</b> Warning, detention, mediation  <b>5<sup>th</sup>-8<sup>th</sup>:</b> Warning, detention, mediation, ISS (1-3 days)	<b>K-4<sup>th</sup>:</b> Detentions, ISS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days)	<b>K-4<sup>th</sup>:</b> OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)	117 Fights with other students
<b>Fire Alarm Misuse (FLA)</b> intentionally ringing of fire alarm when there is no fire or dialing 911	<ul style="list-style-type: none"> <li>Number of people effected</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1 day), OSS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3 days)	<b>K-4<sup>th</sup>:</b> OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)	<b>K-4<sup>th</sup>:</b> OSS (5-9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days)	**Look for community resources that will educate

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**



## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Firearm (Simulated) (FAS)</b> any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm</p>	<ul style="list-style-type: none"> <li>• Intimidating use/implied threat</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Warning, detention <b>5<sup>th</sup>-8<sup>th</sup>:</b> Warning, detention or ISS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> Multiple detentions or ISS (1 day) <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days) or OSS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days) OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)</p>	<p>195 Brings inappropriate or illegal materials to school</p>
---	---	--	--	--	--	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<p><b><u>Firearms Including Destructive Devices (FIR)</u></b> any weapon designed to expel a projectile by the action of an explosive and includes simulated weapons i.e., handgun or pistol, shotgun or rifle, or starter gun or pistol, destructive device including bombs or grenade, other firearm or destructive device</p>	<ul style="list-style-type: none"> <li>• Use of weapon</li> <li>• Implied threats</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment, can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>			<p><b>K-4<sup>th</sup>:</b> OSS (9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days)                      *</p> <p>Possible police contact</p>	195 Brings inappropriate or illegal materials to school

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Gang Related (GAN)</b> activity of or relating to an association of three or more persons that have a common name, signs, symbols or colors, or clothing and whose members engage in violent, intimidating or illegal behavior</p>	<ul style="list-style-type: none"> <li>• Student attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (change clothes; restricted environment; schedule change; morning check-in)</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1 day), detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-2 days), OSS (1-3 days)                  Required police contact to enter student into gangID databank.</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)                  Required police contact to enter student into gang ID databank.</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-5 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)                  Required police contact to enter student into gang D databank.</p>	<p>194 Does not follow directives from teachers or other school personnel</p> <p>215 Demonstrates inappropriate behavior in a small academic group setting</p> <p>**Look for community resources that will educate</p>
--	--	--	--	---	--	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Gambling (GMB)</b> risking money or something of value on the outcome of anything involving chance	<ul style="list-style-type: none"> <li>• Age</li> <li>• Monetary value</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan (monetary, replacement, community service, token economy)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-2 days), OSS (1 day)	<b>K-4<sup>th</sup>:</b> ISS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)	<b>K-4<sup>th</sup>:</b> OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)	
<b>Harassment, Nonsexual (HNS)</b> Individual event with the intent to harass, anonymously or otherwise communicates by verbal, electronic, mechanical, telegraphic, telephonic, or written means causing emotional distress	<ul style="list-style-type: none"> <li>• Frequency same victim (See Bullying)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> Warning  <b>5<sup>th</sup>-8<sup>th</sup>:</b> Verbal warning, detention or ISS (1 day)	<b>K-4<sup>th</sup>:</b> Warning/detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> Detention or ISS (1-2 days)	<b>K-4<sup>th</sup>:</b> Detention or ISS (1 day),  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (3-5 days) OSS (1-5 days)	Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Hate/Racial Issue-Other Aggression (HTC)</b> any act or communication that manifests malice towards others based on race, gender, ethnicity or sexual orientation</p>	<ul style="list-style-type: none"> <li>• Intent</li> <li>• Intensity of incident</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties(if appropriate for both parties)</li> <li>• Student Action Plan (including research on the meaning of target words)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Warning</p> <p><b>5<sup>th</sup> -8<sup>th</sup>:</b> Warning, detention</p>	<p><b>K-4<sup>th</sup>:</b> Detention or ISS (1 day)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-5 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)</p>	<p>Referral to the SELS</p>
---	---	---	--	--	--	-----------------------------

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Hazing (HAZ)</b> intentional, knowing or reckless act committed by a student whether individually or in concert with other persons against another student connected to an initiation or an affiliation of a membership in any organization connected to an educational institution	<ul style="list-style-type: none"> <li>• Number of students involved</li> <li>• Intensity of incident</li> <li>• Injury</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties (if appropriate for both parties)</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Temporary Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1 day), detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days)  Possible police contact to enter student into gang ID databank	<b>K-4<sup>th</sup>:</b> ISS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)  Required police contact to enter student into gangID databank	<b>K-4<sup>th</sup>:</b> OSS (1-5 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)  Required police contact to enter student into gang ID databank	
<b>Homicide (HOM)</b> intentionally or recklessly causing the death of another person			Required police contact/expulsion	Required police contact/expulsion	Required police contact/expulsion	

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<b>Kidnapping (KDN)</b> knowingly restraining another person with harmful intent			Required police contact/long-term suspension/expulsion	Required police contact/long-term suspension/expulsion	Required police contact/long-term suspension/expulsion	
--	--	--	--	--	--	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Other School Threat (OST)</b> the incident cannot be coded in another category, but did involve a school threat	<ul style="list-style-type: none"> <li>Extent of threat</li> <li>Threat to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> threat assessment <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days), threat assessment	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days), threat assessment <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days), threat assessment	<b>K-4<sup>th</sup>:</b> OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days)	
<b>Pornography (PRN)</b> use or possession of pictures, devices, or electronic images that are sexual in nature, and offends or disturbs the educational environment	<ul style="list-style-type: none"> <li>Distribution</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges                             <ul style="list-style-type: none"> <li>Conference</li> </ul> </li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1 day), detention <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days) Possible police contact	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (3-5 days), OSS (1-3 days) Possible police contact	<b>K-4<sup>th</sup>:</b> ISS (3-5 days), OSS (3-5 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days) Possible police contact	
<b>Public Display of Affection (PDA)</b> kissing, hugging, fondling or touching in public	<ul style="list-style-type: none"> <li>Frequency</li> <li>Extent/Intensity of acts</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties (parents)</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> Warning <b>5<sup>th</sup>-8<sup>th</sup>:</b> Verbal warning, detention	<b>K-4<sup>th</sup>:</b> Warning/detention <b>5<sup>th</sup>-8<sup>th</sup>:</b> Detention or ISS (1-2 days)	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1 day) <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1 day)	

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**



## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Robbery (ROB)</b> using force or threatening to use force to commit a theft or while attempting to commit a crime</p>	<ul style="list-style-type: none"> <li>• Value of objects</li> <li>• Type of force or threat used</li> <li>• Length/repetition of extortion</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan (restitution)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days)</p> <p>Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> ISS (3-5 days), OSS (3-5 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-7 days)</p> <p>Required police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days),</p> <p>Required police contact</p>	<p>192 Steals or forcibly takes things from students, teachers, the school building, etc.</p>
---	--	--	---	--	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Robbery, Armed (ROA)</b> commits robbery using or armed with a deadly weapon or dangerous instrument			Required police contact/expulsion	Required police contact/expulsion	Required police contact/expulsion	
<b>Other Attendance Violation-Running From/Evading Authority (RUN)</b> deliberately running or hiding from authority	<ul style="list-style-type: none"> <li>Leaving campus</li> <li>Frequency</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges (escorted on campus)</li> </ul>	<b>K-4<sup>th</sup></b> : Timeout, detention  <b>5<sup>th</sup>-8<sup>th</sup></b> : Detention or ISS (1 day)  Possible police contact	<b>K-4<sup>th</sup></b> : Detention, ISS (1-2 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days)  Possible police contact	<b>K-4<sup>th</sup></b> : ISS (1-2 days), OSS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (1 day)  Possible police contact	165 Runs away to avoid problems  Referral to the SELS

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Sexual Abuse (SXA)</b> intentionally or knowing engaging in sexual contact involving only the female breast</p>		<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties (if appropriate for both parties)</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (2-5 days), Required police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-7 days) *</p> <p>Required police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days) *</p> <p>Required police contact</p>	<p>172 Makes sexually-related comments or engages in behavior with sexual overtones</p>
---	--	--	---	---	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<p><b><u>Indecent Exposure</u></b> a person commits indecent exposure if he/ she exposes his or her genitals or anus or she exposes the areola or nipple of her breast or breasts and another person is present, and the defendant is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. This includes "panting".</p>	<ul style="list-style-type: none"> <li>• Audience</li> <li>• Duration</li> <li>• Degree of exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1 day) <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days) <b>Possible police contact</b></p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days) <b>Possible police contact</b></p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days) <b>Possible police contact</b></p>	<p>182 Engages in inappropriate behaviors related to bodily functions</p>

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<p><b><u>Sexual Conduct with a Minor</u></b> intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person under 18 years of age</p>	<ul style="list-style-type: none"> <li>Age of victim</li> </ul>	<ul style="list-style-type: none"> <li>Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-9 days) Required police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)* Required police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> Long-term suspension/alternative placement, expulsion,* Required police contact</p>	<p>172 Makes sexually-related comments or engages in behavior with sexual overtones</p>
<p><b><u>Sexual Assault (Rape) (SXR)</u></b> intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person</p>			Required police contact/expulsion	Required police contact/expulsion	Required police contact/expulsion	

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b><u>Sexual Harassment (SXH)</u></b> unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature made by one individual to another</p>	<ul style="list-style-type: none"> <li>Degree of harassment</li> <li>Number of students involved</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties (if appropriate for both parties)</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1 day), OSS (1 day)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days)</p> <p>Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (2-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-9 days)</p> <p>Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (5-9 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)</p> <p>Required police contact</p>	<p>172 Makes sexually-related comments or engages in behavior with sexual overtones</p>
--	---	--	---	---	---	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Sexual Harassment with Contact (SXC)</b> unwanted physical contact of sexual body parts	<ul style="list-style-type: none"> <li>Degree of harassment</li> <li>Number of students involved</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties (if appropriate for both parties)</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges (possible change in classroom / schedule)</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1 day), OSS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days)  Possible police contact	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (2-3days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days),  Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (9 days), <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days) * Required police contact	172 Makes sexually-related comments or engages in behavior with sexual overtones
<b>Sub Misbehavior (SMB)</b> any behavior aimed to inhibit a substitute from performing tasks, such as, but not limited to, changing seats, lying about names, interfering with attendance or general disruption of classroom	<ul style="list-style-type: none"> <li>Level of disruption</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Student Action Plan</li> <li>Delivery of Apology (may be written and sent)</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup>:</b> Timeout, detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> Detention, ISS (1 day)	<b>K-4<sup>th</sup>:</b> Detention, ISS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (2-3 days), OSS (1 day)	<b>K-4<sup>th</sup>:</b> ISS (2 days), OSS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3 days)	106 Does not follow written directions  116 Makes inappropriate comments or unnecessary noises in the classroom  124 He has little or no interaction with teachers  141 Interrupts the teacher

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<b>Tardies (TAR)</b> arriving to school or individual classes late without permission	<ul style="list-style-type: none"> <li>• How frequently?</li> <li>• Parent support for K-3</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> </ul>	<b>K-4<sup>th</sup></b> : Warning, detention  <b>5<sup>th</sup>-8<sup>th</sup></b> : Warning, detention	<b>K-4<sup>th</sup></b> : Warning, ISS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days)	<b>K-4<sup>th</sup></b> : ISS (2-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (3-5 days) ; CUTS	143 Has unexcused tardiness
--	---	---	---	---	--	-----------------------------

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**



## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Technology Misuse (TEC)</b> the failure to use hardware, software, electronic devices, web pages and networks for the intended educational use, or to use them in a manner that causes disruption	<ul style="list-style-type: none"> <li>• Extent of misuse</li> <li>• Possible violation of other infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Temporary Loss of Technology Privileges (Mild = 1 week; Moderate = 30 days; Severe = remainder of school year)</li> <li>• Parent Meeting</li> </ul>	<b>K-4<sup>th</sup></b> : Review of policy  <b>5<sup>th</sup>-8<sup>th</sup></b> : Review of policy	<b>K-4<sup>th</sup></b> : Review of policy  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (2-3 days)	<b>K-4<sup>th</sup></b> : OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days)	88 Confuses operational signs when working math problems  201 Does not wait appropriately for assistance or attention from an instructor
<b>Theft (THT)</b> taking property that belongs to another without personal confrontation, threat, violence or bodily harm	<ul style="list-style-type: none"> <li>• A value of property \$250 or more is a potential felony</li> <li>• Restitution for school property</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan (monetary, replacement, community service, token economy)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (ability to go less supervised areas)</li> </ul>	<b>K-4<sup>th</sup></b> : Detention, ISS (1 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-2 days)	<b>K-4<sup>th</sup></b> : ISS (1-2 days), OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (1-3 days) Possible police contact	<b>K-4<sup>th</sup></b> : ISS (3-5 days), OSS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days) Possible police contact	192 Steals or forcibly takes things from students, teachers, the school building, etc.

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Threat (Bomb) (TH2)</b> threatening to cause harm using a device to release destructive material, smoke, or gas</p>	<ul style="list-style-type: none"> <li>• Extent of threat</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges/Restricted Environment</li> <li>• Threat Assessment</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1 day), threat assessment</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days), threat assessment Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days) Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (6-9 days) Possible police contact</p>	<ul style="list-style-type: none"> <li>• Threat Management Plan</li> </ul>
---	--	--	---	--	--	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Threat (Chemical or Biological) (TCB)</b> threatening to cause harm using dangerous chemicals or biological agents	<ul style="list-style-type: none"> <li>Extent of threat</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> <li>Threat Assessment</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1 day), threat assessment  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-3 days), threat assessment  Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (3-5 days)  Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (5-9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days)  Possible police contact	Threat Management Plan
<b>Threat or Intimidation (TH1)</b> when a person indicates by word or conduct or social media the intent to cause physical injury or serious damage to a person or their property, instigating	<ul style="list-style-type: none"> <li>Extent of threat</li> <li>Threat to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> <li>Threat Assessment</li> </ul>	<b>K-4<sup>th</sup>:</b> ISS (1-3 days), OSS (1 day), threat assessment, warning, detention  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3 days), OSS (1-2 days), threat assessment, warning, detention  Possible police contact	<b>K-4<sup>th</sup>:</b> ISS (1-3) OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1-3) OSS (3-5 days)  Possible police contact	<b>K-4<sup>th</sup>:</b> OSS (5-9 days)  <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (7-9 days)  Required police contact	119 Makes unnecessary physical contact with others  Threat Management Plan

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Tobacco (TOB)</b> use or possession of tobacco as dip, chew, snuff, or twist, or for smoking such as cigarettes, cigars or pipes, (including e cigarettes)</p>	<ul style="list-style-type: none"> <li>• Simple Possession</li> <li>• Extent of use</li> <li>• Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Student Action Plan (to include research on health or legal implications)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment, can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> </ul>	<p><b>K-4<sup>th</sup>:</b> OSS (1-2 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (3-5 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (5-9 days)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (7-9 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (9 days)</p>	
--	--	--	---	---	---	--

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Trespassing (TRS)</b> to enter school property without legal justification of the implied or actual permission of the administration or refusal to leave district property upon request of school authorities	<ul style="list-style-type: none"> <li>Other actions taken while in the act of trespassing</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : ISS (1 day) <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-2 days), OSS (1-2 days) Required police contact	<b>K-4<sup>th</sup></b> : ISS (2-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (3-5 days) Required police contact	<b>K-4<sup>th</sup></b> : OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (5-9 days) Required police contact	
<b>Truancy (TRU)</b> being absent from class or school as defined by CUTS program	<ul style="list-style-type: none"> <li>Chronic Illness</li> <li>Documented homelessness</li> <li>Documented traumatic family event</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : Begin CUTS process, initiate first truancy letter <b>5<sup>th</sup>-8<sup>th</sup></b> : Begin CUTS process, initiate first truancy letter	<b>K-4<sup>th</sup></b> : Second truancy letter of CUTS program <b>5<sup>th</sup>-8<sup>th</sup></b> : Second truancy letter of CUTS	<b>K-4<sup>th</sup></b> : CUTS referral <b>5<sup>th</sup>-8<sup>th</sup></b> : CUTS referral	143 Has unexcused tardiness

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b><u>Vandalism of Personal Property (VND)</u></b> willful destruction or defacement of personal property</p>	<ul style="list-style-type: none"> <li>• Extent of damage</li> <li>• Inconvenience to school/students/staff</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan that includes restitution (monetary, replacement, community service, token economy)</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> ISS (1 day), <b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (1 day), OSS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> ISS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (2-5 Days)  Possible police contact</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-3 days) <b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (6-9 days)  Possible police contact</p>	<p>202 Does not demonstrate appropriate use of school-related materials</p>
--	---	--	---	--	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Vandalism of school property (VNS)</b> willful destruction or defacement of school property, graffiti or Tagging	<ul style="list-style-type: none"> <li>Extent of damage</li> <li>Inconvenience to school/students/staff</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan that includes restitution (monetary, replacement, community service, token economy)</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : ISS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (1-3 days), OSS (1-5 days)  Possible police contact	<b>K-4<sup>th</sup></b> : ISS (3-5 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (5-7 days)  Possible police contact	<b>K-4<sup>th</sup></b> : OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (9 days)  Possible police contact	202 Does not demonstrate appropriate use of school-related materials
<b>Verbal Provocation (instigating) (VBP)</b> use of language or gestures that may incite another person or other people to fight	<ul style="list-style-type: none"> <li>Special needs victim</li> <li>Extent of violence</li> <li>Age of students involved</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Reflection</li> <li>Mediation with involved parties</li> <li>Student Action Plan</li> <li>Delivery of Apology</li> <li>Loss of Related Privileges</li> </ul>	<b>K-4<sup>th</sup></b> : Verbal warning, detention; ISS (1 day)  <b>5<sup>th</sup>-8<sup>th</sup></b> : Verbal warning, ISS (1-3 days), OSS (1 day)	<b>K-4<sup>th</sup></b> : ISS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : ISS (2-4 days), OSS (2-4 days)	<b>K-4<sup>th</sup></b> : OSS (1-3 days)  <b>5<sup>th</sup>-8<sup>th</sup></b> : OSS (5-7 days)	116 Makes inappropriate comments or unnecessary noises in the classroom  124 Has little or no interaction with teachers

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

<p><b>Vulgarity (AZ SAFE: Language Inappropriate) (VUL)</b> crude or inappropriate language, cursing in public aloud so others can hear</p>	<ul style="list-style-type: none"> <li>• Harassment</li> <li>• During play</li> <li>• Directed toward staff</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges</li> </ul>	<p><b>K-4<sup>th</sup>:</b> Warning, detention, ISS (1 day)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> Warning, detention, ISS (1-2 days)</p>	<p><b>K-4<sup>th</sup>:</b> Detention, ISS (1-3 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> ISS (2-4 days), OSS (1 day)</p>	<p><b>K-4<sup>th</sup>:</b> OSS (1-2 days)</p> <p><b>5<sup>th</sup>-8<sup>th</sup>:</b> OSS (1-3 days)</p>	<p>126 Makes inappropriate comments to other students</p> <p>172 Makes sexually-related comments or engages in behavior with sexual overtones</p>
---	--	--	---	--	--	---

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**



## GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

Behavior	Aggravating/ Mitigating Factors**	Learning-Centered & Restorative Logical Consequences	Punishments			Ongoing Interventions (Refers to PRIM)
			Mild	Moderate	Severe	
<b>Weapon (other) (WEA)</b> includes, but is not limited to a knife with a blade length at least two and one-half inches, brass knuckles, Billy clubs or numchucks		<ul style="list-style-type: none"> <li>• Behavior Reflection</li> <li>• Mediation with involved parties (if appropriate for both parties)</li> <li>• Student Action Plan</li> <li>• Delivery of Apology</li> <li>• Loss of Related Privileges (restrict environment, can't bring back pack, escorted teacher to teacher, turn desk so can't hide things)</li> <li>• Threat Assessment</li> </ul>	<b>K-3<sup>rd</sup></b> : OSS (3-5 days) <b>4<sup>th</sup>-8<sup>th</sup></b> : OSS (5-7 days) Required police contact	<b>K-3<sup>rd</sup></b> : OSS (5-7 days) <b>4<sup>th</sup>-8<sup>th</sup></b> : OSS 7-9 days)* Required police contact	<b>K-3<sup>rd</sup></b> : OSS (9 days) <b>4<sup>th</sup>-8<sup>th</sup></b> : OSS (9 days)* Required police contact	

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**

# GESD Behavior Intervention Matrix

This document is intended as a guideline for administrative use as the situation warrants

## SPECIAL INFORMATION RELATED TO THIS INTERVENTION MATRIX AND ITS USE

### Parent contact is required for all office referrals.

Administration will communicate with parent/guardian when referrals result in consequences. Communication may be written, held in person, or by telephone.

### When reading the names of listed behaviors, the following was in place: **Bold**

only = ADE category; not reported to ADE

**Bold & Underline** = ADE category; reported to ADE

***Bold & Italic*** = GESD category; not reported to ADE

**Saturday school may be assigned as a form of ISS in schools where applicable.**

**Special Education Students may not be suspended for a cumulative total of more than 10 days per year if their behaviors are a manifestation of their disability.**

**Discipline, suspension, or expulsion of pupils SHALL NOT be based on race, color, religion, sex, national origin, or ancestry.**

### In addition to items listed for specific behaviors, administration may consider any of the following aggravating and mitigating factors:

cultural audience value of item(s) extent of injury directed toward staff level of disruption intent age of victim special needs victim location frequency student attitude age of offender intent potential of danger police involvement sale or distribution student safety extent of damage level of threat number of victims attendance/truancy verbal provocation

The ability of the student to understand that the conduct was prohibited

The ability of the student to understand the potential risk of the misconduct to the health and/or safety of others and their property

The ability of the student to understand the potential of the disruption of the institution The ability of the student to understand the potential for disciplinary consequences Reasonableness of use of physical force in self-defense, defense of others, and defense of property

### In addition to items listed as Logical Consequences and Ongoing Interventions, administration may implement any of the following:

- possible schedule change
- referral for services
- mediation
- behavior plan modification
- 504 considerations
- movement restriction
- Fire Academy
- academic interventions
- re-teaching
- social skill instruction
- building problems solving skills
- ensuring missed work is reassigned
- rebuilding the relationship with the student

**Schools will use all available resources to support student behaviors and collaborate with parent/guardian on possible additional services**

**\*Referral to Student Services for consideration of further disciplinary action (e.g. long-term suspension, expulsion, alternative placement)**

**\*\*When assigning consequences for negative behavior, it is important to contact parents so that they are aware of the situation.**

**\*\*\*What is the difference between mild, moderate and severe? Keep in mind: intensity, frequency, duration, and consistency**

**\*\*\*\*Any singular act or group of acts may warrant recommendation for an extended disciplinary outcome incl. long-term suspension or expulsion. District Office is a required contact.**

**\*\*\*\* The nature of a student's disability and program placement are always to be considered as mitigating factors.**