



CORVALLIS SCHOOL DISTRICT

Middle School Behavior Matrix

Updated August 30, 2023

This rubric is designed as a guide. It is built around our universal expectations for responsibility, respect, and safety. We recognize that every student is an individual and is working on different skills. Our school relies on strong student-teacher relationships, rigorous and engaging lessons, and a system of Positive Behavioral Intervention and Supports (PBIS) to prevent the occurrences of disruptive behaviors.

When it becomes necessary to respond to student behavior that impedes learning, our response is grounded in our shared commitment to equity. Our priority is to keep students in our school and classroom community as much of the time as is safely possible to protect their human right to education and dignity.

Administrators will ultimately use their professional judgment and expertise to make the best possible decision about the appropriate response to student behaviors.

Tier 1: Universal approaches to middle school behaviors & attitudes

Behavior	Possible Interventions	Possible Responses
Responsibility <i>Low-intensity, but inappropriate disruption, "joking around," or lack of work production.</i>	<ul style="list-style-type: none">● Instruction/verbal correction● Revisit expectations● Seat changes	<ul style="list-style-type: none">● Teacher conversation● Parent conversation
Respect <i>Brief or low-intensity failure to respond to adult requests.</i>	<ul style="list-style-type: none">● Instruction/verbal correction● Revisit expectations● Acknowledge appropriate interactions	<ul style="list-style-type: none">● Teacher conversation● Parent conversation
Respect <i>Low-intensity instance of inappropriate language to peers.</i>	<ul style="list-style-type: none">● Instruction/verbal correction● Revisit expectations● Acknowledge appropriate interactions	<ul style="list-style-type: none">● Teacher conversation● Parent conversation
Safety	<ul style="list-style-type: none">● Instruction/verbal correction● Revisit expectations	<ul style="list-style-type: none">● Teacher conversation● Parent conversation

<i>Inappropriate usage of materials, throwing materials playfully.</i>	<ul style="list-style-type: none"> ● Adjust seating arrangement ● Removal from activity 	<ul style="list-style-type: none"> ● Possible lunch detention
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Tier 2: Targeted supports for disruptive behavior. May include referral to non-classroom adults
(Referred to as “minor referral”)

Behavior	Possible Interventions	Possible Responses
<p style="text-align: center;">Responsibility</p> <p><i>Defiant attitudes towards work engagement, attempting to distract other students. Technology misuse. Tardiness.</i></p>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Accommodate assignment ● Break offered 	<ul style="list-style-type: none"> ● Problem-solving with teacher ● Break in a building-designated space ● Lunch detention ● Lunch w/teacher to complete work ● Academic contract ● Start a check-in/check-out plan* ● Parent contact
<p style="text-align: center;">Respect</p> <p><i>Refusal to acknowledge adult directives. Inappropriate words and attitudes towards adults.</i></p>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Provide support for appropriate responses (sentence frames/templates) ● Adjust seating arrangement 	<ul style="list-style-type: none"> ● Problem-solving with teacher ● Break in a building-designated space ● Lunch detention ● Behavioral contract ● Restoration plan ● Start a check-in/check-out plan* ● Parent contact
<p style="text-align: center;">Respect</p> <p><i>Consistent ‘joking’ language that is inappropriate. Expletive/rude language directed at peers.</i></p>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Adjust seating arrangement ● Mediate w/peer 	<ul style="list-style-type: none"> ● Problem-solving with teacher ● Break in a building-designated space ● Lunch detention ● Behavioral contract ● Restoration plan ● Start a check-in/check-out plan* ● Parent contact
<p style="text-align: center;">Safety</p> <p><i>Inappropriate physical contact, using materials to interfere/impact others.</i></p>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Adjust seating arrangement ● Removal from activity ● Restricted access to activities 	<ul style="list-style-type: none"> ● Problem-solving with teacher ● Break in a building-designated space ● Lunch detention ● Behavioral contract ● Restoration plan

	<ul style="list-style-type: none"> ● Alternative space/location 	<ul style="list-style-type: none"> ● Start a check-in/check-out plan* ● No-contact contract ● Parent contact ● In-school suspension ● Out-of-school suspension
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*A check-in/check-out plan means that a student begins tracking their success each day on a paper form, reflecting daily with our school behavior specialists

Tier 3: Targeted supports for disruptive behavior. Requires behavior team, case manager or admin involvement

(Referred to as “major referral”)

Behavior	Possible Interventions	Possible Responses
<p>Responsibility <i>Explicit objection to academic expectations. Persistent, intentional efforts to disengage others. Destruction of property. Minor theft. Technological impropriety. Truancy.</i></p>	<ul style="list-style-type: none"> ● Set limits upon entry into class ● Mandatory break ● Provide alternative space away from peers ● Individualized checklist of expectations ● Shortened work engagement ● Modified assignments ● Intentional accommodations from case managers - IEP/504’s ● Individualized success plan implementation 	<ul style="list-style-type: none"> ● Skill building in building-designated space ● Timeout for the remainder of the period ● Lunch detention ● Start a check-in/check-out plan* ● Restoration plan (may include restitution) ● Sports suspension ● Parent conference ● Change of schedule ● Alternative education program ● Creation of student support plan, behavior intervention plan or safety plan ● In school suspension
<p>Respect <i>Expletive, harmful laced language directed towards adults/peers.</i></p>	<ul style="list-style-type: none"> ● Set limits upon entry into class ● Mandatory break ● Provide alternative space away from peers ● Individualized checklist of expectations 	<ul style="list-style-type: none"> ● Skill building in building-designated space ● Timeout for the remainder of the period ● Lunch detention ● Start a check-in/check-out plan* ● Restoration plan (may include restitution) ● Sports suspension ● Parent conference ● Change of schedule ● Creation of student support plan, behavior intervention plan or safety plan ● In school suspension
<p>Safety</p>	<ul style="list-style-type: none"> ● Set limits upon entry into class 	<ul style="list-style-type: none"> ● Skill building in building-designated space

<p><i>Actions that may inflict bodily harm upon others. Regularly in undesignated areas.</i></p>	<ul style="list-style-type: none"> ● Mandatory break ● Provide alternative activity ● Removal from activity 	<ul style="list-style-type: none"> ● Timeout for the remainder of the period ● Sports suspension ● Parent conference ● Change of schedule ● Creation of student support plan, behavior intervention plan, or safety plan ● No Contact Contract ● In school suspension/Out of school suspension ● Alternative education program ● Serious Incident Response in accordance with District Behavior Guidelines ● Expulsion
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