



## Instructional Support Services Division

### *Positive Referral: Codes and Definitions*

#### **Universal Behavior Expectations**

Universal behavior expectations are operationally defined by schools. School-wide operational definitions are then taught directly to students for each pertinent setting at the school. User may only enter one universal behavior per positive referral. The District has chosen the following universal behavior expectations for use at all schools:

1. **Be Respectful**
2. **Be Cooperative**
3. **Be Responsible**
4. **Be Safe**
5. **Be Ready to learn**

#### **Form of Recognition**

Schools are required to develop procedures for encouraging and strengthening the use of school-wide positive behavior expectations. Each school should select a few high leverage strategies and structures to encourage and strengthen positive behavior expectations. The strategies or structures selected by the school should be aligned to one or more of the following forms of recognition. While students may receive more than one form of recognition the user may only enter one primary form of recognition per positive referral. Options for coding forms of recognition are listed below.

**Call home:** means the referring adult made verbal contact through a telephone call to the parent/guardian of the student stating the positive behavior the student exhibited.

**Note home:** means the parent/guardian was provided a written note, either through hard copy or electronic means stating the positive behavior the student exhibited.

**Certificate:** means the student was presented with a certificate recognizing the positive behavior the student exhibited.

**Privilege/activity:** means the student was given specific feedback regarding the positive behavior they exhibited and also provided the opportunity to engage in a preferred activity or some other form of privilege.

**Token:** means the student was given specific feedback regarding the positive behavior they exhibited and also provided with a token as part of a structured token economy either based within the classroom or school.

**Individual praise:** means the student was solely provided specific feedback regarding the positive behavior they exhibited.

**Recognition in front of peers:** means the student was praised in front of their peers for the positive behavior they exhibited.

### *Standardized Office Discipline Referral: Codes and Definitions*

#### **Locations**

Options for coding location for standardized office discipline referrals are listed below. Users may only enter one location per referral incident.

**Afterschool/Magnet Program:** means the incident occurred within a classroom during the after school or magnet program.

**Bus Stop Off Campus:** means the incident occurred at a bus stop located off the school campus.

**Bus Stop On Campus:** means the incident occurred at the bus stop or bus loading zone on the school campus.

**Cafeteria/Gym:** means the incident occurred inside the cafeteria, gymnasium, or multi-purpose room of the school.

**Classroom:** means the incident occurred inside a classroom.

**Event Off Campus:** means the incident occurred at a school sponsored event off campus.

**Hallway:** means the incident occurred in a hallway area as student passed to and from class.

**Library:** means the incident occurred inside the library.

**On Bus:** means the incident occurred on a school bus as students journeyed either to or from the school.

**Playground/Field:** means the incident occurred outside in the student play area or field.

**Restroom:** means the incident occurred inside the restroom.

**School Office:** means the incident occurred inside the school office.

**To/From School Not Bus:** means the incident occurred as students journeyed either to or from school but not riding the bus.

## **Problem Behaviors**

Options for coding problem behaviors for the standardized office discipline referral are listed below. Users may only enter one problem behavior per referral incident. While students may exhibit more than one problem behavior in a given incident, users must determine the primary behavior which causes the generation of a referral. Operational definitions form the foundation for a valuable communication and measurement system. Operational definitions are: (1) written in observable and measurable terms; (2) a thorough and specific description of individual behavior; (3) highly objective, minimally subjective, and avoid emotional terms; and, (4) do not overlap.

**Bullying:** means severe or pervasive verbal or physical misconduct that would impact a reasonable pupil resulting in either: (1) fear of harm (person or property); or (2) substantial interference with either: (a) academic performance; or (b) participation in or benefit from services, activities, or privileges.

*Severe* – means causing great discomfort, damage, or distress.

*Pervasive* – means spread throughout an area either metaphorically, or in a literal manner.

**Contraband possession:** means the student had, used, or gave to another person a weapon, explosive, dangerous object, or a controlled substance.

*Possession* – is having direct control over an item or control over the item through another person.

**Disruption:** means a student engages in behavior causing an interruption in a class or activity. Includes sustained loud talk, yelling, or screaming; noise making; horseplay or roughhousing; and/or sustained out-of-seat behavior. Excludes verbal aggression.

**Dress code violation:** means the student is wearing clothing that does not fit within the dress code guidelines established by the District or school in accordance with Board Policy 605.1, Pupil Dress and Grooming.

**Harassment:** means the act of systematic and/or continued unwanted, alarming or annoying actions of one party or a group, including threats and demands. Excludes bullying.

**Immodest/offensive behavior:** means an act(s) that does not conform with decency or modesty standards, is objectionable to a reasonable person, or sexually explicit to include an inappropriate display of affection.

*Inappropriate display of affection* – means intentional and public physical contact between two students that a reasonable adult would view as obscene or significantly unsuitable for minors.

**Lying/cheating:** means a student has intentionally delivered a message that is untrue or is intended to deceive another person.

**Non-cooperative behavior:** means a student repeatedly refused to: (1) respond to a teacher request; (2) respond to a reasonable invitation to join in an activity or task;

(3) allow another student's participation in an activity or task; or (4) share learning materials with another student.

**Physical aggression:** means student attempts to or engages in actions involving serious physical contact where injury may occur (e.g., fighting, hitting, biting, choking, grabbing, hair pulling, kicking, scratching).

**Possessing stolen property:** means being in possession of anything that does not belong to the student without permission.

**Property misuse/damage:** means behavior that reduces the value, changes the appearance, or requires repair of an object or property (e.g., breaking, setting of a fire to property).

**Skipping class:** means the student leaves or misses class without permission.

**Tantrum:** means a combination of two or more of the following: (1) screaming/shouting/yelling; (2) whining; (3) stomping feet; (4) throwing things; and (5) slamming a door(s).

**Technology violation:** means a student engages in inappropriate (as defined by the school) use of cell phone, pager, music/video players, camera, and/or computer.

**Verbal aggression:** means a student verbally threatens, intimidates, degrades, swears, or yells at another person.

### **Possible Motivations**

Users are required to enter a possible motivation for the alleged problem behavior of the student. Users may only enter one possible motivation. The following are options for possible motivations:

**Avoid adult:** means student engages in problem behavior to get away from adult(s).

**Avoid peer:** means student engages in problem behavior to get away from/escape peer(s).

**Avoid task/activity:** means student engages in problem behavior to get away/escape from task and/or activity.

**Obtain adult attention:** means student engages in problem behavior to gain adult attention.

**Obtain item/activity:** means student engages in problem behavior to gain item and/or activity.

**Obtain peer attention:** means student engages in problem behavior to gain peer attention.

**Other:** means the possible motivation for the problem behavior is not listed. Users must specify the possible motivation for the student's problem behavior.

**Unknown motivation:** means student engages in problem behavior for unclear reasons.

### **Method of Parent/Guardian Contact**

A method of parent/guardian contact is required for all users entering administrative actions in response to office discipline referrals. Users may only enter one method of parent/guardian contact. The following are options for method of parent/guardian contact:

**Message:** means the parent or guardian was not contacted directly but instead was left a message either with another person, on an answering machine, or on a voicemail service.

**Oral:** means the parent or guardian was spoken to directly regarding the disciplinary incident either in person or over the phone.

**Written:** means the parent was given a written note, either through hard copy or electronic means.

### **Administrative Actions - Alternatives to Suspension**

Administrative actions are intended to assist the student in bringing about proper conduct that aligns with the universal expectations for the District. Suspension or in-school suspension should only be used when other means of correction have failed to bring about proper conduct or the severity of the incident warrants a removal from school. Users may only enter one code for administrative action. The following codes and definitions for administrative actions serve as alternatives to suspension:

**Apology:** means the student, in a restorative effort, delivered a written or spoken expression of their regret, remorse, or sorrow for having insulted, injured, or wronged another person.

**Assigned Detention:** means a disciplinary action completed consistent with law and policy resulting in the student being held back for a period of time from other activities or held at school past the normal release time.

**Behavior Contract:** means an agreement has been developed and signed specifying a contingent relationship between the completion of a specified behavior(s) and access to, or delivery of, a specified event or item.

**Buddy Teacher:** means the principal received a teacher referral and assigned a student to a class other than the student's regular class for no more than the remainder of the day wherein the student continues to complete his/her school work (does not include In-School Suspension/Teacher Removal from Class).

**Class Change:** means the principal determined it was in the student's best interest and changed the student class assignment. Note: Class Change does not include a temporary class change as done in the action entitled "Teacher Removal from Class or Buddy Teacher."

**Conferencing (Form of Counseling):** means providing corrective feedback along with a clear description of how the student's inappropriate conduct impacts themselves and others.

**Referred for Mental Health Services (Form of Counseling):** means recommending to the student's parent/legal guardian to consider obtaining services from a licensed mental health professional.

**Relationship Development Action:** means a plan has been developed or action taken to help restore, establish, strengthen, or add value to the relationship between the student and another person(s).

**Removed Privilege/Restricted Activity:** means the loss of a desired privilege or activity because of the performance of an inappropriate behavior.

**Restitution/Community Service:** means to restore or improve the school environment (financial or in-kind). Can include supervised work performed in the community after receiving written parent permission, or on school grounds, as part of or instead of disciplinary action prescribed by Education Code Section 48900 et seq.

**Student Dress:** means disciplinary action was taken consistent with law, policy, or the school's comprehensive safety plan upon a determination by the principal/designee an individual student's dress did not conform to established minimum standards and the dress is not protected expression.

**Teacher Removal from Class:** means the teacher suspends/removes a student from class for an act listed in Education Code Section 48900 for the remainder of the day and the following day by: (1) immediately reporting the intended removal to the principal/designee; (2) sending the student to the principal/designee for appropriate action; and (3) contacting the student's parent/guardian to attend a parent-teacher conference regarding the removal. This action may occur only if it is determined other means of correction have failed to bring about proper conduct or the law permits suspension for the first offense. If the administrative action requires the continuing presence of the student at school, the student shall either: (1) be assigned to another regular class pursuant to law (Education Code Section 48911); or (2) be assigned to a supervised suspension classroom staffed in accordance with law (Education Code Sections 48900.5, 48910, 48911.1).

**Timeout:** means removal of a student from a desired setting for a specified time as a consequence of the occurrence of a behavior.

# Online Entry Screen – Standardized Office Discipline Referral

## Standardized Office Referral Form

### Incident Details

Incident Id: 515479

Incident Date:

Time :

Location:

Staff : Fulenwider , Timothy

Also Knowledgeable:

None  Student(s)  Teacher(s)  Substitute  Unknown  Other

Factual Description of Misconduct (DO NOT enter student names OR personally identifiable detail in this section)

New Incident

Involvement:

### Student Involvement Narrative

Dates of other referrals within 10 days: None

#### Alleged Problem Behavior(s)

- Bullying
- Contraband Possession
- Fighting
- Harassment
- Inappropriate verbal behavior
- Lying/Cheating
- Non-cooperative behavior
- Offensive behavior
- Physical aggression
- Possession stolen property
- Property misuse/damage
- Tantrum
- Verbal aggression

#### Possible Motivation(s)

- Avoid adult(s)
- Avoid peer(s)
- Avoid task/activity
- Avoid work
- Coerce/control another
- Control friendship/status
- Interfere with academic performance
- Obtain adult attention
- Obtain item/activity
- Obtain peer attention
- Other
- Unknown

# Online Entry Screen - Positive Referral

Welcome BCSD\mcgee] [ [Log Off](#) ] [Help](#)

## Standardized Student Discipline

Home   Positive Referral   Assistance

### Hort Elementary 2009-2010 [\(Change\)](#)

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**Positive Referral Form**

Student:  Grade: 03

Incident Date:

**Overall Comment**

Garrett has remembered his homework folder for the past 2 weeks. He is turning his work in on time, correctly, and with an improved attitude. Great job!

**Positive Behavior(s)**

Code	Comments
<input type="checkbox"/> Cooperative	
<input checked="" type="checkbox"/> Ready to Learn	improved homework and study habits good attitude
<input type="checkbox"/> Respectful	
<input type="checkbox"/> Responsible	
<input type="checkbox"/> Safe	

**Recognition(s)**

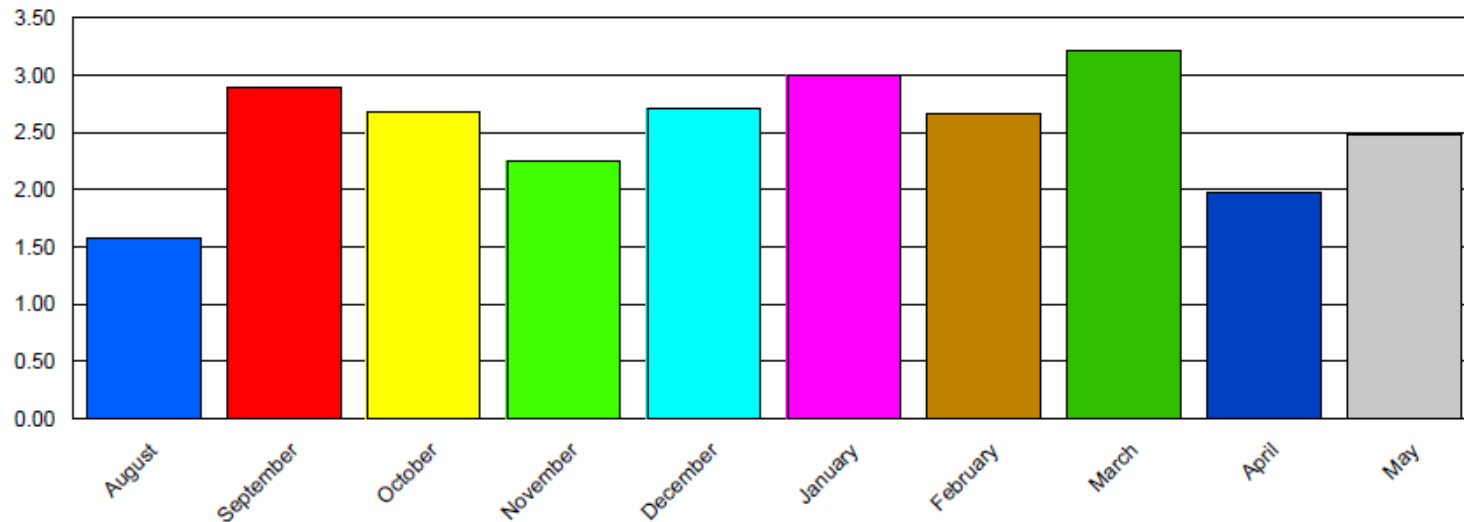
Code	Comments
<input type="checkbox"/> Called Home	
<input type="checkbox"/> Certificate Awarded	
<input type="checkbox"/> Note Sent Home	
<input type="checkbox"/> Individual Praise Given	
<input checked="" type="checkbox"/> Privilege/Activity	early line for recess
<input type="checkbox"/> Recognition in front of peers	
<input type="checkbox"/> Token Given	

[Cancel](#)



# Sample School Discipline Report – Average Daily Referrals per Month

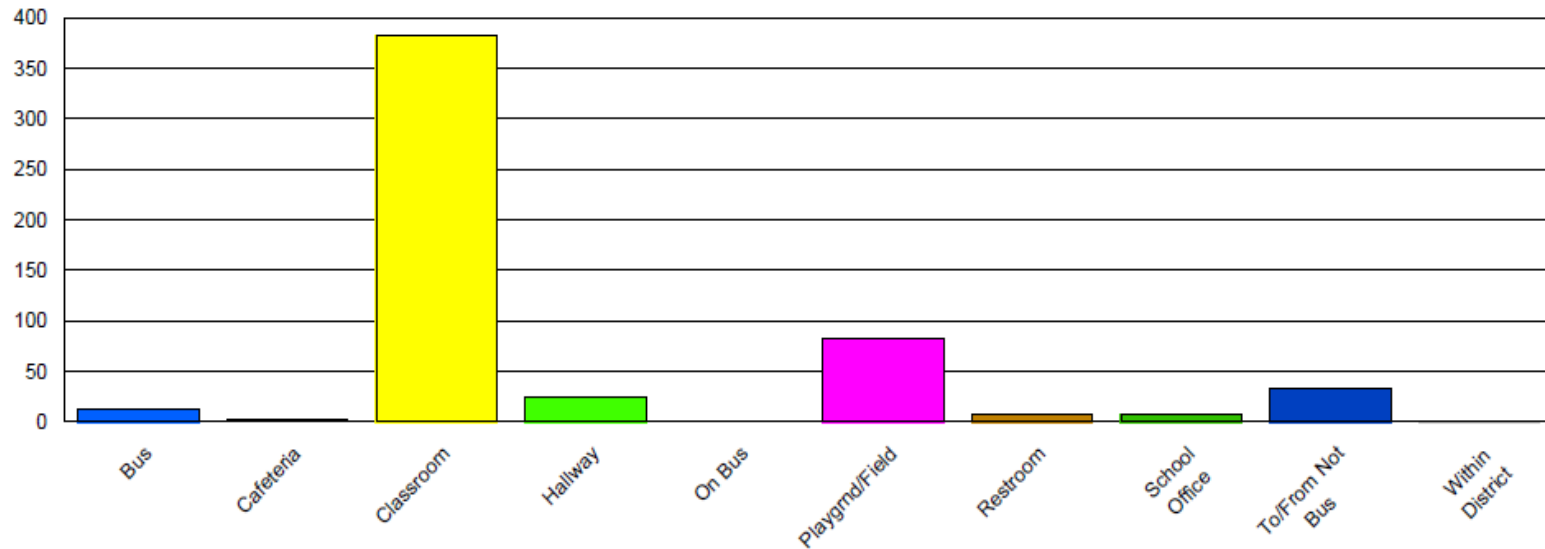
Suspension and Non-Suspension Incidents Included  
Average Incidents Per Day By Month



	August	September	October	November	December	January	February	March	April	May	Overall Average
Average	1.57	2.89	2.68	2.25	2.70	3.00	2.67	3.21	1.97	2.48	2.55

# Sample Discipline Report – Referrals by Location

**Suspension and Non-Suspension Incidents Included  
Location Totals**

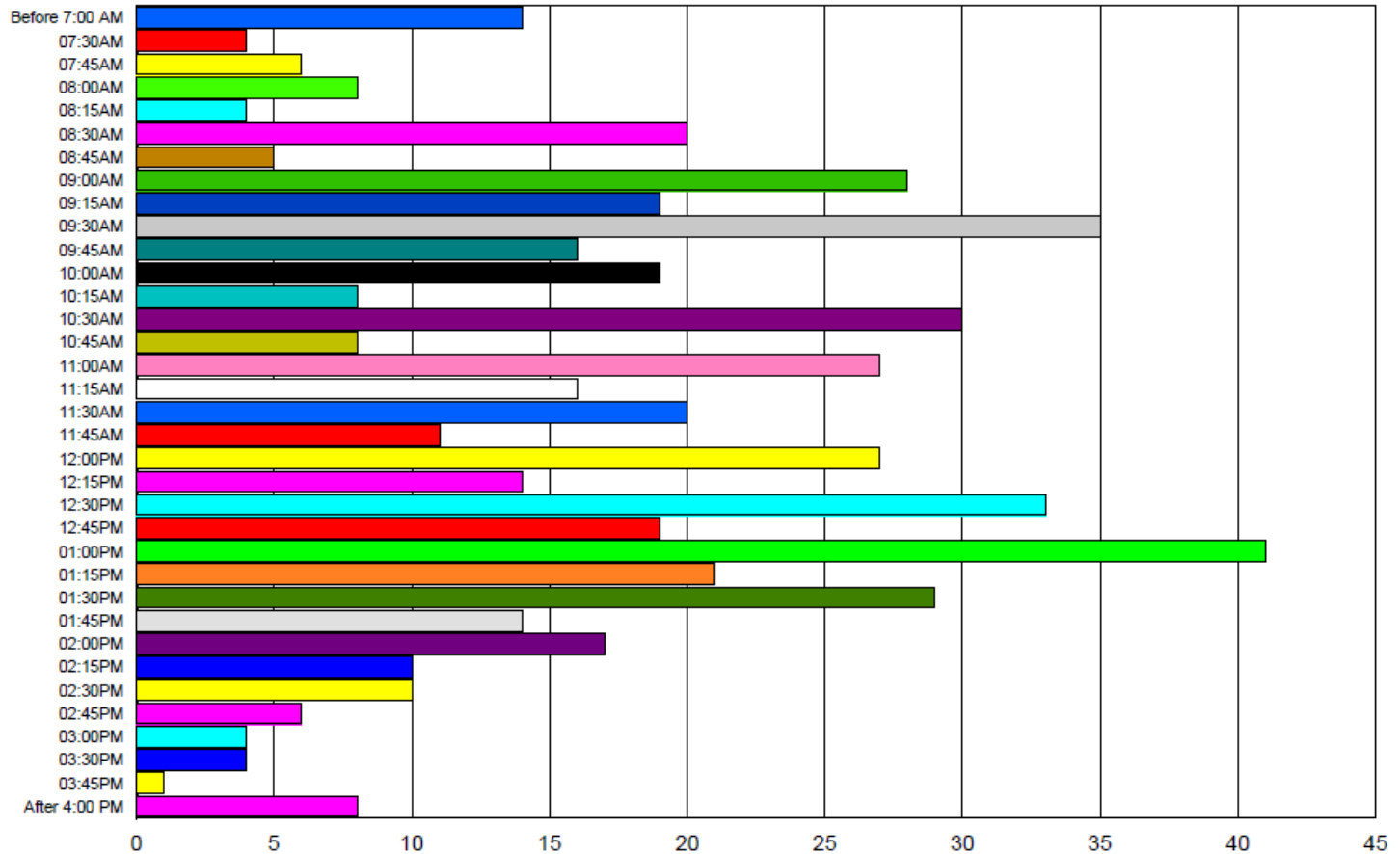


	Bus	Cafeteria	Classroom	Hallway	On Bus	Playground/Field	Restroom	School Office	To/From Not Bus	Within District	Total
<b>Total</b>	<b>13</b>	<b>3</b>	<b>383</b>	<b>24</b>	<b>1</b>	<b>83</b>	<b>8</b>	<b>7</b>	<b>33</b>	<b>1</b>	<b>556</b>

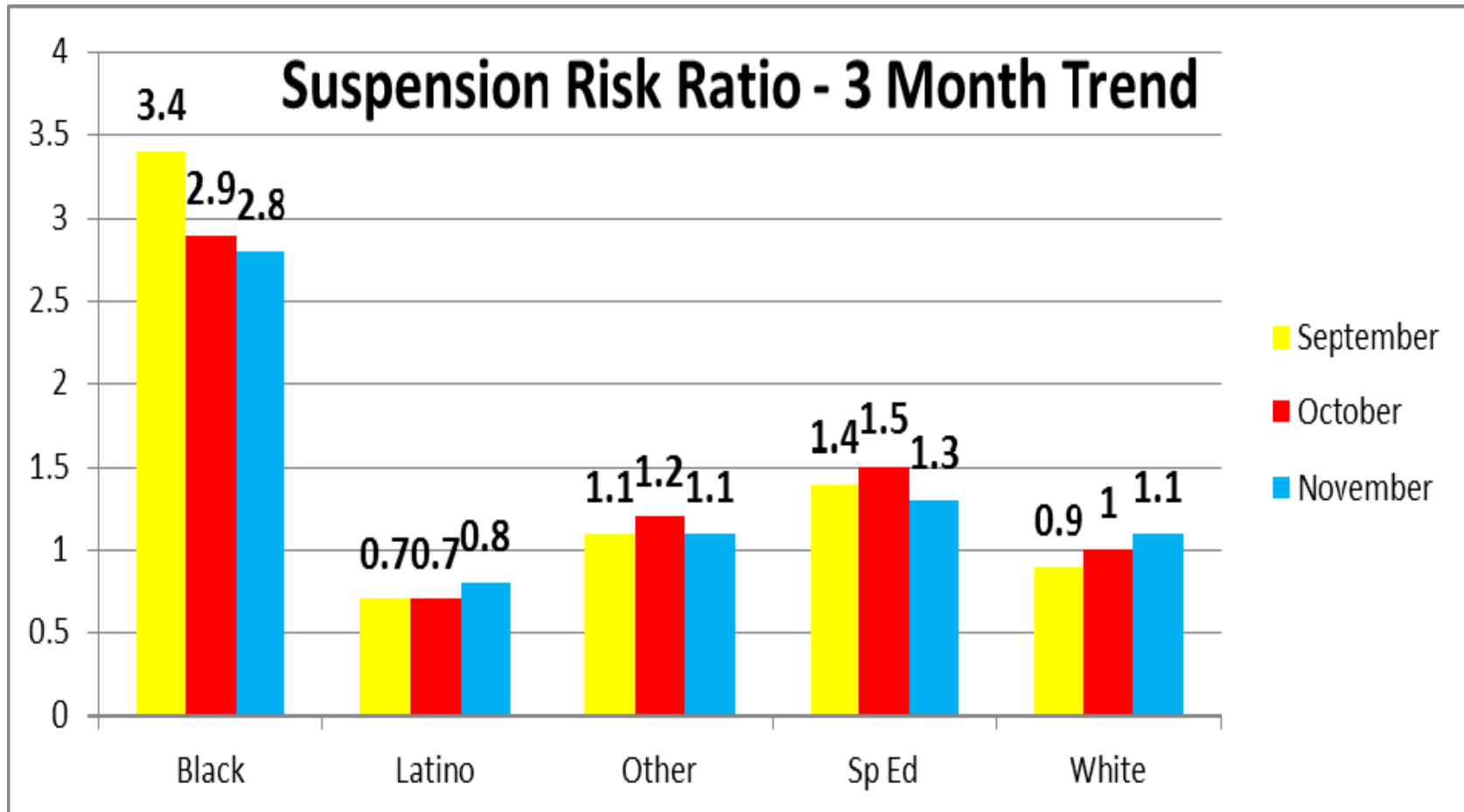
# Sample Discipline Report – Referrals by Time

Suspension and Non-Suspension Incidents Included  
Time Totals

	Total
Before 7:00 AM	14
07:30AM	4
07:45AM	6
08:00AM	8
08:15AM	4
08:30AM	20
08:45AM	5
09:00AM	28
09:15AM	19
09:30AM	35
09:45AM	16
10:00AM	19
10:15AM	8
10:30AM	30
10:45AM	8
11:00AM	27
11:15AM	16
11:30AM	20
11:45AM	11
12:00PM	27
12:15PM	14
12:30PM	33
12:45PM	19
01:00PM	41
01:15PM	21
01:30PM	29
01:45PM	14
02:00PM	17
02:15PM	10
02:30PM	10
02:45PM	6
03:00PM	4
03:30PM	4
03:45PM	1
After 4:00 PM	8
Total	556



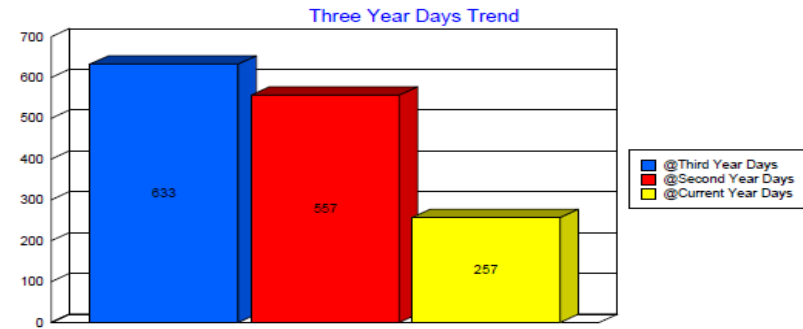
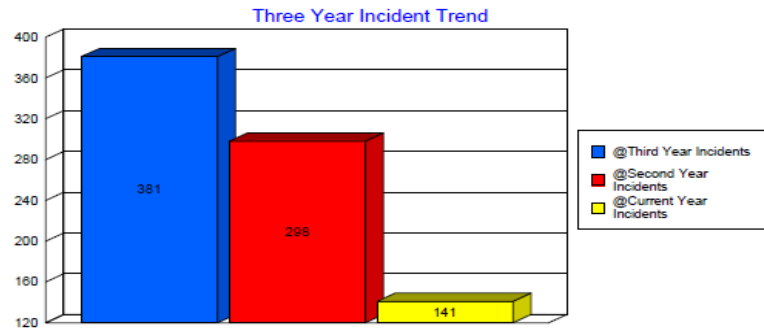
## Sample Discipline Report – Risk Ratio



# Sample Discipline Report – Suspensions by Demographic Group – 3 Year Trend

## School Discipline Three Year Rate Report Suspensions 08/20/12 - 07/24/2013

Jul 24 2013 8:53AM  
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Program	Incidents					Days				
	2010-2011	2011-2012	2012-2013	2 Year Diff	3 Year Diff	2010-2011	2011-2012	2012-2013	2 Year Diff	3 Year Diff
504 Accommodation Plan	2	0	5	5	3	10	0	11	11	1
English Learner (EL)	53	41	18	-23	-35	70	79	34	-45	-36
ESEA/NCLB Title I Part A - Scho	381	298	141	-157	-240	633	557	257	-300	-376
Ethnicity-Black or African America	110	83	26	-57	-84	199	156	45	-111	-154
Ethnicity-Hispanic or Latino	225	190	89	-101	-136	356	343	164	-179	-192
Ethnicity-Other	4	3	0	-3	-4	10	5	0	-5	-10
Ethnicity-White	42	22	26	4	-16	68	53	48	-5	-20
Gender-F	98	75	39	-36	-59	159	141	67	-74	-92
Gender-M	283	223	102	-121	-181	474	416	190	-226	-284
Gifted and Talented Education (GA	0	1	0	-1	0	0	1	0	-1	0
Homeless	30	8	12	4	-18	57	11	30	19	-27
Independent Study - Part Time	0	0	0	0	0	0	0	0	0	0
Medi-Cal/Medicaid	263	248	108	-140	-155	430	463	206	-257	-224
Migrant Education	15	9	5	-4	-10	20	15	5	-10	-15
Special Education	54	35	33	-2	-21	73	78	73	-5	0
<b>TOTAL</b>	<b>381</b>	<b>298</b>	<b>141</b>	<b>-157</b>	<b>-240</b>	<b>633</b>	<b>557</b>	<b>257</b>	<b>-300</b>	<b>-376</b>