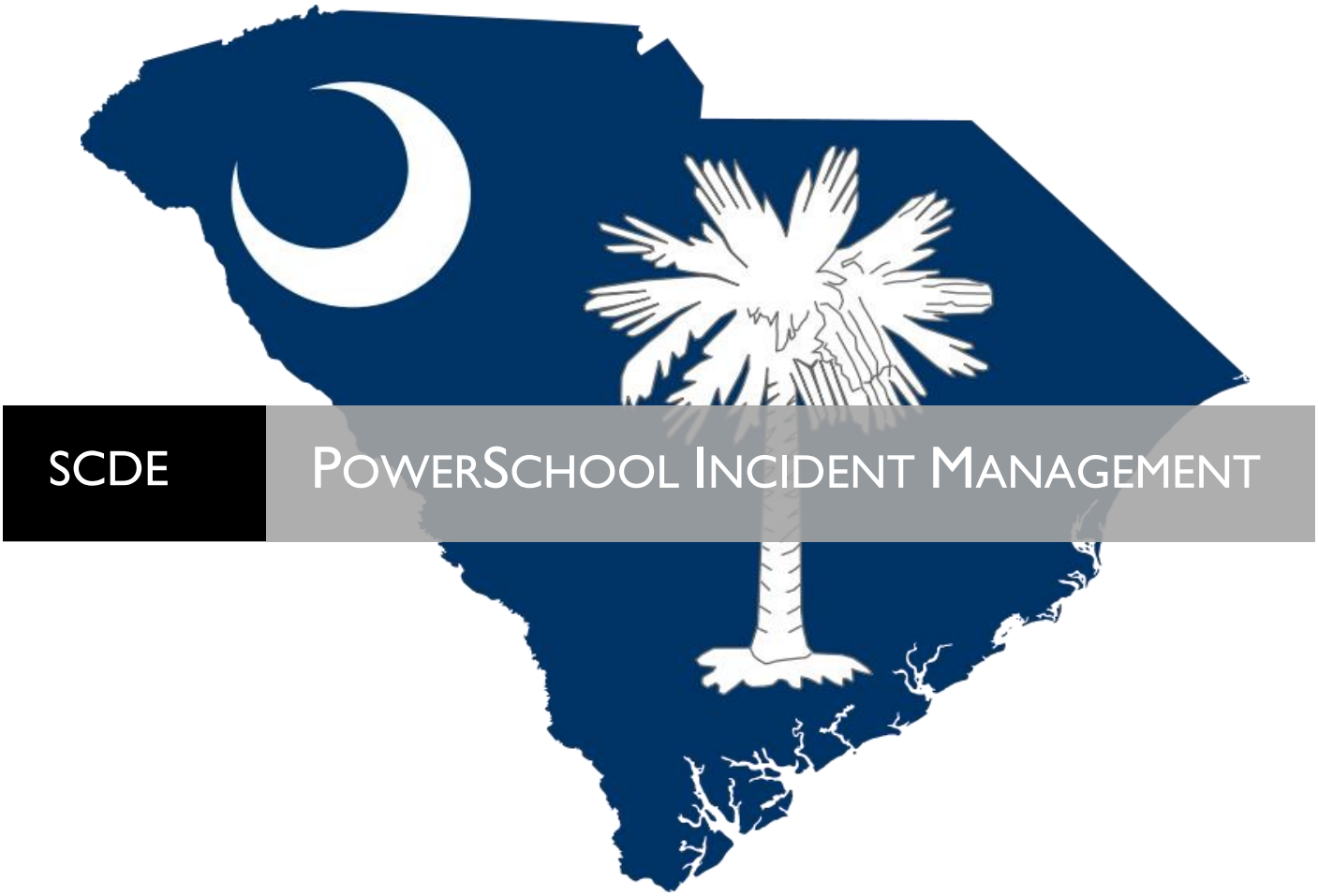

SCDE PowerSchool Incident Management

User Training and Reference Guide
August 2014

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LEA IT Support Staff may submit an IT Support Request: https://eservices.ed.sc.gov

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Table of Contents

Defining Incident Management …….3

Accessing Incident Management ……...5

Creating a New Incident…….7

Incident Description …….9

Incident Builder ……...……...13

Adding Participants……..…….13

Adding Participants Attributes…….15

Adding Incident Elements……18

Assigning Incident Elements to Participants……...23

Searching, Editing, and Deleting Incidents …….24

Viewing Incidents for Specific Students …….26

Reviewing Incident History …….27

Appendices

Appendix A: Incident Codes and Subcodes……28

Appendix B: Definitions for Offenses Included in the Uniform Management Reporting ……38

Appendix C: Special Education Discipline Definitions……..40

Appendix D: Possible Motivation for Student Offenses…….42

Using Incident Management in South Carolina Public School Districts

I. Defining Incident Management

Incident Management is a module in PowerSchool.

The Incident Management system replaces the Log Entries section of PowerSchool for recording and reporting all Discipline and Truancy incidents in South Carolina districts and schools. The Incident Management system captures more detailed data that is necessary for federal and state reporting and is needed for Table 5 reporting required by the Office of Exceptional Children.

Although Incident Management contains numerous fields into which data can be input, districts are only required to input data related to the following

1. Gun-Free Schools Act
2. Persistently Dangerous Schools
3. UMIRS (Uniform Management Information Reporting System)—required by NCLB
4. Table 5 Reporting as required by the Office of Exceptional Children

More specifically, the **Required Fields** are

- Participants
  - Offender
  - Victims- Bullying-Level Physical Injury
- Behavior Codes
- Action Codes
  - Action Date Range
  - Duration Code
- Object Codes
- Subcodes Dropdown
- Incident Elements

Note: **Although student-level data will be input into Incident Management, the SCDE will only use aggregated student-level data to report incidents, as it currently does with discipline data. Because data from Incident Management will be used to compile state and federal reports, it is critical that all data entered be reviewed and verified for accuracy.**

Incident Management Legend

To add an incident, participant, or any codes associated with an incident.

To edit any incident, participant, or any codes associated with an incident.

To delete any incident, participant, or any codes associated with an incident.

To close a pop-up window, click on the red dot in the left-hand corner of the Title bar of a pop-up window.

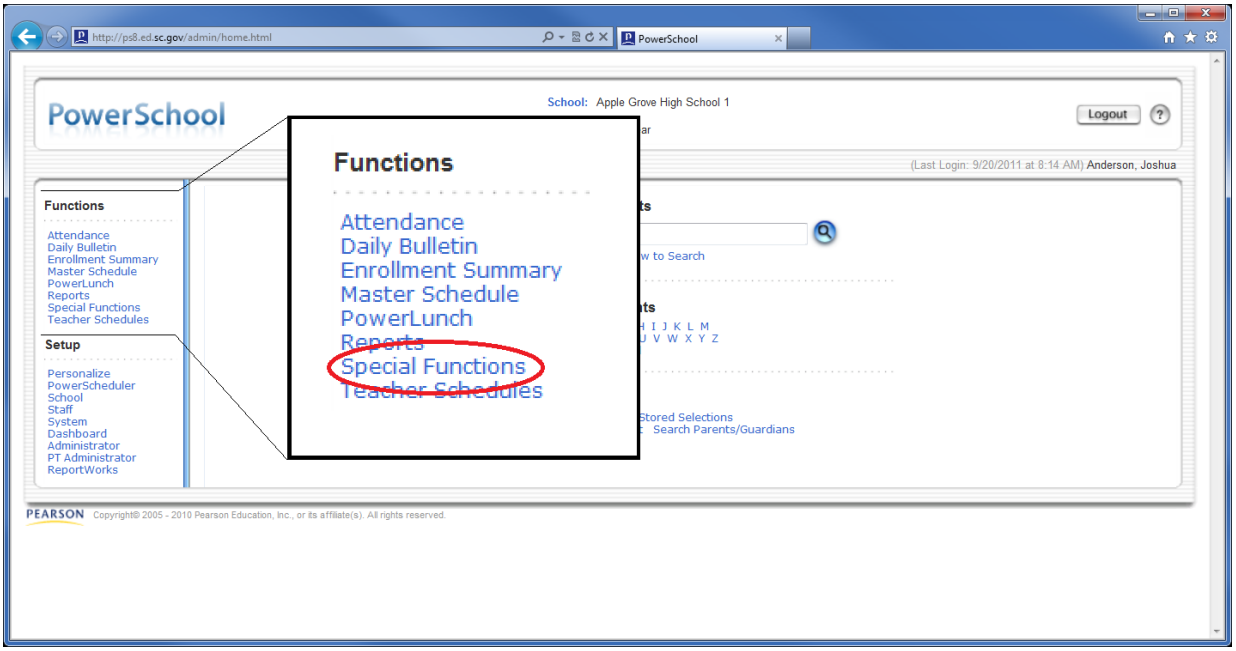
Action – Action of consequence taken as a result of an Incident

Behavior – Behavior or offense committed that is being reported in the incident

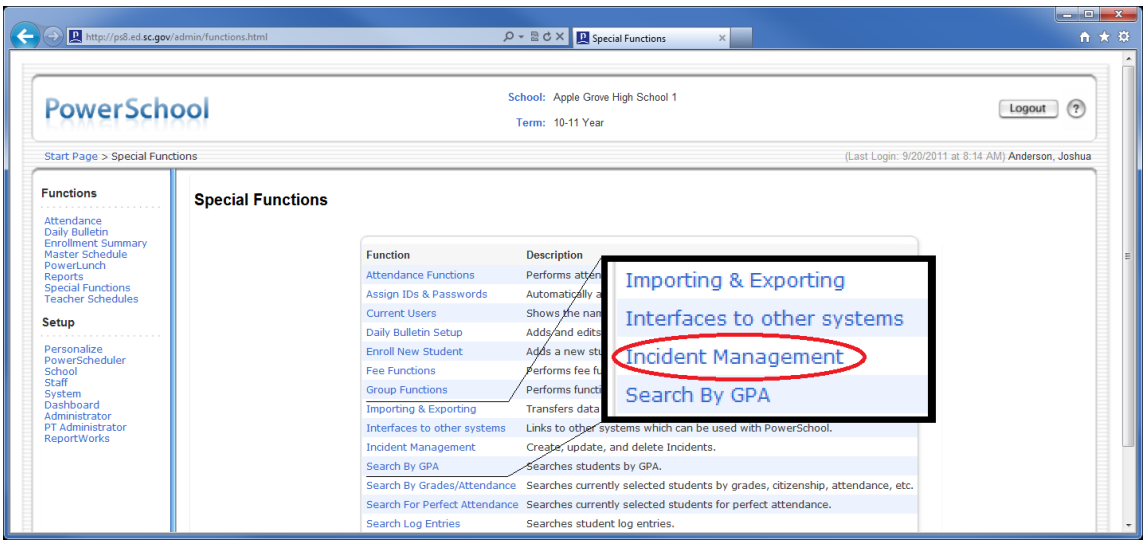
Object – Object or Weapon that was part of an incident

II. Accessing Incident Management

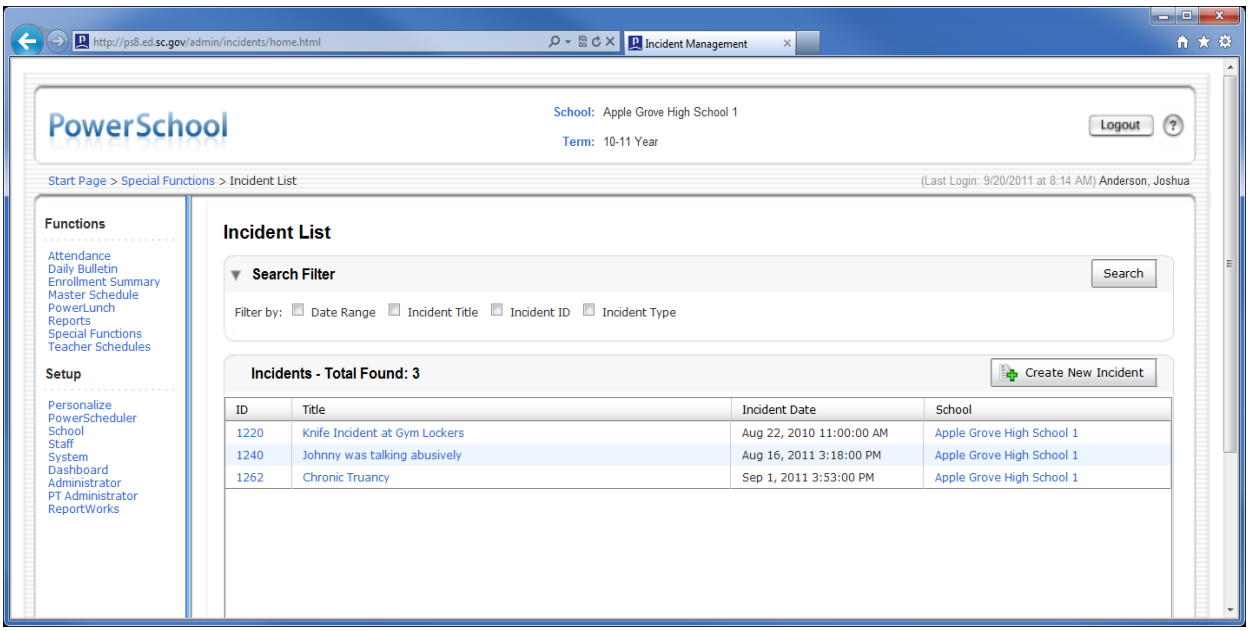
To access Incident Management from a school or district level, select *Special Functions* located on the left-hand side of the Start page.



On the Special Functions screen, select *Incident Management* from the main section of the page.



The Incident List page is the home page of Incident Management. South Carolina has two Incident Types: A) Discipline and B) Truancy. The Incident List will only display the type(s) of incidents that the user has been granted access to by his or her district security administrator.

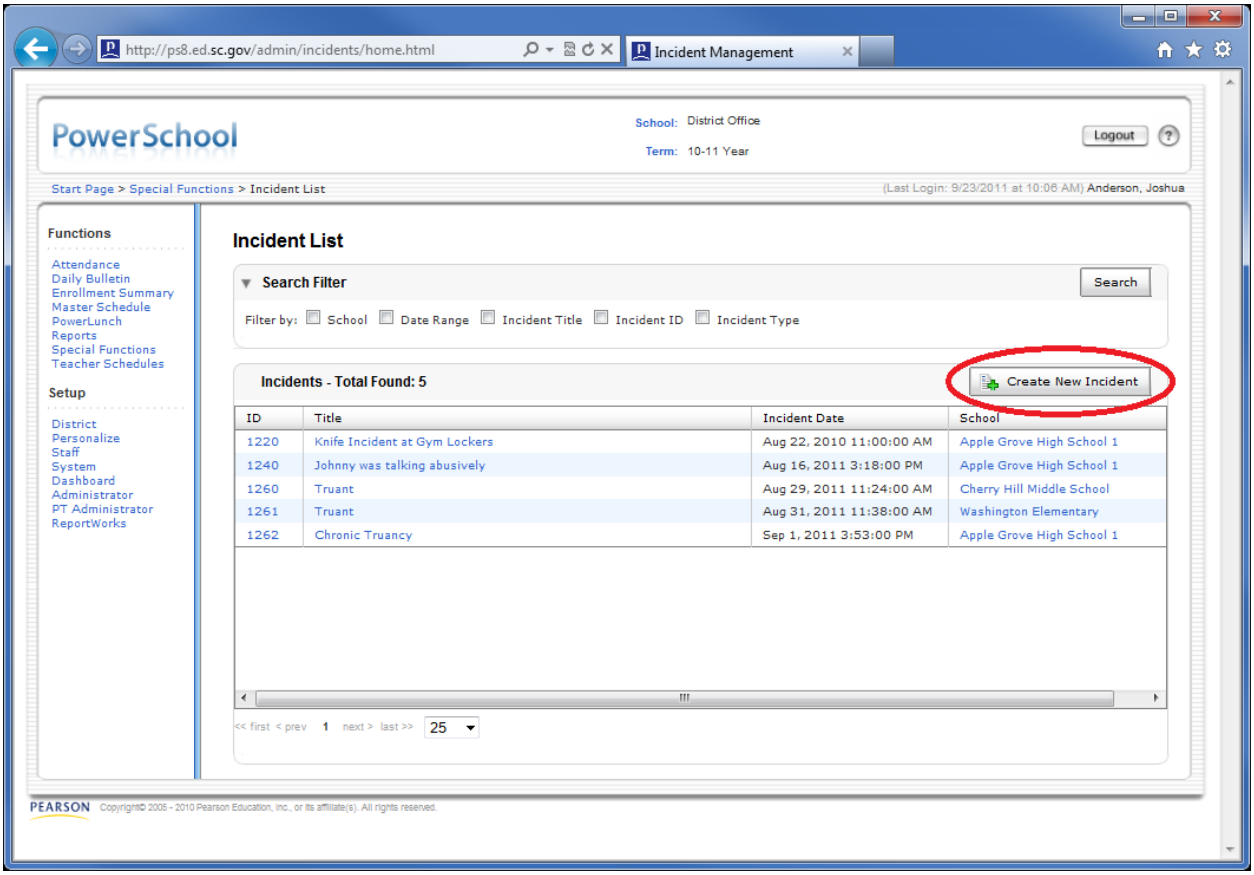


If incidents have already been created, the Incident List may be filtered by Date Range, Incident Title, Incident ID, or Incident Type to narrow the listing of incidents. See page 23.

III. Creating an Incident

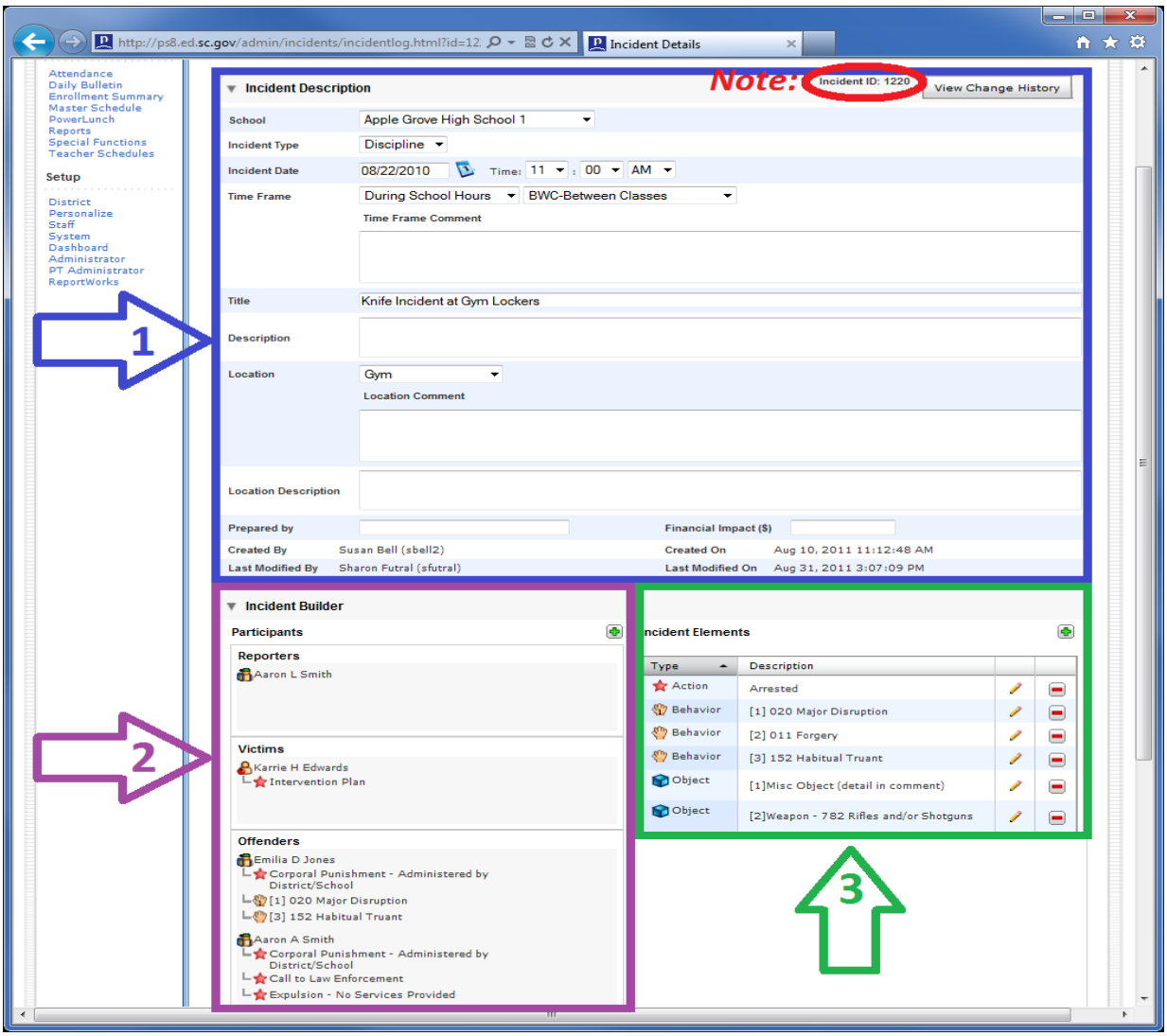
To create discipline incidents, the user must identify the incident type(s), participants, codes, and subcodes.

To create an incident, click the *Create New Incident* button located on the right side of the Incident List page.



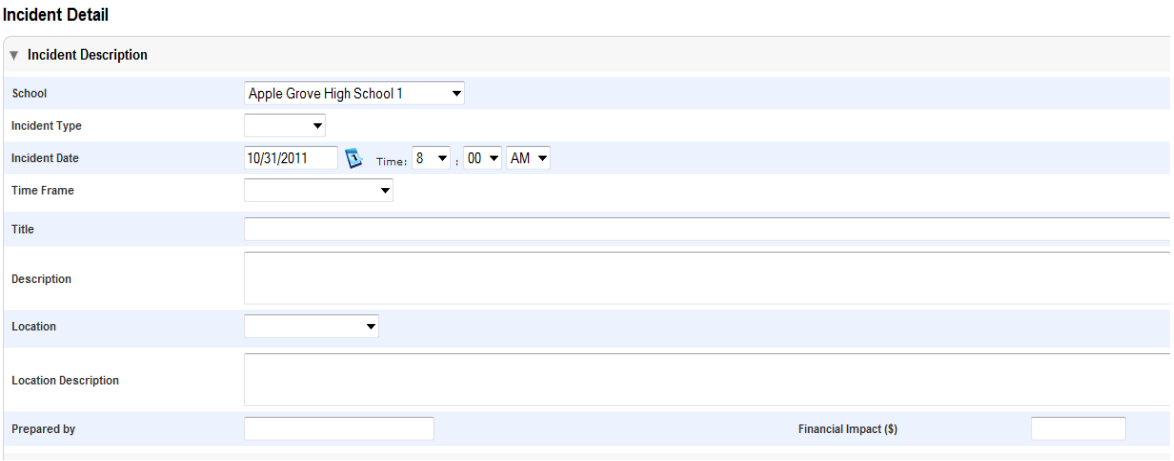
Clicking the *Create New Incident* button will take you to the Incident Detail page.

An incident is comprised of three main sections: (1) Incident Description, (2) Incident Builder, and (3) Incident Elements.



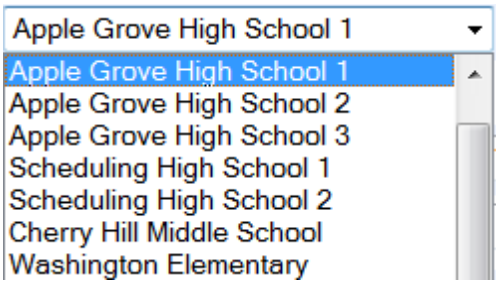
NOTE: Once an incident has been created, an Incident ID number will be automatically assigned by PowerSchool. This number can be seen on the Incident List page and on an individual incident after the Incident Description information has been saved.

(1) The **Incident Description** screen is where general information –School, Incident Type, Incident Date, Time, Time Frame, Title, Description, Location, Location Description, Prepared by, and Financial Impact— is entered.

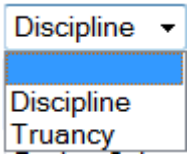


A. School (Required): This field reflects the name of the school at which the incident occurred.

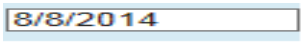
School level users will only be able to view and enter incidents that occurred at their individual schools. The information entered by school-level users will only be assigned to the users' individual schools. A District office users will only be able to view and enter incidents that occurred at schools located in their individual districts. A dropdown box will display a list of schools in the district. Users should select the school where the incident occurred.



B. Incident Type (Required): This field reflects the type of incident being reported, either Discipline or Truancy. Based on the user security rights, one or both incident types will be displayed in the dropdown box. If the user has access to just one Incident Type, then that is the only Incident Type that will appear in the box. If the user has access to both Incident Types, both will appear in the dropdown.



C. Date (Required): This field reflects the date on which the incident occurred. In reference to Truancy, this field reflects the dates on which the student accumulated enough unexcused/unlawful absences to

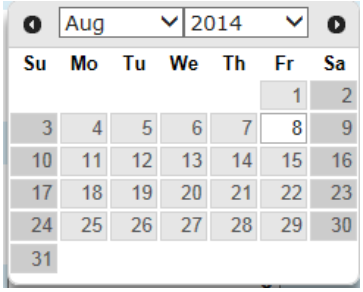


cause him/her to become truant.

Refer to the Truancy definitions included in Appendix A to ensure that students are coded properly based on the definitions.

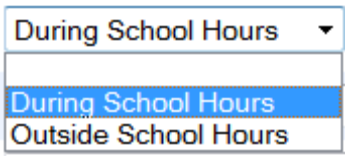
Note: *The system defaults to the current date. You may need to make a change to reflect the actual date of the incident.*

To review the calendar, click on the date symbol to the right of the Incident Date.



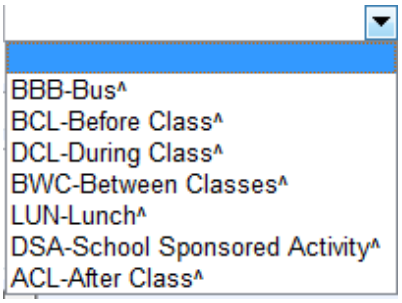
D. Time (Required): This field reflects the actual time at which the incident occurred.

E. Time Frame (Required): This field reflects the part of the day during which the incident took place.



The user should select whether the incident occurred during school hours or outside of school hours.

When *During School Hours* is selected, the following list of options will appear:



Note: *These options are useful when running trend reports to pinpoint when certain behaviors (for example, bullying) occur most often.*

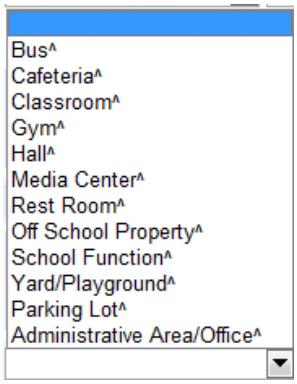
When Outside School Hours is selected, the following list of options will appear:

F. Title (Required): This field reflects the title of the incident created by the user. The title may be up to 80 characters long. This title appears on the Incident List page and also in the Search Results from this page. NOTE: Avoid using titles that contain any information that could be used to identify any individuals involved in the incident. (No student Names or student ID should be entered as titles)

Note: Your district may choose to standardize the Title field to ensure consistency in searching and reporting.

G. Description (Optional): This field reflects the Description shown in the Behavior Codes in Appendix A. For example, Disrupting Class, Harassment, or Truant

H. Location (Required): This field reflects the area or place where the incident occurred.



When a location is selected, an optional *Location Comment* field will appear. This field allows for the input of additional detail regarding the location of the incident. The Location Comment will not be collected by SCDE.

I. Location Description (Optional): The *'Location Description'* field is provided for the entry of additional detail regarding the setting or site of the incident. For example, an incident occurring "Off School Property" could be further defined as "at the mall."

J. Prepared By : This field reflects the name of person entering the data. This person could be the assistant principal, hearing officer, attendance clerk, etc. School districts should decide what information to enter into this field. (The Prepared By field will provide a count of discipline referrals by the names)

K. Financial Impact (Optional): This optional field, which only accepts positive whole numbers, reflects any known costs associated with the incident. For example, the cost to repair a broken window or other damaged property.

(2) Incident Builder: This section reflects the specifics of the incident— Participants, Participant attributes, Behavior codes, Action codes, and Object codes are entered in this section.

A. Adding Participants

The individuals involved in the incident are added to the incident in this section and assigned to one of the following roles:

i. Offenders **(Required):** The names of the individuals who have broken laws or district/school rules should be assigned this role. If the offender is not known, such as in the event that a weapon is found on school grounds, then create and assign the role of offender to an "Other Participant." (See page 17.)

ii. Victims **(Required):** The names of the individuals who were directly involved and negatively affected by the incident should be assigned this role.

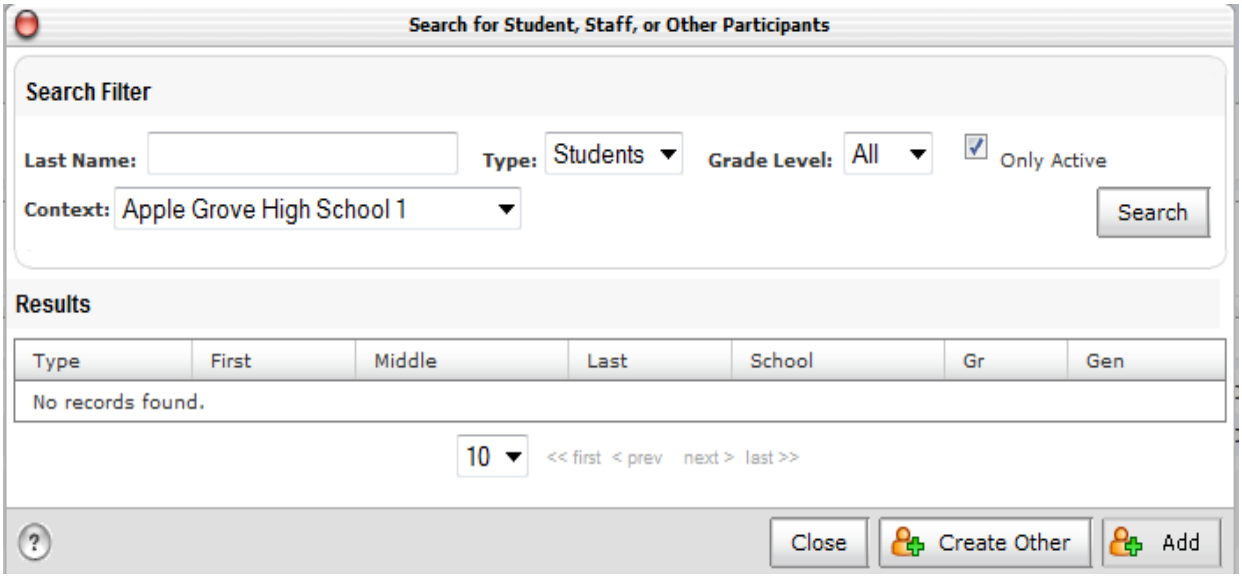
iii. Reporters (Optional): The names of the individuals who report an incident to a school/district authority should be assigned this role. Reporters are not reported to SCDE, but may be identified.

iv. Witnesses (Optional): The names of the individuals who directly observed the incident while it was happening should be assigned this role. Witnesses are not reported to SCDE, but may be identified.

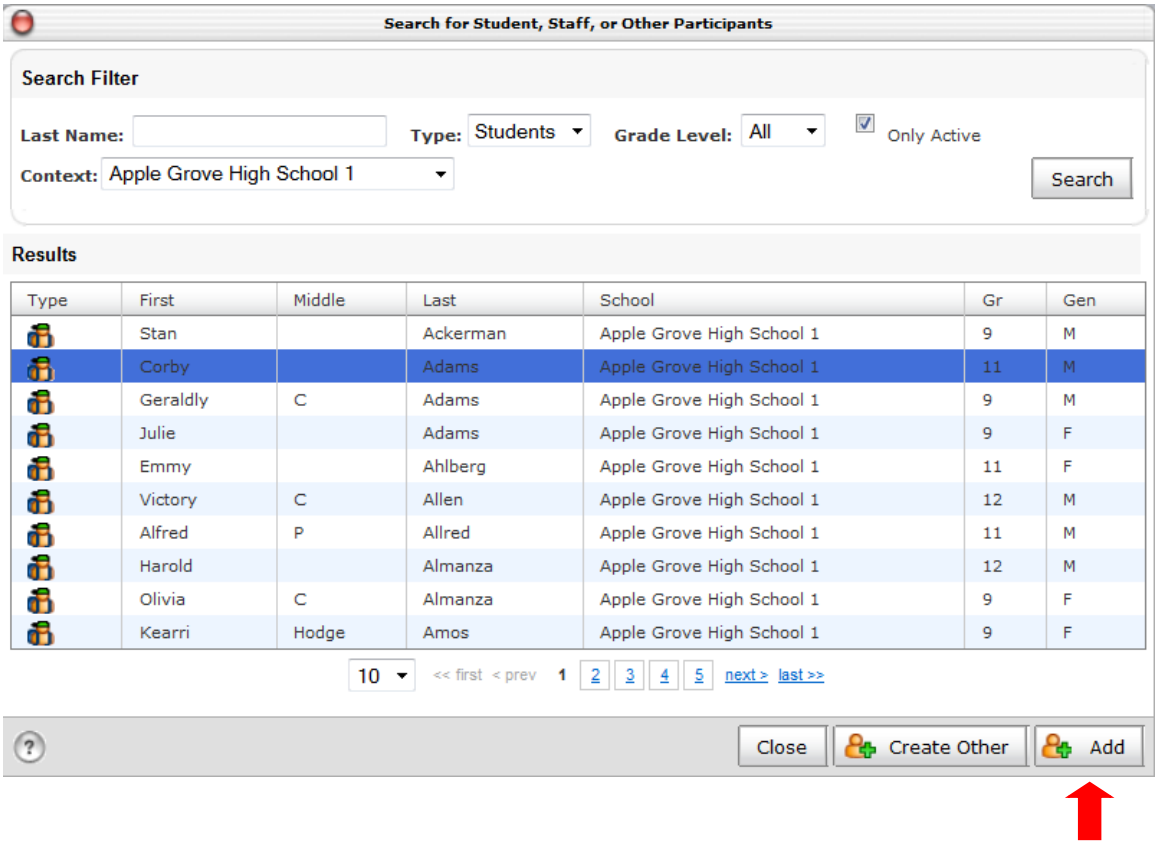
To add a participant to an incident, start by clicking the green cross located at the top right of the Participants section.

After you click the green cross, a Search for Student, Staff, or Other Participants window will open. NOTE: Search results will only be available for Students, Staff, and Other Participants whose names have been entered into the district's PowerSchool database.

You may search by Last Name, Type, Grade Level, Context (school), and Only Active. *Only Active* is the default and reflects the enrollment status of a student or the employment status of a staff member.



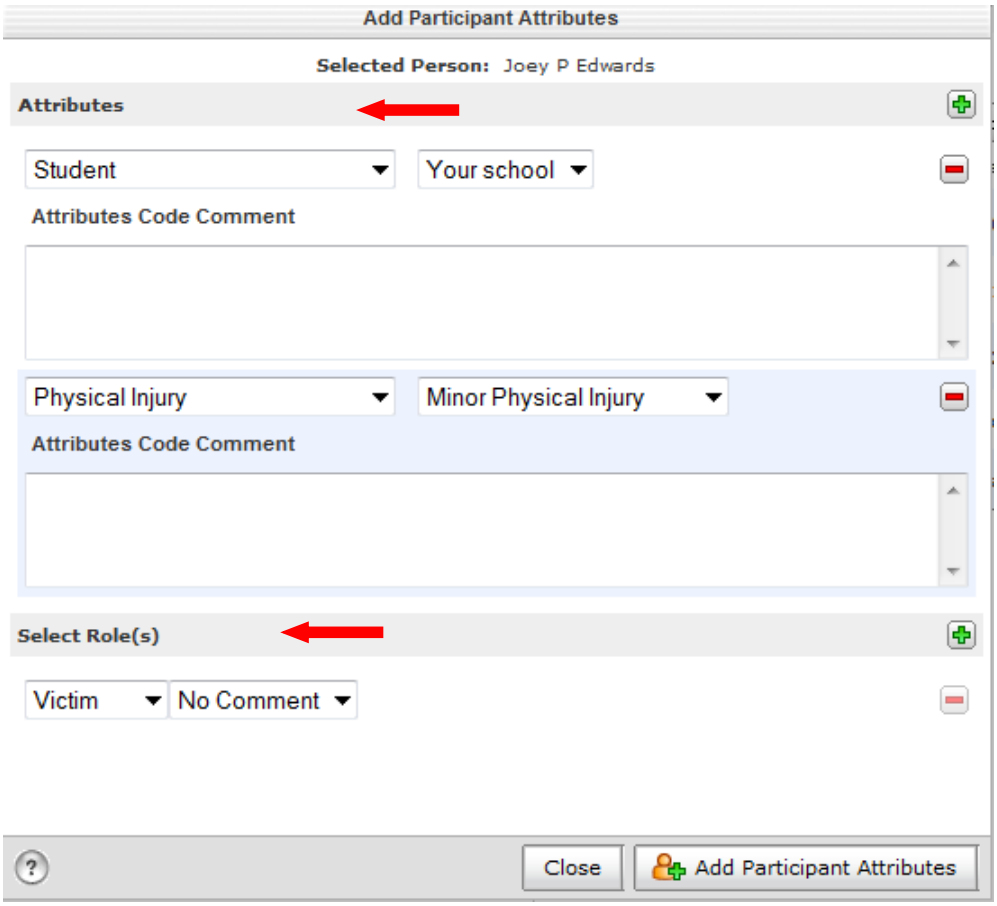
After you have found the correct participant, highlight his or her name in the Search Results box and click the Add button.



B. Adding Participants Attributes

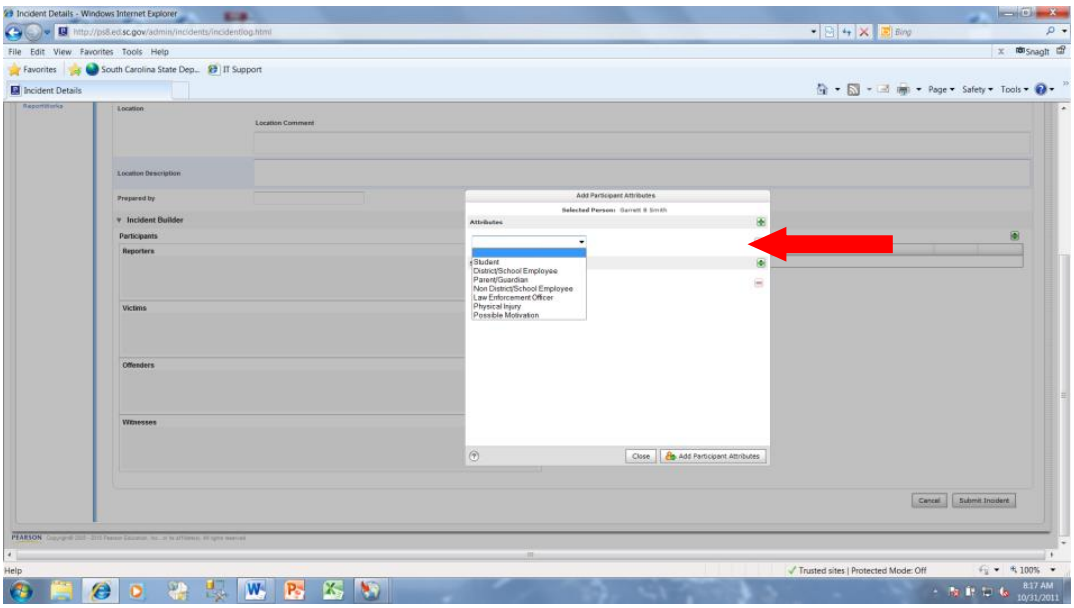
After the participant has been added, the *Add Participant Attributes* box will appear.

This screen has two main sections labeled *Attributes* and *Select Role(s).*



Attributes: There are three types of Participant Attributes in Incident Management: 1) Participant, 2) Physical Injury, and 3) Possible Motivation.

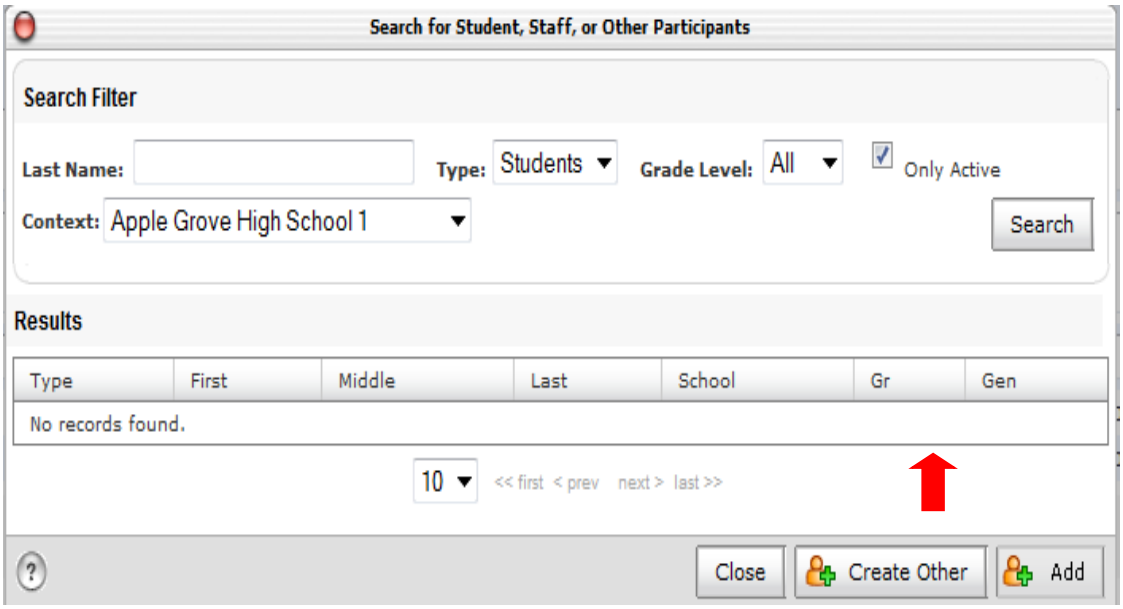
1) Type of Participant (**Required**) – Student, District/School Employee, Parent/Guardian, Non-District/School Employee, and Law Enforcement Officer. Each Participant should have one of these types assigned to him/her unless the participant is either unknown or does not fall into one of these categories. Note: In addition to the participants identified above, the Attributes dropdown will also list Physical Injury and Possible Motivation.

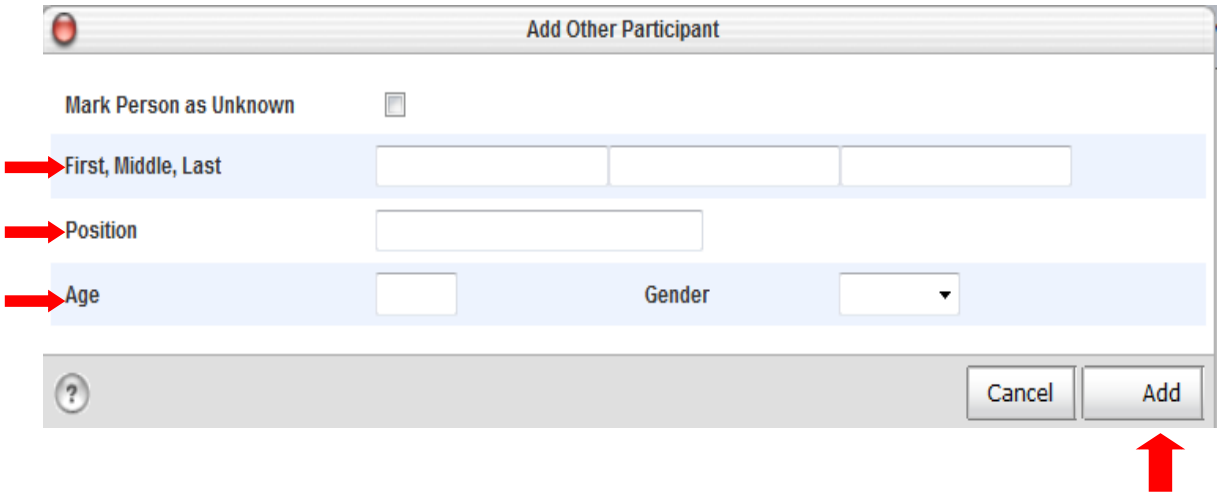


After *Student* is selected in the Attributes list, a dropdown box listing all schools in your district will open. Select the school where the student was enrolled on the date of the incident. (School information is very important for UMIRS reporting of suspensions and expulsions due to violent and drug-related incidents.)

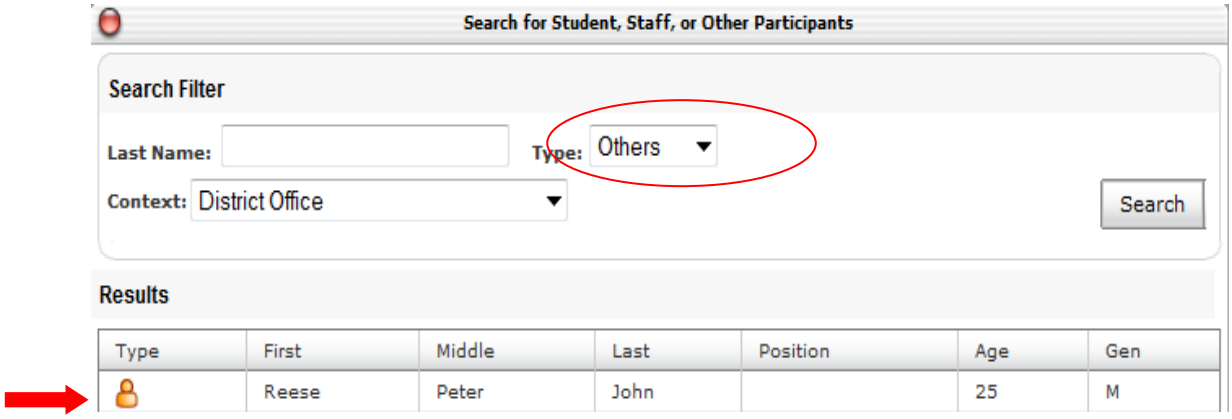
Multiple Participant Attributes may be assigned to a Participant. Click on the green plus sign to the right of Attributes to add another attribute, either Physical Injury or Possible Motivation, to the Participant.

NOTE: If an identified participant is not listed in the PowerSchool database, click on the *Create Other* button, type the necessary information (name, position, age, and gender) into the appropriate areas, and click on the *Add* button.

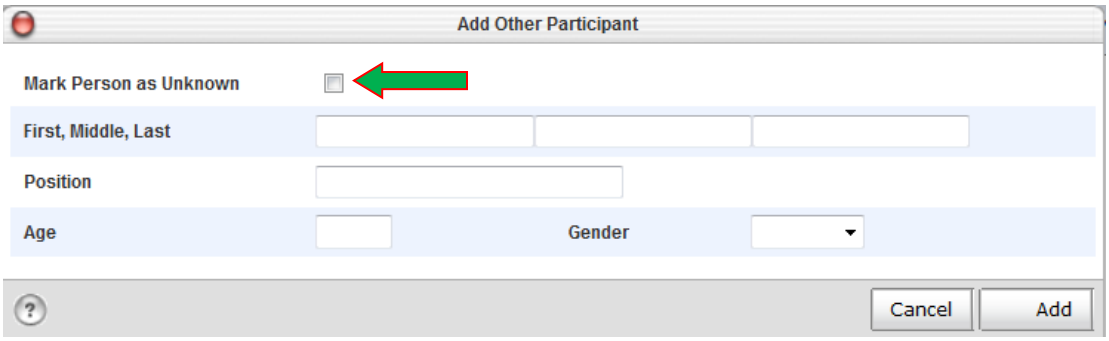




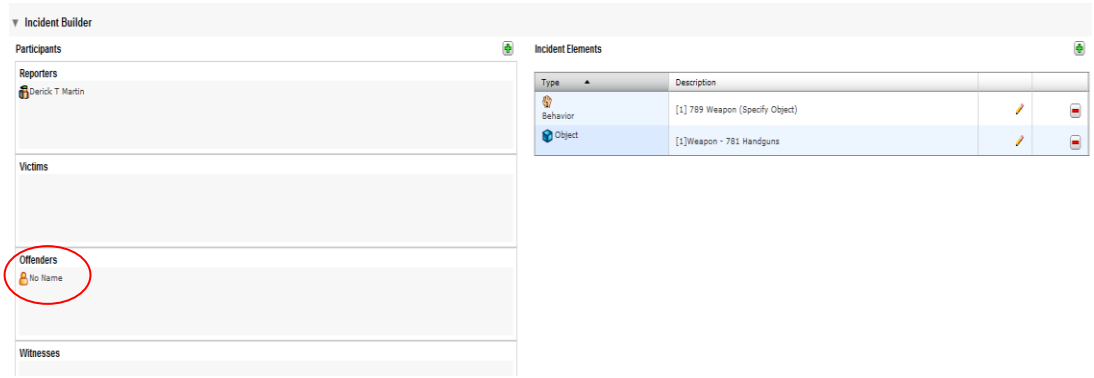
After you have clicked on the *Add* button, that individual's name will appear in the *Results* area after you choose *Others* in the Search for Student, Staff, or Other Participants box.



If the participant has not been identified, click on the *Mark Person as Unknown* box and leave the rest of the fields blank.



Below is an example of an incident where a weapon was found on school grounds but the Offender is unknown:



2) Physical Injury (**Required**) – three levels are defined: Minor, Moderate, and Serious. If no physical injury occurred to a Participant during an incident, do not assign this attribute. However, whenever there is a physical injury involved with an incident, make sure that the correct option is selected. **This is a requirement for Federal reporting.** Definitions of the various levels of physical injury are located in Appendix A.
3) Possible Motivation (Optional) –. This information is used in behavior data collection systems such as SWIS and AIMSWEB. Appendix D contains definitions of possible motivations and descriptions of these attributes.

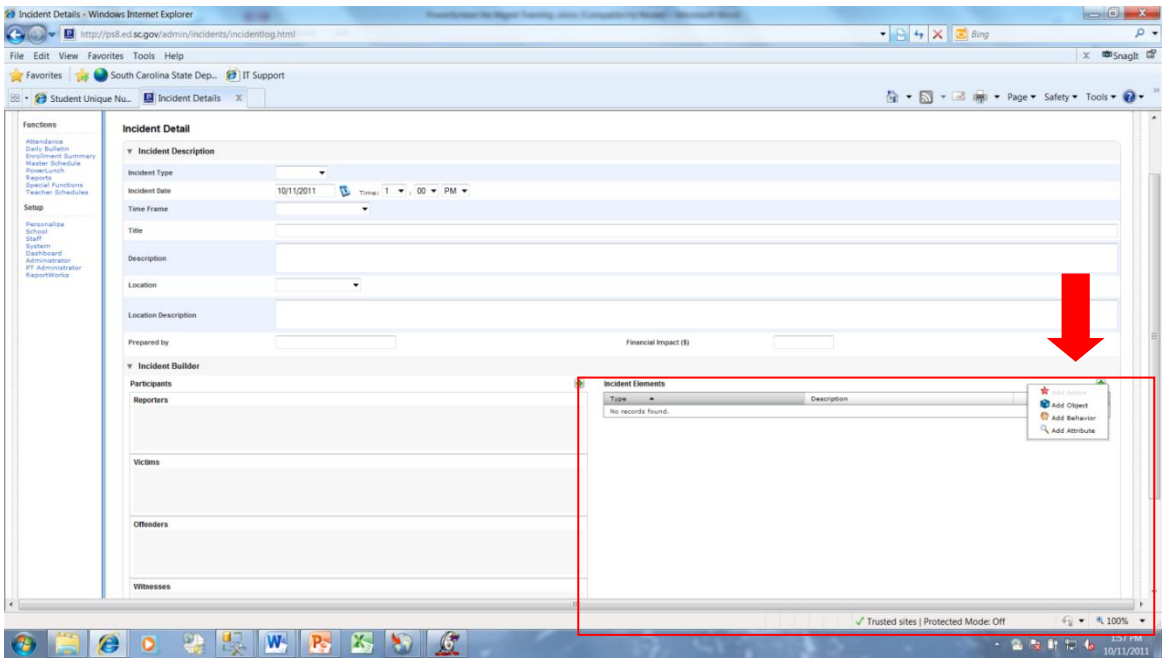
C. Adding Incident Elements

Three components of incidents may be added and edited in the Incident Elements section: 1) Behavior Codes, 2) Action Codes, and 3) Object Codes.

Click on the green plus sign to see a dropdown containing these three elements. The last item in the dropdown is Add Attribute which is not being used at this time. The item at the top of the list beside the red star that appears to be grayed out ★ is Add Action.

All elements including behavior and objects must be associated to the participants (student(s)) in the incident.

Action Codes should be associated (Drag and Drop) to the applicable Behavior Code.



The first item to add to the incident is the Behavior code.

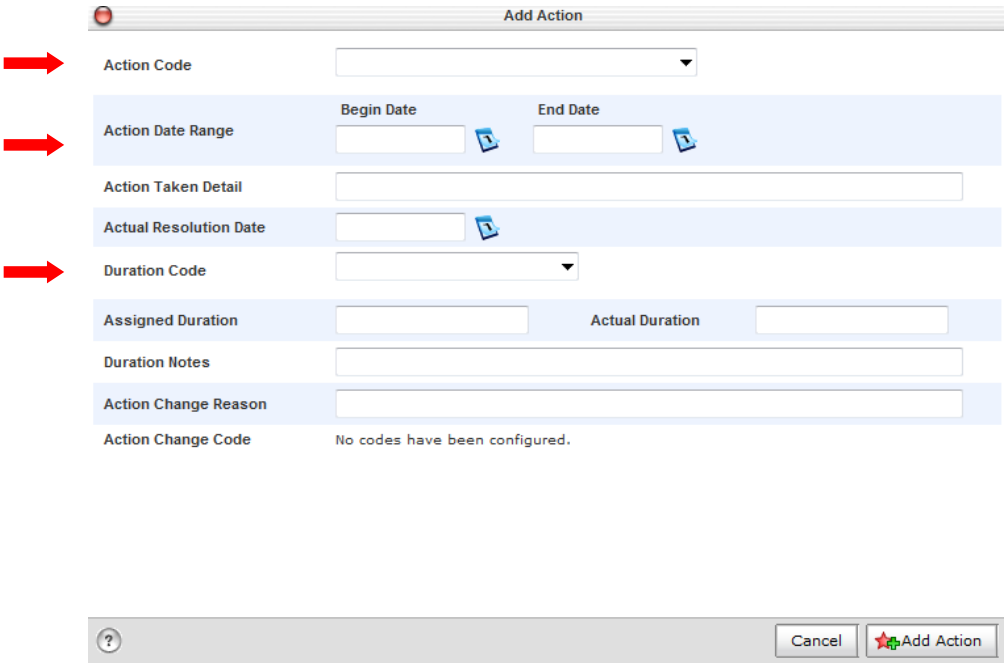
1) **Behavior Codes (Required)** identify the offense or incident that occurred.
Some behavior codes have been further categorized and have been assigned subcodes. If a Behavior code has subcodes attached to it, a second dropdown box will appear beneath the Behavior code dropdown. A subcode must be selected before the behavior codes information can be saved.
The Primary Behavior code for an incident should be marked by placing a check in the checkbox beside Primary Behavior.

After a Behavior has been assigned to an incident, drag the behavior to the appropriate offender to report that behavior for that individual. The behavior appears under the name of the offender and also remains listed under Incident Elements.

Appendix A contains the Behavior Codes installed by the South Carolina Incident Management Installer. Appendix A also includes the State or Federal definitions of the identified behaviors.

2) Action Codes (Required) identify the actions that occurred or were assigned to a participant as a result of the incident. For State and Federal reporting, each Action added should contain an Action Code, Action Date Range, Duration Code, and be associated with the applicable behavior. Providing the Action Date Range and Duration Code will assist users that compile the Table 5 Report for the Office of Exceptional Children.

The remaining fields in the Add Action box are optional and may be used at district discretion.



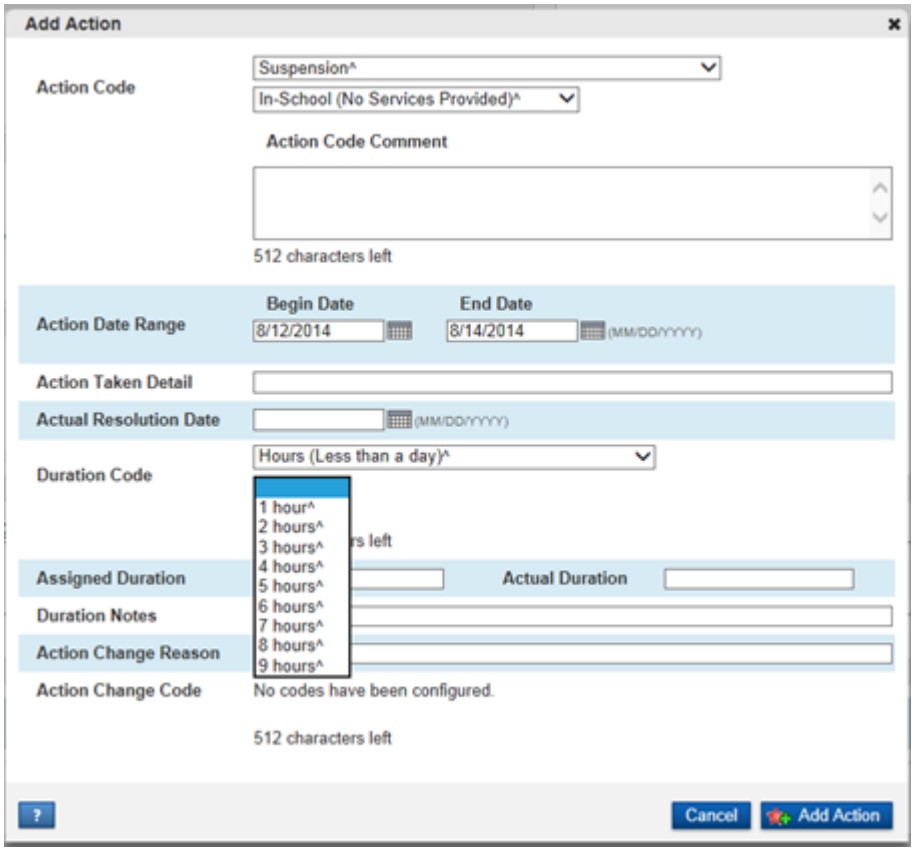
Some Action Codes have been further categorized and have been assigned subcodes. If an Action Code has subcodes attached to it, a second dropdown box will appear beneath the Action code dropdown. **A subcode must be selected before the Action Codes information can be saved.**

NOTE: After you have created an action, you must click and drag the action to the appropriate behavior to associate the two. After the action is associated with the behavior, it no longer appears under the Incident Elements heading.

2a. Action Date Range (Required): The period of time, from the first day to the last, of the imposed consequence. For example, if a student is given a three-day suspension on October 6, 2014. The Action Date Range would be 10/7/14 through 10/9/2014.

2b. Duration Code (Required): The number of days suspended or hours of detention a student receives as a result of committing an offense is recorded in the Duration code**. Note: The assigned duration and actual duration should be the same. All three fields should be in**

agreement. The Duration Code may display a category or rounded amount of days or hours while the Assigned Duration and Actual Duration show an exact amount of hours or days including the use of decimals.

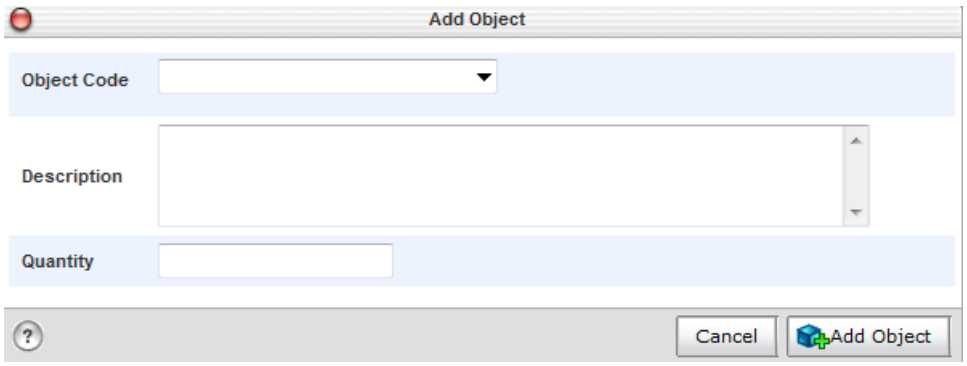


If *Hours (Less than a day)* is selected, an additional dropdown will appear that allows the user to enter the actual number of hours the student was in detention.

NOTES: All forms of removals (Unilateral Removals, Removals by Hearing Officer, In-School Suspensions, Detentions, Out of School Suspensions, and Expulsions) from the regular education setting involving students in special education must reflect the duration and be associated to the behavior for Table 5. Duration Codes will be converted to reporting values in an additional column on the query for Table 5 calculations.

Modified Expulsion refers to any expulsion period that is less than a full calendar year, 365 days.

3) Object Codes (Required) identifies the weapon or other object that was found or used in the incident. If a weapon is assigned to an Incident, **the Behavior Code, 789 – Weapon to the Incident**, must be assigned.

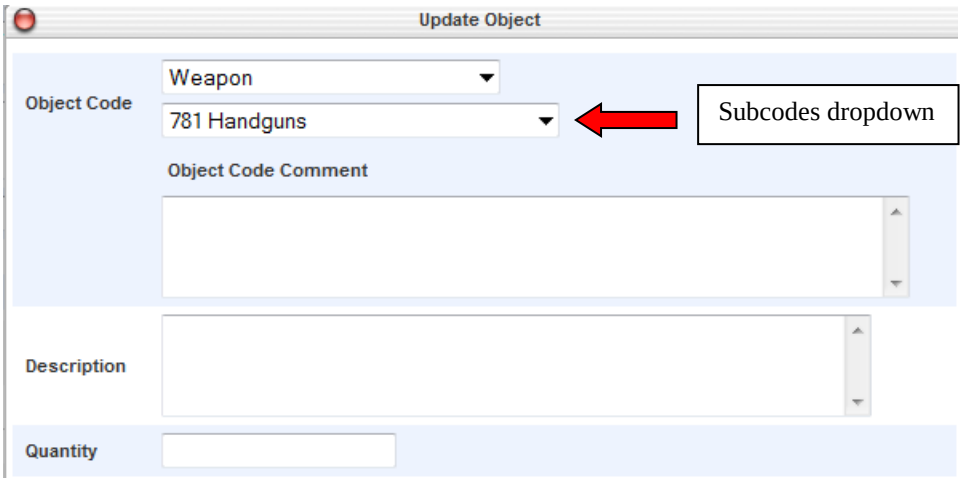


Object codes, particularly those involving knives, are classified according to the length of the knife blade. The length of the knife blade determines if the weapon is included in State reporting only, both State and Federal reporting, neither State nor Federal reporting.

- If a knife blade is greater than 2 inches, but less than 2.5 inches, code that object as Knife > 2 inches. This weapon will then be included in State UMIRS reporting, but will not be included in Federal Reporting.

- If the knife blade is coded as > 2.5 inches, then the weapon will be reported in both State UMIRS and Federal reports.

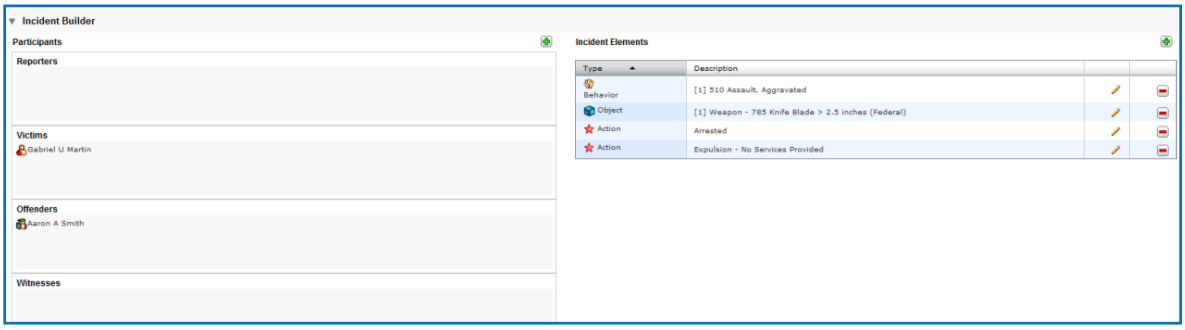
If a Weapon is classified as a Firearm, then the user must identify the type of firearm in the subcode dropdown. **Note: Subcode must be populated.**



Any other Object may be entered as a Miscellaneous Object. If this option is selected in the Object code dropdown, then the user must enter a description of the object in order to save the Object.

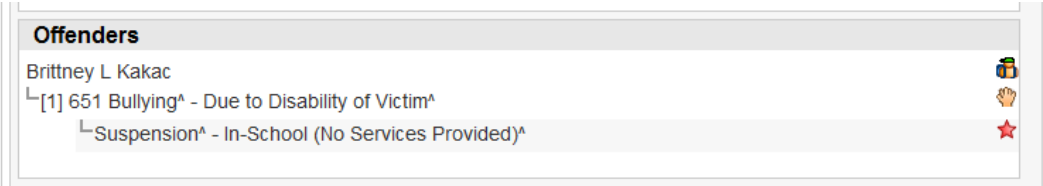
IV. Assigning Incident Elements to Participants

To assign incident elements after you have completed the Participants and Incident Elements sections, go to the Incident Builder to assign Behavior codes to the Participant and Action codes and Object codes to the Behavior codes.

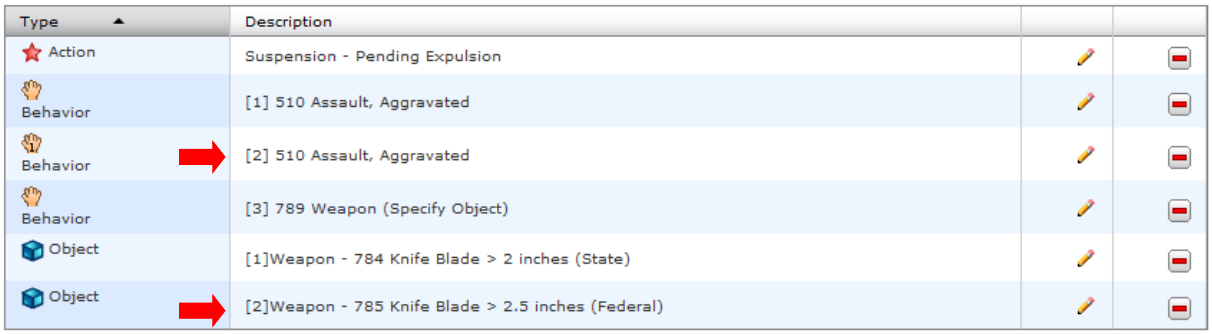


To assign a Behavior code to a Participant, highlight the Behavior in the Incident Elements box and drag it to the appropriate individual in the Participants box.

To assign an Action and Object codes to Behavior codes, highlight the appropriate Action and Object codes in the Incident Elements box and drag them to the correct Behavior code associated with the Participant. Remember that some Incident Elements may also remain in the Incident Elements box after they have been associated with a Participant or Behavior. Below is a screen shot of the Participant with the Incident Elements of a Behavior and Action correctly associated. Note the hierarchy of the association.



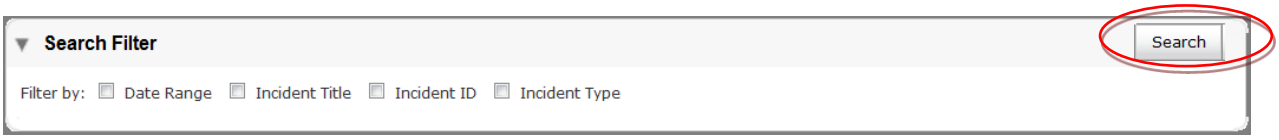
If the same Behavior, Action, or Object is associated with more than one participant AND any part of the Action or Object (such as the comments or Duration of Action) varies among the participants, then the same Action or Object must be added to the Incident and associated with each of the individual students. Note: If an Action has been added more than once, a number will be assigned to each action in brackets.



Type	Description
Action	Suspension - Pending Expulsion
Behavior	[1] 510 Assault, Aggravated
Behavior	[2] 510 Assault, Aggravated
Behavior	[3] 789 Weapon (Specify Object)
Object	[1]Weapon - 784 Knife Blade > 2 inches (State)
Object	[2]Weapon - 785 Knife Blade > 2.5 inches (Federal)

V. Searching, Editing, and Deleting Incidents

To Search, use the filter options displayed at the top of Incident List to narrow the list of Incidents to a specific Date Range, Incident Title, Incident ID, or Incident Type.



To use the search filter options, click the checkbox to the left of the option you want to use. A pop-up box will appear that allows you to enter specific details for the filter selected.

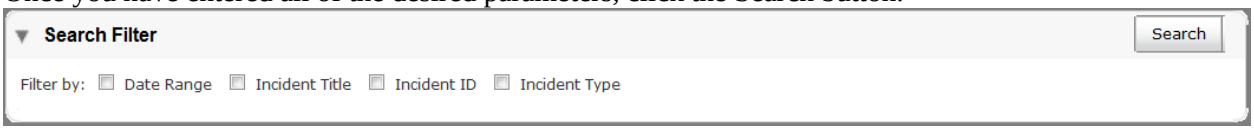
The Date Range option allows you to enter a start date and an end date for when the incident occurred.

The Incident Title option allows you to search for the name of a specific title. You do not have to enter the entire incident title to perform the search.

The Incident ID option allows you to enter the Incident ID number that has been assigned to the incident.

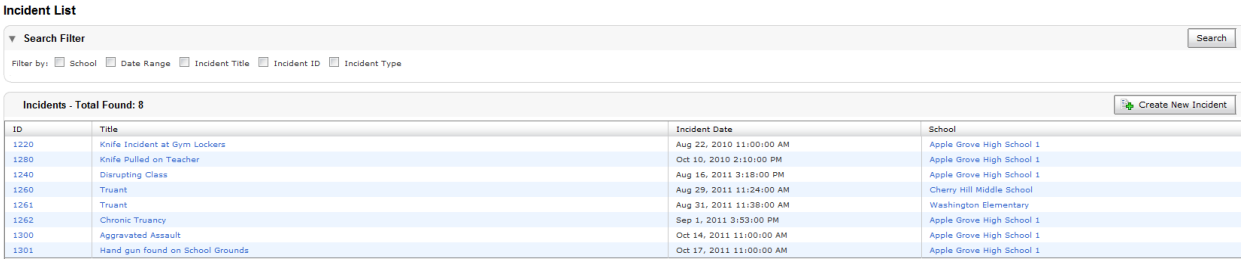
The Incident Type option allows you to choose one of the Incident Types. You will only be able to view the Incident Type(s) for which you have been given access.

Once you have entered all of the desired parameters, click the Search button.

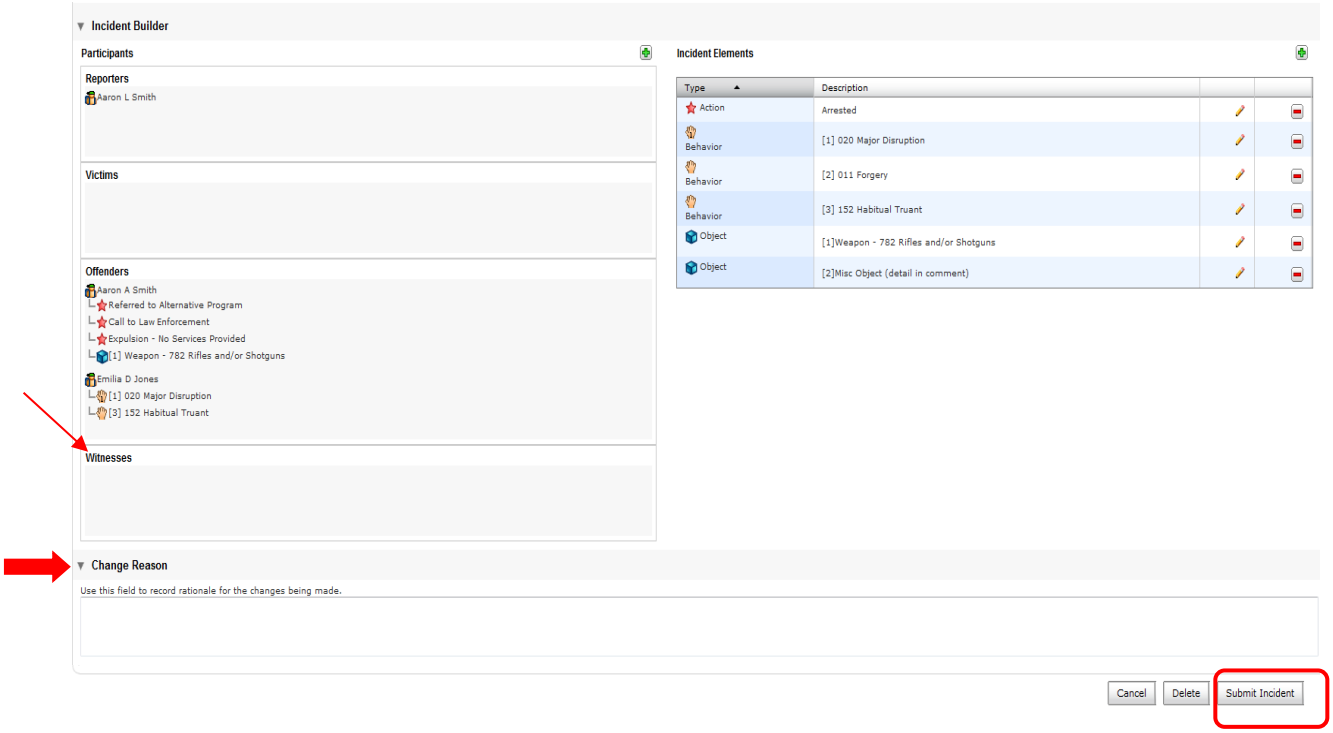


When your search results have been returned, click on the Incident ID or Incident Title to view the details of the incident.

To Edit an incident, click on the Incident ID or Incident Title for the incident that you need to update or delete.

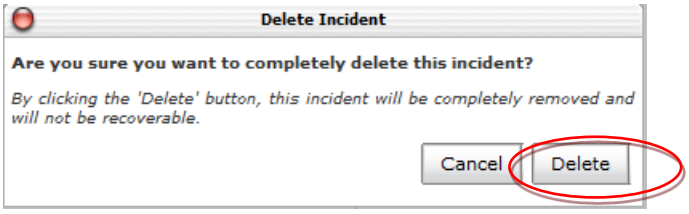


After you have made the necessary changes to the incident, be sure to add a description of the changes in the *Change Reason* box. Then click on the Submit Incident button at the bottom of the page to save the changes.



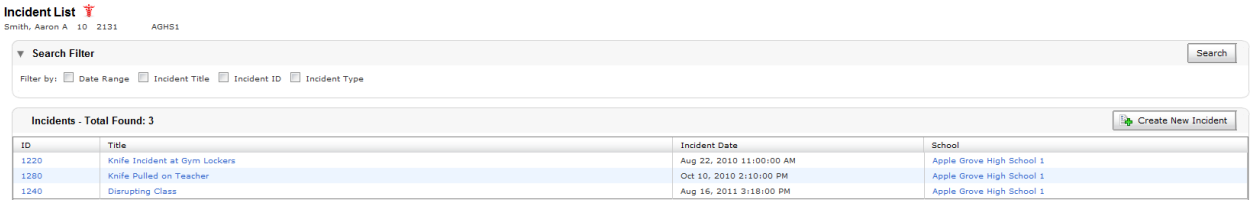
To Delete an incident, click on the Delete button at the bottom of the page.

You will receive a confirmation box asking you if you are sure you want to delete the incident. Click Delete if you are sure that you want to delete the incident, otherwise, click Cancel.



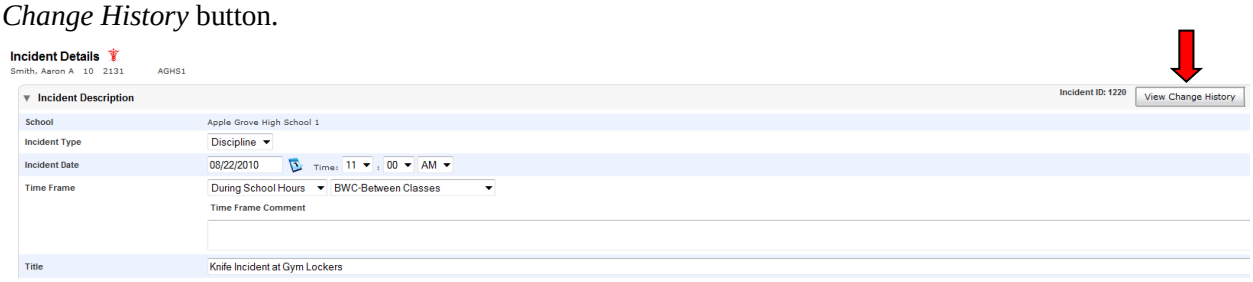
VI. Viewing Incidents for a Specific Student

To view incidents for a specific student, select the student on the Start Page and then Select the *Incidents* under Administration on the left-hand side of the page. The Incident List page displays all incidents for this student. Individual student incidents are managed in the same way that incidents at the school or district level are managed.

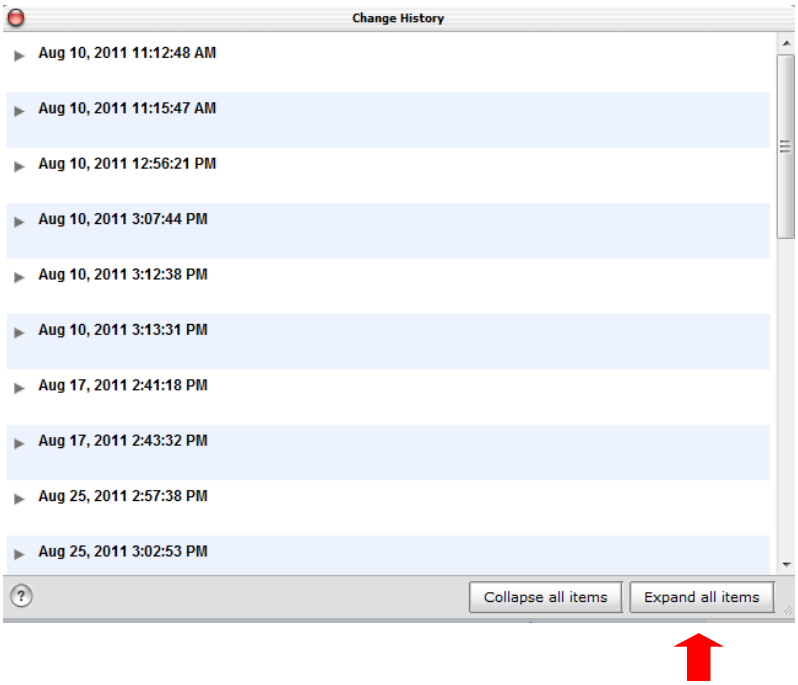


VII. Reviewing Incident History

When a user changes or updates an incident, an audit trail is created. To view changes, click the *View Change History* button.



After you click the *View Change History* button, you will see a list of all of the dates and times changes that have been made that particular incident.



If you click on the *Expand all items* button, the name of the user that made the change and the change reason will display for all dates listed in the box. Clicking on a specific date and time will bring up the details of the change for that one date/time. The Collapse all items button hides the details of each change.

APPENDIX A – INCIDENT CODES AND SUBCODES

Action Codes with State or Federal Definitions

Value	Description	Sub codes with Description
ALT	Referred to Alternative Program	A student may be referred to the alternative school program for behavioral issues or in lieu of expulsion.
ATP	Alternative Placement	is a situation in which, following a student's violation of a code of student conduct, the IEP Team decides to change the student's placement, and such placement is intended to be permanent, i.e., extend beyond the period of any disciplinary action. Permanent changes in placement are not reported as a disciplinary removal for the Table 5 data collection.
ARR	Arrested	
BSS	Bus Suspension - If transportation is on the student's IEP and he/she is suspended from the bus this is considered an Out-of-School Suspension if alternate transportation is not provided and the student does not attend school on the date(s) of the bus suspension.	ATD - Alternate Transportation (District) - Indicates the district has provided alternate means of transportation while the student is suspended from the bus. ATP - Alternate Transportation (Parent/Guardian) – Indicates the parent or guardian has agreed or the district has contracted with the parent/guardian to transport the student during the bus suspension. NAT - The student is suspended from the bus and does not have an IEP that requires transportation provided during a Bus Suspension.
CON	Confiscated	
CNF	Conference	CFS – Student CFP – Parent CFB – Student and Parent CFM - Multidisciplinary

CTP	Call to Parents	
DET	Detention	DSW –After School DST – Saturday DLC – Lunch DRE – Recess DOT - Other
EXP	Expulsion - Expulsion - An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.	EXN – Expelled, No Services Provided EXS - Expelled with Services – This indicates that educational services were provided to a student during removal from the educational setting. For students receiving special education services, if total removals including in-school suspension, out-of-school suspensions, and expulsions of any one removal type or combination of removal types exceed 10 days, educational services including special education and related services must be provided.
HRG	Hearing	HAD – Administrative HEX – Expulsion HMD – Manifestation Determination
HMV	Home Visit	
IAES	IDEA IAES (Interim Alternative Educational Setting) – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.	HRO – Removal by a Hearing Officer - Those instances in which an impartial due process hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting. UNR – Unilateral Removal - Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their

		current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.
JUV	Juvenile Court	
LTP	Letter to Parent	
PMT	Payment for Damages	
REF	Referral	RFC – School Counselor RFE – Adult Education RFD – DSS RFM – Mental Health RFA – Admin RFP – County Alcohol Program
REM	Do Not USE: Removed from Class at Teacher's Request	Do not use
REX	Recommended for Expulsion	Instance in which districts are tracking students recommend for expulsion regardless of the final outcome. (Optional)
SUS	Suspension-- Temporary removal from the child's regular classroom(s) or school for disciplinary purposes not in excess of ten days for any one offense and for not more than thirty days in any one school year. A pupil may not be suspended from school during the last ten days of a year if the suspension will make the pupil ineligible to receive credit for the school year without the approval of the school board unless the presence of the pupil constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours of the suspension.	ISN – In-School (No Services Provided) - Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Services are not provided that enable the child to progress in the general curriculum and for students in special education progress toward meeting IEP goals. Services are not required if total removals, including in-school suspension, out-of-school suspensions, and expulsions, of one removal type and combination of removal types total 10 days or less.

		ISS - In-School (Services Provided) – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Services are provided that enable the child to progress in the general curriculum and if a student in special education in accordance to the student's IEP. If total removals, including in-school suspension, out-of-school suspensions, and expulsions, of any one removal type or combination of removal types exceed 10 days, services must be provided for students in special education. OSS – Out of School (No Services Provided) – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). Services are not provided that enable the child to progress in the general curriculum and for students in special education progress toward meeting IEP goals. Services are not required if total removals, including in-school suspension, out-of-school suspensions, and expulsions, of one removal type and combination of removal types total 10 days or less. OSP – Out of School (Services Provided) – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). Services are provided that enable the child to progress in the general curriculum and if a student in special education in accordance to the student's IEP. If total removals, including in-school suspension, out-of-school suspensions, and expulsions, of any one removal type or combination of removal types exceed 10 days, services must be provided for students in special education. SUX – Pending Expulsion – The student in suspended until a district hearing may be held to determine if student will be expelled. (This status must be updated upon completion of the

		hearing to reflect any resultant time of removal as an expulsion or suspension) SPC – Pending Parent Conference (This status must be updated upon conference completion to reflect any resultant time of removal as a suspension) CCS – Concurrent Suspension – This status indicates that the suspension was addressed under another incident. The incident # should be included in the Action Taken Detail.
TRN	Transfer	
TRU1	Intervention Plan	The district plan for improving students' attendance must be in accordance with any applicable statute.
TRU2	Family Court Referral	Family Court Referral- takes place if a child is referred to family court for violating the compulsory attendance law.
TRU3	Violation of Court Order	If a student fails to comply with the court order attendance order.
WRN	Warning	
WIT	Withdrawal of Privileges	WPD – Driving WPP – Parking WPA – Activities WPC - Computer

Behavior Codes with State or Federal Definitions

The majority of Behavior codes listed in this table have been carried over from Discipline setup for SASI and others have been added at districts' requests. The definition and use of many of these codes may be defined in accordance with district policy. However, some of codes and definitions are defined in accordance with State and Federal law and regulations and should be followed by districts when assigning these codes to Incidents. These definitions are given in the table below that lists all Behavior codes set up by the South Carolina State Incident Management installer released on September 13, 2013.

Behavior Codes

Value	Description	Sub codes with Description
001	Aiding Others	
003	Bite/Pinch/Spit	
002	Other Minor	
004	Contraband	
005	Detention Violation	
006	Dishonesty	
007	Disrupting Class	
008	Drug Violation	Do not use (580 should be used)
009	Fighting	
010	Fireworks	
011	Forgery	
012	Harassment	HSR – Due to Race of Victim HSD – Due to Disability of Victim HSG – Due to Gender of Victim HSE – Due to Religion of Victim HSU – Other/Unknown
013	Sexual Harassment	
014	Hit/Kick/Push	
015	Inappropriate Affection	
016	Inappropriate Language	
017	Inappropriate Behavior	
018	Inappropriate Materials	
019	Indecent Exposure	
020	Major Disruption	
021	No Form Return	
022	Inappropriate Physical Contact	
023	Property Misuse	
024	Running	
025	Sex Violation	
027	Threat	
028	Throwing Objects	
029	Urination	
030	Violation of Class rules	
150	Cutting School	
151	Truant	Any student, ages 6 to 17 years old, who has three consecutive days of unlawful absences or a total of five unlawful absences during the current school year.
152	Habitual Truant	A student, ages 12 to 17 years old, who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional

		unlawful absences.
153	Chronic Truant	A student ages 12 to 17 years old, who has been through the school intervention process, has reached the level of a "habitual" truant, has been referred to Family Court and placed on an order to attend school, and continues to accumulate unlawful absences.
160	Cutting Class	
170	Cutting Activity	
180	Tardy	This code should be used if a school needs to record a disciplinary action for a student who has an excessive number of Tardies.
190	Cheating	
200	Off Limits	
210	Profanity	
220	Computer Violation	
230	Tobacco	The use of smoking cigarettes, cigars, etc. and using smokeless products
240	Loitering	
250	Gang Activity	
260	Bomb Threat	
270	Refusal to Obey/Defiant	
271	Failure to Comply with Disc Action	FCS – Comm Serv/Work Detail FTR – Other FDE –Detention FIS-In-School Suspension
275	Failure to Complete school work	
280	Dress Code	
290	Obscene Gesture	
300	Parking Violation	
305	Driving Violation	
310	Leaving School	
320	Leaving Class	
330	Phone Violation	
340	Bus Violation	
350	Fire Alarm	
360	ID Violation	
370	Littering	
380	Probation Violation	
390	Unauthorized Device	
400	Excessive Noise	
405	Horseplay	
407	Confrontation/Altercation	
430	Contract Violation	
500	Arson	

510	Assault, Aggravated	UMIRS Offense – see Appendix B
520	Assault, Simple	
530	Bribery	
540	Burglary	
560	Disturbing School	
570	Drug Distribution	UMIRS Offense – see Appendix B
575	Drug Usage	UMIRS Offense – see Appendix B
580	Drug Possession	The use or possession of drugs as identified in 21 U.S.C. § 812(c). These offenses do NOT include use or possession of alcohol or tobacco.
590	Embezzlement	
600	Extortion	
610	Forced Sexual Offense	UMIRS Offense – see Appendix B
620	Fraud	
630	Gambling	
640	Homicide	UMIRS Offense – see Appendix B
650	Intimidation –	Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapon and without subjecting the victim to actual physical attack. (This category only includes verbal incident that causes fear. It does not include insubordination, lack of respect, defiance of authority, etc.)-Federal definition-C030.
651	Bullying - A gesture, an electronic communication, or a written, verbal, physical, or sexual act that takes place on school property, at any school-sponsored function where the school is responsible for the child or on a school bus or other school-related vehicle, at an official school bus stop and that: a) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student, physically or emotionally, or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or b) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly	Subcodes: BUR – Due to Race of Victim BUD – Due to Disability of Victim BUG – Due to Gender of Victim BUE – Due to Religion of Victim BOU – Other/Unknown

	operation of the school.	
652	Cyberbullying - See Code 651 - Bullying	
660	Kidnap/Abduction	UMIRS Offense – see Appendix B
670	Larceny/Theft	
680	Alcohol/Liquor Law Violation	
690	Non-Forcible Sex Offense	
700	Other Offenses-(Serious)	Criminal
710	Pornography	
720	Prostitution	
730	Robbery	UMIRS Offense – see Appendix B
740	Stolen Property	
750	Trespassing	
760	Vandalism	
770	Vehicle Theft	
789	Weapons (Specify in Objects)	UMIRS Offense – see Appendix B

Participant Attributes

Value	Description	Sub codes with Description
PHY	Physical Injury	MIN – Minor Physical Injury MOD – Moderate Physical Injury SER - (Serious Bodily Injury) – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(h)(3)). Incidents with injury include those in which one or more students, school personnel or other persons on school grounds required professional medical attention. Examples: concussion, fractured or broken bones, cuts requiring stitches, stab or bullet wounds. Federal definition-C030.
MOV	Possible Motivation – Participant Attribute for the entry of a student's possible motivation for involvement in an offense.	PAT – Obtain peer attention AAT – Obtain adult attention OBT – Obtain items/activities AVT – Avoid tasks/activities APR – Avoid peer(s) AAD - Avoid adult(s) DNK – Don't know

		OTH - Other

Objects – Weapons

Value	**Description**	Has Sub codes	Sub codes with Description
WEA	Weapons		
			780 - Other Weapons
			781 - Handguns
			782 - Rifles/Shotguns
			783 - Other Firearms
			784 - Knife Blade > 2 inches (State)
			785 - Knife Blade > 2.5 inches(Federal)
			786 – Knife Blade less than 2 inches
OBJ	Misc Objects (detail in comment)		

Weapons Codes 780, 781, 782, 783,784, and 785 will be reported on UMIRS reports. Code 786 was created for districts to use to maintain a complete student discipline record.

Appendix B – Definitions for Offenses Included in the Uniform Management Information Reporting System (UMIRS) Reports

The Uniform Management Information Reporting System (UMIRS) is a data collection system required by No Child Left Behind. This system collects truancy data and suspension and expulsion data on certain violent and drug-related offenses. The definitions for the violent and drug-related offenses included in this report are:

510 - Aggravated Assault

Aggravated Assault is an unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This category includes attempted murder. A weapon can be a commonly known weapon, such as a gun or knife, or any other item, which, although not usually thought of as a weapon, becomes one when used in a manner that could cause severe bodily injury (e.g., baseball bat, metal chain, large stick). A "severe laceration" is one that should receive medical attention. A "loss of consciousness" must be the direct result of force inflicted on the victim by the offender.

640 - Homicide

Homicide is the killing of one human being by another.

Do not include vehicular manslaughter or attempted murder as a homicide.

- Non-negligent manslaughter is defined as the willful (non-negligent) killing of one human being by another.
- Negligent manslaughter is defined as the killing of another person through negligence. This offense does not include vehicular manslaughter.
- Justifiable homicide - The killing of a perpetrator of a serious criminal offense by a peace officer in the line of duty or the killing, during the commission of a serious criminal offense, of the perpetrator by a private individual.

570 - Drug Distribution (575 Drug Usage & 580 Drug Possession)

Drug Distribution - Except as authorized by state law, it is unlawful for any person (1) to manufacture, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to manufacture, distribute, dispense, deliver, or purchase; or to possess with intent to manufacture, distribute, dispense, deliver, or purchase a controlled substance and (2) to create, distribute, dispense, deliver, or purchase; or to aid, abet, attempt, or conspire to create, distribute, dispense, deliver, or purchase; or to possess with intent to distribute, dispense, deliver, or purchase a counterfeit substance.

660 - Kidnapping/abduction

Kidnapping/abduction is the unlawful seizure, transportation, and/or detention of a person against his or her will or of a minor without the consent of his or her custodial parent(s) or legal guardian. This category includes hostage taking.

730 - Robbery

Robbery is defined as the taking or attempting to take anything of value under confrontational circumstances from the control, custody, or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm. Because some type of assault is an element of the crime of robbery, an assault should not be reported as a separate crime if it is performed in furtherance of the robbery. If an injury occurring during a robbery results in death, the crime should be listed as a homicide.

610 - Sex Offenses, Forcible

A Forcible Sex offense is any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent. This definition includes forcible rape, forcible sodomy, sexual assault with an object (to use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity), and/or forcible fondling (child molesting).

789 - Weapons Offenses –

The violation of laws prohibiting any person, except law enforcement officers or personnel authorized by school officials, to carry on his or her person, while on any elementary or secondary school property, a knife with a blade over two inches long, a blackjack, a metal pipe or pole, firearms, or any other type of weapon, device, or object that may be used to inflict bodily injury or death. This category also includes carrying in a concealed manner a dirk, slingshot, metal knuckles, razor, or other deadly weapon usually used for the infliction of personal injury.

Appendix C - Special Education Discipline Definitions

This list contains definitions for the coding of Discipline Incidents related to the Federal Reporting of discipline data for Table 5. (*italics*) indicates the corresponding terminology used in TABLE 5 REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL documentation

Alternative Placement *(Permanent Change of Placement)* – is a situation in which, following a student's violation of a code of student conduct, the IEP Team decides to change the student's placement, and such placement is intended to be permanent, i.e., extend beyond the period of any disciplinary action. Permanent changes in placement are not reported as a disciplinary removal for the Table 5 data collection.

Bus Suspension – If transportation is on the student's IEP and he/she is suspended from the bus this is considered an Out-of-School Suspension if alternate transportation is not provided and the student does not attend school on the date(s) of the bus suspension.

- Alternate Transportation (District) - Indicates the district has provided alternate means of transportation while the student is suspended from the bus.
- Alternate Transportation (Parent/Guardian) – Indicates the parent or guardian have agreed or the district has contracted with the parent/guardian to transport the student during the bus suspension.

(Disciplinary Removal) – Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.

Drug Violation, Drug Distribution, Drug Possession (***Drug Offenses***) – The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. § 812(c). These offenses do NOT include use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion - Expelled (*Expulsion*) – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Harassment-

IDEA IAES (*Interim Alternative Educational Setting*) – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

IDEA IAES- Hearing Officer (*Removal by a Hearing Officer*) – Those instances in which an impartial due process hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to

result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

IDEA IAES - Unilateral Removal (***Unilateral Removal***) – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

P*ermanent Change of Placement* – is a situation in which, following a student's violation of a code of student conduct, the IEP Team decides to change the student's placement, and such placement is intended to be permanent, i.e., extend beyond the period of any disciplinary action.

Serious Physical Injury (*Serious Bodily Injury*) – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(h)(3)).

Suspension - In-School (*In-School Suspension*) – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Suspension- Out of School (*Out-of-School Suspension*) – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Weapons (*Dangerous Weapon*) – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2½ inches in length (18 U.S.C. § 930(g)(2)). Note:

- Subcode 784 – Knife Blade > 2 inches (State) is not applicable
- Subcode 786 – Knife Blade less than 2 inches is not applicable
- Subcode 780 – Other Weapons requires determination of the definition above on an individual basis

Services Provided vs. No Services Provided –

This is an indication if special education and related services were provided during removal from the educational setting including in-school suspension, out-of-school suspensions, and expulsions. If total removals of any one removal type or combination of removal types exceed 10 day, services must be provided.

- Progress in the general curriculum refers to services outside or beyond special education.

- Addressing behavior refers to development of a functional behavior assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- Services for students without disabilities would include those services that enable the child to progress in the general curriculum and, as appropriate, address the behavior.

Appendix D – Possible Motivation for Student Offenses

Possible Motivation	Definition
Avoid Adult	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention	Student engages in problem behavior(s) to gain adult(s) attention.
Obtain items/Activities	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention	Student engages in problem behavior(s) to gain peer(s) attention.
Other	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation	Student engages in problem behavior(s) for unclear reasons.