

# 2019-20 Safe Schools Annual Statistical Report

Office of Continuous Improvement and Support

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*Kentucky Department of Education*

*Office of Continuous Improvement and Support*

*Division of Student Success*

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## Introduction

The *2019-20 Safe Schools Annual Statistical Report* is produced by the Kentucky Department of Education (KDE) in compliance with [KRS 158.444](#). The purpose of this document is to provide a summary of Kentucky's 2019-20 safe schools data. The data featured in this report was collected through the state's student information system, Infinite Campus (IC). Throughout the school year, schools and districts enter behavior data into IC.

This report presents a summary of behavior events that resulted in an expulsion (with or without services), suspension (in-school or out-of-school), or corporal punishment. In addition, any behavior events involving assault and violence, weapons, tobacco, alcohol, drugs, bullying, or harassment are included in this report, regardless of resolution. The data is disaggregated by sex, race/ethnicity, grade level, socioeconomic status, location of the event, and context of the event. This report presents data for five consecutive school years, beginning with the 2015-16 school year.

### Organization and Timeline

Every effort has been made to ensure that this report reflects the statutory expectations, federal reporting requirements, and best practices for sharing student data. To ensure data quality, KDE's Division of Student Success (DSS) provides training and guidance to schools and districts throughout the year. The data standards and related webinar trainings are available on the [KDE Safe Schools website](#). The terminology in this report is consistent with terminology used in state and federal reporting and data collection (e.g., race/ethnicity, offender, discipline resolution, behavior event, and behavior incident).

This report begins with an overview, starting with student enrollment compared with behavior events reported, followed by disaggregated discipline resolutions and incident categories sorted by race/ethnicity, sex, grade level, and socioeconomic status.

To create the report, behavior data is entered into IC by administrators at the school level and is then verified by the school and district before submission to KDE. The data reflected in this report has been verified through the following verification process:

- **May 2020** – District level Safe Schools Administrators were instructed to begin validation of behavior data by utilizing the Safe Schools Report within IC.
- **June 2020** – District superintendents were required to submit a district verification form to KDE. This verification indicated that the district data was complete and accurate.
- **July-August 2020** – Districts were instructed to verify aggregate district and school safety data via the School Report Card Quality Assurance site.
- **July-August 2020** – Districts were instructed to make any necessary behavior data changes in IC.
- **October 2020** – State, district, and school level behavior data was publicly released via the School Report Card within [KDE's Open House](#).

## Executive Summary of Key Findings

The *2019-20 School Safety Annual Statistical Report* presents a review of the data related to 225,967 behavior events recorded in Infinite Campus (IC) by Kentucky's public schools. Below is a summary of the key findings of this report.

- **The COVID-19 pandemic impacted data reporting. Due to the sudden transition to remote learning and periods of school closure in the spring of 2020, figures for the 2019-20 school year are likely to be artificially low throughout this report. Any data connected to the year 2019-20 will be denoted with an asterisk (\*) as a reminder that the data may be artificially low.**
- The overall number of recorded behavior incidents has steadily risen over a five-year period.
- The majority of students who experience a behavior event experience fewer than ten events during a school year, with 35,037 students experiencing only one behavior event in 2019-20\*.
- The majority of behavior events occur during the school day and in either the classroom or hallways/stairwells.
- Black students are over-represented in behavior events, making up 35.1 percent of behavior incidents while only representing 10.6 percent of the total student population.
- Male students are much more likely to experience a behavior event than female students.
- In-school removals are the most frequently cited outcomes for behavior events, followed by out-of-school suspensions.
- Most behavior event categories impact students of all grade levels, with the exception of substance use which begins to have a more wide-spread impact around fifth grade.
- Behavior incidents involving a gun or other deadly weapon are on the rise – a realization that can be clearly seen even with artificially low 2019-20 figures. =
- Student alcohol use has been on a steady decline over the five-year period; however, tobacco use continues to climb and is the most frequently cited substance used in schools, especially for female students.
- Bullying and harassment rates have been on a steady decline over the past five years, with a spike in 2018-19 that does not surpass baseline figures.
- The students most at risk for behavior events are male students with IEPs who are also economically disadvantaged.
- Legal intervention is used infrequently to respond to behavior events in schools. When it is used, Student Resource Officer (SRO) involvement is the most frequently cited, followed by calls to police. The involvement of SROs is rising at a greater rate than that of local police.

## Overall Behavior Events and Resolutions

To gain a deeper understanding of the behavior event data presented in this report, this section will review the overall student population data and incident data for the 2019-20 school year. Kentucky's total public-school population included 647,987 students in Kindergarten through Grade 14 as reported by the [2019-20 School Report Card](#). Kentucky's School Report Card is can be found on the KDE's website and provides information about each school district, including test performance, teacher qualifications, student safety, and parent involvement. The safety data presented in this report can be found on the School Report Card for each school and is included as part of the Safety Domain. This data can be viewed at either the school or district level.

Figure 1 shows the demographic makeup of Kentucky's public-school student population over the past five years. Overall, the student population in Kentucky has remained stable, with roughly 75 percent of students identifying as White, 11 percent of students identifying as Black, 8 percent of students identifying as Hispanic/Latino, 4 percent of students identifying as Two or More Races and 2 percent of students identifying as another race or ethnicity. The sex divide between students is relatively even, with 51 percent of students being identified as male and 49 percent of students being identified as female. The 2019-20 school year did see a jump in the number of students identified as economically disadvantaged. While Figure 1 does display a lower percentage of students being involved in behavior events, this is likely due to the artificially suppressed data caused by the COVID-19 pandemic.

**Figure 1: Student Enrollment Summary**

|                                      | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
|--------------------------------------|---------|---------|---------|---------|----------|
| <b>Race/Ethnicity</b>                |         |         |         |         |          |
| Black                                | 69,137  | 69,510  | 68,207  | 68,254  | 68,799   |
| Hispanic/Latino                      | 39,212  | 42,275  | 43,875  | 46,489  | 49,201   |
| Other                                | 12,282  | 12,939  | 13,308  | 13,696  | 13,941   |
| Two or More Races                    | 21,869  | 23,712  | 24,968  | 26,388  | 28,321   |
| White                                | 512,975 | 508,152 | 498,011 | 491,939 | 487,725  |
| <b>Sex</b>                           |         |         |         |         |          |
| Female                               | 318,617 | 318,956 | 314,817 | 313,859 | 314,433  |
| Male                                 | 336,858 | 337,632 | 333,552 | 332,910 | 333,554  |
| <b>Socioeconomic Status</b>          |         |         |         |         |          |
| Economically Disadvantaged           | 394,905 | 399,235 | 394,659 | 392,419 | 393,671  |
| Economically Advantaged              | 260,570 | 257,353 | 253,710 | 254,347 | 254,316  |
| Behavior Events (BE)                 | 248,620 | 287,841 | 291,675 | 299,987 | 225,967  |
| Students Not Involved in a BE        | 573,603 | 569,658 | 560,391 | 555,733 | 571,156  |
| Students Involved in a BE            | 81,872  | 86,930  | 87,978  | 91,033  | 76,831   |
| <b>Summary</b>                       |         |         |         |         |          |
| Total Student Enrollment             | 655,475 | 656,588 | 648,369 | 646,766 | 647,987  |
| Total Students Involved in a BE      | 81,872  | 86,930  | 87,978  | 91,033  | 76,831   |
| Percent of Students Involved in a BE | 12.5%   | 13.2%   | 13.6%   | 14.1%   | 11.9%    |

## Student Participation in Behavior Events

This report summarizes the behavior data for all students who participated in a behavior event during the 2019-20 school year, with prior years shown for comparison. To be included in this report, school or district administrators must have indicated one of the following discipline resolutions:

- INSR: In-school Removal
- SSP1: Expelled with Services
- SSP2: Expelled without Services
- SSP3: Out-of-School Suspension
- SSP5: Corporal Punishment

Additionally, this report includes the following behavior event categories:

- Assault and violence,
- Guns or other deadly weapons,
- Drugs, alcohol, or tobacco possession, use, or distribution, and
- Bullying and/or harassment.

During the 2019-20 school year, school and district administrators recorded 76,831 students involved in behavior events, a figure that represents a 15 percent decrease in the overall number of behavior events from the prior year. It should be noted that this figure is likely to be artificially suppressed due to the COVID-19 pandemic and the resulting school closures.

Figure 2 below shows the number of students involved in multiple behavior events. While the total number of behavior events recorded in 2019-20 are lower than in previous years, the data continues to follow its usual pattern, with most students receiving between one and ten behavior events and fewer students showing more than forty behavior events.

**Figure 2: Number of Students Involved in Multiple Behavior Events**

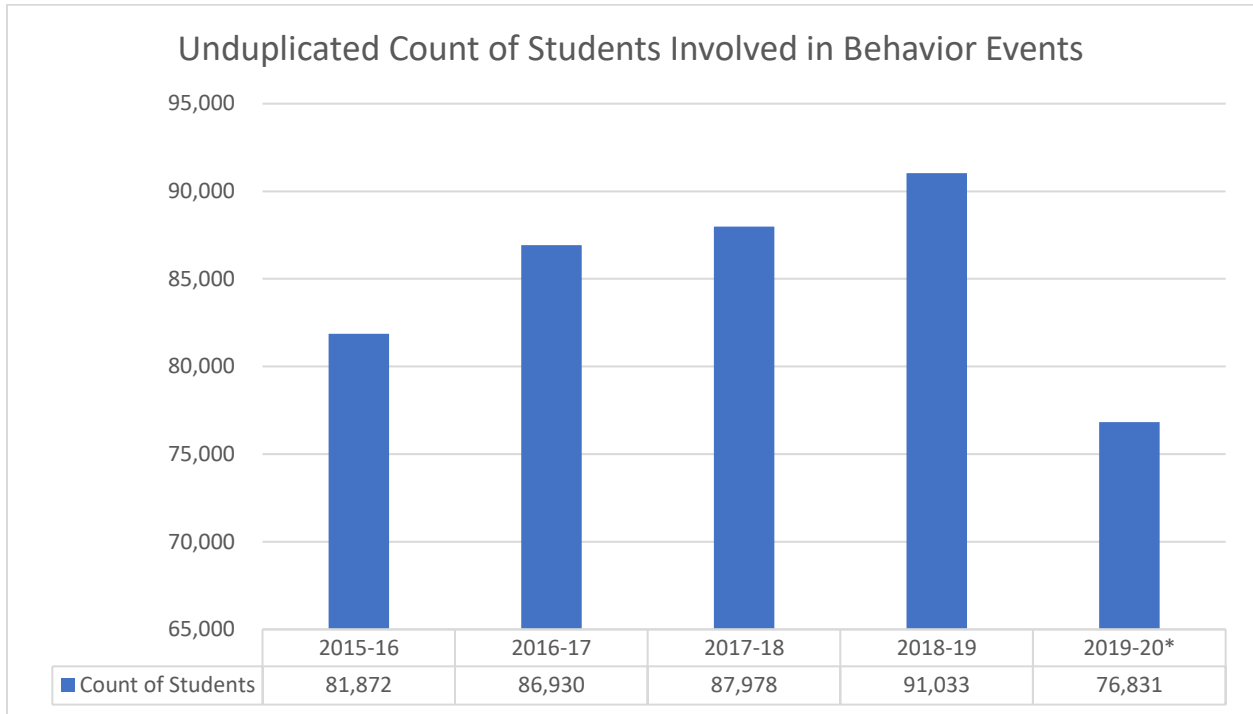
|                       | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
|-----------------------|---------|---------|---------|---------|----------|
| 1-10 Events           | 77,544  | 81,204  | 83,130  | 85,971  | 72,724   |
| 11-20 Events          | 3,478   | 4,392   | 3,699   | 3,824   | 3,093    |
| 21-30 Events          | 611     | 934     | 747     | 808     | 624      |
| 31-40 Events          | 156     | 238     | 221     | 249     | 201      |
| 41-50 Events          | 37      | 90      | 76      | 96      | 92       |
| 51 and Greater Events | 46      | 72      | 75      | 85      | 97       |
| Total Behavior Events | 81,872  | 86,930  | 87,978  | 91,033  | 76,831   |

One point of reflection from Figure 2 is that the figures for the number of students with frequent behavior events seems to be on-par (31-40 events and 41-50 events), or even outpacing (51+ events), the previous years. This suggests that these indicators would have surpassed prior year outcomes had the school year not been interrupted. It should also be noted that 35,037 students had only one behavior event in 2019-20, compared to 43,197 in the prior year. Figure 3 shows the unduplicated count of students involved in behavior events over the past five years. Similar to the data above, it shows a



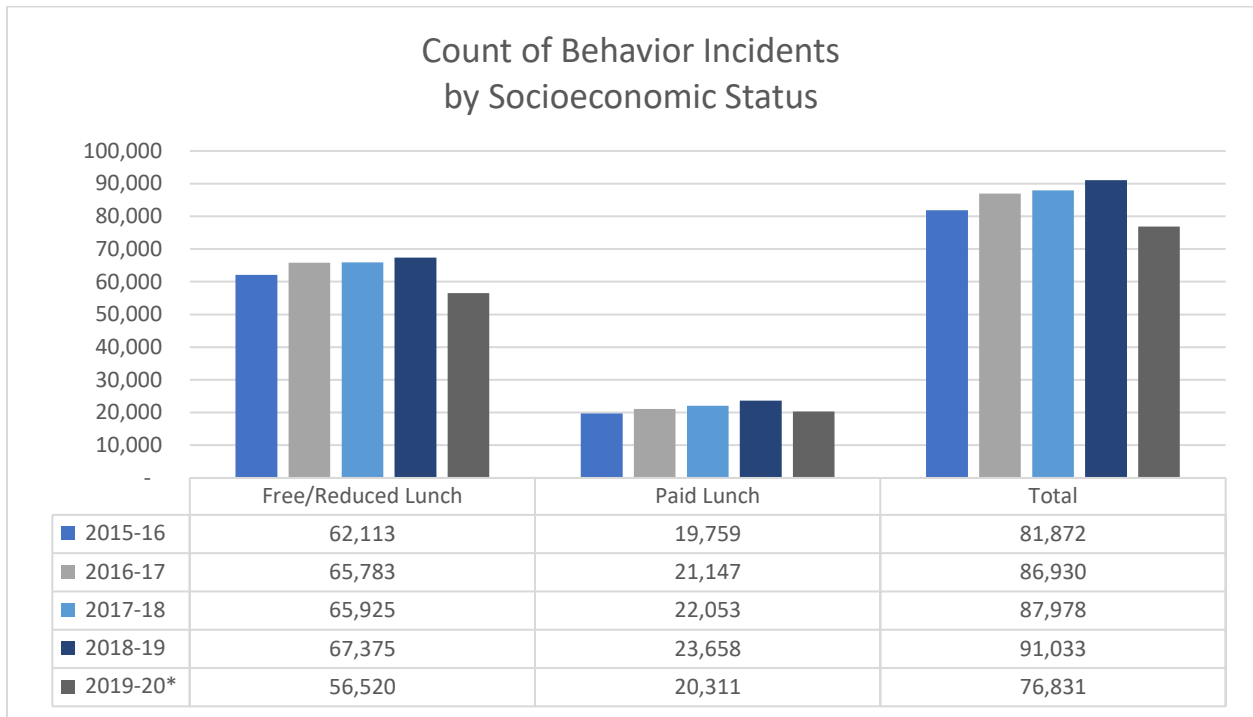
consistent climb in the number of students involved in behavior events, followed by the sudden decline in 2019-20, attributed to the COVID-19 pandemic.

**Figure 3: Unduplicated Count of Students Involved in Behavior Events**

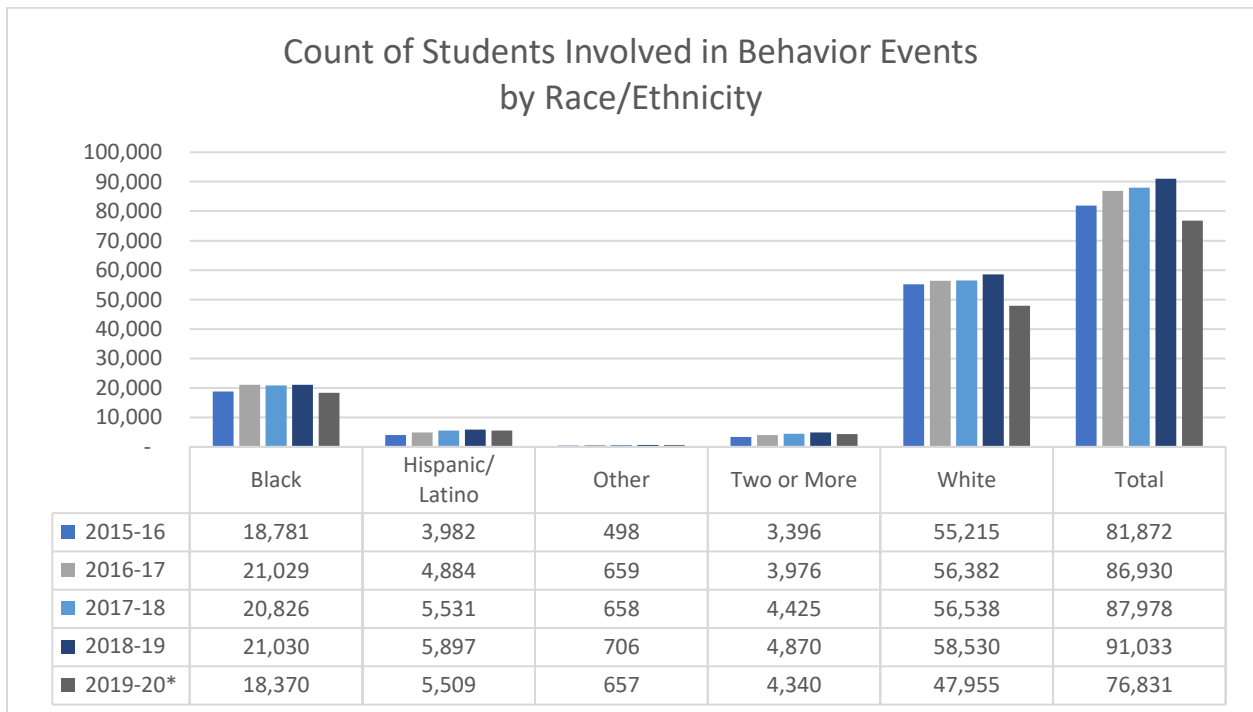


Figures 4 and 5 show the count of students involved in behavior events by socioeconomic status and race/ethnicity respectively. From year-to-year, these outcomes have remained steady. Students who are considered economically disadvantaged due to their ability to qualify for free or reduced priced lunch waivers experience a greater rate of behavior events than their more affluent counterparts. In 2019-20, economically disadvantaged students make up 73.6 percent of all behavior events while comprising only 60.8 percent of the total student population. White students account for 62.4 percent of behavior events in 2019-20, followed by Black students with 23.9 percent of behavior events. This ratio has held true since 2015-16.

**Figure 4: Count of Behavior Incidents by Socioeconomic Status**



**Figure 5: Count of Students Involved in Behavior Events by Race/Ethnicity**



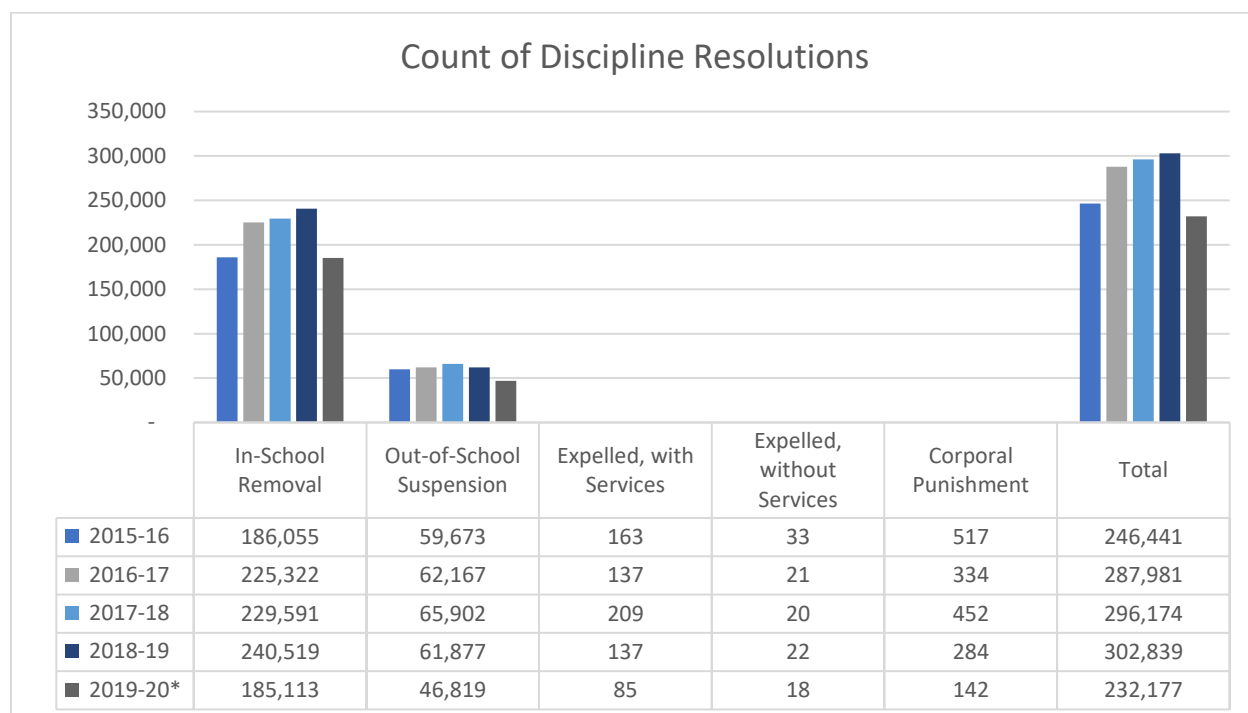
## Overall Discipline Resolutions

Discipline resolutions represent the action taken by school or district administration to address a behavior event. Depending on local policy, behavior events may include multiple discipline resolutions. In 2019-20, school and district administrators recorded 225,967 behavior events with a total of 254,472 discipline resolutions, indicating some students had more than one discipline resolution for a single behavior event. Of those total discipline resolutions recorded, 232,177 resolutions aligned to a state resolution codes outlined in this report. This means that 22,295 discipline resolutions represent an additional resolution for a given discipline event that are not included in the analysis of this report (e.g. conference with parent, etc.).

Figure 6 presents the counts of discipline resolutions. In-school removals remain the most frequently utilized discipline resolution (79.7 percent) followed by out-of-school suspensions (20.2 percent). Corporal punishment and expulsion resolutions are relatively rare in Kentucky public schools, representing less than 0.05 percent of discipline resolutions collectively. Currently only eleven districts reported using corporal punishment as a discipline resolution. The number of districts using corporal punishment has declined over the past 5 years of reporting.

When viewed through the lenses of sex and race/ethnicity, the trends from the past few years continue to hold true. Both female and male students experience discipline resolutions at roughly the same rate, with in-school removals and out-of-school suspensions outpacing other forms of discipline, as shown in Figure 7. Male students have been historically more likely to be subjected to corporal punishment, with 134 male students experiencing corporal punishment in 2019-20 compared to only eight female students. Corporal punishment rates have fallen with a roughly 30 percent reduction since 2015.

**Figure 6: Count of Discipline Resolutions**

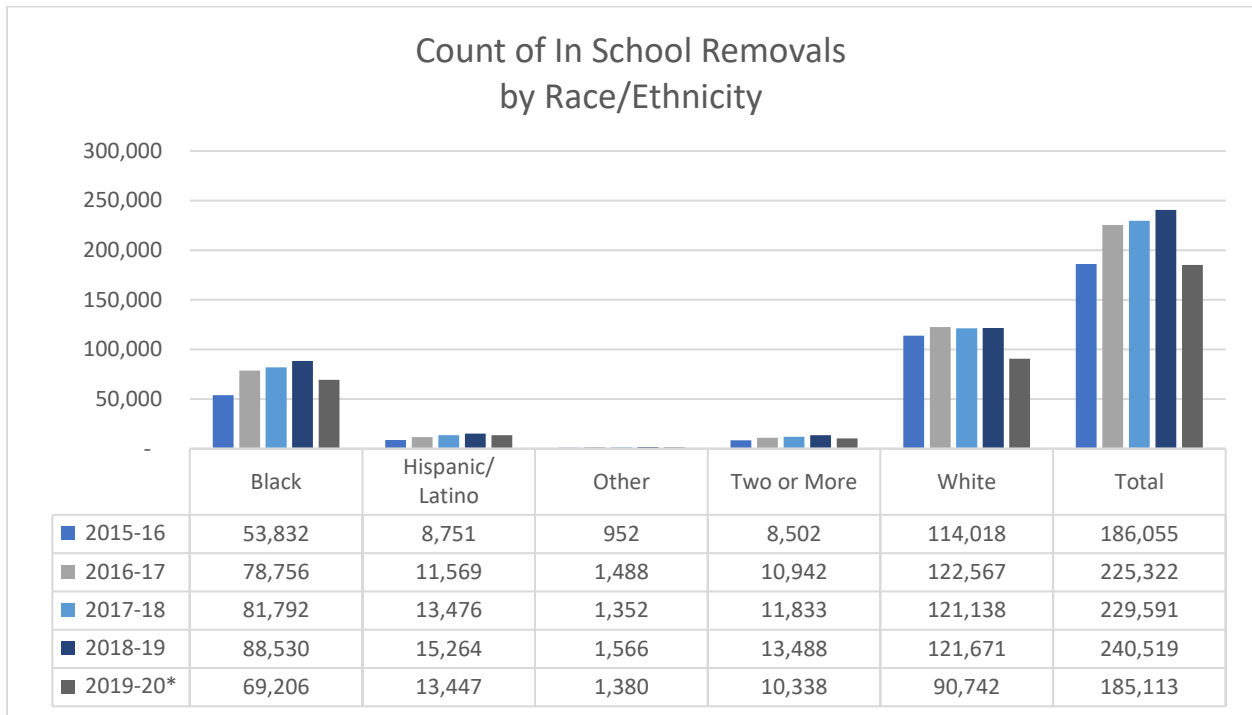


**Figure 7: Count of Discipline Resolutions by Sex**

|                            | Female  |         |         |         |          |
|----------------------------|---------|---------|---------|---------|----------|
|                            | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
| In-School Removal          | 52,345  | 62,476  | 65,178  | 71,208  | 58,602   |
| Out-of-School Suspension   | 16,862  | 17,990  | 18,698  | 18,048  | 13,891   |
| Expelled, with Services    | 32      | 27      | 52      | 28      | 20       |
| Expelled, without Services | 11      | 2       | 3       | 2       | 4        |
| Corporal Punishment        | 52      | 37      | 49      | 40      | 8        |
|                            | Male    |         |         |         |          |
|                            | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
| In-School Removal          | 133,710 | 162,846 | 164,413 | 169,311 | 126,511  |
| Out-of-School Suspension   | 42,811  | 44,177  | 47,204  | 43,829  | 32,928   |
| Expelled, with Services    | 131     | 110     | 157     | 109     | 65       |
| Expelled, without Services | 22      | 19      | 17      | 20      | 14       |
| Corporal Punishment        | 465     | 297     | 403     | 244     | 134      |

In-school removals and out-of-school suspensions continue to be the most frequently deployed discipline resolution when disaggregated by race/ethnicity categories. Figures 8 and 9 show the count of in-school removals and out-of-school suspensions by race/ethnicity. These figures indicate a disparity in the number of Black students receiving in-school removals. White students make up 49.0 percent of students receiving in school removals, yet they make up 75.3 percent of the total student population in Kentucky. This is compared to Black students who make up 37.4 percent of students receiving in-school removals while making up only 10.6 percent of the total population.

**Figure 8: Count of In School Removals by Race/Ethnicity**



**Figure 9: Count of Out of School Suspension by Race/Ethnicity**

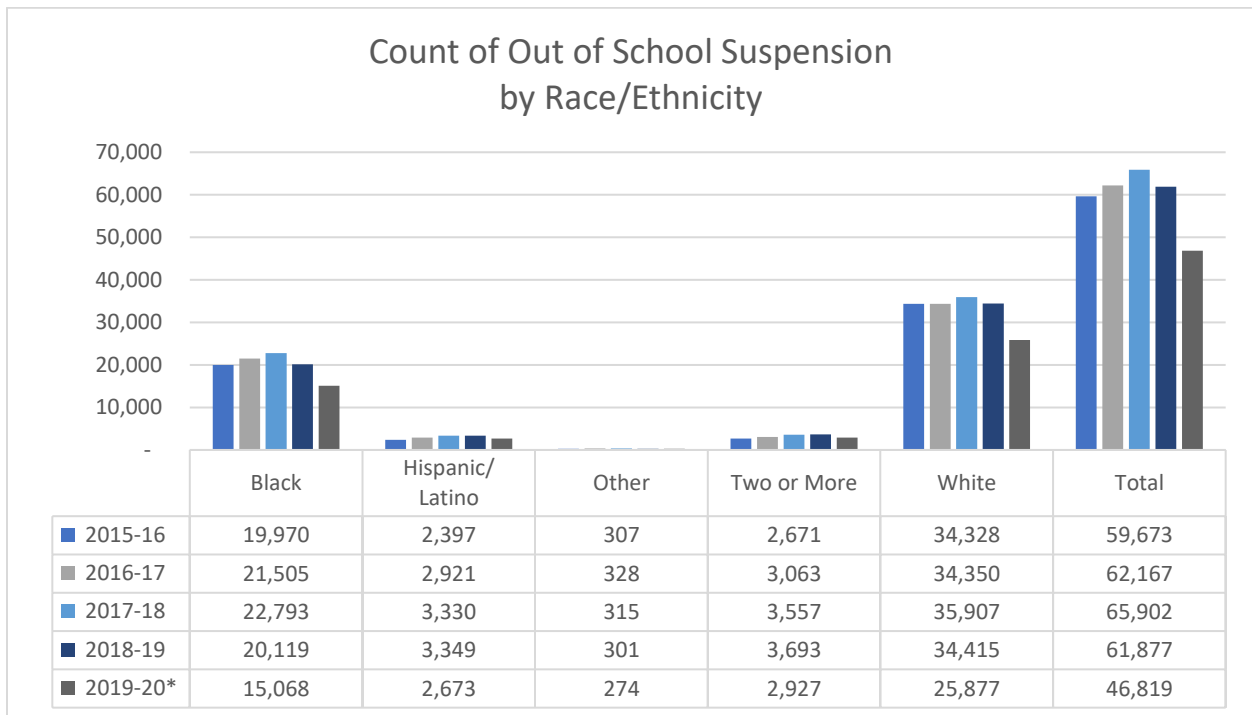
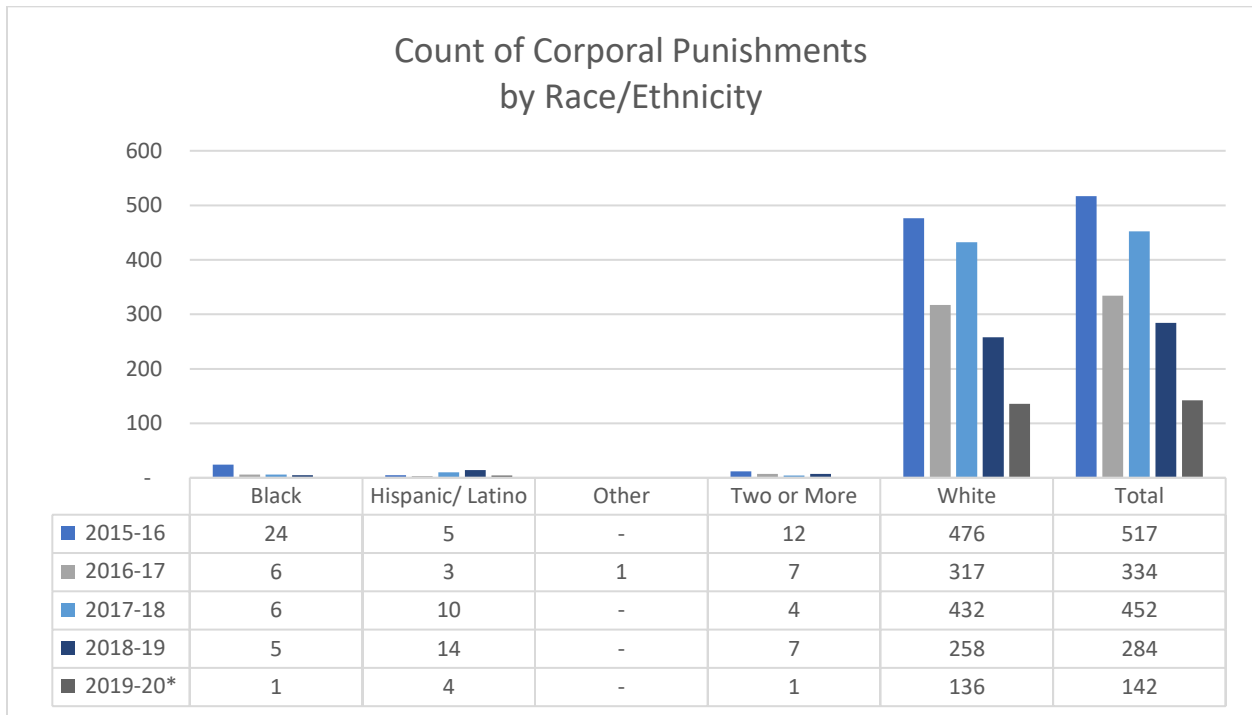


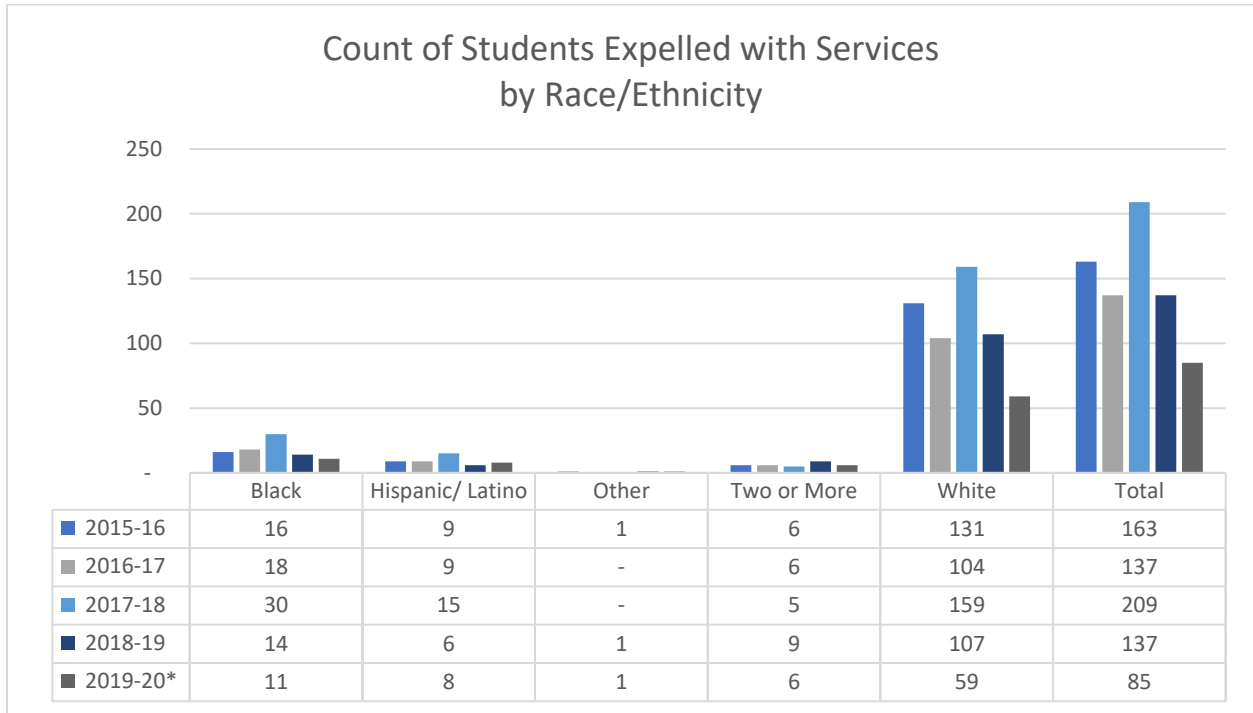
Figure 10 presents the count of corporal punishments disaggregated by race/ethnicity. While they make up a very small portion of the discipline referrals presented in this report, they are still notable and present a clear difference among groups. White students are much more likely than students in other race/ethnicity groups to receive corporal punishment as a behavior resolution, representing 95.8 percent of corporal punishments during the 2019-20 school year. This is likely due to the fact that districts that utilize corporal punishment have very low numbers of non-White students.

**Figure 10: Count of Corporal Punishments by Race/Ethnicity**

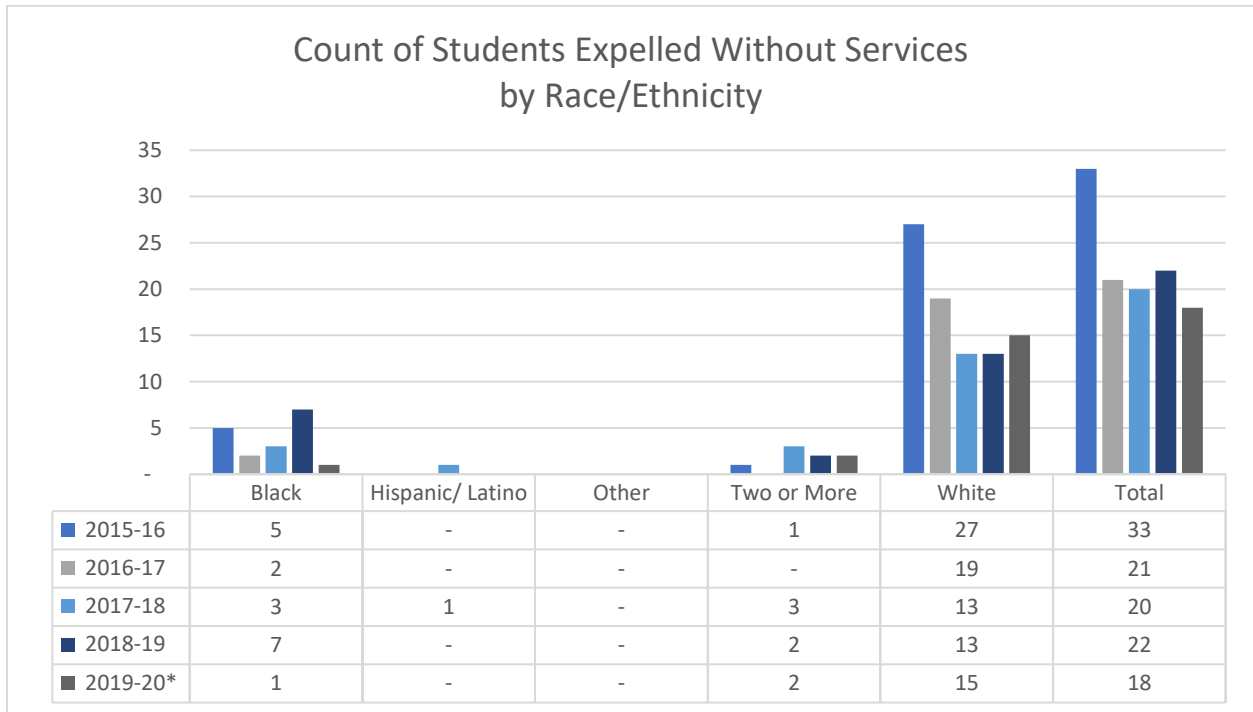


Finally, Figures 11 and 12 present the count of students expelled with and without services disaggregated by race/ethnicity. Proportionally, the numbers of students being expelled with and without services align with the racial proportions of the overall student enrollment. Special education students are prohibited by state law from being expelled, without services, therefore, figure 12 only represent non-special education students.

**Figure 11: Count of Students Expelled with Services by Race/Ethnicity**



**Figure 12: Count of Students Expelled Without Services by Race/Ethnicity**



## Discipline Resolutions in Context

When crafting policy to reduce behavior events in schools, it is important to consider the context in which those events occur. Figure 13 displays the count of behavior events by location on school property. In 2019-20, classrooms remain the most frequently cited location of a behavior event, making up 80.1 percent of overall behavior events; a figure that has remained relatively steady for several years. Hallways and stairwells also remain a consistent point of behavior events, making up 6.7 percent of all behavior events. The distribution of behavior events has remained relatively stable over the past five years.

**Figure 13: Count of Behavior Events by Location**

|                   | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
|-------------------|---------|---------|---------|---------|----------|
| Athletic Field    | 223     | 227     | 242     | 287     | 151      |
| Bus               | 6,533   | 7,868   | 7,338   | 7,534   | 5,294    |
| Cafeteria         | 7,142   | 7,747   | 8,411   | 8,189   | 5,982    |
| Campus Grounds    | 4,475   | 4,770   | 4,910   | 4,382   | 3,097    |
| Classroom         | 201,357 | 235,060 | 235,988 | 240,049 | 182,498  |
| Field Trip        | 250     | 274     | 269     | 310     | 187      |
| Gymnasium         | 4,182   | 4,783   | 5,237   | 5,403   | 3,842    |
| Hallway/Stairwell | 15,103  | 16,383  | 17,672  | 20,100  | 15,095   |
| Off-Campus        | 1,574   | 1,988   | 1,633   | 1,853   | 1,125    |
| Office            | 1,182   | 1,265   | 1,294   | 1,432   | 1,067    |
| Other             | 1,642   | 1,973   | 2,567   | 3,055   | 1,549    |
| Playground        | 1,670   | 2,298   | 2,536   | 2,413   | 1,608    |
| Restroom          | 3,287   | 3,205   | 3,578   | 4,980   | 4,472    |
| Total             | 248,620 | 287,841 | 291,675 | 299,987 | 225,967  |

It is also important to consider when behavior events take place. Figure 14 shows the count of behavior events by context. The vast majority of recorded behavior events (98.6 percent) occur during school-sponsored events (SS), during school hours. This is a trend that has remained steady over the past five years.

**Figure 14: Count of Behavior Events by Context**

|                             | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
|-----------------------------|---------|---------|---------|---------|----------|
| SS, during school hours     | 241,376 | 282,384 | 286,587 | 295,701 | 222,715  |
| SS, not during school hours | 3,268   | 3,253   | 3,129   | 2,994   | 2,356    |
| NS, during school hours     | 2,194   | 1,661   | 1,408   | 755     | 580      |
| NS, not during school hours | 572     | 543     | 551     | 537     | 316      |
| Total                       | 247,410 | 287,841 | 291,675 | 299,987 | 225,967  |



## Behavior Events Involving Assault and Violence

During the 2019-20 school year, school and district administrators recorded 4,601 behavior events involving assault and violence. For the purpose of this section, an event is considered to involve assault and violence if it is registered as assault, abuse of a teacher, arson, criminal abuse, homicide, kidnapping, menacing, rape, robbery/theft, sexual assault, sexual offense (non-touch), terroristic threatening, or wanton endangerment. For a full list of behavior codes for this category, see Appendix B.

**Figure 15: Count of Behavior Events Involving Assault and Violence by Race/Ethnicity**

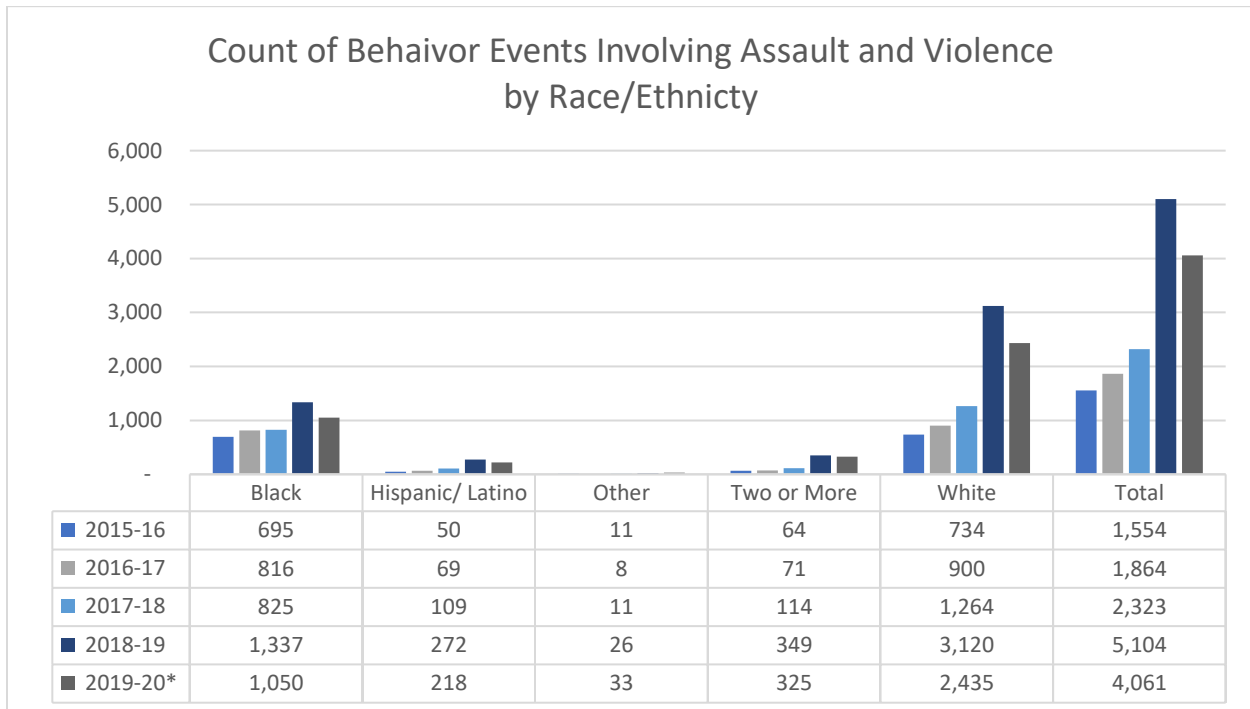


Figure 15 shows the count of behavior events involving assault and violence disaggregated by race/ethnicity. Over the past five years, Kentucky schools have seen a steady and sharp increase (119.72 percent) in the number of behavior events in this category. All student groups reflect an increase of more than 100 percent over the past five years with the exception of Black students who have increased at a slower rate. While counts for the 2019-20 school year are likely to be suppressed by the COVID-19 pandemic, the ratio of events among groups continues to remain the same, with White students making up 60.0 percent of events, followed by Black (25.9 percent) and Hispanic/Latino (5.4 percent) students.

The increase in the rate of events involving assault and violence is more clearly visualized when viewed through the lens of sex. These events are not proportionally distributed by gender. Male students are more likely to participate in a behavior event involving assault and violence than their female counterparts, making up 77.1 percent of events in this category. While both male and female students have experienced an increase in events over the past five years, male students have experienced a 128.99 percent increase compared to female students 94.18 percent increase.

**Figure 16: Count of Behavior Events Involving Assault and Violence by Sex**

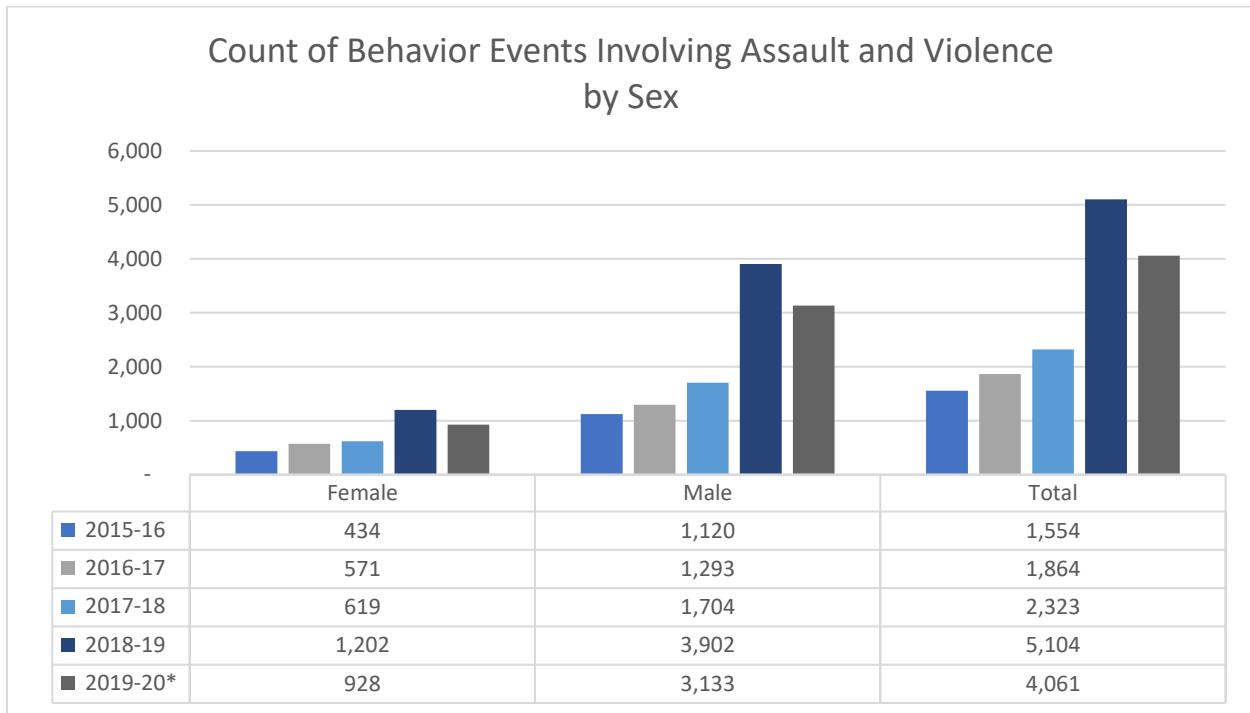
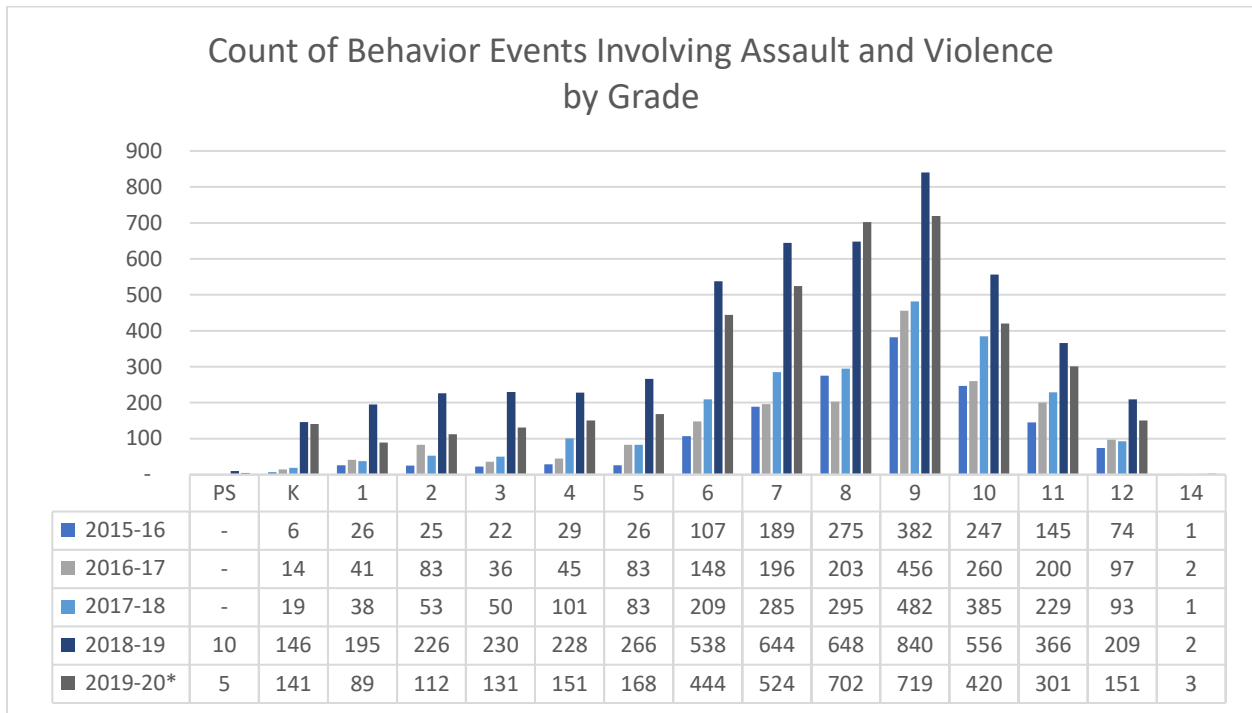


Figure 17 shows the distribution of behavior events involving assault or violence by grade level. All grade levels have experienced an increase in behavior events in this category over the past five years, with the most significant increases being in the primary grades (K-5). This has led to a slight shift in the distribution of behavior events across the board, but the majority of events continue to occur in sixth, seventh, eighth and ninth grade. Students exhibit a dramatic increase in behaviors as they transition to the middle-school grade span – with a consistent change of more than 100 percent.

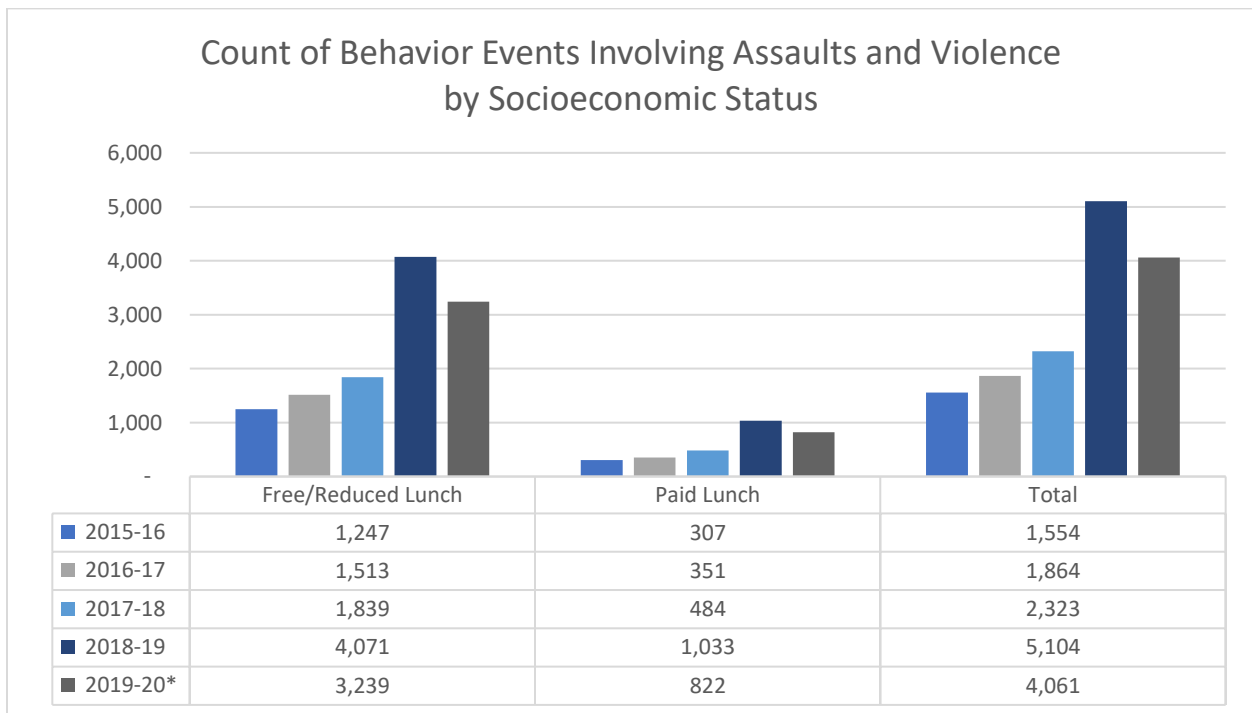
The data also presents a disparity when viewed through the lens of socio-economic status. Figure 18 shows the counts of students involved in behavior events in this category disaggregated by socioeconomic status. Students who qualify for free or reduced priced lunch are much more likely to be involved in behavior events involving violence or assault than their more affluent peers. Students from low-income backgrounds make up 79.8 percent of events in this category, an over-representation, as they make up only 60.8 percent of students overall. Both economically disadvantaged and economically advantaged students are experiencing growth in their involvement, increasing by more than 100 percent over the past five years.

**Figure 17: Count of Behavior Events Involving Assault and Violence by Grade**



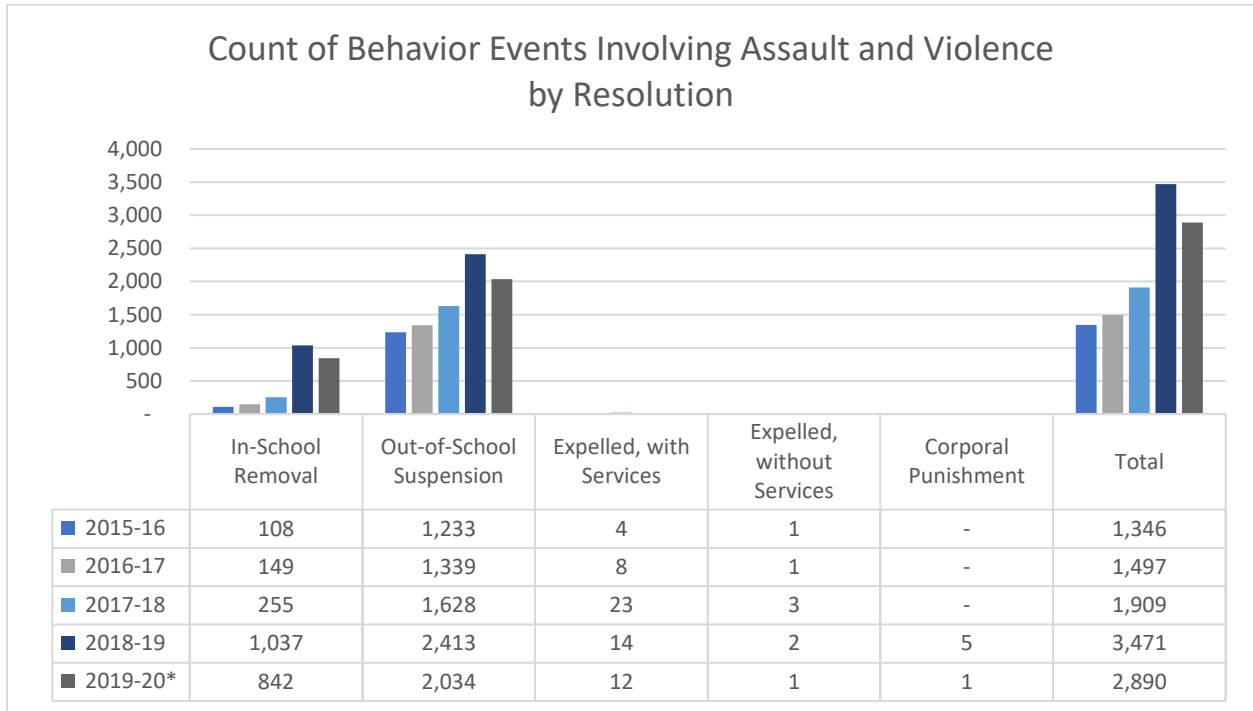
Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.

**Figure 18: Count of Behavior Events Involving Assaults and Violence by Socioeconomic Status**



When faced with a behavior event involving assault and violence, school leaders rely heavily on out-of-school suspensions, which made up 70.4 percent of behavior resolutions in 2019-20. Figure 19 shows the count of behavior events in this category by resolution. In-school removals are the second most likely outcome for a student involved in an event involving assault and violence. The ratio between these outcomes has remained steady.

**Figure 19: Count of Behavior Events Involving Assault and Violence by Resolution**



## Behavior Events Involving Guns or Other Deadly Weapons

During the 2019-20 school year, school and district administrators recorded 709 behavior events involving guns or other deadly weapons. This is an increase of 33 in events from the previous year – suggesting that this growth would have been significant had the school year not been disrupted by the COVID-19 pandemic. For the purpose of this section, an event is considered to involve guns or other deadly weapons if it was coded as either weapon possession, weapon distribution, or weapon use. For a full list of behavior codes for this category, see Appendix B.

**Figure 20: Count of Behavior Events Involving Guns or Other Deadly Weapons by Race/Ethnicity**

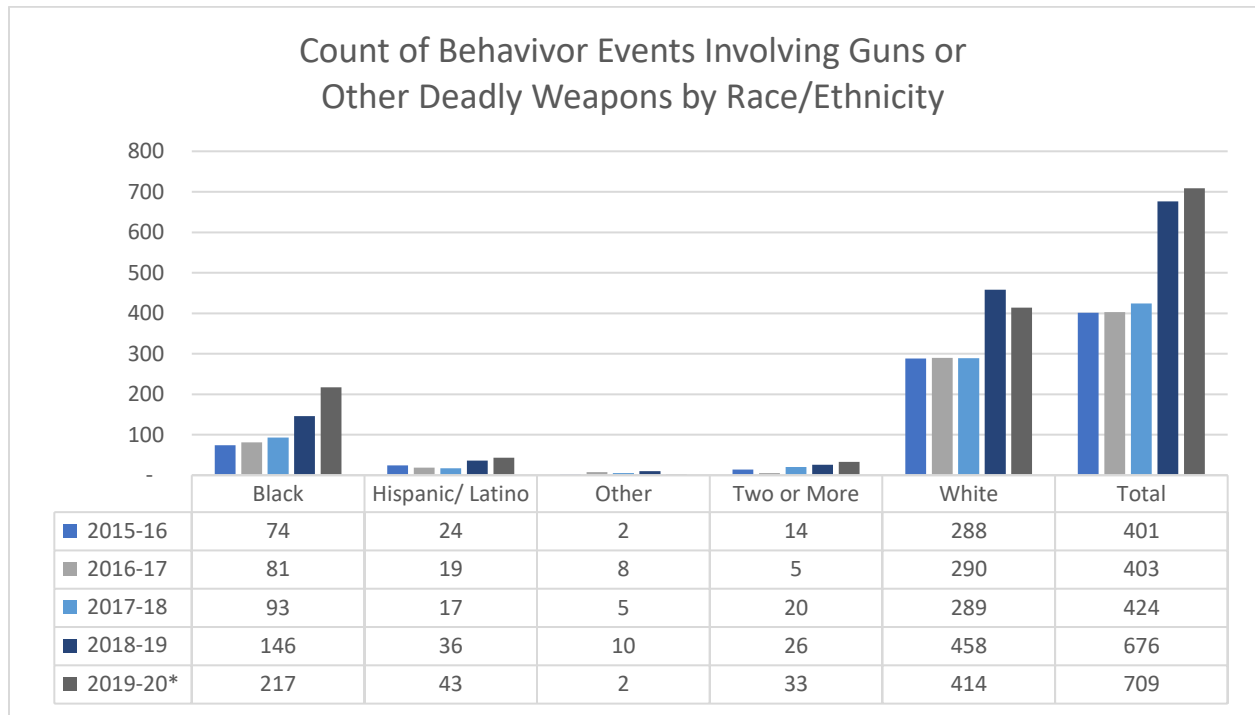
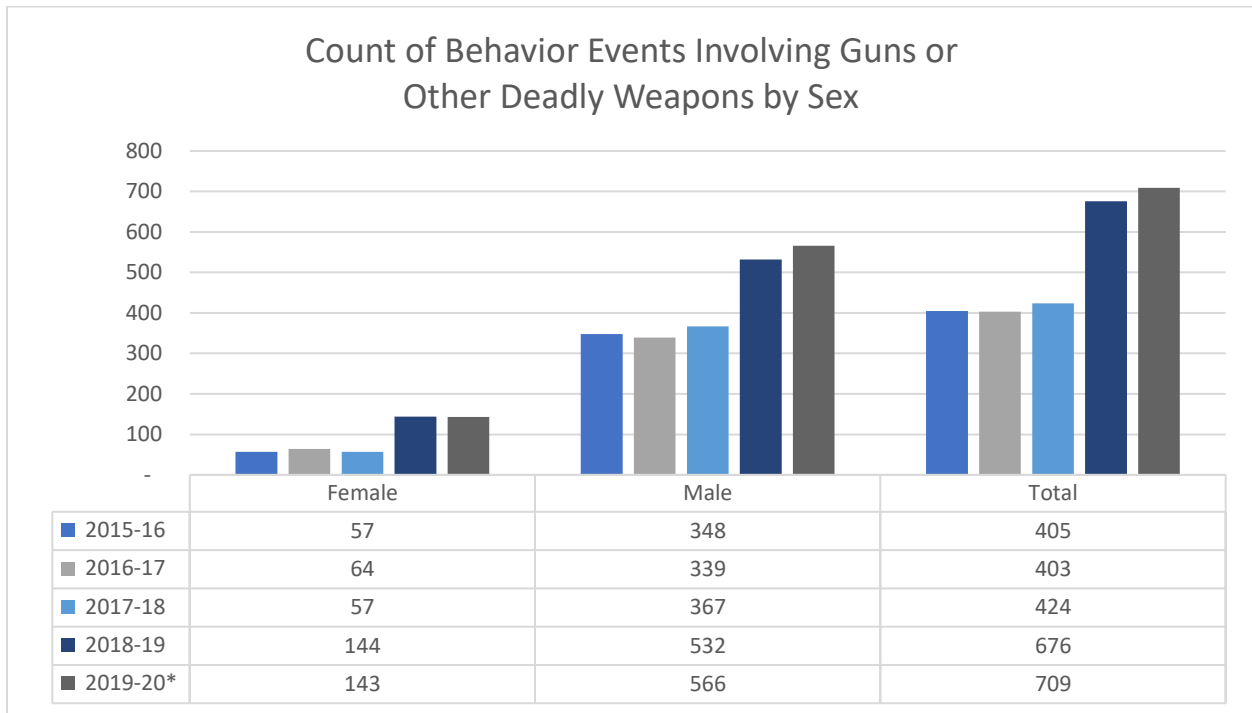


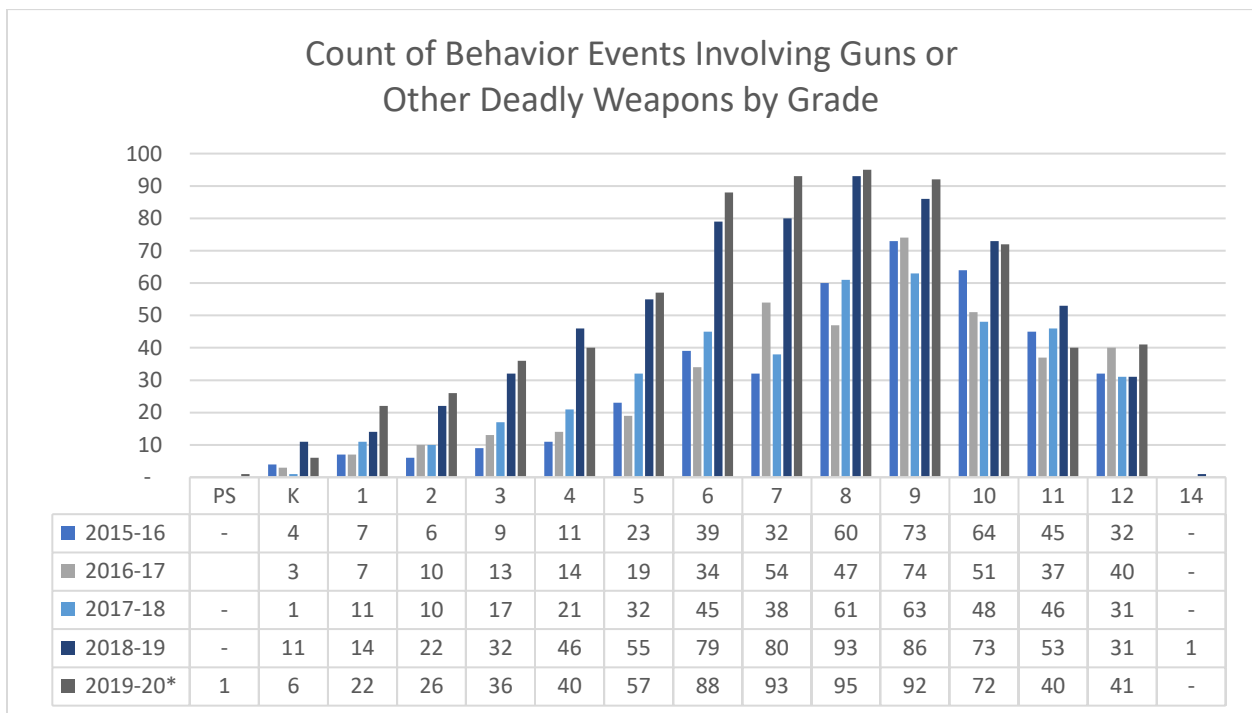
Figure 20 shows the count of behavior events involving guns or other deadly weapons disaggregated by race/ethnicity. The data shows a clear increase in the number of behavior events in this category over the past five years. Notably, Figure 20 shows an increase in the number of events reported in the 2019-20 school year for students in the Black (+71), Hispanic/Latino (+7) and Two or More (+7) groups.

Male students are more likely to participate in behavior events involving guns or other deadly weapons than their female counterparts, as demonstrated in Figure 21. Both male and female students saw dramatic increases to the numbers of events in this category in the 2018-19 school year with male students outpacing the 2018-19 rate in 2019-20. Had the 2019-20 school year not been interrupted, both groups likely would have outpaced their prior year outcomes for this category.

**Figure 21: Count of Behavior Events Involving Guns or Other Deadly Weapons by Sex**



**Figure 22: Count of Behavior Events Involving Guns or Other Deadly Weapons by Grade**



*Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.*

When disaggregated by grade level, it is clear that behavior events in this category impact students across all grade spans. Figure 22 shows the count of behavior events in this category disaggregated by grade level. Behavior events involving guns or other deadly weapons are more frequently reported in the middle school grade span (grades 6-8) and begin to decline when students transition to tenth grade. As has been seen in other disaggregations discussed in this event category, behavior events outpaced the 2018-19 figures in many grade levels, especially at the middle school grade span, indicating that the actual figures would have been much higher had the school year continued uninterrupted by the COVID-19 pandemic.

**Figure 23: Count of Behavior Events Involving Guns or Other Deadly Weapons by Socioeconomic Status**

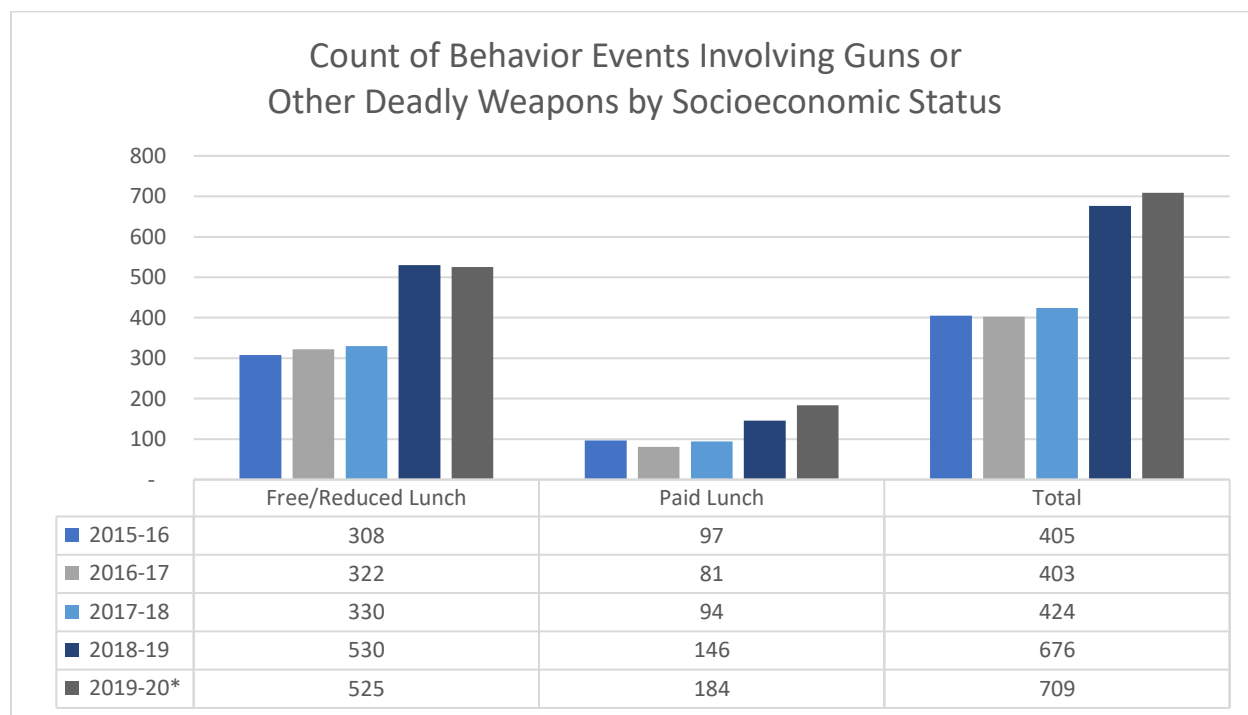


Figure 23 shows the count of behavior events involving guns or other deadly weapons by socioeconomic status. Students who qualify for free/reduced priced lunch are much more likely to have reports of behavior events in this category than their more affluent counterparts and made up 74.0 percent of behavior events in this category during the 2019-20 school year despite comprising only 60.8 percent of the total student population. Again, Figure 23 shows the previously addressed trend of the counts for 2019-20 outpacing prior years despite its interruption. Notably, the counts for students in the paid lunch group outpaced the prior year’s numbers while counts for students in the free/reduced price lunch group did not. This suggests that behavior events in this category may be growing at a more rapid pace for students in the paid lunch group, although it is too early to tell for certain.

Behavior events involving a gun or other deadly weapon almost always result in an out-of-school suspension (79.4 percent), followed by in-school removals (19.9 percent) as seen in Figure 24. This ratio has changed slightly over the past five years, with a smaller percentage of students receiving out-of-school suspensions over time.

**Figure 24: Count of Behavior Events Involving Guns or Other Deadly Weapons by Resolution**

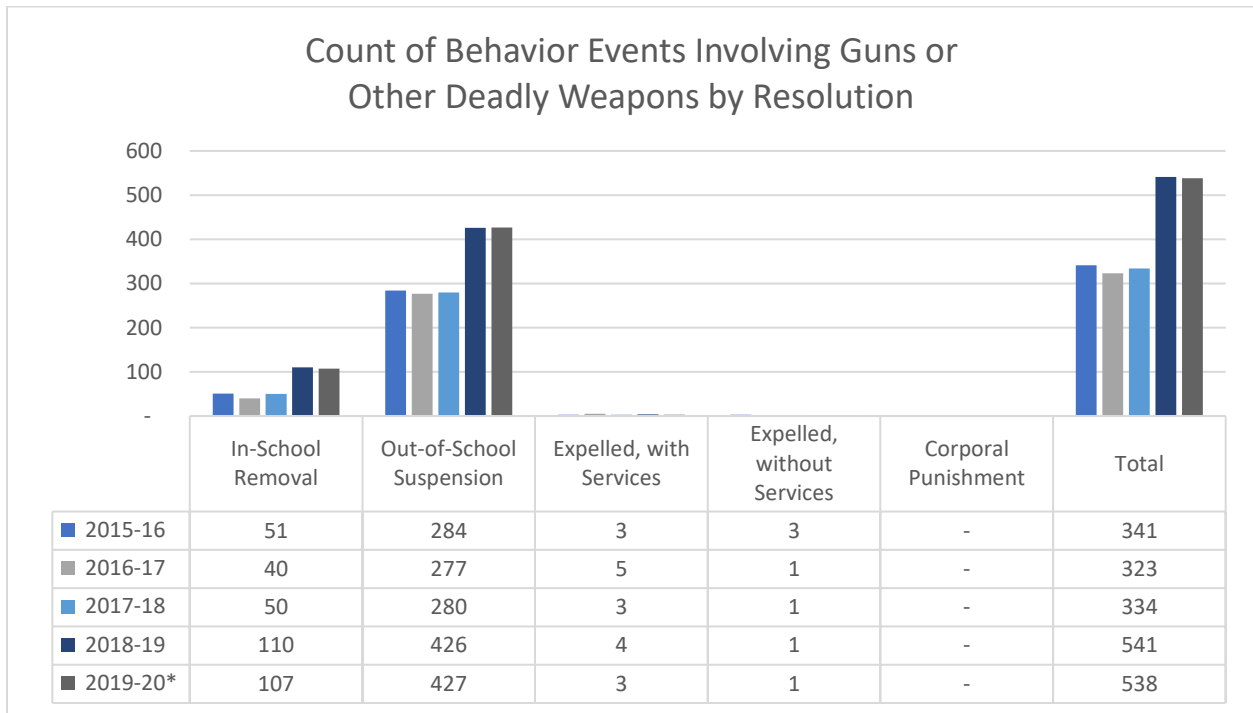
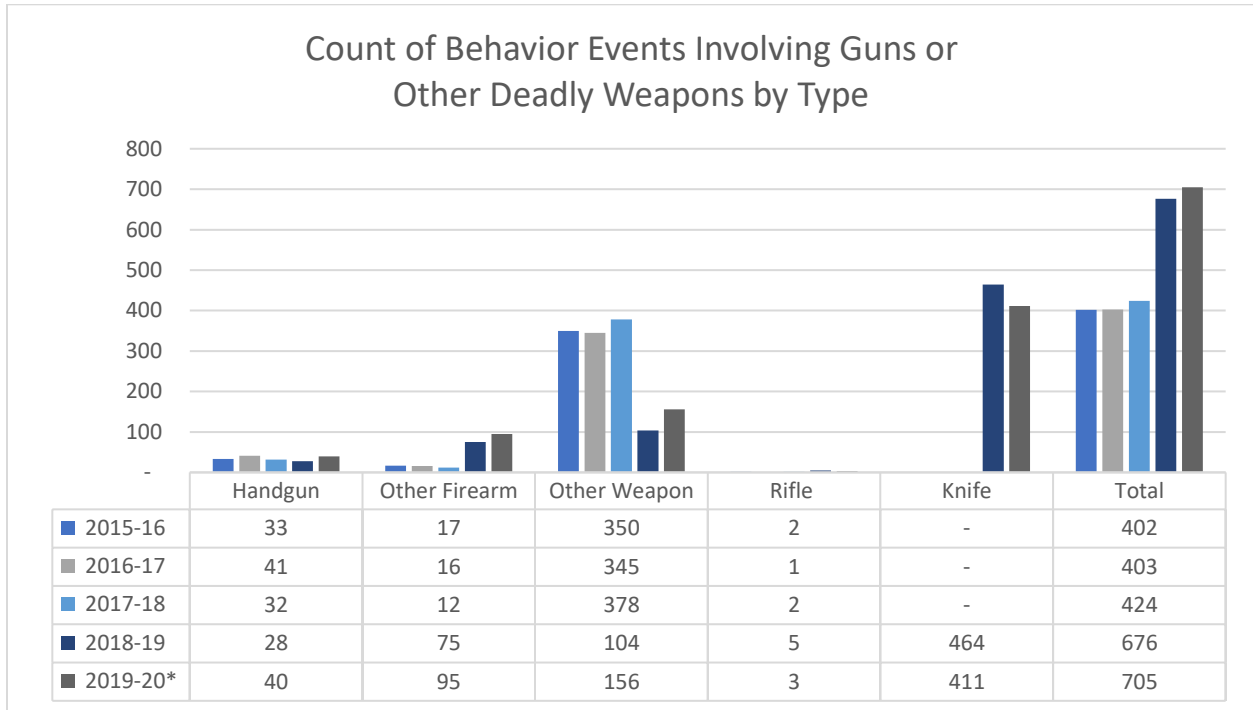


Figure 25 documents the count of behavior events involving guns or other deadly weapons by weapon type. Knives are the most frequently cited weapon by school and district administrators when recording behavior events in this category. Knives became a reportable category in the 2018-19 school year and are reflected in the “Other Deadly Weapons” category in prior years. While the counts of events involving firearms have increased over time, the use of knives has grown at a faster rate, representing 58.3 percent of events in this category during the 2019-20 school year.



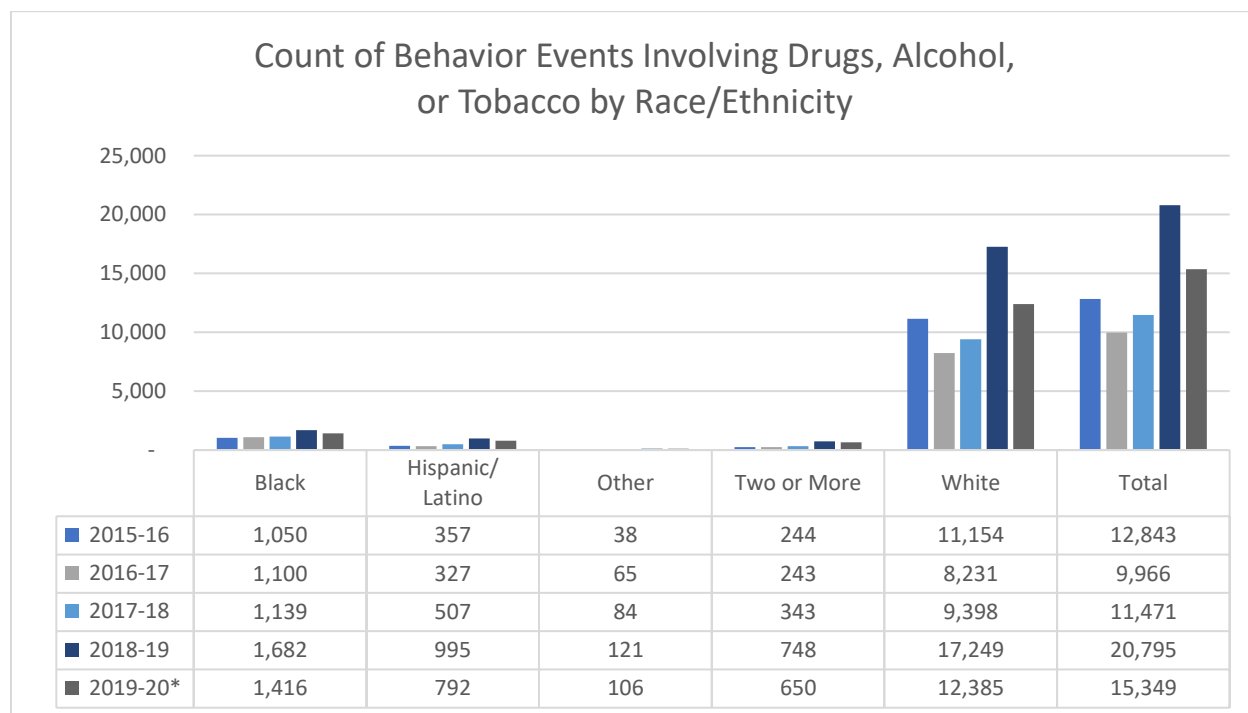
**Figure 25: Count of Behavior Events Involving Guns or Other Deadly Weapons by Type**



## Behavior Events Involving Drugs, Alcohol, or Tobacco

During the 2019-20 school year, school and district administrators recorded 15,349 behavior events involving drugs, alcohol, or tobacco. For the purpose of this section, an event is considered to involve drugs, alcohol, or tobacco if it was coded as involving either the distribution, possession, or use of drugs, alcohol, or tobacco. For a full list of behavior codes for this category, see Appendix B.

**Figure 26: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Race/Ethnicity**

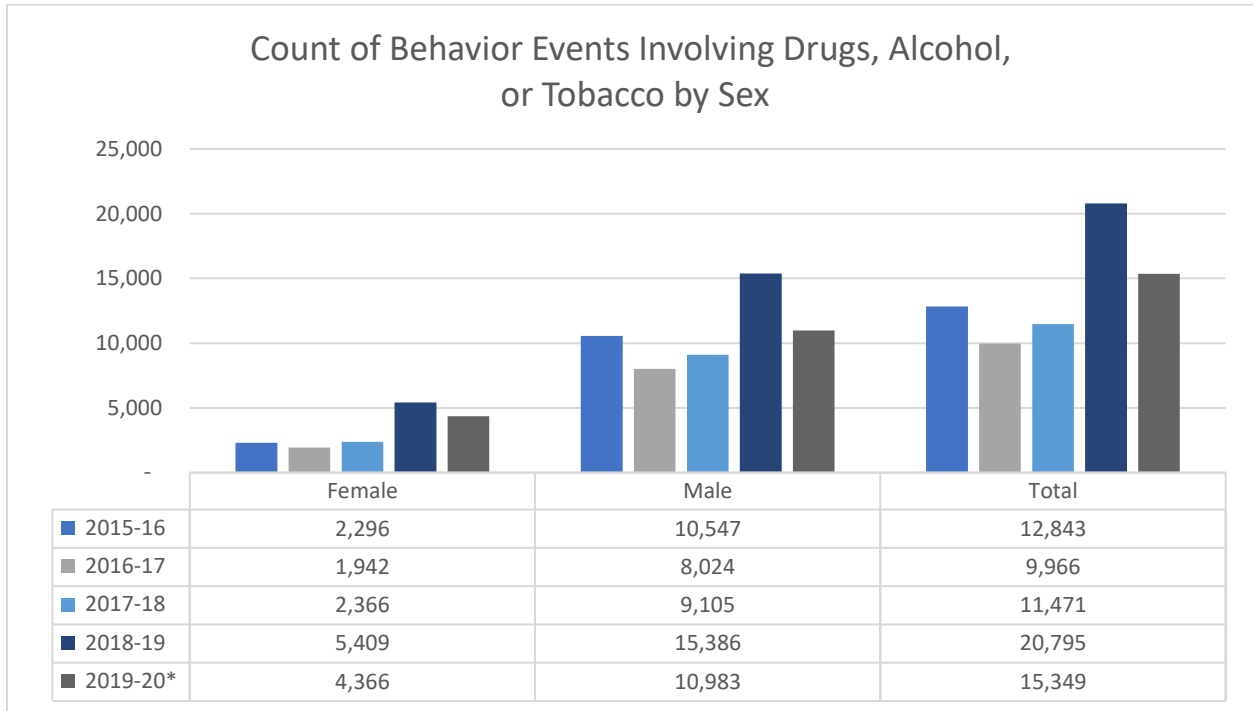


Behavior events involving drugs, alcohol, or tobacco impact students of all races/ethnicities. Figure 26 displays the count of behavior events for this category disaggregated by race/ethnicity. White students make up 80.7 percent of students involved in behavior events involving drugs, alcohol, or tobacco, five percent higher than their proportion of the total student population.

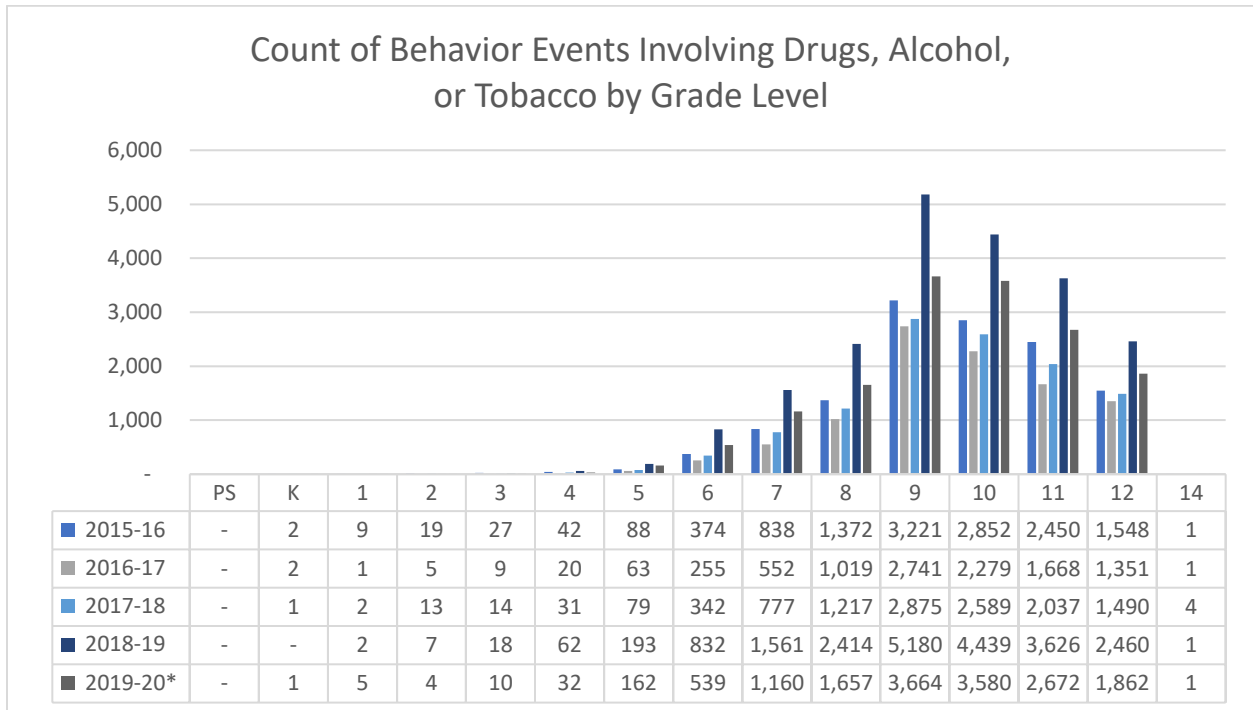
Figure 27 displays the count of behavior events involving drugs, alcohol, or tobacco by sex. Male students are more likely than their female counterparts to be involved in behavior incidents in this category, making up 71.6 percent of events. While male students are more likely to be involved, female students are experiencing a more rapid growth in this area, increasing 128.61 percent between 2015 and 2019, compared to male students who saw a 69.98 percent increase during the same time period.

Figure 28 shows the count of students involved in behavior events for this category disaggregated by grade level. Substance use seems to begin to increase in students around fifth grade, peak at ninth grade, and steadily decrease until graduation. This trend has held true over a five-year period.

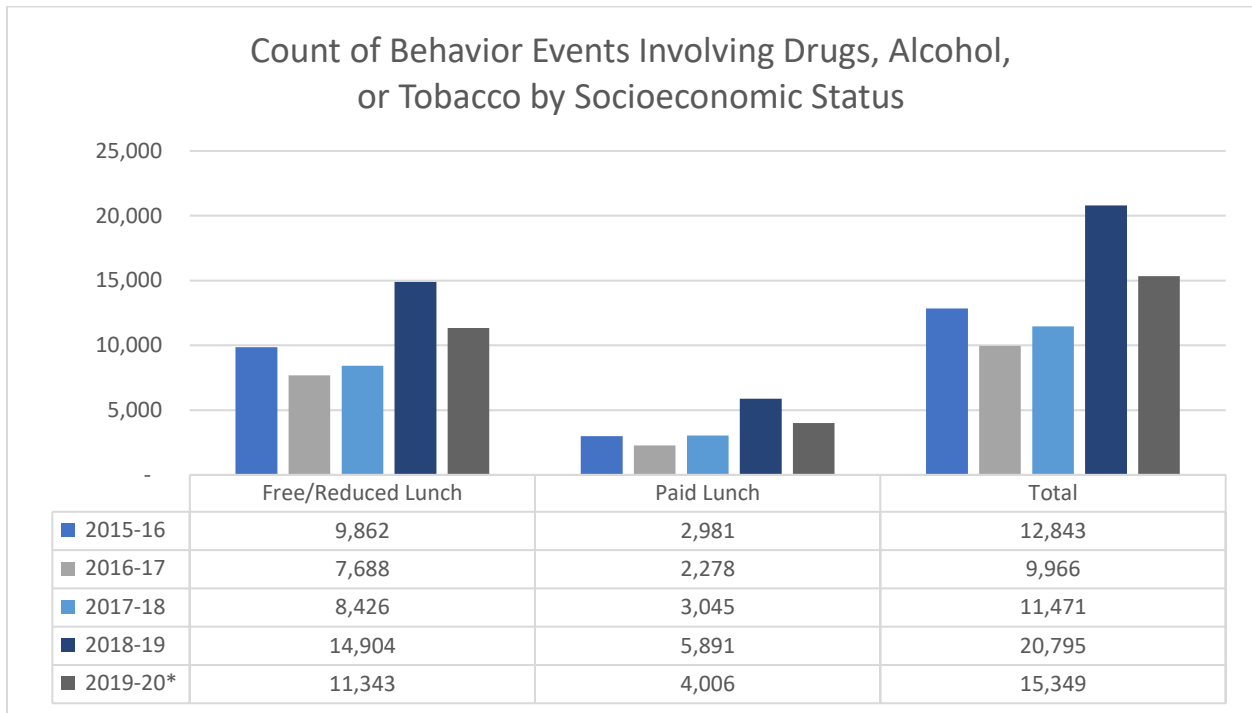
**Figure 27: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Sex**



**Figure 28: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Grade Level**



**Figure 29: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Socioeconomic Status**

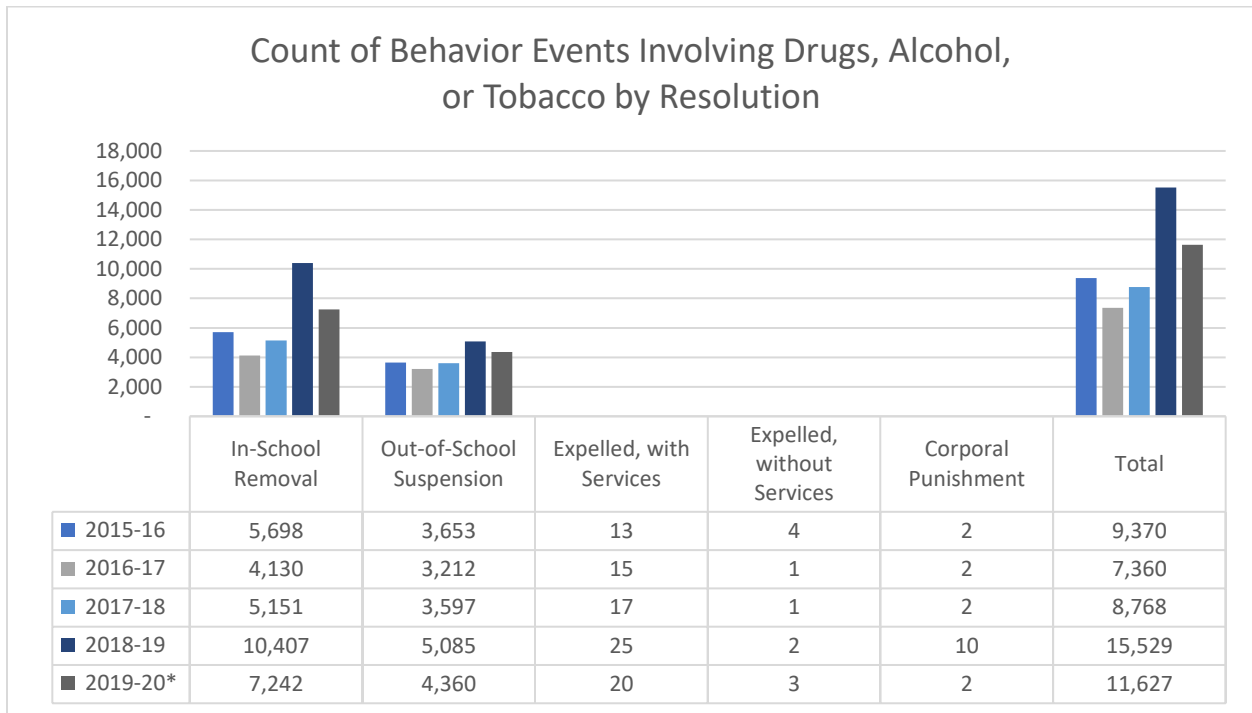


Socioeconomic status seems to be an indicator that may predict substance use in youth. Figure 29 depicts the count of behavior events involving drugs, alcohol, or tobacco by socioeconomic status. Students from low-income backgrounds are more likely to use substances than their more affluent peers, making up 73.9 percent of total events. When viewed over time, however, students from the paid lunch group are experiencing a higher increase in use rate over time, increasing by 93.46 percent between 2015 and 2019.

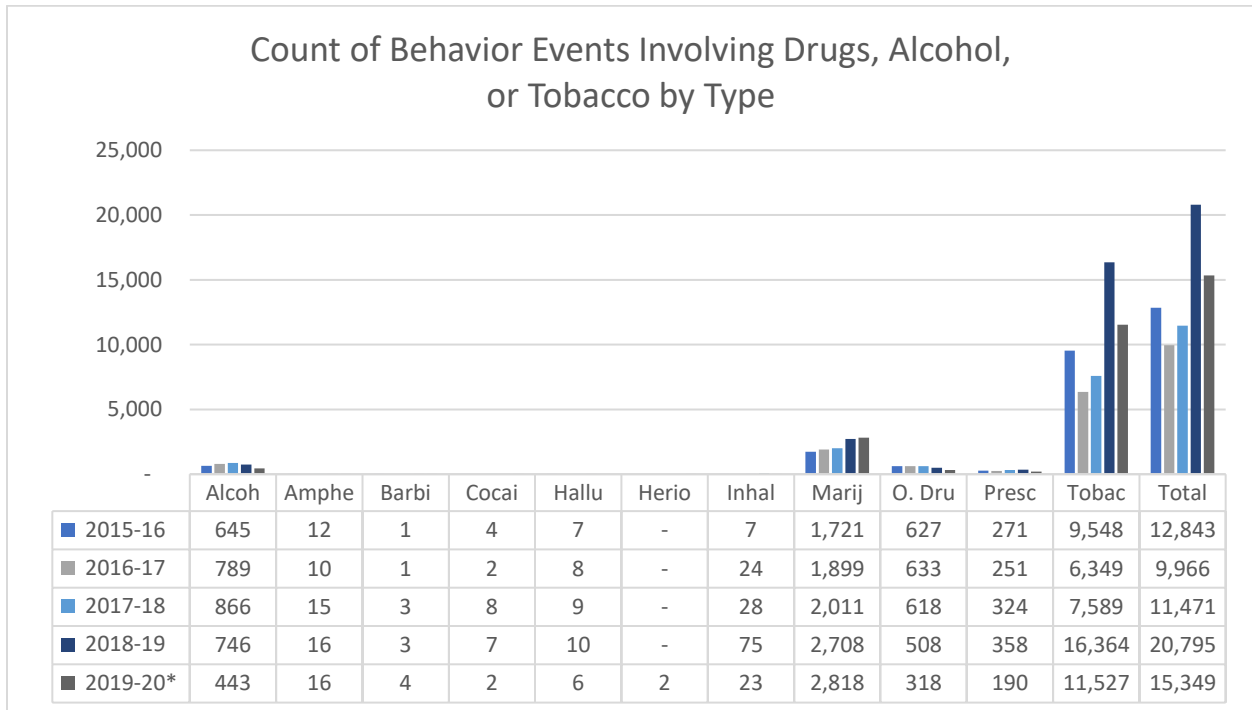
When faced with a behavior event involving drugs, alcohol, or tobacco use, school and district leaders are more likely to use the in-school removal resolution, which makes up 62.3 percent of all resolutions for this category. This is followed closely by out-of-school suspensions at 37.5 percent. It should be noted that students were suspended at a higher rate in 2019-20 than in the previous year (32.7 percent). This information is displayed in Figure 30.

When examining the individual substances used by students in Kentucky public schools, tobacco makes up the largest portion of behavior events (75.1 percent), as shown in Figure 31. This is followed by marijuana use (18.4 percent) and alcohol use (2.9 percent). When viewed over time, the number of students using alcohol has steadily decreased over the past five years, while more rapid growth has been seen for tobacco and inhalant use.

**Figure 30: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Resolution**



**Figure 31: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Type**

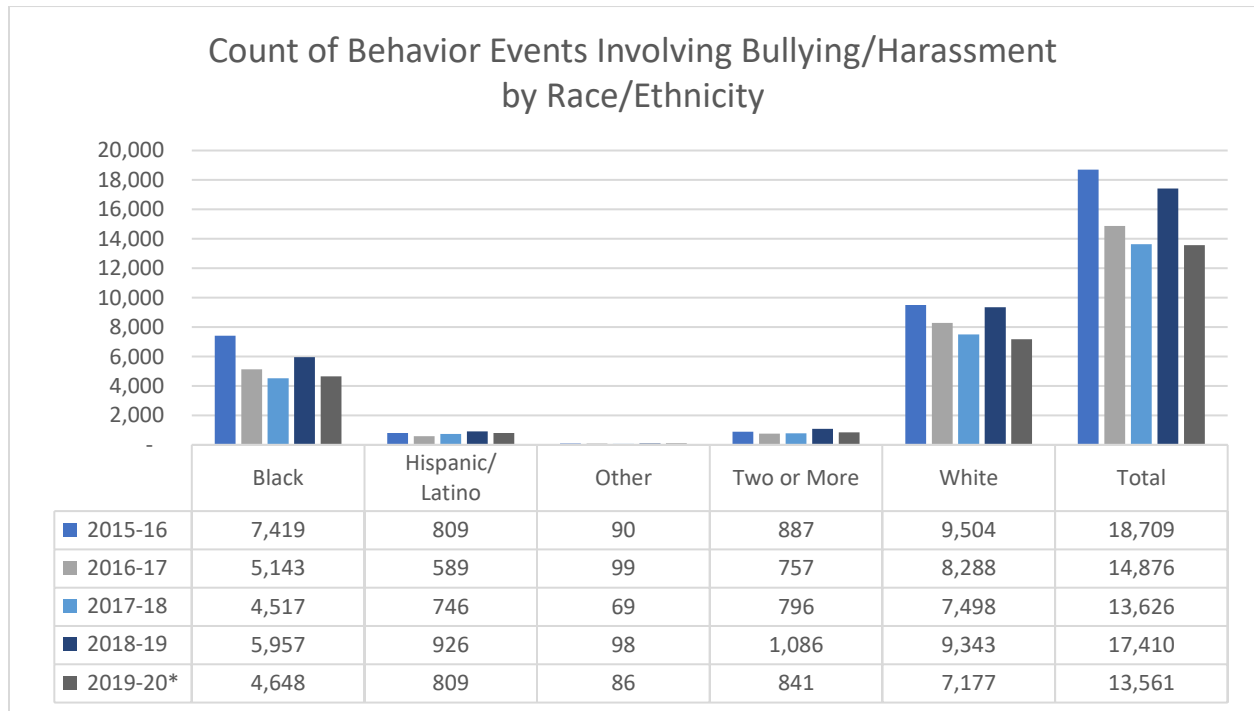


## Behavior Events Involving Bullying and Harassment

During the 2019-20 school year, school and district administrators recorded 13,561 behavior events involving bullying and harassment. For the purpose of this section, an event is considered to involve bullying and harassment if it was coded as bullying, harassing communications, harassment, stalking, threatening another student, threatening staff, or verbal abuse. For a full list of behavior codes for this category, see Appendix B.

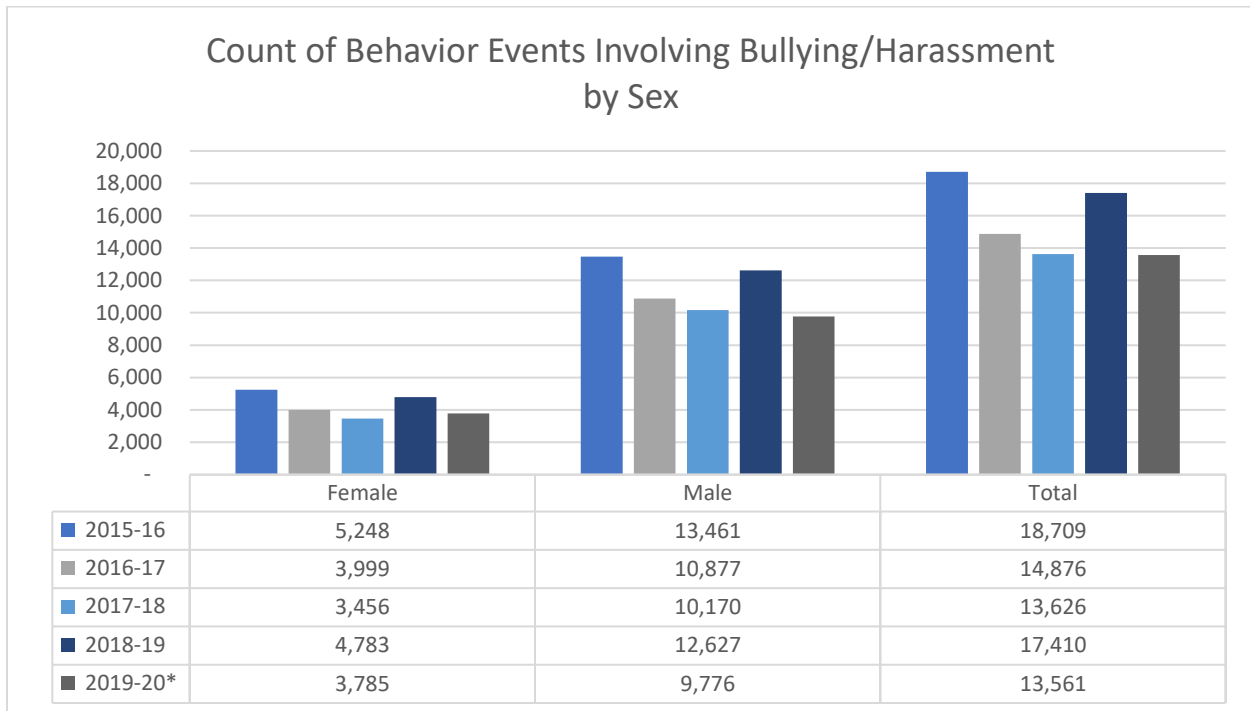
Figure 32 displays the count of behavior events involving bullying and harassment disaggregated by race/ethnicity. Bullying and harassment related events were on decline until 2018-19 when they began to spike again. The ratio of bullying events between student demographic groups has remained steady over the five-year period, with groups growing and declining at roughly the same rate. In 2019-20, White students account for a little over half (52.9 percent) of behavior events involving bullying or harassment followed by Black students with 34.2 percent of events in this category.

**Figure 32: Count of Behavior Events Involving Bullying/Harassment by Race/Ethnicity**



These trends can also be seen when viewing the data disaggregated by sex. Figure 33 displays the count of behavior events involving bullying or harassment by sex. Male students are more likely to account for behavior events in this category than their female peers. Both male and female students reflect a steady decline in bullying and harassment related events until 2018-19.

**Figure 33: Count of Behavior Events Involving Bullying/Harassment by Sex**



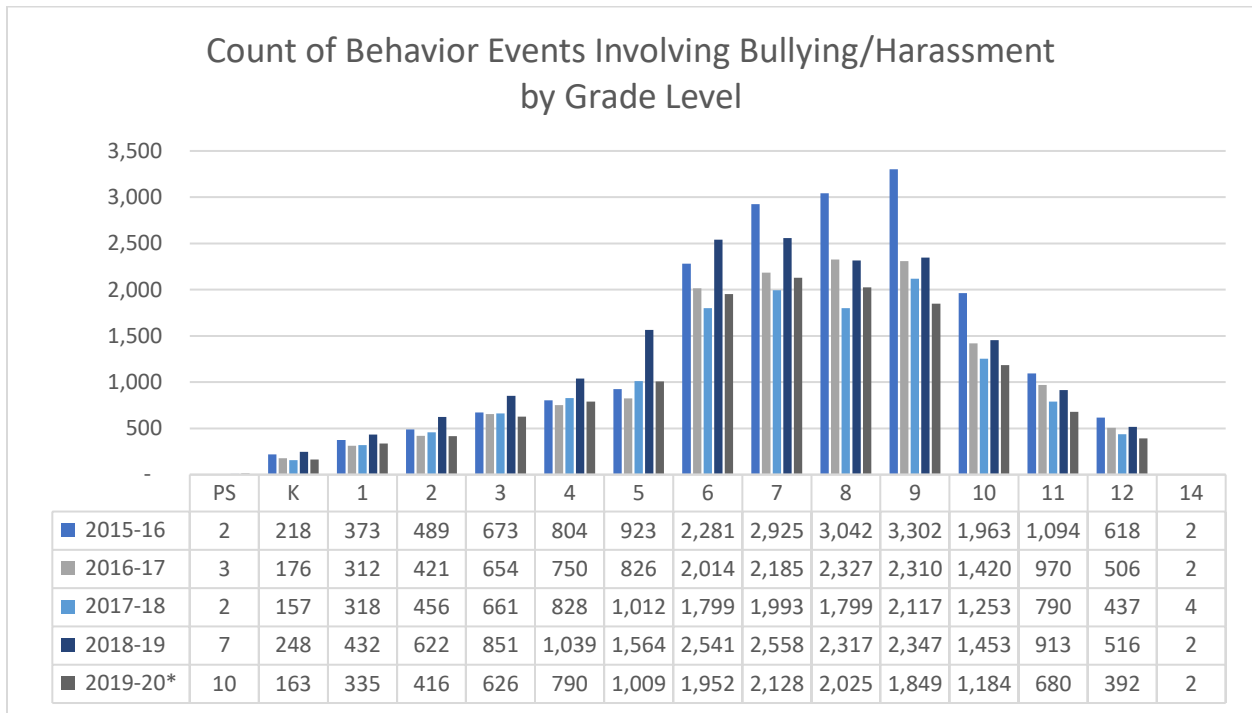
Bullying and harassment behaviors impact students at all grade levels, with a spike in the middle school grade span (6-8 grade) and a steady decline in the high school years. This trend has held true over a five-year period and seventh grade students consistently accounted for the highest rate of bullying and harassment type events since the 2017-18 school year, as seen in Figure 34, reflecting a shift in the trend.

Figure 35 illustrates the count of behavior events disaggregated by socioeconomic status. As with other behavior categories reported, students from lower socioeconomic backgrounds are more likely to have reports of negative behavior events than their more affluent peers, making up 77.4 percent of behavior events in this category in 2019-20.

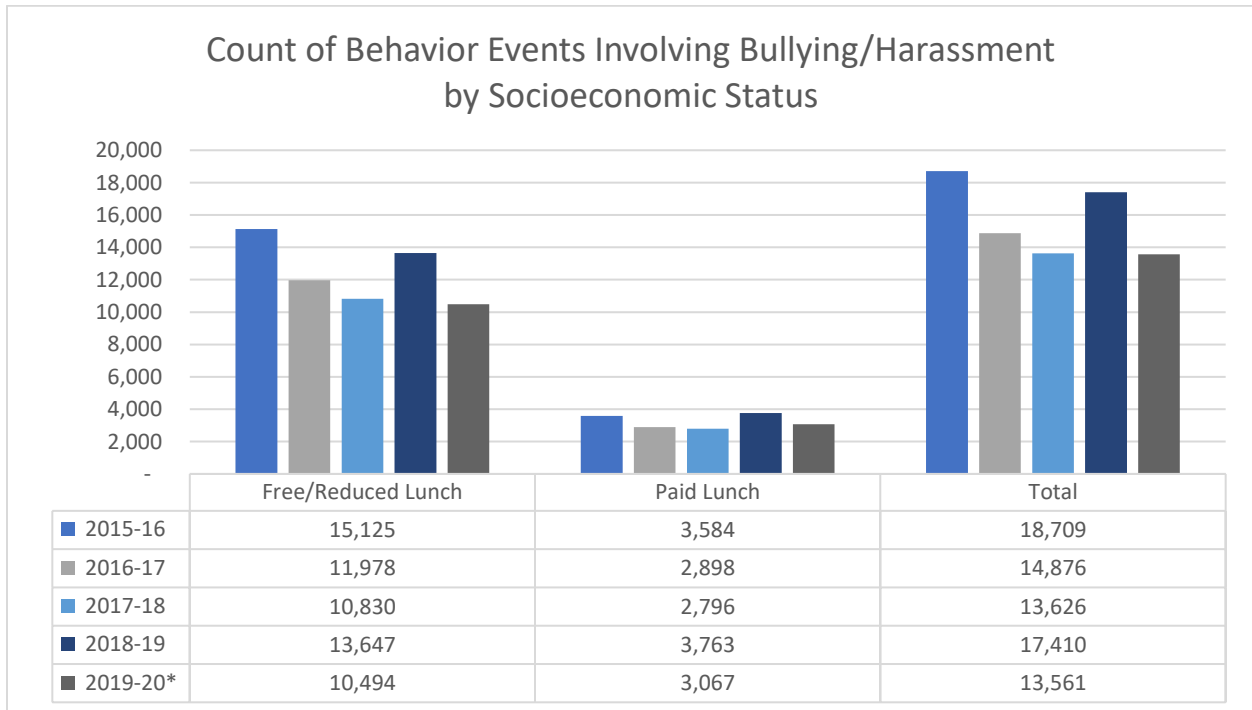
Overall, behavior events in this category have shown steady improvement over the past five years. While events spiked in 2018-19, they did not break the benchmark threshold set in 2015-16. Counts for the 2019-20 school year are far below those of the 2018-19 school year in most data disaggregations, indicating that these counts would not far supersede those of the 2018-19 school year had the 2019-20 school year not been interrupted.

When faced with behavior events involving bullying or harassment, school and district leaders are most likely to deploy in-school removals (55.8 percent) followed by out-of-school suspensions (44.1 percent) as demonstrated by Figure 36. In 2019-20, there were zero students expelled with services and only two students expelled without services for this behavior category and four students received corporal punishment.

**Figure 34: Count of Behavior Events Involving Bullying/Harassment by Grade Level**

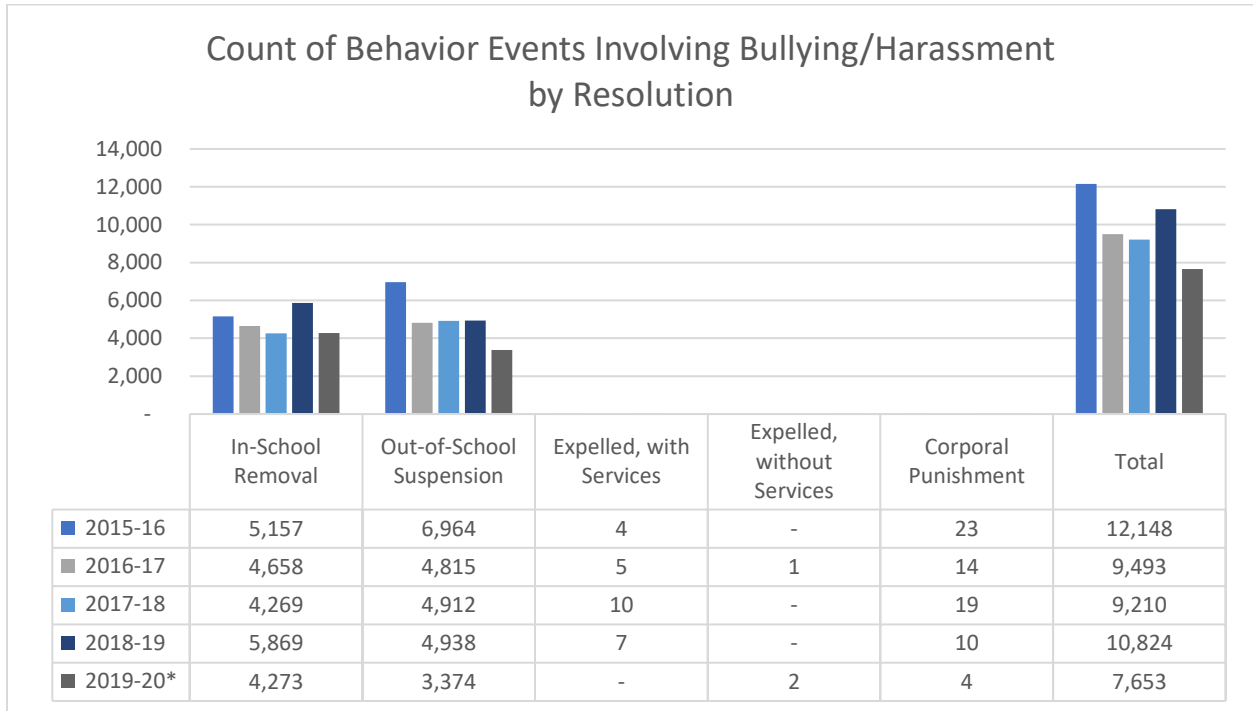


**Figure 35: Count of Behavior Events Involving Bullying/Harassment by Socioeconomic Status**





**Figure 36: Count of Behavior Events Involving Behavior/Harassment by Resolution**

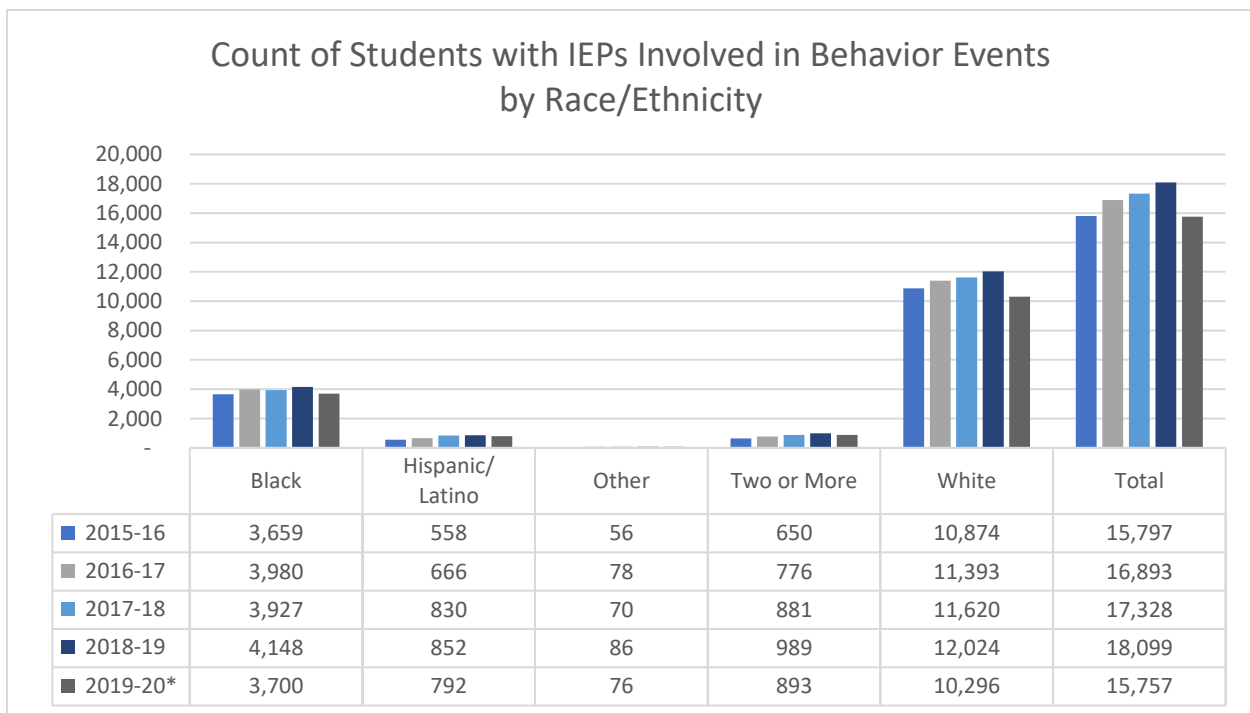


## Behavior Events Involving Students with Dual Identifications

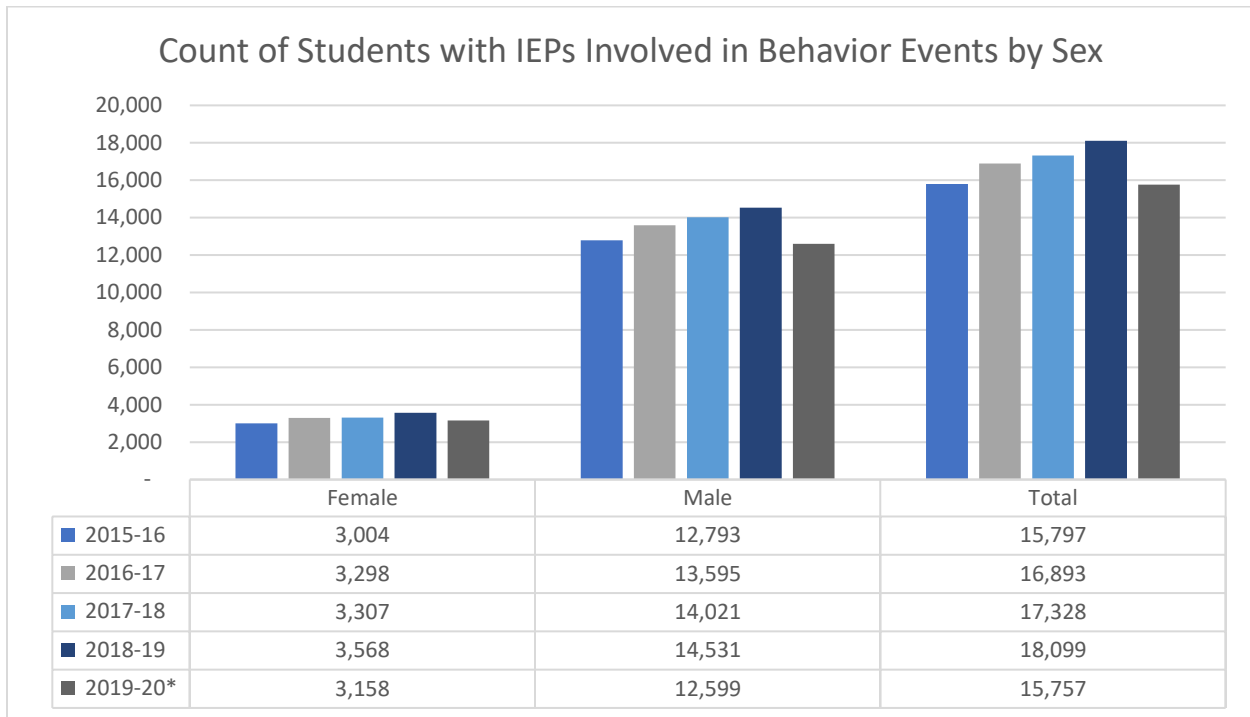
When reviewing behavior data, it is important to review behavior rates for students with dual identifications. The majority of this report reviews behavior outcomes for students in only single demographic categories. This section will report on the count of behavior events experienced by students who fall into two demographic categories.

Figures 37 and 38 show the count of students with Individual Education Plans (IEPs) involved in behavior events disaggregated by race/ethnicity and sex respectively. Students with an IEP have been identified for special education instruction and supports due to a disability. Overall, the count of behavior events for students with IEPs has gradually risen over the past five years, with lower numbers in 2019-20 possibly due to the COVID-19 pandemic. White students with IEPs have experienced a rise consistent with changes to the overall total, while other races have remained relatively stable, with only small changes from year-to-year. A similar phenomenon is noted when the data is disaggregated by sex. Male students with IEPs have consistently seen higher rates of behavior events than female students, and the rate of growth for male students is more substantial than that of female students, whose numbers vary little from year-to-year.

**Figure 37: Count of Students with IEPs Involved in Behavior Events by Race/Ethnicity**



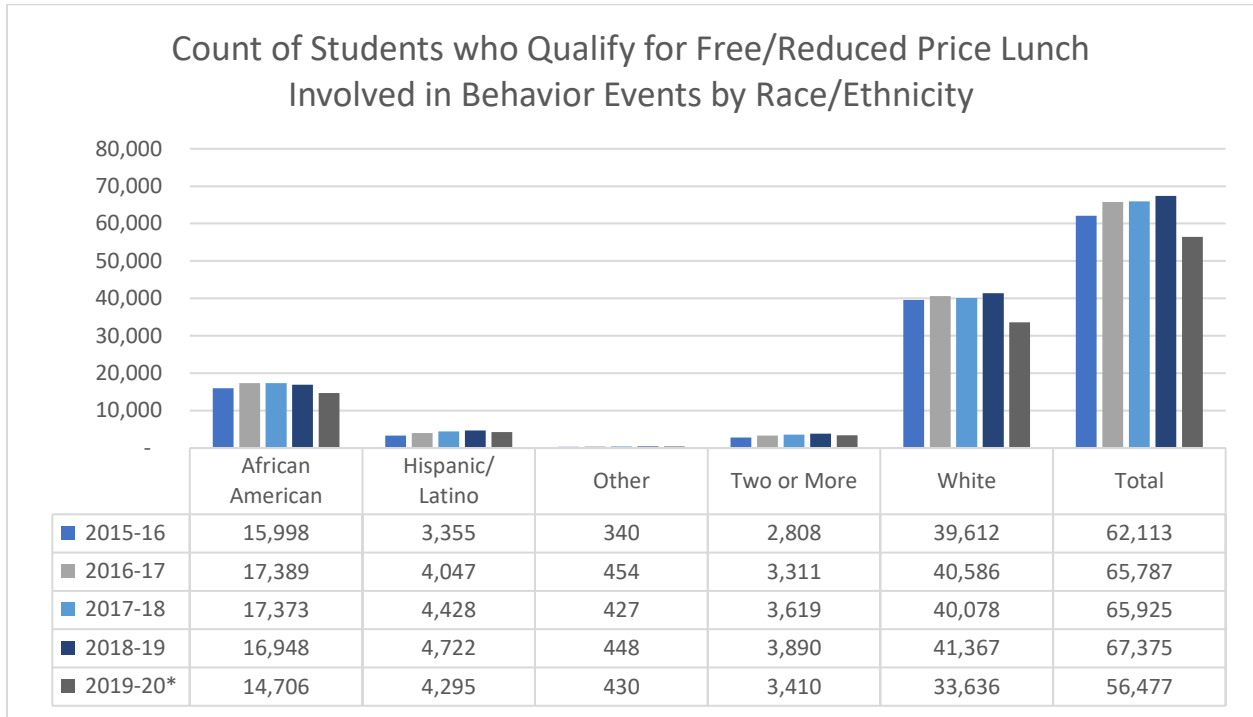
**Figure 38: Count of Students with IEPs Involved in Behavior Events by Sex**



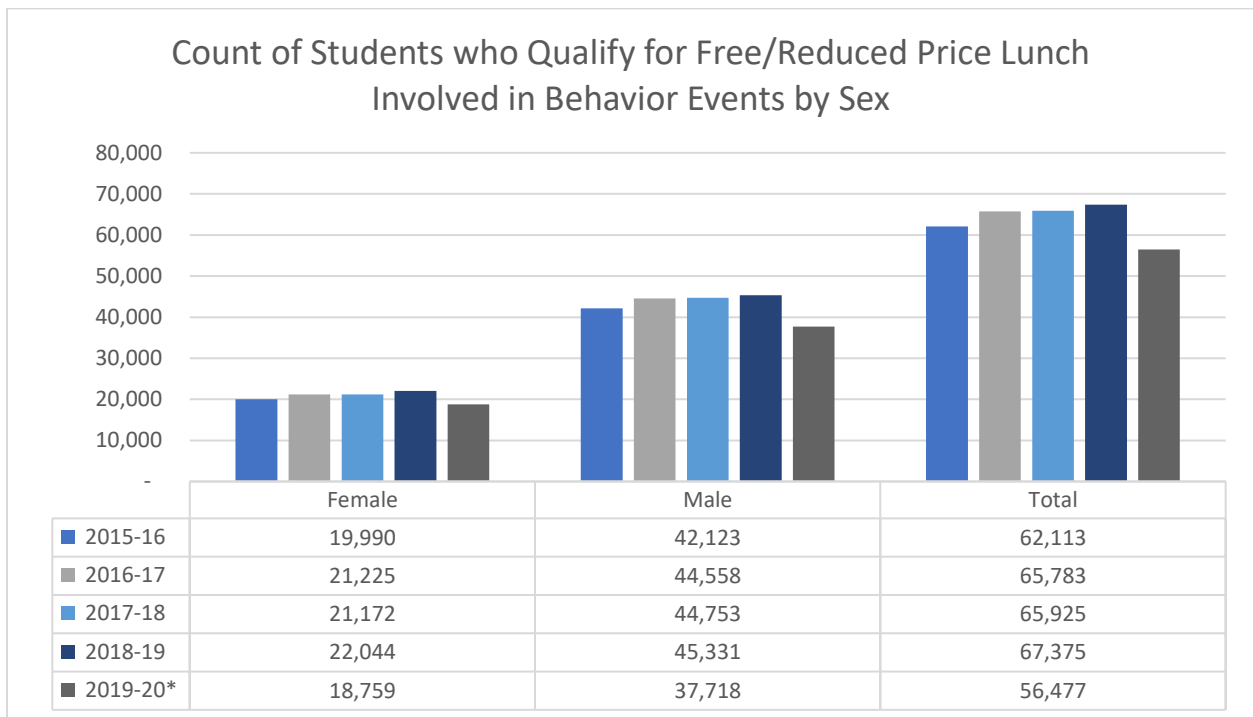
Figures 39 and 40 show the count of students who qualify for free and reduced priced lunch involved in behavior events disaggregated by race/ethnicity and sex respectively. When viewed from this perspective, it appears that the rate at which economically disadvantaged students experience behavior events is relatively stable over time. Black students who are also economically disadvantaged make up a disproportionate amount of behavior events when compared to the full student population of the state; these students have 26.1 percent of the total behavior incidents reported while only representing 10.6 percent of the total student population. As has been noted previously, male students appear to experience more behavior events than female students. However, unlike students with IEPs, students who qualify for free and reduced-price lunch do not appear to be experiencing dramatic change from year to year in the number of students experiencing events or disproportionate change between demographic groups.

Finally, Figure 41 displays the count of students with IEPs who account for behavior events, disaggregated by socioeconomic status. This data reflects the change over time discussed previously for students with IEPs. The rate at which students who qualify for free lunch experience behavior events is growing at a more rapid rate than students who qualify for paid lunch. When viewed as a whole, these five figures suggest that male students with IEPs from low socioeconomic backgrounds are at the greatest risk of experiencing behavior events at school.

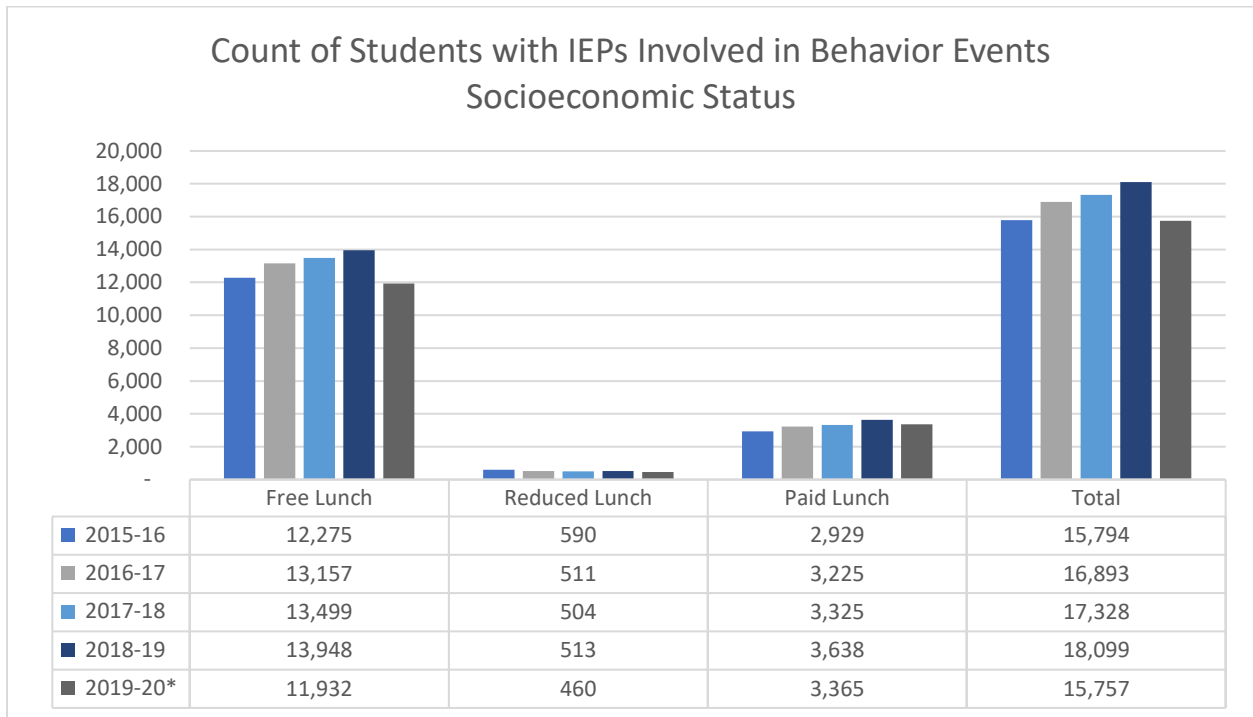
**Figure 39: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Race/Ethnicity**



**Figure 40: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Sex**



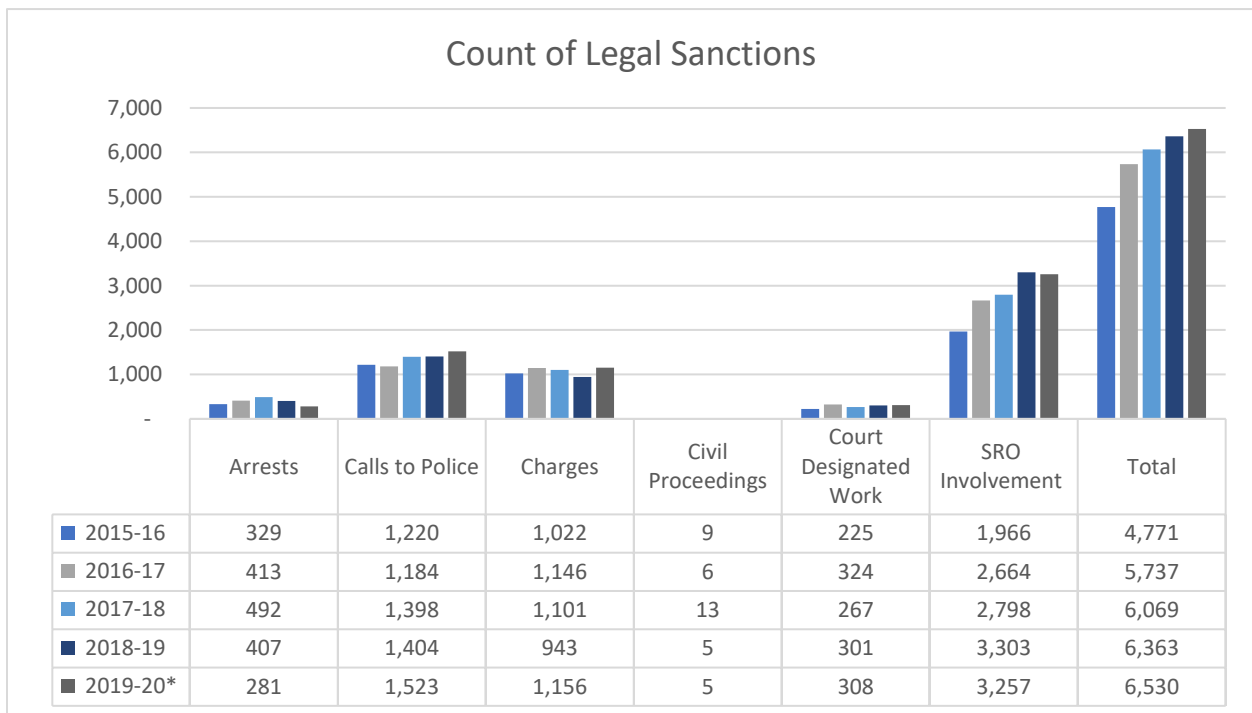
**Figure 41: Count of Students with IEPs Involved in Behavior Events by Socioeconomic Status**



## Review of Legal Sanctions

During the 2019-20 school year, school and district administrators reported 6,530 legal sanctions related to behavior events. Figure 37 displays the count of legal sanctions for five school years. The involvement of a school resource officer (SRO) is the most frequently deployed legal sanction, representing 50 percent of all legal sanctions. This is followed by calls to police (23.3 percent) and charges (17.7 percent). It is important to note that the number of charges may be artificially suppressed due to the lack of a required reporting system between law enforcement and school personnel. The use of legal sanctions has grown over time. This is likely due to SRO involvement, which has grown 18 percent between 2015 and 2019. It should be noted that the overall use of legal sanctions in 2019-20 slightly surpassed the previous year, indicating that it would have likely been higher had the school year not been interrupted by the COVID-19 pandemic.

**Figure 42: Count of Legal Sanctions**



## Appendix A: Glossary of Terms

The following terms are used in the Safe Schools Annual Statistical Report, consistent with requirements of KRS 158.444. Terms in this glossary are grouped into five clusters: General Terms, Assault and Violence Event Terms, Weapon Event Terms, Drug, Alcohol, and Tobacco Event Terms, and Bullying and Harassment Event Terms.

### Definitions of General Terms

**Behavior Event** – A behavior event describes a specific student offense.

**Behavior Incident** – A behavior incident is a group of behavior events linked by time and proximity.

Events do not have to be related nor do the same participants have to be grouped together in an incident. Therefore, multiple events could be attached to one behavior incident.

Example: A student uses social media during class to bully another student, resulting in a physical fight. Several separate behavior events (inappropriate use of technology, bullying, assault) are linked together by time and proximity to produce a single behavior incident.

**Context** – Context is an indicator of when the behavior incident occurred. The following are the codes recorded in IC:

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

**Discipline Resolution** – This is a consequence a student receives from the school in response to a behavior event. Students may receive multiple resolutions for one event. There are five state discipline resolutions that are reported to KDE annually and become part of the Safe Schools Annual Statistical Report per KRS 158.444:

- **Expelled with Services (SSP1):** Expulsion with services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. Although the student is expelled from the regular classroom setting, arrangements are made for the provision of educational and Individualized Education Program (IEP)-related services.
- **Expelled without Services (SSP2):** Expulsion without services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. No arrangements are made for the provision of educational services. Students with an IEP may not be expelled without services.
- **Out-of-School Suspension (SSP3):** In this resolution, a student is removed from the regular educational setting and not allowed in the school for a specified period of time.
- **Corporal Punishment (SSP5):** Corporal punishment is the physical punishment (e.g., paddling, spanking, or another form) of a student. Policy regarding corporal punishment is set at the district level.

- In-School Removal (INSR): This resolution results in removal from the student’s regular educational placement (program or setting) for disciplinary purposes and placement in another setting with the student continuing to receive educational and IEP-related services and supports (e.g., In-School Alternative Placement (ISAP), In-School Suspension (ISS), Safe Room, In-School Detention, Alternative Classroom, or Alternative Education Program within the district). Student must remain under direct supervision of school or district staff. The regular educational placement (program or setting) encompasses the school day and includes instructional time, lunch, recess and study periods.

Grade Level – A standardized list of grade levels used in Infinite Campus for all students. The following are the codes recorded in IC:

|                           |   |
|---------------------------|---|
| PS: Preschool             | 08: 8 <sup>th</sup> Grade   |
| K: Kindergarten           | 09: 9 <sup>th</sup> Grade   |
| 01: 1 <sup>st</sup> Grade | 10: 10 <sup>th</sup> Grade  |
| 02: 2 <sup>nd</sup> Grade | 11: 11 <sup>th</sup> Grade  |
| 03: 3 <sup>rd</sup> Grade | 12: 12 <sup>th</sup> Grade  |
| 04: 4 <sup>th</sup> Grade | 14: Students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments |
| 05: 5 <sup>th</sup> Grade |   |
| 06: 6 <sup>th</sup> Grade |   |
| 07: 7 <sup>th</sup> Grade |   |

Individual Education Program (IEP) – An IEP is the legal document that defines a student’s special education program, including the disability under which the student qualifies for Special Education Services. This is a federal requirement under the Individuals with Disabilities Education Act (IDEA).

Infinite Campus (IC) –Kentucky’s statewide student information system. All student records are maintained in this system.

Location – Location is an indicator of where the behavior incident took place. The following are the codes recorded in IC:

|                         |                       |                   |
|-------------------------|-----------------------|-------------------|
| SSL1: Classroom         | SSL6: Off-Campus      | SSL11: Playground |
| SSL2: Bus               | SSL7: Restroom        | SSL12: Field Trip |
| SSL3: Hallway/Stairwell | SSL8: Gymnasium       | SSL13: Other      |
| SSL4: Cafeteria         | SSL9: Office          |                   |
| SSL5: Campus Grounds    | SSL10: Athletic Field |                   |



Socioeconomic Status (SES) – SES is measured by using the student’s assigned meal code (free meal, reduced price meal, or paid meal, based on income forms completed annually by the parent or by direct certification received by the school). Free and reduced-price meal status are included as economically disadvantaged in reporting.

### Definitions of Assault and Violence Event Terms

1st Degree Assault – Intentionally causes serious physical injury (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under) to another person by means of a deadly weapon or a dangerous instrument or wantonly engages in conduct which creates a grave risk of death to another and thereby causes serious physical injury to another person; complete definition found in [KRS 508.010](#)

2nd Degree Assault – Same as 1st Degree Assault, although it includes causing serious physical injury without a weapon or instrument; complete definition found in [KRS 508.020](#) (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under)

3rd Degree Assault – Recklessly, with a deadly weapon or dangerous instrument, OR intentionally causes or attempts to cause physical injury to all first responders, social workers, and all school employees and volunteers; complete definition found in [KRS 508.025](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

4th Degree Assault – Intentionally or wantonly causes physical injury to another person, OR with recklessness, causes physical injury to another person by means of a deadly weapon or a dangerous instrument; complete definition found in [KRS 508.030](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

Abuse of a Teacher – Intentional verbal, mental or physical abuse of a teacher or administrator

Arson – Intentionally burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle, or aircraft

Criminal Abuse – Intentionally abusing another person causing physical injury

Homicide – A person causes the death of another human being under circumstances which constitute murder, manslaughter in the first degree, manslaughter in the second degree, or reckless homicide

Kidnapping – Unlawfully restraining another person with intent to hold for ransom, inflict bodily injury or terrorize a person, to shield or hostage (complete definition found in [KRS 509.040](#))

Menacing – Intentionally places another person in apprehension or imminent physical injury (complete definition found in [KRS 508.050](#))

Rape – Includes forcible rape and statutory rape

Robbery/Theft – Includes robbery, larceny, motor vehicle theft

Sexual Assault – Unwanted touching in a sexual manner

Sexual Offense – Includes non-rape, non-touch sexual offenses, not limited to lewd behavior, obscene behavior, and indecent exposure

Terroristic Threat: Bomb – Bomb threats or threats of other explosive devices

Terroristic Threat: Chemical/Biological/Nuclear – Chemical, biological, or nuclear threats

Wanton Endangerment – Wantonly engaging in conduct which creates a substantial danger of physical injury

### Definitions of Weapon Event Terms

Weapon – Handgun – A handgun is any firearm that can be held and fired with one hand. This category includes revolvers and pistols.

Weapon – Shotgun/Rifle – A shoulder firearm with spiral grooves cut in the inner surface of the gun barrel to give the bullet a rotatory motion and thus a more precise trajectory.

Weapon – Destructive Device – any explosive, incendiary, or poison gas, examples include but not limited to bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.

Other Weapon – Any object capable of being readily used by one person to inflict severe bodily injury upon another person. Examples include (but are not limited to) knives, artificial knuckles, club, baton and nunchaku karate sticks. This offense encompasses manufacture, sale, or possession of these types of weapons on school property or at a school function.

### Definitions of Drug, Alcohol, and Tobacco Event Terms

Includes distribution, possession and/or use of the following substances:

- Alcohol
- Amphetamines
- Barbiturates
- Cocaine/Crack
- Hallucinogens
- Heroin (opioids)
- Inhalant
- Marijuana/Hashish
- Methamphetamine
- Over the Counter or Other Drug
- Prescription Drugs
- Steroids (Anabolic)
- Synthetic Drug
- Tobacco/Nicotine Product

## Definitions of Bullying or Harassment Event Terms

**Bullying** – Unwanted, aggressive behavior that involves power imbalance toward other persons; the behavior is repeated or has the potential to be repeated (complete definition found in [KRS 158.148](#))

**Harassing Communications** – Intent to intimidate, harass, annoy or alarm another person through a communication or social media mechanism (complete definition found in [KRS 525.080](#))

**Harassment** – Intent to intimidate, harass, annoy or alarm another person (complete definition found in [KRS 525.070](#))

**Threatening another Student** – To cause reasonable apprehension or threat of physical harm to another student through statement, communication conduct or gesture

**Threatening Staff** – To cause reasonable apprehension or threat of physical harm to a staff person or school representative through statement, communication conduct or gesture

**Verbal Abuse** – Using abusive or demeaning language to attack or injure an individual, this could include but is not limited to talking back, name calling, or creating socially rude interactions

## Appendix B: Infinite Campus Codes

The following Infinite Campus (IC) codes were used to complete this report:

### Behavior Events Involving Assault and Violence

- V01: 1st Degree Assault
- V02: 2nd Degree Assault
- V03: 3rd Degree Assault
- V04: 4th Degree Assault
- V05: Abuse of a Teacher
- V06: Arson
- V07: Criminal Abuse
- V08: Homicide
- V09: Kidnapping
- V10: Menacing
- V11: Rape
- V12: Robbery/Theft
- V13: Sexual Assault
- V14: Sexual Offense (non-touch)
- V15: Terroristic - Bomb
- V16: Terroristic Threat
- V17: Terroristic-Chem/Bio/Nuc
- V18: Wanton Endangerment

### Behavior Events Involving Guns or Other Deadly Weapons

- W01: Weapon Possession
- W02: Weapon Distribution
- W03: Weapon Use

### Behavior Events Involving Drugs, Alcohol, or Tobacco

- A01: Alcohol Distribution
- A02: Alcohol Possession
- A03: Alcohol Use
- D01: Drug Distribution
- D02: Drug Possession
- D03: Drug Use
- T01: Tobacco Distribution
- T02: Tobacco Possession
- T03: Tobacco Use

### Behavior Events Involving Bullying and Harassment

- H01: Bullying
- H02: Harassing Communications
- H03: Harassment
- H04: Stalking
- H05: Threatening another Student
- H06: Threatening Staff
- H07: Verbal Abuse

## Appendix C: Relevant Websites

- Kentucky Department of Education – [Safe Schools Data Collection and Reporting](#)
- Kentucky Department of Education – [2019-20 Behavior Data Standards](#)
- Kentucky Department of Education – [School Report Card](#)
- Safe Schools Reporting Statute – [KRS 158.444](#)
- Related Agency – [Kentucky Center for School Safety](#)