2021-22 Safe Schools Annual Statistical Report

Office of Continuous Improvement and Support

December 2022

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Introduction

The *2021-2022 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 2021-2022 safe schools data. The data featured in this report was collected through the state's student information system, Infinite Campus (IC).

This report presents a summary of behavior events that resulted in an expulsion (with or without services), in-school removal, out-of-school suspension or corporal punishment. In-district removal was added as a resolution in 2020. For the purposes of this report, in-district removal resolutions were combined with in-school removal resolutions. In addition, any behavior events involving assault, 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 and context of the event. The 2021-2022 student enrollment by gender and race/ethnicity subsets will not equal the overall total student enrollment. During this year, normal data verification procedures, including attendance tracking for funding purposes and the submission of the SAAR, were suspended due to COVID-19. This is reflected in the *Student Enrollment Summary* Figure 1.

This report presents data for five consecutive school years, beginning with the 2017-2018 school year. The COVID-19 pandemic impacted data reporting during the 2019-2020 and 2020-2021 school years, as indicated with asterisks (*). The 2019-2020 school year transitioned to remote environments in March and lowered the overall number of behavior events. Much of the 2020-2021 school year took place remotely, therefore had significant impacts on the behavior data collected. As a result, 2020-2021 data was not included in this report as it is far from the normal range and gives a false impression of behavior events.

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).

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 2022** – District level Safe Schools Administrators were instructed to begin validation of behavior data by utilizing the Safe Schools Report within IC.
- **June 2022** – 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 2022** – Districts were instructed to verify aggregate district and school safety data via the School Report Card Quality Assurance site.
- **July-August 2022** – Districts were instructed to make any necessary behavior data changes in IC.
- **October 2022** – State, district and school level behavior data was publicly released via the School Report Card within KDE's Open House.

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.

Executive Summary of Key Findings

The *2021-2022 School Safety Annual Statistical Report* presents a review of the data related to 239,586 behavior events recorded in Infinite Campus (IC) by Kentucky's public schools. Below is a summary of the key findings of this report.

- The majority of students who experience a behavior event experience fewer than 10 events during a school year, with 37,453 students experiencing only one behavior event in 2021-2022.
- Most 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 30.5 percent of behavior incidents while only representing 11 percent of the total student population.
- Male students are much more likely to experience a behavior event than female students at a ratio of 2:1.
- Students with low socioeconomic status make up 59.9 percent of the student population but are responsible for 77.9 percent of all behavior events.
- In-school removals are the most frequently cited outcomes for behavior events, followed by out-of-school suspensions.
- The amount of behavior incidents involving a gun or other deadly weapon has risen exponentially in the past five years at a rate of 297 percent.
- Female involvement in drugs, alcohol or tobacco has increased 308 percent over the past five-year period while male involvement has increased 70 percent.
- Tobacco use continues to climb and is the most frequently cited substance used in schools; nicotine vapor products account for 11,609 of the reported behavior events.
- Bullying and harassment reports have remained relatively stable. Male students are involved in approximately two-thirds of these types of behavior events.
- The following groups of students are disproportionally involved in negative behavior events: males, Black students, students with IEPs and economically disadvantaged students.
- When legal intervention is used, Student Resource Officer (SRO) involvement is the most frequently cited and has increased over the past two years.

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 2021-2022 school year. Kentucky's total public-school population included 631,660 students in Kindergarten through Grade 14 as reported by the 2021-2022 School Report Card. Kentucky's School Report Card can be found on the KDE 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. These 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 with exclusion of the 2020-2021 school year. Overall, the student population in Kentucky has remained stable, with roughly 74 percent of students identifying as White, 11 percent of students identifying as Black, 9 percent of students identifying as Hispanic/Latino, 5 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 51.5 percent of students being identified as male and 48.5 percent of students being identified as female. The makeup of Kentucky's student population has remained constant in terms of the proportion of these subgroups. There has been a decrease in overall student enrollment in the 2021-2022 school year.

Figure 1: Student Enrollment Summary

	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
Race/Ethnicity					
Black	68,207	68,254	68,799		68,377
Hispanic/Latino	43,875	46,489	49,201		53,788
Other	13,308	13,696	13,941		14,380
Two or More Races	24,968	26,388	28,321		30,808
White	498,011	491,939	487,725		464,353
Sex					
Female	314,817	313,859	314,433		306,572
Male	333,552	332,910	333,554		325,090
Socioeconomic Status					
Economically Disadvantaged	394,659	392,419	393,671		378,187
Economically Advantaged	253,710	254,347	254,316		253,473
Summary					
Total Student Enrollment	648,369	646,766	647,987		631,660
Behavior Events (BE)	291,675	299,987	225,967		239,586
Total Students Involved in a BE	87,978	91,033	76,831		82,947
Students Not Involved in a BE	560,391	555,733	571,156		548,713
Percent of Students Involved in a BE	13.6%	14.1%	11.9%		13.1%

Student Participation in Behavior Events

This report summarizes the behavior data for all students who participated in a behavior event during the 2021-2022 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
- INDR: In-District Removal (combined with INSR)
- 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 2021-2022 school year, school and district administrators recorded 82,947 students involved in behavior events, a figure that represents an increase in the overall number of behavior events from the prior year.

Figure 2 below shows the number of students involved in multiple behavior events. The data continue to follow its usual pattern, with most students receiving between one and 10 behavior events and fewer students showing higher incidents of behavior events.

Figure 2: Number of Students Involved in Multiple Behavior Events

	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
1-10 Events	83,130	85,971	72,724		78,780
11-20 Events	3,699	3,824	3,093		3,255
21-30 Events	747	808	624		609
31-40 Events	221	249	201		168
41-50 Events	76	96	92		64
51 and Greater Events	75	85	97		71
Total Students Involved in a BE	87,978	91,033	76,831		82,947

It should also be noted that 37,453 students had only one behavior event in 2021-2022. 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 reduced number of students involved in behavior events compared to 2017-2018 and 2018-2019.

Figure 3: Unduplicated Count of Students Involved in Behavior Events

Unduplicated Count of Students Involved in Behavior Events

Year	Count
2017-18	87,978
2018-19	91,033
2019-20*	76,831
2020-21*	
2021-22	82,947
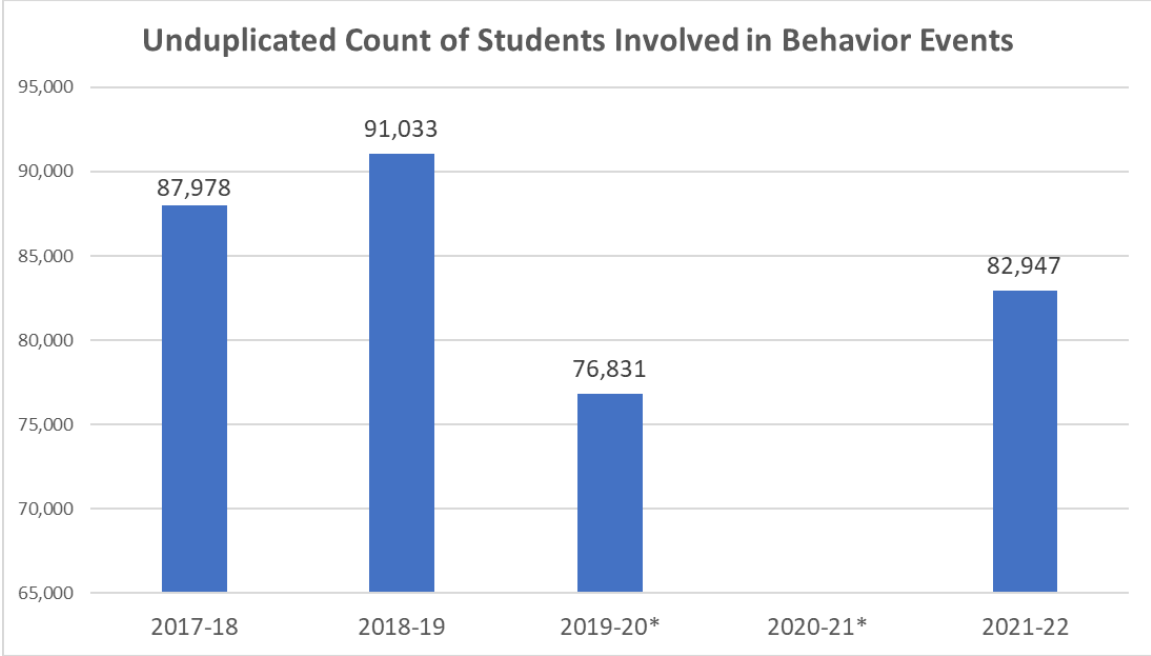
Figures 4 and 5 show the count of students involved in behavior events by socioeconomic status and race/ethnicity respectively. From year to year, students who are considered economically disadvantaged due to their ability to qualify for free or reduced priced lunch waivers consistently experience a greater rate of behavior events than students who do not qualify for free or reduced lunch. In 2021-2022, economically disadvantaged students make up 77.9 percent of all behavior events while comprising only 59.9 percent of the total student population. White students account for 54.6 percent of behavior events in 2021-2022 (74 percent of the total student population), followed by Black students with 30.5 percent of behavior events while only comprising 11 percent of the population.

Figure 4: Count of Students with Behavior Events by Socioeconomic Status

Count of Students with Behavior Events by Socioeconomic Status

	Free/Reduced Lunch	Paid Lunch	Total
2017-18	65,925	22,053	87,978
2018-19	67,375	23,658	91,033
2019-20*	56,520	20,311	76,831
2020-21*			
2021-22	60,334	22,613	82,947
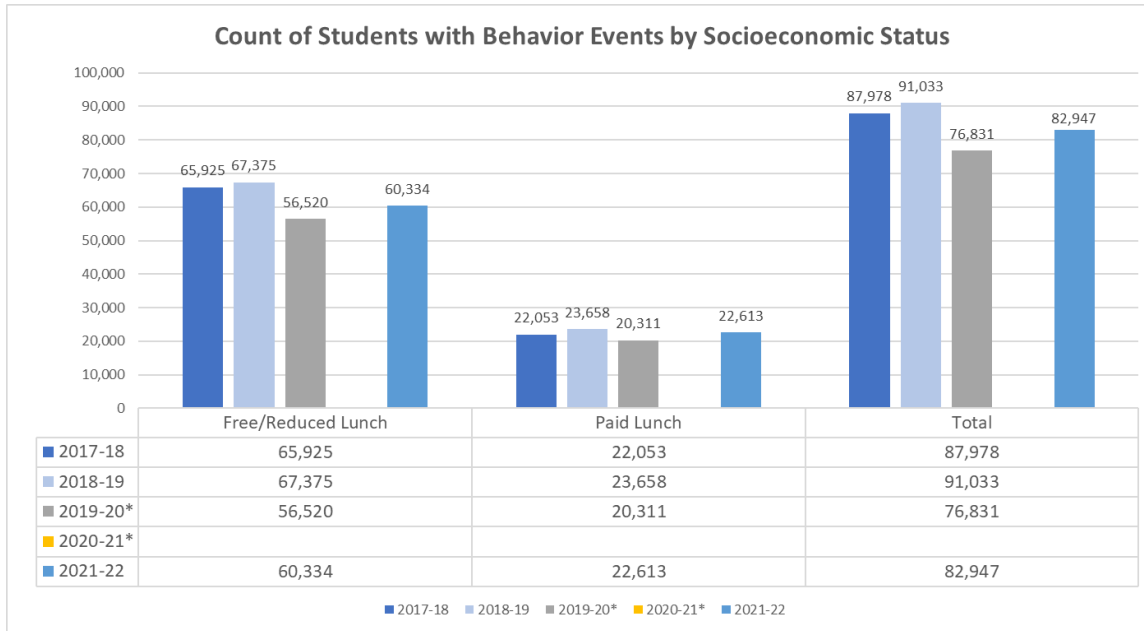
Figure 5: Count of Students Involved in Behavior Events by Race/Ethnicity

Count of Students Involved in Behavior Events by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	20,826	5,531	658	4,425	56,538	87,978
2018-19	21,030	5,897	706	4,870	58,530	91,033
2019-20*	18,370	5,509	657	4,340	47,955	76,831
2020-21*						
2021-22	17,575	6,684	762	5,235	52,691	82,947
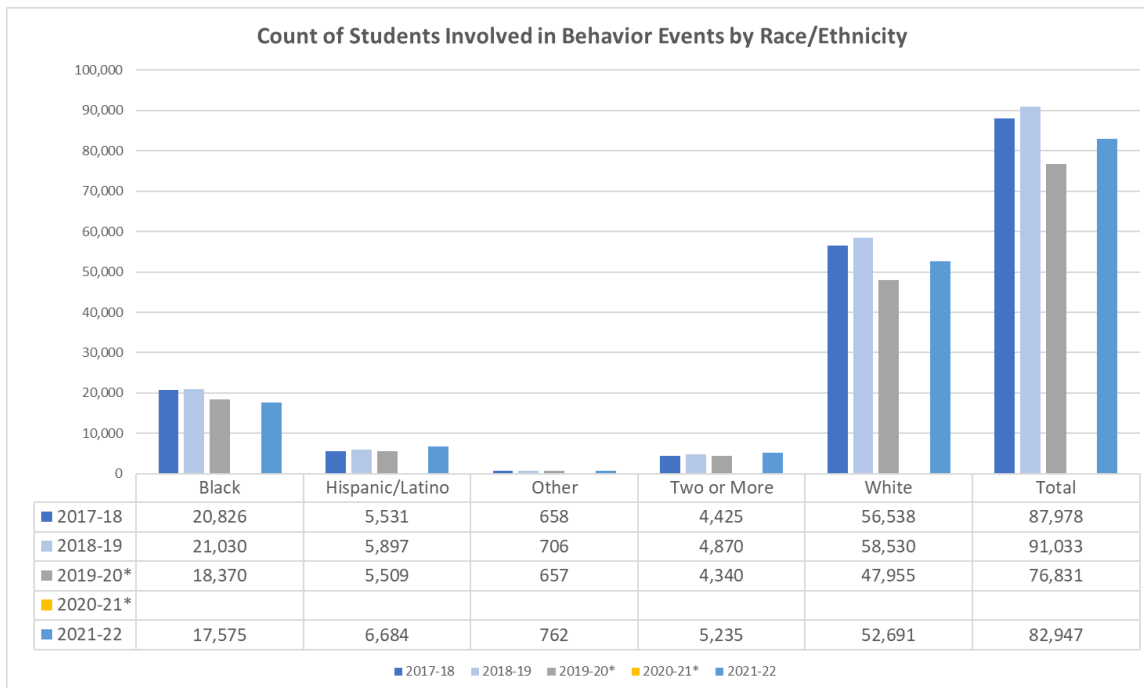
Overall Discipline Resolutions

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 2021-2022, school and district administrators recorded 239,586 behavior events. Of those total discipline resolutions recorded, 242,111 resolutions aligned to a state resolution code outlined in this report. 25,522 discipline resolutions were assigned for behavior events that are not included in the analysis of this report (conference with parent, before-/after-school detention, etc.).

Figure 6 presents the counts of discipline resolutions. In-school/district removals remain the most frequently utilized discipline resolution (74.1 percent) followed by out-of-school suspensions (25.9 percent). Corporal punishment is extremely rare and continues to decrease. Expulsion resolutions are also relatively rare in Kentucky public schools, representing less than 0.007 percent of discipline resolutions collectively. In 2021-2022, only three districts reported using corporal punishment as a discipline resolution for a total of 17 times. The number of districts using corporal punishment has continued to decline over the past 5 years of reporting.

When viewed through the lens of sex, there are several evident trends. Males are substantially more likely than females to experience In-School/District Removal or Out-of-School Suspension, as seen in Figure 7. Males were also much more likely to experience corporal punishment than female students.

It should be noted that the Kentucky School Report Card only accounts for in-school and in-district removals of a resolution length of greater than .5 of a day. This may cause a discrepancy when comparing data in this report to the Kentucky School Report Card.

Figure 6: Count of Discipline Resolutions

	In-School/District Removal	Out-of-School Suspension	Expelled, with Services	Expelled, without Services	Corporal Punishment	Total
2017-18	229,591	65,902	209	20	452	296,174
2018-19	240,519	61,877	137	22	284	302,839
2019-20*	185,113	46,819	85	18	142	232,177
2020-21*						
2021-22	180,254	61,675	146	19	17	242,111
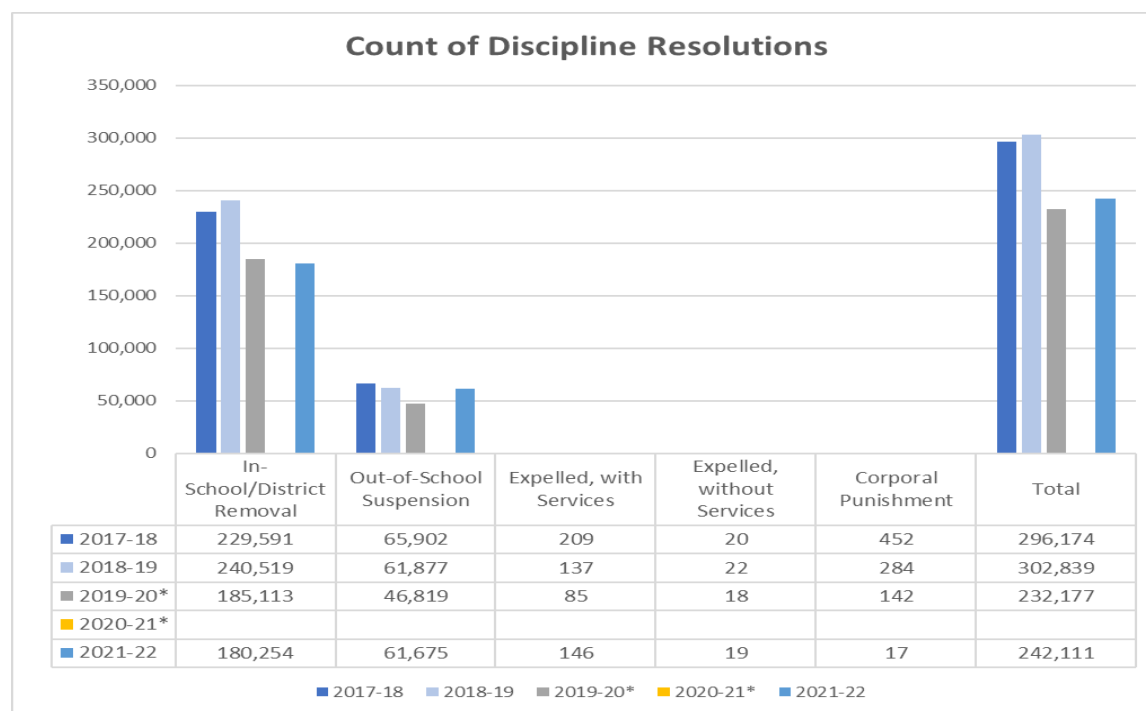
Figure 7: Count of Discipline Resolutions by Sex

	Female				
	2017-2018	**2018-2019**	**2019-2020***	**2020-2021***	**2021-2022**
In-School/District Removal	65,178	71,208	58,602		57,656
Out-of-School Suspension	18,698	18,048	13,891		20,365
Expelled, with Services	52	28	20		36
Expelled, without Services	3	2	4		4
Corporal Punishment	49	40	8		1
	Male				
	2017-18	**2018-19**	**2019-20***	**2020-21***	**2021-22**
In-School/District Removal	164,413	169,311	126,511		122,598
Out-of-School Suspension	47,204	43,829	32,928		41,310
Expelled, with Services	157	109	65		110
Expelled, without Services	17	20	14		15
Corporal Punishment	403	244	134		16

In-school/district 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/district 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 53.7 percent of students receiving in school/district removals, yet they make up 74 percent of the total student population in Kentucky (Figure 8). This is compared to Black students who make up 30.8 percent of students receiving in-school/district removals while making up only 11 percent of the total population. These same percentages are mirrored in the out-of-school suspension rates (Figure 9).

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

Count of In-School/District Removals by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	81,792	13,476	1,352	11,833	121,138	229,591
2018-19	88,530	15,264	1,566	13,488	121,671	240,519
2019-20*	69,206	13,447	1,380	10,338	90,742	185,113
2020-21*						
2021-22	55,596	14,334	1,376	12,155	96,793	180,254

■2017-18 ■2018-19 ■2019-20* ■2020-21* ■2021-22
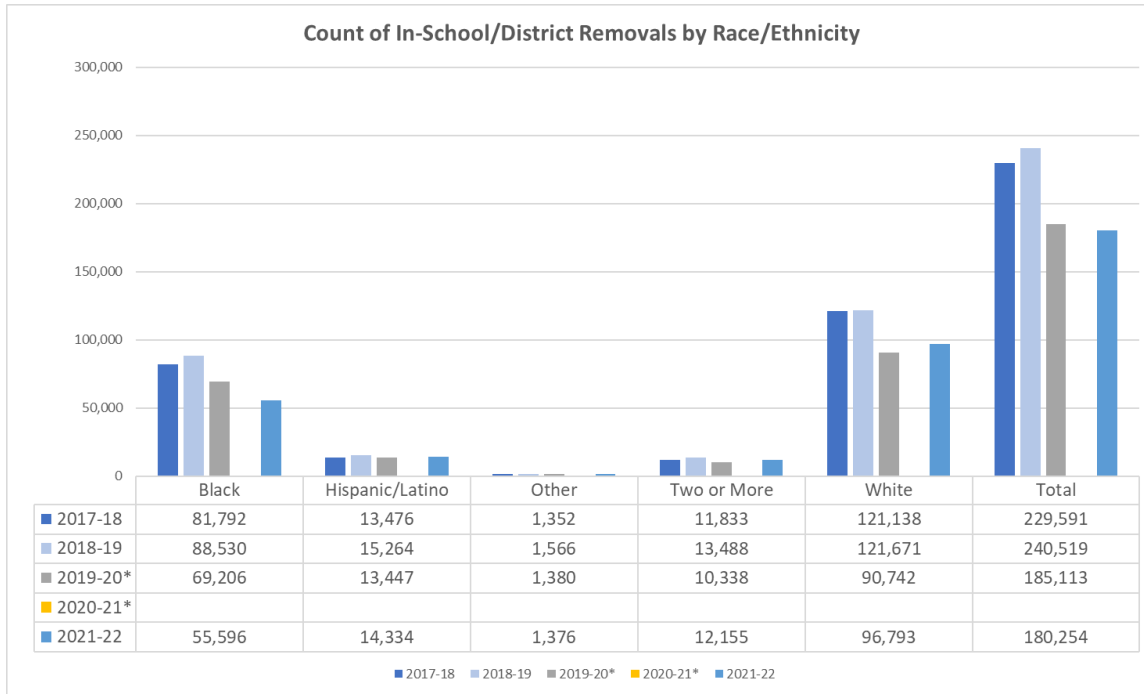
Figure 9: Count of Out of School Suspension by Race/Ethnicity

Count of Out of School Suspensions by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	22,793	3,330	315	3,557	35,907	65,902
2018-19	20,119	3,349	301	3,693	34,415	61,887
2019-20*	15,068	2,673	274	2,927	25,877	46,819
2020-21*						
2021-22	19,351	3,981	415	4,358	33,570	61,675

■2017-18 ■2018-19 ■2019-20* ■2020-21* ■2021-22
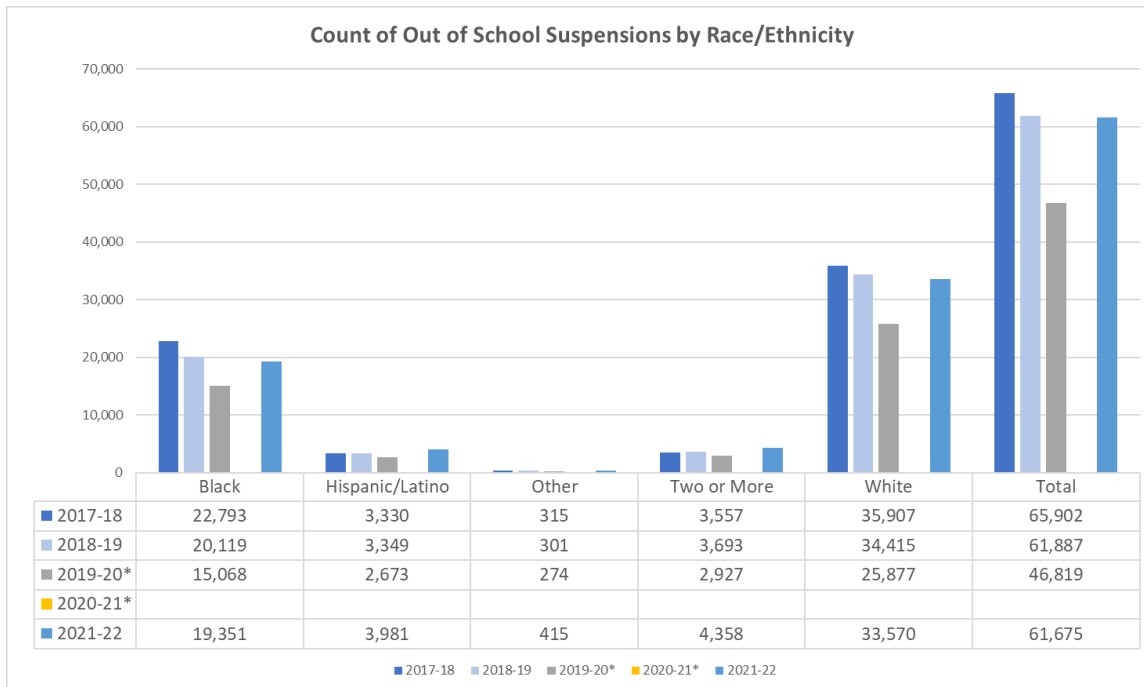
Figure 10 presents the count of corporal punishments disaggregated by race/ethnicity. While they make up a very small portion of the discipline referrals presented in this report, they are still notable and present a clear difference among groups.

Figure 10: Count of Corporal Punishments by Race/Ethnicity

Count of Corporal Punishments by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	6	10	0	4	432	452
2018-19	5	14	0	7	258	284
2019-20*	1	4	0	1	136	142
2020-21*						
2021-22	0	0	0	0	17	17

2017-18   2018-19   2019-20*   2020-21*   2021-22
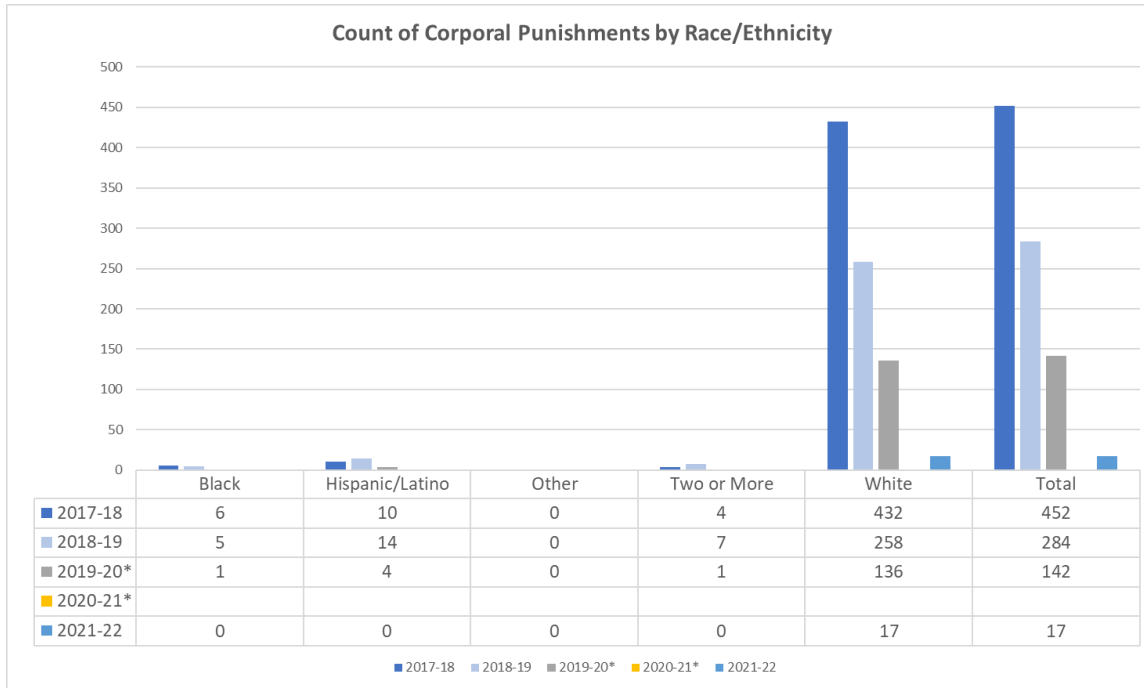
Figures 11 and 12 present the count of students expelled with and without services disaggregated by race/ethnicity. Proportionally, the numbers of students being expelled with and without services align with the racial proportions of the overall student enrollment. Special education students are prohibited by state law from being expelled without services, therefore, these figures only represent non-special education students.

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

Count of Students Expelled with Services by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	30	15	0	5	159	209
2018-19	14	6	1	9	107	137
2019-20*	11	8	1	6	59	85
2020-21*						
2021-22	21	11	0	12	102	146
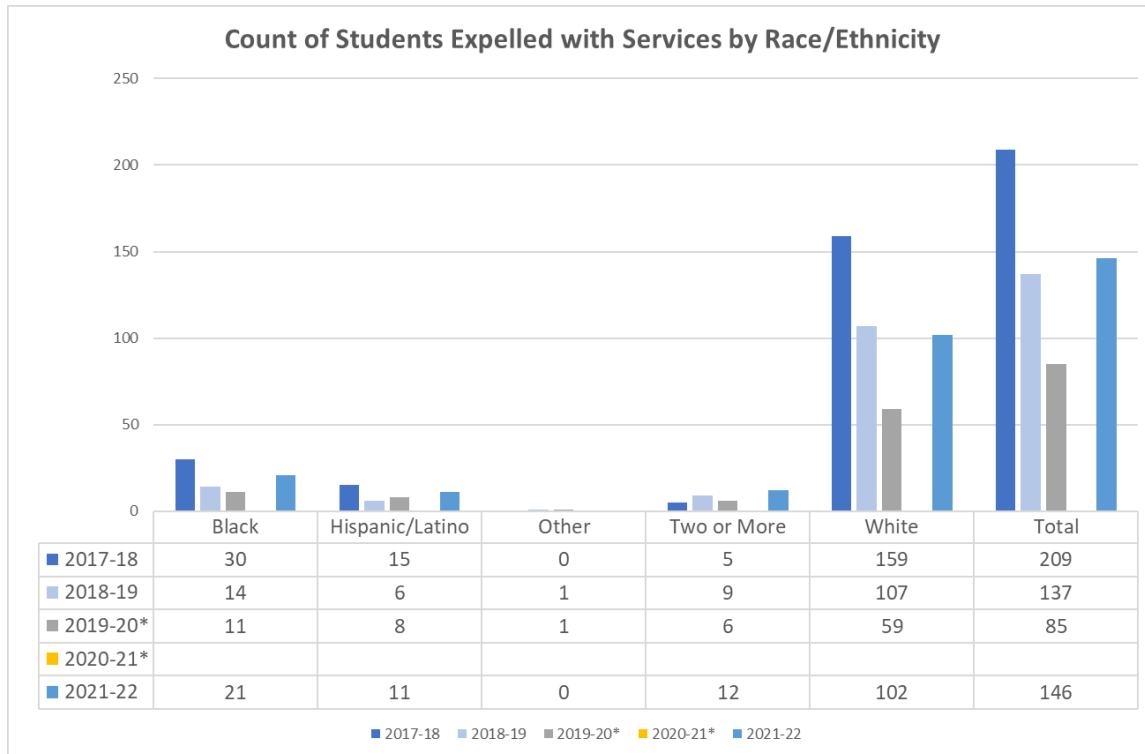
Figure 12: Count of Students Expelled without Services by Race/Ethnicity

Count of Students Expelled Without Services by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
■ 2017-18	3	1	0	3	13	20
■ 2018-19	7	0	0	2	13	22
■ 2019-20*	1	0	0	2	15	18
■ 2020-21*						
■ 2021-22	5	1	0	1	12	19
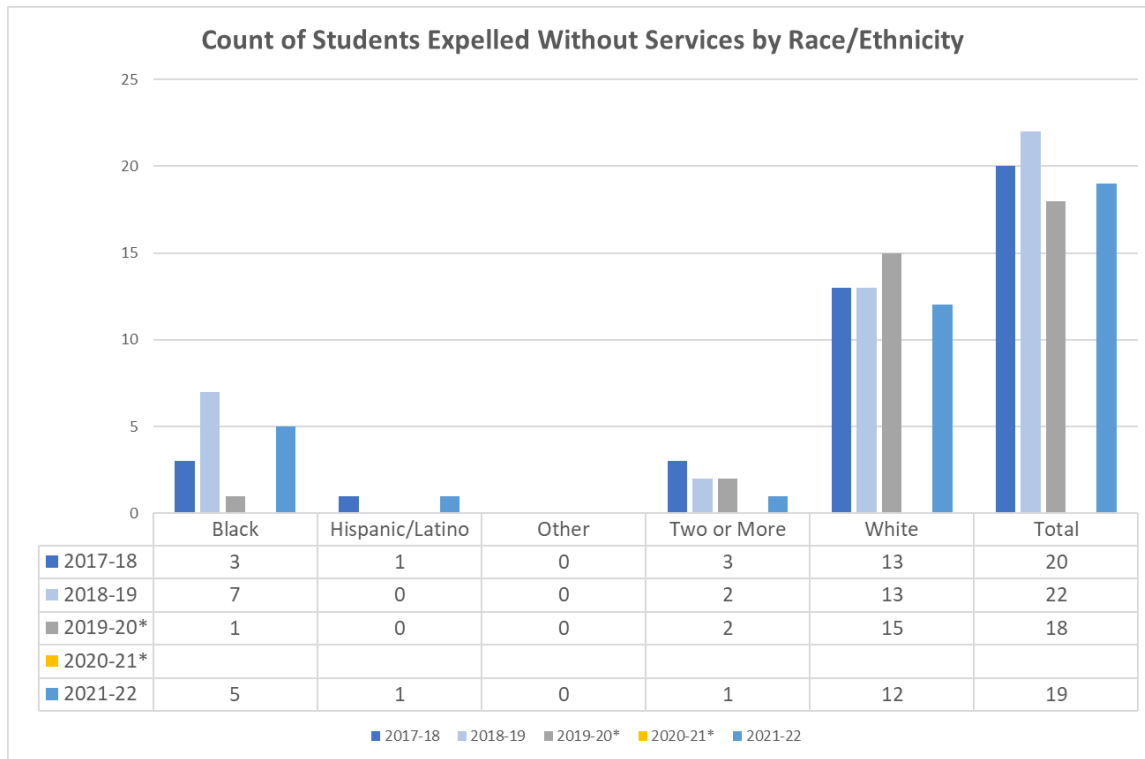
Behavior Events by Location and Context

Figure 13 displays the count of behavior events by location on school property. In 2021-2022, classrooms remain the most frequently cited location of a behavior event, making up 66.9 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 11.7 percent of all behavior events. The distribution of behavior events has remained relatively stable over the past five years. However, incidents reported to have taken place in the restroom rose dramatically. The most common events to have been reported in restrooms include tobacco use, tobacco possession and fighting.

Figure 13: Count of Behavior Events by Location

	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
Athletic Field	242	287	151		456
Bus	7,338	7,534	5,294		7,229
Cafeteria	8,411	8,189	5,982		8,187
Campus Grounds	4,910	4,382	3,097		7,472
Classroom	235,988	240,049	182,498		160,183
Field Trip	269	310	187		200
Gymnasium	5,237	5,403	3,842		5,374
Hallway/Stairwell	17,672	20,100	15,095		27,918

	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
Off-Campus	1,633	1,853	1,125		1,761
Office	1,294	1,432	1,067		1,963
Other	2,567	3,055	1,549		3,103
Playground	2,536	2,413	1,608		2,959
Restroom	3,578	4,980	4,472		12,781
Total	291,675	299,987	225,967		239,586

It is also important to consider when behavior events take place. Figure 14 shows the count of behavior events by context. Context categories include:
- 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

As expected, the vast majority of recorded behavior events (97 percent) occur during school-sponsored events (SS), during school hours.

Figure 14: Count of Behavior Events by Context

	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
SS: School-sponsored event, during school hours	286,587	295,701	222,715		232,555
SN: School-sponsored event, not during school hours	3,129	2,994	2,356		4,089
NS: Non-school-sponsored event, during school hours	1,408	755	580		2,258
NN: Non-school-sponsored event, not during school hours	551	537	316		684
Total	291,675	299,987	225,967		239,586

Behavior Events Involving Assault and Violence

During the 2021-2022 school year, school and district administrators recorded 5,532 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

Count of Behavior Events Involving Assault and Violence by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	825	109	11	114	1,264	2,323
2018-19	1,337	272	26	349	3,120	5,104
2019-20*	1,050	218	33	325	2,435	4,061
2020-21*						
2021-22	1,825	325	48	357	2,977	5,532
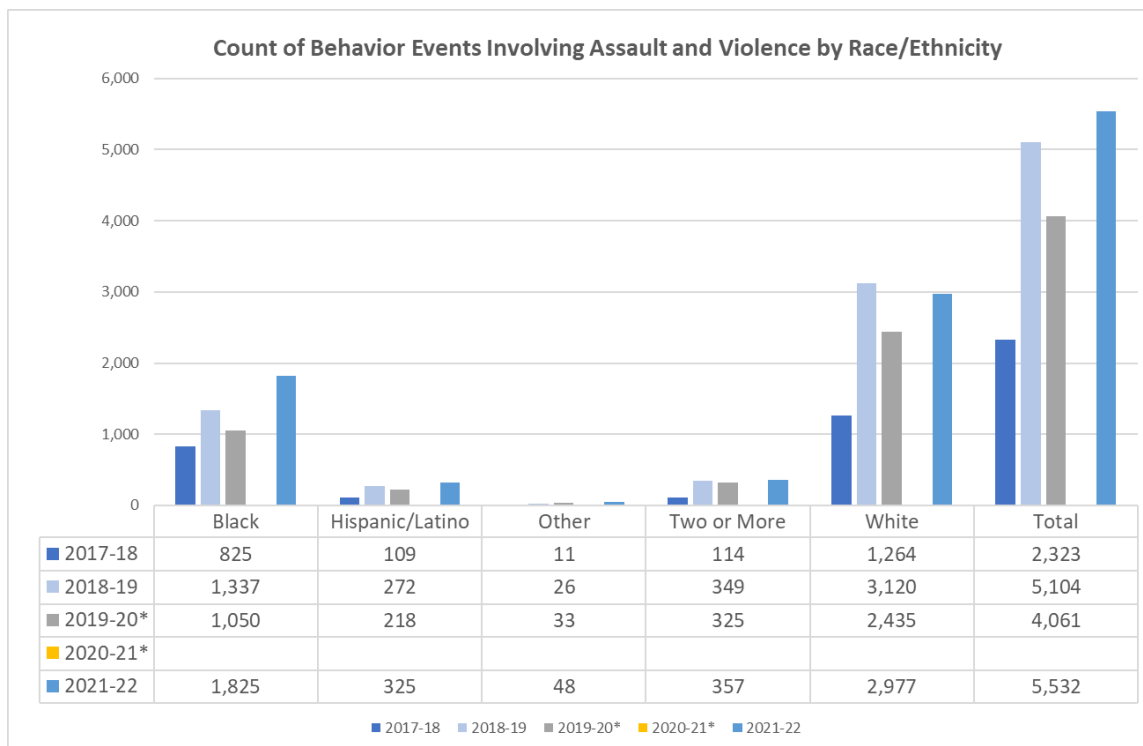
Figure 15 shows the count of behavior events involving assault and violence disaggregated by race/ethnicity. Over the past five years, Kentucky schools have seen a sharp increase (138 percent) in the number of behavior events in this category. The ratio of events among groups continues to remain the same, with White students making up 53.8 percent of events, followed by Black (33.0 percent) and Hispanic/Latino (5.9 percent) students.

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 74.1 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 268 percent increase compared to female students' 127 percent increase.

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

Count of Behavior Events Involving Assault and Violence by Sex

	Female	Male	Total
■ 2017-18	619	1,120	1,554
■ 2018-19	1,202	3,902	5,104
■ 2019-20*	928	3,133	5,104
■ 2020-21*			
■ 2021-22	1,405	4,127	5,532

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22
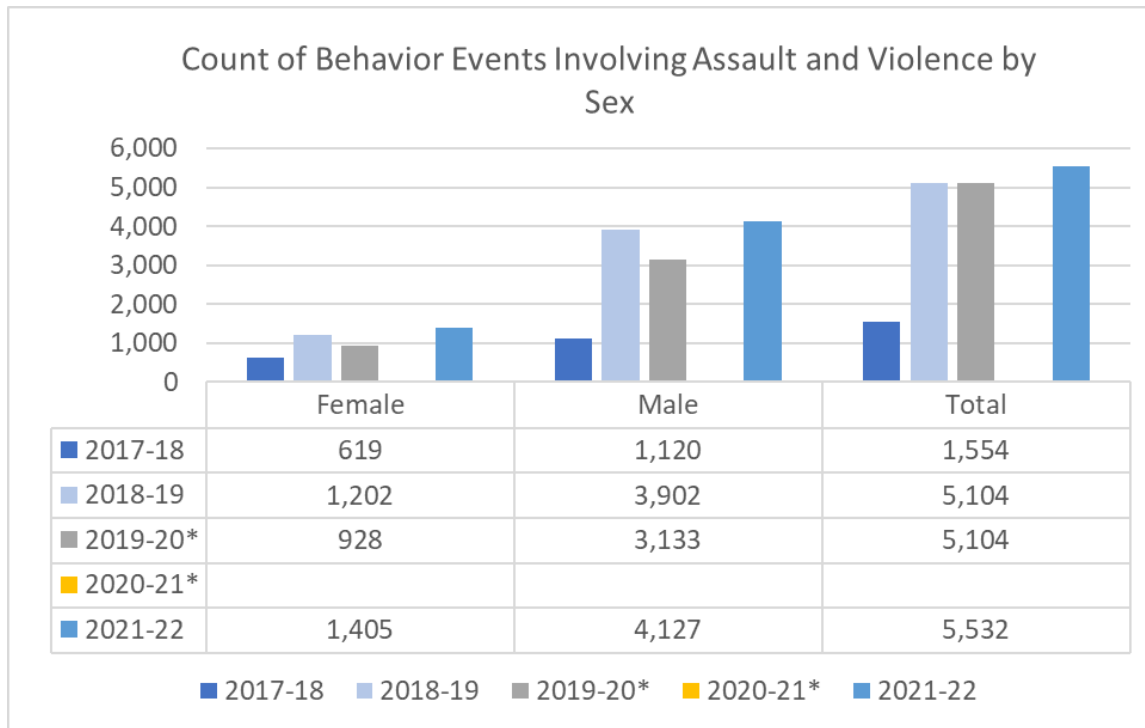
Figure 17 shows the distribution of behavior events involving assault or violence by grade level. All grade levels have experienced an increase in behavior events in this category over the past five years. The majority of events continue to occur in sixth, seventh, eighth and ninth grade.

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 78.1 percent of events in this category, an over-representation, as they make up only 59.9 percent of students.

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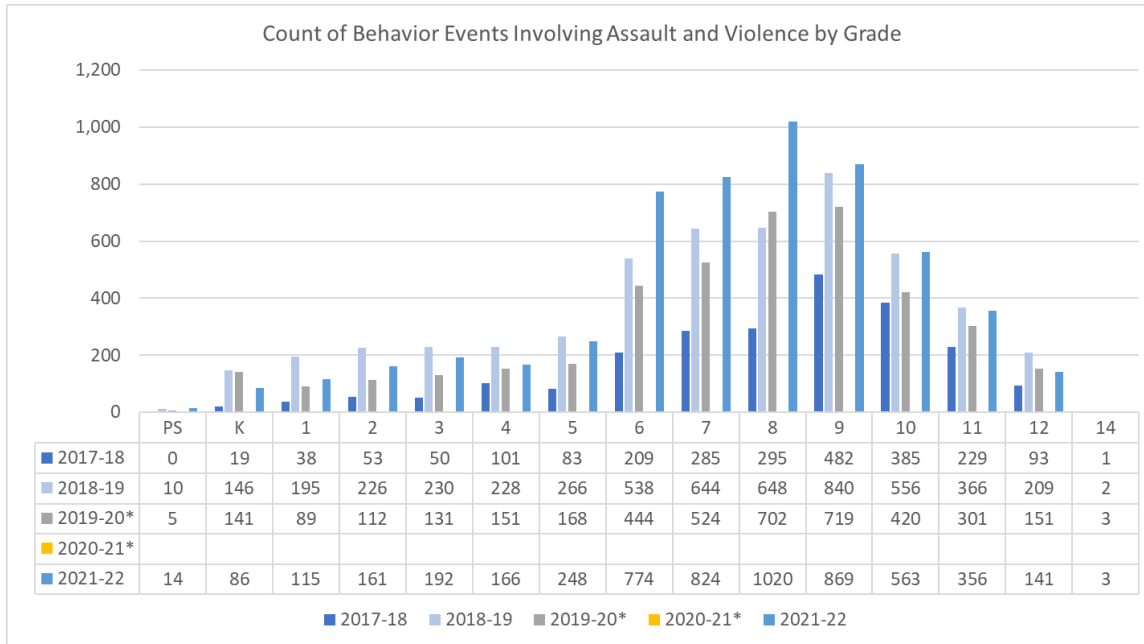
Count of Behavior Events Involving Assault and Violence by Grade

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	14
2017-18	0	19	38	53	50	101	83	209	285	295	482	385	229	93	1
2018-19	10	146	195	226	230	228	266	538	644	648	840	556	366	209	2
2019-20*	5	141	89	112	131	151	168	444	524	702	719	420	301	151	3
2020-21*															
2021-22	14	86	115	161	192	166	248	774	824	1020	869	563	356	141	3

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22

Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before Oct. 1 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

Count of Behavior Events Involving Assaults and Violence by Socioeconomic Status

	Free/Reduced Lunch	Paid Lunch	Total
■ 2017-18	1,839	484	2,323
■ 2018-19	4,071	1,033	5,104
■ 2019-20*	3,239	822	4,061
■ 2020-21*			
■ 2021-22	4,321	1,211	5,532

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22
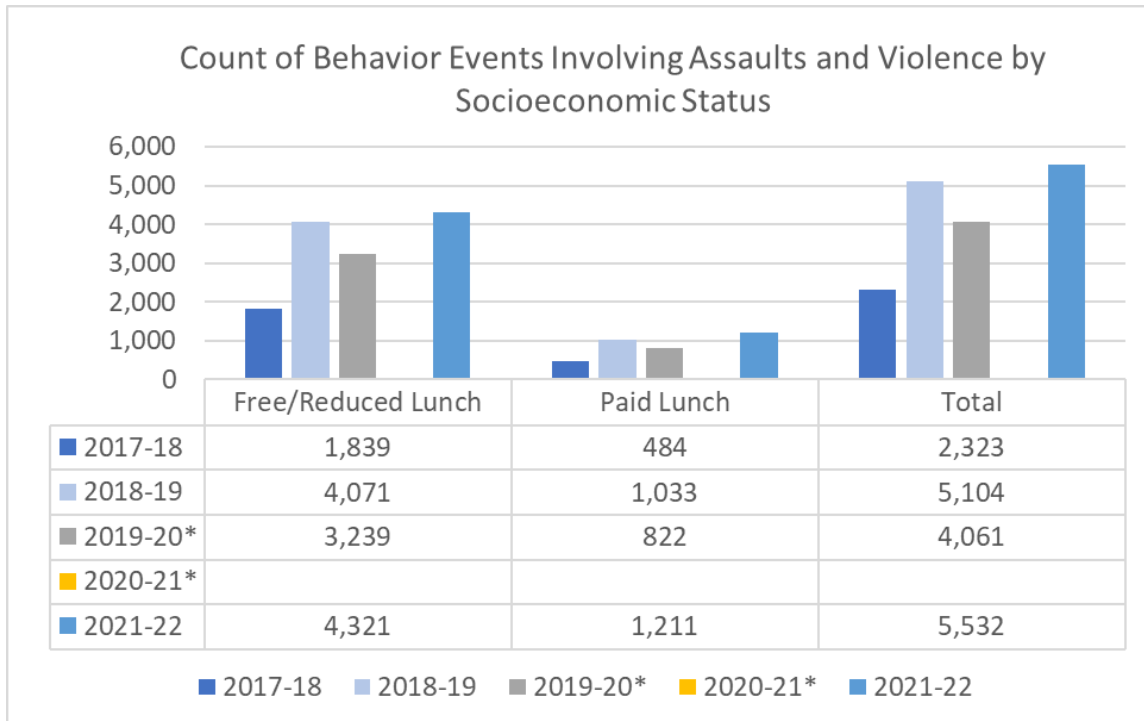
When faced with a behavior event involving assault and violence, school leaders rely heavily on out-of-school suspensions, which made up 68.7 percent of behavior resolutions in 2021-2022. Figure 19 shows the count of behavior events in this category by resolution. In-school removals are the second most likely outcome for a student involved in an event involving assault and violence, making up 25.5 percent of assigned resolutions.

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

Count of Behavior Events Involving Assault and Violence by Resolution

	In-School Removal	Out-of-School Suspension	Expelled, with Services	Expelled, without Services	Corporal Punishment	Total
2017-18	255	1,628	23	3	0	1909
2018-19	1,037	2,413	14	2	5	3471
2019-20*	842	2,034	12	1	1	2890
2020-21*						
2021-22	1,426	3,219	37	2	1	4685

Behavior Events Involving Guns or Other Deadly Weapons

During the 2021-2022 school year, school and district administrators recorded 1,258 behavior events involving guns or other deadly weapons. This is a dramatic increase from the 2018-2019 school year. 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

Count of Behavior Events Involving Guns or Other Deadly Weapons by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	93	17	5	20	289	424
2018-19	146	36	10	26	458	676
2019-20*	217	43	2	33	414	709
2020-21*						
2021-22	426	97	16	79	640	1,258
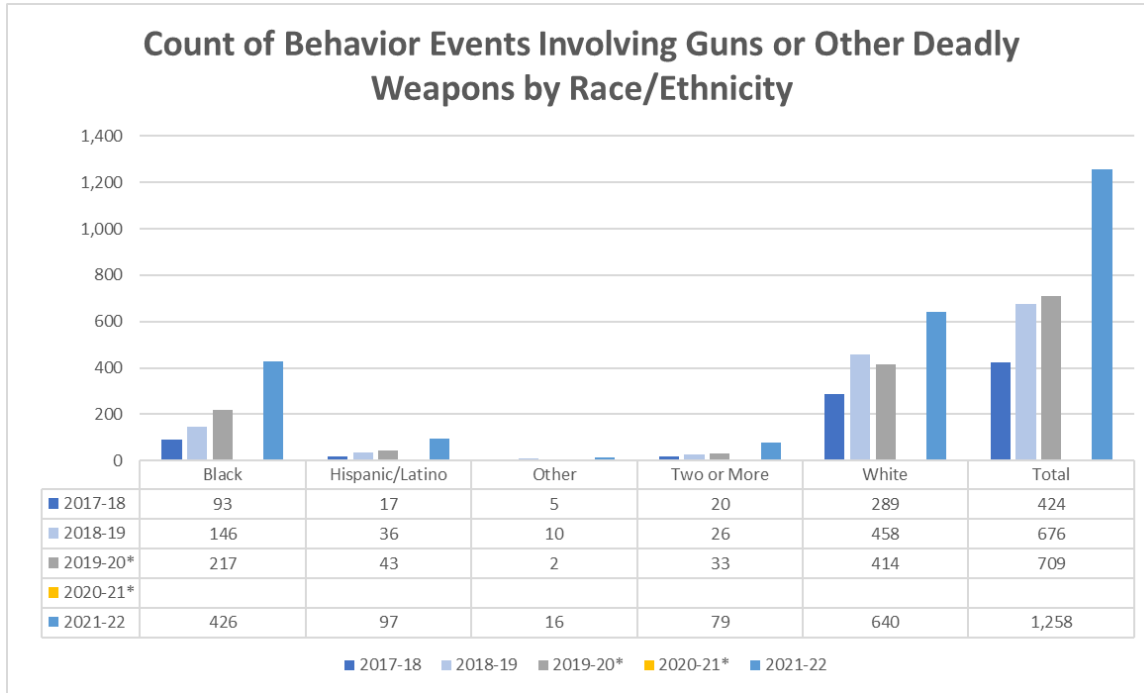
Figure 20 shows the count of behavior events involving guns or other deadly weapons disaggregated by race/ethnicity. The data shows a clear increase in the number of behavior events in this category over the past five years in all racial groups.

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. However, female students saw a more dramatic five-year increase in this category (584 percent) than male students (137 percent).

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

Count of Behavior Events Involving Guns or Other Deadly Weapons by Sex

	Female	Male	Total
■ 2017-18	57	367	424
■ 2018-19	144	532	676
■ 2019-20*	143	566	709
■ 2020-21*			
■ 2021-22	390	868	1,258

Legend: ■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22
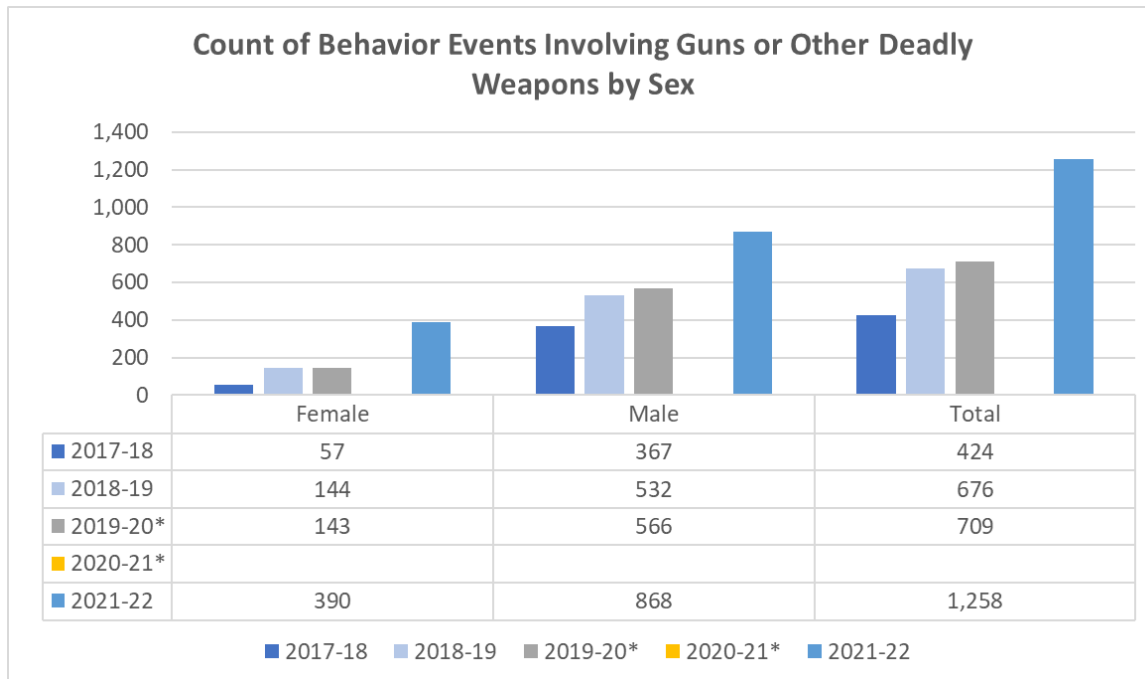
Figure 22: Count of Behavior Events Involving Guns or Other Deadly Weapons by Grade
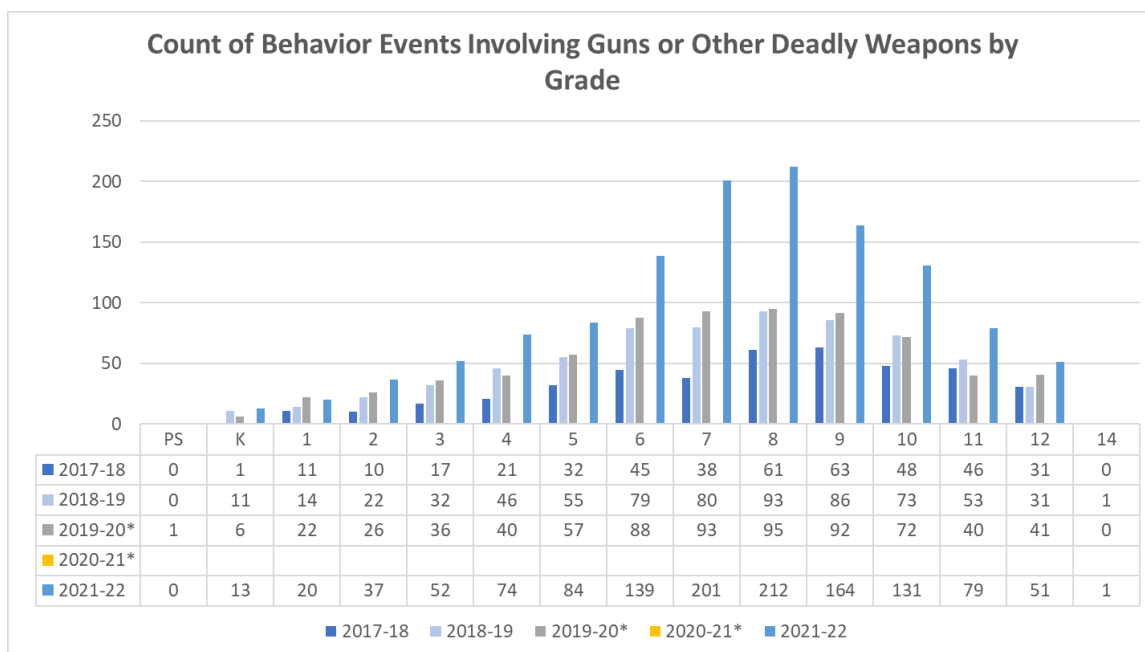
Count of Behavior Events Involving Guns or Other Deadly Weapons by Grade

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	14
■ 2017-18	0	1	11	10	17	21	32	45	38	61	63	48	46	31	0
■ 2018-19	0	11	14	22	32	46	55	79	80	93	86	73	53	31	1
■ 2019-20*	1	6	22	26	36	40	57	88	93	95	92	72	40	41	0
■ 2020-21*															
■ 2021-22	0	13	20	37	52	74	84	139	201	212	164	131	79	51	1

Legend: ■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22
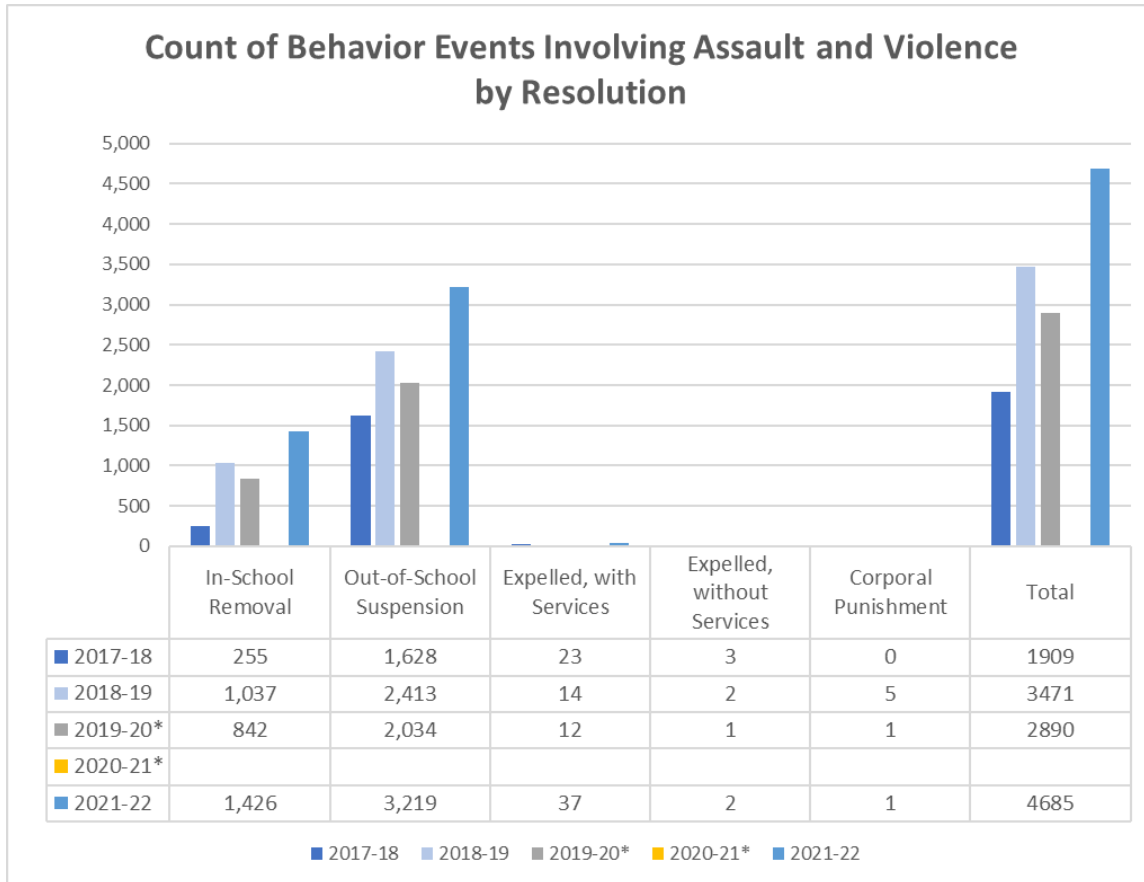
Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before Oct. 1 of the current school year and must have progressed through grade 12 assessments.

When disaggregated by grade level, behavior events in this category impacted students across all ages and increased in all grade levels. 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 grades 6 through 10.

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

Count of Behavior Events Involving Guns or Other Deadly Weapons by Socioeconomic Status

	Free/Reduced Lunch	Paid Lunch	Total
2017-18	330	94	424
2018-19	530	146	676
2019-20*	525	184	709
2020-21*			
2021-22	975	283	1,258

2017-18   2018-19   2019-20*   2020-21*   2021-22
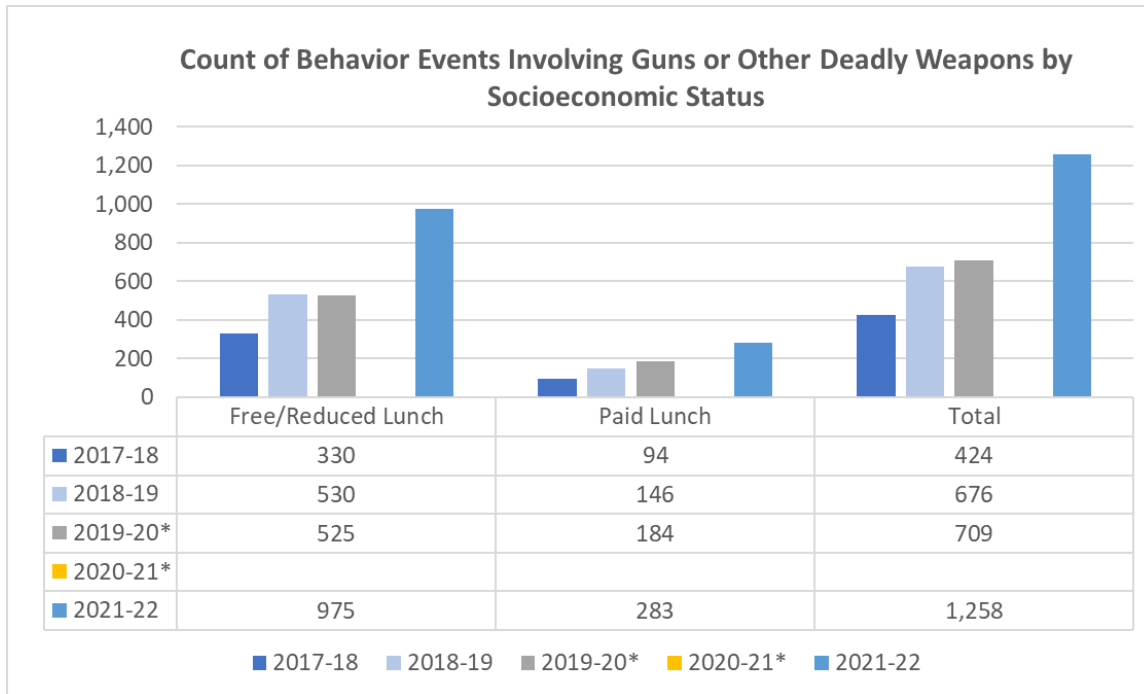
Figure 23 shows the count of behavior events involving guns or other deadly weapons by socioeconomic status. Students who qualify for free/reduced priced lunch are much more likely to have reports of behavior events in this category then their more affluent counterparts and accounted for 78 percent of behavior events in this category during the 2021-2022 school year, despite comprising only 59.9 percent of the total student population.

Behavior events involving a gun or other deadly weapon almost always result in an out-of-school suspension (70.1 percent), followed by in-school/district removals (24.5 percent), as seen in Figure 24.

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

Count of Behavior Events Involving Guns or Other Deadly Weapons by Resolution

	In-School Removal	Out-of-School Suspension	Expelled, with Services	Expelled, without Services	Corporal Punishment	Total
2017-18	50	280	3	1	0	334
2018-19	110	426	4	1	0	541
2019-20*	107	427	3	1	0	538
2020-21*						
2021-22	308	882	11	2	0	1,203

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22
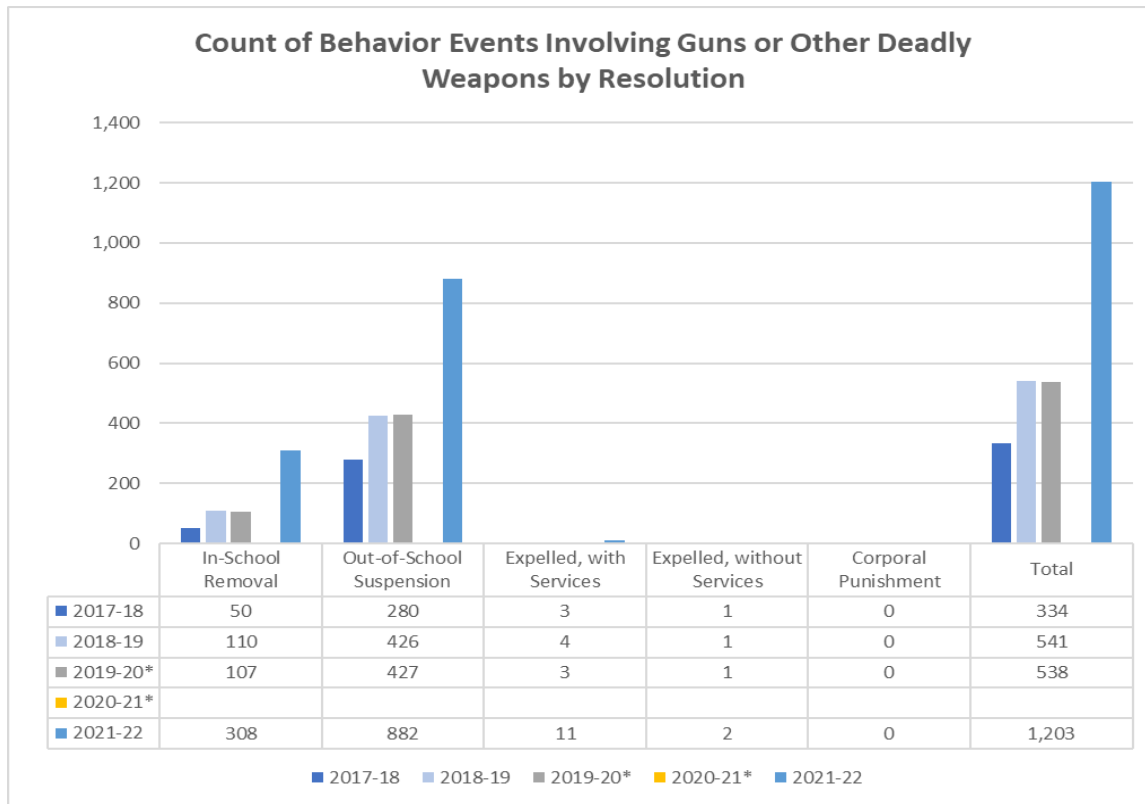
Figure 25 documents the count of behavior events by weapon type. Knives are the most frequently cited weapon by school and district administrators when recording behavior events in this category. Knives became a reportable category in the 2018-2019 school year and are reflected in the "Other Deadly Weapons" category in prior years. In the 2021-2022 school year, incidents of behavior events involving weapons nearly doubled from the 2018-2019 school year.

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

Count of Behavior Events Involving Guns or Other Deadly Weapons by Type

	Handgun	Other Firearm	Other Weaphon	Rifle	Knife	Total
2017-18	32	12	378	2	0	424
2018-19	28	75	104	5	464	676
2019-20*	40	95	156	3	411	705
2020-21*						
2021-22	86	161	494	5	882	1,628

Legend: 2017-18, 2018-19, 2019-20*, 2020-21*, 2021-22
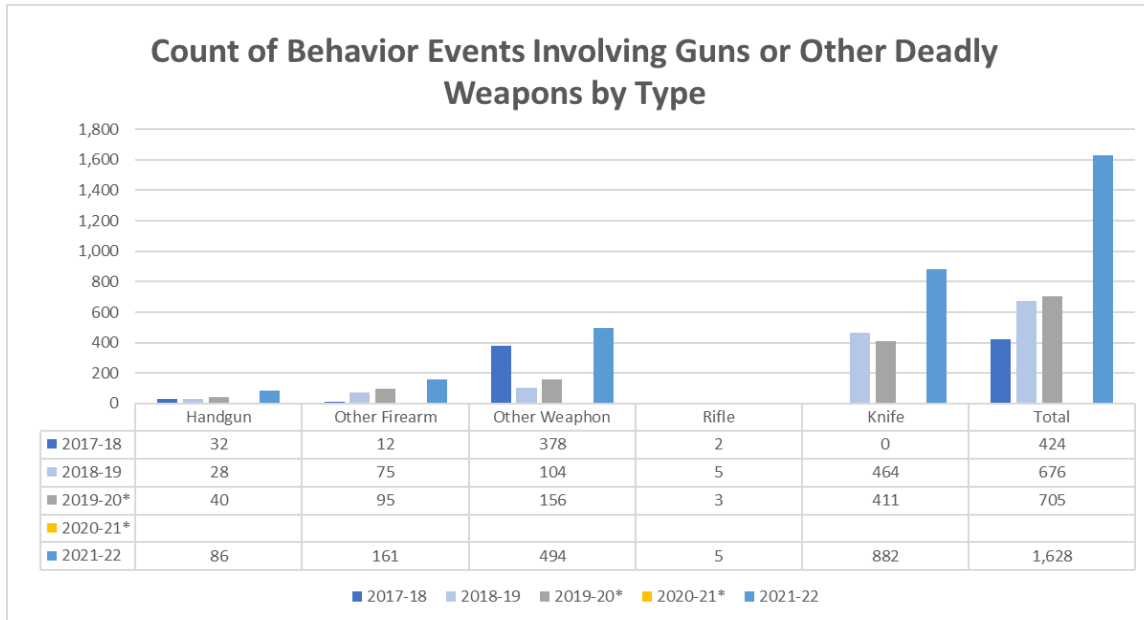
Behavior Events Involving Drugs, Alcohol or Tobacco

During the 2021-2022 school year, school and district administrators recorded 21,150 behavior events involving drugs, alcohol or tobacco. This is a two-fold increase from the 2019-2020 school year. 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 displays the count of behavior events for this category disaggregated by race/ethnicity. White students make up 74.9 percent of behavior events involving drugs, alcohol or tobacco, which is proportional to the total student population.

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

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	1,139	507	84	343	9,398	11,471
2018-19	1,682	995	121	748	17,249	20,795
2019-20*	1,416	792	106	650	12,385	15,349
2020-21*						
2021-22	3,286	1,608	161	1,234	18,861	21,150
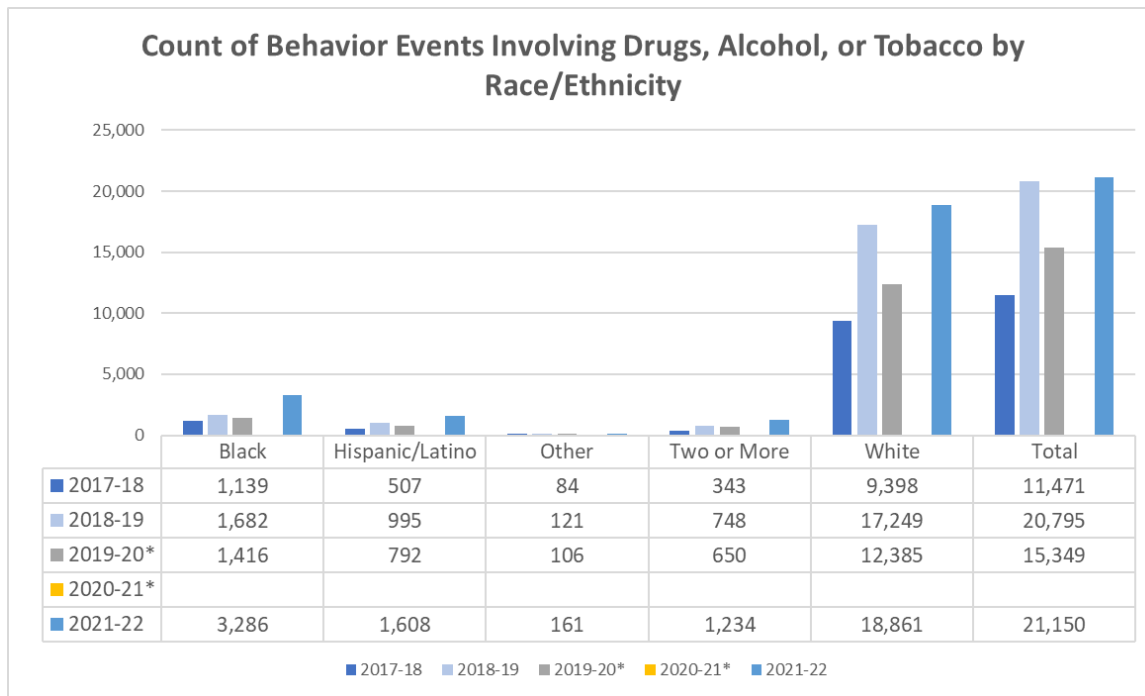
Figure 27 displays the count of behavior events involving drugs, alcohol or tobacco by sex. Male students are more likely than their female counterparts to be involved in behavior incidents in this category, making up 61.6 percent of events. While male students are more likely to be involved, female students are experiencing a more rapid growth in this area, increasing 308 percent between 2017 and 2022, compared to male students who saw a 70 percent increase during the same period.

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

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Sex

	Female	Male	Total
2017-18	2,366	9,105	11,471
2018-19	5,409	15,386	20,795
2019-20*	4,366	10,983	15,349
2020-21*			
2021-22	9,653	15,497	25,150
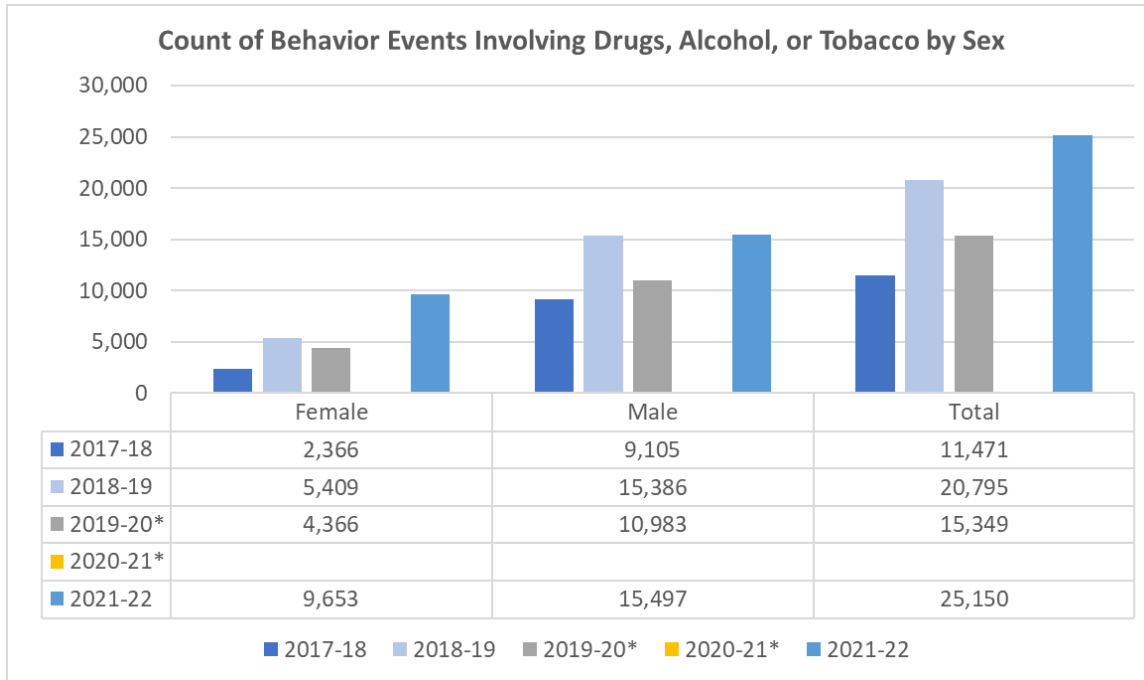
Figure 28 shows the count of students involved in behavior events for this category disaggregated by grade level. Substance use seems to begin to increase in students around fifth grade, peak at ninth grade, and steadily decrease until graduation. This trend has held true over a five-year period.

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

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Grade Level

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	14
2017-18	0	1	2	13	14	31	79	342	777	1,217	2,875	2,589	2,037	1,490	4
2018-19	0	0	2	7	18	62	193	832	1,561	2,414	5,180	4,439	3,626	2,460	1
2019-20*	0	1	5	4	10	32	162	539	1,160	1,657	3,664	3,580	2,672	1,862	1
2020-21*															
2021-22	0	4	5	19	47	122	329	1,265	2,517	3,872	6,762	4,915	3,442	1,850	1
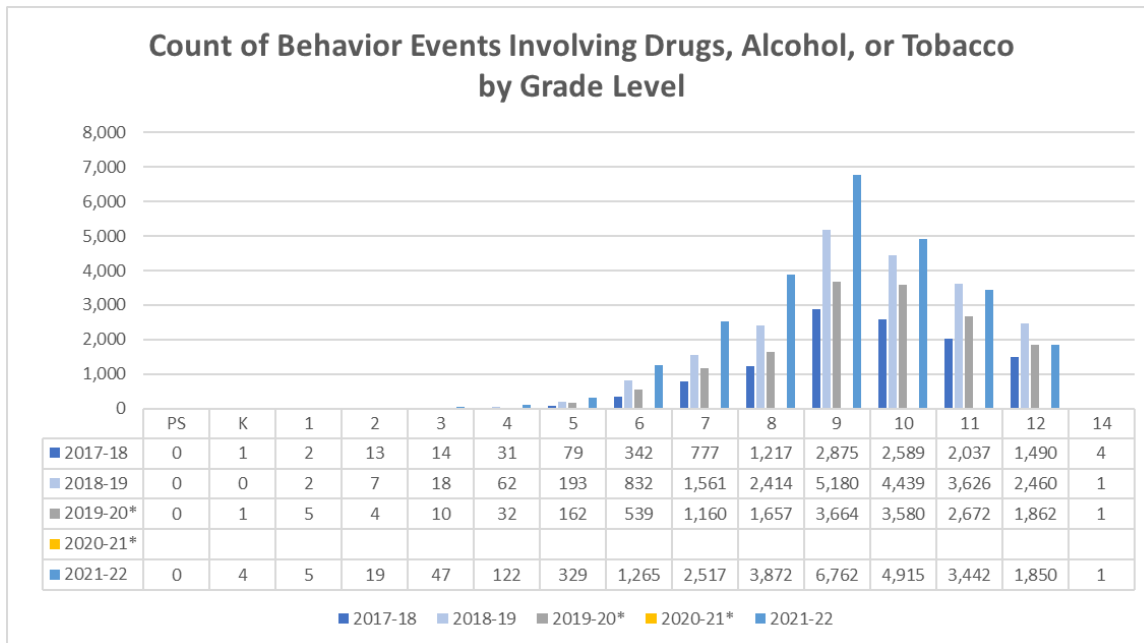
Figure 29: Count of Behavior Events Involving Drugs, Alcohol or Tobacco by Socioeconomic Status

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Socioeconomic Status

	Free/Reduced Lunch	Paid Lunch	Total
■ 2017-18	8,426	3,045	11,471
■ 2018-19	14,904	5,891	20,795
■ 2019-20*	11,343	4,006	15,349
■ 2020-21*			
■ 2021-22	19,268	5,882	25,150

■ 2017-18   ■ 2018-19   ■ 2019-20*   ■ 2020-21*   ■ 2021-22
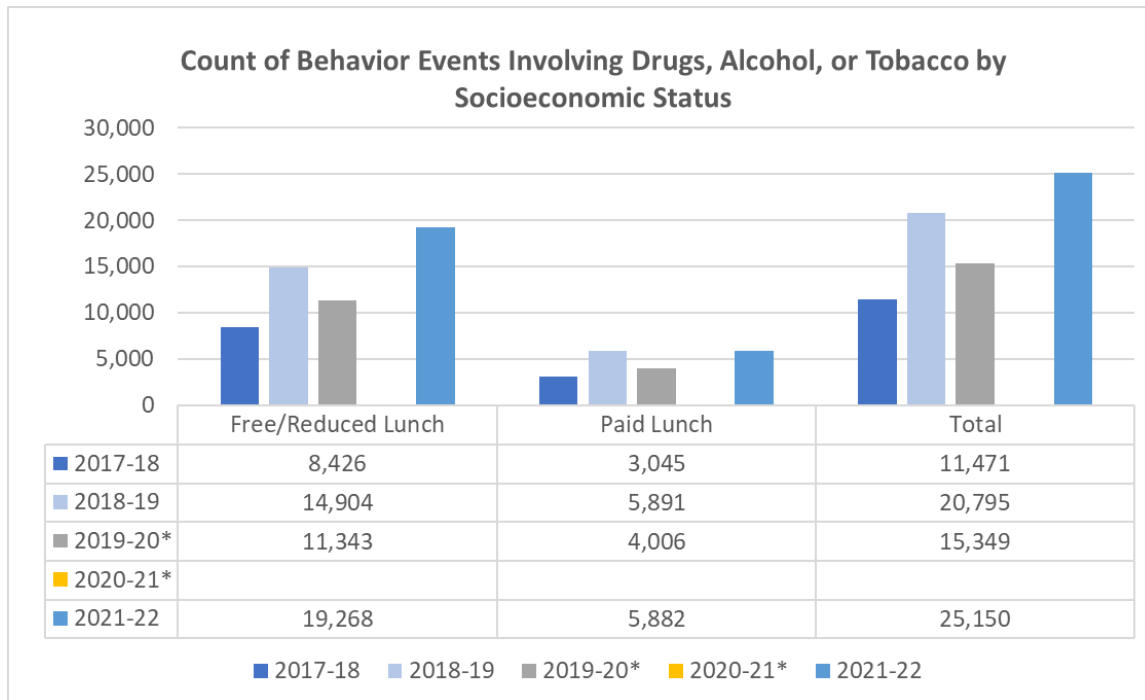
There is a strong correlation between socioeconomic status and involvement in drug-related behavior events. Figure 29 depicts the count of behavior events involving drugs, alcohol or tobacco by socioeconomic status. Students from low-income backgrounds are more likely to have behavior events involving substances than their more affluent peers, making up 76.6 percent of total events.

When faced with a behavior event involving drugs, alcohol or tobacco use, school and district leaders are more likely to use the in-school/district removal resolution, which makes up 55.2 percent of all resolutions for this category. This is followed closely by out-of-school suspensions at 36.6 percent (Figure 30).

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

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Resolution

	In-School Removal	Out-of-School Suspension	Expelled, with Services	Expelled, without Services	Corporal Punishment	Total
2017-18	5,151	3,597	17	1	2	8,768
2018-19	10,407	5,085	25	2	10	15,529
2019-20*	7,242	4,360	20	3	2	11,627
2020-21*						
2021-22	13,902	9,210	56	12	3	23,183
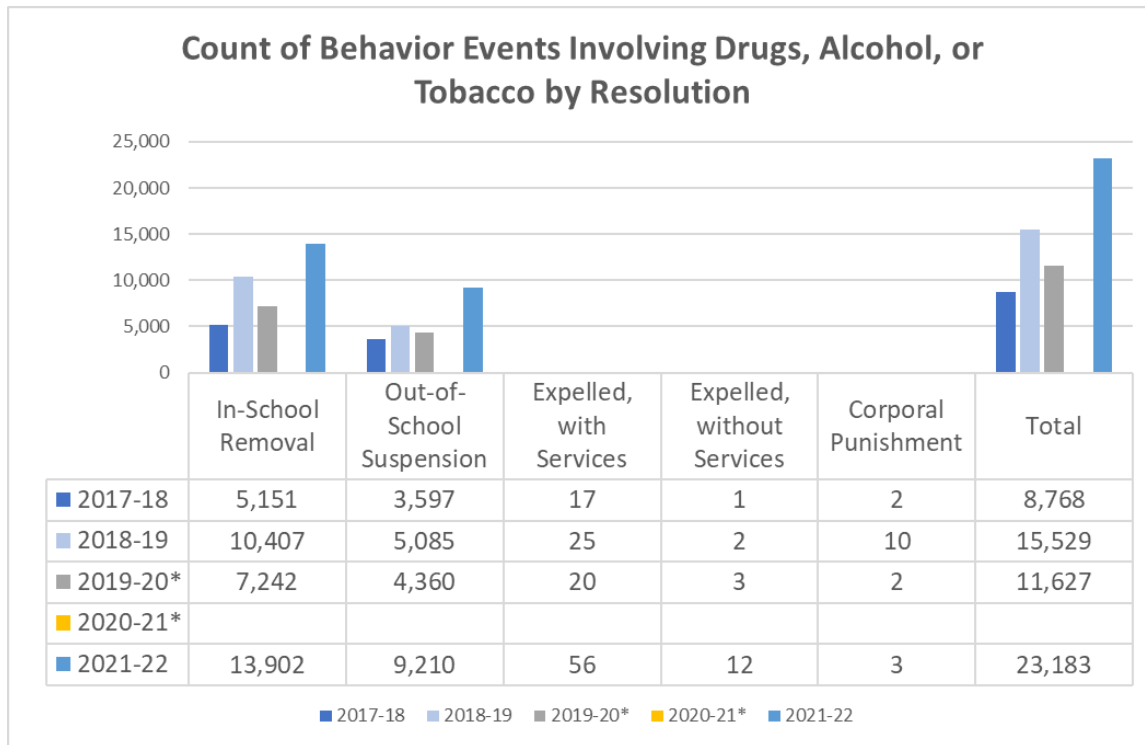
When examining the individual substances used by students in Kentucky public schools, tobacco/nicotine makes up the largest portion of behavior events (75.4 percent), as shown in Figure 31. This is followed by marijuana use (18 percent) and alcohol use (2.1 percent). When viewed over time, the number of students using alcohol has decreased over the past five years, while more rapid growth has been seen for tobacco and marijuana use. Of the total events involving drugs, 10,363 events involved nicotine vapor products.

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

Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Type

	Alcohol	Amphetamines	Barbiturates	Cocaine	Hallucinogens	Heroin	Inhalants	Marijuana	Other Drugs	Prescription Drugs	Nicotine	Total
2017-18	866	15	3	8	9	0	28	2,011	618	324	7,589	11,471
2018-19	746	16	3	7	10	0	75	2,708	508	358	16,364	20,795
2019-20*	443	16	4	2	6	2	23	2,818	318	190	11,527	15,349
2020-21*												
2021-22	530	6	0	2	9	1	62	4,535	1,774	176	18,055	25,150

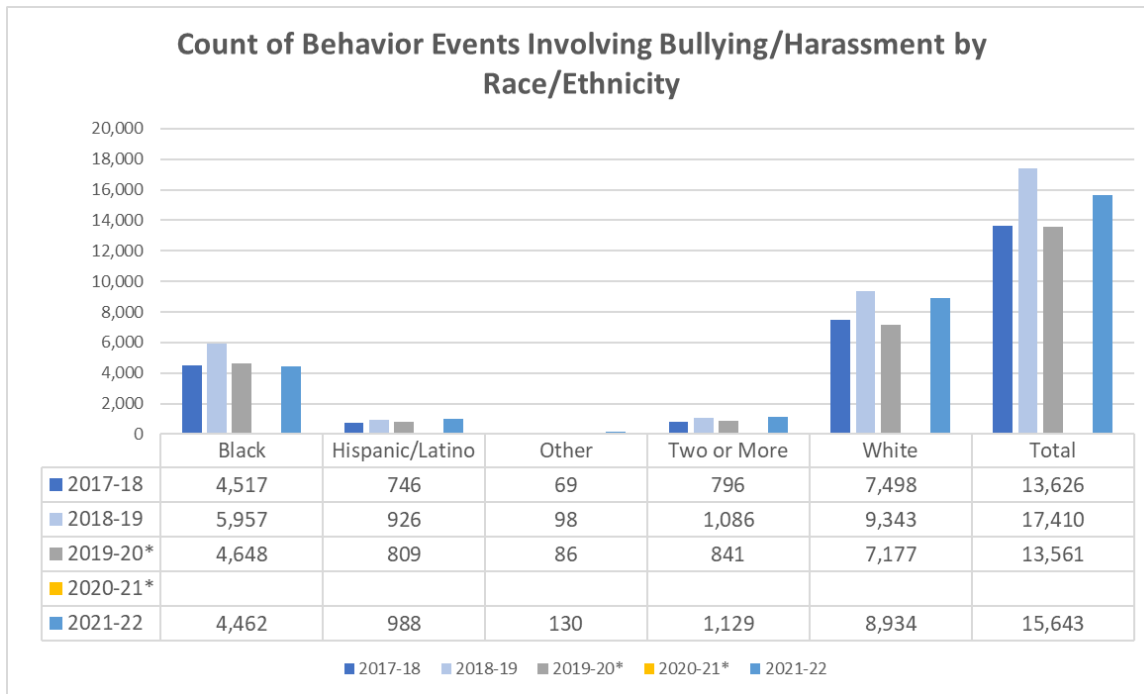■ 2017-18   ■ 2018-19   ■ 2019-20*   ■ 2020-21*   ■ 2021-22
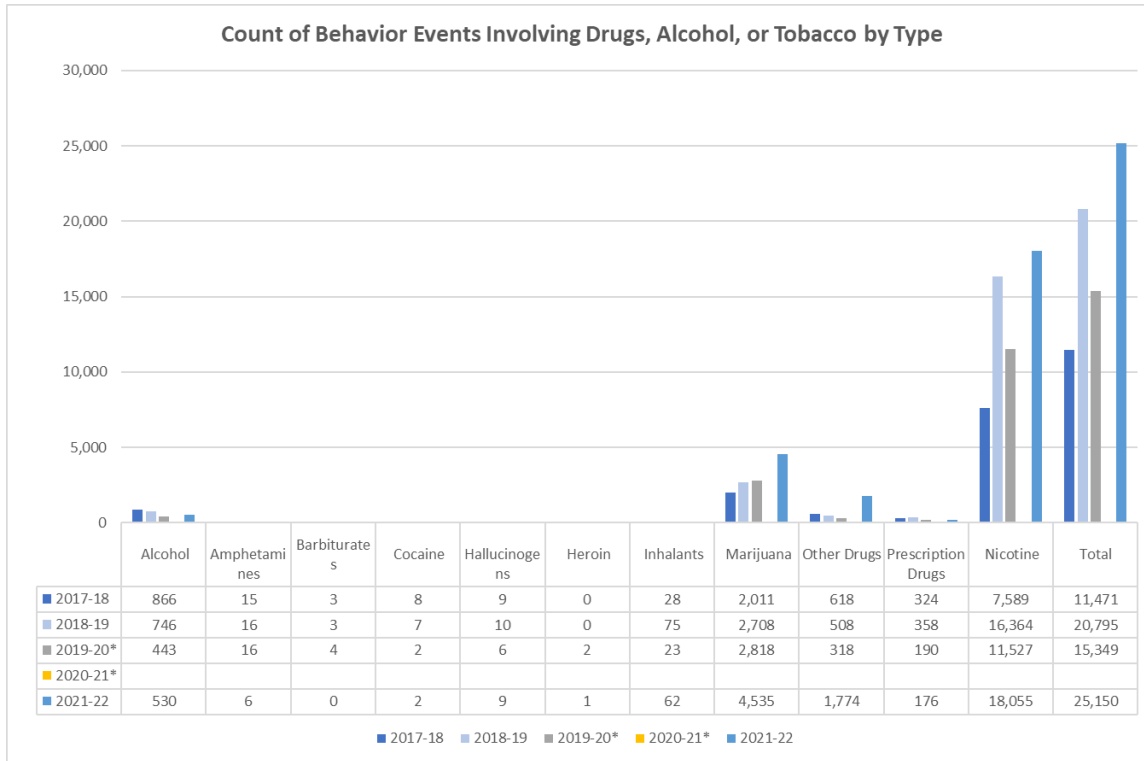
Behavior Events Involving Bullying and Harassment

During the 2021-2022 school year, school and district administrators recorded 15,643 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.
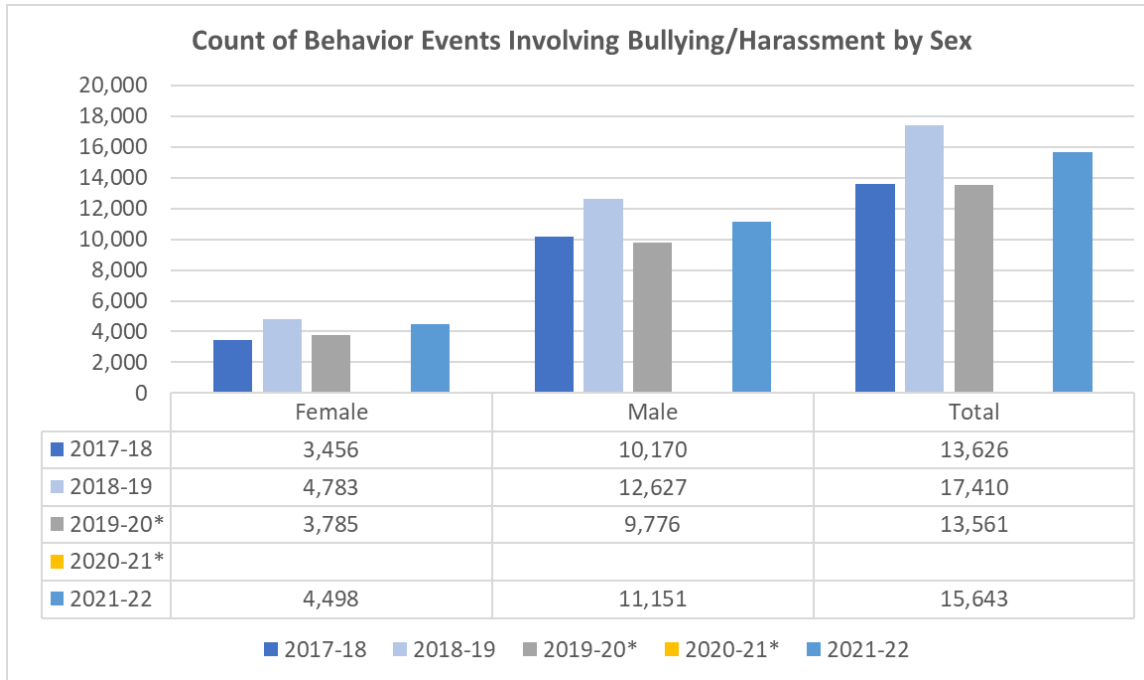
Figure 32 displays the count of behavior events involving bullying and harassment disaggregated by race/ethnicity. The ratio of bullying events between student demographic groups has remained steady over the five-year period, with groups growing and declining at roughly the same rate. In 2021-2022, White students account for a little over half (57.1 percent) of behavior events involving bullying or harassment followed by Black students with 28.5 percent of events in this category, an overrepresentation comparted to their proportion of the student population (11 percent).

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

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	4,517	746	69	796	7,498	13,626
2018-19	5,957	926	98	1,086	9,343	17,410
2019-20*	4,648	809	86	841	7,177	13,561
2020-21*						
2021-22	4,462	988	130	1,129	8,934	15,643

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 increase in behavior events involving bullying/harassment.

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

Count of Behavior Events Involving Bullying/Harassment by Sex

	Female	Male	Total
2017-18	3,456	10,170	13,626
2018-19	4,783	12,627	17,410
2019-20*	3,785	9,776	13,561
2020-21*			
2021-22	4,498	11,151	15,643

Bullying and harassment behaviors impact students at all grade levels, with a spike in the middle school and early high school (Figure 34)

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

Count of Behavior Events Involving Bullying/Harassment by Grade Level

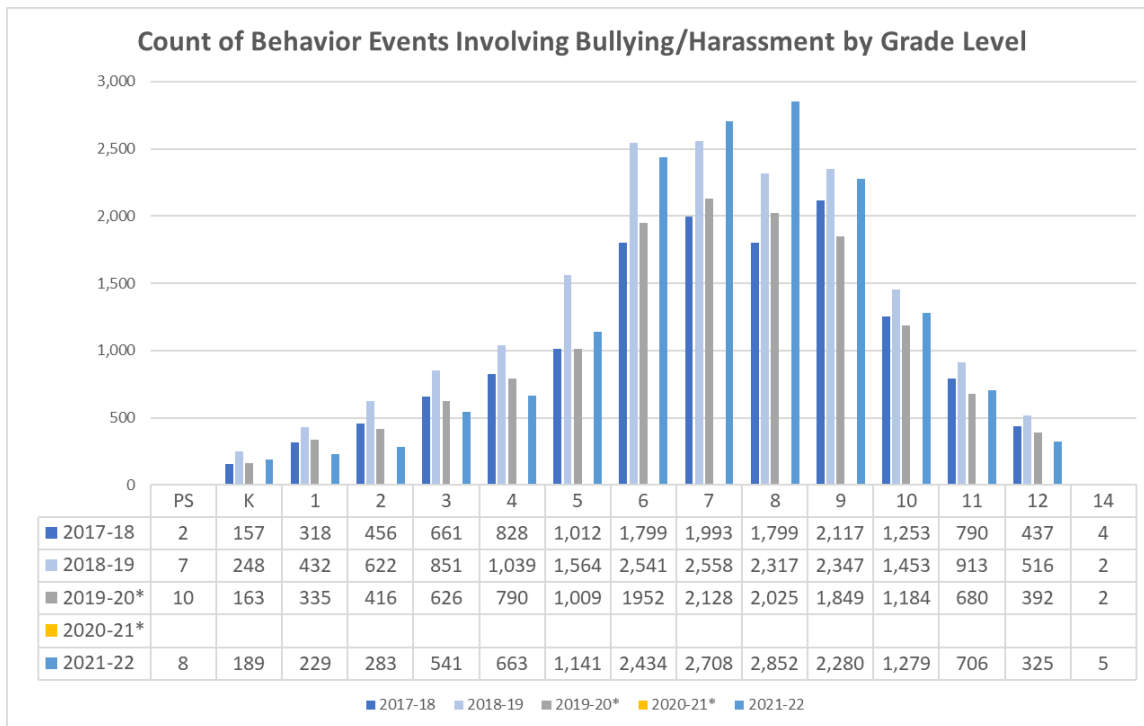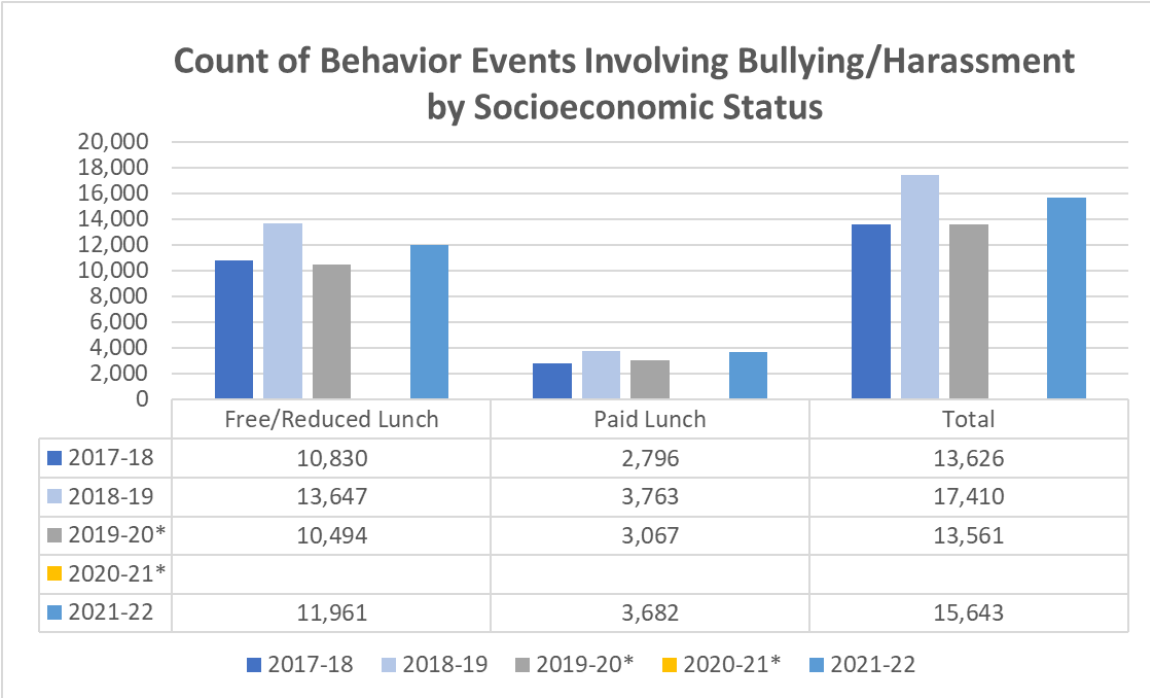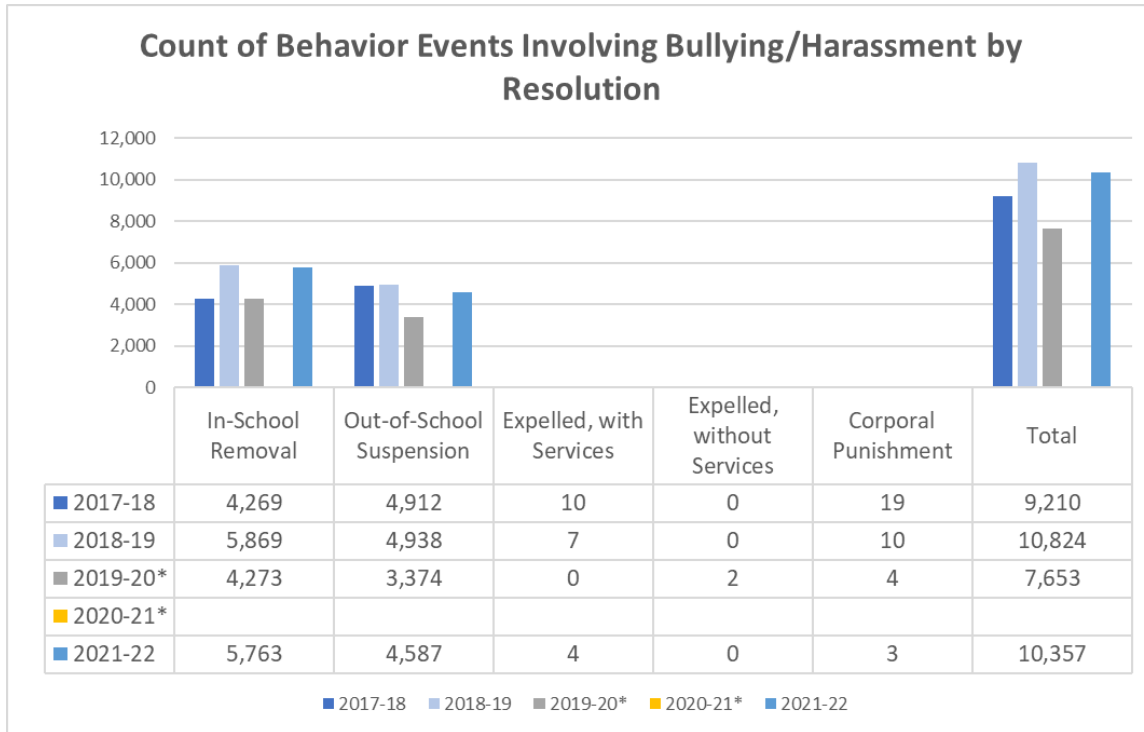|	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	14
2017-18	2	157	318	456	661	828	1,012	1,799	1,993	1,799	2,117	1,253	790	437	4
2018-19	7	248	432	622	851	1,039	1,564	2,541	2,558	2,317	2,347	1,453	913	516	2
2019-20*	10	163	335	416	626	790	1,009	1952	2,128	2,025	1,849	1,184	680	392	2
2020-21*															
2021-22	8	189	229	283	541	663	1,141	2,434	2,708	2,852	2,280	1,279	706	325	5

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 bullying behavior events than their more affluent peers, making up 76.5 percent of behavior events in this category in 2021-22.

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

Count of Behavior Events Involving Bullying/Harassment by Socioeconomic Status

	Free/Reduced Lunch	Paid Lunch	Total
2017-18	10,830	2,796	13,626
2018-19	13,647	3,763	17,410
2019-20*	10,494	3,067	13,561
2020-21*			
2021-22	11,961	3,682	15,643

■ 2017-18   ■ 2018-19   ■ 2019-20*   ■ 2020-21*   ■ 2021-22

When faced with behavior events involving bullying or harassment, school and district leaders are most likely to deploy in-school/in-district removals (36.8 percent) followed by out-of-school suspensions (29.6 percent) as shown in Figure 36.

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

Count of Behavior Events Involving Bullying/Harassment by Resolution

	In-School Removal	Out-of-School Suspension	Expelled, with Services	Expelled, without Services	Corporal Punishment	Total
■ 2017-18	4,269	4,912	10	0	19	9,210
■ 2018-19	5,869	4,938	7	0	10	10,824
■ 2019-20*	4,273	3,374	0	2	4	7,653
■ 2020-21*						
■ 2021-22	5,763	4,587	4	0	3	10,357

■2017-18　■2018-19　■2019-20*　■2020-21*　■2021-22

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 remained relatively unchanged over the past five years. Male students with IEPs account for three to four times as many behavior events than female students with IEPs and have for the past five years.

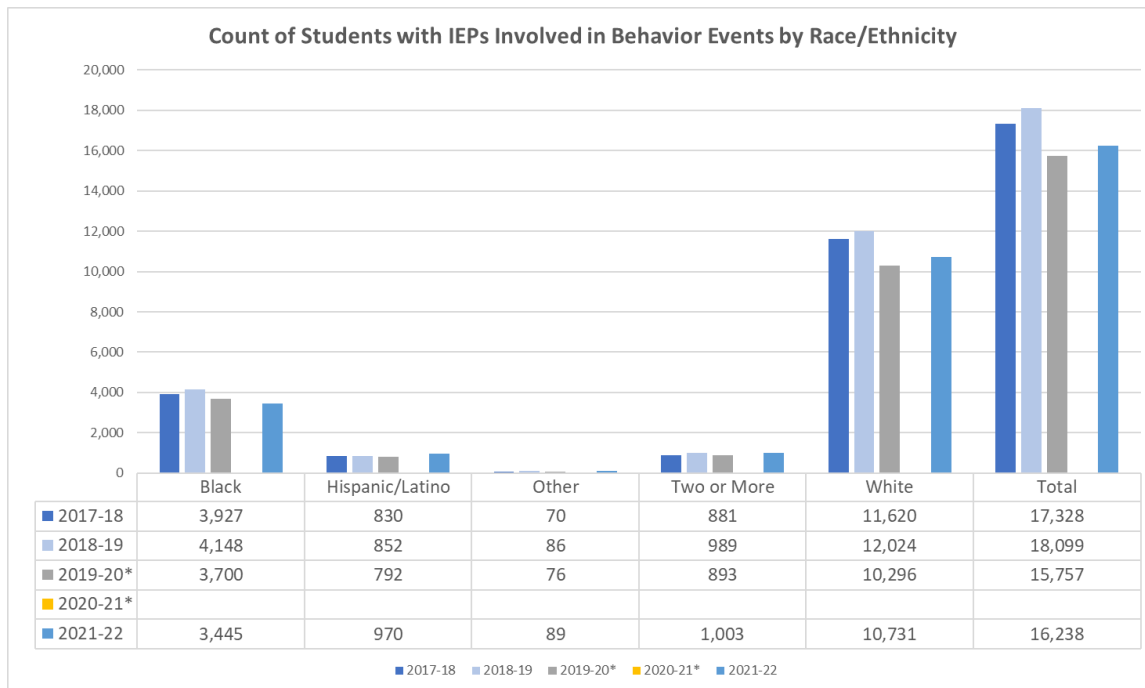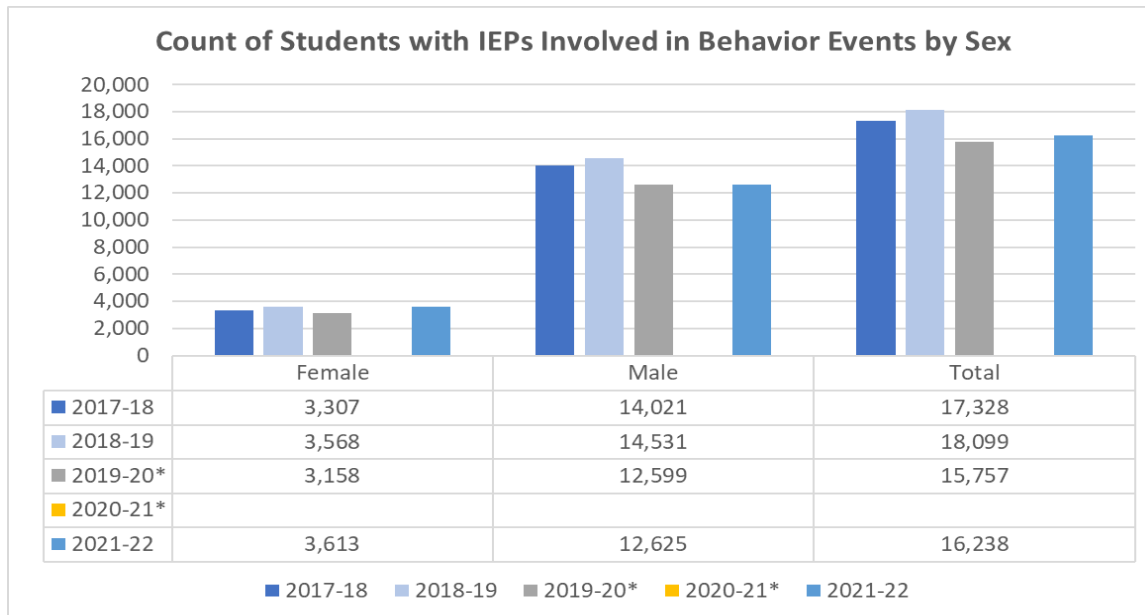**Figure 37: Count of Students with IEPs Involved in Behavior Events by Race/Ethnicity**

Count of Students with IEPs Involved in Behavior Events by Race/Ethnicity

	Black	Hispanic/Latino	Other	Two or More	White	Total
2017-18	3,927	830	70	881	11,620	17,328
2018-19	4,148	852	86	989	12,024	18,099
2019-20*	3,700	792	76	893	10,296	15,757
2020-21*						
2021-22	3,445	970	89	1,003	10,731	16,238

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

Count of Students with IEPs Involved in Behavior Events by Sex

	Female	Male	Total
■ 2017-18	3,307	14,021	17,328
■ 2018-19	3,568	14,531	18,099
■ 2019-20*	3,158	12,599	15,757
■ 2020-21*			
■ 2021-22	3,613	12,625	16,238

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22

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. As has been noted previously, male students account for approximately twice as many behavior events than female students.

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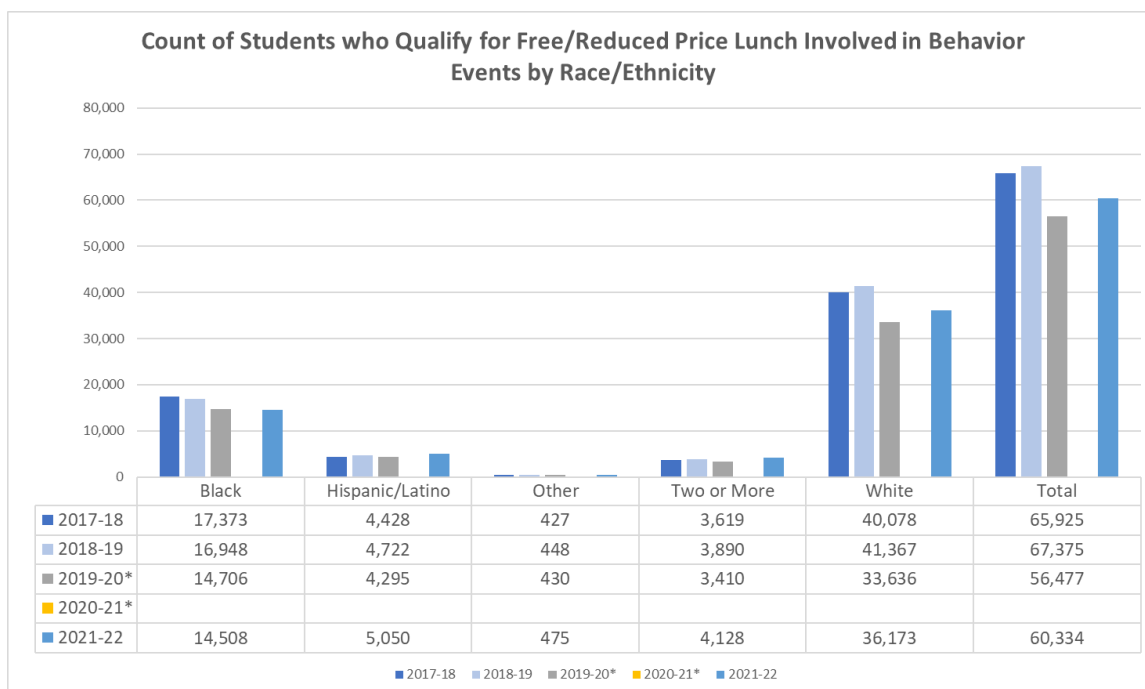
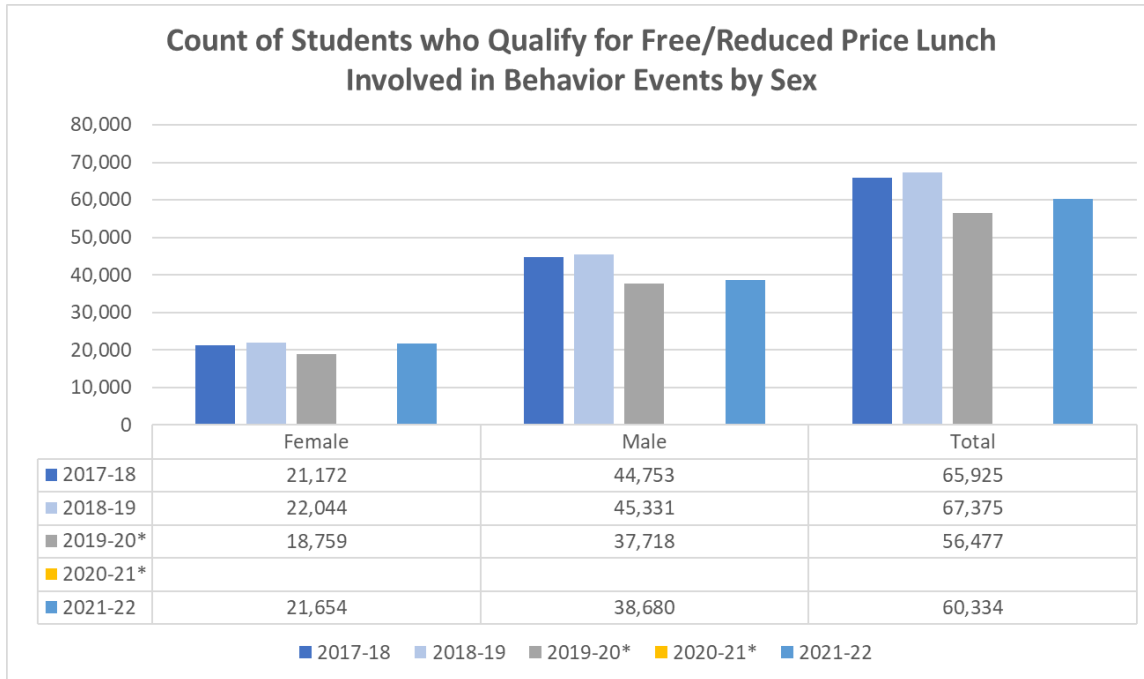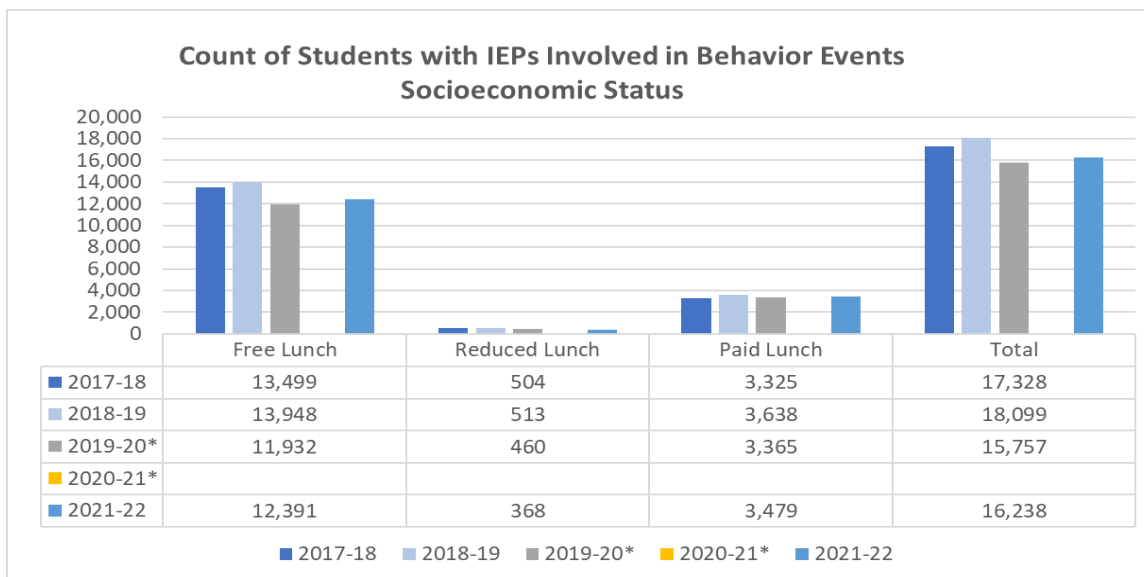**Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Race/Ethnicity**

	Black	Hispanic/Latino	Other	Two or More	White	Total
■ 2017-18	17,373	4,428	427	3,619	40,078	65,925
■ 2018-19	16,948	4,722	448	3,890	41,367	67,375
■ 2019-20*	14,706	4,295	430	3,410	33,636	56,477
■ 2020-21*						
■ 2021-22	14,508	5,050	475	4,128	36,173	60,334

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22

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

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

	Female	Male	Total
■ 2017-18	21,172	44,753	65,925
■ 2018-19	22,044	45,331	67,375
■ 2019-20*	18,759	37,718	56,477
■ 2020-21*			
■ 2021-22	21,654	38,680	60,334

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22

Figure 41 displays the count of students with IEPs who account for behavior events, disaggregated by socioeconomic status. Students who qualify for free or reduced lunch account for a significantly higher rate than students who do not qualify for free or reduced 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.
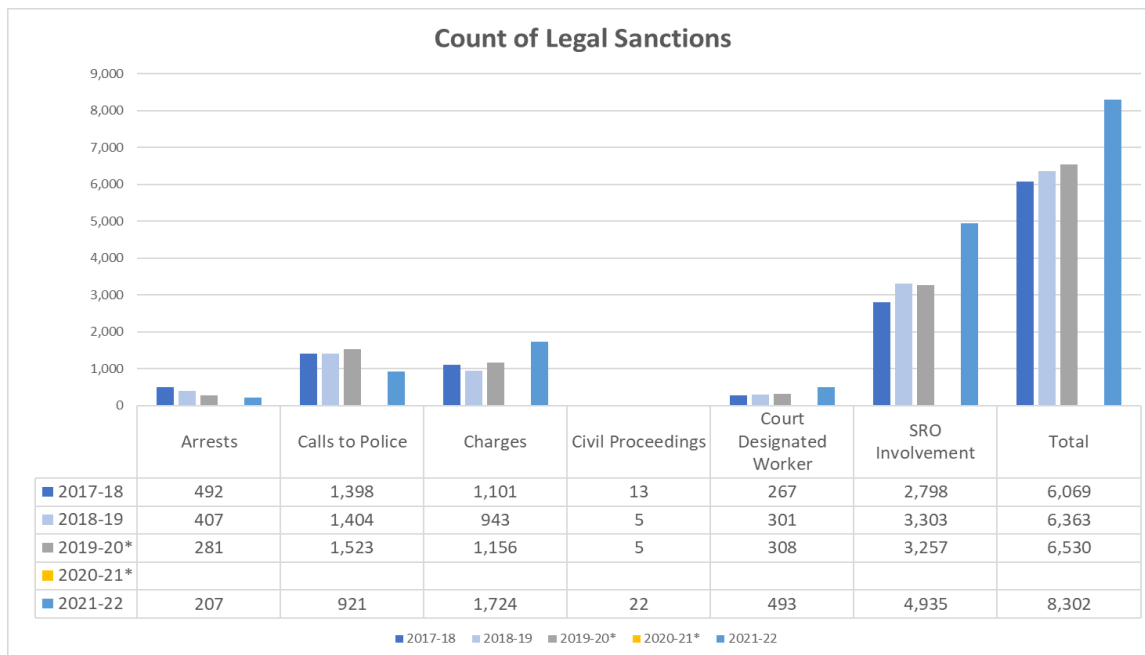
Figure 41: Count of Students with IEPs Involved in Behavior Events by Socioeconomic Status

Count of Students with IEPs Involved in Behavior Events Socioeconomic Status

	Free Lunch	Reduced Lunch	Paid Lunch	Total
■ 2017-18	13,499	504	3,325	17,328
■ 2018-19	13,948	513	3,638	18,099
■ 2019-20*	11,932	460	3,365	15,757
■ 2020-21*				
■ 2021-22	12,391	368	3,479	16,238

■ 2017-18 ■ 2018-19 ■ 2019-20* ■ 2020-21* ■ 2021-22

Review of Legal Sanctions

During the 2021-2022 school year, school and district administrators reported 8,302 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 59.4 percent of all legal sanctions. This is followed by charges (20.8 percent) and calls to police (11.1 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 in the past five years, especially with legislation ([KRS 158.4414](#)) that went into effect on March 11, 2019, requiring an SRO on all campuses as funds and personnel become available.

Figure 42: Count of Legal Sanctions

Count of Legal Sanctions

	Arrests	Calls to Police	Charges	Civil Proceedings	Court Designated Worker	SRO Involvement	Total
2017-18	492	1,398	1,101	13	267	2,798	6,069
2018-19	407	1,404	943	5	301	3,303	6,363
2019-20*	281	1,523	1,156	5	308	3,257	6,530
2020-21*							
2021-22	207	921	1,724	22	493	4,935	8,302

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, 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 six 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 duration.

- **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 program or setting for disciplinary purposes and placement in another program or setting within the same school. The student continuing to receive educational and IEP-related services and supports. Examples include, but not limited to, in-school alternative placement (ISAP), in-school suspension (ISS), in-school detention or alternative classroom. Student must remain under direct supervision of school personnel. The regular educational program or setting encompasses the school day and includes instructional time, lunch, recess and study periods.
- **In-District Removal (INDR)** : A removal from the student's regular school to an off-site alternative educational program or another school for disciplinary purposes with the student continuing to receive educational and IEP services and supports. Students must remain under direct supervision of district personnel. For the purposes of this report, INDR resolutions were combined with INSR resolutions.

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
K: Kindergarten
01: 1st Grade
02: 2nd Grade
03: 3rd Grade
04: 4th Grade
05: 5th Grade
06: 6th Grade
07: 7th Grade
08: 8th Grade

09: 9th Grade
10: 10th Grade
11: 11th Grade
12: 12th Grade
14: Students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before Oct. 1 of the current school year, and must have progressed through grade 12 assessments

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
SSL2: Bus
SSL3: Hallway/Stairwell

SSL4: Cafeteria
SSL5: Campus Grounds
SSL6: Off-Campus

SSL7: Restroom
SSL8: Gymnasium
SSL9: Office

SSL10: Athletic Field   **SSL12**: Field Trip
SSL11: Playground   **SSL13**: Other

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 (non-touch) – Includes all non-touch sexual offenses, not limited to lewd behavior, obscene behavior and indecent exposure.

Terroristic Threat -

1) Intentionally making false statements about placing a weapon of mass destruction on school property;
2) Intentionally placing a counterfeit weapon of mass destruction on school property;
3) Intentionally threatening to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker or school staff;
4) Threatening to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or
5) Intentionally making false statements for the purpose of causing evacuation of a building, place of assembly or facility of public transportation

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 five the bullet a rotary motion and thus a more precise trajectory.

Weapon – Destructive Device – Any explosive, incendiary or poison gas. Examples include but are 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
- Nicotine Vapor Products
- Non-Nicotine Vapor Products
- Over-the-Counter or Other Drug
- Prescription Drugs
- Steroids (Anabolic)
- Synthetic Drug
- Tobacco/Nicotine Product
- THC Electronic Vapor Device

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).

Stalking – Intent to stalk another person or make explicit or implicit threat to place a person in reasonable fear of sexual contact, physical injury or death (complete definitions found in KRS 510.140 and KRS 508.150).

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 – 2021-2022 Behavior Data Standards
- Kentucky Department of Education – School Report Card
- Safe Schools Reporting Statute – KRS 158.444
- Related Agency – Kentucky Center for School Safety