

Data Standard Behavior (Safe Schools) Data Entry

Rev. 3/26/2019

Overview

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Office of Continuous Improvement and Support

Revision history:

March 26, 2019

- Updated data steward list
- Updated KRS and KAR hyperlinks
- Updated School Report Card hyperlink
- Added Reporting Timeline

December 6, 2018

- Updated definition of Restraint and Seclusion resolutions in Section A

October 29, 2018

- Updated definition of Terroristic Threat in Section F
- Added new Safe Schools Historical report information to Overview

October 19, 2018

- Added guidance for Behavior Attendance Audit Report

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Description

Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

Regulation citation(s)

- [KRS 158.444](#) – reporting of discipline to KDE
- [KRS 158.148](#) – student discipline guidelines and model policy
- [KRS 158.156](#) – victim of a violation of any felony offense
- [704 KAR 7:160](#) – Restraint and Seclusion

Data use

- [School Report Card](#)
- Federal Reporting and [Civil Rights Data Collection](#)
- OEA (Office of Education Accountability) requirements
- Data provided to Kentucky Center for School Safety annually
- Data collected regarding restraints and seclusions will be collated and analyzed on a quarterly basis (OCT 15, JAN 15, APR 15, JUL 15). These dates are not reporting deadlines; however, data collected will be used to conduct a comparative analysis across all districts for trends and opportunities for technical assistance (TA). These TA areas might include data collection and entry, physical restraint and seclusion procedures, and positive behavior intervention implementation. Ensuring that restraint and seclusion data is consistently updated increases the fidelity of this analysis.

Related ad-hoc filters and reports

To validate state reported behavior data (2018-19 SY and forward):

Path: KY State Reporting / Safe Schools

To validate state reported behavior data (2017-18 SY and prior):

Path: KY State Reporting / Safe Schools Historical

To identify Restraint or Seclusion Behavior Responses and Behavior Resolution issues:

Path: KY State Reporting / KDE Reports / [Restraint or Seclusion Error Report](#)

To identify behavior detail and aggregate files used for Opportunity and Access:

Path: KY State Reporting / [A Behavior](#)

To validate Out of School Suspension Resolutions and Attendance:

Path: Behavior / Reports / [Behavior Attendance Audit Report](#)

Training

2018-19 Safe Schools Data Collection and Reporting [PowerPoint](#)

Additional information and trainings will be posted on [KDE's Safe Schools website](#)

Resources

- [Bullying Definition and Frequently Asked Questions](#)
- [Carryover Expulsion Instruction](#)
- [Interim Alternative Educational Setting \(IAES\) Guidance](#)
- [Use of Physical Restraint and Seclusion website](#)

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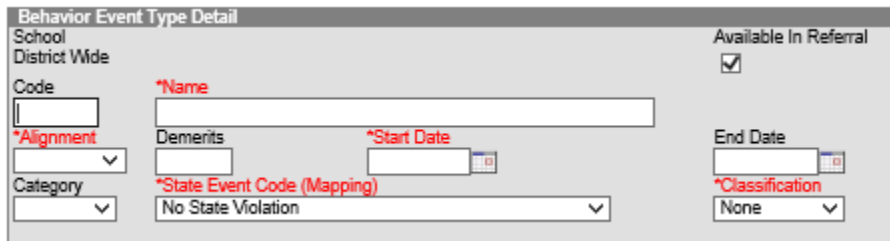
Section A – Behavior Administration

Campus Path: Behavior/Admin

TOOLBAR SELECTIONS: Calendar = 18-19 Schools = All Schools

PATH: Behavior / Admin / Event Types

The pre-loaded local event types have been added and set up based on reporting requirements. Reference section F of this document for a list and definitions of the KDE pre-loaded local event types. Districts can choose to add local event types if needed; however, a State Event Code (mapping) selection will be required.

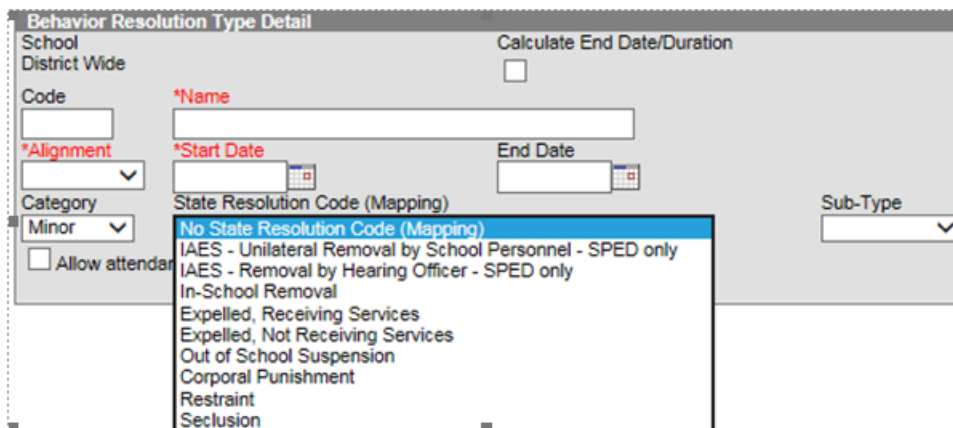


The screenshot shows the 'Behavior Event Type Detail' form. It includes fields for 'School' (set to 'District Wide'), 'Code', '*Name', '*Alignment' (a dropdown menu), 'Category' (a dropdown menu), '*Start Date', 'End Date', '*State Event Code (Mapping)' (a dropdown menu with 'No State Violation' selected), and '*Classification' (a dropdown menu with 'None' selected). There is also an 'Available In Referral' checkbox which is checked.

- **Available in Referral:** Select indicator if event type should be an available option in the behavior referral section.
- **Name:** Enter the name of the local event type as it should appear in the user entry drop list.
- **Alignment:** Select Award or Discipline from the drop list
- **State Event Code (Mapping):** This is used for state reporting purposes and should remain as *No State Violation* for any local event types added by a school or district.
- **Classification:** This is used for state reporting purposes and should remain as *None* for any local event types added by a school or district.

PATH: Behavior / Admin / Resolution Types

- Select local resolution type
- Select appropriate **State Resolution Code (mapping)**



The screenshot shows the 'Behavior Resolution Type Detail' form. It includes fields for 'School' (set to 'District Wide'), 'Code', '*Name', '*Alignment' (a dropdown menu), 'Category' (a dropdown menu with 'Minor' selected), 'State Resolution Code (Mapping)' (a dropdown menu with a list of options including 'No State Resolution Code (Mapping)', 'IAES - Unilateral Removal by School Personnel - SPED only', 'IAES - Removal by Hearing Officer - SPED only', 'In-School Removal', 'Expelled, Receiving Services', 'Expelled, Not Receiving Services', 'Out of School Suspension', 'Corporal Punishment', 'Restraint', and 'Seclusion'), 'Sub-Type' (a dropdown menu), and an 'Allow attendees' checkbox. There is also a 'Calculate End Date/Duration' checkbox.

Any local resolution types meeting the definition of the state resolutions outlined below **MUST** have a State Resolution Code (Mapping) selection for reporting purposes.

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- ❖ SSP1: Expelled with Services - The removal of a student from school for disciplinary reasons that result 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 was expelled from the regular classroom setting, arrangements were made for the provision of educational and IEP-related services.
- ❖ SSP2: Expelled without Services - The removal of a student from school for disciplinary reasons that result 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 were made for the provision of educational services.
- ❖ SSP3: Out of School Suspension - A student was removed from the regular classroom and barred from school for a specified duration of time.
- ❖ SSP5: Corporal Punishment - A student was physically punished (e.g., paddling, spanking, or other form of physical punishment). **This resolution should *only* be made available in districts in which Corporal Punishment is approved as part of board policy.**
- ❖ SSP7: Restraint – [704 KAR 7:160](#) defines: "Physical Restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely, but does not include: (a) Temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of encouraging a student to move voluntarily to a safe location; (b) A behavioral intervention, such as proximity control or verbal soothing, used as a response to calm and comfort an upset student; (c) Less restrictive physical contact or redirection to promote student safety; or (d) Physical guidance or prompting when teaching a skill or redirecting the student's attention.
- ❖ SSP8: Seclusion - [704 KAR 7:160](#) defines: "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions.
- ❖ INSR: In-School Removal – A removal from the student's regular educational setting during instructional time and placement in a program or another setting within the district with the student continuing to receive educational and IEP-related services (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).
- ❖ IAES - Unilateral Removal by School Personnel-SPED use only
- ❖ IAES - Removal by Hearing Officer-SPED use only
 - Reference [Interim Alternative Educational Setting \(IAES\) Guidance](#)

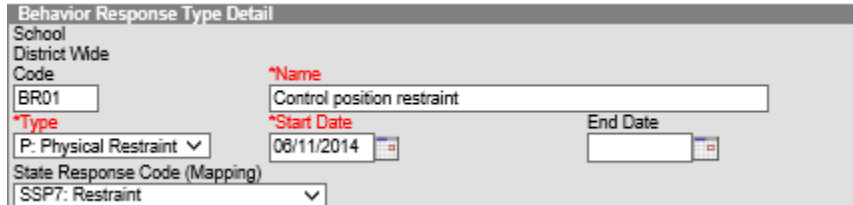
Safe Schools Reporting will include all student behavior events with a resolution that is mapped to any state resolution code listed above.

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PATH: Behavior / Admin / Response Types

Districts can choose to add response types; however, if they are used to capture Restraint or Seclusion responses the local response type must have a **Type** of *Physical Restraint* or *Seclusion* selected.



Behavior Response Type Detail

School
District Wide

Code
BR01

*Name
Control position restraint

*Type
P: Physical Restraint

*Start Date
06/11/2014

End Date

State Response Code (Mapping)
SSP7: Restraint

Name: Enter name of local behavior response

Type: Select Physical Restraint, Seclusion, if applicable

Start Date: Enter the start date of the behavior response

State Response Code (Mapping): Select SSP7: Restraint; SSP8: Seclusion, if applicable

BR03: Other is not considered a response to Restraint or Seclusion and should be end dated in all districts.

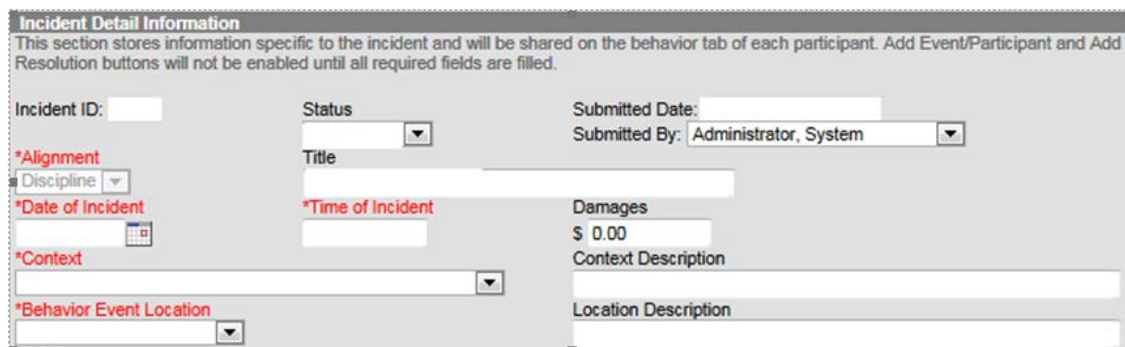
Section B – Incident Detail Information

Campus Path: Behavior/Behavior Management Tool

As in other areas of the behavior management tool, do not include student names in detail or comment fields as this data may be printed or viewed in other areas of the program.

Step 1 Data Entry: Incident Detail Information

An incident is a group of behavior events linked by time and proximity. Events do not have to be related nor have the same participants to be grouped together in an incident. Therefore, there can be multiple events attached to one incident.



Incident Detail Information

This section stores information specific to the incident and will be shared on the behavior tab of each participant. Add Event/Participant and Add Resolution buttons will not be enabled until all required fields are filled.

Incident ID:

Status

Submitted Date:

Submitted By: Administrator, System

*Alignment
Discipline

Title

*Date of Incident

*Time of Incident

Damages
\$ 0.00

*Context

Context Description

*Behavior Event Location

Location Description

Status: Select from the drop list the status of incident detail

- In Progress
- Complete (when all data for an incident has been entered, mark the incident as complete)

Submitted by: Select from the drop list the staff that reported the behavior incident

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Alignment: Select from the drop list the type of incident

- Discipline (*negative*)
- Award (*positive*)

Title: Enter a brief description of incident as a whole, i.e., Fight at Assembly, if left blank, the first Event Type selected will default as the value when the incident is saved.

Date of Incident: Enter the date the incident occurred. This field defaults to the date the record is created.

Time of Incident: Enter the time the incident occurred. This field defaults to the time the record is created.

Context: Select from the drop list the context of the incident

- SS: School sponsored event, during school hours

The discipline incident occurs in a school setting OR while a student is under the authority of the school/district AND between the time the bell rings in the morning and the bell rings in the afternoon

EXAMPLES: incident occurs during instruction in the classroom; incident occurs during lunch in the cafeteria; incident occurs in the gym during a pep rally; incident occurs on a field trip

- SN: School sponsored event, not during school hours

The discipline incident occurs in a school setting OR while a student is under the authority of the school/district AND before bell rings in the morning or after bell rings in the afternoon OR on non-instructional days

EXAMPLES: incident occurs during a home football game; incident occurs at a school fall festival; incident occurs on the school bus; incident occurs at an away football game in which student was transported by the school or under authority of school personnel

- NS: Non-school sponsored event, during school hours

The discipline incident occurs off school campus AND between the times the bell rings in the morning and the bell rings in the afternoon

EXAMPLES: incident occurs off campus during the time the student is supposed to be in attendance at school

- NN: Non-school sponsored event, not during school hours

The discipline incident occurs off school campus AND before bell rings in the morning or after bell rings in the afternoon OR on non-instructional days

EXAMPLES: incident occurs at an away football game by a student that at the time of the incident is not under the authority of the school/district; incident occurs such as student uses home computer to harass another student from home in the evening

Behavior Event Location: Select from the drop list the location in which the incident occurred

- SSL1: Classroom
- SSL2: Bus

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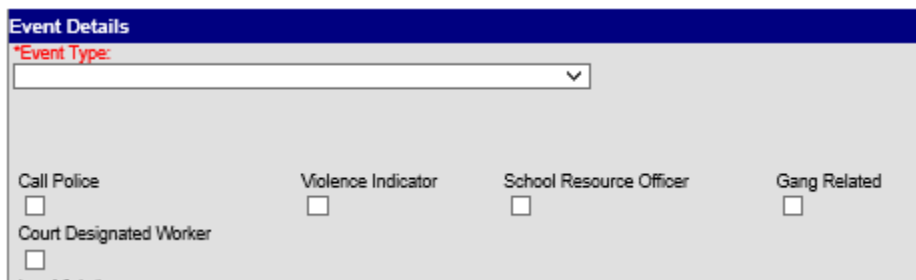
- SSL3: Hallway/Stairwell
- SSL4: Cafeteria
- SSL5: Campus Grounds
- SSL6: Off-Campus
- SSL7: Restroom
- SSL8: Gymnasium
- SSL9: Office
- SSL10: Athletic Field
- SSL11: Playground
- SSL12: Field Trip
- SSL13: Other

Section C – Event and Participant Detail

Campus Path: Behavior/Behavior Management Tool

Step 2 Data Entry: Events and Participants Detail

Click *Add Event/Participant* button



Event Type: Select from the drop list the local event type. Multiple events can be added to one incident.

NOTE: If the selected event type has a Classification (Drug, Harassment or Weapon) selected, additional data elements related to the classification will be required in the Participant section.

Call to Police: Select checkbox if the event resulted in a call to police.

Gang Related: Select checkbox if the event was gang related.

School Resource Officer: Select checkbox if the event involved a School Resource Officer.

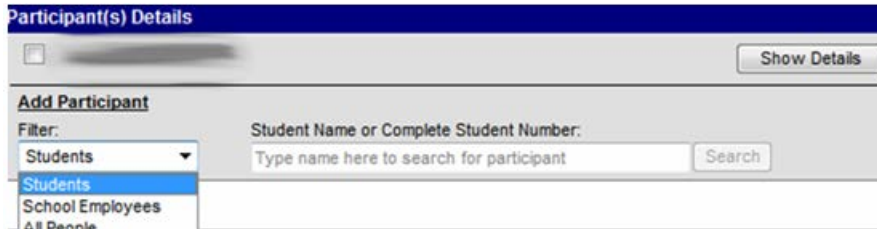
Court Designated Worker: Select checkbox if the student is referred to a Court Designated Worker as a result of the event that occurred on school premises, on school-sponsored transportation or at school functions.

Safe Schools extract will include **all** incidents involving assault, violence, weapons, alcohol, drugs, tobacco use, bullying and harassment **regardless of event resolution**.

Enter the participant detail for each participant involved in the event; this will write the event/resolution information to the student's behavior tab.

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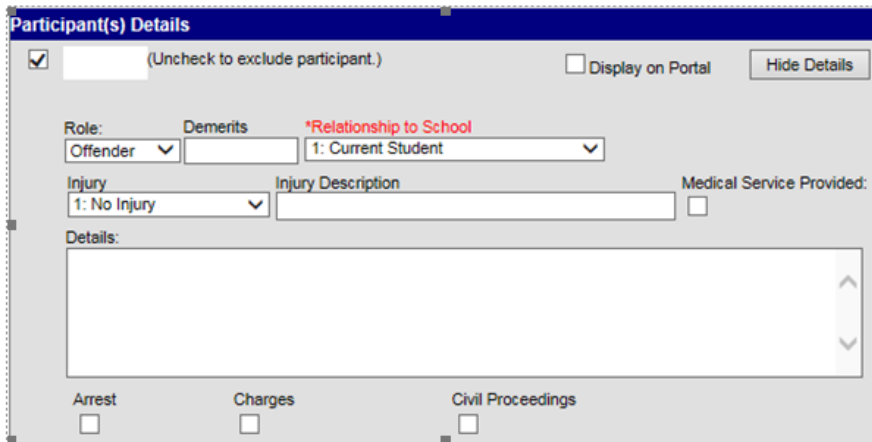
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Search for Participant

Filter: Current Student, School Employees or All People

Participant Name: Search for participant or offender by last name



Role: Select from the drop list the role the person played in behavior event

- Offender
- Participant
- Victim (required to be collected for CRDC if the event is classified as Harassment)
- Witness

Relationship to School: Select from the drop list the appropriate participant relationship to the school in which the event occurred.

Arrest: Select checkbox if student is seized and taken into custody as a result of this behavior event that occurs on school premises, on school-sponsored transportation or at school functions. Custody is defined as physical custody of a person (such as an arrestee) whose freedom is directly controlled and limited by a law enforcement officer. Do NOT select this indicator if a student is briefly detained, questioned, and/or searched by a sworn law enforcement officer without being seized and taken into custody.

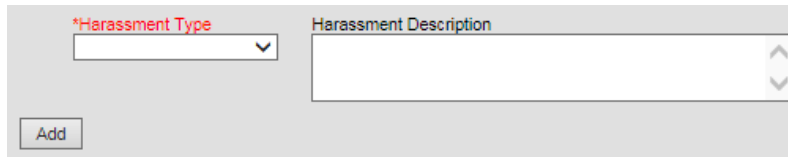
Charges: Select checkbox if student has charges filed against him/her as a result of this event that occurred on school premises, on school-sponsored transportation or at school functions. A prosecutor or other appropriate individual should verify this.

Civil Proceedings: Select checkbox if student has a civil lawsuit filed against him/her as a result of this behavior event.

Only appears for Event Type with Classification of Harassment. *For Harassment events, participant detail must be recorded for the victim as well.*

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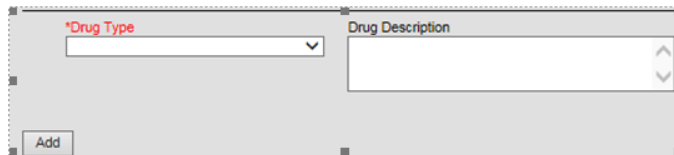


Harassment Type: Select the basis for harassment or bullying from the drop list. This selection is required if a behavior event is selected that is classified as *Harassment* via Behavior Admin.

- Color
- Disability
- National Origin
- Race
- Religion
- Sex
- Sexual Orientation
- Other

Use the *Add* button to record multiple selections for type of harassment

Only appears for Event Type with Classification of Drug



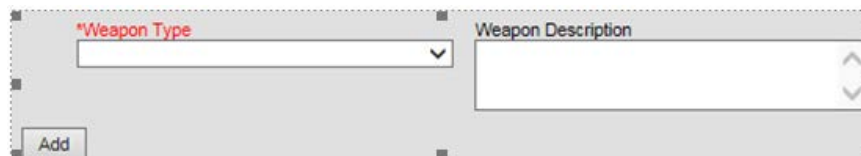
Drug Type: Select the appropriate drug type from the drop list. This selection is required if the behavior event is Drug, Tobacco or Alcohol Use, Possession or Distribution.

- Alcohol
- Amphetamines
- Barbiturate
- Cocaine/Crack
- Hallucinogens
- Heroin (Opioids)
- Inhalant
- Marijuana/Hashish
- Methamphetamine
- Nicotine Vapor Products
- Prescription Drugs
- Steroids (Anabolic)
- Synthetic Drug
- Tobacco/Nicotine Product
- Over-the-Counter Drugs
- Look alike Drug

*None should only be selected when entering participant of a witness or victim.

Use the *Add* button to record multiple selections for type of drugs

Only appears for Event Type with Classification of Weapon



Weapon Type: Select the appropriate weapon type from the drop list. This selection is required if the behavior event is Weapon Use, Possession or Distribution.

- **Handgun
- **Shotgun/Rifle
- Pellet/BB/Air Gun
- Paintball Gun
- Replica/Toy Gun
- Stun Gun/Taser Gun
- Knife: blade length less than 2.5 inches
- Knife: blade length 2.5 inches or greater

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- Blunt object
- Other object
- Noxious substance
- **Destructive device (e.g. bomb, grenade, etc...)
- Substance used as weapon

*None should only be selected when entering participant of a witness or victim.

**Definitions of State Reported Weapons

Handgun (Firearm): any firearm that can be held and fired with one hand. This category also includes revolvers and pistols.

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.

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.

Use the *Add* button to record multiple selections for type of weapons

Section D – Resolution Detail

Campus Path: Behavior/Behavior Management Tool

Step 3 Data Entry: Resolution Detail

Data is reported to KDE for Safe Schools Reporting on resolution types that are mapped to the following state codes:

- SSP1: Expelled, with Services
Reference [Carryover Expulsion Instruction](#) for additional guidance on attendance procedures for students Expelled, with Services when an expulsion carries over into the next school year, carries over to another school or carries over to another district.
- SSP2: Expelled, without Services
- SSP3: Out of School Suspension
- SSP5: Corporal Punishment
- SSP7: Restraint
- SSP8: Seclusion
- INSR: In School Removal
- IAES1: IAES – Unilateral Removal by School Personnel-SPED use only
- IAES2: IAES – Removal by Hearing Officer-SPED use only
Reference [Interim Alternative Educational Setting \(IAES\) Guidance](#)

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Resolution Type: Select from the drop list the appropriate resolution for specified participant in specified event. Multiple resolutions can be entered for a behavior event.

NOTE: Selection of SSP7: Restraint or SSP8: Seclusion requires additional data elements to be entered into the Behavior Response Detail.

Resolution Assign Date: Enter the date the resolution was assigned to participant

Resolution Start Date: Enter the date the resolution begins

Resolution Start Time: Enter the time the resolution begins; verify the correct AM or PM designation

NOTE: The Resolution Start Date and Resolution Start Time fields default to the date/time the record is created, record should be updated to reflect the actual date/time the resolution begins. State resolutions require a start/end date and time.

Resolution End Date: Enter the date the resolution ends

NOTE: If a student with an IEP is serving an In-School Removal, then the Admission and Release Committee (ARC) determines placement of alternative setting. You must update the behavior resolution **end** date and time to the date and time the ARC made this determination.

Resolution End Time: Enter the time the resolution ends; verify the correct AM or PM designation

NOTE: If a resolution ends at the close of a specified school day, then the end date and time should be the close of school that day, not the beginning of school the next day.

Apply To: Select checkbox for participant in which resolution should be applied.

Section E – Response Detail - Documentation of Restraint or Seclusion

Campus Path: Behavior/Behavior Management

Step 4 Data Entry: Behavior Response

If resolution of SSP7: Restraint or SSP8: Seclusion is selected, behavior response record is required. If a Restraint or Seclusion Response is entered, there must be a corresponding SSP7: Restraint or SSP8: Seclusion.

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Response Details:

Response Type: Select the appropriate technique used during the restraint:

- BR01: Control position restraint
- BR02: Kneeling position restraint
- BR04: Release/escape (self-protection) restraint
- BR06: Standing position restraint
- BR07: Transport position restraint
- BR05: Seclusion (use only if Resolution SSP8 selected)

NOTE: The most-restrictive physical response type should be chosen. A new response is required to be entered if the student de-escalated from a previous response to the point where staff safely released the student from the physical restraint. Multiple responses will be required if the student again becomes an imminent danger to themselves or others and staff determines all other interventions have been attempted and physical restraint is the only means for keeping the student safe.

Response Date	*Response Start Time	*Response End Time	Duration
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Response Date: Date will auto-populate from the Date of Incident field

Response Start Time: Enter the start time of the response

Response End Time: Enter the end time of the response

Duration: Duration will auto-calculate based on the Response Start and End Time entered

Pre-Response Interventions:

<input type="checkbox"/> Provide space	<input type="checkbox"/> Provide a specific direction	<input type="checkbox"/> Provide reminders
<input type="checkbox"/> Teach standard consequence		

Pre-Response Interventions: Select the behavioral intervention(s) used immediately prior to implementation of restraint or seclusion. **User can choose multiple interventions.**

PRI01: Assigned seats

PRI11: Problem solving

PRI02: Behavior momentum

PRI12: Prompting/cueing

PRI03: Communicate concerns w/student

PRI13: Provide a specific direction

PRI04: Independent activities

PRI14: Provide choices

PRI05: Involve students in the plan

PRI15: Provide reminders

PRI06: Modify task

PRI16: Provide space

PRI07: Opportunities to respond

PRI17: Provide warning and correction

PRI08: Physical arrangement

PRI18: Recognize and respond to behavior

PRI09: Positive direction and limits

PRI19: Redirect

PRI10: Present options

PRI20: Relaxation strategies

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PRI21: Schedules/routines

PRI25: Teach standard consequence

PRI22: Speak privately to student

PRI26: Teacher proximity

PRI23: Specific/concrete directions

PRI99: Other – describe in pre-response text box

PRI24: Teach appropriate behavior

Pre-Response Actions: (For Restraint or Seclusion: Document an account of the actions by the involved students and staff, which led to this response. Include a description of any events leading up to the response, the effectiveness of any Pre-Response Interventions and how the student's behavior posed danger or harm.)

Pre-Response Actions - Enter the following information into the textbox for a restraint or seclusion:

- Document an account of the actions by involved students and staff before the response
- Describe events leading up to the response, including possible factors contributing to the dangerous behavior
- Document the effectiveness of any Pre-Response Interventions
- Describe how the student's behavior posed an imminent danger of physical harm to self or others

Response Details: (For Restraint or Seclusion: Document an account of the student's behavior during the response, how school personnel responded to the dangerous behavior, interactions between the student and school personnel during the response and the effectiveness of this response type.)

Response Details – Enter the following information into the textbox for a restraint or seclusion:

- Document an account of the student's behavior during the response
- Describe how school personnel responded to the dangerous behavior
- Document interactions between the student and the school personnel during the response
- Document the effectiveness of this response type

Post-Response Actions: (For Restraint or Seclusion: Document an account of the involved students and staff following the response. Include a description of the effectiveness this response had in deescalating the situation as well as any planned positive behavior interventions that could reduce the need for a restraint or seclusion response in the future. If the student is not identified as eligible under 504 or IDEA, document a referral or why declining to refer. Document all people notified about this response as well as the date, time and attendees of any follow-up debriefing sessions.)

Post-Response Actions – Enter the following information into the textbox for a restraint or seclusion:

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- Document an account of the student and staff following the response
- Document the effectiveness this response had in deescalating the situation
- Describe the planned positive behavioral interventions which shall be used to reduce the future need for restraint or seclusion of the student
- Document a referral to Program 504 or IDEA, if student not previously identified
- Describe basis for declining to refer the student to Program 504 or IDEA, if applicable
- Enter the Date the Parent Notified and Method of Notification
- Enter de-briefing session date, time and attendees
- Document any follow-up debriefing sessions

The screenshot shows a web form titled "Student Details". At the top, there is a checkbox labeled "Student was injured during the response" which is checked. Below this checkbox is a red asterisk followed by the text "*Describe any injuries to the student." and a large empty text area. Below the text area is a dropdown menu labeled "*Injury Severity". Underneath the dropdown is the section "*Apply To:" with the text "DISRESPECT TOWARD ADULTS" and a radio button. Below that is another checked checkbox labeled "Guardian Contacted". At the bottom of this section are three input fields: "*Date" with a calendar icon, "*Time", and "Contact Name". The word "Details" is visible at the bottom left of the form area.

Student was injured during the response: Selecting this indicator will prompt two required fields

Describe any injuries to the student: Describe injuries to student related to the restraint or seclusion

Injury Severity: Select from the drop list the severity of the injuries to the student

- | | |
|--|--|
| 01: Minor | 04: Severe: Protracted & obvious disfigurement |
| 02: Severe: Extreme Physical Pain | 05: Severe: Substantial Risk of Death |
| 03: Severe: Loss or Impairment of Function | 06: Severe: Death |

REMINDER: The injury you are reporting may require notification to your school administrator, local law enforcement and/or the Kentucky Department of Education. Please follow your district procedures at this time to ensure appropriate authorities are notified within 24 hours of the incident.

Apply To: Select student in which to apply Behavior Response

Guardian Contacted: Indicate that the guardian was contacted, this will open additional fields to complete

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Date: Enter the date the guardian was contacted

Time: Enter the time the guardian was contacted

Contact Name: Enter the name of the guardian contacted

Details: Enter any details discussed during the contact, such as the method of contact

Participant(s) Details

Only participants in the response should be added to this section. Response participants are defined as the people who are restraining the student, assisting in the restraint or observing the restraint or seclusion.

Add Participant

Filter: School Employees Students School Employees All People

Participant Name: Search

Save

Search and add all participants involved in the behavior response

Name (Gender: M)

Role P1: Staff Primary/Lead Participant was injured during the response

*Describe any injuries to the participant.

*Injury Severity

Select the Role of the Participant from the drop list

P1: Staff Primary/Lead

P2: Other Primary/Lead

P3: SRO Primary/Lead

S1: Staff Secondary

S2: Other Secondary

S3: SRO Secondary

O1: Staff Observer

O2: SRO Observer

O3: Student Observer

NOTE: Only one person should be selected as Primary/Lead

Participant was injured during the response: Selecting this indicator will prompt two required fields

Describe any injuries to the participant: Describe injuries to the participant related to the restraint or seclusion

Injury Severity: Select from the drop list the severity of the injuries to the participant

01: Minor

02: Severe: Extreme Physical Pain

03: Severe: Loss or Impairment of Function

04: Severe: Protracted & obvious disfigurement

05: Severe: Substantial Risk of Death

06: Severe: Death

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REMINDER: The injury you are reporting may require notification to your school administrator, local law enforcement and/or the Kentucky Department of Education. Please follow your district procedures at this time to ensure appropriate authorities are notified within 24 hours of the incident.

Section F – Event Type Definitions

Safe Schools extract will include **all** incidents of assault, violence, use of weapons, alcohol, drugs, tobacco use, bullying and harassment **regardless of event resolution**. State mapped event types that are categorized as assault or violence, alcohol, drug, tobacco, harassment or weapon are reportable to KDE via the Safe Schools Report and will generate counts on the annual [School Report Card](#) regardless of resolution.

The heading indicates the category in which the event type will be reported.

Assault or Violence Category:

1st Degree Assault: complete definition found in [KRS 508.010](#)

2nd Degree Assault: complete definition found in [KRS 508.020](#)

3rd Degree Assault: complete definition found in [KRS 508.025](#)

4th Degree Assault: complete definition found in [KRS 508.030](#)

Abuse of a Teacher: intentional verbal, mental or physical abuse of a teacher or administrator

Arson: intentional burning or attempt to burn a house, public building, 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 – Bomb: bomb threat or threat of other explosive device

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-Chem/Bio/Nuc: chemical, biological or nuclear threats

Wanton Endangerment: wantonly engaging in conduct which creates a substantial danger of physical injury

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Alcohol Category (requires a [Drug Type](#) selection on participant details):

Alcohol Distribution: distribution of alcohol as defined as liquor, brew or mixture containing alcohol

Alcohol Possession: possession of alcohol as defined as liquor, brew or mixture containing alcohol

Alcohol Use: under the influence of or use of alcohol as defined as liquor, brew or mixture containing alcohol

Drug (requires a [Drug Type](#) selection on participant details)

Drug Distribution: distribution of a controlled substance, such as, amphetamines, barbiturate, cocaine, hallucinogens, heroin (opioids), inhalant, marijuana/hashish, methamphetamine, prescription drugs, steroids (anabolic), synthetic drug, over the counter drug or look alike drugs

Drug Possession: possession of a controlled substance, such as, amphetamines, barbiturate, cocaine, hallucinogens, heroin (opioids), inhalant, marijuana/hashish, methamphetamine, prescription drugs, steroids (anabolic), synthetic drug, over the counter drug or look alike drugs

Drug Use: under the influence of or use of a controlled substance, such as, amphetamines, barbiturate, cocaine, hallucinogens, heroin (opioids), inhalant, marijuana/hashish, methamphetamine, prescription drugs, steroids (anabolic), synthetic drug, over the counter drug or look alike drugs

Harassment (requires a [Harassment Type](#) selection on participant details):

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 a 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 not limited to talking back, name calling, creating socially rude interactions

Tobacco (requires a [Drug Type](#) selection on participant details)

Tobacco Distribution: distribution of a nicotine or tobacco product, including but not limited to smoking, chewing, vapor products or other alternative nicotine products

Tobacco Possession: possession of a nicotine or tobacco product, including but not limited to smoking, chewing, vapor products or other alternative nicotine products

Tobacco Use: under the influence of or use of a nicotine or tobacco product, including but not limited to smoking, chewing, vapor products or other alternative nicotine products

Weapon Category (requires a [Weapon Type](#) selection on participant details):

All incidents involving the possession of guns or other deadly weapons on school property or at school functions must be reported as a behavior incident in the student information system.

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Weapon Possession: possession of any item used, designed to be used or *intended* for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person

Weapon Distribution: distribution of any item used, designed to be used or *intended* for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person

Weapon Use: use of any item used, designed to be used or *intended* for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person

Not Reported on Safe Schools:

State mapped event types listed below do not report on the safe schools report and are not used for state or reporting unless there is a state resolution attached to the event. Definitions are not provided as these are local board policy event types.

Academic Cheating/Plagiarism	Forgery
Attendance Policy Violation	Fraud
Burglary	Gambling
Bus Rule Violation	Insubordination
Dangerous Instrument Possession	Leaving Campus
Destruction of Property	Loitering
Disorderly Conduct	Motor Vehicle Theft
Disrespectful Behavior	Out of Area Violation
Disruptive Behavior	Possession of Stolen Property
Dress Code Incident	Profanity or Vulgarity
Drug Paraphernalia Violation	Self-Endangerment
Electronic/Telecommunication Device Policy	Skipping Class
Failure to Attend Detention	Skipping School
Fighting - Student to Other	Tardy to Class
Fighting - Student to Staff	Theft/Stealing
Fighting - Student to Student	Trespassing
Truancy	
Vandalism	
Violation of District Acceptable Use Policy	
Violation of Personal Electronic/Telecommunication Device Policy	

Section G – Reporting Timeline

Safe Schools Reporting Timeline

May 1: Safe School data verification window opens

May 1 – June 14: Schools and districts should generate error/warning report for Safe Schools; work to resolve all errors and review/resolve warnings; generate .csv file verifying accuracy of data produced

June 14: Safe School data verification window closes

June 14: Superintendent and Director of Special Education verification of data accuracy will be required

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July 2: KDE extracts data from the *Safe Schools Report* from *IC Reporting Warehouse*

July 17: Aggregate Safe School data will be available for district and school review via the secure School Report Card

July 31: District and school review of the aggregate school report card must be complete