



Behavior Data Standards Overview

Office of Continuous Improvement and Support

Resources

- ▶ [Kentucky Department of Education Behavior Data Standards](#)
- ▶ [KDE Safe Schools Data Collection and Reporting website](#)





Behavior Administration

Section A – Behavior Data Standards

Event Types

PATH: Behavior | Admin | Event Types

- ▶ Local event types have been pre-loaded by KDE with the appropriate fields populated for accurate reporting.
- ▶ Event types mapped to a state event codes related to violence, assault, weapons, drugs, tobacco, alcohol, bullying or harassment will be included in Safe Schools reporting regardless of resolution.
- ▶ Event type mapped to No State Violation will not be included in Safe Schools unless the event results in a state reported resolution.
- ▶ Districts can choose to add local event types if necessary; a State Event Code (mapping) selection will be required. *This task should be limited to district administrators only and confirmation from KDE is recommended before adding new event types.*

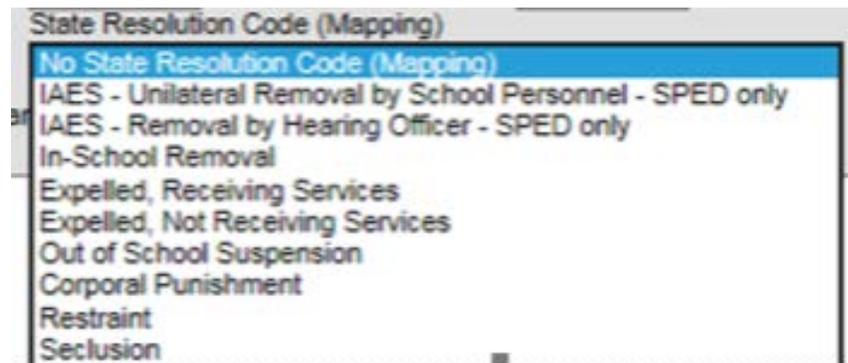


Behavior Event Type Detail

School			Available In Referral
District Wide			<input checked="" type="checkbox"/>
Code	*Name		
<input type="text"/>	<input type="text"/>		
*Alignment	Demerits	*Start Date	End Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Category	*State Event Code (Mapping)		*Classification
<input type="text"/>	No State Violation		None

Resolution Types

- ▶ PATH: Behavior | Admin | Resolution Types
- ▶ Local resolutions meeting the definition of a state resolution outlined in the slides to follow must have a State Resolution Code (mapping) selection.
- ▶ Safe Schools reporting will include all student behavior events with a resolution that is mapped to any state code.



State Resolution Codes

- ▶ **SSP1** – Expelled with Services
- ▶ **SSP2** – Expelled without Services (**not allowed for a student with an IEP**)
- ▶ **SSP3** – Out of School Suspension
- ▶ **SSP5** – Corporal Punishment
- ▶ **SSP7** – Physical Restraint
- ▶ **SSP8** – Seclusion
- ▶ **INSR** – In-school removal
- ▶ **IAES1** – Unilateral Removal by School Personnel (*for drug or weapon offenses or serious bodily injury*) Special Education only
- ▶ **IAES2** – Removal by Due Process Hearing Officer (*for likely injury to the child or others*) Special Education only



Expelled with Services (SSP1)

- ▶ The removal of a student from his/her school for disciplinary reasons that result in withdrawal of the student from the school of attendance up to one year.
- ▶ Criteria for expulsion are defined and set by the local board of education.
- ▶ Arrangements must be made to provide student educational and IEP related services.
- ▶ When a student with an IEP is expelled, the student's Admissions and Release Committee (ARC) meets to determine how special education and related services described in the IEP will be provided during the expulsion.



Expelled without Services (SSP2)

- ▶ 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.
- ▶ Expelled without Services resolution is **not** allowable for students with disabilities.



Out of School Suspension (SSP3)

- ▶ A student is removed from the regular classroom and barred from school for a specified duration of time.
- ▶ **Federal Definition for Special Education Reporting:** Instances in which a child is temporarily **removed from his/her regular school for disciplinary purposes** to another setting (e.g., home).



Corporal Punishment – SSP5

- ▶ A student is 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 an approved resolution according to board policy.



Restraint (SSP7)

- ▶ [704 KAR 7:160](#) defines Restraint as a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely.
- ▶ Restraint 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.



Seclusion (SSP8)

- ▶ [704 KAR 7:160](#) defines Seclusion as the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving.
- ▶ Seclusion does not include classroom timeouts, supervised in-school detentions, or out-of-school suspensions.



In-School Removal (INSR)

- ▶ A removal from the student's regular educational setting and placement in a program or another setting within the district with the student continuing to receive educational and IEP-related services.
- ▶ Student remains under direct supervision of school personnel.
- ▶ Local resolution examples include but are not limited to In-School Alternative Placement (ISAP), In-School Suspension (ISS), Safe Room, In-School Detention, Alternative Classroom, or Alternative Education Program within the district.



IAES1/IAES2 – Interim Alternative Education Setting

▶ **Definition:**

- **IAES1** - Unilateral Removal by School Personnel for drugs, weapons or serious bodily injury
- **IAES2** – Removal by a Due Process Hearing Officer due to likely injury to self or others

▶ **Used only for students with IEPs**

▶ **Reference [Interim Alternative Educational Setting Guidance](#)**



Behavior Management Tool – Incident Detail

Section B - Behavior Data Standards



Data Entry: Incident Definition

- ▶ **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.**



Data Entry: Incident Detail

- ▶ Enter the date and time the incident occurred, not the date and time data are entered
- ▶ Ensure required (red) fields are accurate
 - Date and Time of Incident
 - Context
 - Behavior Event Location



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:
Discipline: Title: Submitted By: Administrator, System

*Alignment: *Date of Incident: *Time of Incident:
*Context: Damages: \$ 0.00
*Behavior Event Location: Context Description:
Location Description:



Behavior Management Tool – Event/Participant Detail

Section C - Behavior Data Standards

Data Entry: Event Detail

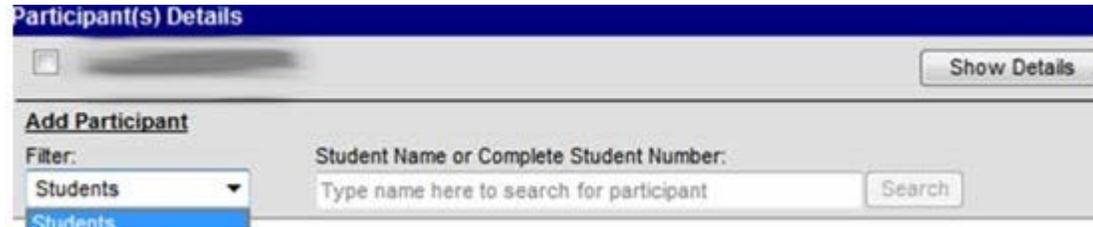
- ▶ Multiple events can be added to one incident.
- ▶ Select appropriate Event Type from drop list
- ▶ Select indicator if the event results in a *Call to Police*
- ▶ Select indicator if *School Resource Officer* is involved in event.
- ▶ Select indicator if student is referred to a *Court Designated Officer* as a result of the event.

The screenshot shows a web form titled "Event Details". At the top, there is a blue header bar with the text "Event Details". Below the header, there is a dropdown menu labeled "*Event Type:" with a downward arrow. Below the dropdown menu, there are five checkboxes arranged in two rows. The first row contains "Call Police", "Violence Indicator", "School Resource Officer", and "Gang Related". The second row contains "Court Designated Worker". The "School Resource Officer" checkbox is highlighted with a yellow box. The "Call Police" and "Court Designated Worker" checkboxes are also highlighted with yellow boxes.



Data Entry: Participant Detail

- ▶ Search for student using student name or number.
- ▶ Enter the participant detail for each participant involved in the event.
- ▶ For harassment events, participant detail must be recorded for the victim to meet Civil Rights Data Collection (CRDC) requirements.

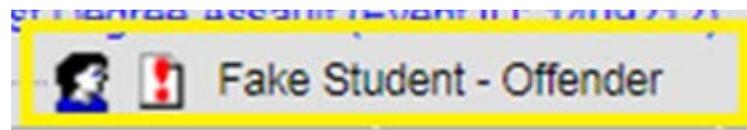


- ▶ For each select the appropriate legal sanction indicators, if applicable, within the participant details section.

- Arrest
- Charges
- Civil Proceedings

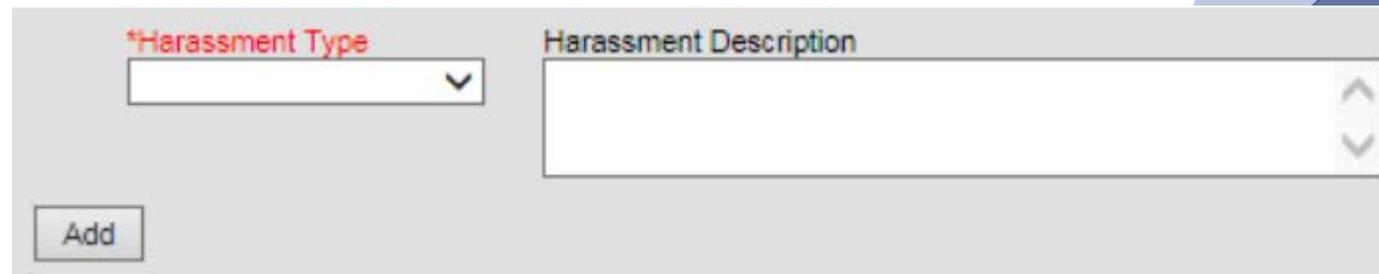


- ▶ A red exclamation beside participant name indicates the student is a special education student at the time the behavior event occurred.



Data Entry: Participant Detail - 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.
- ▶ Use the *Add* button to record multiple selections for Harassment Types.
 - Color
 - Disability
 - National Origin
 - Race
 - Religion
 - Sex
 - Sexual Orientation
 - Other



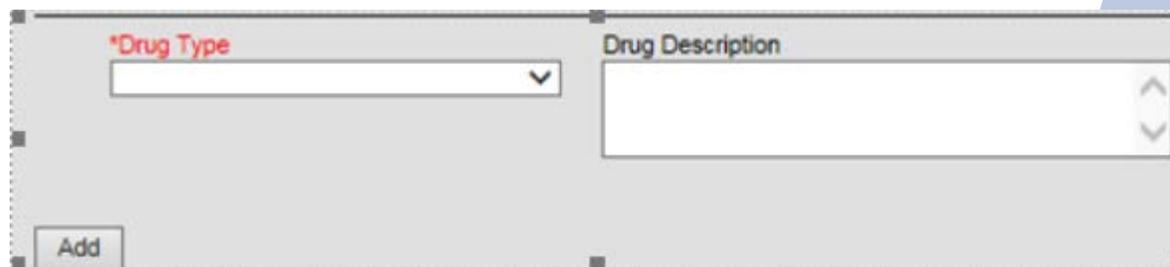
A screenshot of a data entry form. On the left, there is a dropdown menu labeled "*Harassment Type" with a downward arrow. Below it is a small rectangular button labeled "Add". To the right of the dropdown is a text input field labeled "Harassment Description" with a vertical scroll bar on its right side.



Data Entry: Participant Detail – Drug Type

- ▶ Select the drug type from the drop list. This selection is required if a behavior event is selected Drug, Tobacco or Alcohol Use, Possession or Distribution.
- ▶ Use the *Add* button to record multiple selections for Drug Types.

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



A screenshot of a data entry form. It features a dropdown menu labeled '*Drug Type' with a downward arrow. To the right of the dropdown is a text area labeled 'Drug Description' with a scroll bar. Below the dropdown is a button labeled 'Add'.



Data Entry: Participant Detail - Weapon Type

- ▶ Select the appropriate weapon type from the drop list. This selection is required if a behavior event is selected Weapon Use, Possession or Distribution.
- ▶ Use the *Add* button to record multiple selections for Weapon Types.
 - 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
 - Blunt object
 - Other object
 - Noxious substance
 - Destructive Device (e.g. bomb, grenade, etc.)
 - Substance used as a weapon



The screenshot shows a data entry interface. At the top, the text '*Weapon Type' is displayed in red, indicating a required field. Below this is a white dropdown menu with a downward-pointing arrow on the right side. At the bottom left of the form area, there is a small button labeled 'Add'.



Definitions of Weapons Reported Federally

- ▶ **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.





Behavior Management Tool – Resolution Detail

Section D - Behavior Data Standards

Data Entry: Resolution Detail

- ▶ Select appropriate Resolution Type
- ▶ If local resolution that is mapped to a state resolution code is selected, the start/end dates/times will be required. This data is important for calculation of the resolution length reported on Safe Schools and used for special education discipline reporting.
 - Review AM/PM designations for start and end times
 - Review year of start and end times to ensure they are within reporting year
 - Review overlapping state resolutions, for example an In-School Removal should not overlap an Out of School Suspension

Edit Resolution for Fake Student

Resolution Details

*Resolution Type:

Resolution ID: 41034

*Resolution Assign Date:	Resolution Start Date:	Resolution Start Time:	Resolution End Date:	Resolution End Time:
05/23/2019	05/23/2019	03:19 PM	05/29/2019	03:30 PM

Duration in School Days:



Data Entry: Attendance for Out of School Suspension

- ▶ Resolutions of Out of School Suspension must have a corresponding local attendance code that is mapped to S: Suspended.
- ▶ The resolution start/end dates/times must match the attendance start/end dates/times.
- ▶ If a parent is called to take a student home or if a student is sent home from school early as a result of a behavior event, the event must be recorded as Out of School Suspension (SSP3), reflecting the actual date/time the student checks out of school.





Behavior Management Tool – Response Detail

Section E - Behavior Data Standards

Data Entry - Behavior Response

- ▶ **If resolution of Restraint or Seclusion is selected, a corresponding behavior response record is required.**
- ▶ **If a Restraint or Seclusion response is entered, there must be a corresponding Restraint or Seclusion resolution.**



Data Entry – Response Details

Select Response Type

Enter Start/End Time

Select Pre-Response
Interventions

Enter Pre-Response
Actions; Response
Details and Post
Response Actions

Add Response

Response Details

*Response Type Complete

Response Date 04/11/2019 *Response Start Time *Response End Time Duration

Behavior Response Approver

Pre-Response Interventions:

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.)

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.)

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.)

Room:



Data Entry *Continued*

- ▶ Enter detailed information regarding parent contact
- ▶ List ALL participants

Student Details

Student was injured during the response

***Apply To:**
1st Degree Assault

Fake Student

Guardian Contacted

***Date** ***Time** **Contact Name**

Details

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.

<u>Name</u>	<u>Role</u>
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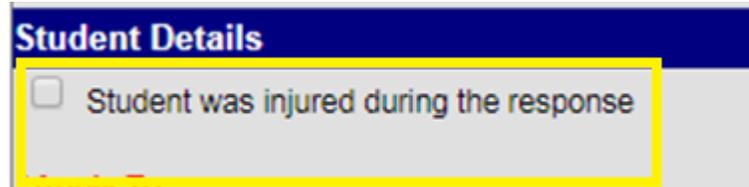
Add Participant

Filter:

Participant Name:

Response Detail - Injury

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



The image shows a screenshot of a web form titled "Student Details". A yellow rectangular box highlights a checkbox labeled "Student was injured during the response".

- **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
 - ✓ 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
- ▶ **REMINDER:** If severe injury occurs, the response requires 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.





Event Type Definitions

Section F - Behavior Data Standards

Behavior Event Types

- ▶ **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.**



Assault or Violence Category

- ▶ **1st – 4th Degree Assault**
- ▶ **Abuse of a teacher**
- ▶ **Arson**
- ▶ **Criminal Abuse**
- ▶ **Homicide**
- ▶ **Kidnapping**
- ▶ **Menacing**
- ▶ **Rape**
- ▶ **Robbery/Theft**
- ▶ **Sexual Assault**
- ▶ **Sexual Offense (non-touch)**
- ▶ **Terroristic Bomb, Threat, or Chem/Bio/Nuc**
- ▶ **Wanton Endangerment**



1st – 4th Assault

- ▶ **1st Degree Assault** – intentionally causes serious physical injury 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
- ▶ **2nd Degree Assault** – same as 1st Assault, although it includes causing serious physical injury without a weapon or instrument

Continued on next slide



1st – 4th Assault *(Continued)*

- ▶ **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
- ▶ **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.



Alcohol, Drug, Tobacco Categories

- ▶ **Alcohol Distribution, Possession, or Use**
- ▶ **Drug Distribution, Possession, or Use:** controlled substances such as amphetamines, barbiturates, cocaine, hallucinogens, heroin (opioids), inhalant, marijuana/hashish, methamphetamine, prescription drugs, steroids (anabolic), synthetic drug, over the counter drug or look alike drugs
- ▶ **Tobacco Distribution, Possession, or Use:** nicotine or tobacco product, including but not limited to smoking, chewing, vapor products or other alternative nicotine products



Harassment Categories

- ▶ **Bullying:** unwanted, aggressive behavior that involves power imbalance toward other persons; the behavior is repeated or has the potential to be repeated
- ▶ **Harassing Communications:** intent to intimidate, harass, annoy or alarm another person through a communication or social media mechanism
- ▶ **Harassment:** intent to intimidate, harass, annoy or alarm another person
- ▶ **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



Harassment Categories *(Continued)*

- ▶ **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



Weapon Category

- ▶ **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.**
- ▶ **Weapon Possession, Distribution or Use:** 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





Reporting Timeline

Section G - Behavior Data Standards

Safe Schools Reporting Timeline

- ▶ **May 1:** Safe School data verification window opens
- ▶ **May 1 – June 30:** 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 30:** Safe School data verification window closes
- ▶ **June 30:** Superintendent and Director of Special Education verification of data accuracy will be required
- ▶ **July 1:** KDE extracts data from the *Safe Schools Report* from *IC Reporting Warehouse*
- ▶ **July 15:** 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



Safe Schools Report

**PATH: KY State Reporting | Safe Schools
(2018-19 school year and future)**

Note: Safe Schools Historical should *only* be used for 2017-18 and prior years. District Administrators can restrict user access to this report to avoid confusion.



Data Uses

- ▶ The Safe Schools data is reported publically on the [School Report Card](#).
- ▶ The [Kentucky Center for School Safety](#) and the [Office of Education Accountability](#) within the [Legislative Research Commission](#) also use the data for their reporting purposes.
- ▶ The Safe Schools data is used for federal reporting of discipline and removals of students with disabilities.



Final Reminders

- ▶ Be accurate in your reporting.
- ▶ Be sure the right people are trained to enter behavior data.
- ▶ Regularly run your Safe Schools Report and look for outliers or mistakes.
- ▶ Use your behavior data to help your school and district. Celebrate things that are going well. Work together to tackle opportunities for improvement.

