National Forum on Education Statistics

Forum Guide to Crime, Violence, and Discipline Incident Data

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National Cooperative Education Statistics System

The National Center for Education Statistics (NCES) established the National Cooperative Education Statistics System (Cooperative System) to assist in producing and maintaining comparable and uniform information and data on early childhood education and on elementary and secondary education. These data are intended to be useful for policymaking at the federal, state, and local levels.

The National Forum on Education Statistics (the Forum) is an entity of the Cooperative System and, among its other activities, proposes principles of good practice to assist state and local education agencies in meeting this purpose. The Cooperative System and the Forum are supported in these endeavors by resources from NCES.

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May 2011

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Acknowledgments

Foreword

The National Forum on Education Statistics (the Forum) is pleased to release the *Forum Guide to Crime, Violence, and Discipline Incident Data*. This guide is designed for use by school, district, and state staff to improve the effectiveness of efforts to collect and use disciplinary incident data, including reporting accurate and timely incident data to the federal government. It provides recommendations on what types of data to collect, why it is critical to collect such data, and how to implement and manage an incident database.

One goal of the Forum is to improve the quality of education data gathered for use by policymakers and program decisionmakers. An approach to furthering this goal has been to pool the collective experiences of Forum members to produce "best practice" guides in areas of high interest to those who collect, maintain, and use data about elementary and secondary education. The accurate, consistent, and timely collection and reporting of crime, violence, and discipline data by schools, districts, and state education agencies is one of those high-interest areas.

This guide reflects the judgment of experienced data managers; while there is no mandate to follow these principles, the authors hope that the contents will prove a useful reference to others in their work.

Chapter 1 focuses on the use of crime, violence, and discipline data to improve school safety.

Chapter 2 presents strategies for implementing an incident database, including system design, management, and training.

Chapter 3 recommends a body of data elements, definitions, and code lists useful for collecting accurate and comparable data about crime, violence, and discipline.

Chapter 4 offers suggestions for the effective presentation and reporting of crime, violence, and discipline data.

Appendix A describes how to use the recommendations in this guide to improve federal school safety and security data reporting requirements.

Appendix B provides additional information about references cited in this guide and other resources related to collecting, using, and reporting high-quality education data.

Appendix C contains a reprint of a December 16, 2010, letter from U.S. Secretary of Education Duncan to governors, chief state school officers, and state board of education leaders regarding technical assistance on addressing bullying through policy.

The National Cooperative Education Statistics System

The work of the Forum is a key aspect of the National Cooperative Education Statistics System (Cooperative System). The Cooperative System was established to produce and maintain, with the cooperation of the states, comparable and uniform education information and data that are useful for policymaking at the federal, state, and local levels. To assist in meeting this goal, the National Center for Education Statistics (NCES), within the U.S. Department of Education, established the National Forum on Education Statistics (the Forum) to improve the collection, reporting, and use of elementary and secondary education statistics. The Forum deals with issues in education data policy, sponsors innovations in data collection and reporting, and provides technical assistance to improve state and local data systems.

Development of Forum Products

Members of the Forum establish task forces to develop best practice guides in data-related areas of interest to federal, state, and local education agencies. NCES provides management and oversight of this work, but the content comes from the collective experience of the state and school district task force members who review all products iteratively throughout the development process. Documents prepared, reviewed, and approved by task force members undergo a formal public review. This public review consists of focus groups with representatives of the product's intended audience, review sessions at relevant regional or national conferences, or technical reviews by acknowledged experts in the field. In addition, all draft documents are posted on the Forum website prior to publication so that any interested individuals or organizations can provide feedback. After the task force oversees the integration of public review comments and reviews the document a final time, publications are subject to examination by members of the Forum standing committee sponsoring the project. Finally, the entire Forum (approximately 120 members) reviews and formally votes to approve all documents prior to publication.

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Chapter 1

Using Data to Help Create Safe and Productive Learning Environments

Why Data Matter

After analyzing discipline data, one large school district recognized the need to address student attendance issues that were interfering with instructional time. The district hired a dropout specialist, instituted an in-school suspension program for truants, and changed policies to limit the number of days a student could be suspended in any one semester. These actions helped the district proactively address a critical instructional priority—keeping students in the classrooms where they have an opportunity to learn. The action also had a corollary effect of decreasing other security incidents that were more likely to arise when students were truant and not under the supervision of school staff.

Maintaining order in schools has always been an important component of effective school management, but reducing school crime and violence has become a national priority for policymakers only in the last two decades.[1] This priority—creating a school environment that is free of violence and other crime—is a necessary step in achieving critical education goals, including providing suitable conditions for learning in which all children have an opportunity to achieve high academic standards.

During the 2007–08 school year, 85 percent of public schools recorded that at least one violent crime, theft, or other crime occurred at their school. During the same year, 62 percent of public schools reported to the police that a crime had occurred at school.[2] In addition to the real and immediate physical danger experienced by victims of crime and violence in schools, the perception that schools may be unsafe affects the ability of many students (and staff)[3] to learn and to fully participate in school activities.

Recognizing the need for actual and perceived security, most states and school districts take proactive measures to protect the safety of students and staff—often in the form of school safety and emergency preparedness plans. These plans generally include action items intended to prevent or discourage crime and violence, as well as procedures for responding to emergencies when they do arise. While the body of research on crisis management in schools is growing, there is very little research-based evidence to quantify best practices for accomplishing this critical task in a school setting.[4] Nonetheless, the best of these plans

> For children to learn and teachers to teach, schools must be safe. While there are no guarantees that greater awareness of the status of crime and violence in schools will prevent future incidents from occurring, accurate and timely data enable policymakers and practitioners to more effectively focus interventions aimed at improving the safety and security of all students, staff, and school facilities.

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[1] Lawrence, R. (2007). School Crime and Juvenile Justice. Criminal Justice Review, 32(4): 337–338.

[2] Dinkes, R., Kemp, J., and Baum, K. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010–012/NCJ 228478). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

[3] Ibid, page 58; and Scheckner, S., Rollins, S.A., Kaiser-Ulrey, C., and Wagner, R. (2002). School Violence in Children and Adolescents: A Meta-Analysis of Effectiveness. *Journal of School Violence*, 1: 5–34.

[4] U.S. Department of Education, Office of Safe and Drug-Free Schools. (2003). *Practical Information on Crisis Planning: A Guide for Schools and Communities.* Washington, DC: Author.

emphasize the need for accurate and timely data about the nature, extent, and frequency of actual and potential crises in schools, such as incidents of crime and violence.

While information maintained in an incident database can be accessed by authorized individuals for legitimate education planning and operational purposes, most of these data are protected by state and federal privacy laws, such as the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and the Individuals with Disabilities Education Act (IDEA). Education organizations should enact strong policies and procedures to ensure compliance with state and federal regulations governing the privacy and confidentiality of personal information. In addition, incident data should never be presented in ways that inadvertently identify individuals. In some cases this means aggregating, rather than disaggregating, categories of data so that small groups of staff or students cannot be identified by their unique characteristics.

Using Data to Improve School Safety

Educators and policymakers need access to crime, violence, and discipline data to help them decide how best to operate and manage schools. But they do not want just any data—they want high-quality data: up-to-date information that tells them what incidents are occurring on their campuses, by whom, to whom, when, how, and perhaps even why (e.g., gang initiation, bullying, or vandalism). Educators need consistently collected and defined data that allow them to compare schools, policies, and intervention practices. All of this information becomes substantially more valuable when it is in the form of longitudinal data that permit these analytical dimensions to be evaluated over time. Most policy and data experts refer to this approach to school management as *data-driven decisionmaking*, a practice that is has been adopted by many schools, school districts, and state education agencies across the nation.

High-quality data are necessary for improving decisionmaking, and all recommendations in this document support the collection of data that are accurate, comparable, and timely. The National Forum on Education Statistics has developed several resources to encourage the collection of high-quality data, including the following:

✓ *Traveling Through Time: The Forum Guide to Longitudinal Data Systems (Series)* (2010–11)

✓ *Crisis Data Management: A Forum Guide to Collecting and Managing Data About Displaced Students* (2010)

✓ *Forum Guide to Metadata: The Meaning Behind Education Data* (2009)

✓ *Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data* (2009)

✓ *Accounting for Every Student: A Taxonomy for Standard Student Exit Codes* (2006)

✓ *Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies* (2007)

✓ *Forum Guide to Building a Culture of Quality Data: A School and District Resource* (2005)

These and other resources are available online at no cost at http://nces.ed.goc/forum/publications.asp. See appendix B.

Absent good data, decisionmakers have only anecdotal evidence, intuition, and suspicion to inform their choices. In spite of the need for accurate and timely data, some schools, districts, and states may be reluctant to collect and publish data about crime, violence, and discipline in schools. However, as with other sensitive issues, knowing the extent and nature of the problem is a necessary step to solving it. Table 1-1 provides examples of the types of questions that crime, violence, and discipline data can answer.

Table 1-1. Examples of the types of questions that crime, violence, and discipline data can help to address

About Student Safety
- How many students were the victims of [*insert name of crime*] last week/month/year?
- How many different perpetrators were involved in these incidents?
- How many of these perpetrators are still in schools?

About Building Management
- Where are these incidents occurring? (e.g., all on the playground or in one part of a poorly designed building?)
- When are these incidents occurring? (e.g., on the way to school, in study hall, or in a particular teacher's class?)
- Can changes in lighting, construction, or facilities management improve safety (e.g., trimming hedges along narrow passageways and sidewalks)?

About Policymaking
- Have the number or type of incidents increased to a degree that warrants additional prevention or intervention resources?
- Did the addition of a new vice-principal of safety and prevention have an effect on the number or type of incidents occurring?
- Have the number or type of incidents decreased following the implementation of a new prevention/ intervention/security program?
- Why are these incidents occurring? (e.g., is a new gang is in town, or is a new drug in town?)
- How do reductions or increases in incidents relate to academic achievement and conditions for learning measures?

Data need to be reviewed in context. While crime, violence, and discipline data need to be collected in an accurate, timely, and comparable manner to address these important management and policy questions, no single observation can possibly supply all the information needed to assess the safety and security of an entire education system or even a single school facility. Rather, assessments of safety and security need to be interpreted within the context of a body of data, with each individual data element imparting a piece of the puzzle. When a robust body of data is developed, the result is a well-integrated, multidimensional data system that contributes to a thorough understanding of school safety in broad terms as well as a focus on specific aspects of safety and security.

For example, the use of an indicator such as the *student suspension rate* (the number of student suspensions relative to the total number of students) can be helpful to policymakers and school leaders but, taken alone, could lead to superficial or even incorrect conclusions about how safe and orderly schools are, or how well disciplinary policies are working. Knowing that a school has a 7.2 percent suspension rate, for example, does not point to possible actions.

Numerous other pieces of information come into play when interpreting what that 7.2 percent suspension rate actually means:

- Does this rate reflect the number of in-school suspensions, out-of-school suspensions, or both?

- Does the reported rate reflect short-term suspensions (e.g., 1 day) for relatively minor infractions of school policy such as the use of obscene language, long-term suspensions that imply more significant threats to school safety and security, or suspensions of all durations?

- Do a few students account for a disproportionate number of suspensions relative to the entire student population? Is the rate attributable to a small number of repeat offenders (perpetrators)?

- Are there additional security incidents that do not show up in suspensions—for example, those carried out by perpetrators who are not students and therefore not subject to suspension?

- According to policy, what determines whether an incident warrants suspension: a push, a punch, or a weapon?

- Are suspensions administered uniformly from school to school and district to district, as both a matter of policy and subjective enforcement?

- Are policies in place that might skew or otherwise influence the number of suspensions being administered, such as one school's "get tough" approach to tardiness?

- Does a low suspension rate indicate few incidents worthy of suspension and a "safe" school, or does a low suspension rate indicate that suspension policies are not actively enforced? Does a high suspension rate indicate high levels of incidents and an "unsafe" school, or does a high suspension rate indicate that suspension policies are more actively enforced?

- Are minority or disabled students disproportionately represented in discipline data? That is, are they disciplined at greater rates than other students?

These are just some examples of the contextual information necessary to correctly interpret data. Clearly, schools with high suspension rates could be those with high levels of disorder. But high suspension rates could also be found in schools that do not tolerate misbehavior in any form. High suspension rates might also indicate a physical plant problem, such as a poorly designed building with narrow halls and stairwells that increase the likelihood of pushing and shoving, behaviors that often lead to fighting. Over-enrollment can lead to overcrowding, and can have a similar effect on student behavior.

Preventing and/or minimizing disruptive behavior ensures that the majority of educational resources are used as they are intended—to instruct children.

When understood in the proper context, incident data can be used to drive decisions about planning, operations, and resource use. Effective data collection and analysis provide educators and policymakers with a powerful set of school management tools. Valid data that are comparable within and across states and districts are of great value to governing agencies, policymakers, researchers, and the general public. Collection and use of school safety data helps to

- identify, prioritize, and address safety and discipline needs (e.g., combating bullying, gang activity, substance abuse, and vandalism);

- dispel myths about specific safety or discipline issues—that is, responding to assumptions about school safety that are not based in fact;

- identify and address poor conditions for learning that may be contributing to persistent low achievement;

- develop more effective prevention and intervention plans;

- focus resources, including staff time, on safety and discipline priorities;

- publish and report timely and relevant information on school safety to the public and other key stakeholders (e.g., via school "report cards"):

- evaluate program effectiveness; and

- determine whether additional resources are needed to help address safety concerns.

Using Incident Data in the Real World

W.T. Lewis Elementary School in Louisiana not only collects discipline data—it uses these data to support student safety, classroom management, and overall school improvement efforts. To more fully comprehend discipline issues, staff view the data from many different perspectives to analyze current concerns and minimize future problems.

Having access to incident data has contributed to

- providing classroom management support to teachers;

- targeting behavior interventions for students;

- improving communication with parents and staff;

- detecting problems earlier so that interventions can be engaged before existing problems escalate; and

- making related school improvement decisions.

To accomplish these critical school management activities, staff hold monthly meetings to review the following types of reports:

- Referrals by staff—These data show which teachers have the most discipline referrals for the month and the year. Using these data, classroom management support is provided to teachers and/or assistance is targeted to individual students who are repeat offenders (perpetrators), as appropriate.

- Average daily referrals by month—These data demonstrate trends in major infractions over the course of the year. Comparisons are also made with the previous year's data.

- Infraction report—This report is analyzed in a variety of dimensions, including the current month's infractions, all months in the school year, special education students only, regular education students only, and so forth.

From these data, staff are able to see what types of infractions occur most frequently so that adjustments can be made to security practices at the building level. Because staff see incident data being used to improve safety and operations at W.T. Lewis Elementary School, teachers have become more efficient and comfortable in identifying infractions, and discipline data have become more accurate—leading to even better decisionmaking and further advancing school improvement efforts.

Chapter 2

Implementing an Incident Data System

Knowing Your Data Needs

Collecting and using crime, violence, and discipline data at all levels of education is an essential step for creating safe schools. Wise school leaders know that data systems need to reflect an organization's unique circumstances and information needs. Before implementing an incident database, for example, they ask: What crime, violence, and discipline data are needed to inform how schools are managed and operated, and how can systems be designed to provide that information in an accurate, timely, and cost-effective manner?

Almost every education organization already employs technology to manage data and data systems. Sometimes system components may stand alone, but more frequently, they are linked to permit the exchange of information between systems. For example, a transportation database (with information about how students travel to and from school) is often linked to a student information system (which includes demographic information about each student) so that parents can be contacted immediately if a student is not on the bus as expected.

With respect to crime, violence, and discipline data, best practice suggests that education organizations develop and maintain an "incident" database (see figure 2-1) and, subsequently, link it to the organization's student information system (SIS). An incident-based system is recommended because many incidents of crime, violence, and discipline include more than one participant (e.g., both a perpetrator and victim). When such an event is coded in a normal SIS, multiple actors often can be misinterpreted as signifying multiple incidents; similarly, multiple disciplinary actions (e.g., detention *and* the loss of a privilege) may sometimes be incorrectly construed as evidence of multiple incidents. In an incident-based system, on the other hand, the unit record is an incident, meaning that a fight is defined as a single incident, even if it had 20 participants, each of whom received multiple disciplinary actions. Similarly, an assault is more accurately identified as a single incident in spite of separate perpetrators and victims. Demographic and other information about participants is then accessed via student identifier elements, such as a unique student ID, linking to information from each participant's individual record (e.g., contact, demographic, and academic information).

Planning an Incident Data System

An incident-based data system can be developed in any of a wide range of formats, depending on the existing and expected needs and capabilities of an education organization. For example, an incident-based system can be designed as a stand-alone database linked to a relational enterprise system through the use of unique identification

Figure 2-1. Defining an incident

According to the *National Incident-Based Reporting System Data Collection Guidelines* published by the U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division…

An incident is one or more offenses committed by the same offender (perpetrator), or group of offenders *acting in concert*, at the *same time and place*.

- "Acting in concert" requires that the offenders actually commit or assist in the commission of the crime(s). The offenders must be aware of and consent to the commission of the crime(s) or even if nonconsenting, their actions assist in the commission of the offense(s). This is important because all of the offenders in an incident are considered to have committed all of the offenses in the incident. *If one or more of the offenders did not act in concert, then there is more than one incident involved.*

  - Example (1) "acting in concert": Three students decide to rob one student. They engage in the robbery, during which time one of the perpetrators punches the victim to get him to surrender his money. Although only one of the perpetrators commits the physical assault, the assault and robbery constitute a single incident because all three perpetrators act in concert.

  - Example (2) not "acting in concert": An argument between two students escalates from a shouting match to an aggravated assault where one student begins to severely beat the other. The victim (the second student), in his own defense, shoots and kills the assailant (the first student). This should be reported as two incidents because the original assailant cannot be said to be "acting in concert" with the beating victim in the subsequent shooting (i.e., he did not act in concert with his own shooting). The first incident involved the aggravated assault. The second incident involved the shooting.

- "Same time and place" means that the time interval between the offenses and the distance between the locations where they occurred was insignificant. Normally, the offenses must have occurred during an unbroken time duration and at the same or adjoining location(s). However, incidents can also comprise offenses that by their nature involve continuing criminal activity by the same offender(s) at different times and places, as long as the activity is deemed to constitute a single criminal transaction.

  - Example (3) not "same time and place": Two student perpetrators brandish knives while robbing a group of children walking home from school. The children are forced at knifepoint to hand over their money. While the robbery is occurring, one of the perpetrators walks out of sight with one of the victims and sexually accosts her outside of the view of the other offender. When he returns, both perpetrators leave. In this case, there are two incidents—i.e., one involving robbery and the other involving sexual battery, because the offenses did not occur in the same location (one offense was out of the sight and knowledge of those involved in the other offense) and the offenders were not acting in concert in both offenses.

  - Example (4) "same time and place": Same situation as example (3), except that the sexual assault occurs in the same location as the robbery, and the second perpetrator, seeing the sexual assault, continues to display his knife in commission of the robbery. In this case, even if the second offender had told the perpetrator of the sexual assault to stop and only rob the victim, by continuing to display the knife he prevented someone from coming to the victim's assistance and, thereby, assisted in the commission of the crime. Thus, there was only one incident with two offenses (i.e., robbery and sexual assault).

  - Example (5): Over a period of 18 months, a computer programmer working for the school district manipulates accounting software so that he can systematically embezzle $70,000. This continuing criminal activity constitutes a single incident involving the crime of embezzlement.

Because it is not possible to provide instructions that will address the full range of possible situations that might arise in the real world, organizations will need to apply their best judgment to determine how many incidents stem from an offense or series of offenses as well as how to code and report such acts of crime, violence, and disciplinary action.

keys. Alternatively, an SIS module can be added to an existing off-the-shelf student information system or as a single table in a larger school database.

Regardless of the model that is followed, implementing an incident database is a relatively complex endeavor. It requires planning comparable to any other large organizational initiative to introduce a new data system or to merge components of existing systems into a new system. There are several substantial tasks involved in implementing an incident database. Most of these are common to any effort to collect, use, and report education data. In terms of implementing an incident database, however, the following concerns should be addressed proactively by multiple planners who represent a broad spectrum of expertise, including management experience; organizational operations; data proficiency; and a thorough understanding of crime, violence, and discipline policy issues:

- ✓ **Designing an incident database**—How will the organization organize a body of crime, violence, and discipline data into a system that is useful to its data users (i.e., the people who report and make decisions based on the data)?

- ✓ **Managing an incident database**—How will the data be integrated into the organization's existing data systems and processes? How will terms be defined consistently within the organization and across organizations with which data are exchanged or reported? What steps must be taken to ensure that the data will be useful, accurate, valid, reliable, timely, and cost-effective? How will private data be kept confidential?

- ✓ **Training staff to use an incident database**—Who will use the incident database? How can staff be best trained to accurately collect, report, and use crime, violence, and discipline data?

Designing an Incident Database

An incident database is most often built within the framework of an existing data system and, ideally, in accordance with the organization's overall vision for future data use and management of data. As such, the design of an incident database is driven by information needs and characteristics that are specific to the organization—what data users need to know to effectively manage and maximize the quality and usefulness of their work and decisions. Because of the need to customize systems to meet unique organizational needs, it is not feasible to describe a single model that would apply to every state, district, and school in the nation. However, in addition to their distinctive characteristics, most incident databases in education environments have several features in common.

Relational Databases. As a matter of good practice, it is assumed that an incident database will be linked to student and staff databases to provide demographic information about perpetrators and victims. The recommendations presented in this guide presume that users will store incident data in a relational database with separate modules for each of the following:

> A relational database is particularly valuable for conducting analysis, especially in large districts with multiple school settings and security teams. For example, analysis might uncover that the victims of numerous apparently unrelated incidents were all from a single neighborhood, race, religion, or other demographic group.

✓ Incident

✓ Reporter

✓ Witness

✓ Perpetrator

✓ Victim

✓ Disciplinary action

A relational database is especially valuable for conducting data analysis, particularly when disaggregating incidents by characteristics of frequent interest, such as race/ethnicity, sex (gender), English proficiency, disability, or other demographic characteristics. A relational database will also prove useful when responding to state and federal requests for information. For example, several program offices in the U.S. Department of Education presently require reporting about disciplinary incidents and actions in schools, districts, and states (see appendix A). A relational incident database that accounts for these and other reporting requirements in its design can greatly reduce reporting burden and can provide greater flexibility when it is necessary to accommodate changes in reporting requirements.

Data Modeling. In addition to governance and staffing issues, management should ensure that the incident database is properly designed with respect to both data structure and technological capabilities. As when planning any data system, a data model can be prepared for an incident database to organize, describe, and illustrate the relationship between the organization's information needs, data elements, relational logic, and file structures. Such a data model can be presented at a conceptual level, illustrating relationships between data elements and the larger body of information around which they are generated; a logical level, reflecting the technical and operational parameters in which the data elements exist; or a physical level, specifying layout, file structures, and other characteristics. At a more detailed level, a data model maps how data elements, metadata items, business rules, subsystems, data repositories, data flows, and information needs relate to one another. See figure 2-2 and figure 2-3 for examples of simple logical and conceptual data models for an incident database grouped into the following self-descriptive data categories:

• Incident data

• Reporter data

• Witness data

• Perpetrator data

• Victim data

• Disciplinary action data

Incidents often involve more than one perpetrator, victim, and/or disciplinary action. Relational databases allow users to record any number of entries for each of these fields (e.g., multiple perpetrators, victims, and disciplinary actions) without requiring that the number be predetermined and therefore limited by the application developer. For example, imagine that a fight involving 10 perpetrators occurs at a school. If the incident database comprises a single data table containing only three perpetrator fields, it will not permit the school to record all of the perpetrators' information in the same incident entry. However, if the database has a separate perpetrator table, users can simply record an entry for each perpetrator, linking the perpetrators to the incident with the incident identifier field. The database can then be linked to the school's student information system, human resources system, or other information management system via identifier elements, such as a unique student or staff ID, to access

Figure 2-2. Entity relationships in a typical incident database

Incident Database	Demographic Data Sources
Incident Identifier	Individual Records about Perpetrators ($...P_n$)
	Individual Records about Victims ($...V_n$)
Reporter Table: R_1, R_2, R_n — Witness Table: W_1, W_2, W_n	Individual Records about Reporters ($...R_n$)
	Individual Records about Witnesses ($...W_n$)
Perpetrator Table: P_1, P_2, P_n — Victim Table: V_1, V_2, V_n	
Disciplinary Action Table: DA_1, DA_2, DA_n — Victim Support Table: VS_1, VS_2, VS_n	Student Information System / Staff Information System

Unique Student/Staff Identifiers

information from each perpetrator's individual record (e.g., contact, demographic, and academic information). Similarly, there may be incidents that involve multiple victims or that result in multiple disciplinary actions. Enabling these links from the victim and perpetrator modules to individual student and staff databases will simplify data entry, advance data quality, and improve data use and decisionmaking.

Collecting data about victims can be especially useful for recognizing patterns of victimization, such as a series of assaults in which members of a particular demographic group have been victimized. Moreover, education organizations have a responsibility to support the victims following school-related incidents of crime and violence (and, often, following nonschool-related incidents as well). Support services may include counseling and emotional support as well as safety planning and crisis prevention programs to avert future discrimination, harassment, and other problem behaviors. Victim data facilitates the identification of students who are eligible for these services.

Managing an Incident Database

Data Governance. A sound incident database requires a thorough plan for system governance. Governance includes all policies and procedures for data management and use within the organization, as well as related roles and responsibilities for staff. The governance team should have significant authority at the policy level and understand data systems at an operational level in the organization.

Many of the principles required for sound data system governance can be found in *The Need for Data Governance*, available online at http://www.ccsso.org/eimac.

Figure 2-3. Recommended data elements for an incident database

Incident Overview

- Incident Identifier—#001(I)
- School Number—#002(I)
- Incident Date—#003(I)
- Incident Time—#004(I)
- Incident Location—#005(I)
- Facilities Code—#006(I)
- Incident Cost—#007(I)

- Weapon Type—#008(I)
- Injury—#009(I)
- Reported to Law Enforcement—#010(I)
- Offense Type—#011(I)
- Multiple Offense Description—#012(I)
- Related Incident Behavior—#013(I)

Reporter Information (for Each Reporter)

- Incident Participant Type (Reporter)—#014(R)
- Incident Participant ID (Reporter)—#015(R)

Witness Information (for Each Witness)

- Incident Participant Type (Witness)—#014(W)
- Incident Participant ID (Witness)—#015(W)

Perpetrator Information (for Each Perpetrator)

- Incident Participant Type (Perpetrator)—#014(P)
- Incident Participant ID (Perpetrator)—#015(P)
- Injury (Perpetrator)—#009(P)
- Perpetrator Demographic Information

Victim Information (for Each Victim)

- Incident Participant Type (Victim)—#014(V)
- Incident Participant ID (Victim)—#015(V)
- Injury (Victim)—#009(V)
- Victim Demographic Information

Unique Student and Staff Identifiers

Disciplinary Action (for Each Perpetrator)

- Disciplinary Action and Response—#016(D)
- Disciplinary Action Start Date—#017(D)
- Disciplinary Action End Date—#018(D)
- Rule/Regulation Violated—#019(D)
- IEP Placement Meeting Convened—#020(D)
- Related to Special Education Manifestation—#021(D)
- Full-Year Expulsion—#022(D)
- Modified Expulsion—#023(D)

Student or Staff Information System (SIS)

- Sex—#024(SIS)
- Race—#025(SIS)
- Hispanic or Latino Ethnicity—#026(SIS)
- Limited English Proficiency Status—#027(SIS)
- Section 504 Indicator—#028(SIS)
- IDEA Indicator—#029(SIS)
- ADA Indicator—#030(SIS)
- Primary Disability Type—#031(SIS)
- Secondary Disability Type—#032(SIS)

NOTE: See chapter 3 for definitions, field lengths, and other attributes of these data elements. Element numbers are for organizational purposes in this document only. (I) refers to Incidents, (R) for Reporters, (W) for Witnesses, (P) for Perpetrators, (V) for Victims, (D) for Disciplinary Actions, and (SIS) for links to student or staff records systems.

Data Definitions. Perhaps the single most important mechanism for collecting and maintaining high-quality data is the consistent application of standard terminology and usage rules throughout the organization. Most organizations with sound data systems have a single, exhaustive, and definitive source for data terminology expectations; data definitions; and other attributes typically associated with data elements, including field lengths, code lists and definitions, formats for each given type of data (e.g., MMDDYYYY format for dates), and any restrictions on values or value ranges (e.g., "age must be a value between 1 and 99"). Such a source is often referred to as a data dictionary, which is an agreed-upon set of clearly and consistently defined elements, definitions, and attributes—and is indispensable to any information system. Experienced database designers nearly always refer to a data dictionary to determine how a data term is defined, where specific data are located, whether they appear to be interpreted and reported correctly, and what their values mean.

Data Quality. Data quality is dependent upon the quality of the system and the actions of the individuals who collect, edit, and maintain the information. The goal of any data system is to produce data that are

- ✓ useful (relevant to the issues in question);
- ✓ valid (measure what they purport to measure);
- ✓ reliable (produce consistent measures over time);
- ✓ timely (available in time to inform decisionmaking and reporting); and
- ✓ cost-effective (produce information that is valuable enough to justify any collection burden).

Other Useful Resources for Developing Incident Databases

The National Forum on Education Statistics and the National Center for Education Statistics (of the U.S. Department of Education) have released numerous publications that may be useful to school, district, or state education agency staff engaged in developing incident databases. These and other free, web-based reference resources are available at http://nces.ed.gov/forum/publications.asp. See appendix B for more information about these resources.

- ✓ *Forum Guide to Metadata: The Meaning Behind Education Data*
  http:nces.ed.gov/forum/pub_2009805.asp

- ✓ *NCES Nonfiscal Data Handbook for Early Childhood, Elementary, and Secondary Education*
  http://nces.ed.gov/forum/pub_2003419.asp

- ✓ *Forum Guide to Decision Support Systems: A Resource for Educators*
  http://nces.ed.gov/forum/pub_2006807.asp

- ✓ *Forum Guide to Building a Culture of Quality Data: A School and District Resource*
  http://nces.ed.gov/forum/pub_2005801.asp

- ✓ *Forum Guide to Education Indicators*
  http://nces.ed.gov/forum/pub_2005802.asp

Quality suffers when education organizations lack clear policies and procedures for entering data accurately. In addition to the consistent application of standard terminology (data dictionaries), sound data systems also require that data quality be routinely verified and validated. *Verification* is the process of confirming that information is correct. *Validation,* on the other hand, means ensuring that data agree with expectations of reasonable values and accepted norms. Verification and validation are conducted through several collection and technical methods, including response and documentation audits, cross-checks, and value edits. Data quality is improved when sound collection methods are confirmed by appropriate verification and validation procedures.

For example, data checks are a way of regularly reviewing data for completeness and accuracy by verifying that all required data elements are recorded for each incident. Another way to improve data quality is to compare a sample of incident data collection forms (e.g., reports written by security staff following an incident) to the information that was recorded in the database for those incidents. When assessing accuracy, it is important to consider differences from month to month or week to week in the number of each type of incident. For example, if substantially more or fewer "bullying" incidents were recorded for one period of time than another, it is wise to verify the accuracy of that incident reporting. If the data are not accurate, corrections can be made; if they are accurate, analysts can begin to assess possible causes for these changes over time. Similarly, data audits can ensure that data "make sense." For example, a puzzling spike in the number of battery incidents that coincides with a sharp decline in fighting incidents may be a function of the employment of a new data clerk (with a different understanding of the definitions of these incidents) rather than a meaningful difference in student behavior.

Data Sharing. Although states may not collect all information maintained by school districts, education agencies often share information with other agencies and organizations that provide services to students and their families. While information maintained in an incident database can be accessed by authorized individuals for legitimate education planning and operational purposes, most of these data are protected by state and federal privacy laws, such as the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and the Individuals with Disabilities Education Act (IDEA). Education organizations should enact strong policies and procedures to ensure compliance with state and federal regulations governing the privacy and confidentiality of personal information.

Training Staff to Use an Incident Database

Training is a critical element in effective data collection and use. In addition to training staff on how to use an incident database from a technical perspective (e.g., how to access the system, enter data, save records, and generate reports), it is crucial to train staff about the kinds of problem behaviors that are supposed to be reported and entered into the system. Users need to clearly understand how incidents are defined and documented.

School-level administrators will be better prepared to guide their staff in district discipline policy after they, themselves, have participated in training by qualified instructors. Similarly, district-level administrators can better provide this training to school-level administrators after they have received training. A well-designed training program will clarify policy goals, explain system operations (technically), explain data terms and definitions, demonstrate the use of supporting resources (e.g., data dictionaries), and endeavor to improve the consistency of data entry and system implementation. The use of real-life examples can be an especially

effective tool for teaching staff to recognize and categorize the types of incident behavior codes. Providing examples of behaviors that do and do not meet the standard for each type of infraction helps users to differentiate among infractions (e.g., the difference between Battery; Fighting; and Physical Altercation, Minor in data element #011 (I) Offense Type).

School and district administrators can be trained to categorize incidents in a manner that reflects state-defined thresholds for reporting. Before developing this training program, state staff may identify reporting problems, revise and clarify definitions related to these reporting problems, and develop technical assistance materials such as video clips of "examples and nonexamples" of each type of incident. In addition to school and district administrators, law enforcement officials may be involved in this process as necessary to improve school- and district-level reporting.

In one school district, for example, staff were concerned that schools were potentially coding too many incidents as "disorderly conduct" when a less serious infraction would have been accurate. After training was provided to clarify the definition of disorderly conduct, the number of reported incidents decreased substantially because of more accurate coding. Another district found that some principals were recording all fights as multiple incidents— one incident for each participant. Trainers soon were called in to explain the structure of their incident database, which had separate modules for incident and perpetrator information; thus, a single fighting incident was to be recorded as a single file in the database with linked files for each perpetrator. Again, the number of reported incidents decreased substantially because of more accurate coding.

Chapter 3

Collecting Accurate and Comparable Data

Knowing Your Data Elements…

How can comparable incident data be collected when school leaders across the country may not be able to distinguish between battery, fighting, and a minor physical altercation? The following national data standards help to clarify the differences between these infractions, as well as other important data elements—and they serve as best practices for collecting and maintaining accurate and comparable crime, violence, and discipline data. The standards are also consistent with federal reporting requirements as of April 2011 for the Gun-Free Schools Act (GFSA), Safe and Drug-Free Schools and Communities Act (SDF-SCA), Individuals with Disabilities Education Act (IDEA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

This chapter presents data elements, definitions, and code lists that should be included in a robust incident database. Users may choose to modify these items to suit their needs, but should keep in mind that one major strength of a standard set of items, definitions, and code lists is that it encourages consistency and comparability within and between organizations.

Incident Data and Codes

The discussion in this chapter presumes that a relational database will be used to link incidents, perpetrators, victims, and disciplinary action elements to student and staff databases. The data elements described here are intended to capture information as the primary record for a specific incident. That is, these data elements are used to record what occurred, when, how, by whom, and to whom for each and every documented incident, with links to related perpetrators, victims, and disciplinary actions.

The codes for many of the data elements allow either general or more detailed information to be collected, depending on the information needs of the organization—for example, to report whether an incident occurred on campus (a general level) or in a classroom as opposed to a restroom (a more detailed level). The codes are structured so that more detailed codes can, when necessary, be mapped to more general codes, which permits organizations to choose the level of detail they wish to record without impeding comparability across organizations.

Relevant Data Elements

Developing an accurate picture of crime, violence, and discipline in schools requires more than a handful of specific data elements. Incidents occur in a context, and when a body of related data is developed, the result is a well-integrated, multidimensional perspective with a total value that may be greater than the sum of its parts. By evaluating data in context,

analysts are often able to generate a more thorough understanding of crime, violence, and discipline in schools.

A body of contextual elements helps to capture supplemental information about incidents. In today's climate, these codes are especially important when an offense is related to alcohol or drugs, weapon use, gang activity, and hate crimes. For example, if a student committed vandalism while under the influence of alcohol, alcohol may not be the primary offense, but the incident was alcohol related.

Table 3-1 presents the data elements that are integral to a sound incident database for collecting, maintaining, and reporting data about crime, violence, and discipline in schools. Each element is defined in this chapter and is consistent with the model presented in figure 2-3 in chapter 2. Element numbers are assigned for organizational purposes in this guide; (I) is used to refer to incidents, (R) to reporters, (W) to witnesses, (P) to perpetrators, (V) to victims, (D) to disciplinary actions, and (SIS) to links to demographic information in student or staff information systems. Note that it is assumed that data elements in this table will be maintained in a relational database. Thus, some elements are repeated in the tabular presentation of this information.

Table 3-1. Data elements for an incident database defined in chapter 3

Data Element Name	Number (assigned for organizational purposes within this document)	Page (in this document)
Incident Overview		
Incident Identifier	001(I)	22
School Number	002(I)	22
Incident Date	003(I)	22
Incident Time	004(I)	23
Incident Location	005(I)	24
Facilities Code	006(I)	25
Incident Cost	007(I)	25
Weapon Type	008(I)	25
Injury	009(I)	28
Reported to Law Enforcement	010(I)	28
Offense Type	011(I)	28
Multiple Offense Designation	012(I)	35
Related Incident Behavior	013(I)	35
Reporter Information		
Incident Participant Type (Reporter)	014(R)	36

Table 3-1.   Data elements for an incident database defined in chapter 3—Continued

Data Element Name	Number (assigned for organizational purposes within this document)	Page (in this document)
Incident Participant ID (Reporter)	015(R)	41
Witness Information		
Incident Participant Type (Witness)	014(W)	42
Incident Participant ID (Witness)	015(W)	46
Perpetrator Information		
Incident Participant Type (Perpetrator)	014(P)	47
Incident Participant ID (Perpetrator)	015(P)	51
Injury (Perpetrator)	009(P)	52
Perpetrator Demographic Information	Depends on categories included in SIS	52
Victim Information		
Incident Participant Type (Victim)	014(V)	53
Incident Participant ID (Victim)	015(V)	57
Injury (Victim)	009(V)	57
Victim Demographic Information	Depends on categories included in SIS	58
Disciplinary Action (for Each Perpetrator)		
Disciplinary Action and Response	016(D)	58
Disciplinary Action Start Date	017(D)	63
Disciplinary Action End Date	018(D)	63
Rule/Regulation Violated	019(D)	63
IEP Placement Meeting Convened	020(D)	64
Related to Special Education Manifestation	021(D)	64
Full-Year Expulsion	022(D)	64
Modified Expulsion	023(D)	64
Demographic Information Available in a Student or Staff Information System (usually linked to via a unique student ID or other student identifier element)		
Sex	024(SIS)	64
Race	025(SIS)	65
Hispanic or Latino Ethnicity	026(SIS)	65
Limited English Proficiency Status	027(SIS)	65
Section 504 Indicator	028(SIS)	66
IDEA Indicator	029(SIS)	66
ADA Indicator	030(SIS)	66
Primary Disability Type	031(SIS)	66
Secondary Disability Type	032(SIS)	69

The NCES Handbooks Online

http://nces.ed.gov/programs/handbook/index.asp

Most data element terms, definitions, and code lists in this chapter are maintained in the NCES Handbooks Online. This free, web-based tool defines standard education terms for students, staff, schools, local education agencies, intermediate education agencies, and state education agencies. It allows users to view and download Handbook information via an electronic table of contents, a drill-down finder, element name and first-letter searches, and advanced query options. NCES Handbooks Online contains reference documents intended for public and private organizations (including education institutions and early childhood centers) and for education researchers and other users of education data. This information is maintained on an ongoing basis and, as such, is updated annually. Organizations interested in adopting these terms, definitions, and code lists in an incident database should visit the website to ensure that they are accessing the most up-to-date version of this valuable data system development tool.

Data Elements

This chapter often refers to variables as *data elements,* a term used by most data professionals. A data element is a unit of data that can be defined and measured. Unless otherwise stated, all data elements in this chapter reflect one of the following data element types:

- **Alpha/Numeric (AN)**: A data element for which any letter or number (or combination of letters and numbers) is appropriate. Generally, this data element type is used when no standard code list of related options exists, or where descriptive information is desired.

- **Date (DT)**: A data element type that is specifically defined as a date. Generally, the format in the NCES Handbooks Online is MMDDYYYY (field length = 8), although this may vary.

- **Floating Decimal (R)**: A data element type in which a decimal must be included in the numeric value. If it does not appear, the number is assumed to be whole. Floating Decimal (R) values might, for example, appear as 4.1 (signifying four digits to the left of the decimal and one digit to the right of the decimal) or 3.2 (signifying three digits to the left of the decimal and two digits to the right of the decimal).

- **Identifier (ID)**: A data element defined by a code set of related options. A code set is provided for most of the data elements identified as "ID" in the NCES Handbooks Online.

- **Numeric (N)**: A data element that must be a numeric value. Decimals themselves are not included in the value [see Floating Decimal (R) above], although a decimal is implied in the right-most place to signify a whole number.

Data Element Presentation Guide

The following format is used to present data element recommendations in this chapter.

Incident Overview (I) ← **Subject Heading**: Including Incident (I), Reporters (R), Witnesses (W), Perpetrators (P), Victims (V), Disciplinary Action (D), and links to student or staff records systems (SIS)

**Incident
Identifier**
alpha numeric
field length = 30

#001(I)

← **Key Information**: Describes the database management characteristics of the element. See page 20 for more information about data element types and field lengths.

**Incident Identifier—
#001(I)** ← **Data Element Name - Number**: Refers to the words used to name the data element and a reference number used for organizational purpose in this document.

Definition: A locally assigned unique identifier (within the school or school district) to identify each specific incident or occurrence. The same identifier should be used to document the entire incident even if it included multiple offenses and multiple perpetrators. ← **Definition**: A concise explanation of the meaning of a word or phrase.

Usage Recommendations: This field links incident records to... ← **Usage Recommendations**: Additional information that may help readers better understand how to implement the element in a data system.

Incident Overview (I)

Incident Identifier—#001(I)

Incident Identifier
alpha numeric
field length = 30

#001(I)

A locally assigned unique identifier (within the school or school district) to identify each specific incident or occurrence. The same identifier should be used to document the entire incident even if it included multiple offenses and multiple perpetrators.

Usage Recommendations: This field links incident records to perpetrator, victim, reporter, witness, and disciplinary action data. In many systems, this data element may also link to the following types of elements:

- School year
- School identifier
- School district identifier
- State identifier

Including the school year is useful when records are maintained for more than 1 year. By including "location" elements (school, school district, and state), users can distinguish between incidents reported by multiple jurisdictions. The school identifier is included when incident data are reported from a school to a school district. This data element could be a local school district code, the code assigned by the state, or the code assigned by a federal survey. The school and school district identifier are included when incident data are reported from school districts to state offices of education. The district identifier could be the state's code for the district or the code assigned by a federal survey such as the Common Core of Data (CCD). A state identifier would be included only if incident data are reported to the federal government. The level of detail included in these data elements is generally determined by the data needs of the local education agency.

School Number—#002(I)

School Number
alpha numeric
field length = 30

#002(I)

A unique number or alphanumeric code assigned to a school for identification purposes.

Usage Recommendations: This number is assigned by the school district or state for the school where the incident occurred. If the incident occurs during an activity or on transportation sponsored by the school, district, or state and not attached to a particular school, use a code that is not already assigned to a reporting unit. For example, 9s can be used to capture these "other" situations. Thus, if the state-assigned school code is a four-digit variable, the code 9999 could be used to indicate a location not otherwise assigned by the unique identification system. If a school identifier is included in the Incident Identifier, as discussed above, it need not be included separately.

Incident Date—#003(I)

Incident Date
date
field length = 8
(MMDDYYYY)

#003(I)

The month, day, and year on which the incident occurred.

Usage Recommendations: The NCES Handbooks Online recommends that all dates be stored in the MMDDYYYY format (two digits to capture the month, two digits to capture the day, and four digits to capture the year), although there is some variation in acceptable date formats across education data systems. As long as dates are recorded consistently within a data system, they can be transformed and mapped to other data systems as needed.

Incident Time—#004(I)

An indication of the time of day the incident took place.

Usage Recommendations: This variable provides specific information about when the incident occurred in relation to the school day. For example, instead of simply recording that an incident occurred during school hours, noting that an incident took place while students were in transit between regular classes or during lunch would make the information more useful. Rather than recording the exact time of the incident, using descriptors may be more meaningful, as the exact time an incident occurred would not be meaningful outside of the school building—e.g., while 8:15 a.m. might be ""before school hours" on one campus, it could be "during class" at another. Using contextual descriptors to record the timing of incidents permits greater comparability across schools and districts. Additionally, given that over the course of the school year, adjustments to the school schedule do occur (e.g., snow days), 9:00 a.m. might be "during class" most of the time, but "before class" on the day of a particular incident. Time descriptors such as those listed below can help analysts identify when problem behaviors are most likely to occur:

During School Hours	**Time during the regular school day.**
Before classes	The incident occurred before the start of regular classes.
During class	The incident occurred during a regular class period.
During passing	The incident occurred while students were in transit between regular classes.
During lunch/recess	The incident occurred during lunch or recess.
After classes	The incident occurred after the end of regular classes.
Other time during school hours	The time when the incident occurred cannot be captured by the above categories, but did take place during school hours.
In Transit	**While students are on the way to or from school**
On the way to school	The incident occurred while students were on their way to school.
On the way from school	The incident occurred while students were on their way from school.
Outside School Hours	**Outside of school hours at times when students were not in transit to or from school.**
School-sponsored activity	The incident occurred during a school-sponsored activity. Examples might include athletic events, academic clubs, or other school programs.
Nonschool-sponsored activity	The incident did not occur during a school-sponsored event, but it involved one or more students.
Other time outside school hours	The time when the incident occurred cannot be captured by the above categories, but did take place outside school hours.
Unknown	**Timing of event unknown**

Incident Location—#005(I)

Identifies where the incident occurred and whether it occurred on campus.

Usage Recommendations: The primary codes for this data element capture whether the incident occurred on or off the school campus. Secondary codes provide additional details. For example, rather than simply recording that an incident occurred on campus (a primary code), many organizations will also want to record a more specific location, such as a classroom (a secondary code). Although some organizations may not choose to collect these specific location descriptors, this level of detail will be useful if analysts attempt to identify where problem behavior is most likely to occur:

On Campus	**A location within the boundaries of the school campus.**
Administrative offices	A location on campus designated as a school office area (e.g., main office, principal's office).
Cafeteria	A location on campus designated as an area where students eat meals.
Classroom	A location on campus inside a room where classes are held.
Hallway or stairs	A location on campus in a hallway or stairwell.
Locker room or gym areas	A location on campus designated as a locker room or gym facility.
Restroom	A location on campus designated as a bathroom facility.
Library/Media center	A location on campus designated as a library or media center.
Computer lab	A location on campus designated as a computer lab.
Auditorium	A location on campus designated as an auditorium.
On-campus other inside area	A location on campus in another area inside the school building(s); that is, the locale where the incident occurred cannot be captured by one of the above categories, but did take place on campus inside a facility.
Athletic field or playground	A location on campus in an area designated as an athletic field or playground.
Stadium	A location on campus designated as a stadium.
Parking lot	A location on campus designated as a parking area.
On-campus other outside area	A location on campus in another area outside the school building(s); that is, the locale where the incident occurred cannot be captured by one of the above categories, and it took place on campus but not inside a facility.
Off Campus	**A location outside the boundaries of the school campus proper.**
Bus stop	A location off campus designated as a bus stop area.
School bus	A location off campus on a designated school bus.
Walking to or from school	A location off campus in an area used for walking to or from school.
Off-campus at other school	A location off campus at another school within the district.

Off-campus at other school district facility	A location off campus at another school district facility (e.g., central administration building); that is, the locale where the incident occurred cannot be captured by one of the above categories, but did take place off campus at another school district facility.
Off-campus at another school district	A location off campus but in another school district.
Off-campus at a school-sponsored activity	A location off campus but at a school-sponsored activity (e.g., on a field trip).
Off-campus at another location unrelated to school	A location off campus and not directly related to school facilities, services, or events (e.g., at a teacher's house).
Online	The status of being connected to a computer or network or having access to information that is available through the use of a computer or network that is not located in a school facility.
Unknown	**The incident occurred at an unknown location.**

Facilities Code—#006(I)

A locally assigned unique number or alphanumeric code used to capture precise information on locations specific to a school (e.g., building number, class number, hall number, school bus number, computer station number, or internet protocol (IP) address).

Usage Recommendations: For example, a school might record the class number, hall number, or school bus number. This information will be useful if analysts plot incident locations (i.e., geospatial patterns), but some schools may decide that this level of detail is not necessary.

Facilities Code
alpha numeric
field length = 30

#006(I)

Incident Cost—#007(I)

The value of any quantifiable monetary loss directly resulting from the incident. Examples include the value of repairs necessitated by vandalism of a school facility, the value of personnel resources used for repairs or consumed by the incident, the value of stolen items, and the value of time consumed by an incident (e.g., instructional time involved in evacuating a school during a false fire alarm).

Incident Cost
floating decimal
field length = 8.2

#007(I)

Weapon Type—#008(I)[5]

Identifies the type of weapon used during an incident.

Usage Recommendations: The primary codes for this data element capture the type of weapon used in the incident. Secondary codes provide additional details. For example, rather than simply recording that the weapon was a firearm (a primary code), many organizations will also want to record a more specific weapon type, such as a handgun (a secondary code). Although some organizations may not choose to collect these specific weapon descriptors, this level of detail will be useful if analysts attempt to identify the types of weapons involved in incidents.

Weapon Type
identifier
field length = 4

#008(I)

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[5] The Gun-Free Schools Act (GFSA) requires that each state receiving federal funds under the Elementary and Secondary Education Act (ESEA) have a state law that requires all local education agencies (LEAs) in the state to expel from school for at least 1 year any student found bringing a firearm to school. It also requires that state laws authorize the LEA chief administering officer to modify any such expulsion on a case-by-case basis. In addition, the GFSA states that it must be construed so as to be consistent with IDEA.

Firearm[6]

The term "firearm" means
a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b) the frame or receiver of any such weapon;
c) any firearm muffler or firearm silencer; or
d) any destructive device.
Such term does not include an antique firearm.

The term "destructive device" means
a) any explosive, incendiary, or poison gas—
    i. bomb,
    ii. grenade,
    iii. rocket having a propellant charge of more than four ounces,
    iv. missile having an explosive or incendiary charge of more than one-quarter ounce,
    v. mine, or
    vi. device similar to any of the devices described in the preceding clauses;
b) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
c) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (a) or (b) and from which a destructive device may be readily assembled.

The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

Handgun | Any firearm which has a short stock and is designed to be held and fired by the use of a single hand.

Shotgun | A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shots or a single projectile for each single pull of the trigger.

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[6] According to 18 U.S.C. 921(a).

Rifle	A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.

Other type of firearm (e.g., bombs, grenades, or starter pistols)	The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include the following:
	a) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
	b) The frame or receiver of any weapon described above;
	c) Any firearm muffler or firearm silencer; and
	d) Any destructive device, which includes:
	   i. Any explosive, incendiary, or poison gas: 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 similar device;
	   ii. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
	   iii. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Knife	**The weapon involved was a knife.**
Knife with blade length less than 2.5 inches	The weapon involved was a knife with a blade less than 2.5 inches in length.
Knife with blade length at least 2.5 inches, but less than 3 inches	The weapon involved was a knife with a blade at least 2.5 inches in length, but less than 3 inches in length.
Knife with blade length greater than or equal to 3 inches	The weapon involved was a knife with a blade 3 inches or greater in length.
Other sharp objects	**The weapon involved was another type of sharp object, (e.g., razor blade, ice pick, dirk, Chinese star, other pointed instrument [used as a weapon]).**
Other object	**The weapon involved was another known object (e.g., chain, nunchakus, brass knuckle, billy club, electrical weapon or device [stun gun], BB or pellet gun).**
Substance used as weapon	**The weapon involved was a substance (e.g., mace, tear gas) that was used as a weapon.**
Other weapon	**The incident involved a weapon other than those described above.**
None (no weapon)	**No weapon was used in the incident.**
Unknown weapon	**A weapon was used in the incident, but the type is unknown.**

Injury—#009(I)

Injury
ID Code
field length = 4

#009(I)

An indication of the occurrence of physical injury to participants involved in the incident and, if present, the level of injury sustained.

Minor injury	**An injury that does not require professional medical attention, such as a scrape on the body, knee, or elbow; and/or minor bruising. Medical attention from the school nurse qualifies the injury as minor unless further medical attention is required.**
Major injury	**An injury that requires professional medical attention that may include, but is not limited to, a bullet wound, a stab or puncture wound, fractured or broken bones, concussions, cuts requiring stitches, and any other injury with profuse or excessive bleeding, but not constituting designation as serious bodily injury.**
Serious bodily injury	**A bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.**
Fatal Injury	**A bodily injury that results in death.**
No injury	**No one was physically injured during the course of the incident.**

Reported to Law Enforcement—#010(I)

Reported to Law Enforcement
ID Code
field length = 4

#010(I)

An indication that the school resource officer or any other law enforcement official was notified about the incident, regardless of whether official action is taken.

Yes

No

Offense Type—#011(I)[7]

Offense Type
ID Code
field length = 4

#011(I)

The category of behavior that best describes an offense.

Usage Recommendations: This element presents recommendations for categorizing behavior incidents into specific incident codes. These codes are presented alphabetically. Users may wish to assign a hierarchy so that the assigned code describes the most serious component of the incident (in cases in which multiple components exist). Such a hierarchy could be based on identifying the type of problem behavior that causes the most injury or greatest loss of property, or it could be based on locally defined priorities. In a situation in which more than one offense is committed, use element Multiple Offense Designation—#012(I) to identify the primary and secondary offenses. More specific information on certain types of noncriminal misbehavior (e.g., violations of school rules) might be of use to a school or district, but are not necessary to collect unless local decisionmakers choose to do so. The use of "Other" codes can

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[7] Many incidents described here are illegal behaviors and need to be reported to law enforcement in addition to school officials.

help to meet these needs. In some cases, it may be difficult to determine the code that most accurately describes an incident. For example, a fight could be construed as a more serious incident (Battery) or a less serious incident (Physical altercation, Minor). Training staff on how to apply definitions is important to accurate and consistent reporting.

Alcohol (liquor law violations: possession, use, sale)	**Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.**
Sale of alcohol	Selling alcoholic beverages.
Distribution of alcohol	Distributing (i.e., giving away) alcoholic beverages.
Drinking alcohol	Drinking alcoholic beverages.
Possession of alcohol	Having alcoholic beverages in one's pocket(s), bag(s), car, locker, etc.
Suspicion of alcohol use	Exhibiting behaviors that suggest that an individual consumed alcohol.
Other alcohol	The incident cannot be coded in one of the above categories but did involve an alcohol violation.
Arson	**To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.[8]**
Attendance Policy Violation (not attending school or classes as required)	**Violation of state, school district, or school policy relating to attendance.**
Forging absence excuse	To be locally defined.
Skipping class	To be locally defined.
Tardiness	To be locally defined.
Truancy	To be locally defined.
Other attendance policy violation	The incident cannot be coded in one of the above categories but did involve an attendance policy violation.
Battery (physical attack/harm)	**Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual.[9]**

See also: Fighting and Physical Altercation, Minor

Burglary/Breaking and Entering (stealing property/unlawful entry)	**Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.[10]**

See also: Robbery, Theft, Trespassing, and Vandalism

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[8] Without a fire, firecrackers and fireworks may be coded as disruptive behavior. This category does not include the simple act of lighting a match.

[9] Many authorities consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category. (This offense may be referred to by law enforcement as aggravated assault.)

[10] When using this code, the value of any property loss or the cost of repairing or replacing any damaged property may be recorded under Incident Cost—#007(I). Selecting this code does not require that force be used in gaining entry, nor is it necessary that property loss occur.

Disorderly Conduct (disruptive behavior)	**Any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment.**

See also: <u>Insubordination</u> and <u>Violation of School Rules</u>

Drugs Excluding Alcohol and Tobacco (illegal drug possession, sale, use/ under the influence)	**Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance. (Consult local and state laws for a complete list of these substances.)**
Sale of illegal drug	Selling illegal drugs.
Sale of substance **represented as** an illegal drug	Selling a substance represented as an illegal drug (e.g., selling oregano represented as marijuana).
Distribution of illegal drug	Distributing (i.e., giving away) illegal drugs.
Distribution of substance **represented a**s an illegal drug	Distributing (i.e., giving away) substance represented as an illegal drug.
Use of illegal drug	Smoking, snorting, injecting, ingesting, or otherwise using an illegal drug.
Possession of illegal drug	Having an illegal drug in one's pocket(s), bag(s), car, locker, etc.
Possession of drug paraphernalia	Having equipment (e.g., a bong) for use in consuming illegal drugs in one's pocket(s), bag(s), car, locker, etc.
Suspicion of use	An instance in which an individual's behavior, breath, etc., suggests that he or she used illegal drugs.
Solicitation of illegal drug	An instance in which an individual seeks to obtain illegal drugs.
Other drug offense	The incident cannot be coded in one of the above categories but did involve illegal drugs.

See also: <u>Inappropriate Use of Medication</u>

Fighting (mutual altercation)	**Mutual participation in an incident involving physical violence, where there is no major injury.[11]**

See also: <u>Battery</u> and <u>Physical Altercation, Minor</u>

Harassment, Nonsexual (physical, verbal, or psychological)	**Repeatedly annoying or attacking (e.g., bullying or hazing) a student or group of students or other personnel, which creates an intimidating or hostile education or work environment.[12]**

See also: <u>Threat/Intimidation</u>

Harassment, Sexual (unwelcome sexual conduct)	**Unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment.[13]**

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[11] Many authorities consider age and developmentally appropriate behavior before using this category. Where serious injury occurs, the incident may be coded as battery for all participants. This code does not include verbal confrontations, tussles, or other minor confrontations. (This offense may be referred to by law enforcement as simple assault.)

[12] When these incidents are hate related, an additional code ("Hate-Related") should be noted for Related Incident Behavior—#013(I)

[13] Examples include leering, pinching, grabbing, suggestive comments, gestures, or jokes, as well as pressure to engage in sexual activity. Many authorities consider age and developmentally appropriate behavior before using this category.

See also: <u>Harassment, Nonsexual</u> and <u>Obscene Behavior</u>

Homicide (murder or manslaughter)	**Killing a human being.**
Inappropriate Use of Medication (prescription or over-the-counter)	**Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy.**
Sale of medication	Selling prescription or over-the-counter medication.
Distribution of medication	Distributing (i.e., giving away) prescription or over-the-counter medicine in violation of school rules.
Use of medication in violation of school rules	Using prescription or over-the-counter medicine in violation of school rules.
Possession of medication in violation of school rules	Having prescription or over-the-counter medication in one's pocket(s), bag(s), car, locker, etc., in violation of school rules.
Suspicion of use of medication in violation of school rules	An instance in which an individual's behavior suggests that he or she used prescription or over-the-counter drugs in violation of school rules.
Other inappropriate use of medication	The incident cannot be coded in one of the above categories but did involve the use of prescription or over-the-counter medication in violation of school rules.

See also: <u>Drugs</u>

Insubordination (disobedience)	**Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.**

See also: <u>Disorderly Conduct</u>

Kidnapping (abduction)	**Unlawful seizure, transportation, and/or detention of a person against his or her will, or of a minor without the consent of his or her custodial parent(s) or legal guardian. This category includes hostage taking.**
Obscene Behavior	**Language or actions, written, oral, physical, or electronic, in violation of community or school standards.[14]**
Obscene written messages	Writing obscene messages on paper, on blackboards, or elsewhere on school property (e.g., on a bathroom wall).
Drawing obscene pictures	Creating illustrations of a sexually explicit or vulgar nature.
Obscene electronic communication	Posting obscene messages on internet message boards, sending obscenities via internet chat rooms/instant messaging, and downloading or e-mailing obscene material.
Obscene gestures	Gestures that are offensive, socially unacceptable, or otherwise not suitable for an education setting.
Obscene language/profanity	Suggestive, explicit, or vulgar language; cursing; abusive language or demeaning remarks.

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[14] Many authorities consider age and developmentally appropriate behavior before using this category.

| Other obscene behavior | The incident cannot be coded in one of the above categories but did involve obscene behavior. |

See also: <u>Harassment, Sexual</u>

| **Physical Altercation, Minor (pushing, shoving)** | **Confrontation, tussle, or physical aggression that does not result in injury.[15]** |

See also: <u>Battery</u>, <u>Fighting</u>, and <u>Harassment, Nonsexual</u>

| **Robbery (taking of things by force)** | **The taking of, or attempt to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.[16]** |

See also: <u>Burglary/Breaking and Entering</u> and <u>Theft</u>

School Threat (threat of destruction or harm)	**Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property or harming students or staff.**
Bomb threat	Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device.
Fire alarm	Verbally or otherwise (e.g., ringing alarm bells) making a false report of fire.
Chemical/biological threat	Intentionally making a false report of potential harm from dangerous chemicals or biological agents.
Terroristic threat	Making terroristic threats to harm students or school officials, and/or to destroy school property.
Other school threat	The incident cannot be coded in one of the above categories but did involve a school threat.

See also: <u>Threat/Intimidation</u>

| **Sexual Battery (sexual assault)** | **Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.[17]** |

See also: <u>Sexual Offenses, Other</u>

| **Sexual Offenses, Other (lewd behavior,indecent exposure)** | **Sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force. Code statutory rape here.[18]** |

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[15] Many authorities consider age and developmentally appropriate behavior before using this category. When these incidents are hate related, an additional code ("Hate-Related") should be noted for Related Incident Behavior—#013(I).

[16] Many authorities consider age and developmentally appropriate behavior before using this category.

[17] Many authorities consider age and developmentally appropriate behavior before using this category.

[18] Many authorities consider age and developmentally appropriate behavior before using this category.

See also: <u>Obscene Behavior</u> and <u>Sexual Battery</u>

Suicide Violation	**Act or instance of taking one's own life voluntarily and intentionally.**
Suicide	Taking one's own life voluntarily and intentionally.
Attempted suicide	Attempting to take one's own life voluntarily and intentionally.
Other suicide violation	The incident cannot be coded in one of the above categories but did involve the threat or mention of suicide.
Theft (stealing personal or school property)	**The unlawful taking of property belonging to another person or organization without threat, violence, or bodily harm. Electronic theft of data should be coded here. Do not include dealing in stolen goods in this category (see Other Offenses).[19]**
General theft	Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions.
Other theft	The incident cannot be coded in one of the above categories but did involve theft.

See also: <u>Burglary/Breaking and Entering</u> and <u>Robbery</u>

Threat/Intimidation (causing fear of harm)	**Physical, verbal, written, or electronic action that immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.[20]**
Physical threat	Threatening an individual or group of individuals with a gesture(s) or body language.
Verbal threat	Threatening an individual or group of individuals with spoken words or sounds.
Written threat	Threatening an individual or group of individuals in writing (e.g., letter, note, message on chalkboard).
Electronic threat	Threatening an individual or group of individuals by e-mail, by postings on internet sites, or through other electronic mechanisms.
Other threat	The incident cannot be coded in one of the above categories but did involve a threat.

See also: <u>Harassment, Nonsexual</u>, <u>Harassment, Nonsexual</u>, <u>Harassment, Nonsexual</u>, <u>School Threat</u>, and <u>Weapon Possession</u>

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[19] Many organizations code the theft of low-value items (e.g., pencil, pad of paper) as a violation of school rules. When there is greater value related to property loss or the cost of repairing or replacing any damaged property, such value may be recorded under Incident Cost—#007(I). Many authorities consider age and developmentally appropriate behavior before using this category.

[20] Many authorities consider age and developmentally appropriate behavior before using this category. Also, Cornell, Sheras, and Cole (2006) make a distinction between a transient (vague) threat and an imminent (specific) threat with respect to intervention approaches and significance of the offense. See Cornell, D., Sheras, P., and Cole, J. (2006). Assessment of Bullying. In S. R. Jimerson and M. J. Furlong (Eds.), *The Handbook of School Violence and School Safety: From Research to Practice* (pp. 191-210). Mahwah, NJ: Erlbaum.

Tobacco (possession or use)	**Possession, use, distribution, or sale of tobacco products.**
Sale of tobacco	Selling tobacco products (e.g., cigarettes, chewing tobacco).
Distribution of tobacco	Distributing (i.e., giving away) tobacco products.
Use of tobacco	Smoking, chewing, or otherwise using tobacco.
Possession of tobacco	Having tobacco in one's pocket(s), bag(s), car, locker, etc.
Suspicion of use of tobacco	An instance in which an individual's behavior, breath, etc., suggests that he or she used tobacco.
Other tobacco offense	The incident cannot be coded in one of the above categories but did involve tobacco.

Trespassing (unlawful or unauthorized presence) — **To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry.**

See also: Burglary/Breaking and Entering and Vandalism

Vandalism (damage to school or personal property)	**Willful destruction or defacement of school or personal property.[21]**
Vandalism of school property	Willful destruction or defacement of school property.
Vandalism of personal property	Willful destruction or defacement of personal property.
Other vandalism	The incident cannot be coded in one of the above categories but did involve vandalism.

See also: Burglary/Breaking and Entering and Trespassing

Violation of School Rules (disobeying school policy) — **This category comprises misbehavior not captured elsewhere. Problem behaviors could include dress code violations, possession of contraband, unacceptable displays of affection, dress code violations, cheating, lying to authorities, falsifying records, or inappropriately using electronic devices.**

See also: Disorderly Conduct

Weapons Possession (firearms and other weapons) — **Possession of an instrument or object to inflict harm on other persons. Both firearms and other weapons should be coded here.[22]**

See also: Threat/Intimidation

Other Offenses (e.g., forgery, extortion) — **Any significant incident resulting in disciplinary action not classified previously. Offenses could include bribery, fraud, embezzlement, forgery, resisting arrest, gambling, extortion, or dealing in stolen property.**

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[21] When using this code, the value of any property loss or the cost of repairing or replacing any damaged property may be recorded under Incident Cost—#007(I).

[22] When using this code, the type of weapon involved should be coded under Weapon Type—#008(I). If a weapon was used in the commission of another offense (e.g., battery, homicide), use that code to capture the event and code Related Incident Behavior—#013(I) as "Weapon-Related."

Multiple Offense Designation—#012(I)

An indication of whether the offense was primary or secondary in nature when a single incident included more than one type of offense.[23]

Primary

Secondary

Related Incident Behavior—#013(I)

Supplemental information about an incident when the primary offense is more serious in nature than related (e.g., alcohol or drug) offenses.

Usage Recommendations: Adoption of the following secondary incident behavior codes will facilitate reporting for the Safe and Drug-Free Schools and Communities Act under the Consolidated State Performance Report (CSPR), section 2.7.2, in which each state defines violent incidents with and without injury; weapons possession; and incidents that are alcohol related or illicit drug related.

Alcohol-Related	**Those involved in the incident were under the influence of alcohol at the time of the incident or there is evidence of drinking having occurred, based on testing or investigation of a police officer at the scene, or if the incident is somehow related to possession, use, or sale of alcohol. Do not use this code if the main offense during the incident is the possession, use, or sale of alcohol. In that case, report as an alcohol offense.**
Drug-Related	**Those involved in the incident were under the influence of drugs at the time of the incident, based on testing or investigation done by police as a result of the incident, or if the incident is somehow related to possession, use, or sale of drugs. Drugs include illegal substances such as marijuana and cocaine and unauthorized use of controlled substances such as Demerol and morphine (consult local and state laws for a complete list of these substances). Do not use this code if the main offense during the incident is the possession, use, or sale of drugs. In that case, report as Drugs Excluding Alcohol and Tobacco.**
Gang-Related	**The incident was gang-motivated or gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Use this code only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors and that engages in delinquent or illegal activity.**
Hate-Related— Other	**The incident was motivated by hate due to some characteristics or perceived characteristics of the victim, including religion, political beliefs, marital status, age, social and family background, or linguistic preference. Any act, or attempted act, is hate related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility toward some real or perceived characteristic of the victim.**

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[23] There can be only one primary offense, but there is no limit to the number of secondary offenses that can be recorded.

Hate-Related—Disability	The incident was motivated by hate due to some characteristics or perceived characteristics of the victim related to a disability. Any act, or attempted act, is hate related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility toward some real or perceived characteristic of the victim.
Hate-Related—Race, Color, or National Origin	The incident was motivated by hate due to some characteristics or perceived characteristics of the victim related to race, color, or national origin. Any act, or attempted act, is hate related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility toward some real or perceived characteristic of the victim.
Hate-Related—Sex	The incident was motivated by hate due to some characteristics or perceived characteristics of the victim related to sex, sexual orientation, or other gender-based factor. Any act, or attempted act, is hate related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility toward some real or perceived characteristic of the victim.
Weapon-Related	Any of those involved in the incident were in the possession of or used a weapon during the incident or the incident was somehow related to the possession, use, or sale of weapons. Do not use this code if the main offense during the incident is the possession, use, or sale of weapons. In that case, report as weapons possession.
None	There was not a secondary incident.

Reporter Information (R)

These variables identify the type of individual who reported the incident. As illustrated in figure 2-2, figure 2-3, and figure 3-1, recording this information in a separate module permits linking to the incident data table and information systems, which will facilitate the coding of multiple reporters.

Incident Participant Type (Reporter)
ID Code
field length = 4

#014(R)

Incident Participant Type (Reporter)—#014(R)

Information on the type of individual who reported the incident. A "reporter" is the individual who reports the incident to school or legal authorities.

Usage Recommendations: The primary codes for this data element capture the type of individual who reports an incident. Secondary codes provide additional details. For example, rather than simply recording that the individual was a student (a primary code), many organizations will also want to record a more specific type of individual, such as a student enrolled in the school where the incident occurred (a secondary code). Although some organizations may choose not to collect these specific descriptors, this level of detail will be useful if analysts attempt to identify the types of individuals reporting incidents.

Student	**An individual for whom instruction, services, and/or care are provided in an early childhood, elementary, or secondary education program under the jurisdiction of a school, education agency, or other institution or program.**

Other codes appropriate for <u>Student</u> include the following:

Student enrolled in the school where the incident occurred	A student who, at the time the incident occurred, was enrolled in the school where the incident was reported.
Student enrolled in another school	A student who, at the time the incident occurred, was enrolled in a school other than the one where the incident was reported.
Student expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.
Other student	A student not otherwise captured by one of the above codes.
Professional Educational Staff	**A general job classification that describes staff members who perform duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), including skills in the field of education, educational psychology, educational social work, or an education therapy field.**

Other codes appropriate for <u>Professional Education Staff</u> include the following:

Teacher	An individual who provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
Substitute teacher	An individual who provides educational services on an as-needed basis.
Librarian/media specialist	A professional staff member or supervisor assigned specific duties and school time for professional library and media service activities. Activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of library and media services by students, teachers, and other members of the instructional staff; and guiding individuals in their use of media services and library materials (whether maintained separately or as part of an instructional materials center).
Counselor	An individual who guides individuals, families, groups, and communities by assisting them in problem solving; decisionmaking; discovering meaning; and articulating goals related to personal, educational, and career development.

School Counselor	A professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students. School counselors may be reported by elementary and secondary level when that information is available.
Athletic coach	An individual who instructs individuals in the fundamentals of a competitive sport and direct team or individual strategy.
Student activity advisor/ nonathletic coach	An individual who instructs individuals in the fundamentals of a nonathletic activity and develops training and competition schedules.
Other professional education staff	The type of reporter cannot be captured by one of the above codes, but the incident was reported by a professional staff member.
Other Professional Staff	**A general job classification that describes staff members who perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience) but not necessarily requiring skills in the field of education.**
	Other codes appropriate for Other Professional Staff include the following:
Attendance officer	An individual who monitors compliance of compulsory attendance laws.
Registered nurse	An individual who conducts a health service program at a school or system for the evaluation, improvement, and protection of the health of students and school personnel in accordance with state law and local policies and procedures.
Social worker	An individual who provides social services for clients who may be individuals, families, groups, communities, organizations, or society in general. Typical responsibilities include (1) preparing a social or developmental history on a student with disabilities; (2) group and individual counseling with a student and his or her family; (3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; (4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and (5) other related services as necessary. The providers of these services are certified, licensed, or otherwise qualified professionals.
Other professional staff	The type of reporter cannot be captured by one of the above codes, but the incident was reported by a professional (noneducation) staff member.

Administrator	**A general job classification that describes staff members who perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policymakers.**
	Other codes appropriate for Administrator include the following:
Principal/headmaster/headmistress/ head of school	An individual who performs the highest level of executive management functions in an individual school, a group of schools, or units of a school system. Responsibilities include the administration of instructional programs and extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.
Deputy/associate/vice/ assistant principal	An individual who performs high-level executive management functions in an individual school, a group of schools, or units of a school system. Primary duties include but are not limited to (1) supervising student behavior; (2) handling specific assigned duties related to school management; (3) continuing curriculum and staff development; (4) working cooperatively with professional staff; (5) providing leadership in the instructional program; and (6) coordinating and/or arranging class schedules.
Dean/dean of instructions/dean of students/dean of boys/dean of girls/ dean of student activities	An individual who oversees either academic/curriculum activities or student body activities and behaviors such as student government, school clubs, rallies, and assemblies.
Superintendent/commissioner	An individual who serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities that impact those programs.
Deputy/associate/assistant superintendent/commissioner	An individual who performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, and facility management/planning. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated.
Board of education/school board/ board of trustees member	An individual who performs activities as a member of a legally constituted body that has been created and vested with responsibilities for education policy and decisionmaking as specified in education codes and regulations in a given geographical area.

Other administrator	The type of reporter cannot be captured by one of the above codes, but the incident was reported by an administrator.

All Other Support Staff — **Support staff not reported in instructional or student support; includes employees such as bus drivers and data processing, health, plant and equipment maintenance, security, and food service workers.**

Other codes appropriate for All Other Support Staff include the following:

Bus driver	A person who drives a bus used in the service of a school or system.
Administrative support staff	An individual whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons; includes clerical staff and secretaries.
Custodian	An individual who performs plant housekeeping and servicing activities consisting of cleaning; operation of heating, ventilating, and air conditioning systems; and servicing of building equipment.
Cook/food preparer (food service staff)	An individual who prepares and cooks foodstuffs in quantities according to menu and number of persons to be served. An individual who provides services including (1) serving; (2) running dishwashers; (3) ordering items to replace stocks; and (4) collecting and recording payments or transactions.
Paraprofessional/instructional aide	A staff member assigned to assist a teacher with routine activities associated with teaching—i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking.
Security guard	An individual who provides protection to individuals and who safeguards the school facility.
Other support staff	The type of reporter cannot be captured by one of the above codes, but the incident was reported by a support staff member.

Law Enforcement Officer — **A law enforcement officer at the time the incident occurred.**

Other codes appropriate for Law Enforcement Officer include the following:

Municipal law enforcement officer assigned to the school	The incident was reported by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) assigned to the school.

| Municipal law enforcement officer not assigned to the school | The incident was reported by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) not assigned to the school. |

| School district police officer assigned to the school | The incident was reported by a school district police officer (i.e., directly employed by the school district) assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer). |

| School district police officer not assigned to the school | The incident was reported by a school district police officer (i.e., directly employed by the school district) not assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer). |

| Other law enforcement officer | The type of reporter cannot be captured by one of the above codes, but the incident was reported by a law enforcement officer. |

| Other law enforcement | The type of reporter cannot be captured by one of the above codes, but the incident was reported by law enforcement. |

Nonschool Personnel   **The incident was reported by an individual who did not attend or work for the school (e.g., parent, community member).**

Other codes appropriate for Nonschool Personnel include the following:

| Parent/guardian | The incident was reported by a parent or guardian of a student. |

| Representative of visiting school | The incident was reported by a representative of a visiting school (e.g., teacher, coach). |

| Other adult | The incident was reported by another adult in the community. |

| Nonstudent youth | The incident was reported by a nonstudent youth (e.g., a youth who had dropped out of school). |

| Nonschool personnel | The type of reporter cannot be captured by one of the above codes, but the incident was reported by nonschool personnel. |

Unknown   **Use this code for incidents that were anonymously reported.**

Incident Participant ID (Reporter)—#015(R)

Identifies the reporter of the incident by use of a pre-existing unique identifier assigned to a student or staff member by a school or district. Using this data element permits linkage to descriptive information about the individual in the student or staff database.

Incident Participant ID (Reporter)
alpha numeric
field length = 30

#015(R)

Witness Information (W)

These variables identify the types of individuals who witnessed (saw, heard, or experienced) an incident. As illustrated in figure 2-2, figure 2-3, and figure 3-1, recording this information in a separate module permits linking to the incident data table and student and staff databases, which will facilitate the coding of multiple witnesses.

Incident Participant Type (Witness)—#014(W)

Information on the type of individual who witnessed the incident. A "witness" is an individual who can give a firsthand account of an incident that was seen, heard, or experienced.

Usage Recommendations: The primary codes for this data element capture the type of individual who witnesses an incident. Secondary codes provide additional details. For example, rather than simply recording that the individual was a student (a primary code), many organizations may want to record that the witness was a student enrolled in the school where the incident occurred (a secondary code). Although some organizations may choose not to collect these specific descriptors, this level of detail will be useful to analysts who wish to identify the types of individuals who witness incidents.

Student	**An individual for whom instruction, services and/or care are provided in an early childhood, elementary, or secondary education program under the jurisdiction of a school, education agency, or other institution or program.**
	Other codes appropriate for <u>Student</u> include the following:
Student enrolled in the school where the incident occurred	A student who, at the time the incident occurred, was enrolled in the school where the incident was reported.
Student enrolled in another school	A student who, at the time the incident occurred, was enrolled in a school other than the one where the incident was reported.
Student expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.
Other student	A student not otherwise described by one of the above codes.
Professional Educational Staff	**A general job classification that describes staff members who perform duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), including skills in the field of education, educational psychology, educational social work, or education therapy.**
	Other codes appropriate for <u>Professional Education Staff</u> include the following:

Teacher	An individual who provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
Substitute teacher	An individual who provides educational services on an as-needed basis.
Librarian/media specialist	A professional staff member or supervisor assigned specific duties and school time for professional library and media service activities. Activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of library and media services by students, teachers and other members of the instructional staff; and guiding individuals in their use of media services and library materials, (whether maintained separately or as part of an instructional materials center).
Counselor	An individual who guides individuals, families, groups, and communities by assisting them in problem solving; decisionmaking; discovering meaning; and articulating goals related to personal, educational, and career development.
School counselor	A professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students. School counselors may be reported by elementary and secondary level when that information is available.
Athletic coach	An individual who instructs individuals in the fundamentals of a competitive sport and direct team or individual strategy.
Student activity advisor/nonathletic coach	An individual who instructs individuals in the fundamentals of a nonathletic activity and develops training and competition schedules.
Other professional education staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a professional staff member.
Other Professional Staff	**A general job classification that describes staff who perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), but not necessarily requiring skills in the field of education.**
	Other codes appropriate for Other Professional Staff include the following:
Attendance officer	An individual who monitors compliance of compulsory attendance laws.
Registered nurse	An individual who conducts a health service program at a school or system for the evaluation, improvement, and protection of the health of students and school personnel in accordance with state law and local policies and procedures.

Social worker	An individual who provides social services for clients who may be individuals, families, groups, communities, organizations, or society in general. Typical responsibilities include (1) preparing a social or developmental history on a student with disabilities; (2) group and individual counseling with a student and his or her family; (3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; (4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and (5) other related services as necessary. The providers of these services are certified, licensed, or otherwise qualified professionals.
Other professional staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a professional (noneducation) staff member.
Administrator	**A general job classification that describes staff members who perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policymakers.**

Other codes appropriate for Administrator include the following:

Principal/headmaster/ headmistress/head of school	An individual who performs the highest level of executive management functions in an individual school, a group of schools, or units of a school system. Responsibilities include the administration of instructional programs and extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.
Deputy/associate/vice/ assistant principal	An individual who performs high-level executive management functions in an individual school, a group of schools, or units of a school system. Primary duties include but are not limited to (1) supervising student behavior; (2) handling specific assigned duties related to school management; (3) continuing curriculum and staff development; (4) working cooperatively with professional staff; (5) providing leadership in the instructional program; and (6) coordinating and/or arranging class schedules.
Dean/dean of instructions/dean of students/dean of boys/dean of girls/ dean of student activities	An individual who oversees either academic/curriculum activities or student body activities and behaviors such as student government, school clubs, rallies, and assemblies.
Superintendent/ commissioner	An individual who serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities that impact those programs.

Deputy/associate/ assistant superintendent/ commissioner	An individual who performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, and facility management/planning. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated.
Board of education/school board/ board of trustees member	An individual who performs activities as a member of a legally constituted body that has been created and vested with responsibilities for education policy and decisionmaking as specified in education codes and regulations in a given geographical area.
Other administrator	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by an administrator.

All Other Support Staff

Support staff not reported in instructional or student support; includes bus drivers and employees such as data processing, health, plant and equipment maintenance, security, and food service workers.

Other codes appropriate for <u>*All Other Support Staff*</u> *include the following:*

Bus driver	A person who drives a bus used in the service of a school or system.
Administrative support staff	An individual whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.
Custodian	An individual who performs plant housekeeping and servicing activities consisting of cleaning; operating the heating, ventilating, and air conditioning systems; and servicing of building equipment.
Cook/food preparer (food service staff)	An individual who prepares and cooks foodstuffs in quantities according to menu and number of persons to be served; an individual who provides services including (1) serving; (2) running dishwashers; (3) ordering items to replace stocks; and (4) collecting and recording payments or transactions.
Paraprofessional/instructional aide	A staff member assigned to assist a teacher with routine activities associated with teaching—i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking.
Security guard	An individual who provides protection to individuals and safeguards the school facility.
Other support staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a support staff member.

Law Enforcement Officer

A law enforcement officer at the time the incident occurred.

Other codes appropriate for <u>*Law Enforcement Officer*</u> *include the following:*

Municipal law enforcement officer assigned to the school	The incident was witnessed by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) assigned to the school.
Municipal law enforcement officer not assigned to the school	The incident was witnessed by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) not assigned to the school.
School district police officer assigned to the school	The incident was witnessed by a school district police officer (i.e., directly employed by the school district) assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).
School district police officer not assigned to the school	The incident was witnessed by a school district police officer (i.e., directly employed by the school district) not assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).
Other law enforcement officer	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a law enforcement officer.
Other law enforcement	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by other law enforcement.
Nonschool Personnel	**The incident was witnessed by an individual who did not attend or work for the school (e.g., parent, community member).**
	Other codes appropriate for Nonschool Personnel *include the following:*
Parent/guardian	The incident was witnessed by a parent or guardian of a student.
Representative of visiting school	The incident was witnessed by a representative of a visiting school (e.g., teacher, coach).
Other adult	The incident was witnessed by another adult in the community.
Nonstudent youth	The incident was witnessed by a nonstudent youth (e.g., a youth who had dropped out of school).
Nonschool personnel	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by nonschool personnel.
Unknown	**Use this code for incidents that were witnessed by a person whose identity is anonymous.**

Incident Participant ID (Witness)
alpha numeric
field length = 30

#015(W)

Incident Participant ID (Witness)—#015(W)

Identifies the witness of the incident by use of a pre-existing unique identifier assigned to a student or staff member by a school or district. Using this data element permits linkage to descriptive information about the individual in the student or staff database.

Perpetrator Information (P)

The following variables identify the type of perpetrator (offender) involved in the incident. As illustrated in figure 2-2, figure 2-3, and figure 3-1, recording this information in a separate module permits linking to the incident data table and student and staff databases, which will facilitate the coding of multiple perpetrators.

Incident Participant Type (Perpetrator)—#014(P)

Information on the type of individual who committed an incident. A "perpetrator" is an individual involved in an incident as an offender (the person who committed the infraction constituting the incident).[25]

Usage Recommendations: The primary codes for this data element capture the type of individual who is accused of perpetrating an incident. Secondary codes provide additional details. For example, rather than simply recording that the individual was a student (a primary code), many organizations may want to record that the perpetrator was a student enrolled in the school where the incident occurred (a secondary code). Although some organizations may choose not to collect these specific descriptors, this level of detail will be useful to analysts attempting to distinguish perpetrator types.

<table>
<tr><td>**Incident Participant Type (Perpetrator)**
ID Code
field length = 4

#014(P)</td></tr>
</table>

Student	**An individual for whom instruction, services and/or care are provided in an early childhood, elementary, or secondary education program under the jurisdiction of a school, education agency, or other institution or program.**
	Other codes appropriate for Student include the following:
Student enrolled in the school where the incident occurred	A student who, at the time the incident occurred, was enrolled in the school where the incident was reported.
Student enrolled in another school	A student who, at the time the incident occurred, was enrolled in a school other than the one where the incident was reported.
Student expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.
Other student	A student not otherwise described by one of the above codes.
Professional Educational Staff	**A general job classification that describes staff members who perform duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), including skills in the field of education, educational psychology, educational social work, or education therapy.**
	Other codes appropriate for Professional Education Staff include the following:

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[25] Additional codes for school staff are available, if necessary, under Incident Participant Type (Reporter)—#014(R).

Teacher	An individual who provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
Substitute teacher	An individual who provides educational services on an as-needed basis.
Librarian/media specialist	A professional staff member or supervisor assigned specific duties and school time for professional library and media service activities. Activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of library and media services by students, teachers and other members of the instructional staff; and guiding individuals in their use of media services and library materials, (whether maintained separately or as part of an instructional materials center).
Counselor	An individual who guides individuals, families, groups, and communities by assisting them in problem solving; decisionmaking; discovering meaning; and articulating goals related to personal, educational, and career development.
School counselor	A professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students. School counselors may be reported by elementary and secondary level when that information is available.
Athletic coach	An individual who instructs individuals in the fundamentals of a competitive sport and direct team or individual strategy.
Student activity advisor/nonathletic coach	An individual who instructs individuals in the fundamentals of a nonathletic activity and develops training and competition schedules.
Other professional education staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a professional staff member.
Other Professional Staff	**A general job classification that describes staff who perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), but not necessarily requiring skills in the field of education.**
	Other codes appropriate for Other Professional Staff include the following:
Attendance officer	An individual who monitors compliance of compulsory attendance laws.
Registered nurse	An individual who conducts a health service program at a school or system for the evaluation, improvement, and protection of the health of students and school personnel in accordance with state law and local policies and procedures.

Social worker	An individual who provides social services for clients who may be individuals, families, groups, communities, organizations, or society in general. Typical responsibilities include (1) preparing a social or developmental history on a student with disabilities; (2) group and individual counseling with a student and his or her family; (3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; (4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and (5) other related services as necessary. The providers of these services are certified, licensed, or otherwise qualified professionals.
Other professional staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a professional (noneducation) staff member.
Administrator	**A general job classification that describes staff members who perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policymakers.**
	Other codes appropriate for Administrator *include the following:*
Principal/headmaster/ headmistress/head of school	An individual who performs the highest level of executive management functions in an individual school, a group of schools, or units of a school system. Responsibilities include the administration of instructional programs and extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.
Deputy/associate/vice/ assistant principal	An individual who performs high-level executive management functions in an individual school, a group of schools, or units of a school system. Primary duties include but are not limited to (1) supervising student behavior; (2) handling specific assigned duties related to school management; (3) continuing curriculum and staff development; (4) working cooperatively with professional staff; (5) providing leadership in the instructional program; and (6) coordinating and/or arranging class schedules.
Dean/dean of instructions/dean of students/dean of boys/dean of girls/ dean of student activities	An individual who oversees either academic/curriculum activities or student body activities and behaviors such as student government, school clubs, rallies, and assemblies.
Superintendent/ commissioner	An individual who serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities that impact those programs.

Deputy/associate/ assistant superintendent/ commissioner	An individual who performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, and facility management/planning. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated.
Board of education/school board/ board of trustees member	An individual who performs activities as a member of a legally constituted body that has been created and vested with responsibilities for education policy and decisionmaking as specified in education codes and regulations in a given geographical area.
Other administrator	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by an administrator.
All Other Support Staff	**Support staff not reported in instructional or student support; includes bus drivers and employees such as data processing, health, plant and equipment maintenance, security, and food service workers.**
	Other codes appropriate for All Other Support Staff include the following:
Bus driver	A person who drives a bus used in the service of a school or system.
Administrative support staff	An individual whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.
Custodian	An individual who performs plant housekeeping and servicing activities consisting of cleaning; operating the heating, ventilating, and air conditioning systems; and servicing of building equipment.
Cook/food preparer (food service staff)	An individual who prepares and cooks foodstuffs in quantities according to menu and number of persons to be served; an individual who provides services including (1) serving; (2) running dishwashers; (3) ordering items to replace stocks; and (4) collecting and recording payments or transactions.
Paraprofessional/instructional aide	A staff member assigned to assist a teacher with routine activities associated with teaching—i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking.
Security guard	An individual who provides protection to individuals and safeguards the school facility.
Other support staff	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a support staff member.
Law Enforcement Officer	**A law enforcement officer at the time the incident occurred.**
	Other codes appropriate for Law Enforcement Officer include the following:

Municipal law enforcement officer assigned to the school	The incident was witnessed by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) assigned to the school.
Municipal law enforcement officer not assigned to the school	The incident was witnessed by a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) not assigned to the school.
School district police officer assigned to the school	The incident was witnessed by a school district police officer (i.e., directly employed by the school district) assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).
School district police officer not assigned to the school	The incident was witnessed by a school district police officer (i.e., directly employed by the school district) not assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).
Other law enforcement officer	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by a law enforcement officer.
Other law enforcement	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by other law enforcement.
Nonschool Personnel	**The incident was witnessed by an individual who did not attend or work for the school (e.g., parent, community member).**
	Other codes appropriate for Nonschool Personnel *include the following:*
Parent/guardian	The incident was witnessed by a parent or guardian of a student.
Representative of visiting school	The incident was witnessed by a representative of a visiting school (e.g., teacher, coach).
Other adult	The incident was witnessed by another adult in the community.
Nonstudent youth	The incident was witnessed by a nonstudent youth (e.g., a youth who had dropped out of school).
Nonschool personnel	The type of witness cannot be captured by one of the above codes, but the incident was witnessed by nonschool personnel.
Unknown	**Use this code for incidents that were witnessed by a person whose identity is anonymous.**

Incident Participant ID (Perpetrator)—#015(P)

Incident Participant ID (Perpetrator)
alpha numeric
field length = 30

#015(P)

Identifies the perpetrator of the incident by use of a pre-existing unique identifier assigned to a student or staff member by a school or district. Using this data element permits linkage to descriptive information about the individual in the student or staff database.

Injury (Perpetrator)—#009(P)

Injury (Perpetrator)
ID Code
field length = 4

#009(P)

An indication of the occurrence of physical injury to the perpetrator(s) (participants) involved in the incident and, if so, the level of injury sustained.

Minor injury	An injury that does not require professional medical attention such as a scrape on the body, knee or elbow; and/or minor bruising. Medical attention from the school nurse qualifies the injury as minor unless further medical attention is required.
Major injury	An injury that requires professional medical attention; this may include, but is not limited to, bullet wounds, stab or puncture wounds, fractured or broken bones, concussions, cuts requiring stitches, and any other injury with profuse or excessive bleeding, but not constituting designation as serious bodily injury.
Serious bodily injury	A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
Fatal Injury	A bodily injury that results in death.
No injury	No one was physically injured during the course of the incident.

Perpetrator Demographic Information

Data elements from individual records that identify various relevant types of demographic information, potentially including sex, race, ethnicity, English proficiency status, and elements related to disability status. See page 64 for common links to demographic information in a student information system (SIS).

Victim Information

These variables identify the type of victim involved in the incident. As illustrated in figure 2-2, figure 2-3, and figure 3-1, recording this information in a separate module permits linking to the incident data table and student and staff databases, which will facilitate the coding of multiple victims.

Incident Participant Type (Victim)—#014(V)

Information on the type of individual who was injured or otherwise harmed as a direct result of the incident. A "victim" is the individual who suffers injury or harm that directly results from the incident.[25]

Usage Recommendations: The primary codes for this data element capture the type of individual who is the victim of an incident. Secondary codes provide additional details. For example, rather than simply recording that the victim was a student (a primary code), many organizations will also want to record more specific information about the individual, such as whether the victim was a student enrolled in the school where the incident occurred (a secondary code). Although some organizations may choose not to collect these specific descriptors, this level of detail will be useful to analysts attempting to identify the types of victims in incidents.

Student	**An individual for whom instruction, services, and/or care are provided in an early childhood, elementary, or secondary education program under the jurisdiction of a school, education agency, or other institution or program.**
	Other codes appropriate for Student include the following:
Student enrolled in the school where the incident occurred	A student who, at the time the incident occurred, was enrolled in the school where the incident was reported.
Student enrolled in another school	A student who, at the time the incident occurred, was enrolled in a school other than the one where the incident was reported.
Student expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.
Other student	A student not otherwise captured by one of the above codes.
Professional Educational Staff	**A general job classification that describes staff members who perform duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), including skills in the field of education, educational psychology, educational social work, or education therapy.**
Teacher	An individual who provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.

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[25] These codes permit very specific recording of the type of individual(s) who is the victim of an incident. Individual schools and districts may find that capturing such detailed information is not useful.

Substitute teacher	An individual who provides educational services on an as-needed basis.
Librarian/media specialist	A professional staff member or supervisor assigned specific duties and school time for professional library and media service activities. Activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of library and media services by students, teachers and other members of the instructional staff; and guiding individuals in their use of media services and library materials (whether maintained separately or as part of an instructional materials center).
Counselor	An individual who guides individuals, families, groups, and communities by assisting them in problem solving; decisionmaking; discovering meaning; and articulating goals related to personal, educational, and career development.
School counselor	Professional staff assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students. School counselors may be reported by elementary and secondary level when that information is available.
Athletic coach	An individual who instructs individuals in the fundamentals of a competitive sport and direct team or individual strategy.
Student activity advisor/nonathletic coach	An individual who instructs individuals in the fundamentals of a nonathletic activity and develops training and competition schedules.
Other professional education staff	The type of victim cannot be captured by one of the above codes, but the victim was a professional staff member.
Other Professional Staff	**A general job classification that describes staff who perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent, obtained through special study and/or experience), but not necessarily requiring skills in the field of education.**
Attendance officer	An individual who monitors compliance of compulsory attendance laws.
Registered nurse	An individual who conducts a health service program at a school or system for the evaluation, improvement, and protection of the health of students and school personnel in accordance with state law and local policies and procedures.

Social worker	An individual who provides social services for clients who may be individuals, families, groups, communities, organizations, or society in general. Typical responsibilities include (1) preparing a social or developmental history on a student with disabilities; (2) group and individual counseling with a student and his or her family; (3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; (4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and (5) other related services as necessary. The providers of these services are certified, licensed, or otherwise qualified professionals.
Other professional staff	The type of victim cannot be captured by one of the above codes, but the victim was a professional (noneducation) staff member.
Administrator	**A general job classification that describes staff who perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policymakers.**
Principal/headmaster/ headmistress/head of school	An individual who performs the highest level of executive management functions in an individual school, a group of schools, or units of a school system. Responsibilities include the administration of instructional programs and extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.
Deputy/associate/vice/ assistant principal	An individual who performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to (1) supervising student behavior; (2) handling specific assigned duties related to school management; (3) continuing curriculum and staff development; (4) working cooperatively with professional staff; (5) providing leadership in the instructional program; and (6) coordinating and/or arranging class schedules.
Dean/dean of instructions/dean of students/dean of boys/dean of girls/ dean of student activities	An individual who oversees either academic/curriculum activities or student body activities and behaviors such as student government, school clubs, rallies, and assemblies.
Superintendent/Commissioner	An individual who serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities that impact those programs.
Deputy/associate/assistant superintendent/commissioner	An individual who performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, and facility management/planning. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated.

Board of education/school board/ board of trustees member	An individual who performs activities as a member of a legally constituted body that has been created and vested with responsibilities for education policy and decisionmaking as specified in education codes and regulations in a given geographical area.
Other administrator	The type of victim cannot be captured by one of the above codes, but the victim was an administrator.
All Other Support Staff	**Support staff not reported in instructional or student support; includes bus drivers and employees such as data processing, health, plant and equipment maintenance, security, and food service workers.**
Bus driver	A person who drives a bus used in the service of a school or system.
Administrative support staff	An individual whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons; includes clerical staff and secretaries.
Custodian	An individual who performs plant housekeeping and servicing activities consisting of cleaning; operation of heating, ventilating, and air conditioning systems; and servicing of building equipment.
Cook/food preparer (food service staff)	An individual who prepares and cooks foodstuffs in quantities according to menu and number of persons to be served; an individual who provides services including (1) serving; (2) running dishwashers; (3) ordering items to replace stocks; and (4) collecting and recording payments or transactions.
Paraprofessional/instructional aide	A staff member assigned to assist a teacher with routine activities associated with teaching—i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking.
Security guard	An individual who provides protection to individuals and safeguards the school facility.
Other support staff	The type of victim cannot be captured by one of the above codes, but the victim was a support staff member.
Law Enforcement Officer	**A law enforcement officer at the time the incident occurred.**
Municipal law enforcement officer assigned to the school	The victim was a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) assigned to the school.
Municipal law enforcement officer not assigned to the school	The victim was a municipal law enforcement officer (e.g., town, city, or county police officer; school resource officer; or sheriff) not assigned to the school.
School district police officer assigned to the school	The victim was a school district police officer (i.e., directly employed by the school district) assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).

School district police officer not assigned to the school	The victim was a school district police officer (i.e., directly employed by the school district) not assigned to the school for some or all of the school day at the time the incident occurred (e.g., a school resource officer).
Other law enforcement officer	The type of victim cannot be captured by one of the above codes, but the victim was a law enforcement officer.
Other law enforcement	The type of victim cannot be captured by one of the above codes, but the victim was a support staff member.
Nonschool Personnel	**The victim was an individual who did not attend or work for the school (e.g., parent, community member).**
Parent/guardian	The victim was a parent or guardian of a student.
Representative of visiting school	The victim was a representative of a visiting school (e.g., teacher, coach).
Other adult	The victim was another adult in the community.
Nonstudent youth	The victim was a nonstudent youth (e.g., a youth who had dropped out of school).
Nonschool personnel	The type of victim cannot be captured by one of the above codes, but the victim was nonschool personnel.
Unknown	**Use this code for incidents in which the victim type is not known.**

Incident Participant ID (Victim)—#015(V)

Identifies the victim of the incident by use of a pre-existing unique identifier assigned to a student or staff member by a school or district. The use of this variable allows descriptive information about the individual to be linked to the incident via the student or staff database.

> **Incident Participant ID (Victim)**
> ID Code
> field length = 4
>
> **#015(V)**

Injury (Victim)—#009(V)

An indication of the occurrence of physical injury to the victim(s) (participants) involved in the incident and, if present, the level of injury sustained.

Minor injury	**An injury that does not require professional medical attention, such as a scrape on the body, knee or elbow; and/or minor bruising. Medical attention from the school nurse qualifies the injury as minor unless further medical attention is required.**
Major injury	**An injury that requires professional medical attention, which may include, but is not limited to, bullet wounds, stab or puncture wounds, fractured or broken bones, concussions, cuts requiring stitches, and any other injury with profuse or excessive bleeding, but not constituting designation as serious bodily injury.**

> **Injury (Victim)**
> ID Code
> field length = 4
>
> **#009(V)**

Serious bodily injury	A bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty
Fatal Injury	A bodily injury that results in death.
No injury	No one was physically injured during the course of the incident.

Victim Demographic Information

Data elements from individual records that identify various relevant types of demographic information, potentially including sex, race, ethnicity, English proficiency status, and elements related to disability status. See page 64 for common links to demographic information in a student information system (SIS).

Discipline Information (D)

The codes described in this section are those necessary to capture information about the outcome of the incident, including the type of punishment that was assigned and its duration. The database structure described in figure 2-2, figure 2-3, and figure 3-1 permits multiple disciplinary actions to be recorded for each incident—not only more than one per incident, but also more than one per perpetrator.

Disciplinary Action and Response
ID Code
field length = 4

#016(D)

Disciplinary Action and Response—#016(D)

Identifies the consequences of an incident for the student(s) involved in an incident as perpetrator(s).

Usage Recommendations: The following coding options represent a comprehensive list of disciplinary actions. Some codes may not be appropriate to individual schools and districts, given local policies and procedures. Use only those that apply. These codes are presented alphabetically. Individual schools, districts, or states may wish to assign a hierarchy based on locally defined parameters for severity of the penalty. While these codes are intended to be mutually exclusive, some overlap is possible, depending on how discipline is handled at a local level. It is also possible that multiple codes might map to a single disciplinary action item in a U.S. Department of Education collection. Similarly, some items requested by the U.S. Department of Education may need to be derived from a data system. For example, the occurrence of an out-of-school suspension greater than 10 consecutive school days would be derived from the Disciplinary Action Start Date—#017(D) and Disciplinary Action End Date—#018(D) for the codes Suspension, out-of-school, with services and Suspension, out-of-school, without services.

Bus suspension	The student was prohibited from riding the school bus.

Change of placement (long-term)	The student was permanently (i.e., for at least one semester) reassigned to another school facility or program that allowed him or her to continue to participate in the general curriculum at a school setting. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days). Note: When a change of placement is prescribed for a special education student, IDEA requires that the student's Individualized Education Program planning team meet.
Change of placement (reassignment), pending an expulsion hearing	The student was assigned to an interim alternative setting that allowed him or her to continue to participate in the general curriculum at a school setting pending an expulsion hearing, called as a consequence of the incident. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days). Note: When a change of placement is prescribed for a special education student, IDEA requires that the student's Individualized Education Program planning team meet.
Change of placement (reassignment), resulting from an expulsion hearing	The student was assigned, as a result of an expulsion hearing, to an interim alternative setting that allowed him or her to continue to participate in the general curriculum at a school setting. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days). Note: When a change of placement is prescribed for a special education student, IDEA requires that the student's Individualized Education Program Planning Team meet.
Change of placement (reassignment), temporary	The student was removed from his or her regular classroom and assigned to an interim alternative setting that allowed him or her to continue to participate in the general curriculum at a school setting for a period of time less than one semester. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).
Community service	The student was assigned to perform community service (e.g., cleanup work). See also: Restitution and Work detail.
Conference with and warning to student	An administrator discussed the incident with the student and issued a warning regarding the consequences of subsequent offenses. See also: Reprimand.
Conference with and warning to student and parent/guardian	An administrator discussed the incident with the student, issued a warning regarding the consequences of subsequent offenses, and contacted the parent or guardian to discuss the incident. See also: Reprimand.

Confiscation of contraband	An item(s) defined as prohibited by school or district policy was taken away from the student.
Conflict resolution or anger management services mandated	The student was required to participate in conflict resolution or anger management counseling or classes. See also: <u>Counseling mandated</u>.
Corporal punishment	The student was physically punished (e.g., paddling, spanking, or other form of physical punishment).
Counseling mandated	The student was required to participate in a counseling program. See also: <u>Substance abuse counseling.</u>
Demerit	The student received a mark of poor conduct. See also: <u>Unsatisfactory behavior grade</u>.
Detention	The student was assigned to before- or after-school detention or detention at lunch. See also: <u>Suspension after school</u>.
Expulsion *with* services	The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by the appropriate state or local school authority. Although the student was expelled from his or her regular school setting, arrangements were made for the provision of educational and Individualized Education Program (IEP)-related services. See also: <u>Change of placement resulting from an expulsion hearing</u>.
Expulsion *without* services	The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by appropriate state or local school authority. No arrangements were made for the provision of educational and IEP-related services.
Letter of apology	The student was required to submit a formal letter of apology.
Loss of privileges	The student lost a privilege (e.g., recess, parking). See also: <u>School probation</u>.

Mechanical restraint	The use of any device or equipment to restrict a student's freedom of movement. The term does *not* include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as (1) adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; (2) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; (3) restraints for medical immobilization; or (4) orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
Physical activity	The student was required to participate in a physical activity (e.g., to run laps or perform pushups).
Physical restraint	A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term *physical restraint* does *not* include a physical escort, which refers to a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.
Referral to law enforcement—juvenile justice	The student was referred to juvenile justice law enforcement authorities.
Referral to law enforcement—other than juvenile justice	An action by which a student is reported to any law enforcement agency or official other than juvenile justice, but including a school police unit, regardless of whether official action is taken.
Reprimand	The student was rebuked. See also: Conference.
Removal by a hearing officer	The student was removed, by direction of a hearing officer, for likely injury to self or others. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).
Restitution	The student was required to make restitution for the damages caused by the incident. See also: Community service.
Saturday school	The student was assigned to attend Saturday school.
School probation	The student is required to demonstrate certain behavior (e.g., improved academic performance or refraining from disciplinary infractions, etc.) during a specified period of time. See also: Loss of privileges.

Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program; involves the monitored separation of the student in a nonlocked setting; and is implemented for the purpose of calming.
Substance abuse counseling mandated	The student was required to participate in substance abuse counseling. See also: Counseling.
Substance abuse treatment mandated	The student was required to participate in substance abuse treatment.
Suspension after school	The student was assigned to an after-school-suspension program. See also: Detention.
Suspension, in-school, *with* services	The student was removed from his or her regular classroom and assigned to an in-school-suspension program or another setting in the same school but continued to receive educational and IEP-related services.
Suspension, in-school, *without* services	The student was removed from his or her regular classroom and assigned to an in-school-suspension program or another setting in the same school but did not continue to receive educational and IEP-related services.
Suspension, out-of-school, *with* services	The student was removed from his or her regular classroom and barred from school for a specified length of time and continued to receive educational and IEP-related services at a location other than the regular school setting.
Suspension, out-of-school, *without* services	The student was removed from his or her regular classroom and barred from school grounds for a specified length of time and did not receive educational services.
Unilateral removal— drug incident	The student was unilaterally removed for a drug violation. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).
Unilateral removal— weapon incident	The student was unilaterally removed for a weapons violation. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).
Unilateral removal— serious bodily injury	The student was unilaterally removed for inflicting serious bodily injury to another person. Include students receiving prescribed special education services who continue to receive these services (for these students, temporary placement is not to exceed 45 days).
Unsatisfactory behavior grade	The student received an official appraisal from school personnel that indicated unsatisfactory behavior. See also: Demerit.

Work detail	The student was assigned to a work detail. See also: Community service.
No action	No action was taken in response to the incident.
Other, resulting in removal from educational placement	There was a consequence to the perpetrator that resulted in removal from his or her educational placement, but none of the above codes apply.
Other, not resulting in removal from educational placement	There was a consequence to the perpetrator that did not result in removal from his or her educational placement, but none of the above codes apply.
None	No consequences resulted from the perpetrator's actions.
Unknown	It is unknown if any consequences resulted from the perpetrator's actions.

Disciplinary Action Start Date—#017(D)

The month, day, and year on which the disciplinary action begins.

Usage Recommendations: The NCES Handbooks Online recommends that all dates be stored in the MMDDYYYY format (two digits to capture the month, two digits to capture the day, and four digits to capture the year), although there is some variation in acceptable date formats across education data systems. As long as dates are recorded consistently within a data system, they can be transformed and mapped to other data systems as needed.

Disciplinary Action Start Date
DT
field length = 8

#017(D)

Disciplinary Action End Date—#018(D)

The month, day, and year through which the disciplinary action is in effect.

Usage Recommendations: The NCES Handbooks Online recommends that all dates be stored in the MMDDYYYY format (two digits to capture the month, two digits to capture the day, and four digits to capture the year), although there is some variation in acceptable date formats across education data systems. As long as dates are recorded consistently within a data system, they can be transformed and mapped to other data systems as needed.

Disciplinary Action End Date
DT
field length = 8

#018(D)

Rule/Regulation Violated—#019(D)

A description of the rule, regulation, or standard that was violated when an incident occurred (e.g., the identification of a relevant law, conduct standard, or acceptable use policy).

Rule/Regulation Violated
alpha numeric
field length = 30

#019(D)

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[26] If an IEP meeting is convened, it may be appropriate to record the date of the meeting.

IEP Placement Meeting Convened—#020(D)

IEP Placement Meeting Convened
ID Code
field length = 4

#020(D)

An indication as to whether an offense and/or disciplinary action resulted in a meeting of a student's Individualized Education Program (IEP) team to determine appropriate placement.[26]

Yes

No

Related to Special Education Manifestation—#021(D)

Related to SpecialEducation Manifestation
ID Code
field length = 4

#021(D)

An indication whether a student's behavior (offense) was a manifestation of, or related to, a special education condition.

Yes

No

Full-Year Expulsion—#022(D)

Full-Year Expulsion
ID Code
field length = 4

#022(D)

An expulsion with or without services for a period of 1 full year (i.e., 365 days).

Yes

No

Modified Expulsion—#023(D)

Modified Expulsion
ID Code
field length = 4

#023(D)

An expulsion with or without services that is shortened to a term of less than 1 year by the superintendent or chief administrator of a school district.

Yes

No

Links to Demographic Information in a Student Information System (SIS)

Some discipline incident data, especially those related to perpetrators and victims, are aggregated by student demographic characteristics, including sex, race, ethnicity, English proficiency status, and several elements related to disability status. In some cases, the data are aggregated by two or more demographic characteristics, such as racial/ethnicity and sex. The following elements are often used for these types of analytical purposes.

Sex—#024(SIS)

Sex
ID Code
field length = 4

#024(SIS)

The concept describing the biological traits that distinguish the males and females of a species.

Female

Male

Race—#025(SIS)[27]

The general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliations or community recognition.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Hispanic or Latino Ethnicity—#026(SIS)

An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

Hispanic or Latino

Non-Hispanic/Latino

Limited English Proficiency Status—#027(SIS)[28]

An individual who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or native resident of the outlying areas; and who comes from an environment where a language other than English has

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[27] On October 19, 2007, ED issued guidance on the collection and reporting of data on the racial and ethnic backgrounds of students. This guidance should be followed when reporting discipline data by the racial/ethnic background of the students. The way this data element is presented, multiple entries should be permitted so that each individual can specify all appropriate races. An alternative would be to list the options as separate data elements and have a yes/no option for each race option.

[28] An alternative definition in coordination with the state's definition based on Title 9 of ESEA, would include students: (A) who are ages 3 through 21; (B) who are enrolled or preparing to enroll in an elementary school or a secondary school; (C) who are i, ii, or iii; (i) who were not born in the United States or whose native languages are languages other than English; (ii) (who are I and II); (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii) (i) the ability to meet the state.s proficient level of achievement on state assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. To be classified as limited English proficient, an individual must meet the criteria of A, B, C, and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii, or iii. If the criteria to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is other than English and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's Proficient level of achievement on state assessments described in section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA); the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Yes

No

Section 504 Indicator—#028(SIS)

**Section 504
Indicator**
ID Code
field length = 4

#028(SIS)

Individuals with disabilities who are being provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended.

Yes

No

IDEA Indicator—#029(SIS)

IDEA Indicator
ID Code
field length = 4

#029(SIS)

An individual having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an IEP, Individual Family Service Plan (IFSP), or service plan.

Yes

No

ADA Indicator—#030(SIS)

ADA Indicator
ID
field length = 4

#030(SIS)

The qualified individual is an individual with a disability who, with or without reasonable modifications to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Yes

No

Primary Disability Type—#031(SIS)

**Primary
Disability Type**
ID Code
field length = 4

#031(SIS)

The major or overriding disability condition that best describes an individual's impairment.

Autistic/ autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects an individual's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if an individual's educational performance is adversely affected primarily because the individual has an emotional disturbance.
Deaf-blindness	Concomitant hearing and visual impairments that cause such severe communication and other developmental and educational problems that an individual with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind individuals.
Deafness	A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
Developmental delay	Each state determines the definition of this term to be used by that state. The definition must (1) specify that a child may be determined to be eligible if the child has a delay in one or more of the following developmental areas: cognitive development, physical development, including vision and hearing, language and speech development, psychosocial development, or self-help skills; (2) designate the levels of functioning, or other criteria, that will be used in determining a child's eligibility as a result of a developmental delay; and (3) describe the procedures the state will use to determine the existence of a developmental delay in each developmental area. The term is used for children only through age 9.
Emotional disturbance	Either (1) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behaviors or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems; or (2) a schizophrenic individual. This term does not include those who are socially maladjusted unless it is determined that they have a serious emotional disturbance.
Hearing impairment	A hearing impairment, whether permanent or fluctuating, (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.

Infants and Toddlers with Disabilities	Individuals from birth through age 2 who need early intervention services because they (1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: (a) cognitive development; (b) physical development, including vision and hearing; (c) communication development; (d) social or emotional development; or (e) adaptive development; or (2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The term may also include, at a state's discretion, children from birth through age 2 who are at risk of having substantial developmental delays if early intervention services are not provided.
Intellectual disability	A state of significantly below-average general intellectual functioning, existing concurrently with deficits in adaptive behavior, that is manifested during the developmental period, which adversely affects an individual's educational performance.
Multiple disabilities	Concomitant impairments (e.g., intellectual disability-blind or intellectual disability-orthopedic impairments), the combination of which causes such severe educational problems that an individual cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blindness.
Orthopedic impairment	A severe orthopedic impairment that adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
Other health impairment	A condition that causes limited strength, vitality, or alertness to environmental stimuli; that results in limited alertness with respect to the educational environment; that is due to chronic or acute health problems such as asthma, attention deficit disorder or condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and that adversely affects an individual's educational performance.
Specific learning disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, whether spoken or written, which may manifest itself as an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.
Speech or language impairment	A communication disorder such as stuttering, impaired articulation, and language or voice impairments that adversely affect an individual's educational performance.

Traumatic brain injury   An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visual impairment   A visual impairment that, even with correction, adversely affects an individual's educational performance. The term includes both partially seeing and blind individuals.

Secondary Disability Type—#032(SIS)

A secondary disability condition that is identified with an individual, as distinguished from a primary disability.

Secondary Disability Type ID Code field length = 4	
#032(SIS)	

Autistic/ autism   A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects an individual's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if an individual's educational performance is adversely affected primarily because the individual has an emotional disturbance.

Deaf-blindness   Concomitant hearing and visual impairments that cause such severe communication and other developmental and education problems that an individual with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind individuals.

Deafness   A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Developmental delay   Each state determines the definition of this term to be used by that state. The definition must (1) specify that a child may be determined to be eligible if the child has a delay in one or more of the following developmental areas: cognitive development, physical development, including vision and hearing, language and speech development, psychosocial development, or self-help skills; (2) designate the levels of functioning, or other criteria, that will be used in determining a child's eligibility as a result of a developmental delay; and (3) describe the procedures the state will use to determine the existence of a developmental delay in each developmental area. The term is used for children only through age 9.

Emotional disturbance	Either (1) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behaviors or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems; or (2) a schizophrenic individual. This term does not include those who are socially maladjusted unless it is determined that they have a serious emotional disturbance.
Hearing impairment	A hearing impairment, whether permanent or fluctuating, (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.
Infants and Toddlers with Disabilities	Individuals from birth through age 2 who need early intervention services because they (1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: (a) cognitive development; (b) physical development, including vision and hearing; (c) communication development; (d) social or emotional development; or (e) adaptive development; or (2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The term may also include, at a state's discretion, children from birth through age 2 who are at risk of having substantial developmental delays if early intervention services are not provided.
Intellectual disability	A state of significantly below-average general intellectual functioning, existing concurrently with deficits in adaptive behavior, that is manifested during the developmental period, which adversely affects an individual's educational performance.
Multiple disabilities	Concomitant impairments (e.g., intellectual disability-blind or intellectual disability-orthopedic impairments), the combination of which causes such severe education problems that an individual cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blindness.
Orthopedic impairment	A severe orthopedic impairment that adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
Other health impairment	A condition that causes limited strength, vitality, or alertness to environmental stimuli; that results in limited alertness with respect to the education environment; that is due to chronic or acute health problems such as asthma, attention deficit disorder or condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and that adversely affects an individual's educational performance.

Specific learning disability   A disorder in one or more of the basic psychological processes involved in understanding or in using language, whether spoken or written, which may manifest itself as an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.

Speech or language impairment   A communication disorder such as stuttering, impaired articulation, and language or voice impairments that adversely affect an individual's educational performance.

Traumatic brain injury   An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visual impairment   A visual impairment that, even with correction, adversely affects an individual's educational performance. The term includes both partially seeing and blind individuals.

Chapter 4

Presenting Incident Data

Knowing Your Reporting Responsibilities

School staff are expected to report accurate and timely crime, violence, and discipline data to a range of data users, including

- ✓ building-level administrators who use these data to plan effective management strategies;
- ✓ district-level planners who use these data to identify and prioritize resource use;
- ✓ parents and community members who use these data to determine whether their schools are suitably safe and effective;
- ✓ law enforcement officers who use these data to determine legal actions in response to criminal activity;
- ✓ state education agencies, which use these data to develop and evaluate policies and regulations intended to improve school safety; and
- ✓ federal agencies, including the U.S. Department of Education, which use these data to set national research and intervention priorities and to ensure compliance with a host of laws intended to ensure the education rights of students.

Crime, violence, and discipline data are reported to meet a number of purposes. At one level, reports of these data may be required by law or regulation (e.g., a school district reporting data to a state education agency, or a state reporting data to the U.S. Department of Education). On another level, information about school safety is an important component of communication with a school's local community. And from yet another perspective, reporting these data to school leaders, such as board members and senior administrators, serves the very practical purpose of informing policymaking aimed at improving safety and security in school facilities.

Schools, districts, and states must decide what information from these incident data will be reported and to whom. One of the considerations in deciding what data to collect, and how to report them, is how this information will affect school image. Sharing data proactively and voluntarily conveys a message that the school is aware of problems and wants to engage the community in solving them. Such a message has the potential to present even negative information in a way that frames schools in a positive light. It is important to report unfavorable results fully and openly along with an action plan to address the issues these data identify. This may mean not only informing parents and the media about the infractions and disciplinary actions that have occurred, but also determining whether data reflect an increase or decrease in the number or types of incidents, what the school has done to reduce incidents, or what the school plans to do to address an increased number of incidents—the public has the right to know how safe a school is or isn't if people are expected to send their children there each day. And, of course, positive information about low incidences of problem behaviors, or about improvements, should be shared with the community as well.

However, when sharing data, it is important to be alert to privacy issues. Incident data should never be presented in ways that potentially identify individuals. In some cases this means aggregating, rather than disaggregating, categories of data so that small groups of staff or students cannot be identified by their unique characteristics.

Sharing Incident Data

Incident data can be presented in a written format, graphically, or by a combination of the two. Graphs are particularly useful in identifying change over time or differentiating among variables such as type of offense or disciplinary action (see figures 4-1 and 4-2). Incident data may be grouped by type or category in numerous ways, including incident (Offense Type— #011[I]) or disciplinary action (Disciplinary Action and Response—#016[D]). It may be useful to report rates because this helps to put levels of problem behavior in perspective. For example, if a school of 1,000 students had 20 fights, it obviously had more altercations than a school of 250 with 5 fights. However, both schools had the same rate of fighting: 2 fights per 100 students. If it is possible to link incident and finance data, information on the cost of problem behavior may be of considerable interest to parents and the public.

Figure 4-1. Disciplinary actions (total number of suspensions) by month (sample graph)
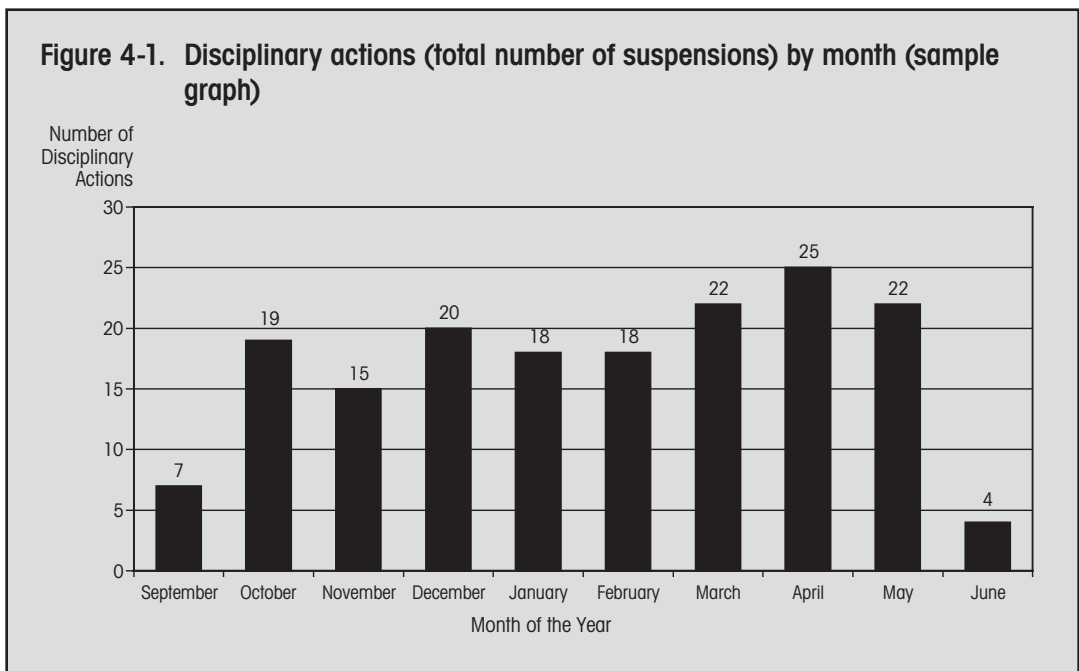
Reporting Incident Data. A concise explanation of what is being reported is an important first step when discussing the types of incidents that occurred in a school, district, or state. It may be useful to briefly explain the criteria used to determine the severity and the category of an incident and its results. For example, incidents reported to police may differ from those that resulted in suspension or expulsion (i.e., not all incidents that are reported to the police will result in a suspension or expulsion, and not all incidents that result in a suspension or expulsion will be reported to police). Therefore, the criteria used to decide when an incident is reported to law enforcement should be clearly stated (e.g., a weapon was used or a student was seriously injured in the incident).

Context is also important. For example, it may be important to note whether law enforcement personnel are regularly stationed at a school, given that the presence of a school resource officer may influence whether an incident is reported to law enforcement. Similarly, when discussing incidents that resulted in a suspension or expulsion, it is important to explain the

Figure 4-2. Disciplinary action (total number of suspensions) by type (sample graph)

Disciplinary Action Type

Number of Disciplinary Actions
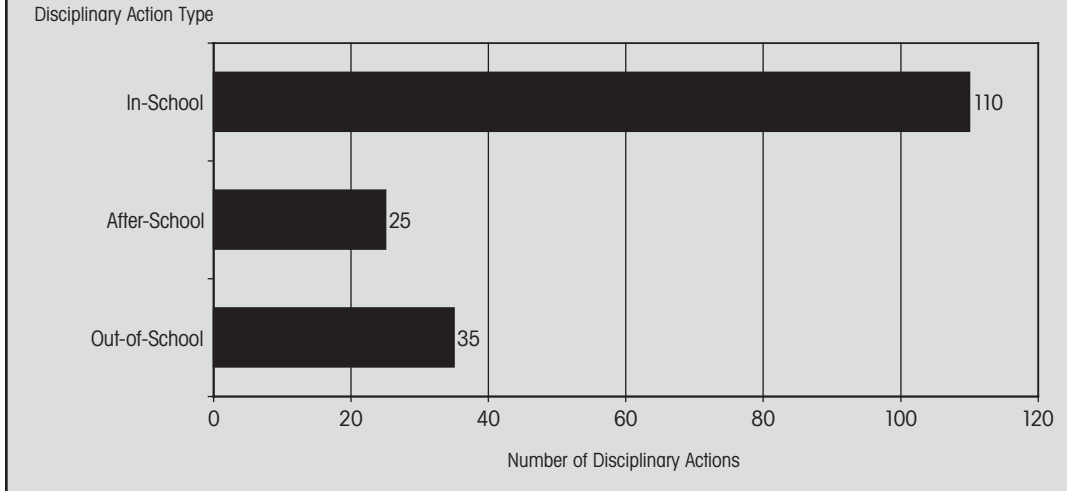
category of suspensions being described. Are all suspensions (i.e., in-school suspension, out-of-school suspension, and after-school suspension) being reported or are only specific types of suspensions reported?

Another way to report incident data is by category of problem behavior. For instance, data could be grouped into the following major categories:

- drug and alcohol offenses;

- crimes against persons;

- property crimes;

- disorderly conduct; and

- other.

When grouping information, define each group by the types of behaviors it includes. Depending on the local or state criteria, drug and alcohol offenses might involve alcohol, drugs, and inappropriate use of medication, while excluding tobacco. Clear, accurate reporting tells readers exactly what is being described.

Subcategorizing incident data can also be informative. Month-by-month data can show whether the level of problem behavior has changed at a school as staff work to implement a new behavior management program. Time of day and location are also commonly used to subcategorize incidents. For example, grouping incidents by time of day could illustrate the need for additional supervision during problem times (e.g., before school, during lunch). A school might communicate this information with a request to parents for volunteers to help supervise students during these times.

Reporting Disciplinary Action Data. The number of disciplinary actions may also be of interest to parents and the public. These data could include the number of expulsions, suspensions, and other changes of placement. The number of disciplinary actions is likely to differ from the number of incidents, as a single fight (incident) can result in more than one student being disciplined. When reporting multiple types of information (e.g., incidents and disciplinary actions or number of students involved), it can be useful to highlight the differences among these counts.

Reporting the Number of Students Involved. Data regarding the number of students involved in incidents can be reported in several ways. In fact, it may be useful to create different reports depending on the range of audience needs. For example, reports that fulfill state requirements may not cover all of the areas that are of interest to parents and the community.

Some reports will contain duplicated counts of students. That is, students will be counted more than once if they are involved in more than one incident or are disciplined more than once. Other reports contain unduplicated counts of students and count students only one time, regardless of the number of incidents in which they are involved. For example, the number of students suspended for fighting is an unduplicated count. It includes each student only one time, regardless of how many times he or she was suspended for fighting. On the other hand, the total number of suspensions for fighting is a duplicated count of students, as a student is counted once for each time he or she was suspended for fighting. Clear labels should identify exactly what is being reported. Other figures of interest might include the number of students suspended more than once—an unduplicated count of students.

One of the benefits of maintaining separate data tables is that data can be aggregated easily to whatever level of reporting and analysis is desired. These data also can be readily subdivided by student characteristics such as gender or race/ethnicity. However, care needs to be taken when creating such figures so that the presentation of information does not identify individual students or particularly small groups of students.

Some jurisdictions count incidents using the Federal Bureau of Investigation (FBI) National Incident-Based Reporting System (NIBRS). This system looks at "events" in several ways, including a count "by offense type." Incidents of crimes against persons, including Battery, Fighting (serious enough to result in arrest), Sexual Battery, and Sexual Offenses. Incidents that are serious enough to result in arrest are counted as multiple events if they involve multiple victims (Uniform Crime Reporting Program, 2000). Having separate incident and victim data tables allows computation of such information.

The Cost of Problem Behavior. Presenting data on the cost of problem behavior can be especially helpful in fostering public support for prevention efforts. If the public is aware of the costs of vandalism to a school district, the community might readily ag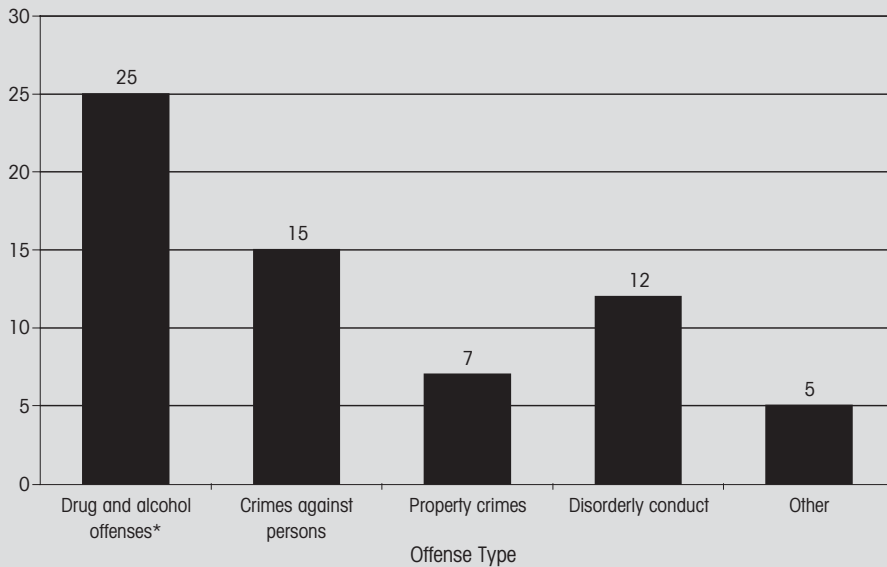ree to spend a portion of that cost on prevention efforts. The cost of personnel resources devoted to managing problem behavior and time lost to student learning should be included as part of the total cost. For example, a bomb threat that requires a school of 250 students to be evacuated for 4 hours has a student learning cost of 1,000 hours.

If the public is aware of the costs of vandalism to a school district, the community might readily agree to spend a portion of that cost on prevention efforts.

Clear and concise identification of what is being reported will assist the target audience in focusing on key points.

Presentation. How information is presented is often as important as what information is presented. A clear and concise focus on a message will help the audience concentrate on key points. As discussed above, the number of incidents reported to law enforcement may differ from the number of incidents resulting in suspension. Similarly, the number of students suspended may not match the number of suspensions. Unambiguous labeling will prevent confusion. For example, if a chart presents incident data reported to law enforcement, the title on the chart might read "Number of Crimes Reported to Law Enforcement . . ." (see figure 4-3). Conversely, if a chart describes the number of students suspended, the title should read "Number of Students Suspended . . ." (see figure 4-4) in contrast to the total number of suspensions (as presented in figures 4-1 and 4-2). Additional comments that further clarify data are especially appropriate when it is likely that readers may be confused (e.g., "Note that the number of students suspended is greater than the number of crimes reported to law enforcement because not all incidents warranting suspension are criminal behaviors.")

Figure 4-3. Number of crimes reported to law enforcement (sample graph)

Number of Crimes
Reported to
Law Enforcement

| Offense Type	Number
Drug and alcohol offenses*	25
Crimes against persons	15
Property crimes	7
Disorderly conduct	12
Other	5

* These data reflect incidents involving illegal drugs, alcohol, and/or inappropriate use of medicine, but not tobacco-related violations of school policies.
NOTE: A School Resource Officer is stationed at Hypothetical High School during school hours.

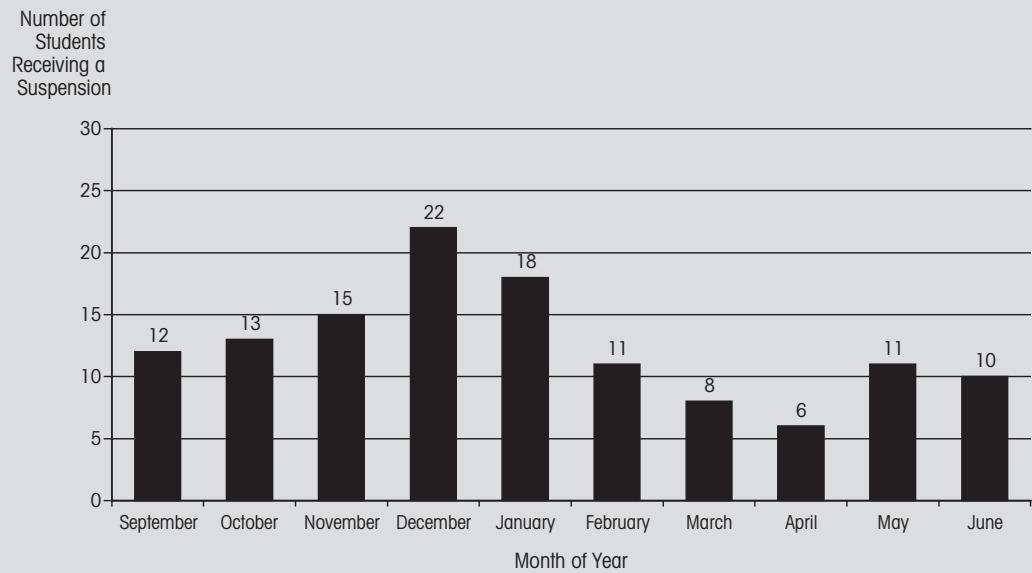## Figure 4-4. Number of students suspended (out-of-school) (sample graph)

Grade Level

Grade	Number of Students Suspended (Out-of-School)
10th Graders	30
11th Graders	24
12th Graders	16
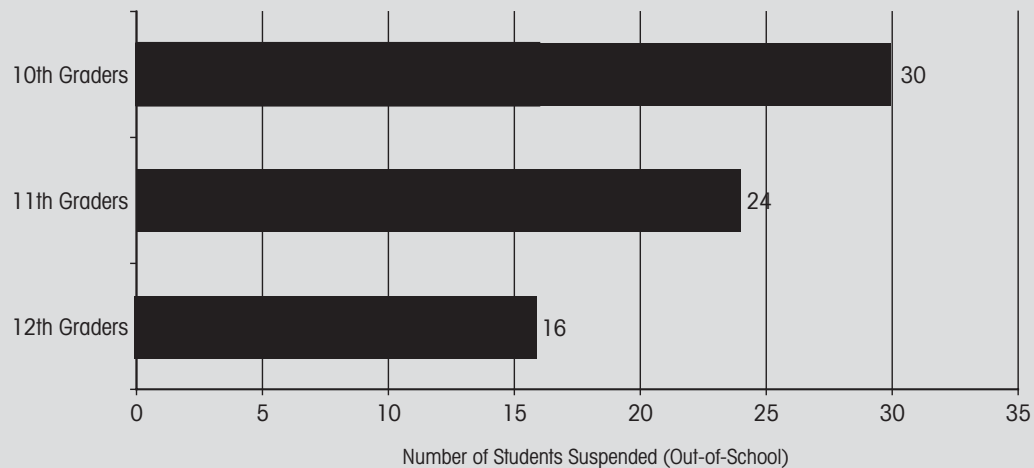
Illustrations should to be clear and simple. This principle is especially important to remember when reporting data by subcategories. For example, a figure showing the number of students suspended out-of-school at least once in a month (i.e., an unduplicated count by month) should not include a "total" column because such an aggregation would likely lead to duplications in what is being presented as an "unduplicated count." For example, in figure 4-5, some students would be included in more than one column—those suspended in more than 1 month. An unduplicated total would be smaller than the sum of the months and would be confusing to readers. Thus, total out-of-school suspensions would be more appropriately reported separately, as in figure 4-4.

Keep graphs clear and simple.

Figure 4-5. Number of students receiving a suspension by month (sample graph)

Number of Students Receiving a Suspension

Month	Number
September	12
October	13
November	15
December	22
January	18
February	11
March	8
April	6
May	11
June	10

Month of Year

NOTE: "Suspension" includes in-school, out-of-school, and after-school suspensions. "By month" means that any single student is included only once each month, but may be counted in more than 1 month over time if the student receives a suspension in more than 1 month (e.g., in May and June).

Before administrators share data with people outside the school building, they should make sure that school staff are aware of the data. Communicating with school staff is a vital part of safety planning and discipline improvement, and staff members will particularly appreciate receiving timely information directly from administrators.

Reporting Mechanisms

Many reporting methods are available to schools, districts, and states. The appropriate medium for sharing crime, violence, and discipline data will be determined by reporting objectives. Options include supplements to existing reports, publications dedicated to the topic, and press releases to enhance communication with the public. Any of these formats may include general or specific data, depending on the school or district goals. Many states produce special incident reports, while other states include incident data in other public reporting. In some states, incident data are posted on the state education agency's web site. Many states distribute special reports to the state legislature, state school board members, and school district superintendents.

Many states require schools and/or districts to produce report cards that include data about specific types of incidents, such as the number of drug and alcohol offenses or fights, or the number of students suspended. This information is often posted on school and district websites in addition to being mailed to parents. School newsletters also provide a useful mechanism for reporting problem behavior. These public relations tools can be used to acknowledge problem areas and potential solutions as well as areas that have seen improvement.

Public support is vital to the implementation of programs designed to ensure a safe, friendly learning environment. Schools and school districts need to examine and report not only data on incidents but also information on prevention and intervention programs. In this way, the public is informed and more likely to support efforts to maintain discipline and improve the climate in the classroom.

Appendix A

Federal Reporting Suggestions

This appendix is based on federal statutes and regulations as of January 2011. The crosswalks in this guide could change if the statutes, regulations, or other reporting requirements are modified. This appendix is not required by regulation and is provided for informational purposes only. It is not intended to define or modify any requirement imposed by statute or regulation referred to herein or otherwise.

Explanatory text is included to help inform the application of crosswalks recommended in this appendix because there is not a one-to-one relationship between the methodology presented in the *Forum Guide* and the U.S. Department of Education data collections.

Scope

The U.S. Department of Education (ED) collects data on discipline incidents and disciplinary removals under the following statutes:

- Gun-Free Schools Act (GFSA)
- Safe and Drug-Free Schools and Communities Act (SDFSCA)
- Individuals with Disabilities Education Act (IDEA)
- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973

The crosswalks in this appendix are organized by these statutes.

The collection of data for these statutes has been approved by the Office of Management and Budget (OMB) under the following clearances:

1875–0240   Annual Collection of Elementary and Secondary Education Data for ED*Facts*

1865–0002   Gun-Free Schools Act Report

1810–0614   Consolidated State Performance Report

1820–0621   Report of Children with Disabilities Subject to Disciplinary Removal

If approved by OMB, ED can also collect data on incidents and discipline for special studies or evaluations. This appendix does not include crosswalks for any special studies or evaluations.

Gun-Free Schools Act

Under the Gun-Free Schools Act (GFSA), states are required to submit data on firearms incidents. These data have been reported to ED through the *GFSA Report* (OMB #1865–0002) and are now beginning to be reported through ED*Facts*.

Data are collected only on incidents that involve firearms. Table A-1 presents the *Forum Guide to Crime, Violence, and Discipline Incident Data* weapon types that are considered firearms. Incidents reported under these codes would be included in the *GFSA Report.*

Table A-1. *Forum Guide* weapons types considered firearms under GFSA

Forum Guide Classification	GFSA Definition
Handgun under #008(l) Weapon Type, Firearm	Any firearm which has a short stock and is designed to be held and fired by the use of a single hand.
Shotgun under #008(l) Weapon Type, Firearm	A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.
Rifle under #008(l) Weapon Type, Firearm	A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.

Other type of firearm (e.g., bombs, grenades, or starter pistols) under #008(l) Weapon Type, Firearm	The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include:
	
	 • Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
	
	 • The frame or receiver of any weapon described above;
	
	 • Any firearm muffler or firearm silencer; and
	
	 • Any destructive device, which includes:
	
	     • Any explosive, incendiary, or poison gas: 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 similar device;
	
	     • Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
	
	     • Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Generally, a violation of the GFSA requires student expulsion of not less than 1 year. However, expulsions can be shortened to a term of less than 1 year by the chief administering officer of a local education agency (LEA) under the case-by-case modification provisions of Section 4141(b)(1) of the GFSA.

The GFSA collection aggregates the data by the type of expulsion. Table A-2 crosswalks the expulsion terms used in GFSA reporting to those identified in this *Forum Guide*.

Table A-2. GFSA expulsions crosswalk to the *Forum Guide* for all students

GFSA Term	*Forum Guide* Term	Comments
Expulsion not modified	Expulsion with services or Expulsion without services under #016(D) Disciplinary Action and Response	When #022(D) Full-Year Expulsion equals yes
Modified expulsion	Expulsion with services or Expulsion without services under #016(D) Disciplinary Action and Response	When #023(D) Modified Expulsion equals yes
Alternative placement among students with expulsions not modified	Expulsion with services under #016(D) Disciplinary Action and Response	When #022(D) Full-Year Expulsion equals yes
Alternative placement among students with modified expulsions	Expulsion with services under #016(D) Disciplinary Action and Response	When #023(D) Modified Expulsion equals yes

In addition, the GFSA collection includes the number of children with disabilities (IDEA) who had their expulsions modified. Table A-3 crosswalks this requirement to the *Forum Guide*.

Table A-3. GFSA expulsions crosswalk to the *Forum Guide* for Children with Disabilities (IDEA)

GFSA Term	*Forum Guide* Term	Comments
Modified expulsions for students with disabilities	Expulsion with services or Expulsion without services under #016 Disciplinary Action and Response	When #023(D) Modified Expulsion equals yes AND the #029(SIS) IDEA Indicator equals yes (i.e., the student is a child with a disability under IDEA)

For School Year (SY) 2008–09 and subsequent school years, GFSA will be collected exclusively through EDFacts. In EDFacts, the following files are used to collect data required by GFSA:

○ N/X004 Firearms Incidents
○ N/X086 Students Involved with Firearms

The GFSA collection also includes data on LEAs and schools filing required GFSA reports with their SEAs. The files N/X131 School and N/X132 LEA are used to collect the status of the schools and LEAs filing GFSA reports with the SEA.

Safe and Drug-Free Schools and Communities Act

Under the Safe and Drug-Free Schools and Communities Act (SDFSCA), states are required to submit discipline data for certain types of incidents. These data have been reported to ED through Section 2.7 of the *Consolidated State Performance Report* (CSPR) (OMB# 1810–0614).

Section 2.7 of the CSPR collects data on students who received out-of-school suspensions or expulsions as a result of certain types of incidents. Table A-4 presents the *Forum Guide* codes that identify the type of disciplinary actions reported in section 2.7.

Table A-4. *Forum Guide* discipline actions included in reporting in CSPR for SDFSCA

Forum Guide Discipline Action	Definition
Suspension, out-of-school, with services under #016(D) Disciplinary Action and Response	The student was removed from his or her regular classroom and barred from school for a specified length of time and continued to receive educational and Individualized Education Program (IEP)-related services at a location other than the regular school setting.
Suspension, out-of-school, without services under #016(D) Disciplinary Action and Response	The student was removed from his or her regular classroom and barred from school grounds for a specified length of time and did not receive educational services.
Expulsion with services under #016(D) Disciplinary Action and Response	The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by the appropriate state or local school authority. Although the student was expelled from his or her regular school setting, arrangements were made for the provision of educational and IEP-related services.
Expulsion without services under #016(D) Disciplinary Action and Response	The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by the appropriate state or local school authority. No arrangements were made for the provision of educational and IEP-related services.

These disciplinary actions are reported for the following types of incidents:

- violent incidents without physical injury;
- violent incidents with physical injury;
- weapons possession;
- alcohol-related incidents; and
- illicit drug-related incidents.

The definition of each type of incident is determined by the state. Therefore, each state has its own crosswalk for each type of incident included above.

Table A-5 presents the types of incidents that would be expected to be reported in section 2.7 if the result was an out-of-school suspension or an expulsion related to a violent incident with or without physical injury. #009(I) Injury (Incident) in the *Forum Guide*—which provides codes for minor injury, major injury, serious bodily injury, fatal injury, and no injury—would be used to determine whether the incident resulted in physical injury.

Table A-5. The *Forum Guide* codes that might be included in CSPR reports of violent incidents for SDFSCA

SDFSCA Description	*Forum Guide* Classification	Definition
Violent incident	Fighting (Mutual Altercation) under #011(I) Offense Type	Mutual participation in an incident involving physical violence, where there is no major injury
Violent incident	Physical Altercation, Minor (Pushing, Shoving) under #011(I) Offense Type	Confrontation, tussle, or physical aggression that does not result in injury
Violent incident	Harassment, Nonsexual (Physical, Verbal, or Psychological) under #011(I) Offense Type	Repeatedly annoying or attacking (e.g., bullying or hazing) a student or group of students or other personnel, which creates an intimidating or hostile education or work environment
Violent incident	Threat/Intimidation (Causing Fear of Harm) under #011(I) Offense Type	Physical, verbal, written, or electronic action that immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack
Violent incident	School Threat (Threat of Destruction or Harm) under #011(I) Offense Type	Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property, or to harm students or staff
Violent incident	Battery (Physical Attack/Harm) under #011(I) Offense Type	Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual
Violent incident	Robbery (Taking of Things by Force) under #011(I) Offense Type	The taking of, or attempt to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.

Table A-6 presents the types of incidents that would be expected to be reported in section 2.7 if the result was an out-of-school suspension or an expulsion because of weapons possession, alcohol-related incidents, or illicit drug-related incidents.

Table A-6. *Forum Guide* codes that might be included in CSPR reports of other incidents for SDFSCA

SDFSCA Description	*Forum Guide* Classification	Definition
Weapons possession	Weapon-related under #013(l) Related Incident Behavior	Any of those involved in the incident were in possession of or used a weapon during the incident, or the incident was somehow related to the possession, use, or sale of weapons. Do not use this code if the main offense during the incident was the possession, use, or sale of weapons. In that case, report as weapons possession.
Alcohol-related	Alcohol-related under #013(l) Related Incident Behavior	Those involved in the incident were under the influence of alcohol at the time of the incident or there is evidence of drinking having occurred, based on testing or investigation of a police officer at the scene, or if the incident is somehow related to the possession, use, or sale of alcohol. Do not use this code if the main offense during the incident was the possession, use, or sale of alcohol. In that case, report as an alcohol offense.
Illicit drug-related	Drug-related under #013(l) Related Incident Behavior	Those involved in the incident were under the influence of drugs at the time of the incident, based on testing or investigation done by police as a result of the incident, or if the incident was somehow related to the possession, use, or sale of drugs. Drugs include illegal substances such as marijuana and cocaine and unauthorized use of controlled substances such as Demerol and morphine (consult local and state laws for a complete list of these substances). Do not use this code if the main offense during the incident was the possession, use, or sale of drugs. In that case, report as Drugs Excluding Alcohol and Tobacco.

Currently, section 2.7 of the CSPR collects data about students who had out-of-school suspensions or expulsions. Because of variation in the definitions of suspensions and expulsions across states, the ED*Facts* collection was designed to collect data about students who are removed from their regular educational program for at least an entire school day. ED plans to revise the CSPR in the same manner.

In ED*Facts*, the following files are used to collect data required by SDFSCA:

- N/X030 Discipline Incidents
- N/X136 Discipline

Individuals With Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) requires the collection of data about disciplinary removals of students with disabilities. These data have been collected through the *Report of Children with Disabilities Subject to Disciplinary Removal* (OMB# 1820–0621). This report is one of eight data collections SEAs submit to ED to meet the reporting requirements under section 618 of Part B of IDEA (commonly referred to as "618 Table 5").

The Office of Special Education Programs (OSEP) requires the submission of the following data elements in 618 Table 5:

- unilateral removals to an interim alternative education setting by school personnel;
- removals to an interim alternative education setting based on a hearing officer determination regarding likely injury;
- out-of-school suspensions or expulsions;
- in-school suspensions;
- total disciplinary removals; and
- cumulative duration of the disciplinary removals.

Data are reported in 618 Table 5 by disability category, by sex, by race/ethnicity, and by the limited English proficiency (LEP) status of the student being disciplined. However, the data are not cross-tabulated by these demographic categories.

Data reported include both counts based on the type of disciplinary removals as well as counts of children subject to disciplinary removals.

Table A-7 lists the terms used in the IDEA report that crosswalk to terms in the *Forum Guide*, with relevant caveats identified in the third column.

Table A-7. **Terms used in the IDEA report (commonly referred to as "618 Table 5") that are in the** *Forum Guide*

IDEA Report (618 Table 5) Term	*Forum Guide* Classification	Caveats
In-school suspension	Suspension, in-school; with services Suspension, in-school, without services under #016(I) Disciplinary Action and Response	618 Table 5 clarifies that the suspension is under the direct supervision of school personnel and provides a definition of "direct supervision." Also, 618 Table 5 includes both removals in which services are provided as well as removals in which services are not provided.

Table continued on next page

Table A-7. Terms used in the IDEA report (commonly referred to as "618 Table 5") that are in the *Forum Guide*—Continued

IDEA Report (618 Table 5) Term	*Forum Guide* Classification	Caveats
Out-of-school suspension	Suspension, out-of-school, with services Suspension, out-of-school, without services under #016(I) Disciplinary Action and Response	618 Table 5 includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his or her IEP.
Dangerous weapon	All weapon types except Knife with blade length less than 2.5 inches, unknown weapon under #008(I) Weapon Type, and no weapon	Weapons under "other object" and "other weapon" should be reported in 618 Table 5 when they meet the definition of "Dangerous Weapon."
Drug offense	Sale, distribution, use, possession, or solicitation of illegal drug under #011(I) Offense Type	
Serious bodily injury	Serious bodily injury under #009(I) Injury	The serious bodily injury must occur to another person (as opposed to self) to be reported in 618 Table 5.
Unilateral removals for drug offenses	Unilateral removal – drug incident under #016(D) Disciplinary Action and Response	School personnel must unilaterally remove the student from his or her current educational placement to an interim alternative education setting (determined by the IEP team) to be reported in 618 Table 5. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. The drug incident must meet the definition of Drug Offenses in 618 Table 5 to be reported.
Unilateral removals for weapons offenses	Unilateral removal – weapon incident under #016(D) Disciplinary Action and Response	School personnel must unilaterally remove the student from his or her current educational placement to an interim alternative education setting (determined by the IEP team) to be reported in 618 Table 5. Unilateral removals do not include decisions by the IEP team to change a student's placement. The weapon incident must meet the definition of Dangerous Weapon in 618 Table 5 to be reported.

Table A-7. Terms used in the IDEA report (commonly referred to as "618 Table 5") that are in the *Forum Guide*—Continued

IDEA Report (618 Table 5) Term	*Forum Guide* Classification	Caveats
Unilateral removals for inflicting serious bodily injury	Unilateral removal – serious bodily injury under #016(D) Disciplinary Action and Response	School personnel must unilaterally remove the student from his or her current educational placement to an interim alternative education setting (determined by the IEP team) to be reported in 618 Table 5. Unilateral removals do not include decisions by the IEP team to change a student's placement. The serious bodily injury must meet the definition of Serious Bodily Injury in 618 Table 5 to be reported.
Removal by a hearing officer	Removal by a hearing officer under #016(D) Disciplinary Action and Response	An impartial hearing officer must order the removal of the child from the current educational placement to an appropriate alternative education setting based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative education setting.

The terms in Table A-8 describe data collected for IDEA that do not correspond directly to definitions in the *Forum Guide*. Though these terms are not included in the *Forum Guide*, these data must be reported on an annual basis in 618 Table 5.

Table A-8. Terms used in IDEA report (618 Table 5) that are not in the *Forum Guide*

IDEA Report (618 Table 5) Term	Definition
Interim alternative educational setting	An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes functional behavioral intervention services and modifications to address the behavior violation so that it does not recur.
Disciplinary removal	Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.

In addition to collecting data about the disciplinary removal of students with disabilities, IDEA requires collection of data about the expulsion of both Children with Disabilities, Ages 3-21 (IDEA) and Children without Disabilities, Grades K-12. Table A-9 lists the terms used to collect these data and the crosswalk to the *Forum Guide*.

Table A-9.   The _Forum Guide_ disciplinary actions considered expulsions in the IDEA report (618 Table 5)

IDEA Report (618 Table 5) Term	_Forum Guide_ Classification	Caveats
Expulsion	Expulsion with services Expulsion without services Suspension, out-of-school, with services Suspension, out-of-school, without services under #016(l) Disciplinary Action and Response	The 618 Table 5 definition of "expulsion" includes an action taken by the local education agency removing a child from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy.

ED is in the process of transitioning the collection of these data to ED*Facts*. In ED*Facts*, the following files are used to collect discipline data required by IDEA:

- N/X005 Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
- N/X006 Children with Disabilities (IDEA) Suspensions/Expulsions
- N/X007 Children with Disabilities (IDEA) Reasons for Unilaterally Removal
- N/X088 Children with Disabilities (IDEA) Disciplinary Removals
- N/X143 Children with Disabilities (IDEA) Total Disciplinary Removals
- N/X144 Educational Services During Expulsion

Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973

The Civil Rights Data Collection (CRDC) is authorized by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Since SY 2005–06, the CRDC has been included in the ED*Facts* clearance (OMB# 1875–0240).

The CRDC collects data on the discipline of students with disabilities and students without disabilities. Data for students without disabilities and students with disabilities (under IDEA) are disaggregated by race/ethnicity, sex, and English language proficiency of the student being disciplined. Discipline data are also collected for Students with Disabilities (Section 504 only).

The CRDC collects data on the following categories of disciplinary actions:

- corporal punishment;
- in-school suspension;
- out-of-school suspension (once);
- out-of-school suspension (more than once);
- expulsion with educational services;
- expulsion without educational services;
- expulsion under zero-tolerance policies;
- referral to law enforcement; and
- school-related arrests.

Table A-10 maps the disciplinary actions in the CRDC to the disciplinary actions in the *Forum Guide to Crime, Violence, and Discipline Incident Data*.

Table A-10. Terms used in the CRDC that are in the *Forum Guide*

CRDC Term	*Forum Guide* Term	CRDC Definition
Corporal punishment	Corporal punishment: The student was physically punished (e.g., paddling, spanking, or other form of physical punishment). under #016(D) Disciplinary Action and Response	Same.[1]

See note at end of table.

Table A-10. Terms used in the CRDC that are in the *Forum Guide*—Continued

CRDC Term	*Forum Guide* Term	CRDC Definition
Out-of-school suspension	Suspension, out-of-school, with services: The student was removed from his or her regular classroom and barred from school for a specified length of time and continued to receive educational and IEP-related services at a location other than the regular school setting. Suspension, out-of-school, without services: The student was removed from his or her regular classroom and barred from school grounds for a specified length of time and did not receive educational services. under #016(D) Disciplinary Action and Response	For students with disabilities (IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP. For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension means excluding a student from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. *Caveats*: • The CRDC definition is intended to include both suspensions with educational services and suspensions without educational services. • Defined for students with disabilities and students without disabilities.
Expulsions with educational services	Expulsion with services: The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by the appropriate state or local school authority. Although the student was expelled from his or her regular school setting, arrangements were made for the provision of educational and IEP-related services. under #016(D) Disciplinary Action and Response	Equivalent: The CRDC defines expulsions with educational services using similar language and is intended to have a similar meaning. An action taken by the local education agency removing a child from his/her regular school for disciplinary purposes, with the continuation of educational services, for the remainder of the school year or longer in accordance with local education agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

Table continued on next page

Table A-10. Terms used in the CRDC that are in the *Forum Guide*—Continued

CRDC Term	*Forum Guide* Term	CRDC Definition
Expulsions without educational services	Expulsion without services: The exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or otherwise meets the criteria for expulsion as defined by appropriate state or local school authority. No arrangements were made for the provision of educational and IEP-related services. under #016(D) Disciplinary Action and Response	Equivalent: The CRDC defines expulsion without educational services using similar language and is intended to have a similar meaning. An action taken by the local education agency removing a child from his/her regular school for disciplinary purposes, with the cessation of educational services, for the remainder of the school year or longer in accordance with local education agency policy. Expulsion without services also includes removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.
In-school suspension	Suspension, in-school, with services: The student was removed from his or her regular classroom and assigned to an in-school-suspension program or another setting in the same school but continued to receive educational and IEP-related services. Suspension, in-school, without services: The student was removed from his or her regular classroom and assigned to an in-school-suspension program or another setting in the same school but did not continue to receive educational and IEP-related services. under #016(D) Disciplinary Action and Response	Instances in which a child is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. *Caveat*: The CRDC definition of in-school suspension is intended to include both in-school suspensions with educational services and in-school suspension without educational services.

Table A-10. Terms used in the CRDC that are in the *Forum Guide*—Continued

CRDC Term	*Forum Guide* Term	CRDC Definition
Referral to law enforcement	The student was referred to juvenile justice law enforcement authorities. An action by which a student is reported to any law enforcement agency or official, other than juvenile justice but including a school police unit, regardless of whether official action is taken. under #016(D) Disciplinary Action and Response	Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. *Caveat:* The CRDC definition includes referrals to any law enforcement agency or official, including juvenile justice authorities.

[1] Revised for the 2011-12 CRDC and future school years.

The terms used in Table A-11 describe data collected by the CRDC that do not correspond directly to definitions in the *Forum Guide to Crime, Violence, and Discipline Incident Data*. Though these terms are not included in the *Forum Guide*, these data must be reported as part of the CRDC.

Table A-11. Terms used in the CRDC that are not included in the *Forum Guide*

CRDC Term	Definition
Expulsion under zero tolerance policies	Removal of a student from the school setting for an extended length of time because of zero-tolerance policies. A zero-tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (for example, offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered "zero tolerance" even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of an LEA to modify the expulsion on a case-by-case basis.
School-related arrests	A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

Appendix B

References and Additional Resources

These materials may be useful to school, district, or state education agency staff developing incident databases.

Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011801

This document presents a taxonomy for assigning standard codes to elementary and middle school courses. It is intended to make it easier for school districts and states to maintain longitudinal student records electronically—and to transmit coursetaking information from one student information system to another, from one school district to another, and from a school district to a state department of education.
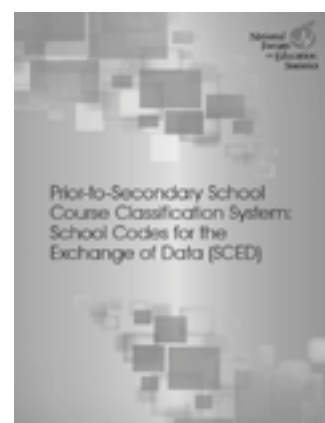
Traveling Through Time: The Forum Guide to Longitudinal Data Systems (Series)

Book I: What is an LDS?
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010805

Book II: Planning and Developing an LDS
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011804

Longitudinal data systems (LDSs) are increasingly becoming the state of the art in education data. An LDS makes it possible to not only monitor the success of individual students, but also to identify trends in those students' education records. These systems provide powerful and timely insights about students and allow educators to tailor instruction to better meet individual needs. They can also reveal with great clarity what effects our policies, programs, and decisions have on schools. The *Traveling Through Time* series is intended to help state and local education agencies meet the many challenges involved in developing robust systems, populating them with quality data, and using this new information to improve the education system. The series introduces important topics, offers best practices, and directs the reader to additional resources related to LDS planning, development, management, and use.

NCES Nonfiscal Data Handbook for Early Childhood, Elementary, and Secondary Education

http://nces.ed.gov/forum/pub_2003419.asp

The NCES Handbooks are a valuable source of metadata for organizations and individuals interested in education data. These print and online resources define standard education terms for students, staff, schools, local education agencies, intermediate education agencies, and state education agencies. The Handbooks are intended to serve as reference documents for public and private organizations (including education institutions and early childhood centers), as well as education researchers and other users of education data. In order to improve access to this valuable resource, NCES has also developed the NCES Handbooks Online, a web-based tool that allows users to view and download Handbook information via an electronic table of contents, a drill down finder, element name and first letter searches, and advanced query options.

NCES Handbooks Online State Customization Tool (2007)

http://nces.ed.gov/forum/pub_handbooksea.asp

This is the Content Administrator site for NCES Handbooks Online (which defines standard education terms for students, staff, schools, local education agencies, intermediate education agencies, and state education agencies). This customization tool allows authorized state education agency staff to modify data elements, instances, and options for state use while still retaining the basic structure and organization of the NCES Handbooks Online. Access to this site requires a password. Contact Ghedam Bairu (NCES) at ghedam.bairu@ed.gov to request more information.

Forum Unified Education Technology Suite (2005)

http://nces.ed.gov/forum/pub_tech_suite.asp
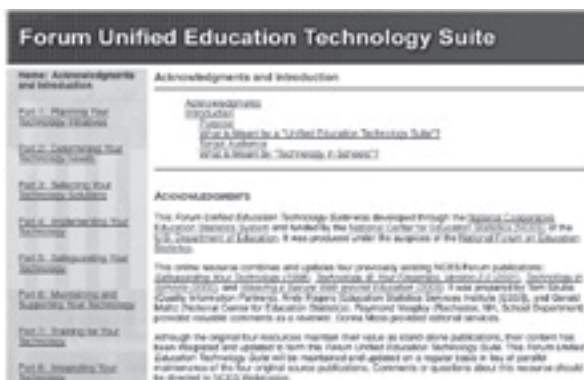
The Forum Unified Education Technology Suite presents a practical, comprehensive, and tested approach to assessing, acquiring, instituting, managing, securing, and using technology in education settings. It will also help individuals who lack extensive experience with technology to develop a better understanding of the terminology, concepts, and fundamental issues influencing technology acquisition and implementation decisions.

Forum Guide to Decision Support Systems: A Resource for Educators (2006)

http://nces.ed.gov/forum/pub_2006807.asp

This document was developed to remedy the lack of reliable, objective information available to the education community about decision support systems. It is intended to help readers better understand what decision support systems are, how they are configured, how they operate, and how they might be developed and implemented in an education setting.
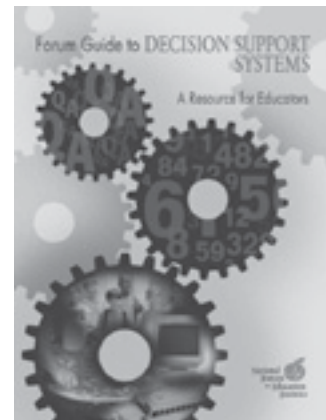
The Forum Guide to Data Ethics

http://nces.ed.gov/forum/pub_2010801.asp

While laws set the legal parameters that govern data use, ethics establish fundamental principles of "right and wrong" that are critical to the appropriate management and use of education data in the technology age. This guide reflects the experience and judgment of experienced data managers; while there is no mandate to follow these principles, the authors hope that the contents will prove a useful reference to others in their work.

Forum Guide to Metadata: The Meaning Behind Education Data

http:nces.ed.gov/forum/pub_2009805.asp

This document was developed to empower people to more effectively use data as information. It explains what metadata are, why metadata are critical to the development of sound education data systems, what components comprise a metadata system, what value metadata bring to data management and use, and how to implement and use a metadata system in an education organization.

Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data

http://nces.ed.gov/forum/pub_2009804.asp

This Forum guide offers best practice suggestions on collecting and using student attendance data to improve performance. It includes a standard set of codes to make attendance data comparable across districts and states. The product also presents real-life examples of how attendance information has been used by school districts.

Forum Guide to the Privacy of Student Information: A Resource for Schools

http://nces.ed.gov/forum/pub_2006805.asp

This free publication was written to help school and local education agency staff better understand and apply the Family Educational Rights and Privacy Act (FERPA), a federal law that protects privacy interests of parents and students in student education records. It defines terms such as "education records" and "directory information"; and offers guidance for developing appropriate privacy policies and information disclosure procedures related to military recruiting, parental rights and annual notification, videotaping, online information, media releases, surveillance cameras, and confidentiality concerns related specifically to health-related information. Much of the guidance in this document relating to privacy policies would be of interest to organizations generating business rules about the topic.

Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies

http://nces.ed.gov/forum/pub_2004330.asp

This free guide presents a general overview of privacy laws and professional practices that apply to information collected for, and maintained in, student records. The document also provides an overview of key principles and concepts governing student privacy; summarizes federal privacy laws including recent changes; identifies issues concerning the release of information to both parents and external organizations; and suggests good data management practices for schools, districts, and state education agencies. Much of the guidance in this document relating to privacy policies would be of interest to organizations generating business rules about the topic.

Forum Guide to Building a Culture of Quality Data: A School and District Resource

http://nces.ed.gov/forum/pub_2005801.asp

This free publication asserts that good data, like good students, are produced in schools. While it is undeniably harder to teach a student than it is to collect statistics, certain procedures can help to achieve both goals. Recently, awareness has grown about the link between effective teaching, efficient schools, and quality data. The quality of information used to develop an instructional plan, run a school, plan a budget, or place a student in a class depends on the school data clerk, teacher, counselor, and/or school secretary who enter data into a computer. With that in mind, the focus of this report is on data entry—getting things right at the source.

Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies

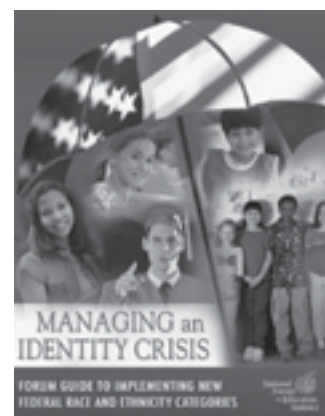http://nces.ed.gov/forum/pub_2007808.asp

This curriculum supports efforts to improve the quality of education data by serving as training materials for K-12 school and district staff. It provides lesson plans, instructional handouts, and related resources, and presents concepts necessary to help schools develop a culture for improving data quality.

Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories

http://nces.ed.gov/forum/pub_2008802.asp

This best practice guide is developed to assist state and local education agencies in their implementation of the new federal race and ethnicity categories—thereby reducing redundant efforts within and across states, improving data comparability, and minimizing reporting burden. It serves as a toolkit from which users may select and adopt strategies that will help them quickly begin the process of implementation in their agencies.

Crisis Data Management: A Forum Guide to Collecting and Managing Data About Displaced Students

http://nces.ed.gov/forum/pub_2010804.asp

This document provides guidelines that can be used by elementary and secondary education agencies to establish policies and procedures for collecting and managing education data before, during, and after a crisis.

Forum Guide to Education Indicators

http://nces.ed.gov/forum/pub_2005802.asp

The *Forum Guide to Education Indicators* provides encyclopedia-type entries for 44 commonly used education indicators. Each indicator entry contains a definition, recommended uses, usage caveats and cautions, related policy questions, data element components, a formula, commonly reported subgroups, and display suggestions. The document will help readers better understand how to appropriately develop, apply, and interpret commonly used education indicators.

Appendix C

Technical Assistance on Addressing Bullying Through Policy

Subject: Letter from Secretary Duncan re: Technical Assistance on Addressing Bullying through Policy

December 16, 2010

Dear Governors, Chief State School Officers, and State Board of Education Leaders:

Recent incidents of bullying have demonstrated its potentially devastating effects on students, schools, and communities and have spurred a sense of urgency among State and local educators and policymakers to take action to combat bullying. The U.S. Department of Education (Department) shares this sense of urgency and is taking steps to help school officials effectively reduce bullying in our Nation's schools. Bullying can be extremely damaging to students, can disrupt an environment conducive to learning, and should not be tolerated in our schools.

Along with our partners from the Departments of Health and Human Services, Agriculture, Interior, Defense, and Justice, we are in the process of developing key strategies to support and encourage efforts to prevent bullying in our schools. Our ongoing work has included the first-ever Federal Bullying Prevention Summit in August, the launch of our interagency bullying-resource Web site, http://www.bullyinginfo.org, the continued support and growth of the Stop Bullying Now! campaign, and the development of research and guidance on bullying prevention. The Department also awarded eleven Safe and Supportive Schools Grants to states to develop measurement systems to assess schools' conditions for learning, including the prevalence of bullying, and to implement programs to improve overall school safety.

Recent guidance includes a Dear Colleague Letter issued on October 26 by the Department's Office for Civil Rights (OCR) that explains how, under certain circumstances, bullying may trigger legal responsibilities for schools under the civil rights laws enforced by OCR and the Department of Justice that prohibit discrimination and harassment based on race, color, national origin, sex, disability, and religion.[1] Schools must protect students from bullying and harassment on these bases, in addition to any obligations under state and local law.

Numerous stakeholders, including the National Conference of State Legislatures, the National Association of School Boards, the Leadership Conference on Civil and Human Rights, individual State legislators, and local school districts, among others, have asked the Department to provide assistance in crafting effective anti-bullying laws and policies. In response, the Department has prepared the attached summary of examples that illustrate how some states have tried to prevent and reduce bullying through legislation. States and local school districts can use these examples as technical assistance in drafting effective anti-bullying laws, regulations, and policies. The Department will also be working to produce additional helpful resource information.

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[1] The Federal civil rights laws enforced by the Department include Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability. OCR's Dear Colleague letter on discriminatory harassment under these statutes is available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html. The Department of Justice has jurisdiction to enforce Title IV of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, sex, religion, or national origin.

Forty-five states have already passed laws addressing bullying or harassment in school. Ultimately State officials will determine whether new or revised legislation and policies should be introduced to update, improve, or add bullying prevention provisions. It is our hope that this information will be of assistance to State officials and other interested stakeholders.

Though laws are only a part of the cure for bullying, the adoption, publication, and enforcement of a clear and effective anti-bullying policy sends a message that all incidents of bullying must be addressed immediately and effectively, and that such behavior will not be tolerated. State laws, and their related district- and school-level policies, cannot work in isolation, however. When responding to bullying incidents, schools and districts should remember that maintenance of a safe and equitable learning environment for all students, including both victims and perpetrators of bullying, often requires a more comprehensive approach.

If you wish to receive further technical assistance on addressing bullying, please do not hesitate to contact the Department's Office of Safe and Drug-Free Schools by visiting its Web site at http://www2.ed.gov/about/offices/list/osdfs/index.html or by calling at 202-245-7896.

I look forward to continuing our work together to ensure equal access to education and to promote safe and respectful schools for all of our students.

Sincerely,

/s/

Arne Duncan

Attachment

Anti-Bullying Policies: Examples of Provisions in State Laws

In response to requests for assistance by state and local officials, educators, and policymakers, we summarize below examples of key components of state anti-bullying laws. This document serves as technical assistance for those stakeholders looking to develop or revise anti-bullying legislation or policies. The Department has organized the key components into eleven categories for convenience. We include citations to state laws that illustrate the key components we identified, but we do not endorse any particular laws. Additional examples are included at the end of the document, but these citations are not intended to be comprehensive. Many other state and local laws and policies may provide helpful guidance on developing effective anti-bullying policies. As part of our technical assistance effort to disseminate useful information on this important topic, we welcome other examples of laws and policies that may be working effectively to address bullying in schools. States and local educational agencies (LEAs) should seek the guidance of state and local legal officials to ensure that the legislation is consistent with all applicable federal and state laws. The Department also plans to release a compendium of all current state laws and a study of their implementation.

The following are examples of components found in current state laws on bullying:

I. Purpose Statement

- Outlines the range of detrimental effects bullying has on students, including impacts on student learning, school safety, student engagement, and the school environment.

- Declares that any form, type, or level of bullying is unacceptable, and that every incident needs to be taken seriously by school administrators, school staff (including teachers), students, and students' families.

- *Example*[1]:

  - **Oklahoma**: Okla. Stat. Ann. Tit. 70, § 24-100.3 (2009): "The Legislature finds that bullying has a negative effect on the social environment of schools, creates a climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior. Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol… . Successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment."

II. Statement of Scope

- Covers conduct that occurs on the school campus, at school-sponsored activities or events (regardless of the location), on school-provided transportation, or through school-owned technology or that otherwise creates a significant disruption to the school environment.

- *Example*[2]:

  - **Indiana**: Ind. Code Ann. § 20-33-8-13.5 (b) (2010), Disciplinary Rule Requirements: "The discipline rules [related to bullying]…must apply when a student is: (1) on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used

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[1] For additional examples of purpose statements, see: 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); Iowa Code § 280.28.1 (2008); Md. Code Ann., Educ. § 7-424 (2010); Nev. Rev. Stat. Ann. § 388.132 (2009); N.J. Stat. Ann. § 18A:37.13 (2010); Or. Rev. Stat. § 339.353 (2009); Tenn. Code Ann. § 49-6-1014 (2010); W. Va. Code Ann. § 18-2C-1 (2009).

[2] For additional examples of statements of scope, see: Ark. Code Ann. § 6-18-514.2 (2009); Ga. Code Ann. § 20-2-751.4 (2010); 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010 (Lexis Nexis 2010); Md. Code Ann., Educ. § 7-424 (2010).

by a school group; (2) off school grounds at a school activity, function, or event; (3) traveling to or from school or a school activity, function or event; or (4) using property or equipment provided by the school."

III.   Specification of Prohibited Conduct

- Provides a specific definition of bullying that includes a clear definition of cyberbullying. The definition of bullying includes a non-exclusive list of specific behaviors that constitute bullying, and specifies that bullying includes intentional efforts to harm one or more individuals, may be direct or indirect, is not limited to behaviors that cause physical harm, and may be verbal (including oral and written language) or non-verbal. The definition of bullying can be easily understood and interpreted by school boards, policymakers, school administrators, school staff, students, students' families, and the community.

- Is consistent with other federal, state and local laws. (For guidance on school districts' obligations to address bullying and harassment under federal civil rights laws, see the Dear Colleague Letter: Harassment and Bullying, issued by the Department's Office for Civil Rights on October 26, 2010, available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf.)

- Prohibited Conduct also includes:

  (1) Retaliation for asserting or alleging an act of bullying.

  (2) Perpetuating bullying or harassing conduct by spreading hurtful or demeaning material even if the material was created by another person (e.g., forwarding offensive e-mails or text messages).

- *Examples*[3] [4]:

  ○ **Florida**: Fla. Stat. Ann. 1006.147(3) (2010): "(a) 'Bullying' means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve: (1) Teasing; (2) Social exclusion; (3) Threat; (4) Intimidation; (5) Stalking; (6) Physical violence; (7) Theft; (8) Sexual, religious, or racial harassment; (9) Public humiliation; or (10) Destruction of property. … (d) The definitions of 'bullying' and 'harassment' include: (1) Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment … [and] (2) Perpetuation of [bullying or harassing] conduct … by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student … ."

  ○ **Kansas**: Kan. Stat. Ann. § 72-8256.C.2 (2009): "'Cyberbullying' means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites."

IV. Enumeration of Specific Characteristics

- Explains that bullying may include, but is not limited to, acts based on actual or perceived characteristics of students who have historically been targets of bullying, and provides examples of such characteristics.

- Makes clear that bullying does not have to be based on any particular characteristic.

- *Examples*[5]:

  ○ **North Carolina**: N.C. Gen. Stat. § 115C-407.15(a) (2010): "Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics."

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[3] For additional examples of bullying definitions, see: Del. Code Ann. Tit. 14, § 4112D.a (2010); Kan. Stat. Ann. § 72-8256 (2009); 105 Ill. Comp. Stat. Ann. 5/27-23.7(b) (2010).

[4] For additional examples of cyberbullying definitions, see: Iowa Code § 280.28.2 (a) (2008); Md. Code Ann., Educ. § 7-424.3 (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010 (Lexis Nexis 2010); N.J. Stat. Ann. § 18A 37.14.2 (2010); Okla. Stat. Ann. Tit. 70, § 24-100.3 (2009).

[5] For additional examples of characteristic enumeration, see: 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); Iowa Code § 280.28 (2008); Or. Rev. Stat. § § 339.351.3(2009).

- **Washington**: Wash. Rev. Code Ann. § 28A.300.285.2 (2010): "Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the … bullying."

V. Development and Implementation of LEA Policies

- Directs every LEA to develop and implement a policy prohibiting bullying, through a collaborative process with all interested stakeholders, including school administrators, staff, students, students' families, and the community, in order to best address local conditions.

- *Example*:

  - **Maryland**: Md. Code Ann., Educ. § 7-424.1(c) (2010): "[1] Each county board shall establish a policy prohibiting bullying, harassment, or intimidation. . . . [3] A county board shall develop the policy in consultation with representatives of the following groups: (i) Parents or guardians of students; (ii) School employees and administrators; (iii) School volunteers; (iv) Students; and (v) Members of the community"[6]

VI. Components of LEA Policies

A. Definitions

- Includes a definition of bullying consistent with the definitions specified in state law.

- *Example*[7]:

  - **Oregon**: Or. Rev. Stat. § 339.356.2 (2009): "School districts must include in the policy…(b) Definitions of "harassment," "intimidation," or "bullying," and of "cyberbullying" that are consistent with [this statute]."

B. Reporting Bullying

- Includes a procedure for students, students' families, staff, and others to report incidents of bullying, including a process to submit such information anonymously and with protection from retaliation. The procedure identifies and provides contact information for the appropriate school personnel responsible for receiving the report and investigating the incident.

- *Example*[8]:

  - **Georgia**: GA. Code Ann. § 20-2-751.4(c) (2010): "Such … policy shall include: . . . (5) A procedure for a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in such person's name, at such person's option, to report or otherwise provide information on bullying activity; (6) A statement prohibiting retaliation following a report of bullying…."

- Requires that school personnel report, in a timely and responsive manner, incidents of bullying they witness or are aware of to a designated official.

- *Example*[9]:

  - **Wisconsin**: Wis. Stat. § 118.46.1(a) (2009): "The [policy on bullying] shall include all of the following: … (6) A requirement that school district officials and employees report incidents of bullying and identify the persons to whom the reports must be made."

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[6] For additional examples of requirements for LEA policies, see: Del. Code Ann. Tit. 14, § 4112D.b (2010); Fla. Stat. Ann. 1006.147 (2010); N.J. Stat. Ann. § 18A 37.15 (2010).

[7] For additional examples regarding definitions in LEA policies, see: Delaware Del. Code Ann. Tit. 14, § 4112D.b (2010); Fla. Stat. Ann. 1006.147 (2010); Iowa Code 280.28.3 (2008); Md. Code Ann., Educ. § 7-424.1 (2010); N.J. Stat. Ann. § 18A 37.15.b.2 (2010); N.C. Gen. Stat.§ 115C-407.16.b.2 (2010); S.C. Code Ann. § 59-63-140 (2010).

[8] For additional examples regarding requirements procedures for reporting bullying, see: Ariz. Rev. Stat. § 14-341 (2010); Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28.3.c (2008); Md. Code Ann., Educ. § 7-424 (2010); Or. Rev. Stat. § 339.356.2.g (2009); S.C. Code Ann. § 59-63-140 (2010).

C. Investigating and Responding to Bullying

- Includes a procedure for promptly investigating and responding to any report of an incident of bullying, including immediate intervention strategies for protecting the victim from additional bullying or retaliation, and includes notification to parents of the victim, or reported victim, of bullying and the parents of the alleged perpetrator, and, if appropriate, notification to law enforcement officials.[10]

- *Example*[11]:

  - **Massachusetts**: 2010 Mass. Adv. Legis. Serv. Ch. No. 71.37O(g) (2010): "…Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation."

D. Written Records

- Includes a procedure for maintaining written records of all incidents of bullying and their resolution.[12]

- *Example*[13]:

  - **California**: Cal. Educ. Code § 234.1 (2010): "The department shall assess whether local educational agencies have done all of the following: . . . (e) Maintained documentation of complaints and their resolution for a minimum of one review cycle."

E. Sanctions

- Includes a detailed description of a graduated range of consequences and sanctions for bullying.[14]

- *Example*[15]:

  - **Alabama**: Ala. Code § 16.28B.5 (2010): "The model policy, at a minimum, shall contain all of the following components: … [4] A series of graduated consequences for any student who commits an act of intimidation, harassment, violence or threats of violence. Punishment shall conform with applicable federal and state disability, antidiscrimination, and education laws and school discipline policies."

F. Referrals

- Includes a procedure for referring the victim, perpetrator and others to counseling and mental and other health services, as appropriate.

- *Example*[16]:

  - **Maryland**: MD. Code. Ann., Educ. § 7-424.1.b (2010): "[2] The model policy…shall include: . . . (viii) Information about the types of support services available to the student bully, victim, and any bystanders … ."

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[9] For additional examples regarding requirements for reporting of school staff, see: Alaska Stat. § 14.33.220 (2010); GA. Code Ann. § 20-2-751.4.c.2 (2010); W. Va. Code Ann. §18-2C-3.4 (2009).

[10] The Family Educational Rights and Privacy Act (FERPA) contains provisions restricting release of information pertaining to disciplinary actions taken against students. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

[11] For additional examples regarding requirements for investigating and responding to bullying, see: GA. Code Ann. § 20-2-751.4.c.3 (2010); Iowa Cod § 280.28.3.f (2008); Or. Rev. Stat. § 339.356.2.h (2009).

[12] FERPA contains provisions regarding the appropriate safeguarding of privacy in educational records. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

[13] For additional examples on requirements for maintaining written records, see: Md. Code Ann., Educ. § 7-424 (2010).

[14] The Individuals with Disabilities Education Act contains provisions related to the use of disciplinary measures with students with disabilities. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

[15] For additional examples regarding sanctions, see: Connecticut Gen. Stat. Ann § 10-222d; Massachusetts St. 2010, c.92; New Mexico NIMAC § 6.12.7; Okla. Stat. Ann. Tit. 70, § 24-100.4 (2009).

VII. Review of Local Policies

- Includes a provision for the state to review local policies on a regular basis to ensure the goals of the state statute are met.

- *Example*[17]:
  - **Illinois**: 105 Ill. Comp. Stat. Ann. 5/27-23.7(d) (2010): "The policy must be updated every 2 years and filed with the State Board of Education after being updated. The State Board of Education shall monitor the implementation of policies created under [this subsection of the statute]."

VIII. Communication Plan

- Includes a plan for notifying students, students' families, and staff of policies related to bullying, including the consequences for engaging in bullying.

- *Example*[18]:
  - **Arkansas**: Ark. Code Ann. § 6-18-514(b) (2009): "The policies shall: …[6] Require that notice of what constitutes bullying, that bullying is prohibited, and the consequences of engaging in bullying be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district; and [7] Require that copies of the notice...be provided to parents, students, school volunteers, and employees."

IX. Training and Preventive Education

- Includes a provision for school districts to provide training for all school staff, including, but not limited to, teachers, aides, support staff, and school bus drivers, on preventing, identifying, and responding to bullying.

- *Example*[19]:
  - **South Carolina**: S.C. Code Ann. § 59-63-140(E) (2009): "Information regarding a local school district policy against harassment, intimidation or bullying must be incorporated into a school employee training program. Training also should be provided to school volunteers who have significant contact with students.

  - **Massachusetts**: 2010 Mass. Adv. Legis. Serv. Ch. No. 92.3(d)-2010: "The plan … shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying."

- Encourages school districts to implement age-appropriate school- and community-wide bullying prevention programs.

- *Example*[20]:
  - **South Carolina**: S.C. Code Ann. § 59-63-140 (F) (2009): "Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members."

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[16] For additional examples regarding referrals, see: Fla. Stat. Ann. § 1006.147 (2010); Okla. Stat. Ann. Tit. 70, § 24-100.4 (2009).

[17] For additional examples regarding review of policies, see: 24 Pa. Cons. Stat. Ann. § 13-1303.1-a (2009).

[18] For additional examples regarding communication plans, see: Del. Code Ann. Tit. 14, § 4123.a (2010); Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28.3 (2008); N.J. Stat. Ann. § 18A 37.15.b.10-11 (2010).

[19] For additional examples regarding training of staff, see: Conn. Gen. Stat. § 10-222d (2010); Del. Code Ann. Tit. 14, § 4123.a (2010); Iowa Code § 280.28.3 (2008); Nev. Rev. Stat. Ann.§ 383.133 (2009); Or. Rev. Stat. § 339.359 (2009); Wyo. Stat. Ann. § 21-4-311 (2010).

X. Transparency and Monitoring

- Includes a provision for LEAs to report annually to the state on the number of reported bullying incidents, and any responsive actions taken.

- *Example*[21]:

  ○ New York: N.Y. Educ. Law §15 (2010): "The Commissioner shall create a procedure under which material incidents of discrimination and harassment on school grounds or at a school function are reported to the department at least on an annual basis. Such procedure shall provide that such reports shall, wherever possible, also delineate the specific nature of such incidents. . . ."

- Includes a provision for LEAs to make data regarding bullying incidence publicly available in aggregate with appropriate privacy protections to ensure students are protected.[22]

- *Examples*[23]:

  ○ Iowa: Iowa Code § 280.28.7 (2008): "The board of directors of a school district and the authorities in charge of each nonpublic school…shall report data collected…as specified by the department, to the local community."

  ○ Ohio: Ohio Rev. Code Ann. § 3313.666.10 (2010): "…the district administration… [shall] provide … a written summary of all reported incidents and post the summary on its web site…."

XI. Statement of Rights to Other Legal Recourse

- Includes a statement that the policy does not preclude victims from seeking other legal remedies.

- *Example*:

  ○ **Oregon**: Or. Rev. Stat. Ann. § 339.364 (2009): "Victim may seek redress under other laws. …[This statute] may not be interpreted to prevent a victim of harassment, intimidation or bullying or a victim of cyberbullying from seeking redress under any other available law, whether civil or criminal."

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[20] For additional examples regarding bullying prevention programming, see: Md. Code Ann., Educ. § 7-424 (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010 (Lexis Nexis 2010); Or. Rev. Stat. § 339.359 (2009).

[21] For additional examples regarding reporting incidents to the State, see: Alaska Stat. § 14.33.210 (2010); Conn. Gen. Stat. § 10-222d (2010); Md. Code Ann., Educ. § 7-424 (2010);

[22] FERPA contains provisions regarding the appropriate safeguarding of privacy in educational records. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

[23] For additional examples regarding requirements for reporting data to the public, see: Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28 (2008).

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