

Kentucky Center for School Safety

Quarterly Report July - September 2005

**Submitted
January 2006**

**Kentucky Center for School Safety Work Plan FY 2006
Status Report for Period July - September 2005**

Goal/Activity	Status*	Notation
CENTER OPERATIONS		
I. Goal: Carry out the central operations of the Center		
A. Implement FY06 work plan and budget	✓	<ul style="list-style-type: none"> The FY06 work plan and budget were approved by the KCSS Board of Directors at the 6/29/05 Board meeting.
B. Establish MOA with KDE	✓	<ul style="list-style-type: none"> An MOA was established with KDE at the beginning of FY06.
C. Submit FY05 KCSS fiscal report	✓	<ul style="list-style-type: none"> The final Fiscal Report for FY05 was included in the April - June 2005 Quarterly Report.
D. Maintain toll-free school safety information line	I	<ul style="list-style-type: none"> The KCSS averaged 317 calls per month via the toll-free line during the quarter July – September 2005.
E. Conduct regular KCSS staff meetings	N	
F. Establish sub-contracts with Center partners	✓	<ul style="list-style-type: none"> Subcontracts between EKU, KSBA, MSU and UK have been executed.
G. Conduct KCSS staff evaluations including Executive Director	N	
H. Conduct annual evaluations of KCSS partners	N	
I. Pursue additional funding to supplement KCSS activities	I	<ul style="list-style-type: none"> Funding was received from the Green River Regional Educational Cooperative (GRREC) to assist in updating Emergency Management Procedures. Additional funding was received from KDE to fund a Data Coordinator position to provide help with the Safe Schools Data Report and Persistently Dangerous School Update.
J. Coordinate the Safe School Assessment Program	I	<ul style="list-style-type: none"> Seven assessments were coordinated and completed during the quarter July – September 2005. There are 39 assessments scheduled for the next quarter.
Goal/Activity	Status*	Notation
K. Provide In-Kind Services for the Safe School Assessment Program	I	<ul style="list-style-type: none"> Seven educators/KCSS staff members participated in assessments during the quarter July – September 2005 as an in-kind service to the KCSS.
II. Goal: Produce summary reports of Center activities		
A. Submit quarterly reports to the Board of Directors	I	<ul style="list-style-type: none"> The quarterly report for April – June 2005 will be submitted to the KCSS Board of Directors at the 11/9/05 meeting.
B. Submit to KCSS Board of Directors FY05 External Evaluation Report	N	
C. Develop and submit FY 2005 annual KCSS report to the Governor, Kentucky Board of Education, and General Assembly	I	<ul style="list-style-type: none"> Work has begun on the KCSS Annual Report for FY05. The Annual Report will be submitted at the beginning of 2006.

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III. Goal: Promote Interagency Collaboration		
A. Conduct semi-annual meetings of School Safety Advisory Council (SSAC)	I	<ul style="list-style-type: none"> • A School Safety Advisory Council (SSAC) meeting is scheduled for November 4, 2005.
B. Provide school safety speakers upon request	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of presentations made by KCSS staff.
C. Conduct school safety related presentations, guest lectures and workshops at conferences, university lectures, collaborative meetings, etc.	I	<ul style="list-style-type: none"> • Presentations and collaborative meetings are listed in Section II of the quarterly report.
D. Continue participation in collaborative technical assistance initiatives with KECSAC, DJJ, DMH, and other various service organizations	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of collaborative meetings conducted in this quarter.
ADMINISTRATION OF FUNDS TO LOCAL SCHOOL DISTRICTS		
I. Goal: To facilitate the dissemination of funds to local school districts		
A. Facilitate the distribution of FY06 funds based on an approved formula and established criteria	✓	<ul style="list-style-type: none"> • School Safety funds will be distributed to all districts in FY06 based on the approved formula of a base amount of \$20,000 with the remaining funds distributed on a “per pupil” basis based on 2004-2005 average daily attendance. Districts received funding notification in June 2005.
B. Provide technical assistance to districts receiving school safety funds	N	
C. Develop and disseminate FY06 KCSS District funding report	✓	<ul style="list-style-type: none"> • A summary of the distribution of safe schools funds in FY06 is available at the KCSS website. The summary includes the final allocation per district. The FY06 funding report was sent to districts in June 2005.
D. Compile and disseminate profiles of KCSS funded programs including alternative education settings	I	<ul style="list-style-type: none"> • KCSS have compiled information based on district submission of FY06 Safe School Activity reports.
E. Conduct site visits to school districts through utilization of Alternative Education Consultants	N	
Goal/Activity	Status*	Notation
DATA ANALYSIS		
I. Goal: To provide analysis of school safety data		
A. Publish and disseminate 2004-2005 Kentucky Safe Schools Data Report(s)	I	<ul style="list-style-type: none"> • KCSS has received data from all schools and is in process of data analysis.
B. Solicit consumer evaluation information on Kentucky school safety data reports (Superintendent Survey)	I	<ul style="list-style-type: none"> • Data collection process was completed and report is being finalized.
C. Continue to provide input to KDE to improve school safety data collection process (including case by case data collection)	I	<ul style="list-style-type: none"> • Discussions continue between KCSS and KDE in an effort to improve school safety data collection.
D. Collect data from principals and superintendents participating in Safe School Assessments to determine their perceptions of its effectiveness	I	<ul style="list-style-type: none"> • Data collection process was completed and report is being finalized.

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E. Collect specific data from schools participating in the Community Service Work Project for analysis and produce the second year report by December 2005	I	<ul style="list-style-type: none"> Data collection process was completed and report is being finalized.
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SCHOOLS AND COMMUNITIES TRAINING AND TECHNICAL ASSISTANCE		
I. Goal: Identify priority needs for training and technical assistance for various education audiences		
A. Evaluate each KCSS sponsored training to assess effectiveness and to identify current trends and issues for future trainings	I	<ul style="list-style-type: none"> To date, each training, technical assistance visit, and conference has been evaluated and future trainings will be developed upon those findings.
B. Evaluate the annual Safe Schools Conference to keep the conference on the cutting edge of issues that schools are addressing	I	<ul style="list-style-type: none"> The 700+ evaluations for the Safe Schools Conference are being compiled for analysis and will be utilized to determine the content of next year's conference. Results thus far, have been very positive.
C. Utilize Safe School Assessment data to develop the 05-06 training calendar	✓	<ul style="list-style-type: none"> Training needs were developed based upon findings of the 05-06 Safe School Assessment Data. The data revealed there is a need in school districts for more training on school-wide discipline, classified staff training, drug use and its impact on school policy, effective emergency and risk management planning, and bullying.
D. Collaborate with state agencies and organizations (i.e. KDE, DJJ, DMHMRS, FRYSC), local district administrators, and parents to obtain member training needs	I	<ul style="list-style-type: none"> Nineteen (19) meetings have been conducted with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences.
II. Goal: To sponsor research based and best practice safe schools training opportunities for administrators, teachers, students, parents, and other community representatives.		
A. Develop the 05-06 KCSS training calendar that will provide ten (10) regional trainings on school safety issues that are relevant and timely	✓	<ul style="list-style-type: none"> We exceeded our goal by offering 12 regional trainings on topics that were identified as needs based upon Goal I. The training calendar for the 05-06 offers regionally: Internet Safety, Bus Driver Communication, Creating a Consistent Response to Student Behavior, Kentucky's Drug Use and Its Impact on School Policy, and Effective Emergency and Risk Management Planning.
B. Disseminate training calendar to targeted audiences that include partnering agencies such as KDE, DJJ, DMHMRS, and CHFS	✓	<ul style="list-style-type: none"> 4,000 copies were mailed to <u>all</u> Superintendents, Board Members, School Administrators and partnering agencies. Each training was added to the website. A flyer of each training will be mailed to all Superintendents, Board Members, School Administrators and partnering agencies one month prior to each training.

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Goal/Activity	Status*	Notation
C. Conduct and evaluate each regional training	N	
D. Disseminate evaluation results to KCSS and partnering agencies in annual report	I	<ul style="list-style-type: none"> • In progress of compiling evaluation results to be published in annual report.
E. Fund and coordinate on-site technical assistance requests to Kentucky's elementary, middle, and high schools	I	<ul style="list-style-type: none"> • Received five (5) technical assistance requests from: <ol style="list-style-type: none"> 1. Clinton County-CHAMPS- 32 participants 2. Bath County-School-wide Discipline-60 participants 3. Lee County-Bullying-32 participants 4. Kenton County-Bullying-81 participants 5. Bullitt County-QPR-30 participants
III. Goal: Improve the quality of Kentucky's alternative education programs		
A. Fund and coordinate on-site technical assistance requests (provided by the Center's Alternative Education Specialists and School Safety Associates) to Kentucky's alternative education programs	I	<ul style="list-style-type: none"> • At this time, no on-site technical assistance requests have been submitted from school districts.
Goal/Activity	Status*	Notation
B. In collaboration with the Kentucky Educational Collaborative for State Agency Children, co-sponsor an annual conference on alternative education	✓	<ul style="list-style-type: none"> • The three-day conference was held on July 19-21, 2005 at Eastern Kentucky University. The conference focused on strategies for working with and teaching at-risk students in alternative settings. Over 150 educators participated.
C. In collaboration with KDE, develop a strategic plan to address the barriers and progress for students in alternative education settings	✓	<ul style="list-style-type: none"> • Collaborated with KDE to bring together a variety of educators for the purpose of starting a discussion of how best to ensure high standards in alternative education programs while recognizing the challenges these programs face.
IV. Collaborate with stakeholders to provide training opportunities that increase participant knowledge and skills related to specific aspects of school safety.		
A. Co-sponsor Annual Safe Schools Conference in partnership with the Kentucky School Boards Association and the Kentucky Department of Education	I	<ul style="list-style-type: none"> • The 11th annual Safe Schools Conference was held September 19-20, 2005 at the Galt House East in Louisville. Over 700+ from across the state participated in this two-day event. Evaluations are being compiled for distribution to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville.
B. Co-sponsor Annual Behavior Institute in partnership with the Kentucky Department of Education and the Council on Children with Behavioral Disorders	I	<ul style="list-style-type: none"> • As of this quarter, we have not received an invoice for the conference.

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C. Co-sponsor Annual Youth Conference in partnership with the Office of Family Resource/Youth Service Centers and Kentucky Conference for Community and Justice	I	<ul style="list-style-type: none"> The Youth Forum is scheduled for December 1 at the Lexington Convention Center with a projection of 550 participants. The goal of the forum is to allow student participants to strive to tear down the barriers of effective communication in the school, build effective and healthy relationships with peers, work towards eliminating prejudicial attitudes, and develop plans of action for use in their school. The goal of the <i>People to People Youth Forum</i> is to promote awareness of these issues so that the participants can return to their schools and communities and create more inclusive environments.
Goal/Activity	Status*	Notation
D. Co-sponsor safety related presentations at the Mental Health Institute (sponsored by the Department of Mental Health/Mental Retardation)	✓	<ul style="list-style-type: none"> The Mental Health Institute was held on September 25-29 at the Galt House East. Over 900 educators and mental health treatment providers were in attendance.
E. Collaborate with organizations such as the PTA, school councils, and Parent Information Resource Centers to provide school safety related training to parents	I	<ul style="list-style-type: none"> Attended two (2) Board of Director meetings for Kentucky Partnership for Families and Children.
F. Collaborate with the Department of Juvenile Justice to provide safety related training for Prevention Councils	✓	<ul style="list-style-type: none"> Met with Laura McCauley to discuss possible trainings with the regional Prevention Councils that work directly with local school districts in August.
G. Co-sponsor safety related presentations at the statewide Migrant Education conference in collaboration with Kentucky Department of Education and Eastern Kentucky University	✓	<ul style="list-style-type: none"> The conference was held September 15-17, 2005 in Louisville, KY. One component of the conference provided participants information on personal safety issues involving staff visits to homes and how to identify substance abuse issues in the home that may bring about dangers to the children and possibly anyone from the school system who makes home visits.
H. Provide collaboration and financial support for school safety presentations that reflect the conceptual framework in training events sponsored by other organizations/agencies	I	<ul style="list-style-type: none"> KCSS is collaborating with the South Central Counseling Association to provide regional trainings to their members. An I-Safety training was held September 2, 2005 in Bowling Green with 60 participants in attendance. A QPR training is scheduled for December 2, 2005.
I. In collaboration with the Kentucky School Boards Association, provide training on school safety related issues to school board members	I	<ul style="list-style-type: none"> Several meetings have been held to discuss opportunities for on-line learning and electronic emergency safety management plans.
J. Co-sponsor a conference for students and parents on substance abuse, mental health needs, medications, and transitional needs and services with the Kentucky Partnership for Families and Children	N	

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K. Sponsor an annual Truancy/Dropout Symposium with the Department of Juvenile Justice, Association of Directors of Pupil Personnel, and Family Resource/Youth Service Centers and Office of the Administrative Courts to promote practices that reduce dropout and truancy rates	✓	<ul style="list-style-type: none"> • The Symposium is scheduled for July 10-11 at the Embassy Suites in Lexington, KY. Attendance is expected to be around 300 Educators. • A meeting with 15 different disciplines was held to discuss how to make the symposium a collaborative approach instead of it focusing only on education entities. Received positive feedback on how education and other agencies can work together. • The “Call for Proposals” is in draft and will be sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS, and parent agencies.
L. Co-sponsor conference with Homeland Security to promote practical information on crisis planning and the newly adopted federal National Incident Management System (NIMS).	I	<ul style="list-style-type: none"> • Publicized the School/Student Threat Assessment Conference, November 9-10 at the Radisson Plaza Hotel in Lexington.
M. In partnership with KESPA (Kentucky Educational Support Professionals Association) and KSBA, develop a model of training for classified staff	I	<ul style="list-style-type: none"> • Received anecdotal information from classified staff on what type of training needs they have. Will meet with KESPA to develop a formal survey for all classified staff.
N. In collaboration with KYCID (Kentucky Center for Instructional Discipline) provide intensive training and support regarding instructional discipline practices	I	<ul style="list-style-type: none"> • KYCID provided two workshops at the Safe Schools Conference • KYCID is providing regional trainings on school-wide discipline in November.
O. Co-sponsor safety related presentations at the Choices and Changes Conference in collaboration with KYCID	D	<ul style="list-style-type: none"> • Due to unforeseen circumstances, the Choice and Changes Conference will not be held for this fiscal year.
Goal/Activity	Status*	Notation
V. To administer the awarded Office of Drug Control Policy prevention grant for Eastern Kentucky Schools		
A. Conduct meetings with ODCP staff on the progress of the grant	I	<ul style="list-style-type: none"> • Received \$450,000 grant for Eastern KY drug prevention programs in eligible schools. • Notified all eligible school districts.
B. Assist in the hiring of drug prevention specialists for awarded elementary schools	I	<ul style="list-style-type: none"> • Seven consultants were hired to provide “Too Good for Drugs” Curriculum.
C. Coordinate trainings for drug prevention specialists and awarded elementary schools	I	<ul style="list-style-type: none"> • Training is scheduled for November 17-18, 2005 at Buckhorn State Park.
VI. To provide services for the KCSS Safe School Assessment Program		
A. Coordinate technical assistance requests from schools that are implementing recommendations as a result of a safe school assessment	I	<ul style="list-style-type: none"> • Received two (2) requests for technical assistance as a result of safe school assessments. <ol style="list-style-type: none"> 1. Montgomery County-Mapleton Elementary-Bullying-65 Participants 2. Montgomery County-McNabb Middle –CHAMPS-80 Participants

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JUSTICE AND LAW ENFORCEMENT TRAINING		
I. Goal: Promote effective partnerships between law enforcement agencies and schools including the School Resource Officer (SRO) program in Kentucky		
A. Write or post a minimum of two articles of interest on the Center's web site	N	
B. Sponsor an annual SRO Conference	I	<ul style="list-style-type: none"> • Held planning meeting on 8/3/05.
C. Provide technical assistance to law enforcement agencies and schools concerning SRO programs	I	<ul style="list-style-type: none"> • Responded to six requests for SRO program information.
D. Perform staff activities for the Kentucky Association of School Resource Officers and attend KYASRO Board Meetings	I	<ul style="list-style-type: none"> • Prepared for and attended Board meeting on 9/14/05.
E. Coordinate workshops or make presentations concerning the SRO program at least twice a year	I	<ul style="list-style-type: none"> • Coordinated SRO workshop on 9/19/05.
II. Goal: Perform research activities on the SRO program in Jefferson County		
A. Conduct interviews and participate in other data collection activities for the evaluation of the Jefferson County SRO program and assist in the publication of the final study	I	<ul style="list-style-type: none"> • The data analysis were completed and report is being finalized to be presented to JCPS in the first quarter of 2006.
POST-SECONDARY EDUCATION		
I. Goal: Maintain an active Post-Secondary Task Force		
A. Update and renew commitments of task force members	I	<ul style="list-style-type: none"> • Updated /Renewed commitment at all institutions.
B. Engage Task Force members in Center's activities (i.e. attending training sessions, coordinating training sessions, identifying resources, encouraging curriculum changes in higher education)	I	<ul style="list-style-type: none"> • Sent task force members the following information: KCSS Calendar of Events, Meth-Death CD, Solutions to Community Alcohol Problems, KCSS new website information, Higher Education Seminar, Homeland Security Seminar, and QPR training information.
Goal/Activity	Status*	Notation
II. Goal: To conduct training sessions on current safety topics/issues in KY school systems and universities to better prepare pre-service teachers, practicing teachers and school administrators		
A. Research current training materials and safety initiatives by networking with state, national, and international school safety clinicians and share information that would be beneficial to higher education institutions through task force members	I	<ul style="list-style-type: none"> • Attended a CHAMPs training at Murray State University where this program will be embedded into all required education courses so that all teacher education majors will be receiving CHAMPs units in their curriculum. This will impact all teacher education students on campus and instruct them on classroom management. • Attended Change of Heart training in Lexington to be able to better evaluate the program.

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B. Conduct trainings for KY school systems servicing practicing teachers and administrators	I	<ul style="list-style-type: none"> • Worked with Graves County on Emergency and Crisis Plan Discretionary Grant • Made teachers aware of KCSS resources at the KY Vocational Educational Conference • Presented at Heath Middle School in West Paducah on School Climate and Culture (6 hrs) to teachers and administrators • Spoke with to Heath Elementary teachers about KCSS • Presented to regional teachers and administrators on “Working with Students with Challenging Behaviors” at KY Dam. • Sent “hurricane help” information to local school system (Calloway County) after Hurricane Katrina
C. Post Secondary Trainings for pre-service teachers, practicing teachers and administrators	I	<ul style="list-style-type: none"> • Conducted a seminar on Communicating with Angry Parents for Owensboro teachers and administrators. • Conducted a presentation at the Student Teaching Seminar at Murray State University on Classroom Management, Environment and Climate. • Conducted an I-Safe training for the South Central Counseling Association in Bowling Green and another at Murray State University’s College for the College of Education faculty and staff. • Working with Bellermino University’s Pre-principal program to set November and February training dates.
Goal/Activity	Status*	Notation
III. Goal: To facilitate efforts to identify, develop, improve and implement school safety coursework and protocols in all KY post-secondary institutions		
A. Continue to inform Deans of the Colleges of Education or Directors of Education on school safety curriculum and encourage participation in the post-secondary standards established by the Kentucky Center for School Safety and the EPSB	I	<ul style="list-style-type: none"> • Sent e-Newsletter in July to all task force members and students from the endorsement courses. The newsletter covered: endorsement courses, safe schools conference, Emergency Response & Crisis Management Grant announcement, FEMA independent study program, Dual Credit Program, Joint Committee on Education address, and Safe Schools Week information. • Met with Post Secondary Task Force member at Western Kentucky University on post secondary issues and distributed training materials • Met with two Post Secondary Task Force members at the

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		<p>University of KY on post secondary issues and distributed course materials and supplements for classroom management courses.</p> <ul style="list-style-type: none"> • Held a Post Secondary Task Force meeting on Sept. 20, 2005 at the Safe Schools, Successful Students conference in Louisville. A report was given from one of the first Murray State students to receive the KY School Safety Educator Endorsement and from students implementing safety plans developed in the endorsement courses at Murray State. Free trainings that are offered by KCSS were discussed and training materials were distributed. Representatives from Lindsey Wilson College, Eastern KY University, Campbellsville University, Morehead State • University, Bellermine University, University of KY, Murray State University and Education Professional Standards Board were present along with graduate students from Christian and Muhlenberg Counties. Several KCSS personnel attended and Executive Director Jon Akers presented information on safe school assessments.
Goal/Activity	Status*	Notation
B. Disseminate information and assist with development of the KY School Safety Educator Endorsement in KY institutions	I	<ul style="list-style-type: none"> • Distributed over 300 endorsement brochures. • Information on the endorsement was sent upon request to students. • Met and gave information on the endorsement to post secondary representatives from WKU and UK. • Distributed 150 Web-Based Crisis Management Guides • A CD of PowerPoint's on Legal Issues and School Safety written by Dr. Robert Lyons has been compiled and distributed to various school safety colleagues on request.
IV. Goal: Continue to work with CPE, KDE, EPSB, KATE, KACTE, and other education entities (state, national & international) on school safety issues		
A. Partner with CPE, KDE, EPSB, KATE, KACTE and other education entities on school safety issues.	I	<ul style="list-style-type: none"> • Submitted a proposal to the Hawaii International Conference on Education on the "Web-Based Emergency Crisis Guide". • Submitted a proposal to the Association for Science Teacher Education Mid-Atlantic Regional on the Safe School Endorsement. • Created a PowerPoint for the Joint Committee on Education meeting.

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		<ul style="list-style-type: none"> • Attended Safe School Assessment Training.
B. Develop and update school safety training materials for use at the post secondary level	I	<ul style="list-style-type: none"> • CHAMPs materials and a blueprint for embedding classroom management skills into Teacher Education courses are available for Task Force members or other colleges of teacher education.
Goal/Activity	Status*	Notation
CLEARINGHOUSE		
I. Goal: Maintain a public, user-friendly website with safe schools resources and information		
A. Update website to maintain dynamic functionality	I	<ul style="list-style-type: none"> • Changed Center Column Article & Mini Poll. • Added new Costs of Dropping Out presentation to page. • Added updated Costs of Dropping Out paper. • Added new issues brief papers (2 pdf files). • Corrected link to Costs of Dropping Out paper/presentation. • Renamed link to Costs of Dropping Out paper/presentation. • Created Costs of Dropping Out link. • Renamed link to Costs of Dropping Out. • Changed Center Column Article & Mini poll. • Added link to SS Conf page to KSBA website where ppl can register online. • Updated details of QPR training session. • Changed Center Column Article & Mini Poll. • Updated error on index page. • Changed Center Column Article & Mini Poll.
B. Provide a database of resources searchable by framework and audience	I	<ul style="list-style-type: none"> • Added 28 total Resources to Library (Total Resources 2139). • Added 60 total Events to Prevention/Training Calendar.
C. Coordinate the development of instructional web-based resources	I	<ul style="list-style-type: none"> • Updated Resource Library. • Updated Articles on the home page weekly. • Updated Prevention Calendar with Trainings available in the next 6 months.
D. Redesign and implement a website design that meets or exceeds current technology requirements	I	<ul style="list-style-type: none"> • Revamped website to W3C compliance.
II. Goal: Identify and disseminate school safety information		
A. Triage school safety questions to appropriate resources	I	<ul style="list-style-type: none"> • Ask KCSS in KY: 178 inquiries. • Ask KCSS outside KY: 122 inquiries.
B. Develop promotional and informative materials on areas of interest by partners and audiences.	I	<ul style="list-style-type: none"> • Created PT Cruiser wrap for PSN. • Promoted Mentoring Project and Country Boys.
C. Attend state/regional/national conferences which provide pertinent information for dissemination	I	<ul style="list-style-type: none"> • Attended 7 conferences. • Disseminated bullying brochures (elementary, middle & parent),

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		KCSS information, Conference information, and QPR brochure.
D. Publish Clearinghouse-related print and email alert notices as necessary	I	<ul style="list-style-type: none"> • 19 Elerts sent out. • NIE Insert and Flyer distributed to schools & at conferences.
E. Update the KCSS Display	I	<ul style="list-style-type: none"> • Added new SSW panel to display.
F. Present information on KCSS, successful practices, and safe schools issues at state, regional and national conferences	I	<ul style="list-style-type: none"> • Attended 7 Conferences.
G. Expand On-line Resource Library resources	I	<ul style="list-style-type: none"> • Added 28 total Resources to Library (Total Resources 2139).
Goal/Activity	Status*	Notation
H. Collaborate with LFUCG on gun safety education grant for media outreach	I	<ul style="list-style-type: none"> • Created PT Cruiser wrap for PSN. • Collaborated with Bluegrass Crimestoppers and PSN to promote the Change of Heart Training.
I. Coordinate 2005 Safe Schools Week	I	<ul style="list-style-type: none"> • Worked the booth at the conference. • Provided resources to KSBA for conference staffers.
III. Goal: Identify and disseminate information related to trends in best and promising practices		
A. Monitor literature and publications for current trends	I	<ul style="list-style-type: none"> • Monitored websites and entered new items in Resource Library.
B. Identify and assist in developing and providing trainings and workshops	I	<ul style="list-style-type: none"> • Promoting and facilitating Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc.
C. Facilitate a Task Force to create safe schools plan template	N	
D. Identify gaps in current research to develop materials addressing those areas.	I	<ul style="list-style-type: none"> • Developing mentoring program for the state of Kentucky.
IV. Goal: Provide support for KCSS partners		
A. Consult with partners as requested concerning current trends and best practice	N	
B. Provide partners with needs assessment suggestions gleaned from questions and conference participation.	N	
C. Create materials for dissemination concerning partner activities.	N	

**There were 96 meetings/visits/presentations made, involving 5,215 individuals and exhibitions at 9 conferences.
For further information on these meetings/visits/presentations, contact Cathy Martin at the Kentucky Center for School Safety.**

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Financial Report
(July 1 - Sept. 30, 2005)

Kentucky Center for School Safety Financial Report

Description	Approved Budget Amount	Expenditures Through Sept. 30, 2005	Balance Encumbered Funds	Total	Contract Funds Expended (%)	Balance Available
A. Personnel/Fringe	267,113	43,239	0	43,239	16%	223,874
B. Operating and Training Expenses	46,790	5,965	0	5,965	13%	40,825
C. Travel	24,500	2,275	0	2,275	9%	22,225
D. Sub-Contracts	629,755	8,960	620,795	629,755	100%	0
E. Indirect Costs	44,672	0	0	0	0%	44,672
Total Funds	1,012,830	60,439	620,795	681,234	67%	331,596

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Kentucky Center for School Safety

**Quarterly Report
October - December 2005**

**Submitted
April 2006**

**Kentucky Center for School Safety Work Plan FY 2006
Status Report for Period October - December 2005**

Goal/Activity	Status*	Notation
CENTER OPERATIONS		
I. Goal: Carry out the central operations of the Center		
A. Implement FY06 work plan and budget	✓	<ul style="list-style-type: none"> The FY06 work plan and budget were approved by the KCSS Board of Directors at the 6/29/05 Board meeting.
B. Establish MOA with KDE	✓	<ul style="list-style-type: none"> An MOA was established with KDE at the beginning of FY06.
C. Submit FY05 KCSS fiscal report	✓	<ul style="list-style-type: none"> The final Fiscal Report for FY05 was included in the April - June 2005 Quarterly Report.
D. Maintain toll-free school safety information line	I	<ul style="list-style-type: none"> The KCSS averaged 263 calls per month via the toll-free line during the quarter October-December 2005. The KCSS averaged 317 calls per month via the toll-free line during the quarter July – September 2005.
E. Conduct regular KCSS staff meetings	N	
F. Establish sub-contracts with Center partners	✓	<ul style="list-style-type: none"> Subcontracts between EKU, KSBA, MSU and UK have been executed.
G. Conduct KCSS staff evaluations including Executive Director	N	
H. Conduct annual evaluations of KCSS partners	N	
I. Pursue additional funding to supplement KCSS activities	I	<ul style="list-style-type: none"> Funding was received from the Kentucky Department of Education to fund 4 Alternative Education Consultants to monitor 40 alternative education programs in Kentucky in FY06. Funding was received from the Green River Regional Educational Cooperative (GRREC) to assist in updating Emergency Management Procedures. Additional funding was received from KDE to fund a Data Coordinator position to provide help with the Safe Schools Data Report and Persistently Dangerous School Update.
J. Coordinate the Safe School Assessment Program	I	<ul style="list-style-type: none"> Thirty-eight assessments were coordinated and completed during the quarter October – December 2005. There are 24 assessments scheduled for next quarter. Seven assessments were coordinated and completed during the quarter July – September 2005. There are 39 assessments scheduled for the next quarter.

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Goal/Activity	Status*	Notation
K. Provide In-Kind Services for the Safe School Assessment Program	I	<ul style="list-style-type: none"> • Thirty-seven educators/KCSS staff members participated in assessments during the quarter October - December 2005 as an in-kind service to the KCSS. • Seven educators/KCSS staff members participated in assessments during the quarter July – September 2005 as an in-kind service to the KCSS.
II. Goal: Produce summary reports of Center activities		
A. Submit quarterly reports to the Board of Directors	I	<ul style="list-style-type: none"> • The quarterly report for April – June 2005 was submitted to the KCSS Board of Directors at the 11/9/05 meeting. The quarterly report for July – September 2005 will be submitted to the KCSS Board of Directors at the 1/18/06 meeting. • The quarterly report for April – June 2005 will be submitted to the KCSS Board of Directors at the 11/9/05 meeting.
B. Submit to KCSS Board of Directors FY05 External Evaluation Report	N	
C. Develop and submit FY 2005 annual KCSS report to the Governor, Kentucky Board of Education, and General Assembly	I	<ul style="list-style-type: none"> • Work has continued on the KCSS Annual Report for FY05. A brief overview of the report was presented to the KCSS Board of Directors at the 11/9/05 meeting. The report will be finalized next quarter. • Work has begun on the KCSS Annual Report for FY05. The Annual Report will be submitted at the beginning of 2006.
III. Goal: Promote Interagency Collaboration		
A. Conduct semi-annual meetings of School Safety Advisory Council (SSAC)	I	<ul style="list-style-type: none"> • A School Safety Advisory Council (SSAC) meeting was held November 4, 2005 at the Embassy Suites in Lexington, KY. • A School Safety Advisory Council (SSAC) meeting is scheduled for November 4, 2005.
B. Provide school safety speakers upon request	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of presentations made by KCSS staff.
C. Conduct school safety related presentations, guest lectures and workshops at conferences, university lectures, collaborative meetings, etc.	I	<ul style="list-style-type: none"> • Presentations and collaborative meetings are listed in Section II of the quarterly report.
D. Continue participation in collaborative technical assistance initiatives with KECSAC, DJJ, DMH, and other various service organizations	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of collaborative meetings conducted in this quarter.

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ADMINISTRATION OF FUNDS TO LOCAL SCHOOL DISTRICTS		
I. Goal: To facilitate the dissemination of funds to local school districts		
A. Facilitate the distribution of FY06 funds based on an approved formula and established criteria	✓	<ul style="list-style-type: none"> School Safety funds will be distributed to all districts in FY06 based on the approved formula of a base amount of \$20,000 with the remaining funds distributed on a “per pupil” basis based on 2004-2005 average daily attendance. Districts received funding notification in June 2005.
B. Provide technical assistance to districts receiving school safety funds	I	<ul style="list-style-type: none"> There were three (3) requests for technical assistance in the second quarter.
C. Develop and disseminate FY06 KCSS District funding report	✓	<ul style="list-style-type: none"> A summary of the distribution of safe schools funds in FY06 is available at the KCSS website. The summary includes the final allocation per district. The FY06 funding report was sent to districts in June 2005.
D. Compile and disseminate profiles of KCSS funded programs including alternative education settings	✓	<ul style="list-style-type: none"> KCSS have compiled information based on district submission of FY06 Safe School Activity reports.
E. Conduct site visits to school districts through utilization of Alternative Education Consultants	N	
Goal/Activity	Status*	Notation
DATA ANALYSIS		
I. Goal: To provide analysis of school safety data		
A. Publish and disseminate 2004-2005 Kentucky Safe Schools Data Report(s)	✓	<ul style="list-style-type: none"> The 2004-2005 Kentucky Safe Schools Data Report was published in December 2005. KCSS has received data from all schools and is in process of data analysis.
B. Solicit consumer evaluation information on Kentucky school safety data reports (Superintendent Survey)	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.
C. Continue to provide input to KDE to improve school safety data collection process (including case by case data collection)	I	<ul style="list-style-type: none"> Discussions continued between KCSS and KDE in an effort to improve school safety data collection. Discussions continue between KCSS and KDE in an effort to improve school safety data collection.
D. Collect data from principals and superintendents participating in Safe School Assessments to determine their perceptions of its effectiveness	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.
E. Collect specific data from schools participating in the Community Service Work Project for analysis and produce the second year report by December 2005	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.

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Goal/Activity	Status*	Notation
SCHOOLS AND COMMUNITIES TRAINING AND TECHNICAL ASSISTANCE		
I. Goal: Identify priority needs for training and technical assistance for various education audiences		
A. Evaluate each KCSS sponsored training to assess effectiveness and to identify current trends and issues for future trainings	✓	<ul style="list-style-type: none"> To date, each training, technical assistance visit, and conference has been evaluated and future trainings will be developed upon those findings.
B. Evaluate the annual Safe Schools Conference to keep the conference on the cutting edge of issues that schools are addressing	✓	<ul style="list-style-type: none"> The evaluations for the Safe Schools Conference have been completed and sent to each presenter as well as KCSS and KSBA staff. The 700+ evaluations for the Safe Schools Conference are being compiled for analysis and will be utilized to determine the content of next year's conference. Results thus far, have been very positive.
C. Utilize Safe School Assessment data to develop the 05-06 training calendar	✓	<ul style="list-style-type: none"> Training needs were developed based upon findings of the 05-06 Safe School Assessment Data. The data revealed there is a need in school districts for more training on school-wide discipline, classified staff training, drug use and its impact on school policy, effective emergency and risk management planning, and bullying.
D. Collaborate with state agencies and organizations (i.e. KDE, DJJ, DMHMRS, FRYSC), local district administrators, and parents to obtain member training needs	I	<ul style="list-style-type: none"> Twenty-five (25) meetings have been attended with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences. Nineteen (19) meetings have been conducted with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences.
II. Goal: To sponsor research based and best practice safe schools training opportunities for administrators, teachers, students, parents, and other community representatives.		
A. Develop the 05-06 KCSS training calendar that will provide ten (10) regional trainings on school safety issues that are relevant and timely	✓	<ul style="list-style-type: none"> We exceeded our goal by offering 12 regional trainings on topics that were identified as needs based upon Goal I. The training calendar for the 05-06 offers regionally: Internet Safety, Bus Driver Communication, Creating a Consistent Response to Student Behavior, Kentucky's Drug Use and Its Impact on School Policy, and Effective Emergency and Risk Management Planning.
B. Disseminate training calendar to targeted audiences that include partnering agencies such as KDE, DJJ, DMHMRS, and CHFS	✓	<ul style="list-style-type: none"> 4,000 copies were mailed to <u>all</u> Superintendents, Board Members, School Administrators and partnering agencies. Each training was added to the website. A flyer of each training will be mailed to all Superintendents, Board Members, School Administrators and partnering agencies one month prior to each training.

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Goal/Activity	Status*	Notation
C. Conduct and evaluate each regional training	I	<ul style="list-style-type: none"> • The following trainings were held: <ol style="list-style-type: none"> 1. I-Safe - School Counselor Association - Bowling Green - December 2. There were 81 participants. 2. Bus Driver Communication - October 4 - Prestonsburg. Cancelled due to low attendance. 3. Bus Driver Communication - October 5 -Georgetown. There were 24 participants. 4. Bus Driver Communication - October 6 - Hopkinsville. There were 24 participants. 5. Walking the Talk - November 4 - Richmond. There were 42 participants. 6. Walking the Talk - November 11 - Bowling Green. There were 29 participants. 7. Walking the Talk - November 18 - Louisville. There were 59 participants.
D. Disseminate evaluation results to KCSS and partnering agencies in annual report	I	<ul style="list-style-type: none"> • A draft copy of the report has been submitted for final review. • In progress of compiling evaluation results to be published in annual report.
E. Fund and coordinate on-site technical assistance requests to Kentucky's elementary, middle, and high schools	I	<ul style="list-style-type: none"> • Received three (3) technical assistance requests from: <ol style="list-style-type: none"> 1. Simpson County – QPR training – 20 participants 2. Simpson County – Bullying – 20 participants 3. Murray State University – QPR training – 11 participants • Received five (5) technical assistance requests from: <ol style="list-style-type: none"> 1. Clinton County-CHAMPS- 32 participants 2. Bath County-School-wide Discipline-60 participants 3. Lee County-Bullying-32 participants 4. Kenton County-Bullying-81 participants 5. Bullitt County-QPR-30 participants
III. Goal: Improve the quality of Kentucky's alternative education programs		
A. Fund and coordinate on-site technical assistance requests (provided by the Center's Alternative Education Specialists and School Safety Associates) to Kentucky's alternative education programs	I	<ul style="list-style-type: none"> • At this time, no on-site technical assistance requests have been submitted from school districts.

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Goal/Activity	Status*	Notation
B. In collaboration with the Kentucky Educational Collaborative for State Agency Children, co-sponsor an annual conference on alternative education	✓	<ul style="list-style-type: none"> The three-day conference was held on July 19-21, 2005 at Eastern Kentucky University. The conference focused on strategies for working with and teaching at-risk students in alternative settings. Over 150 educators participated.
C. In collaboration with KDE, develop a strategic plan to address the barriers and progress for students in alternative education settings	✓	<ul style="list-style-type: none"> Collaborated with KDE to bring together a variety of educators for the purpose of starting a discussion of how best to ensure high standards in alternative education programs while recognizing the challenges these programs face.
IV. Collaborate with stakeholders to provide training opportunities that increase participant knowledge and skills related to specific aspects of school safety.		
A. Co-sponsor Annual Safe Schools Conference in partnership with the Kentucky School Boards Association and the Kentucky Department of Education	I	<ul style="list-style-type: none"> Evaluations have been compiled and distributed to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville. The 11th annual Safe Schools Conference was held September 19-20, 2005 at the Galt House East in Louisville. Over 700+ from across the state participated in this two-day event. Evaluations are being compiled for distribution to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville.
B. Co-sponsor Annual Behavior Institute in partnership with the Kentucky Department of Education and the Council on Children with Behavioral Disorders	✓	<ul style="list-style-type: none"> We have received and paid the invoice for this conference. The conference had over 1,500 participants. As of this quarter, we have not received an invoice for the conference.
C. Co-sponsor Annual Youth Conference in partnership with the Office of Family Resource/Youth Service Centers and Kentucky Conference for Community and Justice	I	<ul style="list-style-type: none"> The Youth Forum was held on December 1st at the Lexington Convention Center. Over 250 students and adults represented twenty different school districts. Evaluations were positive from both students and adults. Initial planning for the 2006 forum has begun. The Youth Forum is scheduled for December 1 at the Lexington Convention Center with a projection of 550 participants. The goal of the forum is to allow student participants to strive to tear down the barriers of effective communication in the school, build effective and healthy relationships with peers, work towards eliminating prejudicial attitudes, and develop plans of action for use in their school. The goal of the <i>People to People Youth Forum</i> is to promote awareness of these issues so

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D. Co-sponsor safety related presentations at the Mental Health Institute (sponsored by the Department of Mental Health/Mental Retardation)	✓	<ul style="list-style-type: none"> The Mental Health Institute was held on September 25-29 at the Galt House East. Over 900 educators and mental health treatment providers were in attendance.
E. Collaborate with organizations such as the PTA, school councils, and Parent Information Resource Centers to provide school safety related training to parents	I	<ul style="list-style-type: none"> Attended one (1) quarterly Board of Director meeting for Kentucky Partnership for Families and Children. Attended two (2) Board of Director meetings for Kentucky Partnership for Families and Children.
F. Collaborate with the Department of Juvenile Justice to provide safety related training for Prevention Councils	✓	<ul style="list-style-type: none"> Due to unforeseen circumstances, the training for the prevention councils was not established in August. However, the Prevention Councils are collaborating with KCSS in developing the Truancy/Drop out Symposium scheduled for July 10-11, 2006. Met with Laura McCauley to discuss possible trainings with the regional Prevention Councils that work directly with local school districts in August.
G. Co-sponsor safety related presentations at the statewide Migrant Education conference in collaboration with Kentucky Department of Education and Eastern Kentucky University	✓	<ul style="list-style-type: none"> The conference was held September 15-17, 2005 in Louisville, KY. One component of the conference provided participants information on personal safety issues involving staff visits to homes and how to identify substance abuse issues in the home that may bring about dangers to the children and possibly anyone from the school system who makes home visits.
H. Provide collaboration and financial support for school safety presentations that reflect the conceptual framework in training events sponsored by other organizations/agencies	I	<ul style="list-style-type: none"> KCSS and the South Central Counseling Association provided the QPR training to over 60 members. KCSS is collaborating with the South Central Counseling Association to provide regional trainings to their members. An I-Safety training was held September 2, 2005 in Bowling Green with 60 participants in attendance. A QPR training is scheduled for December 2, 2005.
I. In collaboration with the Kentucky School Boards Association, provide training on school safety related issues to school board members	I	<ul style="list-style-type: none"> In collaboration with the QPR Institute, initial planning has begun to offer online QPR training to school counselors. Internet Safety online training is also being explored at this time. Several meetings have been held to discuss opportunities for on-line learning and electronic emergency safety management plans.
J. Co-sponsor a conference for students and parents on substance abuse, mental health needs, medications, and transitional needs and services with the Kentucky Partnership for Families and Children	I	<ul style="list-style-type: none"> KCSS is currently involved in the planning of two parent trainings. The "IDEA 2004 and Supreme Court Ruling on Schaffer vs. West" training on February 10 at Marriott Griffin Gate in Lexington KY and the "Parent/Professional Conference" on February 10-12 hosted by the Parent Resource Office.

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K. Sponsor an annual Truancy/Dropout Symposium with the Department of Juvenile Justice, Association of Directors of Pupil Personnel, and Family Resource/Youth Service Centers and Office of the Administrative Courts to promote practices that reduce dropout and truancy rates	I	<ul style="list-style-type: none"> • The “Call for Proposals” was finalized and sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS and parent agencies. The deadline for submission is February 28, 2006. • The Symposium is scheduled for July 10-11 at the Embassy Suites in Lexington, KY. Attendance is expected to be around 300 Educators. • A meeting with 15 different disciplines was held to discuss how to make the symposium a collaborative approach instead of it focusing only on education entities. Received positive feedback on how education and other agencies can work together. • The “Call for Proposals” is in draft and will be sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS, and parent agencies.
L. Co-sponsor conference with Homeland Security to promote practical information on crisis planning and the newly adopted federal National Incident Management System (NIMS).	✓	<ul style="list-style-type: none"> • The School/Student Threat Assessment Conference provided resources and information to over 350 participants. • Publicized the School/Student Threat Assessment Conference, November 9-10 at the Radisson Plaza Hotel in Lexington.
M. In partnership with KESPA (Kentucky Educational Support Professionals Association) and KSBA, develop a model of training for classified staff	I	<ul style="list-style-type: none"> • Received anecdotal information from classified staff on what type of training needs they have. Will meet with KESPA to develop a formal survey for all classified staff.
N. In collaboration with KYCID (Kentucky Center for Instructional Discipline) provide intensive training and support regarding instructional discipline practices	I	<ul style="list-style-type: none"> • KYCID provided three (3) regional trainings on school-wide discipline in November. Evaluation summaries have been summarized and sent to the presenter and staff. • Currently working with KYCID to develop future initiatives that represent the common goals between the two agencies. • KYCID provided two workshops at the Safe Schools Conference • KYCID is providing regional trainings on school-wide discipline in November.
O. Co-sponsor safety related presentations at the Choices and Changes Conference in collaboration with KYCID	D	<ul style="list-style-type: none"> • Due to unforeseen circumstances, the Choice and Changes Conference will not be held for this fiscal year.

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V. To administer the awarded Office of Drug Control Policy prevention grant for Eastern Kentucky Schools		
A. Conduct meetings with ODCP staff on the progress of the grant	I	<ul style="list-style-type: none"> • 10 of the 18 school districts chose to participate in the grant. Over 2,300 students will receive the curriculum that has been aligned with KY Core Contents. • Conducted two (2) meetings with ODCP representatives to keep them abreast of the program activities. • Conducted two (2) meetings with R.E.A.C.H of Louisville to collaborate on the outcomes data component of the grant. • Scheduling is completed and the curriculum is being taught in 48 elementary schools. • Participated and spoke at the Governor’s ceremony for the “Too Good for Drugs” prevention program. • Received \$450,000 grant for Eastern KY drug prevention programs in eligible schools. • Notified all eligible school districts.
B. Assist in the hiring of drug prevention specialists for awarded elementary schools	✓	<ul style="list-style-type: none"> • Seven consultants were hired to provide “Too Good for Drugs” Curriculum.
C. Coordinate trainings for drug prevention specialists and awarded elementary schools	✓	<ul style="list-style-type: none"> • The curriculum training was held on November 17-18. All consultants and school district personnel have been trained and are ready to implement the program. • Training is scheduled for November 17-18, 2005 at Buckhorn State Park.
VI. To provide services for the KCSS Safe School Assessment Program		
A. Coordinate technical assistance requests from schools that are implementing recommendations as a result of a safe school assessment	I	<ul style="list-style-type: none"> • Received two (2) requests for technical assistance as a result of safe school assessments. <ul style="list-style-type: none"> 1. Montgomery County-Mapleton Elementary-Bullying-65 Participants 2. Montgomery County-McNabb Middle –CHAMPS-80 Participants
JUSTICE AND LAW ENFORCEMENT TRAINING		
I. Goal: Promote effective partnerships between law enforcement agencies and schools including the School Resource Officer (SRO) program in Kentucky		
A. Write or post a minimum of two articles of interest on the Center’s web site	N	

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B. Sponsor an annual SRO Conference	I	<ul style="list-style-type: none"> • Met with hotel staff on 10/5/05. • Held planning meetings on 10/19/05 and 12/10/05. • Held planning meeting on 8/3/05.
C. Provide technical assistance to law enforcement agencies and schools concerning SRO programs	I	<ul style="list-style-type: none"> • Responded to four requests for SRO program information. • Responded to six requests for SRO program information.
D. Perform staff activities for the Kentucky Association of School Resource Officers and attend KYASRO Board Meetings	I	<ul style="list-style-type: none"> • Prepared for and attended Board meeting on 12/7/05. • Prepared for and attended Board meeting on 9/14/05.
E. Coordinate workshops or make presentations concerning the SRO program at least twice a year	I	<ul style="list-style-type: none"> • Coordinated SRO workshop on 9/19/05.
II. Goal: Perform research activities on the SRO program in Jefferson County		
A. Conduct interviews and participate in other data collection activities for the evaluation of the Jefferson County SRO program and assist in the publication of the final study	I	<ul style="list-style-type: none"> • Completed introduction and submitted requested information to researcher. • The data analysis were completed and report is being finalized to be presented to JCPS in the first quarter of 2006.
POST-SECONDARY EDUCATION		
I. Goal: Maintain an active Post-Secondary Task Force		
A. Update and renew commitments of task force members	I	<ul style="list-style-type: none"> • Updated /Renewed commitment at all institutions.
B. Engage Task Force members in Center's activities (i.e. attending training sessions, coordinating training sessions, identifying resources, encouraging curriculum changes in higher education)	I	<ul style="list-style-type: none"> • E-Newsletter sent to all task force members. Topics included: endorsement courses, task force meeting, School Threat Assessment conference, CHAMPs at MSU, UK classroom management course, free trainings (I-Safe, QPR), feature article on Bill Pfohl and task force member from WKU. • Sent QPR training information and Pledge Against Violence information to all task force members. • Sent task force members information on QPR training and ways to use it in the classroom (student teacher seminars, required education classes, QPR certification). • Sent task force members the following information: KCSS Calendar of Events, Meth-Death CD, Solutions to Community Alcohol Problems, KCSS new website information, Higher Education Seminar, Homeland Security Seminar, and QPR training information.

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II. Goal: To conduct training sessions on current safety topics/issues in KY school systems and universities to better prepare pre-service teachers, practicing teachers and school administrators		
A. Research current training materials and safety initiatives by networking with state, national, and international school safety clinicians and share information that would be beneficial to higher education institutions through task force members	I	<ul style="list-style-type: none"> • Attended Mid-Atlantic Regional Conference for Science Teachers Annual Conference. Reviewed research on gender-based teaching styles for science in the undergraduate school system, evaluating graphics in science and math books that influence student learning. • Attended a CHAMPs training at Murray State University where this program will be embedded into all required education courses so that all teacher education majors will be receiving CHAMPs units in their curriculum. This will impact all teacher education students on campus and instruct them on classroom management. • Attended Change of Heart training in Lexington to be able to better evaluate the program.
B. Conduct trainings for KY school systems servicing practicing teachers and administrators	I	<ul style="list-style-type: none"> • Conducted training at Paducah Head Start on Pro-social Skills Training to over 45 administrators, teachers and staff • Conducted I-Safe training for the Calloway County School System. All five schools in the system were represented as well as the central office. A total of 22 teachers and administrators were trained. • Assisted Graves County School Systems in planning and writing an Emergency/Crisis Planning Discretionary Grant. • Through a Safe School Assessment, a need was discovered for bully training for students at Murray Middle School. As a follow-up, a visit was made to the school with recommendations. Steps to Respect, a bully prevention program, were loaned to them from the KCSS Murray office. • Networked with KCSS training staff to provide training for the Hickman County school system through a request of a MSU faculty member. • Assisted local school district with bomb threat protocol (Graves County). • Assisted local school system in helping to address the needs of children of Hurricane Katrina victims that were relocated to the Murray area. • Serving on Crisis Planning Committee in an advisory capacity

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		<p>for Ballard County School System.</p> <ul style="list-style-type: none"> • Assisted in submitting an implementation plan for I-Safe training at Christian County. They are conducting a training as a follow-up from a training offered last year at MSU. • Worked with Graves County on Emergency and Crisis Plan • Discretionary Grant • Made teachers aware of KCSS resources at the KY Vocational Educational Conference • Presented at Heath Middle School in West Paducah on School Climate and Culture (6 hrs) to teachers and administrators • Spoke with to Heath Elementary teachers about KCSS • Presented to regional teachers and administrators on “Working with Students with Challenging Behaviors” at KY Dam. • Sent “hurricane help” information to local school system (Calloway County) after Hurricane Katrina
<p>C. Post Secondary Trainings for pre-service teachers, practicing teachers and administrators</p>	<p>I</p>	<ul style="list-style-type: none"> • QRP training was held at Murray State for pre-service teachers. As a result of this training, the Dean of the College of Education agreed to fund the cost of certification for MSU’s PSTF member. This training will allow the PSTF member to train pre-service teachers at the university, as well as assist with trainings for local school districts. • Asked to speak to Retroact Club of Murray on Leadership & Community Service. Students from Bellarmine University were also present at the meeting. • Spoke to five graduate level superintendency courses on the endorsement and gave them an overview of KCSS for MSU. • Presented Crisis Management information to 40 pre-service teachers at UK. • Presented a six-hour session on Crisis Management to the pre-principal program at Bellarmine University. • Conducted a seminar on Communicating with Angry Parents for Owensboro teachers and administrators. • Conducted a presentation at the Student Teaching Seminar at Murray State University on Classroom Management, Environment and Climate. • Conducted an I-Safe training for the South Central Counseling Association in Bowling Green and another at Murray State University’s College for the College of Education faculty and staff. • Working with Bellerimine University’s Pre-principal program to set

Goal/Activity	Status*	Notation
III. Goal: To facilitate efforts to identify, develop, improve and implement school safety coursework and protocols in all KY post-secondary institutions		November and February training dates.
A. Continue to inform Deans of the Colleges of Education or Directors of Education on school safety curriculum and encourage participation in the post-secondary standards established by the Kentucky Center for School Safety and the EPSB	I	<ul style="list-style-type: none"> • Presented at the Mid-Atlantic Regional Conference for Science Teachers on the KY School Safety Educator Endorsement. Networked with post secondary faculty members from the following states: Ohio, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, and Botswana (Africa). • Sent Crisis Manual CD's, power point presentations, endorsement brochures, & MSU course syllabi to Kentucky Christian College upon request. • Sent e-Newsletter in July to all task force members and students from the endorsement courses. The newsletter covered: endorsement courses, safe schools conference, Emergency Response & Crisis Management Grant announcement, FEMA independent study program, Dual Credit Program, Joint Committee on Education address, and Safe Schools Week information. • Met with Post Secondary Task Force member at Western Kentucky University on post secondary issues and distributed training materials • Met with two Post Secondary Task Force members at the University of KY on post secondary issues and distributed course materials and supplements for classroom management courses. • Held a Post Secondary Task Force meeting on Sept. 20, 2005 at the Safe Schools, Successful Students conference in Louisville. A report was given from one of the first Murray State students to receive the KY School Safety Educator Endorsement and from students implementing safety plans developed in the endorsement courses at Murray State. Free trainings that are offered by KCSS were discussed and training materials were distributed. Representatives from Lindsey Wilson College, Eastern KY University, Campbellsville University, Morehead State • University, Bellermine University, University of KY, Murray State University and Education Professional Standards Board were present along with graduate students from Christian and Muhlenberg Counties. Several KCSS personnel attended and Executive Director

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Goal/Activity	Status*	Notation
<p>B. Disseminate information and assist with development of the KY School Safety Educator Endorsement in KY institutions</p>	<p>I</p>	<p>Jon Akers presented information on safe school assessments.</p> <ul style="list-style-type: none"> • Distributed approximately 400 endorsement brochures. • Distributed over 100 web-based Crisis Management Guide CDs. • Actively marketed the endorsement program at MSU by talking to graduate and undergraduate students and disseminating brochures to local school systems and to faculty members in the College of Education at MSU and MSU extended campuses. • Supplied resource books for an endorsement course (ADM 677) through funding from MSU’s College of Education. • Distributed over 300 endorsement brochures. • Information on the endorsement was sent upon request to students. • Met and gave information on the endorsement to post secondary representatives from WKU and UK. • Distributed 150 Web-Based Crisis Management Guides • A CD of PowerPoint’s on Legal Issues and School Safety written by Dr. Robert Lyons has been compiled and distributed to various school safety colleagues on request.
<p>IV. Goal: Continue to work with CPE, KDE, EPSB, KATE, KACTE, and other education entities (state, national & international) on school safety issues</p>		
<p>A. Partner with CPE, KDE, EPSB, KATE, KACTE and other education entities on school safety issues.</p>	<p>I</p>	<ul style="list-style-type: none"> • Developed a power point program for KCSS to use in presentations, “Why Focus on School Safety”. • Designed a School Safety Assessment Brochure for KCSS use. • Designed cover for KCSS annual report. • Sent 55 web-based versions of the Crisis Manual CDs to the Office of Career & Technical Education for distribution at KDE. • Added KDE, KASS, KASA to distribution list for Post Secondary E-newsletter. • Worked with Graves County School System on Emergency/ Crisis Planning Discretionary Grant. • I-Safe information provided at the West Kentucky Technology Conference. • Submitted a proposal to the Hawaii International Conference on Education on the “Web-Based Emergency Crisis Guide”. • Submitted a proposal to the Association for Science Teacher Education Mid-Atlantic Regional on the Safe School Endorsement. • Created a PowerPoint for the Joint Committee on Education meeting.

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		<ul style="list-style-type: none"> • Attended Safe School Assessment Training.
B. Develop and update school safety training materials for use at the post secondary level	I	<ul style="list-style-type: none"> • Developed appropriate media on Internet safety to be used on in-house video systems in local schools. • CHAMPs materials and a blueprint for embedding classroom management skills into Teacher Education courses are available for Task Force members or other colleges of teacher education.
Goal/Activity	Status*	Notation
CLEARINGHOUSE		
I. Goal: Maintain a public, user-friendly website with safe schools resources and information		
A. Update website to maintain dynamic functionality	I	<ul style="list-style-type: none"> • Updated Emergency Management Guide page and divided it into sections. • Updated Clearinghouse Index page on a regular basis. • Updated On-Demand trainings to include QPR and I-Safe training opportunities. • Added the Training and Assistance application to the On-Demand training pages. • Added Truancy/Drop Out symposium to the Technical and Training Assistance page. • Added 2004-2005 Safe Schools Data Project to the Data Reports page and the Homepage. • Changed Center Column Article & Mini Poll. • Added new Costs of Dropping Out presentation to page. • Added updated Costs of Dropping Out paper. • Added new issues brief papers (2 pdf files). • Corrected link to Costs of Dropping Out paper/presentation. • Renamed link to Costs of Dropping Out paper/presentation. • Created Costs of Dropping Out link. • Renamed link to Costs of Dropping Out. • Changed Center Column Article & Mini poll. • Added link to SS Conf page to KSBA website where ppl can register online. • Updated details of QPR training session. • Changed Center Column Article & Mini Poll. • Updated error on index page. • Changed Center Column Article & Mini Poll.
B. Provide a database of resources searchable by framework and audience	I	<ul style="list-style-type: none"> • Added 13 total Resources to Library (Total Resources 2152). • Added 17 total Events to Prevention/Training Calendar (Total

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		<ul style="list-style-type: none"> • Events 77). • Added 28 total Resources to Library (Total Resources 2139). • Added 60 total Events to Prevention/Training Calendar.
C. Coordinate the development of instructional web-based resources	I	<ul style="list-style-type: none"> • Updated Resource Library. • Updated Articles on the home page weekly. • Updated Prevention Calendar with Trainings available in the next 6 months.
D. Redesign and implement a website design that meets or exceeds current technology requirements	✓	<ul style="list-style-type: none"> • Revamped website to W3C compliance.
II. Goal: Identify and disseminate school safety information		
A. Triage school safety questions to appropriate resources	I	<ul style="list-style-type: none"> • Ask KCSS in KY: 187 inquiries. • Ask KCSS outside KY: 69 inquiries. • Ask KCSS in KY: 178 inquiries. • Ask KCSS outside KY: 122 inquiries.
B. Develop promotional and informative materials on areas of interest by partners and audiences.	I	<ul style="list-style-type: none"> • Promoted Mentoring Project. • Promoted Country Boys and attended premier in Prestonsburg, Kentucky. • Created PT Cruiser wrap for PSN. • Promoted Mentoring Project and Country Boys.
C. Attend state/regional/national conferences which provide pertinent information for dissemination	I	<ul style="list-style-type: none"> • Attended 2 conferences. • Attended 7 conferences. • Disseminated bullying brochures (elementary, middle & parent), KCSS information, Conference information, and QPR brochure.
D. Publish Clearinghouse-related print and email alert notices as necessary	I	<ul style="list-style-type: none"> • 23 Elerts sent out. • 19 Elerts sent out. • NIE Insert and Flyer distributed to schools & at conferences.
E. Update the KCSS Display	I	<ul style="list-style-type: none"> • Added new SSW panel to display.
F. Present information on KCSS, successful practices, and safe schools issues at state, regional and national conferences	I	<ul style="list-style-type: none"> • Attended 2 Conferences. • Attended 7 Conferences.
G. Expand On-line Resource Library resources	I	<ul style="list-style-type: none"> • Added 13 total Resources to Library (Total Resources 2152). • Added 28 total Resources to Library (Total Resources 2139).
Goal/Activity	Status*	Notation
H. Collaborate with LFUCG on gun safety education grant for media outreach	I	<ul style="list-style-type: none"> • Change of Heart Training at Bryan Station High School and Tates Creek Middle School. • Presented Change of Heart training at 2 conferences. • Networked with KET, KCN and with Country Boys contact person on premier of Country Boys in Prestonsburg. • Set up Change of Heart training at Dunbar High School and

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		<p>Danville Independent.</p> <ul style="list-style-type: none"> • Created PT Cruiser wrap for PSN. • Collaborated with Bluegrass Crimestoppers and PSN to promote the Change of Heart Training.
I. Coordinate 2005 Safe Schools Week	✓	<ul style="list-style-type: none"> • Statewide public service announcements concerning Safe Schools Week were made. • An insert was placed in the <i>Lexington Herald Leader</i> concerning Safe Schools Week. • An online pledge against school violence was taken by 54 school districts. • Competition winners were recognized at the Safe Schools Conference. • Worked the booth at the conference. • Provided resources to KSBA for conference staffers.
III. Goal: Identify and disseminate information related to trends in best and promising practices		
A. Monitor literature and publications for current trends	I	<ul style="list-style-type: none"> • Monitored websites and entered new items in Resource Library.
B. Identify and assist in developing and providing trainings and workshops	I	<ul style="list-style-type: none"> • Promoting and facilitating Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc.
C. Facilitate a Task Force to create safe schools plan template	N	
D. Identify gaps in current research to develop materials addressing those areas.	I	<ul style="list-style-type: none"> • Worked with partnership development for statewide mentoring program. • Developing mentoring program for the state of Kentucky.
IV. Goal: Provide support for KCSS partners		
A. Consult with partners as requested concerning current trends and best practice	N	
B. Provide partners with needs assessment suggestions gleaned from questions and conference participation.	I	<ul style="list-style-type: none"> • Facilitated COH & QPR trainings with Tamara Tatum. • Disseminated EMG CD produced by MSU to all state enforcement facilities.
C. Create materials for dissemination concerning partner activities.	N	

**There were 133 meetings/visits/presentations made, involving 7,191 individuals and exhibitions at 2 conferences.
For further information on these meetings/visits/presentations, contact Cathy Martin at the Kentucky Center for School Safety.**

Kentucky Center for School Safety Financial Report

Description	Approved Budget Amount	Expenditures Through Dec. 31, 2005	Balance Encumbered Funds	Total	Contract Funds Expended (%)	Balance Available
A. Personnel/Fringe	282,113	144,845	0	144,845	51%	137,268
B. Operating and Training Expenses	47,790	22,614	0	22,614	47%	25,176
C. Travel	24,500	10,850	0	10,850	44%	13,650
D. Sub-Contracts	661,755	262,386	399,369	661,755	100%	0
E. Indirect Costs	48,512	26,196	0	26,196	54%	22,316
Total Funds	1,064,670	466,891	399,369	866,260	81%	198,410

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Kentucky Center for School Safety

**Quarterly Report
January - March 2006**

**Submitted
June 2006**

**Kentucky Center for School Safety Work Plan FY 2006
Status Report for Period January - March 2006**

Goal/Activity	Status*	Notation
CENTER OPERATIONS		
I. Goal: Carry out the central operations of the Center		
A. Implement FY06 work plan and budget	✓	<ul style="list-style-type: none"> The FY06 work plan and budget were approved by the KCSS Board of Directors at the 6/29/05 Board meeting.
B. Establish MOA with KDE	✓	<ul style="list-style-type: none"> An MOA was established with KDE at the beginning of FY06.
C. Submit FY05 KCSS fiscal report	✓	<ul style="list-style-type: none"> The final Fiscal Report for FY05 was included in the April - June 2005 Quarterly Report.
D. Maintain toll-free school safety information line	I	<ul style="list-style-type: none"> The KCSS averaged 252 calls per month via the toll-free line during the quarter January – March 2006. The KCSS averaged 263 calls per month via the toll-free line during the quarter October-December 2005. The KCSS averaged 317 calls per month via the toll-free line during the quarter July – September 2005.
E. Conduct regular KCSS staff meetings	N	
F. Establish sub-contracts with Center partners	✓	<ul style="list-style-type: none"> Subcontracts between EKU, KSBA, MSU and UK have been executed.
G. Conduct KCSS staff evaluations including Executive Director	N	<ul style="list-style-type: none"> Staff evaluations will be conducted at the end of the fiscal year.
H. Conduct annual evaluations of KCSS partners	N	
I. Pursue additional funding to supplement KCSS activities	I	<ul style="list-style-type: none"> Funding was received from the Kentucky Transportation Cabinet to provide a consultant to prepare 15 lesson plans/curriculum for the Safe Routes to School Project, which is intended to make it safer for children to walk or bicycle to school. Funding was received from the Kentucky Department of Education to fund 4 Alternative Education Consultants to monitor 40 alternative education programs in Kentucky in FY06. Funding was received from the Green River Regional Educational Cooperative (GRREC) to assist in updating Emergency Management Procedures. Additional funding was received from KDE to fund a Data Coordinator position to provide help with the Safe Schools Data Report and Persistently Dangerous School Update.
J. Coordinate the Safe School Assessment Program	I	<ul style="list-style-type: none"> Twenty-four assessments were coordinated and completed during the quarter January – March 2006. There are three

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		<p>assessments scheduled for next quarter.</p> <ul style="list-style-type: none"> • Thirty-eight assessments were coordinated and completed during the quarter October – December 2005. There are 24 assessments scheduled for next quarter. • Seven assessments were coordinated and completed during the quarter July – September 2005. There are 39 assessments scheduled for the next quarter.
Goal/Activity	Status*	Notation
K. Provide In-Kind Services for the Safe School Assessment Program	I	<ul style="list-style-type: none"> • Twenty-two educators/KCSS staff members participated in assessments during the quarter January – March 2006 as an in-kind service to the KCSS. • Thirty-seven educators/KCSS staff members participated in assessments during the quarter October - December 2005 as an in-kind service to the KCSS. • Seven educators/KCSS staff members participated in assessments during the quarter July – September 2005 as an in-kind service to the KCSS.
II. Goal: Produce summary reports of Center activities		
A. Submit quarterly reports to the Board of Directors	I	<ul style="list-style-type: none"> • The quarterly report for July – September 2005 was submitted to the KCSS Board of Directors at the 1/18/06 meeting. The quarterly report for October – December 2005 will be submitted to the KCSS Board of Directors at the 4/19/06 meeting. • The quarterly report for April – June 2005 was submitted to the KCSS Board of Directors at the 11/9/05 meeting. The quarterly report for July – September 2005 will be submitted to the KCSS Board of Directors at the 1/18/06 meeting. • The quarterly report for April – June 2005 will be submitted to the KCSS Board of Directors at the 11/9/05 meeting.
B. Submit to KCSS Board of Directors FY05 External Evaluation Report	N	
C. Develop and submit FY 2005 annual KCSS report to the Governor, Kentucky Board of Education, and General Assembly	✓	<ul style="list-style-type: none"> • The KCSS FY05 Annual Report was completed in the quarter January – March 2006 and copies were mailed to the Board of Directors in March. • Work has continued on the KCSS Annual Report for FY05. A brief overview of the report was presented to the KCSS Board of Directors at the 11/9/05 meeting. The report will be finalized next quarter. • Work has begun on the KCSS Annual Report for FY05. The Annual Report will be submitted at the beginning of 2006.

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Goal/Activity	Status*	Notation
III. Goal: Promote Interagency Collaboration		
A. Conduct semi-annual meetings of School Safety Advisory Council (SSAC)	I	<ul style="list-style-type: none"> • A School Safety Advisory Council (SSAC) meeting is scheduled for April 20, 2006. • A School Safety Advisory Council (SSAC) meeting was held November 4, 2005 at the Embassy Suites in Lexington, KY. • A School Safety Advisory Council (SSAC) meeting is scheduled for November 4, 2005.
B. Provide school safety speakers upon request	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of presentations made by KCSS staff.
C. Conduct school safety related presentations, guest lectures and workshops at conferences, university lectures, collaborative meetings, etc.	I	<ul style="list-style-type: none"> • Presentations and collaborative meetings are listed in Section II of the quarterly report.
D. Continue participation in collaborative technical assistance initiatives with KECSAC, DJJ, DMH, and other various service organizations	I	<ul style="list-style-type: none"> • Section II of the quarterly report provides a detailed summary of collaborative meetings conducted in this quarter.
ADMINISTRATION OF FUNDS TO LOCAL SCHOOL DISTRICTS		
I. Goal: To facilitate the dissemination of funds to local school districts		
A. Facilitate the distribution of FY06 funds based on an approved formula and established criteria	✓	<ul style="list-style-type: none"> • School Safety funds will be distributed to all districts in FY06 based on the approved formula of a base amount of \$20,000 with the remaining funds distributed on a “per pupil” basis based on 2004-2005 average daily attendance. Districts received funding notification in June 2005.
B. Provide technical assistance to districts receiving school safety funds	I	<ul style="list-style-type: none"> • There were seven (7) requests for technical assistance in the third quarter. • There were three (3) requests for technical assistance in the second quarter.
C. Develop and disseminate FY06 KCSS District funding report	✓	<ul style="list-style-type: none"> • A summary of the distribution of safe schools funds in FY06 is available at the KCSS website. The summary includes the final allocation per district. The FY06 funding report was sent to districts in June 2005.
D. Compile and disseminate profiles of KCSS funded programs including alternative education settings	✓	<ul style="list-style-type: none"> • KCSS have compiled information based on district submission of FY06 Safe School Activity reports.
E. Conduct site visits to school districts through utilization of Alternative Education Consultants	I	<ul style="list-style-type: none"> • The Alternative Education Consultants conducted 33 site visits in the January - March 2006 quarter. The remaining site visits will be conducted in the last quarter.

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DATA ANALYSIS		
I. Goal: To provide analysis of school safety data		
A. Publish and disseminate 2004-2005 Kentucky Safe Schools Data Report(s)	✓	<ul style="list-style-type: none"> The 2004-2005 Kentucky Safe Schools Data Report was published in December 2005. KCSS has received data from all schools and is in process of data analysis.
B. Solicit consumer evaluation information on Kentucky school safety data reports (Superintendent Survey)	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.
C. Continue to provide input to KDE to improve school safety data collection process (including case by case data collection)	I	<ul style="list-style-type: none"> Discussions continued between KCSS and KDE in an effort to improve school safety data collection. Discussions continued between KCSS and KDE in an effort to improve school safety data collection. Discussions continue between KCSS and KDE in an effort to improve school safety data collection.
D. Collect data from principals and superintendents participating in Safe School Assessments to determine their perceptions of its effectiveness	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.
E. Collect specific data from schools participating in the Community Service Work Project for analysis and produce the second year report by December 2005	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.
SCHOOLS AND COMMUNITIES TRAINING AND TECHNICAL ASSISTANCE		
I. Goal: Identify priority needs for training and technical assistance for various education audiences		
A. Evaluate each KCSS sponsored training to assess effectiveness and to identify current trends and issues for future trainings	✓	<ul style="list-style-type: none"> To date, each training, technical assistance visit, and conference has been evaluated and future trainings will be developed upon those findings. A summary of the evaluations will be made available upon request.
B. Evaluate the annual Safe Schools Conference to keep the conference on the cutting edge of issues that schools are addressing	✓	<ul style="list-style-type: none"> The Safe Schools conference evaluations are complete. The summary was disseminated to all conference stakeholders and to each conference presenter. Results will be utilized to direct next year's conference. The evaluations for the Safe Schools Conference have been completed and sent to each presenter as well as KCSS and KSBA staff. The 700+ evaluations for the Safe Schools Conference are being compiled for analysis and will be utilized to determine the content of next year's conference. Results thus far, have been very positive.

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Goal/Activity	Status*	Notation
C. Utilize Safe School Assessment data to develop the 05-06 training calendar	I	<ul style="list-style-type: none"> • The 06-07 training calendar is currently being developed. • Training needs were developed based upon findings of the 05-06 Safe School Assessment Data. The data revealed there is a need in school districts for more training on school-wide discipline, classified staff training, drug use and its impact on school policy, effective emergency and risk management planning, and bullying.
D. Collaborate with state agencies and organizations (i.e. KDE, DJJ, DMHMRS, FRYSC), local district administrators, and parents to obtain member training needs	I	<ul style="list-style-type: none"> • Was nominated to the Richmond Police/Citizens advisory board to enhance the relationship between the police and community. Attended three meetings as the scope, mission, and goals were developed. • Attended the Third International Conference on Positive Behavior Support on March 23-25. Discussed one of the keynote presenters, Rob Horner, for the Safe Schools Conference. • Twenty-five (25) meetings have been attended with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences. • Nineteen (19) meetings have been conducted with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences.
II. Goal: To sponsor research based and best practice safe schools training opportunities for administrators, teachers, students, parents, and other community representatives.		
A. Develop the 05-06 KCSS training calendar that will provide ten (10) regional trainings on school safety issues that are relevant and timely	I	<ul style="list-style-type: none"> • KCSS is in the initial planning to offer online QPR training to school counselors and school social workers. • We exceeded our goal by offering 12 regional trainings on topics that were identified as needs based upon Goal I. The training calendar for the 05-06 offers regionally: Internet Safety, Bus Driver Communication, Creating a Consistent Response to Student Behavior, Kentucky's Drug Use and Its Impact on School Policy, and Effective Emergency and Risk Management Planning.
B. Disseminate training calendar to targeted audiences that include partnering agencies such as KDE, DJJ, DMHMRS, and CHFS	✓	<ul style="list-style-type: none"> • 4,000 copies were mailed to <u>all</u> Superintendents, Board Members, School Administrators and partnering agencies. • Each training was added to the website. • A flyer of each training will be mailed to all Superintendents, Board Members, School Administrators and partnering agencies one month prior to each training.

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Goal/Activity	Status*	Notation
C. Conduct and evaluate each regional training	I	<ul style="list-style-type: none"> • The following trainings were held: <ol style="list-style-type: none"> 1. Kentucky’s Drug Use and Its Impact on School Policy – March 8 – Somerset. There were 59 participants. 2. Kentucky’s Drug Use and Its Impact on School Policy – March 10 – Owensboro. There were 55 participants. 3. I-Safety – March 21 - Lexington. There were 17 participants. 4. I-Safe - School Counselor Association - Bowling Green - December 2. There were 81 participants. 5. Bus Driver Communication - October 4 - Prestonsburg. Cancelled due to low attendance. 6. Bus Driver Communication - October 5 -Georgetown. There were 24 participants. 7. Bus Driver Communication - October 6 - Hopkinsville. There were 24 participants. 8. Walking the Talk - November 4 - Richmond. There were 42 participants. 9. Walking the Talk - November 11 - Bowling Green. There were 29 participants. 10. Walking the Talk - November 18 - Louisville. There were 59 participants.
D. Disseminate evaluation results to KCSS and partnering agencies in annual report	✓	<ul style="list-style-type: none"> • The annual report has been published and mailed to all stakeholders. • A draft copy of the report has been submitted for final review. • In progress of compiling evaluation results to be published in annual report.
E. Fund and coordinate on-site technical assistance requests to Kentucky’s elementary, middle, and high schools	I	<ul style="list-style-type: none"> • Received and coordinated seven (7) technical requests from: <ol style="list-style-type: none"> 1. Clark County – Self-Injurious Behavior – 20 participants 2. Crittenden County – Bullying – 50 participants 3. Danville Independent – Change of Heart – 25 participants 4. Danville Independent – Gang Awareness - 40 participants 5. Danville Independent – Community Coalition to Assist Youth Meeting – 19 participants 6. Letcher County – Risk Management Liabilities – 75 participants 7. Mercer County – Champs – Referred to local coop. • Provided information/resources for KCSS technical assistance service to: <ol style="list-style-type: none"> 1. Bardstown Ind. 2. Berea Ind.

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		<ul style="list-style-type: none"> 3. Carter County 4. Christian County 5. Elliott County 6. Hickman County 7. Owen County 8. Powell County 9. Scott County 10. Trigg County 11. Whitley County 12. Williamstown Ind. <ul style="list-style-type: none"> • Received three (3) technical assistance requests from: <ul style="list-style-type: none"> 1. Simpson County – QPR training – 20 participants 2. Simpson County – Bullying – 20 participants 3. Murray State University – QPR training – 11 participants • Received five (5) technical assistance requests from: <ul style="list-style-type: none"> 1. Clinton County-CHAMPS- 32 participants 2. Bath County-School-wide Discipline-60 participants 3. Lee County-Bullying-32 participants 4. Kenton County-Bullying-81 participants 5. Bullitt County-QPR-30 participants
III. Goal: Improve the quality of Kentucky’s alternative education programs		
A. Fund and coordinate on-site technical assistance requests (provided by the Center’s Alternative Education Specialists and School Safety Associates) to Kentucky’s alternative education programs	I	<ul style="list-style-type: none"> • One request has been received for assistance for an alternative education program. It is being scheduled for the next quarter. • At this time, no on-site technical assistance requests have been submitted from school districts.
B. In collaboration with the Kentucky Educational Collaborative for State Agency Children, co-sponsor an annual conference on alternative education	✓	<ul style="list-style-type: none"> • The three-day conference was held on July 19-21, 2005 at Eastern Kentucky University. The conference focused on strategies for working with and teaching at-risk students in alternative settings. Over 150 educators participated.
C. In collaboration with KDE, develop a strategic plan to address the barriers and progress for students in alternative education settings	✓	<ul style="list-style-type: none"> • Collaborated with KDE to bring together a variety of educators for the purpose of starting a discussion of how best to ensure high standards in alternative education programs while recognizing the challenges these programs face.

Goal/Activity	Status*	Notation
IV. Collaborate with stakeholders to provide training opportunities that increase participant knowledge and skills related to specific aspects of school safety.		
A. Co-sponsor Annual Safe Schools Conference in partnership with the Kentucky School Boards Association and the Kentucky Department of Education	✓	<ul style="list-style-type: none"> Evaluations have been compiled and distributed to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville. The 11th annual Safe Schools Conference was held September 19-20, 2005 at the Galt House East in Louisville. Over 700+ from across the state participated in this two-day event. Evaluations are being compiled for distribution to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville.
B. Co-sponsor Annual Behavior Institute in partnership with the Kentucky Department of Education and the Council on Children with Behavioral Disorders	✓	<ul style="list-style-type: none"> We have received and paid the invoice for this conference. The conference had over 1,500 participants. As of this quarter, we have not received an invoice for the conference.
C. Co-sponsor Annual Youth Conference in partnership with the Office of Family Resource/Youth Service Centers and Kentucky Conference for Community and Justice	✓	<ul style="list-style-type: none"> The Youth Forum was held on December 1st at the Lexington Convention Center. Over 250 students and adults represented twenty different school districts. Evaluations were positive from both students and adults. Initial planning for the 2006 forum has begun. The Youth Forum is scheduled for December 1 at the Lexington Convention Center with a projection of 550 participants. The goal of the forum is to allow student participants to strive to tear down the barriers of effective communication in the school, build effective and healthy relationships with peers, work towards eliminating prejudicial attitudes, and develop plans of action for use in their school. The goal of the <i>People to People Youth Forum</i> is to promote awareness of these issues so that the participants can return to their schools and communities and create more inclusive environments.
D. Co-sponsor safety related presentations at the Mental Health Institute (sponsored by the Department of Mental Health/Mental Retardation)	✓	<ul style="list-style-type: none"> The Mental Health Institute was held on September 25-29 at the Galt House East. Over 900 educators and mental health treatment providers were in attendance.
E. Collaborate with organizations such as the PTA, school councils, and Parent Information Resource Centers to provide school safety related training to parents	I	<ul style="list-style-type: none"> Attended one (1) quarterly Board of Director meeting for Kentucky Partnership for Families and Children. Sponsored an I-Safe training for the PTA East Oldham Middle School, Oldham County. There were 30 participants. Attended one (1) quarterly Board of Director meeting for Kentucky Partnership for Families and Children.

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Goal/Activity	Status*	Notation
F. Collaborate with the Department of Juvenile Justice to provide safety related training for Prevention Councils	I	<ul style="list-style-type: none"> • Attended two (2) Board of Director meetings for Kentucky Partnership for Families and Children. • Due to scheduling conflicts, the Prevention Council trainings did not occur. • Due to unforeseen circumstances, the training for the prevention councils was not established in August. However, the Prevention Councils are collaborating with KCSS in developing the Truancy/Drop out Symposium scheduled for July 10-11, 2006. • Met with Laura McCauley to discuss possible trainings with the regional Prevention Councils that work directly with local school districts in August.
G. Co-sponsor safety related presentations at the statewide Migrant Education conference in collaboration with Kentucky Department of Education and Eastern Kentucky University	✓	<ul style="list-style-type: none"> • The conference was held September 15-17, 2005 in Louisville, KY. One component of the conference provided participants information on personal safety issues involving staff visits to homes and how to identify substance abuse issues in the home that may bring about dangers to the children and possibly anyone from the school system who makes home visits.
H. Provide collaboration and financial support for school safety presentations that reflect the conceptual framework in training events sponsored by other organizations/agencies	I	<ul style="list-style-type: none"> • Co-sponsored The Kentucky School Counselor Association annual conference that focused on education/professional development for school counselors serving children K-12. Over 400 school counselors were in attendance. • Co-sponsored Region One, Learn & Serve Institute on March 10. Twenty-nine adults and 150 students attended this Change of Heart training. The Institute was attended by 9 districts that included Ballard, Calloway, Henderson, Hickman, Graves, Livingston, Lyon, Providence, Union and Trigg. • Co-sponsored KDE's technology Region 4 with I-Safe Training. There were 15 participants. • Assisted in the coordination of the Student Drug Testing Summit sponsored by the Office of Drug Control Policy. There were over 300 participants. • KCSS and the South Central Counseling Association provided the QPR training to over 60 members. • KCSS is collaborating with the South Central Counseling Association to provide regional trainings to their members. An I-Safety training was held September 2, 2005 in Bowling Green with 60 participants in attendance. A QPR training is scheduled for December 2, 2005.

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Goal/Activity	Status*	Notation
I. In collaboration with the Kentucky School Boards Association, provide training on school safety related issues to school board members	✓	<ul style="list-style-type: none"> Several meetings have been held to discuss opportunities for on-line learning and electronic emergency safety management plans.
J. Co-sponsor a conference for students and parents on substance abuse, mental health needs, medications, and transitional needs and services with the Kentucky Partnership for Families and Children	I	<ul style="list-style-type: none"> There were 35 participants in the “IDEA 2004 and Supreme Court Ruling” training. There were 250 participants in the Parent/Professional Conference. KCSS is currently involved in the planning of two parent trainings. The “IDEA 2004 and Supreme Court Ruling on Schaffer vs. Weast” training on February 10 at Marriott Griffin Gate in Lexington KY and the “Parent/Professional Conference” on February 10-12 hosted by the Parent Resource Office.
K. Sponsor an annual Truancy/Dropout Symposium with the Department of Juvenile Justice, Association of Directors of Pupil Personnel, and Family Resource/Youth Service Centers and Office of the Administrative Courts to promote practices that reduce dropout and truancy rates	I	<ul style="list-style-type: none"> The brochure and hotel arrangements are final and registration is open at this time. The “Call for Proposals” is finalized and has been sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS and parent agencies. The deadline for submission is February 28, 2006. The Symposium is scheduled for July 10-11 at the Embassy Suites in Lexington, KY. Attendance is expected to be around 300 Educators. A meeting with 15 different disciplines was held to discuss how to make the symposium a collaborative approach instead of it focusing only on education entities. Received positive feedback on how education and other agencies can work together. The “Call for Proposals” is in draft and will be sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS, and parent agencies.
L. Co-sponsor conference with Homeland Security to promote practical information on crisis planning and the newly adopted federal National Incident Management System (NIMS).	✓	<ul style="list-style-type: none"> The School/Student Threat Assessment Conference provided resources and information to over 350 participants. Publicized the School/Student Threat Assessment Conference, November 9-10 at the Radisson Plaza Hotel in Lexington.
M. In partnership with KESPA (Kentucky Educational Support Professionals Association) and KSBA, develop a model of training for classified staff	I	<ul style="list-style-type: none"> Received anecdotal information from classified staff on what type of training needs they have. Will meet with KESPA to develop a formal survey for all classified staff.
N. In collaboration with KYCID (Kentucky Center for Instructional Discipline) provide intensive training and support regarding instructional discipline practices	I	<ul style="list-style-type: none"> KYCID provided three (3) regional trainings on school-wide discipline in November. Evaluation summaries have been summarized and sent to the presenter and staff. Currently working with KYCID to develop future initiatives that represent the common goals between the two agencies. KYCID provided two workshops at the Safe Schools Conference. KYCID is providing regional trainings on school-wide discipline in

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		November.
O. Co-sponsor safety related presentations at the Choices and Changes Conference in collaboration with KYCID	D	<ul style="list-style-type: none"> Due to unforeseen circumstances, the Choice and Changes Conference will not be held for this fiscal year.
Goal/Activity	Status*	Notation
V. To administer the awarded Office of Drug Control Policy prevention grant for Eastern Kentucky Schools		
A. Conduct meetings with ODCP staff on the progress of the grant	I	<ul style="list-style-type: none"> Conducted three (3) meetings with Drug Prevention Consultants to maintain communication with the progress of the grant. The grant is currently taking applications for a “mini-grant” for FRYSC to expand their drug prevention component and to extend the impact of the “Too Good for Drugs” curriculum in their school. 10 of the 18 school districts chose to participate in the grant. Over 2,300 students will receive the curriculum that has been aligned with KY Core Contents. Conducted two (2) meetings with ODCP representatives to keep them abreast of the program activities. Conducted two (2) meetings with R.E.A.C.H of Louisville to collaborate on the outcomes data component of the grant. Scheduling is completed and the curriculum is being taught in 48 elementary schools. Participated and spoke at the Governor’s ceremony for the “Too Good for Drugs” prevention program. Received \$450,000 grant for Eastern KY drug prevention programs in eligible schools. Notified all eligible school districts.
B. Assist in the hiring of drug prevention specialists for awarded elementary schools	✓	<ul style="list-style-type: none"> Seven consultants were hired to provide “Too Good for Drugs” Curriculum.
C. Coordinate trainings for drug prevention specialists and awarded elementary schools	✓	<ul style="list-style-type: none"> The curriculum training was held on November 17-18. All consultants and school district personnel have been trained and are ready to implement the program. Training is scheduled for November 17-18, 2005 at Buckhorn State Park.

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VI. To provide services for the KCSS Safe School Assessment Program		
A. Coordinate technical assistance requests from schools that are implementing recommendations as a result of a safe school assessment	I	<ul style="list-style-type: none"> • No requests for technical assistance as a result of safe school assessments were received this quarter. • Received two (2) requests for technical assistance as a result of safe school assessments. <ol style="list-style-type: none"> 1. Montgomery County-Mapleton Elementary-Bullying-65 Participants 2. Montgomery County-McNabb Middle –CHAMPS-80 Participants
JUSTICE AND LAW ENFORCEMENT TRAINING		
I. Goal: Promote effective partnerships between law enforcement agencies and schools including the School Resource Officer (SRO) program in Kentucky		
A. Write or post a minimum of two articles of interest on the Center’s web site	N	
B. Sponsor an annual SRO Conference	I	<ul style="list-style-type: none"> • Held planning meeting on 2/10/06 and brochure completed. • Met with hotel staff on 10/5/05. • Held planning meetings on 10/19/05 and 12/10/05. • Held planning meeting on 8/3/05.
C. Provide technical assistance to law enforcement agencies and schools concerning SRO programs	I	<ul style="list-style-type: none"> • Responded to four requests for SRO program information. • Responded to six requests for SRO program information.
D. Perform staff activities for the Kentucky Association of School Resource Officers and attend KYASRO Board Meetings	I	<ul style="list-style-type: none"> • Prepared documents for KYASRO meeting held on 2/10/06. • Prepared for and attended Board meeting on 12/7/05. • Prepared for and attended Board meeting on 9/14/05.
E. Coordinate workshops or make presentations concerning the SRO program at least twice a year	I	<ul style="list-style-type: none"> • Coordinated SRO workshop on 9/19/05.
II. Goal: Perform research activities on the SRO program in Jefferson County		
A. Conduct interviews and participate in other data collection activities for the evaluation of the Jefferson County SRO program and assist in the publication of the final study	✓	<ul style="list-style-type: none"> • Results of the study were presented to the SRO Board. • Completed introduction and submitted requested information to researcher. • The data analysis was completed and report is being finalized to be presented to JCPS in the first quarter of 2006.

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Goal/Activity	Status*	Notation
POST-SECONDARY EDUCATION		
I. Goal: Maintain an active Post-Secondary Task Force		
A. Update and renew commitments of task force members	✓	<ul style="list-style-type: none"> • Updated /Renewed commitment at all institutions.
B. Engage Task Force members in Center’s activities (i.e. attending training sessions, coordinating training sessions, identifying resources, encouraging curriculum changes in higher education)	I	<ul style="list-style-type: none"> • Emails sent to all PSTF members on: U.S. Department of Education “Crisis Planning for School Training,” 2006 National Summit on School Violence, QPR Training, Safe School Conference proposals, School Crime & Safety Statistics, HOPE Foundation, Earthquake drill and Anti-Bullying Bill. • E-Newsletter sent to all task force members. Topics included: endorsement courses, task force meeting, School Threat Assessment conference, CHAMPs at MSU, UK classroom management course, free trainings (I-Safe, QPR), feature article on Bill Pfohl and task force member from WKU. • Sent QPR training information and Pledge Against Violence information to all task force members. • Sent task force members information on QPR training and ways to use it in the classroom (student teacher seminars, required education classes, QPR certification). • Sent task force members the following information: KCSS Calendar of Events, Meth-Death CD, Solutions to Community Alcohol Problems, KCSS new website information, Higher Education Seminar, Homeland Security Seminar, and QPR training information.
II. Goal: To conduct training sessions on current safety topics/issues in KY school systems and universities to better prepare pre-service teachers, practicing teachers and school administrators		
A. Research current training materials and safety initiatives by networking with state, national, and international school safety clinicians and share information that would be beneficial to higher education institutions through task force members	I	<ul style="list-style-type: none"> • Attended a CHAMPs meeting with speaker Randy Sprick. We are networking with the College of Education faculty at Murray State to help other universities in implementing a similar plan. • Reviewed websites from ADM 677 class. • Ordered <i>Be Cool</i> curriculum to review. • Ordered bully books for review: <i>The Bully, the Bullied and the Bystander; Odd Girl Speaks Out; Girl Wars: 12 Strategies That will End Female Bullying; Sugar and Spice and No Longer Nice; Queen Bees and Wannabes.</i> • Attended Mid-Atlantic Regional Conference for Science Teachers Annual Conference. Reviewed research on gender-based teaching styles for science in the undergraduate school system, evaluating

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		<ul style="list-style-type: none"> graphics in science and math books that influence student learning. • Attended a CHAMPs training at Murray State University where this program will be embedded into all required education courses so that all teacher education majors will be receiving CHAMPs units in their curriculum. This will impact all teacher education students on campus and instruct them on classroom management. • Attended Change of Heart training in Lexington to be able to better evaluate the program.
<p>B. Conduct trainings for KY school systems servicing practicing teachers and administrators</p>	<p>I</p>	<ul style="list-style-type: none"> • Half-day training was held at Trigg County for administrators and school personnel on revamping their Crisis Manual. • Attended meetings for Emergency/Crisis Planning Discretionary grant at Graves County High School. Began work on Mid-Term grant review. • Participated in the public forum for the Emergency Response and Crisis Management Planning grant in Graves County. Talked to a crowd of approximately forty people on school crisis information. Participants included school personnel, emergency responders, and community leaders. • Participated in I-Safe training for parents at Calloway County Middle School. • Bully presentation for Heath Elementary 1st grade students for <i>I Love to Read Week</i>. The presentation was based on <i>Cinderella and the “bullying” of the stepmother/sisters</i>. • Conducted training at Paducah Head Start on Pro-social Skills Training to over 45 administrators, teachers and staff • Conducted I-Safe training for the Calloway County School System. All five schools in the system were represented as well as the central office. A total of 22 teachers and administrators were trained. • Assisted Graves County School Systems in planning and writing an Emergency/Crisis Planning Discretionary Grant. • Through a Safe School Assessment, a need was discovered for bully training for students at Murray Middle School. As a follow-up, a visit was made to the school with recommendations. Steps to Respect, a bully prevention program, were loaned to them from the KCSS Murray office. • Networked with KCSS training staff to provide training for the Hickman County school system through a request of a MSU faculty member. • Assisted local school district with bomb threat protocol (Graves

		<p>County).</p> <ul style="list-style-type: none"> • Assisted local school system in helping to address the needs of children of Hurricane Katrina victims that were relocated to the Murray area. • Serving on Crisis Planning Committee in an advisory capacity for Ballard County School System. • Assisted in submitting an implementation plan for I-Safe training at Christian County. They are conducting a training as a follow-up from a training offered last year at MSU. • Worked with Graves County on Emergency and Crisis Plan • Discretionary Grant • Made teachers aware of KCSS resources at the KY Vocational Educational Conference • Presented at Heath Middle School in West Paducah on School Climate and Culture (6 hrs) to teachers and administrators • Spoke with to Heath Elementary teachers about KCSS • Presented to regional teachers and administrators on “Working with Students with Challenging Behaviors” at KY Dam. • Sent “hurricane help” information to local school system (Calloway County) after Hurricane Katrina
<p>C. Post Secondary Trainings for pre-service teachers, practicing teachers and administrators</p>	<p>I</p>	<ul style="list-style-type: none"> • Held a classroom management training session for students beginning their student teaching at Murray State University. Approximately 250 student teachers attended. • Held a weekend training for pre-principals at Bellermine University. Legal issues of school safety were discussed. • Spoke to a graduate administration class on the Crisis Manual and the School Safety Endorsement. • QRP training was held at Murray State for pre-service teachers. As a result of this training, the Dean of the College of Education agreed to fund the cost of certification for MSU’s PSTF member. This training will allow the PSTF member to train pre-service teachers at the university, as well as assist with trainings for local school districts. • Asked to speak to Retroact Club of Murray on Leadership & Community Service. Students from Bellarmine University were also present at the meeting. • Spoke to five graduate level superintendency courses on the endorsement and gave them an overview of KCSS for MSU. • Presented Crisis Management information to 40 pre-service teachers

		<p>at UK.</p> <ul style="list-style-type: none"> • Presented a six-hour session on Crisis Management to the pre-principal program at Bellarmine University. • Conducted a seminar on Communicating with Angry Parents for Owensboro teachers and administrators. • Conducted a presentation at the Student Teaching Seminar at Murray State University on Classroom Management, Environment and Climate. • Conducted an I-Safe training for the South Central Counseling Association in Bowling Green and another at Murray State University's College for the College of Education faculty and staff. • Working with Bellermine University's Pre-principal program to set November and February training dates.
Goal/Activity	Status*	Notation
III. Goal: To facilitate efforts to identify, develop, improve and implement school safety coursework and protocols in all KY post-secondary institutions		
A. Continue to inform Deans of the Colleges of Education or Directors of Education on school safety curriculum and encourage participation in the post-secondary standards established by the Kentucky Center for School Safety and the EPSB	I	<ul style="list-style-type: none"> • Four class meetings of ADM 677 met during this quarter. A few topics of discussion were: Emergency management planning, helpful websites, practical information on crisis planning, checklist and safety documents, legal issues, & networking. Eight students are enrolled this semester. • Presented at the Mid-Atlantic Regional Conference for Science Teachers on the KY School Safety Educator Endorsement. Networked with post secondary faculty members from the following states: Ohio, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, and Botswana (Africa). • Sent Crisis Manual CD's, power point presentations, endorsement brochures, & MSU course syllabi to Kentucky Christian College upon request. • Sent e-Newsletter in July to all task force members and students from the endorsement courses. The newsletter covered: endorsement courses, safe schools conference, Emergency Response & Crisis Management Grant announcement, FEMA independent study program, Dual Credit Program, Joint Committee on Education address, and Safe Schools Week information.

		<ul style="list-style-type: none"> • Met with Post Secondary Task Force member at Western Kentucky University on post secondary issues and distributed training materials • Met with two Post Secondary Task Force members at the University of KY on post secondary issues and distributed course materials and supplements for classroom management courses. • Held a Post Secondary Task Force meeting on Sept. 20, 2005 at the Safe Schools, Successful Students conference in Louisville. A report was given from one of the first Murray State students to receive the KY School Safety Educator Endorsement and from students implementing safety plans developed in the endorsement courses at Murray State. Free trainings that are offered by KCSS were discussed and training materials were distributed. Representatives from Lindsey Wilson College, Eastern KY University, Campbellsville University, Morehead State University, Bellarmine University, University of KY, Murray State University and Education Professional Standards Board were present along with graduate students from Christian and Muhlenberg Counties. Several KCSS personnel attended and Executive Director Jon Akers presented information on safe school assessments.
Goal/Activity	Status*	Notation
<p>B. Disseminate information and assist with development of the KY School Safety Educator Endorsement in KY institutions</p>	<p>I</p>	<ul style="list-style-type: none"> • Distributed approximately 500 brochures. • Sent information out to students on the endorsement upon request. • Talked with a group of graduate students at Murray State about the endorsement and the crisis manual. • An update on the endorsement was given to the KCSS Board members at the meeting on 1/18/06. • Distributed approximately 400 endorsement brochures. • Distributed over 100 web-based Crisis Management Guide CDs. • Actively marketed the endorsement program at MSU by talking to graduate and undergraduate students and disseminating brochures to local school systems and to faculty members in the College of Education at MSU and MSU extended campuses. • Supplied resource books for an endorsement course (ADM 677) through funding from MSU's College of Education. • Distributed over 300 endorsement brochures. • Information on the endorsement was sent upon request to students. • Met and gave information on the endorsement to post secondary

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		<ul style="list-style-type: none"> representatives from WKU and UK. Distributed 150 Web-Based Crisis Management Guides A CD of PowerPoint's on Legal Issues and School Safety written by Dr. Robert Lyons has been compiled and distributed to various school safety colleagues on request.
Goal/Activity	Status*	Notation
IV. Goal: Continue to work with CPE, KDE, EPSB, KATE, KACTE, and other education entities (state, national & international) on school safety issues		
A. Partner with CPE, KDE, EPSB, KATE, KACTE and other education entities on school safety issues.	I	<ul style="list-style-type: none"> KSBA representative spoke with the ADM 677 students on facility safety and insurance. Two post secondary staff members assisted with a Safe School Assessment at Ballard County. Presented at the Fourth Annual Hawaii International Conference on Education on the Web-Based Emergency/Crisis Management Guide for Schools. The conference provided KCSS the opportunity to network with individuals in other disciplines and from other countries and provided an outlet for future collaborative projects. Plans to team with teachers and administrators from Dunman High School in Singapore in an effort to incorporate school safety concepts into their schools. Proposal submitted and accepted for the Learning Conference, 2006 on School Safety Endorsement: Graduate Students Get Certified in School Safety and Violence Prevention. The conference addresses a range of critically important themes relating to education today. Worked on graphics for the KCSS Annual Report. Worked with school system on focus group for KIDS grant. Developed a power point program for KCSS to use in presentations, "Why Focus on School Safety". Designed a School Safety Assessment Brochure for KCSS use. Designed cover for KCSS annual report. Sent 55 web-based versions of the Crisis Manual CDs to the Office of Career & Technical Education for distribution at KDE. Added KDE, KASS, KASA to distribution list for Post Secondary E-newsletter. Worked with Graves County School System on Emergency/ Crisis Planning Discretionary Grant. I-Safe information provided at the West Kentucky Technology

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		<ul style="list-style-type: none"> Conference. Submitted a proposal to the Hawaii International Conference on Education on the “Web-Based Emergency Crisis Guide”. Submitted a proposal to the Association for Science Teacher Education Mid-Atlantic Regional on the Safe School Endorsement. Created a PowerPoint for the Joint Committee on Education meeting. Attended Safe School Assessment Training.
B. Develop and update school safety training materials for use at the post secondary level	I	<ul style="list-style-type: none"> Developed appropriate media on Internet safety to be used on in-house video systems in local schools. CHAMPs materials and a blueprint for embedding classroom management skills into Teacher Education courses are available for Task Force members or other colleges of teacher education.
Goal/Activity	Status*	Notation
CLEARINGHOUSE		
I. Goal: Maintain a public, user-friendly website with safe schools resources and information		
A. Update website to maintain dynamic functionality	I	<ul style="list-style-type: none"> Created 7 new pages: Earthquakes Resources, 2006 Conference, Proposal Registration, Upcoming Conferences, Bullying Training, PTA Bullying Prevention and Appendices to 2005 Annual Report. Added 5 new links to I-safe, QPR, COH page and bullying training and PTA bully training to onsite trainings page. Updated 5 pages with current information. Added 20 PDF documents for the Earthquake Resources page. Created 2 buttons for upcoming conference and Annual Report Appendices. Added 2 pictures to the KCSS homepage. Created and posted 12 articles on website. Updated Emergency Management Guide page and divided it into sections. Updated Clearinghouse Index page on a regular basis. Updated On-Demand trainings to include QPR and I-Safe training opportunities. Added the Training and Assistance application to the On-Demand training pages.

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		<ul style="list-style-type: none"> • Added Truancy/Drop Out symposium to the Technical and Training Assistance page. • Added 2004-2005 Safe Schools Data Project to the Data Reports page and the Homepage. • Changed Center Column Article & Mini Poll. • Added new Costs of Dropping Out presentation to page. • Added updated Costs of Dropping Out paper. • Added new issues brief papers (2 pdf files). • Corrected link to Costs of Dropping Out paper/presentation. • Renamed link to Costs of Dropping Out paper/presentation. • Created Costs of Dropping Out link. • Renamed link to Costs of Dropping Out. • Changed Center Column Article & Mini poll. • Added link to SS Conf page to KSBA website where ppl can register online. • Updated details of QPR training session. • Changed Center Column Article & Mini Poll. • Updated error on index page. • Changed Center Column Article & Mini Poll.
Goal/Activity	Status*	Notation
B. Provide a database of resources searchable by framework and audience	I	<ul style="list-style-type: none"> • Added 32 total Resources to Library (Total Resources 2184). • Added 47 total Events to Prevention/Training Calendar (Total Events 124). • Added 13 total Resources to Library (Total Resources 2152). • Added 17 total Events to Prevention/Training Calendar (Total Events 77). • Added 28 total Resources to Library (Total Resources 2139). • Added 60 total Events to Prevention/Training Calendar.
C. Coordinate the development of instructional web-based resources	I	<ul style="list-style-type: none"> • Creating access to I-safe and QPR online training. • Updated Resource Library. • Updated articles on the home page weekly. • Updated Prevention Calendar with trainings available. • Updated Resource Library. • Updated articles on the home page weekly. • Updated Prevention Calendar with Trainings available in the next 6 months.
D. Redesign and implement a website design that meets or exceeds current technology requirements	✓	<ul style="list-style-type: none"> • Revamped website to W3C compliance.

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II. Goal: Identify and disseminate school safety information		
A. Triage school safety questions to appropriate resources	I	<ul style="list-style-type: none"> • Ask KCSS in KY: 189 inquiries. • Ask KCSS outside KY: 96 inquiries. • Ask KCSS in KY: 187 inquiries. • Ask KCSS outside KY: 69 inquiries. • Ask KCSS in KY: 178 inquiries. • Ask KCSS outside KY: 122 inquiries.
B. Develop promotional and informative materials on areas of interest by partners and audiences.	I	<ul style="list-style-type: none"> • Creating KCSS brochure. • Updated articles on the home page weekly. • Creating newspaper insert for <i>Lexington Herald Leader</i>. • Promoted Mentoring Project. • Promoted Mentoring Project. • Promoted Country Boys and attended premier in Prestonsburg, Kentucky. • Created PT Cruiser wrap for PSN. • Promoted Mentoring Project and Country Boys.
C. Attend state/regional/national conferences which provide pertinent information for dissemination	I	<ul style="list-style-type: none"> • Attended 4 conferences. • Attended 2 conferences. • Attended 7 conferences. • Disseminated bullying brochures (elementary, middle & parent), KCSS information, Conference information, and QPR brochure.
D. Publish Clearinghouse-related print and email alert notices as necessary	I	<ul style="list-style-type: none"> • 22 Elerts sent out. • 23 Elerts sent out. • 19 Elerts sent out. • NIE Insert and Flyer distributed to schools & at conferences.
E. Update the KCSS Display	I	<ul style="list-style-type: none"> • Updated SSW flyer. • Added new SSW panel to display.
F. Present information on KCSS, successful practices, and safe schools issues at state, regional and national conferences	I	<ul style="list-style-type: none"> • Attended 3 conferences. • Attended 2 Conferences. • Attended 7 Conferences.
G. Expand On-line Resource Library resources	I	<ul style="list-style-type: none"> • Added 32 total Resources to Library (Total Resources 2184). • Added 13 total Resources to Library (Total Resources 2152). • Added 28 total Resources to Library (Total Resources 2139).

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H. Collaborate with LFUCG on gun safety education grant for media outreach	I	<ul style="list-style-type: none"> • Change of Heart Training at Danville Bates High School. • Creating NIE tabloid. • Submitted LFUCG report. • Change of Heart Training at Bryan Station High School and Tates Creek Middle School. • Presented Change of Heart training at 2 conferences. • Networked with KET, KCN and with Country Boys contact person on premier of Country Boys in Prestonsburg. • Set up Change of Heart training at Dunbar High School and Danville Independent. • Created PT Cruiser wrap for PSN. • Collaborated with Bluegrass Crimestoppers and PSN to promote the Change of Heart Training.
I. Coordinate 2005 Safe Schools Week	I	<ul style="list-style-type: none"> • Updated flyer for 2006 Safe Schools Week. • Created timeline for 2006 Safe Schools Week. • Created curriculum for 2006 Safe Schools Week. • Promoted competition for 2006 Safe Schools Week. • Statewide public service announcements concerning Safe Schools Week were made. • An insert was placed in the <i>Lexington Herald Leader</i> concerning Safe Schools Week. • An online pledge against school violence was taken by 54 school districts. • Competition winners were recognized at the Safe Schools Conference. • Worked the booth at the conference. • Provided resources to KSBA for conference staffers.
III. Goal: Identify and disseminate information related to trends in best and promising practices		
A. Monitor literature and publications for current trends	I	<ul style="list-style-type: none"> • Reviewed literature on mentoring. • Monitored websites and entered new items in Resource Library.

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Goal/Activity	Status*	Notation
B. Identify and assist in developing and providing trainings and workshops	I	<ul style="list-style-type: none"> • Continued to promote and facilitate Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc. online and face-to-face. • Working with East Washington University to provide QPR training online to Kentucky Counselors Association. • Promoting and facilitating Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc.
C. Facilitate a Task Force to create safe schools plan template	N	
D. Identify gaps in current research to develop materials addressing those areas.	I	<ul style="list-style-type: none"> • Worked with partnership development for statewide mentoring program. • Developing mentoring program for the state of Kentucky.
IV. Goal: Provide support for KCSS partners		
A. Consult with partners as requested concerning current trends and best practice	I	<ul style="list-style-type: none"> • Began work on QPR online trainings in collaboration with Tamara Tatum.
B. Provide partners with needs assessment suggestions gleaned from questions and conference participation.	I	<ul style="list-style-type: none"> • Facilitated COH & QPR trainings with Tamara Tatum. • Disseminated EMG CD produced by MSU to all state enforcement facilities.
C. Create materials for dissemination concerning partner activities.	I	<ul style="list-style-type: none"> • KCSS brochure. • Elerts for MSU. • Articles on MSU and KSBA activities. • Article on Safe School Assessments.

There were 138 meetings/visits/presentations made, involving 6760 individuals and exhibitions at 2 conferences.
For further information on these meetings/visits/presentations, contact Cathy Martin at the Kentucky Center for School Safety.

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Kentucky Center for School Safety Financial Report

Description	Approved Budget Amount	Expenditures Through March 31, 2006	Balance Encumbered Funds	Total	Contract Funds Expended (%)	Balance Available
A. Personnel/Fringe	282,113	214,853	0	214,853	76%	67,260
B. Operating and Training Expenses	47,790	30,609	0	30,609	64%	17,181
C. Travel	24,500	24,122	0	24,122	98%	378
D. Sub-Contracts	661,755	394,287	267,468	661,755	100%	0
E. Indirect Costs	48,512	35,277	0	35,277	73%	13,235
Total Funds	1,064,670	699,148	267,468	966,616	91%	98,054

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Kentucky Center for School Safety

**Quarterly Report
April - June 2006**

**Submitted
October 2006**

**Kentucky Center for School Safety Work Plan FY 2006
Status Report for Period April - June 2006**

Goal/Activity	Status*	Notation
CENTER OPERATIONS		
I. Goal: Carry out the central operations of the Center		
A. Implement FY06 work plan and budget	✓	<ul style="list-style-type: none"> • The FY06 work plan and budget were approved by the KCSS Board of Directors at the 6/29/05 Board meeting.
B. Establish MOA with KDE	✓	<ul style="list-style-type: none"> • An MOA was established with KDE at the beginning of FY06.
C. Submit FY05 KCSS fiscal report	✓	<ul style="list-style-type: none"> • The final Fiscal Report for FY05 was included in the April - June 2005 Quarterly Report.
D. Maintain toll-free school safety information line	✓	<ul style="list-style-type: none"> • The KCSS averaged 267 calls per month via the toll-free line during the quarter April - June 2006. • The KCSS averaged 252 calls per month via the toll-free line during the quarter January – March 2006. • The KCSS averaged 263 calls per month via the toll-free line during the quarter October-December 2005. • The KCSS averaged 317 calls per month via the toll-free line during the quarter July – September 2005.
E. Conduct regular KCSS staff meetings	✓	<ul style="list-style-type: none"> • The KCSS Executive Director meets regularly with all staff and partners via conference calls or monthly meetings.
F. Establish sub-contracts with Center partners	✓	<ul style="list-style-type: none"> • Subcontracts between EKU, KSBA, MSU and UK have been executed.
G. Conduct KCSS staff evaluations including Executive Director	✓	<ul style="list-style-type: none"> • Staff evaluations were conducted for all staff in the last quarter. • Staff evaluations will be conducted at the end of the fiscal year.
H. Conduct annual evaluations of KCSS partners	✓	<ul style="list-style-type: none"> • KCSS partners are evaluated through periodic meetings with the KCSS Executive Director.
I. Pursue additional funding to supplement KCSS activities	✓	<ul style="list-style-type: none"> • Funding was received from the Kentucky Transportation Cabinet to provide a consultant to prepare 15 lesson plans/curriculum for the Safe Routes to School Project, which is intended to make it safer for children to walk or bicycle to school. • Funding was received from the Kentucky Department of Education to fund 4 Alternative Education Consultants to monitor 40 alternative education programs in Kentucky in FY06. • Funding was received from the Green River Regional Educational Cooperative (GRREC) to assist in updating Emergency Management Procedures.

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Goal/Activity	Status*	Notation
J. Coordinate the Safe School Assessment Program	✓	<ul style="list-style-type: none"> Additional funding was received from KDE to fund a Data Coordinator position to provide help with the Safe Schools Data Report and Persistently Dangerous School Update. Three assessments were coordinated and completed during the quarter April – June 2006. Contacts have been made to district superintendents to begin scheduling assessments for FY07. Twenty-four assessments were coordinated and completed during the quarter January – March 2006. There are three assessments scheduled for next quarter. Thirty-eight assessments were coordinated and completed during the quarter October – December 2005. There are 24 assessments scheduled for next quarter. Seven assessments were coordinated and completed during the quarter July – September 2005. There are 39 assessments scheduled for the next quarter.
K. Provide In-Kind Services for the Safe School Assessment Program	✓	<ul style="list-style-type: none"> Six educators/KCSS staff members participated in assessments during the quarter April - June 2006 as an in-kind service to the KCSS. Twenty-two educators/KCSS staff members participated in assessments during the quarter January – March 2006 as an in-kind service to the KCSS. Thirty-seven educators/KCSS staff members participated in assessments during the quarter October - December 2005 as an in-kind service to the KCSS. Seven educators/KCSS staff members participated in assessments during the quarter July – September 2005 as an in-kind service to the KCSS.
II. Goal: Produce summary reports of Center activities		
A. Submit quarterly reports to the Board of Directors	✓	<ul style="list-style-type: none"> The quarterly report for October - December 2005 was submitted to the KCSS Board of Directors at the 4/19/06 meeting. The quarterly report for January - March 2006 was submitted to the KCSS Board of Directors at the 6/21/06 meeting. The quarterly report for July – September 2005 was submitted to the KCSS Board of Directors at the 1/18/06 meeting. The quarterly report for October – December 2005 will be submitted to the KCSS Board of Directors at the 4/19/06 meeting.

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		<ul style="list-style-type: none"> The quarterly report for April – June 2005 was submitted to the KCSS Board of Directors at the 11/9/05 meeting. The quarterly report for July – September 2005 will be submitted to the KCSS Board of Directors at the 1/18/06 meeting. The quarterly report for April – June 2005 will be submitted to the KCSS Board of Directors at the 11/9/05 meeting.
Goal/Activity	Status*	Notation
B. Submit to KCSS Board of Directors FY05 External Evaluation Report	D	<ul style="list-style-type: none"> This activity was deleted due to staff changes/adjustments in FY06.
C. Develop and submit FY 2005 annual KCSS report to the Governor, Kentucky Board of Education, and General Assembly	✓	<ul style="list-style-type: none"> The KCSS FY05 Annual Report was completed in the quarter January – March 2006 and copies were mailed to the Board of Directors in March. Work has continued on the KCSS Annual Report for FY05. A brief overview of the report was presented to the KCSS Board of Directors at the 11/9/05 meeting. The report will be finalized next quarter. Work has begun on the KCSS Annual Report for FY05. The Annual Report will be submitted at the beginning of 2006.
III. Goal: Promote Interagency Collaboration		
A. Conduct semi-annual meetings of School Safety Advisory Council (SSAC)	✓	<ul style="list-style-type: none"> A School Safety Advisory Council (SSAC) meeting was held April 20, 2006 at the Four Points Sheraton in Lexington, KY. A School Safety Advisory Council (SSAC) meeting is scheduled for April 20, 2006. A School Safety Advisory Council (SSAC) meeting was held November 4, 2005 at the Embassy Suites in Lexington, KY. A School Safety Advisory Council (SSAC) meeting is scheduled for November 4, 2005.
B. Provide school safety speakers upon request	✓	<ul style="list-style-type: none"> Section II of the quarterly report provides a detailed summary of presentations made by KCSS staff.
C. Conduct school safety related presentations, guest lectures and workshops at conferences, university lectures, collaborative meetings, etc.	✓	<ul style="list-style-type: none"> Presentations and collaborative meetings are listed in Section II of the quarterly report.
D. Continue participation in collaborative technical assistance initiatives with KECSAC, DJJ, DMH, and other various service organizations	✓	<ul style="list-style-type: none"> Section II of the quarterly report provides a detailed summary of collaborative meetings conducted in this quarter.

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Goal/Activity	Status*	Notation
ADMINISTRATION OF FUNDS TO LOCAL SCHOOL DISTRICTS		
I. Goal: To facilitate the dissemination of funds to local school districts		
A. Facilitate the distribution of FY06 funds based on an approved formula and established criteria	✓	<ul style="list-style-type: none"> School Safety funds will be distributed to all districts in FY06 based on the approved formula of a base amount of \$20,000 with the remaining funds distributed on a “per pupil” basis based on 2004-2005 average daily attendance. Districts received funding notification in June 2005.
B. Provide technical assistance to districts receiving school safety funds	✓	<ul style="list-style-type: none"> There were ten (10) requests for technical assistance in the fourth quarter. There were seven (7) requests for technical assistance in the third quarter. There were three (3) requests for technical assistance in the second quarter.
C. Develop and disseminate FY06 KCSS District funding report	✓	<ul style="list-style-type: none"> A summary of the distribution of safe schools funds in FY06 is available at the KCSS website. The summary includes the final allocation per district. The FY06 funding report was sent to districts in June 2005.
D. Compile and disseminate profiles of KCSS funded programs including alternative education settings	✓	<ul style="list-style-type: none"> KCSS have compiled information based on district submission of FY06 Safe School Activity reports.
E. Conduct site visits to school districts through utilization of Alternative Education Consultants	✓	<ul style="list-style-type: none"> The Alternative Education Consultants conducted the remaining 7 site visits in the April – June 2006 quarter. The Alternative Education Consultants conducted 33 site visits in the January - March 2006 quarter. The remaining site visits will be conducted in the last quarter.
DATA ANALYSIS		
I. Goal: To provide analysis of school safety data		
A. Publish and disseminate 2004-2005 Kentucky Safe Schools Data Report(s)	✓	<ul style="list-style-type: none"> KCSS has received data from 120 school districts and is in the process of data analysis for the 2005-2006 Kentucky Safe Schools Data Report. The 2004-2005 Kentucky Safe Schools Data Report was published in December 2005. KCSS has received data from all schools and is in process of data analysis.
B. Solicit consumer evaluation information on Kentucky school safety data reports (Superintendent Survey)	✓	<ul style="list-style-type: none"> The data analysis was completed and the report finalized and presented in November 2005. Data collection process was completed and report is being finalized.

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Goal/Activity	Status*	Notation
C. Continue to provide input to KDE to improve school safety data collection process (including case by case data collection)	✓	<ul style="list-style-type: none"> • Discussions continued between KCSS and KDE in an effort to improve school safety data collection. • Discussions continued between KCSS and KDE in an effort to improve school safety data collection. • Discussions continued between KCSS and KDE in an effort to improve school safety data collection. • Discussions continue between KCSS and KDE in an effort to improve school safety data collection.
D. Collect data from principals and superintendents participating in Safe School Assessments to determine their perceptions of its effectiveness	✓	<ul style="list-style-type: none"> • Data are currently being collected. • The data analysis was completed and the report finalized and presented in November 2005. • Data collection process was completed and report is being finalized.
E. Collect specific data from schools participating in the Community Service Work Project for analysis and produce the second year report by December 2005	✓	<ul style="list-style-type: none"> • The data analysis was completed and the report finalized and presented in November 2005. • Data collection process was completed and report is being finalized.
SCHOOLS AND COMMUNITIES TRAINING AND TECHNICAL ASSISTANCE		
I. Goal: Identify priority needs for training and technical assistance for various education audiences		
A. Evaluate each KCSS sponsored training to assess effectiveness and to identify current trends and issues for future trainings	✓	<ul style="list-style-type: none"> • To date, each training, technical assistance visit, and conference has been evaluated and future trainings will be developed upon those findings. A summary of the evaluations will be made available upon request.
B. Evaluate the annual Safe Schools Conference to keep the conference on the cutting edge of issues that schools are addressing	✓	<ul style="list-style-type: none"> • The evaluations are currently being used to revise, modify, and implement 2006 Safe Schools Conference. • The Safe Schools conference evaluations are complete. The summary was disseminated to all conference stakeholders and to each conference presenter. Results will be utilized to direct next year's conference. • The evaluations for the Safe Schools Conference have been completed and sent to each presenter as well as KCSS and KSBA staff. • The 700+ evaluations for the Safe Schools Conference are being compiled for analysis and will be utilized to determine the content of next year's conference. Results thus far, have been very positive.
C. Utilize Safe School Assessment data to develop the 05-06 training calendar	✓	<ul style="list-style-type: none"> • The 06-07 training calendar is being finalized. • The 06-07 training calendar is currently being developed. • Training needs were developed based upon findings of the 05-06 Safe School Assessment Data. The data revealed there is a need in school districts for more training on school-wide discipline, classified staff

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Goal/Activity	Status*	Notation
<p>D. Collaborate with state agencies and organizations (i.e. KDE, DJJ, DMHMRS, FRYSC), local district administrators, and parents to obtain member training needs</p>	<p>✓</p>	<p>training, drug use and its impact on school policy, effective emergency and risk management planning, and bullying.</p> <ul style="list-style-type: none"> • Attended three (3) Richmond Police Citizens Advisory Board meetings to foster positive police/community relationships. • Collaborated with Administrative Office of the Courts and DJJ for the July Truancy Conference. • Collaborated with local anti-drug coalitions in Powell and Montgomery County to develop resources for local schools. • Facilitated Community Youth Engagement group in Boyle County for superintendents and community agencies. • Attended Kentucky Partnership for Families and Children’s quarterly board meeting. • Provided KCSS information to Madison County’s “Communities that Care” group. • Provide resources to KDE’s Coordinated Health initiative. • Served as a part of FRYSC “Victory of Violence” planning committee. • Promoted and provided suggestions for National Guard’s new drug prevention curriculum. • Was nominated to the Richmond Police/Citizens advisory board to enhance the relationship between the police and community. Attended three meetings as the scope, mission, and goals were developed. • Attended the Third International Conference on Positive Behavior Support on March 23-25. Discussed one of the keynote presenters, Rob Horner, for the Safe Schools Conference. • Twenty-five (25) meetings have been attended with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences. • Nineteen (19) meetings have been conducted with different stakeholders to obtain input on issues that are relevant and timely for targeted KCSS audiences.

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Goal/Activity	Status*	Notation
II. Goal: To sponsor research based and best practice safe schools training opportunities for administrators, teachers, students, parents, and other community representatives.		
A. Develop the 05-06 KCSS training calendar that will provide ten (10) regional trainings on school safety issues that are relevant and timely	✓	<ul style="list-style-type: none"> • The training calendar is being finalized. KCSS will offer 8 regional trainings this year. The Regional trainings will focus on bus driver behavior management training; internet safety; and bullying awareness, policies and procedures, and program development. • KCSS is in the initial planning to offer online QPR training to school counselors and school social workers. • We exceeded our goal by offering 12 regional trainings on topics that were identified as needs based upon Goal I. The training calendar for the 05-06 offers regionally: Internet Safety, Bus Driver Communication, Creating a Consistent Response to Student Behavior, Kentucky’s Drug Use and Its Impact on School Policy, and Effective Emergency and Risk Management Planning.
B. Disseminate training calendar to targeted audiences that include partnering agencies such as KDE, DJJ, DMHMRS, and CHFS	✓	<ul style="list-style-type: none"> • The training calendar will be sent via email this year to over 8,000 stakeholders. • 4,000 copies were mailed to <u>all</u> Superintendents, Board Members, School Administrators and partnering agencies. • Each training was added to the website. • A flyer of each training will be mailed to all Superintendents, Board Members, School Administrators and partnering agencies one month prior to each training.
C. Conduct and evaluate each regional training	✓	<ul style="list-style-type: none"> • The following trainings were held: <ol style="list-style-type: none"> 1. Effective Emergency & Risk Management Planning – May 10 – Natural Bridge. There were 32 participants. 2. Effective Emergency & Risk Management Planning – May 12 – Florence. There were 31 participants. 3. Kentucky’s Drug Use and Its Impact on School Policy – March 8 – Somerset. There were 59 participants. 4. Kentucky’s Drug Use and Its Impact on School Policy – March 10 – Owensboro. There were 55 participants. 5. I-Safety – March 21 - Lexington. There were 17 participants. 6. I-Safe - School Counselor Association - Bowling Green - December 2. There were 81 participants.

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		<p>7. Bus Driver Communication - October 4 - Prestonsburg. Cancelled due to low attendance.</p> <p>8. Bus Driver Communication - October 5 -Georgetown. There were 24 participants.</p> <p>9. Bus Driver Communication - October 6 - Hopkinsville. There were 24 participants.</p> <p>10. Walking the Talk - November 4 - Richmond. There were 42 participants.</p> <p>11. Walking the Talk - November 11 - Bowling Green. There were 29 participants.</p> <p>12. Walking the Talk - November 18 - Louisville. There were 59 participants.</p>
Goal/Activity	Status*	Notation
D. Disseminate evaluation results to KCSS and partnering agencies in annual report	✓	<ul style="list-style-type: none"> The annual report has been published and mailed to all stakeholders. A draft copy of the report has been submitted for final review. In progress of compiling evaluation results to be published in annual report.
E. Fund and coordinate on-site technical assistance requests to Kentucky's elementary, middle, and high schools	✓	<ul style="list-style-type: none"> Received and coordinated ten (10) technical requests from: <ol style="list-style-type: none"> Frankfort Independent – Cultural Diversity/Sensitivity – 12 participants Paris Independent – Bullying Module 1 – 20 participants Daviess County – Under the influence identification – 20 participants Todd County – Bullying – 40 participants Boone County – Bus Driver Training – 200 participants Clinton County – Bullying Module 1 – 40 participants Ballard County – Behavior Management – 35 participants Casey County – Best Practices for Alternative Education– 8 participants Carlisle County – Bus Driver Training – 30 participants Elizabethtown Ind-Resources for anger management issues with staff. Provided information/resources for KCSS technical assistance service to: <ol style="list-style-type: none"> Bardstown Independent-Bus driver training Berea Independent- Bus driver training Bullitt County-Change of Heart training Christian County-Cultural Diversity Eminence Independent-Internet Safety Mercer County-Bus driver training

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		<p>7) Monticello Independent-Positive school culture/climate resources</p> <p>8) Paris Independent-Alternative Education</p> <ul style="list-style-type: none"> • Received and coordinated seven (7) technical requests from: <ol style="list-style-type: none"> 1. Clark County – Self-Injurious Behavior – 20 participants 2. Crittenden County – Bullying – 50 participants 3. Danville Independent – Change of Heart – 25 participants 4. Danville Independent – Gang Awareness - 40 participants 5. Danville Independent – Community Coalition to Assist Youth Meeting – 19 participants 6. Letcher County – Risk Management Liabilities – 75 participants 7. Mercer County – Champs – Referred to local coop. • Provided information/resources for KCSS technical assistance service to: <ol style="list-style-type: none"> 1. Bardstown Ind. 2. Berea Ind. 3. Carter County 4. Christian County 5. Elliott County 6. Hickman County 7. Owen County 8. Powell County 9. Scott County 10. Trigg County 11. Whitley County 12. Williamstown Ind. • Received three (3) technical assistance requests from: <ol style="list-style-type: none"> 1. Simpson County – QPR training – 20 participants 2. Simpson County – Bullying – 20 participants 3. Murray State University – QPR training – 11 participants • Received five (5) technical assistance requests from: <ol style="list-style-type: none"> 1. Clinton County-CHAMPS- 32 participants 2. Bath County-School-wide Discipline-60 participants 3. Lee County-Bullying-32 participants 4. Kenton County-Bullying-81 participants 5. Bullitt County-QPR-30 participants
<p>III. Goal: Improve the quality of Kentucky’s alternative education programs</p>		
<p>A. Fund and coordinate on-site technical assistance requests (provided by the Center’s Alternative Education Specialists and School Safety Associates) to Kentucky’s alternative education programs</p>	<p>✓</p>	<ul style="list-style-type: none"> • Casey County-Best Practices for Alternative Education - 8 attended. • One request has been received for assistance for an alternative education program. It is being scheduled for the next quarter. • No on-site technical assistance requests were submitted.

Goal/Activity	Status*	Notation
B. In collaboration with the Kentucky Educational Collaborative for State Agency Children, co-sponsor an annual conference on alternative education	✓	<ul style="list-style-type: none"> The three-day conference was held on July 19-21, 2005 at Eastern Kentucky University. The conference focused on strategies for working with and teaching at-risk students in alternative settings. Over 150 educators participated.
C. In collaboration with KDE, develop a strategic plan to address the barriers and progress for students in alternative education settings	✓	<ul style="list-style-type: none"> Collaborated with KDE to bring together a variety of educators for the purpose of starting a discussion of how best to ensure high standards in alternative education programs while recognizing the challenges these programs face.
IV. Collaborate with stakeholders to provide training opportunities that increase participant knowledge and skills related to specific aspects of school safety.		
A. Co-sponsor Annual Safe Schools Conference in partnership with the Kentucky School Boards Association and the Kentucky Department of Education	✓	<ul style="list-style-type: none"> A planning committee meeting for the 2006 Safe Schools Conference was held to determine breakout sessions. The brochure has been finalized and is ready to be mailed. Evaluations have been compiled and distributed to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville. The 11th annual Safe Schools Conference was held September 19-20, 2005 at the Galt House East in Louisville. Over 700+ from across the state participated in this two-day event. Evaluations are being compiled for distribution to stakeholders and conference presenters. Preliminary plans are being developed for the 12th annual conference that will be held October 2-3, 2006 at the Galt House East in Louisville.
B. Co-sponsor Annual Behavior Institute in partnership with the Kentucky Department of Education and the Council on Children with Behavioral Disorders	✓	<ul style="list-style-type: none"> We have received and paid the invoice for this conference. The conference had over 1,500 participants. As of this quarter, we have not received an invoice for the conference.
C. Co-sponsor Annual Youth Conference in partnership with the Office of Family Resource/Youth Service Centers and Kentucky Conference for Community and Justice	✓	<ul style="list-style-type: none"> Initial planning for the 2006 Youth Forum is underway. The People-to-People Youth Forum is scheduled for May 16 at the University of Kentucky. The Youth Forum was held on December 1st at the Lexington Convention Center. Over 250 students and adults represented twenty different school districts. Evaluations were positive from both students and adults. Initial planning for the 2006 forum has begun. The Youth Forum is scheduled for December 1 at the Lexington Convention Center with a projection of 550 participants. The goal of the forum is to allow student participants to strive to tear down the barriers of effective communication in the school, build effective and healthy

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		relationships with peers, work towards eliminating prejudicial attitudes, and develop plans of action for use in their school. The goal of the <i>People to People Youth Forum</i> is to promote awareness of these issues so that the participants can return to their schools and communities and create more inclusive environments.
Goal/Activity	Status*	Notation
D. Co-sponsor safety related presentations at the Mental Health Institute (sponsored by the Department of Mental Health/Mental Retardation)	✓	<ul style="list-style-type: none"> The Mental Health Institute was held on September 25-29 at the Galt House East. Over 900 educators and mental health treatment providers were in attendance.
E. Collaborate with organizations such as the PTA, school councils, and Parent Information Resource Centers to provide school safety related training to parents	✓	<ul style="list-style-type: none"> Attended one (1) quarterly Board of Director meeting for Kentucky Partnership for Families and Children. Sponsored an I-Safe training for the PTA East Oldham Middle School, Oldham County. There were 30 participants. Attended one (1) quarterly Board of Director meeting for Kentucky Partnership for Families and Children. Attended two (2) Board of Director meetings for Kentucky Partnership for Families and Children.
F. Collaborate with the Department of Juvenile Justice to provide safety related training for Prevention Councils	✓	<ul style="list-style-type: none"> Due to scheduling conflicts, the Prevention Council trainings did not occur. Due to unforeseen circumstances, the training for the prevention councils was not established in August. However, the Prevention Councils are collaborating with KCSS in developing the Truancy/Drop out Symposium scheduled for July 10-11, 2006. Met with Laura McCauley to discuss possible trainings with the regional Prevention Councils that work directly with local school districts in August.
G. Co-sponsor safety related presentations at the statewide Migrant Education conference in collaboration with Kentucky Department of Education and Eastern Kentucky University	✓	<ul style="list-style-type: none"> The conference was held September 15-17, 2005 in Louisville, KY. One component of the conference provided participants information on personal safety issues involving staff visits to homes and how to identify substance abuse issues in the home that may bring about dangers to the children and possibly anyone from the school system who makes home visits.
H. Provide collaboration and financial support for school safety presentations that reflect the conceptual framework in training events sponsored by other organizations/agencies	✓	<ul style="list-style-type: none"> Co-sponsored The Kentucky School Counselor Association annual conference that focused on education/professional development for school counselors serving children K-12. Over 400 school counselors were in attendance. Co-sponsored Region One, Learn & Serve Institute on March 10. Twenty-nine adults and 150 students attended this Change of Heart training. The Institute was attended by 9 districts that included Ballard,

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		<p>Calloway, Henderson, Hickman, Graves, Livingston, Lyon, Providence, Union and Trigg.</p> <ul style="list-style-type: none"> • Co-sponsored KDE's technology Region 4 with I-Safe Training. There were 15 participants. • Assisted in the coordination of the Student Drug Testing Summit sponsored by the Office of Drug Control Policy. There were over 300 participants. • KCSS and the South Central Counseling Association provided the QPR training to over 60 members. • KCSS is collaborating with the South Central Counseling Association to provide regional trainings to their members. An I-Safety training was held September 2, 2005 in Bowling Green with 60 participants in attendance. A QPR training is scheduled for December 2, 2005.
Goal/Activity	Status*	Notation
I. In collaboration with the Kentucky School Boards Association, provide training on school safety related issues to school board members	✓	<ul style="list-style-type: none"> • Several meetings have been held to discuss opportunities for on-line learning and electronic emergency safety management plans.
J. Co-sponsor a conference for students and parents on substance abuse, mental health needs, medications, and transitional needs and services with the Kentucky Partnership for Families and Children	✓	<ul style="list-style-type: none"> • There were 35 participants in the "IDEA 2004 and Supreme Court Ruling" training. • There were 250 participants in the Parent/Professional Conference. • KCSS is currently involved in the planning of two parent trainings. The "IDEA 2004 and Supreme Court Ruling on Schaffer vs. Weast" training on February 10 at Marriott Griffin Gate in Lexington KY and the "Parent/Professional Conference" on February 10-12 hosted by the Parent Resource Office.
K. Sponsor an annual Truancy/Dropout Symposium with the Department of Juvenile Justice, Association of Directors of Pupil Personnel, and Family Resource/Youth Service Centers and Office of the Administrative Courts to promote practices that reduce dropout and truancy rates	✓	<ul style="list-style-type: none"> • The Truancy/Dropout Symposium was a great success. There were 300 participants that consisted of the following groups: Administrators, Board Members, SRO's, FRYSC Coord./Dir./ Counselors, Attorneys, Family Court Judges, Teachers, Principals, DJJ, Truancy Officers, DPPs, CDWs and DCBS. • The brochure and hotel arrangements are final and registration is open at this time. • The "Call for Proposals" is finalized and has been sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS and parent agencies. The deadline for submission is February 28, 2006. • The Symposium is scheduled for July 10-11 at the Embassy Suites in Lexington, KY. Attendance is expected to be around 300 Educators. • A meeting with 15 different disciplines was held to discuss how to make the symposium a collaborative approach instead of it focusing only on education entities. Received positive feedback on how education and

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		<p>other agencies can work together.</p> <ul style="list-style-type: none"> The “Call for Proposals” is in draft and will be sent to all interested parties in DJJ, KDE, AOC, DMHMRS, CHFS, and parent agencies.
Goal/Activity	Status*	Notation
L. Co-sponsor conference with Homeland Security to promote practical information on crisis planning and the newly adopted federal National Incident Management System (NIMS).	✓	<ul style="list-style-type: none"> The School/Student Threat Assessment Conference provided resources and information to over 350 participants. Publicized the School/Student Threat Assessment Conference, November 9-10 at the Radisson Plaza Hotel in Lexington.
M. In partnership with KESPA (Kentucky Educational Support Professionals Association) and KSBA, develop a model of training for classified staff	✓	<ul style="list-style-type: none"> Discussions with KESPA and KEA continue to look at how to develop an “Academy” for classified staff. Received anecdotal information from classified staff on what type of training needs they have. Will meet with KESPA to develop a formal survey for all classified staff.
N. In collaboration with KYCID (Kentucky Center for Instructional Discipline) provide intensive training and support regarding instructional discipline practices	✓	<ul style="list-style-type: none"> KYCID provided three (3) regional trainings on school-wide discipline in November. Evaluation summaries have been summarized and sent to the presenter and staff. Currently working with KYCID to develop future initiatives that represent the common goals between the two agencies. KYCID provided two workshops at the Safe Schools Conference. KYCID is providing regional trainings on school-wide discipline in November.
O. Co-sponsor safety related presentations at the Choices and Changes Conference in collaboration with KYCID	D	<ul style="list-style-type: none"> Due to unforeseen circumstances, the Choice and Changes Conference will not be held for this fiscal year.
V. To administer the awarded Office of Drug Control Policy prevention grant for Eastern Kentucky Schools		
A. Conduct meetings with ODCP staff on the progress of the grant	✓	<ul style="list-style-type: none"> Conducted three (3) meetings with Drug Prevention Consultants to maintain communication with the progress of the grant. Wrote continuation grant for 06-07 school year to expand from 10 school districts to 25. Continuation grant was approved. Maintained and closed out budget for 05-06 school year. Conducted a retreat with all consultants, representatives from KDE and REACH to reflect on the past year and to begin implementation for the 06-07 school year. Provided 40 mini-grants to 8 districts to conduct school/community drug prevention events with the “Too Good for Drugs” being highlighted. Conducted three (3) meetings with Drug Prevention Consultants to maintain communication with the progress of the grant. The grant is currently taking applications for a “mini-grant” for FRYSC

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		<p>to expand their drug prevention component and to extend the impact of the “Too Good for Drugs” curriculum in their school.</p> <ul style="list-style-type: none"> • 10 of the 18 school districts chose to participate in the grant. Over 2,300 students will receive the curriculum that has been aligned with KY Core Contents. • Conducted two (2) meetings with ODCP representatives to keep them abreast of the program activities. • Conducted two (2) meetings with R.E.A.C.H of Louisville to collaborate on the outcomes data component of the grant. • Scheduling is completed and the curriculum is being taught in 48 elementary schools. • Participated and spoke at the Governor’s ceremony for the “Too Good for Drugs” prevention program. • Received \$450,000 grant for Eastern KY drug prevention programs in eligible schools. • Notified all eligible school districts.
Goal/Activity	Status*	Notation
B. Assist in the hiring of drug prevention specialists for awarded elementary schools	✓	<ul style="list-style-type: none"> • Seven consultants were hired to provide “Too Good for Drugs” Curriculum.
C. Coordinate trainings for drug prevention specialists and awarded elementary schools	✓	<ul style="list-style-type: none"> • The curriculum training was held on November 17-18. All consultants and school district personnel have been trained and are ready to implement the program. • Training is scheduled for November 17-18, 2005 at Buckhorn State Park.
VI. To provide services for the KCSS Safe School Assessment Program		
A. Coordinate technical assistance requests from schools that are implementing recommendations as a result of a safe school assessment	✓	<ul style="list-style-type: none"> • Request for technical assistance as a result of safe school assessments for this quarter were: <ol style="list-style-type: none"> 1. Clinton County- Bullying Module 1- 40 Participants 2. Todd County-Bullying Module 1-40 Participants 3. Ballard County-Behavior Management for bus drivers-35 Participants • No requests for technical assistance as a result of safe school assessments were received this quarter. • Received two (2) requests for technical assistance as a result of safe school assessments. <ol style="list-style-type: none"> 1. Montgomery County-Mapleton Elementary-Bullying-65 Participants 2. Montgomery County-McNabb Middle –CHAMPS-80 Participants

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Goal/Activity	Status*	Notation
JUSTICE AND LAW ENFORCEMENT TRAINING		
I. Goal: Promote effective partnerships between law enforcement agencies and schools including the School Resource Officer (SRO) program in Kentucky		
A. Write or post a minimum of two articles of interest on the Center's web site	✓	<ul style="list-style-type: none"> • Wrote two articles of interest for KCSS website.
B. Sponsor an annual SRO Conference	✓	<ul style="list-style-type: none"> • Conference held on June 11-14, 2006 in Bowling Green. There were 165 conference participants. • Held two planning meetings on 5/3/06 and 5/17/06. • Held planning meeting on 2/10/06 and brochure completed. • Met with hotel staff on 10/5/05. • Held planning meetings on 10/19/05 and 12/10/05. • Held planning meeting on 8/3/05.
C. Provide technical assistance to law enforcement agencies and schools concerning SRO programs	✓	<ul style="list-style-type: none"> • Responded to three requests for SRO program information. • Responded to four requests for SRO program information. • Responded to six requests for SRO program information.
D. Perform staff activities for the Kentucky Association of School Resource Officers and attend KYASRO Board Meetings	✓	<ul style="list-style-type: none"> • Prepared documents for KYASRO meetings on 4/26/06 and 5/17/06. • Prepared documents for KYASRO meeting held on 2/10/06. • Prepared for and attended Board meeting on 12/7/05. • Prepared for and attended Board meeting on 9/14/05.
E. Coordinate workshops or make presentations concerning the SRO program at least twice a year	✓	<ul style="list-style-type: none"> • Coordinated SRO workshop on 6/12/06. • Coordinated SRO workshop on 9/19/05.
II. Goal: Perform research activities on the SRO program in Jefferson County		
A. Conduct interviews and participate in other data collection activities for the evaluation of the Jefferson County SRO program and assist in the publication of the final study	✓	<ul style="list-style-type: none"> • Results of the study were presented to the SRO Board. • Completed introduction and submitted requested information to researcher. • The data analysis was completed and report is being finalized to be presented to JCPS in the first quarter of 2006.

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Goal/Activity	Status*	Notation
POST-SECONDARY EDUCATION		
I. Goal: Maintain an active Post-Secondary Task Force		
A. Update and renew commitments of task force members	✓	<ul style="list-style-type: none"> • Updated /Renewed commitment at all institutions.
B. Engage Task Force members in Center’s activities (i.e. attending training sessions, coordinating training sessions, identifying resources, encouraging curriculum changes in higher education)	✓	<ul style="list-style-type: none"> • Emails sent to all PSTF members on: Criminal Street Gang Investigation training, 2006 Education Legislative information, Call for presentations for “Safe Schools-Successful Students conference; Satellite Broadcast-“Kids, Drugs, & Violence”, Effective Emergency & Risk Management Planning meeting, MS13 Gang information. • Emails sent to all PSTF members on: U.S. Department of Education “Crisis Planning for School Training,” 2006 National Summit on School Violence, QPR Training, Safe School Conference proposals, School Crime & Safety Statistics, HOPE Foundation, Earthquake drill and Anti-Bullying Bill. • E-Newsletter sent to all task force members. Topics included: endorsement courses, task force meeting, School Threat Assessment conference, CHAMPs at MSU, UK classroom management course, free trainings (I-Safe, QPR), feature article on Bill Pfohl and task force member from WKU. • Sent QPR training information and Pledge Against Violence information to all task force members. • Sent task force members information on QPR training and ways to use it in the classroom (student teacher seminars, required education classes, QPR certification). • Sent task force members the following information: KCSS Calendar of Events, Meth-Death CD, Solutions to Community Alcohol Problems, KCSS new website information, Higher Education Seminar, Homeland Security Seminar, and QPR training information.
II. Goal: To conduct training sessions on current safety topics/issues in KY school systems and universities to better prepare pre-service teachers, practicing teachers and school administrators		
A. Research current training materials and safety initiatives by networking with state, national, and international school safety clinicians and share information that would be beneficial to higher education institutions through task force members	✓	<ul style="list-style-type: none"> • Reviewed survey for assessing student bullying implemented by the University of Louisville. • Reviewed <i>FISH for Schools</i>. • Attended a CHAMPs meeting with speaker Randy Sprick. We are networking with the College of Education faculty at Murray State to help other universities in implementing a similar plan. • Reviewed websites from ADM 677 class.

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		<ul style="list-style-type: none"> • Ordered <i>Be Cool</i> curriculum to review. • Ordered bully books for review: <i>The Bully, the Bullied and the Bystander; Odd Girl Speaks Out; Girl Wars: 12 Strategies That will End Female Bullying; Sugar and Spice and No Longer Nice; Queen Bees and Wannabes.</i> • Attended Mid-Atlantic Regional Conference for Science Teachers Annual Conference. Reviewed research on gender-based teaching styles for science in the undergraduate school system, evaluating graphics in science and math books that influence student learning. • Attended a CHAMPs training at Murray State University where this program will be embedded into all required education courses so that all teacher education majors will be receiving CHAMPs units in their curriculum. This will impact all teacher education students on campus and instruct them on classroom management. • Attended Change of Heart training in Lexington to be able to better evaluate the program.
Goal/Activity	Status*	Notation
B. Conduct trainings for KY school systems servicing practicing teachers and administrators	✓	<ul style="list-style-type: none"> • Provided a training on Woven Word, a curriculum designed to help children gain vocabulary, comprehension, and oral language skills as they explore and practice emotional skills, such as problem solving and discussing feelings, to Region I & II preschool teacher in Benton, Kentucky. • 3 hour training in School Climate/culture FISH at the Behavior Institute in Lexington, KY. There were 97 participants. • Conducted i-Safe training and the Web Crisis Management training at the KATE Summer Conference. • Half-day training was held at Trigg County for administrators and school personnel on revamping their Crisis Manual. • Attended meetings for Emergency/Crisis Planning Discretionary grant at Graves County High School. Began work on Mid-Term grant review. • Participated in the public forum for the Emergency Response and Crisis Management Planning grant in Graves County. Talked to a crowd of approximately forty people on school crisis information. Participants included school personnel, emergency responders, and community leaders. • Participated in I-Safe training for parents at Calloway County Middle School.

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		<ul style="list-style-type: none"> • Bully presentation for Heath Elementary 1st grade students for <i>I Love to Read Week</i>. The presentation was based on Cinderella and the “bullying” of the stepmother/sisters. • Conducted training at Paducah Head Start on Pro-social Skills Training to over 45 administrators, teachers and staff • Conducted I-Safe training for the Calloway County School System. All five schools in the system were represented as well as the central office. A total of 22 teachers and administrators were trained. • Assisted Graves County School Systems in planning and writing an Emergency/Crisis Planning Discretionary Grant. • Through a Safe School Assessment, a need was discovered for bully training for students at Murray Middle School. As a follow-up, a visit was made to the school with recommendations. Steps to Respect, a bully prevention program, were loaned to them from the KCSS Murray office. • Networked with KCSS training staff to provide training for the Hickman County school system through a request of a MSU faculty member. • Assisted local school district with bomb threat protocol (Graves Co). • Assisted local school system in helping to address the needs of children of Hurricane Katrina victims that were relocated to the Murray area. • Serving on Crisis Planning Committee in an advisory capacity for Ballard County School System. • Assisted in submitting an implementation plan for I-Safe training at Christian County. They are conducting a training as a follow-up from a training offered last year at MSU. • Worked with Graves County on Emergency and Crisis Plan Discretionary Grant. • Made teachers aware of KCSS resources at the KY Vocational Educational Conference. • Presented at Heath Middle School in West Paducah on School Climate and Culture (6 hrs) to teachers and administrators • Spoke with to Heath Elementary teachers about KCSS. • Presented to regional teachers and administrators on “Working with Students with Challenging Behaviors” at KY Dam. • Sent “hurricane help” information to local school system (Calloway County) after Hurricane Katrina.
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Goal/Activity	Status*	Notation
C. Post Secondary Trainings for pre-service teachers, practicing teachers and administrators	✓	<ul style="list-style-type: none"> • Held a session at the Student Teaching Seminar at MSU for 207 student teachers at Murray State University on school climate and relationships. • Taught a class for the University of Kentucky on Classroom Management. There were 28 students in this teacher preparation course. • Taught two courses for the School Safety Educator Endorsement. Covered school safety plans and school safety assessments. • Held a classroom management training session for students beginning their student teaching at MSU. Approximately 250 student teachers attended. • Held a weekend training for pre-principals at Bellarmine University. Legal issues of school safety were discussed. • Spoke to a graduate administration class on the Crisis Manual and the School Safety Endorsement. • QRP training was held at Murray State for pre-service teachers. As a result of this training, the Dean of the College of Education agreed to fund the cost of certification for MSU's PSTF member. This training will allow the PSTF member to train pre-service teachers at the university and assist with trainings for local school districts. • Spoke at Retroact Club of Murray on Leadership & Community Service. Students from Bellarmine University were also present. • Spoke to five graduate level superintendency courses on the endorsement and gave them an overview of KCSS for MSU. • Presented Crisis Management information to 40 pre-service teachers at UK. • Presented a six-hour session on Crisis Management to the pre-principal program at Bellarmine University. • Conducted a seminar on Communicating with Angry Parents for Owensboro teachers and administrators. • Conducted a presentation at the Student Teaching Seminar at Murray State University on Classroom Mgmt, Environment and Climate. • Conducted an I-Safe training for the South Central Counseling Association in Bowling Green and another at Murray State University's College for the College of Education faculty and staff. • Working with Bellarmine University's Pre-principal program to set November and February training dates.

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Goal/Activity	Status*	Notation
III. Goal: To facilitate efforts to identify, develop, improve and implement school safety coursework and protocols in all KY post-secondary institutions		
<p>A. Continue to inform Deans of the Colleges of Education or Directors of Education on school safety curriculum and encourage participation in the post-secondary standards established by the Kentucky Center for School Safety and the EPSB</p>	✓	<ul style="list-style-type: none"> • Two ADM 677 meetings during this quarter. The main topics of discussion were Safe School Assessments and School Safety plans. • Worked with the University of Kentucky, teaching a course on Classroom Management. • Four class meetings of ADM 677 met during this quarter. A few topics of discussion were: Emergency management planning, helpful websites, practical information on crisis planning, checklist and safety documents, legal issues, & networking. Eight students are enrolled this semester. • Presented at the Mid-Atlantic Regional Conference for Science Teachers on the KY School Safety Educator Endorsement. Networked with post secondary faculty members from the following states: Ohio, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, and Botswana (Africa). • Sent Crisis Manual CD's, power point presentations, endorsement brochures, & MSU course syllabi to Kentucky Christian College upon request. • Sent e-Newsletter in July to all task force members and students from the endorsement courses. The newsletter covered: endorsement courses, safe schools conference, Emergency Response & Crisis Management Grant announcement, FEMA independent study program, Dual Credit Program, Joint Committee on Education address, and Safe Schools Week information. • Met with Post Secondary Task Force member at Western Kentucky University on post secondary issues and distributed training materials. • Met with two Post Secondary Task Force members at the University of KY on post secondary issues and distributed course materials and supplements for classroom management courses. • Held a Post Secondary Task Force meeting on Sept. 20, 2005 at the Safe Schools, Successful Students conference in Louisville. A report was given from one of the first Murray State students to receive the KY School Safety Educator Endorsement and from students implementing safety plans developed in the endorsement courses at

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		<p>Murray State. Free trainings that are offered by KCSS were discussed and training materials were distributed. Representatives from Lindsey Wilson College, Eastern KY University, Campbellsville University, Morehead State.</p> <ul style="list-style-type: none"> • University, Bellermine University, University of KY, Murray State University and Education Professional Standards Board were present along with graduate students from Christian and Muhlenberg Counties. Several KCSS personnel attended and Executive Director Jon Akers presented information on safe school assessments.
Goal/Activity	Status*	Notation
B. Disseminate information and assist with development of the KY School Safety Educator Endorsement in KY institutions	✓	<ul style="list-style-type: none"> • Distributed approximately 200 brochures. • Sent information on ADM 677, the endorsement course to all regional superintendents regarding the Fall 06 course. • Answered two requests for information regarding the endorsement. • Distributed approximately 500 brochures. • Sent information out to students on the endorsement upon request. • Talked with a group of graduate students at Murray State about the endorsement and the crisis manual. • An update on the endorsement was given to the KCSS Board members at the meeting on 1/18/06. • Distributed approximately 400 endorsement brochures. • Distributed over 100 web-based Crisis Management Guide CDs. • Actively marketed the endorsement program at MSU by talking to graduate and undergraduate students and disseminating brochures to local school systems and to faculty members in the College of Education at MSU and MSU extended campuses. • Supplied resource books for an endorsement course (ADM 677) through funding from MSU's College of Education. • Distributed over 300 endorsement brochures. • Information on the endorsement was sent upon request to students. • Met and gave information on the endorsement to post secondary representatives from WKU and UK. • Distributed 150 Web-Based Crisis Management Guides • A CD of PowerPoint's on Legal Issues and School Safety written by Dr. Robert Lyons has been compiled and distributed to various school safety colleagues on request.

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Goal/Activity	Status*	Notation
IV. Goal: Continue to work with CPE, KDE, EPSB, KATE, KACTE, and other education entities (state, national & international) on school safety issues		
A. Partner with CPE, KDE, EPSB, KATE, KACTE and other education entities on school safety issues.	✓	<ul style="list-style-type: none"> • Recruited 5 new School Safety Assessment team members. • Worked with Graves County School System on Emergency/ Crisis Planning Discretionary Grant. • Presented at the KATE Summer Institute-Web Base Crisis Manual and i-Safe. • KSBA representative spoke with the ADM 677 students on facility safety and insurance. • Two post secondary staff members assisted with a Safe School Assessment at Ballard County. • Presented at the Fourth Annual Hawaii International Conference on Education on the Web-Based Emergency/Crisis Management Guide for Schools. The conference provided KCSS the opportunity to network with individuals in other disciplines and from other countries and provided an outlet for future collaborative projects. Plans to team with teachers and administrators from Dunman High School in Singapore in an effort to incorporate school safety concepts into their schools. • Proposal submitted and accepted for the Learning Conference, 2006 <i>on School Safety Endorsement: Graduate Students Get Certified in School Safety and Violence Prevention.</i> The conference addresses a range of critically important themes relating to education today. • Worked on graphics for the KCSS Annual Report. • Worked with school system on focus group for KIDS grant. • Developed a power point program for KCSS to use in presentations, “Why Focus on School Safety”. • Designed a School Safety Assessment Brochure for KCSS use. • Designed cover for KCSS annual report. • Sent 55 web-based versions of the Crisis Manual CDs to the Office of Career & Technical Education for distribution at KDE. • Added KDE, KASS, KASA to distribution list for Post Secondary E-newsletter. • Worked with Graves County School System on Emergency/ Crisis Planning Discretionary Grant. • I-Safe information provided at the West Kentucky Technology

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		<p>Conference.</p> <ul style="list-style-type: none"> Submitted a proposal to the Hawaii International Conference on Education on the “Web-Based Emergency Crisis Guide”. Submitted a proposal to the Association for Science Teacher Education Mid-Atlantic Regional on the Safe School Endorsement. Created a PowerPoint for the Joint Committee on Education meeting. Attended Safe School Assessment Training.
Goal/Activity	Status*	Notation
B. Develop and update school safety training materials for use at the post secondary level	✓	<ul style="list-style-type: none"> Developed appropriate media on Internet safety to be used on in-house video systems in local schools. CHAMPs materials and a blueprint for embedding classroom management skills into Teacher Education courses are available for Task Force members or other colleges of teacher education.
CLEARINGHOUSE		
I. Goal: Maintain a public, user-friendly website with safe schools resources and information		
A. Update website to maintain dynamic functionality	✓	<ul style="list-style-type: none"> Added 8 new links: Clearinghouse page, 3 links on Crisis information page, 3 links on handouts page, and Truancy Symposium page Updated 2 pages with current information: upcoming conferences page and truancy symposium page Added 1 PDF brochure to the Truancy Symposium Page Created and Posted 15 articles on the website Added 4 new pictures to the KCSS homepage (total 13) Began discussion to update online Pledge Added functionality for SSAC and Board of Directors Created 7 new pages: Earthquakes Resources, 2006 Conference, Proposal Registration, Upcoming Conferences, Bullying Training, PTA Bullying Prevention and Appendices to 2005 Annual Report. Added 5 new links to I-safe, QPR, COH page and bullying training and PTA bully training to onsite trainings page. Updated 5 pages with current information. Added 20 PDF documents for the Earthquake Resources page. Created 2 buttons for upcoming conference and Annual Report Appendices.

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		<ul style="list-style-type: none"> • Added 2 pictures to the KCSS homepage. • Created and posted 12 articles on website. • Updated Emergency Management Guide page and divided it into sections. • Updated Clearinghouse Index page on a regular basis. • Updated On-Demand trainings to include QPR and I-Safe training opportunities. • Added the Training and Assistance application to the On-Demand training pages. • Added Truancy/Drop Out symposium to the Technical and Training Assistance page. • Added 2004-2005 Safe Schools Data Project to the Data Reports page and the Homepage. • Changed Center Column Article & Mini Poll. • Added new Costs of Dropping Out presentation to page. • Added updated Costs of Dropping Out paper. • Added new issues brief papers (2 pdf files). • Corrected link to Costs of Dropping Out paper/presentation. • Renamed link to Costs of Dropping Out paper/presentation. • Created Costs of Dropping Out link. • Renamed link to Costs of Dropping Out. • Changed Center Column Article & Mini poll. • Added link to SS Conf page to KSBA website. • Updated details of QPR training session. • Changed Center Column Article & Mini Poll. • Updated error on index page. • Changed Center Column Article & Mini Poll.
B. Provide a database of resources searchable by framework and audience	✓	<ul style="list-style-type: none"> • Added 28 total Resources to Library (Total Resources 2212). • Added 35 total Events to Prevention/Training Calendar (Total Events 159). • Added 32 total Resources to Library (Total Resources 2184). • Added 47 total Events to Prevention/Training Calendar (Total Events 124). • Added 13 total Resources to Library (Total Resources 2152). • Added 17 total Events to Prevention/Training Calendar (Total Events 77). • Added 28 total Resources to Library (Total Resources 2139). • Added 60 total Events to Prevention/Training Calendar.

Goal/Activity	Status*	Notation
C. Coordinate the development of instructional web-based resources	✓	<ul style="list-style-type: none"> • Creating Online Bullying Training. • Created online access to BlackBoard at UK. • Creating access to I-safe and QPR online training. • Updated Resource Library. • Updated articles on the home page weekly. • Updated Prevention Calendar with trainings available. • Creating access to I-safe and QPR online training. • Updated Resource Library. • Updated articles on the home page weekly. • Updated Prevention Calendar with trainings available. • Updated Resource Library. • Updated articles on the home page weekly. • Updated Prevention Calendar with trainings available in the next 6 months.
D. Redesign and implement a website design that meets or exceeds current technology requirements	✓	<ul style="list-style-type: none"> • Revamped website to W3C compliance.
II. Goal: Identify and disseminate school safety information		
A. Triage school safety questions to appropriate resources	✓	<ul style="list-style-type: none"> • Ask KCSS in KY: 150 inquiries. • Ask KCSS outside KY: 137 inquiries. • Ask KCSS in KY: 189 inquiries. • Ask KCSS outside KY: 96 inquiries. • Ask KCSS in KY: 187 inquiries. • Ask KCSS outside KY: 69 inquiries. • Ask KCSS in KY: 178 inquiries. • Ask KCSS outside KY: 122 inquiries.
B. Develop promotional and informative materials on areas of interest by partners and audiences.	✓	<ul style="list-style-type: none"> • Creating Online Bullying Training. • Creating KCSS brochure. • Updated articles on the home page weekly. • Creating newspaper insert for <i>Lexington Herald Leader</i>. • Promoted Mentoring Project. • Creating KCSS brochure. • Updated articles on the home page weekly. • Creating newspaper insert for <i>Lexington Herald Leader</i>. • Promoted Mentoring Project. • Promoted Mentoring Project. • Promoted Country Boys and attended premier in Prestonsburg, Ky. • Created PT Cruiser wrap for PSN.

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C. Attend state/regional/national conferences which provide pertinent information for dissemination	✓	<ul style="list-style-type: none"> • Promoted Mentoring Project and Country Boys. • Attended 2 conferences. • Attended 4 conferences. • Attended 2 conferences. • Attended 7 conferences. • Disseminated bullying brochures (elementary, middle & parent), KCSS information, Conference information, and QPR brochure.
D. Publish Clearinghouse-related print and email alert notices as necessary	✓	<ul style="list-style-type: none"> • 34 Elerts sent out. • NIE Insert and Flyer distributed at conferences. • 22 Elerts sent out. • 23 Elerts sent out. • 19 Elerts sent out. • NIE Insert and Flyer distributed to schools & at conferences.
E. Update the KCSS Display	✓	<ul style="list-style-type: none"> • Updated SSW flyer. • Added new SSW panel to display.
F. Present information on KCSS, successful practices, and safe schools issues at state, regional and national conferences	✓	<ul style="list-style-type: none"> • Attended 1 conference. • Attended 3 conferences. • Attended 2 Conferences. • Attended 7 Conferences.
G. Expand On-line Resource Library resources	✓	<ul style="list-style-type: none"> • Added 28 total Resources to Library (Total Resources 2212). • Added 32 total Resources to Library (Total Resources 2184). • Added 13 total Resources to Library (Total Resources 2152). • Added 28 total Resources to Library (Total Resources 2139).
H. Collaborate with LFUCG on gun safety education grant for media outreach	✓	<ul style="list-style-type: none"> • Created NIE tabloid. • Distribute Gun Safety materials. • Change of Heart Training at Danville Bates High School. • Creating NIE tabloid. • Submitted LFUCG report. • Change of Heart Training at Bryan Station High School and Tates Creek Middle School. • Presented Change of Heart training at 2 conferences. • Networked with KET, KCN and with Country Boys contact person on premier of Country Boys in Prestonsburg. • Set up Change of Heart training at Dunbar High and Danville Ind. • Created PT Cruiser wrap for PSN. • Collaborated with Bluegrass Crimestoppers and PSN to promote the Change of Heart Training.

*Status Legend (✓) Completed; (I) In Progress; (D) Deleted; (R) Revised; (N) No Action to Date; (O) Other
Italics – new or modified goal/activity; **Bold** – activity/notation for current period

Goal/Activity	Status*	Notation
I. Coordinate 2005 Safe Schools Week	✓	<ul style="list-style-type: none"> • Promoted competition for 2006 Safe Schools Week. • Created Insert promoting Safe Schools Week. • Competition winners were identified. • Updated flyer for 2006 Safe Schools Week. • Created timeline for 2006 Safe Schools Week. • Created curriculum for 2006 Safe Schools Week. • Promoted competition for 2006 Safe Schools Week. • Made statewide public service announcements concerning Safe Schools Week. • An insert was placed in the <i>Lexington Herald Leader</i> concerning Safe Schools Week. • An online pledge against school violence was taken by 54 districts. • Competition winners were recognized at the Safe Schools Conference. • Worked the booth at the conference. • Provided resources to KSBA for conference staffers.
III. Goal: Identify and disseminate information related to trends in best and promising practices		
A. Monitor literature and publications for current trends	✓	<ul style="list-style-type: none"> • Reviewed literature on cyber-bullying. • Reviewed literature on bullying. • Reviewed literature on mentoring. • Reviewed literature on mentoring. • Monitored websites and entered new items in Resource Library.
B. Identify and assist in developing and providing trainings and workshops	✓	<ul style="list-style-type: none"> • Continued to promote and facilitate Change of Heart trainings, QPR trainings, bullying prevention/intervention trainings, I-SAFE trainings, Ripple Effects trainings, etc. online and face-to-face. • Working with East Washington University to provide QPR training online to Kentucky Counselors Association. • Continued to promote and facilitate Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc. online and face-to-face. • Working with East Washington University to provide QPR training online to Kentucky Counselors Association. • Promoting and facilitating Change of Heart trainings, QPR trainings, I-SAFE trainings, Ripple Effects trainings, etc.

*Status Legend (✓) Completed; (I) In Progress; (D) Deleted; (R) Revised; (N) No Action to Date; (O) Other
Italics – new or modified goal/activity; **Bold** – activity/notation for current period

Goal/Activity	Status*	Notation
C. Facilitate a Task Force to create safe schools plan template	N	
D. Identify gaps in current research to develop materials addressing those areas.	✓	<ul style="list-style-type: none"> • Working to develop online bullying training. • Working to develop research and materials on cyber-bullying. • Developed Social Networking-Internet Safety Training. • Worked with partnership development for statewide mentoring program. • Developing mentoring program for the state of Kentucky.
IV. Goal: Provide support for KCSS partners		
A. Consult with partners as requested concerning current trends and best practice	✓	<ul style="list-style-type: none"> • Working on QPR online trainings in collaboration with Tamara Tatum. • Began work on QPR online trainings in collaboration with Tamara Tatum.
B. Provide partners with needs assessment suggestions gleaned from questions and conference participation.	✓	<ul style="list-style-type: none"> • Facilitated COH & QPR trainings with Tamara Tatum. • Disseminated EMG CD produced by MSU to all state enforcement facilities.
C. Create materials for dissemination concerning partner activities.	✓	<ul style="list-style-type: none"> • KCSS brochure. • Elerts for MSU. • Articles on MSU and KSBA activities. • Article on Safe School Assessments. • KCSS brochure. • Elerts for MSU. • Articles on MSU and KSBA activities. • Article on Safe School Assessments.

**There were 82 meetings/visits/presentations made, involving 3492 individuals and exhibitions at 1 conferences.
For further information on these meetings/visits/presentations, contact Cathy Martin at the Kentucky Center for School Safety**

*Status Legend (✓) Completed; (I) In Progress; (D) Deleted; (R) Revised; (N) No Action to Date; (O) Other
Italics – new or modified goal/activity; **Bold** – activity/notation for current period

Kentucky Center for School Safety Financial Report

Description	Approved Budget Amount	Expenditures Through June 30, 2006	Balance Encumbered Funds	Total	Contract Funds Expended (%)	Balance Available
A. Personnel/Fringe	284,813	284,747	0	284,747	100%	66
B. Operating and Training Expenses	56,290	56,080	0	56,080	100%	210
C. Travel	29,500	29,147	0	29,147	99%	353
D. Sub-Contracts	645,555	601,524	44,031	645,555	100%	0
E. Indirect Costs	48,512	47,762	0	47,762	98%	750
Total Funds	1,064,670	1,019,260	44,031	1,063,291	100%	1,379

*Status Legend (✓) Completed; (I) In Progress; (D) Deleted; (R) Revised; (N) No Action to Date; (O) Other
Italics – new or modified goal/activity; **Bold** – activity/notation for current period

EDUCATORS' PERCEPTIONS OF CAUSES AND CONSEQUENCES OF
PROBLEMATIC PARENTAL BEHAVIOR IN KENTUCKY PUBLIC SCHOOLS

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May, 2006

Introduction

Although a wide variety of research efforts use data from students to examine causes of school violence and victimization, few efforts examine victimization among teachers. Even when this research is performed, the findings typically focus on students as the perpetrators. Nevertheless, the emerging image of the “pushy parent” and anecdotal evidence from numerous sources causes one to question the amount and types of victimization among teachers that are due to problematic parents. This effort is an attempt to provide a more informed look at the topic of parental aggression toward teachers.

Because information regarding the existence of parental aggression toward teachers is lacking, we first devoted our efforts to the creation of a reliable and valid survey instrument to solicit information from those individuals most directly confronted with this issue: teachers and administrators. On February 16th, 2005, with the assistance of Jon Akers, Executive Director for the Kentucky Center for School Safety, we convened a focus group with ten individuals deemed representative of administrators and teachers in Kentucky public schools.¹ The focus group followed the structured group format (Morgan, 1997) and lasted approximately two hours. The purpose of the focus group was to solicit information regarding the following issues from participants: (1) Definition of parental aggression, (2) Forms of parental aggression, (3) Frequency and extent of parental aggression, (4) Issues around which parental aggression arises, (5) Current responses to parental aggression, and (6) Possible recommendations for dealing with aggressive parents.

The focus group was facilitated by a trained university professor. During the focus group, two separate researchers took notes of the session's content. Data obtained from the two researchers were then transcribed and analyzed. Information from those data was used to create the survey instrument used in this study.

Data collection

Given the nature of the sample under study, we felt that an electronic questionnaire would provide the most meaningful and timely data and yield the highest response rate. While an electronic questionnaire is currently not feasible with surveys of the general public, Dillman (2000) suggests that valid, reliable electronic surveys with members of organizations that have both access to the Internet and valid email addresses can be conducted with only "...minor coverage problems" (Dillman, 2000, p. 356). We felt that these "minor coverage problems" would be outweighed by the much higher response rate that we would achieve utilizing the electronic survey format.

In early July, we mailed a letter to the superintendents from all 176 public school districts in which we described the purpose and methodology of the study and asked for both the email addresses of all the school principals in the district and permission to send an email to each principal asking for their help in administering the questionnaire. We then sent three follow-up mailings approximately two weeks apart and phoned superintendents who did not respond to any of the mailings until we obtained a decision regarding whether or not they would allow their district to participate. In the end, 161 (91.5%) superintendents agreed to allow us to email the survey to all principals in their district. While a small number of the 15 superintendents that refused to participate stated that they had just been appointed as superintendent and did not want to create any

controversy at such an early point in their career, we did not formally query the superintendents regarding their decision. Eleven of the 15 districts had enrollments of less than 3,500 students.

Using an email distribution list of principals created from those email addresses the superintendents provided, we then sent an email containing an announcement letter to the principals in September. In this letter, we informed them of the purpose of the study, its importance, and their role in facilitating the administration of the web-based survey. We then sent an email containing the link to the web-based survey in early October to each of the principals and asked that they forward the email to all the teachers in their school.

In the days that followed delivery of the initial email, we discovered that there were a number of potential respondents who experienced problems with the online availability of the survey. After contacting both the agency responsible for the online data collection and the principals at some of the schools, we were informed that these problems were primarily due to the limited bandwidth of both the school districts and the server where the electronic survey was housed. As such, the questionnaire was: (1) moved to a server that had a larger amount of available bandwidth and (2) reformatted so that the user could scroll down and answer several questions on each page rather than answer one question per page as was originally designed. The revised web page became available in late October and, to our knowledge, few users experienced problems with completion of the online questionnaire after the change.

In an attempt to maximize participation to obtain the most valid data possible (Dillman, 2000), we sent two reminder emails at two week intervals to the principals.

The website was deactivated on December 9. After cleaning the data, the sample under study here consists of data from 7,101 respondents.²

Estimating a response rate for this research is difficult at best. Given our methodology, we assume (but have no way of knowing for sure) that each principal that received the aforementioned emails distributed those emails to all the teachers in the school where the principal was the administrator. If that is the case, then 33,106 teachers (the number of teachers in the 161 districts who agreed to participate in the research) had the opportunity to complete the questionnaire. Because the sample under study here consists of 7,101 respondents, our response rate is 21.4 percent. We feel that this response rate is conservative, at best.

Given that the response rate to the survey is conservative, we cannot be certain as to whether the results presented here are representative of the 161 school districts under study. We can say, however, that the data obtained from the demographic questions (for which we were able to collect data) show the teachers in the sample to be very similar to those throughout the state of Kentucky.³ Additionally, given the exploratory nature of this research, we feel that the low response rate neither reduces the importance of this research nor decreases the substantive significance of the findings derived from this study. As such, while the findings presented here need to be taken in the context of this sample, we are fairly confident that future research efforts with larger, more generalizable samples will produce similar findings to those presented here.

Results

The results presented in Table 1 describe the demographic characteristics of the respondents in the sample. Given that the focus group was confident that the elementary

and middle/high school teacher experiences with problematic parents would be dramatically different, each of the following tables contrasts the experiences of those teachers from elementary schools with those of teachers from the middle/high schools. The majority of the respondents (91.2%) from the elementary school group (hereafter referred to as elementary teachers) and seven in ten respondents (70.9%) from the middle/high school group (hereafter referred to as middle/high teachers) were female. The vast majority of the respondents from both groups (96.7% and 95.7%, respectively) were white.

Almost one in four elementary teachers (24.2%) were between the ages of 21 and 30 while slightly more than one in four elementary teachers were between the ages of 31 and 40 and between the ages of 41 and 50 (27.3% and 25.9%, respectively). Over one in six respondents (17.6%) were between the ages of 51 and 60. Middle/high teachers were generally older; one in four middle/high teachers was between the ages of 21 and 30 and between the ages of 51 and 60 (19.0% and 20.1%, respectively). Slightly more than one in four middle/high teachers were between the ages of 31 and 40 and between the ages of 41 and 50 (28.2% and 27.5%, respectively).

The majority of respondents from both groups were married (77.6% and 74.2% respectively), while over seven in ten respondents from both groups had children (73.3% and 70.8%, respectively). Most of the elementary teachers and middle/high teachers had either completed a master's degree and were at the Rank II level (44.6% and 46.1%, respectively) or had completed a Master's degree and 30 hours of additional graduate work in an approved program and were at the Rank I level (31.4% and 32.7%,

respectively). Most of the remaining respondents from both groups (22.0% and 19.1%, respectively) were at the Rank III level (college graduates).

More than half of the elementary and middle/high teachers (53.0% and 54.9%, respectively) had worked in the field of education for more than 10 years. Slightly over one third of the respondents from both groups had worked in the field of education for over 15 years (36.5% and 37.5% respectively). Approximately one in four respondents from both groups had worked in education for less than five years (24.0% and 22.8%, respectively).

The vast majority of respondents from both groups indicated their primary role in the school where they worked was that of a classroom teacher (82.2% and 85.4%, respectively). Additionally, the vast majority also had jobs that entailed working at only one school in the district (91.7% and 93.4%, respectively).

The respondents from both groups were distributed across the population sizes of 2,500 residents or less (21.3% and 12.4% respectively), 2,501 to 5,000 residents (19.2% and 16.0%, respectively), 5,001 to 10,000 residents (13.7% and 14.7%, respectively), 10,001 to 25,000 residents (15.9% and 22.0%, respectively), 25,001 to 50,000 residents (11.4% and 14.5%, respectively), and more than 50,000 residents (10.6% and 12.0%, respectively). Thus, a larger percentage of elementary teachers were from rural districts.

From the elementary teacher group, approximately half of the respondents (48.8%) worked in schools with enrollments from 251 to 500 students and one in three respondents (33.4%) worked in schools with enrollments from 501 to 750 students. Almost one in eight respondents (12.0%) worked in schools with enrollments less than 250 students. Approximately three in ten middle/high teachers (29.5%) worked in

schools with enrollments from 501 to 750 students. From the middle/high teacher group, almost one in five respondents worked in schools with enrollments from 251 to 500 students and from 751 to 1,000 students (19.0%, both). Approximately one in ten respondents (9.9%) worked in schools with enrollments from 1,001 to 1,250 students and a small percentage of respondents (7.9%) worked in schools with enrollments from 1,251 to 1,500 students. As such, the middle/high teachers were more likely than the elementary teachers to work in schools with larger enrollments.

The results presented in Table 2 describe the level of parental involvement in the school at which the respondents worked. More middle/high teachers than elementary teachers stated that parents were not active in their child(ren)'s school. From the middle/high teacher group, over one in three respondents (35.6%) said they were more non-active than active, over one in five (23.2%) said they were mostly non-active, and a small percentage of respondents (6.5%) said they were overwhelmingly non-active. From the elementary teacher group, almost three in ten respondents (29.5%) said they were more non-active than active, slightly more than one in eight (15.3%) said they were mostly non-active, and a small percentage of respondents (4.0%) said they were overwhelmingly non-active.

The results presented in Table 3 reflect the respondents' perceptions of their interaction with the parents whom they interact the most. Most respondents from both groups felt that their interaction with parents was positive. More than two in five elementary teachers (44.8%) stated their interaction with parents was mostly positive, three in ten (30.1%) stated that it was more positive than negative, and a small percentage (7.5%) indicated their interaction with parents was overwhelmingly positive. The

majority of middle/high teachers felt that their interaction with parents was positive, with one third (33.6%) stating that it was mostly positive, another one in three (33.5%) stating that it was more positive than negative, and a small percentage (4.4%) stating it was overwhelmingly positive.

The results presented in Table 4 describe the respondents' views of the most important causes of the problems between the respondents and parents. Discipline was the most important cause of problems between respondents and parents for both groups, while grades played a larger role as a cause of problems for the middle/high teachers than the elementary group. Almost three in five elementary teachers (58.2%) and more than four in ten middle/high teachers (44.8%) thought that discipline was the most important cause. One in seven elementary teachers (14.4%) and one in three middle/high teachers (33.0%) thought that grades were the most important cause. Small percentages of respondents from both groups stated that special education issues (9.6% and 6.0%, respectively), other issues (7.5% and 4.2%, respectively), and attendance issues (4.0% and 4.6%, respectively) were the most important causes.

The results presented in Table 5 reflect the level of the interaction with parents in the last 12 months that the respondents would describe as problematic. The majority of the respondents from both groups (73.2% and 68.1%, respectively) stated that less than 10% of interactions were problematic. A small percentage of respondents from both groups (4.2% and 7.0%, respectively) stated that the majority of the interaction they had with parents in the last 12 months was problematic.

The results presented in Table 6 indicate whether or not the respondents received training in communicating with parents. More than half of the respondents from both

groups (55.1% and 51.2%, respectively) had received training in communicating with parents. The results presented in Table 7 describe the activities and characteristics of those respondents. The majority of the respondents from both groups regularly watch the television news (92.2% and 91.4%, respectively), regularly read educational journals (79.4% and 73.8%, respectively) and consider themselves to be conservative (79.5% and 73.0% respectively).

The results presented in Table 8 indicate the respondents' perceptions of law enforcement and crime in school. From both groups, the majority of respondents agreed that assaults on teachers by students (92.5% and 86.2%, respectively), assaults on teachers by parents (79.8% and 70.7%, respectively), and the number of school shootings have increased in the past 10 years (92.1% and 84.3%, respectively). Approximately three in four respondents from both groups (73.5% and 79.3, respectively) stated that the law enforcement and/or security personnel at their school did a good job of providing assistance when needed to deal with problem parents.

The results presented in Table 9 describe the respondents' perceptions of the effects of parental behavior on the educational process. The vast majority of respondents from both groups (96.7% and 94.6%, respectively) indicated that aggressive behavior of parents in the school setting often damaged their child emotionally or psychologically. An equal percentage of respondents from both groups (96.4% and 94.8%, respectively) stated that parents often believed they had rights but were unwilling to take responsibility for the behavior of their children. Over three in five elementary teachers (62.6%) and more than half of the middle/high teachers (57.3%) agreed that, in today's society, schools were too concerned about giving a parent voice in the public school setting.

Over three in five elementary teachers (62.4%) and almost seven in ten middle/high teachers (69.3%) indicated that most parents at their schools were unaware of the procedures for dealing with concerns they had about their children in the school environment. An approximately equal percentage of respondents from both groups (61.1% and 61.6%, respectively) agreed that advocacy groups acting on behalf of parents had increased parent/teacher problems. More than half of the respondents from both groups (52.0% and 58.7%, respectively) also stated that advocacy groups acting on behalf of parents had increased the likelihood that a teacher would give a student a higher grade than they deserved to avoid conflict. Over one in three respondents from both groups (35.1% and 36.4%, respectively) agreed that advocacy groups acting on behalf of parents had increased teachers' fears that an unsatisfied parent would victimize them. Finally, three in ten elementary teachers (31.1%) and almost one in four middle/high teachers (24.6%) indicated that increasing participation opportunities for parents in the public school setting had increased problems teachers had with parents.

The results presented in Table 10 reflect respondents' perceptions of educational pressures in public schools. The majority of respondents from both groups (89.2% and 84.4%, respectively) indicated that the recent upsurge in drug use in Kentucky had increased the number of problematic parents because more parents were using drugs than ever before. Three in ten elementary teachers (60.6%) and more than half of the middle/high teachers (52.4%) agreed that pressure to increase CATS scores had increased problems they had with parents. One in five respondents from both groups (22.2% and 22.6%, respectively) stated that teachers generally were more likely to have conflicts with parents of other races than parents of their own race.

The results presented in Table 11 reflect the respondents' perceptions of parents of children in the school. The majority of respondents from both groups agreed that most parents with whom they interacted were amenable to their suggestions about their children (91.5% and 88.3%, respectively) and generally supported the decisions that they made regarding their children (90.2% and 87.1%, respectively). Over four in five elementary teachers (84.3%) and three in four middle/high teachers (75.0%) stated that they were comfortable conducting a parent/teacher conference alone in their classrooms. Similar percentages of respondents from both groups (82.5% and 73.0%, respectively) stated that most of the students that they taught had parents who cared about their children's success. Over two in five elementary teachers (43.8%) and more than one in three middle/high teachers (37.2%) agreed that most of the students that they taught were provided a good moral foundation at home.

The results presented in Table 12 depict respondents' perceptions of their own risk of criminal victimization by problematic parental behavior. Middle/high teachers perceived their risk of victimization to be higher than elementary teachers for each of the activities in question. Both groups felt that the most likely problematic parental behaviors that they would encounter were (1) parents using profanity directed toward them and (2) parents accusing them of "picking on" their child. More than one in four (26.8%) elementary teachers and one in three (33.5%) middle/high teachers perceived that it was more likely than not (score of 6 or greater) that a parent would use profanity directed toward them. Similar percentages of respondents from both groups felt that parents would accuse them of "picking on" their child (26.3% and 31.8%, respectively).

Approximately one in four teachers in both groups felt that it was more likely than not a parent would scream at them (23.7% and 27.9%, respectively). Approximately one in five respondents from both groups perceived that it was more likely than not that a parent would call them on the phone and harass them (19.9% and 21.9%, respectively) or accuse them of unfair grading practices (17.5% and 24.8%, respectively). Approximately one in eight elementary teachers and one in six middle/high teachers perceived that it was more likely than not that a parent would verbally threaten them (12.9% and 16.3%, respectively), accuse them of being incompetent at their jobs (12.0% and 16.5%, respectively), attempt to get them to change an absence from unexcused to excused (13.9% and 16.8%, respectively), accuse them of unprofessional behavior (11.5% and 16.3%, respectively), threaten to do professional harm to them by using their personal connections (11.4% and 16.6%, respectively), or threaten to try to get them fired (11.0% and 16.0%, respectively). Additionally, small percentages of respondents from both groups felt that it was more likely than not that a parent would send them an email threatening their jobs (8.1% and 14.0%, respectively), send an email threatening them with physical harm (2.2% and 3.3%, respectively), or push, hit or attempt to push or hit them (2.6% and 2.9%, respectively).

The results presented in Table 13 reflect avoidance and protective behaviors of respondents. Over one in five respondents from both groups (24.1% and 22.8%) agreed that they had considered changing professions because of problems they had with parents. Fewer respondents from both groups stated that they had avoided school events because they wanted to avoid parents with whom they had confrontations (14.0% and 11.2%, respectively) or had reduced their involvement in extracurricular activities

because they wanted to avoid problematic parents (13.7% and 15.6%, respectively). More than one in eight respondents from both groups (13.4% and 13.2%, respectively) agreed that they were less comfortable confronting a parent who was of a different race. Small percentages of respondents from both groups (1.7% and 2.6%, respectively) indicated that they had considered carrying a weapon to school to protect themselves.

Respondents indicated their fear of victimization by problematic parental behavior in Table 14. One in three respondents from both groups were afraid that a parent would slander their professional reputation (35.4% and 33.8%, respectively) or that a parent would verbally abuse them or call them names because of his or her dissatisfaction with decisions the respondent made concerning the children with whom they interacted (33.2% and 34.0%, respectively). Small percentages of respondents from both groups were worried that a parent would strike them (5.7% and 5.3%, respectively) or push or shove them (5.4% and 5.3%, respectively) because of the parent's dissatisfaction with the decisions the respondent made concerning their child.

The results presented in Table 15 reflect respondents' perceptions of administrative support at the school in which they worked. More than four in five respondents from both groups indicated that the principal at the school generally supported the decisions that they made (85.8% and 85.7%, respectively) and that the administrators at their school supported them in dealing with parent-teacher problems (83.7% and 83.6%, respectively). Three in five respondents from both groups stated that the superintendent (62.4% and 61.1% respectively) and the school board (59.1% and 58.1%, respectively) supported them in dealing with parent-teacher problems. Three in five elementary teachers (58.9%) and half of the middle/high teachers (48.2%) agreed

that the parents on the site-based council in their district were generally representative of the parents in their district. Over one in three elementary teachers (37.1%) and more than two in five middle/high teachers (42.2%) stated that the policies at the school where they worked adequately punished those parents who created conflict.

The results presented in Table 16 display respondents' perceptions of support from the school board and the criminal justice system and the factors that influence administrative support. More than one in three respondents from both groups indicated that either the criminal justice system (37.0% and 36.9%, respectively) or the school board (35.0% and 36.9%, respectively) was reluctant to prosecute those parents who violate the law on school grounds. Approximately one in five respondents from both groups (20.0% and 21.4%, respectively) agreed that frequent administrative turnover in their district made it less likely that administrators would support their decisions as a teacher in the classroom.

The results presented in Table 17 reflect the answers to a number of questions that were asked regarding the prevalence of problematic behaviors that respondents had experienced *in their careers*. As with perceived risk of victimization, middle/high teachers were more likely than elementary teachers to have been victimized by practically all of the activities in question. The most prevalent form of victimization for both groups was verbal victimization, as more than one third of the respondents from each group indicated that a parent of a child at the school had accused them of "picking on" their child (37.6% and 40.7%, respectively) or had screamed at them (34.5% and 36.0%, respectively) in their career. More than one in four respondents from both groups indicated that a parent of a child at the school had used profanity directed toward them

(26.6% and 30.5%, respectively) while more than one in five respondents from both groups indicated that a parent of a child at the school had called them on the phone and harassed them (22.1% and 22.0%, respectively) or accused them of unfair grading practices (21.2% and 27.3%, respectively) at some point in their career. Approximately one in seven respondents from both groups stated that a parent had accused them of being incompetent at their job (15.1% and 17.1%, respectively), had attempted to get them to change an absence from unexcused to excused (14.9% and 14.7%, respectively), had verbally threatened them (14.3% and 16.1%, respectively), had threatened to try to get them fired (13.7% and 18.1%, respectively), had accused them of unprofessional behavior (13.5% and 17.7%, respectively), or had threatened to do professional harm to them by using their personal connections (12.3% and 16.4%, respectively). However, few respondents from both groups had experienced a situation where: a parent detained or attempted to detain them in a location in which they did not want to be (5.3% and 4.8%, respectively); a parent sent numerous emails to harass them (4.8% and 9.2%, respectively); or a parent sent them an email threatening their job (4.4% and 8.5%, respectively). Additionally, few respondents from both groups had ever had a parent push, hit, or attempt to push or hit them (1.7%, both), damage their property at school or at their home (1.6% and 2.5%, respectively), or send them an email threatening them with physical harm (0.4% and 0.6%, respectively).

The results presented in Table 18 reflect responses to the frequency of incidents of problem behaviors *in the past 12 months*. One in three respondents from both groups responded that a parent had accused them of “picking on” their child (32.6% and 35.9%, respectively) or had screamed at them (30.0% and 31.8%, respectively). One in four

respondents from both groups (23.8% and 27.9%, respectively) stated that a parent of a child at the school had used profanity directed toward them in the last 12 months. Slightly fewer respondents from both groups had a parent call them on the phone to harass them (19.1% and 19.4%, respectively), or accuse them of unfair grading practices (18.2% and 24.1%, respectively) in the past 12 months. One in eight respondents from both groups stated that a parent had accused them of being incompetent at their job (13.1% and 15.3%, respectively), had attempted to get them to change an absence from unexcused to excused (12.9% both), or had verbally threatened them (12.1% and 13.9%, respectively) in the last 12 months. Slightly fewer respondents from both groups stated that a parent had accused them of unprofessional behavior (11.8% and 16.0%, respectively); threatened to try to get them fired (11.7% and 16.0%, respectively); or threatened to do professional harm to them by using their personal connections (10.9% and 14.4%, respectively) in the past 12 months. Small percentages of respondents from both groups had a parent detain or attempt to detain them in a location they did not want to be (4.6% and 4.2%, respectively), had received numerous emails to harass them from a parent (4.5% and 8.5%, respectively), had received an email threatening their job from a parent (4.1% and 7.7%, respectively), had a parent push/hit or attempt to push or hit them (1.4% both), had their property at school or at home damaged by a parent (1.4% and 2.1%, respectively), or had received an email threatening them with physical harm (0.3% and 0.5%, respectively) in the last 12 months.

The results presented in Table 19 reflect respondents' perceptions and knowledge of statutes designed to protect teachers and school personnel. More than one in five elementary teachers (23.0%) and less than three in ten middle/high teachers (29.7%)

agreed that, before they began this survey, they were aware that Kentucky Revised Statute 161.190 was in existence. Only one in five respondents from both groups (19.9% and 21.4%, respectively) stated that they felt that this law was effective in deterring parents from abusing teachers. However, slightly more respondents from both groups indicated that before they began this survey, they were aware that Kentucky Revised Statute 508.025 was in existence (28.5% and 34.0%, respectively) and that this law was effective in deterring parents from abusing teachers (30.7% and 33.2%, respectively).

Discussion and Conclusions

Using a sample of teachers from 161 public school districts in Kentucky, this study has begun the exploration of parental aggression toward teachers by assessing the perspectives of over 7,000 teachers regarding the prevalence and incidence of problematic behavior among the parents of the students that they teach and the impact of that problematic behavior on their activities and attitudes toward educational activities. Results from this study reveal that a substantial minority of teachers had been victims of verbal abuse and threats from parents and that a small percentage of teachers had experienced physical aggression from parents. Therefore, the results tell us that the problem of parental aggression was present for a number of teachers under study, but the aggression was almost always in the form of verbal aggression, rather than physical aggression.

Nevertheless, within the limitations of the sample under study, the results presented here suggest that a substantial amount of responding teachers had inaccurate perceptions of the amount of school violence and the risk they face from both parents and students. Approximately nine in ten respondents agreed that school shootings have dramatically increased in the past ten years and that assaults on teachers by students have also increased during that time period; in fact, neither of these statements is correct (DeVoe et al., 2004; Anderson et al., 2001; National School Safety Center, 2006). This finding, coupled with the fact that most of the available literature in the area of parental aggression against teachers is found in popular or trade magazines (e.g., *Time*, *Good Housekeeping*, *Times Educational Supplement*), further enforces the need for scholarly

research in this area. Based on the results of this research, teachers should be made aware that, while their profession does involve somewhat regular conflict with parents, most of this conflict is verbal, not physical. Providing training for teachers on how to avoid, prevent, and resolve verbal confrontations with parents, both at the university level as part of their training prior to entering the teaching career and at the local level as part of their in-service training, is thus essential in retaining teachers in the profession and giving them the confidence they need to deal with sometimes hostile parents.

A second contribution from this study regards the respondents' perceptions of the support they receive from the criminal justice system and the school board. One in three respondents agreed that both the school board and the criminal justice system were reluctant to prosecute parents who violate the law on school grounds and less than half of the respondents agreed that policies at their school adequately punished parents who create conflict. If these concerns are in fact justified, steps should be taken to address them. If parents are violating laws on school grounds, criminal justice officials should prosecute those individuals with the same vigor that they would if the crime occurred away from school grounds. Future research should attempt to gauge the validity of these concerns.

Thirdly, this research suggested that the primary cause of conflict between parents and teachers involved discipline of children in the schools and also suggested that attendance problems are important causes of conflict as well. Since both of these issues have policies and rules to guide them, it would appear that better communication with parents regarding discipline and attendance would be helpful. While most schools are continually making efforts to improve their communication with parents, there are several

steps that all schools should ensure that they are taking in this area. Some of them include: (1) acknowledging that these are generally the two areas that cause the greatest amount of disagreement and conflict between educators and parents; (2) making every effort to simplify and clarify all information that details the rules of discipline and attendance; (3) widely advertising these rules to parents, students, and the community at large; and (4) broadly disseminating the process through which parents can address their concerns regarding discipline and attendance issues with the principal and, if needed, the superintendent and school board. Schools should also ensure that this information is posted on their school website and disseminated to parents at every opportunity. This information may reduce the number of potentially problematic situations that arise. Parents who know the rules regarding these matters will be less likely to be verbally or physically aggressive toward teachers when their children violate the rules.

The results presented here further reveal that, despite the fact that a number of teachers have been involved in verbal conflicts with parents in their careers (and in the past 12 months), the vast majority of respondents were not fearful of interactions with parents nor have they reduced their involvement in extracurricular activities because of problematic parents. As such, it appears that most respondents realize that the vast majority of parents are not problematic parents and plan their activities accordingly. Nevertheless, approximately one in five respondents agreed that they had considered changing professions and had reduced their involvement in extracurricular activities because of problematic parents. As such, parental aggression remains a problem for some teachers and should neither be ignored nor taken lightly. We have described a number of steps above that may reduce parent/teacher conflict. Schools should consider

these steps and develop others to insure that teachers do not leave the profession of teaching or reduce their effectiveness as teachers because of this problem.

Finally, we close by revisiting the issue of research using teachers and school administrators as respondents. The low response rate of this study limits the generalizability of these findings. We are aware of no method, however, that would insure a high response rate among teachers and school personnel without incurring a substantial investment of time and financial resources on the part of both schools and researchers. Given the choice of available methodologies, we chose to attempt an electronic survey of teachers. Our decision was driven by the fact that contacting teachers by phone during the school day is virtually impossible; contacting teachers after school hours by phone is even more difficult as there are no lists available that provide home phone numbers of teachers. Mail surveys of teachers may have higher response rates than telephone surveys but would also be difficult for the same reasons described above. The results from this study further suggest the electronic surveys of teachers yield low response rates as well.

Based on our experience in this study and the experience of others in numerous studies with hard-to-reach samples such as this (see Dillman, 2000), it appears the best method to conduct this type of research in the future would be to personally interview teachers at the schools where they are employed. Given the hectic nature of a teacher's schedule when school is in operation, we suggest that the best time to conduct these interviews is either (a) immediately after the school day in a faculty meeting or (b) at some time during professional development training that most districts conduct regularly when school is not in session. While either method requires tremendous support from the

school administration, we suggest that it is vital that this research be replicated with a larger, more representative sample to determine whether the findings from this study actually reflect the experiences of teachers in general. Until we know for certain the amount, types, and ramifications of parental aggression against teachers, any methods to reduce this aggression may be futile.

Table 1. Sample Characteristics (N=7,101)

Category		Elementary School		Middle/High School	
		Number	Percentage	Number	Percentage
Gender	Female	2,882	91.2	2,793	70.9
	Male	269	8.5	1,137	28.9
	Missing	10	0.3	10	0.3
Age	Less than 21 years	1	0.0	0	0.0
	Between 21 and 30 years	766	24.2	750	19.0
	Between 31 and 40 years	862	27.3	1,110	28.2
	Between 41 and 50 years	820	25.9	1,084	27.5
	Between 51 and 60 years	556	17.6	793	20.1
	Over 60 years	37	1.2	61	1.5
	Missing	119	3.8	141	3.6
Race	African American/Black	59	1.9	84	2.1
	White/Caucasian	3,058	96.7	3,770	95.7
	American Indian	11	0.3	15	0.4
	Hispanic American/Latino	7	0.2	12	0.3
	Asian or Asian American	2	0.1	10	0.3
	Other Race	6	0.2	18	0.5
	Multiracial	4	0.1	4	0.1
	Missing	14	0.4	27	0.7
Marital Status	Yes	2,453	77.6	2,925	74.2
	No	670	21.2	973	24.7
	Missing	38	1.2	42	1.1
Have Children	Yes	2,318	73.3	2,790	70.8
	No	811	25.7	1,116	28.3
	Missing	32	1.0	34	0.9
Education Level	Some college	7	0.2	12	0.3
	College graduate (Rank III)	697	22.0	754	19.1
	Master's (Rank II)	1,409	44.6	1,815	46.1
	Rank I	993	31.4	1,290	32.7
	Ed.D / Ph.D	27	0.9	43	1.1
	Missing	28	0.9	26	0.7
Years Working in Field of Education	Less than 3 years	283	9.0	350	8.9
	Between 3 and 5 years	475	15.0	548	13.9
	Between 6 and 10 years	702	22.2	840	21.3
	Between 11 and 15 years	521	16.5	684	17.4
	Over 15 years	1,154	36.5	1,478	37.5
	Missing	26	0.8	40	1.0

Table 1. (continued)

Job Title	Assistant Principal	33	1.0	88	2.2
	Coach	12	0.4	11	0.3
	Counselor	110	3.5	181	4.6
	Librarian	92	2.9	67	1.7
	Principal	166	5.3	122	3.1
	School Psychologist	19	0.6	9	0.2
	Superintendent	0	0.0	8	0.2
	Teacher	2,598	82.2	3,365	85.4
	District Staff	17	0.5	28	0.7
	Speech Pathologist	67	2.1	9	0.2
	Missing	47	1.5	52	1.3
	Job Responsibility	One school	2,900	91.7	3,679
Multiple schools		233	7.4	225	5.7
Missing		28	0.9	36	0.9
Town Population	2,500 residents or less	672	21.3	490	12.4
	Between 2,501 and 5,000 residents	608	19.2	632	16.0
	Between 5,001 and 10,000 residents	434	13.7	579	14.7
	Between 10,001 and 25,000 residents	504	15.9	867	22.0
	Between 25,001 and 50,000 residents	360	11.4	572	14.5
	Between 50,001 and 150,000 residents	193	6.1	272	6.9
	Over 150,001 residents	334	10.6	474	12.0
Missing	56	1.8	54	1.4	
Enrollment of School	250 students or less	378	12.0	196	5.0
	Between 251 and 500 students	1,544	48.8	749	19.0
	Between 501 and 750 students	1,057	33.4	1,161	29.5
	Between 751 and 1,000 students	139	4.4	750	19.0
	Between 1,001 and 1,250 students	7	0.2	390	9.9
	Between 1,251 and 1,500 students	1	0.0	310	7.9
	Between 1,501 and 1,750 students	1	0.0	179	4.5
	Between 1,751 and 2,000 students	1	0.0	79	2.0
	Between 2,001 and 2,500 students	3	0.1	70	1.8
	Missing	30	0.9	56	1.4

Table 2. What is the Level of Parental Involvement at Your School?

	Elementary School		Middle/High School	
	Number	Percentage	Number	Percentage
Overwhelmingly active	174	5.5	64	1.6
Mostly active	402	12.7	229	5.8
More active than non-active	480	15.2	412	10.5
About as active as non-active	545	17.2	647	16.4
More non-active than active	933	29.5	1,404	35.6
Mostly non-active	485	15.3	913	23.2
Overwhelmingly non-active	125	4.0	258	6.5
Missing	17	0.5	13	0.3

Table 3. Description of Interaction with Parents of Children

	Elementary School		Middle/High School	
	Number	Percentage	Number	Percentage
Overwhelmingly positive	237	7.5	172	4.4
Mostly positive	1,415	44.8	1,323	33.6
More positive than negative	950	30.1	1,318	33.5
About as positive as negative	378	12.0	711	18.0
More negative than positive	131	4.1	327	8.3
Mostly negative	25	0.8	52	1.3
Overwhelmingly negative	6	0.2	14	0.4
Missing	19	0.6	23	0.6

Table 4. Most Important Causes of Problems with Parents

	Elementary School		Middle/High School	
	Number	Percentage	Number	Percentage
Discipline	1,840	58.2	1,767	44.8
Grades	454	14.4	1,301	33.0
Special education issues	304	9.6	238	6.0
Other issues	237	7.5	165	4.2
Attendance issues	126	4.0	182	4.6
Curriculum decision	97	3.1	51	1.3
Sport	17	0.5	127	3.2
Extracurricular activities	12	0.4	38	1.0
Missing	74	2.3	71	1.8

Table 5. Percentage of the Interaction with Parents in Last 12 Months Described as Problematic

Percentage of Interaction Described as Problematic	Elementary School		Middle/High School	
	Number	Percentage	Number	Percentage
<=10	2,314	73.2	2,684	68.1
11 - 20	226	7.1	297	7.5
21 - 30	231	7.3	273	6.9
31 - 40	66	2.1	86	2.2
41 - 50	122	3.9	231	5.9
51 - 60	21	0.7	45	1.1
61 - 70	14	0.4	44	1.1
71 - 80	59	1.9	113	2.9
81 - 90	27	0.9	52	1.3
>=90	8	0.3	23	0.6
Missing	73	2.3	92	2.3

Table 6. Have You Ever Received Training in Communicating with Parents

	Elementary School		Middle/High School	
	Number	Percentage	Number	Percentage
Yes	1,743	55.1	2,017	51.2
No	1,385	43.8	1,889	47.9
Missing	33	1.0	34	0.9

Table 7. Activities and Characteristics of Respondents

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
I regularly watch the television news	92.2	7.1	91.4	8.0
I regularly read educational journals	79.4	19.8	73.8	25.3
I would consider myself to be conservative	79.5	19.1	73.0	25.5

Table 8. Perceptions of Law Enforcement and Crime in the School

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
Assaults on teachers by students have increased in the past 10 years.	92.5	6.7	86.2	13.0
School shootings have increased in the past 10 years.	92.1	7.8	84.3	15.3
Assaults on teachers by parents have increased in the past 10 years.	79.8	18.6	70.7	27.3
The law enforcement and/or security personnel at my school do a good job of providing assistance when needed to deal with problem parents.	73.5	21.4	79.3	18.3

Table 9. Perceptions of Effects of Parental Behavior on Education

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
Aggressive behavior of parents in the school setting often damages their child emotionally or psychologically.	96.7	1.3	94.6	2.6
Parents often believe they have rights but are unwilling to take responsibility for the behavior of their children.	96.4	2.4	94.8	3.8
In today's society, schools are too concerned about giving a parent voice in the public school setting.	62.6	36.9	57.3	42.0
Most parents at my school are unaware of the procedures for dealing with concerns they have about their children in the school environment.	62.4	36.9	69.3	29.8
Advocacy groups acting on behalf of parents have increased parent/teacher problems.	61.1	36.0	61.6	35.3
Advocacy groups acting on behalf of parents have increased the likelihood that a teacher will give a student a higher grade than they deserve to avoid conflict.	52.0	45.0	58.7	37.8
Advocacy groups acting on behalf of parents have increased teacher's fear that a dissatisfied parent will victimize them.	35.1	57.6	36.4	55.6
Increasing participation opportunities for parents in the public school setting has increased problems teachers have had with parents.	31.1	66.4	24.6	72.0

Table 10. Perceptions of Educational Pressures in Public Schools

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
The recent upsurge in drug use in Kentucky has increased the amount of problematic parents because more parents are using drugs than ever before.	89.2	8.6	84.4	13.2
Pressure to increase CATS scores has increased problems in have had with parents.	60.6	36.9	52.4	45.5
Teachers generally are more likely to have conflicts with parents of other races than parents of their own race.	22.2	75.8	22.6	74.9

Table 11. Perceptions of Parents of Children in the School

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
Most parents with whom I interact are amenable to my suggestions about their children.	91.5	6.8	88.3	9.3
The parents generally support the decisions that I make regarding their children.	90.2	4.2	87.1	6.6
I am comfortable conducting a parent/teacher conference alone in my classroom.	84.3	10.4	75.0	18.9
Most of the students that I teach have parents who care about their children's success.	82.5	16.1	73.0	25.1
Most of the students that I teach are provided a good moral foundation at home.	43.8	54.3	37.2	60.1

**Table 12. Comparison of Perceptions of Likelihood of Victimization
By Problematic Parental Behavior**

	Elementary School		Middle/High School	
	Mean	% more than 5	Mean	% more than 5
Use profanity directed toward me	3.85	26.8	4.41	33.5
Accuse me of “picking on” their child because of my treatment of the child	3.86	26.3	4.39	31.8
Scream at me	3.70	23.7	4.07	27.9
Call me on the phone and harass me	3.32	19.9	3.60	21.9
Accuse me of unfair grading practices	3.14	17.5	3.79	24.8
Verbally threaten me	2.70	12.9	3.07	16.3
Accuse me of being incompetent at my job	2.64	12.0	3.04	16.5
Attempt to get me to change an absence from unexcused to excused	2.58	13.9	2.83	16.8
Accuse me of unprofessional behavior	2.56	11.5	3.05	16.3
Threaten to do professional harm to me by using their personal connections	2.52	11.4	3.03	16.6
Threaten to try to get me fired	2.44	11.0	3.00	16.0
Send me an email threatening my job.	2.22	8.1	2.82	14.0
Send me an email threatening me with physical harm	1.58	2.2	1.83	3.4
Push, hit, or attempt to push or hit me	1.55	2.6	1.66	2.9

Table 13. Avoidance and Protective Behaviors of Respondents

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
I have considered changing professions because of problems I have had with parents.	24.1	68.8	22.8	70.0
In the past school year, I have avoided school events because I wanted to avoid parents with whom I have had confrontations.	14.0	80.4	11.2	82.3
I have reduced my involvement in extracurricular activities because I want to avoid problem parents.	13.7	79.5	15.6	77.0
I am less comfortable confronting a parent who is of a different race than I am regarding the child's problem behavior.	13.4	80.3	13.2	79.9
I have considered carrying a weapon to school to protect myself.	1.7	91.6	2.6	90.2

Table 14. Respondents' Fear of Victimization From Problematic Parents

<i>I am afraid that a parent will ... because of their dissatisfaction with decisions I make concerning their child.</i>	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
Slander my professional reputation	35.4	58.2	33.8	59.4
Verbally abuse me or call me names	33.2	60.4	34.0	59.1
Strike me	5.7	88.1	5.3	87.9
Push or shove me	5.4	87.9	5.3	87.8

Table 15. Respondents' Perceptions of Administrative Support

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
The principal at my school generally supports the decisions that I make.	85.8	7.5	85.7	7.1
The administrators at my school support me in dealing with parent teacher problems.	83.7	10.0	83.6	9.8
The superintendent supports me in dealing with parent teacher problems.	62.4	16.7	61.1	18.5
The school board supports me in dealing with parent-teacher problems.	59.1	17.8	58.1	19.0
The parents on the site-based council in my district are generally representative of the parents in my district.	58.9	30.7	48.2	38.7
The policies at the school where I work adequately punish those parents who create conflict.	37.1	53.7	42.2	47.4

Table 16. Respondents' Perceptions of Decisions about Support and Behavior

	Elementary School		Middle/High School	
	% Agree	% Disagree	% Agree	% Disagree
The criminal justice system is reluctant to prosecute those parents who violate the law on school grounds.	37.0	37.6	36.9	41.0
The school board is reluctant to press charges against those parents who violate the law on school grounds.	35.0	37.6	36.9	38.4
The fact that there is frequent administrative turnover in my district makes it less likely that administrators will support my decisions as a teacher in the classroom.	20.0	45.0	21.4	45.9

Table 17. Prevalence of Problematic Behaviors in Respondents' Careers

In my career, a parent of a child at my school has...	Elementary School				Middle/High School			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Accused me of "picking on" their child	1,189	37.6	1,635	51.7	1,603	40.7	1,900	48.2
Screamed at me	1,090	34.5	1,742	55.1	1,418	36.0	2,106	53.5
Used profanity directed toward me	842	26.6	2,026	64.1	1,203	30.5	2,357	59.8
Called me on the phone and harass me	700	22.1	2,132	67.4	867	22.0	2,643	67.1
Accused me of unfair grading practices	669	21.2	2,160	68.3	1,076	27.3	2,438	61.9
Accused me of being incompetent at my job	478	15.1	2,346	74.2	673	17.1	2,830	71.8
Attempted to get me to change an absence from unexcused to excused	472	14.9	2,348	74.3	578	14.7	2,925	74.2
Verbally threatened me	453	14.3	2,402	76.0	636	16.1	2,913	73.9
Threatened to try to get me fired	434	13.7	2,402	76.0	714	18.1	2,805	71.2
Accused me of unprofessional behavior	426	13.5	2,388	75.5	699	17.7	2,809	71.3
Threatened to do professional harm to me by using their personal connections	390	12.3	2,444	77.3	647	16.4	2,882	73.1
Detained or attempted to detain me in a location I did not want to be	167	5.3	2,649	83.8	188	4.8	3,314	84.1
Sent me numerous emails to harass me	152	4.8	2,676	84.7	363	9.2	3,166	80.4
Sent me an email threatening my job.	139	4.4	2,713	85.8	334	8.5	3,199	81.2
Pushed, hit, or attempted to push or hit me	53	1.7	2,768	87.6	68	1.7	3,445	87.4
Damaged my property at school or at my home	51	1.6	2,773	87.7	98	2.5	3,406	86.4
Sent me an email threatening me with physical harm	12	0.4	2,833	89.6	25	0.6	3,515	89.2

Table 18. Incidence of Problem Behaviors in the Past 12 Months

	Elementary School				Middle/High School			
	Never/None		1 or more times		Never/None		1 or more times	
In the last twelve months, a parent of a child at my school has...	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Accused me of “picking on” their child	1,794	56.8	1,030	32.6	2,089	53.0	1,414	35.9
Screamed at me	1,885	59.6	947	30.0	2,270	57.6	1,254	31.8
Used profanity directed toward me	2,116	67.0	752	23.8	2,462	62.5	1,098	27.9
Called me on the phone and harass me	2,226	70.4	605	19.1	2,745	69.7	764	19.4
Accused me of unfair grading practices	2,255	71.3	574	18.2	2,563	65.1	951	24.1
Accused me of being incompetent at my job	2,411	76.3	413	13.1	2,901	73.6	602	15.3
Attempted to get me to change an absence from unexcused to excused	2,413	76.3	407	12.9	2,994	76.0	509	12.9
Verbally threatened me	2,474	78.3	381	12.1	3,000	76.1	549	13.9
Accused me of unprofessional behavior	2,442	77.3	372	11.8	2,877	73.0	631	16.0
Threatened to try to get me fired	2,465	78.0	371	11.7	2,888	73.3	631	16.0
Threatened to do professional harm to me by using their personal connections	2,490	78.8	344	10.9	2,960	75.1	569	14.4
Detained or attempted to detain me in a location I did not want to be	2,672	84.5	144	4.6	3,335	84.6	167	4.2
Sent me numerous emails to harass me	2,687	85.0	141	4.5	3,193	81.0	336	8.5
Sent me an email threatening my job.	2,722	86.1	130	4.1	3,228	81.9	304	7.7
Pushed, hit, or attempted to push or hit me	2,777	87.9	44	1.4	3,456	87.7	57	1.4
Damaged my property at school or at my home	2,781	88.0	43	1.4	3,422	86.9	82	2.1
Sent me an email threatening me with physical harm	2,837	89.8	8	0.3	3,521	89.4	19	0.5

- Totals across rows may not equal 100 percent due to rounding and missing data

Table 19. Respondents' Perceptions and Knowledge of Statutes Designed to Protect Teachers and School Personnel

Questions	Elementary School				Middle/High School			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Were you aware that the Revised Statute 161.190 was in existence before this survey?	728	23.0	2,108	66.7	1,169	29.7	2,352	59.7
Do you feel that the Revised Statutes 161.190 is effective in deterring parents from abusing teachers?	630	19.9	2,154	68.1	842	21.4	2,638	66.9
Were you aware that the Revised Statute 508.025 was in existence before this survey?	902	28.5	1,915	60.6	1,339	34.0	2,158	54.8
Do you feel that the Revised Statutes 508.025 is effective in deterring parents from abusing teachers?	972	30.7	1,789	56.6	1,307	33.2	2,127	54.0

Notes

¹ The group consisted of the following personnel employed within the Kentucky public school system: three teachers, two principals, one associate principal, one superintendent, and one attorney. In addition, two principals who had recently retired from public education in the state also participated.

² Given the data collection method that we used and the initial problems that were experienced by the respondents, we took a number of precautionary measures during the data cleaning stage to insure that there were no redundant or invalid cases. When we received the original data file from the website administrator where the questionnaire was housed, there were 7,831 cases included in the data file. We first deleted 12 cases that were missing data on all variables. We then deleted all cases in which the respondent only answered the first page of the survey. This page included mainly demographic information and questions requiring little time or thought for the responses. Although we have no way to know for certain, we felt that many of these respondents were in the initial group who attempted to complete the questionnaire after receiving the first email but were unable to do so due to the bandwidth problems described earlier. As a result, we deleted 496 cases from the original data file. We then sorted the data file using race, gender, age, and school enrollment; any case that matched other cases on those four criteria was then compared to the other case's responses throughout the questionnaire. If the responses were identical or almost identical for the remainder of the questionnaire, one of the pair of cases was deleted. Using this method, we deleted 72 records. We then asked respondents to identify his or her primary jobs in the school. Those 128 respondents that indicated their primary role was in a classified staff capacity (e.g.,

administrative assistant, custodian, bus driver) were deleted. Five respondents that stated their education level was less than high school graduate or high school graduate/G.E.D were deleted, as were 17 respondents who did not indicate the level of the school (elementary, middle, or high) in which they worked. After careful cleaning, then, the sample under study here consists of 7,101 teachers, counselors, librarians, school psychologists, speech pathologists, and administrators from 161 school districts in Kentucky.

³ We collected statewide data on the following variables: the percent of Kentucky public school teachers that were White; the proportion of Kentucky teachers that were female; and the education levels of Kentucky public school teachers. The table below compares the proportions statewide with those of the sample under study here. It is evident that, proportionally, the sample under study here is remarkably similar to public school teachers throughout the state. If anything, the sample under study here slightly overrepresents females. Nevertheless, given the nature of the data available, we were unable to collect data on all variables of interest (e.g., tenure in education, enrollment of schools); it could be that our sample either under-represents or overrepresents certain groups for which we have no comparable data. As such, the generalizability of the findings presented here should be limited to the context of this sample.

	Study Sample	161 Participating Districts	176 Kentucky Public School Districts
Percent Female	79.9	77.4	77.4
Percent White	96.2	95.1	95.7
Education Level			
Percent Rank I	32.2	NA	33.2
Percent Rank II	45.3	NA	45.6
Percent Rank III	20.4	NA	20.8

Kentucky's Safety Educator Standards for Preparation and Certification

PREAMBLE

School safety is essential to an effective school as it promotes higher achievement for students and a more productive teaching and learning atmosphere. School safety is everyone's job – students, teachers, administrators, parents, and community members, but having a properly trained safety educator facilitates the maintenance of safe schools.

SCHOOL SAFETY STANDARD I

Creates conditions that promote and maintain a positive, safe, and healthy school culture, climate, and environment

The safety educator facilitates and coordinates efforts to provide a safe, healthy, and nurturing school climate to promote student learning.

PERFORMANCE CRITERIA: The extent to which the safety educator:

- 1.1 Demonstrates knowledge of research-based strategies and best practices that facilitate a safe, healthy, and nurturing school climate that promotes student learning.
- 1.2 Demonstrates knowledge of and skills in facilitating positive interpersonal relationships.
- 1.3 Demonstrates knowledge of and skills in identifying symptoms of stress, anger, and fear, as well as research-based positive intervention strategies.
- 1.4 Demonstrates knowledge of and skills in positive techniques such as problem solving, verbal de-escalation, conflict resolution, and peer mediation.
- 1.5 Demonstrates skills in addressing diversity, bullying, harassment, and discrimination issues.
- 1.6 Demonstrates knowledge of and skills in developing, implementing and assessing a building safety and supervision plan that utilizes school personnel, parents, and community representatives.
- 1.7 Demonstrates knowledge of and skills in identifying physical facility factors and high-risk areas.
- 1.8 Demonstrates knowledge and appropriate use of detection/surveillance technology.
- 1.9 Demonstrates knowledge of policies, procedures and educational alternatives to facilitate effective classroom, school, and district-wide behavior management.

SCHOOL SAFETY STANDARD II

Fosters positive individual development

The safety educator fosters positive individual development of students that contributes to a positive, safe, and healthy school culture, climate, and environment

PERFORMANCE CRITERIA: The extent to which the safety educator:

- 2.1 Applies knowledge of typical and atypical physical, socio-emotional, and cognitive development of P-12 students to promote a safe school environment.
- 2.2 Demonstrates knowledge of resiliency and risk factors in providing appropriate prevention and intervention strategies.
- 2.3 Collaborates with students, teachers, administrators, certified/classified support staff, and parents to facilitate the integration of school safety, violence prevention, and social skills training into the academic curriculum.

SCHOOL SAFETY STANDARD III

Utilizes safe school assessment data

The safety educator utilizes data from a variety of sources to promote school safety.

PERFORMANCE CRITERIA: The extent to which the safety educator:

- 3.1 Demonstrates knowledge of and the ability to access multiple sources of school safety data such as the Kentucky Center for School Safety's Safe Schools Annual Report, School Data Safety Project Report, Effective School Survey, KIDS Count Data, Dropout and Truancy Reports, CATS: Cognitive and Non-Cognitive Data, Safe School Surveys, Crisis Response Plan, Physical Plant Criteria such as OSHA and state regulations, Southern Association SACS, and State Agency Assessments.
- 3.2 Assists with the interpretation of cognitive and non-cognitive data to facilitate changes to support school safety for student learning.
- 3.3 Reports data on school discipline practices related to race, gender, and disability.
- 3.4 Uses appropriate school safety data in developing and implementing the school safety plan, including needs assessment, selection of research-based strategies, and program evaluation.

SCHOOL SAFETY STANDARD IV

Coordinates crisis/emergency procedures and communication

The safety educator demonstrates the knowledge and skills to prevent crises and to appropriately implement crisis intervention and post-intervention plans under extremely stressful circumstances.

PERFORMANCE CRITERIA: The extent to which the safety educator:

- 4.1 Assists in the development of an emergency management plan that includes preparation, response, recovery, and communication.
- 4.2 Establishes a trained multidisciplinary crisis response team based on a nationally accepted model (Critical Incident Stress Debriefing (CISD), National Organization for Victim Assistance (NOVA), or Red Cross) to develop an emergency/crisis response kit/box for each building, conduct school crisis drills, and plan for post-intervention activities.
- 4.3 Establishes a trained mental health team to deliver psychological first-aid services following a crisis.
- 4.4 Facilitates the training of school personnel, students, and community members in crisis prevention, response, and recovery.
- 4.5 Accesses a network of community, state, and national crisis responders as necessary.
- 4.6 Assists in crisis response assessment.
- 4.7 Provides information to media and other appropriate audiences following a crisis.
- 4.8 Maintains knowledge of current issues, research, laws, and regulations relating to crisis response.

SCHOOL SAFETY STANDARD V

Possesses knowledge of policies and legal issues related to school safety

The safety educator demonstrates knowledge of current legal issues and professional responsibilities essential for safe schools.

PERFORMANCE CRITERIA: The extent to which the safety educator:

- 5.1 Demonstrates knowledge of civil and criminal law related to school safety.
- 5.2 Demonstrates understanding of how district policies and codes of conduct support safety efforts and comply with local, state, and federal laws.
- 5.3 Assists school personnel in addressing legal issues and professional responsibilities with regard to student behavior and school safety.
- 5.4 Demonstrates knowledge of issues related to diversity, bullying, harassment, and discrimination.
- 5.5 Demonstrates knowledge of appropriate and lawful information gathering procedures.
- 5.6 Facilitates partnerships between law enforcement and school personnel.

**SCHOOL RESOURCE OFFICERS IN KENTUCKY
WHO ARE THEY AND WHAT DO THEY DO?**

By:

**Kentucky Center for School Safety Staff
David C. May, Ph.D., Research Fellow
Yanfen Chen, M.S., Data Coordinator**

February, 2007

SCHOOL RESOURCE OFFICERS IN KENTUCKY WHO ARE THEY AND WHAT DO THEY DO?

The first School Resource Officer (SRO) program in Kentucky was initiated in Jefferson County in 1977. Since that time, the program has grown steadily due primarily to the availability of grants through the federal Community Oriented Policing Services (COPS) Office in the U.S. Department of Justice.

School Resource Officers were first referenced in Kentucky statutes with the passage of the Safe Schools Act in 1998. Kentucky Revised Statute 158.441 defines an SRO as *a sworn law enforcement officer who has specialized training to work with youth at a school site. The officer shall be employed through a contract between a local law enforcement agency and a school district.* The statutory language was extremely important to the development of the SRO program for three reasons: 1) it required SROs to have specialized training; 2) it recognized the importance of having a written contract between the two agencies to clarify the duties of the officer; and 3) it formally recognized SROs as a specialized field of law enforcement.

Every even year (e.g., 2002, 2004, 2006), the KCSS updates its database of SROs and administers questionnaires to the SROs asking questions regarding their characteristics, activities, and perceptions of school safety and the SRO's role in school safety in Kentucky. This report is an outcome of that effort.

Data Collection

In the fall of 2006, researchers from the Kentucky Center for School Safety (KCSS) conducted the third phase of a panel study examining the attributes of School Resource Officers throughout the state of Kentucky. Using an existing database created in 2002, a warning letter was mailed to all SROs in the database informing them that they would be receiving a self-report

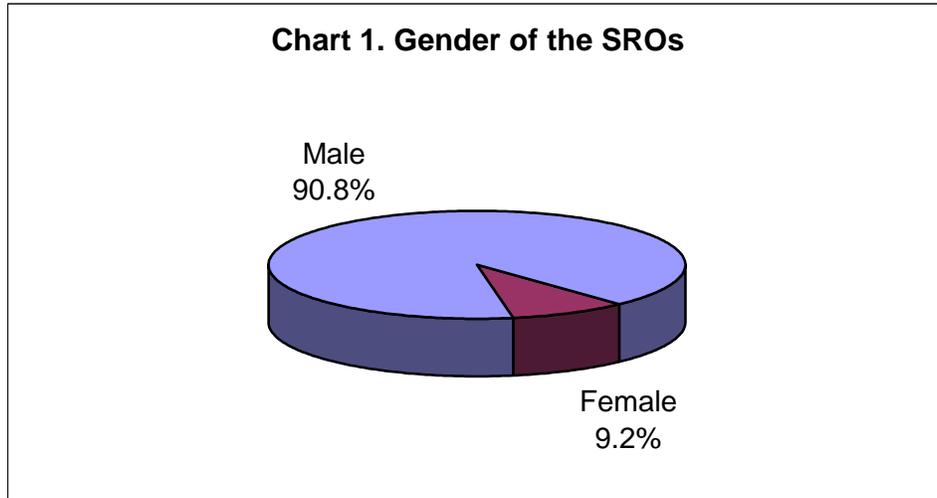
questionnaire in approximately two weeks and requesting their participation in the study. A questionnaire and cover letter explaining the importance of the project was then mailed two weeks later. After two weeks, a second letter and questionnaire were mailed to those who did not respond to the original questionnaire. A final questionnaire and letter were mailed to nonrespondents three weeks later. Of the 227 SROs who received a questionnaire, 128 responses were received, for a response rate of 56.4 percent. Thus, approximately three in five SROs in the state of Kentucky provided data for this report.

In 2004, the authors used a seven-page instrument to collect exploratory data from 216 SROs. More extensive research and discussion, combined with comments that presented unanswered questions in the 2004 survey, caused the authors to revise the questionnaire for the current effort. The final SRO survey for this report was seven pages long and required approximately 20 minutes to complete.

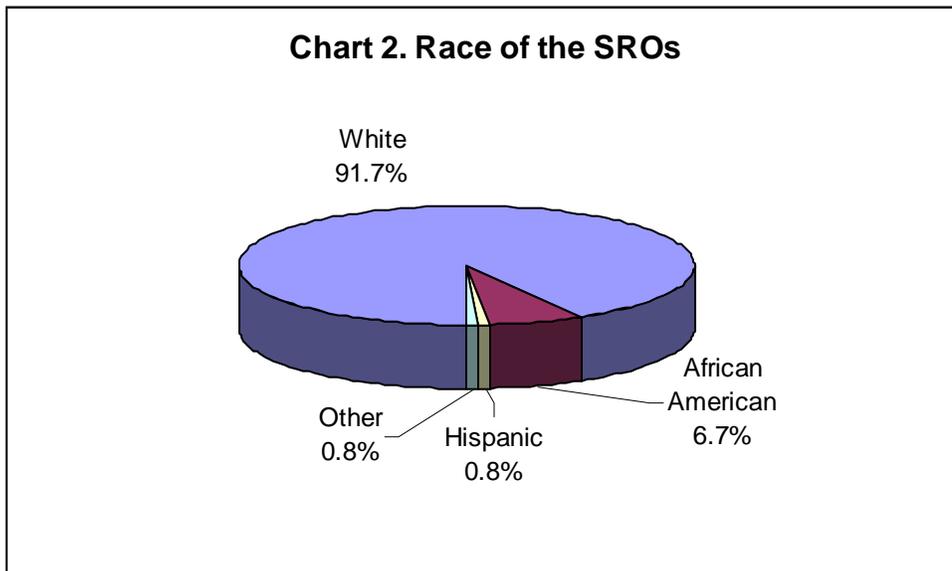
The data for this study consist of results received from 120 SRO questionnaires. With the exception of two SROs who completed only a small number of questions and were subsequently excluded, practically all respondents who responded provided data for questions on the last page of the questionnaire, possibly indicating that the entire sample read the entire questionnaire. Nevertheless, some respondents failed to complete data for some of the questions. As such, the charts provided below (as well as the percentages presented in the text of the report) reflect only valid responses. In other words, the number of responses for some charts is greater than the number of responses for others because some respondents chose not to answer some questions. In most cases, the charts present the raw number of responses while the text presents summary of the charts, using percentages instead of raw numbers. The tables from which the charts were derived are available upon request.

Results

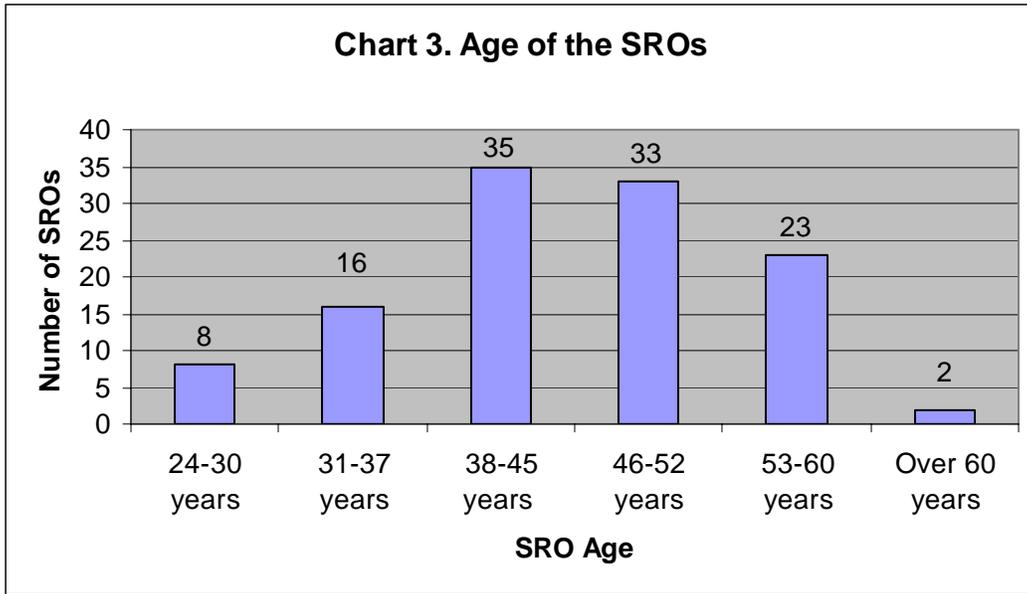
The gender and racial characteristics of the Kentucky SROs who provided data for this study are very similar to those who responded in the 2002 and 2004 SRO reports.



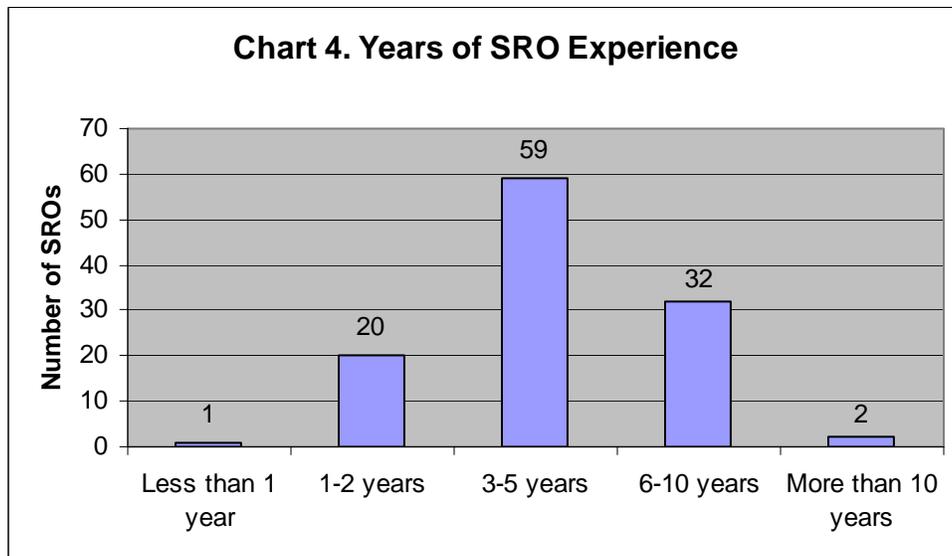
The vast majority (90.8%) of the SROs were male, while less than one in ten SROs (9.2%) was female.



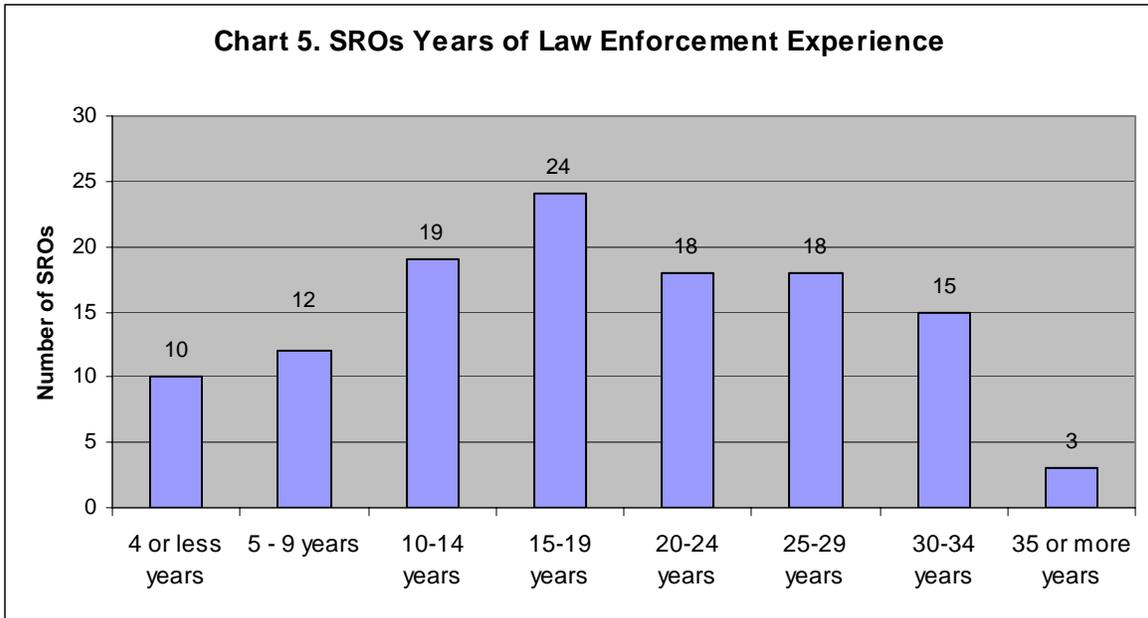
A large majority of SROs (91.7%) were White, while a small percentage of SROs (6.7%) were Black. Only two SROs (1.6%) were of an ethnicity other than Black or White.



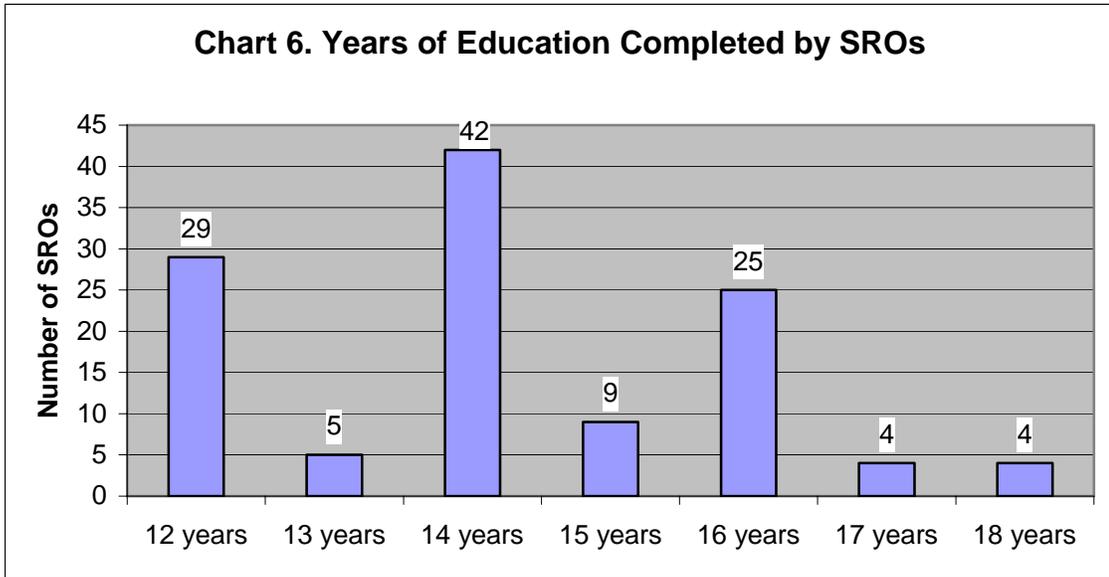
Of the 117 SROs who responded to the question that asked their age, a small percentage (6.8%) were 24 to 30 years of age and approximately one in eight (13.7%) were between 31 and 37 years of age. About three in ten were 38 to 45 years of age (29.9%) and 46 to 52 years of age (28.2%), while approximately one in five SROs (19.7%) were between the ages of 53 to 60 years of age. One officer was over 60 years of age.



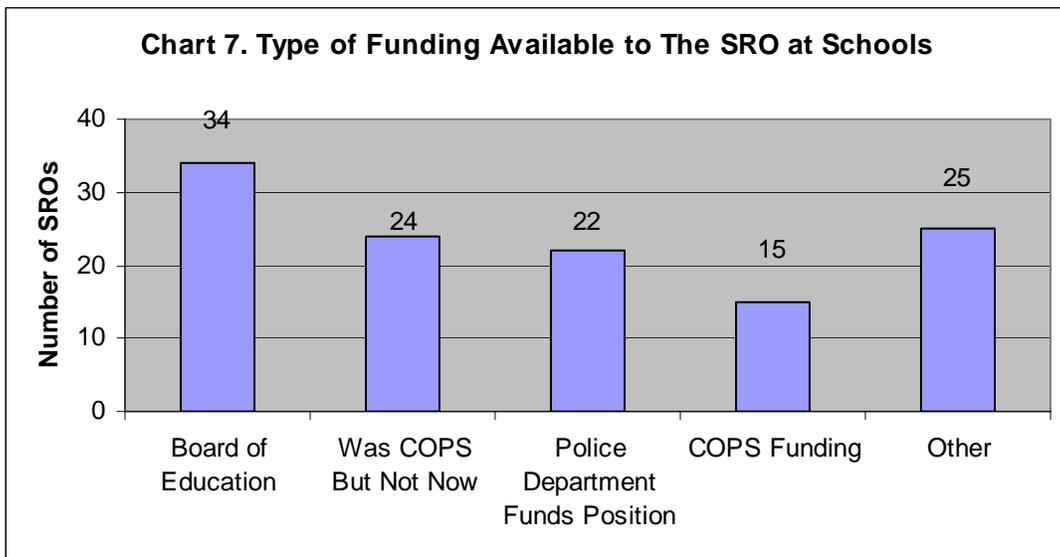
Of the 114 respondents to the question asking how much SRO experience the officers had, half (51.8%) had between three and five years of experience as an SRO, while more than one in four (28.1%) had six to ten years experience. More than one in six (17.5%) had one to two years experience while a small percentage (1.8%) had more than 10 years experience as an SRO. One SRO reported that he/she had less than one year experience.



We then asked the respondents how many years they had been employed in law enforcement. Of the 119 officers who responded to that question, one in five (20.2%) had 15 to 19 years of law enforcement experience. More than one in seven (16.0%) had 10 to 14 years experience while equal numbers had 20 to 24 years experience (15.1%) and 25 to 29 years experience (15.1%). One in ten (10.1%) had 5 to 9 years experience while one in eight (12.6%) had 30 to 34 years law enforcement experience. Less than one in ten (8.4%) had less than four years experience while a smaller percentage (2.5%) had 35 or more year experience. Thus, despite their relative “newness” to the SRO role, the vast majority of officers had a number of years of experience in traditional law enforcement roles prior to their assignment as an SRO.

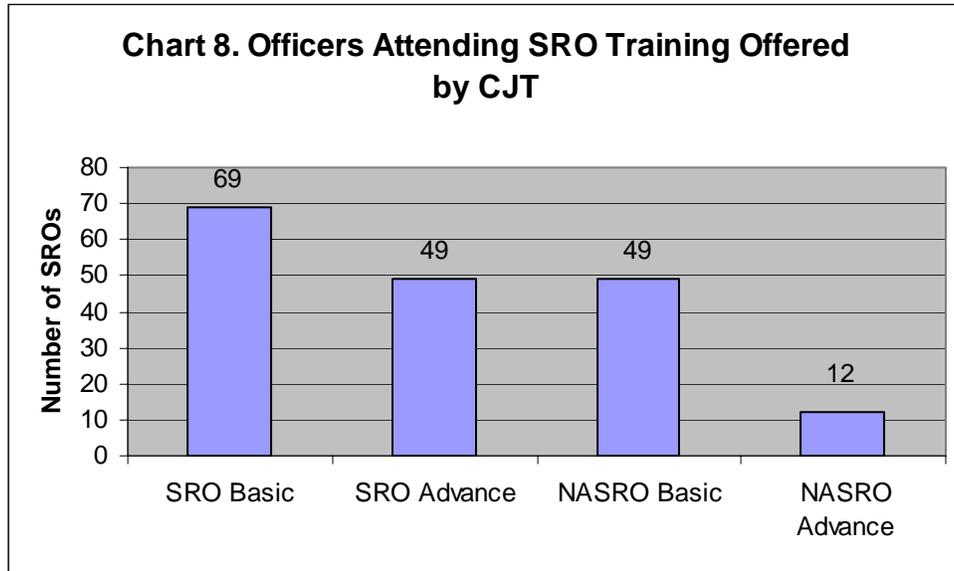


We then asked the SROs to tell us how many years of education they had completed. Of the 118 SROs who answered this question, more than one in three respondents (35.6%) had completed two years of college and slightly less than one in four (24.6%) had completed high school. Over one in five (21.2%) had completed college while a small percentage (6.8%) had some postgraduate education as well.

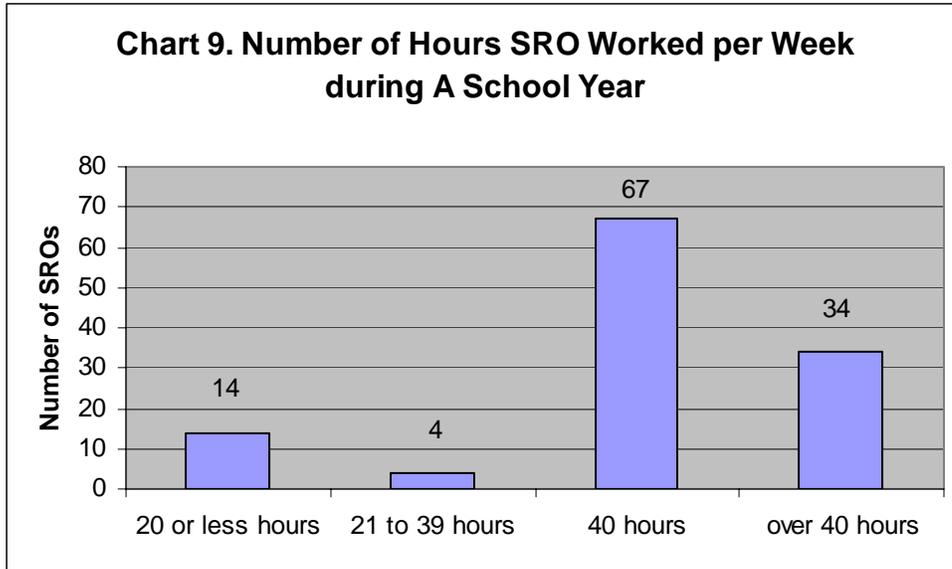


The SROs were then asked how their position was funded. The responses to that question are presented in Chart 7. Approximately three in ten (28.3%) were funded by their

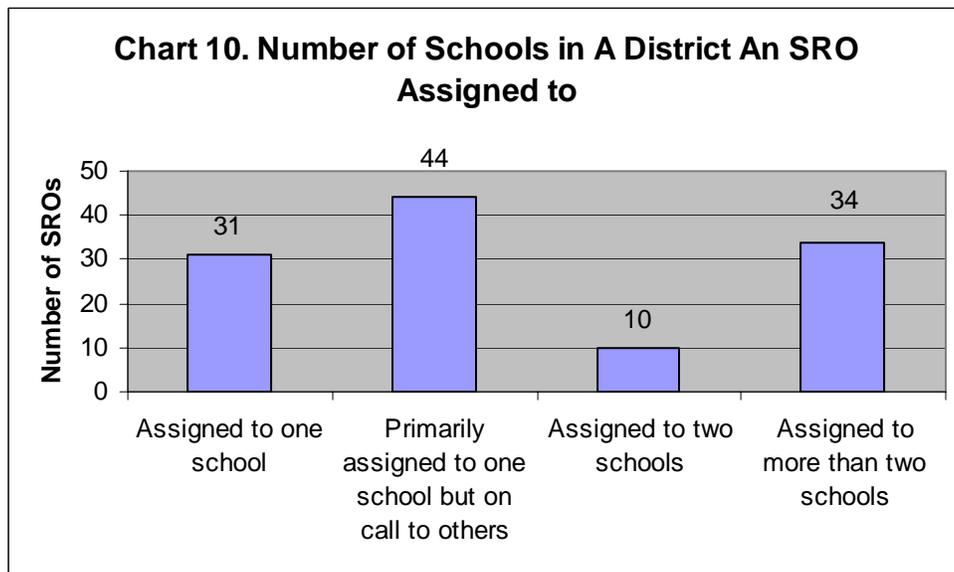
board of education while one in five (20.0%) were funded by Community Oriented Policing (COPS) before but the funding has now expired. More than one in six (18.3%) were funded by the police agency for which they worked while one in eight (12.5%) SRO positions were funded by Community Oriented Policing (COPS) grants.



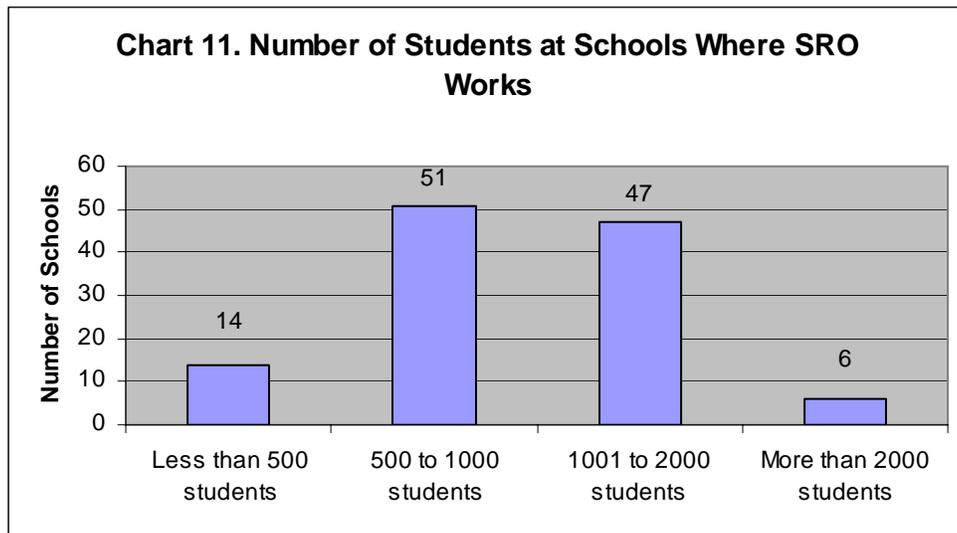
The SROs were then asked what type of SRO training they had received. The responses to that question are presented in Chart 8. Of 120 SROs who responded this question, some officers had attended more than one training. Almost three in five SROs (57.5%) had attended the SRO Basic training offered by the Kentucky Department of Criminal Justice Training (DOCJT). Two in five (40.8%) had attended the basic training program offered by the National Association of School Resource Officers (NASRO) while the same number of officers (40.8%) had attended the SRO Advanced training offered by DOCJT. One in ten officers (10.0%) had attended the NASRO advanced training program.



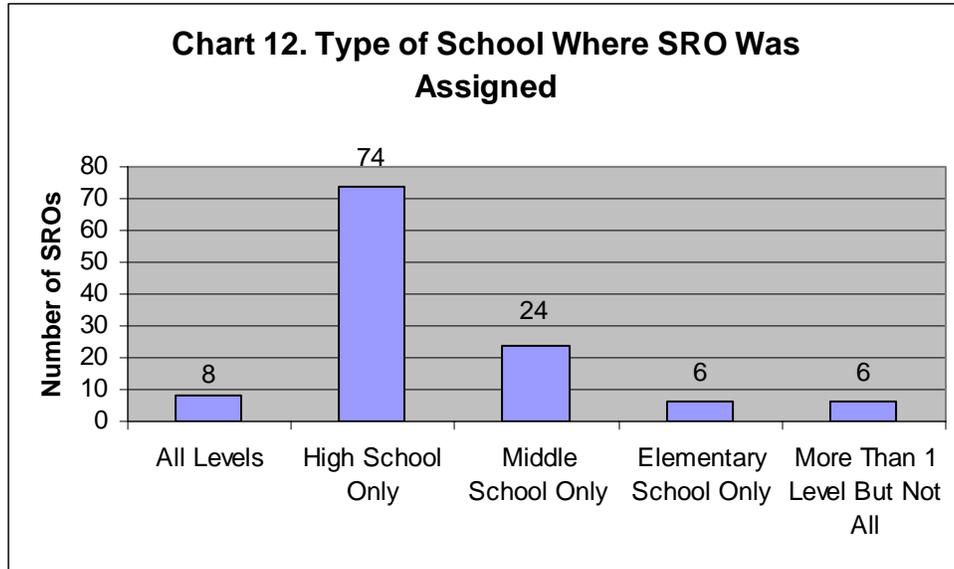
SROs were then asked how many hours per week they worked in the SRO role during the typical school year. The responses to that question are presented in Chart 9. Of the 119 SROs who responded, more than half of respondents (56.3%) worked full-time as SROs (40 hours per week) during the school year. Approximately three in ten (28.6%) worked more than 40 hours per week while over one in seven (15.2%) worked less than 40 hours per week as an SRO. Thus, the majority of SROs were full-time SROs during the school year.



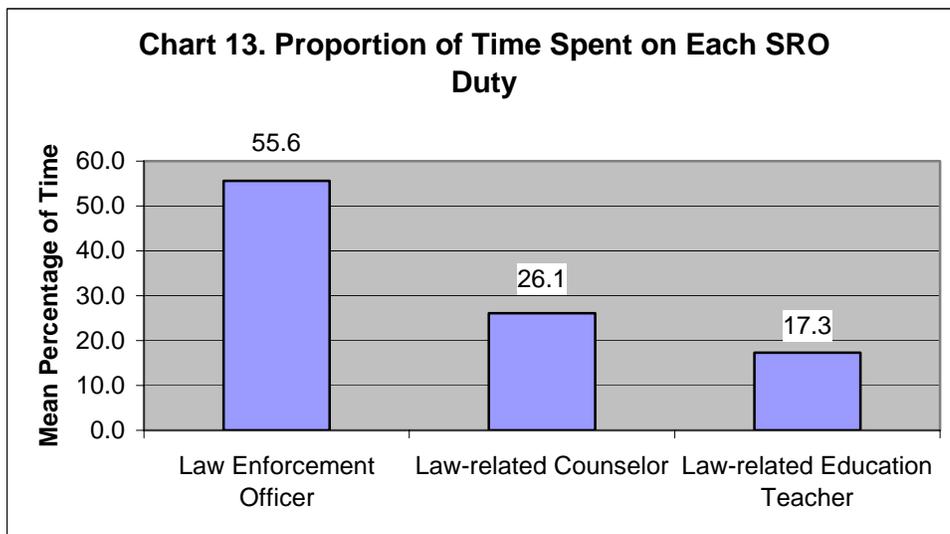
Respondents were then asked the number of schools in the district that they were assigned to cover. The responses to that question are presented in Chart 10. Of the 119 SROs who responded, more than one in four (26.1%) were assigned to one school while less than four in ten (37.0%) were primarily assigned to one school but were on call for other schools. Less than one in ten (8.4%) were assigned to two schools while approximately three in ten (28.6%) were assigned to more than two schools. Thus, despite the fact that the optimal situation is one SRO per school, most officers are responsible for more than one school in their district.



We then asked the SROs how many students were enrolled in the schools where they spent the majority of their time as SROs. The responses are presented in Chart 11. Of the 118 SROs who responded to that question, more than two in five (43.2%) spent the majority of their time at schools with 500 to 1000 students. Two in five (39.8%) spent the majority of their time at schools with 1001 to 2000 students while one in nine (11.9%) spent the majority of their time at schools with less than 500 students. Only a small percentage of SROs (5.1%) spent the majority of their time at schools with 2000 or more students.

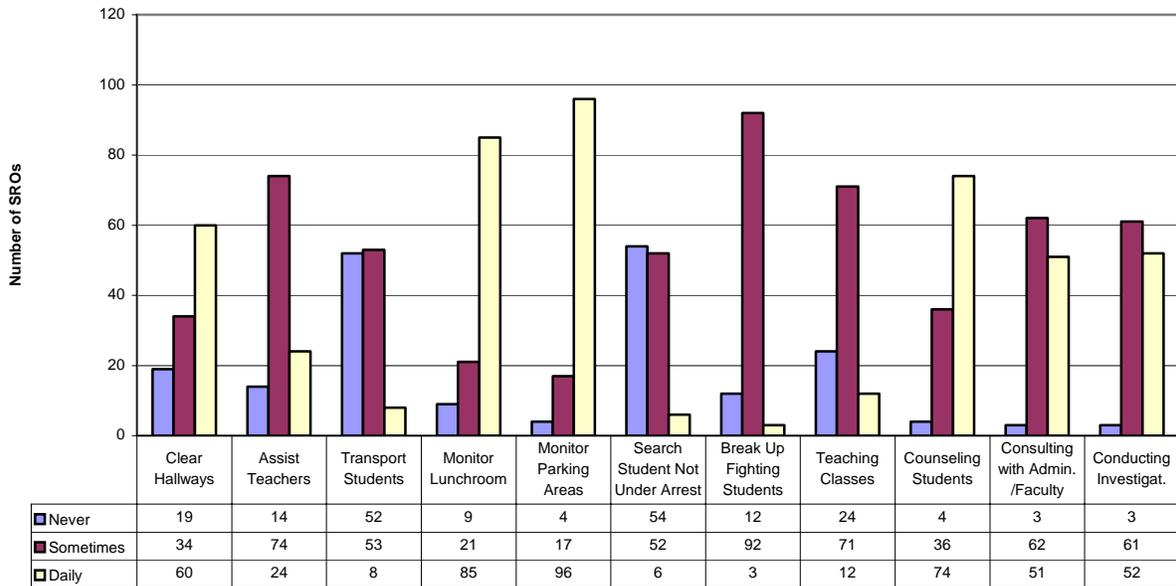


We then asked the SROs the type (grade levels) of school to which they were assigned. The responses are presented in Chart 12. Over three in five (62.7%) were assigned exclusively to high schools, while one in five (20.3%) were assigned exclusively to middle schools. Only six officers (5.1%) were assigned exclusively to elementary schools. The remaining SROs (11.9%) were assigned to schools of more than one level. Thus, SROs in Kentucky work primarily in the middle and high schools.



We then asked the SROs how much of their time was spent on each of the SRO duties that NASRO suggests comprise the SRO triad (law-related counselor, law-related educator, and law enforcement officer). The mean responses to those questions are presented in Chart 13. The SROs in this sample spent the majority of their time (55.6) as law enforcement officers with almost exactly half that time spent on law related counseling (26.1) and a lesser amount spent as law-related educators (17.3).

Chart 14. Activities Performed at School

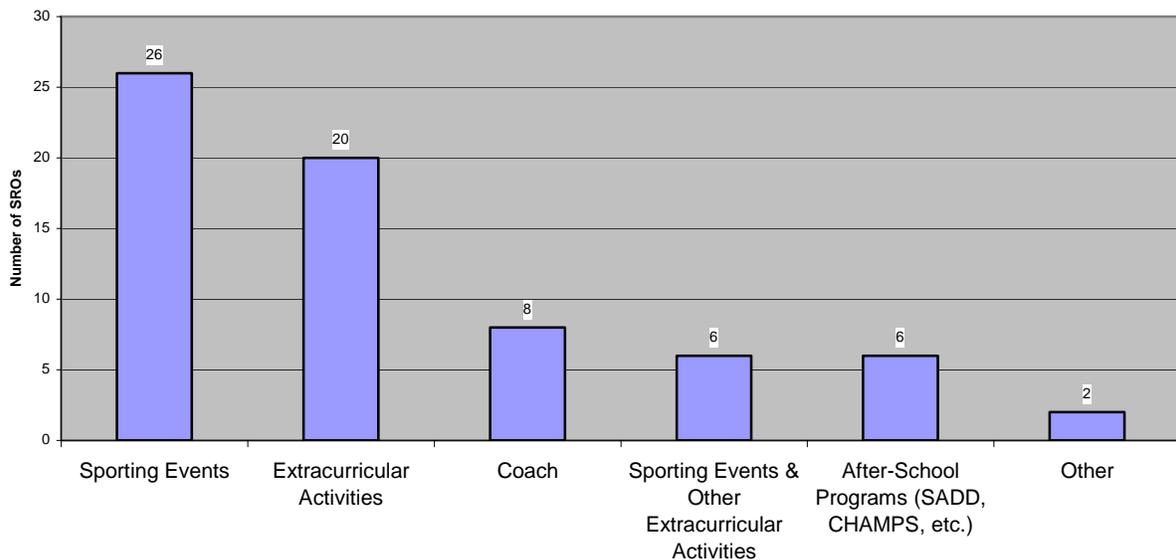


We then asked the SROs about the different types of activities they performed at their assigned schools and the frequency of those activities. The most frequently occurring activity that SROs performed daily was monitoring parking areas; more than four in five SROs (82.1%) did this activity daily. The second most common daily activity was monitoring lunchrooms (73.9% of the SROs performed this activity daily), then counseling students (64.9%) and clearing hallways (53.1%). The activities that many SROs never performed included searching students not under arrest (48.2% of SROs never did that activity), transporting students (46.0% never

transported students), and teaching classes (22.4%). Most of the officers performed most of the other activities at least occasionally.

We then asked SROs if there were duties that they performed that were not part of the duties of the SRO. In results not presented here, four officers felt it was not part of their duty as an SRO to assist in traffic control, while one also thought that it was not part of their duty to transport to the detention center. Other activities mentioned by one SRO included dealing with child abuse, conflict resolution, and home visits. SROs were also asked if they sponsored or co-sponsored any student organizations. In charts not provided here, one in five respondents (20.8%) indicated that were either sponsors or co-sponsors of student organizations.

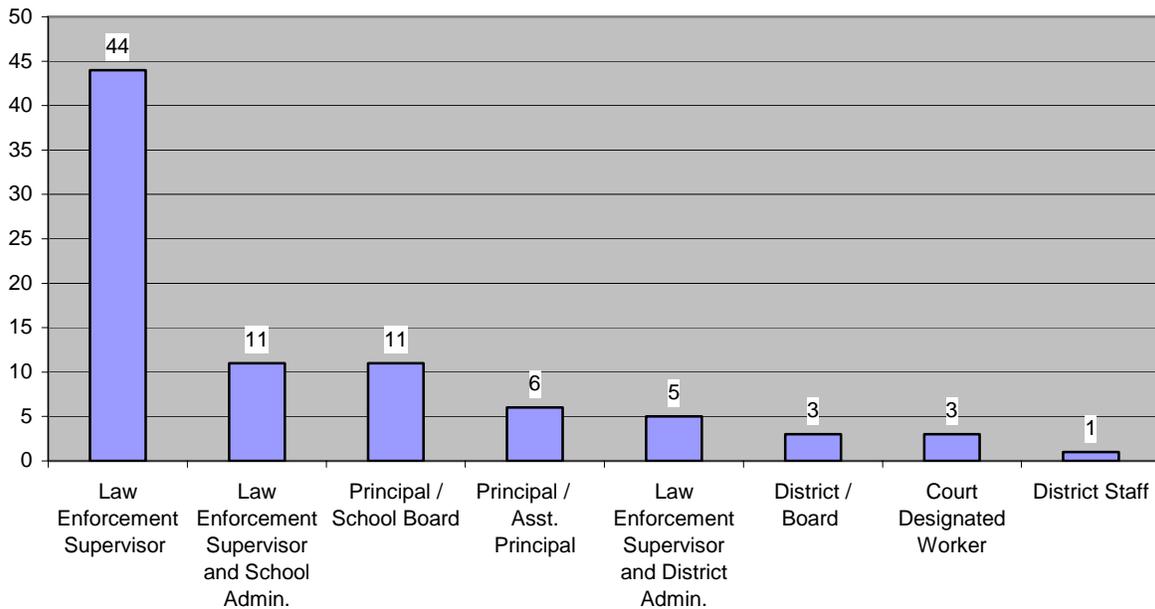
Chart 15. SROs participating in Extracurricular Activities on A Regular Basis



We then asked the SROs if there were extracurricular activities that they participated in on a regular basis and to describe what type of activity it was. We found 68 SROs that provided us with activities that they participate in on a regular basis. Their responses are presented in Chart 15. Most of the SROs who responded stated that they participated in only sporting events

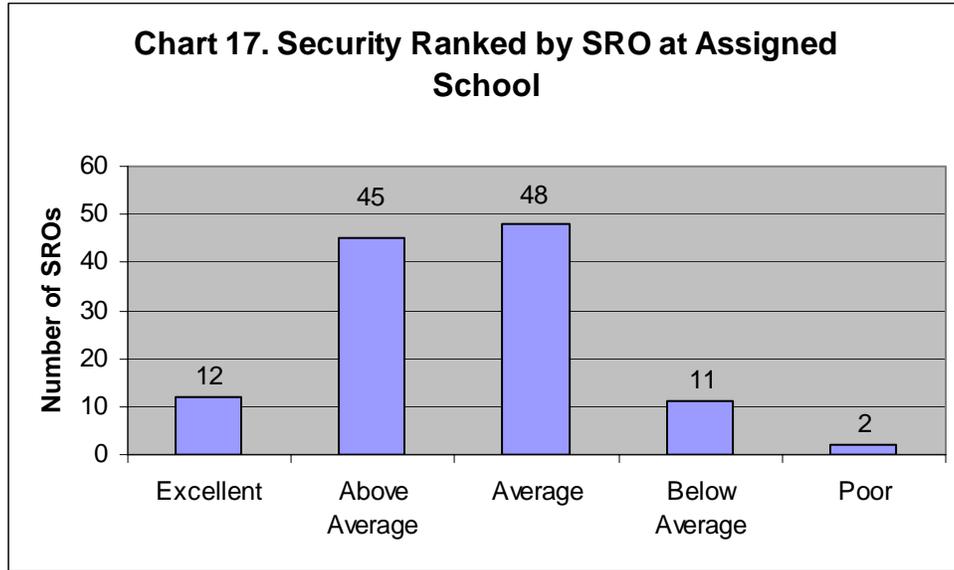
(38.2%) or sporting events in addition to some other activity (8.8%). Slightly less than three in ten SROs (29.4%) participated in extracurricular activities while one in nine (11.8%) stated that they participated in extracurricular activities as coaches. Less than one in ten (8.8%) stated that they participated in after-school program such as SADD, CHAMPS, etc.).

Chart 16. Person Who Gets A Copy of Report or Record of SROs Activities at School



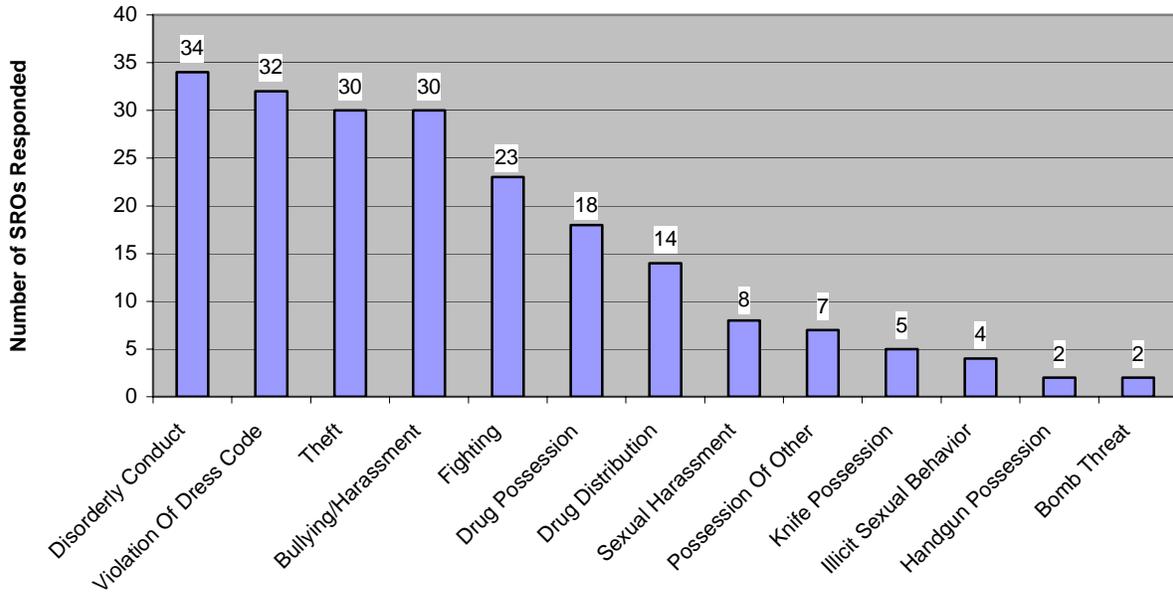
We also asked the SROs who received a copy of the report or record of SROs activities at the schools. The responses to that question are presented in Chart 16. Of the 84 SROs that responded, over half (52.4%) of the SROs said that the law enforcement supervisor in their department would get a copy. Only 13.1% of the SROs said both the law enforcement supervisor and the school administrator would get a copy of report while an equal number (13.1%) of the SROs stated that the Principal and school board would get a copy of report. Less than one in ten (7.1%) SROs said that the Principal or Assistant Principal would get a copy of report while slightly less (6.0%) stated that the law enforcement supervisor and district administrator would

get a copy of report. A small percentage of SROs stated that the district or school board (3.6%) and Court Designated Worker (CDW) (3.6%) would get a copy of SROs activities while one SRO (1.2%) said the district staff would know of their activities.



We then asked the SROs to rank the security at the assigned schools. The responses to that question are presented in Chart 17. Of the 118 SROs that responded, one in ten (10.2%) said the security is excellent at the assigned school although nine in ten officers (89.0%) replied that security was at least average in their assigned school. Less than one in nine SROs (11.0%) felt that security in the school where they were assigned was below average or poor.

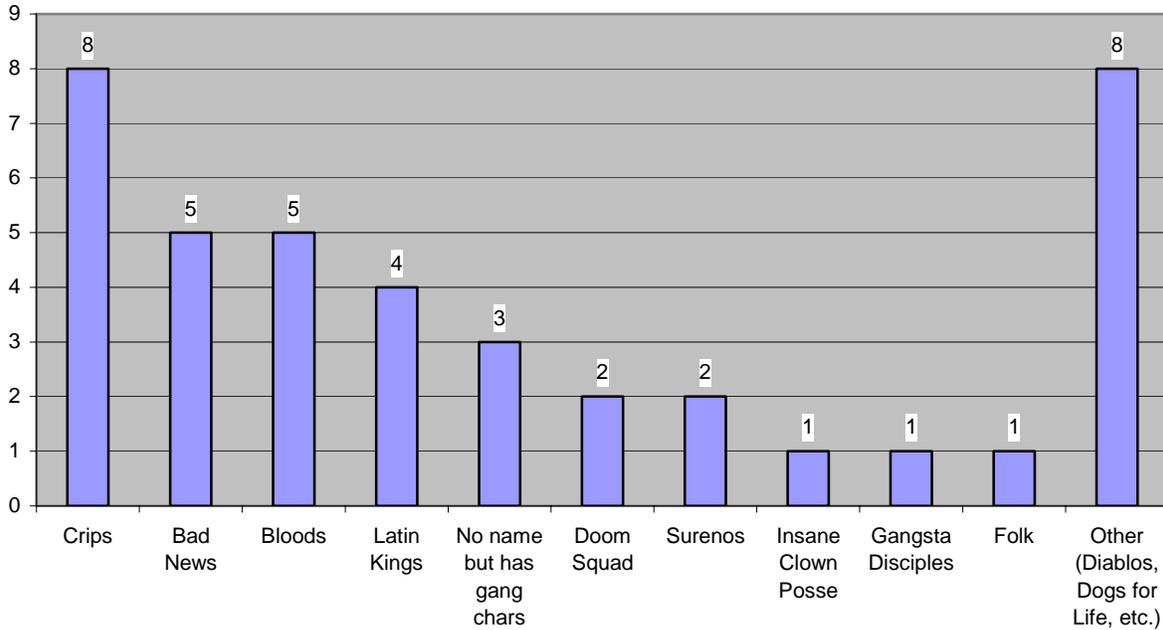
Chart 18. SROs Perception of Most Serious Problems During Past School Year



We then asked the SROs their perception of how serious a number of problems were at their school during the past school year. Their responses to those questions are presented in Chart 18. Of the 120 officers who responded to these questions, slightly less than three in ten (28.3%) thought that disorderly conduct was a serious problem at their school while more than one in four (26.7%) thought that violation of dress code was a serious problem at their school. Additionally, one in four respondents (25.0%) thought that theft and bullying/harassment were serious problems at their school. Approximately one in five officers (19.2%) thought that fighting was a problem at their school. Slightly more than one in seven (15.0%) thought that drug possession was a problem while one in nine (11.7%) thought that drug distribution was a problem at their school. A small percentage of respondents (6.7%) thought that sexual harassment was a problem while a smaller number of officers (5.8%) thought that possession of weapons other than guns or knives was a problem at their school. Small percentages of SROs

thought that knife possession (4.2%), illicit sexual behavior (3.3%), handgun possession (1.7%), and bomb threats (1.7%) were a problem in their school.

Chart 19. Identifiable Gang Names at SRO's Assigned School

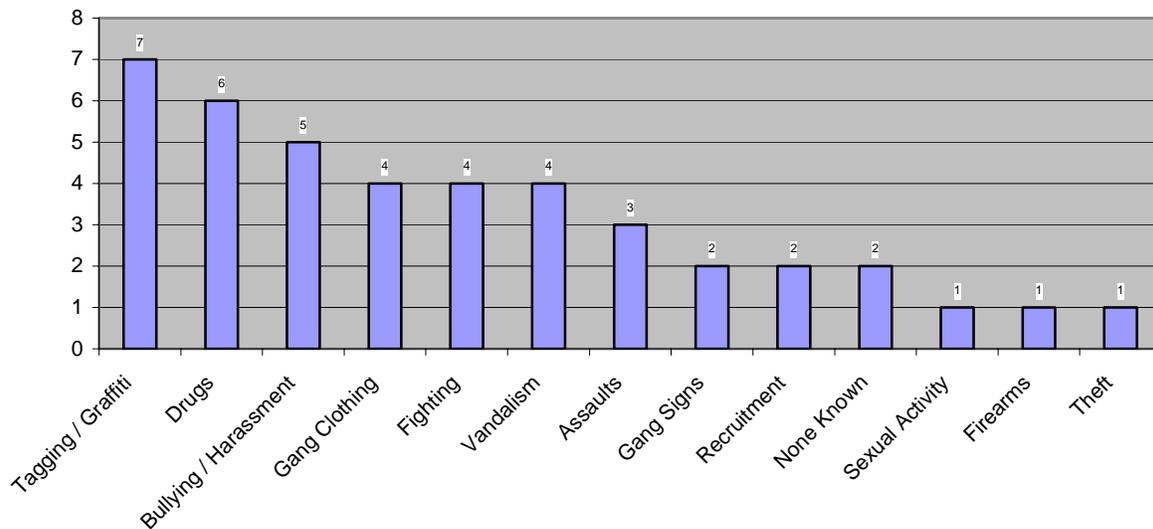


We then asked the SROs if identifiable gang activities were present at the school to which they are assigned. In results not presented here, one in four (25.0%) of the 120 SROs that responded felt that there were identifiable gang activities at their school. Thus, the vast majority of respondents did not feel that there were identifiable gang activities at their school.

We then asked those officers who responded that there were gang activities at their school to identify the names of the gangs at the school to which they were assigned. Of the 28 SROs that responded, the most prevalent identifiable gang was the Crips (mentioned by 28.6% of the SROs who responded), and Bad News and Bloods (both mentioned by 17.9% of the SROs who responded). One in ten (10.7%) SROs who responded said there were students with gang

characteristics but no distinguished name, while one in seven (14.3%) stated that the gangs at their school were called “Latin Kings”. Less than one in ten (7.1%) stated that the Doom Squad were present in their school while the same number stated that the Surenos were present in their school.

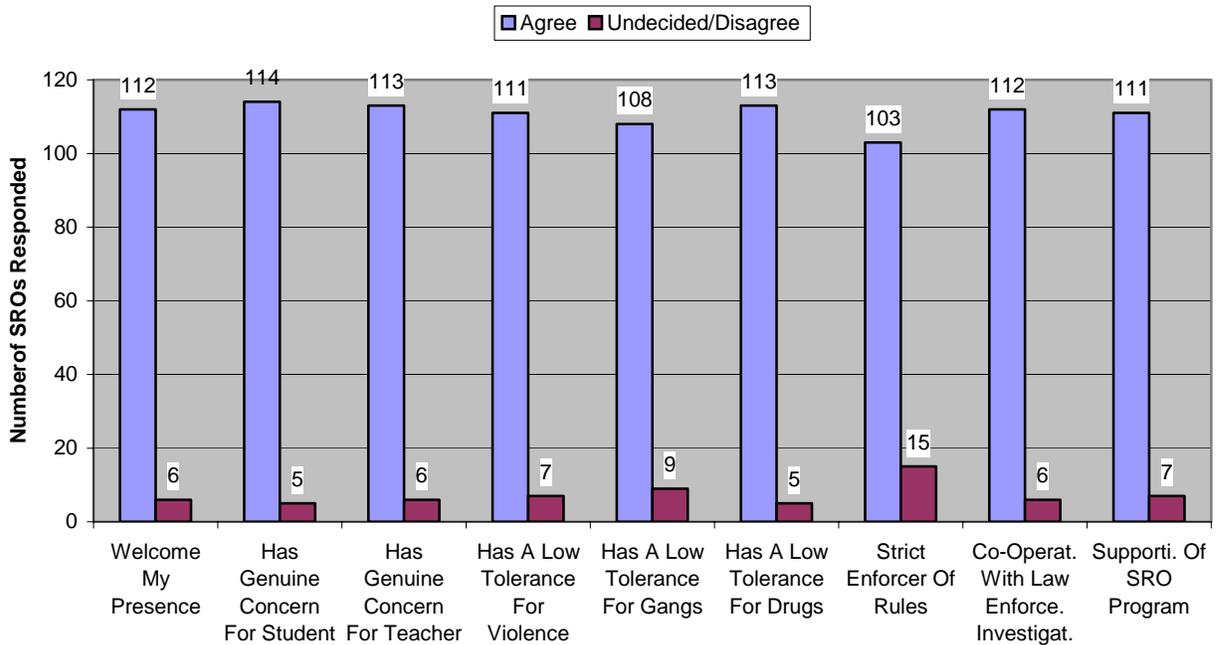
Chart 20. Type of Activities in Which Gangs at SROs Assigned School Engaged in



Those officers were then asked to describe the type of activities in which gangs engaged at their assigned schools. Their responses are presented in Chart 20. Of the 28 SROs who described types of activities that they observed in the assigned schools, one in four (25.0%) observed tagging and graffiti as the activities in which gangs were involved at their school. One in five (21.4%) stated that the gangs were involved in drug activity at the school while one in six (17.9%) thought that the Bullying/Harassment were involved in gang activity at their school. One in seven felt that gangs were involved in wearing gang clothing, fighting, and vandalism (14.3%, respectively). One in ten (10.7%) stated that gangs were involved in assaults while smaller percentages thought that gangs were involved in gang signs, recruitment, sexual activities, theft and firearms. Thus, it appears that graffiti and drugs are the most prevalent

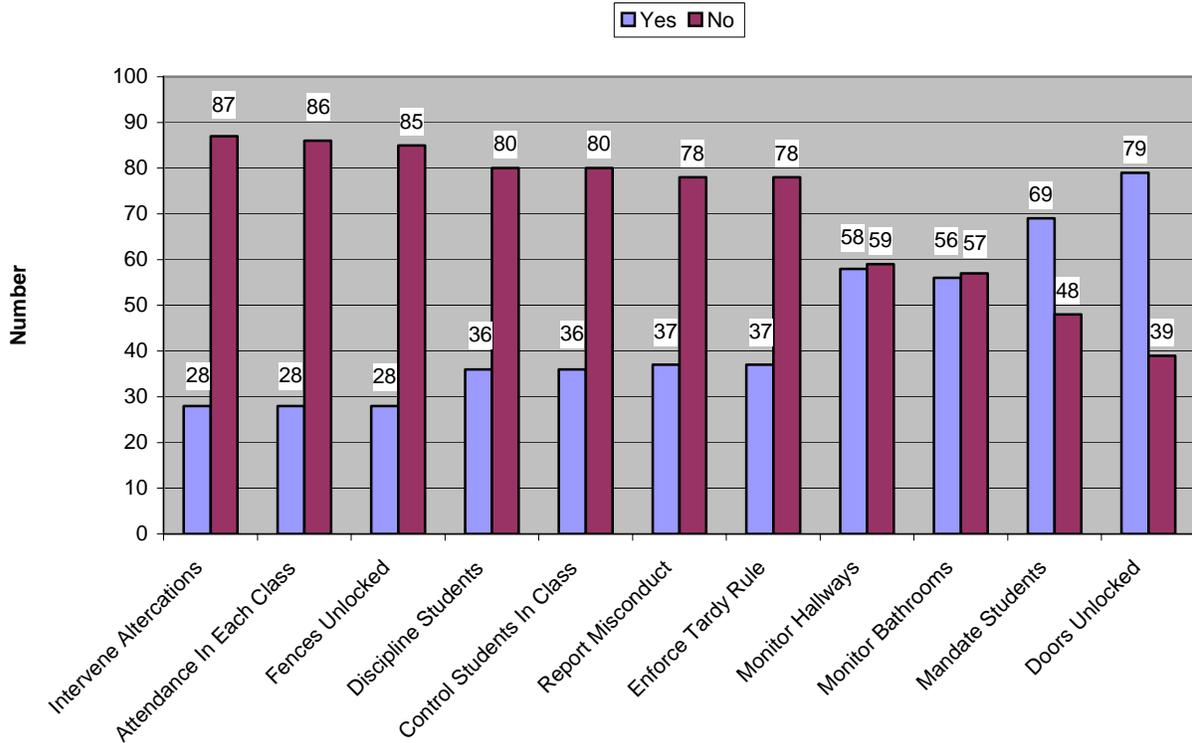
activities.

Chart 21. SRP Opinion of Principal at Their School



SROs were then asked a series of nine questions designed to allow SROs to give their opinion of the Principal at their assigned schools. The responses to that series of questions are presented in Chart 21. Among the 120 SROs who responded to these questions, it was evident that the vast majority of them thought highly of the principal at the school where they were assigned. Over nine in ten agreed that the principal at their assigned school: welcomed their presence at the school (94.9%); has a genuine concern for students (95.8%); has a genuine concern for the teachers (95.0%); has a low tolerance for violence (94.1%); has a low tolerance for gangs (92.3%); has a low tolerance for drugs (95.8%); was cooperative with law enforcement investigations (94.9%); was supportive of the SRO program (94.1%). Over four in five SROs agreed that the Principal was a strict enforcer of rules (87.3%). Overwhelmingly, then, the SROs who responded to this questionnaire thought that the principal at their school was making an effort to reduce crime and violence in the schools and support them in their role as an SRO.

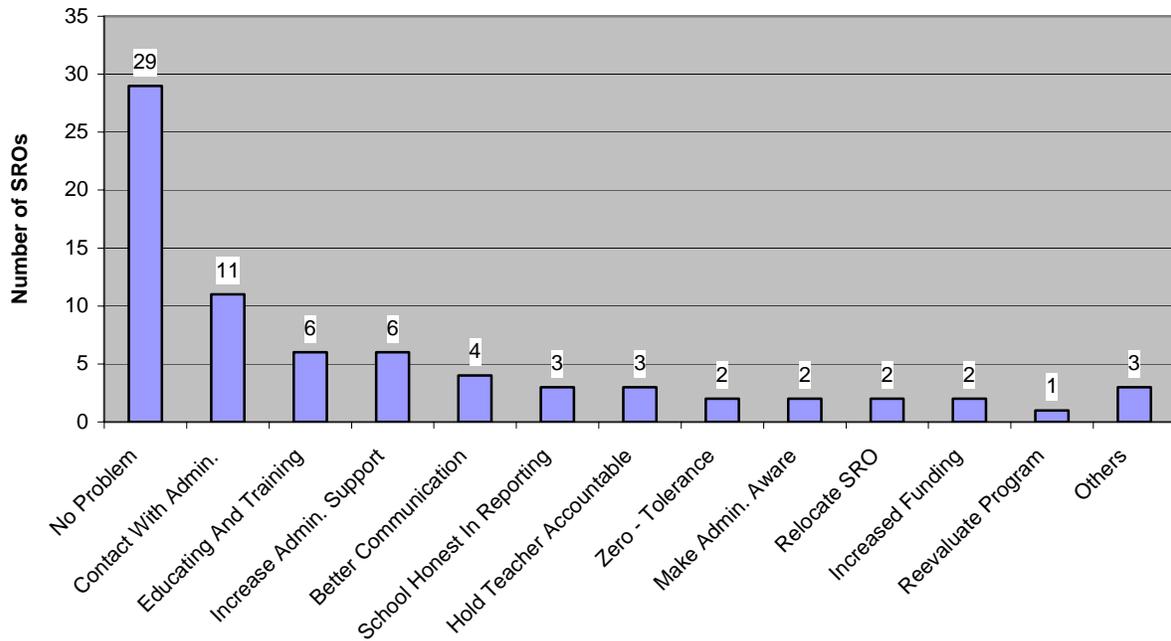
Chart 22. Activities in Which Teachers Interfere with the Security of the School



We then asked the SROs to describe how teachers interfered with the security of the school. We described 11 types of activities and asked the SROs whether they thought teachers interfered with safety in the school setting by engaging in those activities. Responses to those questions are presented in Chart 22. Of the SROs responding, SROs were most likely to say that teachers interfered with school safety by: (1) leaving the doors unlocked (66.9%); (2) not mandating that students have passes authorizing them to be in the halls (59.0%); (3) not monitoring students in the hallway between periods (49.6%); and (4) not monitoring the bathrooms (49.6%). Smaller percentages of SROs said the teachers interfered with security by: not enforcing the tardy rule (32.2%), not reporting misconduct in the school (32.2%), not controlling students in class (31.0%), not disciplining the students (31.0%), leaving fences unlocked (24.8%), not keeping attendance in class (24.6%), and not intervening in altercations

between students (24.3%). Thus, while the vast majority of SROs had overwhelmingly positive things to say about the principals at the school where they worked, they were less charitable in their views toward teachers when it comes to school safety.

Chart 23. SROs Opinions on How to Deal with Lack of Cooperation from School Administrators

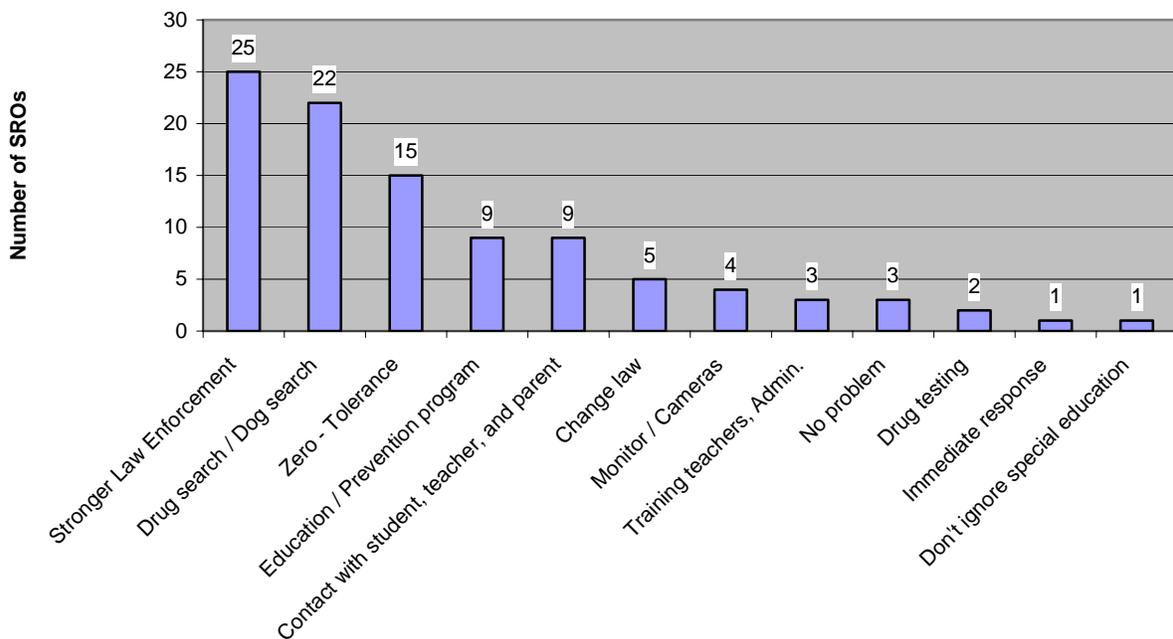


We then asked the SROs a series of open-ended questions regarding how to deal with the following problems: lack of cooperation from school administrators; drug possession and use; fighting; bullying/harassment; and theft. Their responses are presented in Charts 24-27.

There were 74 SROs who provided their opinion on how to deal with this lack of cooperation. Their open-ended responses were categorized into the responses presented in Chart 24. Approximately two in five (39.2%) SROs felt that they had very good cooperation from the administrator at their school or the communication was better, and thus no improvement was needed. One in seven (14.9%) felt that school administrators should contact, meet or talk with their law enforcement administrator, while less than one in ten (8.1%) thought the administrator

would be educated and trained about the SRO program. Less than one in ten (8.1%) said that more administrator support was needed. Additional responses included: schools need to be more honest in reporting problems, the administrators should hold teachers accountable for following school policies, zero-tolerance for lack of cooperation, make administrators aware, ask for help, increase funding, reevaluate program, develop a strong memorandum of agreement, and require the presence of SROs in each school.

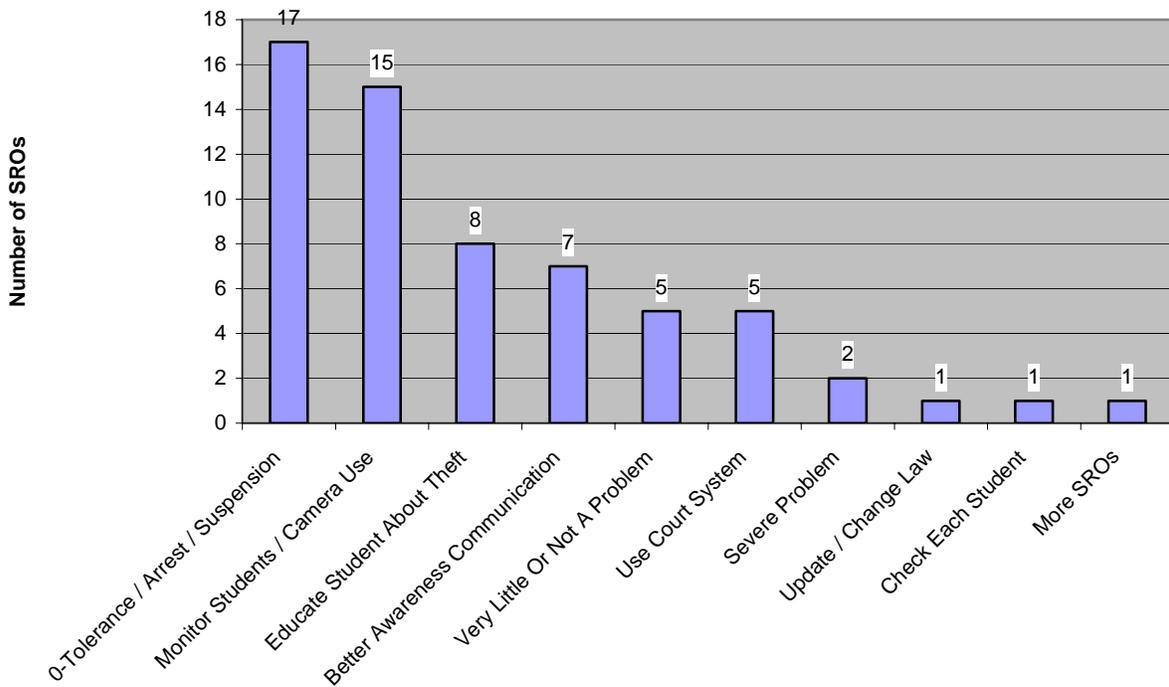
Chart 24. SROs Opinion on How to Deal With Drug Possession and Use



Of the 64 SROs who responded to the question asking them their opinion on how to deal with drug possession and use, more than three in five (62.6%) thought there should be more intensive law enforcement efforts to reduce the drug problem (e.g., stronger law enforcement, drug search/ dog search , and zero tolerance arrest policies). One in five (21.2%) thought that staff and parents needed to be contacted and educated about the problems to prevent drug abuse. Over one in five (26.3%) SROs believed drug dog searches and monitor/camera systems should

be used in the schools. A small percentage of SROs suggested that changes to the law were needed (5.1%). One SRO suggested immediate response was needed when notified of suspicions of drug use/possession while one SRO thought that teachers and administrators should not ignore problem behaviors by students that have special education status. Only three SROs who responded did not think drug possession and use was a problem; furthermore, only two SROs thought drug testing was the answer to this problem.

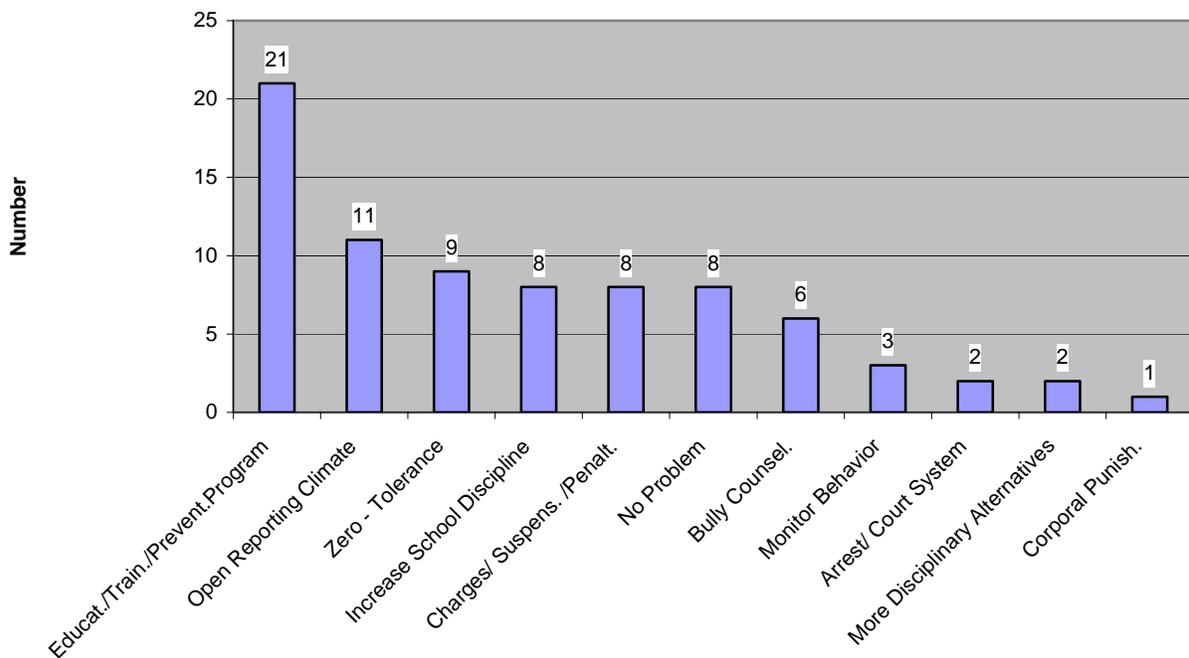
Chart 25. SROs Opinion on How to Deal with Theft in Schools



We then asked the SROs to give us their opinion on how to deal with theft in the assigned schools. We found 62 SROs that responded to this question with opinions. Over one in four (27.4%) SROs who responded to this question stressed that the zero tolerance, arrest policy or suspension could be applied while a smaller percentage (24.2%) thought that students should be more closely monitored or cameras should be used. One in eight (12.9%) SROs suggested that students need to be educated about theft while one in nine (11.3%) felt that better awareness and

communication was need. Less than one in ten (8.1%) SROs felt that theft in the schools was only a little problem or not a problem at all while the same number of SROs (8.1%) suggested using the court system to punish those committing theft at school. Two SROs regarded theft in the school as a severe problem (3.2%). A small percentage of SROs suggested that the law needed to be updated or changed, students should be checked before they left each classroom, and more SROs should be added at their schools (1.6% for each).

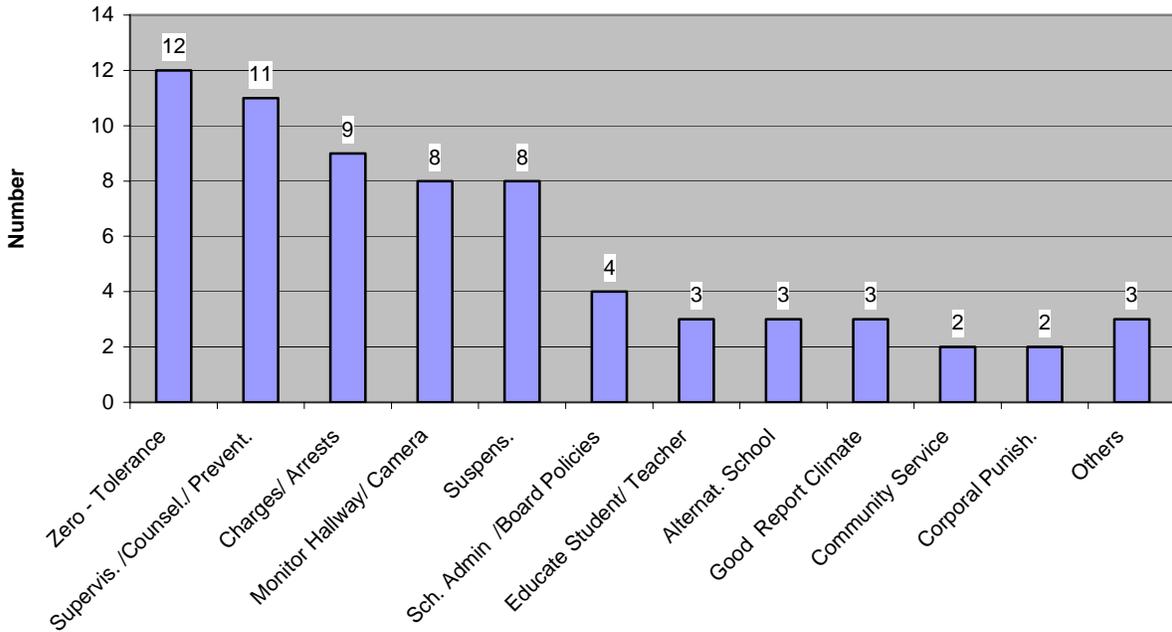
Chart 26. SRO Responses Regarding How to Control Bullying



Of the 79 SROs who responded to the question asking them their opinion on how to control bullying, over one in four (26.6%) thought there should be more education and training programs to prevent the bullying problem. More than one in eight (13.9%) felt that an open reporting climate would be help to reduce the bullying problem while small percentages of SROs suggested that there should be bullying counseling (7.6%) and behaviors should be more closely monitored (3.8%). One in ten (10.1%) stated that there was no problem about bullying at their

school. One in nine (11.4%) thought that the school should use a zero tolerance toward bullying while one in ten suggested school discipline should be increased (10.1%) and applied in a more punitive manner (e.g., charges should be filed, suspensions). There were small percentages of SROs that thought that there should be arrests and the court system should become involved (2.5%), more disciplinary alternatives should be available (2.5%), and corporal punishment (1.3%) should be applied when bullying occurred on the campus.

Chart 27. SRO Opinions on How to Control Fighting



We then asked the SROs to give us their opinion on how to control fighting in the assigned schools. We found 68 SROs that responded to this question with opinions. More than one in six (17.6%) of the SROs who responded to this question stressed that zero tolerance could be applied to fighting situations while one in eight suggested charges/arrest (13.2%) or suspensions (11.8%) should be used to control fighting. One in six (16.2%) thought that

prevention should be applied (e.g., supervision and counseling students) while one in nine (11.8%) suggested that hallways should be more closely monitored or camera use would be helpful. Small percentages of SROs suggested that school board policies need to be enforced (5.9%), students and teachers should be educated about violations (4.4%), offenders should be sent to alternative school (4.4%), school personnel should set up a good relationship with students and encourage an open reporting climate (4.4%), and community service programs (2.9%) and corporal punishment (2.9%) should be used.

Conclusion

The results presented here suggest that, despite the reduced Community Oriented Policing grant funding that is currently available, the School Resource officer program continues to thrive in the state of Kentucky. Kentucky SROS are generally experienced law enforcement officers who enjoy their positions, work well with the school administrators at their school, and feel the schools in which they work are relatively safe environments. SROs generally work at least 40 hours per week in their positions as SROs and are generally assigned to more than one school (typically middle and high schools). Even though they respond that the majority of their time is spent in law enforcement duties, SROs engage in a wide variety of activities at school that would not traditionally be considered law enforcement activities (e.g., monitoring hallways, parking lots, clearing hallways, counseling students). SROs perceive disorderly conduct, theft, verbal harassment, and bullying as the most serious safety problems at their schools and have a wide range of ideas on how to solve these problems. Given the findings from this report, it appears that the SROs who work in schools in Kentucky generally enjoy their work and are an asset to the schools in which they perform their duties.

A Post-Action Review of the Safe School Assessment Process: Perceptions of Participating Superintendents and Principals

September 5, 2006

Prepared by:

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Yanfen Chen, M.S.

Kentucky Center for School Safety

History of the Safe School Assessment Process

In the 2002-2003 academic year, the Kentucky Center for School Safety (KCSS), in collaboration with the Kentucky Department of Education (KDE) and the Kentucky School Boards Association (KSBA, including its insurance service), developed a service designed to provide schools with an independent examination of their climate and culture that would broaden their existing efforts toward enhancing the school's learning environment. Over the next three academic years, this process has been refined and expanded to encompass more than 70 schools each year. The data presented in this report reflect responses received from principals and superintendents who participated in the safe school assessment process in their school or district during the 2005-2006 school year.

What is a Safe School Assessment?

A safe school assessment is an independent examination of a school, including its climate, culture, and physical plant as related to the enhancement of safe and healthy learning environments. The Safe School Assessment (SSA) typically begins with a written request from the school district's superintendent. A letter of confirmation is then sent to the superintendent confirming a date and time for an assessment team to arrive at the school. Included with the letter of confirmation are safe school surveys designed for three different groups: staff, students, and parents.

In the letter, the principal is asked to administer the surveys and then to send them to the KCSS office for coding and analysis prior to the visit by the SSA team. The school is also asked to provide several documents for team members, including the student handbook, the school's behavior management plan (if one exists), the district's student

code of conduct, the school crisis response plan (Emergency Management Plan), and other documents that relate to school safety issues. On the day of the visit, the SSA team (usually six members) arrives in time to observe the arrival of students, including school bus activity, and to meet with the school principal prior to conducting the assessment. During the day, the SSA team members: conduct extensive interviews with staff members, students, and parents; observe arrival and dismissal procedures; observe class changes and lunch/cafeteria procedures; and conduct a walk-through of the physical plant. Approximately an hour before school dismissal, team members convene to draft a preliminary report for the principal and, if the principal or superintendent desires, the team meets with the school staff after school to discuss the results of the assessment. Approximately three weeks after the visit, a comprehensive report is sent to the superintendent and principal. After receiving the final report, the staff may determine that additional assistance is needed to address specific recommendations made by the SSA team. Funded by a grant from KDE, KCSS will provide technical assistance and/or professional development (at no cost) to any school that has received a Safe School Assessment.

Safe School Assessments during the 2005-2006 Academic Year

During the 2005-2006 academic year, the KCSS conducted safe school assessments in 32 districts at 71 schools. As part of an effort to assess the effectiveness of the SSA process, KCSS staff designed a questionnaire to elicit responses from principals and superintendents in the affected schools and districts. Both groups were sent a cover letter and a mailing with a questionnaire regarding this topic in mid-July. One follow-up mailing occurred in late-July and three in August to any principal or

superintendent who had not responded to earlier mailings. The final sample for this report is derived from the responses of 31 superintendents (from a pool of 32 superintendents who had a SSA conducted in their district, a 96.9% response rate) and 61 principals (from a pool of 71 principals who had a SSA conducted in their school, a response rate of 85.9%). The results from that data collection effort are presented in charts included in the Appendix; the discussion of those charts is included below.

Results

As this is the third year for which we have collected data using similar instruments regarding the effectiveness of the SSA, we have included data from 2003-04 to 2005-06 academic years in some of the charts below. For the small number of new questions that were added to the 2005-2006 principal and superintendent questionnaires, the charts reflect only 2005-2006 data.

We first asked both groups whether they were given notification prior to the visit by the SSA team. Responses to that question are presented in Chart 1. For each of the three years, the majority of principals and superintendents indicated that they were notified prior to the visit. Moreover, for 2005-2006, almost all principals and superintendents (96.7% and 100%, respectively) stated that they were notified prior to the visit. As such, the number of principals and superintendents who indicated they were notified prior to the visit of the SSA team increased by 6.2% and 11.1%, respectively, over the three-year period.

Respondents were then asked if it was their decision to conduct the SSA on the day that it was performed. These responses are presented in Chart 2. Slightly over half of the principals each year (52.4%, 57.8%, and 50.0% respectively) stated that they had

made the decision; all of the superintendents in 2003-2004, two in three superintendents (66.7%) in 2004-2005, and the majority of the superintendents in 2005-2006 stated that they had made the decision. Open-ended responses to these questions indicated that, in some districts, the decision regarding the date the assessment would be conducted was made as a collaborative effort between the superintendent and the principal.

In 2005-2006, a question was added to the questionnaire that asked how the respondent chose to be debriefed after the SSA was completed. Their responses are presented in Chart 3. Two in five principals (40.7%) chose to be debriefed alone at the end of the assessment day, approximately half of the principals (49.2%) chose to be debriefed with designated staff members at the end of the assessment day, and less than one in ten principals (8.5%) asked the team leader to return on a day some time after the visit for the debriefing. One principal chose to be debriefed both with designated staff members at the end of the assessment day and asked that the team leader return on a day some time after the visit for the debriefing. Less than one in five superintendents (18.5%) chose to be debriefed alone at the end of the assessment day, over half of the superintendents (51.2%) chose to be debriefed with designated staff members at the end of the assessment day, and one in four superintendents (25.9%) asked that the team leader return on a day some time after the visit for the debriefing. One superintendent chose to be debriefed both with designated staff members at the end of the assessment day and asked that the team leader return on a day some time after the visit. Respondents were then asked if the debriefing was productive (responses presented in Chart 4). The vast majority of the principals (94.6%) and all the superintendents (100.0%) indicated that the debriefing was productive.

Both groups were then asked if the “Areas of Mutual Concern” identified by the SSA team were “legitimate concerns” based on their knowledge of the schools. The vast majority of the principals and superintendents (96.7% and 93.1%, respectively) that responded to this question felt that the concerns were legitimate (see Chart 5). Further, in three years, all superintendents and all but one principal stated that the recommendations offered by the SSA team were helpful (see Chart 6). Thus, practically all of the principals and superintendent felt that the areas identified by the SSA team as weaknesses were legitimate and that the recommendations offered by the team were valid recommendations.

Additionally, in 2005-2006, a question was added that asked the respondents whether “...a strategy to address the areas of mutual concern was included in the Action plan...” for the school (principals) and district (superintendents). Again, the vast majority in each group (94.9% of the principals and 88.9% of the superintendents) responded affirmatively (see Chart 7). The results from other questions added for 2005-2006 also indicate that the vast majority of superintendents and principals also responded that the results of the SSA were presented to the faculty (see Chart 8) and to the site-based council (see Chart 9). In 2005-2006, more than four in five principals and superintendents (85.5% and 82.1%, respectively) stated that the results of the assessment were presented to the Board of Education (see Chart 10).

Both groups were then asked whether the schools where the SSA was conducted requested additional help from the KCSS. Responses to that question are presented in Chart 11. In 2003-2004, two in five principals and superintendents (42.9% and 44.4% respectively) indicated their district had requested additional support from KCSS, and

two in five principals and one in four superintendents (38.5% and 28.0%) in 2004-2005 stated they had requested additional support from KCSS. Interestingly, only one in four principals and less than one in five of superintendents (24.6% and 19.2% respectively) in 2005-2006 had requested additional support.

Nevertheless, the results presented in Chart 12 indicate that the vast majority of respondents from each group from 2003-2004 to 2005-06 responded that the affected schools had developed action plans to address the issues identified by the SSA team during their visit and the percentage agreeing with that statement increased each year over the three year period. Thus, most schools used the SSA results in a manner that would help enhance school safety at the affected schools.

Respondents were also asked whether they wanted their school or district to participate in the SSA. In 2005-06, seven in ten principals (72.1%) and vast majority of the superintendents (96.7%) responded “yes” to that question (see Chart 13). In 2003-2004, the vast majority of the principals and all the superintendents (94.7% and 100.0%, respectively) agreed with the question. In 2004-2005, only two in three principals (66.7%) and the majority of the superintendents (96.2%) agreed with the question. Additionally, in each of the three years, all of the superintendents and practically all of the principals agreed that: (1) they were provided with the information that they needed to ensure the SSA process went as smoothly as possible at their school(s) prior to the arrival of the SSA team (see Chart 14); and (2) the instructions regarding the expectations of the activities of the school staff during the visit were clear and easy to understand (see Chart 15). Thus, the vast majority of the respondents felt that the KCSS did a good job in preparing the schools for their visit.

Respondents were then asked three questions regarding their interaction with the SSA team on the day of the visit. With the exception of one principal in 2003-04, all superintendents and principals felt that the SSA team members were friendly and approachable throughout their visit (see Chart 16) and that members of the SSA team performed their duties in a professional manner (see Chart 17). Additionally, all superintendents and practically all principals agreed that the SSA process flowed well and was minimally disruptive to the school activities on the day that it was performed (see Chart 18). Thus, the respondents from both groups agreed that the SSA process went smoothly on the day it was performed at their school(s).

Respondents were then asked whether the recommendations from the SSA team were included in the school and district comprehensive plans. From 2003-04 to 2005-2006, the majority of superintendents and principals stated that the recommendations from the team were included in the district plan (see Chart 19) and that the recommendations of the SSA were included in the affected school's *Comprehensive School Improvement Plan* (see Chart 20). Thus, the vast majority of the schools and districts are using the recommendations from the SSA visit to improve the safety of the schools where the visits occurred.

Respondents were then asked questions regarding their opinion on how to improve the SSA process. Respondents were asked whether a review of the recent school insurance and worker's compensation claims submitted by school district employees by the SSA team would be a valuable improvement in the SSA process. All respondents in 2003-2004, and practically all respondents in 2004-2005 and 2005-2006 agreed that step would be an improvement to the SSA process (see Chart 21). Thus, while the responses

throughout the report indicate that the principals and superintendents feel the SSA process was useful and helpful, both groups also felt the review of these components would be useful. Finally, respondents were asked whether they would recommend the SSA process to a colleague in another district. All but one principal and all superintendents (98.1% and 100.0%, respectively) who responded to that question in 2005-2006 agreed that they would recommend this service to a colleague. Moreover, all superintendents and all principals in both 2003-2004 and 2004-2005 agreed that they would recommend this service to a colleague (see Chart 22).

It is evident throughout the survey that the respondents find value in this process and endorse the continuation of this collaborative service. Therefore, one could conclude that the SSA process will become an even more widely used service in the future.

Appendix

Chart 1

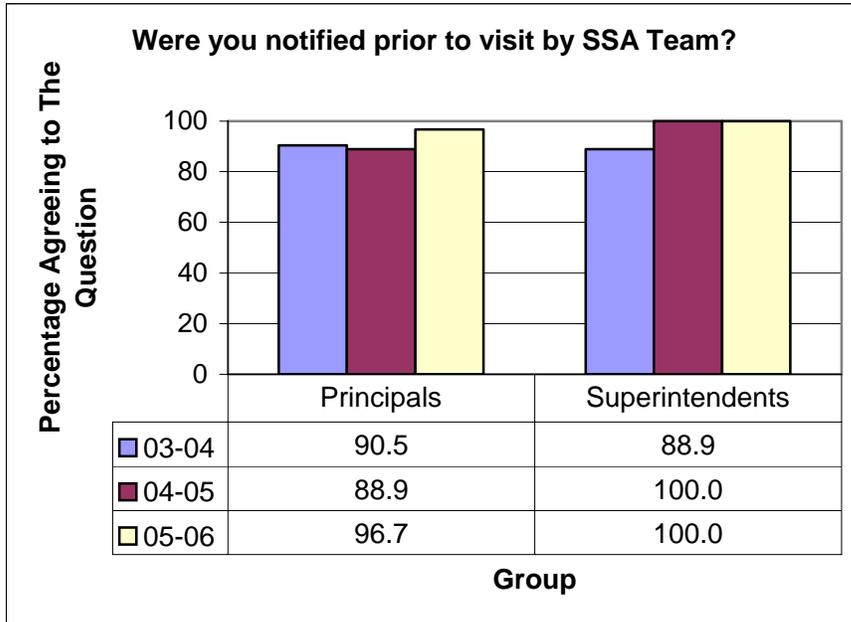


Chart 2

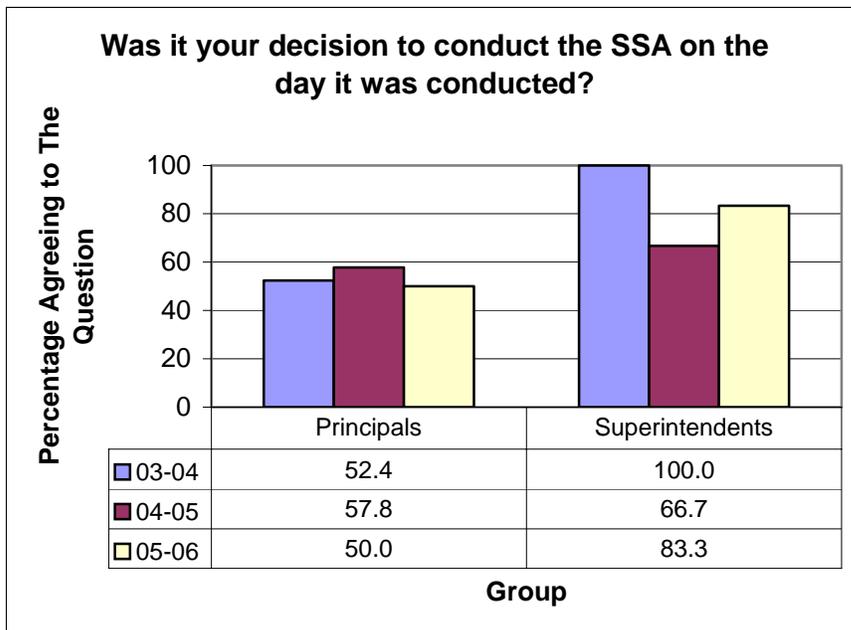


Chart 3.

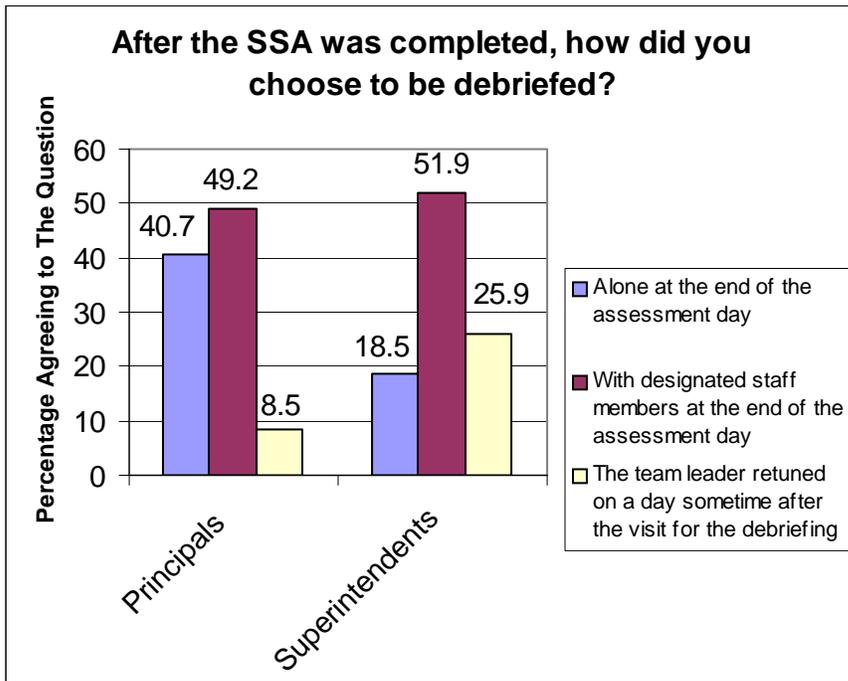


Chart 4

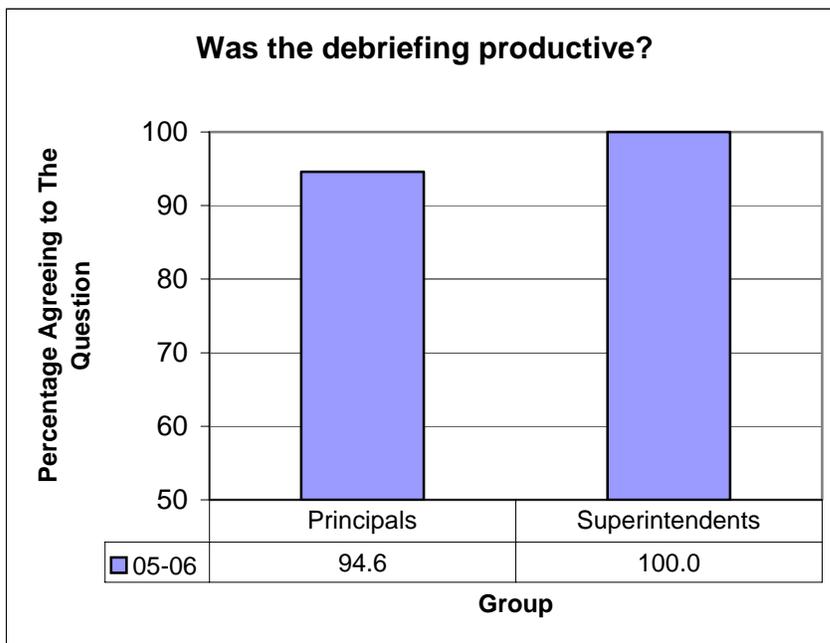


Chart 5

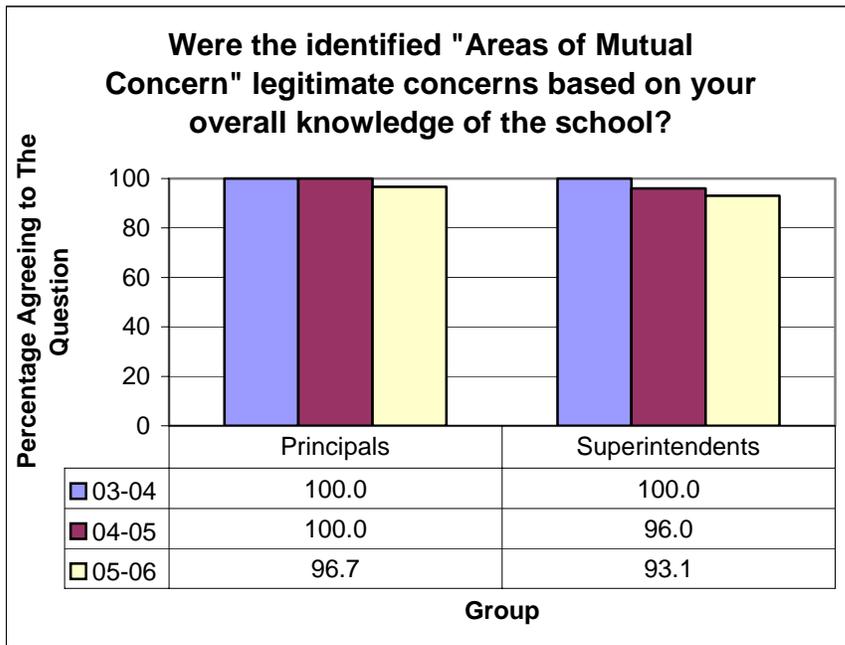


Chart 6

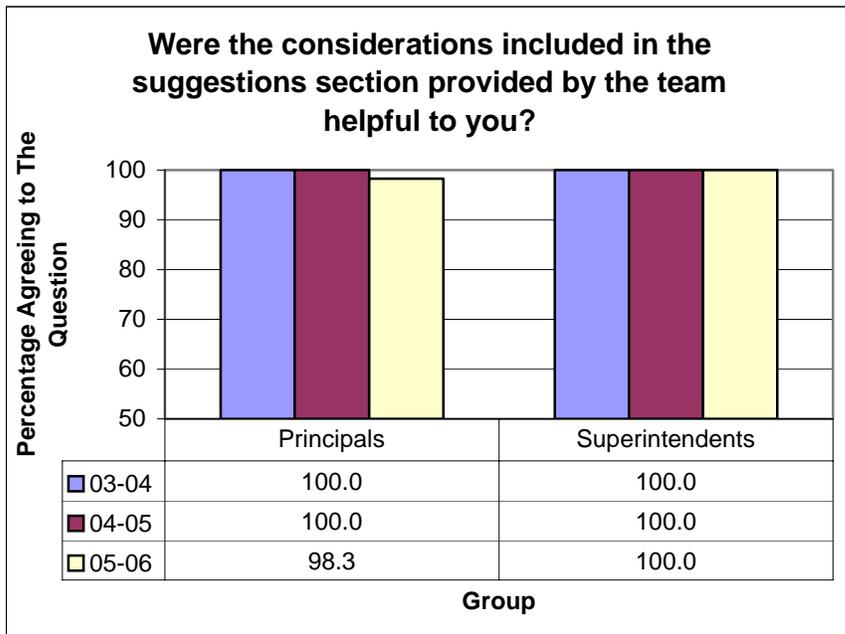


Chart 7

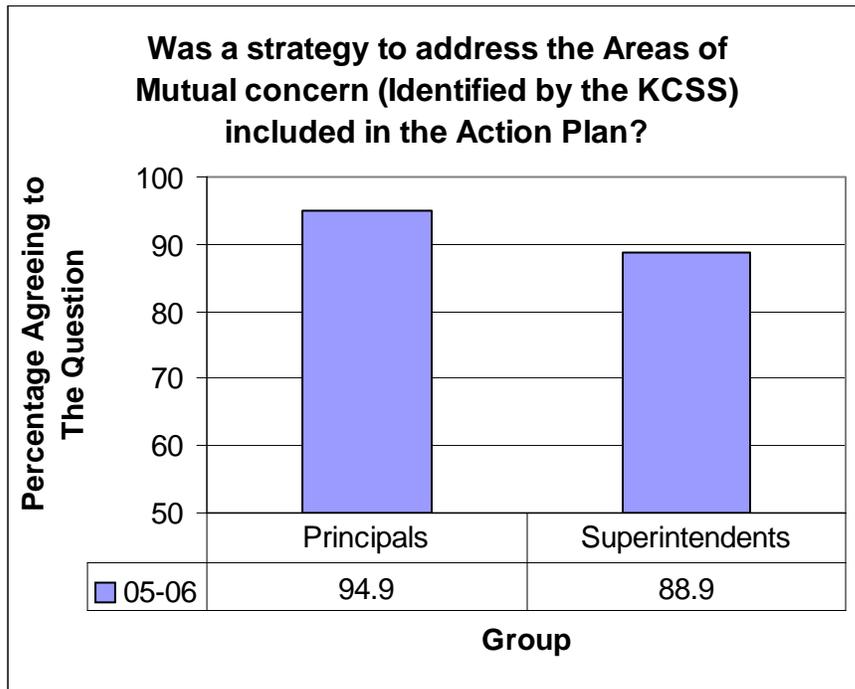


Chart 8

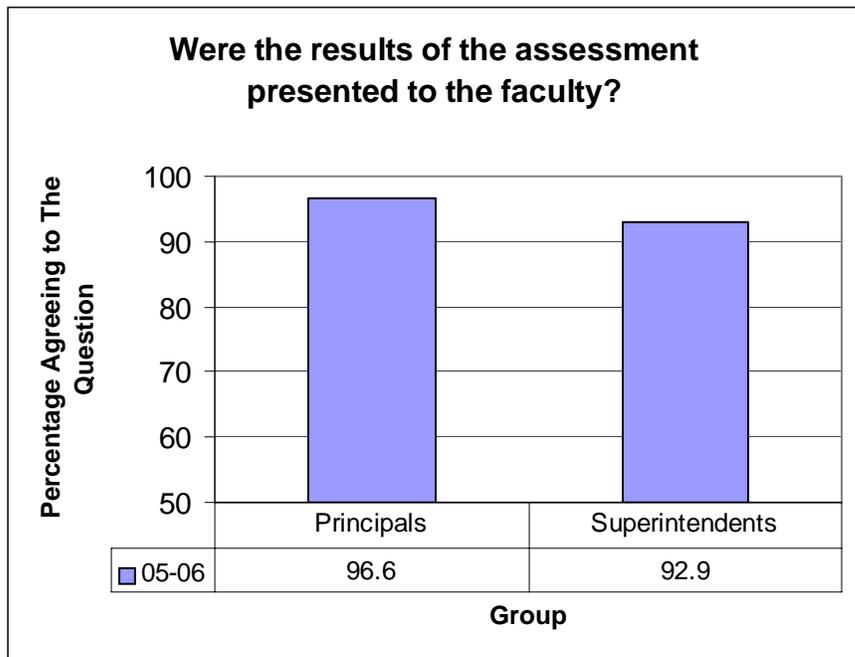


Chart 9

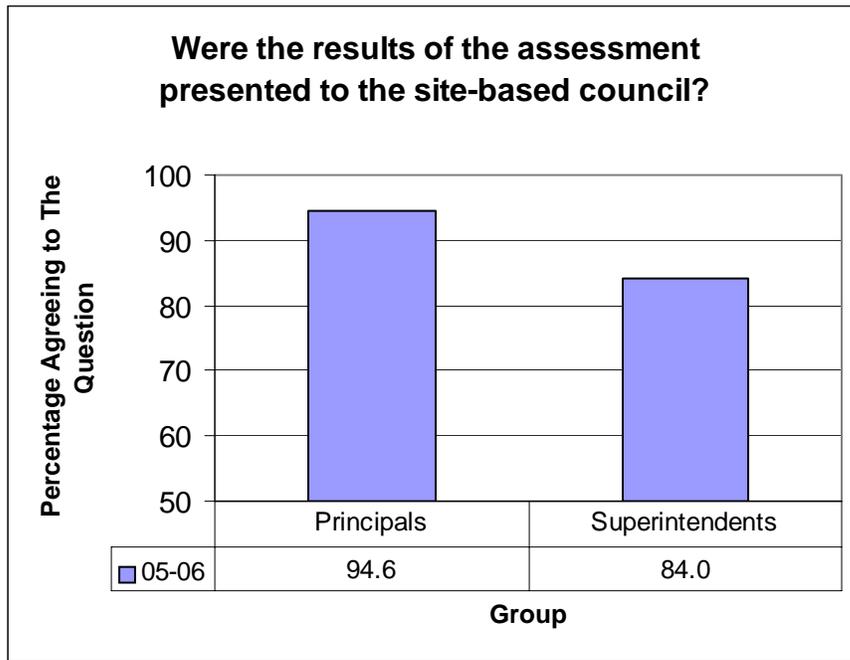


Chart 10

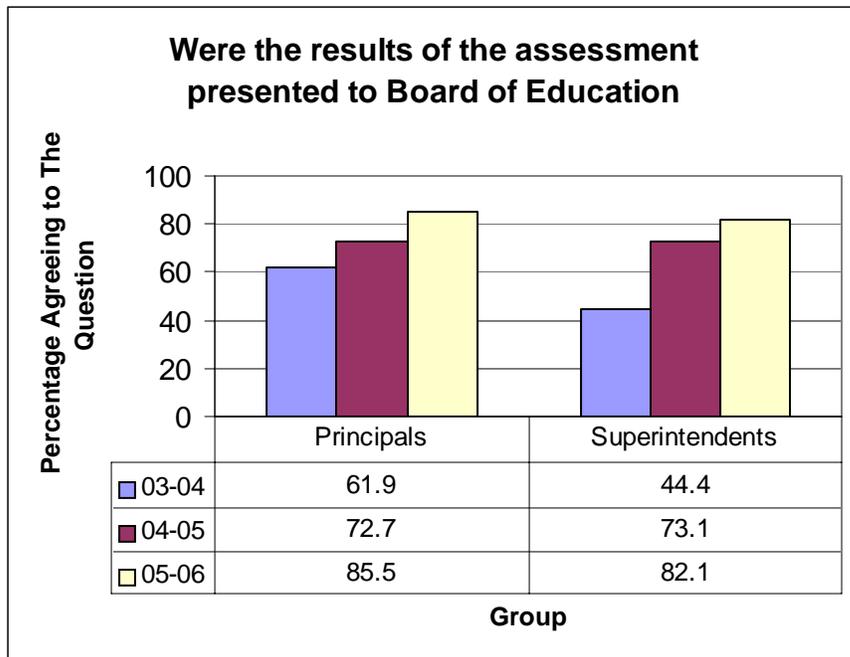


Chart 11

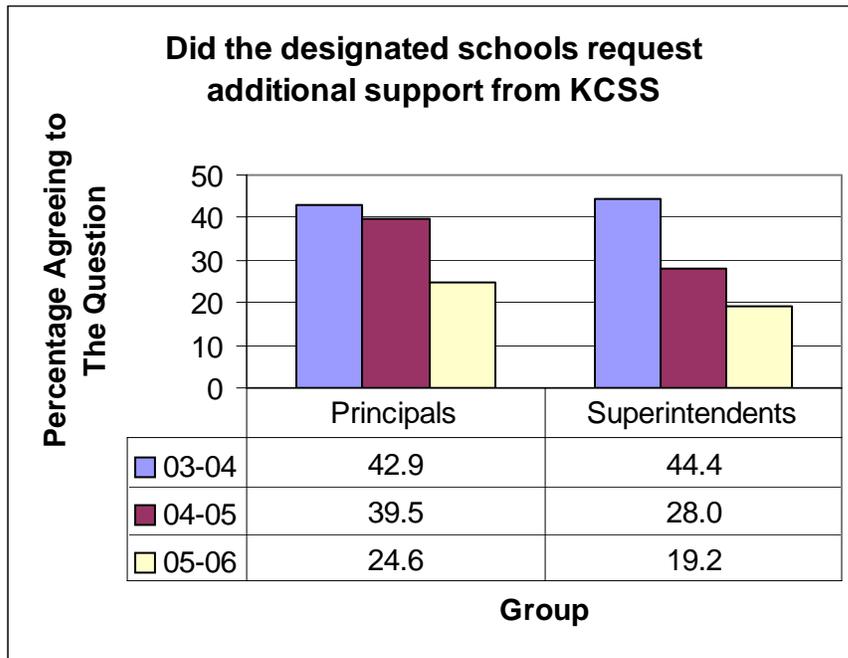


Chart 12

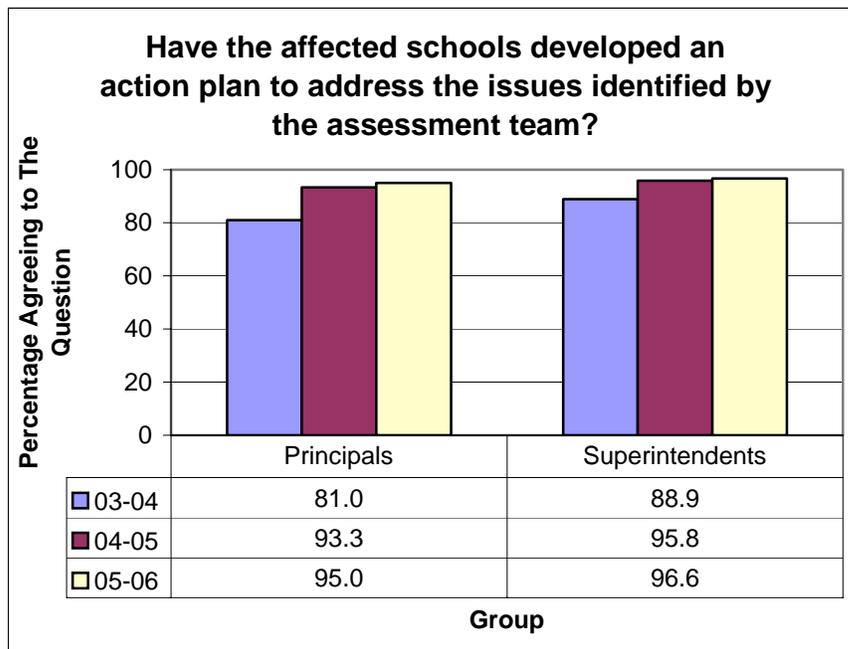


Chart 13

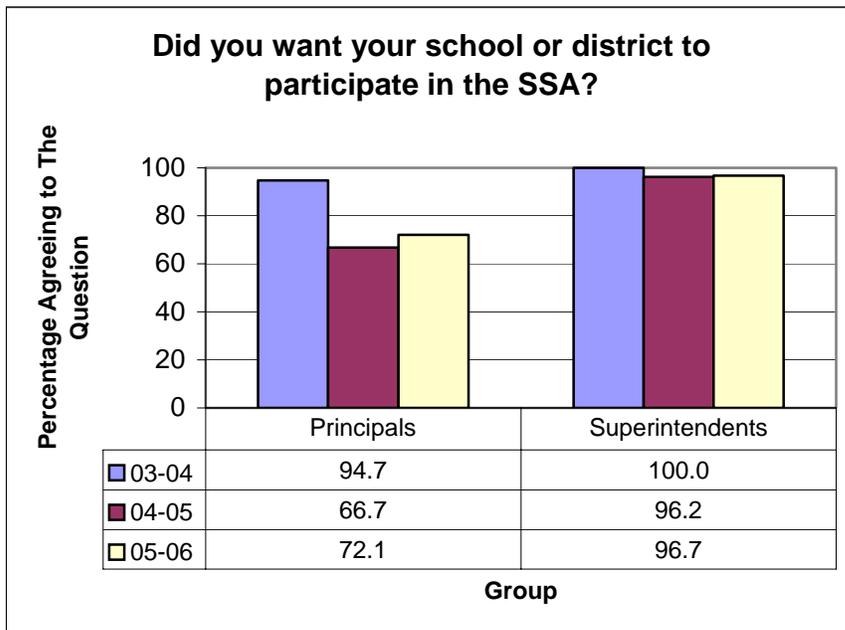


Chart 14

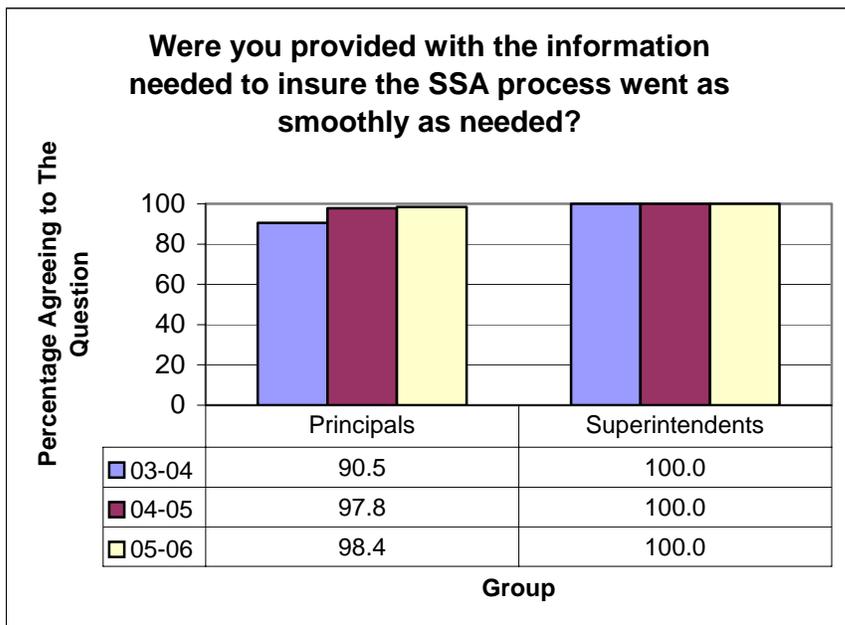


Chart 15

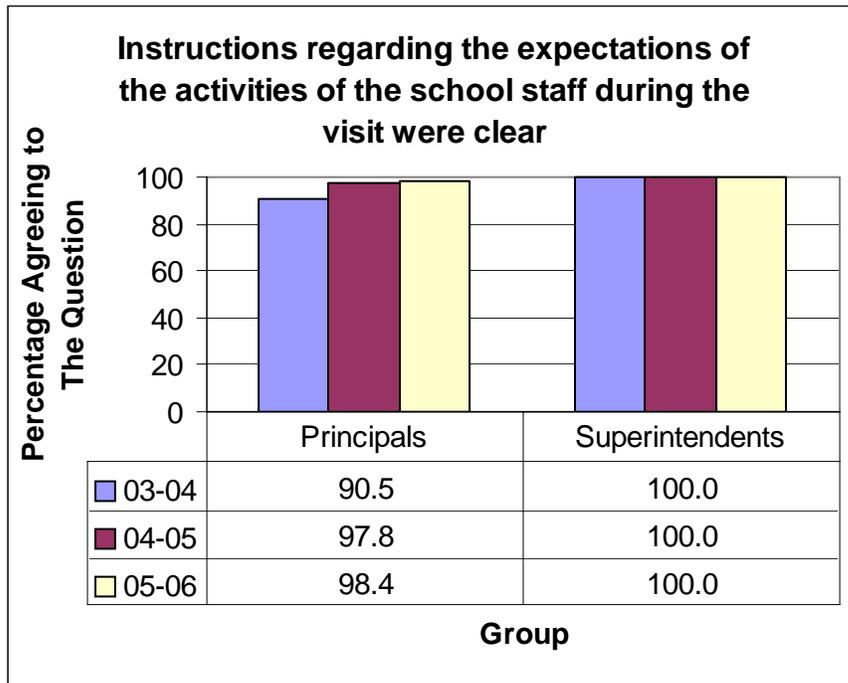


Chart 16

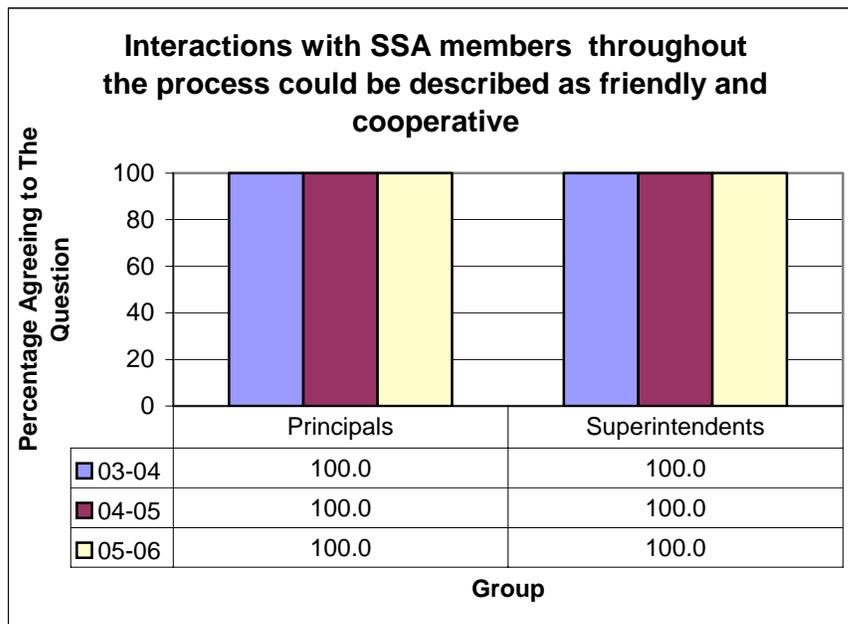


Chart 19

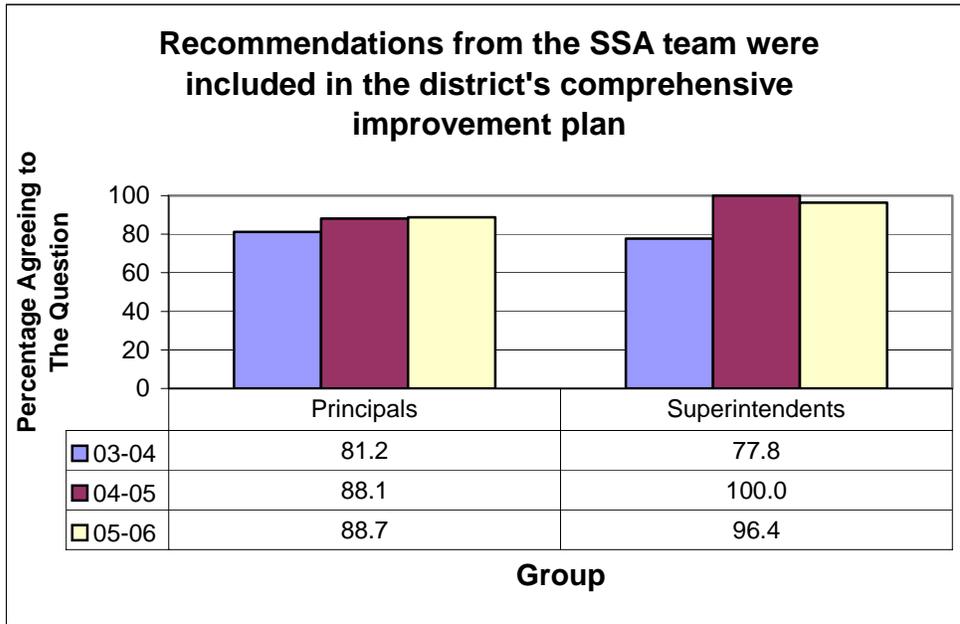


Chart 20

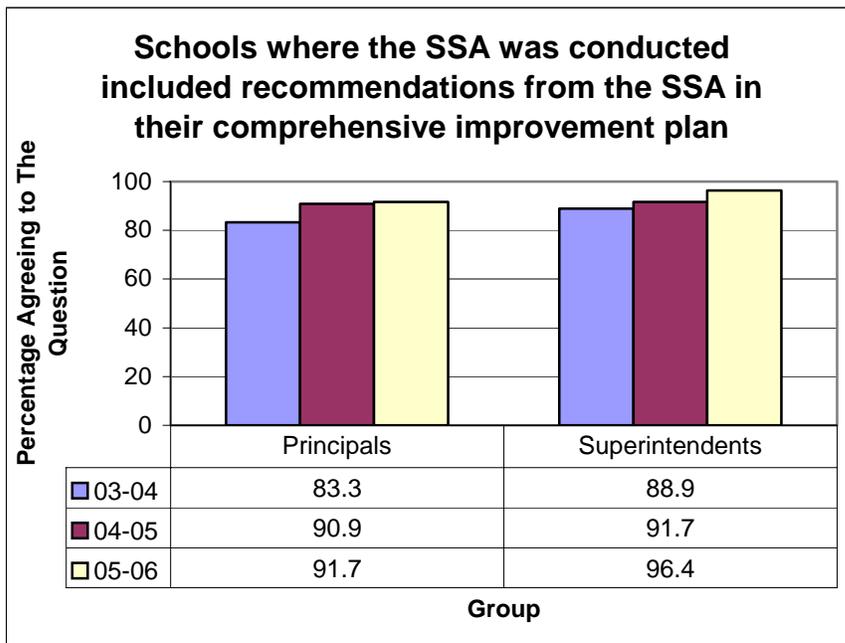


Chart 21

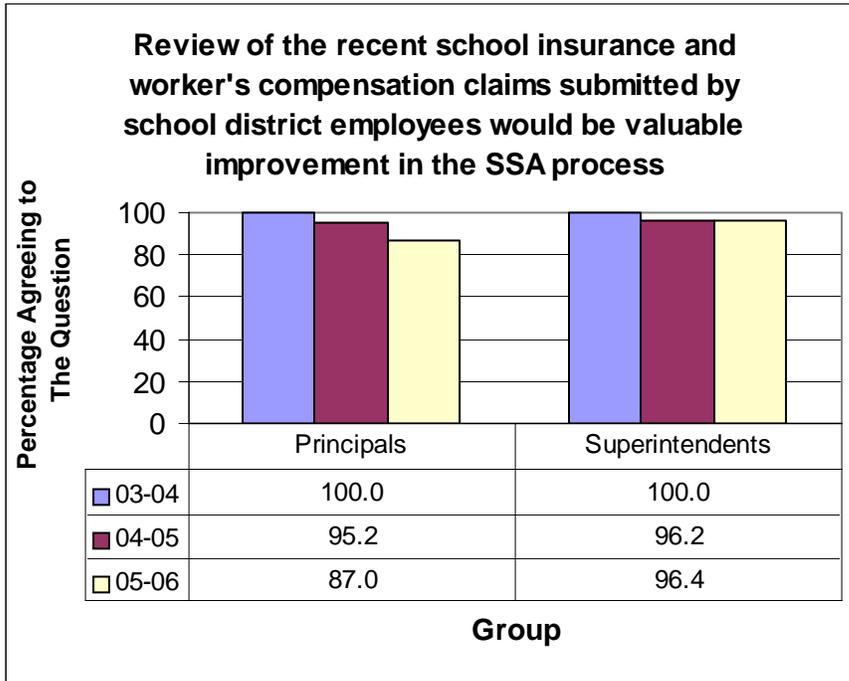


Chart 22

