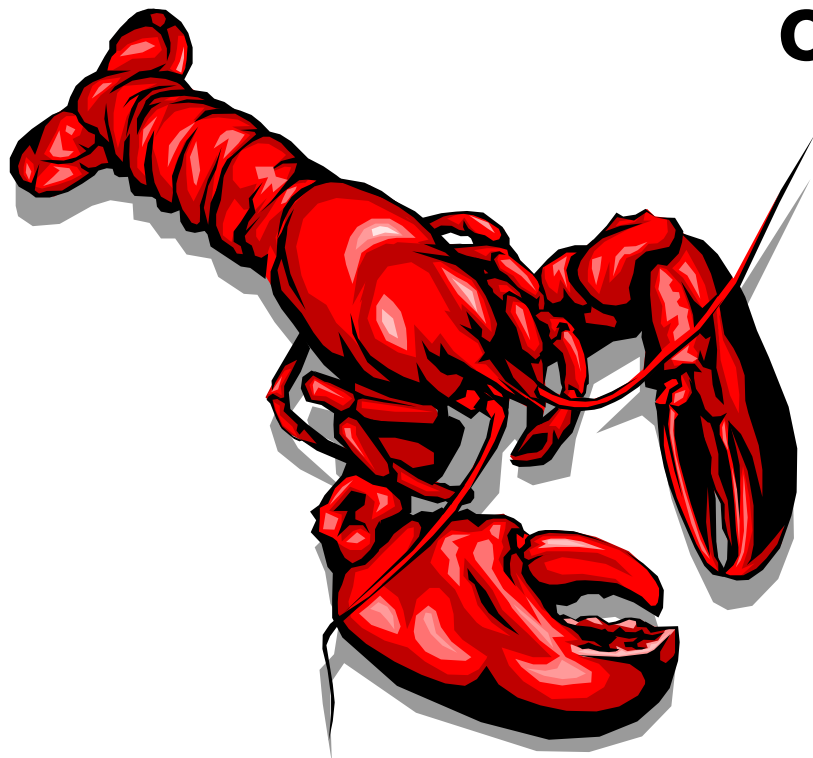


Maine

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2001-2002



**The Maine Department of Behavioral and
Developmental Services, Office of Substance
Abuse, and the Maine Department of Education**

This report is a collaborative effort of the Maine Department of Behavioral and Developmental Services, Office of Substance Abuse, and the Maine Department of Education.

To obtain a *downloadable* copy of this entire report, as well as the accompanying *Technical Report*, visit the Maine Safe & Drug-Free Schools & Communities Act Program website at: <http://www.mainedfsca.org/resources.html>

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MAINE

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2001-2002

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May 2003

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I. INTRODUCTION

The Maine Safe and Drug-Free Schools Data Collection Project is a partnership between the Maine Department of Behavioral & Developmental Services, Office of Substance Abuse (OSA), and the Maine Department of Education (DOE).

This report presents the data collected from schools for the 2001-2002 school year. It contains information about local drug and violence prevention efforts, as well as reported incidents of prohibited behavior.

A *Technical Report* is also available that provides explanations of the data tables used here, as well as additional data analysis and information on relationships, definitions, and methodology.

Project History

Originally funded by the U.S. Department of Education's (ED) Safe and Drug-Free Schools and Communities Act (SDFSCA) Program through Research Triangle Institute (RTI), the project has worked to enhance the state's capacity to gather data on drug and violence prevention programs, as well as on prohibited behavior among youth in Maine's local school systems. The project supports federal reporting requirements for measuring progress toward achieving the goal of safe and drug-free learning environments in schools.

The Maine SDFSCA Data Collection Project has developed four specific objectives in order to accomplish the goals of the project: (1) assist all local education agencies (LEAs) in providing data on youth drug and violence prevention activities; (2) improve the quality and completeness of data reported by schools and LEAs; (3) develop an integrated reporting system to meet federal reporting requirements for SDFSCA and the Individuals with Disabilities Education Act (IDEA); and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels. Technical assistance in support of the system is provided through workshops, regular phone and email contact, and via a web site established for the project that provides data reporting access and information about Safe and Drug-Free Schools and Communities programs throughout the state of Maine and across the nation.

During the initial phase of the Maine SDFSCA Data Collection Project (1998-1999 school year), an electronic database was distributed to LEAs in Maine via CD-ROM and the Maine SDFSCA web site. All LEAs were encouraged to document information on their prevention activities — including related staff development and training — and incidents of prohibited behavior that occurred during the school year.

For the 1999-2000 school year, an online database was developed to make the system more accessible and to ease reporting tasks. Schools supplied school-level data to the SDFSCA coordinator at the LEA level, who then submitted it to the state via RTI. In the spring of 2000, a series of training workshops were held around the State of Maine to orient LEA data coordinators to the new online system.

In August 2001, the responsibility of managing and maintaining the online data collection system was transferred, as planned, from RTI to the Maine Office of Substance Abuse and LEAs began reporting data directly to OSA. RTI continues to provide technical assistance to OSA. In the spring of 2002 an advisory group, composed of persons in the field working directly with the data collection system, met with DOE, OSA, and RTI staff to discuss the overall progress of the data collection system and to suggest improvements. Some of the suggested improvements were implemented for the 2001-02 reporting period and others will be implemented for 2002-2003.

II. METHODOLOGY

In compliance with SDFSCA, all states must annually conduct a statewide compilation of local prevention efforts and incidents of prohibited behavior occurring on school property. These data are aggregated and used to assess the status of school-based prevention efforts and their impact nationwide.

SDFSCA-related data for the state of Maine were collected during the 2001-2002 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act, 1997 (IDEA '97). OSA and DOE worked collaboratively to develop a coordinated system of reporting that meets federal and state requirements.

LEAs in Maine submitted data by means of an online reporting system, accessed through the Maine SDFSCA web site.

Several changes were made to the Incidence of Prohibited Behavior (IPB) online reporting system for 2001-2002. Some worksheets were modified or consolidated. **Also, the definition for what constitutes a reportable incident was refined to include only incidents of a more serious nature, resulting in a significant decrease in the number of reported incidents compared to previous years.**

Six hundred fifty-eight (658) schools in Maine participated in the 2001-2002 SDFSCA Data Collection Project. This represents 99% of the 663 schools required to submit a report to the state. This report analyzes data as submitted and verified by **February 18, 2003**.

Data submitted by Maine LEAs were subject to an intensive verification and quality control process. Staff at OSA and DOE worked closely with LEA data coordinators to ensure the accuracy of LEA reports.

The data were then aggregated and reported to ED in a state report on the federal priority of creating a safe and drug-free school environment. A separate report on children with disabilities involved in incidents of prohibited behavior was provided to the ED Office of Special Education and Rehabilitative Services, as required by IDEA.

This report expands on the data submitted to ED and offers additional information and a more detailed account of SDFSCA-related activities in the State of Maine. This report does not intend to explore every possible relationship, but rather to provide a summary of findings about prevention efforts in the state during the 2001-2002 school year.

The report layout provides a graphical representation and interpretation of Maine's reported SDFSCA local prevention efforts. It presents frequencies, and where possible, averages and percentages for the data reported by Maine schools as well as the number of schools reporting.

Some of the items that schools were asked to complete permitted more than one response. Furthermore, some of the totals represent unduplicated counts, while others represent duplicated counts, as in those cases where the same student may have been involved in multiple incidents; such instances are identified in the report.

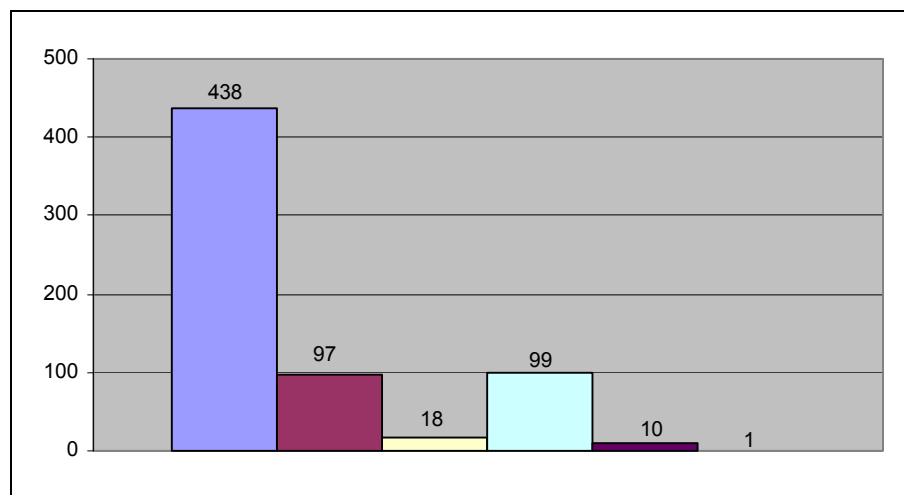
The structure of the report provides a demographic overview of schools; information on SDFSCA prevention programs, services and activities; reported incidents of prohibited behavior; and summary data to enable the reader to draw comparisons and conclusions about Maine's safe and drug-free schools efforts.

The results presented in this report can be used in a limited capacity in conjunction with previous reports and future reports to show trends and progress from year to year. This report can also facilitate a better understanding of state and local prevention programs and their impact on the occurrence of prohibited behavior, as well as inform the development of programs and revision of continued efforts for safe and drug-free schools and communities. **However, because the definition for what constitutes a reportable incident was re-defined for 2001-2002 to include only the most serious incidents, the result was a significant decrease in the total number of incidents reported compared to previous years. Because of this fact, comparisons should not be made between the numbers of total incidents reported for 2001-2002 with those reported in previous years.**

III. DEMOGRAPHICS

Schools Participating in the Maine SDFSCA Data Collection Project

Figure 1: Breakdown of Schools by School Level³



Elementary School.....	438
Middle/Jr. High School.....	97
Jr. / Sr. High School.....	18
Senior High School.....	99
Combined Elementary and Secondary School.....	10
Special School.....	1
Total.....	663

Number of Schools

	Schools
Total Number in Maine	715
Number Required to Report ¹	663
Number Reporting²	658

Number of Schools Reporting by School Level

School Level	Schools Required to Report	Schools Reporting	
Elementary School	438	435	99%
Middle/Jr. High School	97	97	100%
Sr. High School ⁴	128	126	98%
Total Schools	663	658	99%

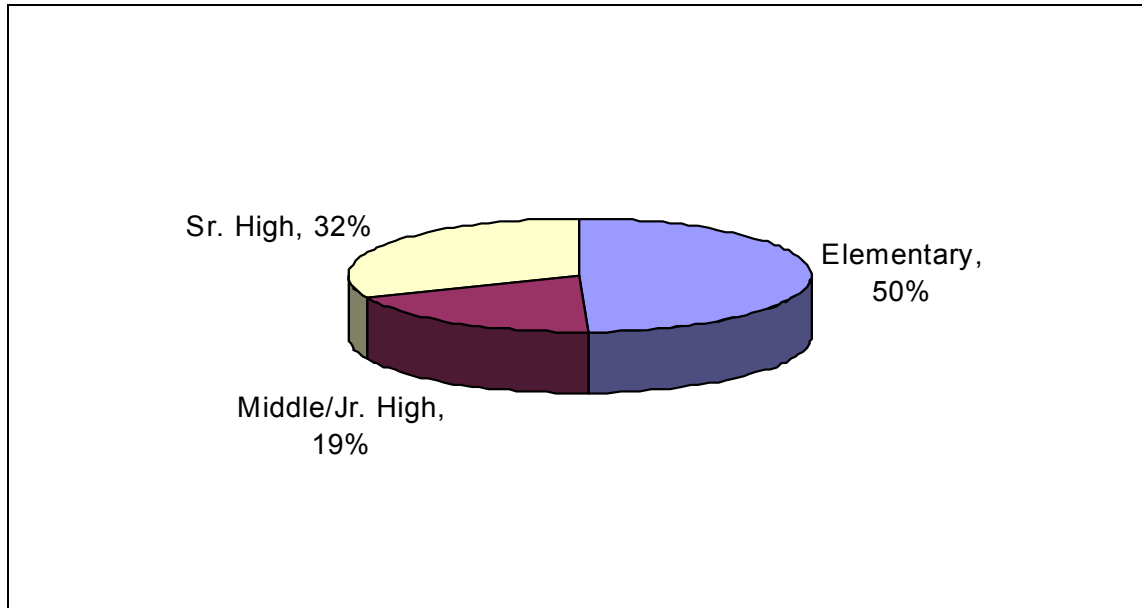
¹ Excludes schools not required to report, such as schools in the Unorganized Territories, Maine Indian Education schools, the Maine School of Science and Mathematics, and schools that declined 2001-2002 SDFSCA funds.

² Five schools did not provide a report for the 2001-2002 school year by February 18, 2003.

³ For a definition of school levels, refer to the *Technical Report, page 4*.

⁴ Includes six private schools providing Safe & Drug-Free schools-related services to public school students.

Figure 2: Enrollment of Reporting Schools by School Level⁵

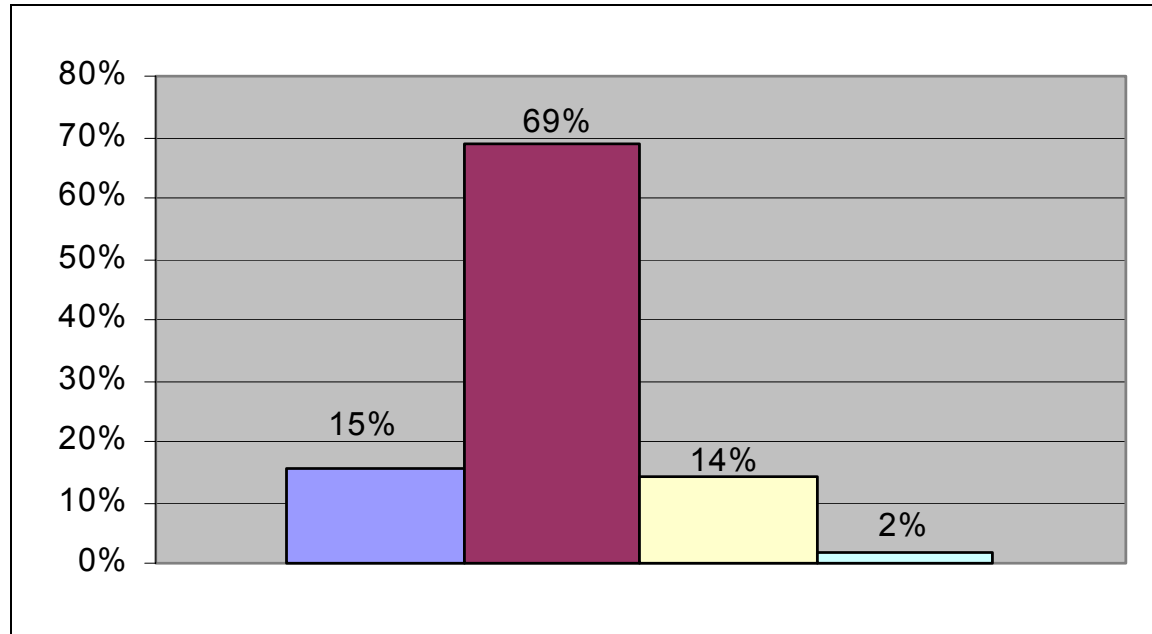


School Level	# of Students	% of Enrollment
Elementary School.....	102,421.....	50%
Middle/Jr. High School.....	38,550.....	19%
Sr. High School.....	64,977.....	32%
Total.....	205,948	

- The largest student population is elementary students (50%).
- Sr. high school students make up the next highest percentage of students (32%).
- Middle school students comprise 19% of the total.

⁵ Total exceeds 100% due to rounding.

Figure 3: Number and Percentage of Schools by Size



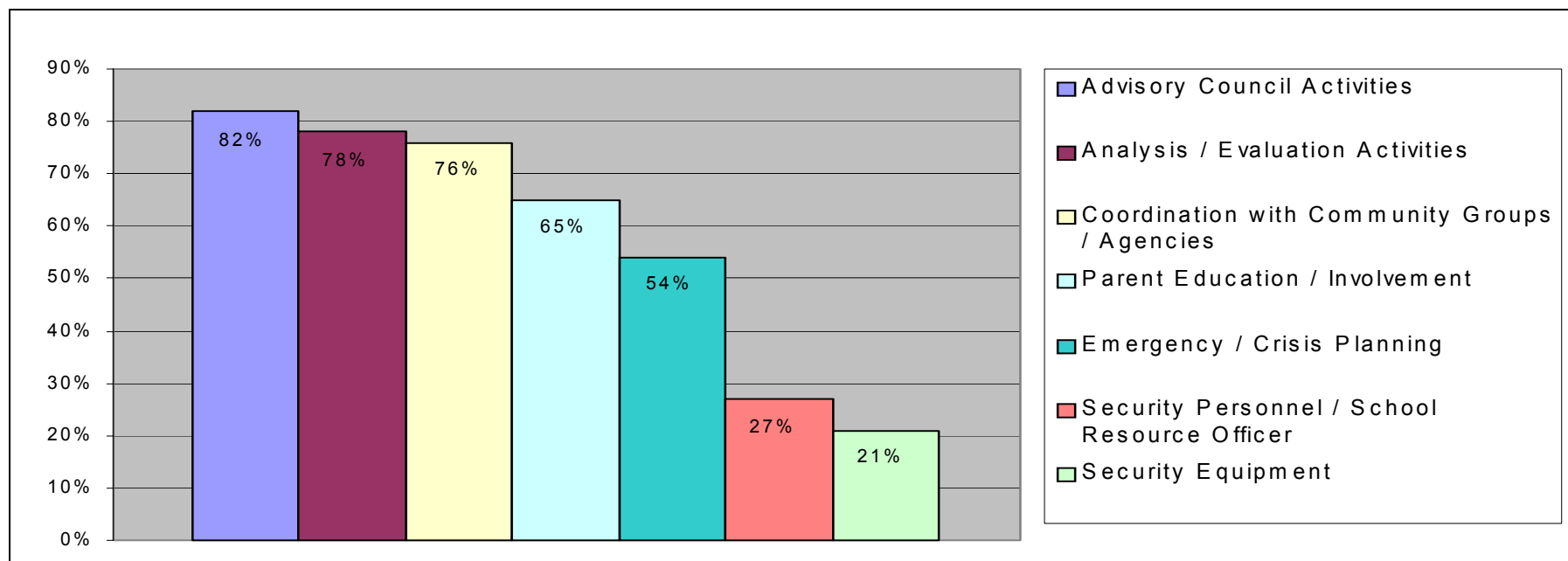
School Size	# of Schools	% of Schools
1 – 100 students.....	101	15%
101 – 500 students.....	452	69%
501 – 1,000 students.....	93.....	14%
1,001 – 3,000 students.....	12.....	2%

- In Maine, the vast majority (69%) of schools reporting have an enrollment of between 100 and 500 students.
- Only 2% of reporting schools have a student enrollment of more than 1,000.

IV. Prevention Programs, Services, and Activities (PSAs)

A. Student Programs

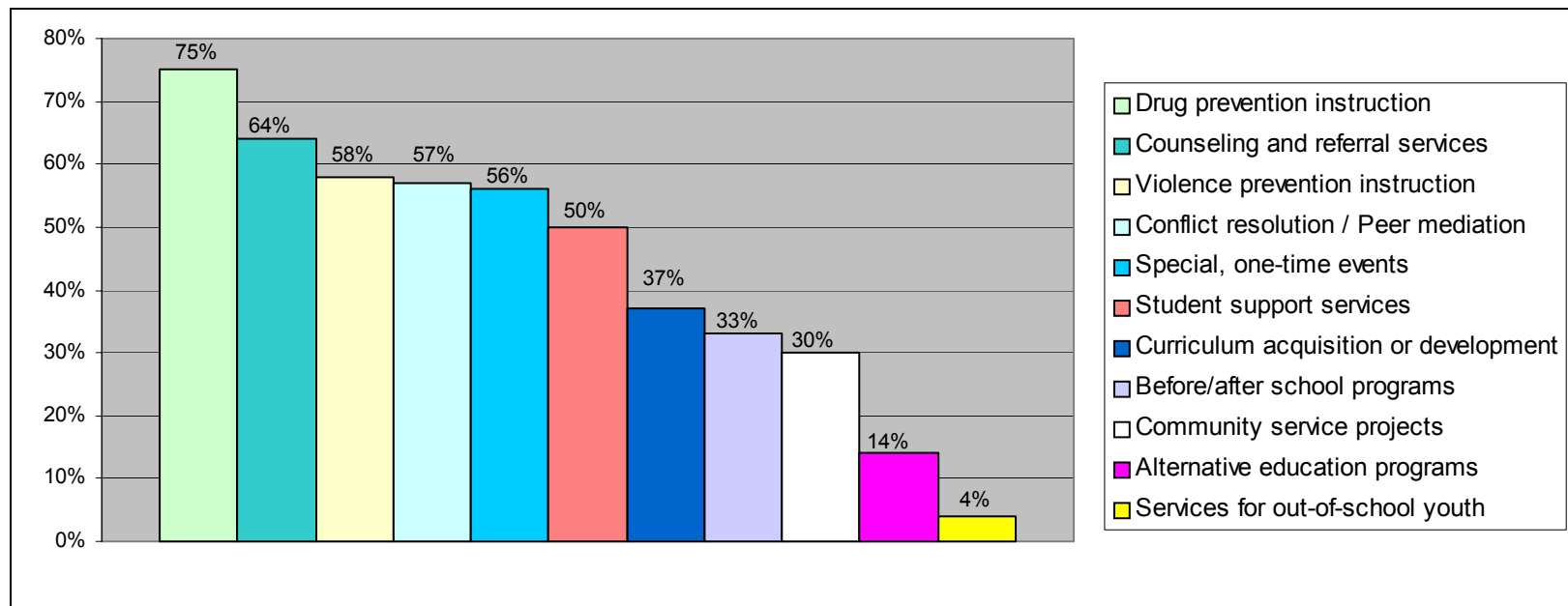
Figure 4: Percentage of LEAs Providing Programs, Services and Activities (PSAs)⁶



- Of the 153 LEAs reporting, 136 (89%) reported providing a total of 2,719 prevention-related PSAs (provided at the LEA level) during the 2001-2002 school year.
- The most prevalent PSA provided by LEAs was Advisory Council Activities, noted in 125 Maine LEAs (82%).
- The second-most prevalent PSA provided by LEAs was Analysis/Evaluation Activities, noted by 119 Maine LEAs (78%).

⁶ Per federal reporting requirements, LEAs were asked to define each of their prevention programs, services, and activities according to 7 prescribed categories.

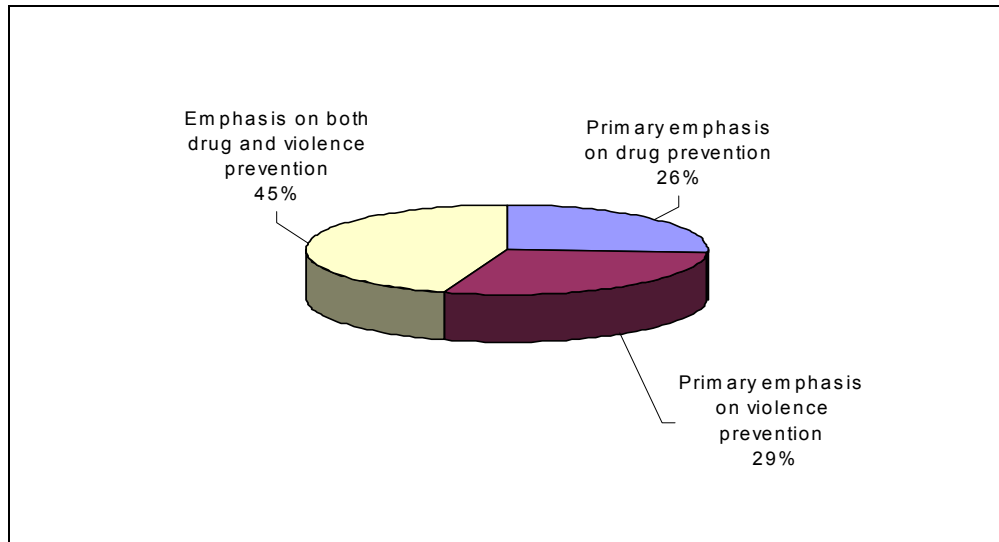
Figure 5: Percentage of Schools Providing Programs, Services, and Activities (PSAs)⁷



- Of the 658 schools reporting, 625 schools (95%) reported providing a total of 3,149 PSAs (provided at the school level) during the 2001-2002 school year.
- The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 496 Maine schools (75%).
- Following Drug Prevention Instruction, Counseling and Referral Services was the most frequently reported PSA in 424 Maine schools (64%).

⁷ Per federal reporting requirements, schools were asked to define each of their prevention programs, services, and activities according to 11 prescribed categories.

Figure 6: Number and Percentage of Prevention Program Offerings by Emphasis

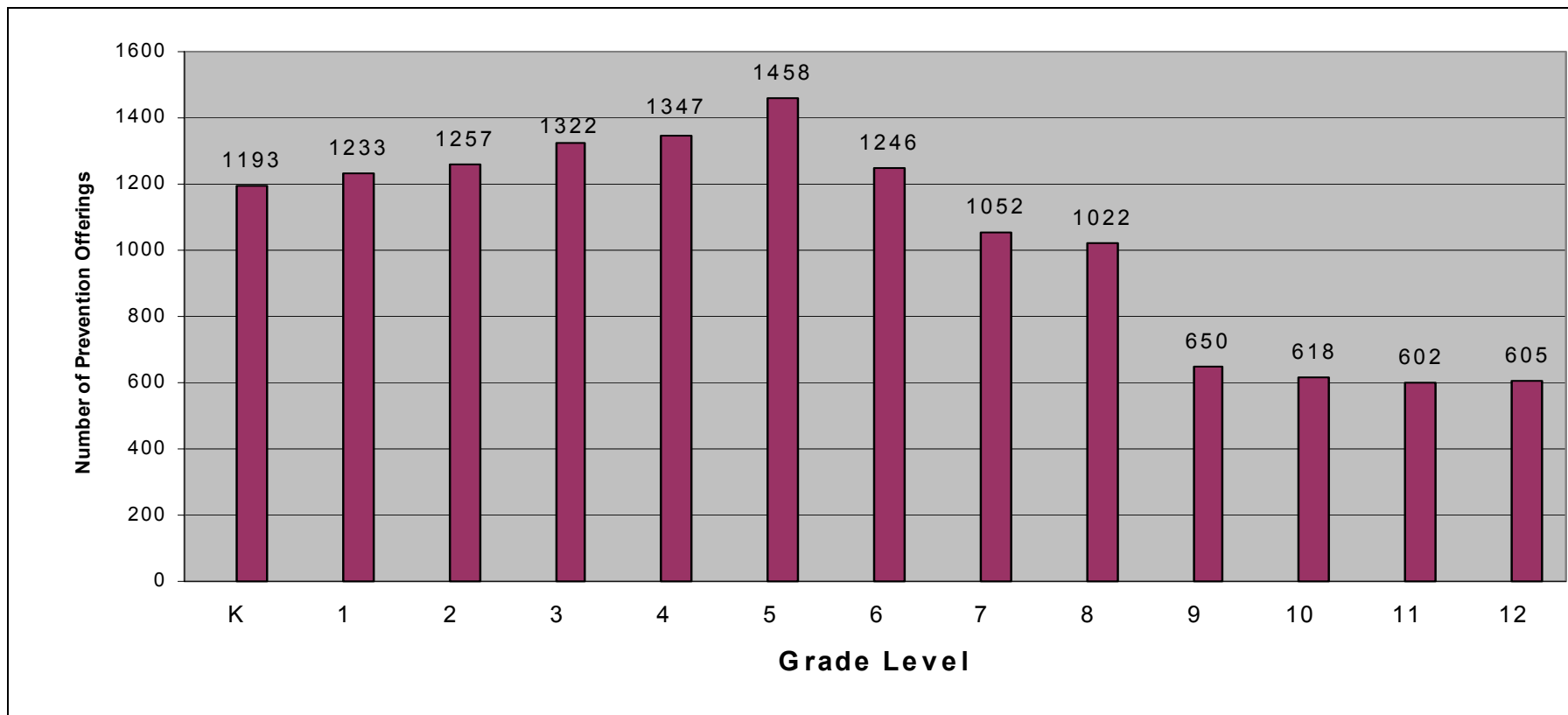


Total prevention program offerings during 2000-2001	3,149
■ Primary emphasis on drug prevention	826 (26%)
Elementary School.....	516
Middle/Jr. High School.....	131
Sr. High School.....	179
■ Primary emphasis on violence prevention	920 (29%)
Elementary School.....	645
Middle/Jr. High School.....	139
Sr. High School.....	136
■ Emphasis on both drug and violence prevention	1,403 (45%)
Elementary School.....	756
Middle/Jr. High School.....	260
Sr. High School.....	387

- 484,582⁸ students attended the 3,149 PSAs, yielding an average of 154 students served per PSA.
- The total number of contact hours logged was 129,386 for an average length of 41 hours per prevention activity.

⁸ Each student could have attended more than one activity.

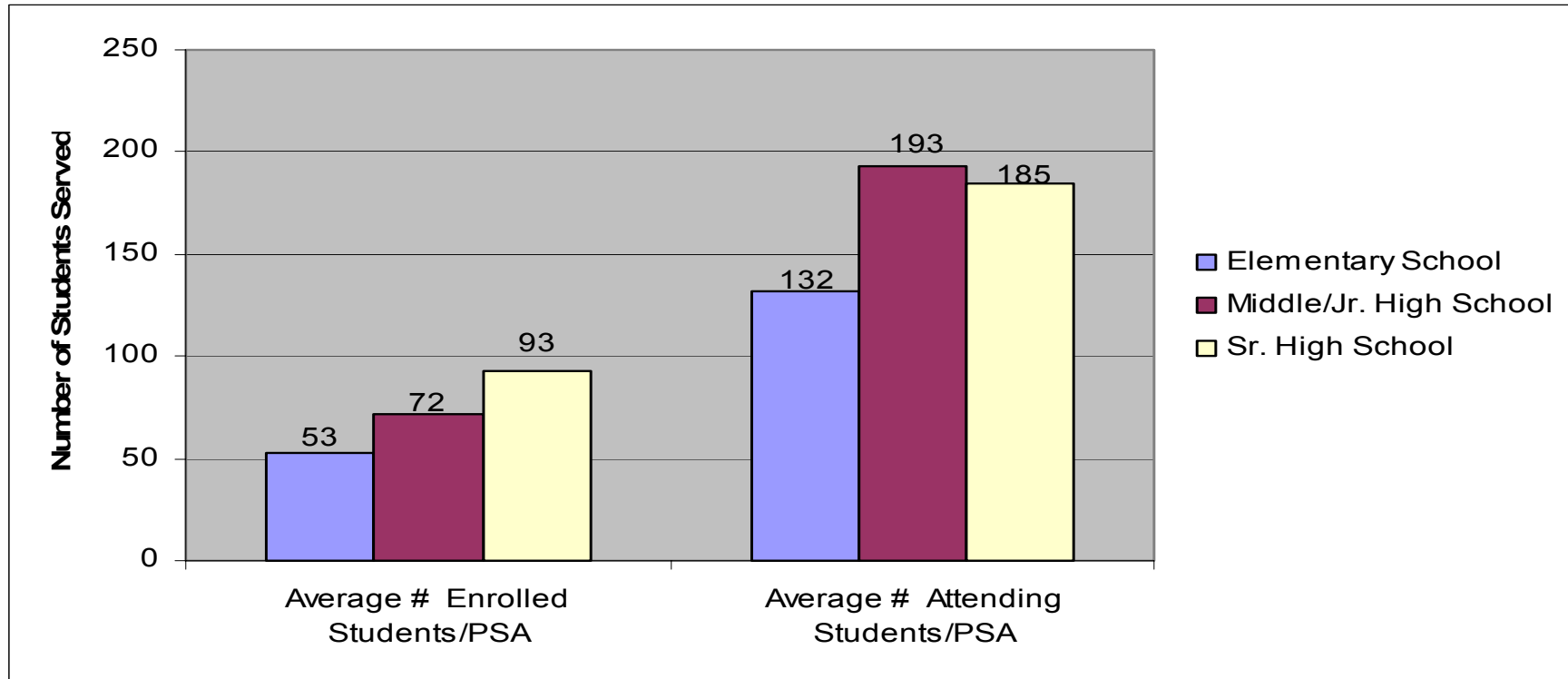
Figure 7a: Number of Prevention Programs Offered by Grade Level⁹



- With the primary grades having the greatest student enrollments, the numbers of prevention program offerings are higher; more than 1,000 programs are offered in each grade from K – 8.
- While the number of prevention offerings appears to decrease as grade level increases — down to the mid-600 range by high school — enrollments per school level also decrease.

⁹ Due to a duplicated count, the total number of prevention program offerings per grade level is higher than the total number of PSAs listed previously.

Figure 7b: Students Served by Prevention PSAs by School Level

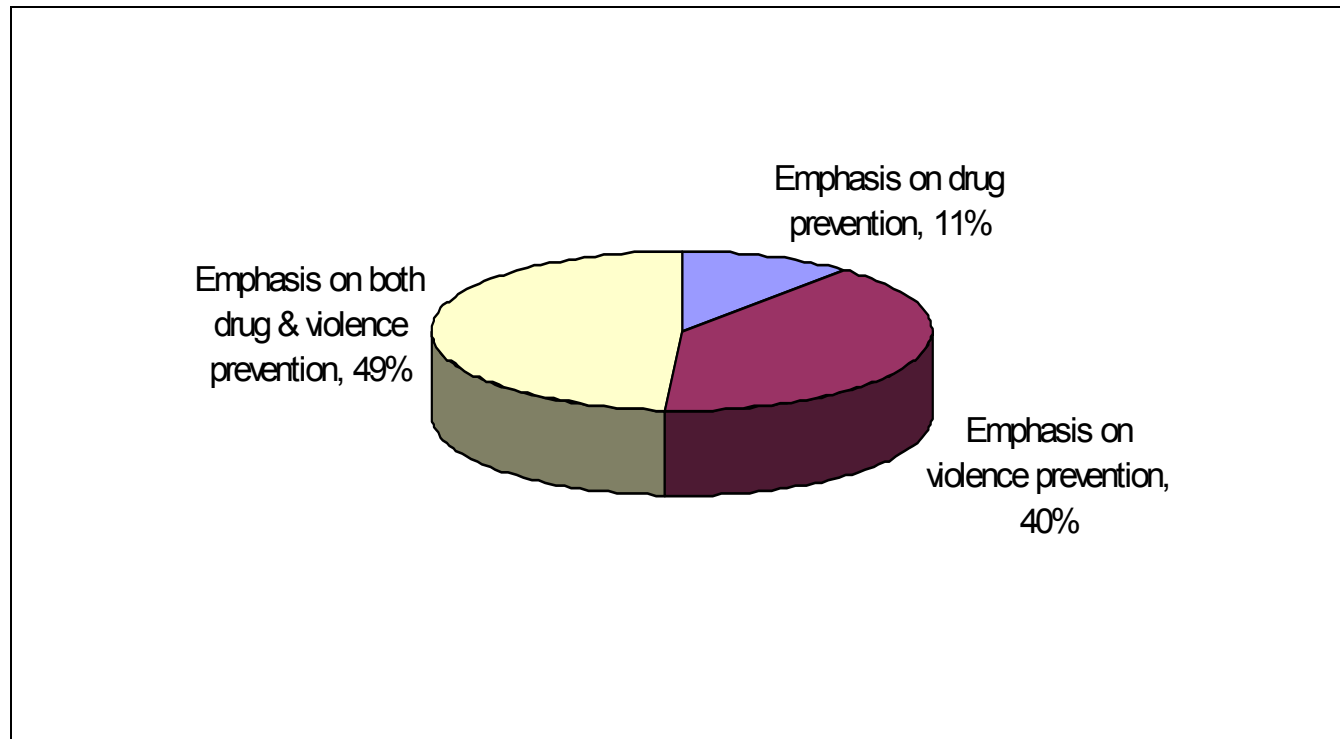


School Level	# of PSAs	Enrollment	Ratio of PSAs to Enrolled Students	Total Students Attending PSAs	Avg. Number of Attendees Per PSA
Elementary School	1,917	102,421	1:53	252,754	132
Middle / Jr. High School	530	38,550	1:73	102,224	193
Sr. High School	702	64,977	1:93	129,604	185

- On average, prevention programming in middle schools and high schools serve more students per program than those in the lower grades.
- The ratio of PSAs to students enrolled is greatest in elementary schools; one PSA is offered for every 53 students enrolled.
- Attendance is highest in middle schools; for every PSA offered, 193 students attended (duplicated count).

B. Professional Development Offerings

Figure 8: Percentage of Professional Development Programs by Emphasis



- Schools and LEAs in Maine provided a total of 1,371 drug and violence prevention-related professional development programs to faculty and staff.
- A major focus of school prevention training for staff and faculty was violence, with 40% of all staff development programs emphasizing violence prevention, and 49% emphasizing both drug and violence prevention.

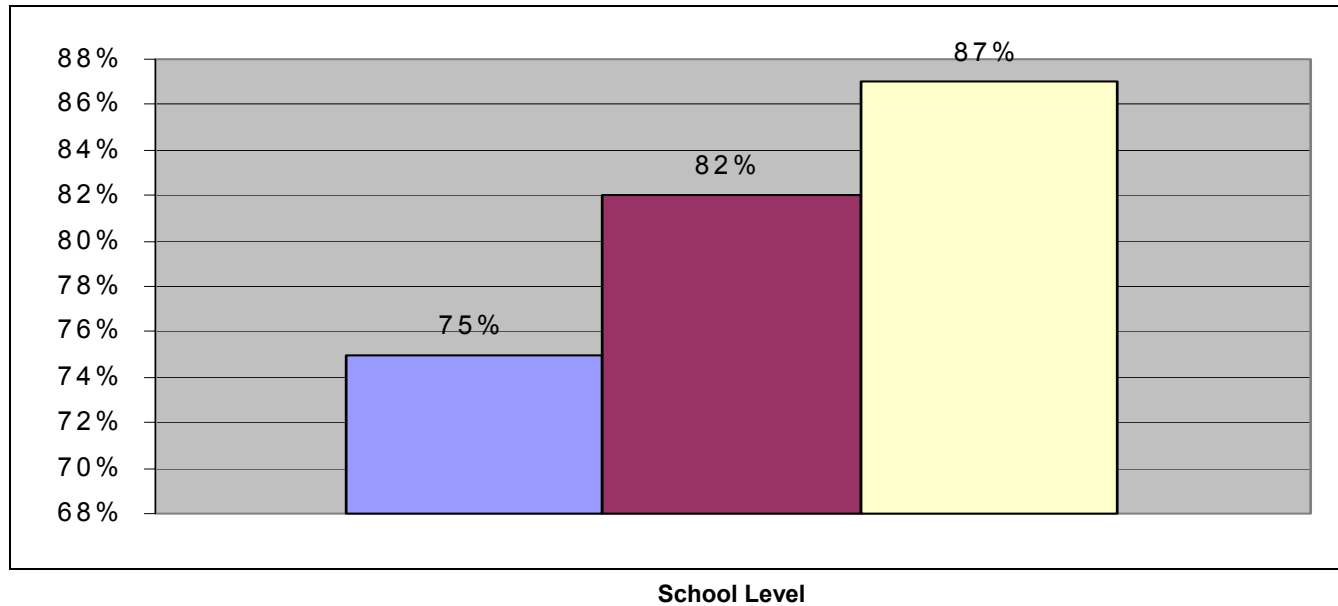
Professional Development: Amount of Training

Top 12 Staff Development Activities	# of Activities	% Schools Providing
Civil Rights/Diversity Training	182	27.7%
Student Assistance Team Training	178	27.1%
Violence Prevention Training	172	26.1%
Conflict Resolution and Mediation	160	24.3%
Crisis Management/Emergency Planning	153	23.3%
Life Skills Training	87	13.2%
Wellness	80	12.2%
DARE	79	12.0%
Peer Helpers/Peer Mediation	64	9.7%
Bullying Prevention	47	7.1%
Substance Abuse Awareness	45	6.8%
Mentoring	6	0.9%

- A statewide average of 17.8 faculty and school staff per activity were reported to have received training in drug and violence prevention-related programming.
- School faculty and staff received an average of 13 hours of training in each prevention-related activity.
- One-hundred forty-three LEAs (93%) reported providing drug and violence prevention training for school faculty and staff.
- Within those LEAs, 516 schools (78%) reported providing prevention training for faculty and staff.

C. Involvement of Community Organizations in Drug and Violence Prevention Efforts

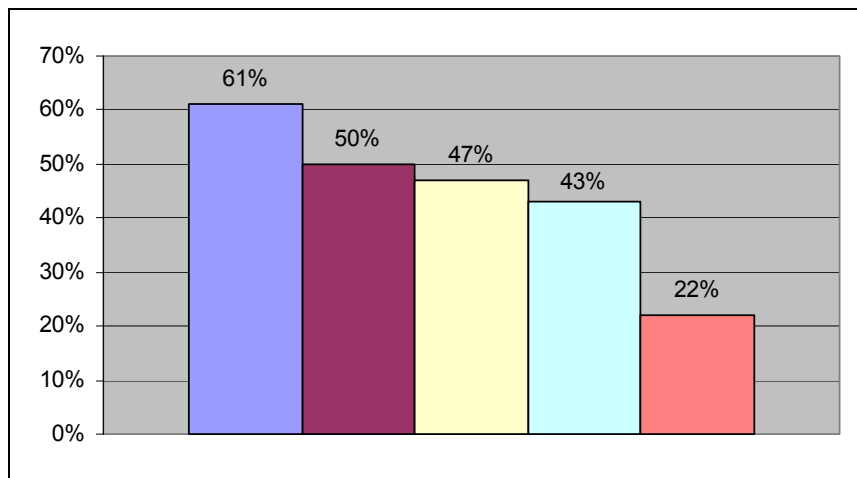
Figure 9: Percentage of Schools with Community Involvement in PSAs by School Level



School Level	# of Schools	% of Schools
Elementary School	328	75%
Middle/Jr. High School	80	82%
Sr. High School	110	87%
Total	518	79%

- Seventy-nine percent of schools (518) reported involving the community in their drug and violence prevention efforts.

Figure 10: Type of Community Involvement



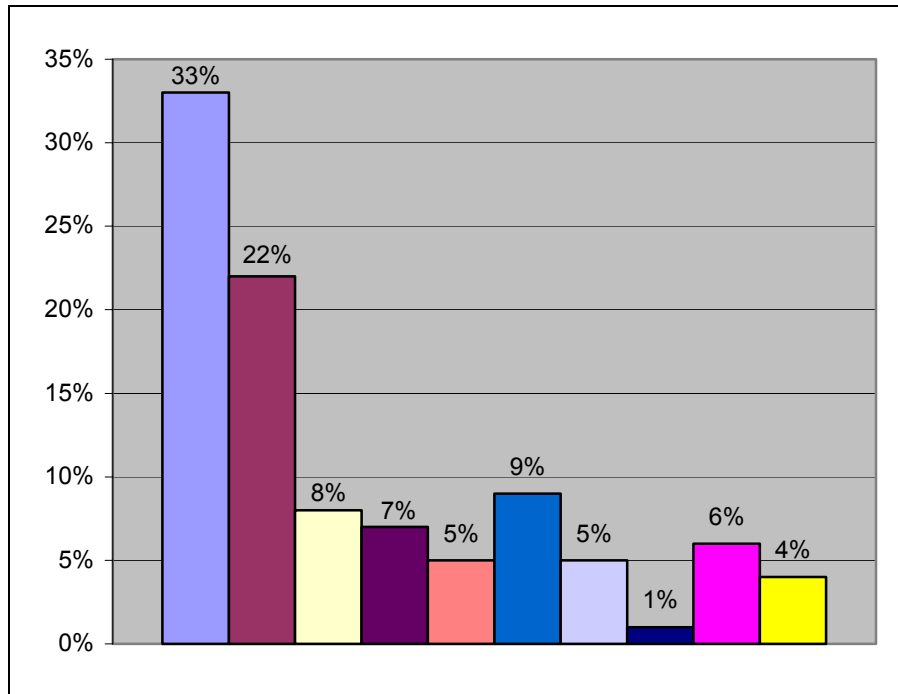
Community Involvement	# of Schools	% of Schools
Local advisory council.....	318.....	61%
Public awareness.....	261.....	50%
Joint services	241.....	47%
Teacher / Staff Training	224.....	43%
Fundraising.....	114.....	22%

- Local advisory councils were the most common type of community involvement reported by 61% of schools, followed by public awareness activities (50%) and joint services (47%)
- Three hundred thirty-one schools (50%) reported involving students in planning, designing, delivering, and evaluating drug and violence prevention programming.

School Level	# of Schools	% of Schools
Elementary School.....	174.....	40%
Middle/Jr. High School.....	63.....	65%
Sr. High School.....	94.....	75%
Total	331.....	50%

D. Student Involvement in Designing, Delivering, or Critiquing of PSAs

Figure 11: Type of Student Involvement ¹⁰

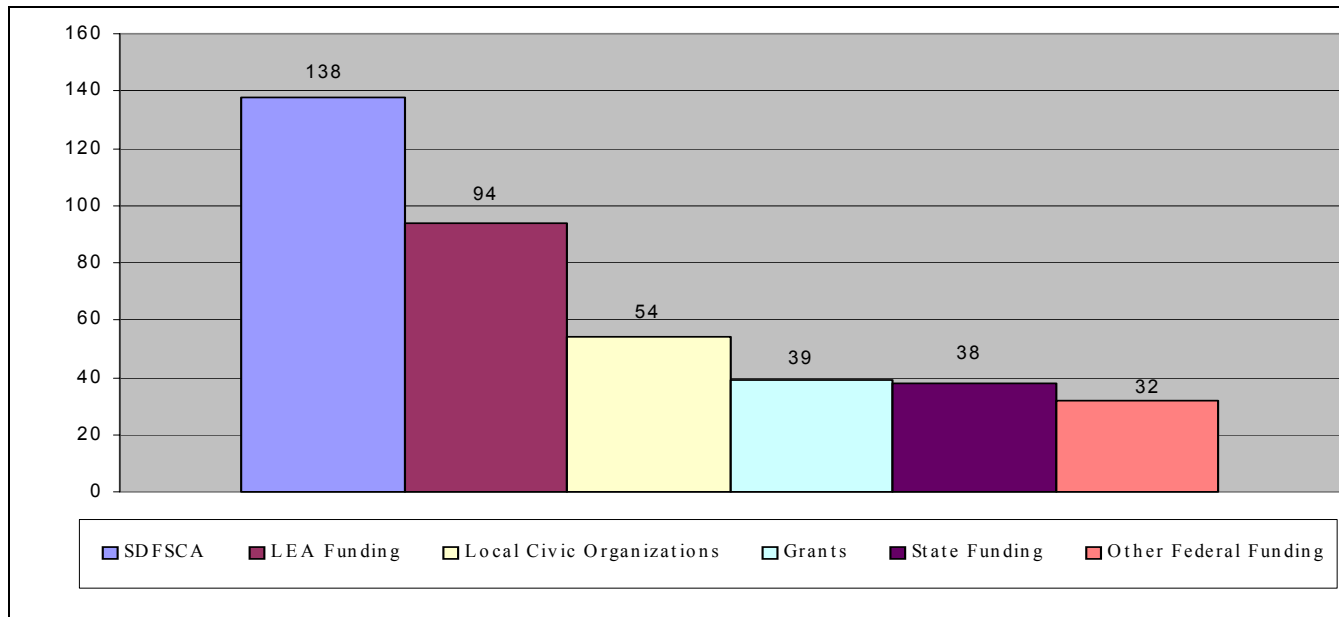


Type of Involvement	# of Schools	% of Schools
Evaluate/critique program effectiveness.....	107	33%
Plan, develop, and deliver programs and services.....	71	22%
Serve on advisory/planning councils.....	27	8%
Serve as program facilitators/peer mentors/helpers/mediators.....	24	7%
Plan and deliver special events, (Health Fair, Great American Smokeout).....	16	.5%
Plan and deliver civil rights/diversity programs.....	30	9%
Produce information or resource materials (video, books/essays, posters).....	16	.5%
Participate in classroom discussions.....	4	1%
Perform awareness/self assessment activities.....	21	.6%
Other.....	12	.4%
Total Schools Reporting.....	328	

¹⁰ The percentage is based on the number of schools reporting any student involvement (328).

E. Funding for Drug and Violence Prevention Efforts

Figure 12: Sources of LEA Funding for Prevention-Related Programming



- One hundred-thirty eight (138) LEAs reported receiving funding for prevention-related programs and services through the Safe and Drug-Free Schools and Communities Act (SDFSCA) during the 2001-2002 school year.¹¹
- In addition to funding from the Safe and Drug-Free Schools and Communities Act program, Maine LEAs utilized funds from a number of other sources to aid in their prevention efforts.
- Ninety-four (94) LEAs reported that additional LEA funding was utilized as a primary source of support for their prevention efforts.
- Thirty-eight (38) LEAs reported receiving additional funding from the state. Thirty-nine (39) reported receiving additional funding from other grant sources. Fifty-four (54) reported receiving additional funding from local civic organizations.

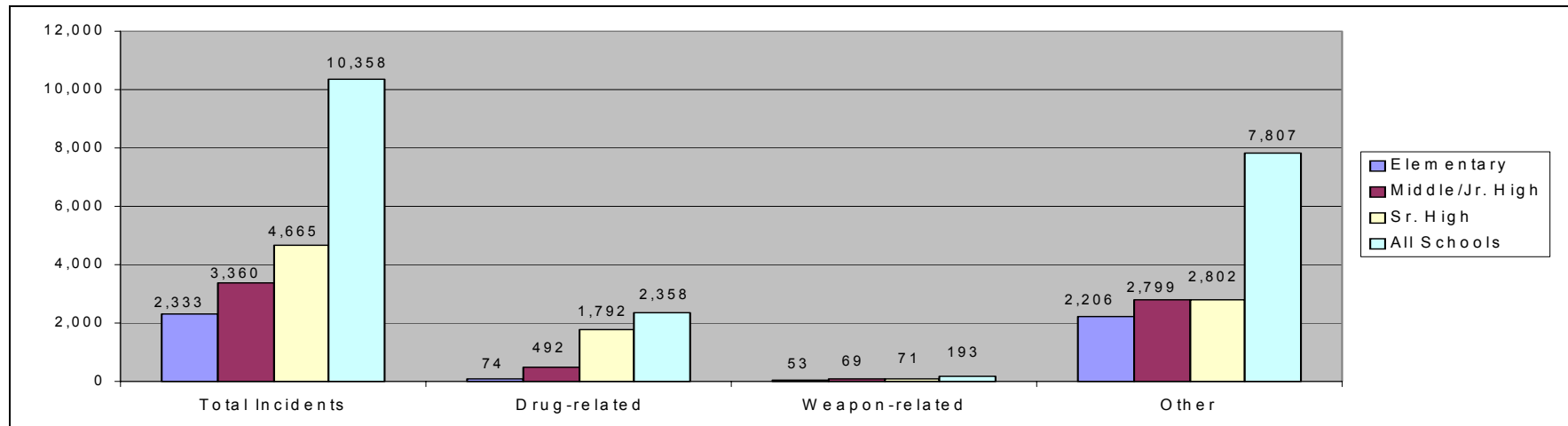
¹¹ Of the 161 LEAs eligible to receive SDFSCA funding, 140 reported information on their various funding sources.

V. INCIDENCE OF PROHIBITED BEHAVIOR¹² IN MAINE SCHOOLS

A. Types of Prohibited Behavior

Please note: For 2001-2002, the definition for what constitutes a reportable incident was refined to include only incidents of a more serious nature, resulting in a significant decrease in the number of reported incidents compared to previous years.

Figure 13: Number and Types of Prohibited Behavior



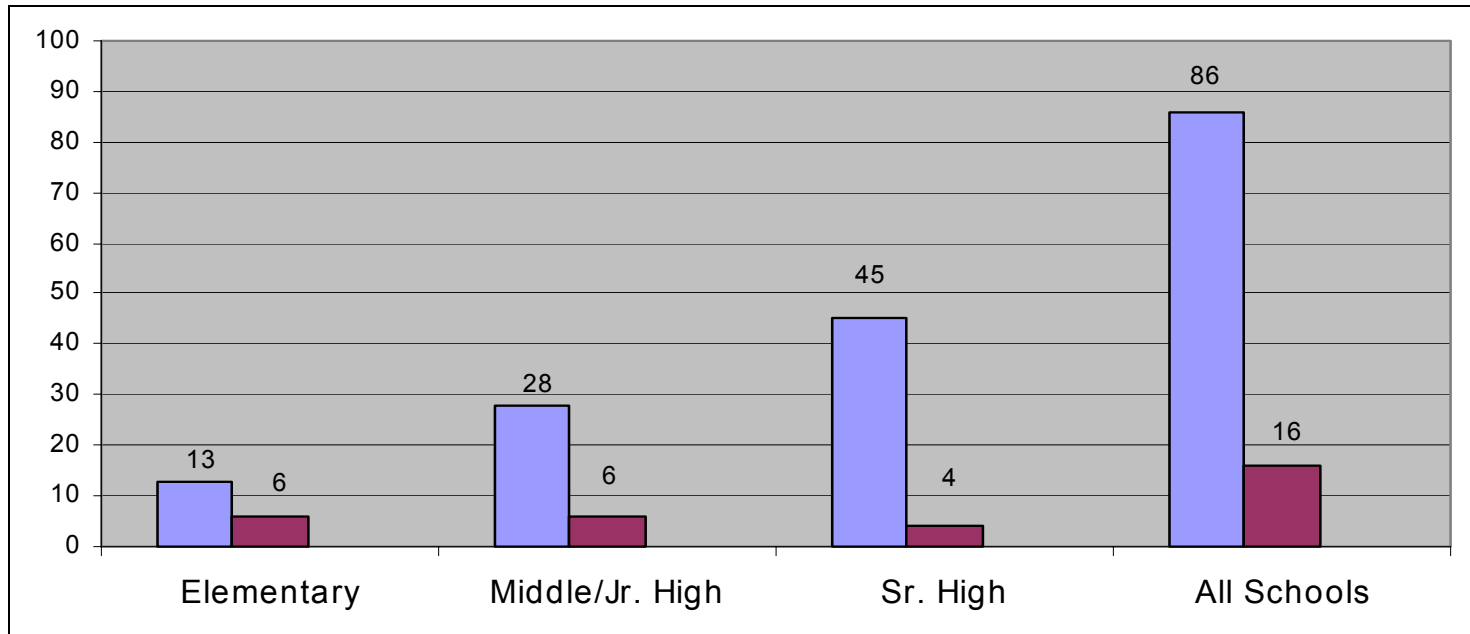
School Level	Total Incidents	Drug-related	Weapon-related	Other
Elementary	2,333	74	53	2,206
Middle/Jr. High	3,360	492	69	2,799
Sr. High	4,665	1,792	71	2,802
All Schools	10,358	2,358	193	7,807

- Maine schools reported a total of 10,358 incidents in the 2001-2002 school year.
- Of those incidents, weapons-related incidents were less than 2% of the total.
- Drug-related policy violations comprised 23% of the total incidents reported in all schools and 38% of the incidents in high schools.
- “Other” incidents¹³ made up the vast majority of reported incidents.

¹² An "Incident of Prohibited Behavior" is defined as a violation of a school drug or weapon policy OR a violation involving a defined incident type that is reportable to the IPB system. The incident must occur on school grounds, school property, or at a school-sponsored event. See *Appendix A* of the *Technical Report* for a list of prohibited behaviors.

¹³ "Other Incidents" include personal offenses, criminal acts, and policy violations.

Figure 14: Number of Bomb Threats and Bomb-Related Incidents



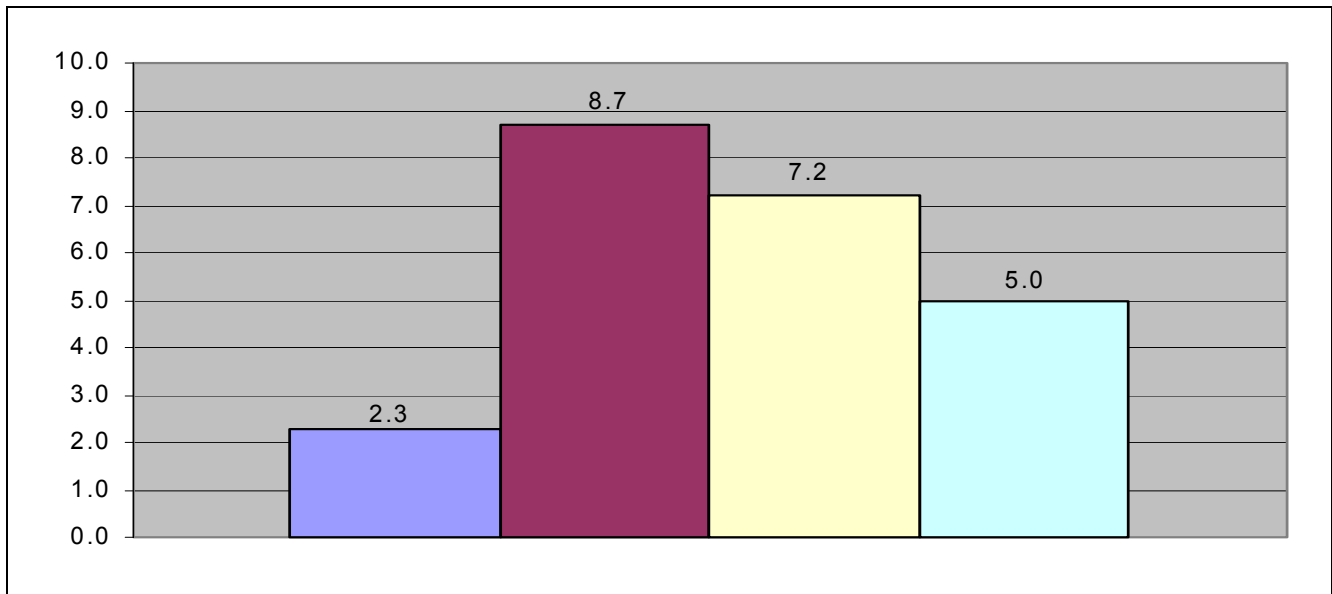
School level

School Level	Number of Bomb Threats	# Bomb-related Incidents
Elementary School	13	6
Middle/Jr. High School	28	6
Sr. High School	45	4
All Schools	86	16

- 7.6% (50) of Maine's schools reported 86 bomb threats.
- 52% of the reported bomb threats took place in senior high schools.

Figure 15: Number of Incidents per 100 Students

Please note: For 2001-2002, the definition for what constitutes a reportable incident was refined to include only incidents of a more serious nature, resulting in a significant decrease in the number of reported incidents compared to previous years.



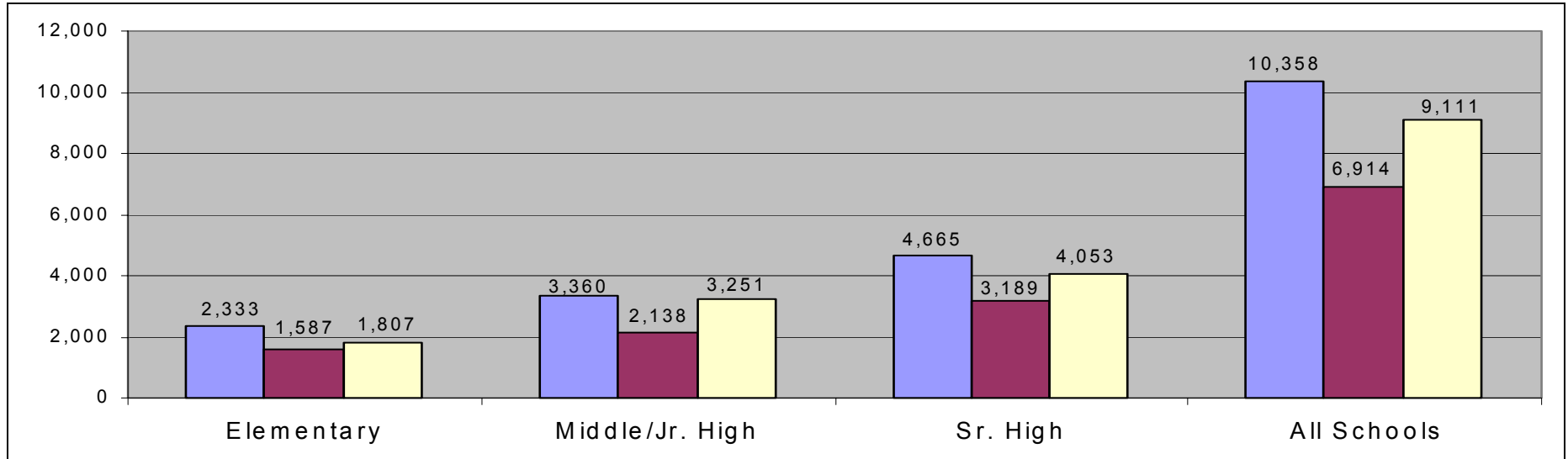
School Level	Incidents per 100 Students
Elementary School	2.3
Middle/Jr. High School	8.7
Sr. High School	7.2
All Schools	5.0

- Of the three school-type categories, middle schools reported the highest average rate of prohibited behaviors: 8.7 incidents per 100 students.
- All schools in Maine reported an average of 5.0 incidents per 100 students enrolled.

Please note: For 2001-2002, the definition for what constitutes a reportable incident was refined to include only incidents of a more serious nature, resulting in a significant decrease in the number of reported incidents compared to previous years.

B. Number and Types of Offenders and Victims

Figure 16: Total Incidents and Number of Offenders and Victims by School Type

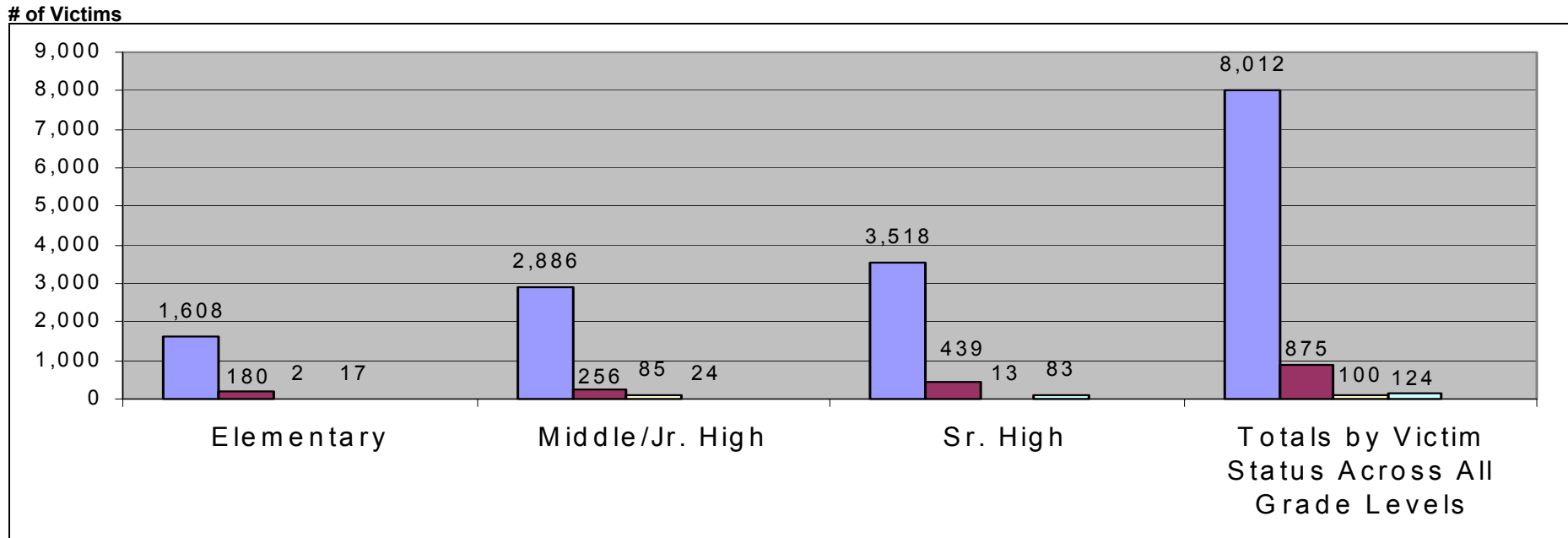


School Level	Incidents	Offenders	Victims
Elementary School	2,333	1,587	1,807
Middle/Jr. High School	3,360	2,138	3,251
Sr. High School	4,665	3,189	4,053
All Schools	10,358	6,914	9,111

- 6,914 offenders were responsible for the 10,358 reported incidents, or an average of 1.5 incidents per offender, indicating a number of repeat offenders.
- The count of total offenders includes 6,872 student offenders (99% of total).
- This averages to 3.3 offenders per 100 students for all schools.
- As might be expected, the number of incidents increased with the grade level of the students.

Please note: For 2001-2002, the definition for what constitutes a reportable incident was refined to include only incidents of a more serious nature, resulting in a significant decrease in the number of reported incidents compared to previous years.

Figure 17: Number and Types of Victims of All Incidents

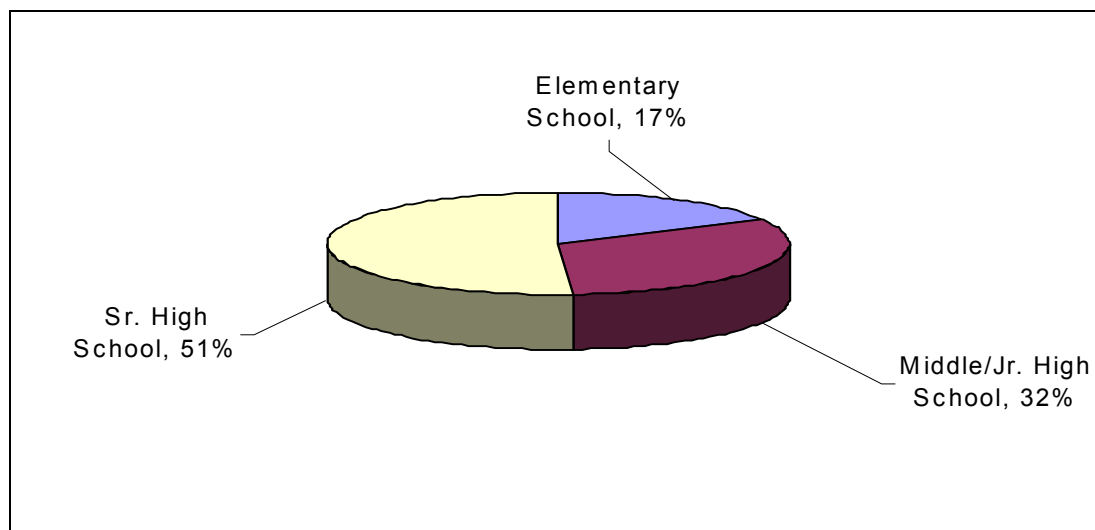


Type of Victim	Elementary		Middle/ Jr. High		Sr. High		Total	
Students	1,608	89%	2,886	89%	3,518	87%	8,012	88%
School Personnel	180	10%	256	8%	439	11%	875	10%
Non-School Personnel	2	<1%	85	3%	13	<1%	100	1%
Unknown	17	<1%	24	<1%	83	2%	124	1%
Total	1,807	100%	3,251	100%	4,053	100%	9,111	100%

- While students made up the clear majority of offenders (99%), victims included students (88%), school personnel (10%) and others (2%).

C. Prohibited Behavior Resulting in Removal from School

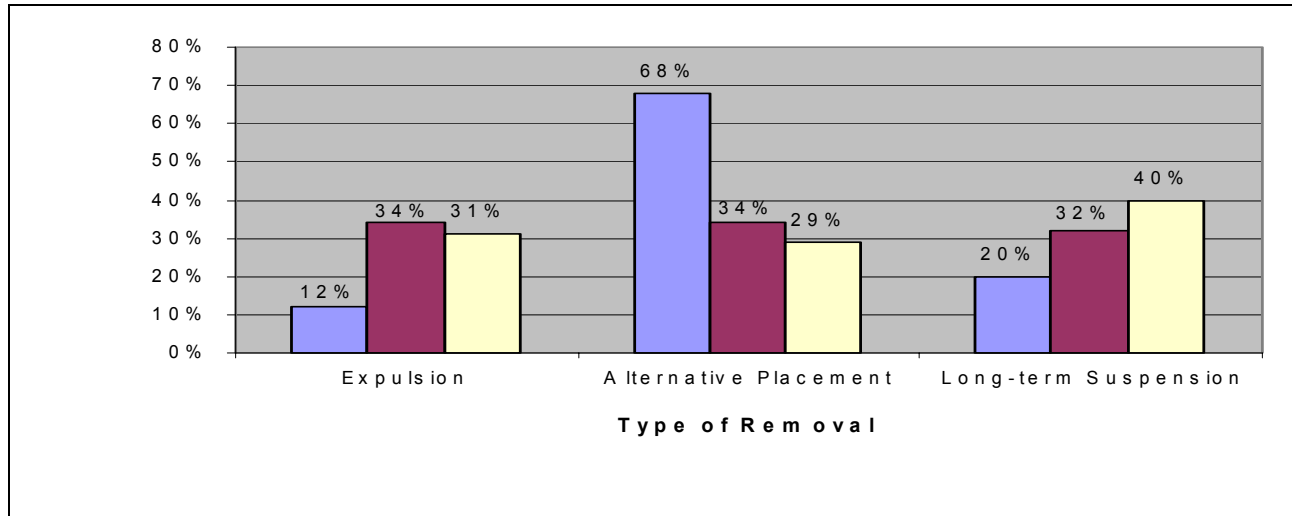
Figure 18: Number and Percentage of Incidents Resulting in Removal by School Level



School Level	Total Removals	
 Elementary School	190	17%
 Middle/Jr. High School	355	32%
 Sr. High School	571	51%
Total	1,116	100%

- Nearly 11% of all incidents resulted in students' removal from school.
- Over half of all removals occurred in high schools (51%), nearly a third (32%) in middle schools and 17% percent occurred in elementary schools.

Figure 19: Number and Percentage of Students Removed by Type of Removal



School Level	Expulsion		Alternative Placement		Long-Term Suspension	
Elementary School	22	12%	130	68%	38	20%
Middle/Jr. High School	119	34%	122	34%	114	32%
Sr. High School	178	31%	165	29%	228	40%
Total	319	29%	417	37%	380	34%

- Alternative placements were the highest percentage of removals — 37% of the total removals — followed by long-term suspensions¹⁴ (34%) and expulsions (29%).
- Alternative placement was by far the most common type of removal (68%) at the elementary school level.

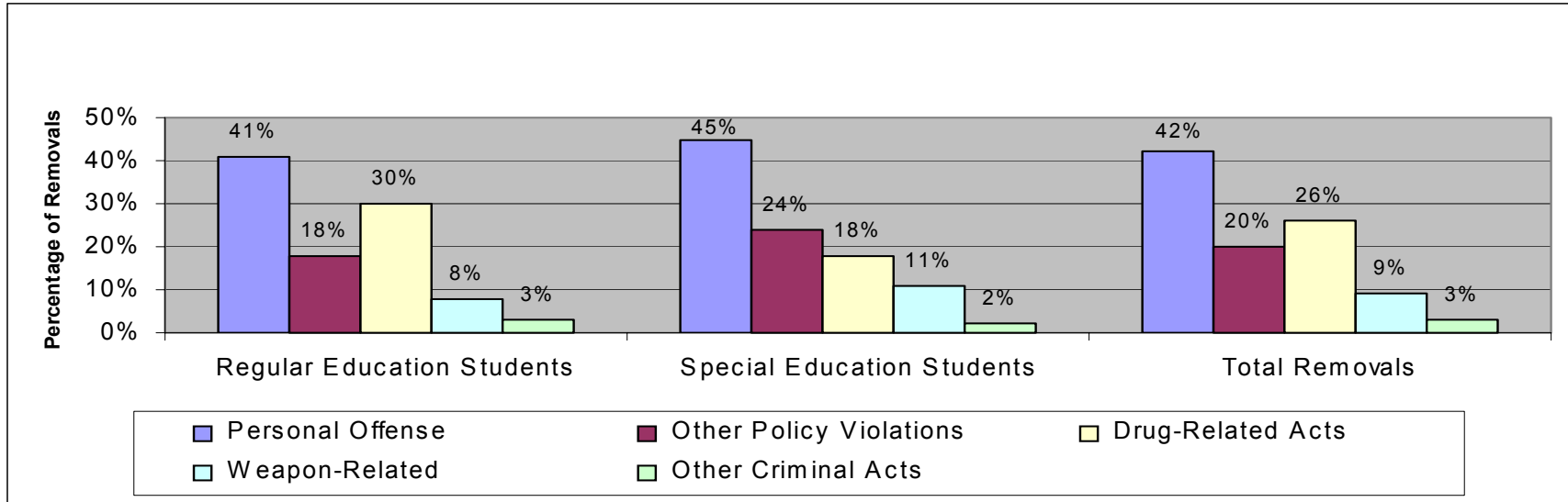
¹⁴ Removal from school is defined as long-term suspension or expulsion. Long-term suspension is defined as temporary removal from school greater than 10 days; two types of suspensions are counted in this category: (1) a single suspension of more than 10 days, and (2) multiple short-term suspensions of the same student totaling more than 10 days. Refer to the *Technical Report, page 16*, for a breakdown of long-term suspensions.

Act	Act Name	Elementary	Middle/Jr. High School	Sr. High School	Total
Drug-Related	Alcohol Possession/Distribution	0	3	9	12
	Alcohol use	0	2	19	21
	Marijuana distribution	2	6	18	26
	Marijuana possession	1	17	34	52
	Marijuana use	0	9	27	36
	Other drug distribution	0	10	13	23
	Other drug possession	0	11	35	46
	Other drug use	0	9	15	24
	Tobacco possession/distribution	7	9	17	33
Tobacco use	3	2	16	21	
Personal Offense	Aggravated assault / Battery / Simple assault	20	9	21	50
	Fighting/Pushing	31	48	83	162
	Harassment : Other	28	51	19	98
	Harassment: Sexual	5	4	5	14
	Physical attack/Other personal offense	13	5	30	48
	Threat/intimidation	37	28	34	99
Weapon- Related	Assault with firearm	0	0	1	1
	Assault with other weapon	1	2	2	5
	Bomb threat	5	20	22	47
	Bomb-related offense	0	1	0	1
	Other weapon assault/offense	1	2	4	7
	Possession of a firearm	0	1	3	4
	Possession of other weapon	2	16	16	34
Sale/Transfer of a weapon	0	0	1	1	
Other Criminal Acts	Arson	0	1	2	3
	Burglary/Breaking & Entering	0	1	1	2
	Buy/Receive/Distribute stolen property	0	0	1	1
	Larceny/Theft/Other property offense	0	2	3	5
	Robbery	0	0	2	2
	Vandalism (criminal mischief)	2	8	9	19
Other Policy Violations	Disorderly conduct	25	52	63	140
	Fireworks offense	4	2	2	8
	Sexual offense (non-forcible)	2	6	4	12
	Skipping school	0	1	26	27
	Truancy	1	17	14	32
Grand Total		190	355	571	1,116

**Removal:
Listing of
Incidents¹⁵
Resulting in
Students'
Removal
from
School, by
School
Level**

¹⁵ Refer to the *Technical Report, Appendix*, for a complete list of incidents that could result in removal.

Figure 20: Number and Percentage of Removals by Type of Offense¹⁶

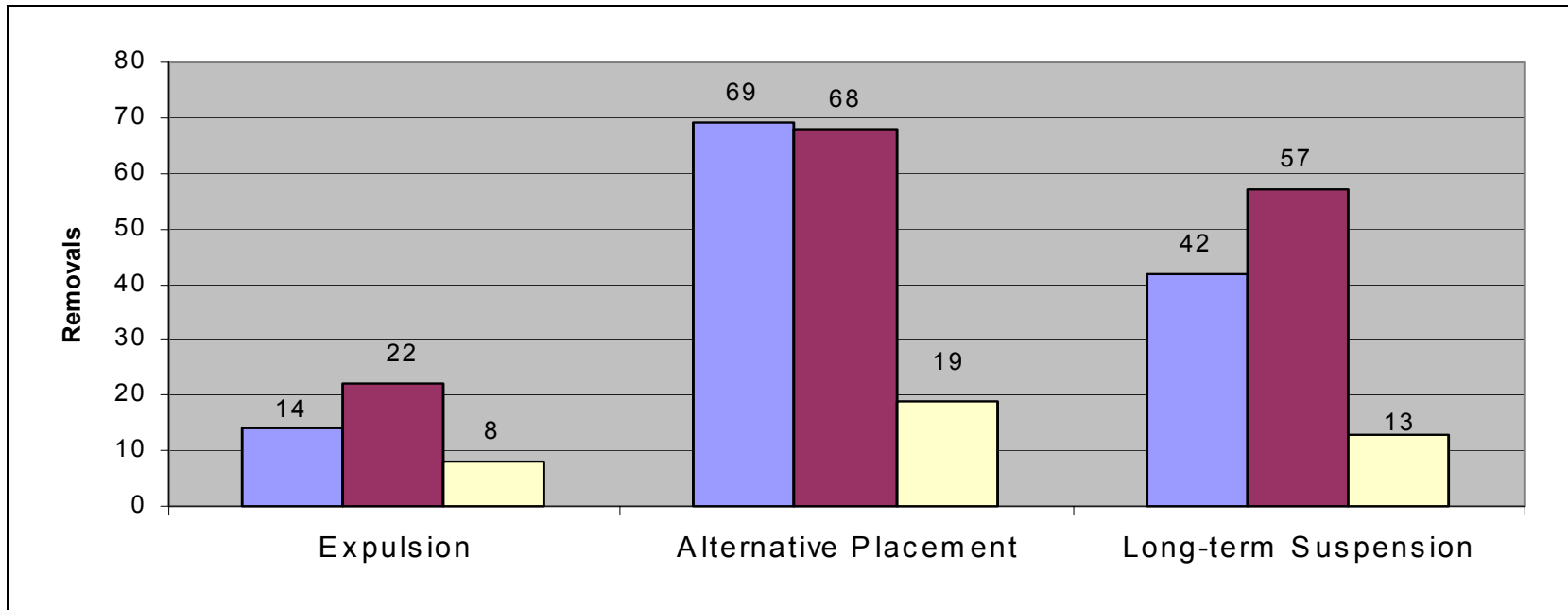


Act	Regular Education Students		Special Education Students		Total Offenses	
	Count	Percentage	Count	Percentage	Count	Percentage
Personal Offense	332	41%	139	45%	471	42%
Other: Policy Violations	144	18%	75	24%	219	20%
Drug-Related Acts	237	30%	57	18%	294	26%
Weapon-Related	65	8%	35	11%	100	9%
Other: Criminal Acts	26	3%	6	2%	32	3%
Total	804	100%	312	100%	1,116	100%

- Personal Offenses were the most commonly reported types of offenses to result in students’ removal from school for both regular and special education students (41% and 45% respectively).
- Drug-Related Acts (26%) and Other: Policy Violations (20%) also resulted in a significant number of removals.
- A lower proportion of Drug-Related Acts were reported among special education students (18%) than among regular education students (30%).

¹⁶ Refer to the *Technical Report, Appendix*, for a complete listing of offenses.

Figure 21: Number and Type of Removals of Special Education Students



Type of Disability	Expulsion	Alternative Placement	Long-term Suspension	Total Removals by Type of Disability	Percentage of Removals by Type of Disability
Behavioral Impairment	14	69	42	125	40%
Learning Disability	22	68	57	147	47%
Other Disability	8	19	13	40	13%
Totals by Type of Removal	44	156	112	312	100%

- Of the 1,116 incidents resulting in students' removal from school, special education students were responsible for 312 (28%).
- The greatest proportion (47%) of these students were identified as having learning disabilities of whom 46% were referred to alternative education settings.

VI. TRENDS: 1998/1999 to 2001/2002

A. Prevention Programs, Services and Activities Offered

Please note: Combining of worksheets 1 & 2 for 2001-2002 resulted in a reduced number of reportable PSA categories.

Key

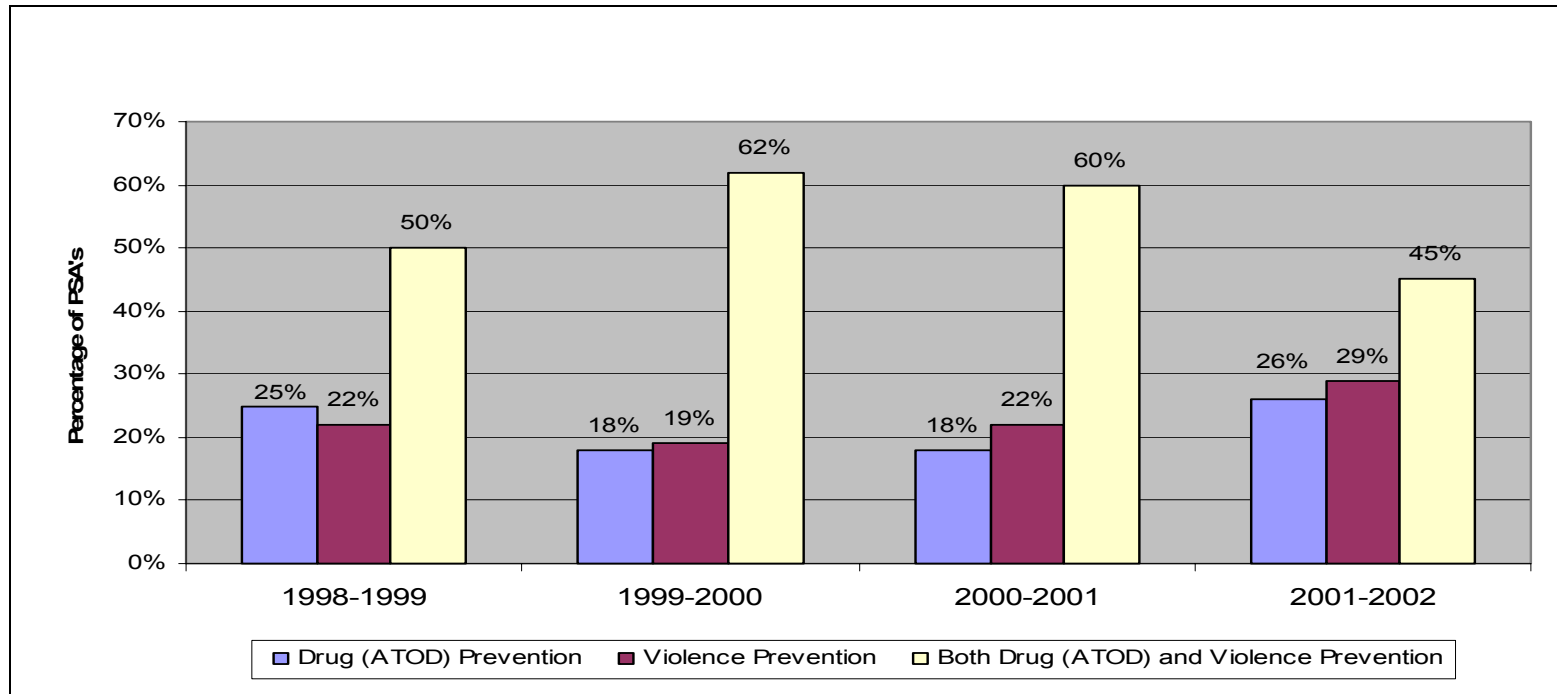
	Ranked 1st
	Ranked 2nd
	Ranked 3rd
	Ranked 4th
	Ranked 5th

Figure 22: Trend in Percentage of Schools Offering PSAs

PSA Category	1998-1999	1999-2000	2000-2001	2001-2002
Alternative Education Programs	6%	26%	20%	14%
Before/After School Activities	20%	50%	42%	34%
Community Service Projects	–	39%	31%	30%
Conflict Resolution and Peer Mediation	37%	65%	61%	57%
Counseling and Referral Services	53%	80%	70%	64%
Curriculum Acquisition/Development	25%	63%	72%	37%
Drug Prevention Instruction	63%	95%	93%	75%
Services for Out-of-School Youth	<1%	10%	9%	4%
Special, One-Time Events	18%	64%	49%	56%
Support Groups	–	46%	24%	50%
Violence Prevention Instruction	6%	84%	87%	58%
<i>Number of Schools Reporting</i>	570	674	644	658

- Drug prevention instruction was the most commonly offered PSA during all four years.

Figure 23: Trend in Student PSA Emphasis

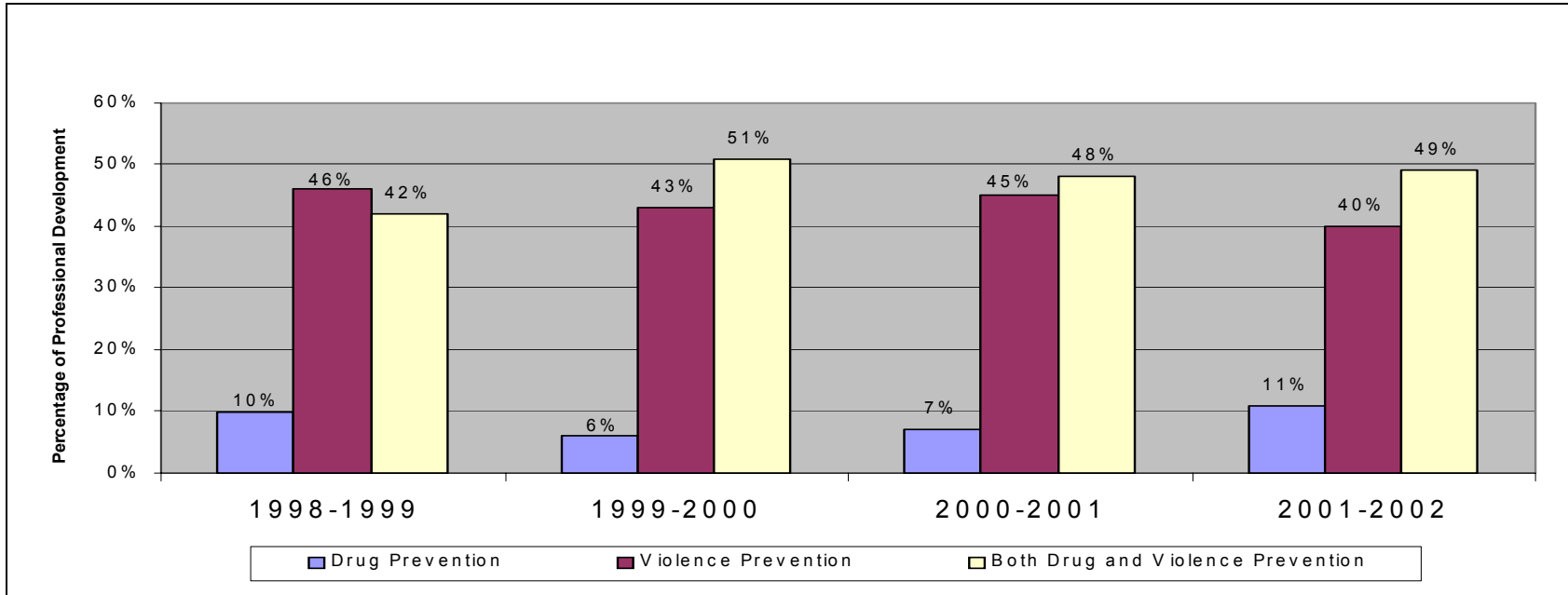


Student PSA Emphasis	1998-1999	1999-2000¹⁷	2000-2001	2001-2002
Drug Prevention	25%	18%	18%	26%
Violence Prevention	22%	19%	22%	29%
Both Drug and Violence Prevention	51%	62%	60%	45%
Undefined	3%	0%	0%	0%
<i>Number of Schools Reporting</i>	570	674	644	658

- Programs combining both drug and violence prevention were the most common PSAs during all four years.

¹⁷ 1999-2000 percentages do not equal 100% due to rounding.

Figure 24: Trend in Emphasis of Professional Development



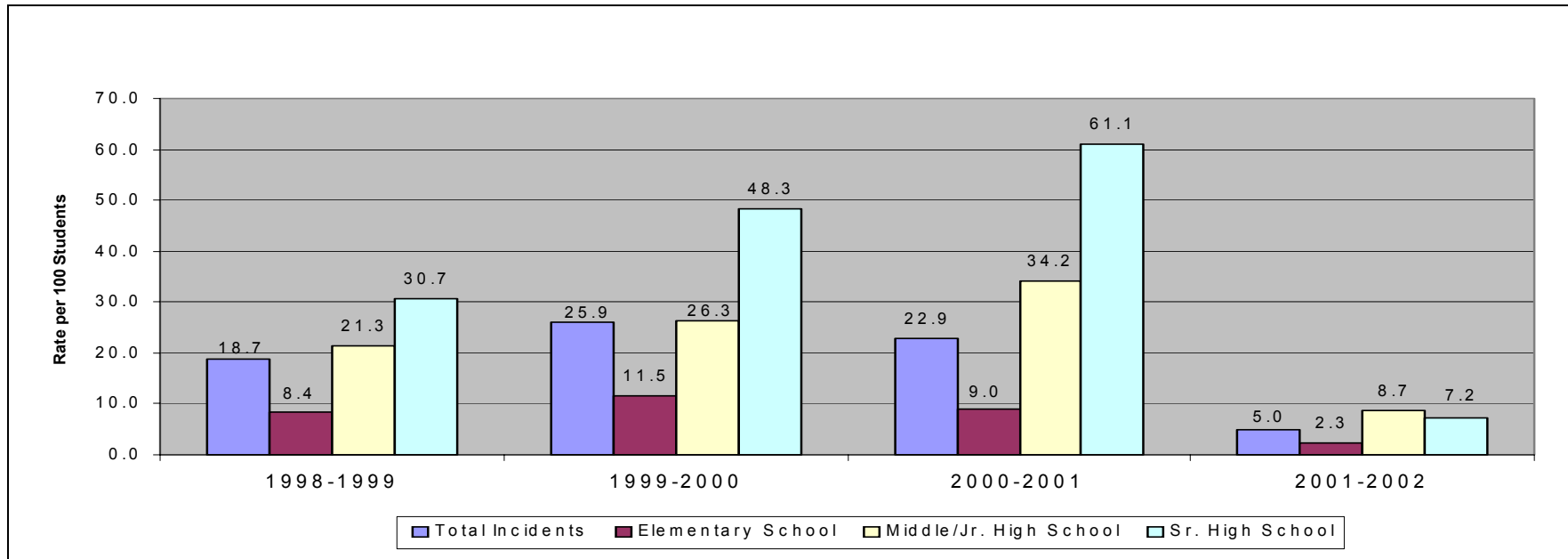
Percent of Professional Development by Emphasis

Professional Development Emphasis	1998-1999	1999-2000	2000-2001	2001-2002
Drug Prevention	10%	6%	7%	11%
Violence Prevention	46%	43%	45%	40%
Both Drug and Violence Prevention	42%	51%	48%	49%
Undefined	2%	0%	0%	0%
<i>Number of Schools Reporting</i>	570	674	644	658

- Most professional development emphasized both drug and violence prevention.
- 40% or more of professional development offerings emphasized violence prevention during the past four years.

B. Trend in Incidents of Prohibited Behavior

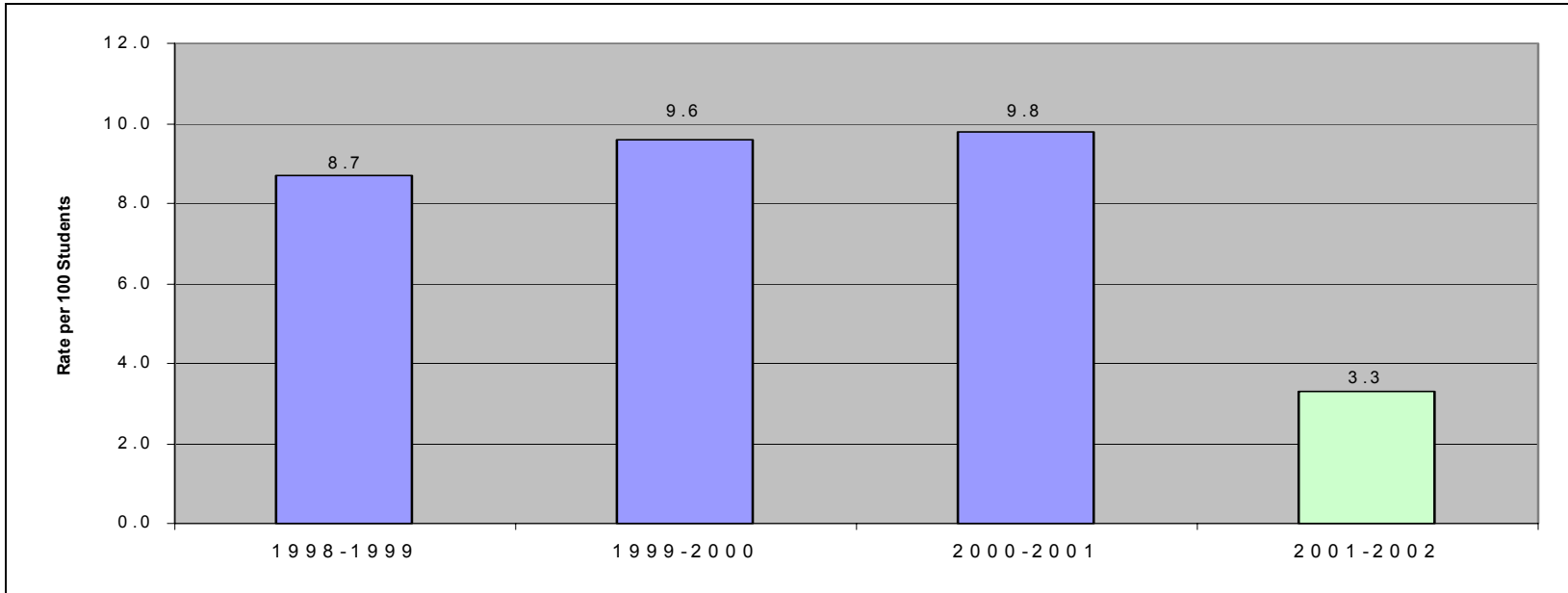
Figure 25: Trend in Incidents per 100 Students by School Level



	1998-1999	1999-2000	2000-2001	2001-2002
Total Number of Incidents	33,629	54,588	47,223	10,358
<i>Rates per 100 students</i>				
Total Incidents	18.7	25.9	22.9	5.0
Elementary School	8.4	11.5	9.0	2.3
Middle/Jr. School	21.3	26.3	34.2	8.7
Sr. High School	30.7	48.3	61.1	7.2
<i>Number of Schools Reporting</i>	570	674	644	658

The significant decrease in total incidents per 100 students for 2001-2002 is reflective of the "reportable incident" definition change that resulted in an overall decrease in the number of reported incidents compared to previous years.

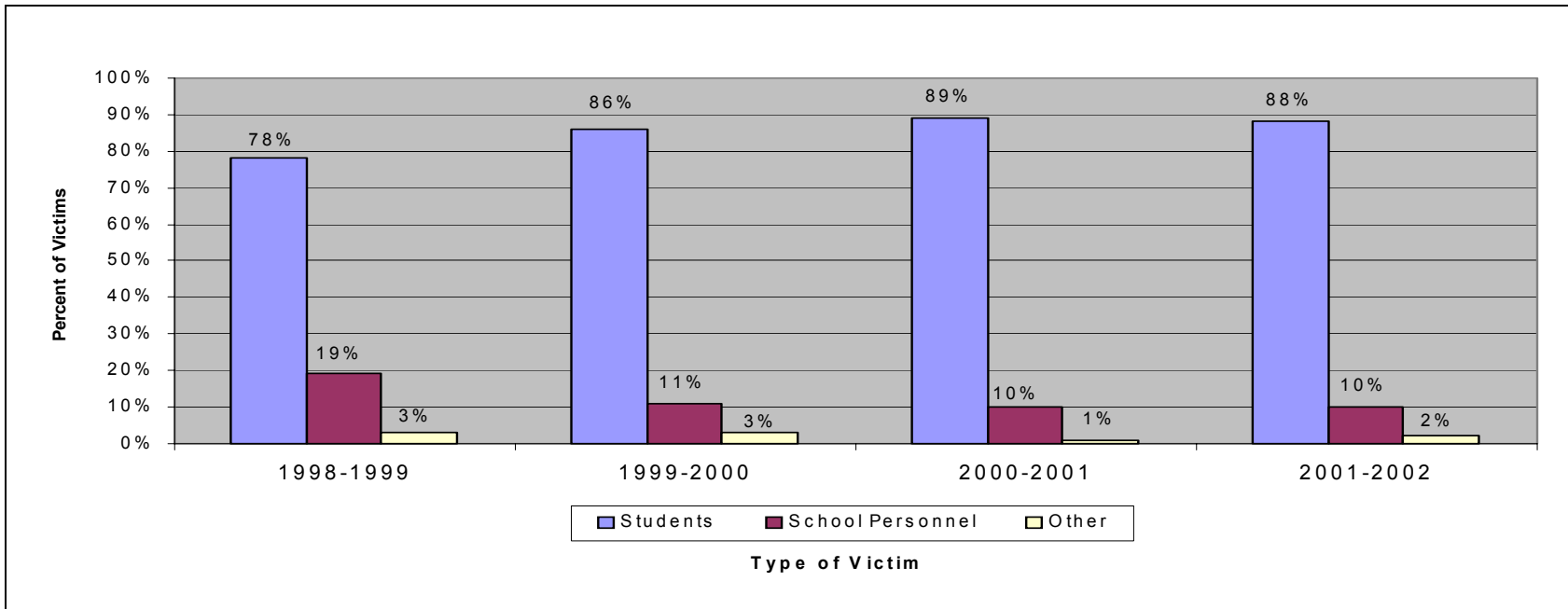
Figure 26: Trend in Number of Offenders per 100 Students



	1998-1999	1999-2000	2000-2001	2001-2002
Total Offenders per 100 Students	8.7	9.6	9.8	3.3
Schools Reporting	570	674	644	658

The significant decrease in total offenders per 100 students for 2001-2002 is reflective of the "reportable incident" definition change that resulted in an overall decrease in the number of reported incidents compared to previous years.

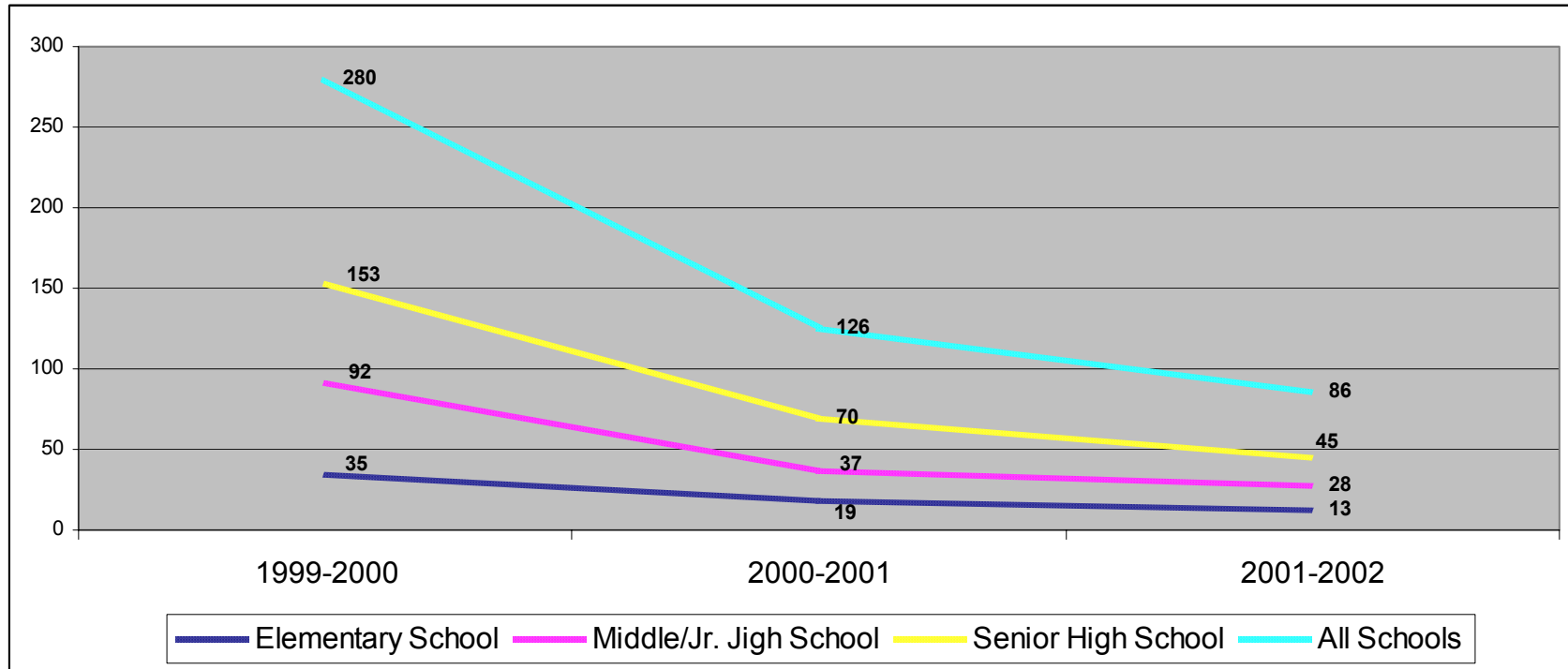
Figure 27: Trend in Distribution of Type of Victim



Type of Victim	1998-1999	1999-2000	2000-2001	2001-2002
Students	78%	86%	89%	88%
School Personnel	19%	11%	10%	10%
Other	3%	3%	1%	2%
<i>Schools Reporting</i>	570	674	644	658

- Students are consistently reported as the most common victim type.
- Proportion of victims that are school personnel has decreased since 1998-99 (from 19% to 10%).
- Even though total reported incidents in 2001-2002 were significantly lower than reported in previous years, (due to the "reportable incident" definition change), the relative percentages of victim types showed little change.

Figure 28: Trend in Number of Bomb Threats (1999/00 to 2001/02)

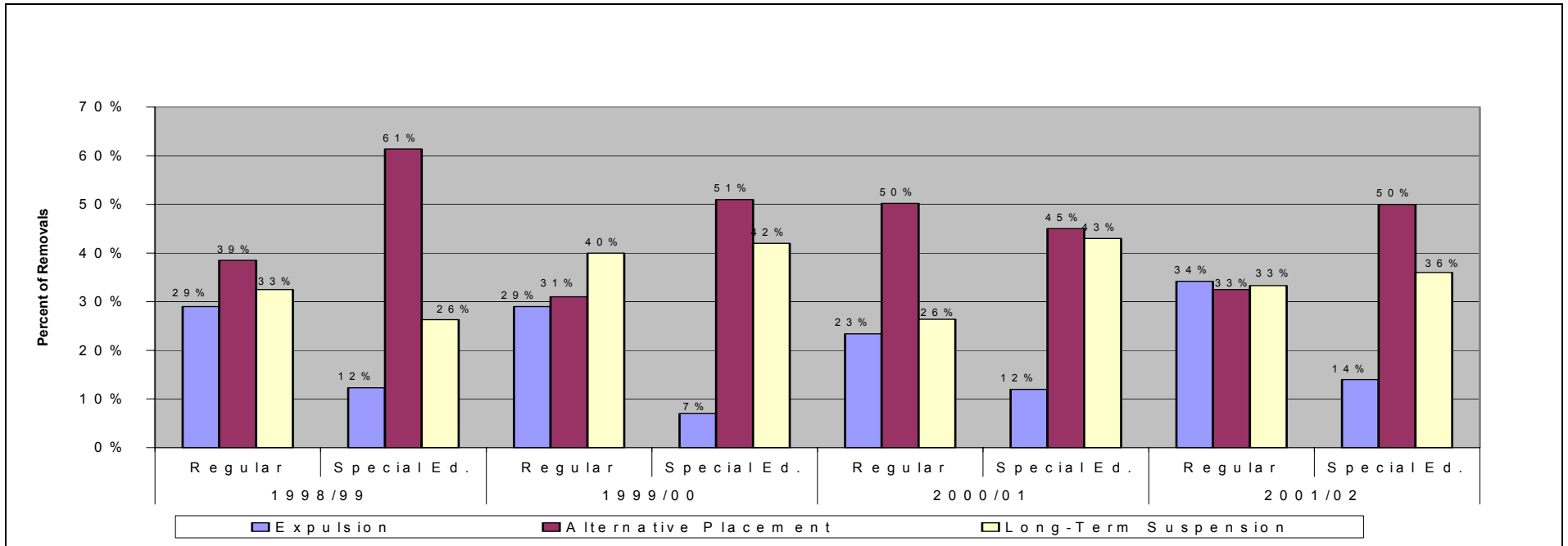


	1999-2000	2000-2001	2001-2002
Elementary School	35	19	13
Middle/Jr. High School	92	37	28
Senior High School	153	70	45
All Schools	280	126	86
<i>Schools Reporting</i>	674	644	658

- The number of bomb threats received by all schools has significantly declined over the three-year period.
- Senior high schools have consistently reported receiving the highest number of bomb threats over the three-year period.

C. Removals from School

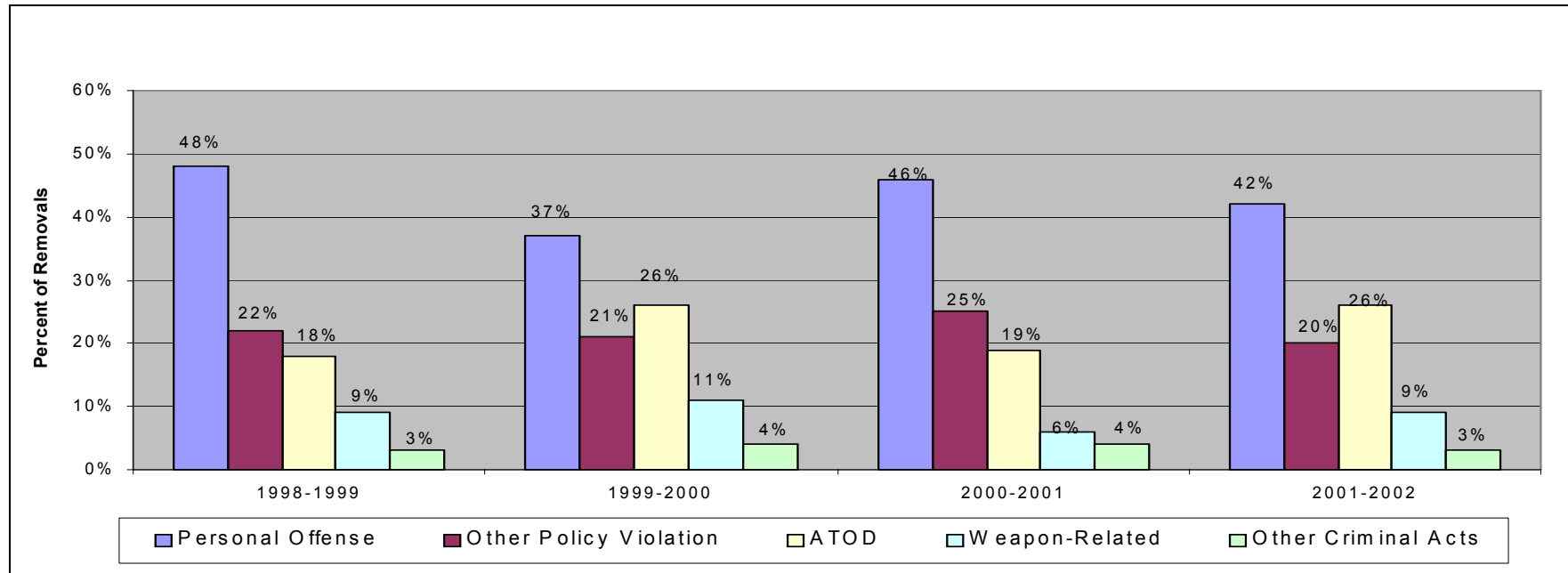
Figure 29: Trend in Removals of Regular and Special Education Students



Type of Removal	1998/99				1999/00				2000/01				2001/02			
	Regular		Special Ed.		Regular		Special Ed.		Regular		Special Ed.		Regular		Special Ed.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	212	29%	51	12%	297	29%	34	7%	309	23%	49	12%	275	34%	44	14%
Alternative Placement	282	39%	254	61%	322	31%	236	51%	664	50%	189	45%	261	33%	156	50%
Long-Term Suspension	238	33%	109	26%	419	40%	193	42%	350	26%	182	43%	268	33%	112	36%
Total	732	100%	414	100%	1038	100%	463	100%	1323	100%	420	100%	804	100%	312	100%

- The percentage of expulsions of both regular and special education students increased somewhat in 2001-2002 relative to alternative placement and long-term suspensions.
- For all years, the greatest proportion of removals of special education students was by placement in alternative settings.

Figure 30: Trend in Offenses Resulting in Removal



Type of Offense ¹⁸	1998-1999	1999-2000	2000-2001	2001-2002
Personal Offense	48%	37%	46%	42%
Other Policy Violation	22%	21%	25%	20%
Drug-Related	18%	26%	19%	26%
Weapon-Related	9%	11%	6%	9%
Other Criminal Acts	3%	4%	4%	3%
<i>Number of Schools Reporting</i>	570	674	644	658

- Personal Offense has remained the most commonly reported reason for removal.
- Reported Drug-Related and Weapon-Related removals have fluctuated over the four year period.

¹⁸ Refer to page 24 of this report for a list of specific offenses in each category.