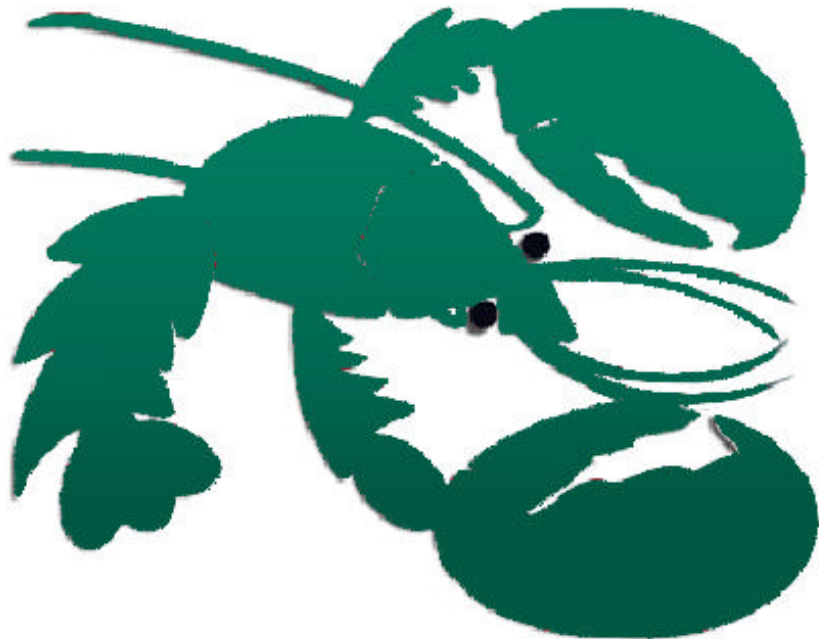


Maine

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior in Drug and Violence Prevention 2000-2001



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

RTI International



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

For more information, contact RTI International, 3040 Cornwallis Road, P.O. Box 12194, Research Triangle Park, NC 27709; 800-262-4494. To obtain a copy of this entire report, as well as the accompanying technical report, visit: <http://www.mainesdfsca.org>.

MAINE

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior in Drug and Violence Prevention 2000-2001

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November 2002

ACKNOWLEDGEMENTS

We gratefully acknowledge the participation of Maine's schools in this data collection project, as well as the assistance provided by Local Education Agency prevention coordinators in gathering data. Ninety seven percent of LEAs required to report responded to the request for data on their Safe and Drug-Free Schools related prevention programs and incidence of prohibited behavior.

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TABLE OF CONTENTS

I.	Introduction.....	1
II.	Methodology.....	2
III.	Demographics	4
IV.	Maine SDFSCA Prevention Programs, Services, and Activities	7
V.	Incidence of Prohibited Behavior in Maine Schools	17
VI.	Summation.....	27

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), the Maine Department of Education (DOE), and RTI International.

Funded by the U.S. Department of Education's (ED) Safe and Drug-Free Schools and Communities Act (SDFSCA) Program, the project has worked to enhance the state's capacity to gather data on alcohol, tobacco, and other drug (ATOD) 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 assumed four specific objectives to accomplish the goals of the project: (1) assist all local education agencies (LEAs) in providing data on youth ATOD 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. The system is supported by technical assistance made available through telephone assistance, and through a web site established for the project that provides data reporting access and resources 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 in the database 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 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 have been implemented for the 2001-02 reporting.

This report presents the data collected from LEAs and schools during the 2000-2001 school year. It contains information about local ATOD and violence prevention efforts, as well as reported incidents of prohibited behavior.

A *Technical Report* accompanies this LEA report to provide explanations of the data tables used here, as well as additional data analysis and information on relationships, definitions, and methodology.

II. METHODOLOGY

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

SDFSCA-related data for the state of Maine were collected during the 2000-2001 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act, 1997 (IDEA '97). RTI, DOE, and OSA 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.

Two hundred forty-nine individual LEAs in Maine participated in the 2000-2001 SDFSCA Data Collection Project. This represents 97% of the agencies required to submit a report to the state. This report analyzes data from 249 LEAs and 644 schools (95%) of the total 677 schools in the state of Maine, as submitted and verified by December 1, 2001.

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 2000-2001 school year.

The report layout provides a graphical representation and explanation 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 LEAs and 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 on Maine's safe and drug-free schools efforts.

The results presented in this report can be used 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.

III. DEMOGRAPHICS

Local Education Agencies and Schools Participating in the Maine SDFSCA Data Collection Project

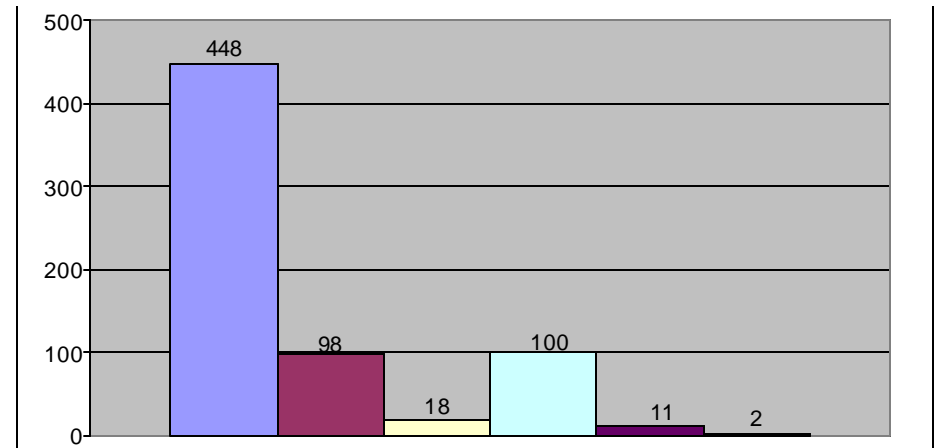
Participants: number of LEAs and schools counted

	LEAs	Schools
Total number in Maine	285	718
Number required to report ¹	256	677
Number reporting²	249	644

Participants: number of schools reporting, by school level

School Level ³	Schools Required to Report	Schools Reporting	
Elementary School	448	421	94%
Middle/Jr. High School	98	97	99%
Sr. High School ⁴	131	126	96%
Total Schools	677	644	95%

Figure 1. Breakdown of schools by school level



Elementary School	448
Middle/Jr. High School	98
Jr./Sr. High School	18
Senior High School.....	100
Combined Elementary and Secondary School.....	11
Special School	2
Total	677

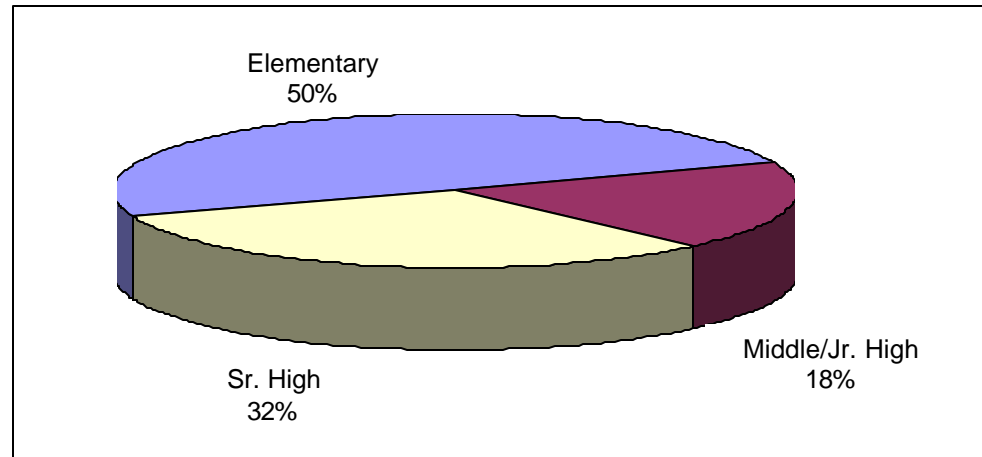
¹ Excludes LEAs not required to report, such as unorganized territories, Maine Indian Education, and Maine School of Science and Mathematics.

² Six LEAs did not provide a report for the 2000-2001 school year.

³ For further definition — breakdown of school levels and data sources — refer to the *Technical Report*.

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

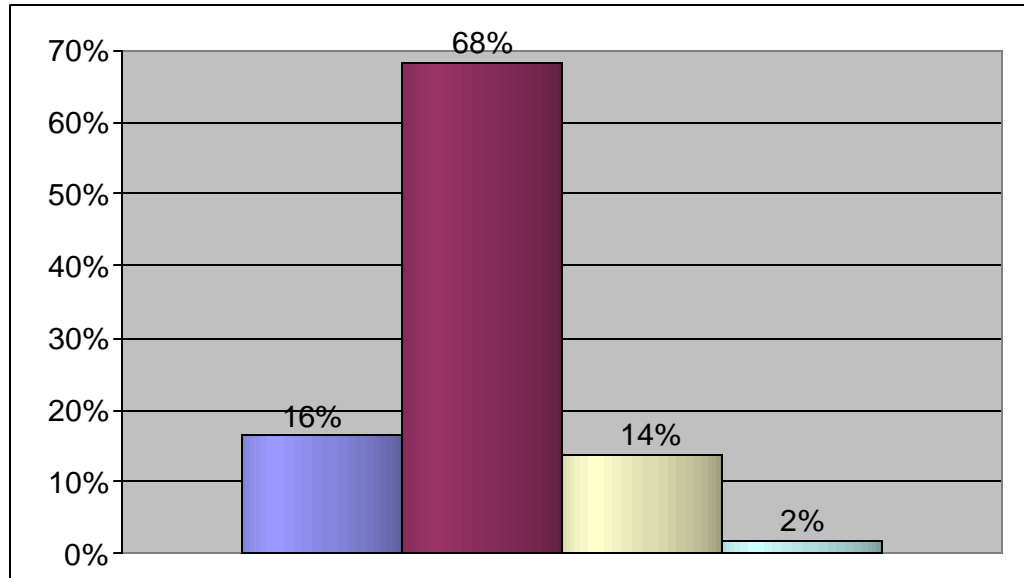
Figure 2. Participants: enrollment of schools, by school level



School Level	# of Students	% of State Enrollment
Elementary School	104,114	50%
Middle/Jr. High School	38,849	18%
Sr. High School	66,210	32%
Total	209,173	

- ? With the greatest number of schools in Maine defined as elementary schools, the largest student population is elementary students (50%).
- ? Sr. high schools contain the next highest percentage of students in Maine (32%).
- ? Middle schools comprise 18% of students in Maine.

Figure 3. Participants: number and percentage of schools, by size



School Size	# of Schools	% of Schools
1 – 100 students	108	16%
101 – 500 students	463	68%
501 – 1,000 students	94	14%
1,001 – 3,000 students	12	2%

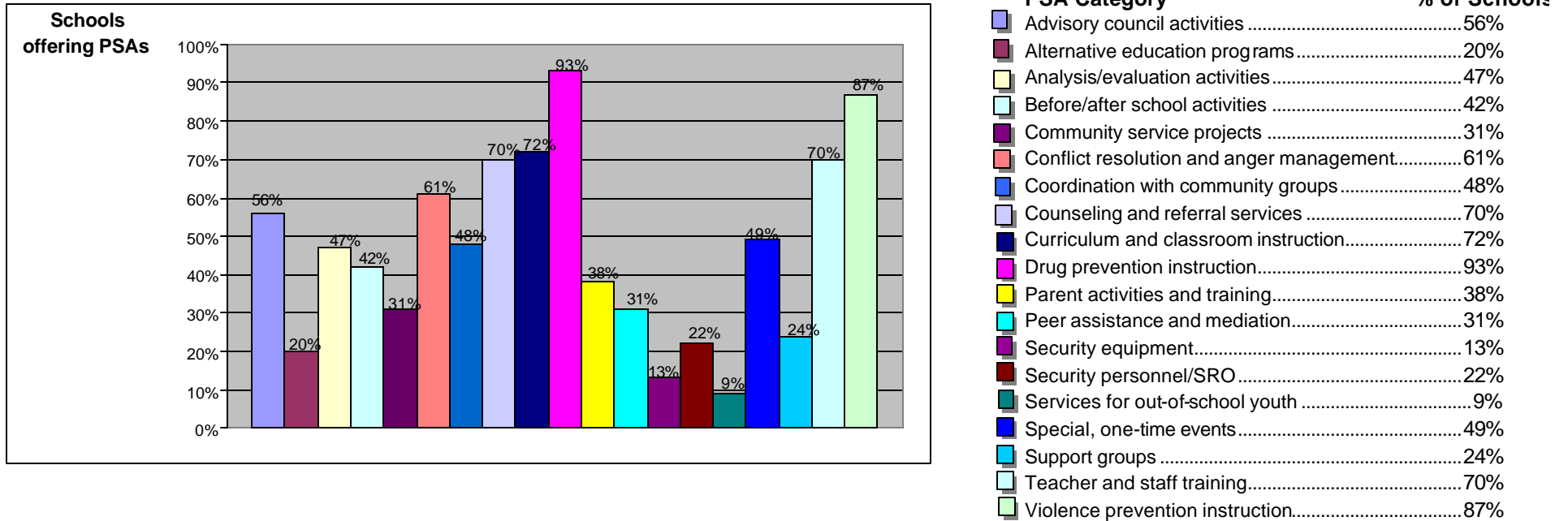
? The vast majority (68%) of schools in Maine range in size from an enrollment of 100 to 500 students.

? Only 2% of Maine schools have a student enrollment of more than 1,000.

IV. MAINE SDFSCA PREVENTION PROGRAMS, SERVICES, AND ACTIVITIES

ATOD and Violence Prevention Programs, Services, and Activities (PSAs) Offered in Grades K – 12

Figure 5. PSAs: types of programs, services, and activities by category⁵ and percentage of schools providing them

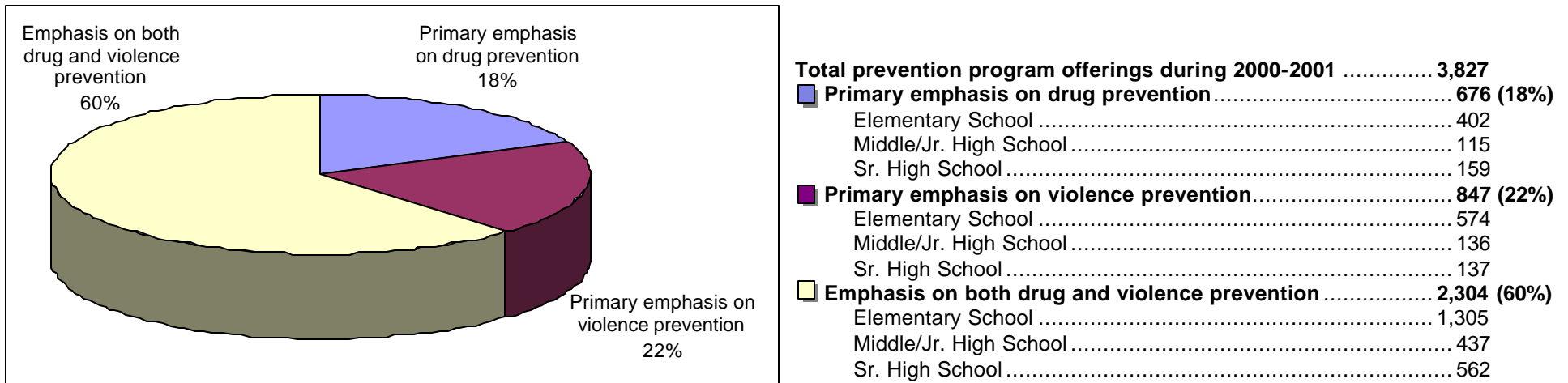


- ? Of the 644 schools reporting, 633 schools (99%) reported providing a total of 7,845 prevention-related PSAs⁶ during the 2000-2001 school year.
- ? The most prevalent PSA reportedly provided by schools was drug prevention activities, noted in 591 Maine schools (93%).
- ? Following drug prevention instruction, violence prevention instruction was the most frequently reported PSA in 551 Maine schools (87%).

⁵ Per federal reporting requirements, schools were asked to define each of their prevention programs, services, and activities according to 16 prescribed categories. In addition to these, Maine schools reported programs, services, and activities that fall within nine other categories. Refer to the *Technical Report* for the full listing.

⁶ In addition to student-targeted PSAs, this count of 7,845 includes staff training, advisory council activities, security equipment and personnel, and other prevention-related activities; this total also includes reported PSAs that do not fall within the specified federal categories (refer to the *Technical Report* for additional information).

Figure 6. Total Prevention Program Offerings by Emphasis
PSAs: number and percentage of drug and violence prevention programs



- ? Ninety-five percent of Maine LEAs reporting and 93% of the schools⁷ offer drug and violence prevention instruction⁸ targeting students at one or more grade levels.
- ? A total of 3,827 prevention programs, services, and activities targeting students were reported.
- ? A total of 177,321 students⁹ were directly impacted; this averages to 50 students served per program.
- ? Maine students spent an average of 29.3¹⁰ hours of prevention activity.

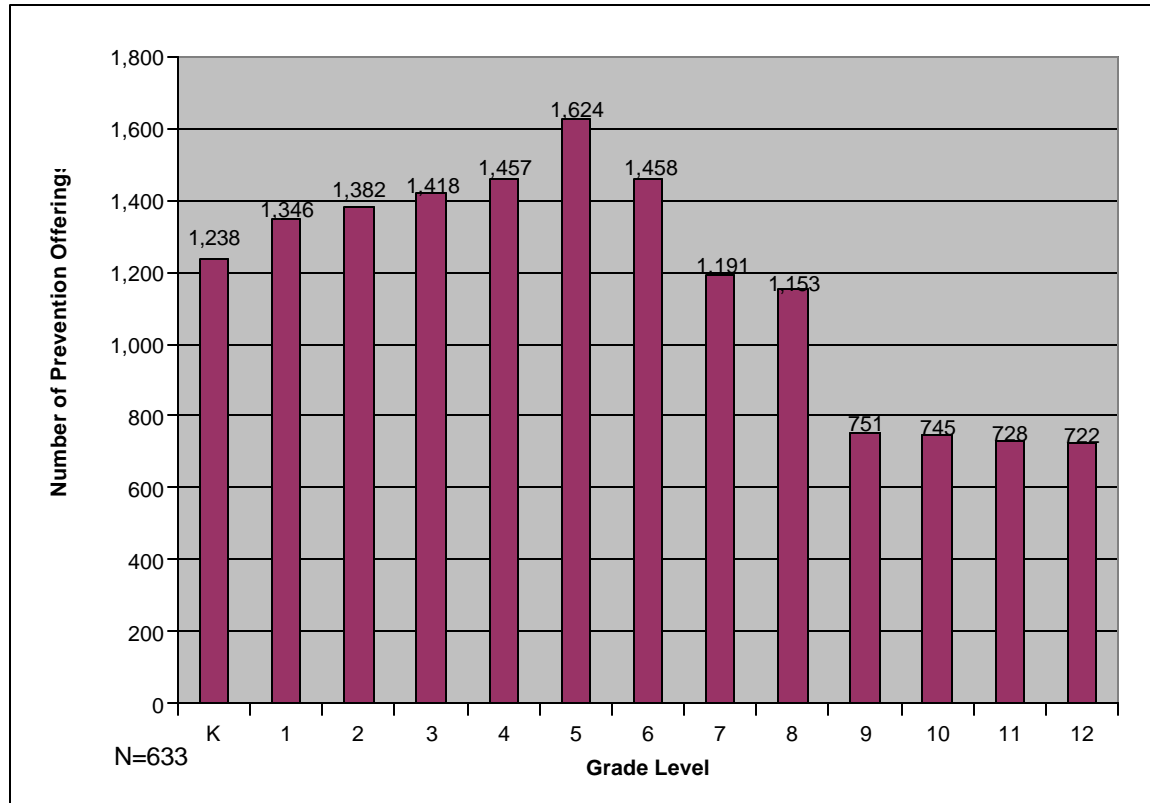
⁷ N=243 LEAs; 632 schools

⁸ Includes prevention-related programs, services, activities, and curriculum/classroom instruction

⁹ This is an unduplicated count of students

¹⁰ Hours of prevention activity calculated as a weighted average. Calculated by number of students served multiplied by number of contact hours. Then total hours divided by total number of students.

Figure 7. PSAs: number of prevention program offerings per grade level



- ? With the primary grades having the greatest student enrollments, the number of prevention program offerings are higher; more than 1,000 programs are offered in each grade from K – 6.
- ? While the number of prevention offerings appear to decrease as grade level increases — down to the mid-700 range by high school — enrollments per school level also decrease.

? On average, prevention programming in high schools serve more students per program than those in the lower grades.

School Level	# of PSAs	Average # of Students Served
Elementary School	2,281	46
Middle/Jr. High School	688	56
Sr. High School	858	78

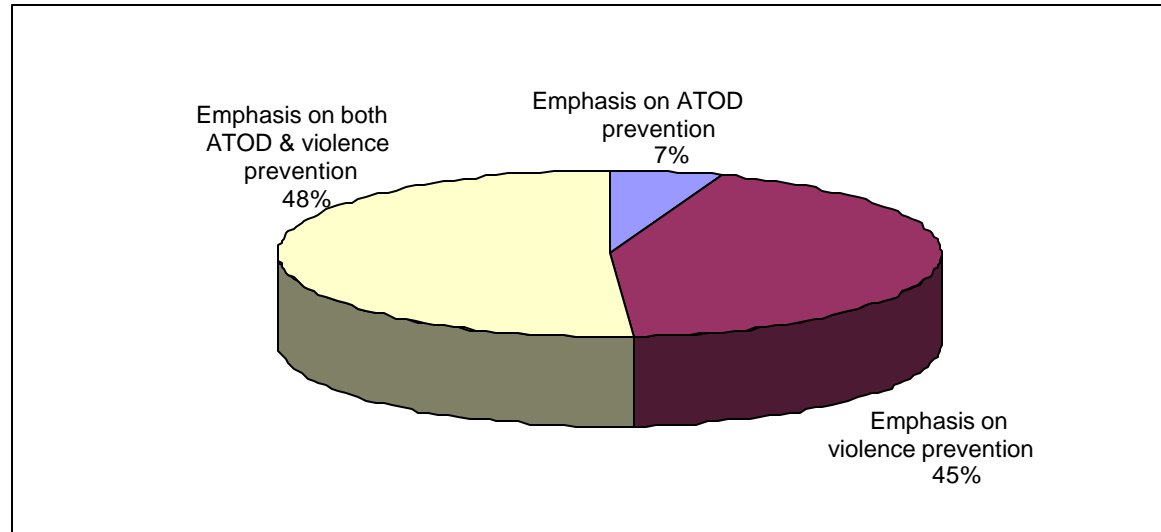
PSAs: examples and number of commercial programs/curricula¹¹

DARE	244	Community of Caring	6
Red Ribbon Week Activities	196	Choice Nights	4
Camp Kieve	92	Buffalo & Brandy	4
Life Skills Program	76	Great American Smoke-out	4
BABES.....	19	Tunnel Vision	4
PEACE Project	14	Natural Helpers	3
Project Prevention.....	10	Quest Program.....	3
Big Brother/Big Sister/Big Buddies	4	Kid Safe.....	2
Terrific Kids	3		

¹¹ Refer to the *Technical Report* for additional program information.

Drug and Violence Prevention: Professional Development Offerings

Figure 8: Percentage of professional development by emphasis



- ? Schools and LEAs in Maine provided a total of 1,275 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 45% of all staff development programs emphasizing violence prevention, and 48% emphasizing both ATOD and violence prevention.

Professional development: amount of training

Top 10 Staff Development Activities	# of Activities	% Schools Providing
Crisis Management/Emergency Planning	222.....	33.8%
Civil Rights/Diversity Training	165.....	25.3%
Student Assistance Team Training.....	150.....	22.8%
Conflict Resolution and Mediation.....	137.....	20.8%
Violence Prevention Training.....	138.....	18.1%
Anti-Bullying/Harassment Prevention Training	82.....	12.4%
Life Skills/Substance Abuse Training	66.....	10.0%
DARE	46.....	6.9%
Peer Helpers/Peer Mediation	41.....	6.1%
Wellness	36.....	5.4%

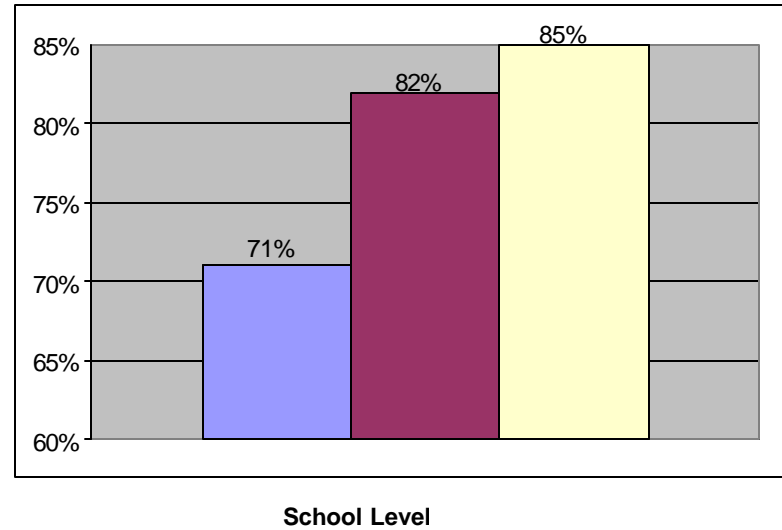
- ? A statewide average of 11.2 faculty and school staff per activity were reported to have received training in ATOD and violence prevention-related programming.
- ? School faculty and staff received an average of 8.4¹² hours each in prevention-related training.
- ? Two-hundred thirty LEAs (90%) reported providing drug and violence prevention training for school faculty and staff.
- ? Within those LEAs, 525 schools (80%) reported providing prevention training for faculty and staff.

¹² Hours of staff training calculated as a weighted average. Calculated by number of staff trained multiplied by hours of training. Then weighted training hours were divided by number of staff trained.

Involvement of Community Organizations and Students in Drug and Violence Prevention Efforts

Figure 9: Schools with Community Involvement

School Level.....	# of Schools	% of Schools
Elementary School	318	71%
Middle/Jr. High School	80	82%
Sr. High School	112	85%
Total	510	75%

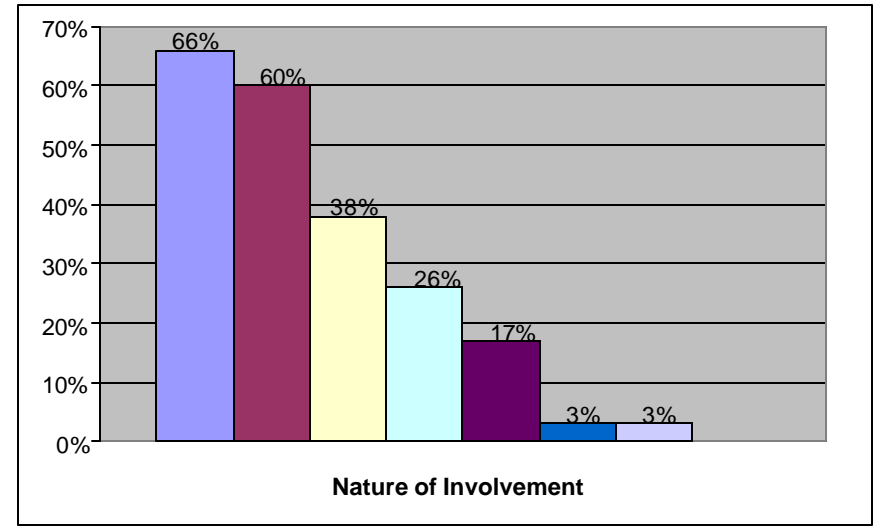


? Seventy-five percent of schools (510) reported involving the community in their drug and violence prevention efforts.

Community Involvement: number and percentage of schools by nature of community involvement

Community Involvement	# of Schools	% of Schools
Local advisory council	338	66%
Joint services	307	60%
Public awareness	194	38%
Professional development	134	26%
Fundraising	86	17%
Local law enforcement	13	3%
PTA/PTO	13	3%

Figure 10: Schools with Community Involvement



- ? Local advisory councils were the most common type of community involvement reported by 66% of schools, followed by joint services (60%) and public awareness activities (38%).
- ? Three hundred fifty-eight schools (53%) reported involving students in planning, designing, delivering, and evaluating ATOD and violence prevention programming.

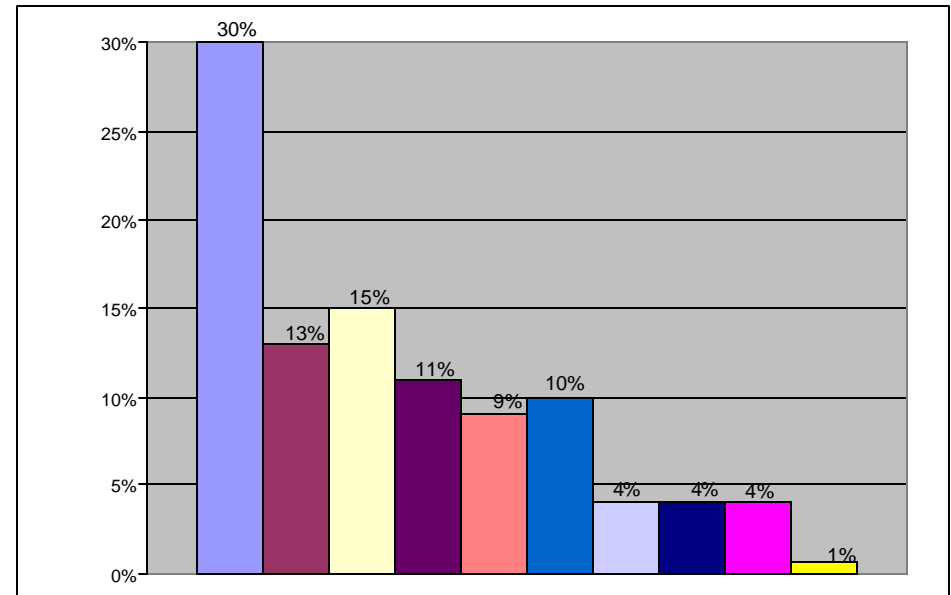
School Level	# of Schools	% of Schools
Elementary School	184	41%
Middle/Jr. High School	70	15%
Sr. High School	104	23%
Total	358	53%

Student Involvement: number and percentage of schools involving students in prevention efforts

Student Involvement: number and percentage of schools by nature of student involvement

Type of Involvement	# of Schools	% of Schools ¹³
Evaluate/critique program effectiveness.....	107	30%
Plan, develop, and deliver programs and services	47	13%
Serve on advisory/planning councils.....	52	15%
Serve as program facilitators/peer mentors/helpers/mediators	38	11%
Plan and deliver special events (DARE, Health Fair, Great American Smokeout).....	32	9%
Plan and deliver civil rights/diversity programs	37	10%
Produce information or resource materials (video, books/essays, posters).....	15	4%
Participate in classroom discussions.....	14	4%
Perform awareness/self assessment activities	13	4%
Other	3	1%
Total Schools Reporting.....	358	

Figure 11: Schools with Student Involvement



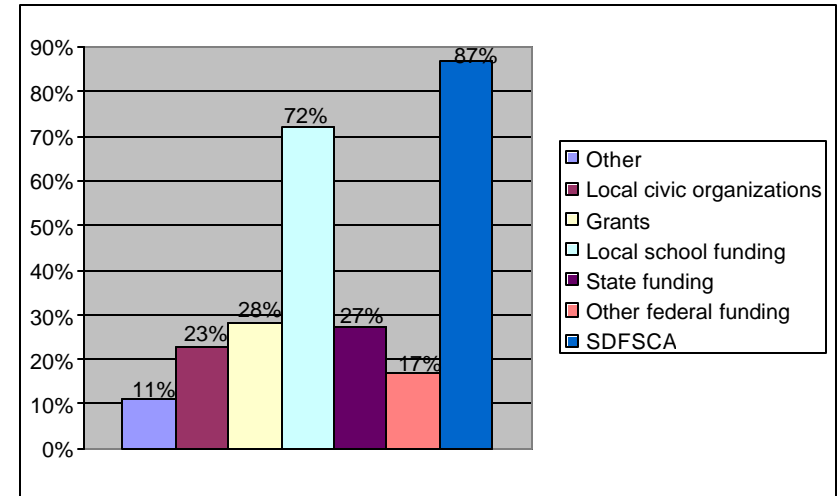
¹³ The percentage is based on the number of schools reporting.

Funding for Alcohol, Tobacco and Other Drug (ATOD) and Violence Prevention Efforts

Prevention: source of funding for prevention-related programming

- ? Eighty-seven percent of schools (563) representing 148 LEAs reported receiving funding for prevention-related programs and services through the Safe and Drug-Free Schools and Communities Act, during the 2000-2001 school year.
- ? In addition to funding from the Safe and Drug-Free Schools and Communities Act program, Maine LEAs and schools received funds from a number of other sources to aid in their prevention efforts.
- ? Seventy-two percent (469) of the schools noted local school funding as a primary source of support for their prevention efforts.¹⁴
- ? Approximately one-quarter of the schools reported receiving additional funding from the state (27%), other grant sources (28%) and local civic organizations (23%).
- ? Schools also received additional federal funding, as well as funding from other sources, such as in-kind contributions, and funding from local businesses and law enforcement and safety agencies.

Figure 12: Funding sources



Other Funding Sources	# of Schools Receiving
In-kind contributions	4
DARE program	10
Local business	2
Local law enforcement	4
PTA/PTO	14

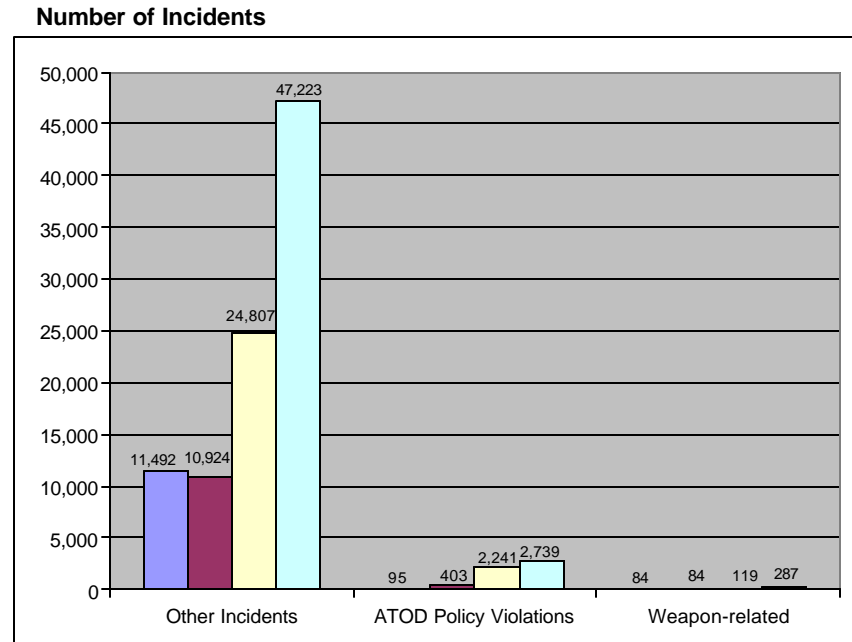
¹⁴ 648 schools reported information on funding sources.

V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS

Incidence¹⁵ of Prohibited Behavior

Figure 13: Incidence: number and types of incidents of prohibited behavior

School Level	Total Incidents	Other	ATOD Violations	Weapon-Related
Elementary	11,492	11,313	95	84
Middle/Jr. High	10,924	10,437	403	84
Sr. High	24,807	22,447	2,241	119
All Schools	47,223	44,197	2,739	287



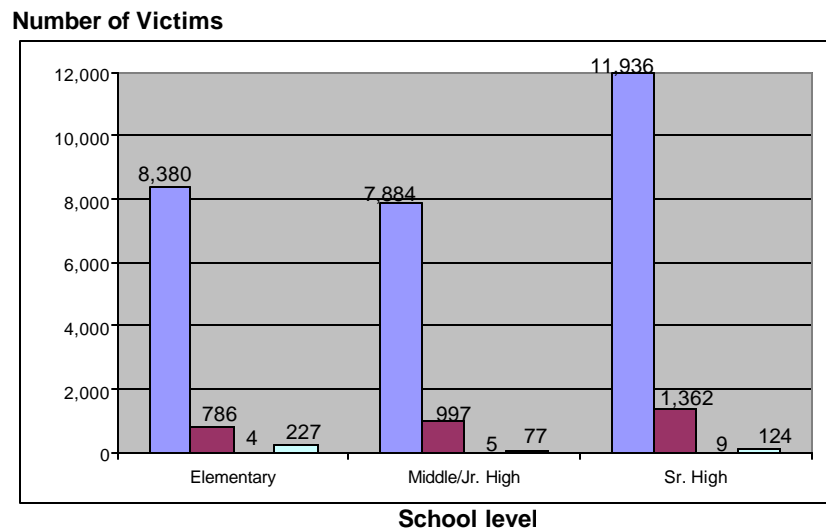
- ? Maine schools reported a total of 47,223 incidents in the 2000-2001 school year.
- ? Of those incidents, weapons-related incidents were less than 1% of the total.
- ? ATOD policy violations comprised 6% of the total incidents reported in all schools and 9% of the incidents in high schools.
- ? “Other” incidents made¹⁶ up the vast majority of reported incidents.

¹⁵ “Incident of Prohibited Behavior” is defined as a violation of a statute or regulation that occurs on school grounds, school property, or at a school-sponsored event, and is reported to a school official or law enforcement agency.

¹⁶ “Other” types of incidents include personal offenses, criminal acts, and policy violations; refer to page 24, Removal: listing of incidents resulting in students’ removal from school, for categories of offenses.

Figure 14: Incidents: number and types of victims of all incidents

Type of Victim	Elementary	Middle/ Jr. High	Sr. High
Students	8,380	7,884	11,936
School Personnel	786	997	1,362
Non-School Personnel	4	5	9
Unknown	227	77	124
Total	9,397	8,963	13,431

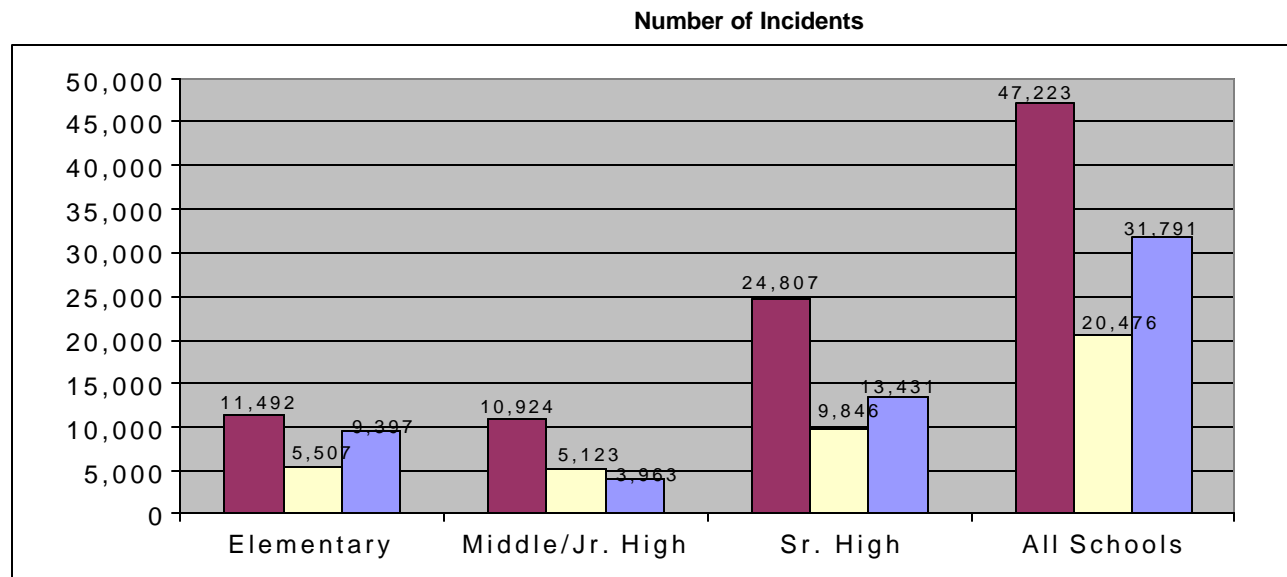


- ? Maine schools reported 20,476 offenders associated with 47,223 incidents or an average of 2.3 incidents per offender, indicating a number of repeat offenders.
- ? While students made up the clear majority of offenders (99%), victims¹⁷ included students (89%), school personnel (10%), and others (1%).

¹⁷ Total victims includes count for bomb-related incidents, which often impact whole schools (as in cases of evacuation); therefore, entire student enrollments are counted in same instances, thus inflating the total.

Figure 15: Incidents: Total incidents and number of offenders and victims

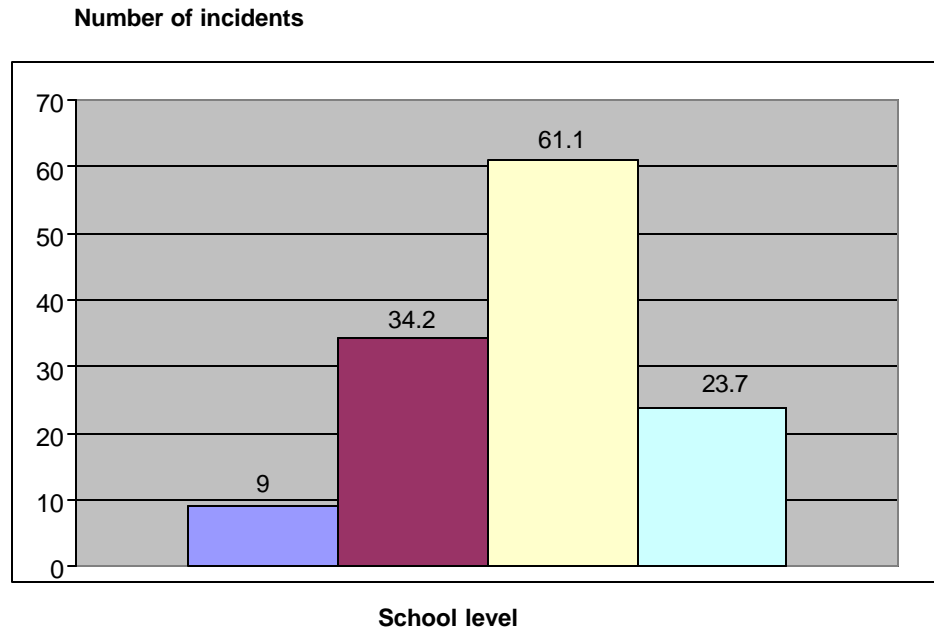
School Level	Incidents	Offenders	Victims
Elementary School	11,492	5,507	9,397
Middle/Jr. High School	10,924	5,123	3,963
Sr. High School	24,807	9,846	13,431
All Schools	47,223	20,476	31,791



- ? Twenty thousand four hundred seventy-six offenders were reportedly responsible for over forty-seven thousand incidents.
- ? The count of total offenders includes 20,441 student offenders for all schools.
- ? This averages to 9.8 offenders per 100 students for all schools.

Figure 16: Incidents: number of incidents per 100 students

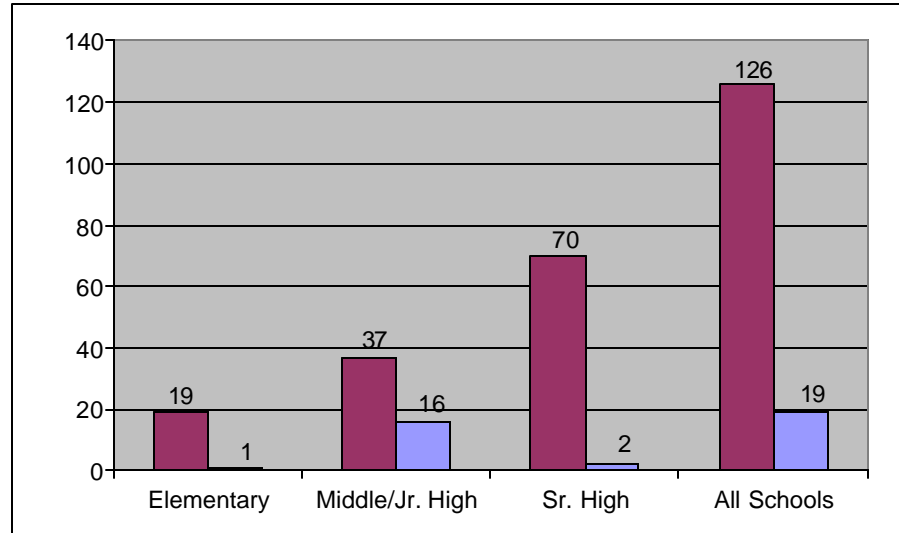
School Level	Incidents per 100 Students
Elementary School	9.0
Middle/Jr. High School	34.2
Sr. High School	61.1
All Schools	23.7



- ? Senior high schools in Maine reported an average of 61.1 incidents per 100 students.
- ? All schools in Maine reported an average of 23.7 incidents per 100 students.

Figure 17: Incidents: number of bomb threats and bomb-related incidents

Number of Bomb Threats and Bomb-related Incidents



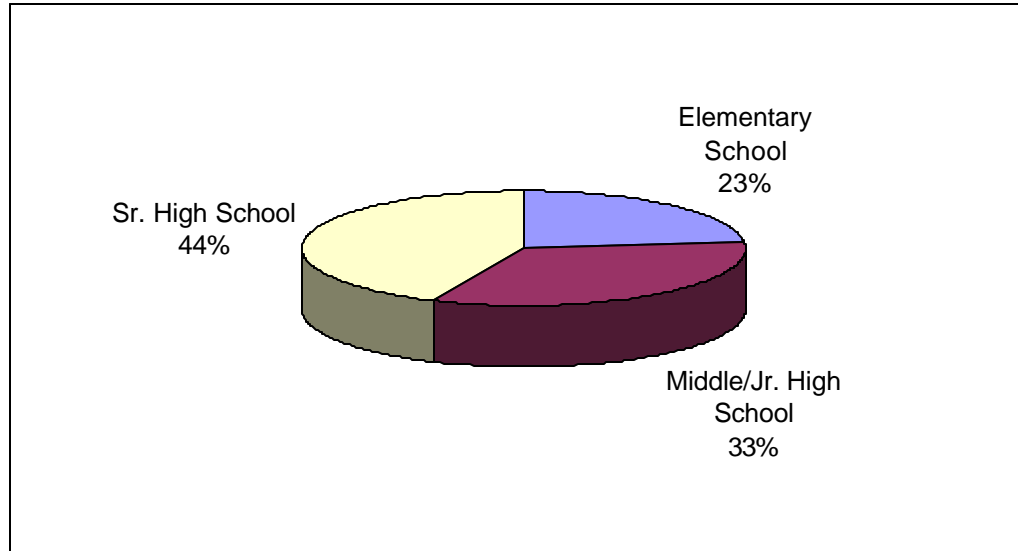
School level




School Level	Number of Bomb Threats	# Bomb-related Incidents
Elementary School	19	1
Middle/Jr. High School	37	16
Sr. High School	70	2
All Schools	126	19

- ? Eighty schools (12.5%) reported 126 bomb threats.
- ? Many bomb threats affected whole school populations as schools had to be evacuated, resulting in a high number of victims reported.

Incidence of Prohibited Behavior Resulting in Removal from School

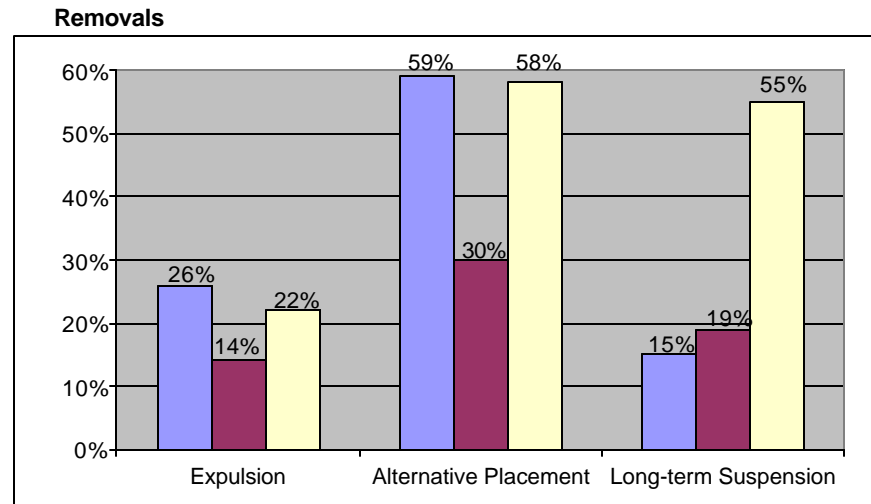
Figure 18: Removal: number and percentage of incidents resulting in removal, by school level



School Level	Total Removals	
 Elementary School	403	23%
 Middle/Jr. High School	583	33%
 Sr. High School	757	44%
Total	1,743	100%

- ? Just over three percent of all incidents resulted in students' removal from school.
- ? Over forty percent of all removals occurred in high schools (44%), slightly over thirty percent (33%) in middle schools and slightly over twenty percent occurred in elementary schools (23%).

Figure 19: Removal: number and percentage of students removed by incidents, school level and type of removal



Type of Removal

School Level	Expulsion		Alternative Placement		Long-Term Suspension	
Elementary School	106	26%	238	59%	59	15%
Middle/Jr. High School	84	14%	173	30%	147	19%
Sr. High School	168	22%	442	58%	326	55%
Total	358	20%	853	49%	532	31%

? Alternative placements were the highest percentage of removals — 49% of the total removals — followed by long-term suspensions¹⁸ (31%) and expulsions (20%).

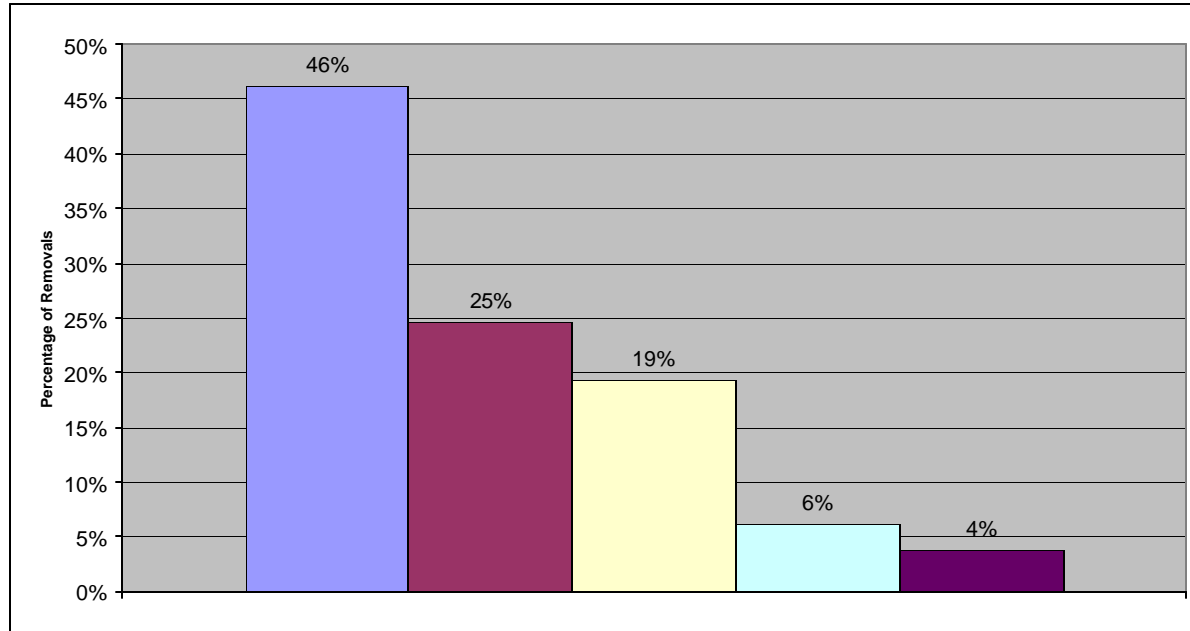
¹⁸ Removal from school is defined as long-term suspension or expulsion. Long-term suspension is defined as temporary removal from school greater than 10 days; two types of suspensions are counted in this category: (1) a single suspension of more than 10 days, and (2) multiple short-term suspensions of the same student totaling more than 10 days. Refer to the *Technical Report* for a breakdown of long-term.

Removal: listing of incidents¹⁹ resulting in students' removal from school, by school level

Act Category	Act Name	Elementary	Middle/Jr. School	Sr. High School	Grand Total
ATOD	Alcohol Possession/Distribution	3	3	5	11
	Alcohol Use	1	5	40	46
	Marijuana distribution	2	7	24	33
	Marijuana possession	4	10	20	34
	Marijuana use	--	3	37	40
	Other drug distribution	1	8	11	20
	Other drug possession	3	6	25	34
	Other drug use	--	9	9	18
	Tobacco possession	2	20	41	63
	Tobacco use	--	7	31	38
Other Criminal Acts	Arson	1	1	2	4
	Hate crime/Bias Incident	2	3	1	6
	Larceny/theft/other property offense	5	14	9	28
	Robbery	2	--	8	10
	Vandalism (criminal mischief)	1	9	7	17
Other Policy Violations	Disorderly conduct	39	71	134	244
	Skipping school	3	8	140	151
	Truancy	2	6	26	34
Personal Offense	Assault and Battery	22	11	22	55
	Fighting and Pushing	156	40	115	311
	Harassment: other	27	49	27	103
	Harassment: sexual	8	6	10	24
	Physical attack/other personal offense	34	6	35	75
	Threat/intimidation	67	61	108	236
Weapon-Related	Bomb Threat	6	13	26	45
	Bomb-relate offense	--	8	3	11
	Other weapon assault/offense	6	12	3	21
	Possession of a firearm	2	1	3	6
	Possession of other weapon	3	8	14	25
Grand Total		402	405	936	1,743

¹⁹ Refer to the *Technical Report* for a full listing of types of incidents resulting in removal.

Figure 20: Removal: number and percentage of removals, by type of offense²⁰



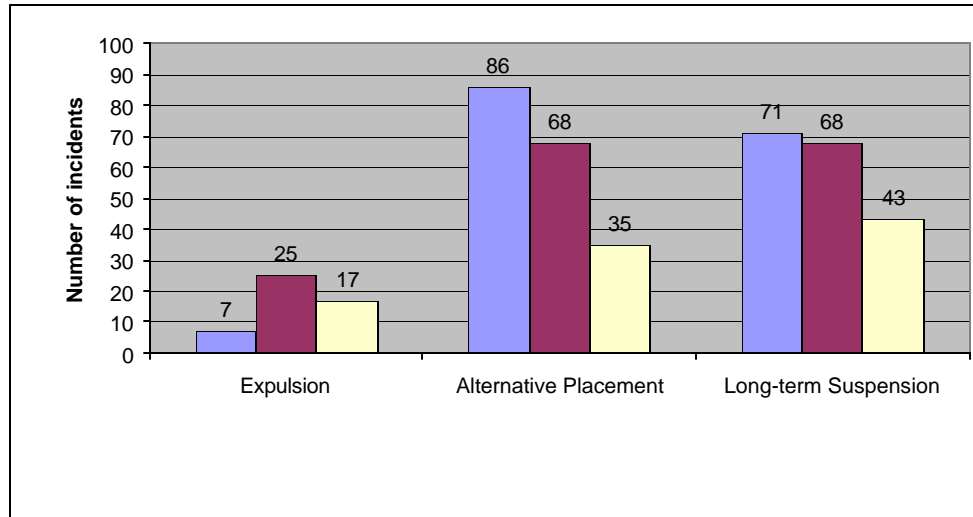
Act	Total Offenses	
Personal Offense	804	46%
Other Policy Violations	429	25%
ATOD	337	19%
Weapon-Related	108	6%
Other Criminal Acts	65	4%
Total	1,743	100%

? “Personal Offenses” were the most commonly reported types of offenses to result in students’ removal from school (46%).

? “Other: Policy Violations” (25%) and ATOD-related acts (19%) also resulted in a significant number of removals.

²⁰ Refer to page 24, *Removal: listing of incidents resulting in students’ removal from school*, and the *Technical Report* for more complete listings of offenses.

Figure 21: Removals: number and type of removal of special education students



Type of Disability	Expulsion	Alternative Placement	Long-term Suspension
Behavioral Impairment	7	86	71
Learning Disability	25	68	68
Other Disability	17	35	43
Total	49	189	182

- ? Of the 1,743 incidents resulting in students’ removal from school, special education students were responsible for 420 (32%).
- ? The greatest percentage of these students were identified as having behavioral impairments (39%) and were referred to alternative education settings (45%).

VI. SUMMATION

Trends in emphasis of prevention programs, services and activities offered

Percent of Schools Offering PSA

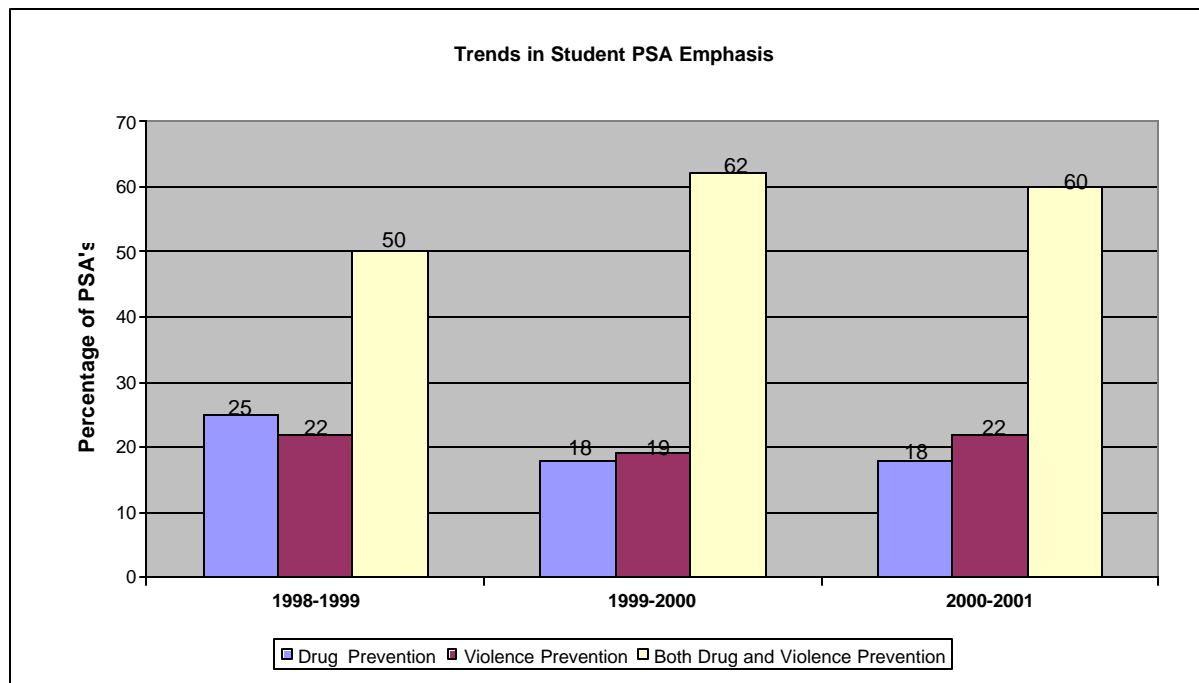
PSA Category	1998-1999	1999-2000	2000-2001
Advisory Council Activities	7	51	56
Alternative Education Programs	6	26	20
Analysis/Evaluation Activities	4	43	47
Before/after school activities	20	50	42
Community Service projects	–	39	31
Conflict resolution and anger management	37	65	61
Coordination with community groups	19	76	48
Counseling and referral services	53	80	70
Curriculum and classroom instruction	25	63	72
Drug prevention instruction	63	95	93
Parent activities and training	14	49	38
Peer assistance and mediation	–	40	31
Security equipment	3	15	13
Security personnel/SRO	3	18	22
Services for out-of-school youth	<1	10	9
Special, one time event	18	64	49
Support groups	–	46	24
Teacher and staff training	–	65	70
Violence prevention instruction	6	84	87
<i>Schools reporting</i>	570	674	644

- ? There has been an increase in the percent of schools reporting offering PSA's over the three years.
- ? The top 5 have changed over the three years
- ? Most common across all three years- drug prevention instruction
- ? Past two years – violence prevention instruction second most common

Percent of PSA's by emphasis

Student PSA Emphasis	1998-1999	1999-2000	2000-2001
Drug Prevention	25	18	18
Violence Prevention	22	19	22
Both Drug and Violence Prevention	50	62	60
<i>Schools reporting</i>	570	674	644

- ? Emphasis on both drug and violence prevention most common all three years.
- ? More PSA's emphasizing both drug and violence prevention in the past two years than in 1998-1999.

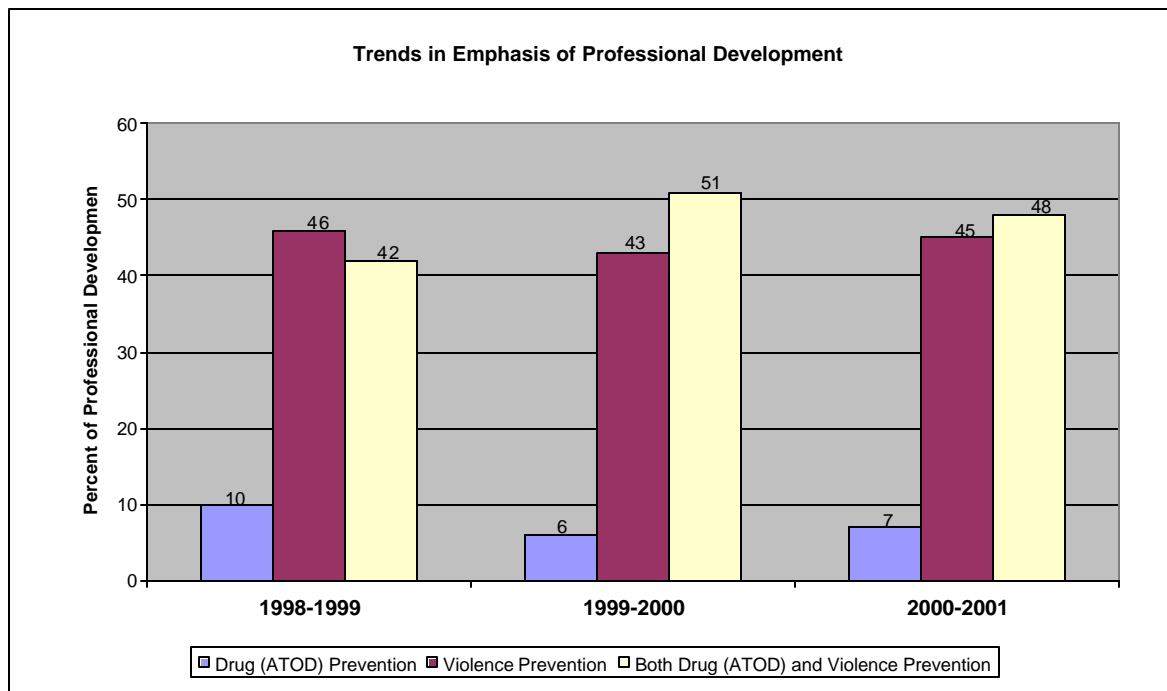


Trends in Professional Development

Percent of professional development by emphasis

<i>Professional Development Emphasis</i>	<i>1998-1999</i>	<i>1999-2000</i>	<i>2000-2001</i>
Drug (ATOD) Prevention	10	6	7
Violence Prevention	46	43	45
Both Drug (ATOD) and Violence Prevention	42	51	48
<i>Schools reporting</i>	570	674	644

- ? Most professional development emphasized both ATOD and violence prevention.
- ? Violence prevention emphasized by more than 40% of schools in past three years.



Training staff and hours

	1998-1999	1999-2000	2000-2001
Average number of staff trained per program	12.6	16.5	11.2
Average training hours	1.5	1.5	8.4 ²¹
<i>Schools reporting</i>	570	674	644

? Large increase in the average training hours reported from 1999-2000 to 2000-2001 is due to change in method of calculation.

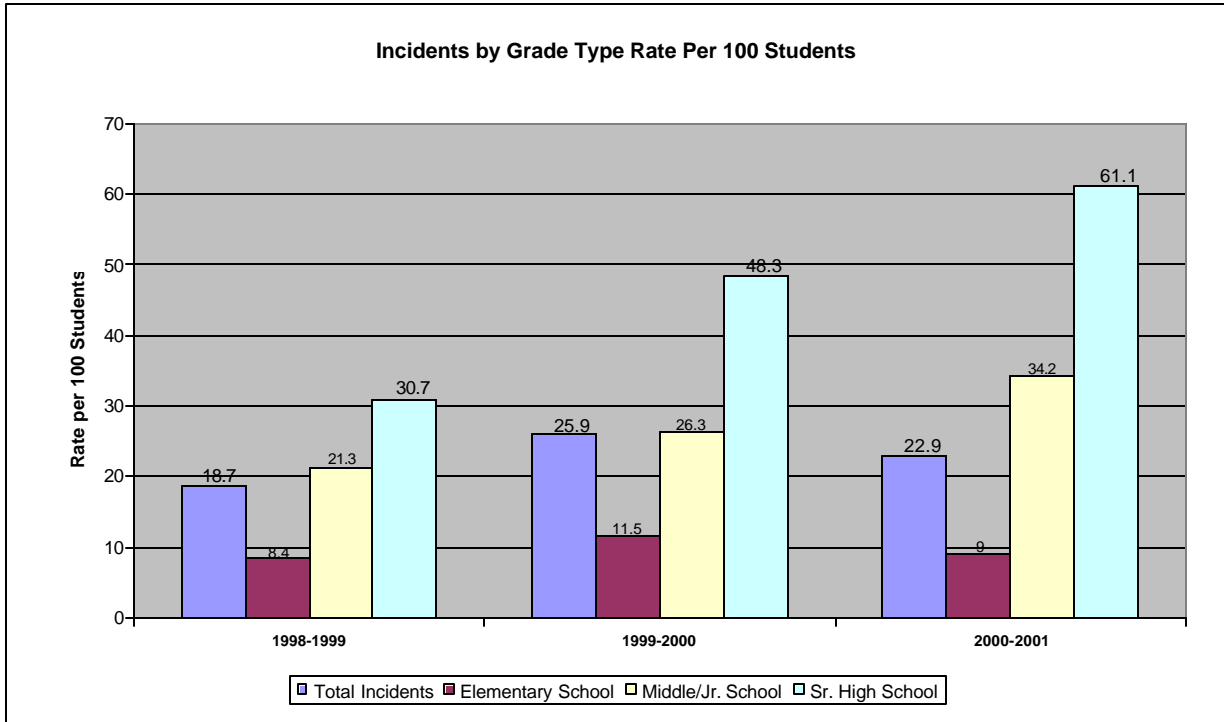
Trends in incidents

Incidents and rate per 100 students by school level

	1998-1999	1999-2000	2000-2001
Total Incidents number	33,629	54,588	47,223
Rate per 100 students			
Total Incidents	18.7	25.9	22.9
Elementary School	8.4	11.5	9.0
Middle/Jr. School	21.3	26.3	34.2
Sr. High School	30.7	48.3	61.1
<i>Schools reporting</i>	570	674	644

- ? The total incidents per 100 students dropped in the most recent year (from 25.9 to 22.9).
- ? Sr. High school has the highest rate of incidents per 100 students.
- ? Rate per 100 students increased every year in the Sr. high schools and middle/Jr. schools.

²¹ Beginning with 2000-2001, average training hours is computed by dividing weighted average of contact hours by total staff trained.

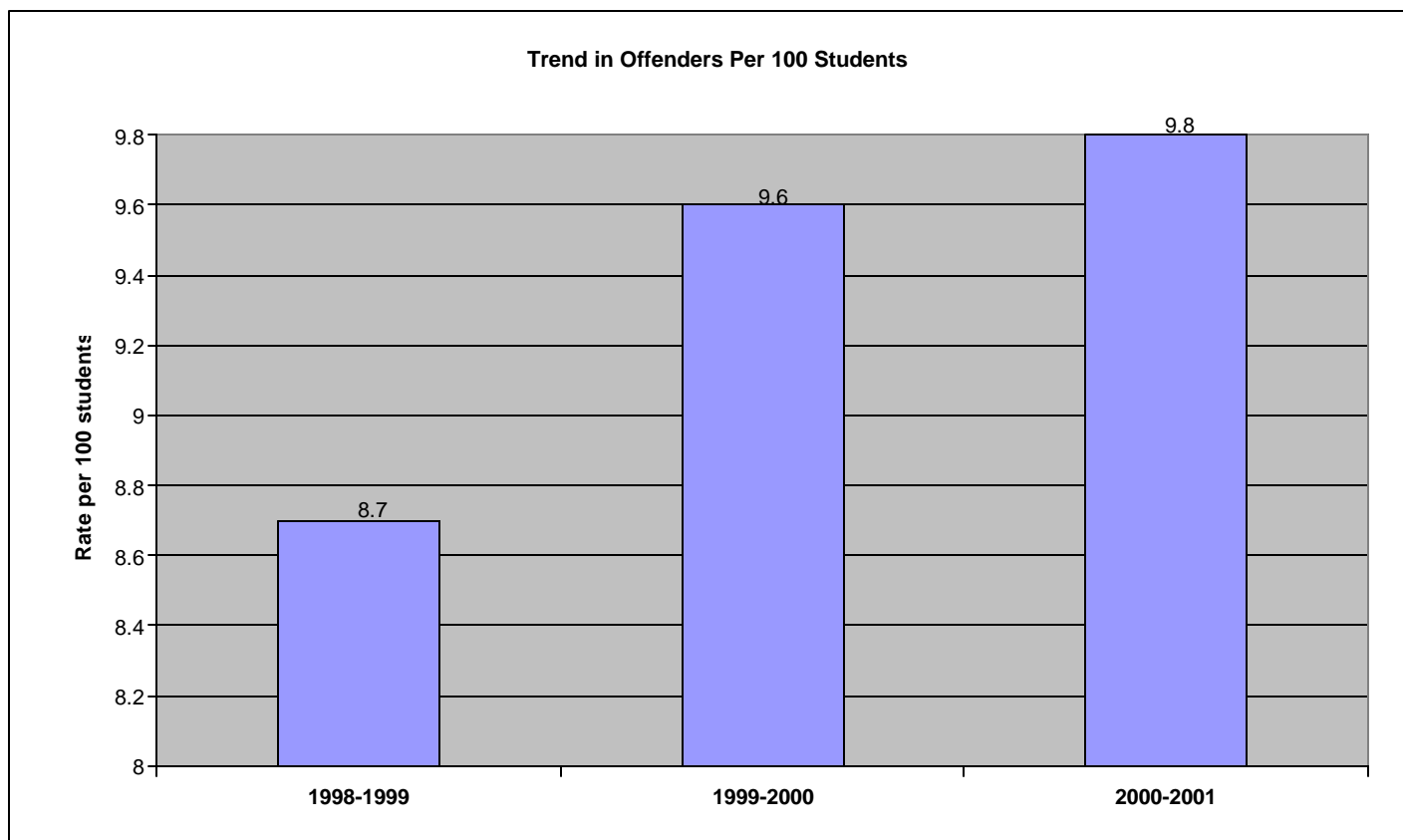


Trends in offenders

Offenders per 100 students

	1998-1999	1999-2000	2000-2001
Total Offenders- per 100 students	8.7	9.6	9.8
Schools reporting	570	674	644

- ? Offenders per 100 students increased over the past three years.
- ? Increase from 1999-2000 to 2000-2001 was smaller than from 1998-1999 to 1999-2000.

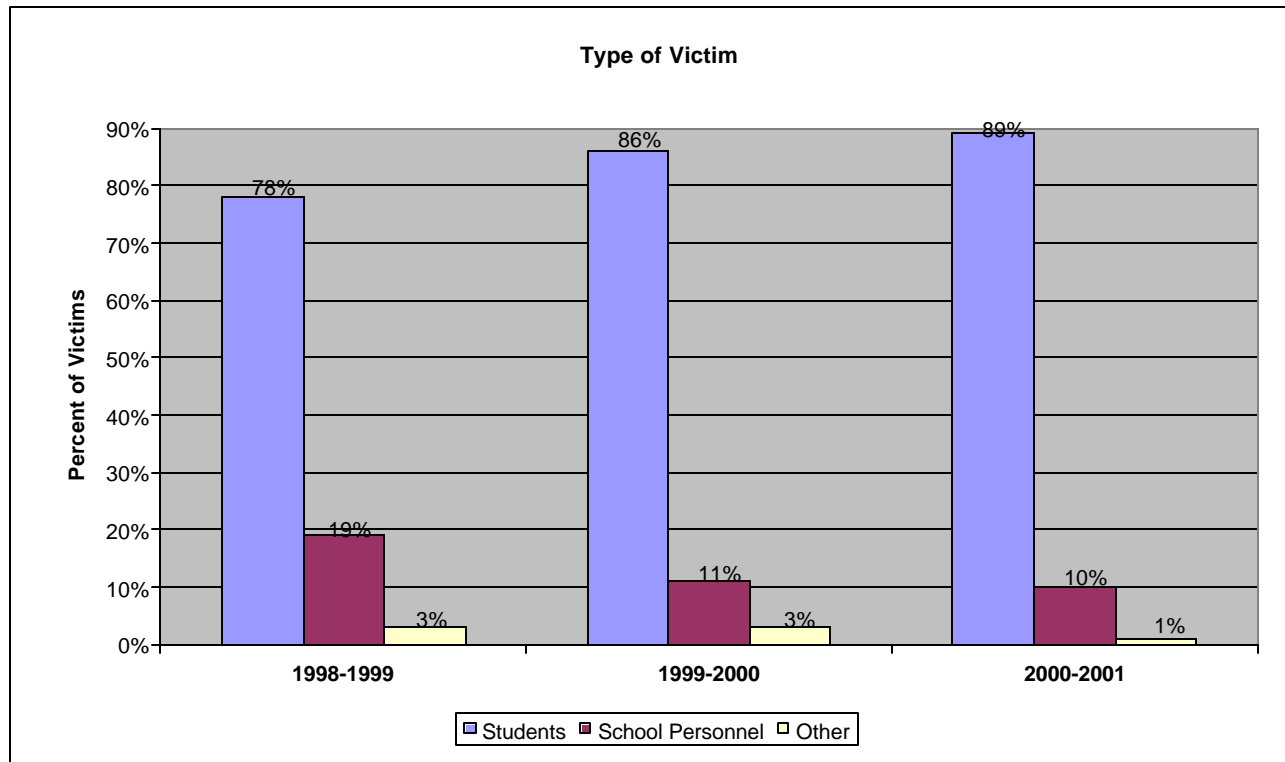


Trends in Distribution of Type of Victims

Percent of Victim by Type

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

- ? Students are consistently the most common victims reported.
- ? Proportion of victims that are school personnel has decreased (from 19% to 10%).

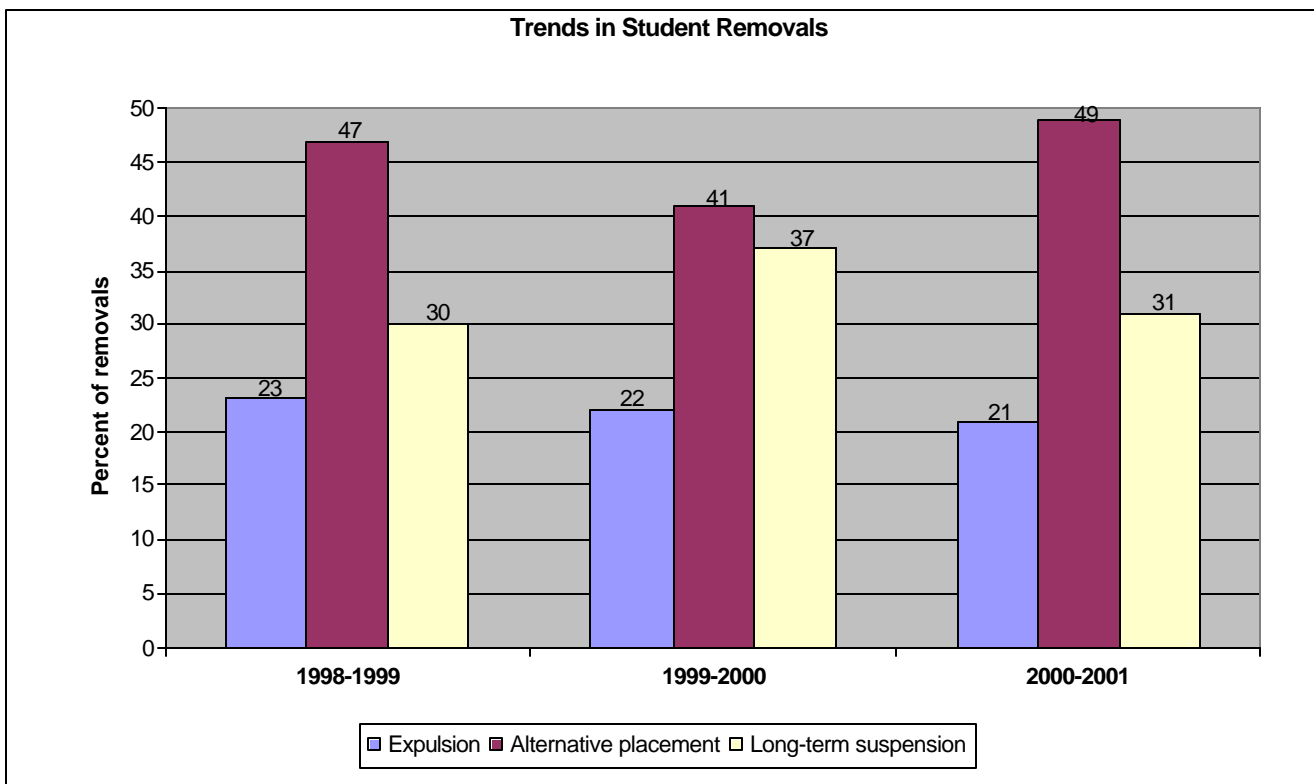


Trends in Student Removal

Percent of Removals by Type

<i>Type of Removal</i>	<i>1998-1999</i>	<i>1999-2000</i>	<i>2000-2001</i>
Expulsion	23	22	21
Alternative placement	47	41	49
Long-term suspension	30	37	31
<i>Schools reporting</i>	570	674	644

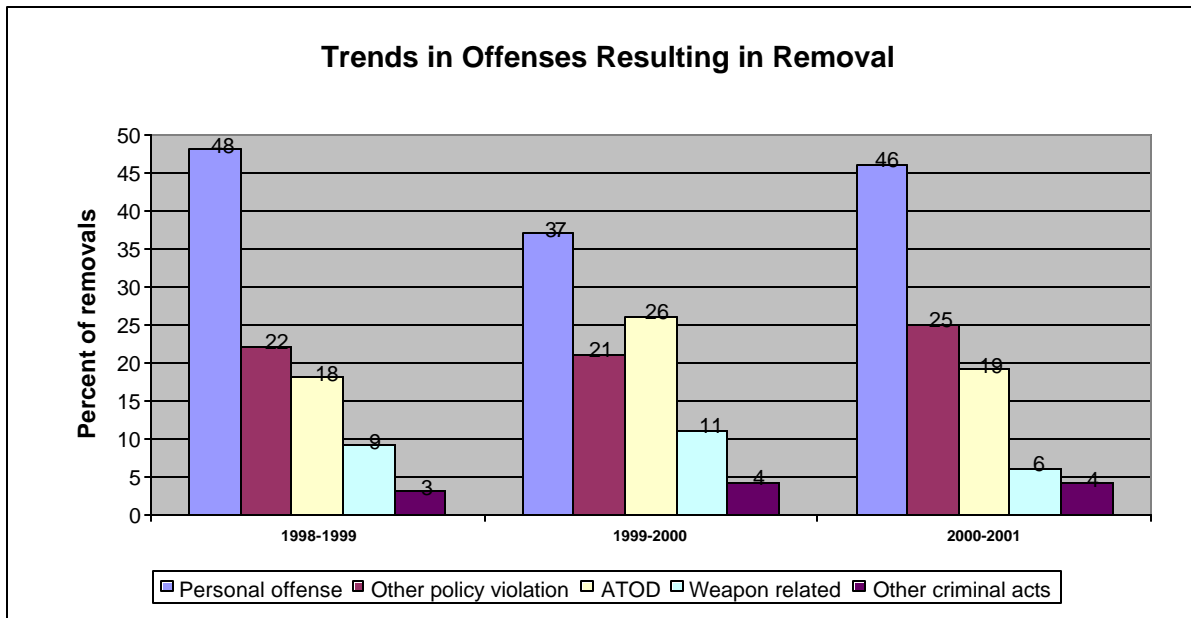
? Expulsions have remained consistent over the period.



Trends in Offenses Resulting in Removal

<i>Type of Removal</i> ²²	<i>1998-1999</i>	<i>1999-2000</i>	<i>2000-2001</i>
Personal offense	48	37	46
Other policy violation	22	21	25
ATOD	18	26	19
Weapon related	9	11	6
Other criminal acts	3	4	4
<i>Schools reporting</i>	570	674	644

- ? Personal offense has remained the most commonly reported reason for removal.
- ? ATOD has increased over the three- year period.
- ? Weapons related removals have decreased during the most recent reporting period.



²² Refer to page 24, Removal: listing of incidents resulting in students’ removal from school, and the Technical Report for more complex listings of offenses.