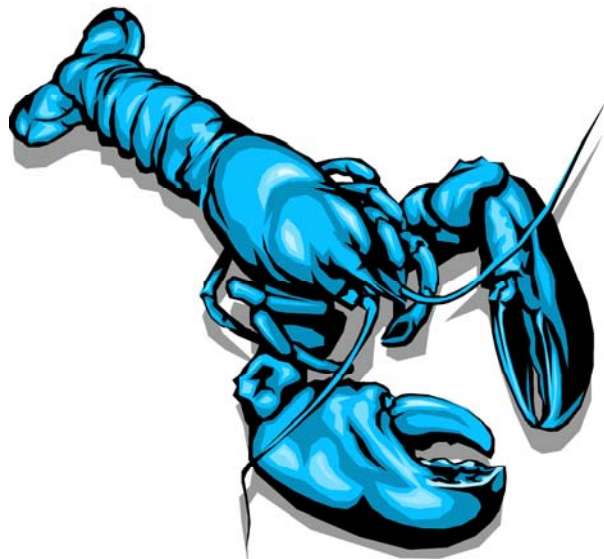


Maine

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2005-2006 Technical Report



The Maine Department of Health and Human Services, Office of
Substance Abuse, and the Maine Department of Education

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

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

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Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2005-2006

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I. INTRODUCTION

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

Funded by the U.S. Department of Education's Safe and Drug-Free Schools and Communities Act (SDFSCA) Program, the project has worked to enhance the state's capacity to gather data on drug (including alcohol and tobacco) and violence prevention programs, as well as on prohibited behavior among youth in Maine's local school systems. The project supports SDFSCA reporting requirements for measuring progress toward achieving the goal of creating safe and drug-free learning environments in schools. In accordance with the Individuals with Disabilities Education Act, 1997, the project also reports to the Maine Department of Education's Office of Special Education and Rehabilitative Services on children with disabilities involved in incidents of prohibited behavior.

Each Local Education Agency (LEA) was asked to record information on their prevention activities, including related staff development, training and incidents that occurred during the 2005-2006 school year.

The Report on Incidence of Prohibited Behavior and Drug and Violence Prevention, 2005-2006 presents the data collected by OSA from LEAs and schools at the close of the 2005-2006 school year. It reports on local drug and violence prevention efforts, as well as recorded incidents of prohibited behavior. This Technical Report provides the data tables used in the main report, as well as additional data analysis. The results presented in these two reports can be used by Maine LEAs and schools as a basis for the development of safe and drug-free schools and communities programs, and to evaluate the progress of current programs.

II. DEMOGRAPHICS

Table 1. Total schools in Maine and number reporting

	# of Schools
Total Public Schools	683
Number required to report ¹	648
Number reporting ²	648

One hundred percent (100%) of LEAs and schools in Maine that were required to submit a report participated in the 2005-2006 SDFSCA data collection project, for a total of 648 schools and 163 LEAs. (This includes Education in the Unorganized Territories, which was not required to report prior to 2002-03. The Maine School of Science and Mathematics and Pennacook Learning Center reported for the first time in 2005-06).

Table 2. Number and percentage of schools reporting by school level

School Level	Schools Required to Report	Schools Reporting	
		#	%
Elementary	421	421	100%
Middle/Jr. High School	94	94	100%
Sr. High School	133	133	100%
Total Schools	648	648	100%

¹ Excludes schools not required to report, such as the technical centers and Maine Indian Education.

² Includes 6 private, non-sectarian schools with 60% or more publicly-funded students.

Table 3. Number of schools reporting by detailed school level

School Type	Grade Span	# of School	# of Schools Reporting
Elementary School	K-6, K-8, Grades \leq 6	421	421
Middle School	4-5, 4-6, 4-8	94	94
High School	9-12	102	102
Junior-Senior High School	7-12	19	19
Combined Elementary & Secondary School	K-12	11	11
Special School	K-12	1	1
Total Schools	K-12	648	648

Definition of School Levels

Elementary school: A school composed of any span of grades in K-6 or any combination of grades in K-8 or any combination of grades less than or equal to grade 6 is considered an elementary school in Maine.

Middle school: A middle school is a separately organized and administered intermediate school between elementary and senior high school. It is usually composed of any combination of grades between 4 and 8 in Maine.

High school: A senior high school is a school offering the final years of school work necessary for graduation. It usually includes schools of any span of grades in 9-12, or any combination of middle and secondary grades in 7-12, or any combination of elementary and secondary grades (e.g. K-12 schools) in Maine.

- In *most* instances, schools are grouped by school level (elementary, middle, high) according to the highest grade level; for instances, combined elementary and secondary schools with grades k-12 are counted as high schools.
- High schools include six private schools providing Safe and Drug-Free Schools-related services to public school students.
- Junior-senior high schools are counted as senior high schools in this report
- The special school listed above is Pennacook Day Treatment Learning Center. Rather than a separate school, Pennacook is a special education program which draws students from other districts. It accommodates students from K through 12th grade and in 2005-06 had 19 students. For the sake of this report it was coded as a high school.

Excluding other educational institutions in Maine, such as the technology centers and Maine Indian Education schools and other private schools that are not required to report, the total number of schools counted is 648 for the purposes of this report. This number will be the basis for calculating percentages in the following tables unless otherwise stated.

Table 4. Enrollment of reporting schools by school level

School Level	# of Students	% of Students
Elementary School	91,844	47%
Middle School	38,572	20%
High School	65,419	33%
Total	195,835	100%

Table 5. Number and percentage of schools reporting by size of school

School Size	# of Schools	% of Schools
1 - 100 students	112	17%
101 - 300 students	287	44%
301 - 500 students	149	23%
501 - 1000 students	88	14%
1001 - 2000 students	12	2%

Enrollment figures for school year 2005-2006 are April 2006 estimates provided by the Maine Department of Education.

III. PREVENTION PROGRAMS, SERVICES & ACTIVITIES (PSAs)

A. Student-Targeted PSAs Offered by Schools

Table 6. Number and percentage of schools providing student-targeted PSAs by category

Category	# Schools Providing PSAs	% Schools Providing PSAs
Drug prevention instruction	487	75%
Counseling and referral services	429	66%
Violence prevention instruction	428	66%
Special, one-time events	391	60%
Conflict resolution/Peer mediation	386	60%
Student support services	317	49%
Before/after school activities	248	38%
Community service projects	239	37%
Curriculum acquisition or development	194	30%
Alternative education programs	119	18%
Services for out-of-school youth	36	6%

Table 7 . 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 Students Served per PSA
Elementary School	1,945	91,844	1:47	262,214	135
Middle School	535	38,572	1:72	111,045	208
High School	749	65,419	1:87	139,629	186
Total	3,274	195,835	1:60	512,888	157

Table 8. Number of drug and violence prevention programs by emphasis and school level

The following table indicates whether the primary emphasis of the student-targeted programs is on drug prevention, violence prevention or both.

Total prevention program offerings during 2005-6	3,274
Primary emphasis on drug prevention	812
Elementary School	458
Middle School	123
High School	231
Primary emphasis on violence prevention	1,058
Elementary School	713
Middle School	153
High School	192
Emphasis on both drug and violence prevention	1,404
Elementary School	774
Middle School	259
High School	371

Table 9. Number of prevention program offerings by emphasis and grade level

The number of programs, services, and activities in the following table reflects the number of offerings for each grade. A program may have been offered once at a school, to three different grade levels, and therefore, would be counted below as one program in each grade level.

Grade Level	Emphasis			Totals
	Drug	Violence	Both	
K	214	427	519	1,160
1	222	437	550	1,209
2	237	451	567	1,255
3	250	478	589	1,317
4	274	493	594	1,361
5	343	511	622	1,476
6	277	389	580	1,246
7	243	292	492	1,027
8	236	290	500	1,026
9	184	155	337	676
10	194	160	338	692
11	157	130	339	626
12	160	127	341	628

B. Professional Development Programs Offered by Schools

Table 10. Number of professional development offerings by school level

School Level	# Programs	% Programs
Elementary School	750	55%
Middle School	233	17%
High School	375	28%
Total	1,358	100%

Table 11. Number of professional development offerings by emphasis

Type of Professional Development	# of Programs	% of Total Programs	# of Schools Providing Training ³	% of Schools Providing Training
Emphasis on drug prevention	210	15%	154	24%
Emphasis on violence prevention	496	37%	281	43%
Emphasis on both drug and violence prevention	652	48%	351	54%
Emphasis on drug and/or Violence Prevention	1,358	100%	502	77%

³ This represents a duplicated count; each school could offer more than one type of training.

Table 12. Hours of professional development and number of staff trained by emphasis

Type of Professional Development	# Programs	Hours of Training	# Staff Trained ⁴	Average Hours per Program	Average # Staff per Program
Emphasis on drug prevention	210	2,074	2,568	9.9	12.2
Emphasis on violence prevention	496	3,803	7,704	7.7	15.5
Emphasis on both drug and violence prevention	652	7,824	11,197	12.0	17.2
Total	1,358	13,700	21,469	10.1	15.8

Table 13. Detailed list of professional development offerings: number of activities, participating schools and staff trained

Most Common Offerings	# Activities	# Schools Providing Training	% Schools Providing Training	# Staff Trained ⁴
Crisis Management	145	141	22%	3,304
Student Assistance Team Training	189	186	29%	1,315
Conflict Resolution & Mediation	167	149	23%	3,270
Civil Rights/Diversity Training	187	171	26%	3,491
Violence Prevention Training	150	135	21%	2,715
Bullying and Harassment Prevention Training	59	51	8%	978
Wellness Conference	109	101	16%	901
Life Skills - Substance Abuse Training	85	85	13%	768
Peer Mediation/Peer Helpers	41	41	6%	280
DARE	52	52	8%	919
Substance Abuse Awareness	80	55	8%	1,581
Mentoring	1	1	<1%	2
Other	93	74	11%	1,945

⁴ This represents a duplicated count, as one teacher participating in multiple activities would have been counted in each activity.

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

Table 14. Number of schools involving the community in prevention efforts by school level and type of involvement

School Level	# Schools	% Schools
Elementary School	256	61%
Middle School	65	69%
High School	106	80%
Total	427	66%

Type of Involvement	Elementary	Middle School	High School	Total Schools	% of Schools
Local advisory council	78	28	50	156	37%
Teacher/staff training	128	41	60	229	54%
Public awareness	158	34	64	256	60%
Joint services	125	37	62	224	52%
Fundraising	55	17	26	98	23%

Table 15. Number and percentage of schools involving students in prevention efforts by school level and type of involvement

School Level	# Schools	% Schools
Elementary School	172	41%
Middle School	54	57%
High School	90	68%
Total	316	49%

Type of Involvement	# Schools	% Total Schools ⁵	% Schools with Student Involvement
Evaluation/critiquing program effectiveness	113	17%	36%
Serving on advisory/planning council	29	4%	9%
Program and services planning, development, and delivery	147	23%	47%
Serving as program facilitators, peer mentors/helpers/mediators, support	31	5%	10%
Civil rights/diversity team planning and program delivery	54	8%	17%
Planning and delivery of special events (DARE, Health Fair, Great American Smokeout)	41	6%	13%
Producing information and resource materials (video, books/essays, posters)	25	4%	8%
Involvement in student awareness/self assessment activities	32	5%	10%
Other	13	2%	4%

⁵ Percent of total reporting schools (n=648)

IV. INCIDENCE OF PROHIBITED BEHAVIOR

A. Types of Prohibited Behavior

An “Incidence 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.

Table 16. Number of drug policy violations by school level and size

School Type	Drug Policy Violations	# Students Involved
Elementary School	55	71
Middle School	324	299
High School	1,934	1,654
All Schools	2,313	2,024

School Size ⁶	Drug Policy Violations	# Students Involved
1 - 100	41	35
101 - 500	763	693
501 - 1000	1,165	979
1001 - 2000	344	317

Table 17. Number of incidents of prohibited behavior by type and school level

School Level	Total Incidents	Weapon-Related	Drug Violations	Other
Elementary School	1,366	33	55	1,278
Middle School	3,334	84	324	2,926
High School	6,528	156	1,934	4,438
All Schools	11,228	273	2,313	8,642

Schools were asked to report a total number of incidents, the number of incidents that were weapon-related, and the number of drug policy violations. “Other” refers to those incidents that are not included in the weapons or drug count.

⁶ Based on 2005-6 enrollment figures.

Table 18. Average number of incidents per 100 students by school level

School Level	Total # Incidents	Total Enrollment	Avg. per 100 Students ⁷
Elementary School	1,366	91,844	1.5
Middle School	3,334	38,572	8.6
High School	6,528	65,419	10.0
All Schools	11,228	195,835	5.7

B. Offenders and Victims

Schools were asked to report the unduplicated count of victims and offenders involved in criminal or other serious offenses (excluding weapons-related incidents). For bomb threat or other bomb-related offenses, only the numbers of offenders were reported.

Table 19. Number of victims and offenders by type and school level

Type of Victim	Elementary School	Middle School	High School	Total
Students	808	1,970	1,966	4,744
School Personnel	106	192	180	478
Non-School Personnel	1	0	18	19
Unknown	58	86	623	767
Total	973	2,248	2,787	6,008

Type of Offender	Elementary School	Middle School	High School	Total
Students	787	1,866	4,125	6,778
Non-students	0	0	7	7
Unknown	54	42	384	480
Total	841	1,908	4,516	7,265

⁷ This is the average rate for all schools required to report (n=648).

Table 20. Average number of student offenders per 100 students

School Level	# Student Offenders	Avg. # Offenders per 100 Students ⁸
Elementary School	787	0.9
Middle School	1,866	4.8
High School	4,125	6.3
All Schools	6,778	3.5

Table 21. Number of bomb threats, and bomb-related incidents by school level⁹

School Level	# Bomb Threats	# Schools Reporting Bomb Threats	# of Bomb-Related Incidence	# Schools Reporting Bomb-Related Incidence
Elementary School	18	11	1	1
Middle School	22	12	3	3
High School	44	22	13	5
All Schools	84	45	17	9

Table 22. Number of bomb threat offenders by type and school level

School Level	Student	Non-student	Unknown	Total
Elementary School	11	0	6	17
Middle School	14	0	7	21
High School	16	1	18	35
Total	41	1	31	73

⁸ This is the average rate for all schools required to report (n=648).

⁹ See definition of Bomb Threat and Bomb-Related Incident in Appendix A: Reportable Incidents, page 26.

C. Incidence of Prohibited Behavior Resulting in Removal from School

Table 23. Number and percentage of incidents resulting in removal by school level

School Level	Total Removals		Removals per 100 Students
Elementary School	178	13%	1.9
Middle School	219	16%	5.7
High School	965	71%	14.8
Total	1,362	100%	7.0

Removal from school includes reported expulsions, students' removal to an alternative education setting, and long-term suspensions.

Table 24. Number and percentage of removals by type and school level, general education students vs. special education students

Removal Type	Elementary				Middle School				High School			
	Gen Ed	%	Spc Ed	%	Gen Ed	%	Spc Ed	%	Gen Ed	%	Spc Ed	%
Expulsion	9	10%	2	2%	23	20%	5	3%	185	28%	27	10%
Alt. Placement	67	75%	59	66%	39	34%	89	58%	152	23%	40	16%
Long-Term Susp. ¹⁰	13	15%	28	31%	53	46%	59	39%	321	49%	191	74%
Total	89	100%	89	100%	115	100%	153	100%	658	100%	258	100%

Table 25. Number of long-term suspensions by type, school level and student type

School Level	One Suspension >10 days		Sum of Suspensions > 10 days		Total	
	General	Spec Ed	General	Spec Ed	General	Spec Ed
Elementary School	10	12	3	16	13	28
Middle School	20	16	33	43	53	59
High School	66	30	255	161	321	191
Total	96	58	291	220	387	278
Grand Total	154		511		665	

¹⁰ Long-term suspension is defined as temporary removal from school greater than 10 days; two types of suspensions are counted in this category: 1) one suspension greater than 10 days, and 2) multiple short-term suspensions of one student totaling to greater than 10 days.

Table 26. Number of incidents resulting in removal by detailed incidence type, school level and student type

Act Category	Act Name	Elementary			Middle School			High School			Grand Total		
		Gen	Spec	Total	Gen	Spec	Total	Gen	Spec	Total	Gen	Spec	Total
Drug-Related	Alcohol possession/distribution	0	2	2	11	4	15	16	2	18	27	8	35
	Alcohol use	0	2	2	0	1	1	28	8	36	28	11	39
	Marijuana distribution	0	0	0	9	0	9	20	5	25	29	5	34
	Marijuana possession	0	0	0	5	0	5	62	9	71	67	9	76
	Marijuana use	0	0	0	0	0	0	28	4	32	28	4	32
	Other drug distribution	1	4	5	3	1	4	12	8	20	16	13	29
	Other drug possession	0	0	0	2	1	3	20	9	29	22	10	32
	Other drug use	0	0	0	0	1	1	7	7	14	7	8	15
	Tobacco possession/distribution	0	0	0	0	3	3	10	7	17	10	10	20
	Tobacco use	0	1	1	0	1	1	24	14	38	24	16	40
Total		1	9	10	30	12	42	227	73	300	258	94	352
Other Criminal Acts ¹¹	Arson	1	0	1	0	1	1	4	0	4	5	1	6
	Burglary/breaking and entering	0	0	0	0	0	0	2	1	3	2	1	3
	Buy/Receive/Distribute stolen property	0	0	0	0	0	0	0	0	0	0	0	0
	Extortion	0	0	0	0	0	0	0	0	0	0	0	0
	Hate crime/Bias incident	0	0	0	0	0	0	2	2	4	2	2	4
	Larceny/Theft/Other property offense	0	0	0	1	2	3	12	10	22	13	12	25
	Robbery	0	0	0	0	0	0	0	0	0	0	0	0
	Vandalism (criminal mischief)	1	0	1	0	2	2	9	9	18	10	11	21
	Total		2	0	2	1	5	6	29	22	51	32	27
Other Policy Violations	Disorderly conduct	11	22	33	25	31	56	79	56	135	115	109	224
	Fireworks offense	0	0	0	2	0	2	0	0	0	2	0	2
	Sexual offense (non-forcible)	0	0	0	0	1	1	0	1	1	0	2	2
	Skipping school	0	0	0	1	0	1	33	15	48	34	15	49
	Trespassing	0	0	0	0	0	0	0	0	0	0	0	0
	Truancy	1	0	1	1	0	1	53	15	68	55	15	70
	Total		12	22	34	29	32	61	165	87	252	206	141
Personal Offense	Simple/Aggravated Assault/Battery	2	6	8	2	7	9	15	10	25	19	23	42
	Fighting/Pushing	36	12	48	3	6	9	88	40	128	127	58	185
	Gang fighting	0	0	0	0	0	0	0	0	0	0	0	0
	Harassment: other	5	5	10	11	8	19	25	7	32	41	20	61
	Harassment: sexual	8	2	10	6	1	7	7	2	9	21	5	26
	Physical attack/Other pers. offense	8	16	24	9	10	19	12	7	19	29	33	62
	Threat/Intimidation	4	13	17	16	14	30	44	44	88	64	71	135
	Sexual Battery	0	0	0	0	0	0	0	1	1	0	1	1
	Total		63	54	117	47	46	93	191	111	302	301	211
Weapon-Related	Assault with firearm	0	0	0	0	0	0	0	0	0	0	0	0
	Assault with other weapon	0	0	0	0	0	0	3	4	7	3	4	7
	Bomb threat	3	2	5	3	4	7	10	3	13	16	9	25
	Bomb-related offense	0	0	0	0	0	0	1	0	1	1	0	1
	Other weapon assault/offense	3	1	4	0	0	0	10	2	12	13	3	16
	Possession of a firearm	1	0	1	1	0	1	2	1	3	4	1	5
	Possession of other weapon	4	1	5	4	5	9	20	4	24	28	10	38
	Sale/Transfer of a weapon	0	0	0	0	0	0	0	0	0	0	0	0
	Total		11	4	15	8	9	17	46	14	60	65	27
Grand Total		89	89	178	115	104	219	658	307	965	862	500	1362

¹¹ Other Criminal Acts does not mean that criminal prosecution necessarily occurred in these incidents, but rather that the types of offenses reported *may* be subject to legal action.

Table 27. Number of removals of special education students by removal type and school level

Removal Type	Elementary School		Middle School		High School		Total	
	#	%	#	%	#	%	#	%
Expulsion	2	2%	5	3%	27	19%	34	7%
Alternative Placement	59	66%	89	58%	40	16%	188	38%
Long-Term Suspension	28	31%	59	39%	191	74%	278	56%
Totals	89	100%	153	100%	258	100%	500	100%

Table 28. Number and percentage of removals of special education students by general category of offense

Act	Elementary		Middle		High School		Total	
	#	%	#	%	#	%	#	%
Personal Offense	54	61%	46	44%	111	36%	211	42%
Drug-Related	9	10%	12	12%	73	24%	94	19%
Other Policy Violations	22	25%	32	31%	87	28%	141	28%
Weapon-Related	4	4%	9	9%	14	5%	27	5%
Other Criminal Acts	0	0	5	5%	22	7%	27	5%
Total	89	100%	104	100%	307	100%	500	100%

Table 29. Number of removals of special education students by removal type and type of disability

Disability	Expulsion	Alternative Education	Long-Term Suspension	Total	% of Removals
Mental Retardation	1	7	3	11	2%
Hearing Impairment	0	3	0	3	1%
Speech and Language Impairment	1	5	17	23	5%
Visual Impairment	0	0	0	0	0%
Behavioral Impairment	3	89	61	153	31%
Orthopedic Impairment	0	0	0	0	0%
Other Health Impairment	9	27	75	111	22%
Learning Disability	18	42	104	164	33%
Deaf and Blind	0	0	0	0	0%
Multiple Handicaps	2	11	18	31	6%
Autism	0	3	0	3	1%
Traumatic Brain Injury	0	1	0	1	<1%
Total	34	188	278	500	100%

V. Trends: 2001-02 to 2005-06

A. Prevention PSAs Offered

Table 30. Number and percentage of schools offering PSAs by category and school year

Category	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Schools		Schools		Schools		Schools		Schools	
	#	%	#	%	#	%	#	%	#	%
Alternative education programs	93	14%	90	13%	99	15%	98	15%	119	18%
Before/after school activities	218	33%	217	32%	238	36%	257	39%	248	38%
Community service projects	198	30%	196	29%	220	33%	223	34%	239	37%
Conflict resolution & peer mediation	372	57%	356	53%	354	54%	367	56%	391	60%
Counseling and referral services	424	64%	447	67%	436	66%	416	64%	429	66%
Curriculum acquisition and development	242	37%	218	33%	235	36%	207	32%	194	30%
Drug prevention instruction	496	75%	505	75%	505	76%	504	77%	487	75%
Services for out-of-school youth	27	4%	20	3%	25	4%	25	4%	36	6%
Special one-time events	371	56%	361	54%	384	58%	376	58%	386	60%
Support groups	326	50%	314	47%	312	47%	310	48%	317	49%
Violence prevention instruction	382	58%	392	59%	396	60%	410	63%	428	66%
Number of Schools Reporting¹²	658		669		661		651		648	

¹² Total of schools reporting (648), not just those reporting PSAs

Table 31. Number of PSAs by emphasis, school level and school year

Primary Emphasis on:	School Level	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Drug Prevention	All Schools	826 (26%)	787 (25%)	804 (25%)	839 (26%)	812 (25%)
	Elementary	516	461	455	489	458
	Middle School	131	134	136	134	123
	High School	179	192	213	216	231
Violence Prevention	All Schools	920 (29%)	961 (31%)	974 (30%)	1,031 (32%)	1,058 (32%)
	Elementary	645	661	668	722	713
	Middle School	139	145	134	149	153
	High School	136	155	172	160	192
Drug and Violence Prevention	All Schools	1,403 (45%)	1,368 (44%)	1,426 (45%)	1,323 (41%)	1,404 (43%)
	Elementary	756	731	788	736	774
	Middle School	260	260	265	240	259
	High School	387	377	373	347	371
Total	All Schools	3,149	3,116	3,204	3,193	3,274

Table 32. Number and percentage of professional development offerings by emphasis and school year

Emphasis	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Programs		Programs		Programs		Programs		Programs	
	#	%	#	%	#	%	#	%	#	%
Drug Prevention	152	11%	162	14%	192	17%	162	15%	210	15%
Violence Prevention	551	40%	465	40%	407	36%	403	37%	496	37%
Drug and Violence Prevention	668	49%	545	46%	534	47%	534	48%	652	48%
Total	1,371	100%	1,172	100%	1,133	100%	1,099	100%	1,358	100%

Table 33. Number of contact hours and staff trained by program emphasis and school year

Emphasis	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	hours	staff	hours	staff	hours	staff	hours	staff	hours	staff
Drug Prevention	2,788	2,704	2,570	1,964	2,758	2,174	2,176	2,635	2,074	2,568
Violence Prevention	6,315	11,141	5,415	7,625	3,783	6,763	3,659	6,698	3,803	7,704
Drug and Violence Prevention	8,764	10,515	9,024	7,631	7,478	7,380	8,367	6,730	7,824	11,197
Total	17,867	24,360	17,009	17,220	14,018	16,317	14,202	16,063	13,700	21,469

B. Incidence of Prohibited Behavior

Table 34. Number of incidents of prohibited behavior and incidence rate per 100 students¹³ by school level and school year

School Level	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Total Incidents	Incidents per 100 Students	Total Incidents	Incidents per 100 Students	Total Incidents	Incidents per 100 Students	Total Incidents	Incidents per 100 Students	Total Incidents	Incidents per 100 Students
Elementary	2,333	2.3	1,904	1.9	2,242	2.3	1,650	1.7	1,366	1.5
Middle School	3,360	8.7	2,969	7.5	2,681	6.7	3,297	8.3	3,334	8.6
High School	4,665	7.2	5,555	8.2	5,916	8.7	7,432	11.0	6,528	10.0
All Schools	10,358	5.0	10,428	5.1	10,839	5.3	12,379	6.1	11,228	5.7

Table 35. Number of student offenders and rate per 100 students by school type and school year¹⁴

School Level	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Student Offenders	Offenders per 100 Students	Student Offenders	Offenders per 100 Students	Student Offenders	Offenders per 100 Students	Student Offenders	Offenders per 100 Students	Student Offenders	Offenders per 100 Students
Elementary	1,574	1.5	1,171	1.2	1,490	1.6	1,132	1.2	787	0.9
Middle School	2,128	5.5	1,779	4.5	2,085	5.2	2,030	5.1	1,866	4.8
High School	3,170	4.9	3,587	5.3	3,862	5.7	5,051	7.5	4,125	6.3
All Schools	6,872	3.3	6,537	3.2	7,437	3.7	8,213	4.0	6,778	3.5

¹³ Incidents per 100 students for 2001-02 are based on 1999-00 enrollment; rates for other years are based on that year's actual enrollment.

¹⁴ Offenders per 100 students for 2001-02 are based on 1999-00 enrollment; rates for other years are based on that year's actual enrollment.

Table 36. Number and percentage of victims by type and school year

Type of Victim	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student	8,012	88%	6,650	83%	7,068	83%	6,948	82%	4,744	79%
School Personnel	875	10%	793	10%	786	9%	821	10%	478	8%
Non-school Personnel	100	1%	18	<1%	14	<1%	19	<1%	19	<1%
Unknown	124	1%	526	7%	612	7%	633	8%	767	13%
Total Victims	9,111	100%	7,987	100%	8,480	100%	8,421	100%	6,008	100%

Table 2005.Removals from School

Table 37. General Education Students: Number and percentage of removals by type, school level and school year¹⁵

School Level	2001-2002						2002-2003						2003-2004					
	Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension	
Elementary	19	18%	66	63%	19	18%	31	34%	54	59%	7	8%	8	9%	77	85%	6	7%
Middle School	112	43%	73	28%	78	30%	117	51%	30	13%	84	36%	21	19%	48	43%	43	38%
High School	144	33%	122	28%	171	39%	149	32%	79	17%	240	51%	114	26%	142	32%	187	42%
Total	275	34%	261	32%	268	33%	297	38%	163	21%	331	42%	143	22%	267	41%	236	37%

School Level	2004-2005						2005-2006					
	Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension	
Elementary	4	7%	46	75%	11	18%	9	10%	67	75%	13	15%
Middle School	14	13%	35	32%	60	55%	23	20%	39	34%	53	46%
High School	141	33%	72	17%	218	51%	185	28%	152	23%	321	49%
Total	159	26%	153	25%	289	48%	217	25%	258	30%	387	45%

¹⁵ Percentages are within school type; e.g., in 2005-2006, 10% of the general education student removals in the elementary grades were expulsions. Some totals do not equal 100% due to rounding.

Table 38. Special Education Students: Number and percentage of removals by type, school level and school year¹⁶

School Level	2001-2002						2002-2003						2003-2004					
	Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension	
Elementary	3	3%	64	74%	19	22%	4	5%	60	79%	12	16%	4	5%	72	90%	4	5%
Middle School	7	8%	49	53%	36	39%	15	15%	39	39%	47	47%	10	13%	27	35%	40	52%
High School	34	25%	43	32%	57	43%	23	13%	36	20%	124	68%	30	15%	66	32%	109	53%
Total	44	14%	156	50%	112	36%	42	12%	135	38%	183	51%	44	12%	165	46%	153	42%

School Level	2004-2005						2005-2006					
	Expulsion		Alternative Placement		Long-Term Suspension		Expulsion		Alternative Placement		Long-Term Suspension	
Elementary	6	9%	43	65%	17	26%	2	2%	59	66%	28	31%
Middle School	5	6%	45	55%	32	39%	5	3%	89	58%	59	39%
High School	23	11%	59	27%	136	62%	27	10%	40	16%	191	74%
Total	34	9%	147	40%	185	51%	34	7%	188	38%	278	56%

¹⁶ Percentages are within school type; e.g., in 2005-2006, 2% of the special education student removals in the elementary grades were expulsions. Some totals do not equal 100% due to rounding.

Table 39. General Education Students: Number and percentage of removals by type of offense and school year

Act	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%
Personal Offense	332	41%	324	41%	239	37%	214	36%	301	35%
Drug-Related	237	29%	222	28%	211	33%	203	34%	258	30%
Other Policy Violations	144	18%	158	20%	100	15%	101	17%	206	24%
Weapon-Related	65	8%	43	5%	47	7%	59	10%	65	8%
Other Criminal Acts	26	3%	44	6%	49	8%	24	4%	32	4%
Total	804	100%	791	100%	646	100%	601	100%	862	100%

Table 40. Special Education Students: Number and percentage of removals by type of offense and school year

Act	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%
Personal Offense	139	45%	156	43%	153	42%	166	45%	211	42%
Drug-Related	57	18%	76	21%	83	23%	63	17%	94	19%
Other Policy Violations	75	24%	85	24%	74	20%	93	25%	141	28%
Weapon-Related	35	11%	28	8%	38	10%	30	8%	27	5%
Other Criminal Acts	6	2%	15	4%	14	4%	14	4%	27	5%
Total	312	100%	360	100%	362	100%	366	100%	500	100%

APPENDIX A: Reportable Incidents

Aggravated Assault: An attempt to cause or purposely cause serious bodily injury to another, i.e., injury that creates a substantial risk of death or which causes permanent disfigurement, or protracted loss or impairment of the functions of any bodily member or organ. *Example: A student pushes another student in the cafeteria and a fight breaks out. Three students become involved in the altercation and one student ends up with a broken arm. All three students were suspended from school and criminal charges are pending.*

Alcohol-Related: Possession, sale, manufacture, distribution, use, or showing evidence of use of any alcoholic substances.

Arson: Willful or malicious burning or attempt to burn a public building, motor vehicle, personal property, etc.

Assault with Firearm: An attempt to cause or purposely cause serious bodily injury to another by use of a firearm. (See also: "Possession of Firearm" definition.)

Assault with Other Weapon: An attempt to cause or purposely cause serious bodily injury to another by use of a weapon other than a firearm. (See also: "Possession of Other Weapon" definition.)

Battery: A harmful or offensive touching of one person by another.

Bomb Threat: Involves a spoken, written, called-in, or other communication that a bomb is present, but no actual bomb is found.

Bomb-Related: Situation where some sort of bomb or materials to make a bomb is actually found.

Bullying: Bullying is reportable as "Injurious Hazing." See "Injurious Hazing" definition.

Burglary / Breaking and Entering: The unlawful entry of a structure to commit felony or theft. (Attempted forcible entry is included.)

Disorderly Conduct: Any act of public disturbance intentionally caused by any person who substantially disrupts, disturbs or interferes with the teaching of students at any public or private educational institution or engages in conduct which disturbs the peace, order, or discipline at any public or private educational institution or on the grounds adjacent thereto. (Examples might be pulling a fire alarm; disruptive demonstrations; smoke or stink bombs; outbursts that warrant calling police or security.)

Extortion: The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear, or threat.

Fighting: A physical confrontation involving two or more individuals in which physical harm is intended. EXCLUDES MINOR VERBAL CONFRONTATIONS OR OTHER MINOR CONFRONTATIONS SUCH AS SLIGHT PUSHING/SHOVING.

Fireworks: Detonation of firecrackers, fireworks, or other type materials.

Gang Fight: Fighting behavior (as defined under fighting) but related to gangs (somewhat organized groups of some duration, sometimes characterized by turf concerns, symbols, special dress and colors, recognized as a gang by its members and others).

Hate Crime/Bias: A hate crime is an act of violence, threat of violence, or property damage. A bias incident is an act of hate that is not a crime. Both are incidents directed against a person, private property, or public property where the motive for the commission of the act is based on prejudice or bias against race, national or ethnic origin, gender, religion, sexual orientation, or disability. Common sense determination of whether or not an incident was a bias or hate-related offense should be based on consideration of multiple factors that may surround the incident, such as: 1) admission by the offender(s) of bias motivation; 2) obvious signs of bias, e.g., racial epithets uttered, hate graffiti; 3) the victim(s) expressing that bias motives were involved; or 4) a history of bias or hate-related offenses between students from the groups involved.

Homicide: A killing of one human being by another, i.e., without reference to guilt or innocence.

Injurious Hazing (Includes Bullying): Any action or situation that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school. Often associated with name calling, teasing about gender, personal appearance, and threats of physical harm. *Example: A student makes another student give up a seat on the bus.*

Kidnapping: The unlawful seizure, transportation and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian.

Larceny / Theft: The unlawful taking, carrying, leading, or riding away of property from the possession of another, not taken by force and violence. *Examples: A student goes into another student's book bag to remove personal items; theft from the locker room during PE or after school when students are participating in sporting events.*

Marijuana-Related: Possession, sale, manufacture, distribution, use, or showing evidence of use of marijuana substances.

Motor Vehicle Theft: Theft or attempted theft of a motor vehicle.

Other Drug-Related: Illegal drug possession, sale, manufacture, distribution, use, being under the influence of drugs other than tobacco, alcohol or marijuana. (Includes "huffing" or inhaling mind-altering substances. Includes substances represented as drugs. Includes drug paraphernalia possession or use of drugs such as steroids, speed, cocaine, heroin, etc. Includes taking or selling prescription drugs not intended for the individual involved, such as Ritalin or painkillers. Includes over the counter drugs or legal substances if abused by the student, including glue, substances in aerosol cans, paint thinner, etc. EXCLUDES TOBACCO, ALCOHOL, AND MARIJUANA.

Physical Attack: Physically pushing, hitting, or otherwise attacking another student or staff member, including striking a staff member who is intervening in a fight or other disruptive activity. EXCLUDES MINOR VERBAL CONFRONTATIONS OR OTHER MINOR CONFRONTATIONS SUCH AS SLIGHT PUSHING/SHOVING.

Possession of a Firearm: Possession of a handgun, rifle, or shotgun. (Does not include BB guns and other air-powered rifles; they should be considered "other weapons.") According to the Gun-Free Schools Act and the United States Code (18 USC 921), firearms include:

Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;

The frame or receiver of any weapon described above;
Any destructive device, which includes:

- (A) any explosive, incendiary, or poison gas
 - (1) bomb
 - (2) grenade
 - (3) rocket having a propellant charge of more than four ounces
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce
 - (5) mine
 - (6) similar device

(B) any weapon which will, or which may readily be converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

(C) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
Possession of Other Weapon: Any instrument or object, OTHER THAN A FIREARM, possessed or used to inflict harm on another person, or to intimidate any person. Examples include all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pens and pencils); numchucks; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; explosives or propellant type weapons not listed in the "Possession of a Firearm" definition.

Robbery: Larceny from the person or presence of another by violence or threat.

Sale or Transfer of a Weapon: Selling or transferring a firearm or other weapon.

Sexual Battery: Sexual contact forcibly and/or against the person's will or where the victim is incapable of giving consent.

Sexual Offense (non-forcible): Lewd behavior; indecent exposure; includes sexual contact without force or threat of force and where the involved parties are capable of consenting.

Simple Assault: An attempt to cause, threaten to cause, or purposely cause bodily injury to another, including verbally abusive language.

Stolen Property: Buying, selling, receiving or distributing stolen property.

Threat / intimidation: Physical or verbal threat; to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack.

Tobacco-Related: Possession, sale, manufacture, distribution, use, or showing evidence of use of any tobacco substances.

Trespassing: To enter uninvited and unlawfully upon the land or property of another.

Truancy: A student is truant when an absence of 1/2 day is not excused. A student is habitually truant if the student has attained the equivalent of 10 full days of non-excused absences or 7 consecutive school days of non-excused absences during a school year.

Vandalism (criminal mischief): Willful and/or malicious destruction, damage or serious defacement of school or personal property without consent. Examples would include destroying school computer records, graffiti, spray painting walls, destroying property.

APPENDIX B: Legal Definition of Students with Disabilities¹⁷

3. STUDENTS WITH DISABILITIES

3.1 Student with a Disability; General Definition

This rule addresses the duty to provide a free appropriate public education to a "student with a disability."

A student with a disability is an individual who:

- A. Has reached the age of 5 years on or before October 15;
- B. Has neither graduated from a secondary school program with a regular high school diploma nor reached 20 years of age at the start of the school year; and
- C. Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.

A student with a disability shall have one or more of the disabilities listed in this section (Part 3, Students with Disabilities).

3.2 Autism

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability, as defined in §3.5 of these rules.

A student who manifests the characteristics of autism after age 3 could be identified as a student with autism if the criteria in the preceding section are satisfied.

3.3 Deaf-Blindness

A student who has deaf-blindness exhibits concomitant visual and hearing impairments, the combination of which causes such severe communication, and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

3.4 Deafness

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

3.5 Emotional Disability

A student with an emotional disability has a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance:

¹⁷ From Maine Department of Education, 1999: "Maine Special Education Regulations", Augusta, ME. http://www.maine.gov/education/speced/1999%20Regs%20Effective%2062403.rtf#_Toc463842854.

- A. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- C. Inappropriate types of behaviors or feelings under normal circumstances;
- D. A general pervasive mood of unhappiness or depression;
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are "socially maladjusted," unless it is determined that they have an emotional disability.

3.6 Hearing Impairment

A student who has a hearing impairment has an impairment in hearing whether permanent or fluctuating, and that adversely affects the student's educational performance but who is not included under the definition of deafness in §3.4.

3.7 Mental Retardation

A student with mental retardation exhibits significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affect the student's educational performance.

3.8 Multiple Disabilities

A student with multiple disabilities exhibits concomitant impairments (such as mental retardation and blindness, mental retardation and orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include students who have deaf-blindness.

3.9 Orthopedic Impairment

A student with an orthopedic impairment exhibits a severe orthopedic impairment that adversely affects the student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

3.10 Other Health Impairment

A student with an other health impairment exhibits limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia, and that adversely affects the student's educational performance.

3.11 Specific Learning Disability

A student with a specific learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken

or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The Pupil Evaluation Team may determine that a student has a specific learning disability if:

1. The student does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (2) of this section, if provided with learning experiences appropriate for the student's age and ability levels; and
2. The Team finds that the student has a severe discrepancy between the student's achievement and intellectual ability as determined by individualized assessment of intelligence and academic achievement in one or more of the following areas:

Oral expression;

Listening comprehension;

Written expression;

Basic reading skill;

Reading comprehension;

Mathematical calculation; or

Mathematical reasoning.

The Pupil Evaluation Team may not identify a student as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of visual, hearing or motor impairments; mental retardation; emotional disability; or environmental, cultural, or economic disadvantage.

3.12 Speech and Language Impairment

A student with a speech and language impairment has a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects the student's educational performance.

3.13 Traumatic Brain Injury

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

3.14 Visual Impairment including blindness

A student with a visual impairment has an impairment in vision that, even with correction, adversely affects the student's educational performance. The term includes both partial sight and blindness.