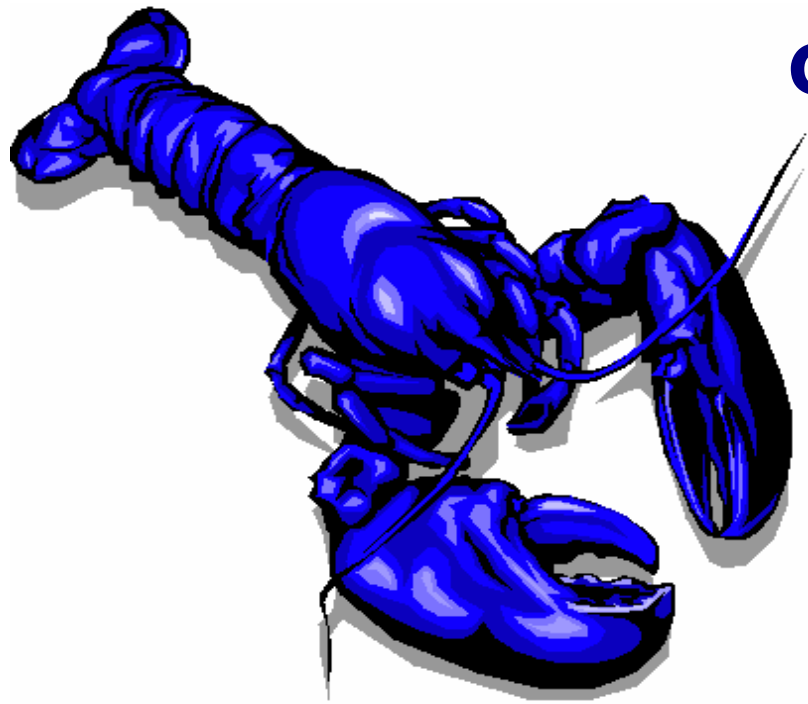


# **Maine**

## **Safe and Drug-Free Schools and Communities Act Program**



## **Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2002-2003**

**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 and Drug-Free Schools and Communities Act Program website at: <http://www.mainesdfsca.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 2002-2003**

**Prepared by:**

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**April, 2004**

## **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. One hundred percent of schools required to report responded to the request for data on their Safe and Drug-Free Schools-related prevention programs and incidence of prohibited behavior.

We would also like to acknowledge the following people who provided assistance to the Safe and Drug-Free Schools and Communities Act Data Collection project:

Stacey Moody  
Data Control Specialist  
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# TABLE OF CONTENTS

	<b>Page</b>
<i>LIST OF CHARTS</i> .....	<i>i</i>
I: INTRODUCTION .....	1
II: METHODOLOGY.....	2
III: DEMOGRAPHICS .....	3
IV: PREVENTION PROGRAMS, SERVICES AND ACTIVITIES (PSAs)	
A. PSAs Offered by Local Education Agencies (LEAs) .....	6
B. Student-Targeted PSAs Offered by Schools .....	7
C. Professional Development Programs Offered by Schools .....	11
D. Involvement of Community Organizations in Prevention Efforts .....	13
E. Student Involvement in Designing, Delivering or Critiquing PSAs.....	15
F. Funding for Drug and Violence Prevention Efforts .....	16
V: INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS	
A. Types of Prohibited Behavior .....	17
B. Number and Types of Offenders and Victims.....	20
C. Prohibited Behavior Resulting in Removal from School.....	22
VI: TRENDS: 1998-99 to 2002-03	
A. Prevention PSAs Offered .....	27
B. Incidence of Prohibited Behavior.....	30
C. Removals from School .....	34

# LIST OF CHARTS

<b>Figure</b>	<b>Page</b>
1: Breakdown of Schools by School Level.....	3
2: Enrollment of Reporting Schools by School Level.....	4
3: Number and Percentage of Schools by Size .....	5
4: Percentage of <u>LEAs</u> Providing Programs, Services and Activities .....	6
5: Percentage of <u>Schools</u> Providing Programs, Services and Activities .....	7
6: Number and Percentage of Prevention Program Offerings by Emphasis.....	8
7: Number of Prevention Programs Offered by Grade Level.....	9
8: Students Served by Prevention PSAs by School Level.....	10
9: Percentage of Professional Development Programs by Emphasis .....	11
10: Professional Development: Amount of Training.....	12
11: Percentage of Schools with Community Involvement in PSAs by School Level.....	13
12: Type of Community Involvement .....	14
13: Type of Student Involvement .....	15
14: Sources of LEA Funding for Prevention-Related Programming .....	16
15: Number of Incidents by Type of Prohibited Behavior.....	17
16: Number of Bomb Threats and Bomb-Related Incidents .....	18
17: Number of Incidents per 100 Students .....	19

## LIST OF CHARTS (continued)

<b>Figure</b>	<b>Page</b>
18: Number and Percentage of Offenders by School Type and Type of Offender .....	20
19: Number and Types of Victims.....	21
20: Number and Percentage of Incidents Resulting in Removal by School Level.....	22
21: Number and Percentage of Students Removed by Type of Removal .....	23
22: Removal: Incidents Resulting in Students' Removal from School by School Level.....	24
23: Number and Percentage of Removals by Type of Offense .....	25
24: Number and Type of Removals of Special Education Students .....	26
25: Trend in Percentage of Schools Offering PSAs, 1998-99 to 2002-03 .....	27
26: Trend in Student PSA Emphasis, 1998-99 to 2002-03.....	28
27: Trend in Emphasis of Professional Development, 1998-99 to 2002-03.....	29
28: Trend in Incidents per 100 Students by School Level, 1998-99 to 2002-03 .....	30
29: Trend in Number of Offenders per 100 Students, 1998-99 to 2002-03 .....	31
30: Trend in Distribution of Type of Victim, 1998-99 to 2002-03.....	32
31: Trend in Number of Bomb Threats, 1999-00 to 2002-03.....	33
32: Trend in Removals of Regular and Special Education Students, 1998-99 to 2002-03.....	34
33: Trend in Offenses Resulting in Removal, 1998-99 to 2002-03.....	35

# 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 2002-2003 school year which was the first full year of reporting under the No Child Left Behind Act. 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 definitions, an explanation of methodology, and additional data analysis.

## **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. 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. As a result, several changes were made to the Incidence of Prohibited Behavior (IPB) online reporting system. For the 2001-2002 reporting period, some worksheets were modified or consolidated and the definition of what constituted a reportable incident was refined to include only incidents of a more serious nature. This change resulted in a significant decrease in the number of reported incidents compared to previous years. This practice was continued for the 2002-2003 reporting period.

## 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 2002-2003 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act of 1997 (IDEA '97). OSA and DOE worked collaboratively to develop a coordinated system of web-based reporting that meets federal and state requirements.

Six hundred sixty-nine (669) Maine schools from 163 Local Education Agencies (LEAs) participated in the 2002-2003 SDFSCA Data Collection Project. This represents 100% of the schools required to submit a report to the state. (In this report the LEA can be a coalition of School Administration Units (SAUs), so the terms are not interchangeable).

To promote accuracy to the extent possible, data submitted by Maine LEAs were reviewed and verified by OSA staff.

The data were then aggregated and provided 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 can facilitate a better understanding of state and local prevention programs and their impact on the occurrence of prohibited behavior, as well as provide a basis for the development of programs and revision of continued efforts for safe and drug-free schools and communities.

If more detail is needed, a Technical Report is also available.

The general topics covered in this report are: a demographic overview of schools; information on SDFSCA prevention programs, services and activities; reported incidents of prohibited behavior and removals from school; and a summary section comparing results back to 1998-99 when the program was initiated, enabling the reader to detect trends that might be emerging.

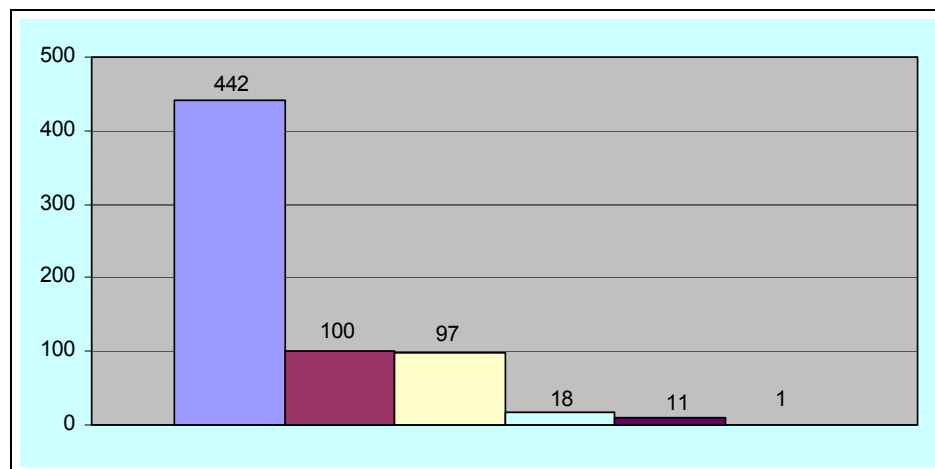
The graphical layout of the data is intended to provide maximum ease of use; however, some points may need further explanation:

1. School percentages are usually based on the total number of schools reporting in 2002-03, although occasionally the total is the number of schools reporting a particular data item, such as schools reporting community involvement in PSAs (p.14). These exceptions are noted.
2. Some of the data represent duplicate counts of schools or individuals; such as the number of faculty members attending staff development programs. Since one staff member can attend multiple programs, total attendees can exceed the total number of participating staff, and percentages can exceed 100%.
3. Occasionally the sum of percentages does not exactly equal 100% due to rounding. This is not an error in calculation.
4. In 2001-2002, the definition of reportable incidents was tightened to exclude minor confrontations, such as pushing or shoving. As a result, the number of reported incidents has dropped markedly. This is to be noted when comparing these data from previous years.
5. In 2000-01 and 2001-02 the enrollment figures for 1999-00 were presented instead of the enrollment for the reporting year. That oversight has been corrected and the enrollment figures for 2002-03, obtained from DOE (updated 3/25/04), were used in this report.

### III. DEMOGRAPHICS

#### Schools Participating in the Maine SDFSCA Data Collection Project

Figure 1: Breakdown of Schools by School Level<sup>1</sup>



Elementary School.....	442
Senior High School.....	100
Middle / Jr. High School.....	97
Jr. / Sr. High School.....	18
Combined Elementary and Secondary School.....	11
Special School.....	1
<b>Total .....</b>	<b>669</b>

<b>Number of Schools</b>	
Total Number in Maine	707
Number Required to Report <sup>2</sup>	669
<b>Number Reporting</b>	<b>669</b>

Number of Schools Reporting by School Level

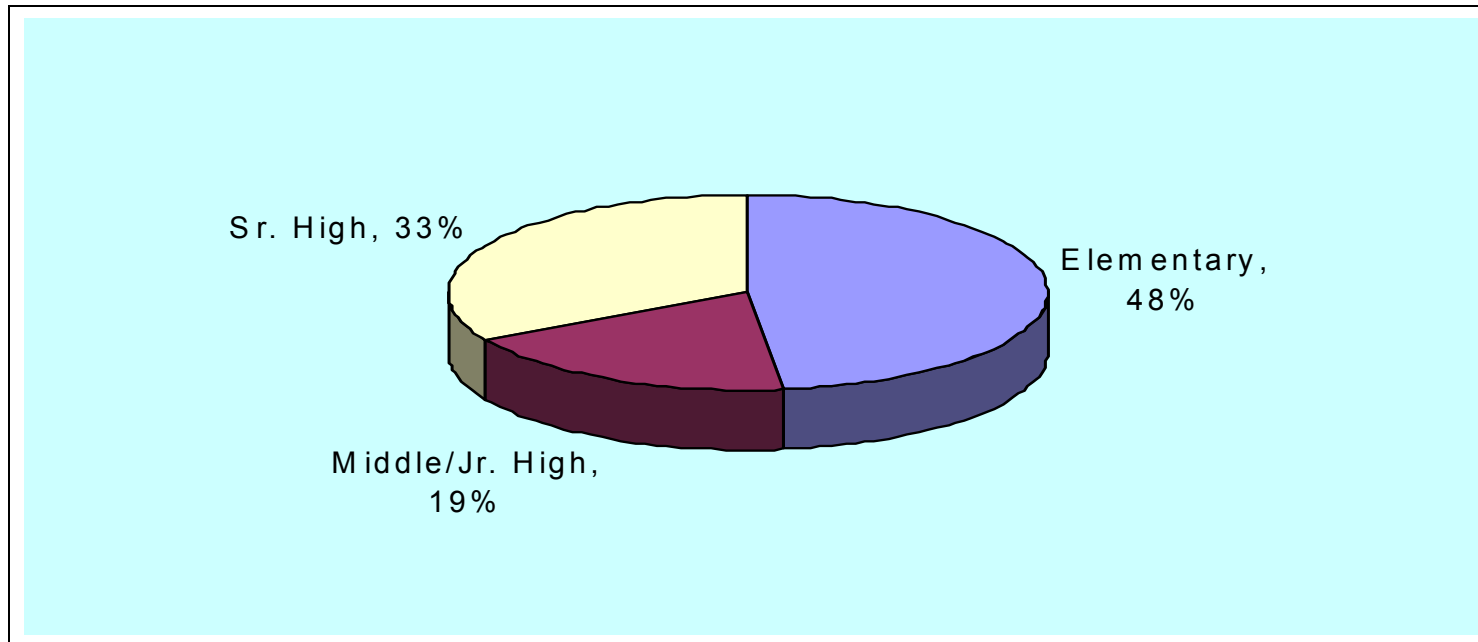
School Level	Schools Required to Report	Schools Reporting	
		Number	Percentage
Elementary School	442	442	100%
Middle/Jr. High School	97	97	100%
Sr. High School <sup>3</sup>	130	130	100%
<b>Total Schools</b>	<b>669</b>	<b>669</b>	<b>100%</b>

<sup>1</sup> For a definition of school levels, refer to the Technical Report, page 3.

<sup>2</sup> Excludes schools not required to report, such as Maine Indian Education schools and the Maine School of Science and Mathematics. Schools in the Unorganized Territories were required to report for the first time in 2002-2003.

<sup>3</sup> Includes six private, non-sectarian schools with 60% or more publicly-funded students.

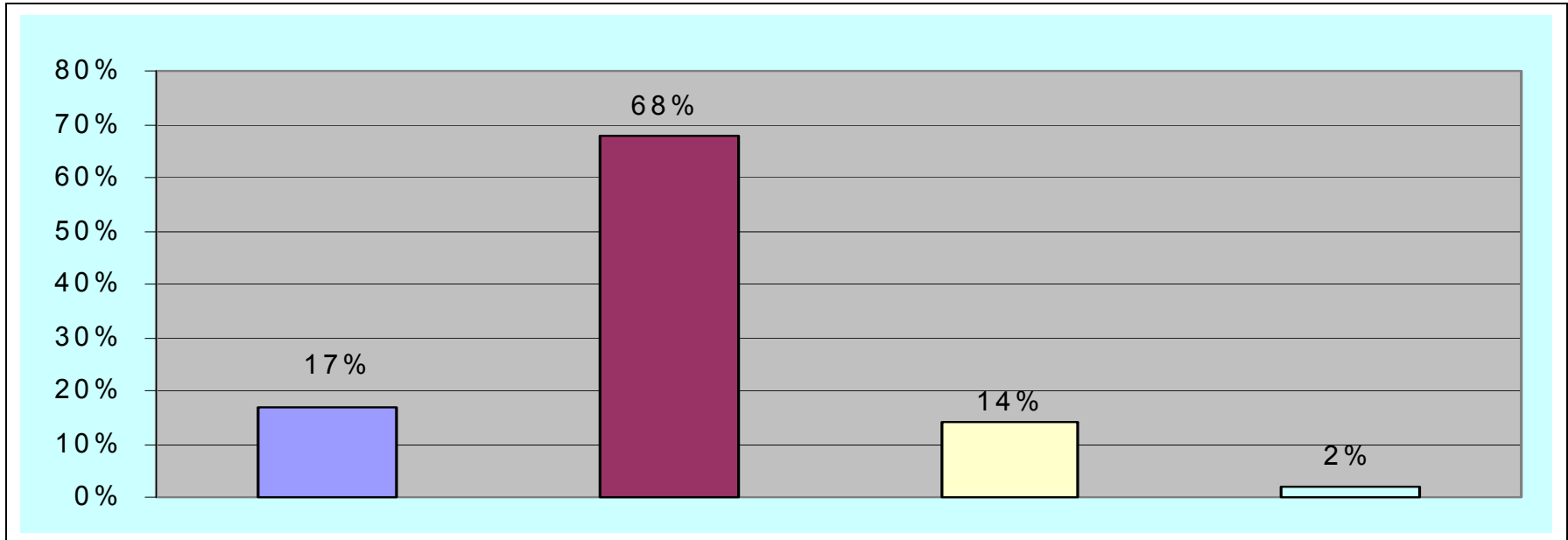
**Figure 2: Enrollment of Reporting Schools by School Level**



School Level	# of Students	% of Enrollment
Elementary School.....	97,653.....	48%
Middle/Jr. High School.....	39,759.....	19%
Sr. High School.....	67,713.....	33%
<b>Total.....</b>	<b>205,125</b>	

- Elementary students made up the largest student population group (48%).
- Sr. high school students made up the second largest student population group (33%).
- Middle school students made up the smallest student population group (19%).

**Figure 3: Number and Percentage of Schools by Size**



School Size	# of Schools	% of Schools <sup>4</sup>
1 – 100 students	111	17%
101 – 500 students	454	68%
501 – 1,000 students	91	14%
1,001 – 2,000 students	13	2%

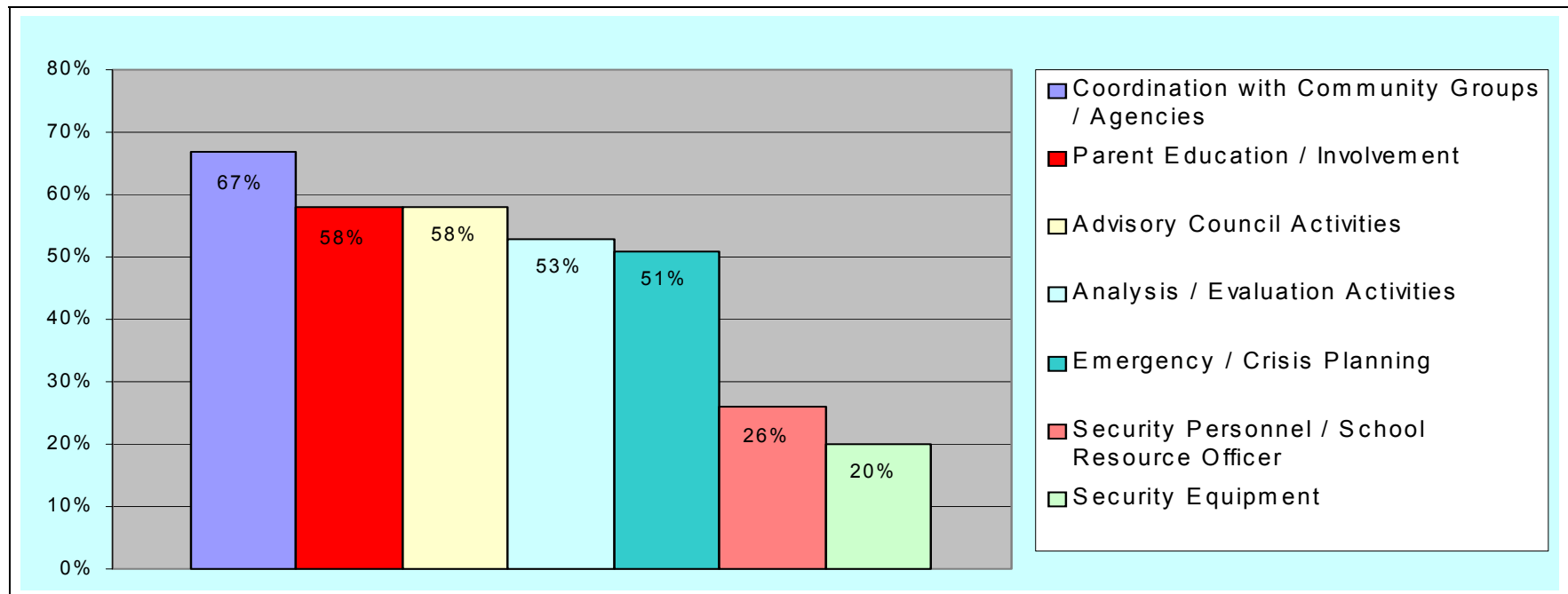
- In Maine, the vast majority (68%) of schools reporting had an enrollment of between 101 and 500 students.
- Only 2% of reporting schools had a student enrollment of more than 1,000.

<sup>4</sup> Here, and throughout this report, some percentage totals do not equal 100% due to rounding.

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

### A. PSAs Offered by Local Education Agencies (LEAs)

Figure 4: Percentage of LEAs Providing Programs, Services and Activities (PSAs)<sup>5</sup>

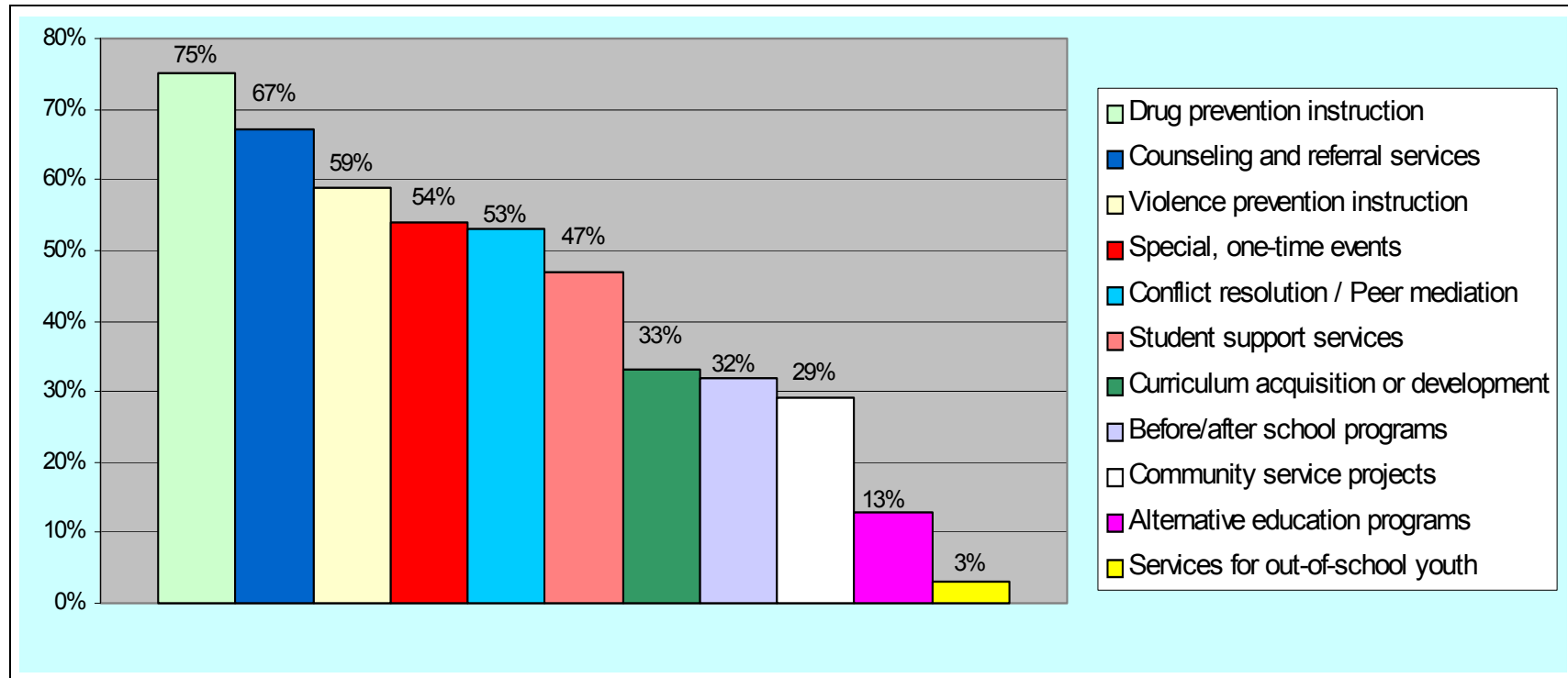


- Of the 163 LEAs reporting, 132 (81%) reported providing a total of 2,547 prevention-related PSAs (provided at the LEA level) during the 2002-2003 school year.
- The most prevalent PSA provided by LEAs was Coordination with Community Groups/Agencies, reported by 109 Maine LEAs (67%).
- The second most prevalent PSA provided by LEAs was Parent Education and Involvement noted by 95 LEAs (58%), followed closely by Advisory Council Activities reported by 94 LEAs.

<sup>5</sup> Per federal reporting requirements, LEAs were asked to define each of their prevention programs, services, and activities according to 7 prescribed categories.

## B. Student-Targeted PSAs Offered by Schools

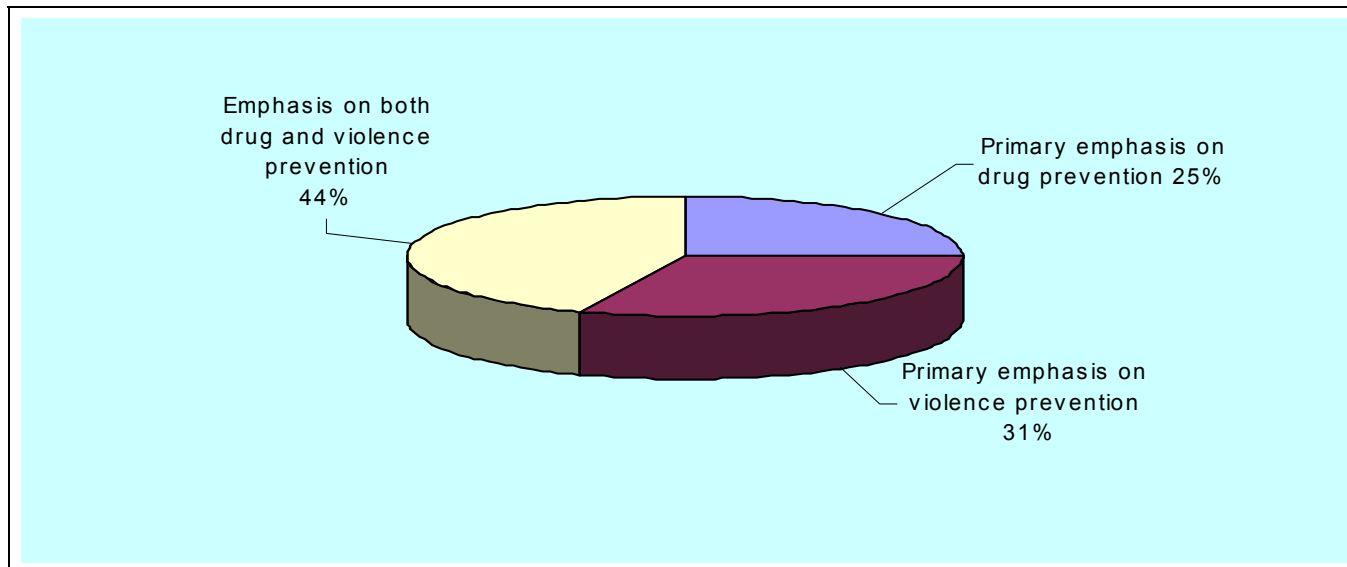
Figure 5: Percentage of Schools Providing Programs, Services, and Activities ( PSAs)<sup>6</sup>



- Of the 669 schools reporting, 630 schools (94%) reported providing a total of 3,116 PSAs (provided at the school level) during the 2002-2003 school year.
- The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 505 Maine schools (75%).
- The second most prevalent PSA was Counseling and Referral Services reported by 447 schools (67%).

<sup>6</sup> 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**

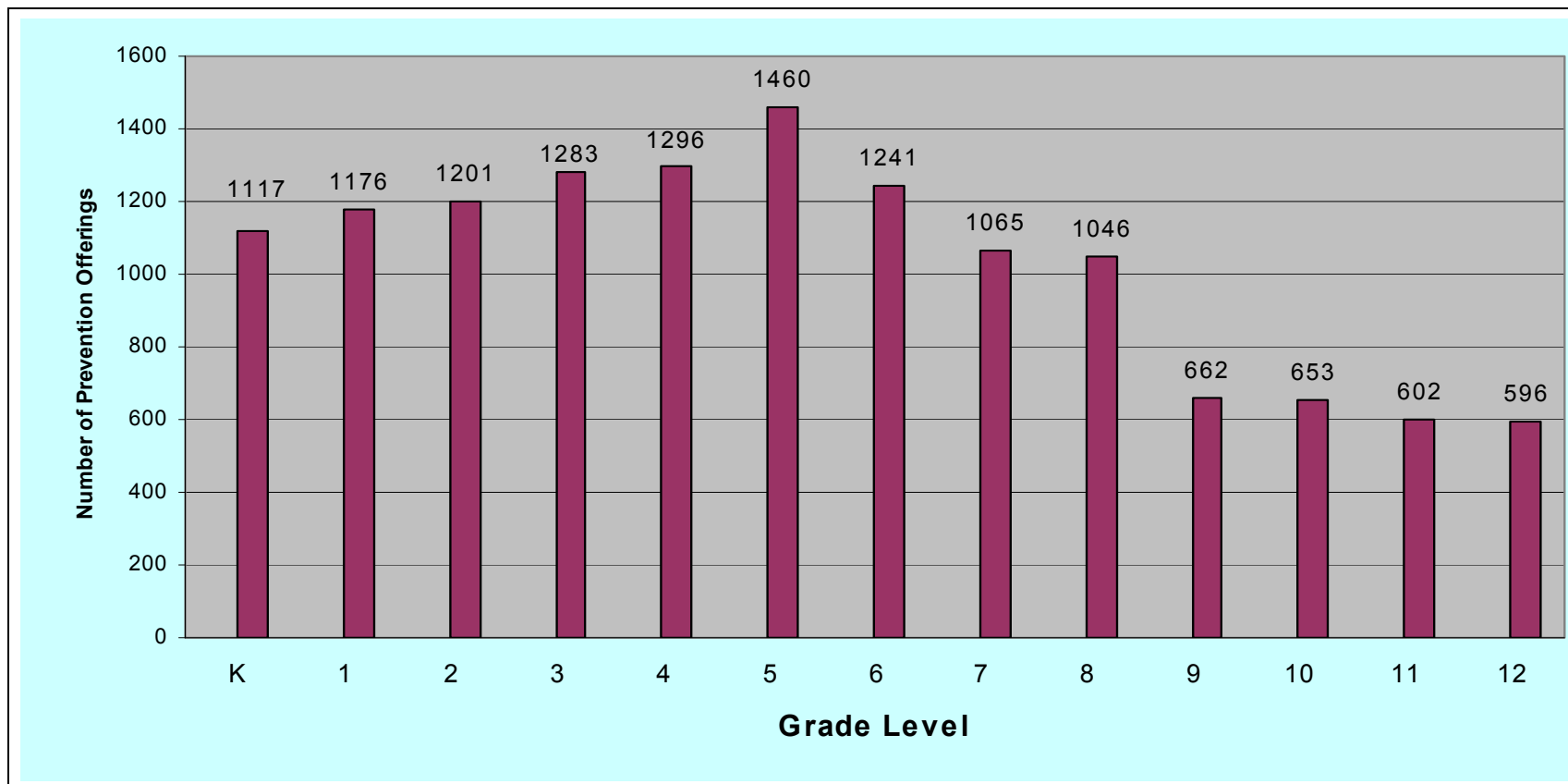


<b>Total prevention program offerings during 2000-2001</b> .....	<b>3,116</b>
<b>■ Primary emphasis on drug prevention</b> .....	<b>787 (25%)</b>
Elementary School.....	461
Middle/Jr. High School.....	134
Sr. High School.....	192
<b>■ Primary emphasis on violence prevention</b> .....	<b>961 (31%)</b>
Elementary School.....	661
Middle/Jr. High School.....	145
Sr. High School.....	155
<b>■ Emphasis on both drug and violence prevention</b> .....	<b>1,368 (44%)</b>
Elementary School.....	731
Middle/Jr. High School.....	260
Sr. High School.....	377

- A total of 484,427<sup>7</sup> students attended the 3,116 PSAs, yielding an average of 155 students served per PSA.
- The total number of contact hours logged was 111,957 for an average length of 36 hours per prevention activity.

<sup>7</sup> Each student could have attended more than one activity.

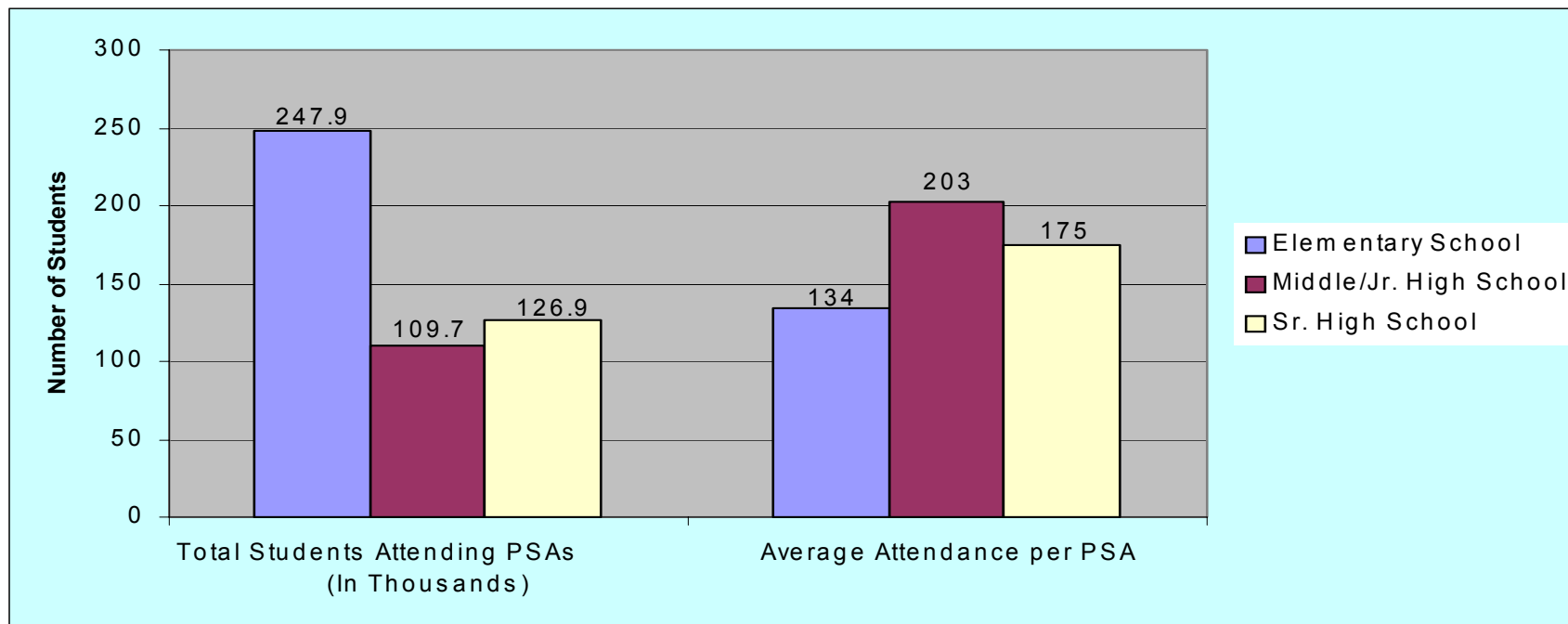
**Figure 7: Number of Prevention Programs Offered by Grade Level<sup>8</sup>**



- The greatest number of prevention programs were offered in grades K-8, with more than 1,000 programs offered in each of these grades.
- The largest number of prevention programs targeted 5th graders.

<sup>8</sup> Because a single program could be offered to multiple grades, the total number of prevention programs per grade level is higher than the total number of PSAs previously listed.

**Figure 8: Students Served by Prevention PSAs by School Level<sup>9</sup>**



School Level	# of PSAs	Enrollment	Average Number of PSAs Attended per Student	Total Students Attending PSAs	Average Attendance per PSA
Elementary School	1,853	97,653	2.5	247,875	134
Middle / Jr. High School	539	39,759	2.8	109,650	203
Sr. High School	724	67,713	1.9	126,902	175

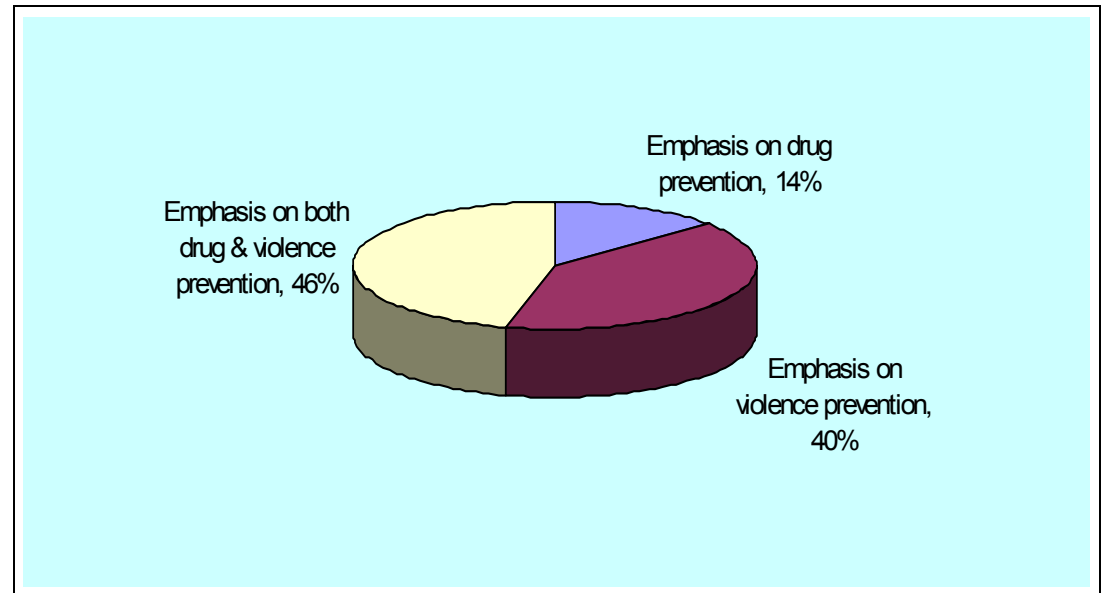
- On average, prevention programming in middle schools and high schools served more students per program than those in the lower grades.
- Each student attended an average of 2-3 PSAs.
- Attendance was highest in middle schools; for every PSA offered, 203 students attended (duplicated count).

<sup>9</sup> Because one student could attend multiple PSAs, attendance at PSAs exceeds enrollment.

## C. Professional Development Programs Offered by Schools

Figure 9: Percentage of Professional Development Programs by Emphasis

Professional Development Offerings	
Total Offerings	1,172
Total Attendance	17,220 <sup>10</sup>
Total Hours of Training Offered	17,009
Average Attendance per Offering	14.7
Average Number of Hours per Offering	14.5



- Schools and LEAs in Maine provided a total of 1,172 drug and violence prevention-related professional development programs to faculty and staff.
- A major focus of school prevention training for staff and faculty was on violence prevention, with 40% of all staff development programs emphasizing violence prevention, and 46% emphasizing both drug and violence prevention.
- A statewide average of 14.7 faculty and school staff per activity were reported to have received training in drug and violence prevention-related programming.
- Each prevention-related activity was offered for an average of 14.5 hours.

<sup>10</sup> Duplicate count; one staff member could attend multiple offerings.

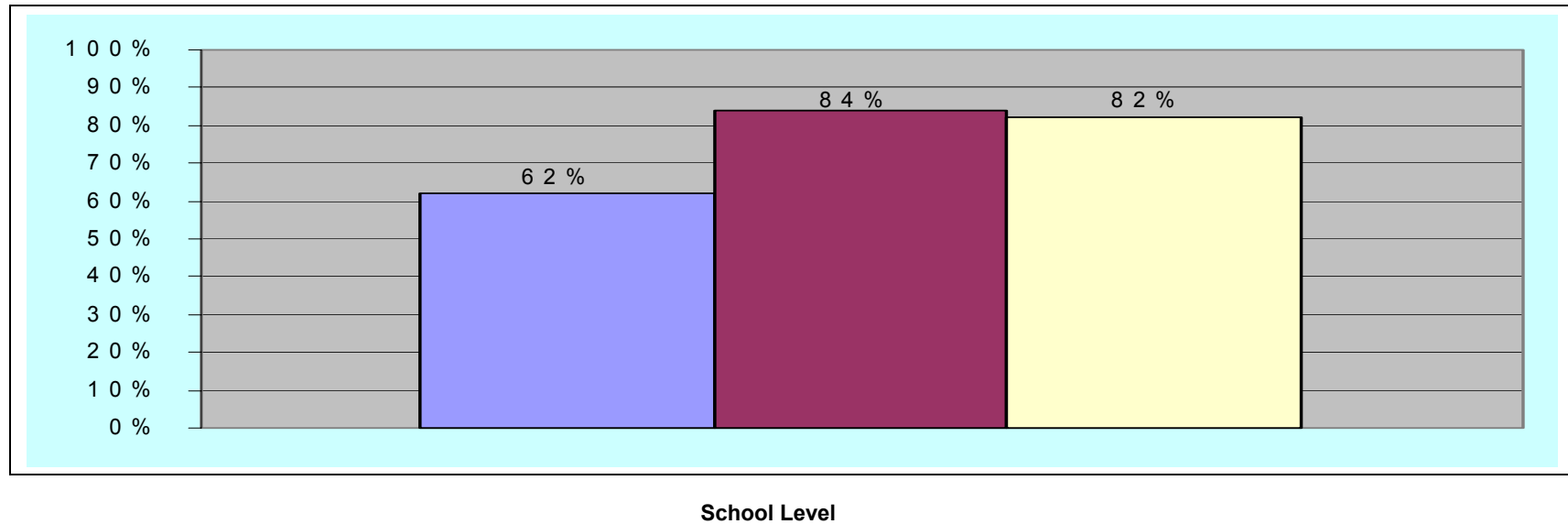
**Figure10: Professional Development: Amount of Training**

<b>Top 12 Staff Development Activities</b>	<b># of Activities</b>	<b># of Schools Providing Training</b>	<b>% of Schools Providing Training</b>
<b>Student Assistance Team Training</b>	<b>169</b>	<b>169</b>	<b>25.3%</b>
<b>Civil Rights/Diversity Training</b>	<b>163</b>	<b>162</b>	<b>24.2%</b>
<b>Violence Prevention Training</b>	<b>160</b>	<b>148</b>	<b>22.1%</b>
<b>Crisis Management/Emergency Planning</b>	<b>140</b>	<b>140</b>	<b>20.9%</b>
<b>Conflict Resolution and Mediation</b>	<b>132</b>	<b>132</b>	<b>19.7%</b>
<b>Life Skills Training</b>	<b>83</b>	<b>83</b>	<b>12.4%</b>
<b>Wellness</b>	<b>91</b>	<b>78</b>	<b>11.7%</b>
<b>DARE</b>	<b>72</b>	<b>72</b>	<b>10.8%</b>
<b>Peer Helpers/Peer Mediation</b>	<b>55</b>	<b>55</b>	<b>8.2%</b>
<b>Substance Abuse Awareness</b>	<b>63</b>	<b>54</b>	<b>8.1%</b>
<b>Bullying Prevention</b>	<b>41</b>	<b>38</b>	<b>5.7%</b>
<b>Mentoring</b>	<b>3</b>	<b>2</b>	<b>0.3%</b>

- A total of 150 LEAs (92%) reported providing drug and violence prevention training for school faculty and staff.
- Within those LEAs, 501 schools (75%) reported providing prevention training for faculty and staff.
- Student Assistance Team Training was the program most frequently offered.

## D. Involvement of Community Organizations in Drug and Violence Prevention Efforts

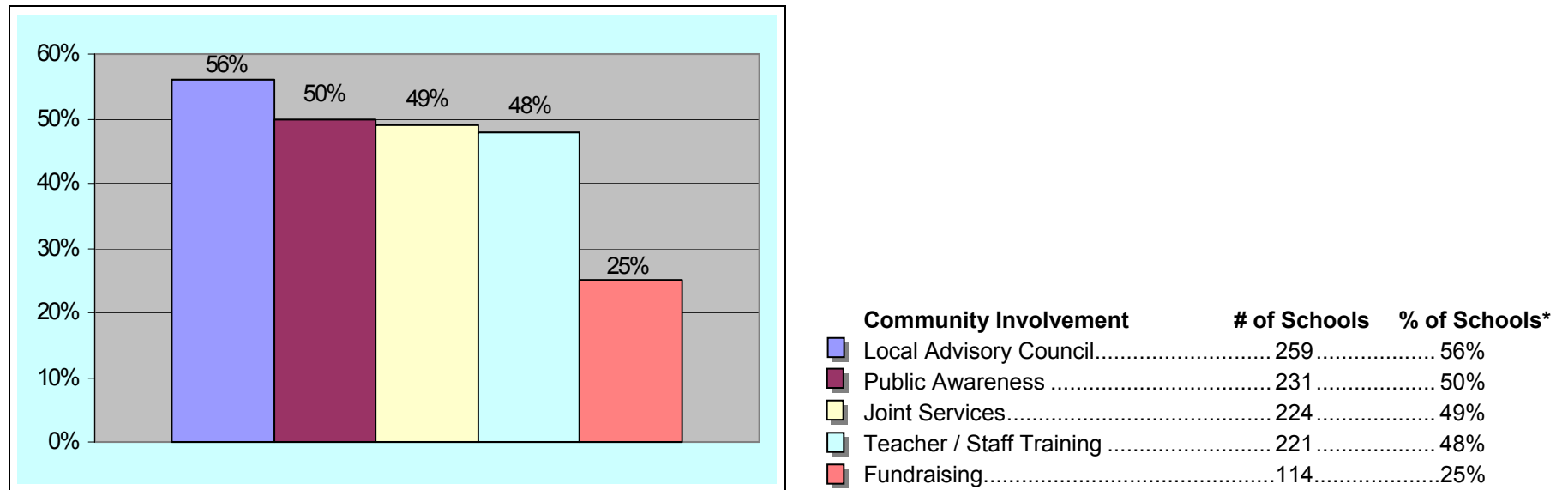
**Figure11: Percentage of Schools with Community Involvement in PSAs by School Level**



School Level	# of Schools	% of Schools
Elementary School	273	62%
Middle/Jr. High School	81	84%
Sr. High School	107	82%
<b>Total</b>	<b>461</b>	<b>69%</b>

- Sixty-nine percent of schools (461) reported involving the community in their drug and violence prevention efforts.

**Figure 12: Type of Community Involvement**

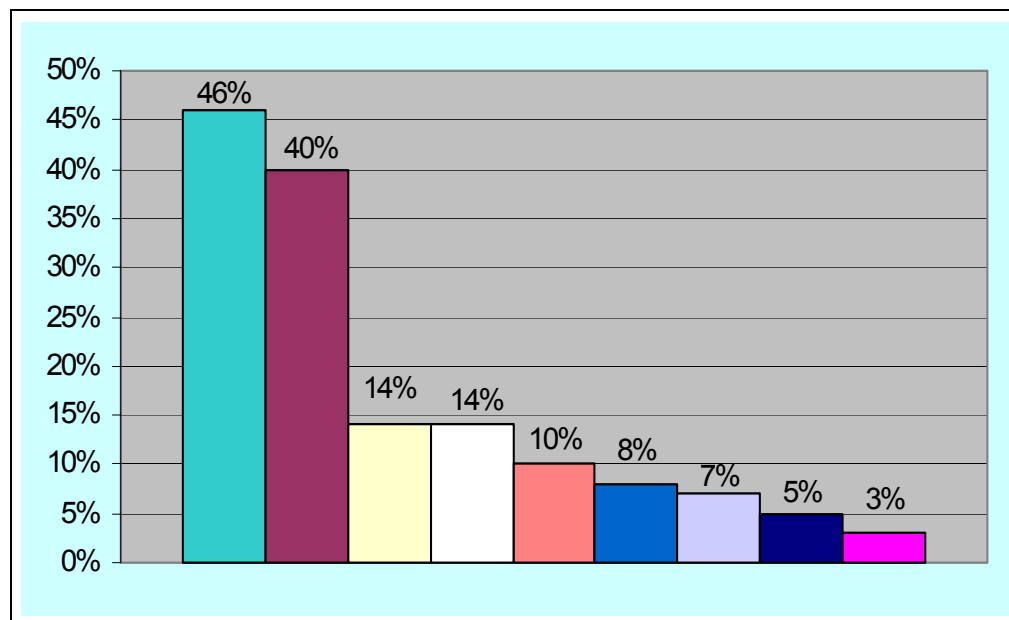


- The most common type of community involvement was Local Advisory Council, reported by 56% of schools, followed by Public Awareness (50%) and Joint Services (49%).<sup>11</sup>

<sup>11</sup> The percentage is based on the number of schools reporting community involvement (461).

## E. Student Involvement in Designing, Delivering, or Critiquing of PSAs

Figure 13: Type of Student Involvement



School Level	# of Schools	% of Schools
Elementary School.....	166 .....	38%
Middle/Jr. High School.....	63 .....	65%
Sr. High School.....	94.....	72%
<b>Total .....</b>	<b>323 .....</b>	<b>48%</b>

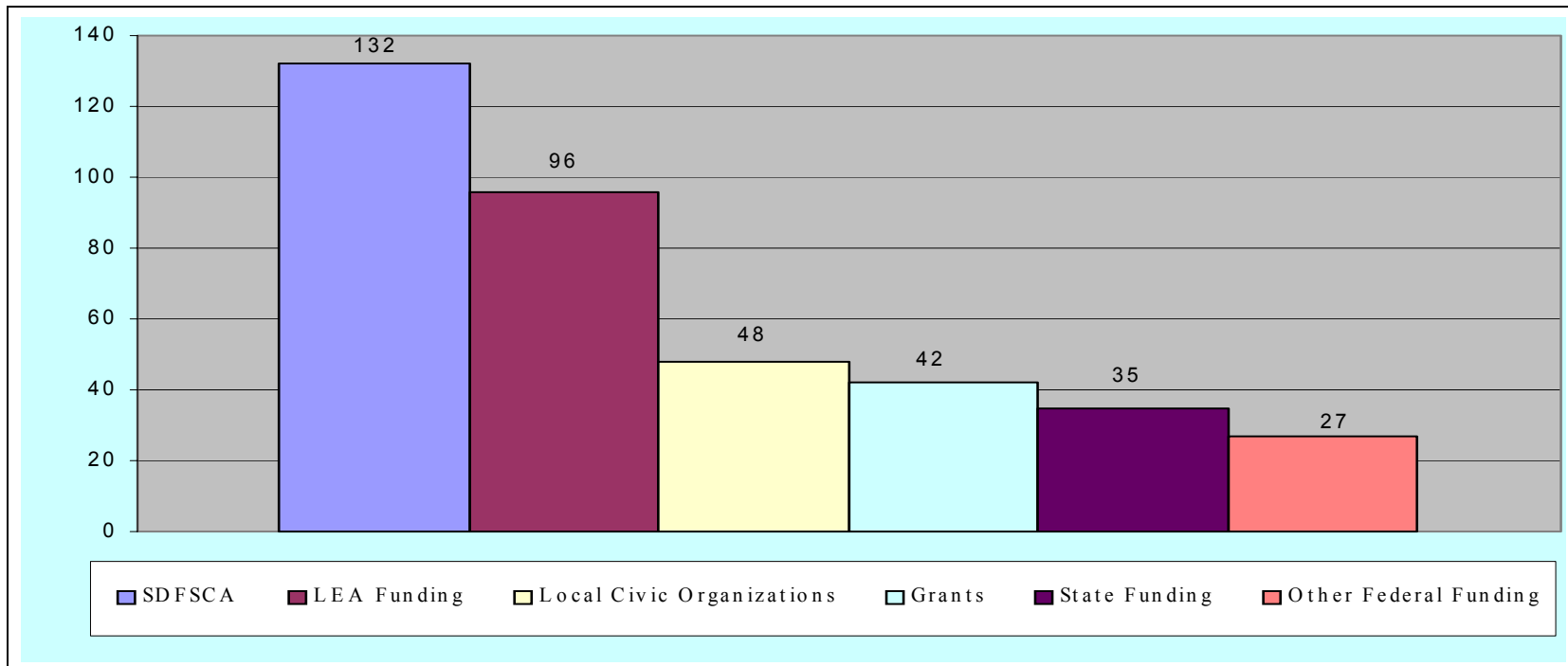
- A total of 323 schools (48% of total schools) reported involving students in planning, designing, delivering, and evaluating drug and violence prevention programming.

Type of Involvement	# of Schools	% of Schools <sup>12</sup>
Plan, develop, and deliver programs and services	150	46%
Evaluate/critique program effectiveness	128	40%
Serve as program facilitators/peer mentors/helpers/mediators	44	14%
Plan and deliver civil rights/diversity programs	44	14%
Plan and deliver special events (Health Fair, Great American Smokeout)	32	10%
Serve on advisory or planning councils	27	8%
Produce information on resource materials (video, books/essays, posters)	21	7%
Other	16	5%
Perform awareness/self-assessment activities	11	3%

<sup>12</sup> The percentage is based on the number of schools reporting student involvement (323).

## F. Funding for Drug and Violence Prevention Efforts

Figure 14: Sources of LEA Funding for Prevention-Related Programming



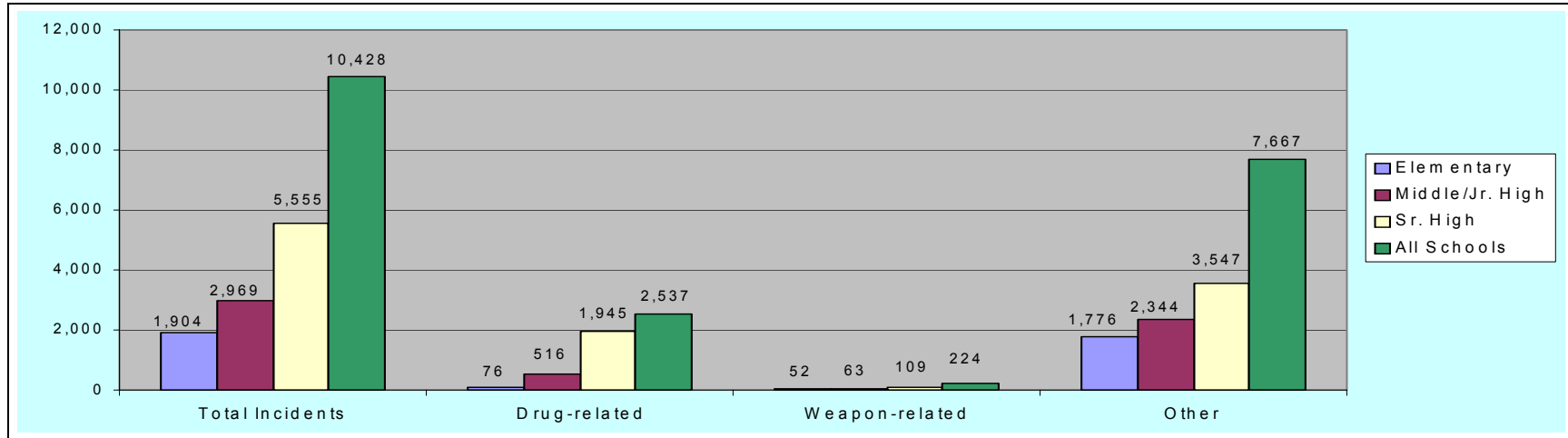
- Of the 163 LEAs eligible to receive SDFSCA funding, 135 reported information on their various funding sources.
- A total of 132 LEAs reported receiving funding for prevention-related programs and services through the Safe and Drug-Free Schools and Communities Act (SDFSCA) during the 2002-2003 school year.
- A total of 96 LEAs reported that additional LEA funding was utilized as a primary source of support for their prevention efforts.
- In addition, 48 LEAs reported receiving additional funding from local civic organizations, 42 reported receiving additional funding from other grant sources, and 35 reported receiving additional funding from the state.

# V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS<sup>13</sup>

## A. Types of Prohibited Behavior

*Advisory: For the 2001-2002 reporting period, the definition of what constituted a reportable incident was changed to include only incidents of a more serious nature. This change has resulted in a significant decrease in the number of reported incidents for the past two years.*

**Figure 15: Number of Incidents by Type of Prohibited Behavior**



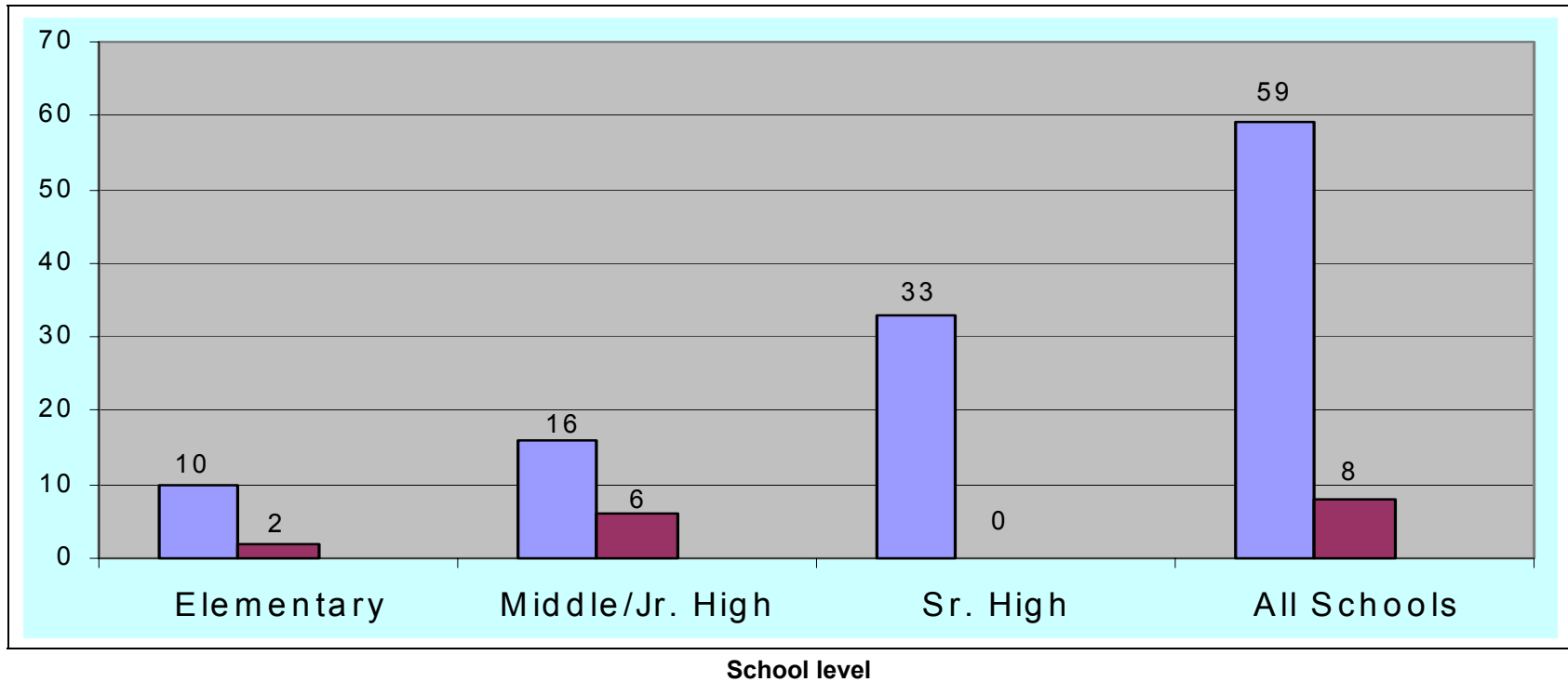
School Level	Total Incidents	Drug-related	Weapon-related	Other
Elementary.....	1,904	76	52	1,776
Middle/Jr. High .....	2,969	516	63	2,344
Sr. High.....	5,555	1,945	109	3,547
<b>All Schools</b> .....	<b>10,428</b>	<b>2,537</b>	<b>224</b>	<b>7,667</b>

- Maine schools reported a total of 10,428 incidents in the 2002-2003 school year.
- Of those incidents, weapons-related incidents were 2% of the total.
- Drug-related policy violations comprised 24% of the total incidents reported in all schools and 35% of the incidents in high schools.
- “Other” incidents made up the vast majority of reported incidents<sup>14</sup>

<sup>13</sup> 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 have occurred on school grounds, school property, or at a school-sponsored event. See the *Appendix* of the *Technical Report* for a list of prohibited behaviors.

<sup>14</sup> "Other Incidents" included personal offenses, criminal acts, and policy violations.

**Figure 16: Number of Bomb Threats and Bomb-Related Incidents**

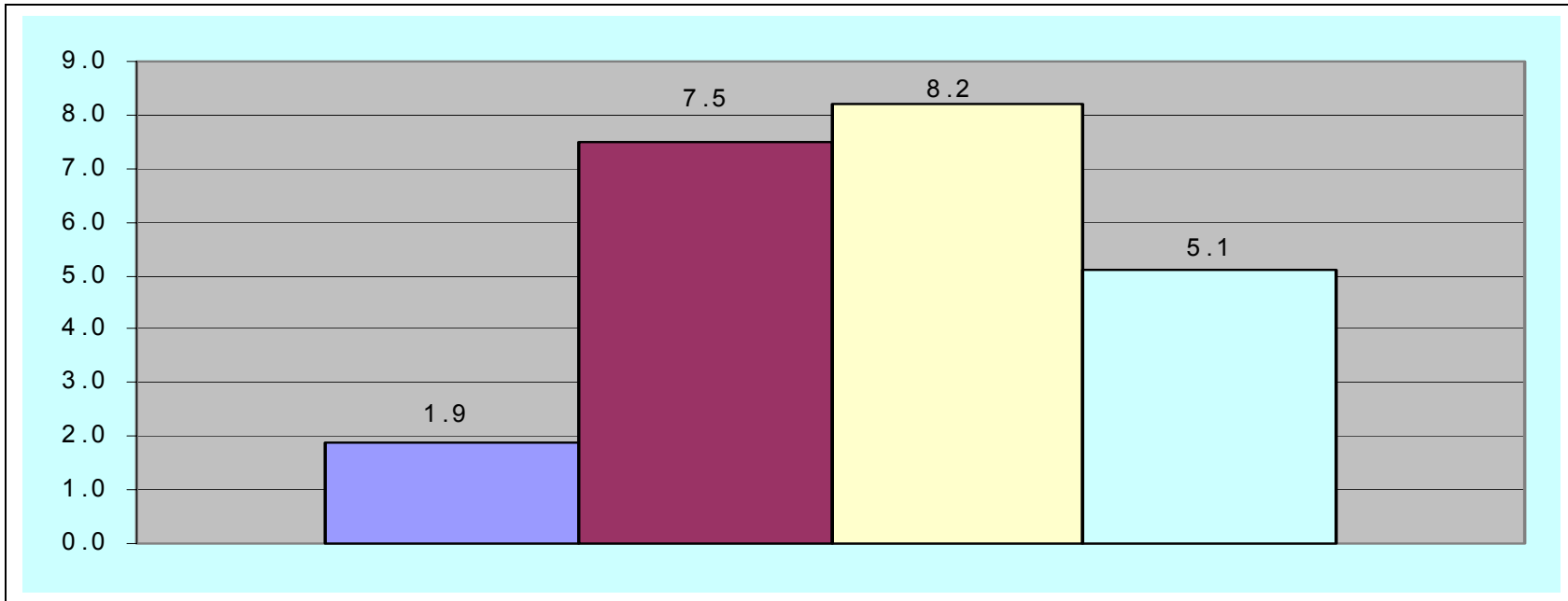


School Level	Number of Bomb Threats	Number of Bomb-Related Incidents
Elementary	10	2
Middle/Jr. High	16	6
Sr. High	33	0
<b>All Schools</b>	<b>59</b>	<b>8</b>

- A total of 59 bomb threats were reported from 42 Maine schools (6.3%).
- Fifty-six percent of the reported bomb threats took place in senior high schools.

Advisory: For the 2001-2002 reporting period, the definition of what constituted a reportable incident was changed to include only incidents of a more serious nature. This change has resulted in a significant decrease in the number of reported incidents for the past two years.

**Figure 17: Number of Incidents per 100 Students**



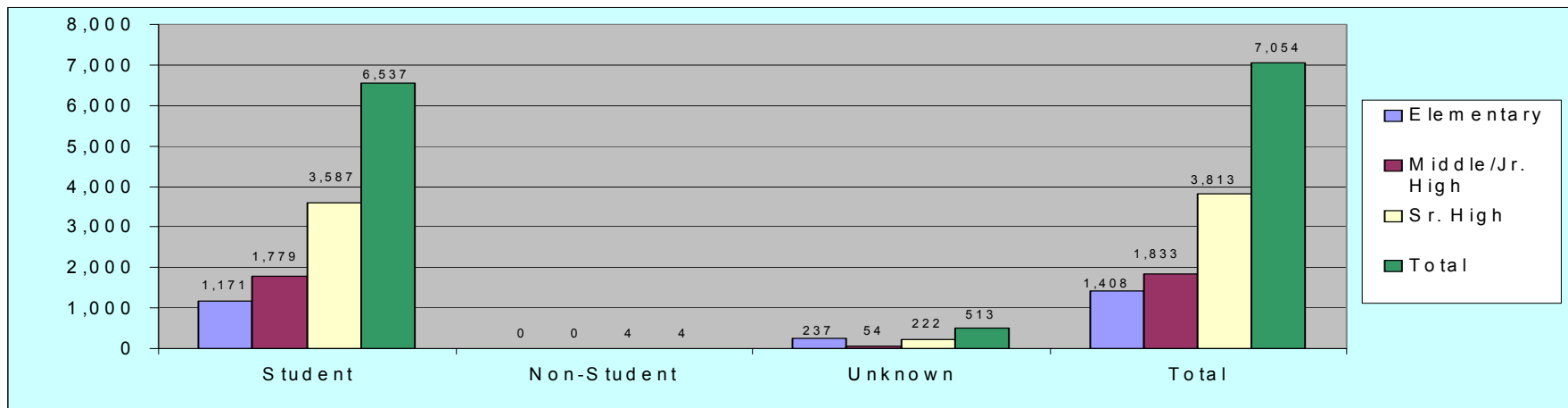
School Level	Incidents per 100 Students
Elementary School	1.9
Middle/Jr. High School	7.5
Sr. High School	8.2
All Schools	5.1

- Of the three school levels, Maine high schools reported the highest average rate of prohibited behaviors: 8.2 incidents per 100 students.
- All schools in Maine reported an average of 5.1 incidents per 100 students enrolled.

Advisory: For the 2001-2002 reporting period, the definition of what constituted a reportable incident was changed to include only incidents of a more serious nature. This change has resulted in a significant decrease in the number of reported incidents for the past two years.

## B. Number and Types of Offenders and Victims

Figure 18: Number and Percentage of Offenders by School Type and Type of Offender



	Elementary %		Middle/Jr. High %		Sr. High %		Total %	
<b>Student</b>	1,171	83%	1,779	97%	3,587	94%	6,537	93%
<b>Non-Student</b>	0	0%	0	0%	4	<1%	4	<1%
<b>Unknown</b>	237	17%	54	3%	222	6%	513	7%
<b>Total</b>	1,408	100%	1,833	100%	3,813	100%	7,054	100%

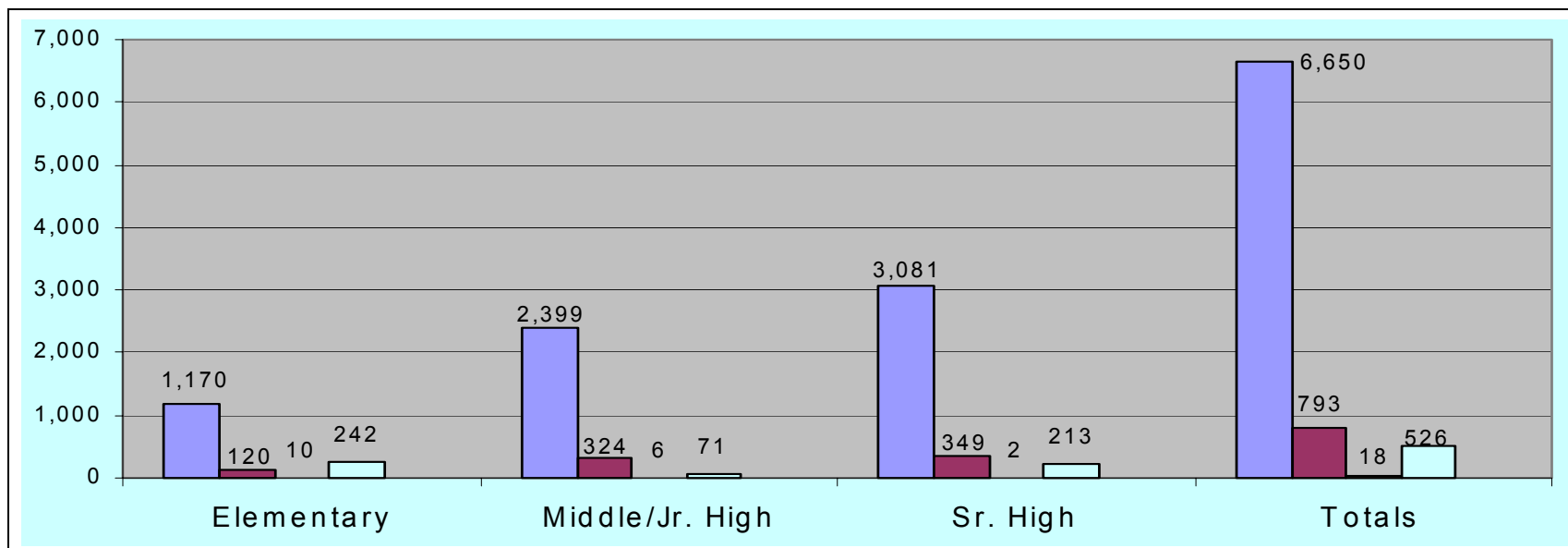
- A total of 7,054 offenders were responsible for 10,204 of the reported incidents, or an average of 1.4 incidents per offender, indicating a number of repeat offenders.<sup>15</sup>
- The count of total offenders included 6,537 student offenders (93% of total).
- This averages to 3.2 offenders per 100 students for all schools.

<sup>15</sup> Excludes weapons-related offenses, for which data on the number of offenders are not collected.

Advisory: For the 2001-2002 reporting period, the definition of what constituted a reportable incident was changed to include only incidents of a more serious nature. This change has resulted in a significant decrease in the number of reported incidents for the past two years.

**Figure 19: Number and Types of Victims<sup>16</sup>**

Number of Victims



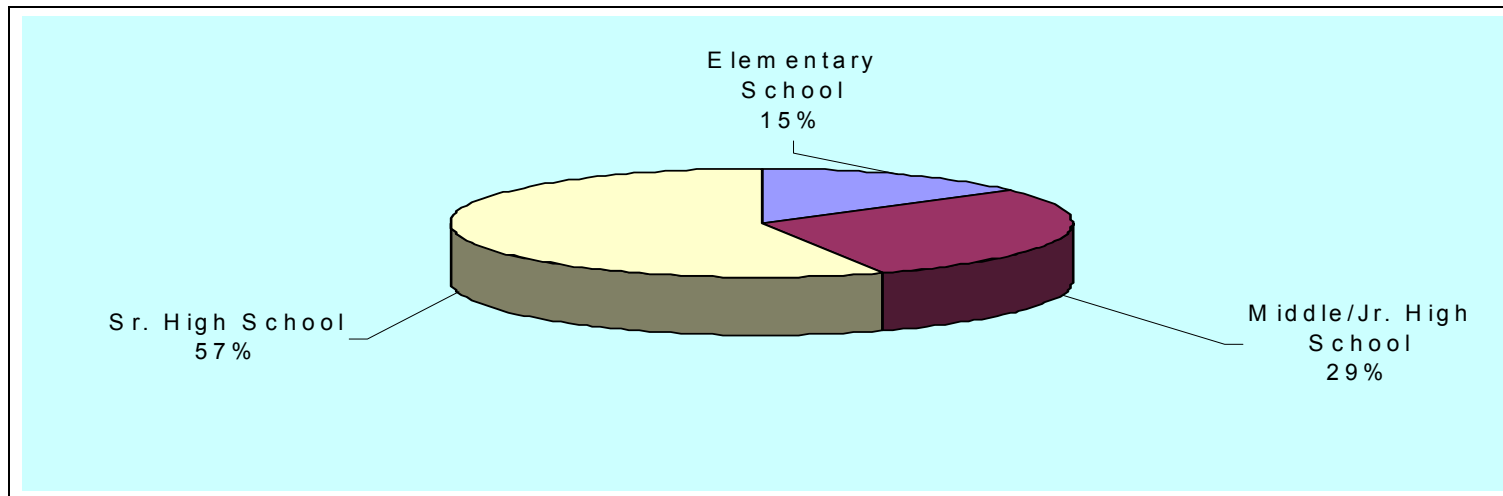
Type of Victim	Elementary		Middle/ Jr. High		Sr. High		Total	
Students	1,170	76%	2,399	86%	3,081	85%	6,650	83%
School Personnel	120	8%	324	12%	349	10%	793	10%
Non-School Personnel	10	<1%	6	<1%	2	<1%	18	<1%
Unknown	242	16%	71	3%	213	6%	526	7%
<b>Total</b>	<b>1,542</b>	<b>100%</b>	<b>2,800</b>	<b>100%</b>	<b>3,645</b>	<b>100%</b>	<b>7,987</b>	<b>100%</b>

- While students made up the clear majority of offenders (93%), victims included students (83%), school personnel (10%) and unknown (7%).

<sup>16</sup> Excludes bomb threats as well as drug-related, weapons-related, and bomb-related incidents, for which data on the number of victims are not collected.

## C. Prohibited Behavior Resulting in Removal from School

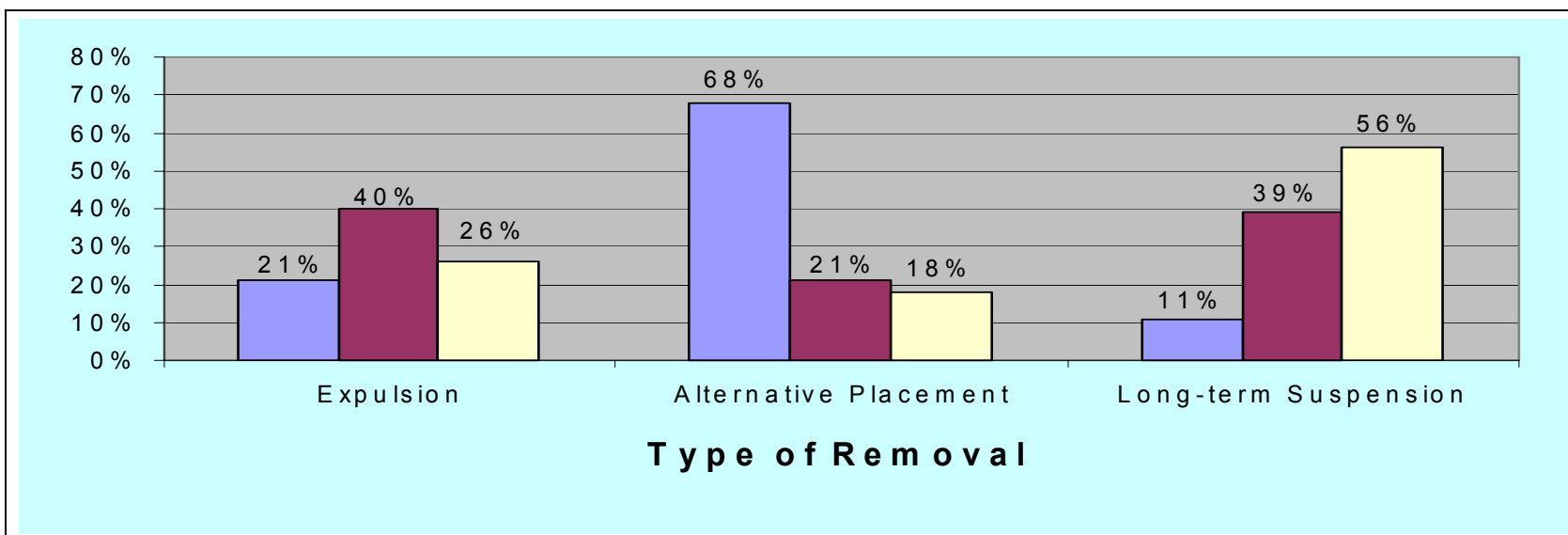
**Figure 20: Number and Percentage of Incidents Resulting in Removal by School Level**



School Level	Total Removals	
Elementary School	168	15%
Middle/Jr. High School	332	29%
Sr. High School	651	57%
<b>Total</b>	<b>1,151</b>	<b>100%</b>

- 11% of all incidents resulted in students' removal from school.
- Of all removals from school, 57% occurred in senior high schools; 29% in middle schools; and 15% percent in elementary schools.

**Figure 21: Number and Percentage of Students Removed by Type of Removal<sup>17</sup>**



School Level	Expulsion		Alternative Placement		Long-Term Suspension		Total
Elementary School	35	21%	114	68%	19	11%	<b>168</b>
Middle/Jr. High School	132	40%	69	21%	131	39%	<b>332</b>
Sr. High School	172	26%	115	18%	364	56%	<b>651</b>
<b>Total</b>	<b>339</b>	<b>29%</b>	<b>298</b>	<b>26%</b>	<b>514</b>	<b>45%</b>	<b>1151</b>

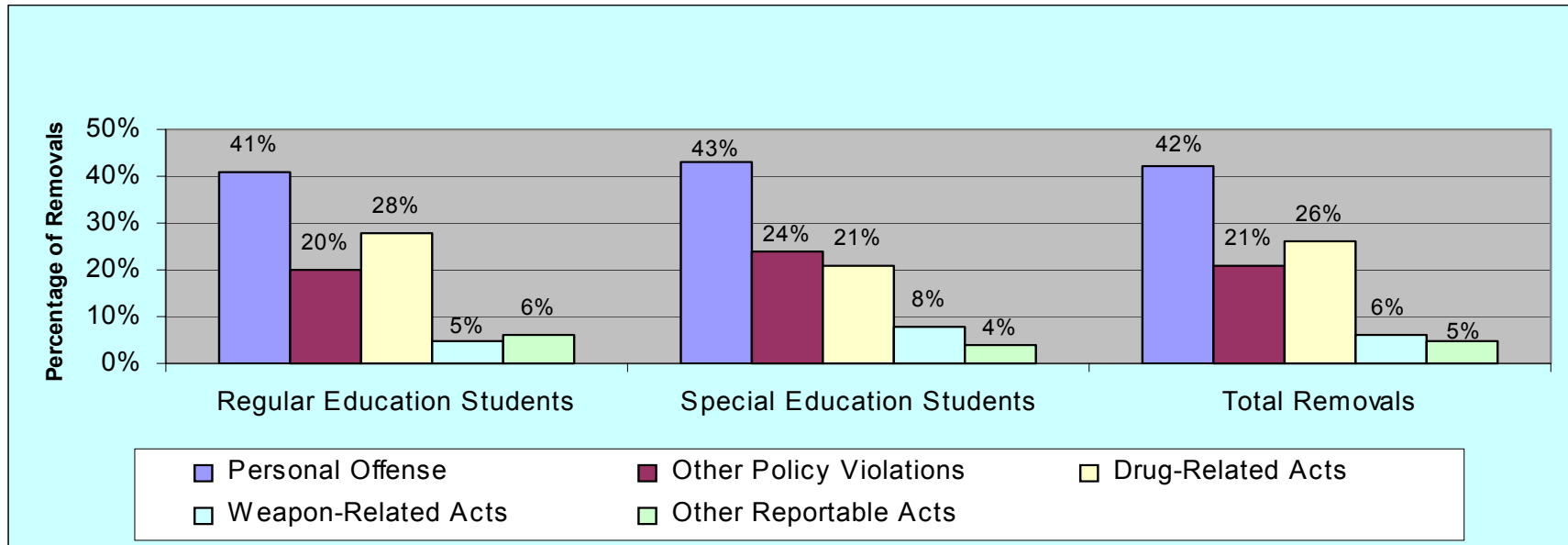
- Overall, long-term suspensions made up the highest percentage of removals — (45%) of the total removals — followed by expulsions (29%) and alternative placement (26%).
- At the elementary school level, alternative placement was by far the most common type of removal (68%).

<sup>17</sup> 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.

**Figure 22: Removal: Incidents Resulting in Students' Removal from School, by School Level**

Act	Act Name	Elementary	Middle/Jr. High School	Sr. High School	Total
Drug-Related	Alcohol Possession/Distribution	0	5	20	25
	Alcohol use	0	1	18	19
	Marijuana distribution	3	2	27	32
	Marijuana possession	4	17	44	65
	Marijuana use	0	2	29	31
	Other drug distribution	0	13	8	21
	Other drug possession	2	10	26	38
	Other drug use	0	0	7	7
	Tobacco possession/distribution	1	8	11	20
Tobacco use	0	10	30	40	
Personal Offense	Aggravated assault / Battery / Simple assault	5	23	28	56
	Fighting/Pushing	25	49	113	187
	Harassment : Other	18	32	22	72
	Harassment: Sexual	3	3	9	15
	Physical attack/Other personal offense	29	6	15	50
	Threat/Intimidation	23	38	39	100
Weapon-Related	Assault with firearm	0	0	0	0
	Assault with other weapon	2	1	1	4
	Bomb threat	4	10	13	27
	Bomb-related offense	1	2	1	4
	Other weapon assault/offense	0	5	4	9
	Possession of a firearm	0	0	1	1
	Possession of other weapon	3	6	17	26
Sale/Transfer of a weapon	0	0	0	0	
Other Reportable Acts	Arson	0	3	5	8
	Burglary/Breaking & Entering	0	0	5	5
	Motor vehicle theft	0	1	0	1
	Larceny/Theft/Other property offense	0	8	16	24
	Robbery	0	0	1	1
	Vandalism (criminal mischief)	5	4	11	20
Other Policy Violations	Disorderly conduct	34	67	75	176
	Fireworks offense	2	0	3	5
	Sexual offense (non -forcible)	1	0	5	6
	Skipping school	1	3	35	39
	Truancy	2	3	12	17
<b>Grand Total</b>		<b>168</b>	<b>332</b>	<b>651</b>	<b>1,151</b>

**Figure 23: Number and Percentage of Removals by Type of Offense<sup>18</sup>**

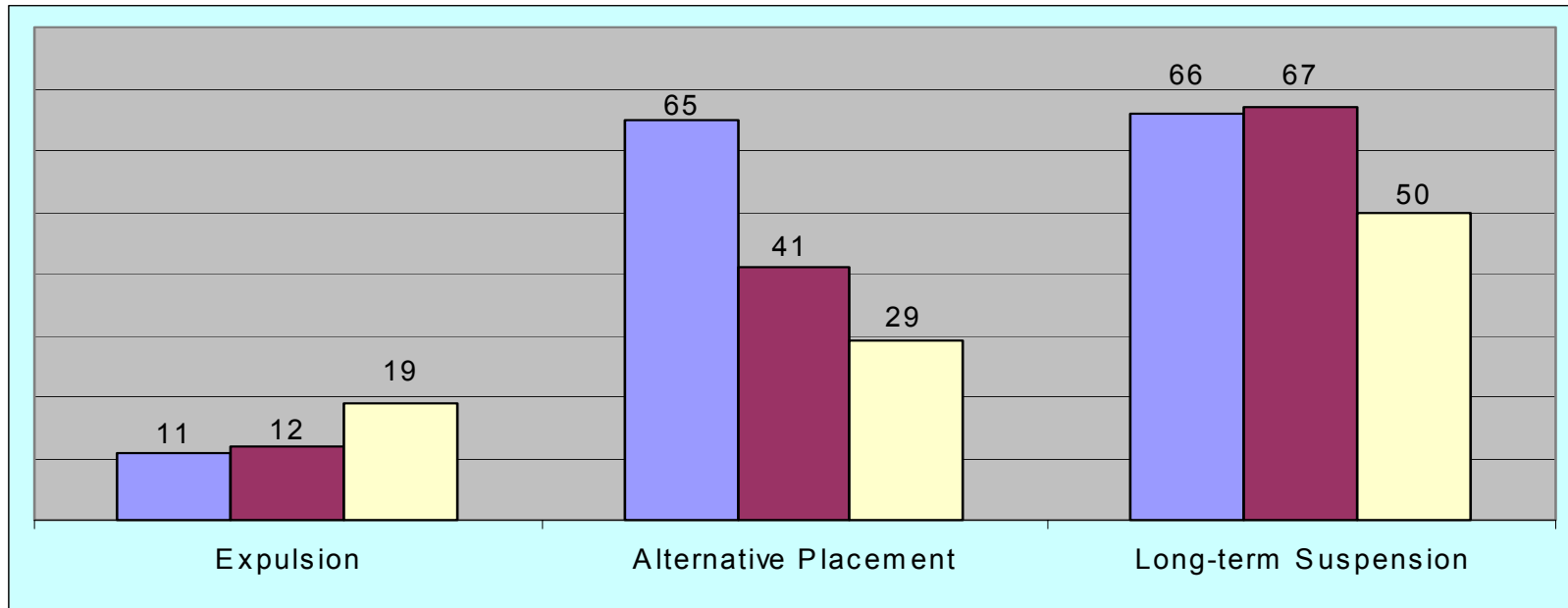


Act	Regular Education Students		Special Education Students		Total Offenses	
Personal Offense	324	41%	156	43%	480	42%
Other Policy Violations	158	20%	85	24%	243	21%
Drug-Related Acts	222	28%	76	21%	298	26%
Weapon-Related Acts	43	5%	28	8%	71	6%
Other Reportable Acts	44	6%	15	4%	59	5%
<b>Total</b>	<b>791</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>1,151</b>	<b>100%</b>

- 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 43% respectively).
- Drug-Related Acts (26%) and Other Policy Violations (21%) also resulted in a significant number of removals.
- Lower proportions of Drug-Related Acts were reported among special education students (21%) than among regular education students (28%).

<sup>18</sup> Refer to the *Technical Report, Appendix*, for a complete listing of offenses.

**Figure 24: 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	11	65	66	142	39%
Learning Disability	12	41	67	120	33%
Other Disability	19	29	50	98	27%
<b>Totals by Type of Removal</b>	<b>42</b>	<b>135</b>	<b>183</b>	<b>360</b>	<b>100%</b>

- Of the 1,151 incidents resulting in students' removal from school, special education students were responsible for 360 (31%).
- The greatest proportion (39%) of these special education students were identified as having behavioral impairment. Of these, 46% were referred to alternative education settings and 46% received long-term suspensions.

## VI. TRENDS: 1998-99 to 2002-03

### A. Prevention Programs, Services and Activities Offered

Please note: Combining of worksheets 1 & 2 for 2001-2002 and 2002-2003 resulted in a reduced number of reportable PSA categories.

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

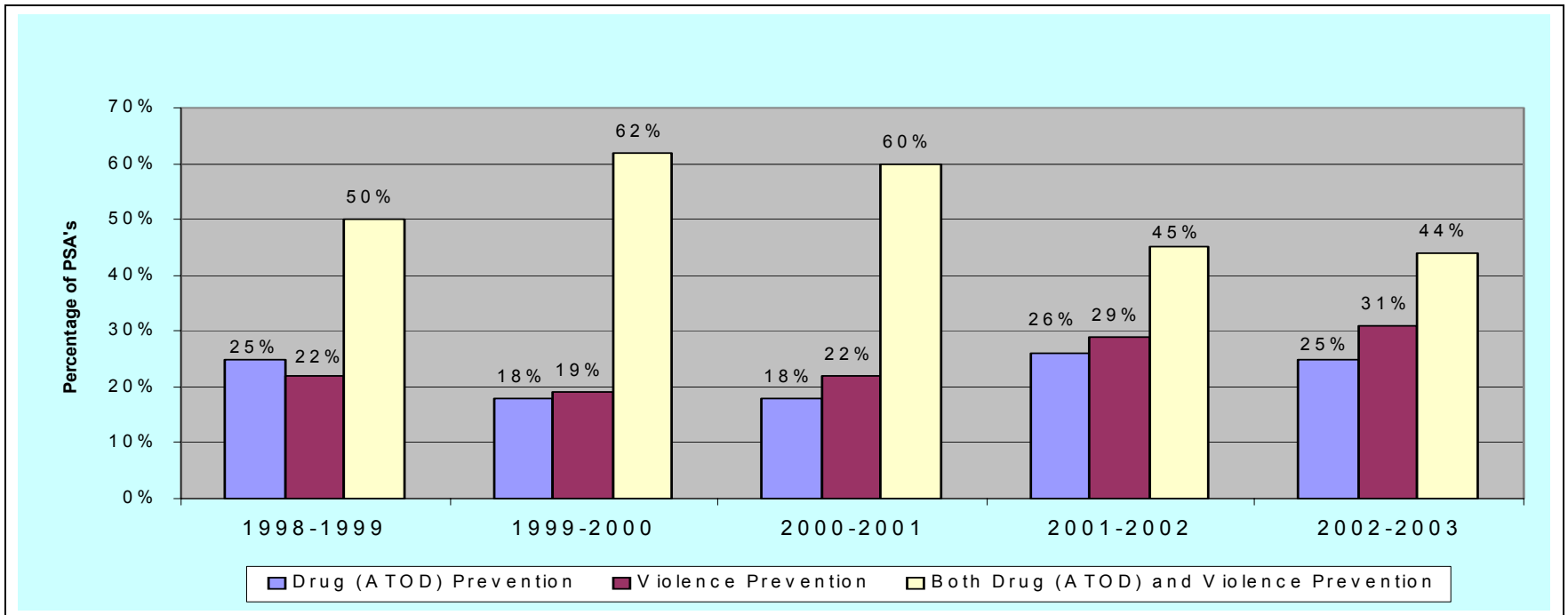
Figure 25: Trend in Percentage of Schools Offering PSAs, 1998-99 to 2002-03<sup>19</sup>

PSA Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Alternative Education Programs	6%	26%	19%	14%	13%
Before/After School Activities	18%	50%	41%	33%	32%
Community Service Projects	–	39%	30%	30%	29%
Conflict Resolution and Peer Mediation	33%	65%	60%	57%	53%
Counseling and Referral Services	48%	80%	69%	64%	67%
Curriculum Acquisition/Development	22%	63%	71%	37%	33%
Drug Prevention Instruction	58%	95%	92%	75%	75%
Services for Out-of-School Youth	<1%	10%	9%	4%	3%
Special, One-Time Events	16%	64%	48%	56%	54%
Support Groups	–	46%	23%	50%	47%
Violence Prevention Instruction	22%	84%	86%	58%	59%
<b><i>Number of Schools Reporting</i></b>	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

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

<sup>19</sup> Percentage of all schools reporting.

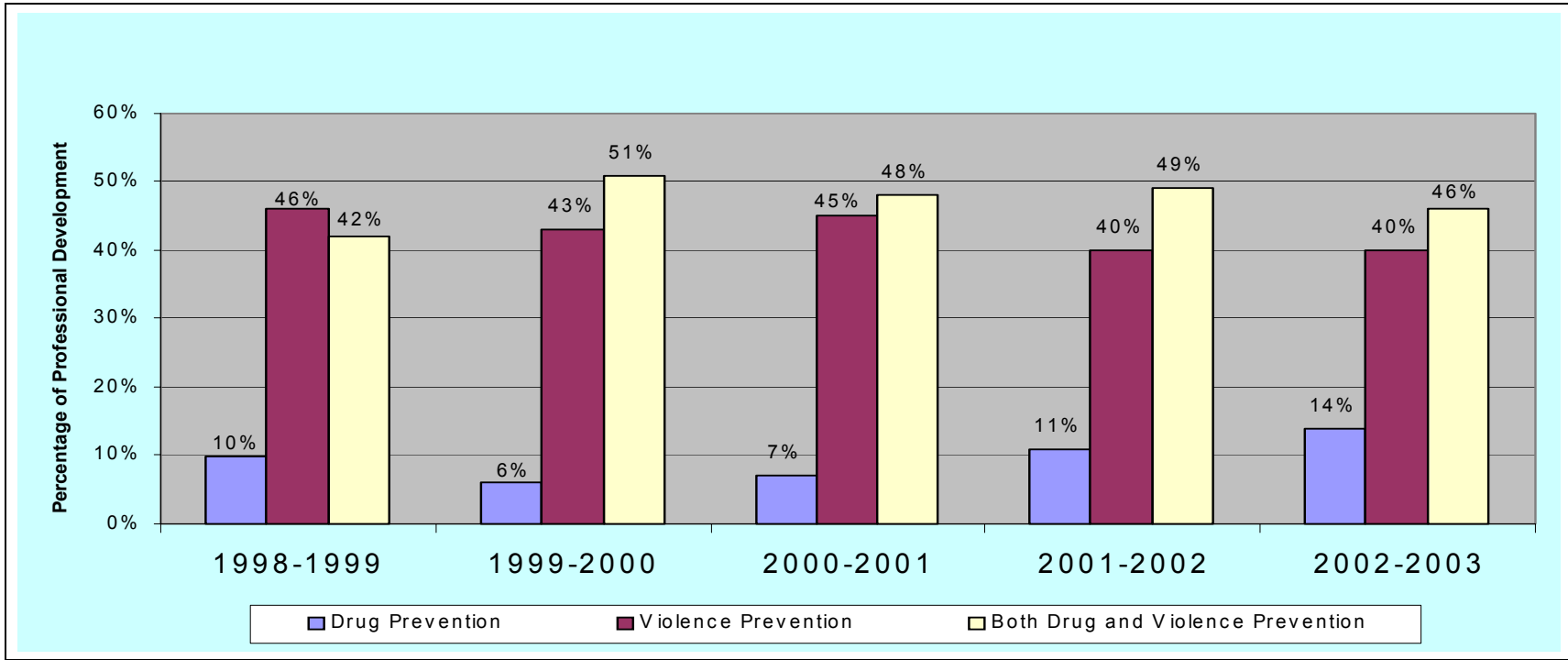
**Figure 26: Trend in Student PSA Emphasis, 1998-99 to 2002-03**



<b>Student PSA Emphasis</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
Drug Prevention	25%	18%	18%	26%	25%
Violence Prevention	22%	19%	22%	29%	31%
Both Drug and Violence Prevention	50%	62%	60%	45%	44%
Undefined	3%	0%	0%	0%	0
<b><i>Number of Schools Reporting</i></b>	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

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

**Figure 27: Trend in Emphasis of Professional Development, 1998-99 to 2002-03**



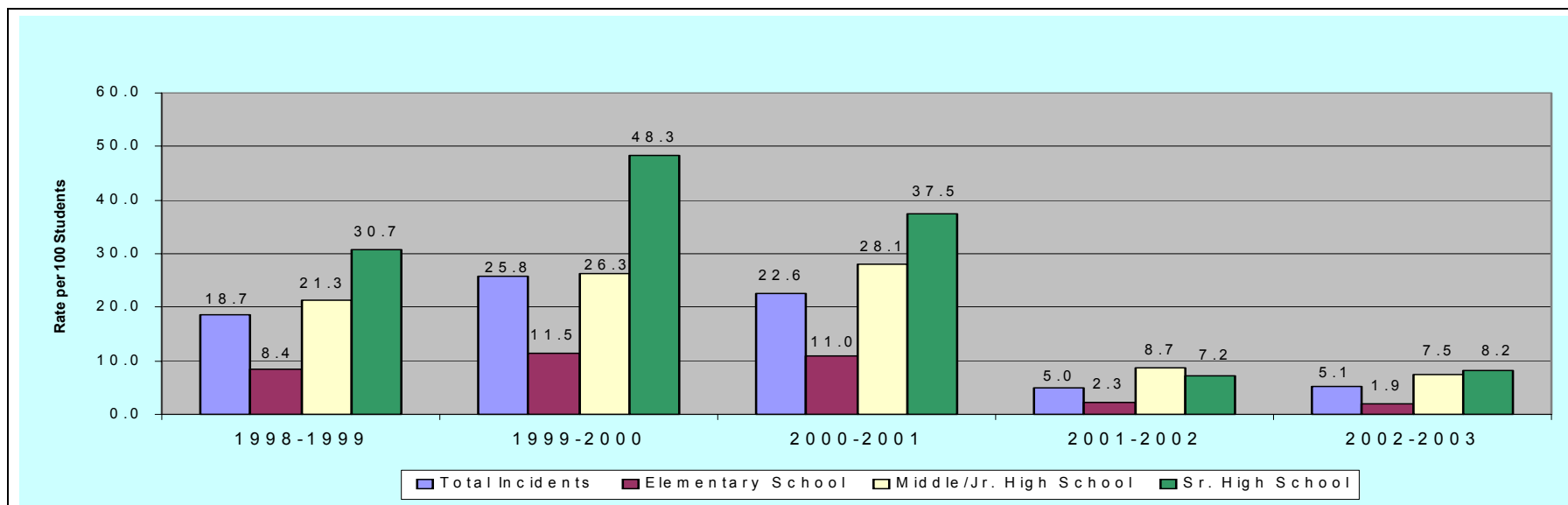
**Percent of Professional Development by Emphasis**

Professional Development Emphasis	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Drug Prevention	10%	6%	7%	11%	14%
Violence Prevention	45%	43%	45%	40%	40%
Both Drug and Violence Prevention	42%	51%	48%	49%	46%
Undefined	2%	0%	0%	0%	0%
<b>Number of Schools Reporting</b>	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

- Most professional development emphasized both drug and violence prevention.
- Forty percent (40%) or more of professional development offerings emphasized violence prevention during the past five years.

## B. Incidence of Prohibited Behavior

Figure 28: Trend in Incidents per 100 Students by School Level, 1998-99 to 2002-03<sup>20</sup>

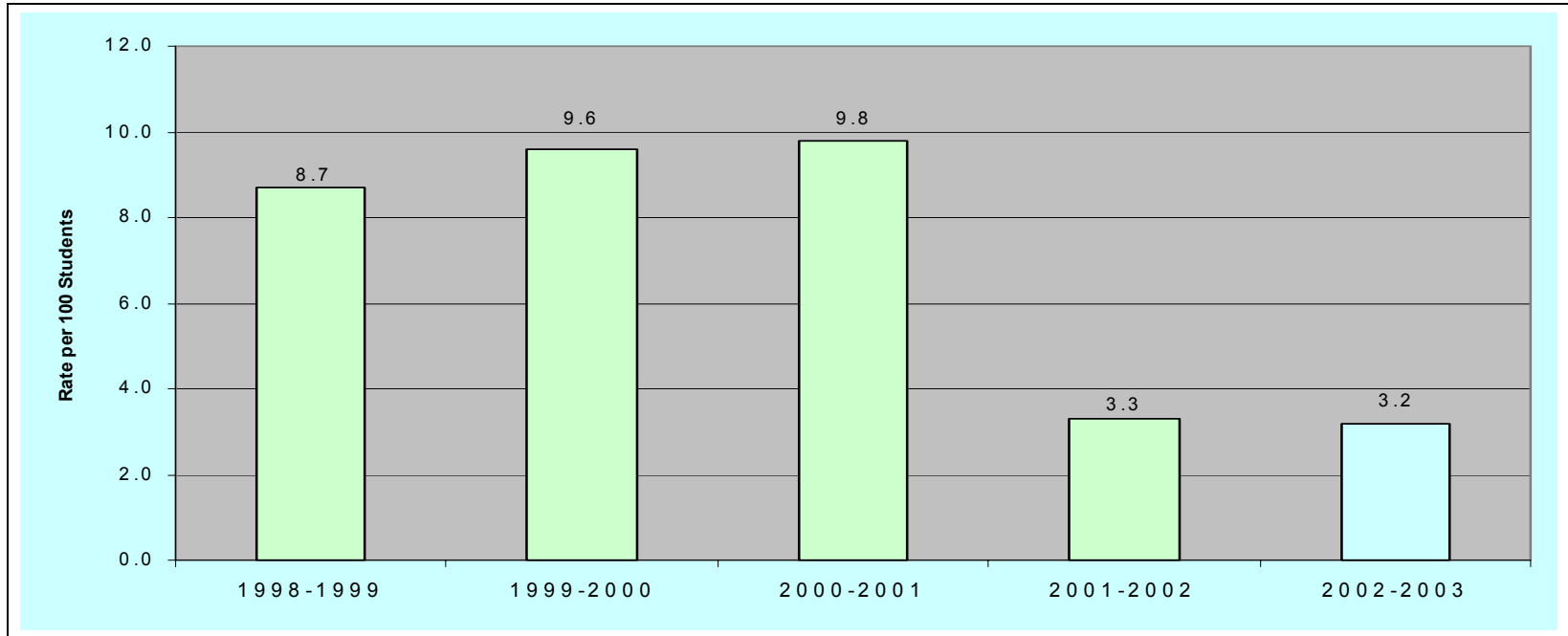


	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>Total Number of Incidents</b>	33,629	54,588	47,223	10,358	10,428
<b>Rates per 100 students</b>					
Total Incidents	18.7	25.8	22.6	5.0	5.1
Elementary School	8.4	11.5	11.0	2.3	1.9
Middle/Jr. School	21.3	26.3	28.1	8.7	7.5
Sr. High School	30.7	48.3	37.5	7.2	8.2
<i>Number of Schools Reporting</i>	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

*Advisory: For the 2001-2002 reporting period, the definition of what constituted a reportable incident was changed to include only incidents of a more serious nature. This change has resulted in a significant decrease in the number of reported incidents for the past two years.*

<sup>20</sup> Rates for 1999-00 through 2001-02 were based on 1999-00 enrollment figures from DOE.

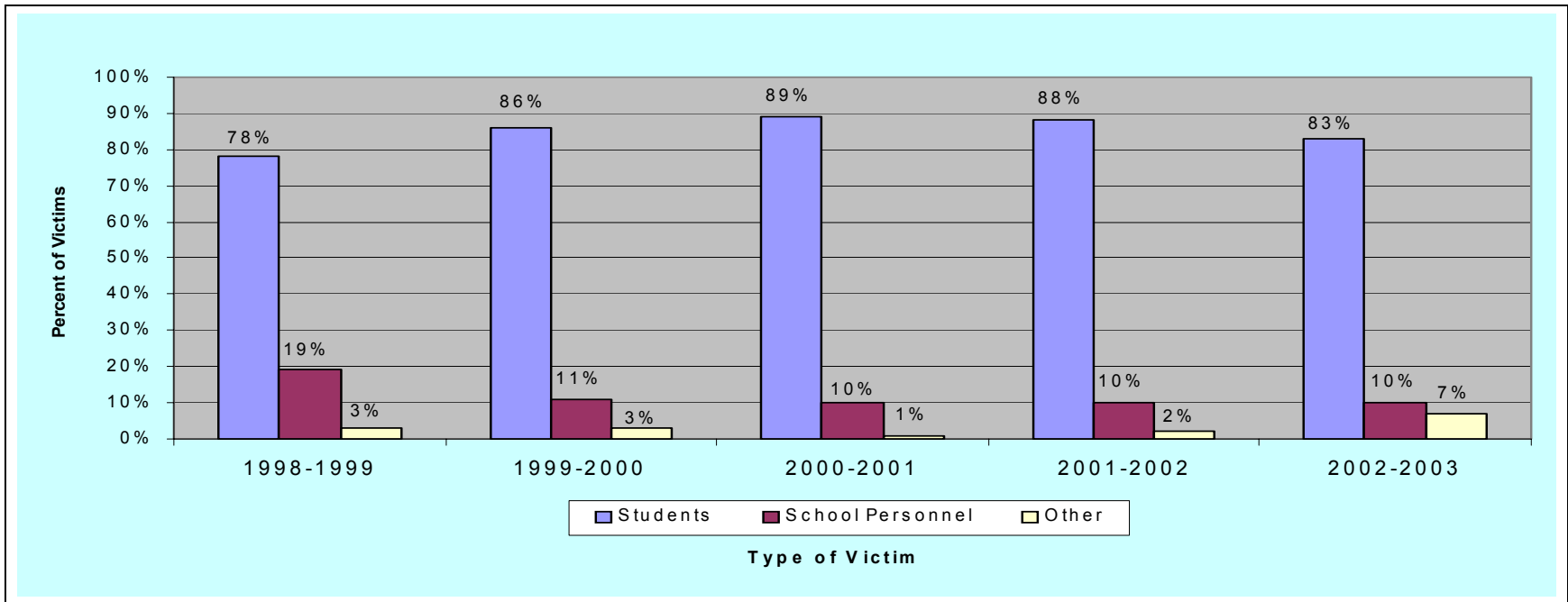
**Figure 29: Trend in Number of Offenders per 100 Students, 1998-99 to 2002-03**



	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Total Offenders per 100 Students	8.7	9.6	9.8	3.3	3.2
Number of Schools Reporting	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

*Advisory: The significant decrease in total offenders per 100 students since 2001-2002 is reflective of the change in the definition of "reportable incident" that resulted in an overall decrease in the number of reported incidents for the past two years.*

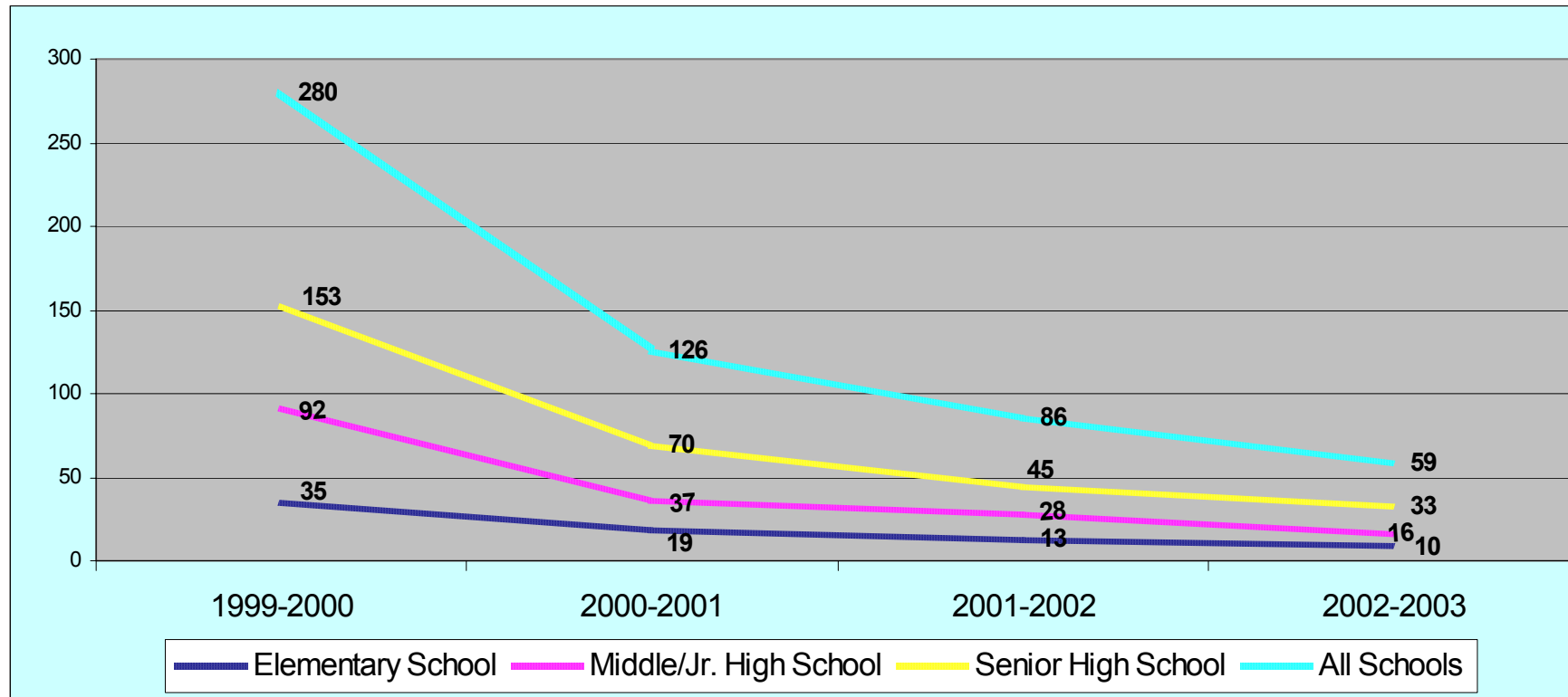
**Figure 30: Trend in Distribution of Type of Victim, 1998-99 to 2002-03**



Type of Victim	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Students	78%	86%	89%	88%	83%
School Personnel	19%	11%	10%	10%	10%
Other	3%	3%	1%	2%	7%
# Schools Reporting	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

- Students have been consistently reported as the most common victim type.
- The proportion of victims that are school personnel has decreased since 1998-99 (from 19% to 10%).
- Total reported incidents in 2001-2002 and 2002-2003 were lower than reported in previous years, (due to the "reportable incident" definition change), yet the relative distribution of *victim types* showed no change.

**Figure 31: Trend in Number of Bomb Threats, 1999-00 to 2002-03**

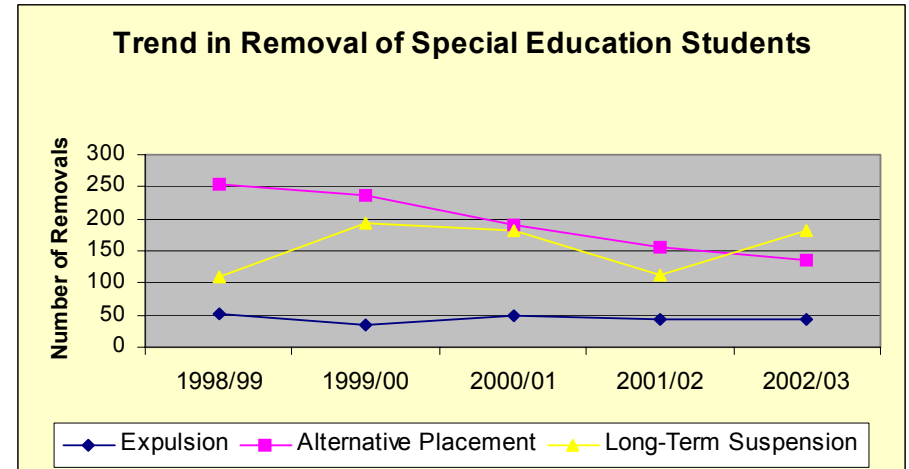
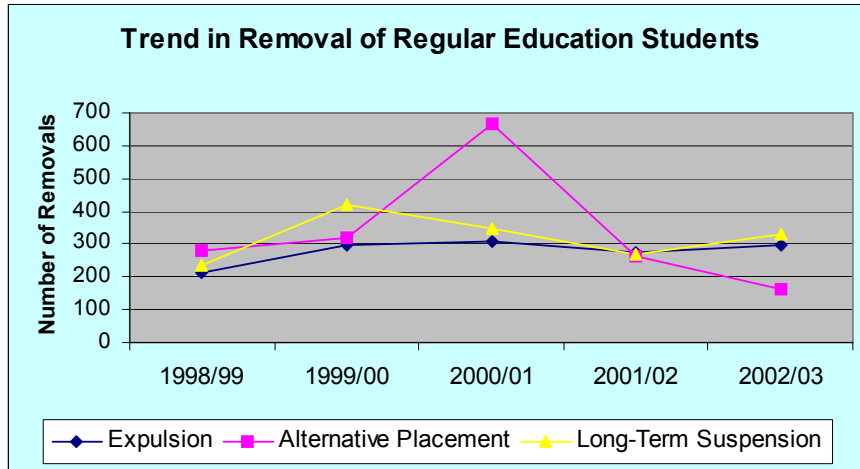


	1999-2000	2000-2001	2001-2002	2002-2003
Elementary School	35	19	13	10
Middle/Jr. High School	92	37	28	16
Senior High School	153	70	45	33
<b>All Schools</b>	<b>280</b>	<b>126</b>	<b>86</b>	<b>59</b>
# Schools Reporting	674	644	658	669

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

## C. Removals from School

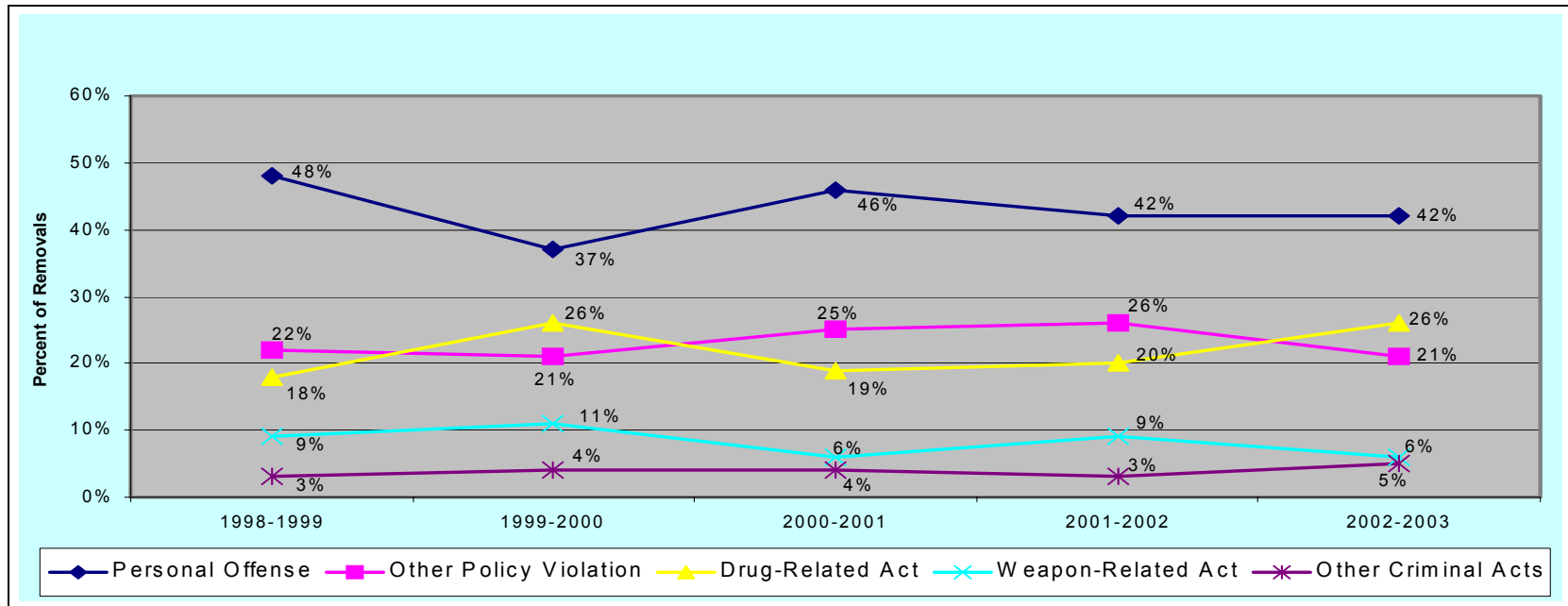
Figure 32: Trend in Removals of Regular and Special Education Students, 1998-99 to 2002-03



<b>Regular Education Students</b>					
	1998/99	1999/00	2000/01	2001/02	2002/03
Expulsion	212	297	309	275	297
Alternative Placement	282	322	664	261	163
Long-Term Suspension	238	419	350	268	331
<b>Special Education Students</b>					
	1998/99	1999/00	2000/01	2001/02	2002/03
Expulsion	51	34	49	44	42
Alternative Placement	254	236	189	156	135
Long-Term Suspension	109	193	182	112	183

- There has been a sharp decrease in the number of alternative placements for regular education students since this form of removal peaked in 2000-2001.
- In 2002-2003, long term suspension, rather than alternative placement, was the most frequent type of removal of special education students.

• **Figure 33: Trend in Offenses Resulting in Removal, 1998-99 to 2002-03**



Type of Offense <sup>21</sup>	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Personal Offense	48%	37%	46%	42%	42%
Other Policy Violation	22%	21%	25%	26%	21%
Drug-Related Act	18%	26%	19%	20%	26%
Weapon-Related Act	9%	11%	6%	9%	6%
Other Criminal Acts	3%	4%	4%	3%	5%
<b><i>Number of Schools Reporting</i></b>	<b>570</b>	<b>674</b>	<b>644</b>	<b>658</b>	<b>669</b>

- Personal Offense has remained the most commonly reported reason for removal.
- Reported Drug-Related removals have fluctuated between 18% and 26% and Weapon-Related removals have fluctuated between 6% and 11% over the five-year period.

<sup>21</sup> Refer to page 24 of this report for a list of specific offenses in each category.