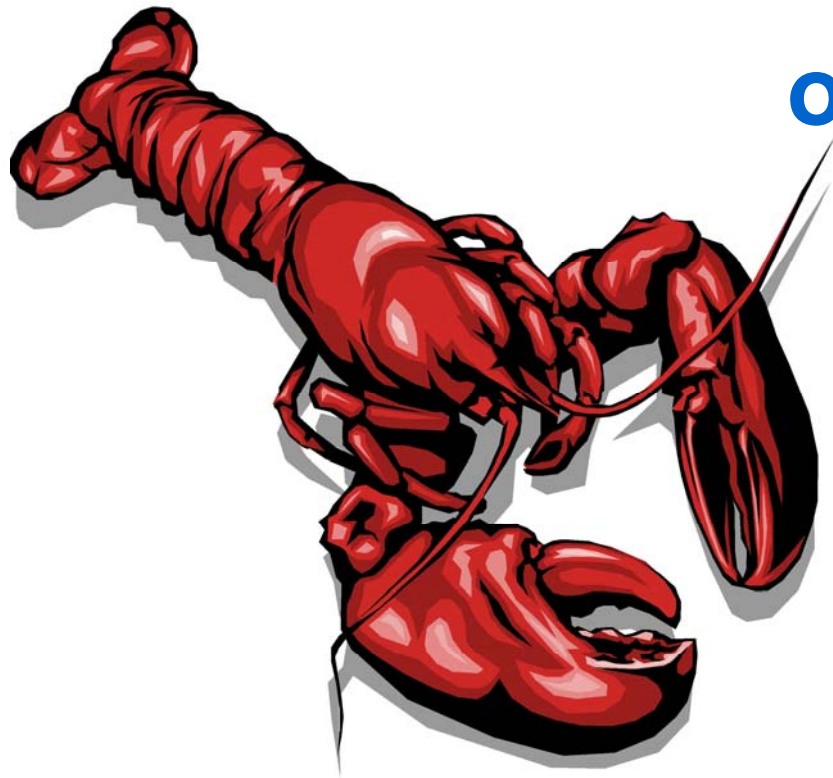


Maine Safe and Drug-Free Schools and Communities Act Program



Report on Incidence of Prohibited Behavior and Drug and Violence Prevention **2008-2009**

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.

We gratefully acknowledge the participation of Maine schools in this data collection project, as well as the assistance provided by local education agency prevention coordinators.

We would also like to acknowledge the following persons who provided assistance to the 2008-09 Safe and Drug-Free Schools and Communities Act Data Collection project: Charlotte Ellis, Dennis Kunces, and Daniel Chuhta at the Maine Department of Education and Melanie Lanctot, Linda Phillips, and Carla McPherson at the Maine Office of Substance Abuse.

To obtain a *downloadable* copy of this entire report, visit the Maine Safe and Drug-Free Schools and Communities Act Program website at: www.mainesdfsca.org

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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 2008-2009

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.

June, 2010

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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 & Human Services, Office of Substance Abuse (OSA), and the Maine Department of Education (DOE).

This report presents the data collected from schools for the 2008-09 school year. It contains information about local drug and violence prevention efforts, as well as reported incidents of prohibited behavior that resulted in the removal of a student from his/her normal classroom setting for one or more days. Incidents that resulted in a lesser disciplinary action are excluded from this report.

Project History

Originally funded by the U.S. Department of Education's (USED) 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 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 was provided through workshops, regular phone and email contact, and via a web site established for the project that provided 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 (1998-99 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. Beginning with the 2001-02 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.

Concurrent with the start of the 2007-08 school year, in an effort to minimize the number of reporting portals being utilized to meet the reporting requirements of various State agencies, schools began reporting incidence of prohibited behavior data, as well as other school-related data, directly to the new Maine Department of Education Data Management System (MEDMS). The OSA system that had served as the incidence reporting portal for many years was phased out. Due to differences in the reporting requirements of the OSA system and the MEDMS, readers should be cautious about comparing data presented in the *2008-09 Report on Incidence of Prohibited Behavior and Drug and Violence Prevention* to data presented in previous editions.

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 2008-09 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act (IDEA). OSA and DOE worked collaboratively to develop a coordinated system of web-based reporting that meets federal and state requirements.

The *2008-09 Report on Incidence of Prohibited Behavior and Drug and Violence Prevention* focuses only on reported incidents that resulted in the removal of a student from his/her normal classroom setting for one or more days. Incidents that resulted in a lesser disciplinary action are excluded from the report.

Six hundred thirty-seven (637) Maine schools participated in the 2008-09 SDFSCA Data Collection Project. Three hundred forty-two (342) of the 637 participating schools reported at least one incident that resulted in the removal of a student from his/her normal classroom setting for 1 day or more.

The data were then aggregated and provided to USED 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 USED Office of Special Education and Rehabilitative Services, as required by IDEA.

This report expands on the data submitted to USED and offers additional information on 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.

The general topics covered in this report include a demographic overview of schools; information on SDFSCA prevention programs, services and activities; reported incidents of prohibited behavior; and removals from the normal classroom setting for 1 day or more. This information is supplemented with three appendices:

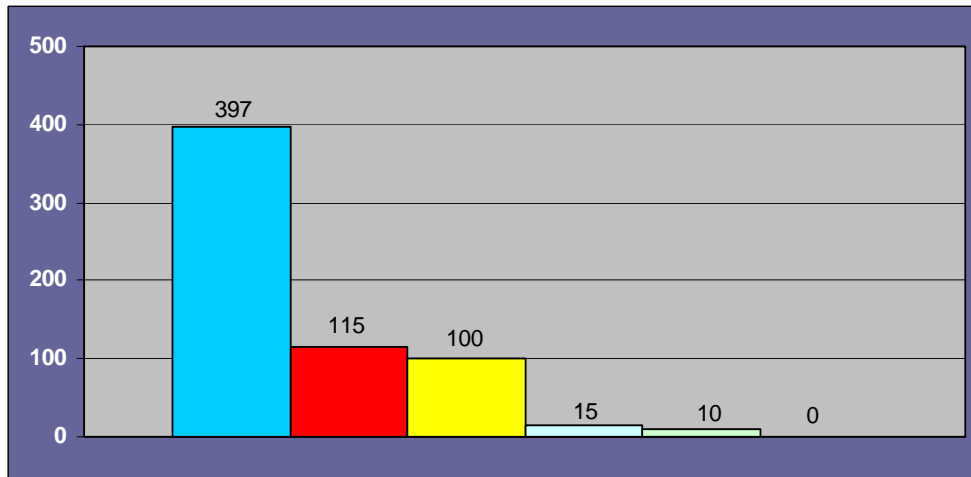
- A. Definition of School Levels
- B. List of Prohibited Behaviors
- C. List of Classroom Removal Types

Note: Occasionally the sum of percentages does not exactly equal 100% due to rounding. This is not an error in calculation.

III. DEMOGRAPHICS

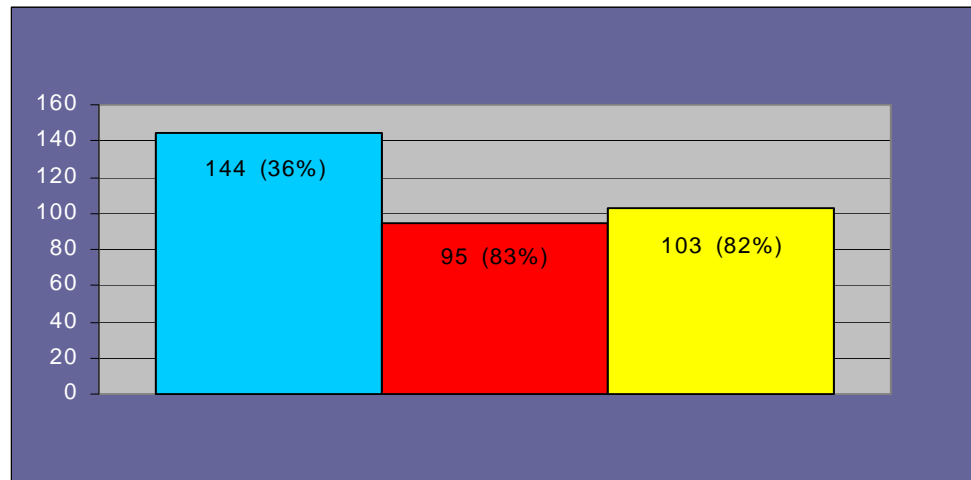
Schools Reporting to the Maine SDFSCA Data Collection Project

Figure 1: Number of Reporting Schools by School Level¹



School Level *	
Elementary School	397
Middle / Jr. High School	115
Sr. High School	100
Jr. / Sr. High School	15
Combined Elem. & Secondary School	10
Special School / School Program	0
Total of Reporting Schools	637

Figure 2: Number & Percent of Schools Reporting Incidents** by School Level



School Level *	Schools Reporting Incidents	
Elementary School	144	36%
Middle / Jr. High School	95	83%
Sr. High School***	103	82%
Total of Schools Reporting Incidents	342	54%

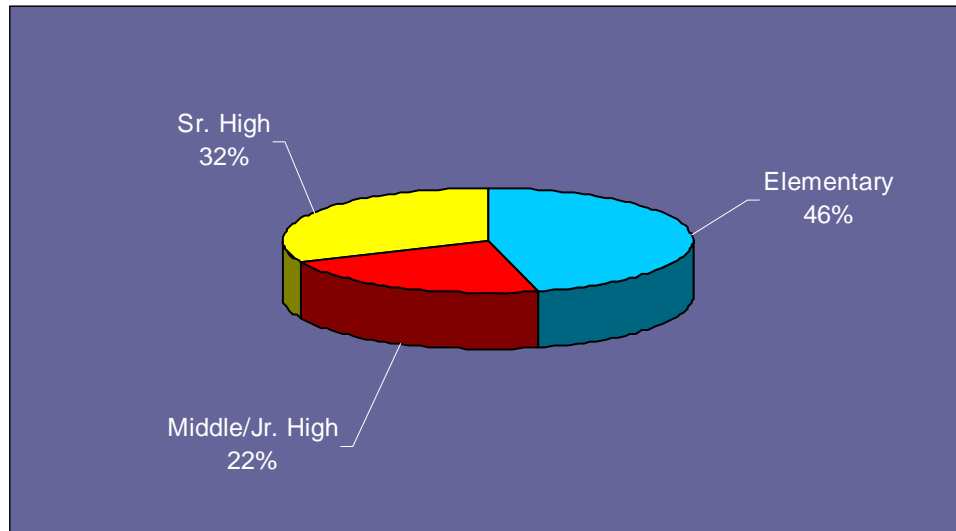
* Excludes private schools and 26 vocational / technical schools.

** Incidents resulting in removal of a student from his/her normal classroom setting for 1 day or more.

*** Includes Senior High, Jr. / Sr. High, & Combined Elem. & Secondary Schools.

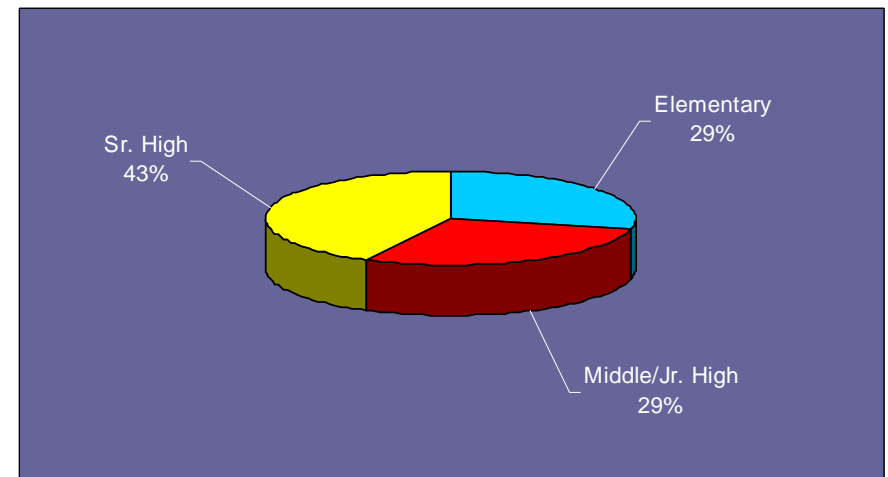
¹ See Appendix A for school level definitions.

Figures 3a / 3b: Enrollment by School Level



3a: All Reporting Schools

School Level	# of Students	% of Enrollment
Elementary School	86,022	46%
Middle / Jr. High School	40,958	22%
Sr. High School	60,556	32%
Total	187,536	100%



3b: Schools Reporting Incidents *

School Level	# of Students	% of Enrollment
Elementary School	36,082	29%
Middle / Jr. High School	36,388	29%
Sr. High School	53,865	43%
Total	126,335	100%

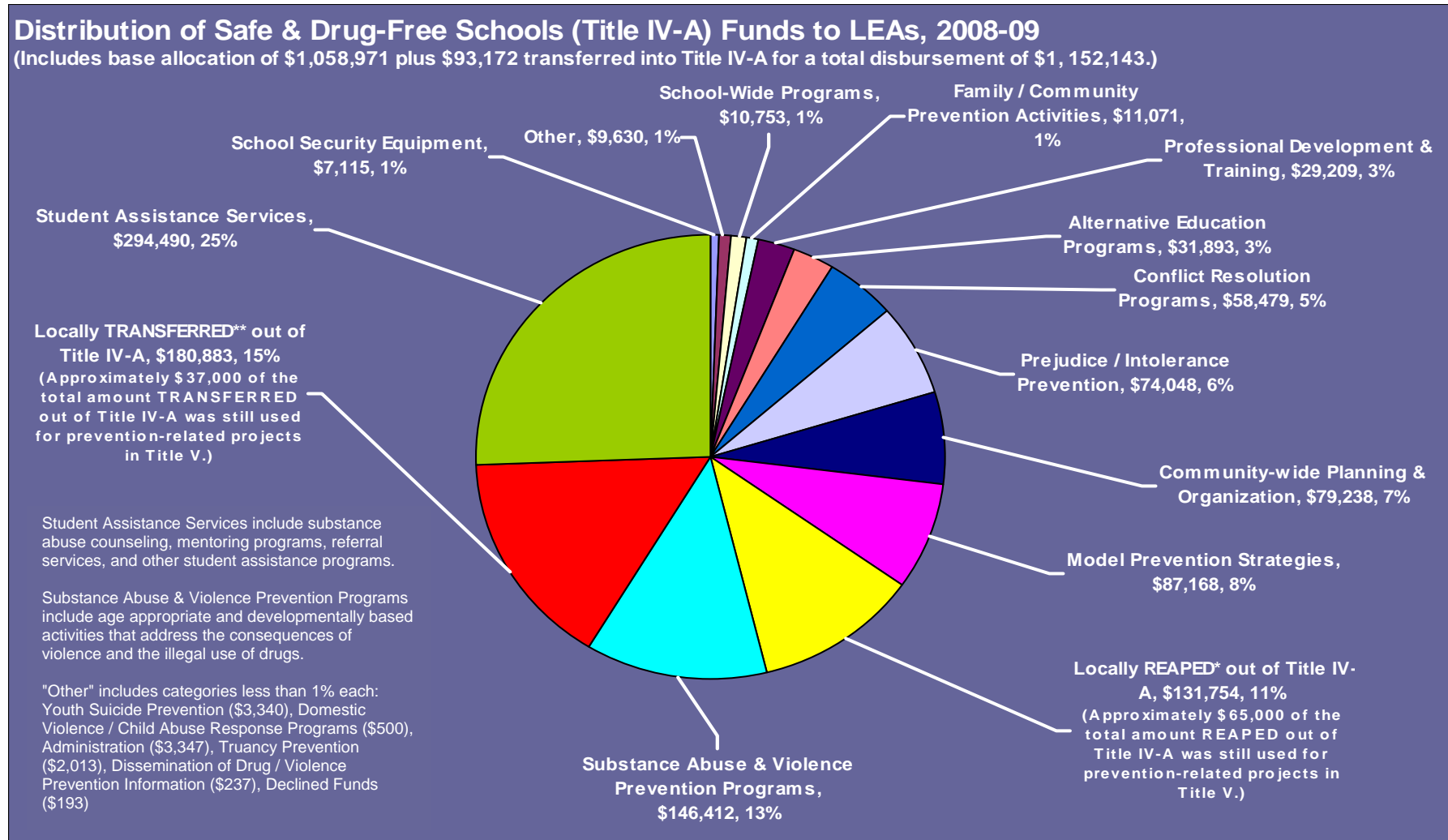
- Elementary school students made up the largest population among all schools (46%)
- Middle schools and elementary schools each made up 29% of schools reporting incidents.
- High school students made up the largest student population group reporting incidents (43%).

* Incidents resulting in the removal of a student from his/her normal classroom setting for 1 day or more.

IV: PREVENTION PROGRAMS, SERVICES, AND ACTIVITIES

A. How LEAs Used 2008-09 Safe & Drug-Free Schools Program Funds

Figure 4: Types of Prevention Programs, Services, & Activities Funded, 2008-09

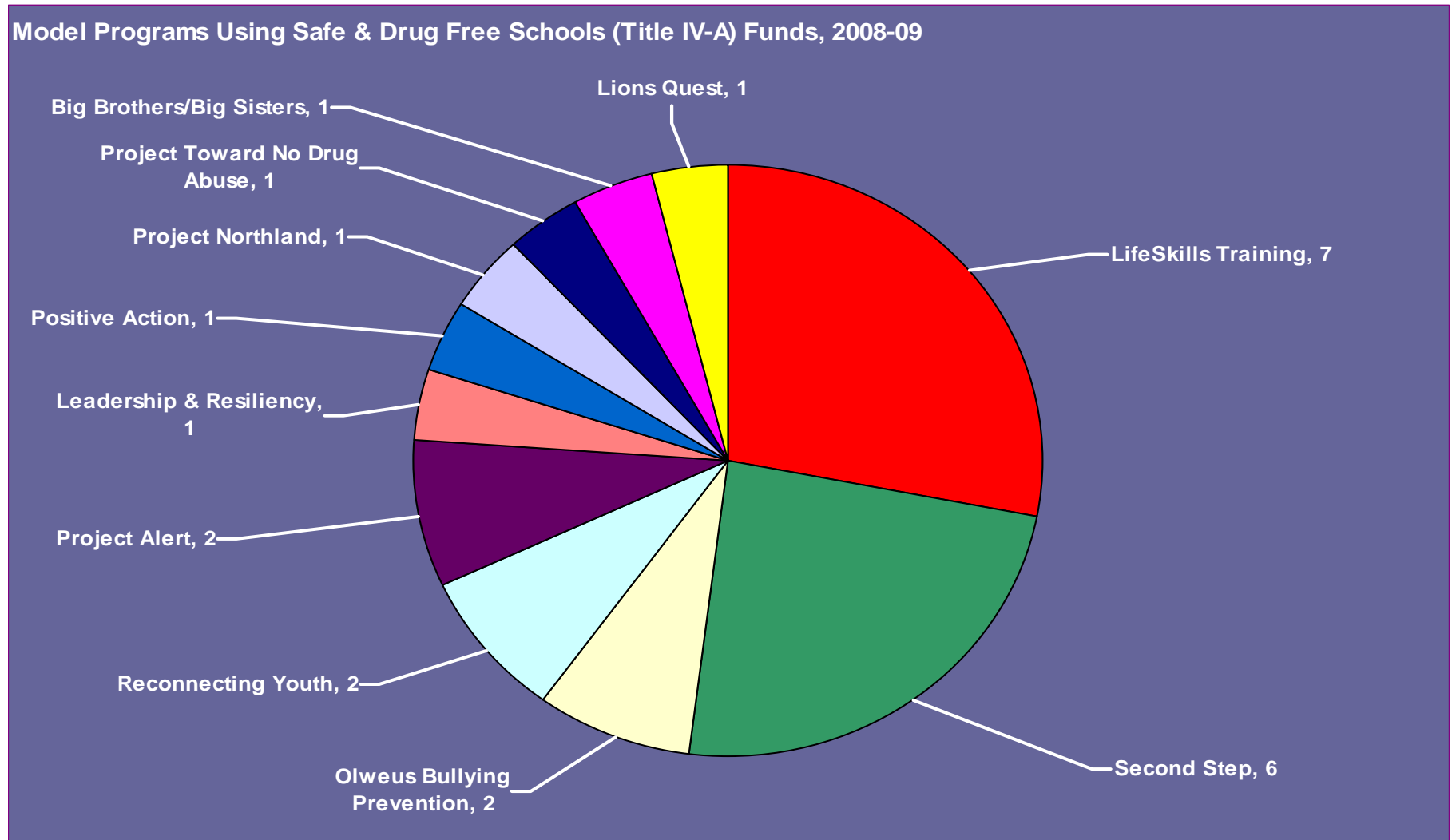


Source: 2008-09 NCLB Applications - Safe & Drug-Free Schools Program Project Information

*The Rural Education Achievement Program (REAP) option allows rural school districts with less than 600 students greater flexibility in how they utilize NCLB Title funds. The option allows these districts to combine up to 100% of funds from certain Titles to support projects that are allowable under other Titles.

**The TRANSFER option allows school districts to transfer up to 50% of certain Title funds to support projects that are allowable under other Titles.

Figure 5: Number of Model Prevention Programs Funded, 2008-09



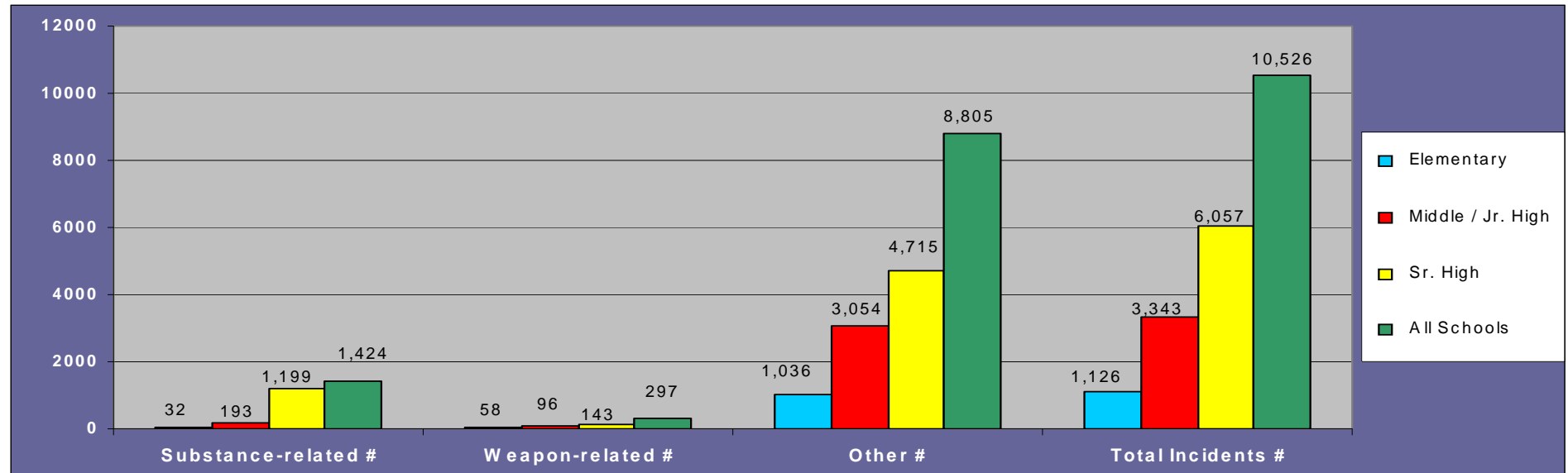
Source: 2008-09 NCLB Applications - Safe & Drug-Free Schools Program Project Information

- The most popular model prevention program for LEAs utilizing 2008-09 Safe & Drug-Free Schools funds was *LifeSkills Training*.

V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS

A. Types of Prohibited Behavior²

Figure 6: Number & Types of Incidents Resulting in Removal*



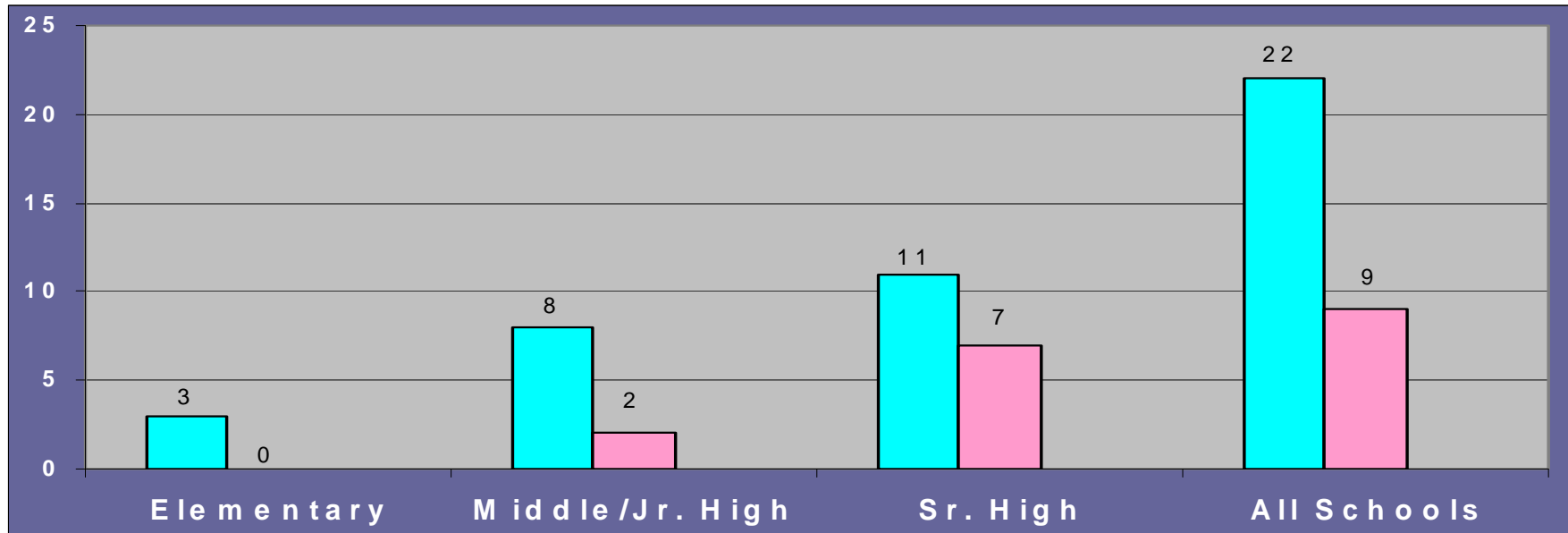
School Level	Substance-related %	Substance-related #	Weapon-related %	Weapon-related #	Other %	Other #	Total Incidents %	Total Incidents #
Elementary	3%	32	5%	58	92%	1,036	100%	1,126
Middle / Jr. High	6%	193	3%	96	91%	3,054	100%	3,343
Sr. High	20%	1,199	2%	143	78%	4,715	100%	6,057
All Schools	14%	1,424	3%	297	84%	8,805	100%	10,526

- Maine schools reported a total of 10,526 incidents in the 2008-2009 school year.
- Among all schools, weapon-related incidents were 3% of the total and substance-related incidents were 14%.
- Substance-related policy violations comprised 20% of the total incidents reported in high schools.
- “Other” incidents made up the vast majority of reported incidents (84%).
- 99.9% of incidents did not result in serious bodily injury.

*Incidents resulting in **the** removal of a student from his/her normal classroom setting for 1 day or more.

²See Appendix B for the list of Incidence of Prohibited Behavior types.
Maine Safe & Drug-Free Schools Data Collection Project 2008-2009

Figure 7: Number of Bomb Threats and Bomb-Related Incidents Reported to MEDMS

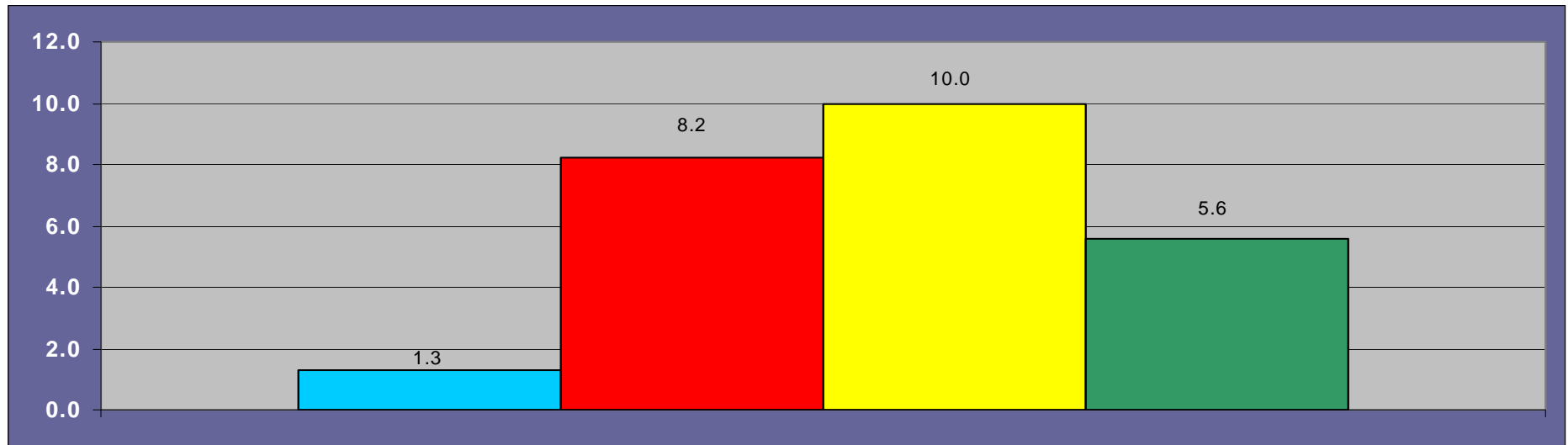


School Level	Number of Bomb Threats Reported to MEDMS*	Number of Bomb-Related Incidents Reported to MEDMS
Elementary	3	0
Middle / Jr. High	8	2
Sr. High	11	7
All Schools	22	9

- A total of 22 bomb threats were reported to the Maine Educational Data Management System (MEDMS) by 24 Maine schools (4%).
- Fifty percent (50%) of the bomb threats that were reported to MEDMS took place in senior high schools.

* There is conflicting data on the number of unduplicated bomb threats that were reported during the 2008-09 school year. While 22 were reported to MEDMS, some bomb threats were reported directly to the Office of the Commissioner of Education. The Office of the Commissioner recorded 40 bomb threats reported during 2008-09...but it has not been determined if any of the 40 may also have been reported to MEDMS.

Figure 8: Number of Incidents per 100 Students

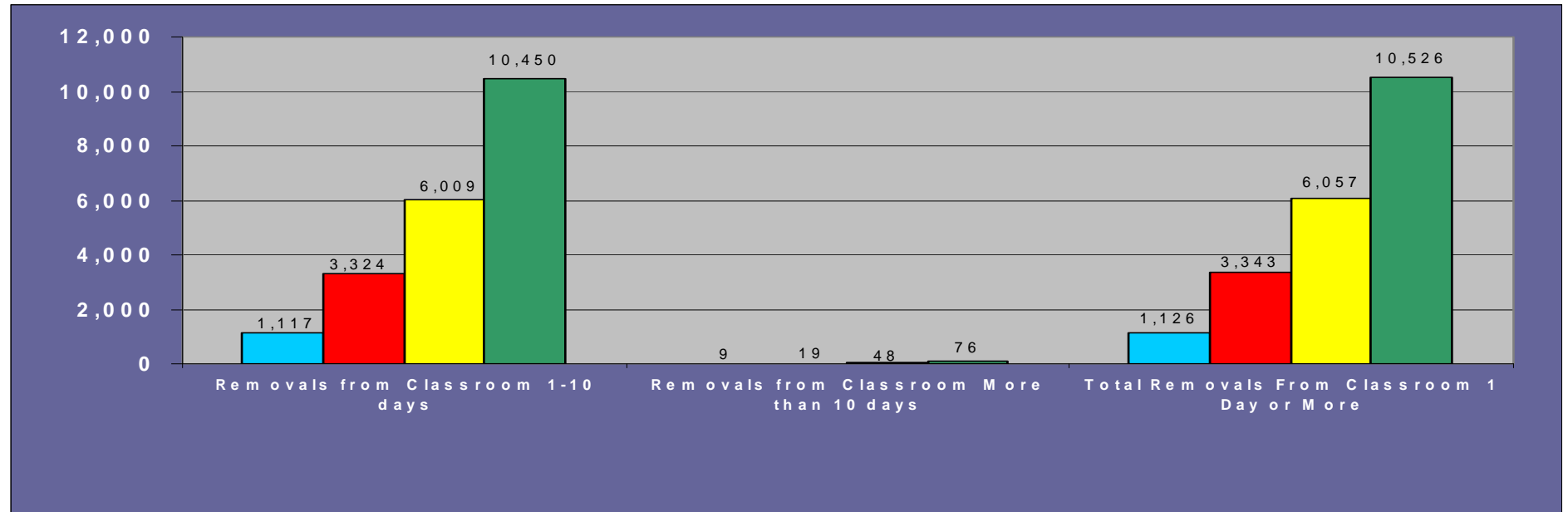


School Level	Incidents per 100 Students (Includes schools reporting no incidents.)
Elementary School	1.3
Middle/Jr. High School	8.2
Sr. High School	10.0
All Schools	5.6

- Including schools reporting no incidents, Maine high schools reported the highest average rate of prohibited behaviors among the three school levels: 10.0 incidents per 100 students.
- Including schools reporting no incidents, Maine schools reported an average of 5.6 incidents per 100 students enrolled.

B. Prohibited Behavior Resulting in Removal

Figure 9: Duration of Removals from Classroom*



School Level	Removals From Classroom 1-10 Days**	Removals From Classroom More than 10 days	Total Removals From Classroom 1 Day or More
Elementary School	1,117 (11%)	9 (12%)	1,126 (11%)
Middle/Jr. High School	3,324 (32%)	19 (25%)	3,343 (32%)
Sr. High School	6,009 (58%)	48 (63%)	6,057 (58%)
All School Levels	10,450 (100%)	76 (100%)	10,526 (100%)

- The vast majority of removals (99%) were for 1-10 days duration.
- Of the long-term removals (>10 days), 12% involved elementary school students, 25% involved middle school students, and 63% involved high school students.

*Removal of a student from his/her normal classroom setting for 1 day or more, including in and out of school suspensions, alternative placements, and expulsions. (See Appendix C for a complete list of removal types & definitions.) **Removals involving less than 1 day were excluded from this report.

Figure 10: Incidence by School Level and Duration of Removals

Incident Type	Elementary Schools			Middle Schools			High Schools			Total		
	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Grand Total
ATOD-Related												
Alcohol-Related	2	0	2	12	0	12	181	3	184	195	3	198
Marijuana-Related	8	2	10	71	0	71	312	15	327	391	17	408
Tobacco-Related	12	0	12	75	0	75	503	0	503	590	0	590
Other Drug-Related	8	0	8	33	2	35	181	4	185	222	6	228
Total ATOD	30	2	32	191	2	193	1177	22	1199	1398	26	1424
Personal Offenses												
Aggravated Assault/ Battery / Simple Assault	107	0	107	211	0	211	159	3	162	477	3	480
Bullying / Injurious Hazing	62	0	62	96	0	96	21	0	21	179	0	179
Fighting	145	0	145	544	1	545	815	6	821	1504	7	1511
Gang Fighting	0	0	0	0	0	0	0	0	0	0	0	0
Harassment : Sexual	48	0	48	125	0	125	63	1	64	236	1	237
Harassment: Other	34	2	36	186	4	190	201	1	202	421	7	428
Physical Attack	143	4	147	159	2	161	119	2	121	421	8	429
Threat / Intimidation	131	0	131	222	1	223	258	1	259	611	2	613
Sexual Battery	0	0	0	1	0	1	2	0	2	3	0	3
Total Personal Offenses	670	6	676	1544	8	1552	1638	14	1652	3852	28	3880
Weapon-Related												
Assault with Firearm	0	0	0	0	0	0	0	0	0	0	0	0
Assault with Other Weapon	4	0	4	6	0	6	8	0	8	18	0	18
Bomb Threat	3	0	3	8	0	8	9	2	11	20	2	22
Bomb-Related Offense	0	0	0	2	0	2	7	0	7	9	0	9
Possession of a Firearm	2	0	2	1	0	1	2	2	4	5	2	7
Possession of Other Weapon	49	0	49	78	1	79	110	3	113	237	4	241
Sale / Transfer of a Weapon	0	0	0	0	0	0	0	0	0	0	0	0
Total Weapon-Related	58	0	58	95	1	96	136	7	143	289	8	297

Chart continues on next page. =>

Incident Type	Elementary Schools			Middle Schools			High Schools			Total		
	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Total	1-10 Days	>10 Days	Grand Total
Other Criminal Acts												
Arson	0	0	0	3	0	3	7	0	7	10	0	10
Burglary / Breaking & Entering	1	0	1	6	0	6	4	0	4	11	0	11
Buying / Receiving / Distributing Stolen Property	29	0	29	52	0	52	54	1	55	135	1	136
Extortion	0	0	0	0	0	0	1	0	1	1	0	1
Hate Crimes / Bias	1	0	1	3	0	3	3	0	3	7	0	7
Homicide	0	0	0	0	0	0	0	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	1	0	1	1	0	1
Larceny / Theft	23	0	23	56	1	57	122	2	124	201	3	204
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	1	0	1	3	0	3	13	0	13	17	0	17
Vandalism	7	0	7	64	0	64	80	0	80	151	0	151
Total Other Criminal Acts	62	0	62	187	1	188	285	3	288	534	4	538
Other Policy Violations												
Disorderly Conduct	168	0	168	556	6	562	630	0	630	1354	6	1360
Fireworks Offense	1	0	1	0	0	0	4	0	4	5	0	5
Other School Code Violation	119	1	120	736	1	737	2126	1	2127	2981	3	2984
Sexual Offense (non-forcible)	8	0	8	12	0	12	10	1	11	30	1	31
Trespassing	1	0	1	3	0	3	3	0	3	7	0	7
Truancy	0	0	0	0	0	0	0	0	0	0	0	0
Total Other Policy Violations	297	1	298	1307	7	1314	2773	2	2775	4377	10	4387
Grand Totals	1117	9	1126	3324	19	3343	6009	48	6057	10450	76	10526

- Overall, 14% of removals were for substance-related violations, 37% were for personal offenses, another 3% were weapon-related, 5% were for other criminal acts, and 42% were for other policy violations.
- Less than 1% of reported violations resulted in removals for more than 10 days.
- Fifty-eight percent (58%) of the number of removals of up to 10 days, and 63% of the number of removals for more than 10 days involved high school students.
- The three types of violations that resulted in the most removals were “other school code violations” (28%, fighting (14%), and disorderly conduct (13%). Together they made up over half (55%) of all reported violations.
- The violations that resulted in the most removals for more than 10 days were marijuana-related (17) and fighting (7).

Figure 11: Incidence by School Type and Gender

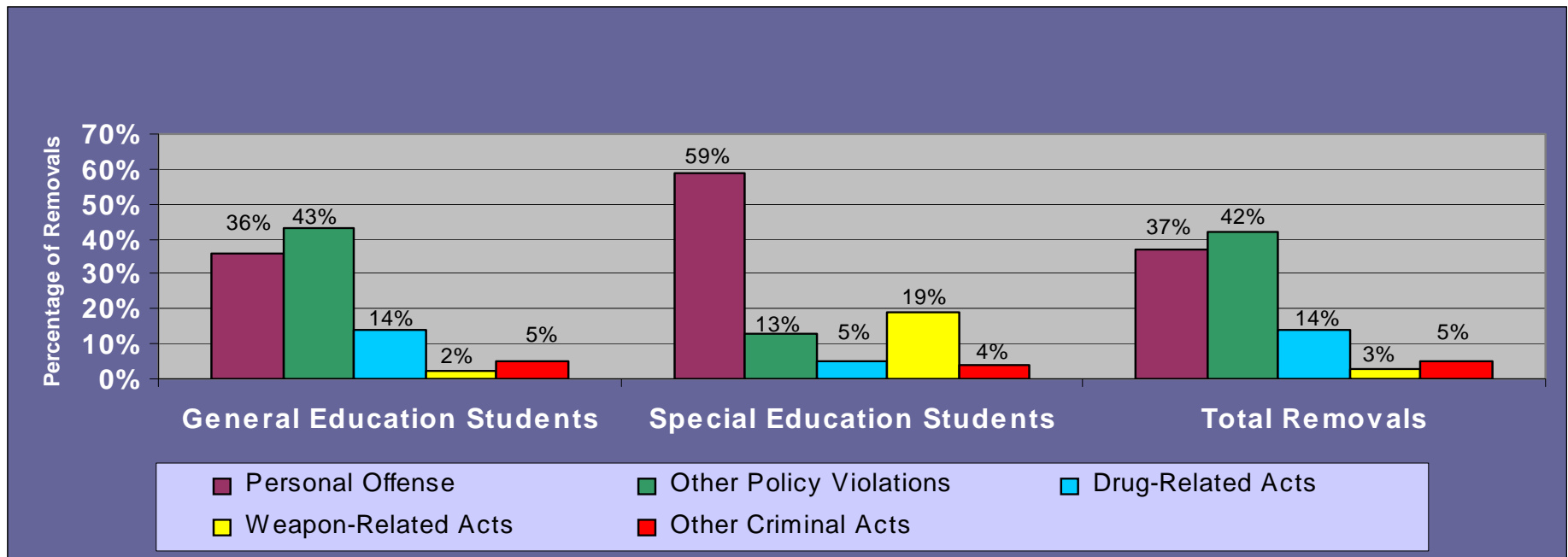
Incident Type	Elementary Schools			Middle Schools			High Schools			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Grand Total
ATOD-Related												
Alcohol-Related	0	2	2	5	7	12	102	82	184	107	91	198
Marijuana-Related	1	9	10	30	41	71	69	258	327	100	308	408
Tobacco-Related	2	10	12	33	42	75	155	348	503	190	400	590
Other Drug-Related	1	7	8	16	19	35	65	120	185	82	146	228
Total ATOD-Related	4	28	32	84	109	193	391	808	1199	479	945	1424
Personal Offenses												
Aggravated Assault/ Battery / Simple Assault	19	88	107	43	168	211	46	116	162	108	372	480
Bullying / Injurious Hazing	12	50	62	22	74	96	5	16	21	39	140	179
Fighting	13	132	145	78	467	545	233	588	821	324	1187	1511
Gang Fighting	0	0	0	0	0	0	0	0	0	0	0	0
Harassment : Sexual	1	49	50	11	114	125	5	59	64	17	222	239
Harassment: Other	4	30	34	39	151	190	50	152	202	93	333	426
Physical attack	20	127	147	32	129	161	43	78	121	95	334	429
Threat / Intimidation	12	119	131	55	168	223	73	186	259	140	473	613
Sexual Battery	0	0	0	0	1	1	0	2	2	0	3	3
Total Personal Offenses	81	595	676	280	1272	1552	455	1197	1652	816	3064	3880
Weapon-Related												
Assault with Firearm	0	0	0	0	0	0	0	0	0	0	0	0
Assault with Other Weapon	0	4	4	1	5	6	1	7	8	2	16	18
Bomb Threat	0	3	3	0	8	8	4	7	11	4	18	22
Bomb-Related Offense	0	0	0	0	2	2	2	5	7	2	7	9
Possession of Firearm	0	2	2	0	1	1	0	4	4	0	7	7
Possession of Other Weapon	7	42	49	8	71	79	15	98	113	30	211	241
Sale / Transfer of a Weapon	0	0	0	0	0	0	0	0	0	0	0	0
Total Weapon-Related	7	51	58	9	87	96	22	121	143	38	259	297

Chart continues on next page. ==>

Incident Type	Elementary Schools			Middle Schools			High Schools			Total		Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
Other Criminal Violations												
Arson	0	0	0	0	3	3	3	4	7	3	7	10
Burglary / Breaking & Entering	0	1	1	1	5	6	0	4	4	1	10	11
Buying / Receiving Stolen Property	9	20	29	24	28	52	16	39	55	49	87	136
Extortion	0	0	0	0	0	0	0	1	1	0	1	1
Hate Crime / Bias Incident	0	1	1	0	3	3	0	3	3	0	7	7
Homicide	0	0	0	0	0	0	0	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0	1	1	0	1	1
Larceny / Theft	4	19	23	18	39	57	36	88	124	58	146	204
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	1	1	0	3	3	2	11	13	2	15	17
Vandalism	1	6	7	6	58	64	11	69	80	18	133	151
Total Other Criminal Violations	14	48	62	49	139	188	68	220	288	131	407	538
Other Policy Violations												
Disorderly Conduct	31	137	168	76	486	562	185	445	630	292	1068	1360
Fireworks Offense	0	1	1	0	0	0	0	4	4	0	5	5
Other School Code Violation	15	105	120	159	578	737	582	1545	2127	756	2228	2984
Sexual Offense (non-forcible)	2	6	8	1	11	12	1	10	11	4	27	31
Trespassing	0	1	1	0	3	3	2	1	3	2	5	7
Truancy	0	0	0	0	0	0	0	0	0	0	0	0
Total Other Policy Violations	48	250	298	236	1078	1314	770	2005	2775	1054	3333	4387
Grand Totals	154	972	1126	658	2685	3343	1706	4351	6057	2518	8008	10526

- Overall, 24% of removals were of female students and 76% were of male students.
- The only types of violations that resulted in more female students being removed than male students being removed were alcohol violations among high school students (107 versus 91, respectively).
- “Other school code violations”, fighting, and disorderly conduct were the most frequently reported violations for both male and female students.

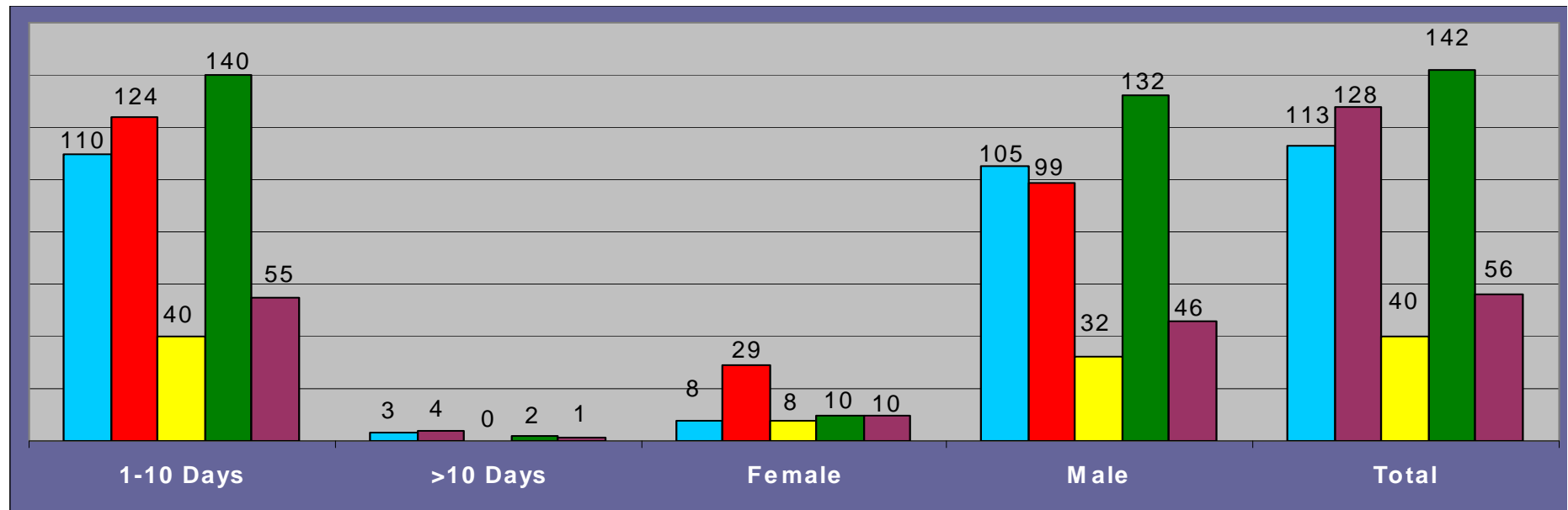
Figure 12: Removals by Type of Offense & Special Education Status



Act	General Education Students		Special Education Students		Total Offenses	
Drug-Related Acts	1400	14%	24	5%	1424	14%
Personal Offenses	3599	36%	281	59%	3880	37%
Weapon-Related Acts	206	2%	91	19%	297	3%
Other Criminal Acts	517	5%	21	4%	538	5%
Other Policy Violations	4325	43%	62	13%	4387	42%
Total	10047	100%	479	100%	10526	100%

- Of the 10,526 incidents resulting in removal, special education students were responsible for 479 (5%).
- Personal Offenses, such as fighting and harassment, were the most commonly reported types of offenses to result in the removal of special education students (59%).
- “Other Policy Violations” were the most common offenses among general education students (43%), followed by Personal Offenses (36%).

Figure 13: Removals of Special Education Students by Type of Disability, Duration of Removal, and Gender



Type of Disability	1-10 Days	>10 Days	Female	Male	Total
Emotional Disability	110	3	8	105	113
Specific Learning Disability	124	4	29	99	128
Multiple Disabilities	40	0	8	32	40
Other Health Impairment	140	2	10	132	142
Other Disability	55	1	10	46	56
Totals by Type of Removal	469	10	65	414	479

- Among special education students, 2% of removals were for longer than 10 days.
- Female special education students made up 14% of the removals and male students made up 86%.

Appendix A: Definitions 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. (e.g., 3-5, K-6, K-8)

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. (e.g., 4-5, 4-6, 4-8)

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.
- Junior-senior high schools are counted as senior high schools in this report

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 641 for the purposes of this report. This number will be the basis for calculating percentages in the following tables unless otherwise stated.

Appendix B: List of Prohibited Behaviors

LIST OF INCIDENTS THAT ARE REPORTABLE TO THE MEDMS BEHAVIOR MODULE

- 1. 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.
- 2. Alcohol-Related:** Possession, sale, manufacture, distribution, use, or showing evidence of use of any alcoholic substances.
- 3. Arson:** Willful or malicious burning or attempt to burn a public building, motor vehicle, personal property, etc.
- 4. 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.)
- 5. 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.)
- 6. Battery:** A harmful or offensive touching of one person by another.
- 7. Bomb Threat:** Involves a spoken, written, called-in, or other communication that a bomb is present, but no actual bomb is found.
- 8. Bomb-Related:** Situation where some sort of bomb or materials to make a bomb is actually found.
- 9. Bullying / Injurious Hazing:** 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.)
- 10. Burglary / Breaking and Entering:** The unlawful entry of a structure to commit felony or theft. (Attempted forcible entry is included.)
- 11. 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.)

- 12. Extortion:** The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear, or threat.
- 13. 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.
- 14. Fireworks:** Detonation of firecrackers, fireworks, or other type materials.
- 15. 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.
- 16. Harassment: Sexual:** Unwelcome sexual advances or conduct that creates an intimidating, hostile or offensive environment. Sexual harassing behavior could include repeated offensive jokes.
- 17. Harassment: Other:** Repeated acts of aggression, including verbal acts of aggression, for the purpose of annoying, threatening, terrifying, harassing, or embarrassing a person; can precede serious violence included in the category of Bias Incident/Hate Crime. May include offenses motivated by race, national or ethnic origin, gender, religion, sexual orientation, or disability.
- 18. 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.
- 19. Homicide:** A killing of one human being by another, i.e., without reference to guilt or innocence.
- 20. 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.
- 21. 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.*
- 22. Marijuana-Related:** Possession, sale, manufacture, distribution, use, or showing evidence of use of marijuana substances.
- 23. Motor Vehicle Theft:** Theft or attempted theft of a motor vehicle.

24. 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.

25. 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.

26. Possession of a Firearm: Possession of a handgun, rifle, or shotgun. (Do 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; or

(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.

27. 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.

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

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

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

31. 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.

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

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

34. 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.

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

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

37. Truancy: A person required to attend school or alternative instruction is truant when an absence of 1/2 day is not excused. A person is "habitually truant" if:

A. The person is required to attend school or alternative instruction and has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; **or**

B. The person is required to attend school or alternative instruction and is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

38. 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.

39. Other School Code Violation: If none of the incident types referenced above seem to apply to the incident that you are reporting, but the incident is still deemed to be serious enough to report, choose this category and place a description of the incident in the box provided.

Appendix C: List of Removal Types & Definitions

Expulsion with Services – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Educational services ARE provided to the student during the expulsion period. This includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

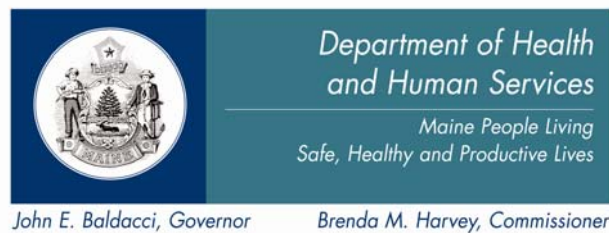
Out of School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Alternative Education Setting by School Personnel – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

In School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. (This is limited to a formal suspension issued by the appropriate school authority.)

Alternative Education Setting by Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

Expulsion without Services – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Educational services ARE NOT provided to the student during the expulsion period. This includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.



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