

**Commissioner's Annual Report to the
Education Committees of the Senate and General Assembly
on Violence, Vandalism and Substance Abuse
in New Jersey Public Schools**

July 1, 2014 to June 30, 2015

Based on District-Reported Data in the
Electronic Violence and Vandalism Reporting System (EVVRS)
and the
Harassment, Intimidation and Bullying
Investigations, Trainings and Programs System (HIB-ITP)

David C. Hespe
Commissioner

Susan Martz
Assistant Commissioner
Division of Learning Supports and Specialized Services

Nancy Curry, Director
Office of Student Support Services
Division of Learning Supports and Specialized Services

New Jersey Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625-0500

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INTRODUCTION

This report presents information provided by New Jersey public schools for the 2014-15 school year on incidents of violence; vandalism; weapon offenses; substance offenses; and harassment, intimidation, and bullying (HIB). The information is presented annually by the New Jersey Department of Education (NJDOE) to the Governor and Legislature to fulfill the requirements of the *Public School Safety Law* (N.J.S.A. 18A:17-46 through 48), as amended by P.L. 2010, c.122 (see [Appendix A](#)).

School districts, including charter schools and renaissance school projects, are required to report in the Electronic Violence and Vandalism Reporting System (EVVRS) incidents that occur on school grounds and meet the criteria of the EVVRS incident definitions (see [Appendix B](#)). In addition, school districts must report incidents of HIB that occur off school grounds, including those involving electronic communications. The Violence, Vandalism and Substance Abuse (VV-SA) Incident Report form (see [Appendix C](#)) details the incident, including those related to HIB, the offender, and the victim information entered into the EVVRS. Any disciplinary infraction occurring in school that does not meet applicable criteria of the EVVRS definitions may still be addressed under the district's code of student conduct, as appropriate. Along with incident details captured in the EVVRS, the Harassment, Intimidation, and Bullying – Investigations, Trainings, and Programs (HIB-ITP) system collects information from districts on the number of HIB investigations, HIB affirmed incidents (i.e., found to be HIB by the district board of education (BOE)¹), as well as any HIB trainings conducted and programs implemented to reduce HIB incidents over the course of the school year. The HIB-ITP data collection form can also be found in [Appendix C](#).

In addition to state-level results presented in this report, counts of incidents by district are reported in [Appendix D](#). Summary data for each district and school along with reports from prior years starting with the 1999-2000 school year are [available online](#). Percentages reported in tables and figures may not total 100 percent, due to rounding or by the school or district selecting more than one answer, (e.g., “check all that apply”). The data in this report represents the incidents from the 2014-15 school year based on each district's data verified by August 5, 2015. All districts verified their data in the EVVRS and HIB-ITP system for the 2014-15 school year.

¹ Throughout the report, “district board of education” refers to the governing authority for all public school districts, charter schools, and renaissance school projects, unless otherwise indicated.

This report is divided into two main sections: “Key Findings” and “Programmatic Response.” In the “Key Findings” section, the NJDOE presents incident counts reported by schools by the main categories of violence, vandalism, weapon offenses, substance offenses, and HIB. Other incident characteristics, such as location and gang-related offenses, are also reported in this section. In addition, a review of disciplinary action and programs/services provided upon disciplinary action, as well as details specific to HIB investigations, incidents, trainings, and programs, are also included. In the “Programmatic Response” section, prevention methods, NJDOE recommendations, and an overview of NJDOE supports are reviewed in relation to developing and maintaining safe and supportive schools in New Jersey.

While this report transparently communicates the changes in self-reported incidents from year to year, the report does not identify the reasons for the changes. Changes from year-to-year may reflect more accurate reporting from districts, or may reflect the results of local school policies and programs to address violence, vandalism, substance abuse and bullying. Changes in all categories require continuous monitoring to ensure that the NJDOE and local districts are progressing toward safer schools for their students and community.

KEY FINDINGS

Overall Total and Totals by EVVRS Incident Categories

In 2014-15, schools reported 18,332 incidents to the NJDOE through the EVVRS (See Figure 1). Fewer incidents were reported as compared to 19,167 in the 2013-14 school year and 21,170 incidents in the 2012-13 school year. County and district totals for 2014-15 can be found in [Appendix D](#).

Figure 1. Total EVVRS Incidents

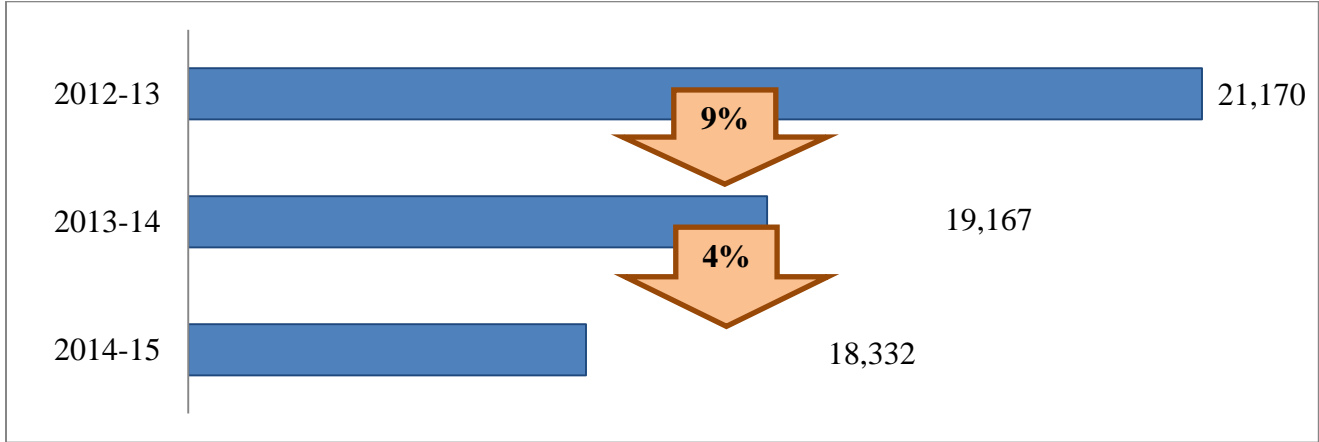
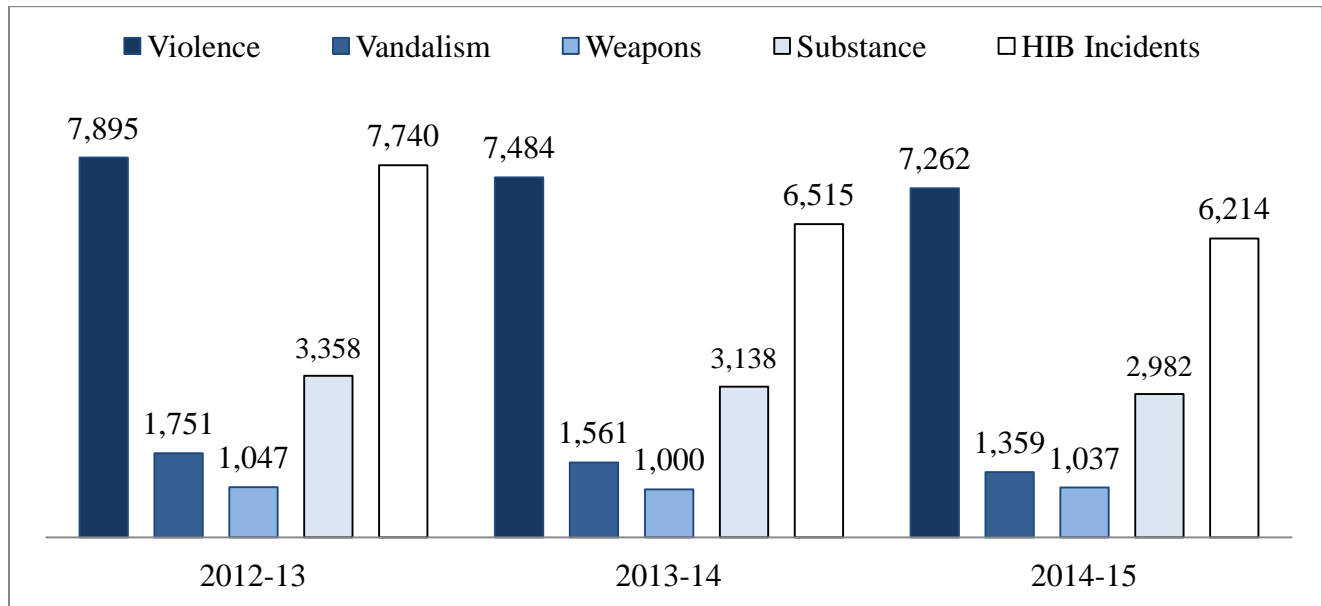


Figure 2 shows that incidents are most commonly reported in the categories of violence and HIB, with violence representing 40 percent of the total incidents and HIB representing 34 percent of the total incidents in 2014-15, proportions nearly identical to last year. Drops in incidents occurred in all major reporting categories between 2012 and 2015. The most pronounced drops from 2013-14 to 2014-15 were in vandalism incidents (down 13 percent).

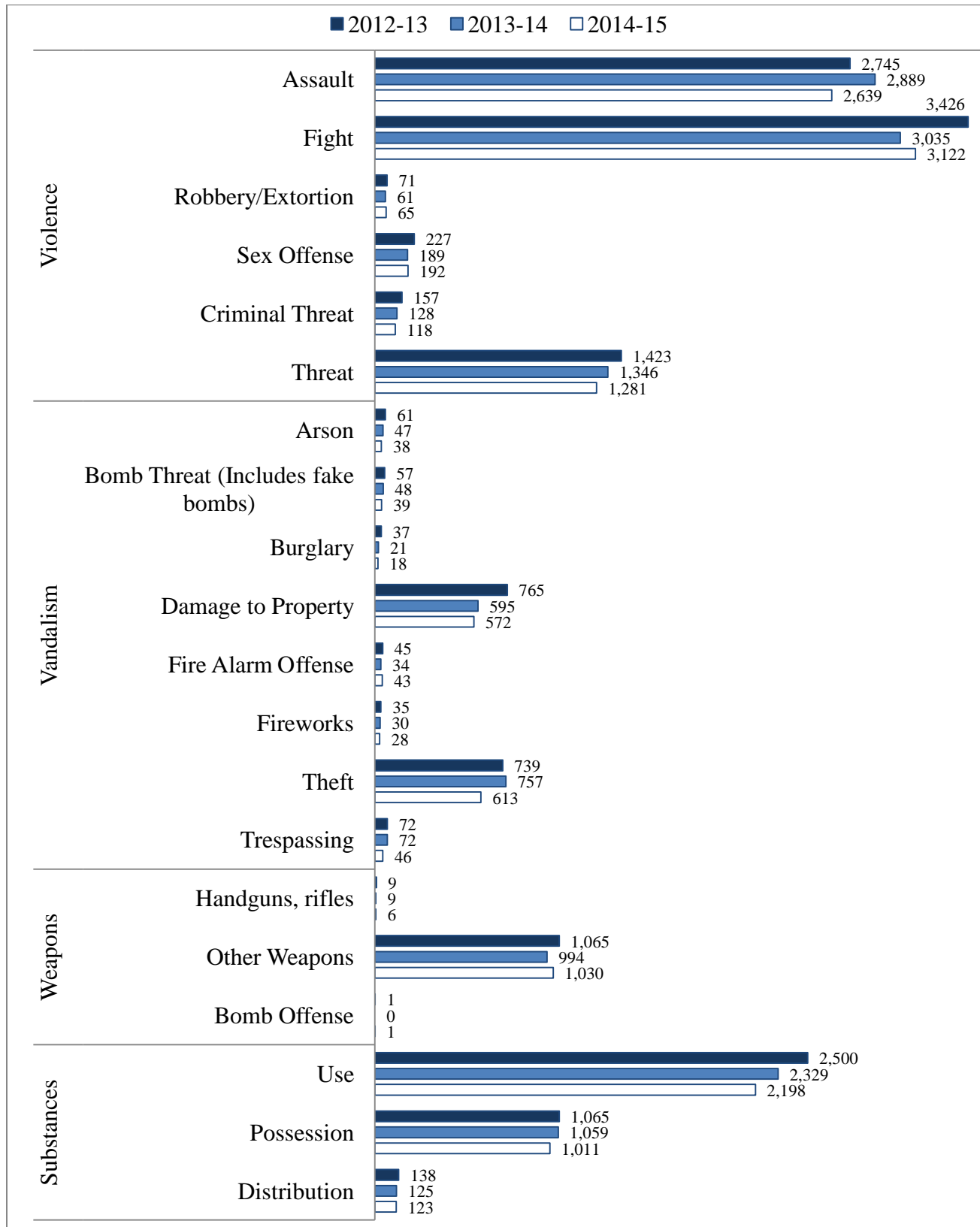
Figure 2. Total Incidents for Major Reporting Categories



Trends in Types of Incidents Reported to EVVRS

Figure 3 illustrates the number of offenses reported in the five major reporting categories over the last three years. The numbers in this figure are duplicated, meaning that a single incident may be counted more than once on this chart because it involved multiple types of offenses. For example, if a single incident occurred where one student assaulted another with a knife, it is counted as both an *assault* in the violence category and as *other weapon* in the weapons category.

Figure 3. Incidents by Type, 2012-13 – 2014-15



Violence

Fights, the most commonly reported incident type in the category of violent incidents, increased from 2013-14 to 2014-15 by three percent, though the number of incidents is lower than in 2012-13. The other commonly reported incident types, *assaults* and *threats*, both decreased from 2013-14 to 2014-15. *Robbery/extortion*, *sex offense*, and *criminal threat* are not commonly reported violent incidents. In each case, the counts are lower in 2014-15 than they were in 2012-13.

Vandalism

Theft and *damage to property* are the most commonly reported types of vandalism. Reports of these types of incidents have declined in the past three years by 17 and 25 percent, respectively. Other types of vandalism are reported much less frequently, thus changes over the three-year period are difficult to describe as noteworthy increases or decreases.

Weapons

In past reports until 2013-14, incidents with handguns and rifles reported to EVVRS have been referred to as *firearm* incidents. By federal definition, *18 U.S. Code § 921*, the term *firearm* refers to handguns and rifles, but also to any weapon that can expel or can be converted to expel a projectile by action of an explosive, including bombs. By New Jersey statute, *N.J.S.A. 2C: 39-1(f)*, the term *firearm* is also meant to include air guns. In Figure 3, what past reports refer to as firearms are noted more explicitly as handgun or rifle incidents. Figure 4 separates out each weapon group in further detail.

Handgun or rifle incidents in schools are rare. Figure 4 shows that there were six handgun incidents in 2014-15, and no rifle incidents, the same as reported in 2013-14. *Air guns* (including BB guns and pellet guns) or *imitation guns* are not common but were reported on school grounds more frequently than handguns or rifles. There were 110 incidents with air guns in schools in 2014-15 compared to 81 in 2013-14, and 28 incidents with imitation guns in 2014-15 compared to 25 from 2013-14.

Weapons include any instrument readily capable of lethal use or inflicting bodily injury. Among the 1,037 weapons incidents in the 2014-15 school year, the most commonly reported weapons were *knives*, *blades*, *razors*, *scissors*, and *box cutters*, consistent with the past three years (see Figure 4).

Substance Offenses

There have not been sizeable changes in reports of substance use, possession, or distribution in the past three years on school grounds (see Figure 5). Seventy-seven percent of substance cases in 2014-15 involved marijuana on school grounds, with 2,292 incidents. Alcohol is the substance with the next highest frequency on school grounds, with 405 cases representing 14 percent of the total substance abuse incidents. Most other substance types were reported in 2 percent or fewer of the total cases, with the exception of unauthorized prescription drugs, representing 3 percent of the cases.

Figure 4. Weapons Detail, 2012-13 – 2014-15

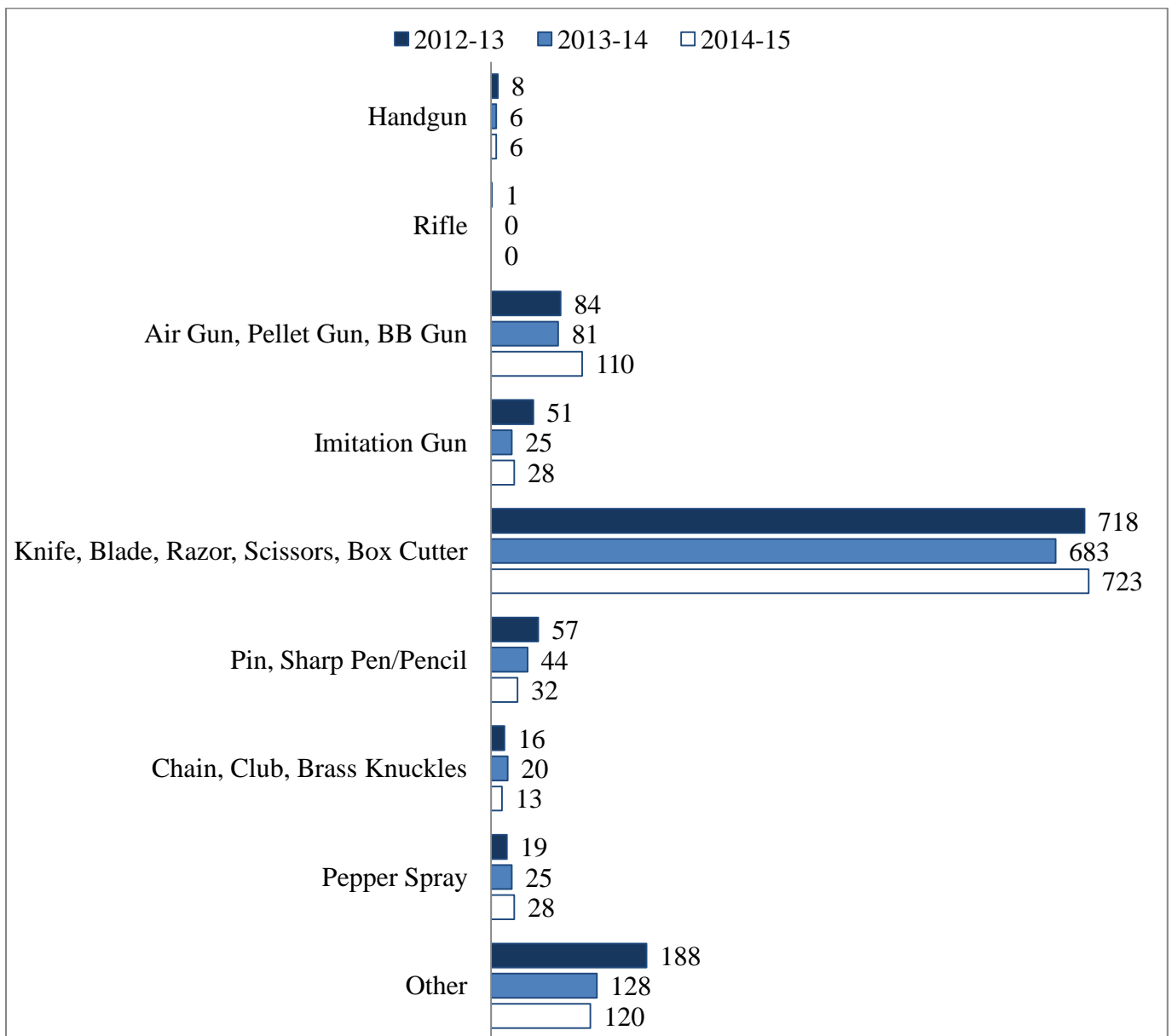
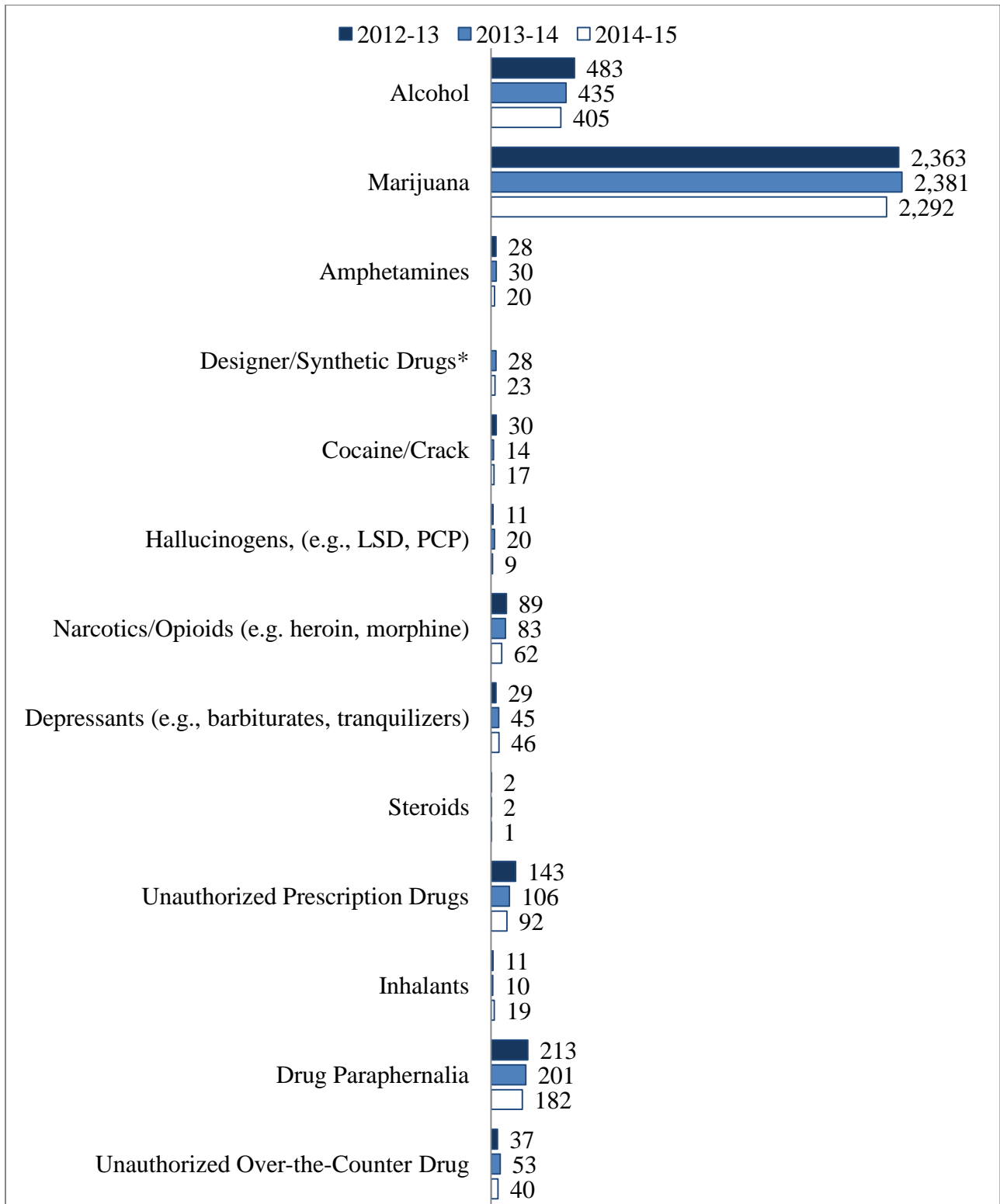


Figure 5. Substance Use, Possession, and Distribution, 2012-13 – 2014-15*



* Last year's report incorrectly included designer/synthetic drugs, a new category for the 2013-14 school year, with cocaine/crack.

Characteristics of EVVRS Incidents

Location

Incidents in all categories must be reported in the EVVRS if they occur on school grounds. HIB incidents occurring off school grounds must also be included. Figure 6 shows the distribution of the location of all incidents during the 2014-15 school year. The first five categories, from top to bottom, identify a location inside the school building. Seventy-five percent of all incidents in 2014-15 occurred within the school building. Of these, 1 percent occurred in a locker room, which is a new location category added for 2014-15. Additionally, incidents frequently occurred within the classroom (33 percent). Five percent of incidents occurred on the bus, and 4 percent occurred off school grounds. HIB incidents are the one type of incident that must be reported by schools when they occur off school grounds; therefore, HIB are the only type of incidents included in that location. These proportions are very similar to the 2012-13 and 2013-14 results.

Figure 7 shows the distribution of HIB incidents by location for 2014-15. Of the 6,214 HIB incidents, more than one in three (37 percent) of all HIB incidents occurred in the classroom. Fourteen percent of HIB incidents occurred in the cafeteria, 20 percent occurred at other locations inside the school. Eight percent of HIB incidents occurred on the bus. In addition, 11 percent of HIB incidents occurred off school grounds. These proportions have not changed notably from previous years' results.

Students spend the majority of their school hours in the classroom; however only a third of incidents occur there. This suggests that incidents occur disproportionately during times when students are not in class. Schools should examine their records of locations and times of student infractions at school to identify problem zones in order to support students and prevent problems before a situation escalates.

Other Bias-Related Incidents

Any EVVRS-defined incident of violence, vandalism, weapons, or substance offense may also be reported as motivated by bias. In addition to the 6,214 incidents of HIB reported in 2014-15 that include bias by definition, there were 50 non-HIB incidents reported as bias-related, for a total of 6,264 bias-related incidents. The 50 non-HIB bias-related incidents reported this year represent a decrease from the 89 non-HIB bias-related incidents reported in 2013-14. The total number of bias-related incidents, including HIB incidents, decreased from 6,604 to 6,264.

Gang-Related Incidents

Gang-related incidents are those incidents of violence, vandalism, HIB, weapons or substance offenses where there is confirmation from either a law enforcement official, the victim, or the offender that the incident was gang-related. Any incident type may be reported as gang-related. Sixteen incidents were reported as gang-related in 2014-15, similar to 14 reported last year.

Figure 6. All Incidents by Location, 2014-15

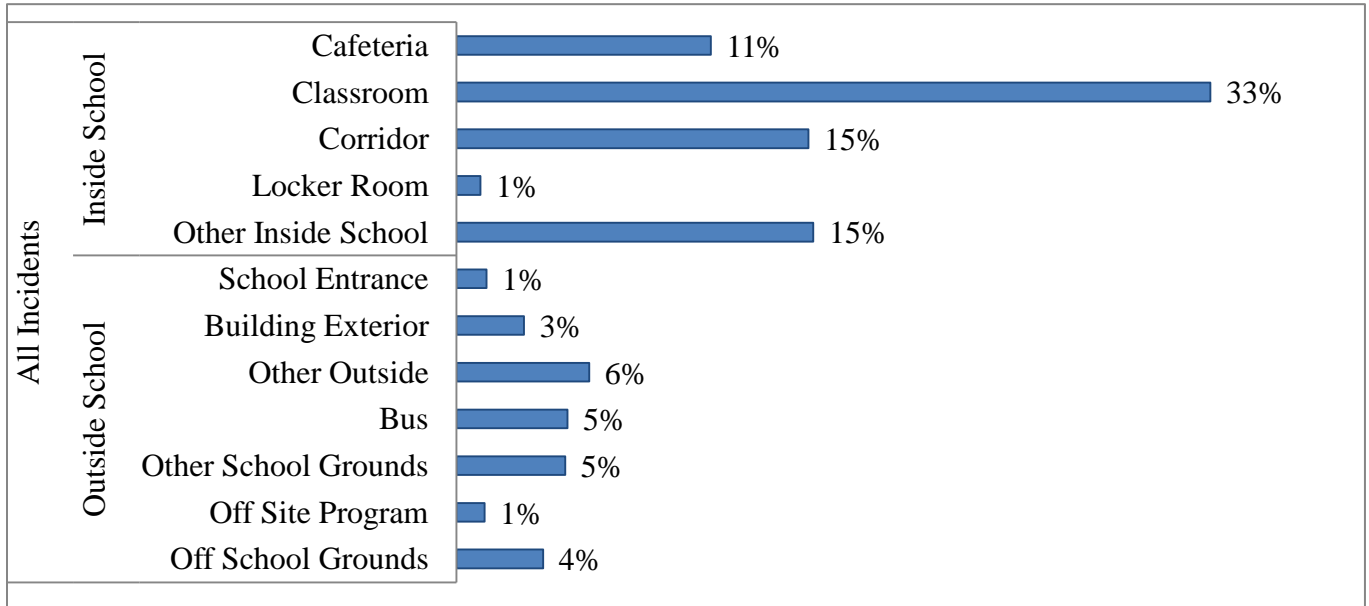
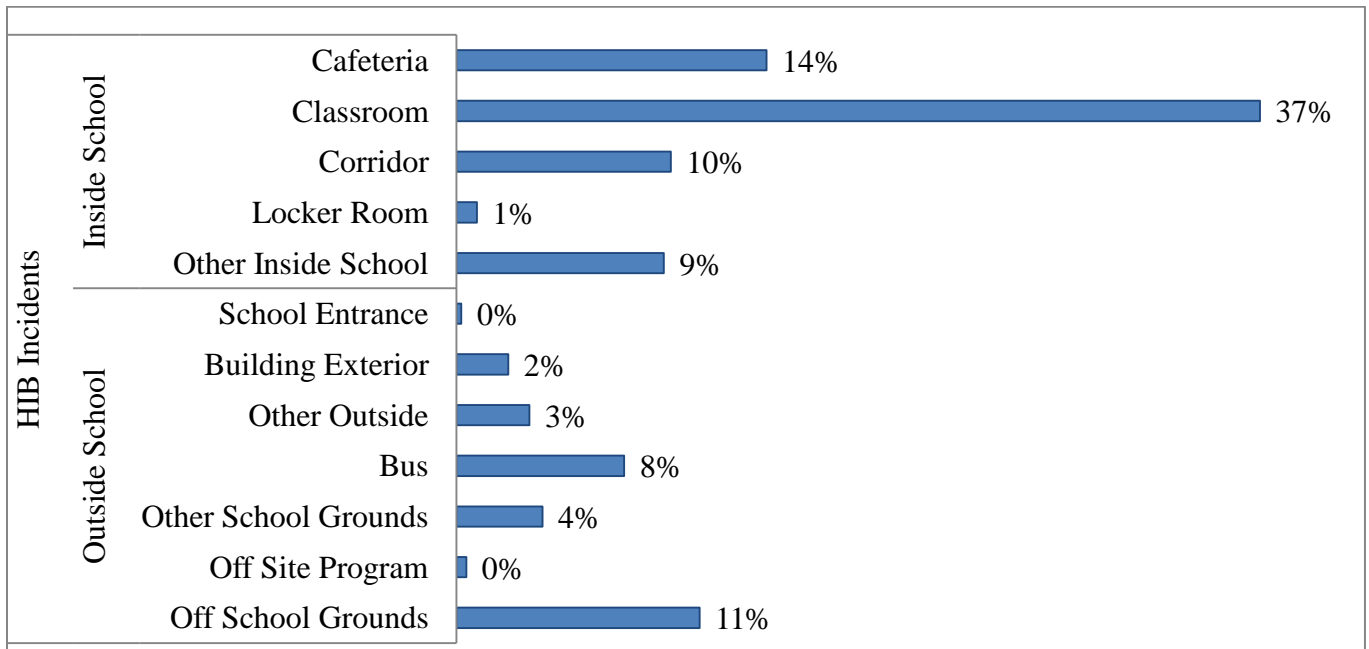


Figure 7. Incidents by Location, HIB only, 2014-15



Police Notification

In 2014-15, police were notified in 5,289 instances. In nearly half of the cases (2,440), a complaint was filed with or by the police. Police were notified in 29 percent of all incidents reported in the EVVRS, similar to the proportion of incidents (30 percent) reported to police in 2013-14. The frequency of police notification indicates that school personnel are continuing to work with law enforcement to ensure schools are safe, particularly whenever any school employee develops reason to believe that a criminal offense has been committed on school grounds.

Schools are more likely to report that certain types of incidents led to police notification than others. Weapons incidents are most likely to be reported, with 71 percent of all weapons incidents reported to police in 2014-15. Vandalism incidents were reported to police in 43 percent of cases, substance offenses were reported in 42 percent of cases, and violent incidents were reported in 33 percent of cases. HIB incidents were reported to police in 10 percent of cases.

Disciplinary Action Taken and Program Provided (EVVRS)

Figure 8 shows the number of suspensions by duration for incidents reported in the EVVRS over a three-year period. This figure does not account for all suspensions as a result of disciplinary referrals (e.g., for defiance of authority or academic dishonesty), but only those incidents that meet EVVRS criteria. In addition, this figure shows the suspensions of all offenders; a single incident may have multiple offenders receiving suspensions of different types or durations. The total duration of suspensions resulting from reported incidents includes in-school suspensions and out-of-school suspensions. Out-of-school suspensions include unilateral removals or removals by an administrative law judge for dangerousness, which are removals that are specific to students with disabilities. Most suspensions reported in the EVVRS last from two to four days, followed by one-day suspensions, 10-day or more suspensions, and five-day suspensions. The least common suspension duration is between six and nine days. There have been drops in the number of suspensions of all lengths since 2012-13 with the exception of six to nine days, in line with declines in the total number of EVVRS incidents. The number of students receiving 10 or more days of suspension has dropped most notably, by 26 percent since 2012-13.

Figure 9 shows the proportion of these suspensions by type and duration, including out-of-school suspensions, in-school suspensions, or cases where a student received both in- and out-of-school suspension for the same incident. Most in-school suspensions last for one day. Suspensions occurring

out-of-school are much more common than those occurring in-school. Weapons incidents and substance offense incidents were the most likely to result in extended out-of-school suspensions, with 35 percent of incidents involving a weapon and 22 percent of incidents involving substance use, possession, or distribution resulting in out-of-school suspensions lasting longer than 10 days. Incidents of HIB (2 percent) and vandalism (10 percent) were the least likely to result in a 10-day or longer out-of-school suspension.

Figure 8. Number of In-School and Out-of-School Suspensions by Duration, 2012-13, 2013-14, 2014-15

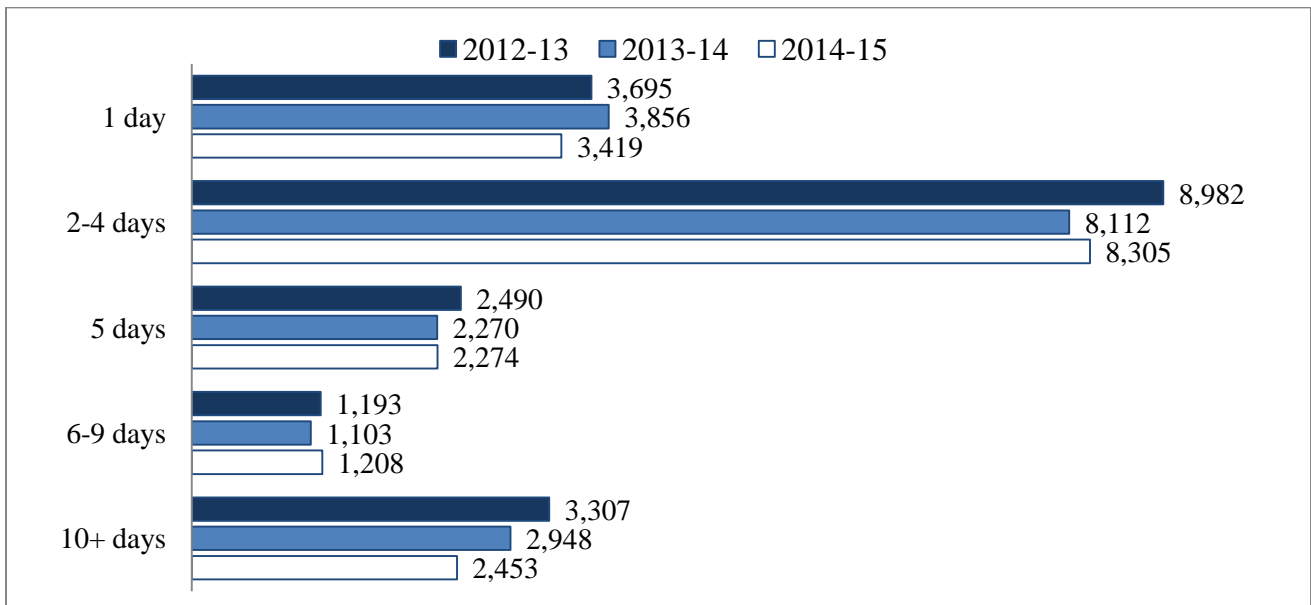
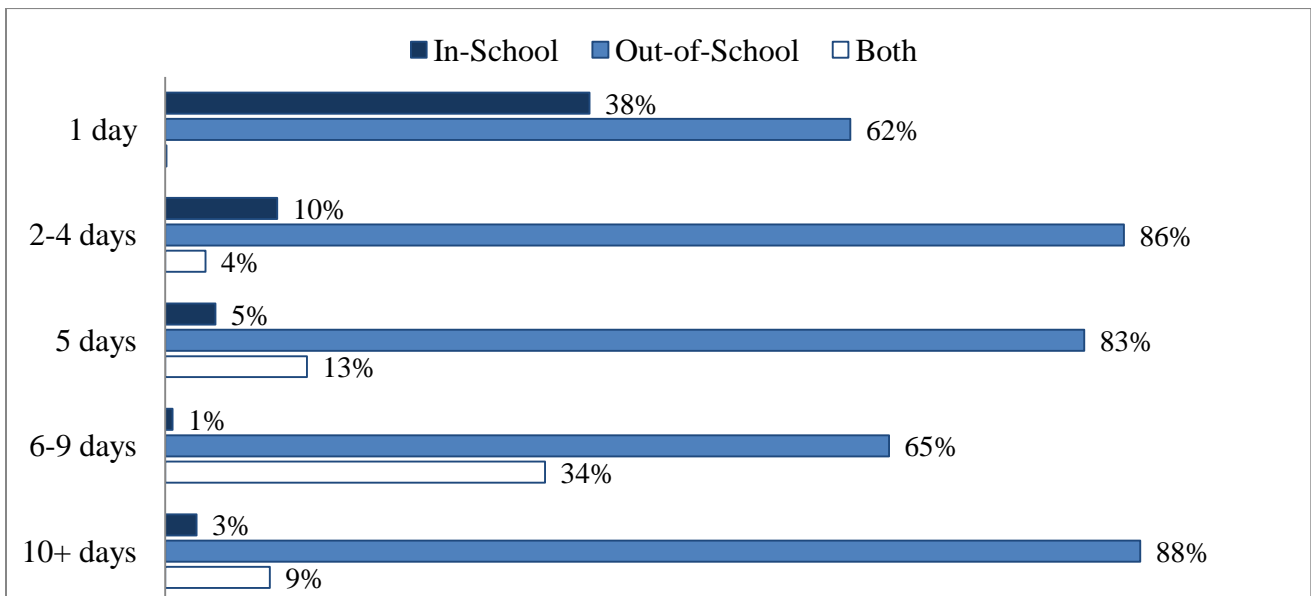


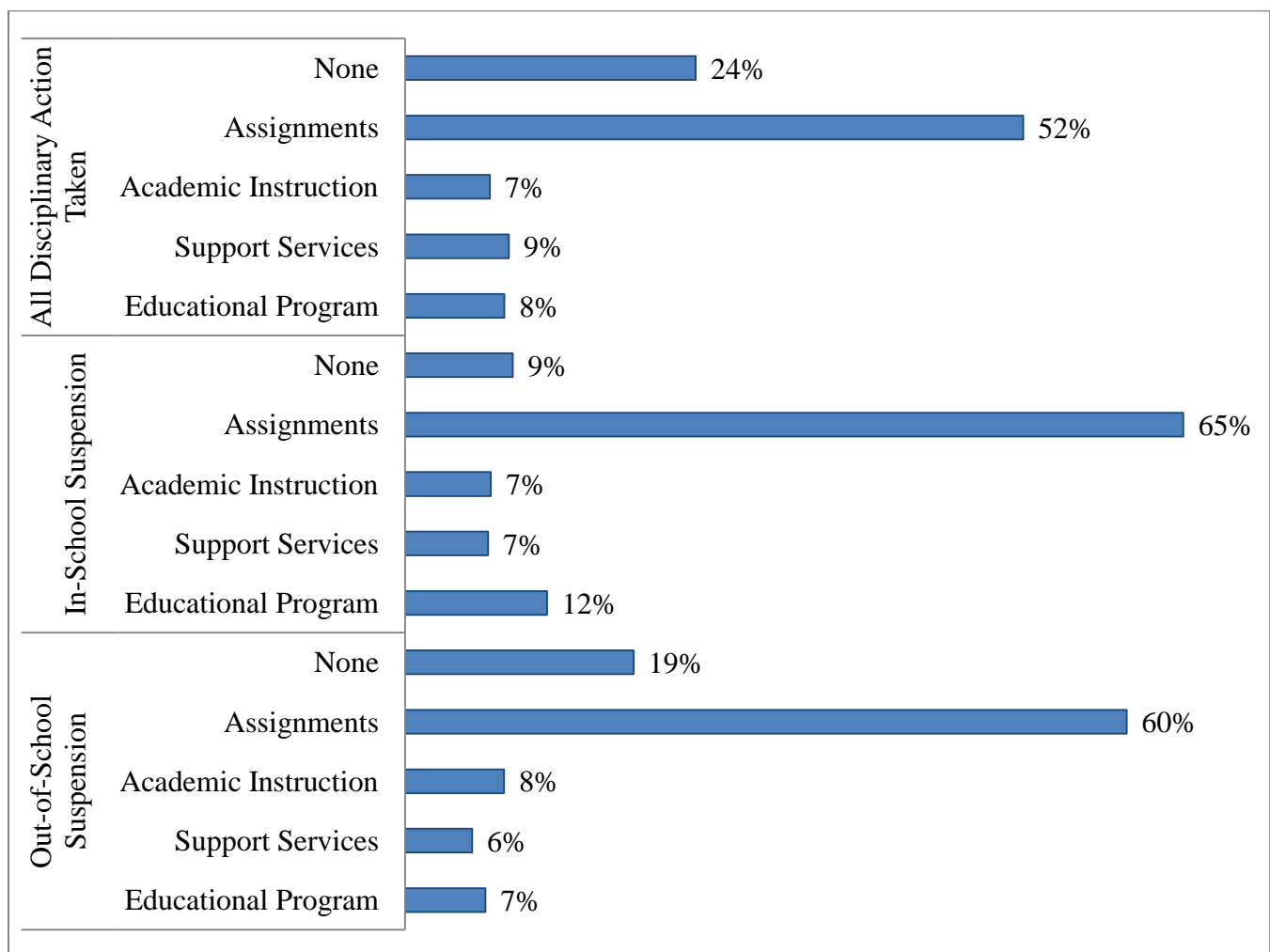
Figure 9. Proportion of Suspensions by Type and Duration, 2014-15



EVVRS collects information on programs/services provided when disciplinary actions are taken.

Figure 10 shows the distribution of the types of programs/services provided to offending students for all types of disciplinary actions taken. It also shows the distribution of the programs/services provided for students who, as a result of an EVVRS incident, received in-school suspensions or out-of-school suspensions for the disciplinary action taken. Assignments were the most frequently indicated category of program/service provided as part of the disciplinary actions taken for all groups. Most students receiving in-school suspensions, 91 percent, received some type of program or service, compared to 76 percent for all student offenders, and 81 percent for students receiving out-of-school suspension. The proportions of student offenders receiving each type of program and service are very similar to previous distributions in the 2012-13 and 2013-14 reports.

Figure 10. Programs Provided for all Disciplinary Action Taken, by In-School Suspensions and Out-of-School Suspensions, 2014-15



Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP)

The HIB-ITP data collection system was created in 2011-12 in response to the reporting requirements of the *Anti-Bullying Bill of Rights Act (ABR)*, P.L. 2012, c.122. The HIB-ITP requires schools to report the number of HIB investigations, the number of investigations completed within 10 days and the number of HIB incidents that were affirmed (i.e., found to be HIB) by the board of education (BOE). The ABR requires that the results of all HIB investigations be brought before the local BOE. Each BOE is then required to issue a decision in writing to affirm, reject, or modify the superintendent's decision at the BOE meeting following his or her report of the results of the investigation.

In 2014-15, there were 18,635 bullying investigations leading to 6,664 affirmed incidents (i.e., found to be HIB by the district BOE). The vast majority of investigations, 97 percent, were completed within 10 days. In 2013-14, there were 19,781 investigations leading to 7,218 affirmed cases. In 2014-15, 36 percent of HIB investigations were affirmed by the BOE as HIB, the same proportion as in 2013-14.

The incident detail for each BOE-affirmed incident of HIB is collected in the EVVRS. The total number of incidents affirmed by the BOE is collected in the HIB-ITP system. The number of total HIB incidents reported to EVVRS should be equal to those reported in the HIB-ITP system. As in previous years, there were discrepancies in the number of affirmed HIB incidents in the EVVRS (6,214) and the number reported in the HIB-ITP system (6,664). However, the 2014-15 incident count difference between the two systems (450) has decreased compared to the reporting discrepancies in the previous three years (1,660 discrepancies in 2011-12, 1,599 in 2012-13, and 703 in 2013-14), as can be seen in Figure 11, suggesting that schools and districts are continuing to improve their accuracy when reporting HIB cases to the NJDOE. The NJDOE will continue to provide training to district and school staff to improve reporting in both systems. For clarity, the remainder of this section of the report will refer to counts based on affirmed incidents in the HIB-ITP system unless otherwise specified.

As Figure 11 also illustrates, the number of reported HIB incidents is similar to last year, and notably lower than the number of HIB incidents since the first year after the ABR was enacted in New Jersey. Thus, it appears that HIB incident reporting is stabilizing, which may be attributable to efforts of school districts and the NJDOE to train staff in how to accurately identify incidents that meet all of the criteria of the HIB definition; an increase in trainings and programs to prevent and reduce HIB offered by schools and districts (see Figure 21); and the continued efforts of schools to build positive school climates that promote academic achievement while preventing negative behaviors.

Figure 12 displays the count of schools by the number of HIB incidents reported within each school in the past three years. In 2014-15, 1,520 schools reported at least one affirmed incident of bullying. This is similar to 2013-14, with 1,545 schools reporting HIB incidents. Among those schools who did report incidents, most reported between two and four incidents. In addition, 140 schools reported more than 10 affirmed HIB cases. A total of 984 schools reported zero instances of bullying in 2014-2015, though among these, 50 percent reported at least one HIB investigation during the school year.

Figure 13 displays the types of schools reporting HIB incidents and how they are distributed across school types. The majority of elementary schools in New Jersey, which constitute nearly half of all schools reporting to the HIB-ITP system, did not report any affirmed HIB incidents in 2014-15. Of the elementary schools that did report incidents, most have between one and four cases. Only 6 percent reported five or more affirmed instances of bullying. Schools serving students beyond elementary grades reported more HIB incidents. As Figure 13 shows, the number of incidents peak in middle school, with 88 percent of middle schools reporting one or more affirmed instances of bullying in 2014-15, while 48 percent reported five or more instances. The higher rate of bullying reported in middle schools was also seen in last year's report.

Figure 11. Count of HIB Incidents, 2011-12, 2012-13, 2013-14, 2014-15

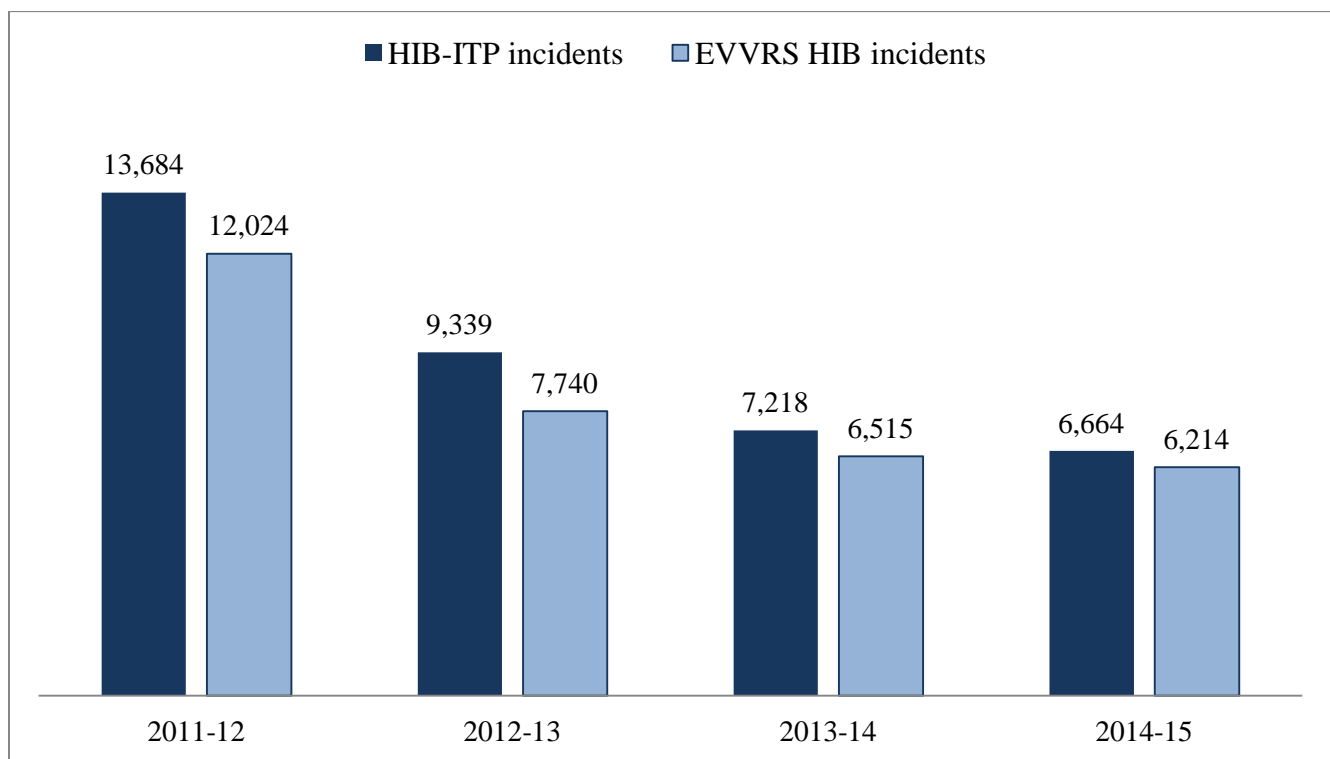


Figure 12. Count of Schools by Range of HIB Incidents, 2012-13, 2013-14, 2014-15

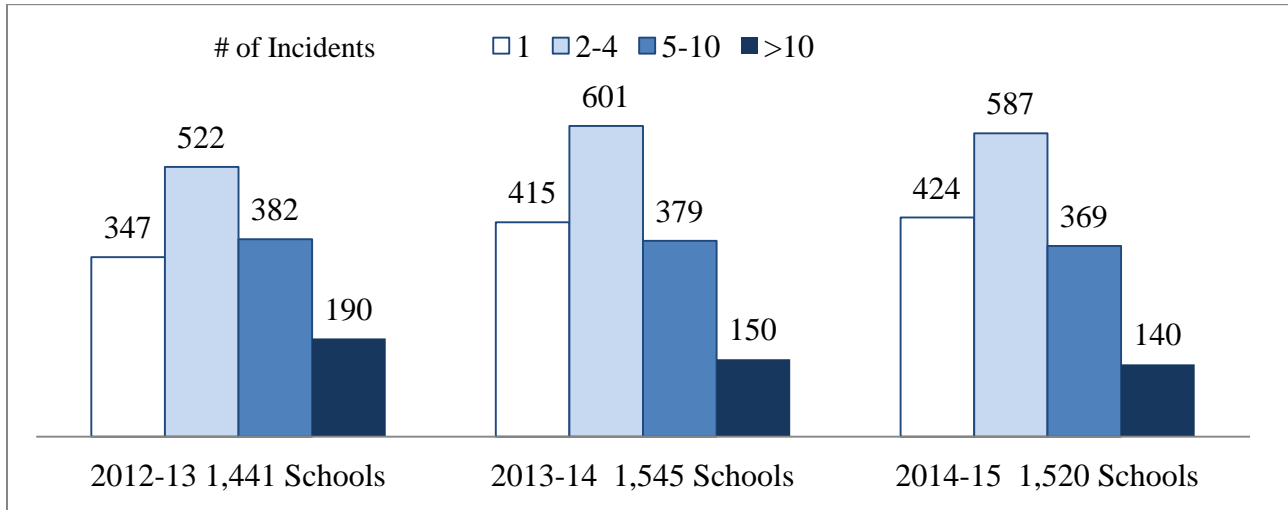
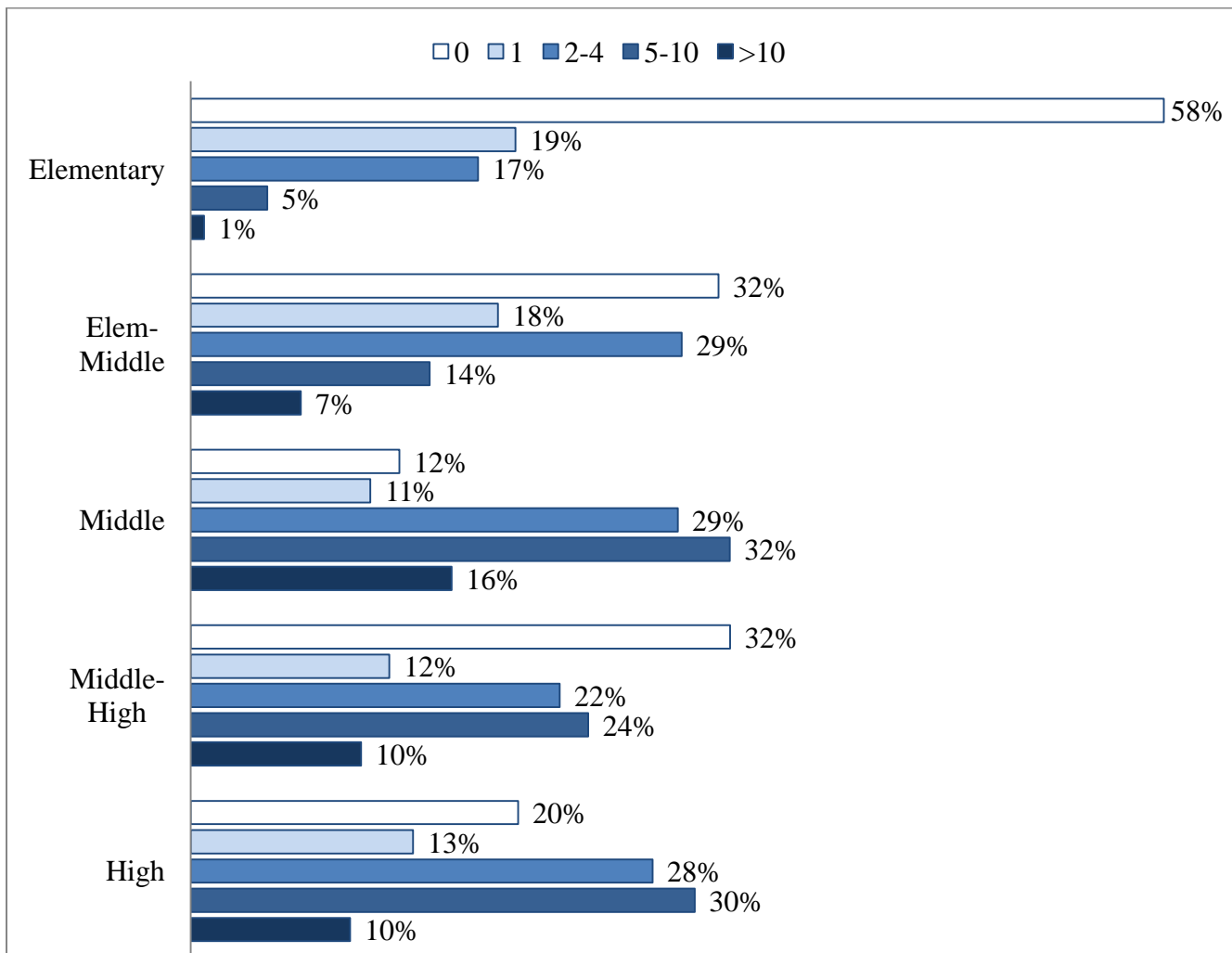


Figure 13. Distribution of HIB Incidents by School Grade Level, 2014-15



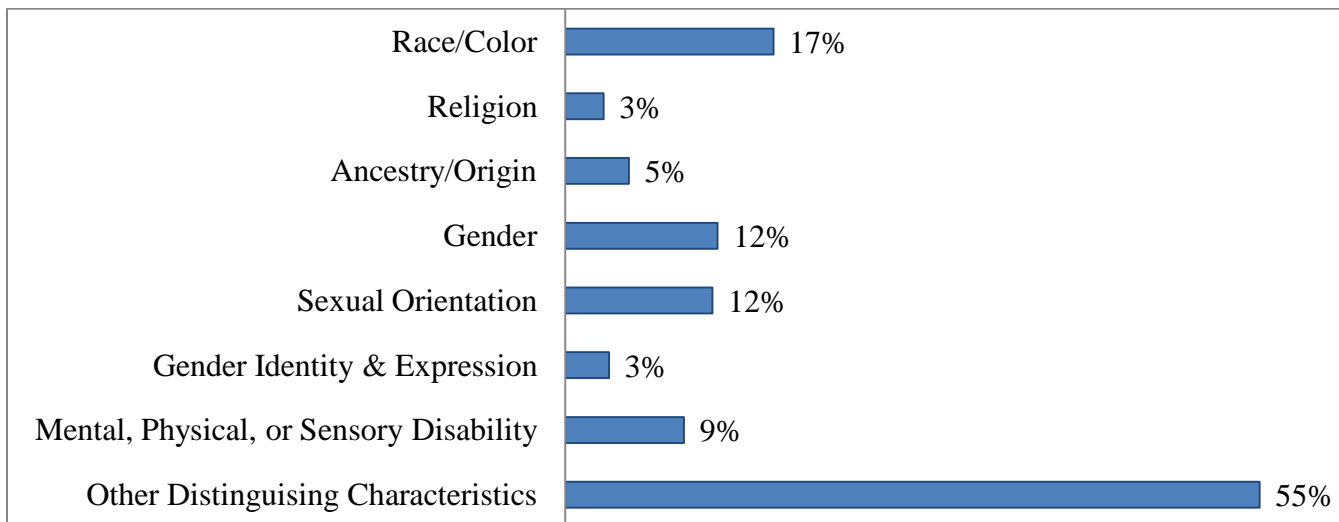
The Nature of HIB Incidents and Related Discipline and Support Services (EVVRS)

This section reviews the nature of HIB incidents and the related discipline provided to offenders and remedial actions provided to offenders and victims. All information in this section is based on incident details from the EVVRS, not the HIB-ITP system.

Nature of HIB Incidents

Data on the nature of HIB incidents is collected under the following groupings in the EVVRS: Protected Category; Effect of HIB Incident; and Mode of HIB Incident. Figure 14 shows the percentages of each **protected category** in 2014-15. The percentages do not sum to 100 because schools can report more than one category for a given incident. The category of *other distinguishing characteristics* is the most frequently cited category, and has been since this data collection began in 2011-12. Based on their investigations, schools determine when it is appropriate to use this category as part of the criteria to establish if an incident meets the definition of HIB. The next most commonly cited categories, as in the past, were the categories *race/color*, followed by *sexual orientation* and *gender*.

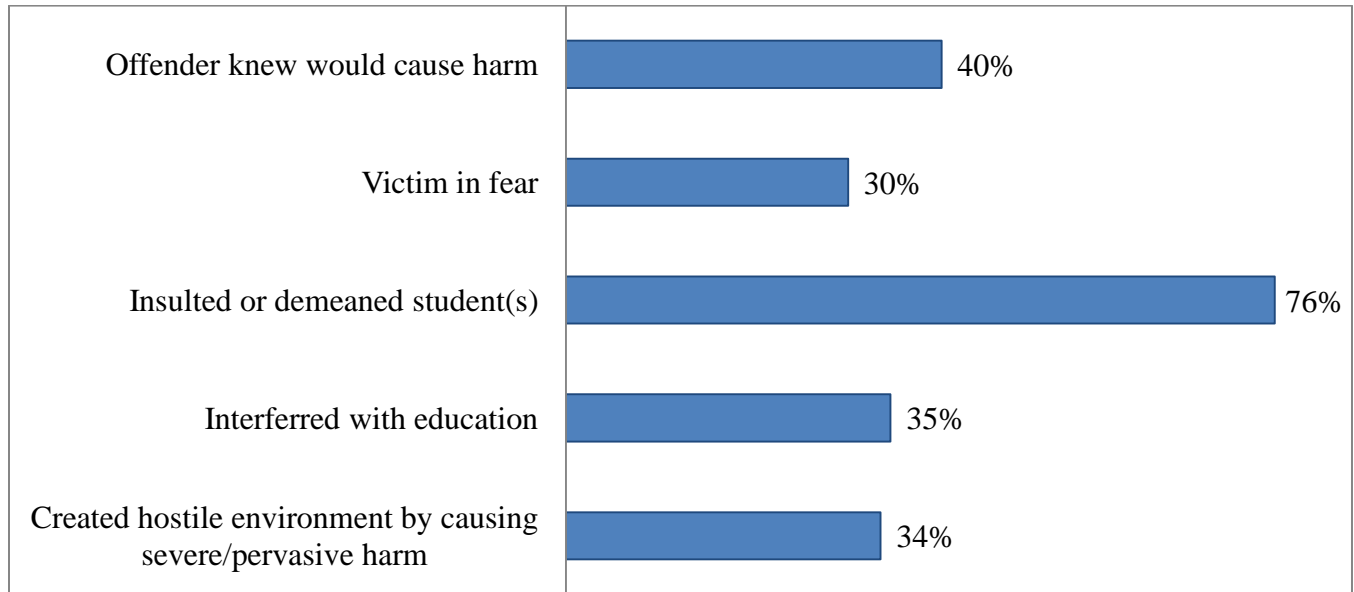
Figure 14. Protected Categories, 2014-15



Schools also report what they perceived to be the **effect** of the HIB incident on the victim, shown in Figure 15. As with protected categories, schools may select more than one effect for each incident, and most commonly selected at least two categories. As in past years, the most frequently cited effect was *insulted or demeaned a student or group of students* (76 percent). The frequency of other effects was also similar to prior years. Schools reported that the offender knew his or her action would cause harm to the victim or damage the victim's property in 40 percent of the cases; 30 percent of incidents had the

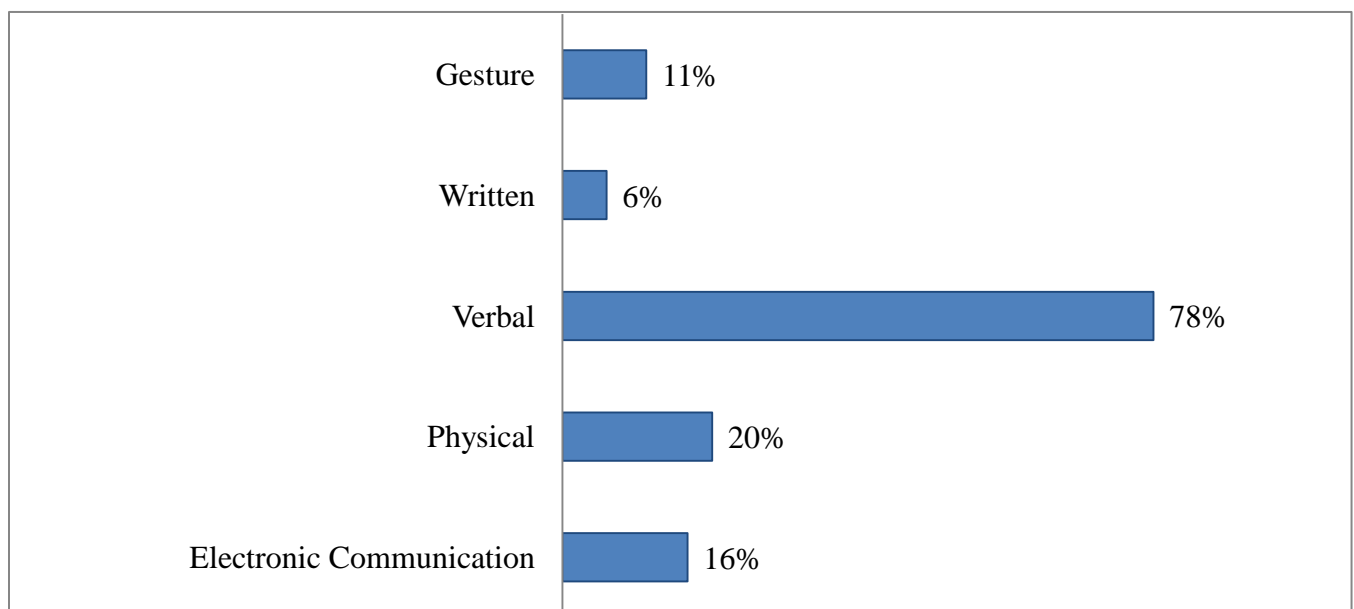
effect of the victim being in fear, 35 percent interfered with the victim’s education, and 34 percent cited *created a hostile education environment* as the effect.

Figure 15. Effect of HIB Incidents, 2014-15



The third type of HIB incident detail collected in the EVVRS is the **mode** of the incident. Again, schools could select more than one mode per incident. Figure 16 shows the vast majority of HIB incidents were *verbal*. Other modes occur less commonly, and the results are similar to past years’ reports.

Figure 16. Mode of HIB Incidents, 2014-15



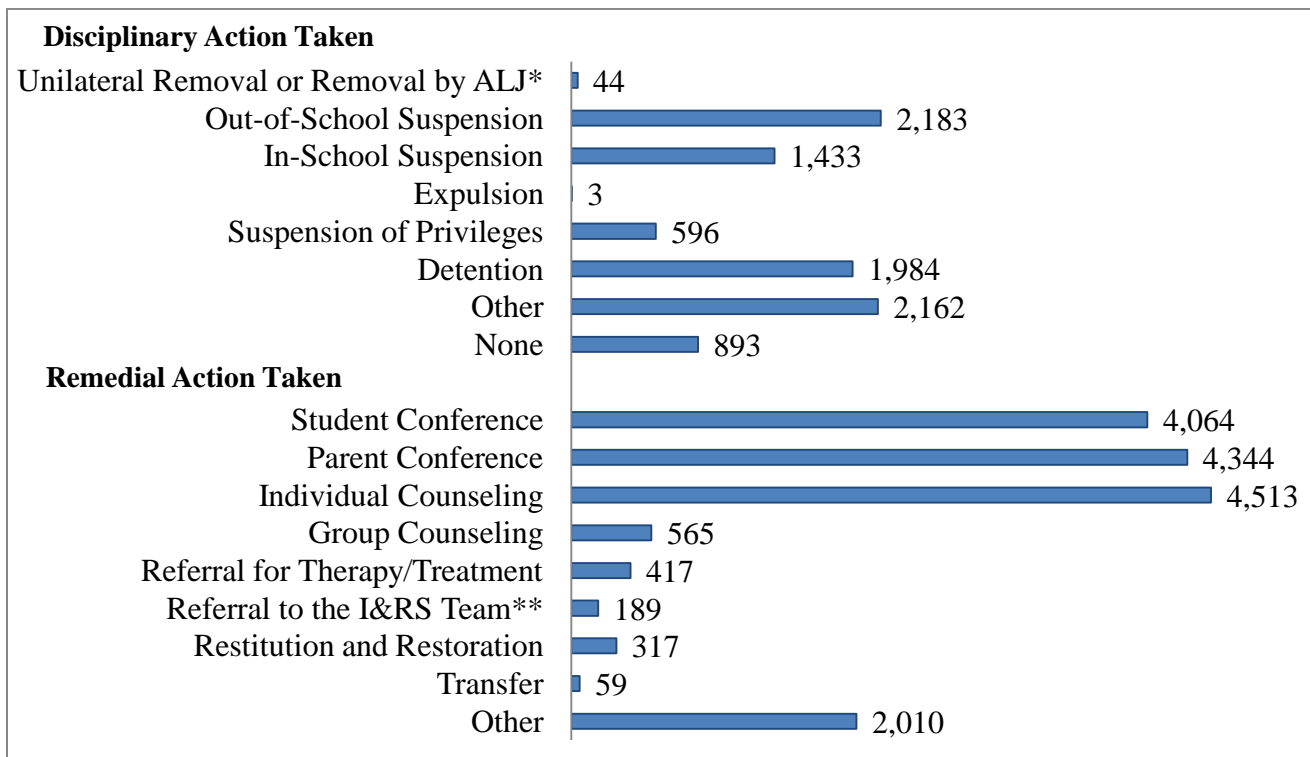
Disciplinary and Remedial Actions for HIB Offenders and Victims

The EVVRS captures disciplinary actions for all incidents including HIB. Therefore, the reporting in this section refers to incident detail entered through EVVRS for all HIB incidents. In addition, the ABR requires reporting of the type and nature of any discipline imposed on any student engaged in HIB, along with any other measures imposed to reduce HIB. Schools may report more than one remedial action per offender; there may also be more than one offender per HIB incident.

Figure 17 shows that among the 6,214 HIB incidents reported in the 2014-15 EVVRS, there were 9,298 disciplinary actions imposed on offenders, and 16,478 remedial actions offered. The most common disciplinary actions were out-of-school suspension and “other” disciplinary actions, followed closely by detention and in-school suspension. In terms of remedial actions taken, schools primarily provided student and parent conferences and individual counseling to students.

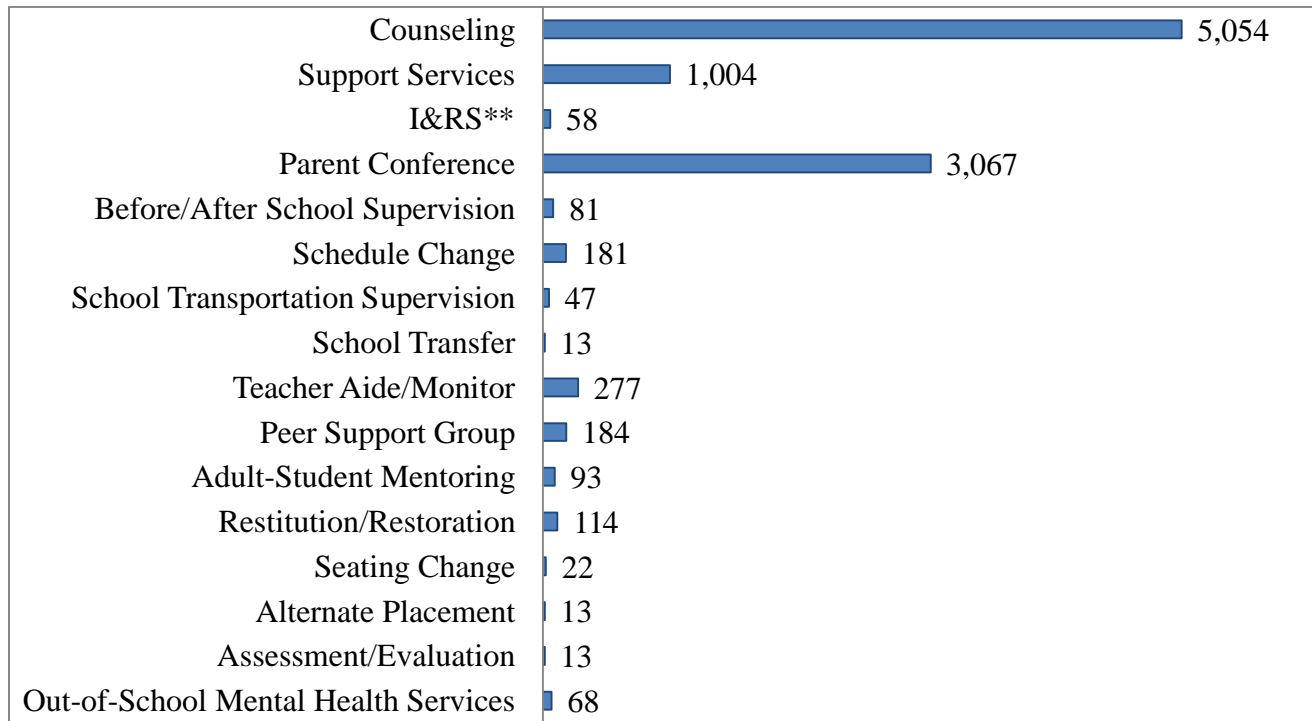
There were 10,289 remedial actions taken for the victims of the 6,214 HIB incidents in 2014-15 (see Figure 18). Counseling was the most frequently provided remedial action, followed by parent conferences, and support services.

Figure 17. Disciplinary and Remedial Actions Taken for HIB Offenders



* ALJ: Administrative law judge
 ** I&RS: Intervention and referral services

Figure 18. Remedial Actions Taken for HIB Victims



** I&RS: Intervention and referral services

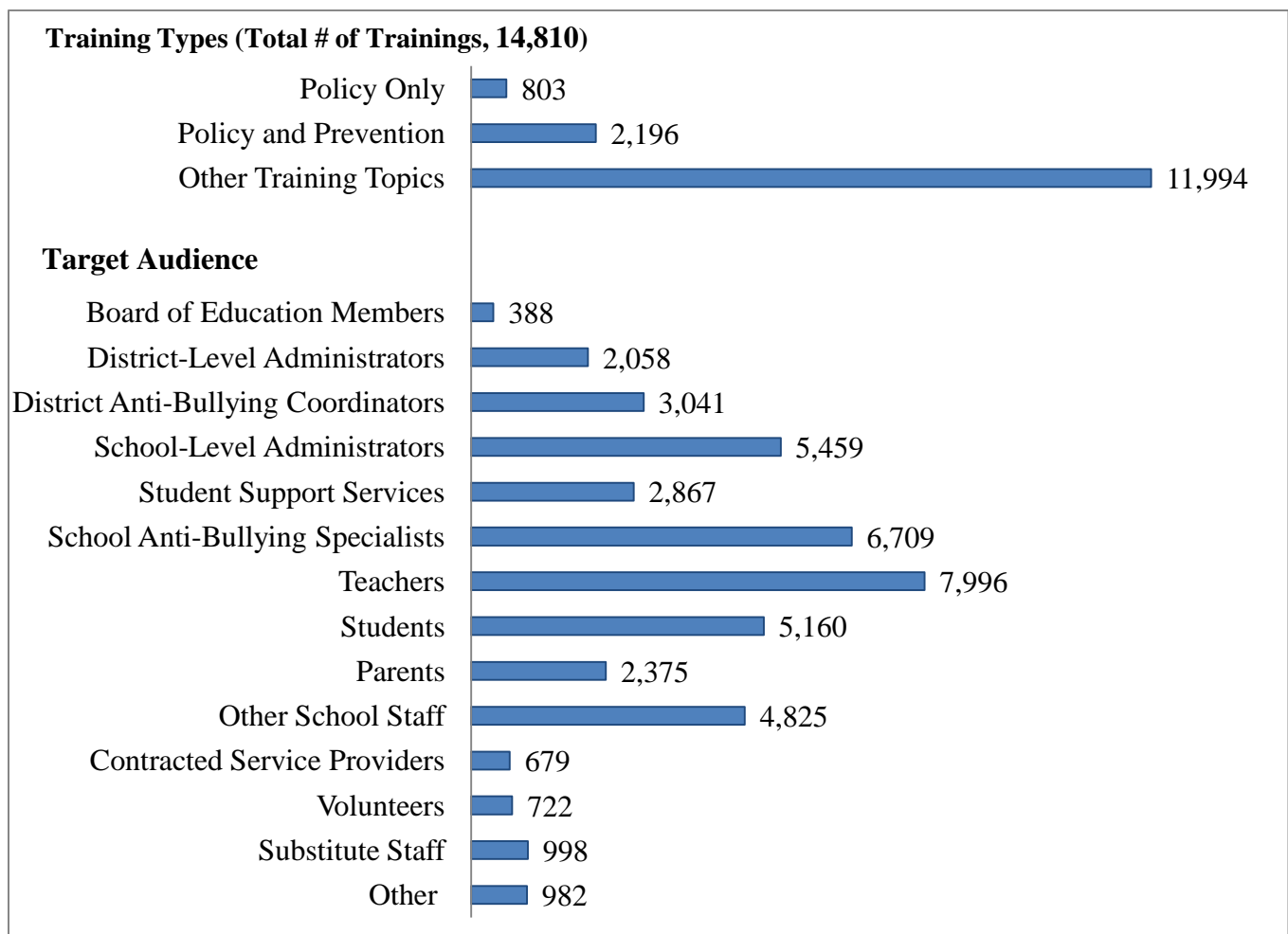
Trainings Provided to Reduce Incidents of HIB

For the purposes of the HIB-ITP data collection, the term “training” is defined as instruction and/or practice activities specifically designed to prepare someone to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of the report. Trainings conducted to reduce incidents of HIB are reported in three categories: 1) district HIB policy training (*Policy Only*); 2) district policy training including instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics (*Policy and Prevention*); and 3) *Other Training Topics*. There were increases in all three categories of trainings. In 2014-15, Figure 19 shows a total of 14,810 trainings related to the reduction of HIB were provided, similar to last year’s report of 14,473 trainings, and an increase from previous year’s counts (see Figure 21). Trainings averaged two hours in length, with a great deal of variation in the number of participants in each training: 47 percent of trainings had less than 25 participants, 31 percent had between 25 and 100 participants, and 22 percent of trainings had over 100 participants.

Most schools reported that their trainings involved topics other than policy only or policy and prevention. Among the more popular of these “other training topics” were: *School Climate and Culture Improvement, HIB Prevention, Anti-Bullying Bill of Rights Act, Social Skills/Relationship Improvement, and Peer Relationships/Peer Social Norms*. The number of trainings focusing on *School Climate and Culture Improvement* and *School-Home-Community Partnerships* grew the most from 2013-14 to 2014-15, increasing 8 and 10 percent, respectively.

Schools also reported the target audiences for the trainings they offered. Each training could target one or more audience types. The target audiences for trainings did not change significantly from prior years when teachers, anti-bullying specialists, and school-level administrators were the most frequent target audiences involved in trainings. Other school staff and students were also frequent participants in trainings.

Figure 19. *Trainings Conducted to Reduce Incidents of Harassment, Intimidation and Bullying*



Programs Provided to Reduce Incidents of HIB and Conditions Addressed

For the purposes of the HIB-ITP data collection, the term “program” is defined as an event or a planned system of organized activities or procedures under which action may be taken toward a goal. School districts offered 20,725 programs, approaches, or initiatives to reduce HIB incidents in the 2014-15 school year, a continued increase from the 17,729 in 2013-14, 13,718 in 2012-13, and the 8,760 programs reported in 2011-12 (see Figure 21). Figure 20 shows more than nine in 10 programs, 93 percent, were targeted to students. Teachers participated in half (53 percent) of the programs, while school anti-bullying specialists, school-level administrators and other school staff were the target population in approximately three programs in ten. The percentage of programs targeted to each group is very similar to the percentages reported in the past two years.

As part of reporting, districts selected the type of safe and supportive school-wide conditions for learning on which the programs, approaches or initiatives focused. Each program may support one or more of the condition types. The conditions for learning are organized into seven domains, instead of the six used on last year’s report, and are fully described in the *Domains of Safe and Supportive School Conditions for Learning* (HIB-ITP Data Collection Form, [Attachment C](#)). The domain “Relationships” is now “Student Relationships,” “Community Engagement” has been replaced with “Parental Support,” and the domain “Safety” has been added. The options were changed in 2014-15 to reflect the revised conditions for learning on the New Jersey School Climate Survey after it was validated. Of the 20,725 programs provided, the four top school-wide conditions addressed in 2014-15 were *Student Relationships* (83 percent), *Emotional Environment* (76 percent), *Morale in the School Community* (76 percent), and *Teaching and Learning* (64 percent).

Figure 20. Programs Conducted to Reduce Incidents of Harassment, Intimidation and Bullying

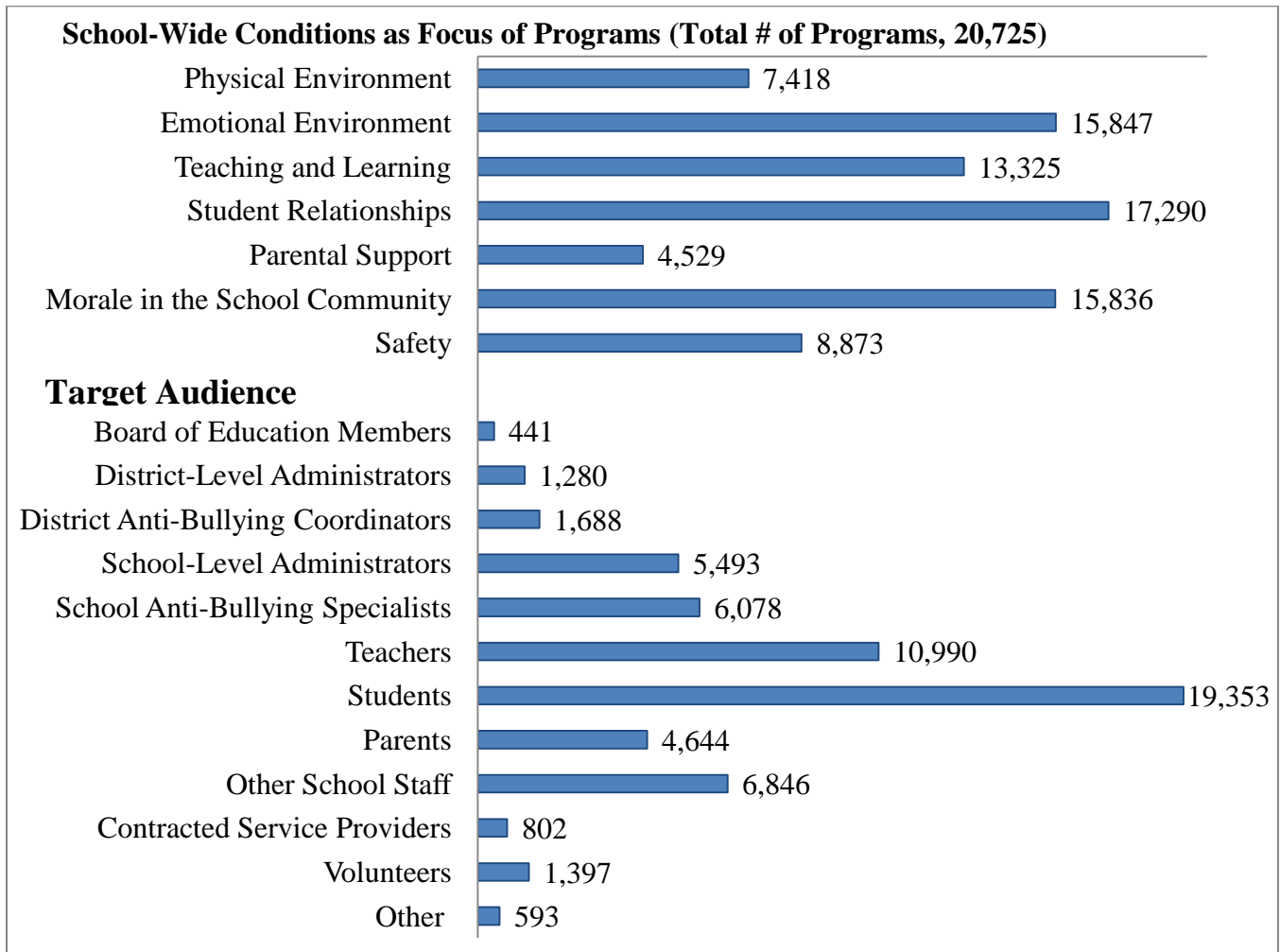
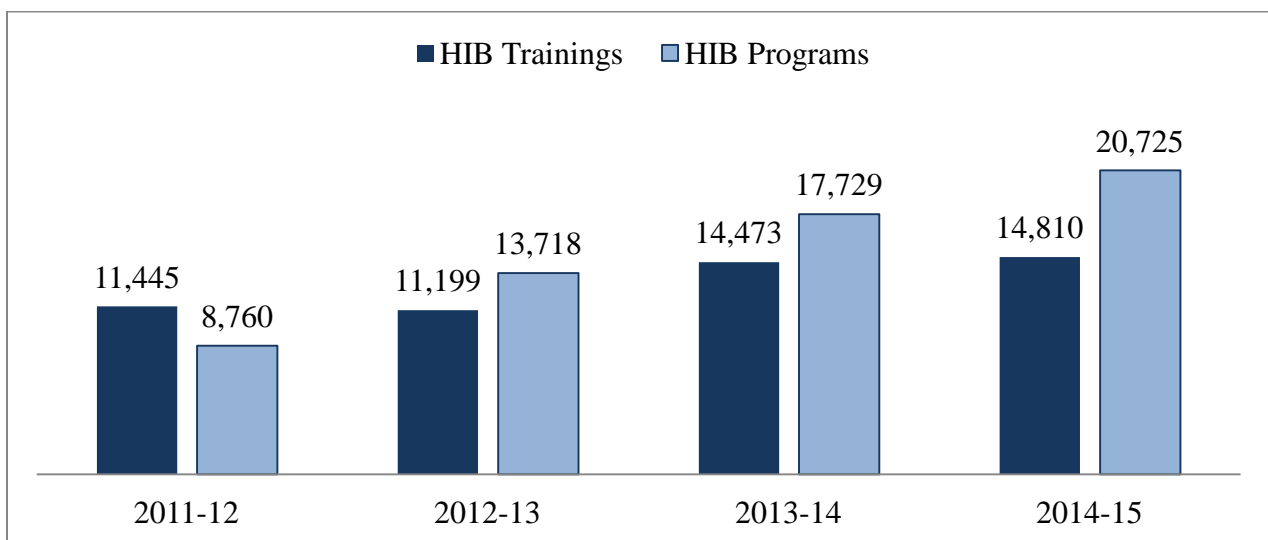


Figure 21. Trainings and Programs Conducted to Reduce Incidents of Harassment, Intimidation and Bullying, 2011-12, 2012-13, 2013-14, and 2014-15



PROGRAMMATIC RESPONSE

Methods of Prevention

In the 2014-15 school year, there were 18,332 incidents reported to the NJDOE that met the criteria of an EVVRS-defined incident, including harassment, intimidation and bullying (HIB). There are a variety of supports school districts may provide for students when responding to violations of the student code of conduct that assist in resolving issues, proposing solutions, addressing inappropriate behavior, and developing techniques that help overcome personal challenges. These supports include, but are not limited to: individual or group counseling, restitution and restoration, and referral to the intervention and referral services (I&RS). School staff often request assistance for problems after they have tried many traditional approaches to correct the behavior(s) of concern, exhausted their repertoire of correctional strategies, are overwhelmed by the scope of the apparent problems, or when they have encountered complex or intense problems that defy simple or conventional solutions.

What can be done to prevent problem behaviors from occurring in the first place? The NJDOE and local school staff continually strive to foster safe and secure school environments that provide optimal settings for promoting student learning and growth. The most effective strategies for the prevention of school violence and related at-risk student behavior involve continuous vigilance and proactive, coordinated efforts among all facets of the community to maintain safe, supportive and disciplined school environments.

State and local interagency collaborations have enhanced educators' capacities to cultivate positive learning conditions and to address complex student problems. A growing recognition among representatives from state and local partner agencies regarding the importance of data-driven decision-making and the use of evidence-based practices has contributed to more focused and functional prevention and intervention efforts and more efficient use of resources.

In the interest of advancing the overarching goals of preventing, reducing and effectively managing incidents of violence, vandalism, harassment, intimidation and bullying (HIB), substance abuse and other at-risk student behaviors, the NJDOE and its partner state agencies support a diverse array of initiatives designed to help schools achieve the following objectives:

- Protect the health, safety, security and welfare of school populations;

- Establish and maintain civil educational climates and cultures;
- Prevent at-risk student behaviors;
- Intervene with and remediate at-risk student behaviors at all stages of identification;
- Provide supportive services for staff, students, and their families; and
- Prevent, intervene in, respond to and recover from emergency and crisis situations.

Programs, services and activities designed to support these objectives are at the heart of safe and supportive schools. There continues to be important gains in knowledge from the research on the types of school-based strategies that have proven to be effective in creating safe, supportive, disciplined and drug-free schools. At their core, all of the evidence-based school strategies for preventing problematic student behavior and fostering positive student development are designed to advance the following protective factors:

- Student engagement in learning;
- Student attachment to school; and
- Student acquisition of the social skills that have been reported in the research literature to result in measurable positive effects on academic performance, student retention and reductions in violence, HIB, substance abuse and other at-risk student behaviors.

Schools are most likely to prevent problematic behavior and promote student well being and success through comprehensive, coordinated and systematically planned programs, services, and activities. These programs, services, and activities should be designed to develop students' abilities to identify and manage emotions, make healthy decisions, establish constructive relationships, develop care and concern for others, and effectively manage challenging situations. For example, the I&RS team can identify a variety of new strategies, ideas and perspectives for the resolution of the problem, or act as a vehicle for the creation of new and innovative strategies that are specifically designed to address the particulars of each case. Each school may implement a coordinated system for planning and delivering I&RS designed to assist staff who are having difficulty addressing students' needs using a multi-disciplinary team approach. The NJDOE's initiatives are designed to help schools embrace and cultivate strategies and increase the factors that protect students from engaging in at-risk behavior (e.g., unexcused absences, conduct problems, poor school performance, violence, substance abuse, HIB, gang involvement) and achieve these goals.

Department Recommendations

School districts, county agencies and state agencies must continue to coordinate and collaborate on efforts that promote safe and supportive conditions for learning and prevent at-risk and disruptive behavior. In response to the occurrence of at-risk student behaviors and the existence of some unsafe educational environments, the NJDOE will continue to focus its efforts on areas of statewide concern, and districts should focus on locally-determined concerns. In support of these ends, the NJDOE recommends districts and schools do the following:

1. Coordinate, improve and expand existing and required policies, procedures and plans to address areas of concern, such as:
 - Assess the immediate school surroundings, as well as the social and emotional learning climates and cultures of the school communities;
 - Develop and consistently apply clearly defined codes of student conduct and related policies and procedures, including strategies for addressing HIB, student attendance and truancy;
 - Maintain current comprehensive school safety and security plans that incorporate clearly defined procedures and mechanisms for responding to and recovering from emergencies and crises;
 - Utilize the most recent version of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* to strengthen communication and optimize the prevention and intervention of and response to unlawful behavior;
 - Take advantage of building-based multidisciplinary problem-solving teams to assist students who are experiencing learning, behavior or health difficulties; to assist staff who have difficulties in addressing students' learning, behavior or health needs; and to inform principals of school-wide issues; and
 - Use school safety teams created under the ABR to identify systemic concerns, particularly for school climate and culture, and recommend programs, strategies, services and other initiatives for addressing them.
2. Use local data (e.g., attendance, conduct referrals and dispositions, grades) and collect additional data to effectively target resources to areas of concern and to track progress and outcomes of implemented programs and strategies, including through the use of the following sources:
 - Electronic Violence and Vandalism Reporting System (EVVRS);

- Harassment, Intimidation and Bullying – Investigations, Trainings and Programs (HIB-ITP) data collection system;
 - New Jersey Student Health Survey;
 - School Health Profiles Survey;
 - School Performance Reports (formerly the School Report Card);
 - NJSMART (the NJDOE’s education data system); and
 - School climate surveys, such as the [New Jersey School Climate Survey](#), which is a free and research-based resource.
3. Use district improvement initiatives to support general prevention efforts by establishing school climates and cultures that are supportive, respectful and caring; create meaningful adult-student relationships; provide learning experiences that are relevant and rigorous; and give students sufficient support to help them stay engaged and succeed in school. Some examples include:
- School improvement efforts that address each of the following elements:
 - High expectations for academic achievement and conduct that establish school cultures and climates that support teaching and learning;
 - Social and emotional development;
 - Open and honest interpersonal communication;
 - Community engagement;
 - Positive morale in the school community; and
 - A safe and secure physical environment.
 - [Personalized Student Learning Plans](#) that are designed to use adult mentors (including parents, teachers and counselors) to help students recognize and achieve their goals and that include such areas of development as personal, academic and career;
 - Professional learning communities in which schools are characterized as learning organizations united by a shared vision of student and staff learning and mutually accepted values of respect and caring, and in which staff and students function interdependently to achieve shared goals;
 - Out-of-school time programs that engage students in productive, educational and healthy activities before and after school and during the summer, when youth might lack adult supervision and are most likely to become involved in delinquent or dangerous activities;

- School wellness teams (councils) that promote healthier nutrition choices, breakfast in the classroom and increased physical activity throughout the day; and
- Educational stability guidelines that are designed to improve the educational outcomes of children in out-of-home placement by promoting, developing, and enhancing collaboration between schools and child protective and behavioral health and prevention systems.

Department Actions

During the 2014-15 school year, the NJDOE focused efforts on encouraging the use of systems of prevention and intervention that can be sustained over time, such as universal design for learning; multi-tiered systems of support; positive behavior support in schools; and response to intervention. Specific actions taken to support the EVVRS and HIB-ITP data collection, implementation of the *Anti-Bullying Bill of Rights Act*, school climate improvement, and inter-agency collaboration are detailed below.

EVVRS and HIB-ITP Data Collection

Effective data collection and analysis are powerful tools to support schools in improving their school climates through identification of what is working well and what needs improvement. In the 2014-15 school year, the NJDOE began development of a new electronic discipline data collection system to better assist districts in making data-driven decisions so they may: 1) improve overall school safety; 2) address specific safety or bullying issues; 3) identify racial and other demographic subgroup disparities in discipline; and 4) develop effective prevention and intervention plans. In addition to working on this new data-collection system, the NJDOE:

- Revised and updated the EVVRS and HIB-ITP guidance documents that can be found on the [EVVRS Welcome Page](#), including three new training modules: “What Should we Report? Support for EVVRS Decision-Makers,” “Understanding the System: Support for EVVRS Data Entry,” and “Understanding the System: Support for HIB-ITP Data Entry”;
- Opened EVVRS for the 2014-15 school year in October 2014, earlier than in previous years. Districts were notified and provided guidance on changes made to the EVVRS and HIB-ITP data collection systems to further increase accuracy in reporting and to facilitate state and federal reporting requirements;

- Released the report on violence and vandalism, including HIB, for 2013-14, to the Education Committees of the Senate and General Assembly, and provided notification to districts of this release made [publicly available online](#) in December 2014;
- Provided school and district-level data through the [Archived Data of the Electronic Violence and Vandalism Reporting System](#) for public access at the time of release of the violence and vandalism report, in December 2014;
- Provided technical support to districts on the use of the EVVRS and HIB-ITP reporting systems and their respective reporting requirements to increase consistent and accurate reporting on an as-needed basis;
- Conducted monitoring visits to randomly selected schools to help ensure accurate reporting in the EVVRS and HIB-ITP systems; and
- Notified districts of the process for confirming Report Period 1 data and verifying Report Period 2 data in the EVVRS for the 2014-15 school year and for certifying their data reported on the HIB-ITP for Report Periods 1 and 2.

Anti-Bullying Bill of Rights Act (ABR) Implementation

The Anti-Bullying Task Force (ABTF) was established in March 2012 as part of an amendment to the *Anti-Bullying Bill of Rights Act (P.L. 2010, c. 122)*. The ABTF was established to examine the implementation of the ABR; provide guidance to school districts on resources; draft model regulations and submit them to the Commissioner of Education; present necessary and appropriate recommendations; and prepare annual reports on the effectiveness of the act in addressing bullying in schools.

The NJDOE is moving forward with recommendations, as proposed by the ABTF in their January 2014 report, through amendments to administrative code and through guidance to districts in an upcoming revision to the “Questions and Answers about the ABR.” The NJDOE also provided training on topics suggested by the ABTF on understanding the ABR’s definition, conducting HIB investigations, including adult-on-student behavior, improving and maintaining school climate, and HIB self-assessment training to schools with low scores. The NJDOE is reviewing needs for future trainings and

reviewing additional recommendations as proposed in the most recent [ABTF annual report](#). In addition to addressing the ABTF recommendations, during the 2014-15 school year the NJDOE has:

- Continued to provide technical support for the implementation of the ABR;
- Issued HIB Grade Reports and guidance materials on the school and district procedures for complying with the [Commissioner's Program and Guidance for Determining Grades under the Anti-Bullying Bill of Rights Act \(Self-Assessment\)](#), for the time period of July 1, 2013 to June 30, 2014, in accordance with *N.J.S.A. 18A:17-46*;
- Provided regional trainings on the HIB Grade Reports for schools that rated themselves below “meets all requirements” on the 2013-2014 Self-Assessment;
- Developed a technical assistance module, titled “An Overview of HIB Grades: Understanding the Self-Assessment Process & Data Entry Requirements,” to guide school staff on how to access and use the HIB Grades online system and understand the Self-Assessment core elements.
- Supported school climate improvement and other functions of the school safety teams that were established under the ABR; and
- Provided ongoing technical support to the county offices of education and local school districts regarding requirements in the ABR.

School Climate Improvement

The NJDOE, along with a group of key stakeholders from across the state, is examining current evidenced-based practices and research in the field of social-emotional learning. Social-emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. A format to promote social-emotional learning across the curriculum that will best serve New Jersey students will be developed by the Social-Emotional Learning Working Group to support school climate reform efforts across the state intended to decrease disciplinary referrals and increase student achievement.

Furthermore, the NJDOE is examining research regarding implementation of a tiered system of evidence-based supports and interventions to improve educational achievement. Through this

framework, students who experience challenges are provided interventions using a continuum of supports above and beyond the core instructional program. The goal is to develop a sustainable school-wide tiered system of supports framework to promote post-secondary success for all students.

In addition, the NJDOE has been active in supporting schools to develop positive school climates, and has:

- Provided presentations on “School Climate and the New Jersey School Climate Survey,” “The Anti-Bullying Bill of Rights Act and School Climate,” and “Supporting Personal and Social Growth for College and Career Readiness”;
- Continued work supporting school district efforts to create positive school climates for all students. Specifically, the Office of Special Education Programs (NJOSPE) continues to expand the use of Positive Behavior Supports in Schools (PBSIS) statewide through training and technical assistance initiatives conducted in collaboration with the Boggs Center on Developmental Disabilities, Robert Wood Johnson Medical School and through the Learning Resource Centers. Activities include targeted training and technical assistance for school districts, implementation of a PBSIS network of districts and schools, and resource dissemination activities;
- Continued to support the Inclusive Schools Climate Initiative. This is the continuation of a three-year Memorandum of Understanding between NJOSPE and the Rutgers Center for Applied Psychology to provide support to middle schools with high suspension/expulsion rates of students with disabilities and to districts with priority and focus schools. The initiative focuses on educating students with disabilities within the district as it relates to HIB programs to develop a school climate that is inclusive and supportive of these students' academic and social/emotional needs. This project is also developing an initiative to support web-based resources which would be available to all schools;
- Disseminated the “Week of Respect” and “School Violence Awareness Week” guidance in August 2014 to assist districts with the observance of each week;
- Maintained a [School Climate and Culture](#) web page that includes information on government agencies, statutes, regulations and case law, resources, reports, data collection and professional associations;

- Promoted the utilization of the [New Jersey School Climate Survey \(NJSCS\)](#) and supportive materials developed in collaboration with the Bloustein Center for Survey Research at Rutgers, The State University of New Jersey. The NJSCS materials include an administration guide, student, staff and parent survey questionnaires (which are now available in Spanish and Creole as of 2015), and survey and data-entry display tools;
- Provided technical assistance to support the transition from the paper version of the *New Jersey School Climate Survey* to an electronic survey for data entry and school reports;
- Assisted the school climate specialists at each Regional Achievement Center in providing support to the school climate improvement efforts of the priority and focus schools;
- Assisted 13 partner schools with high prevalence of HIV/STD/pregnancy to assess and support school climate improvement efforts as part of a cooperative agreement with the Centers for Disease Control and Prevention;
- Convened a focus group to update the *Resource Manual for Intervention and Referral Services (I&RS)* (N.J.A.C. 6A:16-8) and best practices for implementing I&RS; and
- Provided presentations on social and emotional learning practices and research.

Interagency Collaboration

In order to address the needs of students, parents and schools, the NJDOE continues interagency collaboration to provide more efficient access to services and supports. As one example of collaboration during the 2014-15 school year, the NJDOE reconvened the Attorney General’s Education and Law Enforcement Working Group in order to review and revise the [Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials](#), which was last revised in 2011. A revised memorandum of agreement was released in September 2015. In addition, the NJDOE’s Office of Student Support Services, which compiles this report, actively participated on the:

- American Academy of Pediatrics, New Jersey Chapter;
- Anti-Bullying Task Force;
- Elementary and Secondary Education Act Advisory Committee;
- Governor’s Council for Alcoholism and Drug Abuse;
- New Jersey Youth Suicide Prevention Advisory Council;

- New Jersey Child Assault Prevention Advisory Council;
- New Jersey Commission on Environmental Education and Interagency Work Group;
- New Jersey Council on Juvenile Justice System Improvement and its Education Subcommittee;
- New Jersey Department of Health Office of Maternal and Child Health;
- New Jersey Department of Health Vaccine Preventable Disease Program;
- New Jersey Prevention Network;
- New Jersey School Boards Association Health and Wellness Task Force;
- New Jersey Task Force on Child Abuse and Neglect and its Protection Subcommittee;
- New Jersey Tiered Systems of Support Leadership Team and Steering Committee;
- Pediatric and Adult Asthma Coalition of New Jersey;
- State Epidemiological Outcomes Workgroup;
- Statewide School Breakfast Committee; and
- Sustainable Jersey for Schools Health and Wellness Task Force.

The NJDOE will continue to provide school staff, parents, community members, students and other constituents with information, technical assistance, training and web-based resources to support the recommendations above. Supportive information, including resources to prevent problematic behavior, foster positive student development, and promote safe, disciplined and supportive schools are posted on the [NJDOE's Keeping Our Kids Safe, Healthy and in School](#) web pages.

Appendix A

Public School Safety Law

18A:17-46. Reporting of certain acts by school employee; report; public hearing.

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Two times each school year, between September 1 and January 1 and between January 1 and June 30, at a public hearing, the superintendent of schools shall report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous reporting period. The report shall include the number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories identified in section 2 of P.L.2002, c.83 (C.18A:37-14), the names of the investigators, the type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying, and any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying. The information shall also be reported once during each reporting period to the Department of Education. The report must include data broken down by the enumerated categories as listed in section 2 of P.L.2002, c.83 (C.18A:37-14), and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the provisions of P.L.2002, c.83 (C.18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district. The commissioner shall promulgate guidelines for a program to grade schools for the purposes of this section.

The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's Web site. The information shall be posted on the Web sites within 10 days of the receipt of a grade by the school and district.

Verification of the reports on violence, vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the school district, and the State Board of Education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. A board of education shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to this section. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

L.1982, c.163, s.1; amended 2001, c.299; 2007, c.42, s.1; 2010, c.122, s.7.

18A:17-47. Discharge of, or discrimination against, school employee who files report.

It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1 of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

L.1982, c. 163, s. 2, eff. Oct. 28, 1982.

18A:17-48 Annual report to Legislature.

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence, vandalism, and harassment, intimidation, or bullying in the public schools and making recommendations to alleviate the problem. The report shall be made available annually to the public no later than October 1, and shall be posted on the department's Web site.

L.1982, c.163, s.3; amended 2010, c.122, s.8.

Appendix B

Glossary of Terms

Charter School

A charter school is a public school that operates independently of a local school district's board of education under a charter granted by the Commissioner of Education. Once a charter is approved and established, the school is managed by a board of trustees with status as a public agent authorized by the State Board of Education to supervise and control the school. A charter school is a corporate entity with all the powers needed to carry out its charter program.

Renaissance School Project

A renaissance school project is a newly-constructed school, or group of schools in an urban campus area, that provides an educational program for students enrolled in grades pre-K through 12 or in a grade range less than pre-K through 12, that is agreed to by the school district, and is operated and managed by a nonprofit entity in a renaissance school district. A school or group of schools may include existing facilities that have undergone substantial reconstruction by the renaissance school project applicant. A substantial reconstruction shall meet all applicable building codes; comply with the Uniform Construction Code enhancements where the health and safety of the building occupants are affected; comply with all Americans with Disabilities Act of 1990 regulations outlined in the New Jersey Barrier Free Subcode at *N.J.A.C. 5:23-7* et seq.; and comply with the Uniform Construction Code and other applicable state and federal laws for radon, lead, asbestos, and other contaminants, and be subject to the enforcement of such standards by the applicable state or federal agency. The first facility of a renaissance school project shall be a newly constructed school facility that is designed to house, upon completion, at least 20 percent of the total number of students to be enrolled in the renaissance school project. A renaissance school project may include a dormitory and related facilities as permitted pursuant to section 5 of P.L.2011, c.176 (*C.18A:36C-5*).

Electronic Violence and Vandalism (EVVRS) Incident Definitions – 2014-15

The EVVRS reporting year is September 1 through June 30. Report Period 1 is from September 1 to December 31, and Report Period 2 is from January 1 to June 30. According to *N.J.S.A. 18A:17-46*, incidents that occur over the summer between July 1 and August 31 should not be reported over the EVVRS. However, the local agency should maintain its own records of incidents and actions taken that occur over the summer, and incidents of harassment, intimidation or bullying (HIB) must still be investigated and reported to its board of education/governing authority if the investigation determines that all of the applicable criteria were met. The EVVRS remains open until the last school day prior to July 16 each year for data modification and verification of data entered for the prior reporting year. Only incidents matching the definitions below should be reported on EVVRS unless otherwise specified. Only incidents that occur on school grounds² while school is in session (including arrival and dismissal) and at school-sponsored functions (e.g., events, clubs) are reported unless otherwise specified in the definitions. However, there is one exception to this rule relating to incidents of harassment, intimidation and bullying (HIB): The *Anti-Bullying Bill of Rights Act (P.L. 2010,*

² **School Grounds** – means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider. School grounds also includes school buses, school-sponsored functions, structures that support the buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities; generating facilities; and other central service facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in as defined in *N.J.A.C. 6A:26-1.2*, playgrounds, and recreational places owned by municipalities, private entities or other individuals during times when the school district has exclusive use of a portion of the land.

c.122) requires agencies to report incidents of HIB that occur off school grounds as well. This includes electronic communication transmitted by means of, but not limited to, a telephone, cellular phone, or computer.

Incident Header Information

1) **Bias-Related**: Bias-related means that an incident is reasonably perceived as motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, or any other distinguishing characteristic. To determine whether bias played a role, consider:

- an admission by the perpetrator of bias motivation
- obvious signs of bias – such as the utterance of racial epithets or use of hate graffiti
- the victim expressing that bias motives were involved
- a history of bias incidents among the involved students or groups of students

A bias incident is not a separate EVVRS-defined incident. Rather, bias is an element that can play a role in any EVVRS-defined incident with the exception of HIB since the definition of HIB includes the bias component. In addition, the EVVRS considers bias in terms of the incident as a whole, not simply with regard to the offender's actions.

2) **Gang-Related**: Confirmation from a law enforcement official, the victim, or the offender that the incident was gang related.

Violence

1) **Assault**: A person attempts to cause – or purposely, knowingly, or recklessly causes – bodily injury to another.

2) **Criminal Threat**: Expressing, either physically or verbally, the intent to commit one of the following violent criminal offenses: homicide, aggravated assault, sexual assault, kidnapping, or arson. The threat must be made for the purpose of placing another in imminent fear of one of these violent acts, under circumstances that would reasonably cause the victim(s) to believe the immediacy of the threat and the likelihood that it will be carried out.

3) **Extortion**: Attempting to obtain or obtaining money or any material thing (regardless of value) from another by means of a stated or implied threat of future violence, or threats to make false charges against someone or to blackmail someone.

4) **Fight**: Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include a verbal confrontation or a minor confrontation, such as a shoving match. Each participant must be classified as an offender. One needs to consider age and developmentally appropriate behavior before using this category.

5) **Threat**: Attempting by physical menace (e.g., verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category.) One needs to consider age and developmentally appropriate behavior before using this category.

6) **Kidnapping**: Pursuant to *N.J.S.A. 2C:13-1*, unlawful removal of a student from school grounds or a substantial distance from where he or she is found in or on school grounds; or confinement of the victim for the purpose of holding the victim for ransom or reward as a shield or hostage; or confinement for a substantial period of time to facilitate commission of a crime or flight thereafter; or to inflict bodily injury on or terrorize the victim.

7) **Robbery**: Obtaining money or any material thing (regardless of value) from another by means of violence or the threat of immediate violence.

8) **Sex Offense**: Subjecting another to sexual contact or exposure. For the incident to be considered a sex offense, at

least one of the following criteria must apply to the offender. The offender must:

- intentionally touch, either directly or through clothing, the victim's intimate body parts³, for the purpose of degrading or humiliating the victim;
- sexually arouse or sexually gratify himself or herself in view of the victim whom the offender knows to be present;
- force or coerce the victim to participate in any contact or exposure; or
- commit any act of sexual assault defined under *N.J.S.A. 2C:14-2*, which includes provisions related to the age of the victim and the offender.

One needs to consider age and developmentally appropriate behavior before using this category when there is no victim.

NOTE: Incidents of sexual harassment are reported as Harassment, Intimidation or Bullying if the investigation determines that all of the applicable criteria were met.

Harassment, Intimidation, or Bullying (HIB)

HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, c.122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- has the effect of insulting or demeaning any student or group of students; or
- creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Vandalism – (Incidents of vandalism that occur anytime between September 1 and June 30 should be reported in the EVVRS.)

- 1) **Arson**: Starting a fire or causing an explosion in or on the grounds of a school, thereby purposely or knowingly placing the victim or group of specified victims in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victims' property that – as defined under "Incident Location" – is in the school, on school grounds, or in another school building or structure. Arson does NOT include the act of lighting a match.
- 2) **Bomb Threat**: A communication received via telephone, email or other means stating that a bomb (an explosive

³ Intimate body parts are defined by statute (*N.J.S.A. 2C:14-1e*) to include "sexual organs, genital area, anal area, inner thigh, groin, buttock or breast of a person."

device greater in size than a firecracker) will detonate on school grounds.

- 3) **Burglary**: An individual entering, or surreptitiously remaining in, a school district facility or on school property, or someone else's property (e.g., an automobile) that is on school property for the purpose of committing an offense therein. For an incident to constitute burglary, the individual must not be entitled to enter or remain in the facility. If the person does have this right, and property is stolen, the incident is reported as theft.
- 4) **Damage to Property**: Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or replacement. Serious incidental damage to property that occurs during an act of violence should be reported.
- 5) **Fake Bomb**: An object that has the appearance of an explosive device that upon inspection is determined to be harmless.
- 6) **Fire Alarm**: Knowingly setting off a fire alarm when no fire exists.
- 7) **Fireworks Offense**: The possession, sale or distribution, or detonation of a self-fusing explosive device that is no greater in size than two inches and is commercially sold as "fireworks." Cherry bombs, M80s, and M90s are reported in this category.
- 8) **Theft**: The taking of the school district's or a person's belongings or property without consent. Report only incidents where the value of the article taken is \$10 or more. One needs to consider age and developmentally appropriate behavior before using this category.
- 9) **Trespassing**: Entry onto school property or into a school building without permission when the individual knows that he/she is not privileged to be on the property.

Substance Offense

- 1) **Use Confirmed**: Per *N.J.A.C. 6A:16-4.3(a)*, any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school property or at a school function shall report the matter as soon as possible to the principal and the certified or non-certified school nurse, school physician, or substance awareness coordinator, according to the requirements of *N.J.S.A. 18A:40A-12*. Per *N.J.A.C. 6A:16-4.3(b)*, any educational staff member or other professional who has reason to believe that a student has used or may be using anabolic steroids shall report the matter as soon as possible to the principal and to the certified or non-certified school nurse, school physician, or substance awareness coordinator, according to the requirements of *N.J.S.A. 18A:40A-12*.
 - Report as "Use Confirmed" when confirmed by medical examination or when medical examination was refused. Enter "refused" in the Incident Description field when a medical examination was refused. A "substance type" should not be selected when the physical exam was refused.
- 2) **Possession**: A student is found with alcohol, marijuana, and/or any other controlled dangerous substance (not including cigarettes) or anabolic steroids in his or her locker or vehicle, or on his or her person. This category also includes possession of unauthorized prescription drugs, over-the-counter (nonprescription) drugs, drug paraphernalia and authorized prescription drugs – except medicines for asthma, life threatening illnesses, and life threatening allergies as stated in the student's individualized healthcare plan.
- 3) **Sale/Distribution**: A student sells, buys, or gives alcohol, other controlled dangerous substances (not including cigarettes), or anabolic steroids to others, or employs others to do the same.
 - A student need not be caught in the act of selling or giving to be accused of distributing. The term "distribution" includes the possession of alcohol or other drugs, including anabolic steroids, in such quantities

or under such circumstances that it may be inferred that the student intended to distribute to others. Therefore, possession of a large amount of drugs must be reported as “distribution” rather than “possession.”

Weapons

- 1) Weapons include any instrument readily capable of lethal use or of inflicting bodily injury, but the category is not limited to: handguns, rifles, knives; clubs or other bludgeons; chains; sling shots; leather bands studded with metal filings; razor blades; stun guns; and any device that projects, releases, or emits tear gas or any other substance (e.g., pepper spray) that is intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air.
 - Components that can be readily assembled into a weapon are reported in this category.
 - Bombs (exploded or unexploded) are considered a type of weapon. A bomb is an explosive device that most commonly is (1) greater in size than typical fireworks; (2) encased in a wax substance, fabric, or metal canister or container; and (3) electrically fused or self-fusing. Examples may include Molotov cocktails or similar devices.
 - A toy gun is no longer considered a weapon and its possession would not be reported. An imitation firearm (e.g., an object that looks like a real handgun but cannot be fired or converted to a handgun) would be reported.
- 2) Possession: Having on one’s person, in one’s locker or vehicle, one or more of the types of the following:
 - Handgun
 - Rifle
 - Air Gun, Pellet Gun, BB Gun
 - Imitation Firearm
 - Bomb – Exploded
 - Bomb – Unexploded
 - Knife, Blade, Razor, Scissors, Box Cutter
 - Pin, Sharp Pen/Pencil
 - Chain, Club, Brass Knuckles
 - Spray
- 3) Used in Offense: Using a weapon in the commission of an offense reported in another incident category, such as assault, criminal threat, extortion, damage to property.
- 4) Sale/Distribution: Selling, giving, or having a weapon in one’s possession, with the intent to distribute or sell.

Appendix C

Data Collection Forms

[Violence, Vandalism and Substance Abuse \(VV-SA\) Incident Report Form \(C-2 – C-5\)](#)

Incident Information (C-2)

Harassment, Intimidation, or Bullying (HIB) Information (C-3)

Offender Information (C-4)

Victim Information (C-5)

[Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs \(HIB-ITP\) Data Collection Form \(C-6 – C-7\)](#)

[Attachment A – HIB-ITP “Other” Training \(C-8\)](#)

[Attachment B – HIB-ITP Programs \(C-9\)](#)

[Attachment C – Domains of Safe and Supportive School Conditions for Learning \(C-10\)](#)

VIOLENCE, VANDALISM, AND SUBSTANCE ABUSE (VV-SA) INCIDENT REPORT FORM

2014-2015

INCIDENT INFORMATION

System-Assigned Incident Number _____
Local Incident Number (Optional) _____

INCIDENT HEADER (Use one Incident Report Form for all offenders and victims of any one incident.)

School Name: _____

Location: Cafeteria _____ Classroom _____ Corridor _____ Other Inside School _____ School Entrance _____ Building Exterior _____ Other Outside _____ Bus _____ Locker Room _____ Off-site School-Sponsored Function _____ Other School Grounds _____ Off School Grounds (HIB only) _____ Off-site Program* _____

Date of Incident: _____ Time of Incident: _____ Bias-Related _____ Gang-Related _____

Police Notification: None _____ Police Notified, Complaint Filed _____ Police Notified, No Complaint Filed _____

Contact Name: _____ Contact Phone # _____

INCIDENT TYPE (There can be multiple offense categories in one incident report)	
<p>VIOLENCE</p> <p>Assault _____</p> <p>Criminal Threat _____</p> <p>Extortion _____</p> <p>Fight _____</p> <p>Threat _____</p> <p>Kidnapping _____</p> <p>Robbery _____</p> <p>Sex Offense _____</p>	<p>VANDALISM RELATED</p> <p>Arson _____</p> <p>Bomb Threat _____</p> <p>Burglary _____</p> <p>Damage to Property _____</p> <p>Fake Bomb _____</p> <p>_____ Cost Incurred by LEA? (only check if yes)</p> <hr/> <p>HARASSMENT, INTIMIDATION OR BULLYING (Affirmed (i.e. found to be HIB) by the Board of Education)</p>
<p>WEAPONS Check either Possession or Used in Offense</p> <p>Possession _____</p> <p>Used in Offense _____</p> <p>Handgun _____</p> <p>Rifle _____</p> <p>Air Gun, Pellet Gun, BB Gun _____</p> <p>Imitation Firearm _____</p> <p>Knife, Blade, Razor, Scissors, Box Cutter _____</p> <p>Pin, Sharp Pen/Pencil _____</p> <p>Chain, Club, Brass knuckles _____</p> <p>Spray _____</p> <p>Other _____</p>	<p>SUBSTANCE OFFENSE</p> <p>Use confirmed _____ Possession _____ Sale/Distribution _____</p> <p>SUBSTANCE TYPE</p> <p>Alcohol _____</p> <p>Marijuana _____</p> <p>Amphetamines _____</p> <p>Designer/Synthetic Drugs (e.g., Party Drugs, Club Drugs, Bath Salts, Synthetic Marijuana, China White, Synthetic Heroin (MPTP), Ecstasy (MDMA), GHB, Rohypnol K2, Spice, Cloud Nine (MDPV)) _____</p> <p>Cocaine/Crack _____</p> <p>Hallucinogens (e.g., THC, LSD, Jimson Weed, Angel Dust (PCP) Psilocybin (Mushrooms), DMT, Ketamine, Mescaline (Peyote)) _____</p> <p>Narcotics (e.g., Morphine, Heroin, Hydrocodon, Oxycodone, Codeine, Vicodin, Methadone) _____</p> <p>Depressants (e.g., Barbiturates, Valium, Xanax, Tranquilizers) _____</p> <p>Anabolic Steroids _____</p> <p>Unauthorized Prescription Drugs _____</p> <p>Unauthorized Over the Counter Drugs _____</p> <p>Inhalants _____</p> <p>Drug Paraphernalia _____</p>
<p>Incident Description: _____</p>	<p>BOMB OFFENSE</p> <p>Bomb – exploded _____</p> <p>Bomb – unexploded _____</p> <p><small>*Select "off-site program" when a program that is part of a school in which the student is enrolled but that operates at another site and has NOT been assigned a school code by the Department of Education. You may indicate the off-site program name and address in the "Incident Description" field.</small></p>

HARASSMENT, INTIMIDATION, OR BULLYING (HIB) INFORMATION, 2014-2015

Lead Investigator First Name: _____ Lead Investigator Last Name: _____

Nature of HIB Incident (Pursuant to 18A:37-14)

● Protected Category (check all that apply)

____ Race _____ Color _____ Religion _____ Ancestry _____ Origin _____ Gender
____ Sexual Orientation _____ Gender Identity & Expression _____ Mental, Physical, or Sensory Disability
____ Other Distinguishing Characteristics

● Effect of HIB Incident (check all that apply)

The effect of the HIB incident must have substantially disrupted or interfered with orderly operation of school or rights of other students. (Check all other effects that apply.)

- ____ Offender knew action would physically or emotionally cause harm to the victim or damage to the victim's property
- ____ Victim was in fear of physical or emotional harm or damage to personal property
- ____ Insulted or demeaned a student or a group of students
- ____ Interfered with victim's education
- ____ Created a hostile educational environment by severely or pervasively causing physical or emotional harm to the student

● Mode of HIB Incident (check all that apply)

- ____ Gesture
- ____ Written
- ____ Verbal
- ____ Physical (major or minor injury)
- ____ Electronic Communication

OFFENDER INFORMATION, 2014-2015

OFFENDER TYPE: General Education Student Student with Disabilities Student from Another School Non-student Unknown System-Assigned Incident Number _____

For Students of This School Only

Removal: Yes – Select action(s) taken from section A and/or B No – Select action(s) taken from section C

Disciplinary action(s) taken and days suspended or removed

SECTION A – All Students In-school Suspension Days All Students Out-of-school Suspension Days General Education Students Only Expulsion

SECTION B – Students with disabilities only Unilateral removal Days (≤ 45) Removal by ALJ for Dangerousness Days Suspension of Privileges

SECTION C – All Students None Detention Other Student Conference Parent Conference

Remedial action(s) taken Restitution and Restoration Student Conference Referral to the Intervention and Referral Services Team

for HIB only Individual Counseling Group Counseling Other measures imposed _____

(check all that apply) Referral for therapy/treatment Transfer _____

Program/Services Provided upon Disciplinary Action: (check all that apply) None Assignment(s) Academic Instruction (only)

Support Services (only) Educational Program (Academic Instruction and Support Services)

Location of Program/Services: (check all that apply) In-school Setting *In-district Alternative Education Program Other In-district Setting

Home (includes home instruction) *Out-of-district Alternative Education Program Other Out-of-district Setting

*District Board of Education or Department of Education approved only

Offender Caused: Minor injury Major injury No Injury Offender incurred: Minor injury Major injury No Injury **See definitions below:**

Minor Injury: Injury such as a cut, abrasion, burn or bruise where the individual was seen by the school nurse and received treatment, e.g., an ice pack, topical preparation, or bandaging; or the individual was referred to a medical practice or facility for observation and/or treatment, and the injury was not considered major as defined below.

Major Injury: Injury which requires medical treatment and includes concussions, injured organs, fractured or broken bones, severe burns, or cuts requiring stitches. The injury could be a **serious bodily injury** as defined below.

Only for students with disabilities causing a major injury: Did the offender cause Serious Bodily Injury, defined as an injury which involves (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty? Yes No

STUDENT FIRST NAME: _____ STUDENT LAST NAME: _____

STATE NJSMART STUDENT ID (required): _____ GENDER: Male Female

ETHNICITY: Hispanic Non Hispanic

RACE (check all that apply): American Indian, Alaskan Native Asian Black, African American Native Hawaiian or Other Pacific Islander White

GRADE: K 1 2 3 4 5 6 7 8 9 10 11 12

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

01 Hearing Impairments 02 Autistic 03 Intellectual Disability-Mild Cognitive Impairment 04 Intellectual Disability-Moderate Cognitive Impairment

05 Intellectual Disability-Severe Cognitive Impairment 06 Communication Impaired 07 Emotional Disturbance 08 Multiple Disabilities

09 Deaf-blindness 10 Orthopedic Impairments 11 Other Health Impairments 14 Specific Learning Disabilities

15 Traumatic Brain Injury 16 Visual Impairments 17 Speech or Language Impairments

LEP: Check if "Yes." Section 504: Check if "Yes."

(Attach a page for each additional Offender)

VICTIM INFORMATION, 2014-2015

System-Assigned Incident Number _____

VICTIM TYPE: _____ General Education Student _____ Student with Disabilities _____ Student from Another School _____ Non-student _____ School Personnel
_____ Identifiable Group _____ None

Victim incurred: _____ Minor Injury _____ Major Injury _____ Serious Bodily Injury _____ No Injury Incurred **See definitions below:**

Minor Injury: Injury such as a cut, abrasion, burn or bruise where the individual was seen by the school nurse and received treatment, e.g. an ice pack, topical preparation, or bandaging; or the individual was referred to a medical practice or facility for observation and/or treatment, and the injury was not considered major as defined below.

Major Injury: Injury which requires medical treatment and includes concussions, injured organs, fractured or broken bones, severe burns, or cuts requiring stitches. The injury could be a serious bodily injury as defined below.

Serious Bodily Injury: Indicated only if this victim incurred a major injury caused by a student with disabilities. Defined as an injury which involves (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty?

Remedial action(s) taken for HIB only (check all that apply)
_____ Counseling _____ Support Services _____ Intervention and Referral Services _____ Parent Conference
_____ Before/After School Supervision _____ Schedule change _____ School transportation supervision _____ School transfer
_____ Teacher Aide/Monitor during school day _____ Peer Support Group _____ Adult-Student Mentoring _____ Restitution/Restoration
_____ Seating change _____ Alternate Placement _____ Assessment/Evaluation
_____ Out-of-School Mental Health Service _____ Other Measures _____

For students of this school only

STUDENT FIRST NAME: _____ **STUDENT LAST NAME:** _____

STATE NJSMART STUDENT ID (required): _____ **GENDER:** _____ Male _____ Female

ETHNICITY: _____ Hispanic _____ Non Hispanic

RACE Check all that apply: _____ American Indian, Alaskan Native _____ Asian _____ Black, African American _____ Native Hawaiian or Other Pacific Islander _____ White

GRADE: _____ K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

_____ 01 Hearing Impairments _____ 02 Autistic _____ 03 Intellectual Disability-Mild Cognitive Impairment _____ 04 Intellectual Disability-Moderate Cognitive Impairment
_____ 05 Intellectual Disability-Severe Cognitive Impairment _____ 06 Communication Impaired _____ 07 Emotional Disturbance _____ 08 Multiple Disabilities
_____ 09 Deaf-blindness _____ 10 Orthopedic Impairments _____ 11 Other Health Impairments _____ 14 Specific Learning Disabilities
_____ 15 Traumatic Brain Injury _____ 16 Visual Impairments _____ 17 Speech or Language Impairments

LEP: _____ Check if "Yes." **Section 504:** _____ Check if "Yes."

VICTIM OF A VIOLENT CRIMINAL OFFENSE?* _____ Yes _____ No (If 'No,' stop here.)

Transfer Option Available? _____ Yes _____ No (If 'No,' stop here.)

Outcome:

- _____ Transfer Option Accepted, Transfer Completed
- _____ Transfer Option Accepted, Transfer Not Completed
- _____ Transfer Option Declined

*For definition, go to <http://www.state.nj.us/education/grants/nclb/policy/unsafe.htm>

(Attach a page for each additional Victim)

Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP) Data Collection 201(-1)

_____ Reporting Period 1 July 1 – Dec. 31 for HIB Trainings and Programs
Sept. 1 – Dec. 31 for HIB Investigations and Incidents
_____ Reporting Period 2 Jan. 1 – June 30 for HIB Investigations, Incidents, and Trainings and Programs

County Code: _____ County Name: _____ All data has been entered for reporting period.
District Code: _____ District Name: _____
School Code: _____ School Name: _____

HIB Investigations and Incidents (Note: This information is entered one time for each reporting period)

For each school, provide the number of all HIB investigations initiated, the number of investigations completed within 10 days, and the number of HIB incidents affirmed by your governing body as HIB during the reporting period.

Number of HIB investigations initiated: _____ Number completed within 10 days: _____
Number of HIB incidents affirmed (i.e., found to be HIB) by the Board of Education, per N.J.S.A. 18A:37-15b(6)(e): _____

**If the training was offered to the entire district, check DISTRICT-WIDE TRAINING _____ and enter the information once.
If the training was offered to some but not all schools, enter the information for each school in which HIB training was offered.**

Training or Staff Development Provided

For the purposes of the HIB-ITP data collection, the term “training” is defined as instruction and/or practice activities specifically designed to make someone prepared to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of the report.
Please provide information for all HIB training sessions, discussions and/or instructional sessions conducted during the reporting period.

_____ District HIB policy training _____ HIB policy training included instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics.
_____ Other Training Content: (Please select one or more of the training topics that apply from Attachment A.) _____
_____ Other: Training not listed on Attachment A: (Limited to 50 characters) _____

Date: _____ Hours: _____

Target Population: (please check all that apply – include full- and part-time staff)

_____ Board of Education Members _____ District-Level Administrator _____ District Anti-Bullying Coordinator _____ School-Level Administrator
_____ Student Support Services _____ School Anti-Bullying Specialist _____ Teachers _____ Students _____ Parents _____ Other School Staff
_____ Contracted Service Provider _____ Volunteers _____ Substitute Staff _____ Other _____

Number of Participants: 0-10 11-25 26-50 51-100 101-250 over 250

Programs Provided

For the purposes of the HIB-ITP data collection, the term "program" is defined as an event or a planned system of organized activities or procedures under which action may be taken toward a goal.

Please provide information for all HIB Programs/Approaches/Initiatives, other than trainings, conducted during the reporting period.

If the program/approach/initiative was implemented in each school in the district, check **DISTRICT-WIDE PROGRAM** and enter the information once.

If the program/approach/initiative was implemented in some but not all schools, enter the information for each school.

Please select the type of Program/Approach/Initiative that was implemented from Attachment B.

Other Program not listed on Attachment B: (Limited to 50 characters) _____

(A single event may be considered a program when it meets the criteria in the definition for program.)

Check if training was provided for the program selected.

Start Date: _____ **Duration #:** _____ Hours per day _____ Days per week _____ Weeks per reporting period

Target Population of the Program: (please check all that apply)

____ Board of Education Members _____ District-Level Administrator _____ District Anti-Bullying Coordinator _____ School-Level Administrator
____ Student Support Services _____ School Anti-Bullying Specialist _____ Teachers _____ Students _____ Parents _____ Other School Staff
____ Contracted Service Provider _____ Volunteers _____ Other _____

The program/approach/initiative was designed to focus on the following school-wide conditions to prevent and/or address harassment, intimidation and bullying: (Check all that apply. See Domains of Safe and Supportive School Conditions for Learning, Attachment C, for guidance for the school-wide conditions listed below.)

____ Physical Environment _____ Emotional Environment _____ Teaching and Learning _____ Relationships
____ Morale in the School Community _____

Provide the name and position title for the person primarily responsible for assessing the program.

First Name: _____ **Last Name:** _____ **Position Title: (Drop down from below)**

____ Chief School Administrator _____ District Anti-Bullying Coordinator _____ District Board of Education _____ School Anti-Bullying Specialist
____ Other District-level Administrator _____ Principal _____ School Safety Team _____ Other School Staff _____ Other School-level Administrator
____ Outside Evaluator

NOTE: All supporting documentation must be kept on file in the district and made available to the NJDOE upon request.

Attachment A

HIB-ITP “Other” Trainings

For purposes of the HIB-ITP data collection, the term “training” is defined as:

Instruction and/or practice activities specifically designed to make someone prepared to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of this report.

Examples of training topics are provided on the drop-down list, with an “other” option provided for entering additional topics.

1. Anti-Bullying Bill of Rights Act
2. Characteristics or needs of individuals or groups at-risk for HIB (including those who bully, victims of HIB and bystanders)
3. Conflict resolution
4. Cyberbullying
5. HIB consequences
6. HIB intervention
7. HIB prevention
8. HIB remediation
9. Parent involvement in HIB cases
10. Peer relationships or Peer Social Norms
11. Pro-social strategies for bystanders
12. School climate and culture improvement
13. School-home-community partnerships
14. Social norms
15. Social skills/relationship improvement
16. Suicide prevention related to HIB
17. Use of data for HIB prevention or school climate improvement
18. Other _____

Attachment B

HIB-ITP Programs

For the purposes of the HIB-ITP data collection, the term “program” is defined as:

An event, plan, system or series of scheduled, organized activities or procedures under which action may be taken toward a goal. A single event should not be considered a program unless it meets the criteria in the definition.

Examples of evidence-based programs identified primarily by the Substance Abuse and Mental Health Services Administration and U.S. the Department of Justice, Office of Juvenile Justice and Delinquency Prevention are provided below for your convenience. The complete lists of the programs identified by these agencies can be found at <http://www.nrepp.samhsa.gov/> and <http://www.ojjdp.gov/mpg/>.

1. 4th R Curriculum
2. Aggression Replacement Training (ART)
3. AI’s Pals: Kids Making Healthy Choices
4. Child Assault Prevention Project (Bullying)
5. First Step to Success
6. Helping the Noncompliant Child
7. I Can Problem Solve
8. KiVa Anti-bullying Program
9. Olweus Bullying Prevention Program
10. Pathways to Safe and Respectful Schools
11. Peace Builders
12. Peace Works
13. Positive Action
14. Positive Behavior Intervention and Supports (PBIS)
15. Promoting Alternative Thinking Strategies (PATHS)
16. Responding in Peaceful and Positive Ways
17. Responsive Classroom
18. SANKOFA Youth Violence Prevention Program
19. Second Step: A Violence Protection Curriculum
20. SNAP Under 12 Outreach Project
21. Social Problem Solving
22. Steps to Respect: A Bullying Prevention Program
23. The Leadership Program’s Violence Prevention Project
24. Too Good for Violence
25. Violence Prevention Curriculum for Adolescents
26. Week of Respect (activities)
27. Wyman’s Teen Outreach Program
28. Other _____

Additional resources may be found at

<http://www.state.nj.us/education/students/safety/behavior/hib/>.

Attachment C

Domains of Safe and Supportive School Conditions for Learning

- 1 Physical Environment: This domain addresses scheduling, the use of the building and attitudes toward the building.
- 2 Emotional Environment: This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.
- 3 Teaching and Learning: This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.
- 4 Student Relationships: This domain assesses the degree to which relationships between students are respectful and do not lead to negative, preventable outcomes such as bullying, harassment, and intimidation.
- 5 Parental Support: This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.
- 6 Morale in the School Community: This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.
- 7 Safety: This domain addresses attitudes toward the individual's sense of physical safety in and around the school.

Appendix D

District Totals by County

District Totals by County:

These are self-reported totals verified by the district and there may be some limitations in how the data can be viewed and interpreted. Every effort is made by the NJDOE to ensure accuracy and consistency in reporting. See “Department Support” in the “Programmatic Response” section of this report.

Violence, Vandalism, Weapons, Substance, HIB columns:

- The types of offenses included in each column are as follows:
 - Violence: Assault, Fight, Robbery, Extortion, Sex Offense, Criminal Threat, Threat, Kidnapping;
 - Harassment Intimidation, or Bullying (HIB): Based on the nature of HIB incidents including the protected category, effect and mode
 - Vandalism: Arson, Bomb Threat or Fake Bomb, Burglary, Damage to Property, Fire Alarm Offense, Fireworks Offense, Theft, Trespassing
 - Weapons: Use, Possession, Sale or Distribution
 - Substance Abuse: Use, Possession, Sale or Distribution
- More than one type of offense may be reported for a single incident; therefore, the numbers within the major reporting category columns are *duplicated* counts. If the types of offenses are in different major reporting categories, the incident is counted in each major reporting category. For example, if an assault and a firearm offense were reported in the same incident, they are counted in both the violence and weapons major categories. If the types of offenses are in the same major reporting category, the incident is only counted once. For example, if a fight and a robbery occurred during the same incident, they are counted as one incident of violence.

Total Column: The numbers in the “Total Column” are an *unduplicated* count of the number of incidents reported by the district, regardless of the number of offense types selected within each incident; therefore, the sum may not equal the total of the five categories.

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
ATLANTIC								
	ABSECON CITY	828	2	0	0	0	0	2
	ATLANTIC CITY	7,260	110	11	7	51	8	184
	ATLANTIC CO SPECIAL SERV	411	2	0	1	0	1	3
	ATLANTIC CO VOCATIONAL	1,399	17	3	4	14	1	38
	BRIGANTINE CITY	687	2	0	2	1	1	5
	BUENA REGIONAL	1,830	24	3	2	6	42	77
	EGG HARBOR CITY	502	6	1	3	0	6	15
	EGG HARBOR TWP	7,566	62	18	8	11	12	108
	ESTELL MANOR CITY	163	0	0	0	1	0	1
	FOLSOM BORO	419	1	0	0	0	3	4
	GALLOWAY TWP	3,275	6	3	4	0	26	38
	GREATER EGG HARBOR REG	3,312	49	8	4	27	3	89
	HAMILTON TWP	3,102	43	8	3	3	19	75
	HAMMONTON TOWN	3,600	9	2	2	6	6	25
	LINWOOD CITY	860	0	0	0	0	2	2
	MAINLAND REGIONAL	1,356	7	2	1	9	6	24
	MARGATE CITY	424	0	1	0	0	2	3
	MULLICA TWP	774	1	0	0	0	4	5
	NORTHFIELD CITY	927	1	0	0	0	2	3
	PLEASANTVILLE CITY	3,866	13	4	12	24	50	101
	PORT REPUBLIC CITY	130	0	0	0	0	0	0
	SOMERS POINT CITY	1,016	5	1	0	0	13	19
	VENTNOR CITY	778	0	0	0	0	0	0
	WEYMOUTH TWP	181	0	0	0	0	0	0
	County Total	44,665	360	65	53	153	207	821
BERGEN								
	ALLENDALE BORO	901	0	0	0	0	1	1
	ALPINE BORO	155	0	0	0	0	2	2
	BERGEN CO SPECIAL SERVICE	730	4	0	0	8	3	15
	BERGEN COUNTY VOCATIONAL	2,107	4	1	1	9	17	32
	BERGENFIELD BORO	3,440	7	1	1	4	17	28
	BOGOTA BORO	1,089	3	0	0	2	10	15
	CARLSTADT BORO	570	0	0	1	0	5	6
	CARLSTADT-EAST RUTHERFORD	489	4	1	1	3	12	21
	CLIFFSIDE PARK BORO	2,968	6	4	0	1	3	13
	CLOSTER BORO	1,111	1	1	0	0	1	3
	CRESSKILL BORO	1,766	0	0	0	0	4	4
	DEMAREST BORO	678	4	0	0	0	1	5
	DUMONT BORO	2,569	12	2	0	1	14	29
	EAST RUTHERFORD BORO	772	0	0	0	0	0	0
	EDGEWATER BORO	913	2	0	0	0	1	3
	ELMWOOD PARK	2,418	15	5	1	14	15	49
	EMERSON BORO	1,204	1	0	0	0	6	7
	ENGLEWOOD CITY	3,092	11	1	3	10	36	61
	ENGLEWOOD CLIFFS BORO	547	2	0	0	0	0	2
	FAIR LAWN BORO	4,701	17	2	2	0	20	41
	FAIRVIEW BORO	1,311	0	0	0	0	6	6

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	FORT LEE BORO	3,735	29	7	0	3	26	64
	FRANKLIN LAKES BORO	1,224	1	0	1	0	0	1
	GARFIELD CITY	4,878	38	3	7	6	31	83
	GLEN ROCK BORO	2,388	1	0	1	4	7	13
	HACKENSACK CITY	5,627	23	6	2	14	29	73
	HARRINGTON PARK BORO	637	2	0	0	0	2	4
	HASBROUCK HEIGHTS BORO	1,872	8	3	2	1	14	27
	HAWORTH BORO	407	0	0	0	0	0	0
	HILLSDALE BORO	1,250	4	1	0	0	1	6
	HO HO KUS BORO	640	0	0	0	0	1	1
	LEONIA BORO	1,833	16	2	1	19	7	45
	LITTLE FERRY BORO	980	2	0	0	0	0	2
	LODI BOROUGH	3,244	11	1	0	0	18	30
	LYNDHURST TWP	2,387	12	0	2	0	11	24
	MAHWAH TWP	3,053	3	39	0	17	6	65
	MAYWOOD BORO	943	3	3	1	0	2	9
	MIDLAND PARK BORO	991	7	2	1	3	21	34
	MONTVALE BORO	1,056	0	0	0	0	11	11
	MOONACHIE BORO	285	1	0	0	1	0	2
	NEW MILFORD BORO	1,984	5	3	0	0	1	9
	NORTH ARLINGTON BORO	1,730	9	1	3	1	11	23
	NORTHERN HIGHLANDS REG	1,372	0	1	0	7	5	13
	NORTHERN VALLEY REGIONAL	2,531	2	1	0	20	20	43
	NORTHVALE BORO	509	0	0	0	0	4	4
	NORWOOD BORO	586	1	0	0	0	5	6
	OAKLAND BORO	1,551	4	0	0	0	3	6
	OLD TAPPAN BORO	738	1	0	0	0	1	2
	ORADELL BORO	732	0	0	0	0	1	1
	PALISADES PARK	1,603	16	3	0	1	6	24
	PARAMUS BORO	3,917	6	2	2	5	16	30
	PARK RIDGE BORO	1,271	2	0	0	0	10	12
	PASCACK VALLEY REGIONAL	2,028	0	0	0	8	8	16
	RAMAPO-INDIAN HILL REG	2,313	16	1	0	17	5	39
	RAMSEY BORO	2,855	5	3	0	12	13	33
	RIDGEFIELD BORO	1,729	5	0	3	0	8	16
	RIDGEFIELD PARK TWP	2,349	0	0	0	5	0	5
	RIDGEWOOD VILLAGE	5,674	10	4	1	8	10	33
	RIVER DELL REGIONAL	1,672	0	0	0	0	16	16
	RIVER EDGE BORO	1,202	0	0	0	0	2	2
	RIVER VALE TWP	1,223	0	0	0	0	3	3
	ROCHELLE PARK TWP	465	0	0	0	0	1	1
	RUTHERFORD BORO	2,502	5	3	1	3	12	23
	SADDLE BROOK TWP	1,668	5	0	1	1	7	12
	SADDLE RIVER BORO	187	0	0	0	0	0	0
	SOUTH BERGEN JOINTURE COM	311	1	0	0	0	3	3
	SOUTH HACKENSACK TWP	251	0	0	0	0	0	0
	TEANECK TWP	3,614	35	3	3	14	32	86
	TENAFLY BORO	3,597	5	2	0	6	10	23

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COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	UPPER SADDLE RIVER BORO	1,248	0	0	0	0	2	2
	WALDWICK BORO	1,583	1	1	0	1	6	9
	WALLINGTON BORO	1,281	12	0	2	1	7	21
	WESTWOOD REGIONAL	2,721	7	0	5	3	20	34
	WOODCLIFF LAKE BORO	765	0	0	0	0	5	5
	WOOD-RIDGE BORO	1,198	3	0	0	0	4	7
	WYCKOFF TWP	2,099	2	2	0	0	2	6
	County Total	134,009	412	115	49	233	620	1,405
BURLINGTON								
	BASS RIVER TWP	115	0	0	0	0	0	0
	BEVERLY CITY	297	15	0	1	0	13	28
	BORDENTOWN REGIONAL	2,561	15	3	0	1	14	33
	BURLINGTON CITY	1,702	12	3	4	2	7	28
	BURLINGTON CO SPEC SERV	586	35	2	3	29	4	71
	BURLINGTON CO VOCATIONAL	2,056	29	2	7	13	17	64
	BURLINGTON TWP	3,987	36	6	6	1	18	61
	CHESTERFIELD TWP	728	21	0	2	0	2	23
	CINNAMINSON TWP	2,413	11	6	0	7	8	32
	DELANCO TWP	387	7	3	1	0	1	11
	DELRAN TWP	2,979	12	1	1	5	14	32
	EASTAMPTON TWP	593	3	0	0	0	2	5
	EDGEWATER PARK TWP	863	2	0	0	0	0	2
	EVESHAM TWP	4,548	11	0	1	0	12	24
	FLORENCE TWP	1,598	7	0	0	9	5	21
	HAINESPORT TWP	652	11	2	0	0	3	16
	LENAPE REGIONAL	6,841	40	9	2	39	0	89
	LUMBERTON TWP	1,470	14	0	1	0	14	28
	MANSFIELD TWP	658	3	0	2	0	2	7
	MAPLE SHADE TWP	2,226	21	1	2	2	12	38
	MEDFORD LAKES BORO	536	0	0	0	0	2	2
	MEDFORD TWP	2,731	2	0	2	0	2	5
	MOORESTOWN TWP	3,924	10	0	3	4	22	36
	MOUNT HOLLY TWP	987	12	1	3	0	16	32
	MOUNT LAUREL TWP	4,215	1	0	1	0	15	17
	NEW HANOVER TWP	183	5	1	0	1	3	10
	NORTH HANOVER TWP	1,227	5	0	0	0	5	10
	NORTHERN BURLINGTON REG	2,113	45	7	1	15	8	75
	PALMYRA BORO	937	5	0	0	12	22	38
	PEMBERTON TWP	5,048	62	4	4	16	27	108
	RANCOCAS VALLEY REGIONAL	2,077	12	13	7	18	3	51
	RIVERSIDE TWP	1,387	10	0	2	4	2	17
	RIVERTON	278	0	0	0	0	0	0
	SHAMONG TWP	798	0	0	0	0	0	0
	SOUTHAMPTON TWP	726	8	1	2	2	8	20
	SPRINGFIELD TWP	230	0	1	0	0	1	2
	TABERNACLE TWP	776	1	0	0	0	7	8
	WASHINGTON TWP	41	0	0	0	0	0	0
	WESTAMPTON	957	6	1	1	0	0	7

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COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	WILLINGBORO TWP	3,747	144	12	14	10	4	182
	WOODLAND TWP	152	4	0	1	0	1	5
	County Total	70,330	637	79	74	190	296	1,238
CAMDEN								
	AUDUBON BORO	1,541	5	2	1	10	7	25
	BARRINGTON BORO	611	3	0	2	0	11	13
	BELLMAWR BORO	1,159	3	0	0	0	3	6
	BERLIN BORO	847	2	0	0	0	0	2
	BERLIN TWP	634	1	0	0	0	5	6
	BLACK HORSE PIKE REGIONAL	3,786	26	3	5	25	20	79
	BROOKLAWN BORO	339	0	0	1	0	3	4
	CAMDEN CITY	11,164	27	1	4	0	76	95
	CAMDEN COUNTY VOCATIONAL	2,118	27	6	6	21	8	66
	CHERRY HILL TWP	11,234	43	14	12	25	77	165
	CLEMENTON BORO	434	0	0	0	0	6	6
	COLLINGSWOOD BORO	1,877	3	3	1	4	9	18
	EASTERN CAMDEN COUNTY REG	2,014	19	3	0	4	5	31
	GIBBSBORO BORO	270	0	0	0	0	0	0
	GLOUCESTER CITY	2,064	13	2	0	6	5	25
	GLOUCESTER TWP	6,488	20	1	7	3	40	69
	HADDON HEIGHTS BORO	1,287	8	0	1	3	9	21
	HADDON TWP	2,117	2	16	2	6	9	34
	HADDONFIELD BORO	2,593	1	3	0	0	0	4
	KIPP Cooper Norcross Academy	104	0	0	0	0	0	0
	LAUREL SPRINGS BORO	211	2	0	0	0	2	4
	LAWNSIDE BORO	274	4	1	3	0	1	8
	LINDENWOLD BORO	2,630	22	12	3	14	6	52
	MAGNOLIA BORO	417	8	0	0	0	0	8
	Mastery Schools of Camden	368	5	0	4	1	3	13
	MERCHANTVILLE BORO	371	1	1	0	0	1	2
	MOUNT EPHRAIM BORO	425	0	0	0	0	5	5
	OAKLYN BORO	382	0	0	0	0	1	1
	PENNSAUKEN TWP	4,923	23	6	4	7	0	39
	PINE HILL BORO	1,937	40	7	1	12	17	76
	RUNNEMEDE BORO	844	2	2	0	4	4	12
	SOMERDALE BORO	500	3	0	1	0	0	4
	STERLING HIGH SCHOOL DIST	961	16	5	1	3	4	29
	STRATFORD BORO	858	0	0	0	0	0	0
	Uncommon Schools	70	4	0	0	0	0	4
	VOORHEES TWP	2,992	16	3	1	0	5	23
	WATERFORD TWP	878	9	0	0	0	9	18
	WINSLOW TWP	4,867	24	13	10	3	31	80
	WOODLYNNE BORO	382	1	1	0	0	0	1
	County Total	76,971	383	105	70	151	382	1,048
CAPE MAY								
	AVALON BORO	50	0	0	0	0	0	0
	CAPE MAY CITY	175	0	0	0	0	0	0
	CAPE MAY CO SPECIAL SERV	256	8	3	0	3	2	16

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	CAPE MAY CO VOCATIONAL	649	3	1	0	3	1	8
	DENNIS TWP	527	0	2	0	0	4	6
	LOWER CAPE MAY REGIONAL	1,427	22	1	2	36	5	61
	LOWER TWP	1,807	5	0	2	0	4	10
	MIDDLE TWP	2,491	25	3	6	28	10	70
	NORTH WILDWOOD CITY	304	1	0	0	0	0	1
	OCEAN CITY	2,151	27	1	0	9	14	51
	STONE HARBOR BORO	68	0	0	0	0	0	0
	UPPER TWP	1,404	2	1	0	0	1	4
	WEST CAPE MAY BORO	80	0	0	0	0	0	0
	WILDWOOD CITY	870	8	1	1	6	8	23
	WILDWOOD CREST BORO	254	0	0	0	0	1	1
	WOODBINE BORO	181	1	0	0	0	4	4
	County Total	12,692	102	13	11	85	54	255
CUMBERLAND								
	BRIDGETON CITY	5,684	11	5	1	3	67	87
	COMMERCIAL TWP	557	0	0	3	2	6	11
	CUMBERLAND CO VOCATIONAL	348	5	0	0	0	3	8
	CUMBERLAND REGIONAL	1,297	35	4	4	24	7	74
	DEERFIELD TWP	340	0	0	0	0	2	2
	DOWNE TWP	191	0	0	0	0	4	4
	FAIRFIELD TWP	628	4	4	1	1	9	19
	GREENWICH TWP	53	0	0	0	0	0	0
	HOPEWELL TWP	496	4	0	0	0	1	5
	LAWRENCE TWP	502	1	2	0	0	3	6
	MAURICE RIVER TWP	424	7	0	1	0	2	9
	MILLVILLE CITY	5,713	94	7	8	12	17	134
	STOW CREEK TWP	111	0	0	0	0	0	0
	UPPER DEERFIELD TWP	913	0	0	1	2	5	8
	VINELAND CITY	9,720	112	6	19	19	20	174
	County Total	26,975	273	28	38	63	146	541
ESSEX								
	BELLEVILLE TOWN	4,468	67	0	11	2	15	93
	BLOOMFIELD TWP	6,175	14	1	8	6	13	40
	CALDWELL-WEST CALDWELL	2,644	2	1	2	2	5	12
	CEDAR GROVE TWP	1,637	2	0	0	2	5	9
	CITY OF ORANGE TWP	5,184	19	0	3	5	13	40
	EAST ORANGE	9,550	133	19	24	54	13	229
	ESSEX CO ED SERV COMM	51	10	2	1	3	0	14
	ESSEX CO VOC-TECH	2,240	12	1	4	9	22	48
	ESSEX FELS BORO	209	0	0	0	0	0	0
	FAIRFIELD TWP	623	0	0	0	0	1	1
	GLEN RIDGE BORO	1,850	2	2	0	1	12	16
	IRVINGTON TOWNSHIP	6,888	12	1	0	1	12	26
	LIVINGSTON TWP	5,871	21	4	6	6	14	47
	MILLBURN TWP	4,869	13	0	3	5	13	33
	MONTCLAIR TOWN	6,613	43	11	8	13	2	72
	NEWARK CITY	32,098	89	42	16	14	37	187

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COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	NORTH CALDWELL BORO	658	0	0	0	0	0	0
	NUTLEY TOWN	3,993	12	3	2	7	26	49
	ROSELAND BORO	438	4	0	1	0	0	4
	SOUTH ORANGE-MAPLEWOOD	6,859	95	34	17	26	44	208
	VERONA BORO	2,163	2	1	0	4	5	11
	WEST ESSEX REGIONAL	1,646	4	0	2	5	2	13
	WEST ORANGE TOWN	6,727	21	5	8	29	30	92
	County Total	113,451	577	127	116	194	284	1,244
GLOUCESTER								
	CLAYTON BORO	1,447	29	1	3	5	8	44
	CLEARVIEW REGIONAL	2,456	36	3	1	18	21	79
	DELSEA REGIONAL H.S DIST.	1,700	16	4	1	6	18	45
	DEPTFORD TWP	4,321	6	0	1	1	23	31
	EAST GREENWICH TWP	1,243	0	0	0	0	2	2
	ELK TWP	351	4	0	1	0	0	4
	FRANKLIN TWP	1,389	3	0	2	0	8	13
	GATEWAY REGIONAL	960	15	2	1	3	6	27
	GLASSBORO	2,126	22	2	9	8	13	49
	GLOUCESTER CO SPEC SERV	661	0	0	0	2	10	12
	GLOUCESTER CO VOCATIONAL	1,339	5	1	2	5	5	18
	GREENWICH TWP	466	0	0	0	0	1	1
	HARRISON TWP	1,484	5	0	1	0	1	6
	KINGSWAY REGIONAL	2,531	31	1	0	7	8	46
	LOGAN TWP	830	3	0	1	0	18	22
	MANTUA TWP	1,290	0	3	0	0	1	4
	MONROE TWP	6,046	61	9	9	12	18	105
	NATIONAL PARK BORO	271	1	0	1	0	2	3
	PAULSBORO BORO	1,156	32	5	1	0	20	52
	PITMAN BORO	1,243	9	1	0	3	16	29
	SOUTH HARRISON TWP	371	1	0	1	0	0	1
	SWEDESBORO-WOOLWICH	1,744	18	0	2	0	6	24
	WASHINGTON TWP	7,435	44	12	7	10	33	101
	WENONAH BORO	208	0	0	0	0	0	0
	WEST DEPTFORD TWP	3,010	50	4	1	1	19	74
	WESTVILLE BORO	360	3	0	0	0	5	8
	WOODBURY CITY	1,536	32	1	3	3	10	49
	WOODBURY HEIGHTS BORO	220	0	0	0	0	0	0
	County Total	48,193	426	49	48	84	272	849
HUDSON								
	BAYONNE CITY	9,611	19	4	2	4	4	32
	EAST NEWARK BORO	265	0	0	0	0	0	0
	GUTTENBERG TOWN	975	7	2	3	0	13	19
	HARRISON TOWN	2,097	8	0	0	4	7	19
	HOBOKEN CITY	1,888	30	1	1	4	9	43
	HUDSON COUNTY VOCATIONAL	1,866	2	0	0	2	0	4
	JERSEY CITY	27,810	60	6	37	96	60	249
	KEARNY TOWN	5,913	47	4	7	20	10	83
	NORTH BERGEN TWP	8,051	16	5	0	26	17	61

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COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	SECAUCUS TOWN	2,188	4	1	0	5	16	25
	UNION CITY	11,800	74	16	16	8	9	120
	WEEHAWKEN TWP	1,326	0	0	0	0	21	21
	WEST NEW YORK TOWN	8,372	37	15	6	21	37	107
	County Total	82,162	304	54	72	190	203	783
HUNTERDON								
	ALEXANDRIA TWP	486	1	0	0	0	4	5
	BETHLEHEM TWP	400	2	0	0	0	1	3
	BLOOMSBURY BORO	123	0	0	0	0	0	0
	CALIFON BORO	109	0	0	0	0	0	0
	CLINTON TOWN	482	0	0	0	0	6	6
	CLINTON TWP	1,451	10	1	1	0	5	16
	DELAWARE TWP	379	0	0	0	0	0	0
	DELAWARE VALLEY REGIONAL	859	7	0	1	4	6	18
	EAST AMWELL TWP	390	0	0	0	0	0	0
	FLEMINGTON-RARITAN REG	3,339	6	2	0	1	6	15
	FRANKLIN TWP	300	6	0	0	0	0	6
	FRENCHTOWN BORO	143	0	0	0	0	5	5
	HAMPTON BORO	123	0	0	0	0	4	4
	HIGH BRIDGE BORO	380	0	0	0	0	0	0
	HOLLAND TWP	585	2	0	2	0	2	4
	HUNTERDON CENTRAL REG	2,936	12	4	1	18	7	42
	HUNTERDON CO ED SER COMM	84	30	3	0	2	0	35
	HUNTERDON CO VOCATIONAL	250	0	2	0	0	6	8
	KINGWOOD TWP	358	1	0	0	0	0	1
	LEBANON BORO	93	0	0	0	0	0	0
	LEBANON TWP	683	0	0	0	0	3	3
	MILFORD BORO	96	0	0	0	0	0	0
	N HUNT/VOORHEES REGIONAL	2,650	15	6	0	16	21	58
	READINGTON TWP	1,744	23	1	4	0	4	27
	SOUTH HUNTERDON REGIONAL	942	3	1	1	3	1	9
	TEWKSBURY TWP	656	1	0	0	0	4	5
	UNION TWP	475	0	1	0	0	1	2
	County Total	20,515	119	21	10	44	86	272
MERCER								
	EAST WINDSOR REGIONAL	5,109	34	6	4	10	31	83
	EWING TWP	3,597	18	5	4	17	14	57
	HAMILTON TWP	11,783	39	13	6	40	62	158
	HOPEWELL VALLEY REGIONAL	3,626	7	5	2	4	4	21
	KATZENBACH		3	1	0	0	6	9
	LAWRENCE TWP	3,993	28	4	4	14	53	101
	MERCER CO SPECIAL SERVICE	654	5	2	0	0	0	7
	MERCER COUNTY VOCATIONAL	488	2	0	0	2	16	20
	PRINCETON REGIONAL	3,540	20	2	2	5	15	44
	ROBBINSVILLE TWP	2,952	9	5	1	1	1	17
	TRENTON CITY	11,183	192	12	19	12	15	248
	W WINDSOR-PLAINSBORO REG	9,626	11	13	5	17	21	66
	County Total	56,549	368	68	47	122	238	831

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
MIDDLESEX								
	CARTERET BORO	3,717	27	9	1	5	15	57
	CRANBURY TWP	513	6	0	1	0	0	6
	DUNELLEN BORO	1,146	28	5	2	1	3	37
	EAST BRUNSWICK TWP	8,148	23	4	8	14	35	80
	EDISON TWP	14,659	35	5	13	9	30	88
	HIGHLAND PARK BORO	1,616	24	12	1	1	4	41
	JAMESBURG BORO	673	1	0	1	0	0	2
	METUCHEN BORO	2,145	12	3	1	6	18	40
	MIDDLESEX BORO	2,081	6	2	1	1	5	15
	MIDDLESEX CO REG SER COMM	704	9	0	1	2	1	12
	MIDDLESEX CO VOCATIONAL	2,004	1	0	4	7	29	40
	MILLTOWN BORO	682	0	1	0	0	2	3
	MONROE TWP	6,294	6	3	2	4	19	34
	NEW BRUNSWICK CITY	8,615	21	8	13	11	44	91
	NORTH BRUNSWICK TWP	6,162	36	2	1	10	16	64
	OLD BRIDGE TWP	8,975	45	8	4	21	24	102
	PERTH AMBOY CITY	10,475	69	2	12	21	82	186
	PISCATAWAY TWP	7,304	46	7	4	10	34	98
	SAYREVILLE BORO	6,023	47	2	6	18	24	93
	SOUTH AMBOY CITY	1,081	14	2	1	0	4	20
	SOUTH BRUNSWICK TWP	8,636	41	5	4	14	23	82
	SOUTH PLAINFIELD BORO	3,538	8	8	1	6	25	48
	SOUTH RIVER BORO	2,277	14	1	2	6	7	29
	SPOTSWOOD BORO	1,766	4	1	2	9	3	19
	WOODBIDGE TWP	13,600	10	2	4	39	61	115
	County Total	122,829	533	92	90	215	508	1,402
MONMOUTH								
	ASBURY PARK CITY	1,968	9	1	9	3	19	40
	ATLANTIC HIGHLANDS BORO	317	0	0	0	0	1	1
	AVON BORO	153	0	0	0	0	1	1
	BAYSHORE JOINTURE COMM	57	0	0	0	0	0	0
	BELMAR BORO	533	1	0	0	0	4	5
	BRADLEY BEACH BORO	283	1	0	0	0	4	5
	BRIELLE BORO	560	0	0	0	0	0	0
	COLTS NECK TWP	952	2	0	1	0	4	7
	DEAL BORO	163	0	0	0	0	1	1
	EATONTOWN BORO	1,050	2	0	0	0	5	6
	FAIR HAVEN BORO	1,006	2	0	0	0	3	5
	FARMINGDALE BORO	165	0	1	1	0	3	3
	FREEHOLD BORO	1,628	23	3	5	1	14	46
	FREEHOLD REGIONAL	11,133	62	8	7	49	20	141
	FREEHOLD TWP	3,906	0	0	0	1	9	10
	HAZLET TWP	3,038	8	7	0	0	1	16
	HENRY HUDSON REGIONAL	308	1	0	1	4	5	11
	HIGHLANDS BORO	170	0	0	0	0	11	11
	HOLMDEL TWP	2,998	9	2	0	3	13	26
	HOWELL TWP	6,123	8	2	1	1	11	22

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	KEANSBURG BORO	1,478	15	4	0	5	8	32
	KEYPORT BORO	1,080	7	2	2	2	11	24
	LITTLE SILVER BORO	845	3	0	0	0	3	6
	LONG BRANCH CITY	5,649	20	1	3	17	37	76
	MANALAPAN-ENGLISHTOWN	5,082	0	0	0	0	16	16
	MANASQUAN BORO	1,608	2	2	1	14	14	33
	MARLBORO TWP	5,092	0	0	0	0	5	5
	MATAWAN-ABERDEEN	3,842	26	5	4	7	28	69
	MIDDLETOWN TWP	9,645	34	2	5	19	33	93
	MILLSTONE TWP	1,188	0	0	0	0	5	5
	MONMOUTH BEACH BORO	266	2	0	0	0	0	2
	MONMOUTH CO VOCATIONAL	2,257	3	1	1	1	4	9
	MONMOUTH REGIONAL	951	14	0	0	4	1	19
	MONMOUTH-OCEAN ESC	30	10	1	0	4	0	14
	NEPTUNE CITY	379	12	0	1	0	0	13
	NEPTUNE TWP	4,353	34	11	12	12	3	69
	OCEAN TWP	3,723	11	3	0	13	4	31
	OCEANPORT BORO	628	4	0	0	0	1	4
	RED BANK BORO	1,224	14	2	0	4	6	26
	RED BANK REGIONAL	1,221	16	2	0	11	17	44
	ROOSEVELT BORO	95	0	0	0	0	2	2
	RUMSON BORO	974	1	0	0	0	5	6
	RUMSON-FAIR HAVEN REG	933	6	1	0	4	10	20
	SEA GIRT BORO	161	0	0	0	0	0	0
	SHORE REGIONAL	615	1	0	0	8	1	10
	SHREWSBURY BORO	482	2	0	0	0	1	2
	SPRING LAKE BORO	213	0	0	0	0	1	1
	SPRING LAKE HEIGHTS BORO	345	0	0	0	0	0	0
	TINTON FALLS	1,507	4	1	0	0	11	16
	UNION BEACH	630	6	1	0	0	4	11
	UPPER FREEHOLD REGIONAL	2,329	3	2	1	11	20	37
	WALL TWP	3,623	4	1	0	9	29	43
	WEST LONG BRANCH BORO	579	7	1	0	1	5	13
	County Total	99,533	389	67	55	208	414	1,108
MORRIS								
	BOONTON TOWN	1,161	1	0	0	0	11	12
	BOONTON TWP	453	0	0	0	0	0	0
	BUTLER BORO	1,147	8	0	0	11	11	30
	CHESTER TWP	1,162	2	0	0	0	3	5
	DENVILLE TWP	1,672	3	1	0	0	5	9
	DOVER TOWN	3,185	2	1	0	2	21	26
	EAST HANOVER TWP	995	1	0	0	0	9	10
	EDUC SERV COMM MORRIS	67	0	0	0	0	0	0
	FLORHAM PARK BORO	989	0	1	0	0	0	1
	HANOVER PARK REGIONAL	1,587	8	0	0	7	17	32
	HANOVER TWP	1,463	10	1	2	1	20	33
	HARDING TOWNSHIP	306	0	0	0	0	1	1
	JEFFERSON TWP	3,199	10	4	2	8	6	28

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	KINNELON BORO	1,995	6	0	0	4	2	12
	LINCOLN PARK BORO	951	1	0	0	0	8	9
	LONG HILL TWP	830	1	0	0	0	0	1
	MADISON BORO	2,530	9	0	1	5	3	17
	MENDHAM BORO	597	0	0	0	0	0	0
	MENDHAM TWP	707	0	1	0	0	2	3
	MINE HILL TWP	369	0	0	0	0	0	0
	MONTVILLE TWP	3,863	4	0	2	1	18	24
	MORRIS COUNTY VOCATIONAL	998	7	1	2	5	1	16
	MORRIS HILLS REGIONAL	2,763	1	0	1	13	7	22
	MORRIS PLAINS BORO	613	0	0	0	0	0	0
	MORRIS SCHOOL DISTRICT	5,226	24	8	3	15	42	91
	MOUNT ARLINGTON BORO	345	3	2	0	0	2	7
	MOUNT OLIVE TWP	4,671	10	3	2	10	21	44
	MOUNTAIN LAKES BORO	1,533	5	9	0	1	3	18
	NETCONG BORO	296	6	0	0	0	2	8
	PARSIPPANY-TROY HILLS TWP	6,925	19	6	4	21	40	90
	PEQUANNOCK TWP	2,224	28	4	3	6	21	59
	RANDOLPH TWP	4,819	14	2	1	7	4	28
	RIVERDALE BORO	324	3	0	0	0	1	4
	ROCKAWAY BORO	578	0	0	0	0	5	5
	ROCKAWAY TWP	2,359	5	2	1	0	3	9
	ROXBURY TWP	3,697	11	0	1	2	20	34
	SCH DIST OF THE CHATHAMS	4,110	1	0	2	13	25	40
	WASHINGTON TWP	2,272	0	1	0	0	8	9
	WEST MORRIS REGIONAL	2,672	3	1	0	5	6	15
	WHARTON BORO	780	3	0	1	0	12	16
	County Total	76,428	209	48	28	137	360	768
OCEAN								
	BARNEGAT TWP	3,180	9	1	1	0	4	15
	BAY HEAD BORO	147	0	1	0	0	0	1
	BEACH HAVEN BORO	65	1	1	0	0	0	2
	BERKELEY TWP	2,092	1	1	0	0	0	2
	BRICK TWP	9,145	76	9	7	27	23	140
	CENTRAL REGIONAL	1,951	10	3	1	6	21	40
	EAGLESWOOD TWP	136	0	0	0	0	2	2
	ISLAND HEIGHTS BORO	119	0	0	0	0	2	2
	JACKSON TWP	8,746	28	3	0	31	29	91
	LACEY TWP	4,290	11	2	4	8	20	42
	LAKEHURST BORO	384	9	3	1	0	2	13
	LAKEWOOD TWP	5,807	52	10	5	17	32	114
	LAVALLETTE BORO	138	0	0	0	0	0	0
	LITTLE EGG HARBOR TWP	1,608	11	2	1	0	16	29
	LONG BEACH ISLAND	232	0	0	0	0	0	0
	MANCHESTER TWP	2,980	21	5	4	3	12	43
	OCEAN COUNTY VOCATIONAL	1,381	1	0	0	0	1	2
	OCEAN GATE BORO	159	0	0	0	0	0	0
	OCEAN TWP	544	1	0	1	0	2	3

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	PINELANDS REGIONAL	1,581	21	8	0	9	3	41
	PLUMSTED TWP	1,493	8	2	1	5	22	38
	POINT PLEASANT BEACH BORO	818	1	0	1	2	6	10
	POINT PLEASANT BORO	2,787	1	2	2	1	6	12
	SEASIDE HEIGHTS BORO	220	1	1	0	0	4	6
	SOUTHERN REGIONAL	2,938	20	0	0	17	21	58
	STAFFORD TWP	2,234	4	2	0	0	6	11
	TOMS RIVER REGIONAL	15,759	63	24	19	77	83	262
	TUCKERTON BORO	331	2	0	0	0	0	2
	County Total	71,262	352	80	48	203	317	981
PASSAIC								
	BLOOMINGDALE BORO	596	0	0	0	0	2	2
	CLIFTON CITY	10,840	127	3	23	51	83	281
	HALEDON BORO	1,034	12	0	0	0	3	13
	HAWTHORNE BORO	2,279	16	3	0	7	9	34
	LAKELAND REGIONAL	954	7	0	1	7	5	20
	LITTLE FALLS TWP	880	1	0	0	0	0	1
	NORTH HALEDON BORO	706	8	0	3	0	3	12
	PASSAIC CITY	13,187	50	11	8	49	126	239
	PASSAIC CO ED SERV COMM	72	1	0	0	1	0	2
	PASSAIC CO MANCHESTER REG	896	18	0	0	7	2	26
	PASSAIC COUNTY VOCATIONAL	3,356	17	21	2	11	12	61
	PASSAIC VALLEY REGIONAL	1,348	7	7	1	2	4	21
	PATERSON CITY	25,038	70	21	7	103	297	494
	POMPTON LAKES BORO	1,702	3	1	2	1	12	19
	PROSPECT PARK BORO	866	0	0	0	0	9	9
	RINGWOOD BORO	1,220	11	3	0	0	9	23
	TOTOWA BORO	1,076	0	0	0	0	3	3
	WANAQUE BORO	954	12	1	0	0	3	16
	WAYNE TWP	7,974	23	0	4	5	35	64
	WEST MILFORD TWP	3,600	14	1	0	19	0	34
	WOODLAND PARK	1,096	34	2	1	0	9	44
	County Total	79,672	431	74	52	263	626	1,418
SALEM								
	ALLOWAY TWP	374	0	1	0	0	2	3
	ELSINBORO TWP	124	0	0	0	0	2	2
	LOWER ALLOWAYS CREEK	178	1	0	0	0	4	5
	MANNINGTON TWP	182	2	0	0	0	3	5
	OLDMANS TWP	265	0	0	0	0	0	0
	PENNS GRV-CARNEY'S PT REG	2,271	0	0	1	3	6	10
	PENNSVILLE	1,720	8	3	2	3	8	23
	PITTSGROVE TWP	1,682	17	2	4	3	30	54
	QUINTON TWP	359	4	0	1	0	2	7
	SALEM CITY	1,176	18	2	1	0	1	22
	SALEM CO SPECIAL SERVICE	210	5	2	0	0	0	7
	SALEM COUNTY VOCATIONAL	826	14	0	1	1	0	15
	UPPER PITTSGROVE TWP	360	0	0	0	0	0	0
	WOODSTOWN-PILESGROVE REG	1,520	41	8	0	8	13	64

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	County Total	11,245	110	18	10	18	71	217
SOMERSET								
	BEDMINSTER TWP	544	0	0	0	0	3	3
	BERNARDS TWP	5,703	7	5	1	13	17	42
	BOUND BROOK BORO	1,805	12	1	4	2	41	59
	BRANCHBURG TWP	1,564	1	0	0	0	1	2
	BRIDGEWATER-RARITAN REG	8,529	32	17	6	14	32	95
	FRANKLIN TWP	7,513	27	17	6	19	27	92
	GREEN BROOK TWP	897	3	0	1	0	2	5
	HILLSBOROUGH TWP	7,229	13	2	1	7	13	36
	MANVILLE BORO	1,413	10	2	0	4	11	25
	MONTGOMERY TWP	4,751	1	1	2	4	40	47
	NORTH PLAINFIELD BORO	3,290	27	4	4	10	12	54
	SOMERSET CO ED SERV COMM	163	23	2	1	1	10	36
	SOMERSET CO VOCATIONAL	444	2	1	0	0	0	3
	SOMERSET HILLS REGIONAL	2,037	8	4	0	2	18	31
	SOMERVILLE BORO	2,397	18	2	2	13	6	39
	SOUTH BOUND BROOK	465	7	0	0	1	15	23
	WARREN TWP	1,839	3	0	0	0	9	12
	WATCHUNG BORO	690	0	0	0	0	4	4
	WATCHUNG HILLS REGIONAL	2,198	2	0	1	20	1	23
	County Total	53,468	196	58	29	110	262	631
SUSSEX								
	ANDOVER REG	559	0	0	0	0	0	0
	BYRAM TWP	896	1	1	0	0	14	16
	FRANKFORD TWP	547	1	0	1	0	3	5
	FRANKLIN BORO	458	0	0	0	0	1	1
	FREDON TWP	250	0	0	0	0	0	0
	GREEN TWP	470	0	0	0	0	5	5
	HAMBURG BORO	270	0	0	0	0	0	0
	HAMPTON TWP	317	0	0	0	0	0	0
	HARDYSTON TWP	743	0	0	0	0	2	2
	HIGH POINT REGIONAL	999	17	2	2	18	4	42
	HOPATCONG	1,669	1	0	0	0	7	8
	KITTATINNY REGIONAL	1,074	0	1	0	3	3	7
	LAFAYETTE TWP	253	1	0	0	0	2	3
	LENAPE VALLEY REGIONAL	821	15	0	0	3	0	18
	MONTAGUE TWP	218	0	0	0	0	2	2
	NEWTON TOWN	1,556	23	2	4	2	7	36
	OGDENSBURG BORO	264	1	1	1	0	4	7
	SANDYSTON-WALPACK TWP	145	0	0	0	0	3	3
	SPARTA TWP	3,291	2	2	2	10	13	26
	STANHOPE BORO	318	0	0	0	0	1	1
	STILLWATER TWP	348	1	3	1	0	0	5
	SUSSEX CO ED SERV COMM	38	0	0	0	0	0	0
	SUSSEX COUNTY VOCATIONAL	766	2	0	2	0	5	9
	SUSSEX-WANTAGE REGIONAL	1,147	6	2	1	0	31	40
	VERNON TWP	3,328	14	3	2	2	12	32

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	WALLKILL VALLEY REGIONAL	655	3	1	1	5	0	10
	County Total	21,398	88	18	17	43	119	278
UNION								
	BERKELEY HEIGHTS TWP	2,665	4	1	1	0	40	45
	CLARK TWP	2,313	5	1	1	3	9	19
	CRANFORD TWP	3,872	1	0	0	3	8	12
	ELIZABETH CITY	25,608	76	26	40	91	83	305
	GARWOOD BORO	372	2	0	0	0	0	2
	HILLSIDE TWP	3,085	49	5	5	2	13	71
	KENILWORTH BORO	1,409	15	6	2	2	11	35
	LINDEN CITY	6,028	31	2	4	9	35	77
	MORRIS-UNION JOINTURE COM	257	0	0	0	0	0	0
	MOUNTAINSIDE BORO	735	8	0	0	0	1	9
	NEW PROVIDENCE BORO	2,346	2	0	0	2	10	14
	PLAINFIELD CITY	7,560	10	6	1	2	46	59
	RAHWAY CITY	3,745	6	4	5	3	18	35
	ROSELLE BORO	2,722	23	0	2	8	14	47
	ROSELLE PARK BORO	1,965	5	1	0	2	21	29
	SCOTCH PLAINS-FANWOOD REG	5,457	29	6	3	5	23	64
	SPRINGFIELD TWP	2,283	9	1	0	4	13	27
	SUMMIT CITY	4,061	6	12	0	8	12	37
	UNION CO ED SERV COMM	338	4	2	3	13	1	22
	UNION COUNTY VOCATIONAL	1,639	8	3	0	1	4	16
	UNION TWP	7,476	52	10	5	12	24	103
	WESTFIELD TOWN	6,253	3	3	2	6	6	19
	WINFIELD TWP	153	0	0	0	0	2	2
	County Total	92,339	348	89	74	176	394	1,049
WARREN								
	ALLAMUCHY TWP	432	0	0	0	1	8	9
	ALPHA BORO	224	0	0	0	0	1	1
	BELVIDERE TOWN	763	4	0	1	2	2	9
	BLAIRSTOWN TWP	544	5	0	0	0	0	5
	FRANKLIN TWP	230	0	0	0	0	3	3
	FRELINGHUYSEN TWP	149	0	0	0	0	0	0
	GREAT MEADOWS REGIONAL	760	11	2	0	0	12	23
	GREENWICH TWP	808	4	1	1	0	4	10
	HACKETTSTOWN	1,891	11	3	2	10	9	35
	HARMONY TWP	252	0	0	0	0	1	1
	HOPE TWP	170	0	1	0	0	2	3
	KNOWLTON TWP	220	0	0	0	0	2	2
	LOPATCONG TWP	831	0	0	0	0	18	18
	MANSFIELD TWP	696	1	0	0	0	1	2
	NORTH WARREN REGIONAL	911	15	4	5	3	12	37
	OXFORD TWP	306	3	3	0	0	2	6
	PHILLIPSBURG TOWN	3,722	11	1	4	34	16	65
	POHATCONG TWP	321	5	1	0	0	1	7
	WARREN CO SPECIAL SERVICE	33	0	0	0	0	0	0
	WARREN COUNTY VOCATIONAL	484	4	1	1	0	28	34

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	WARREN HILLS REGIONAL	1,886	20	3	0	9	24	56
	WASHINGTON BORO	563	0	0	0	0	0	0
	WASHINGTON TWP	517	0	0	0	0	1	1
	WHITE TWP	315	0	0	0	0	3	3
	County Total	17,028	94	20	14	59	150	330
CHARTER SCHOOLS								
	Academy Charter High School	196	11	2	2	4	0	17
	Academy for Urban Leadership CS	386	0	0	0	0	0	0
	Atlantic City Community CS	150	24	1	0	0	0	24
	Beloved Community CS	598	10	0	1	0	33	34
	Benjamin Banneker Prep CS	147	2	0	0	0	0	2
	Bergen Arts and Sciences CS	959	0	0	0	0	8	8
	Burch CS of Excellence	357	2	0	0	0	15	17
	Camden Academy Charter HS	466	3	0	0	3	2	8
	Camden Community CS	398	6	0	0	1	1	8
	Camden's Pride Charter Schhol	239	1	0	0	0	1	2
	Camden's Promise CS	465	1	1	1	1	7	10
	Central Jersey Arts CS	403	0	0	0	0	0	0
	Central Jersey College Prep CS	316	2	2	0	0	9	13
	chARTer-TECH HIGH SCHOOL	338	22	3	2	6	6	39
	Classical Academy CS of Clifton	8	0	0	0	0	0	0
	Community CS of Paterson	810	76	1	1	0	0	77
	Compass Academy CS	145	9	0	0	0	0	9
	Discovery CS	74	0	0	0	0	0	0
	Dr Lena Edwards Academic CS	369	0	0	0	0	0	0
	East Orange Community CS	495	0	0	0	0	0	0
	Elysian CS of Hoboken	290	0	0	0	0	0	0
	Englewood on the Palisades CS	204	0	0	0	0	0	0
	Environment Community CS	221	0	0	0	0	0	0
	Foundation Academy CS	788	15	4	1	1	1	22
	Freedom Academy CS	667	0	0	0	0	14	14
	Galloway Community CS	232	8	1	0	0	2	11
	Gray CS	326	0	0	0	0	0	0
	Great Futures Charter HS	125	2	0	1	0	0	3
	Great Oaks CS	352	3	1	0	0	0	4
	Greater Brunswick CS	381	3	0	0	1	0	4
	Hatikvah International CS	298	1	0	1	0	6	6
	Hoboken CS	287	4	0	0	0	2	6
	HOLA Hoboken Dual Lang CS	291	2	0	1	0	0	3
	Hope Academy CS	203	10	0	0	0	7	17
	Hope Community CS	170	0	0	0	0	0	0
	International Academy of Trenton	351	0	4	2	0	0	6
	International CS of Trenton	90	0	0	0	0	0	0
	Jersey City Comm. CS	579	2	0	1	0	0	3
	Jersey City Global CS	233	0	0	0	0	0	0
	Jersey City Golden Door	532	4	0	1	0	3	7
	John P Holland CS	199	0	0	0	0	0	0
	Kingdom CS of Leadership	201	4	1	0	0	0	5

Appendix D: District Totals by County, 2014-15

COUNTY	DISTRICT	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
	Knowledge A to Z CS	320	0	1	0	0	0	1
	Lady Liberty Academy CS	444	0	0	0	0	3	3
	LEAP Academy University CS	1,378	4	1	2	2	7	14
	Learning Community CS	581	4	0	0	0	0	4
	Link Community CS	215	14	2	0	0	0	16
	M E T S CS	534	17	3	1	2	0	22
	Maria L. Varisco-Rogers CS	520	0	0	0	0	0	0
	Marion P. Thomas CS	1,175	5	3	0	2	10	20
	Merit Prep CS of Newark	327	0	1	1	0	0	2
	Millville Public CS	216	0	0	0	0	0	0
	New Horizons Comm. CS	479	121	0	2	0	0	121
	Newark Educators CS	314	9	2	1	0	1	12
	Newark Legacy CS	610	0	0	0	0	0	0
	NEWARK PREP	411	41	8	1	1	0	50
	North Star Acad. CS of Newark	3,403	14	18	3	0	10	39
	Pace CS of Hamilton	221	0	0	0	0	0	0
	Passaic Arts and Science CS	536	4	2	1	0	1	8
	Paterson Arts and Science CS	420	2	0	1	0	0	3
	Paterson CS for Sci/Tech	1,046	24	2	2	1	5	32
	Paul Robeson Humanities CS	373	1	0	0	1	5	7
	Paulo Freire CS for Liberty Ed	197	6	0	0	0	2	7
	People's Preparatory CS	370	7	0	1	3	6	16
	Phillip's Academy CS	372	0	0	0	0	0	0
	Pride Academy CS	264	5	1	0	0	0	6
	Princeton CS	348	0	0	0	0	4	4
	Queen City Academy CS	248	0	0	0	0	0	0
	Ridge and Valley CS	125	0	0	0	0	0	0
	Riverbank CS of Excellence	144	0	0	0	0	0	0
	Robert Treat Academy CS	625	0	0	0	0	6	6
	Roseville Community CS	320	0	0	0	0	0	0
	Soaring Heights CS	236	3	0	0	0	0	3
	Sussex County CS for Technology	225	0	0	0	2	5	7
	TEAM Academy CS	2,729	0	0	0	0	0	0
	Teaneck Community CS	306	2	1	0	0	0	3
	The Barack Obama Green	233	1	0	0	0	5	5
	The Ethical Community CS	307	0	0	0	0	3	3
	The Red Bank CS	193	0	0	0	0	0	0
	Thomas Edison EnergySmart CS	296	0	0	0	0	0	0
	Trenton Stem-to-Civics CS	101	0	0	0	0	2	2
	Union County TEAMS CS	338	4	0	0	0	0	4
	Unity CS	202	4	1	0	0	1	6
	University Academy CS	423	12	2	1	9	1	25
	University Heights CS	547	11	2	0	1	5	18
	Village CS	359	9	0	0	0	5	14
	Vineland Public CS	300	0	0	0	0	1	1
	Charter School Total	37,670	551	71	32	41	205	863
	State Total	1,369,379	7,262	1,359	1,037	2,982	6,214	18,332