

VIOLENCE, VANDALISM AND SUBSTANCE
ABUSE IN NEW JERSEY PUBLIC SCHOOLS

2001-2002

The Commissioner's Report to the Education Committees of the
Senate and General Assembly

NEW JERSEY DEPARTMENT OF EDUCATION

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Commissioner's Report to the Education
Committees of the Senate and General Assembly
On Vandalism, Violence, and Substance Abuse
In the Public Schools of New Jersey

July 1, 2001 to June 30, 2002

Based on the Electronic Violence
and Vandalism Reporting System (EVVRS)

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EXECUTIVE SUMMARY

The Commissioner of Education's *Report on Violence, Vandalism and Substance Abuse in New Jersey Public Schools* is submitted annually to the education committees of the Senate and Assembly of the New Jersey State Legislature. It provides the Legislature with data in four broad categories of incidents: violence, vandalism, weapons, and substance abuse. It also summarizes initiatives implemented by the New Jersey Department of Education (NJDOE) to assist schools in addressing problems of violence.

This year's report is the third to provide data from an Internet-based incident reporting system, the Electronic Violence and Vandalism Reporting System (EVVRS). The total number of incidents reported by school districts in 2001-2002 was 22,744. This represents a decrease of nine percent compared to the prior year, 2000-2001. There were decreases in each of the four major categories of reporting:

- the violence category (8 percent), driven primarily by a 22 percent reduction in the number of threats and an eight percent reduction in the number of fights reported;
- the vandalism category (14 percent), producing the fewest number of incidents of vandalism ever recorded;
- the weapons category (7 percent); and
- the substance abuse category (6 percent) where moderate declines were seen in all three sub-categories (use, possession and sale/distribution).

More than two-thirds of all schools reported five or fewer total incidents in 2001-2002 – a slight increase from last year -- with more than three schools in eight (37 percent) reporting no incidents at all. The distribution of the location of incidents also mirrored that of 2000-2001 with nearly a third (31 percent) taking place in the classroom and another 20 percent in the school corridor. Bias was involved in fewer incidents this year; the total of 128 represents a decline of 26 percent from 2000-2001 following a decrease of 52 percent from the previous year, 1999-2000.

Again, out-of school suspension was the action taken most frequently in response to incidents (in 87 percent of cases). In 51 percent of the cases, suspensions of 1-4 days were given, with three days being used most frequently. Students with disabilities constitute a larger percentage of the known offenders (27 percent) than they do of the student population in general (16 percent). They constitute 19 percent of the victims in those cases where a victim was reported. School personnel were identified as victims in 24 percent of such cases.

The NJDOE has aggressively pursued a variety of strategies to address the problems of student disruption and violence since the inception of the Safe Schools Initiative. The NJDOE's most recent efforts to strengthen its approach to reducing school violence and improving school safety cover a broad array of policies, programs and other strategic initiatives, including the following:

- Development and dissemination of guidance documents, including: *A Guide for the Development of a Districtwide School Safety Plan*; *Resource Manual for Intervention and Referral Services* (developed in support of N.J.A.C. 6A:16-7); *Curriculum Framework for Health and Physical Education*; and *Model Policy Prohibiting Harassment, Intimidation and Bullying on School Property, at School-sponsored Functions and on School Busses* (developed in support of N.J.S.A. 18A:37-13 et seq.).
- Support for new violence-related statutes, including the requirements for districts to conduct public hearings on all acts of violence and vandalism which occurred in the previous school year and to observe "School Violence Awareness Week," both to take place in the third week of October in each year;
- The proposal of new regulations that impose a penalty on a school employee who knowingly falsifies a report of an incident of violence and vandalism, in accordance with the authorizing statute [N.J.S.A. 18A:17-46(1)]; the development and distribution for comment of a Student Discipline Code Discussion Paper; and the adoption of regulations in 2001 addressing school safety, violence and health

services in the Chapter of administrative code, *N.J.A.C. 6A:16, Programs to Support Student Development*;

- The development of an Unsafe School Choice Option Policy, in accordance with the provisions of the federal *No Child Left Behind Act of 2001*;
- Implementation of the Safe Schools and Communities Violence Prevention and Response Pilot Plan Initiative; the Intervention and Referral Services Initiative; the Children We Share: Partners in Student Discipline and Development Project; the Youth Gang Prevention and Intervention Project; the Juvenile Offender Reentry Initiative; and the Character Education Initiative;
- Collaborative initiatives, including: the Attorney General's Domestic Security Preparedness Task Force Infrastructure Advisory Committee-School Sector; the consolidated *New Jersey Student Health Survey* developed in partnership with the Department of Health and Senior Services and the Department of Law and Public Safety; co-sponsorship of the New Jersey Cares About Bullying Conference with the Department of Law and Public Safety; the Truancy Working Group composed of representatives from the Legislature, the Administrative Office of the Courts and the Department of Human Services; the Peer-to-Peer Transitions Program in cooperation with the Department of Health and Senior Services; and ongoing collaboration with the Violence Institute of the University of Medicine and Dentistry of New Jersey (UMDNJ), the Association of Student Assistance Professionals of New Jersey, the New Jersey Association of Mental Health Agencies and the New Jersey Association of School Psychologists; and
- Addressing the recommendations of the student discipline policy forums conducted in the fall of 2001: through the development of regulations, guidance documents and publications; provision of training and technical assistance; increased interagency and intra-agency collaboration; and convening an advisory panel to consider consistent uses of alternative education policies and programs for general education students who are suspended or expelled from school.

The NJDOE is committed to providing ongoing support for school district efforts to improve their comprehensive school safety programs and further reduce the levels of violence, vandalism and substance abuse in New Jersey schools. Continued refinement of the Internet-based reporting system and analysis of these data will assist local districts and the NJDOE to accurately track progress in making schools safe for all students and staff.

INTRODUCTION

A. Purpose of the Report

The Commissioner's report is submitted annually to the education committees of the Senate and Assembly of the New Jersey State Legislature. It provides the Legislature with data in four broad categories of incidents: violence, vandalism, weapons and substance abuse. It also notifies the Legislature and the public of the actions taken by the Commissioner, State Board of Education and the Department of Education (NJDOE) to lead local efforts to establish and maintain safe and drug-free schools.

Since 1994 when the State Board of Education adopted a resolution supporting implementation of the Department of Education's Safe Schools Initiative, the NJDOE has embarked on many actions designed to respond to the increase in school violence and disruption documented in the incident reporting system. Actions range from including this initiative in the NJDOE's "Strategic Plan for Systemic Improvement of Education in New Jersey" (Goal 5: "To ensure that policies and programs promulgated by the State Board and the Department of Education will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services which effectively address the needs of the whole child.") to developing grant programs aimed at preventing incidents of violence, weapons use and possession, vandalism, and substance abuse in our schools. In addition, the NJDOE continues to partner with other state entities to provide collaborative approaches to address these issues. The NJDOE's recent actions under the Safe Schools Initiative are described in the [Programmatic Response](#) section of this report.

B. Legislative Charge

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 and vandalism in the public schools and making recommendations to alleviate the problem. (N.J.S.A. 18:53).

As indicated by the requirements of N.J.S.A. 18A:17 (see Appendix A), violence and vandalism in the schools have been an expressed concern of the state Legislature since 1978. Along with the requirement of a report by the Commissioner, the law requires that school staff who witness or who have knowledge of an incident of violence file a report of the incident with the school principal. That section of the law requiring the superintendent of the district to provide a summary of all such incidents annually to the local board of education was amended in January of 2002 to require that a public hearing be held in the third week of October, and that a transcript of the proceedings be submitted to the NJDOE. Thus the Legislature, in strengthening requirements on local reporting, is further focusing attention on the issue of school violence at the local level.

In 1984, the Commissioner of Education added substance abuse to the incident reporting system because of the seriousness of the problem of substance use in schools. In 1995, the weapons category was expanded to address new reporting requirements of the federal Gun-Free Schools Act.

C. Meeting the Legislative Charge

Incident Definitions and Reporting Forms

This year's report is the third to be based upon violence and vandalism data submitted through the Internet-based Electronic Violence and Vandalism Reporting System (EVVRS). The EVVRS User Manual contains definitions and instructions for the reporting of incidents at the local level. The NJDOE provides districts with a three-page form that includes a page each for incident, offender and victim information. These pages mirror the image on the computer screen (see Appendix B). Incidents are recorded on the form at the school, and that record of the incident is entered on-line directly by school (or district) staff onto the EVVRS database resident at the NJDOE in Trenton. Use of a common form and clear definitions of incidents promotes uniformity in reporting.

Changes to Promote Consistency in Reporting

Over the years, the types of incidents reported and their definitions have been modified to bring greater clarity to the reporting process. In 1995, at the recommendation of a

task force on school violence, the NJDOE convened a working group to review the reporting forms and instructions. Responding to the working group's recommendations, NJDOE established a number of procedural changes in 1995-96. These changes included the simplification of the district summary reporting form, clarification of the definitions of each type of incident, and the production and distribution to districts of a videotape that explained how to use the new form and reinforced staff responsibility to report incidents to school officials. To further promote consistency of reporting across districts, the EVVRS User Manual included a broader definition of *fight* and clarifying language drawn principally from the juvenile justice system.

The NJDOE recognizes that the way in which districts interpret and apply the definitions in the manual varies greatly. That is, there are differences in local standards for reporting incidents. For example, given an altercation between two students, one district might identify it as a minor scuffle and not report it on the EVVRS while another may consider it a fight and report it. The NJDOE recognizes that this difference in perspective and over the past few years the NJDOE has promoted consistency in reporting by: conducting training for district staff; making access to definitions easier through revisions to the EVVRS User Manual; and expanding the Frequently Asked Questions document resident on the EVVRS homepage. Additionally, the NJDOE will strive to reduce the disparity among districts' interpretation of incident definitions (i.e., in what to report), by developing "scenarios" of incidents for which districts might readily differ in their application of reporting standards. Fights, minor thefts, and weapons incidents will be described as well as the context in which they occurred. These scenarios will be distributed to all chief school administrators and made available through the EVVRS User Manual online.

In addition to this type of inter-district variability, the number of incidents for any one district may not match the total number of disciplinary actions taken by the district in response to student misconduct. For example, a district may report 15 fights during a year, but suspend 60 students for fighting. This difference is a result of the distinction between requirements for districts' reporting to the NJDOE and to their local boards of education. Districts, as the law stipulates, must report all acts of violence and vandalism to the NJDOE. They are not required to report minor incidents, such as a

shoving match between students, or minor acts of vandalism, such as petty theft. At the local level, however, each district has its own standards and procedures for reporting student behaviors that result in disciplinary actions. The NJDOE system of reporting is designed to capture the more serious types of incidents, whereas the local reporting systems may cover the entire range of student misconduct. Thus, differences between the totals for locally reported disciplinary actions and totals of incidents reported to the NJDOE are to be expected.

D. The Electronic Violence and Vandalism Reporting System

The Electronic Violence and Vandalism Reporting System, <http://homeroom.state.nj.us> (EVVRS), deployed in March 2000, allows districts to report data electronically. An EVVRS User Manual, accessible on the EVVRS homepage, contains definitions and general guidance for reporting.

Use of the EVVRS reduces administrative burden on districts because they no longer need to submit a separate federal Gun-Free Schools Act report and a school crime summary report, both of which required districts to disaggregate their data by elementary, middle and high school. Because the NJDOE can use the EVVRS to analyze individual student data, districts do not have to submit the report required by the United States Department of Education (USDOE) on the suspension or removal of students with disabilities. The EVVRS thus eases the end-of-the-year state and federal reporting responsibilities of districts, while making data entry as easy as possible. Within the EVVRS, districts may order local summary reports of data they have entered onto the system; reports arrive as an e-mail message within 24 hours.

District totals for the major reporting categories (violence, vandalism, weapons and substance abuse) appear in Appendix D. The summary of the data that follows includes comparisons to last year's figures as data for both years are based on the same definitions of incidents and the same reporting system.

FINDINGS

A. Unduplicated Counts

This report provides unduplicated counts of incidents for the total number of incidents and the total by major reporting category. Thus, the grand total of all incidents and the total for incident categories will not appear to add up. Prior to 1999-2000, the total number of incidents of violence, for example, was the sum of each type of violent incident, e.g., threat, simple assault. Beginning with the introduction of the EVVRS in 1999-2000, if a single incident included threat and simple assault, each type would be recorded and counted, but in deriving a total for the number of incidents of violence, the incident that included both a threat and a simple assault would be counted once. Similarly, in calculating an unduplicated total of the number of incidents, an incident that included a fight and damage to property would count as one incident (as well as one incident of violence and one incident of vandalism). A bias incident that included violence and vandalism would be counted as one bias incident. Thus, totals, as indicated, are unduplicated counts of the number of incidents within a category.

B. Results by School Type

This analysis examines differences in the number of incidents by the type (i.e., grade range) of the school. For the purposes of this analysis, an elementary school is defined as any school that ends at grade 6 or below; a middle school is any school that ends in the 7 through 9 grade range, and a high school is defined as any school that ends at grade 10 or above. Charter schools are included and are categorized in the same manner. Schools with only students with disabilities had no data on grade range available; type was determined by the modal age of their students. Adult evening high schools are included in the EVVRS¹.

Nearly half the incidents (49 percent) took place in high schools, a third (35 percent) occurred in middle schools and 15 percent in elementary schools. These proportions are very similar to those reported in 1999-2000 and 2000-2001. Figure 1 below shows that the number of incidents occurring in each type of school decreased in 2001-2002.

¹ Fewer than 100 incidents were reported by adult evening high schools in 2001-2002.

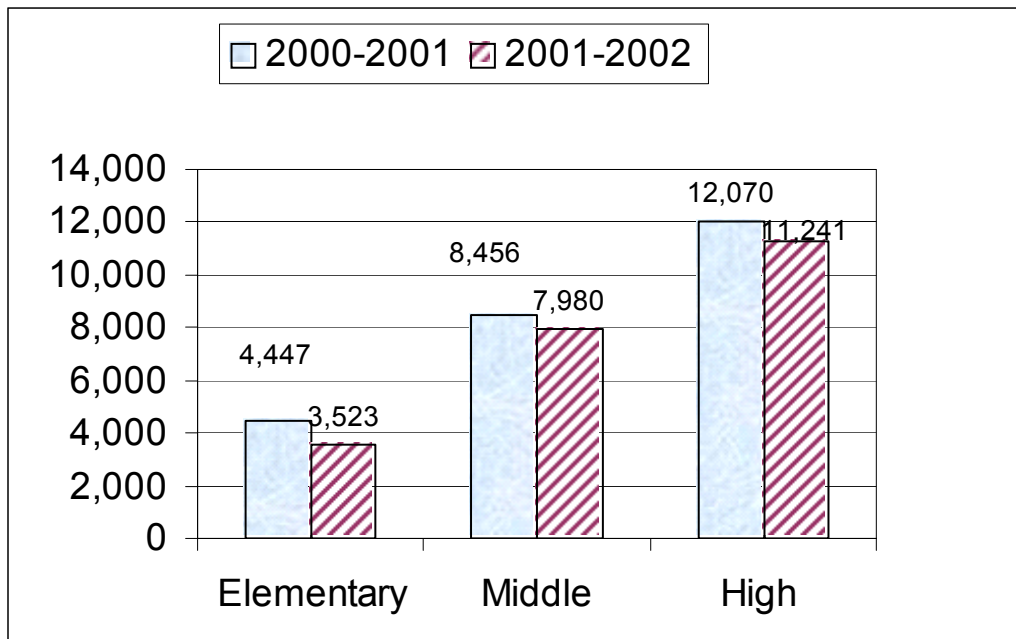


Figure 1: Incidents by School Type

Regarding the distribution of incidents across schools, three schools in eight (37 percent) reported no incidents. Including this group with no incidents, more than two-thirds of schools (69 percent) reported five or fewer incidents; this represents a small increase from the 66 percent figure of 2000-2001. Six to ten incidents occurred in nine percent of schools, 11-24 in 11 percent and 25 or more in 11 percent of all schools. Thus, more than ten incidents occurred in twenty-two percent of schools (n=556).

C. Header Information

Header information is the data that a district records for every incident and includes:

- the date and time of the incident;
- the location of the incident (optional field);
- whether police were notified and if a complaint was filed; and
- whether bias was involved.

The date and time data are primarily for local use and were not analyzed.

The distribution of data on the location of incidents is nearly identical to that reported for 2000-2001 (see Table 1). Three incidents in ten occurred in the classroom; overall, three in four occurred inside the school building, and one in four occurred outside.

Table 1: Location of Incidents

	2000-2001		2001-2002	
	# Incidents	% of Total # of Incidents	# Incidents	% of Total # of Incidents
Cafeteria	1,847	8%	1,719	8%
Classroom	7,153	32%	6,296	31%
Corridor	4,214	19%	4,060	20%
Other inside school	3,649	16%	3,345	16%
School grounds	3,049	13%	2,691	13%
Bus	894	4%	711	3%
Building exterior	433	2%	418	2%
Other outside	1,439	6%	1,196	6%
Total	22,678	100%	20,436	100%
Missing*	3,205		2,308	

* Districts are not required to provide information on the location of incidents.

Police were notified in approximately one-third (32 percent) of all incidents reported by districts. Complaints were filed (either by the district, parent or student) in half the cases about which police were notified. The percentages in Table 2 (below) are nearly identical to last year's.

Table 2: Police Notification

	2000-2001		2001-2002	
	# Incidents Reported	% of Total # of Incidents Reported	# Incidents Reported	% of Total # of Incidents Reported
None	16,827	67%	15,394	68%
Notified, no complaint	3,975	16%	3,675	16%
Notified, complaint filed	4,170	17%	3,662	16%
Total	24,972	100%	22,731	100%
Missing	1		13	

Districts reported 128 incidents of bias in the 2001 - 2002 school year, a decline of 26 percent from the total number of incidents of bias in 2000-2001. This follows a decrease of 52 percent last year from the total for 1999-2000.

D. Incident Frequency by Major Category

Figure 2 displays the total unduplicated count of incidents by each of the four major reporting categories for the past two years. Substantial decreases occurred in all four categories. The largest decline can be seen in the vandalism category (14 percent); violence dropped by eight percent, weapons by seven percent and substance abuse by six percent. The total of 4,216 for vandalism represents the lowest number of vandalism incidents ever reported.

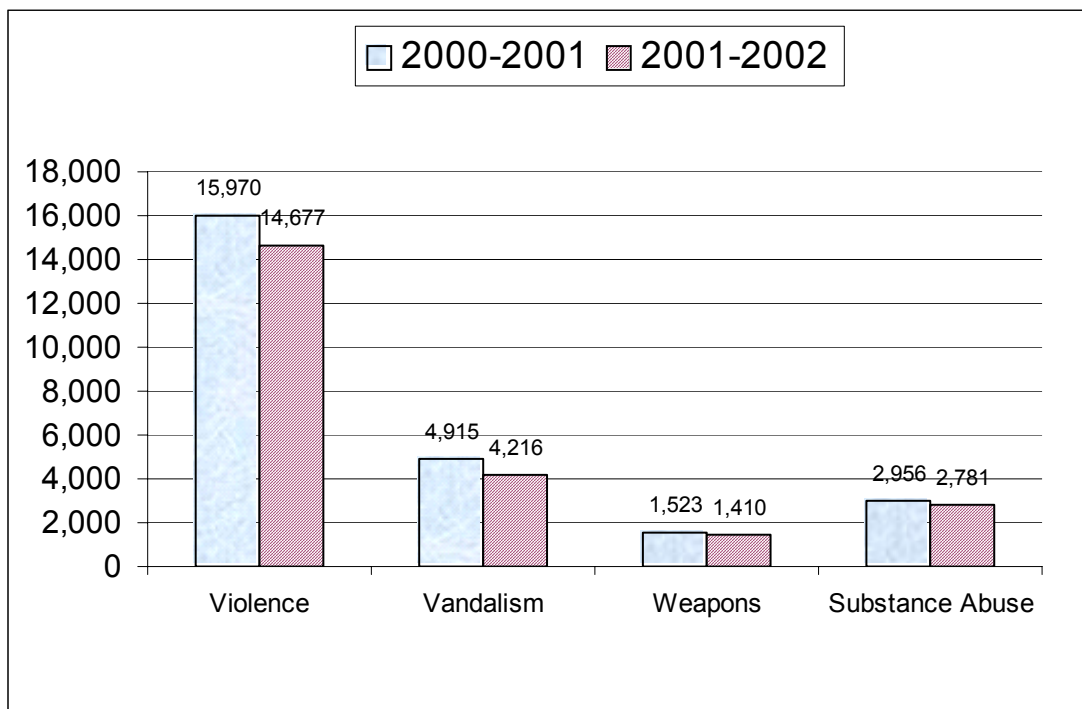


Figure 2: Incidents by Major Category

E. Incident Frequency by Type within Major Category

The count of incidents by type is shown below in Table 3. An incident may be of more than one type, e.g., fight and damage to property, and therefore may appear in more than one category. The overall eight percent decrease in violence is indicated in the 22 percent decrease in threats, 8 percent decrease in the number of fights and 26 percent decrease in the number of robberies reported. There were far fewer incidents (14 percent decrease) in the two categories (combined) in which most incidents of vandalism occur, i.e., damage to property and theft. Together, all types of substance incidents decreased by seven percent. Marijuana was involved in 67.5 percent of substance cases, down slightly from 69 percent in 2000-2001 (see Appendix C).

Table 3: Incidents by Type

	2000-2001	2001-2002	Change	
	# of Incidents	# of Incidents	N	%
Violence				
Simple Assault	5,832	5,673	-159	-3%
Aggravated Assault	419	438	19	5%
Fight	6,193	5,702	-491	-8%
Gang Fight	49	53	4	8%
Robbery	66	49	-17	-26%
Extortion	29	27	-2	-7%
Sex Offense	399	396	-3	-1%
Threat	3,203	2,500	-703	-22%
Vandalism				
Arson	160	148	-12	-8%
Bomb Threat ¹	266	194	-72	-27%
Burglary	159	185	26	16%
Damage to Property	2,378	2,140	-238	-10%
Fireworks	135	93	-42	-31%
Theft	1,784	1,449	-335	-19%
Trespassing	226	213	-13	-6%
Weapons				
Firearm ²	10	14	4	40%
Other Weapon	1,512	1,396	-116	-8%
Bomb Offense	1	2	1	100%
Substances				
Use	2,140	2,036	-104	-5%
Possession	873	788	-85	-10%
Distribution	127	104	-23	-18%

¹ For 2000-2001, the total of 266 includes six fake bombs; of the 2001-2002 total of 194, three were fake bombs.

² Firearm incidents include handgun and rifle incidents only. Incidents involving air guns and imitation guns are classified as "Other Weapons," as federal law does not classify them as firearms.

F. Cost of Vandalism

An unduplicated total of 1,415 incidents of vandalism were recorded in which the district reported an incurred cost, a decline of 24 percent. The total cost to all districts was \$771,605 a decline of 33 percent from 2000-2001. Property damage (65 percent) and theft (24 percent) accounted for most of the incidents resulting in costs to districts (see Figure 3). As multiple types of vandalism were involved in a few incidents, the total by type of vandalism in Figure 3 exceeds the unduplicated total of 1,415 incidents.

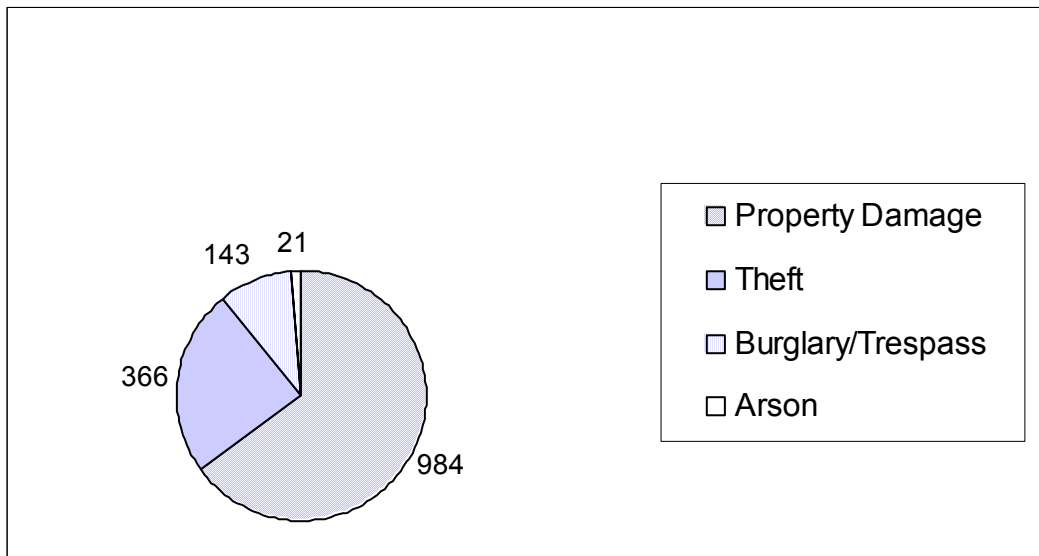


Figure 3: Types of Vandalism Where Districts Incurred Cost

G. Disciplinary Actions Taken

In the preponderance of cases (87%), students who committed an offense received an out-of-school suspension. Removal to an alternative program was used in three percent of cases. There was very little change in the distribution of actions taken from 2000-2001 (see Table 4).

Table 4: Disciplinary Action Taken

	2000-2001		2001-2002	
	# of Actions Taken	% of Total # of Actions Taken	# of Actions Taken	% of Total # of Actions Taken
Expulsion	65	<1%	41	<1%
Removal	696	3%	551	2%
In-School Suspension	1,624	7%	1,414	6%
Out-of-School Suspension	20,326	85%	19,256	87%
Other	1,238	5%	993	4%
Total	23,949	100%	22,255	100%

Half of the out-of-school suspensions (51 percent) were for less than five days. Eighteen percent were for 10 days or more. See Figure 4. The modal duration (i.e., most frequently used) was three days, which was used in 4,444 cases.

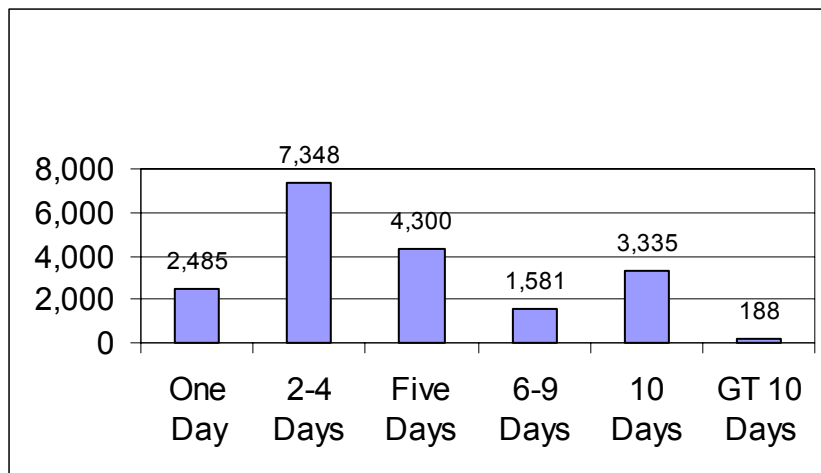


Figure 4: Suspensions by Duration

Of the 1,097 students placed in an alternative setting, 622 students were placed in an in-district alternative program or school and 364 were provided Home Instruction. Of

the 111 students placed in an out-of-district program, 15 attended a county alternative education program. See Figure 5.

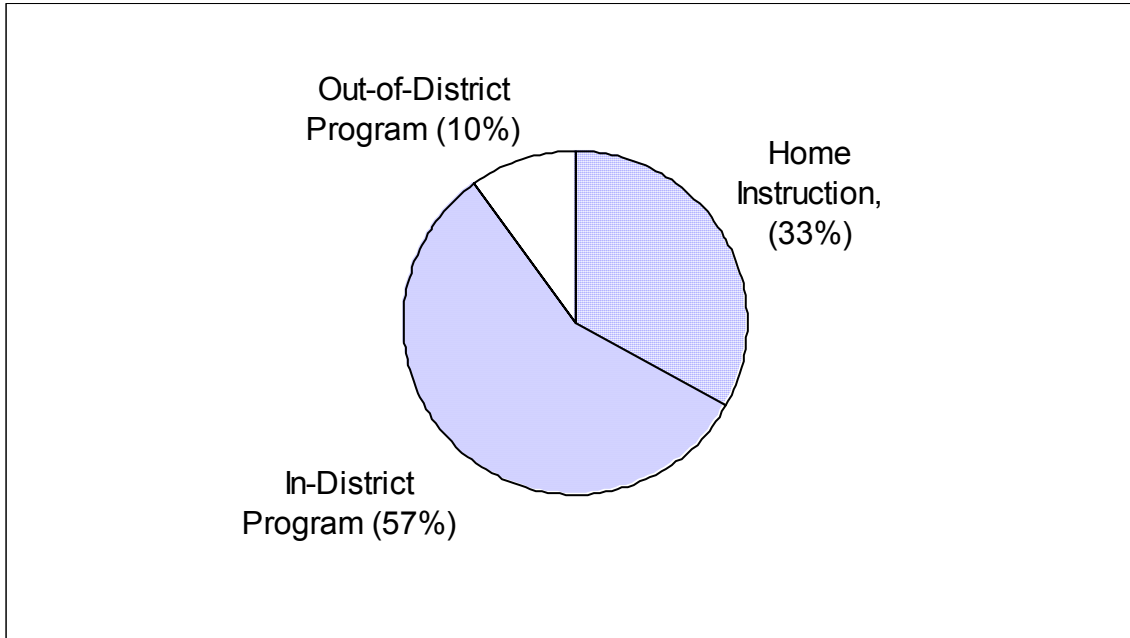


Figure 5: Placement of Students Removed or Suspended

H. Offenders and Victims

In 2001-2002, regular education students constituted nearly three-quarters (72 percent) of the offenders in the cases where the offender was known². Students with disabilities, who represent 16 percent of the student population, again constituted slightly more than one quarter (27 percent) of offenders. The distribution of offender types is nearly identical to that of 2000-2001. See Table 5.

² In many cases of vandalism, particularly those of theft and damage to property, the offender is unknown to the district.

Table 5: Offender Type

	2000-2001		2001-2002	
	# of Offenders	% of Total # of Offenders	# of Offenders	% of Total # of Offenders
Regular Education Student	15,689	72%	14,472	72%
Student with Disability	5,861	27%	5,519	27%
Student from Other District, Non-Student	194	1%	173	1%
Total	21,744	100%	20,164	100%

Note. Omits cases where offender is unknown.

More than half the victims (56 percent) were regular education students; their total of 4,451 represents a decrease of 22 percent from 2000-2001. One victim in five (19 percent) was a special education student (a figure close to their percentage in the school population (16 percent), and one-in-four victims (24 percent) was a staff member. See Table 6.

Table 6: Victim Type

	2000-2001		2001-2002	
	# of Victims	% of Total # of Victims	# of Victims	% of Total # of Victims
Regular Education Student	5,819	60%	4,541	56%
Student with Disability	1,863	19%	1,497	19%
Student from Other District, Non-Student	127	1%	115	1%
School Personnel	1,810	19%	1,923	24%
Total	9,619	100%	8,076	100%

I. Data Summary

The total number of incidents of 22,744 represents a decrease of nine percent compared to the total of 24,973 reported in 2000-2001. There were decreases in all four major categories of reporting. The largest percentage decrease occurred in the vandalism category (14 percent), with the number of thefts decreasing by 19 percent and incidents of property damage by 10 percent. The largest decline in the number of incidents occurred in the violence category (1,293 fewer incidents) where there were fewer fights (eight percent) and threats of violence (22 percent). Incidents of substance abuse decreased by six percent with all three types of incidents (use, possession, and distribution) decreasing. The number of weapons incidents decreased by seven percent.

When one examines the distribution of incidents between types of schools and other information that describe the incidents, a rather remarkable consistency between this reporting year and last is evident, and in some cases across the three years of reporting through the EVVRS. In the selected incident-related data summarized below, the percentages of any one reporting category changed no more than one to three percentage points – in some cases there was no change. That is, this summary is based on 2001-2002 data, yet the descriptions pertain, with little variation, to all three years violence and vandalism data that have been reported using the EVVRS. The total number of incidents, overall, by category (e.g., violence, vandalism) and by type (e.g., fight, theft) reported has varied over the three years, but certain characteristics of these incidents are relatively constant, year to year.

- Type of school. Half of all incidents take place at the high school, with slightly more than a third occurring at middle schools.
- Distribution among schools. More than two-thirds of all schools reported five or fewer incidents, with more than one-third reporting no incidents at all.
- Location. Three incidents in four (75 percent) take place inside the school with nearly a third taking place in the classroom.
- Police notification. Police are notified in one third of all cases, with a complaint being filed in half of those cases (16 percent overall);

- Disciplinary Action Taken. Out-of-school suspension is the action taken in response to incidents in seven cases out of eight.
- Offenders. Students with disabilities constitute a larger percentage of the known offenders (27 percent) than they do of the student population in general (16 percent).

One change in the data that is a concern to the NJDOE is the number of school personnel who were victims of violence, vandalism and weapons offenses. School personnel (including contracted services providers such as some school bus drivers) were identified as victim in over 1,900 cases. The NJDOE will examine the data further to determine which districts appear to be experiencing this problem, and consider types of assistance that might be provided.

Overall, the successful implementation of the EVVRS in a third year of operation indicates that districts are becoming acclimated to reporting individual incident, offender and victim data over the Internet. An enhanced User Manual, training and the use of the e-mail technical support system will continue to influence positively the reliability of the data. Additionally, the development of scenarios, i.e., descriptions of incidents difficult to classify as serious enough to report on the EVVRS, will assist districts as they strive for consistency in reporting.

The NJDOE recognizes that interdistrict variation in standards of reporting incidents, (that is, a district's determination of how serious an incident must be before it is reported to the NJDOE through the EVVRS) will continue even as the NJDOE tries to bring uniformity to the reporting process. Because of this variation, it is inappropriate to compare data between or among districts. The value of the analysis of the violence, vandalism and substance abuse data reported through the EVVRS rests with the year-to-year consistency within districts as they interpret state guidelines/definitions for reporting. Use of these data, in conjunction with information on student conduct, will enable districts to gauge the success of their prevention programs and their intervention strategies that address identified problems and patterns. It also enables the state to report trend data and gauge progress in its efforts to assist districts in creating safe learning environments for all students.

PROGRAMMATIC RESPONSE

A. Introduction

Types and degrees of school violence should be viewed as various points on a continuum. At one end of the continuum is the bullying or shoving-match behavior between fellow students that must be curtailed before it escalates into something more serious. At the extreme end are fatal incidences, such as the terrible tragedies that have occurred in our nation's schools, including Littleton, Colorado in 1999, as well as the threat to our homeland security with the events of September 11, 2001. The occurrence of these incidences and the frequent security alerts instill fear in the minds of students and parents and can create the impression that violence is rampant and that our schools are being threatened.

Despite these perceptions, New Jersey's schools are basically safe places, with school districts and the state implementing programmatic responses to foster school safety at all points of the continuum. Comprehensive responses include the following: developing clearly defined student behavior policies and codes of student conduct; assessing the immediate surroundings of the school community; developing an emergency operations plan, with clearly defined policies and procedures; establishing a plan to address a crisis, both internal and external; and planning for the effective use of available community resources.

The capacity for local response is supplemented by federal funding provided specifically for school violence and substance abuse prevention activities. Under the federal Safe and Drug-Free Schools and Communities Act (SDFSCA) program, \$7.6 million dollars was provided through the New Jersey Department of Education (NJDOE) to local districts for this purpose in 2001-2002 and again in 2002-2003. Data on programs reported to the NJDOE by districts indicate that educators have matched the types of violence with appropriately designed plans and programs. They have put in place emergency management plans and have purchased security devices to provide a surveillance capacity to protect against intruders. They also have put in place specific programs to enhance their ability to intervene early when students are disruptive. For

example, in the 2001-2002 school year, 353 school districts reported implementing conflict resolution programs and 266 districts reported delivering violence prevention instruction using SDFSCA funds. Additional violence-related activity funded under SDFSCA included the purchase of security equipment (27 districts) the use of security personnel (18 districts) and illegal gang prevention activities (35 districts).

Districts supplement this federal support with local funds. While no state funds are specifically targeted to all school districts for violence or substance abuse prevention, state funds have been appropriated to support the following related initiatives:

- Character Education Initiative (\$4.75 million);
- Drug Abuse Education Fund (\$250,000); and
- Safe Schools and Communities Violence Prevention and Response Plan Initiative (\$150,000).

In addition, legislation has been passed to require school districts to adopt harassment, intimidation and bullying prevention policies (*N.J.S.A. 18A:37-13 et seq.*); strengthen school reporting requirements for incidents of violence and vandalism (*N.J.S.A. 18A:17-46 et seq.*); and to designate “School Violence Awareness Week” in New Jersey schools (*N.J.S.A. 18A:36-5.1*).

B. Addressing School Violence: Current State-Level Activity

The NJDOE has aggressively pursued a variety of policy and program strategies to address the problem of disruption and violence since the beginning of the *Safe Schools Initiative* in 1994. The following is a summary of the department's most recent efforts to strengthen the assistance offered to school districts to increase school safety and reduce school violence:

1. Administrative Code

The State Board of Education approved a new Chapter of administrative code titled *Programs to Support Student Development* (*N.J.A.C. 6A:16*) in April 2001. The new Chapter includes new subchapters that address school safety issues, including:

- Codes of student conduct;
- Emergency and crisis management plans;
- Incident reporting;
- Access to juvenile information;
- Firearms, weapons and assaults offenses; and
- Law enforcement operations for substances, weapons and safety.

The regulations also contain subchapters on comprehensive substance abuse programs, substance abuse intervention, reporting allegations of child abuse and neglect, intervention and referral services, alternative education, home or out-of-school instruction for general education students and school health services.

2. Core Curriculum Content Standards

The Core Curriculum Content Standards in Comprehensive Health and Physical Education contain specific indicators under Standards 2.1 (health promotion and disease prevention concepts and skills) and 2.2 (health enhancing personal, interpersonal and life skills) that require public schools to teach violence prevention skills including media resistance, peer pressure resistance, peer leadership, problem-solving, conflict resolution and stress management. These standards were further refined by a standards revision panel during 2001 to provide progress indicators at grades two, four, six, eight, and twelve. The proposed revisions were disseminated for public comment in January 2002. The Curriculum Framework for Health and Physical Education was disseminated in October 1999 to all schools and includes 140 suggested sample lessons for educators to use to address topics related to violence prevention and positive social development. In a survey conducted in 2000 of all New Jersey public schools enrolling students in grades 6-12, health teachers report that schools were teaching the following: violence prevention knowledge (87%); stress management (89%); conflict resolution (92%); and resisting peer pressure (99%).

3. Student Discipline

A working group has been established within the NJDOE to review student discipline in response to issues that were raised during the public comments on *N.J.A.C. 6A:16, Programs to Support Student Development*. A major activity of the working group was the administration of nine policy forums in the fall of 2001 that were designed to engage representatives from statewide education associations and constituency groups in identifying a broad range of student discipline concerns and possible remedies for department consideration.

The report titled *Final Report and Recommendations on Student Discipline for Consideration by the New Jersey Department of Education* summarizes the outcomes of the policy forums and is available on the NJDOE website at <http://www.state.nj.us/njded/code/title6a/chap29/discipline>.

The following recommendations have been or are in the process of being implemented:

- Development of a regulatory framework for student discipline – In response to this recommendation, a Student Discipline Code Discussion paper was approved by the State Board of Education for dissemination and comment. The paper can be found at the following web site: <http://www.state.nj.us/njded/code/title6a/chap29>.
- Convening an advisory panel to explore consistent uses of programs and policies regarding alternative education for general education students who are suspended or expelled from school. As a result of this recommendation, the NJDOE convened the advisory panel, and the findings of the panel are under consideration by the department's internal working group on student discipline.

The NJDOE is considering implementation of the remaining recommendations from the student discipline policy forums, which include the following activities:

- Development or revision of guidance documents and publications (to be completed subsequent to the adoption of regulations on student discipline).

- Provision of training and technical assistance (to be completed subsequent to the adoption of regulations on student discipline).
- Increased interagency and intra-agency collaboration (ongoing).

4. Intervention and Referral Services

The Intervention and Referral Services (I&RS) Initiative supports implementation of the I&RS regulations (*N.J.A.C. 6A:16-7*) by providing technical assistance to districts for the establishment of building-based (grades K-12) multidisciplinary problem-solving teams that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. The technical assistance provided by NJDOE includes a four-part videotape series and accompanying companion guide and flyer; a comprehensive *Resource Manual for Intervention and Referral Services*; and the provision of training to prepare building administrators and building-based teams to implement the I&RS regulations. The videotapes were disseminated to all school districts in June 1999 and the original *Resource Manual*, which was distributed to districts in February 2000, has been updated to reflect the provisions of the new regulations and was forwarded to schools in January 2003. Approximately 300 building-based teams have been trained since April 2000. In addition to providing annual team training, supplemental training programs will be offered that are specifically designed to address the ongoing professional development needs identified by members of trained teams.

5. Safe, Disciplined and Drug-Free Schools Exemplary Programs Showcase

One of the responsibilities of administering the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds is to support the requirement for school districts to adopt programs based on scientifically based research, as a way of implementing the Principles of Effectiveness that schools are required to use as the basis for the planning and selecting programs funded under SDFSCA. In May 2003, the NJDOE held a statewide conference for developers of programs designated as exemplary by the United States Department of Education to showcase their programs to New Jersey

educators. The presentations and conference proceedings were videotaped and copies will be made available to all New Jersey school districts.

6. Character Education Initiative

New Jersey was the first state in the nation to provide state aid funding for the purpose of implementing Character Education programs and services through the New Jersey Character Education Partnership (NJCEP) initiative. For the second year (2001-02) of the initiative, the Governor's FY2002 budget provided \$4.75 million for school district character education program implementation and expansion. The purpose of NJCEP is to assist public school educators to adopt validated Character Education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. While no government funding for this purpose could be directed to nonpublic schools, nonpublic school educators have been able to share in the professional development and networking activities and other educational resources provided by the NJCEP. During the 2001-2002 school year, 98% of the public school districts participated in the character education initiative. Those public school districts that participated during the 2000-2001 submitted data along with a narrative on program outcomes. The *Report on Year One Outcomes* is available at <http://www.nj.gov/njded/chared/outcomes>.

In February 27, 2002, Governor James E. McGreevey established the New Jersey Character Education Commission by Executive Order #9. The Governor charged the Commission to address the State of New Jersey's compelling interest in helping schools teach students the importance of good character traits such as integrity, fairness, respect and citizenship; create classroom environments that encourage students to respect one another while promoting effective learning; and teach students how to resolve conflicts without resorting to intimidation or violence. The Commission conducted public meetings in May and June of 2002 to gather current information on Character Education activities in New Jersey and to hear directly from New Jersey citizens regarding their views on the state's role in promoting Character Education. In

September 2002, the Commission submitted a report with recommendations and findings to the Governor.

7. New Jersey Center for Character Education

New Jersey is one of only five states to receive a federal grant award under the Partnerships in Character Education grant program (Title V, Part D of the No Child Left Behind Act of 2001). Under this grant, New Jersey has created the New Jersey Center for Character Education (NJCCE), housed at the Center for Applied Psychology in the Graduate School of Applied and Professional Psychology, Rutgers University. The NJCCE has been established to help the NJDOE achieve one of the objectives in Governor James E. McGreevey's 21-point education reform plan for New Jersey: *To develop new initiatives to improve character education in our schools to help our children become productive, informed and actively involved citizens.*

In-depth technical assistance and support in program evaluation, professional development and skills enhancement will be offered to all public and nonpublic school districts in New Jersey. The guidance provided by the NJCCE will help schools adopt programs and strategies that have been proven to be effective.

Under the grant, the NJDOE also has identified ten collaborating partner LEAs as best practice demonstration sites to participate in intensive program development, program evaluation, professional development and dissemination activities. The demonstration sites represent the diversity of New Jersey's schools and their experiences with school reform efforts. Three of the participating LEAs are the state operated districts (Newark, Jersey City and Paterson). The remaining seven LEAs (Woodbridge Township, Westwood Regional, Cape May County Special Services, Hunterdon Central Regional, Cherry Hill, Monroe Township and Highland Park) were selected as a result of a competitive application process. Additionally, the NJDOE has convened an expert panel to assist in the planning and development of a four-year evaluation plan for the program. The expert panel will also provide recommendations to the collaborating LEAs

regarding the most effective strategies for conducting research and implementing scientifically based program strategies.

8. A Guide for the Development of a Districtwide School Safety Plan

In November 2001 the NJDOE, in support of the *Strategic Plan for Systemic Improvement of Education in New Jersey* established by the State Board of Education, developed and disseminated *A Guide for the Development of a Districtwide School Safety Plan*. The purpose of the *Guide* is to provide New Jersey schools with background information for addressing school safety in a comprehensive manner.

The *Guide* provides school staff with a general framework for planning and an inventory of supportive resources for the development of comprehensive school safety plans and programs designed to effect positive behavior in schools in order to ensure safe school climates. It describes a continuum of strategies and activities that are vital to the establishment of safe and secure educational environments, ranging from the physical makeup of school buildings, to prevention and intervention programs and services, to community involvement, to responding to the aftermath of a crisis. The publication was distributed to all county superintendents and is also posted at the following website: http://www.state.nj.us/njded/educators/school_safety_man.

9. Violence Awareness Week

In January 2002, a state law (*N.J.S.A. 18A:36-5.1*) was passed designating the third week of October each year as “School Violence Awareness Week.” During this week, school districts are required to organize activities, such as age-appropriate forums for student discussions on conflict resolution, issues of student diversity and tolerance. The NJDOE has provided guidelines and information to local boards of education for use in planning the activities in observance of the week.

10. Public Hearings on Violence and Vandalism

In January 2002, a state law (*N.J.S.A. 18A:17-46 et seq.*) was passed requiring school employees to file reports describing all incidents of violence and vandalism, and requiring districts to conduct public hearings on all acts of violence and vandalism which

occurred in the previous school year. In compliance with an additional provision of the law, the NJDOE has proposed new regulations that impose a penalty on a school employee who knowingly falsifies a report of an incident of violence and vandalism.

11. Model Policy Prohibiting Harassment, Intimidation and Bullying

Legislation (*N.J.S.A. 18A:37-13 et seq.*) enacted in September 2002 requires each school district to adopt by September 1, 2003, a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions and on school busses. To assist school districts in developing these policies, the legislation also required the NJDOE to develop and issue a model policy applicable to grades kindergarten through twelve. The model policy can be found at the following web site: <http://www.state.nj.us/njded/parents/bully>. In addition, the NJDOE co-sponsored the *New Jersey Cares About Bullying Conference* with the Department of Law and Public Safety in March 2003.

12. Safe Schools and Communities Violence Prevention and Response Pilot Plan Initiative

The NJDOE awarded a grant to The Richard Stockton College of New Jersey to implement an eighteen-month pilot program in the 2001-2002 and 2002-2003 school years in which grant program staff collaborated with three school districts in Atlantic County, as well as community-based organizations and stakeholders, to develop effective violence prevention, intervention and postvention plans. One outcome of the pilot program will be a report prepared for dissemination to all school districts. The report will provide guidance on the processes and strategies developed under the pilot program, and current information on effective school responses to violence and the management of crises.

13. Memorandum of Agreement

The Attorney General and the Commissioner of Education in 1999 issued a revised *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*. Sections on weapons offenses, bias crimes and sexual harassment have been

included in the revised memorandum. Requirements for the memorandum are set forth in the new subchapter of administrative code, Law Enforcement Operations for Substances, Weapons and Safety (*N.J.A.C. 6A:16-6*). The memorandum, which is reviewed and signed annually by local education and law enforcement officials, forms the basis for sharing information between education and law enforcement representatives and sets parameters for law enforcement investigations. The Attorney General's Education-Law Enforcement Working Group intends to revise the memorandum to make it consistent with new statutes and regulations and to clarify and update issues and procedures, as appropriate.

14. Attorney General's Domestic Security Preparedness Task Force Infrastructure Advisory Committee-School Sector

In response to the terrorist attacks on September 11, 2001, Governor McGreevey created the Domestic Security Preparedness Task Force, which is chaired by the Attorney General's office and includes representatives from all state agencies. As a result of task force planning, a committee has been formed to specifically address the unique needs of schools for responding to potential attacks and threats. The school committee will make recommendations to be considered for implementation in the 2003-2004 school year.

15. Announcements Regarding Emergency and Crisis Management

Two announcements have been sent to school districts, charter schools, private and parochial schools and pre-school/child care providers regarding the management of potential attacks or threats. The March 18, 2003 release, found at <http://www.state.nj.us/njded/news/0307kean.htm>, provided information on the regulations for emergency and crisis management plans (*N.J.A.C. 6A:16-5.2*), available resources and a summary of future plans. The March 20, 2003 correspondence was posted on the web (<http://www.state.nj.us/njded/news/0320emg.htm>) and sent to schools. It provides a checklist for use by schools that emphasizes the importance of coordinating with local and county emergency management coordinators and

government and local law enforcement officials regarding emergencies, as well as a question and answer section.

16. School Safety and Crisis Prevention and Response Conferences

The NJDOE, in conjunction with the New Jersey Education Association, the New Jersey Principals and Supervisors Association and the University of Medicine and Dentistry of New Jersey, conducted two regional conferences in the spring of 2002 designed to provide educators with state-of-the-art information on school safety and crisis prevention and response.

17. Youth Gang Prevention and Intervention Project

Under a memorandum of understanding between the NJDOE and the Juvenile Justice Commission (JJC), the following gang-related programs and services were provided in 2002: gang prevention and education to youth who have been committed to JJC and are at high-risk for involvement in gang activity; information about gang activities to community members and organizations statewide; and professional development programs on gang issues.

18. Juvenile Offender Reentry Initiative

Under a memorandum of understanding between the NJDOE and the New Jersey State Parole Board, serious and violent juvenile offender populations in Camden and Essex counties were provided with alternative education opportunities in the 2002-2003 school year to support their transitions from adjudicated placements to their home communities.

19. Truancy Working Group

A working group composed of representatives from the Legislature, the NJDOE, the Administrative Office of the Courts and the Department of Human Services has been formed to make recommendations regarding practices for addressing truancy issues on the parts of schools, courts and human service agencies. A truancy survey was

administered to a sample of school districts in the spring of 2003 to collect information on existing practices in responding to student truancy. Recommendations regarding survey findings will be considered by the working group and its constituent agencies for action in the 2003-2004 school year.

20. Disaffected Youth Grant Program

The goal of this program is to help school-age children and adolescents who are at risk for involvement in the juvenile justice system remain in school or return to school and to achieve the Core Curriculum Content Standards. The program is designed to address the identified academic and nonacademic needs of the at-risk youth and their families in targeted school districts.

21. Children We Share: Partners in Student Discipline and Development (Phase I)

Under this project, assistance was provided to schools through a collaborative effort among NJDOE and The College of New Jersey, with support provided by the New Jersey Principals and Supervisors Association, to effectively engage parents and families in promoting positive youth development, with particular attention given to discipline issues. The project included the development of a guidebook, a videotape program and a program in CD-ROM format to provide relevant research, strategies and materials to use with parents in promoting positive youth development, and the provision of a principals institute supporting use of the materials developed under the project.

22. Student Support Services Planning and Development Project

Under this project, supportive services are being provided to 10 school districts interested in refining or reforming their student services programs. A contract has been awarded to MGT of America to provide technical support services to participating districts to assist them in evaluating existing student support services, assessing the support needs of students and designing and implementing the optimum configuration and systems for delivering and sustaining student support services for their school populations. The foundation of the project is the self-study undertaken by each district,

which encompasses the identification of existing programs, the analysis of student services in relation to identified student needs, the assessment of effectiveness and efficiency of existing programs and recommendations for reforming or refining these programs.

The two-year effort, which began in July 1, 2002, offers each participating district a small incentive grant of approximately \$5,000 per year to help support district participation; provide substantial technical assistance from a consultant contractor; and implement a collegial process for evaluation, review and revision of how student services are organized, staffed and delivered. The districts were selected based on an articulation agreement with the NJDOE's Office of School to Career and College Initiatives, which initiated a complementary project with pilot sites, under the New Jersey School Counseling Initiative. Exemplary work products resulting from the initiative are planned to be showcased regionally and statewide in 2004.

23. Peer-to-Peer Transitions Project

This project is designed to reduce factors that place students at risk for substance abuse and other negative behaviors as they transition from middle school to high school. Under an interagency agreement, NJDOE has provided a third year of funding to the New Jersey Department of Health and Senior Services (DHSS) to expand the Peer-to-Peer Transitions Project. The project utilizes the existing network of peer leadership programs in New Jersey that has been established under the New Jersey Middle School Peer-to-Peer Program, a collaborative effort among NJDOE, DHSS, the Governor's Council on Alcoholism and Drug Abuse and the Department of Law and Public Safety.

24. New Jersey Student Health Survey

The NJDOE, has partnered with the Department of Health and Senior Services and the Department of Law and Public Safety to develop and implement the New Jersey Student Health Survey (NJSHS). The survey is intended to consolidate the four existing state surveys (Youth Risk Behavior Survey, Drug and Alcohol Use Among New Jersey High School Students, Communities that Care Survey, Youth Tobacco Survey) that

collect information on student health issues. The survey information is used to guide the development of statewide policies and programs and help state agencies fulfill reporting requirements. The high school NJSHS was administered in the spring of 2003. Planning is underway for the development and implementation of the middle grades survey.

25. Alternative Education

Regulations for alternative education programs have been adopted by the State Board of Education as a subchapter (*N.J.A.C. 6A:16-8*) in the new Chapter of administrative code titled *Programs to Support Student Development (N.J.A.C. 6A:16)*. The provisions of the new subchapter regulate the application process and approval criteria for the operations of alternative education programs. The department has developed and disseminated guidance documents titled *A Guide and Application for the Operation and Approval of Middle School Alternative Education Programs* and *A Guide and Application for the Operation and Approval of High School Alternative Education Programs*. Special assistance has been provided to the Abbott school districts, which are required to have alternative education programs in middle and high schools.

26. V-Free Initiative

Since September 2000, the NJDOE has supported the V-Free Initiative, which is administered through the Center for Youth Policy and Programs of the New Jersey Department of State. The program provides mini-grants to schools and community-based organizations to support student-initiated local efforts to prevent violence, vandalism and victimization.

27. Drug Abuse Education Fund Project

Per the provisions of *C:2C:43-3.5* and *C.54A:9-25.12 et. seq.*, a Drug Abuse Education Fund (DAEF) was established from portions of taxpayer-designated refunds and penalties assessed against individuals adjudicated or convicted of certain crimes. The resources accumulated in the fund are appropriated annually to NJDOE for distribution to non-governmental entities for the use of law enforcement personnel in providing drug abuse education on a statewide basis. The NJDOE has received the first appropriation

under these statutory provisions and issued a contract for the first year of services in the spring of 2002 and plans to issue a second contract for the 2003-2004 school year.

28. Education Law Enforcement Partnerships Grant Program

Under this program, funds were provided to the Englewood School District to assist in the development of consortia between law enforcement personnel and schools in the district to implement substance abuse and violence prevention program activities. The programs provided under the grant are intended to give students the skills to recognize and resist the pressures that place them at risk for substance use and violence, as well as stimulate community interest and encourage family involvement in substance abuse prevention and positive health practices.

29. Violence Institute of New Jersey

The Violence Institute of New Jersey (VINJ), University of Medicine and Dentistry of New Jersey (UMDNJ), was established to provide resources to state government, as well as coordinate violence prevention and research activities within UMDNJ. The NJDOE has established a relationship with VINJ to help identify violence prevention resources for use by schools and, where appropriate, coordinate with VINJ on addressing violence issues in schools. The NJDOE and VINJ regularly share information and resources. For example, VINJ staff represented NJDOE at a federally sponsored national conference titled *School Safety: Technologies, Research and Emerging Concepts* in 2002, and provided information and recommendations for the development of safe school campuses.

30. Collaboration with Mental Health Agencies and Student Support Personnel

One of the conclusions to be drawn from the terrorist attacks on September 11, 2001 and national school tragedies, such as the Littleton, Colorado incident, is that schools should examine how they collaborate with local mental health agencies. The effective use of student support personnel and the development of relationships between them and mental health providers are important components of schools' responses to

violence. Therefore, the NJDOE continues to forge effective links between New Jersey schools and mental health providers.

Specifically, NJDOE staff continues to collaborate with the leadership of the Association of Student Assistance Professionals of New Jersey (ASAPNJ) and the New Jersey Association of School Psychologists (NJASP) and to establish effective working relationships, identify areas of concern and consider strategies for improving the delivery of student support services. ASAPNJ, NJASP and the New Jersey Association of Mental Health Agencies (NJAMHA) have all assigned representatives to serve on an advisory board to help guide the Student Support Services Planning and Development Initiative (SSSPDI).

C. Local School District Violence Prevention Efforts

Districts use many curricular and non-curricular programs in their efforts to prevent violence among students. The most frequently cited programs (in 2001-2002) were: Drug Abuse Resistance Education (DARE), programs developed locally, Here's Looking at You 2000, the Bullying Prevention Program, the Child Assault Prevention Program and the Social Problem Solving Program. See Table 7.

Table 7: Number of Districts Using Selected Violence Prevention Curricula

Violence Prevention Instructional Program	Number of Districts Using This Curriculum
a) B.A.B.E.S. Program	125
b) Bullying Prevention Program	207
c) Child Assault Prevention Program	165
d) Drug Abuse Resistance Ed. (D.A.R.E.)	447
e) Here's Looking at You 2000	246
f) Interpersonal Creative Problem Solving (ICPS)	12
g) Keys to Innervations	10
h) Life Skills Training	115
i) Locally Developed Program	317
j) McGruff's Drug Prevention & Child Protection	79
k) PeaceBuilders	22
l) Quest: Skills for Growing/Adolescence/Action	65
m) Reconnecting Youth	13
n) Resolving Conflict Creatively (RCCP)	23
o) SANKOFA	10
p) Second Step	45
q) Social Problem Solving Program	131
r) Strengthening Families Program	20
s) Teaching Students to be Peacemakers	63
t) Violence Prevention Curriculum for Adolescents	51
u) Other	287

Note. Based on responses to the Internet-based ESEA Title IV, Part A data collection. N=610.

FUTURE DIRECTIONS

The recent history of violent tragedies in our nation's schools and communities has strengthened the resolve of the NJDOE to provide policies, programs and other strategic initiatives which support local district efforts to develop and maintain safe and disciplined school environments. The NJDOE is committed to providing schools with supportive resources for the improvement of comprehensive school safety programs and helping schools to further reduce current levels of violence, vandalism and substance abuse. In light of our commitment, the NJDOE plans to implement or maintain the following:

A. Unsafe School Choice Option Policy

As a condition for receiving funds under the federal No Child Left Behind Act of 2001, the NJDOE is required to establish and implement a statewide policy requiring that students attending persistently dangerous schools or who become victims of violent criminal offenses while in or on the school grounds that the students attend be allowed to attend a safe public school within the local educational agency. The NJDOE's policy will be effective July 1, 2003. Schools are required to implement the policy by September 2, 2003.

B. Positive Student Discipline Reform Demonstration Project

The NJDOE intends to enter into a memorandum of understanding (MOU) with the Violence Institute of New Jersey (VINJ) at the University of Medicine and Dentistry of New Jersey (UMDNJ) to assist the NJDOE in administering, implementing and evaluating a research-based approach to school safety, including student discipline and positive student development, in three New Jersey school districts. The goal of the project is to create safety and order in participating schools without unnecessarily excluding students. The project will include the implementation of comprehensive and science-based safety and discipline policies and practices that include prevention, intervention, referral and continuity of care programs, services and activities that maximize supportive school responses to student concerns and minimize the use of student exclusion from school as a disciplinary tool.

C. Children We Share: Partners in Student Discipline and Development (Phase II)

The goal of this planned project is to expand upon the materials developed under Phase I of the project, which provide information for school administrators to effectively engage parents and families in promoting positive youth development, with particular attention given to discipline issues. In Phase II, the NJDOE intends to develop and provide training materials and training programs for teams of school staff and parents that will facilitate the delivery of trainings on positive discipline and youth development in their schools and communities, using the materials developed in Phase I.

D. Gang Prevention and Intervention Initiative

The purpose of this planned collaborative initiative with the Juvenile Justice Commission (JJC) and the Department of Law and Public Safety, is to develop a comprehensive array of programs and services designed to assist local schools and community-based organizations to understand and positively address negative youth gang issues. The initiative will expand upon the curriculum materials and programs developed by JJC in 2002 under a memorandum of agreement with the NJDOE.

E. Community Services for Suspended and Expelled Youth

Under a grant from the United States Department of Education, the NJDOE plans to develop materials and provide supportive services to help schools coordinate and implement programs under which students suspended, expelled or otherwise removed from school perform community service. The goal of the program is to provide suspended and expelled students with meaningful activities to occupy their time during their absences from school; to help them avoid negative behavior; and to teach them the value of service to others and their communities.

F. Technical Assistance

The NJDOE intends to provide technical support programs and services for the implementation of the regulations addressing school safety, violence and health services found in *N.J.A.C. 6A:16, Programs to Support Student Development* and related statutes, as well as provide assistance to schools in the effective implementation of the Principles of Effectiveness required under the federal *Safe and Drug-Free Schools and Communities Act*.

G. Collaborative Partnerships

The NJDOE aims to continue to collaborate with the following groups: Violence Institute of the University of Medicine and Dentistry of New Jersey, the Association of Student Assistance Professionals of New Jersey, the New Jersey Association of Mental Health Agencies, the New Jersey Association of School Psychologists and intends to continue to support the various collaborative initiatives described above in the Programmatic Response section of this report.

Appendix A: Public School Safety Law*

AN ACT concerning violence in the public schools and amending P.L.1982, c.163.

C.18A:17-46 Reporting of act of violence by school employee; annual 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. Annually, at a public hearing in October, the superintendent of schools shall report to the board of education all acts of violence and vandalism which occurred during the previous school year. The proceedings of the public hearing shall be transcribed and kept on file by the board of education, which shall make the transcript available to the public. Verification of the annual report on violence and vandalism 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 and vandalism.

The board of education shall file the transcript of the public hearing with the Division of Student Services in the Department of Education by November 1. The division shall review the transcript to ensure compliance with this section of law. The costs of staff training and transcribing the public hearing and printing the transcript shall be paid by the Department of Education.

Approved January 2, 2002.

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 and vandalism in the public schools and making recommendations to alleviate the problem.

L.1982, c. 163, s. 3, eff. Oct. 28, 1982.

* Pertinent Sections

Appendix B: Data Forms

VIOLENCE, VANDALISM, AND SUBSTANCE ABUSE INCIDENT REPORT FORM

2001-2002

INCIDENT INFORMATION

INCIDENT HEADER (One incident record only for all offenders and victims)

System-Assigned
Incident Number _____

School Name: _____

Location: _____ Cafeteria _____ Classroom _____ Corridor _____ Other inside school _____ School grounds _____ Bus _____ Building exterior _____ District office
_____ Other outside _____ Receiving School

Date of Incident: _____ Time of Incident: _____

Bias incident: _____ Yes _____ No Police notification: _____ None _____ Police notified, complaint filed _____ Police notified, no complaint filed

Contact Name: _____ Contact Phone #: _____

INCIDENT DETAIL

Check the items which describe the incident and, if applicable, the type of weapon, bomb or substance.

VIOLENCE

- ___ Simple Assault
- ___ Aggravated Assault
- ___ Fight
- ___ Gang Fight
- ___ Robbery
- ___ Extortion
- ___ Sex Offense
- ___ Threat

VANDALISM

- ___ Arson
- ___ Burglary
- ___ Damage to Property
- ___ Fireworks Offense
- ___ Theft
- ___ Trespassing

Cost to LEA: \$ _____

SUBSTANCE ABUSE

- ___ Use
- ___ Possession
- ___ Distribution

SUBSTANCE ABUSE

- ___ Alcohol
- ___ Marijuana
- ___ Amphetamines
- ___ Club/Rave drug
- ___ Cocaine
- ___ Hallucinogens (e.g. LSD, PCP)
- ___ Narcotics (e.g. heroin, morphine)
- ___ Depressants (e.g. barbiturates, tranquilizers)
- ___ Anabolic steroids
- ___ Unauthorized prescription drugs
- ___ Inhalants
- ___ Drug paraphernalia

WEAPONS

BOMB TYPE

- ___ Explosive device (detonated)
- ___ Explosive device (not detonated, but possible)
- ___ Fake bomb (detonation not possible)
- ___ Bomb threat (no bomb found)

OFFENSE

- ___ Possession of Firearm
- ___ Assault with a Firearm
- ___ Sale or Transfer of Firearm
- ___ Assault with Other Weapon
- ___ Possession of Other Weapon
- ___ Sale or Transfer of Weapon

FIREARM TYPE

- ___ Handgun
- ___ Rifle or shotgun
- ___ BB, air or pellet gun

OTHER WEAPON TYPE

- ___ Knife, Blade
- ___ Pin
- ___ Chain, Club
- ___ Mace, Spray
- ___ Imitation gun
- ___ Other

Incident Description: (optional) _____

OFFENDER (Check One):

- Known - Attach Offender Page(s)
- Unknown - Do not attach Offender Page

Signature 1

Title

Date

Signature 2 (principal)

Date

VV-SA, OFFENDER INFORMATION, 2001-2002

Please complete the following information for EACH offender involved in the incident.

OFFENDER TYPE

- Regular education student
- Student with a disability
- Student from another district
- Non-student

STUDENT ID NUMBER: _____
(DISTRICT STUDENTS ONLY)

STUDENT NAME: _____
(DISTRICT STUDENTS ONLY)

System-Assigned
Incident Number _____

For district students only, check the items which describe any action taken regarding this offender.

OAL determination: Yes No (FOR STUDENTS WITH DISABILITIES ONLY: See the User Manual for a definition of OAL.)

Disciplinary action taken: None Expulsion Removal to alternative education In-school suspension Out-of school suspension Other

Days suspended or removed: _____

If removed to alternative education program: Homebound instruction In-district alternative program/school Other in-district setting
 Out-of-district alternative program/school Other out-of-district setting County alternative education program

Individualized Education Program Services Received: Yes No (FOR STUDENTS WITH DISABILITIES ONLY)

For district students only. Check the categories that describe the offender.

OFFENDER GENDER

- Male
- Female

OFFENDER RACE/ETHNICITY

- American Indian
- Asian or Pacific Islander
- Black or African-American
- Hispanic or Latino
- White (Not Hispanic)

LEP: Check if "Yes."

Section 504: Check if "Yes."

SPECIAL EDUCATION ELIGIBILITY CRITERIA

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing impairments | <input type="checkbox"/> Other health impairments | <input type="checkbox"/> Speech language impairments |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Multiple disabilities | <input type="checkbox"/> Orthopedic Impairments | <input type="checkbox"/> Traumatic brain injury |
| <input type="checkbox"/> Emotional disturbance | <input type="checkbox"/> Mental retardation | <input type="checkbox"/> Specific learning disabilities | <input type="checkbox"/> Visual impairments |

Check the type of incident involving this offender:

- Violence
- Vandalism
- Weapon
- Substance Abuse

VV-SA, VICTIM INFORMATION, 2001-2002

Please complete the following information for EACH victim involved in the incident.

VICTIM TYPE

- Regular student School personnel
 Student with disabilities Non-student
 Student from another district

STUDENT ID NUMBER: _____
(DISTRICT STUDENTS ONLY)

STUDENT NAME: _____
(DISTRICT STUDENTS ONLY)

System-Assigned
Incident Number _____

For district students only. Check the categories that describe the victim.

VICTIM GENDER

- Male
 Female

VICTIM RACE/ETHNICITY

- American Indian
 Asian or Pacific Islander
 Black or African-American
 Hispanic or Latino
 White (Not Hispanic)

LEP: Check if "Yes."

Section 504: Check if "Yes."

SPECIAL EDUCATION ELIGIBILITY CRITERIA

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing impairments | <input type="checkbox"/> Other health impairments | <input type="checkbox"/> Speech language impairments |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Multiple disabilities | <input type="checkbox"/> Orthopedic Impairments | <input type="checkbox"/> Traumatic brain injury |
| <input type="checkbox"/> Emotional disturbance | <input type="checkbox"/> Mental retardation | <input type="checkbox"/> Specific learning disabilities | <input type="checkbox"/> Visual impairments |

Appendix C: Weapons and Substance Detail

Weapons	2000-2001		2001-2002	
Handgun	10	0.6%	11	0.8%
Rifle	0	0.0%	1	0.1%
Air Gun	29	1.9%	31	2.2%
Imitation Gun	120	7.7%	70	4.9%
Bomb - Exploded	0	0.0%	1	0.1%
Bomb - Unexploded	1	0.1%	1	0.1%
Knife	963	61.9%	924	64.1%
Pin	12	0.8%	15	1.0%
Chain	12	0.8%	10	0.7%
Mace	20	1.3%	23	1.6%
Other	388	25.0%	354	24.6%
Total Weapons (duplicated*)	1,555	100%	1,441	100%
Substances				
Alcohol	449	14.2%	462	15.5%
Marijuana	2,188	69.4%	2,018	67.5%
Amphetamines	36	1.1%	55	1.8%
Crack	5	0.2%	3	0.1%
Cocaine	58	1.8%	62	2.1%
Hallucinogens	29	0.9%	24	0.8%
Narcotics	46	1.5%	77	2.6%
Depressants	54	1.7%	44	1.5%
Steroids	0	0.0%	3	0.1%
Prescription Drugs	131	4.2%	111	3.7%
Inhalants	18	0.6%	18	0.6%
Drug Paraphernalia	140	4.4%	113	3.8%
Total Substances (duplicated*)	3,154	100.0%	2,990	100.0%

* More than one type of weapon or substance may be associated with an incident.

Appendix D: District Totals, by County

Types of Violence, Vandalism, Weapons Offenses, and Substance Abuse

Violence

Simple Assault
Aggravated Assault
Fight
Gang Fight
Robbery
Extortion
Sex Offense
Threat

Weapons

Firearm

Possession of, assault with, or sale/ distribution
of a handgun or rifle.
Bomb Offense (exploded/did not explode)

Other Weapon

Possession of, assault with, or sale/ distribution
of weapon other than a firearm

Vandalism

Arson
Bomb Threat or Fake Bomb
Burglary
Damage to Property
Fireworks Offense
Theft
Trespassing

Substance Abuse

Use
Possession
Sale or Distribution

Total

Unduplicated Count of Incidents. May not sum to total of the four categories.

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
Atlantic						
	ABSECON CITY	6	1	0	0	7
	ATLANTIC CITY	255	38	36	39	365
	ATLANTIC CO SPECIAL SERV	54	30	3	2	86
	ATLANTIC CO VOCATIONAL	25	0	2	4	31
	BRIGANTINE CITY	4	2	0	1	7
	BUENA REGIONAL	50	12	2	10	72
	EGG HARBOR CITY	8	0	1	0	9
	EGG HARBOR TWP	90	16	3	18	124
	ESTELL MANOR CITY	5	2	0	0	7
	FOLSOM BORO	1	1	0	0	2
	Galloway Community CS	0	0	0	0	0
	GALLOWAY TWP	5	6	1	6	18
	GREATER EGG HARBOR REG	61	17	9	14	101
	HAMILTON TWP	22	0	3	0	25
	HAMMONTON TOWN	43	13	5	1	62
	Learning Center CS	0	0	0	0	0
	LINWOOD CITY	7	4	0	0	11
	MAINLAND REGIONAL	37	9	5	19	70
	MARGATE CITY	0	0	0	0	0
	MULLICA TWP	0	2	0	4	6
	NORTHFIELD CITY	4	1	0	0	5
	Oceanside CS	4	0	0	0	4
	Pleasantech Academy CS	3	0	1	0	4
	PLEASANTVILLE CITY	35	3	9	12	58
	Pleasantville CS for Ac.	5	0	1	0	6
	PORT REPUBLIC CITY	0	0	0	0	0
	SOMERS POINT CITY	22	2	1	0	25
	VENTNOR CITY	5	0	0	0	5
	WEYMOUTH TWP	0	0	0	0	0
	Total	751	159	82	130	1,110
Bergen						
	ALLENDALE BORO	0	3	0	0	3
	ALPINE BORO	0	0	0	0	0
	BERGEN CO SPECIAL SERVICE	0	0	0	1	1
	BERGEN COUNTY VOCATIONAL	81	12	8	12	113
	BERGENFIELD BORO	5	9	4	2	18
	BOGOTA BORO	21	2	4	4	27
	CARLSTADT BORO	9	2	1	0	12
	CARLSTADT-EAST RUTHERFORD	14	2	2	0	18
	CLIFFSIDE PARK BORO	1	0	0	0	1
	CLOSTER BORO	2	2	0	4	8
	CRESSKILL BORO	0	1	0	0	1
	DEMAREST BORO	4	2	0	0	6
	DUMONT BORO	1	0	0	9	10
	EAST RUTHERFORD BORO	7	1	0	0	8
	EDGEWATER BORO	2	0	0	0	2
	ELMWOOD PARK	51	11	0	8	70
	EMERSON BORO	1	9	0	3	13
	ENGLEWOOD CITY	83	1	3	13	99

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	ENGLEWOOD CLIFFS BORO	0	0	0	0	0
	Englewood on the Palisade	1	0	0	0	1
	FAIR LAWN BORO	4	11	0	1	16
	FAIRVIEW BORO	2	2	0	0	4
	FORT LEE BORO	22	4	0	1	27
	FRANKLIN LAKES BORO	0	1	0	0	1
	GARFIELD CITY	23	9	3	0	34
	GLEN ROCK BORO	9	4	0	2	15
	HACKENSACK CITY	11	6	6	14	34
	HARRINGTON PARK BORO	8	3	0	1	11
	HASBROUCK HEIGHTS BORO	7	2	2	7	17
	HAWORTH BORO	1	1	1	0	2
	HILLSDALE BORO	0	2	0	0	2
	HO HO KUS BORO	0	0	0	0	0
	LEONIA BORO	4	2	1	3	10
	LITTLE FERRY BORO	6	4	2	0	12
	LODI BOROUGH	52	4	4	6	64
	LYNDHURST TWP	11	1	0	6	18
	MAHWAH TWP	29	35	1	2	67
	MAYWOOD BORO	0	0	0	0	0
	MIDLAND PARK BORO	0	3	0	0	3
	MONTVALE BORO	0	0	0	0	0
	MOONACHIE BORO	8	0	0	0	8
	NEW MILFORD BORO	17	32	2	2	53
	NORTH ARLINGTON BORO	36	7	0	5	48
	NORTHERN HIGHLANDS REG	1	0	0	7	8
	NORTHERN VALLEY REGIONAL	30	2	1	24	57
	NORTHVALE BORO	2	3	0	0	5
	NORWOOD BORO	12	2	1	0	15
	OAKLAND BORO	0	12	0	0	12
	OLD TAPPAN BORO	0	0	0	0	0
	ORADELL BORO	0	0	0	0	0
	PALISADES PARK	2	0	2	3	7
	PARAMUS BORO	59	4	0	3	66
	PARK RIDGE BORO	7	8	1	1	17
	PASCACK VALLEY REGIONAL	7	2	0	5	14
	RAMAPO-INDIAN HILL REG	21	6	2	4	31
	RAMSEY BORO	7	16	0	2	25
	RIDGEFIELD BORO	5	0	0	0	5
	RIDGEFIELD PARK TWP	10	2	0	7	19
	RIDGEWOOD VILLAGE	11	32	0	14	57
	RIVER DELL REGIONAL	4	24	0	0	28
	RIVER EDGE BORO	0	0	0	0	0
	RIVER VALE TWP	7	3	0	0	10
	ROCHELLE PARK TWP	0	0	0	0	0
	RUTHERFORD BORO	10	7	1	1	19
	SADDLE BROOK TWP	2	12	0	1	15
	SADDLE RIVER BORO	0	0	0	0	0
	SOUTH BERGEN JOINTURE COM	0	0	0	0	0
	SOUTH HACKENSACK TWP	0	0	0	0	0
	Teaneck Community CS	1	1	0	0	2

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	TEANECK TWP	27	14	7	2	48
	TENAFLY BORO	12	10	1	2	24
	UPPER SADDLE RIVER BORO	0	1	0	0	1
	WALDWICK BORO	0	0	0	0	0
	WALLINGTON BORO	9	8	0	4	21
	WESTWOOD REGIONAL	3	2	0	2	7
	WOOD RIDGE BORO	0	3	0	0	3
	WOODCLIFF LAKE BORO	0	8	0	0	8
	WYCKOFF TWP	5	5	1	0	11
	Total	787	377	61	188	1,392
Burlington						
	BASS RIVER TWP	0	1	0	0	1
	BEVERLY CITY	1	0	1	0	2
	BORDENTOWN REGIONAL	45	1	0	7	53
	BURLINGTON CITY	93	16	5	19	133
	BURLINGTON CO SPEC SERV	23	1	5	18	47
	BURLINGTON CO VOCATIONAL	35	6	4	7	52
	BURLINGTON TWP	70	11	5	0	86
	CHESTERFIELD TWP	0	0	0	0	0
	CINNAMINSON TWP	37	24	4	21	86
	DELANCO TWP	0	1	0	0	1
	DELTRAN TWP	19	0	1	6	26
	EASTAMPTON TWP	13	1	0	0	14
	EDGEWATER PARK TWP	2	2	0	1	5
	EVESHAM TWP	4	11	1	1	17
	FLORENCE TWP	7	1	1	4	13
	HAINESPORT TWP	0	0	0	3	3
	LENAPE REGIONAL	37	10	1	33	81
	LUMBERTON TWP	3	0	0	0	3
	MANSFIELD TWP	0	0	0	0	0
	MAPLE SHADE TWP	30	4	5	12	50
	MEDFORD LAKES BORO	0	3	0	0	3
	MEDFORD TWP	5	0	0	0	5
	MOORESTOWN TWP	4	15	0	4	23
	MOUNT HOLLY TWP	0	2	0	0	2
	MOUNT LAUREL TWP	3	15	2	0	20
	NEW HANOVER TWP	0	0	0	0	0
	NORTH HANOVER TWP	0	4	0	0	4
	NORTHERN BURLINGTON REG	57	20	1	7	84
	PALMYRA BORO	31	1	1	1	34
	PEMBERTON BOROUGH	2	6	0	0	8
	PEMBERTON TWP	30	8	3	2	43
	RANCOCAS VALLEY REGIONAL	94	44	6	12	156
	RIVERSIDE TWP	0	3	0	3	6
	RIVERTON	0	3	0	0	3
	SHAMONG TWP	2	2	0	0	4
	SOUTHAMPTON TWP	29	2	1	7	39
	SPRINGFIELD TWP	0	2	0	0	2
	TABERNACLE TWP	0	1	0	0	1
	WASHINGTON TWP	0	0	0	0	0
	WESTAMPTON	14	4	0	0	18

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	WILLINGBORO TWP	130	23	9	6	161
	WOODLAND TWP	0	0	0	0	0
	Total	820	248	56	174	1,289
Camden						
	AUDUBON BORO	43	3	0	10	55
	BARRINGTON BORO	0	6	1	0	7
	BELLMAWR BORO	2	4	0	1	7
	BERLIN BORO	44	2	0	0	45
	BERLIN TWP	0	0	0	0	0
	BLACK HORSE PIKE REGIONAL	59	47	5	30	141
	BROOKLAWN BORO	0	0	0	0	0
	Camden Academy Charter HS	0	0	0	0	0
	CAMDEN CITY	1,269	163	45	16	1,481
	CAMDEN CO ED SERV COMM	1	0	0	0	1
	CAMDEN COUNTY VOCATIONAL	58	14	3	16	91
	Camden's Promise CS	1	1	1	1	4
	CHERRY HILL TWP	38	24	5	17	84
	CHESILHURST	0	0	0	0	0
	CLEMENTON BORO	6	7	1	0	13
	COLLINGSWOOD BORO	22	9	2	2	35
	EASTERN CAMDEN COUNTY REG	33	6	1	22	62
	GIBBSBORO BORO	3	0	0	0	3
	GLOUCESTER CITY	5	0	0	4	9
	GLOUCESTER TWP	77	2	4	5	87
	HADDON HEIGHTS BORO	7	6	0	2	15
	HADDON TWP	19	12	1	4	36
	HADDONFIELD BORO	0	5	0	8	13
	LAUREL SPRINGS BORO	0	0	0	0	0
	LAWN SIDE BORO	0	0	0	0	0
	LEAP Academy University C	0	0	0	0	0
	LINDENWOLD BORO	26	16	7	6	50
	MAGNOLIA BORO	32	0	0	0	32
	MERCHANTVILLE BORO	0	2	1	0	3
	MOUNT EPHRAIM BORO	0	0	0	0	0
	OAKLYN BORO	5	5	1	0	11
	PENNSAUKEN TWP	68	36	15	19	136
	PINE HILL BORO	54	14	2	21	90
	RUNNEMEDE BORO	2	0	0	3	5
	SOMERDALE BORO	3	0	0	1	4
	STERLING HIGH SCHOOL DIST	70	5	1	16	91
	STRATFORD BORO	10	1	1	0	12
	VOORHEES TWP	3	3	0	0	6
	WATERFORD TWP	7	9	1	0	17
	WINSLOW TWP	88	13	7	20	127
	WOODLYNNE BORO	19	0	1	0	19
	Total	2,074	415	106	224	2,792
Cape May						
	AVALON BORO	2	0	0	0	2
	CAPE MAY CITY	0	0	0	0	0
	CAPE MAY CO SPECIAL SERV	69	22	5	8	97

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	CAPE MAY CO VOCATIONAL	9	1	0	0	10
	chARTer~TECH HIGH SCHOOL	5	1	1	4	11
	DENNIS TWP	2	1	0	0	3
	LOWER CAPE MAY REGIONAL	34	2	4	23	62
	LOWER TWP	1	0	0	1	2
	MIDDLE TWP	33	4	4	21	59
	NORTH WILDWOOD CITY	8	0	2	2	12
	OCEAN CITY	69	16	4	12	101
	SEA ISLE CITY	4	1	0	0	5
	STONE HARBOR BORO	0	0	0	0	0
	UPPER TWP	6	4	0	0	10
	WEST CAPE MAY BORO	0	0	0	0	0
	WILDWOOD CITY	43	2	1	4	50
	WILDWOOD CREST BORO	1	0	0	0	1
	WOODBINE BORO	2	1	1	2	4
	Total	288	55	22	77	429
Cumberland						
	BRIDGETON CITY	101	16	8	9	133
	COMMERCIAL TWP	3	3	1	2	7
	CUMBERLAND CO VOCATIONAL	10	3	0	0	13
	CUMBERLAND REGIONAL	46	0	4	17	67
	DEERFIELD TWP	9	0	0	0	9
	DOWNE TWP	0	4	1	0	4
	FAIRFIELD TWP	6	0	1	0	6
	GREENWICH TWP	0	1	0	0	1
	HOPEWELL TWP	3	6	1	0	9
	LAWRENCE TWP	0	0	0	0	0
	MAURICE RIVER TWP	7	5	1	0	12
	MILLVILLE CITY	247	20	14	20	297
	SHILOH BORO	0	0	0	0	0
	STOW CREEK TWP	4	2	0	1	7
	UPPER DEERFIELD TWP	15	0	0	1	16
	VINELAND CITY	267	32	31	35	360
	Total	718	92	62	85	941
Essex						
	BELLEVILLE TOWN	86	11	7	0	103
	BLOOMFIELD TWP	13	8	6	8	35
	CALDWELL-WEST CALDWELL	4	4	0	19	27
	CEDAR GROVE TWP	16	6	0	3	24
	CITY OF ORANGE TWP	48	20	11	15	94
	Discovery CS	0	0	0	0	0
	EAST ORANGE	253	59	22	4	325
	East Orange Community CS	0	0	0	0	0
	ESSEX CO ED SERV COMM	15	8	5	2	25
	ESSEX COUNTY VOCATIONAL	4	4	6	0	13
	ESSEX FELS BORO	0	2	0	0	2
	FAIRFIELD TWP	0	0	0	0	0
	GLEN RIDGE BORO	2	7	0	0	9
	Gray CS	0	0	0	0	0
	IRVINGTON TOWNSHIP	12	15	5	0	30

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	Lady Liberty Academy CS	55	9	1	0	65
	LIVINGSTON TWP	8	4	2	5	18
	Maria L. Varisco-Rogers C	0	0	0	0	0
	Marion P. Thomas CS	0	0	0	0	0
	MILLBURN TWP	36	8	0	5	49
	MONTCLAIR TOWN	14	15	5	9	43
	New Horizons Comm. CS	0	1	0	0	1
	NEWARK CITY	243	143	120	34	527
	Newark CS	0	0	0	0	0
	NORTH CALDWELL BORO	0	0	0	0	0
	North Star Acad. CS of Ne	0	1	0	0	1
	NUTLEY TOWN	2	23	0	4	29
	Robert Treat Academy CS	0	0	0	0	0
	ROSELAND BORO	0	0	0	0	0
	SOUTH ORANGE-MAPLEWOOD	68	28	8	7	110
	VERONA BORO	0	10	0	0	10
	WEST ESSEX REGIONAL	4	3	0	2	9
	WEST ORANGE TOWN	25	7	7	7	46
	Total	908	396	205	124	1,595
Gloucester						
	CLAYTON BORO	112	10	0	4	126
	CLEARVIEW REGIONAL	36	5	0	5	46
	DELSEA REGIONAL H.S DIST.	32	4	3	9	48
	DEPTFORD TWP	101	11	3	8	122
	EAST GREENWICH TWP	0	0	0	0	0
	ELK TWP	0	0	0	0	0
	FRANKLIN TWP	12	8	0	0	20
	GATEWAY REGIONAL	71	9	1	12	93
	GLASSBORO	61	20	4	3	87
	GLOUCESTER CO SPEC SERV	72	19	1	5	96
	GLOUCESTER CO VOCATIONAL	23	5	0	3	29
	GREENWICH TWP	3	7	0	0	10
	HARRISON TWP	0	0	0	0	0
	KINGSWAY REGIONAL	44	3	1	10	58
	LOGAN TWP	0	4	0	0	4
	MANTUA TWP	0	1	0	0	1
	MONROE TWP	47	5	3	5	60
	NATIONAL PARK BORO	2	0	0	0	2
	PAULSBORO BORO	1	18	4	0	23
	PITMAN BORO	20	2	3	3	28
	SOUTH HARRISON TWP	0	0	0	0	0
	SWEDESBORO-WOOLWICH	2	0	0	0	2
	WASHINGTON TWP	71	31	4	17	123
	WENONAH BORO	0	0	0	0	0
	WEST DEPTFORD TWP	60	22	0	9	91
	WESTVILLE BORO	0	5	0	0	5
	WOODBURY CITY	64	19	2	3	87
	WOODBURY HEIGHTS BORO	0	4	0	0	4
	Total	834	212	29	96	1,165

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
Hudson						
	BAYONNE CITY	18	9	1	6	34
	C.R.E.A.T.E. CS	0	0	0	0	0
	EAST NEWARK BORO	2	0	0	0	2
	Elysian CS of Hoboken	0	0	0	0	0
	Gateway CS	164	0	0	0	164
	GUTTENBERG TOWN	6	3	0	0	9
	HARRISON TOWN	3	0	0	4	7
	HOBOKEN CITY	19	2	4	1	26
	Hoboken CS	0	0	0	0	0
	HUDSON COUNTY VOCATIONAL	0	2	0	0	2
	JERSEY CITY	288	31	82	23	400
	Jersey City Comm. CS	0	0	0	0	0
	Jersey City Golden Door	10	0	1	0	11
	KEARNY TOWN	43	5	7	28	77
	Learning Community CS	0	0	0	0	0
	Liberty Academy CS	0	0	0	0	0
	NORTH BERGEN TWP	90	9	7	11	115
	Schomburg CS	0	0	0	0	0
	SECAUCUS TOWN	6	0	2	0	7
	Soaring Heights CS	15	0	0	0	15
	UNION CITY	101	21	12	37	170
	WEEHAWKEN TWP	2	0	0	0	2
	WEST NEW YORK TOWN	5	17	2	0	21
	Total	772	99	118	110	1,062
Hunterdon						
	ALEXANDRIA TWP	0	0	0	0	0
	BETHLEHEM TWP	0	0	0	0	0
	BLOOMSBURY BORO	0	0	0	0	0
	CALIFON BORO	0	0	0	0	0
	CLINTON TOWN	0	0	1	1	2
	CLINTON TWP	2	0	0	0	2
	DELAWARE TWP	0	0	0	0	0
	DELAWARE VALLEY REGIONAL	2	2	0	7	11
	EAST AMWELL TWP	2	2	0	0	4
	FLEMINGTON-RARITAN REG	23	17	5	1	44
	FRANKLIN TWP	0	1	0	0	1
	FRENCHTOWN BORO	0	0	0	0	0
	HAMPTON BORO	0	0	0	0	0
	HIGH BRIDGE BORO	3	3	0	1	7
	HOLLAND TWP	1	2	0	0	3
	HUNTERDON CENTRAL REG	22	41	0	31	94
	HUNTERDON CO ED SER COMM	0	0	0	3	3
	HUNTERDON CO VOCATIONAL	0	1	0	0	1
	KINGWOOD TWP	0	0	0	0	0
	LAMBERTVILLE CITY	1	0	1	0	1
	LEBANON BORO	1	1	0	0	2
	LEBANON TWP	2	2	1	0	5
	MILFORD BORO	0	2	0	1	3
	N HUNT/VOORHEES REGIONAL	3	9	0	14	26

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	READINGTON TWP	58	7	0	0	65
	SOUTH HUNTERDON REGIONAL	1	4	1	1	7
	STOCKTON BORO	0	0	0	0	0
	TEWKSBURY TWP	0	0	0	0	0
	UNION TWP	0	0	0	0	0
	WEST AMWELL TWP	0	1	0	0	1
	Total	121	95	9	60	282
Mercer						
	EAST WINDSOR REGIONAL	43	17	10	14	81
	Emily Fisher CS of Adv. S	4	0	0	0	4
	EWING TWP	67	18	9	20	112
	GR.TRENTON ACAD & TECH CS	1	0	0	0	1
	Granville CS	12	7	1	0	19
	HAMILTON TWP	50	24	8	60	142
	HOPEWELL VALLEY REGIONAL	43	16	3	17	72
	International CS of Trent	0	0	0	0	0
	LAWRENCE TWP	37	13	4	3	57
	MERCER COUNTY VOCATIONAL	13	6	1	3	22
	MERCER CO SPECIAL SERVICE	39	2	9	7	56
	Pace CS of Hamilton	0	0	0	0	0
	Princeton CS	0	0	0	0	0
	PRINCETON REGIONAL	16	14	1	11	42
	TRENTON CITY	784	88	52	14	916
	Trenton Community CS	0	0	0	0	0
	VILLAGE CHARTER SCHOOL	14	0	1	0	15
	W WINDSOR-PLAINSBORO REG	40	17	4	24	84
	WASHINGTON TWP	1	0	4	0	4
	Total	1,164	222	107	173	1,627
Middlesex						
	CARTERET BORO	15	11	5	0	28
	CRANBURY TWP	0	0	0	0	0
	DUNELLEN BORO	1	5	1	3	10
	EAST BRUNSWICK TWP	75	9	7	7	98
	EDISON TWP	90	26	9	17	142
	Greater Brunswick CS	0	1	2	0	3
	HIGHLAND PARK BORO	33	10	0	3	44
	JAMESBURG BORO	9	1	0	0	9
	METUCHEN BORO	8	3	0	6	17
	MIDDLESEX BORO	7	0	0	7	14
	MIDDLESEX CO ED SER COMM	110	13	2	12	137
	MIDDLESEX CO VOCATIONAL	6	2	5	2	15
	MILLTOWN BORO	5	1	0	0	6
	MONROE TWP	0	2	0	0	2
	NEW BRUNSWICK CITY	35	10	3	4	52
	NORTH BRUNSWICK TWP	73	12	13	5	101
	OLD BRIDGE TWP	93	28	5	24	150
	PERTH AMBOY CITY	85	24	12	18	137
	PISCATAWAY TWP	101	13	14	13	139
	SAYREVILLE BORO	54	18	5	4	81
	SOUTH AMBOY CITY	47	7	2	5	61

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	SOUTH BRUNSWICK TWP	16	9	4	7	33
	SOUTH PLAINFIELD BORO	84	33	0	12	129
	SOUTH RIVER BORO	29	4	2	1	34
	SPOTSWOOD BORO	18	7	1	1	27
	WOODBRIIDGE TWP	44	23	7	39	112
	Total	1,038	272	99	190	1,581
Monmouth						
	Academy Charter High Scho	10	1	1	1	13
	ASBURY PARK CITY	73	25	15	4	113
	ATLANTIC HIGHLANDS BORO	0	0	0	0	0
	AVON BORO	0	0	0	0	0
	BELMAR BORO	2	4	0	0	6
	BRADLEY BEACH BORO	0	0	0	0	0
	BRIELLE BORO	0	0	0	0	0
	COLTS NECK TWP	14	4	0	0	18
	DEAL BORO	0	0	0	0	0
	EATONTOWN BORO	6	1	1	0	8
	FAIR HAVEN BORO	1	4	0	0	5
	FARMINGDALE BORO	3	1	0	0	4
	FREEHOLD BORO	3	0	0	0	3
	FREEHOLD REGIONAL	102	49	3	77	228
	FREEHOLD TWP	0	5	0	0	5
	HAZLET TWP	27	36	2	6	71
	HENRY HUDSON REGIONAL	6	2	0	4	12
	HIGHLANDS BORO	0	3	0	0	3
	HOLMDEL TWP	16	5	1	0	21
	Hope Academy CS	0	0	0	0	0
	HOWELL TWP	57	5	2	2	66
	KEANSBURG BORO	83	10	5	0	97
	KEYPORT BORO	36	13	0	0	48
	LITTLE SILVER BORO	2	0	1	0	2
	LONG BRANCH CITY	29	19	6	13	64
	MANALAPAN-ENGLISHTOWN REG	6	5	0	0	11
	MANASQUAN BORO	9	1	3	6	19
	MARLBORO TWP	0	0	0	0	0
	MATAWAN-ABERDEEN REGIONAL	29	11	5	3	46
	MIDDLETOWN TWP	172	26	4	55	254
	MILLSTONE TWP	1	18	2	0	21
	MONMOUTH BEACH BORO	0	0	0	0	0
	MONMOUTH CO VOCATIONAL	7	3	1	2	13
	MONMOUTH REGIONAL	19	0	1	4	23
	MONMOUTH-OCEAN ED SER COM	28	1	2	10	41
	NEPTUNE CITY	0	0	0	0	0
	NEPTUNE TWP	15	6	7	9	33
	OCEAN TWP	12	6	3	4	24
	OCEANPORT BORO	0	0	0	0	0
	RED BANK BORO	13	2	2	0	17
	RED BANK REGIONAL	55	11	6	5	77
	ROOSEVELT BORO	0	1	0	0	1
	RUMSON BORO	0	2	0	0	2

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	RUMSON-FAIR HAVEN REG	2	8	0	5	15
	SEA GIRT BORO	0	0	0	0	0
	SHORE REGIONAL	18	3	0	8	29
	SHREWSBURY BORO	0	0	0	0	0
	SPRING LAKE BORO	0	0	0	0	0
	SPRING LAKE HEIGHTS BORO	5	1	0	0	6
	The Red Bank CS	0	0	0	0	0
	TINTON FALLS	25	2	0	0	27
	UNION BEACH	5	3	1	0	9
	UPPER FREEHOLD REGIONAL	13	9	0	15	37
	WALL TWP	45	20	4	5	74
	WEST LONG BRANCH BORO	1	0	0	0	1
	Total	950	326	78	238	1,567
Morris						
	BOONTON TOWN	16	3	0	8	27
	BOONTON TWP	0	0	0	0	0
	BUTLER BORO	9	1	0	3	13
	CHESTER TWP	11	0	2	0	11
	DENVILLE TWP	0	0	0	0	0
	DOVER TOWN	39	5	1	3	48
	EAST HANOVER TWP	3	4	1	0	8
	EDUC SERV COMM MORRIS CO	0	0	0	0	0
	FLORHAM PARK BORO	0	4	0	0	4
	HANOVER PARK REGIONAL	8	2	0	3	13
	HANOVER TWP	14	3	1	0	17
	HARDING TOWNSHIP	0	0	0	0	0
	JEFFERSON TWP	47	11	2	11	71
	KINNELON BORO	8	1	0	3	12
	LINCOLN PARK BORO	2	0	0	0	2
	LONG HILL TWP	0	0	0	0	0
	MADISON BORO	1	5	0	4	10
	MENDHAM BORO	0	1	0	0	1
	MENDHAM TWP	2	0	0	0	2
	MINE HILL TWP	0	0	0	0	0
	MONTVILLE TWP	2	11	1	3	17
	MORRIS COUNTY VOCATIONAL	16	6	0	1	23
	MORRIS HILLS REGIONAL	24	6	1	18	49
	MORRIS PLAINS BORO	0	0	0	0	0
	MORRIS SCHOOL DISTRICT	33	24	2	6	65
	MOUNT ARLINGTON BORO	2	3	0	0	5
	MOUNT OLIVE TWP	16	3	0	13	32
	MOUNTAIN LAKES BORO	6	6	0	3	15
	NETCONG BORO	1	1	0	0	2
	PARSIPPANY-TROY HILLS TWP	18	19	0	14	51
	PEQUANNOCK TWP	0	0	0	1	1
	RANDOLPH TWP	9	4	2	4	19
	RIVERDALE BORO	1	1	0	0	2
	ROCKAWAY BORO	3	0	0	0	3
	ROCKAWAY TWP	7	3	2	1	13
	ROXBURY TWP	15	6	0	6	27

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	SCH DIST OF THE CHATHAMS	4	5	1	14	24
	Unity CS	0	0	0	0	0
	WASHINGTON TWP	0	0	0	3	3
	WEST MORRIS REGIONAL	5	3	0	6	13
	WHARTON BORO	0	2	2	0	4
	Total	322	143	18	128	607
Ocean						
	BARNEGAT TWP	9	3	0	3	15
	BAY HEAD BORO	1	0	0	0	1
	BEACH HAVEN BORO	0	0	0	0	0
	BERKELEY TWP	0	4	0	0	4
	BRICK TWP	146	26	10	26	208
	CENTRAL REGIONAL	7	0	0	5	12
	EAGLESWOOD TWP	0	0	0	0	0
	ISLAND HEIGHTS BORO	0	0	0	0	0
	JACKSON TWP	62	62	12	33	167
	LACEY TWP	13	17	0	17	46
	LAKEHURST BORO	3	1	0	0	4
	LAKEWOOD TWP	25	15	15	2	52
	LAVALLETTE BORO	0	0	0	0	0
	LITTLE EGG HARBOR TWP	40	5	0	0	45
	LONG BEACH ISLAND	0	0	0	0	0
	MANCHESTER TWP	39	2	1	3	45
	OCEAN COUNTY VOCATIONAL	2	4	0	1	7
	OCEAN GATE BORO	0	0	0	0	0
	OCEAN TWP	0	0	1	0	1
	PINELANDS REGIONAL	76	3	5	17	101
	PLUMSTED TWP	19	0	0	2	21
	POINT PLEASANT BEACH BORO	9	1	3	1	14
	POINT PLEASANT BORO	27	16	2	20	65
	SEASIDE HEIGHTS BORO	4	0	0	0	4
	SEASIDE PARK BORO	0	0	0	0	0
	SOUTHERN REGIONAL	51	27	2	7	86
	STAFFORD TWP	5	0	0	0	5
	TOMS RIVER REGIONAL	228	23	20	86	355
	TUCKERTON BORO	0	0	0	0	0
	Total	766	209	71	223	1,258
Passaic						
	BLOOMINGDALE BORO	4	9	2	0	13
	Classical Academy CS of C	0	0	0	0	0
	CLIFTON CITY	28	26	6	8	67
	HALEDON BORO	59	19	5	0	83
	HAWTHORNE BORO	2	6	1	10	19
	LAKELAND REGIONAL	9	19	1	8	37
	LITTLE FALLS TWP	0	5	0	0	5
	NORTH HALEDON BORO	0	0	0	0	0
	PASSAIC CITY	142	64	40	49	291
	PASSAIC CO ED SERV COMM	0	0	0	0	0
	PASSAIC CO MANCHESTER REG	20	3	1	2	26
	PASSAIC COUNTY VOCATIONAL	58	4	5	8	74

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	PASSAIC VALLEY REGIONAL	25	48	3	3	79
	PATERSON CITY	292	62	51	91	476
	Paterson CS for Urban Lea	7	0	0	0	7
	POMPTON LAKES BORO	4	2	0	3	9
	PROSPECT PARK BORO	5	1	1	1	8
	RINGWOOD BORO	49	20	3	0	72
	TOTOWA BORO	0	1	0	1	2
	WANAQUE BORO	1	7	1	0	9
	WAYNE TWP	147	43	8	43	239
	WEST MILFORD TWP	11	9	0	3	23
	WEST PATERSON BORO	4	1	1	0	6
	Total	867	349	129	230	1,545
Salem						
	ALLOWAY TWP	0	0	0	0	0
	ELMER BORO	1	1	0	0	2
	EL SINBORO TWP	0	1	0	0	1
	LOWER ALLOWAYS CREEK	0	0	0	0	0
	MANNINGTON TWP	0	0	0	0	0
	OLDMANS TWP	0	0	0	0	0
	PENNS GRV-CARNEY'S PT REG	7	7	2	12	27
	PENNSVILLE	9	18	2	2	31
	PITTS GROVE TWP	1	1	0	3	5
	QUINTON TWP	0	0	0	0	0
	SALEM CITY	33	7	4	6	50
	SALEM CO SPECIAL SERVICE	0	0	0	0	0
	SALEM COUNTY VOCATIONAL	4	3	1	0	7
	UPPER PITTS GROVE TWP	5	0	0	8	13
	WOODSTOWN-PILES GROVE REG	33	14	0	1	47
		93	52	9	32	183
Somerset						
	BEDMINSTER TWP	2	1	0	0	3
	BERNARDS TWP	7	10	0	3	20
	BOUND BROOK BORO	3	15	4	9	31
	BRANCHBURG TWP	5	3	0	0	8
	BRIDGEWATER-RARITAN REG	69	11	3	5	88
	Franklin CS	0	0	0	0	0
	FRANKLIN TWP	33	8	2	9	52
	GREEN BROOK TWP	7	0	1	0	8
	HILLSBOROUGH TWP	25	14	4	2	45
	MANVILLE BORO	37	6	1	31	75
	MONTGOMERY TWP	3	31	1	0	35
	NORTH PLAINFIELD BORO	5	5	3	4	16
	SOMERSET CO ED SERV COMM	7	1	0	2	10
	SOMERSET CO VOCATIONAL	18	8	2	9	37
	SOMERSET HILLS REGIONAL	1	3	0	3	7
	SOMERVILLE BORO	13	3	1	6	23

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	SOUTH BOUND BROOK	9	0	0	0	9
	WARREN TWP	9	5	0	2	16
	WATCHUNG BORO	1	0	0	0	1
	WATCHUNG HILLS REGIONAL	14	5	0	3	22
	Total	268	129	22	88	506
Sussex						
	ANDOVER REG	12	5	2	0	19
	BYRAM TWP	0	1	0	0	1
	FRANKFORD TWP	1	1	0	0	2
	FRANKLIN BORO	6	2	0	0	8
	FREDON TWP	0	0	0	0	0
	GREEN TWP	0	1	0	0	3
	HAMBURG BORO	0	7	0	0	7
	HAMPTON TWP	1	0	0	0	1
	HARDYSTON TWP	1	0	0	0	1
	HIGH POINT REGIONAL	13	2	0	5	20
	HOPATCONG	28	4	0	3	34
	KITTATINNY REGIONAL	10	1	2	7	20
	LAFAYETTE TWP	5	3	2	0	9
	LENAPE VALLEY REGIONAL	12	1	0	5	18
	MONTAGUE TWP	0	0	1	0	1
	NEWTON TOWN	28	2	2	17	49
	OGDENSBURG BORO	0	0	0	0	0
	SANDYSTON-WALPACK TWP	0	0	0	0	0
	SPARTA TWP	17	8	0	9	34
	STANHOPE BORO	3	0	0	0	3
	STILLWATER TWP	0	0	0	0	0
	SUSSEX CO ED SERV COMM	0	0	0	0	0
	Sussex County CS for Tech	6	2	0	0	8
	SUSSEX COUNTY VOCATIONAL	0	0	0	0	0
	SUSSEX-WANTAGE REGIONAL	22	0	0	4	26
	VERNON TWP	29	4	0	3	36
	WALLKILL VALLEY REGIONAL	9	2	1	4	16
	Total	203	46	10	57	316
Union						
	BERKELEY HEIGHTS TWP	7	40	2	10	59
	CALLA CS	0	0	0	0	0
	CLARK TWP	2	9	1	2	14
	CRANFORD TWP	0	5	0	2	7
	ELIZABETH CITY	64	65	28	49	199
	GARWOOD BORO	0	0	0	0	0
	HILLSIDE TWP	100	10	12	2	122
	KENILWORTH BORO	13	3	0	2	18
	LINDEN CITY	60	0	7	5	69
	MORRIS-UNION JOINTURE COM	0	0	0	0	0
	MOUNTAINSIDE BORO	22	0	0	0	22
	NEW PROVIDENCE BORO	0	4	0	0	4
	PLAINFIELD CITY	189	22	18	9	238
	Queen City Academy CS	0	0	0	0	0
	RAHWAY CITY	1	10	3	7	20

Appendix D: District Totals, by County

Co	District	Violence	Vandalism	Weapons	Substances	Total
	ROSELLE BORO	13	8	10	7	33
	ROSELLE PARK BORO	8	1	0	8	17
	SCOTCH PLAINS-FANWOOD REG	51	14	3	8	75
	SPRINGFIELD TWP	1	7	2	0	8
	SUMMIT CITY	5	23	0	1	29
	UNION CO ED SERV COMM	71	4	5	7	86
	UNION COUNTY VOCATIONAL	7	6	0	0	13
	UNION TWP	189	14	8	0	210
	WESTFIELD TOWN	6	7	0	2	15
	WINFIELD TWP	4	0	0	0	4
	Total	813	252	99	121	1,262
Warren						
	ALLAMUCHY TWP	0	0	0	0	0
	ALPHA BORO	0	1	1	0	2
	BELVIDERE TOWN	6	8	1	4	18
	BLAIRSTOWN TWP	0	0	0	0	0
	FRANKLIN TWP	0	0	0	0	0
	FRELINGHUYSEN TWP	0	0	0	0	0
	GREAT MEADOWS REGIONAL	5	0	0	0	5
	GREENWICH TWP	0	0	0	0	0
	HACKETTSTOWN	14	3	2	19	38
	HARMONY TWP	1	0	0	1	2
	HOPE TWP	1	0	0	0	1
	KNOWLTON TWP	0	0	0	0	0
	LOPATCONG TWP	0	0	0	0	0
	MANSFIELD TWP	0	0	1	0	1
	NORTH WARREN REGIONAL	10	1	1	7	18
	OXFORD TWP	2	4	1	0	7
	PHILLIPSBURG TOWN	66	39	9	1	113
	POHATCONG TWP	0	0	0	0	0
	WARREN CO SPECIAL SERVICE	1	0	0	0	1
	WARREN COUNTY VOCATIONAL	4	0	0	0	4
	WARREN HILLS REGIONAL	2	8	2	1	13
	WASHINGTON BORO	7	0	0	0	7
	WASHINGTON TWP	0	4	0	0	4
	WHITE TWP	1	0	0	0	1
	Total	120	68	18	33	235